

PUPIL EQUITY FUNDING IMPACT SUMMARY 2025-26

How has the Pupil Equity Fund improved the experiences and outcomes of our learners in 2025-26?

Free Breakfast Club	Total amount spent in this area
	£6176: Magic Breakfast Subscription and staffing
Focus on short/medium/long term outcomes. What was the intended impact of this intervention?	
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?	
In what ways is this supporting you to reduce the poverty-related attainment gap?	
Our Breakfast Club continues to be free to all and has continued to be popular this session. This session we have provided roughly 4500 free breakfasts and that's not including the Grab and Go bagels at the school gate. We have continued to make this service free to all rather than target specific families. This service very much helps reduce the Poverty Related Attainment Gap and the Cost of the School Day. The average number of pupils is still 40 pupils a day. We use PEF to pay for 2 Mayfield P.S.A.s to run it rather than Club Workers who are not part of the Mayfield staff. This is a benefit as the pupils and parents/carers already have a relationship with these 2 staff so the staff are able to pick up any potential issues or concerns before school has started and pass them on to HT and class teachers. <i>Because it's fun and I get to hang out with my friends before school.</i> <i>I like the food, especially the buttered bagels. It makes feel like I'm ready to start the day.</i> <i>I love playing the games with friends.</i> <i>I like all the games – it makes me feel chilled and happy before school and before an start my work.</i> <i>I love the buttered bagels – it gives me energy for the day.</i>	
What now? Continue? Embed? Amend? Stop?	
Continue with no changes.	

Part-funded P.S.As to support Neuro-Diverse Pupils and Lead Targeted Interventions	Total amount spent in this area
	£16,677
Focus on short/medium/long term outcomes. What was the intended impact of this intervention?	
I funded a PSA to work alongside this teacher and support this group of neuro-diverse pupils by meeting their needs in both a soft start in the former Nurture Room (Busy Bees) and also working alongside their peers in the bigger, semi open plan classrooms. This P.S.A.s have been upskilled by attending several NAC CLPL sessions on neuro-diversity, worked alongside the Dregghorn Outreach Teacher and received in-house training from Pupil Support Teachers. I wanted to extend the use of P.S.A.s this session to lead more targeted interventions, however, due to the profile of 2 of the new P1 pupils, this was not initially possible. At the turn of the year, after 2 decisions from the Inclusion Group, more P.S.A. time was freed up and P.S.A.s	
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?	
In the latter part of the session, there were less displays of dysregulated behaviour from pupils across the school and 2 of the pupils were able to spend more time in their mainstream class – 1 winning an award at the end of the year for Progress in Literacy. These extra P.S.A. hours also enabled us to support some pupils who found managing their emotions through transition (especially after interval and lunch) and give them a reset before going to class. P.S.A.s were able to deliver interventions to several pupils across the school and 1 of these pupils also received an award at the end of year prize-giving.	
What now? Continue? Embed? Amend? Stop?	
We will again part-fund P.S.A.s to work alongside the Targeted Support teacher to support out group of Neuro-diverse pupils and also deliver targeted interventions to various pupils/groups.	

Arran	Total amount spent in this area
	£4508
Focus on short/medium/long term outcomes. What was the intended impact of this intervention?	
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?	
In what ways is this supporting you to reduce the poverty-related attainment gap?	
In recent years, the Arran Outdoor Education Centre was moved from Education to Business and this meant that the price went up considerably as well as there no longer being any subsidised places for	

FSM. Again, the P7 class did some fundraising to bring the price down and I used PEF as an additional subsidy. This meant that no P7 pupil/family was unable to go to this session's Arran trip due to cost.

Pupil comments:

Everything about it was fun – I loved the home-made food!

I loved doing the night-time hike and then got to sit in the water and then smushed berries on our face.

We learned that we can live without mobile phones for 4 days!

Rock climbing while having a blindfold on was scary but amazing

It was great that we came back from Arran being able to cycle now.

In the dorm we got caught with our sleeping bonnets on!

What now? Continue? Embed? Amend? Stop?

Continue – again help subsidise next session's residential as this provides pupils the opportunity to participate in experiences that they have never had before.

School Counselling Service	Total amount spent in this area
	£33825
Focus on short/medium/long term outcomes. What was the intended impact of this intervention?	
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?	
In what ways is this supporting you to reduce the poverty-related attainment gap?	
The School Counselling Service at Mayfield Primary is available to provide emotional and therapeutic support to pupils, families and the whole school community as part of the schools Health and Wellbeing programme. It gives pupils a space to express themselves through talking and creative work. The service provides immediate access to support pupils with emotional distress and to learn healthy ways to deal with them. The service supports pupils and the school in a number of different ways: including 1 to 1 Counselling support, LIAM/LILA programme, H&WB Lunch Clubs, P7 Transition programme, Big Feelings Whole School Programme, Ad Hoc Class Groups (E.g. Resilience, Friendships, Emotional Regulation Programmes), Drawing & Talking (Emotional/Trauma Intervention), parental support and psychoeducation, School staff support and classroom support to address specific issues or support annual Health and Wellbeing initiatives such as Respect Me Week, Children's Mental Health Week, Mental Health Awareness Week. The service is unique as it can provide treatment plans specific for the individual due to the variety of support methods offered. Through the various services offered, at the time of writing, the School Counsellor has seen on average 45 pupils per week (This figure is taken from the average numbers (mean) recorded on the weekly reports). <u>1 to 1 Counselling & Self-Referral Service</u> This academic year, there have been 18 pupils receiving weekly support from the School Counsellor with 70 self-referral check ins from P5 to P7 – 15-minute space to talk sessions. This service offers therapeutic support to children who are struggling with several different issues, from P1 to P7. They will attend a weekly session lasting around 30-45 minutes and the treatment plan is individualised for each pupil. Sessions can either be short or long term and are reviewed on a termly basis. The School	

Counsellor uses different therapeutic modalities to support each pupil and their specific challenges. The therapeutic interventions include person-centred, psychodynamic, play/expressive therapies (including art, music, drama, narrative and role-playing), talking therapy, CBT, Drawing & Talking. Some of the issues presented by pupils this year include Anger Management, Emotional Dysregulation, Simple and Complex Trauma, Bereavement, Attachment Issues, Grief and Loss, Anxiety, Parental Separation, Separation Anxiety, Neurodevelopmental Issues, Transition Challenges.

"If I am sad about something my appointments help calm me down. I get a chance to talk about things there" (P7 pupil)

"Going to Julie has been good, it has helped my anxiety and my confidence when I speak" (P7 pupil)

"I like talking to Julie about things. If I'm angry, she helps me calm down" (P7 pupil)

"Going to Julie helps me get all my stress out and cope with tricky situations, Julie helps me relieve my stress and I can talk to her about things" (P7 pupil)

"Julie has helped my concentration in class, and I've looked forward to going to her to tell her about my week" (P7 pupil)

"Seeing Julie gives me somewhere to talk about my week. It helps me concentrate better in class" (P6 pupil)

"It is a safe space for me to be myself and for me to share my news (both positive and worries" (P6 pupil)

"Julie's room is a nice quiet space for me to enjoy doing things like Orbeez, fidgets etc. They help me to relax. It was good to talk about my feelings and helped me to feel less anxious" (P6 pupil)

"I like going to see Julie and would like to see her again in P7. I still feel quite overwhelmed moving into P7" (P6 pupil)

"I get time to go to the gym hall; it gives me time out of class to calm down. It has been good to go with my friends this year – we don't fight as much. It gives me free choice and Julie play's games with me" (P6 pupil)

"I am more confident speaking about my feelings, and it gives me time out of class to process my feelings" (P6 pupil)

"I refer myself if I am worried about something" (P6 self-referral)

"I refer myself if I feel insecure about something. Julie gives me confidence to talk about how I feel" (P6 self-referral)

"I refer myself as I like using things that sooth/calm me. The different activities help to take my mind off things or take my anger out. Julie gives you time to talk to a trusted adult" (P6 self-referral)

I refer myself if I feel sad or worried" (P6 self-referral)

"I have learned new strategies like the lemon squeeze when I am angry. My weekly appointment makes me feel good" (P5/6 pupil)

"I think it is a nice place to talk to Julie and about your emotions. I like to go myself" (P5/6 pupil)

"I feel going to Julie has made me get my mind of stressful things" (P5/6 pupil)

"I like playing with the basketball game and the Orbeez" "It is kind in Julie's room" (P3/4 pupils)

"I like that it is private and you can take someone. I like smaller groups; it helped me sort out arguments with a friend" (P5/5 self-referral pupil)

"If something happens, you can go to Julie and she will help" (P5/6 self-referral pupil)

"I feel it has helped me build friendships" (P5/6 self-referral pupil)

"If you have a fall out with a friend, you can get an appointment with Julie, and it helps to sort it out" (P5/6 self-referral)

LIAM/LILA Support Sessions

The School Counsellor has been trained as one of the LIAM/LILA practitioners in the school. This initiative complements the existing school counselling service and supports pupils who present with a specific anxiety issue which is impacting on the child's ability to function on a day-to-day basis. At the time of writing the school counsellor has completed the programme with 3 pupils this academic year and 26 in total since the programme commenced three years ago.

"Julie taught me about other people who have the same feelings and emotions the same as me and how to cope and understand them. I didn't like workbook 5 it made me feel a little uncomfy. I would just like to thank Julie for helping me and supporting me."

"It calmed my child down & let her understand her feelings (Mum) No she was very comfortable in Julie's room (Mum) Being creative while talking to Julie."

Message from mum - " Thank you for the help and support. We are seeing more and more changes, and the programme articulates things so much better than I am able to."

(Above quotes were taken from pupils and parents end of programme questionnaire feedback sheet)

Big Feelings Class Programme

The School Counsellor introduced a shortened version of LIAM called 'Big Feelings Programme' – identifying pupils who can go through the programme themselves with a view to becoming big feelings buddies for other pupils in their class or earlier class years, this has had a successful two years and is now an embedded service within the school. Training buddies in P 4 to P7 and additional mentors in P7 who are voted by class pupils. The purpose of this is to support as many children as possible with their feelings and emotions as part of the school's health and wellbeing plan. The total number of buddies trained this year in P4 to 6 is 12 and 4 P7 mentors. In P1 to P3 the whole class are trained, and a different pupil is picked each week to be the buddy for that week in class. This programme supports children who experience mild upsets during the school day such as friendship fall outs, struggling with class work, general mild emotional distress. All pupils value this service to help during the school day and appreciate the specific corners in each class that can be used for this service.

"I like being a big feelings buddy mentor, it was fun. I liked going to the classes to give out the awards" (P7 pupils)

"Big feelings box has been a great addition this session. Balloon breathing has been the most popular strategy. It was good to meet with our mentor every week. "(P6 big feelings buddies)

"I think it helps, you get to sit with people who are sad to try and make them feel better. It's helpful. (P5/6 buddy)

"I like to help people as a big feelings buddy, it makes the person who feels sad, feel better. It makes me feel better about myself too". (P5/6 buddy)

"When I use a big feelings buddy myself, it's good to talk to someone else and makes me feel better" (P5/6 pupil)

"I like cheering people up, like to make them laugh. I use the big feeling box to help" (P5/6 buddy) (P5/6 buddy)

"I like being a big feelings buddy. I got to help people when they are sad. I liked helping people and making them feel better" (P4 buddies)

It helps to get things off your mind. I like the big feelings box and the poppets and teddies" (P3/4 buddies)

"Big feelings buddies help us in class" (P3/2 buddy)

P7 Transition Programme

The School Counsellor provides a detailed, creative transition programme called 'Endings and Beginnings' to support all P7 pupils transitioning from Primary School to Secondary School. This programme is open to all pupils regardless of which Academy they will be attending. The programme gives the pupils a space to create personalised memories of their primary school journey and to build their resilience and get emotionally prepared for their new beginnings in Secondary school. The programme has been running for the past four years and has been well received by pupils, parents and staff.

Pupil comments on this year's programme: -

"Very Fun"

"Nothing"

"More art"

"I really liked the programme and nothing I would change"

"Ask pupils for ideas"

"It was really good and it made me feel better about the academy"

"I think you should add a little session where we can just chat with you about high school"

"The programme helped me with going to the academy"

Health & Wellbeing Lunch Clubs

The clubs are now in their second year and have been extended to include P1 to P3 to allow more children access to "Julie's Room" (as the children like to call it). To play, enjoy time with their peers and talk to the School Counsellor about general issues/concerns. The Lunch Clubs are themed and range from Games Week, Arts & Crafts Week, Relaxation Week and Obstacle Fun Week to enhance H&WB support to pupils. The clubs are well attended every week.

"The clubs were fun; I liked being given the choice of what to do" "There was a lot of space and a lot of choice on what to do" "I really liked obstacle fun week, there was so much to do" "I liked the clubs because you could do your own things while you were there" (P7 pupils)

"We liked that we have 2 options – Julie's room and obstacle week" (P6 pupils)

"They make me feel happy, they are fun, obstacle fun week is my favourite. You can hang out with your friends and exercise" "I feel excited to go with my friends. When you get picked you feel happy" "I feel excited when I get picked and they make me feel happy" "I like to chill" (P5/6 pupils)

"I like playing in the gym hall with my friends" "I like making bracelets and playing games" "I like playing on the climbing frame" "I really like Julie's club because it helps with friendships" (P4 pupils)

"I like making Orbeez squishes" "I liked playing in the gym hall with the hamster thing" "I liked climbing on the frame" "It was fun playing football games" (P3/4 pupils)

"It was fun to play with my friends" "I like playing board games with Julie" "I like playing with Julie. She has lots of things for us to do" (P3/2 pupils)

"I like going to Julie's lunch clubs because I like playing games with my friends" "We get to play with Julie's toys" "I like playing football in the gym hall" (P2 pupils)

"I like going because I like climbing in the gym hall" "I like going because my friends are there" "I like playing with the orbeez in Julie's room. I fill things up and pour them out" "I like the punching ball because it makes me stronger" "I like playing games in Julie's room. I like the find the bunny game" (P1 pupils)

Class Groups and Whole Class Interventions

School Counsellor was approached by parent in P3/4 to support their child with managing emotions and it was agreed that a small group would be formed from the class to create an emotions booklet that could help the pupil and the class to manage difficult emotions better. A 6-week programme was created by the SC with positive feedback from both the parent and pupils involved.

"It was good. I liked making the story"

"We had to make our own characters up and explain them at assemble"

"It was really good; there was a lot of creativity in it"

"I really liked it, it was fun making all the characters"

Parent feedback: *"Thank you for all the help and advice and for providing a safe space. I've noticed a huge difference in X, we are seeing a happier and content child at home. He's also back to finding his feet at football and more importantly having fun"*

Class teacher approached SC about creating a friendship group for her class to support a pupil who struggles with peer relations. A 6-week friendship programme and friendship box was created by the pupils chosen which has been well used in the class, particularly with the pupil struggling with friendships.

"I got to make new friends and has lots of fun"

"I liked doing the roleplay. I got to be the teacher"

"I liked designing the friendship box. I liked knowing that it would help people make friends again"

P6 & P7 adhoc support

The School Counsellor also supported the whole P6 class to create and introduce a kindness box in class to help peer to peer relationships. Sc created a presentation for P7's as part of their transition support around conflict behaviour styles, using "I" statements with a focus on separating from sibling identity and reading your surroundings.

The SC was approached by P7 CT to support 2 pupils with their confidence and space to process their week, but not 1 to 1 – an outdoor project was created which both pupils thrived at creating and a massive increase in their confidence was noticed.

"I liked that we have got to use lots of different materials such as the pallets and tyres. We also got to choose what to use and what to include in the project" "I liked building the den with wood and I liked using the staple gun. I like how other people will be able to use what we have created"

Additional Support

The School Counsellor is well established within the whole school community and is often approached by parents and carers directly for advice on the different counselling services offered and for general support with strategies to use at home to support with any emotional and behavioural issues. The service is also involved as part of the multi-agency approach and the School Counsellor works closely with third-party organisations as needed and will attend or provide reports as needed for TAC meetings.

What now? Continue? Embed? Amend? Stop?

- Continue with all interventions that are well established in the school.
- At the request of the pupils to include a Mindfulness lunch club for P5 to P7's.
- Introduce more group work next year using LIAM/LILA tools from P4 to P7.
- Introduce more regular parent review or parent/child sessions for children attending one-to-one to support with: -
 - Themes or patterns that are emerging,*
 - Strategies that might help at home or school,*
 - What's feeling better — and what's still hard,*
 - How we can work together to keep things moving in a positive direction.*
 - Aim to balance privacy with partnership.*
- Support with individualised positive behaviour plans
- Additional tools to implement/use – TURAS workbooks and videos, CYP professional learning resources, Measurement tools – SDQ's, YP Core

Seesaw	Total amount spent in this area
	£1033
Focus on short/medium/long term outcomes. What was the intended impact of this intervention?	
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?	
In what ways is this supporting you to reduce the poverty-related attainment gap?	
This continues to be the main communication platform between school and home. Most pupils and parent/carers access the app regularly. All pupils post examples of work they have done in school at least twice a week. Staff and the majority of parent/carers find this a very useful communication tool.	
What now? Continue? Embed? Amend? Stop?	
Continue and SLT to have more of a focus at underused tools on the platform	

Licences & Resources for Targeted Interventions	<i>Total amount spent in this area</i>
	Sumdog - £807.50 Widget - £295 Five min box - £371.95 Toe by Toe - £192 Pim-ed – Maths box - £199
Focus on short/medium/long term outcomes. What was the intended impact of this intervention?	
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?	
In what ways is this supporting you to reduce the poverty-related attainment gap?	
These Licences & Resources for Targeted Interventions proved effective in both supporting targeted interventions by P.S.A.s, but also empowered P.S.A.s in leading learning more after the turn of the year when the profile of pupils at Mayfield changed and we were able to amend support timetables.	
What now? Continue? Embed? Amend? Stop?	
Continue with interventions and review when licences are due to expire during next session	