|  |  |
| --- | --- |
| **Pupil Equity Fund allocation for session 2025/26** | **£** 78,840 (this includes £33,083 used in Term 4 of 24/25 – see 24/25 PEF plan for details of projects) |
| **School Context (copied from SIP)**  |
|  Roll – 230 pupils in school and 55 in nursery FME – 31.7% SIMD Profile – 51.3% of pupils lives in SIMd 1 and 2; 30.8% of pupils live in SIMd 9 and 10; 17.8% of pupils live in SIMd 3-8Our school and nursery vision is **‘Touch School and Nursery, A Community with Learning at its Heart: Built on Connection and Relationships**.’ This was last reviewed with all stakeholders in 2023. We have four school values: **Honesty, Aspiration, Respect and Kindness**. Everything we do and say is based on these values. Children, families and staff are all well aware of these values and our actions relating to these.Our aims are:* To provide **an ethos** where everyone in our school community is valued and happy as their **wellbeing needs** are met and their learning is **supported and challenged**.
* To ensure children develop across the **four capacities** (Successful Learner, Confident Individual, Responsible Citizen and Effective Contributor) and live our school and nursery values.
* To equip our learners with the **skills, knowledge and attitudes** (Aim high, Persevere, Reflect and Adapt, Wonder, problem Solve, Link Learning and Engage) for **learning, life and work**.
* To provide an **equity of experience and opportunity** to ensure all learners are able to fulfill their potential.
* To **raise attaiment** and narrow the attainment gap.
 |
| **Cost of the School Day** (In what key ways do you plan to mitigate against Costs within the School Day)  |
|  We recognise the need to reduce the Cost of the School Day for all our young people and particularly for our young people who are already experiencing poverty. We examine the school day through the following headings; Uniform, Travel, Learning, Friendship and Community, School trips, Eating, Clubs and Home learning. We regularly provide advice and signposting for families regarding income maximisation. **Uniform** – we encourage families to use our pre-loved uniform stock. Where children start mid-year we will provide a pre-loved school sweatshirt where stock is available. Families do not have to buy uniform with logo, our school colours are readily available at a number of local shops at different price points. All children in school are given a school logo fleece to borrow each year. In addition to school uniform we regularly support families with other clothing through the Dunfermline Children’s Clothing Bank.**Travel** – we support and encourage families to use the free bus pass scheme for children. We support and encourage active travel to school through our school travel plan and provision of bike racks**Learning** – we provide all resources needed for learning at no extra cost to families e.g. for food technology, stationery etc. All external visitors to the school to support children’s learning is at no additional cost to families. This is funded through DSM, grants or PEF.**Friendship and Community / Clubs** – we fund places for children at a number of activity clubs at lunchtime and after school. We are mindful of what and when we ask families for charitable contributions – we keep this to an unspecified contribution amount. When fundraising for school including through our Parent Council we are mindful to ensure all costs are shared with parents up front and there are opportunities for all price points e.g. at a school fair. We signpost families to clubs and school holiday provision which is no or low cost**School trips** – we keep the cost to families for day trips as low as possible by looking at alternative means of travel and low / no cost entry fees. Where transport is needed school fund this or seek alternative funding sources through grants (using PEF if these are not possible). Where there is a small cost to a trip this will be paid for families experiencing financial hardship – no child is excluded from a trip for financial reasons. We give families at least 9 months notice for residential trips so that these can be paid over time, we seek grant funding for families experiencing financial hardship or where a family have multiple children attending the same trip and where necessary we will use PEF funding. **Eating** – we provide a low cost breakfast for all children who wish to attend and where necessary will fund this in full. We provide free fruit for any child attending school without a snack.**Home learning** - we provide homework bags for all children free of charge. We provide stationery for homework as needed. We run a loan system for books, games etc. All P7 children have a 1-1 digital device which is used between home and school. A number of children across the school have been issued with digital devices for use at home |
| **Stakeholder engagement** (in what ways have you engaged with your stakeholders – learners/parents/community etc.)  | **Participatory Budgeting** (Are you using any of your PEF allocation to support participatory budgeting. If yes, what is the focus?)  |
| Pupil focus groupParent QuestionnaireStaff discussions |   |

|  |  |
| --- | --- |
| **Rationale** (what poverty-related attainment gap are you trying to address?)  **This does not all have to have a PEF cost**  | **Amount of Fund allocated (if appropriate) £9,778**(+£4000 for ongoing attendance support following intervention) |
| During session 24/25 there was an attendance gap of 6.4% in September and 5.87% in November and 5.98% in December. A similar picture was seen during the winter months of the preceding year. There is an appearing trend of children in SIMd 1 and 2 having a lower attendance during the winter.   |
| **Expected Impact** (What is the expected impact on outcomes for children and young people)  If this links to a SIP priority, please reference  | **Interventions Planned** (What is the intervention? How will it be delivered? Who is responsible?)  | **Measure of Success** (Triangulation of Evidence/QI Methodology)  | **Impact on learners** **Ongoing evaluation Dec/June** **(**What has been the actual impact/outcome, in particular for the targeted group of learners) (What data/evidence shows the impact of the project/intervention? Refer to outcome statement. Did you achieve what you set out?)  |
|  Improve attendance of children living in SIMd1 and 2 by 2.5% over November and December 2025.(attendance target of 90%)  |  Investigate the root causes of non-attendance over November and December by talking with parents and children affected during session 24 25.(Anticipatory causes are around child and parent illness caused by damp housing and cold; lack of warm, dry clothing for journey to school for child and parent)Likely measures to put in place:* Link with housing
* Signposting to Cosy Kingdon
* Provision of warm spaces and signposting to other warm spaces
* Link with Touch pantry
* Referrals to Children’s Clothing Bank prior to winter – coats and warm clothing for at home
* School fleeces and uniform
* Support with warm adult clothing and footwear

Lead person – Linsay RennieTerm 1 prep – barriers and information gathering; identify those likely to be affected this yearWeekly management attendance meetings over November and December to monitor attendance | Attendance dataParent feedback discussionsAttendance meeting minutes which will include parent and pupil viewsWeekly attendance meetings over November and December to monitor impact    |      |

|  |  |
| --- | --- |
| **Rationale** (what poverty-related attainment gap are you trying to address?)  **This does not all have to have a PEF cost**  | **Amount of Fund allocated (if appropriate) £18650**(+£10,000 for ongoing support in Term 4 – staffing costs) |
| Over the last 5 years we have seen an increasing number of children living in SIMd1 and 2 and/ or in receipt of free school meals. As this has increased we have also seen an increase the attainment gap.Link to Closing the Gap additional teacher time – School Improvement Plan

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Whole school** | **Reading** | **Writing** | **Listening/ Talking** | **Numeracy** |
| SIMd 1,2 (51.3%) | 76% | 61.9% | 86% | 72.9% |
| Simd 9,10 (30.8%) | 84.5% | 76% | 91.5% | 81.7% |
| FSM (31.7%) | 63% | 53% | 82% | 61.6% |
| Stretch target | P1 78.9%; P4 63.6%; P7 63.6% | P1 86.8%; P4 69.7%; P7 68.2% |

 |
| **Expected Impact** (What is the expected impact on outcomes for children and young people)  If this links to a SIP priority, please reference  | **Interventions Planned** (What is the intervention? How will it be delivered? Who is responsible?)  | **Measure of Success** (Triangulation of Evidence/QI Methodology)  | **Impact on learners** **Ongoing evaluation Dec/June** **(**What has been the actual impact/outcome, in particular for the targeted group of learners) (What data/evidence shows the impact of the project/intervention? Refer to outcome statement. Did you achieve what you set out?)  |
| Increase overall attainment in literacy of children in receipt of free school meals by 10% by May 2026Increase overall attainment in literacy of children living in SIMd 1 and 2 by 5% by May 2026. | Harmony Hub group – strategies to improve self-regulation and attend to learning - PTHome learning suppliesFood provision– breakfast, snacksIDl groups - PSARaising attainment groups – PT and additional teacherStaff capacity building – team teaching additional teacherParent groups to support learning - PTUse of digital technology to support and enhance learning – link to SIP, all staff | Learner conversationsAttainment data (including incremental assessment data e.g IDL)Parent group feedbackClassroom observationsSampling of pupil workLeadership Overview meetings at least termly |      |