Wormit Primary School	
Pupil Equity Fund allocation for session 2025/26	£ 11025

School Context

Our School serves the village of Wormit though some pupils attend from other areas of the Taybridgehead and beyond at their parents request. Our roll in increasing due to the completion of a new housing development at the western end of the village.
95% of the Nursery-P7 cohort live in SIMD 8 or higher.
In June 2025, 9% of P1-7 pupils have a free school meal entitlement through registration. 22% have a factor giving rise to additional support needs. 7% speak a second language in the family home.

Cost of 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 encourage recycling of school uniform and purchase from a range of suppliers to ensure best value. We cap all non-residential school trips at a maximum requested contribution of £5 and make it clear that no child will miss out if parents can't contribute. We give good notice of our residential trip and offer payment plans and grants. We encourage all Nursery-P5 pupils to take up the universal offer of free meals and we share information about free school meal registration as well as other information on cost of living support. We do not charge for any school clubs and we provide all school equipment at no charge. We reach out to parents and lend devices to ensure all pupils have access to suitable technology to support home learning. As much as possible, fundraising is done online so that attention is not drawn to who can and can't contribute. In the recent Parentwise survey, most parents responding gave a positive response to a question about the cost of the school day and only a few gave a negative response.

Stakeholder engagement	**Participatory Budgeting** (Are you using any of your PEF allocation to support participatory budgeting. If yes, what is the focus?)
We have discussed the use of PEF money to fund PSA at Parent Council. All of our families value additional adults and support in school.	No

Rationale	**Amount of Fund allocated (if appropriate) £** 11025

Our usual practice is to establish a target group of learners who will be in P1-7 next year which includes all pupils who are not currently on track with their learning in one or more of writing, reading or numeracy and all learners currently on track but of risk of slipping off track.

Usually this group would be established in June ready for the planning of interventions immediately in August. This year that hasn't been possible due to staff absences. Updating on 22nd September, the target groups have been now been established.

Profile of the groups:

Numeracy
EAL – 8%
Poverty Factor – 39%
Specific Difficulty – 41%
Trauma/Change/Loss – 25%
Attendance concern – 20%
Care Experienced – 5%

Reading
EAL – 7%
Poverty Factor – 37%
Specific Difficulty – 44%
Trauma/Change/Loss – 23%
Attendance concern – 18%
Care Experienced – 5%

Writing
EAL – 6%
Poverty Factor – 35%
Specific Difficulty – 44%
Trauma/Change/Loss – 26%
Attendance concern – 20%
Care Experienced – 3%

Expected Impact	Interventions Planned	Measure of Success	Impact on learners Ongoing evaluation Dec/June
Numeracy The target group for Numeracy comprises 61 children. All will receive a numeracy intervention from the suite. The aim is that by June 2026, 70% of the group will be on track (baseline: 57%) **Reading** The target group for Reading comprises 57 children. All will receive a reading intervention from the suite. The aim is that by June 2026, 81% of the group will be on track (baseline: 63%) **Writing** The target group for Writing comprises 66 children. All will receive a writing intervention from the suite. The aim is that by June 2026, 73%% of the group will be on track (baseline: 61%)	All of these pupils will be given support from the suite of interventions of which we make regular use: Project X and Barrington Stoke (developing reading fluency), Assistive Technologies (Writing), Additional use of universal ICT packages (Spelling Frame for Spelling and Sumdog for Numeracy) and a targeted package (Nessy for Reading), Targeted Numeracy practice/overlearning opportunities, Targeted Literacy practice/overlearning opportunities, Numeracy coaching manuals (Plus 1 and power of 2), Highland Literacy Intervention (Phonological awareness), Colourful Semantics (sentence building), Alpha to Omega Spelling approach, Calculator work and enhanced understanding of dyscalculia. Our ability to deliver these interventions to the target group is significantly improved by the additional PSA hours which we fund using PEF. Planning is done at a group/individual level within our tracking spreadsheets, teachers planning and in consultation between HT, SfL Teacher, CT and PSAs. The responsibility to ensure the interventions are delivered lies with the CT. The responsibility to ensure the right resources are in place to support deliver (including PEF PSA hours) lies with HT.	The ultimate measure of success will be CfE declarations in June 2026 – is the child on track to meet the national expectation of achieving Early Level by end of P1, First by end of P4 and Second by end of P7? We refer to Fife's CfE Progression Pathway to measure if pupils in all year groups are on track and we make use of a range of formative assessments as well as summative/diagnostic assessments and tools to support teacher judgement: SNSA, BASE, Schonnell and Sumdog, SpellingFrame, Nessy. Where we need more information about a pupil in the target group we also use CSAT, Contextualised Assessment, Literacy Assessment, Dyslexia and Dyscalculia checklists, Highland maths and other baseline assessments to establish a clearer picture of them as a leaner.	

Appendix D – Pupil Equity Financial Plan Session 2024-2025 (Business manager has this template)

Fife PEF Planned and Actual Spend Template - Final.xlsx

Pupil Equity Funding Projected Spend

School (select from dro	Woodmill High School
PEF Allocation 2021/22:	120 000

2022-2023 Projected/Anticipated Spend **EXAMPLE**

Literacy		
Category	Brief Description	Cost
Standardised Assessments	tests for S2	£ 2,000.00
Total Spend		£ 2,000.00

Numeracy		
Category	Brief Description	Cost
Numeracy resources/programme	SumDog	£ 5,000.00
Total Spend		£ 5,000.00

Health & Wellbeing		
Category	Brief Description	Cost
Breakfast inititives	Breakfast club	£ 5,000.00
other (please detail)	Mentoring	£ 10,000.00
other (please detail)	Fighting Chances	£ 720.00
Total Spend		£ 15,720.00

Staffing		
Staffing	FTE	Cost
PSA 2	1	£ 33,250.00
Family Worker	1	£ 35,000.00
Acting PT	4	£ 10,230.00
Total Spend		£ 78,480.00

Other		
Category	Brief Description	Cost
Tracking Resources	OTB	£ 6,500.00
Police Scotland		£ 4,000.00
School Apps	Show my Homework	£ 8,000.00
Total Spend		£ 18,500.00

Amount of spend planned	£	119,700.00

Appendix E

Name of Establishment

Name of Headteacher

Education Manager

Standards and Quality Report Session 2023-2024

	Comments					
Agreed format for SQR 2023-2024 has been used						
Cost of the School Day statement included						
Context table completed Shared vision and values shared						
Improvement Work 2023-24 **Priority 1**	**Fully Achieved**		**Partially Achieved**		**Continued next session**	
Progress **Clear progress been made with planned strategic actions**						
Clear impact shown for children and young people • Quantitative or qualitative data to support this impact • Written evaluatively						
Limited number of next steps identified						
Improvement Work 2023-2024 **Priority 2**	**Fully Achieved**		**Partially Achieved**		**Continued next session**	
Progress						

Clear progress been made with planned strategic actions	
Clear impact shown for children and young people • Quantitative or qualitative data to support this impact • Written evaluatively	
Limited number of next steps identified	
Attainment Overview Completed	
Evaluative Statement about Attainment	
Attainment overview/Achievement of a Level/Outcomes for Young People • Successes and gaps identified • Destination trends (secondary)	
Wider achievement – impact on children and young people Personalised for schools and significant events/achievements shared	
Feedback from External Scrutiny • LP/ELP • Education Scotland • Care Inspectorate	

PEF Evaluation (per priority) Progress: Detail given of work/action which had been undertaken towards this priority eg professional learning, consultation with all stakeholders, implementation of planning, use of resources etc	
Impact • Quantitative or qualitative data to support this impact • Written evaluatively	
Consultation with Stakeholders	
How is SQR, IP and PEF shared with stakeholders	
NIF quality Indicators are evaluated using six point scale (School)	
NIF quality Indicators are evaluated using six point scale (ELC)	
Care Inspectorate Grades included (where relevant)	

Improvement Plan Session 2024-2025

	Comments
Are priorities identified supporting recovery? • Do they cover school, ELC and ASC?	
Are relevant QI's identified for priority identified? (including Early years if relevant)	
Expected impact • Is this focused on children and young people	

• Is this written evaluatively • Is this linked to data	
Strategic Action/tasks identified: • High level • Realistic	
Responsibilities • Identified • At all levels	
Measure of Success (including Triangulation of evidence/QI Methodology) • Is there evidence that evidence will be gathered from different stakeholders and through different ways throughout the session.	
Timescales • Realistic	
PEF Plan (included)	
PEF Financial Plan (included)	

Feedback given by -

_____

Date feedback given

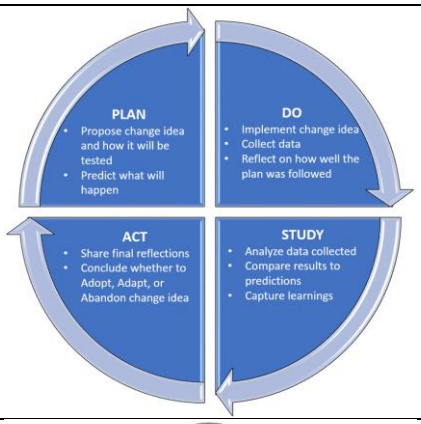
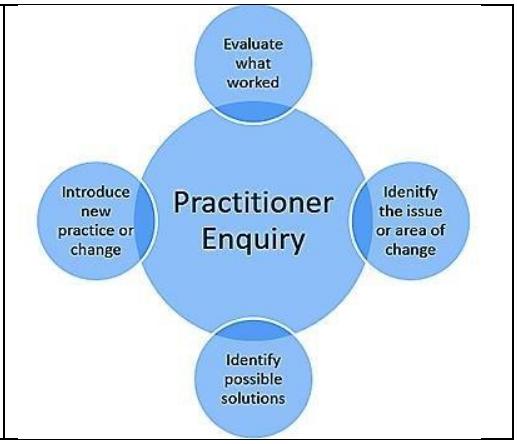
_____

Appendix F

Measure of Success – QI Methodology

Quality improvement is about **giving the people closest to issues affecting outcomes the time, permission, skills and resources they need to solve them.** It involves a systematic and coordinated approach to solving a problem using specific methods and tools with the aim of bringing about a measurable improvement.

A few suggested approaches to consider are :

Approach	Description	Visual
Model for Improvement	Rapid cycle process involving Plan, Do Study, Act (PDSA) cycles to test the effects of small changes, make them and ultimately spread the effective changes through the system if they have the desired effect.	
Visible Learning – Impact Cycle	Gather and consider/analyse evidence/data to determine a focus, introduce an idea or element to your practice and measure the impact that it has based on evidence.	

Practitioner Enquiry/professional Enquiry Process