



Pupil Equity Fund and Cost of the School Day Statement 2026/2027

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 identifying and removing financial barriers, we aim to ensure that every child can fully participate in all aspects of school life regardless of their personal or family circumstances. We work closely with parents, carers and pupils to review and improve our practices, ensuring no child misses out due to cost.

Raising Awareness:

We aim to help our school community to better understand poverty, financial barriers to education and the impact of poverty on learning and participation. We understand that every penny and pound matters to our families. Not only to families on low incomes but those facing challenges whilst working as well.

'Support working families not on benefits feeling the cost of living pinch.' (Parent)

As a school we aim to reduce the number of times we ask for money and have provided all of our in-school events free of charge like nativity and school show.

We have an established COSD lead and pupil decision making groups (DMGs) to ensure our whole school community is aware of the importance of reducing financial barriers.

Consultation Methods:

We believe that positive relationships with school staff and families will help our families to relax and be able to talk about their concerns. We also recognise that, at the start of our journey, some families did not feel comfortable letting the school know that they were struggling financially. 34% of surveyed parents indicate that they would feel comfortable asking for help from school if they needed it.

We have created an anonymous survey for all families to share their feelings on the cost of the school day and the barriers they face when preparing their children for school.

Parental feedback has been used this year to create a cluster action plan for each area of the school day. In 2026/2027 we aim to continue to work very closely with our partners and West Calder High School to further enhance the support we have available to families to reduce the cost of the school day.



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Cost of the School Day Interventions:

As a starting point, we used our parental, staff and pupil surveys to gather data about existing barriers to our families. To respond effectively, we adopt a blend of approaches of universal support for all learners alongside targeted interventions for those who require additional support. These ensure every pupil has the opportunity to thrive.

Universal Supports:

To create an inclusive learning environment that benefits all pupils in session 2026/2076 we will continue to implement the following whole-school strategies:

- **Curriculum Enhancements:** Inclusive teaching strategies tailored to support diverse learning styles.
- **Professional Development:** Ongoing staff training focused on equity data literacy, COSD staff training, restorative approaches training and trauma informed practices.
- **Parental Engagement:** Regular parental workshops and open communion through newsletters and consultation evening to ensure parents and carers are actively involved in their children's learning journey.

Targeted Supports:

We recognise that some pupils required more bespoke and individualised support to successfully access the curriculum. We will continue to implement the following targeted supports:

- **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, Dictate and IDL to support learners with additional support needs
- **Participatory Budgeting:** Involving pupils and families in decisions around Pupil Equity Funding to promote ownerships, relevance and community engagement.



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Cost of the School Day Key Areas:

Getting Dressed for School:

We understand having a values-based approach is essential to supporting pupils to feel included when they are at school regardless of the clothes they wear. However, we know that families find costs of uniforms and shoes to be the biggest financial strain when preparing for the school and greatly impacts on our attendance rates. As such, we offer the following targeted and universal supports:

Universal:

100% of new start families are offered uniforms to take away with them and all children who arrive at school without uniform are offered something to wear. All pupils have access to pre-loved uniforms throughout the day if they require a change of clothing and clothing grant forms are regularly signposted through school newsletters and applications are available from the school office or online. Parents/carers are supported with applications to clothing grants.

Targeted:

Our **Parkhead Threads** clothing bank is now up and running. This is supported by the PPA and office staff. Parents may access this by completing an online form or speaking directly to school staff. We have a staff member dedicated to supporting families who require additional support by completing referrals to the West Lothian Clothing Bank. In addition to school clothing, this year (2026/2027) we will be providing support those P7 pupils attending residential camp in receipt of financial support.

Our links to WCHS ensure that individuals who require winter coats also have access to the clothing they require at no cost.

We run a Halloween Spooky Swap Shop and Christmas Jumper stall to ensure parents don't have to buy new items for pupils participating in school events like Christmas Jumper Day.

Cost of leaver's hoodies are subsidised by the PPA and school fund to ensure all P7s leavers receive a hoodie.

Action for 206/2027:

- Raising awareness of our clothing support in school



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- Working with WCHS to further reduce costs of uniform by providing a service to make in-house school crests for uniform. Parents identified that they could not return items once they had the school logo printed on them.
- Ensure those pupils who are attending camp have the clothing they require and to refer to the Clothing Bank for Camp clothing where needed

Travelling to School:

Most of our children live within walking distance from the school. For those children living in Polbeth and outlying rural areas, school transport is provided free of charge.

Universal:

After school clubs are run in school or WCHS where there is no need to travel any distance.

Targeted:

School office staff provide support to those requiring assistance to complete transport applications.

Actions for 2026/2027:

- 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.
- Breakfast club will also be available for those who arrive after breakfast club finishes at 8:30

Friendships at School:

4% of pupils identified Friendships at School as an additional cost to the school day.

Universal: Uniform is promoted to negate any peer pressure for branded and fashion clothing. While there is a device policy in schools, all pupils have access to digital technology in school. Our school ethos is one which promotes respect, inclusion and equity. We take a restorative approach to supporting pupils with building positive relationships with their friends and peers.

Pupils take part in Masterclasses and Decision-Making Groups to allow them to join in a variety of activities with pupils who have similar interests.

Targeted:



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Social skills support groups are established to support children to develop their communication and social skills. Pupils have opportunities to check-in with key staff during the day to ensure their social wellbeing needs are met. We have dedicated health and wellbeing ambassadors, COSD ambassadors.

Actions for 2026/2027:

- 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

Learning at School:

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

Universal:

Stationary is provided for all classes to access at all times. There are options for resources to be borrowed to support learning. Learning resources are accessible within all classrooms and pupils are encouraged to use a variety of manipulative resources to support their learning. All pupils have an identified trusted adult whom they can speak to when they are struggling at school. All staff take part in termly Excellence and Equity meetings to ensure attainment data for all pupils is accurate and those who require additional challenge or support are identified. Pupils are actively involved in target setting for Literacy and Numeracy.

Targeted:

Bespoke learning plans are created for pupils who require additional support. Positive Response Plans are in place for those who require a higher level of support with their relationships. Excellence and Equity meetings identify, through targeted support plans, needs for individuals in every stage from Nursery to P7.

We have staff dedicated to supporting Literacy and Numeracy interventions. Our Support for Learning staff carry out individual assessments of identified individuals and implement IEPs when needed.

Transition from stage to stage is supported by an enhanced transition provision. Pupil passports are created and identified pupils are invited to meet their new class teacher on a more regular basis leading up to transition. Identified pupils are invited to the August inset day to ensure their anxiety about starting a new school year is reduced as much as possible.



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We have fostered very positive links with our partners to ensure we are accessing support for pupils who require it outwith school such as: Speech and Language Therapy, Inclusion Support Services and the Interrupted Learning Service.

Actions for 2026/2027:

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

School Trips:

Parents have identified school trips as the second highest cost of the school day after school uniform. As such, we aim to support families by using our Participatory Budgeting to reduce the cost of school trips.

Universal:

We plan school trips in advance to ensure parents/carers are notified in a timely manner. Class trips are limited to one annually to reduce costs. We subsidise the cost of trips by using the school fund to pay for transportation. All pupil have the opportunity to attend residential experiences throughout their time at Pimary School. School trips can be paid up in instalments through IPay.

Targeted:

Families requiring additional financial support are offered trips at a reduced rate and trop costs are waived for those from low-income families.

SLT support families and signpost them for financial help when required. Office staff ensure new families are aware of the support offered.

Clothing and necessary items for school camp are provided for those pupils who require them.

Actions for 2026/2027:

- 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



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Fun Events:

11% of families feel that fun events in school add extra costs across the school year. Whilst we have stopped asking for money for fun events, we do invite parents who are able to make donations if they choose.

Universal:

Fun events such as dress down days no longer require a donation and are open to all pupils. We invited the Panto back this year and it was free of charge.

Targeted:

Free tickets to local Pantos and the Easter Fayre are offered to those requiring additional financial support. Our Easter Fayre offered golden tickets so that pupils could redeem them at game stalls.

Actions for 2026/2027:

- Consult with pupils and school community reviewing event costs to ensure inclusivity.

Eating At School:

Universal:

P1-P5 receive Free School Meals (FSM) and daily free breakfast club is provided. Our school website has continual links to FSM and milk applications. Cashless catering means there are fewer stigmas attached to pupils eligible for FSM. Snacks for any events within the school like Christmas parties are funded by the school. Healthy free snack is offered to all pupils daily. Water bottles have been purchased to provide every pupil with a free, refillable, water bottle. Office staff are regularly available to support parents with FSM applications.

Targeted:

For those who are late to school or have not had breakfast, support staff and SLT ensure they have the opportunity to have breakfast. We work in partnership with Polbeth and West Calder Community Hubs to support families who may require additional support to feed their families.



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Actions for 2026/2027:

- Continue bussers breakfast
- Track those on the minibus to ensure they also have access to breakfast club
- Introduce a school food bank

School Clubs:

Universal:

All in-school after school clubs are run by school staff and are free of charge. Our clubs take place in school or in West Calder high School which requires no transportation. Parents have identified providing school clubs as a priority:



Targeted:

Our staff team signpost and encourage families to attend school clubs and activities. Our SLT monitors wider achievements of identified pupils through Excellence and Equity meetings to identify those pupils who have not attended any clubs.

Actions for 2026/2027:

- Provide lunch time clubs for those who travel on the bus
- Use pupil voice to ensure a wider range of activities are offered
- Provide morning clubs for those pupils who attend breakfast club or after school care to ensure they have the opportunity to attend

Home Learning:

Universal:

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



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Targeted:

Homework clubs are run at various times throughout the year and staff readily provide support to parents to access TEAMS or Seesaw.

Actions for 2026/2027:

- Audit digital access for home learning

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.

Actions for 2026/2027:

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

At Parkhead Primary School, 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. Our Cost of the School Day and Pupil Equity planning reflect these values in action.