

School Improvement Planning Overview – Pupil Equity Fund

School: Fallin Primary School

Session: 2025/26

PEF Allocation: £58, 800

National Improvement Framework Policy
• Closing the attainment gap between the most and least disadvantaged children
Contextual analysis (identify the gap and barriers to learning)

The following was used to identify the gap and barriers to learning at Fallin PS.

- *Free School Meals data*
- *SIMD Data*
- *SNSA Data*
- *Teacher Judgement data and Tracking and Monitoring data*
- *Staged Intervention Meetings*
- *Attendance records*

Fallin Primary School serves the villages of Fallin and Throsk. Fallin is one of the villages situated to the east of the City of Stirling. It is one of the “Eastern villages” and was traditionally a mining community. Remnants of the mining industry are still evident. Fallin Primary School was opened in 1967 and underwent some refurbishment in the mid 90s.

The current school roll is 193 pupils. 73% of pupils (140 pupils) live in homes within SIMD deciles 1-4. 33% of pupils (64 pupils) are currently in receipt of free school meals. 54% of pupils (105 pupils) are supported via Staged Intervention process.

School Figures for Stage Intervention show that 54% of the school population is on Stage Intervention. School figures for Staged Intervention show that 84% of pupils (67) on Stage 2 were from deciles 1-4 and 16% (13) were from deciles 5-8. On stage 3, 78% (18) were from deciles 1-4 with the remaining 22% (5) coming from deciles 5-8. It is clear from these figures that children from deciles 1-4 are more in need of support than those in the higher deciles. 9% of the school roll (17 pupils) are registered as Care Experienced.

There are a significant number of children who find it hard to regulate their emotions and for whom support from SMT or HWB Support Officer is regularly called for (22 pupils). Of these 17 pupils are affected by poverty and entitled to FSM. 6 are Care Experienced and 10 have diagnosed significant additional support needs (Stage 3 or above). There have been 0 exclusions this session.

Across the school, Teacher Judgement data from Tracking & Monitoring highlights lower than expected levels of engagement in 25% of pupils (49) and effort/participation in 23% of pupils also (43). These are barriers to attainment in their own right but also have a significant effect on attendance at school. Attendance has historically been an issue with average attendance in the school sitting below the Local Authority average. This session, 2024/25, average attendance has been 91.9%. This is a continued improvement on session 2023/24 (91.5%) and 2022/23 (91%) but lower than the session before that (92.8%).

Late-coming is also a concern with 30 pupils (15%) having more than 20 lates recorded for the session. The school employs a HWB Support Officer, core funded through DSM to support attendance and timekeeping. This role is extended and funded through PEF to 30 hours per week with part of the remit being to help develop pathways for parents to gain confidence, experience, skills and knowledge for self-improvement and to develop their capacity to support their child's learning.

Through evidence from pupils completing Wellbeing Webs, it has been identified that resilience is a factor for some children who find it difficult to deal with change, failure, new experiences and cognitive challenges, and can affect learning and progression. Many of our children lack opportunities for wider achievement as costs and transport can be prohibitive. Children having limited experiences leads to lack of motivation to read and write.

Amongst many families there are financial difficulties and restrictions which prevent children going beyond the village. The village has limited opportunities for children. Writing improves when children have real life experiences to use. It is important that, as a school, we develop a rich culture so pupils experience a variety of texts in order to influence their writing.

Compared to attainment data of June 24, ACEL data shows the following:

- attainment in has increased in all stages (P1, P4 and P7) in Reading, Writing and Listening & Talking*
- Attainment for children living in Quintile 1 has increased in Reading, Writing, Listening & Talking and Numeracy in P4 and P7 but not in P1. The cohort of Quintile children in P1 is only 3 so one learner can disproportionately impact the data.*
- Attainment in Numeracy has increased in P4 but has fallen in P1 and P7*

Jun-17										
Jun-18										
Jun-19										
Jun-20 (from Feb 20 predictions)										
Jun-21										
Jun-22										
Jun-23										
Jun-24										
Jun-25										

Consultation with parents regarding PEF indicated that most favoured the continued provision of the Health & Wellbeing Support Officer (HWBSO) and additional SLAs to support pupils' emotional wellbeing and 1/1 or small group literacy and numeracy attainment. School trips were almost as popular with many valuing the opportunities provided by the school for

educational excursions and experiences which may be prohibitive to families otherwise. When asked for what else could be provided to enhance the educational offering at Fallin PS, the most common response was Science equipment and resources.

When pupils were consulted, their most favoured option was for school trips to continue closely followed by SLAs and HWBSO. Similar to parents, science and technology equipment was their most requested addition to that currently funded through PEF.

Parent/Carer Involvement in PEF Decision-making	Pupil Involvement in PEF Decision-making
• <i>How have parents and carers been involved in decision-making?</i> • <i>How has the school ensured that those impacted by poverty have been involved?</i>	• <i>How have children and young people been involved in decision-making?</i> • <i>How has the school ensured that those impacted by poverty have been involved?</i>

Identified gap/barrier	Outcome for Learners	Impact Measure	Intervention
<i>Linked to barriers identified through analysis of data and illustrated in contextual analysis.</i>	<i>What change do you want to see for learners?</i> <i>How much change?</i> <i>Who are the target group?</i> <i>By when?</i>	<i>How will you know the change is an improvement?</i>	<i>What do you plan to do?</i> Highlight items/interventions funded by PEF.
Social and Emotional Wellbeing	- Improved attendance and timekeeping for identified pupils - To improve targeted learners' ability to regulate their own behaviour in class and take support from identified adults - To support pupils in SIMD 1-4 with equity of opportunities through extra-curricular activities and excursions - Improve the engagement and participation of identified pupils in learning as highlighted at Tracking & Monitoring meetings	- Improved timekeeping from 30 identified pupils with < 20 lates recorded in session 2024-25 - Improve attendance for identified pupils with >85% attendance 2024-25 - Decrease in number of incidents or SMT calls for 22 identified pupils - Increased time for identified pupils in class and reduced need for individualised support from SLA or SMT - reviewed at SI meetings - Attendance at parental engagement/learning sessions - Parental questionnaire responses will indicate improved understanding of how best to support their children - Attendance at parental engagement/information sessions and increased	- Increase core hours of Health & Wellbeing (HWB) Support Officer - Identify children in Q1 with low attendance and HWBSO to start dialogue/build relationship with their parents/carers. Refer to Engaging Learners Service as required - Modify protocols re engaging parents/carers about attendance and timekeeping issues - Share class attendance information monthly at assembly to keep pupils informed of progress - Targeted children with low attendance working with HWBSO to maintain personal attendance diary/graph - DHT and HWB Support Officer to consult with parents to develop and

		awareness of key issues impacting mental HWB 95% of pupils in SIMD 1-4 to be accessing extra-curricular opportunities provided by the school.	implement bespoke parental engagement/family learning programme for the year to support parents to build capacity in areas they have identified - Continue with tracking system to identify pupils from SIMD 1-4 not accessing opportunities for wider achievement and target these learners to support their participation in this area. - Continue with increased opportunities for learning in STEM and Outdoor Learning activities to increase pupil motivation, engagement and participation. 1 practitioner to train with Forest Schools programme
Attainment in numeracy and literacy	- By June 2026 attainment in writing at P1,4 and 7 to have increased by 5% on 2025 figures - By June 2026, 20% increase in numbers of pupils in quintile 1 attaining appropriate levels in reading, writing and numeracy	- Tracking and monitoring data shows increased % of pupils on track – reviewed termly - NSA data for P1,4 and 7 will improve - SLAs upskilled in supporting the teaching of writing	- Additional SLA x 2 to be employed (1 x 16.5hrs per week, 1 x 27.5 hrs per week) to support delivery of RWI 1:1 tutoring and writing groups 4 hours per week of teaching hours to be purchased to ensure consistency of teachers in P1 and P2 - Read and Write software licences purchased to

			support writing development of identified P4-P7 pupils - Subscription for IDL, digital spelling/literacy resource, for targeted children 2 practitioners to work with Scottish Book Trust on test of change to improve reading culture and reading for enjoyment across the school - Continue to develop the use of CPA (concrete, pictorial, abstract) approach to teach numeracy 2 staff members involved in SEF Numeracy project 24/25 to further develop consistency of numeracy pedagogy across school - Maths No Problem mastery approach to numeracy from P1-P7 by standardising use of MNP online portal and developing the use of journaling to help develop pupils' metacognition and their use of different strategies - Purchase My Maths App which links directly to MNP programme and offers bespoke digital programmes for pupils
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PEF Budget Plan should be submitted alongside this plan