

PUPIL EQUITY FUNDING IMPACT SUMMARY 2025-2026

How has the Pupil Equity Fund improved the experiences and outcomes of our learners in 2025-26? **Opening Balance: April 2025 - £102,382** (carry fwd £26,432 (unfilled PSA post) + £75,950)

Nurture and targeted interventions to support self-regulation and positive engagement. Children will feel safe, happy and secure within school.	Total amount spent in this area
0.4 Classroom teacher (£25,612), CALM training (£1690), Outdoor Learning+ (£1575.22)	£28,877.12
Focus on short/medium/long term outcomes. What was the intended impact of this intervention?	
Short Term – Our Principal Teacher has already developed strong relationships with learners and staff and worked alongside class teachers to identify who would benefit from nurture support. The PT collaborated with class teachers to complete Boxall assessments and set individual targets. These targets, alongside knowledge of pupils and existing relationships, enabled groups to be formed. SLT worked closely with external agencies and families to make referrals to ensure that all pupils received the support that they need. Staff reviewed our Promoting Positive Behaviour Policy and worked collegiately to ensure a consistent, positive and calm ethos is developed across the school. A clear and consistent message around zero-tolerance of violence and aggression towards staff and pupils was shared with pupils and families. SLT collaborated with the School Improvement Committee to prioritise pupil voice regarding their feelings about school and explored how to ensure everyone feels safe. Children were identified for breakfast club, and a PSA began to support pupils each morning. Children were also identified for participation in the Bereavement group. The intended impact of these interventions ensured that all pupils received the support that they need to thrive and that clear and achievable targets were created for them. It was also essential that pupils felt their concerns were being listened to in order to improve the overall ethos and behaviour within the school. Medium Term – Staff participated in CALM theory training to deepen their knowledge of trauma and attachment, enabling them to better support their learners, and build upon the work linked to the Positive Behaviour Policy. Children who exhibited anxiety-related were identified to participate in LIAM or LILA sessions with our Targeted Support Teacher. Nurture support was introduced in the Sunshine Room, an environment specifically adapted to meet learners’ needs. A soft start programme was introduced for those experiencing anxiety around school. The PT also began supporting children who were experiencing difficulties in the main playground at break times and worked with those children in a small garden to develop their social skills. On-going TAC meetings, and work with our Educational Psychologist ensured that children had access to services such as counselling, CAMHS, Rainbow House, Speech and Language, Family Centred Wellbeing, Dreghorn Outreach, School Nurse and EAL. Class teachers used the Circle Resource, Widgit and NAIT training to create inclusive classroom environments tailored to learners’ needs. SLT, in partnership with the Educational Psychologist, created a sensory assessment and toolkit to identify sensory needs and develop one-page sensory profiles. The Educational Psychologist also created an online padlet which was a professional learning log for our school. It shared resources, assessments and further training and reading for areas such as working memory, executive function and supporting sensory needs. The intended impact of these interventions was to ensure that staff were adequately equipped with the knowledge, skills and resources needed to support their learners which has added to the impact of this intervention. Long Term - This ‘back-to-basics’ approach has led to a calm and focused ethos across the school. Children report feeling safe and secure and know that adults are there to support them. Those who have attended nurture demonstrate positive progress against their Boxall targets and are able to participate in play and learning within their classroom. When dysregulated, children are increasingly independent in using regulation strategies and can identify strategies that support them. Those attending LIAM and LILA sessions have developed a stronger understanding of their anxiety and feel more confident managing anxious thoughts. They used their new knowledge to create a toolkit of strategies that work for them both at home and in school when they begin to feel anxious. Children attending breakfast club begin the day more positively and are better prepared for learning when returning to class. Classroom environments across the school consistently reflect the needs of learners. The intended impact of interventions was to make progress within Boxall targets and LIAM/LILA scores leading to improved classroom engagement. Overall, pupils feel safer in school and this has had a positive impact on attainment.	
How did you measure the impact of the intervention? What does the evidence/data show? What has improved/changed for the target group? What difference did PEF make?	
100% of pupils receiving Nurture within the Sunshine Room have shown progress in their developmental scores when assessed against the Boxall criteria. These pupils have been able to maintain longer periods of time in class. 85% of pupils progressed to the expected range for their stage in “connects up experiences,” and half of all pupils progressed to the expected range for their stage in “participates constructively with their peers.” As well as benefiting the identified children, this has also had a positive	

impact on classrooms as teachers report they are much calmer, meaning that children can learn effectively.

- As well as children who are part of core nurture groups, there are 8 additional pupils who have struggled to regulate emotions often resulting in leaving class, reluctance to come into school or lashing out at other pupils and generally being disrespectful to peers and staff. The aim of the Sunshine Room was to develop resilience, self-esteem and confidence. A strong emphasis on the Decider Skills, as well as, a wide variety of team building tasks gradually helped these children work together, showing respect for themselves and for others, both within and out with the classroom environment. These pupils are now spending much more time in class and are more articulate in expressing their feelings to their teacher, identifying when they are struggling to cope and using strategies that allow them to regulate. Soft starts, nurture breakfast club and the option of coming to the Sunshine Room before class have helped pupils address their anxiety and attachment hurdles in preparation for their school day.
- Our P4 teacher reflected on the benefits of the Sunshine room for pupil G. She said that “G’s time in the Sunshine Room is very beneficial to him. He has a safe base to come if he needs support. The time he spends with Mrs McMillan working on social skills and self-regulation techniques such as the decider skills, have helped him air any concerns or worries he might have.”
- PASS results from term 1 to term 4 have shown that 55% of pupils who attend the Sunshine Room on a regular basis have increased positive feelings around school. 55% have also shown a significant increase in how they perceive their learning capacity. Pupil confidence in learning has also increased for some pupils with some increasing by as much as 69%
- During a recent evaluation pupils noted that the Sunshine Room was “a safe place to calm down,” “a quiet space when you feel sad,” and “a place to learn how to communicate with others.”
- All staff who participated in the CALM Theory training passed their test and stated in feedback that it has strengthened their understanding of attachment and trauma.
- Since the 24/25 school year there has been a significant decrease in the number of violent and aggressive incidents within school. This is evident in the number of assure submissions. We feel this is because of an initial increase in exclusion numbers, clear and consistent messages and expectations around violence and aggression, strong nurture support and collegiate working with external agencies. Our term 4 class observations focused on HWB and the pupil focus groups we asked the pupils how safe they felt in school. In 100% of observations children said that they feel safe in school with one pupil stating, “all of our teachers are around they make sure we are safe.” Our School Improvement Committee also explored this topic during their HIGIOURS survey this year with them reporting a strong consensus that almost all children feel safe in school.
- Our improvements in pupils’ feelings around school were also highlighted in feedback from our 3.2 attainment visit from our Senior manager. It highlighted that, “Expectations of behaviour has been strengthened across the school, supported by visible SLT presence. Staff report increased confidence in maintaining consistent boundaries, leading to calmer learning environments and greater pupil readiness to learn.”
- The Bereavement Group continues to grow in numbers and in impact. Pupils are showing increased confidence in sharing their experiences and offering peer support. Recently an infant pupil who always hid her work, now happily allows her work to be displayed and is now more comfortable expressing her thoughts and memories of her mum. Two senior pupils will now readily engage in conversation surrounding their lost loved ones and feel comfortable expressing their need for privacy when the topic becomes too sensitive. Beforehand they would have shut down and left the session. New resources have been a successful addition to promoting progressive lessons surrounding the Health and Wellbeing of our pupils. Pupils identified that they would like to have a safe place within the school that they could go to think about the loved one that they have lost. For much of the year, we have collaborated with the wider community and local charities to fundraise towards the development of a Bereavement Garden. Pupils have been involved at every part of the process and work finally begun in June. We look forward to continuing this work in 26/27.

In what ways is this supporting you to reduce the poverty-related attainment gap?

Over 42% of those who receive nurture support are SIMD 1 or 2. Those children all made positive progress against their targets. One pupil noted on the end of year survey that it “It helped me to come in in the morning. It helped with my anxiety.”

What now? Continue? Embed? Amend? Stop?

Continue to target resource (PT/CT / PSA / materials) to support enhanced Adult Presence and New Authority across the school, whilst targeting identified learners based on this sessions success. Our whole school nurturing approach will continue with targeted interventions using both indoor and outdoor areas. Identified children will continue to be supported in the small groups focused on supporting children’s HWB and readiness to learn. Embedding and strengthening our nurturing approaches will continue to enhance school experience for all and support learners who may be anxious or stressed to focus more effectively on their learning.

Improved attainment in literacy and numeracy attainment.	Total amount spent in this area
<i>2 x PSA for focussed interventions (£41,451), Resources- new Leckie textbooks, decodable phonics books, improvements in the library, online subscriptions (£15,032.18)</i>	£56,483.18
Focus on short/medium/long term outcomes. What was the intended impact of this intervention?	
Short Term- All children in P1 completed an initial phonological awareness assessment. As children moved to the upper department, gaps in phonics knowledge were identified. Children in P1 experienced difficulty with blending and found it difficult to progress through our banded reading system as each scheme introduced sounds and common words in different sequences. A new reading scheme (based on the Science of Reading), Dandelion Readers, was purchased to provide decodable phonics texts. An additional set of decodable reading books were also purchased for Targeted Support Teachers. P1 teachers worked collaboratively with cluster schools to develop their knowledge of Dandelion Readers and how to use them in class. Targeted Support teachers worked with class teachers and SLT to identify children not yet on track for reading, numeracy and writing, and to plan interventions for them. The DHT worked with the library committee to develop plans to enhance and promote a love of reading. Leckie textbooks and assessment books were purchased alongside new manipulatives for numeracy. This impacted the gaps in phonological awareness and pupils received targeted support based on this. Staff will now have the skills and resources needed to make a positive impact on attainment. Medium Term – P1 children are learned their initial sounds and how to blend them together to read, supported through engagement with the Dandelion Reader resource. The DHT created a reading progression outlining expected reading level for each stage on a termly basis, improving consistency in teacher professional judgement, as well as, overall pace. To improve attainment in reading, a support pathway was planned: • Daily 5-minute Literacy Box Support delivered by a Pupil Support Assistant. The aim of this intervention is to improve recall of sounds and common words. Once secure, they progress to the next stage. • Word Detective/Decodable reading books with the Targeted Support Teacher. Once children are confidently blending and recognising common words, they progress to the next stage. • Boosted Reading with a Pupil Support Assistant until the child reaches the expected reading level for their age and stage. Pupil Support Assistants also deliver Toe by Toe, targeted 1:1 numeracy support and 5-minute numeracy box interventions. The school librarians collected views from pupils on how to improve the library and based on this we bought: soft furnishings and rugs, dyslexia friendly books, comic books, audio book players and a selection of books and headphones to use with them. The library was further diversified by including texts representing different races, backgrounds, neurodiversity and additional support needs. The space was reorganised, and librarians now volunteer daily to maintain a tidy, welcoming environment. Reading for enjoyment will be enhanced as children received targeted support to make positive progress in their learning. The school library has become an inviting place where all children can access reading and because of this, their love for reading has grown. Long Term – Children's confidence in literacy and numeracy has improved. By targeting support to improve reading, children are now better able to access other areas of the curriculum. Many children have moved from 'off track' to 'on track' in reading, writing and numeracy. Targeted support staff are responsive to the needs of learners and adapt interventions effectively to maximise impact. Staff now have access to a wide range of literacy resources to enhance their teaching. The new reading scheme has greatly contributed to pupils' progress in reading this year. Most pupils are confident blending, and through early access to decodable texts, have developed a strong sense of themselves as readers. The library is a calm, inclusive and engaging space which allows a love for reading to grow. There is something for every child to read regardless of their ability and potential learning barriers. Pupils in P1 have made strong progress in their phonological awareness skills. Children who are receiving targeted support in literacy or numeracy have made positive progress in their attainment.	
How did you measure the impact of the intervention? What does the evidence/data show? What has improved/changed for the target group? What difference did PEF make?	
• On average, children in P1 scored 40.8% on their Phonological Awareness Screener when they began school in August. In May, this had increased to 84.1%. This highlights the positive impact that the PEF spend on decodable phonics books and support materials has had on learners' phonological awareness. • The P1 NSA results in literacy have shown that 6% achieved band 1-2, 37% achieved band 3-4 and 57% achieved band 5-6. These results indicate strong early literacy skills have been embedded using the new decodable reading scheme. • In total, 38 pupils have received Boosted reading support this year. It was highly effective in closing attainment gaps and supporting pupils to reach expected levels within a short timeframe. 100% of pupils made positive progress in reading and increased their reading bands from anything from 3 to 10 bands. • Both Targeted Support Teachers have used new literacy resources purchased from PEF funds to enhance the interventions that they deliver. Both have used new Talisman and decodable reading books to provide reading support to 51 children across the school. All children increased their reading age from a	

range of 6 months – 4 years. Decodable readers provided an effective entry point for early readers, supporting steady progression and enabling successful transition to more intensive interventions.

- The 5-minute Literacy Box intervention was delivered by two Pupil Support Assistants who were hired through the PEF funds. 22 pupils were targeted through this intervention and 100% of pupils made progress in their retention of sounds and common words. This intervention effectively developed foundational phonics skills and supported clear progression into more advanced literacy programmes. It also led to one pupil improving by 7 reading bands during the intervention.
- Over the course of the year, strategic planning of targeted interventions and a shift in the school ethos have led to a strong rise in attainment across the school. This can be evidenced by:
- 36.1% increase of children who are on track for reading in P3 (15 children) from term 1 to term 4.
- 21.1% increase of children who are on track for reading in P2 (11 children) from February uplift to June uplift.
- 24.2% increase of children who are on track for reading in P7 (11 children) from term 1 to term 4.
- 19.3% increase of children who are on track for reading in P4 (7 children) from term 1 to term 4.
- 8% increase of children who are on track for writing in P2 (6 children) from term 1 to term 4.
- 7.4% increase of children who are on track for writing in P4 (3 children) from term 1 to term 4.
- 10.2% increase of children who are on track for writing in P6 (2 children) from term 1 to term 4.
- 5% increase of children who are on track for writing in P7 (2 children) from term 1 to term 4.
- 13.8% increase of children who are on track for numeracy in P2 (7 children) from term 1 to term 4.
- 6.5% increase of children who are on track for numeracy in P1 (2 children) from term 1 to term 4.
- Of those who have received targeted interventions, staff have noted that the impact across the school have been significant. One teacher stated: "The Boosted Reading support has transformed the reading skills across my class. Those who received support have grown in confidence and have become independent readers. Parents have also shared that they are now engaging with reading for pleasure more at home and they are delighted with their progress."
- Feedback from our 3.2 attainment visit from our Senior Manager highlighted that, "The school demonstrates a robust, data-informed and strategic approach to raising attainment. High-quality tracking systems, responsive targeted interventions and a positive learning climate are leading to improvements." and "The introduction of a consistent phonics pathway, supported by decodable readers, has strengthened early literacy, with 95% of learners blending early because of strong Early Level reading and writing practice. The P2/3 reading initiative is driven by strategic planning between SLT, class teachers and PSAs, with evidence of impact."
- Leckie Assessments were used to track the progress of targeted learners in numeracy and to identify specific areas of need. Assessment data informed teachers' planning and the delivery of targeted interventions. This contributed to supported efforts to close gaps in attainment.
- The work within the library has led to all classes spending at least one hour in the library a week. Some classes have increased to two hours due to pupil demand. In the HIGIOURS surveys and pupil focus groups the majority of pupils highlighted that they enjoy spending time in the new library.
- Our Targeted Support Teacher used dyslexia friendly books purchased from the PEF fund to create a Secret Library for children to visit who have dyslexia or barriers to reading. This has been a huge success and children from this group have said that: "It is amazing. It makes it fun for people with dyslexia to read as we have lots of books, we can choose from now that are easier and more fun to read. The pigeon one and the monster in the woods and the computer hands were my favourite," and "It is really cool as you wouldn't expect a library to be in a cupboard. It's easier to read the books because they are dyslexia friendly. The spacing and coloured paper make them easier to read." Class teachers have also noted an increase in pupil confidence and engagement around reading for these learners.

In what ways is this supporting you to reduce the poverty-related attainment gap?

In total, 26.5% of those who have moved from off track to on track in reading have been SIMD 1 or 2. In numeracy and writing 33.3% of those who have moved from off track to on track in reading have been SIMD 1 or 2. These three figures show strong progress in reducing the poverty-related attainment gap. 11% of pupils who received boosted reading support are SIMD band 1 or 2. However, a further 19% of these pupils are children whose families have received support from our food parcels or Christmas gift appeal in the past few years. Whilst their address may not indicate they are SIMD 1 or 2, they are children that we know live in poverty and require support. One P7 pupil who is dyslexic has thrived using the dyslexia friendly texts purchased for the library and the 'Secret Library' with the Targeted Support Teacher. He told her, "I normally just pretend to read when everyone is reading. Now I can actually join in with my friends and enjoy a book."

What now? Continue? Embed? Amend? Stop?

Continue with targeted support based on assessed need and SIMD levels. Roll out Science of Reading strategies into P2 & P3. Use PEF funded Pupil Support Assistants (PSAs) to continue support learners through Boosted

Reading and 5 Minute Box for literacy and numeracy strategies alongside intensive input from Targeted Support Teachers to identify and remove barriers to learning. Enhance literacy rich environments further to engage and support be suited to the needs of the learners. Focus on number sense and numeracy foundations for identified pupils.