



Parkhead Primary School: Equity and Inclusion Statement 2025/2026

Pupil Equity Fund (PEF) & Cost of the School Day (COSD) Statement

At Parkhead Primary School, we are fully committed to reducing the cost of the school day for all our families. We recognise that financial pressures can impact pupils' access to learning, participation in school life, and overall wellbeing. By removing financial barriers, we aim to ensure every child can fully participate in all aspects of school life regardless of their personal or family circumstances.

Our Foundational Commitment:

We aim to help our school community better understand poverty, financial barriers, and the impact of poverty on learning and participation. We work closely with parents, carers, and pupils to review and improve our practices, ensuring no child misses out due to cost.

Consultation and Awareness

We use positive relationships to help families feel relaxed and able to talk about their concerns. We use anonymous surveys for all families to share their feelings on COSD and the barriers they face.

Feedback Highlights	Key Data/Goal
Parent Voice	"Support working families not on benefits feeling the cost of living pinch."
Comfort Asking for Help	34% of surveyed parents feel comfortable asking for help from school.
Future Planning	Parental feedback is used to create a cluster action plan.

Key School Practices:

- We aim to reduce the number of times we ask for money.
- All in-school events (like nativity and school show) are provided free of charge.
- We have an established COSD lead and pupil Decision Making Groups (DMGs) to ensure the whole school community is aware of the importance of reducing financial barriers.

Partnership Action for 2025/2026:

We aim to work very closely with our partners and West Calder High School (WCHS) to further enhance the support available to families¹⁵.

Our Approach: Universal and Targeted Support

We gather data about existing barriers from parental, staff, and pupil surveys. We adopt a blend of approaches—universal support for all learners alongside targeted interventions for those who require additional support.



Parkhead Primary School: Equity and Inclusion Statement 2025/2026

Pupil Equity Fund (PEF) & Cost of the School Day (COSD) Statement

Universal Supports (Whole-School Strategies)

These supports create an inclusive learning environment that benefits all pupils in session 2025/2026:

- **Curriculum Enhancements:** Inclusive teaching strategies tailored to support diverse learning styles.
- **Professional Development:** Ongoing staff training focused on equity data literacy, COSD, restorative approaches, and trauma informed practices.
- **Parental Engagement:** Regular parental workshops and open communication through newsletters and consultation evenings.

Targeted Supports (Bespoke and Individualized)

These supports address the needs of pupils who require more bespoke help to successfully access the curriculum:

- **Literacy and Numeracy Interventions:** Small group sessions and 1:1 input with Pupil Support Workers for identified pupils.
- **Health and Wellbeing Programmes:** Supports like Drawing and Talking Therapy, Nurture groups, and Place 2 Be counselling.
- **Assistive Technology:** Access to digital tools like Word Shark to support learners with additional support needs.
- **Participatory Budgeting:** Involving pupils and families in decisions around Pupil Equity Funding.

Cost of the School Day Key Areas

1. Getting Dressed for School

Families identify costs of uniforms and shoes as the biggest financial strain.

Universal Supports

- **New Starter Uniform Offer:** 100% of new start families are offered uniforms.
- **Daily Uniform Access:** Children arriving without uniform are offered something to wear, and all pupils have access to pre-loved uniforms throughout the day if a change of clothing is required.
- **Clothing Grant Assistance:** Forms are regularly signposted, applications are available from the office or online, and parents/carers are supported with applications.
- **Fun Event Swaps:** We run a Halloween Spooky Swap Shop, Christmas Jumper, and Party Costume stall to ensure items don't need to be bought new for school events.



Parkhead Primary School: Equity and Inclusion Statement 2025/2026

Pupil Equity Fund (PEF) & Cost of the School Day (COSD) Statement

- **P7 Hoodies:** Cost of leaver's hoodies is subsidised by the PPA and school fund to ensure all P7 leavers receive one.

Targeted Supports

- **Parkhead Threads Clothing Bank:** Supported by the PPA and office staff. Access is via an online form or speaking directly to school staff.
- **West Lothian Clothing Bank:** A dedicated staff member supports families by completing referrals.
- **WCHS Partnership:** Links to WCHS ensure individuals who require winter coats have access to the clothing they require at no cost.
- **P7 Residential Support:** In 2025/2026, we will provide support to P7 pupils attending residential camp who are in receipt of financial support.

Actions for 2025/2026

- Raising awareness of our clothing support in school.
- Working with WCHS to reduce uniform costs by providing a service to make in-house school crests for uniform (addressing parental feedback that items with logos could not be returned).

2. Travelling to School 🚌

The majority of children live within walking distance, and school transport is provided free of charge for those living in Polbeth and outlying rural areas.

Universal Supports ⁴⁵

- **Club Locations:** After-school clubs are run in school or WCHS, removing the need for travel.
- **School Events Transport:** For local events where transportation is necessary, it is arranged at no cost to families.

Targeted Supports

- **Application Assistance:** School office staff provide support for those requiring assistance to complete transport applications.
- **Young Scot Card:** Advice and assistance are provided on the Young Scot National Entitlement Card, which gives free bus transport access to children over age 5 in Scotland.

Actions for 2025/2026

- Provide pupils who take public transport with a '**bussers breakfast**' to ensure they have the opportunity to attend a breakfast club when arriving at school later.



Parkhead Primary School: Equity and Inclusion Statement 2025/2026

Pupil Equity Fund (PEF) & Cost of the School Day (COSD) Statement

3. Friendships at School 🤝

4% of pupils identified friendships as an additional cost.

Universal Supports

- **Uniform Policy:** Uniform is promoted to negate peer pressure for branded and fashion clothing
- **Technology Access:** All pupils have access to digital technology in school, despite the device policy.
- **School Ethos:** Our ethos promotes respect, inclusion, and equity.
- **Relationship Approach:** We take a restorative approach to supporting pupils with building positive relationships.
- **Activity Involvement:** Pupils take part in Masterclasses and Decision Making Groups to allow them to join activities based on similar interests.

Targeted Supports

- **Social Skills Groups:** Support groups are established to help children develop their communication and social skills.
- **Wellbeing Check-ins:** Pupils have opportunities to check-in with key staff during the day to ensure their social wellbeing needs are met.
- **Ambassadors:** We have dedicated health and wellbeing ambassadors and COSD ambassadors.

Actions for 2025/2026

- Focus on restorative conversations and staff development to support pupils and their relationships.
 - **Kids Gone Wild** to support identified individuals who struggle to build friendships.
 - Review wellbeing data each term.
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4. Learning at School 📚

34% of families feel that the cost of buying school supplies is an added cost

Universal Supports

- **Stationery Provided:** Stationery is provided for all classes to access at all times.
- **Resources:** Learning resources are accessible in all classrooms, and pupils are encouraged to use a variety of manipulative resources.



Parkhead Primary School: Equity and Inclusion Statement 2025/2026

Pupil Equity Fund (PEF) & Cost of the School Day (COSD) Statement

- **Trusted Adult:** All pupils have an identified trusted adult whom they can speak to when struggling.
- **Target Setting:** Pupils are actively involved in target setting for Literacy and Numeracy.

Targeted Supports

- **Bespoke Plans:** Bespoke learning plans and Positive Response Plans are created for pupils who require additional support
- **Targeted Support Plans (TSPs):** Excellence and Equity meetings identify needs for individuals in every stage from Nursery to P7 through TSPs.
- **Interventions:** Staff are dedicated to supporting Literacy and Numeracy interventions. Support for Learning staff carry out individual assessments and implement IEPs when needed.
- **Enhanced Transition:** Supported by enhanced transition provision, including the creation of pupil passports and inviting identified pupils to meet new teachers more regularly.
- **Inset Day Invite:** Identified pupils are invited to the August inset day to reduce anxiety about starting a new school year.
- **Partner Support:** Fostering positive links with partners for support outwith school, such as Speech and Language Therapy, Inclusion Support Services, and the Interrupted Learning Service.

Actions for 2025/2026

- Embed the four-part lesson model.
- Enhance the offer of assistive technology.
- Introduce a stationery shop where pupils can access resources to take home like paper, pencils, and colouring pens.

5. School Trips 🏠

Parents identified school trips as the second highest cost of the school day after school uniform⁸⁶.

Universal Supports

- **Planning/Notice:** We plan trips in advance to ensure parents/carers are notified in a timely manner.
- **Cost Reduction:** Class trips are limited to one annually to reduce costs.



Parkhead Primary School: Equity and Inclusion Statement 2025/2026

Pupil Equity Fund (PEF) & Cost of the School Day (COSD) Statement

- **Subsidies:** We subsidise the cost of trips by using the school fund to pay for transportation.
- **Payment Options:** Trips can be paid up in instalments through IPay.
- **Residential Opportunity:** All pupils have the opportunity to attend residential experiences during Primary School.

Targeted Supports

- **Reduced Rates/Waivers:** Families requiring additional financial support are offered trips at a reduced rate, and trip costs are waived for those from low-income families.
- **Support/Signposting:** SLT support families and signpost them for financial help when required. Office staff ensure new families are aware of the support offered.
- **Camp Items:** Clothing and necessary items for school camp are provided for those pupils who require them.

Actions for 2025/2026

- All P7 pupils who wish to attend Dalguise Residential are supported to do so.
- Clothing bank referrals for school camp clothing.
- School to provide more in-school experiences at no cost to families.
- Explore opportunities for cost-saving partnerships

6. Fun Events 🎉

11% of families feel that fun events in school add extra costs.

Universal Supports

- **Free Participation:** Fun events such as dress-down days no longer require a donation and are open to all pupils.
- **Voluntary Donations:** We appreciate voluntary donations contributed toward the cost of Christmas parties, recognising that generosity helps ensure *all* children can participate.
- **Dress Down Optionality:** Participation in dress-down days is completely optional, with absolutely no pressure
- **In-house Events:** The Panto was invited back this year and was free of charge as a whole-school in-house event.

Targeted Supports

- **Free Tickets:** Free tickets to local Pantos and the Easter Fayre are offered to those requiring additional financial support



Parkhead Primary School: Equity and Inclusion Statement 2025/2026

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- **Golden Tickets:** The Easter Fayre offered golden tickets so that pupils could redeem them at game stalls.

Actions for 2025/2026

- Consult with pupils and the school community reviewing event costs to ensure inclusivity.
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7. Eating At School 🍎

Universal Supports

- **Free School Meals (FSM):** P1-P5 receive FSM.
- **Breakfast Club:** Daily free breakfast club is provided.
- **FSM Application Links:** The school website has continual links to FSM and milk applications.
- **Cashless System:** Cashless catering means there are fewer stigmas attached to pupils eligible for FSM.
- **Event Funding:** Snacks for any in-school events like Christmas parties are funded by the school.
- **Snacks and Water:** Healthy free snack is offered daily to all pupils, and refillable water bottles have been purchased for every pupil.
- **Application Support:** Office staff are regularly available to support parents with FSM applications.

Targeted Supports

- **Breakfast Catch-up:** Support staff and SLT ensure those who are late or have not had breakfast have the opportunity to have one.
- **Community Partnership:** We work with Polbeth and West Calder Community Hubs to support families who may require additional support to feed their families.

Actions for 2025/2026

- Introduce bussers breakfast.
 - Track those on the minibus to ensure they also have access to breakfast club.
 - Introduce a school food bank.
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8. School Clubs 🌐

Universal Supports



Parkhead Primary School: Equity and Inclusion Statement 2025/2026

Pupil Equity Fund (PEF) & Cost of the School Day (COSD) Statement

- **Free and Local:** All in-school after-school clubs are run by staff and are free of charge. Clubs take place in school or WCHS, requiring no transportation.

Targeted Supports

- **Encouragement:** Our staff team signpost and encourage families to attend school clubs and activities.
- **Monitoring:** SLT monitors wider achievements through Excellence and Equity meetings to identify pupils who have not attended any clubs.

Actions for 2025/2026

- Provide lunchtime clubs for those who travel on the bus.
 - Use pupil voice to ensure a wider range of activities are offered.
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9. Home Learning 🏠

Universal Supports

- **Optional Homework:** Homework is optional and, when possible, does not rely on ICT.
- **Access Options:** Pupils may complete homework during the day or access paper copies.

Targeted Supports

- **Homework Clubs:** Homework clubs are run at various times, and staff readily provide support to parents to access TEAMS or Seesaw.

Actions for 2025/2026

- Audit digital access for home learning.
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Conclusion and Future Planning

Consultation on Pupil Equity Fund Spend

Each year we consult with families, pupils, and staff to review current PEF spending to inform future planning. This feedback directly shapes our School Improvement Plan and Standards and Quality Report.

Action for 2025/2026:

- Consultation in Term 4 to ensure pupil voice remains central.



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♥ Our Ongoing Commitment

Our commitment to equity, wellbeing, and inclusion underpins every aspect of school life. Central to this is our dedication to tackling the cost of the school day, ensuring every child—regardless of background or circumstances—can participate and thrive in an inclusive and nurturing environment.

Through careful use of the Pupil Equity Fund, targeted supports, and strong community engagement, we proactively remove barriers and promote equity, dignity, and opportunity for all learners.