

# Clackmannanshire Education Service

## Abercromby Primary School

### School Improvement Plan *and* Pupil Equity Funding Plan

Session 2020/2021



By March 2020 schools across the country would have achieved their 19/20 priorities to a greater or lesser extent. Where these priorities remain relevant they should continue into session 20/21. **It is essential that planning for recovery and continuity of provision remain priorities in these changed circumstances.**

When considering recovery and improvement priorities schools will need to focus on issues such as:

- supporting pupil and staff health and wellbeing
- transitions at all levels
- the impact of Trauma
- identifying gaps/capturing learning that has taken place
- a renewed focus on closing the poverty related attainment gap
- addressing any impact that there has been around the widening of inequalities of outcome experienced by children and young people

Plans should build on where schools are now, using self-evaluation approaches to move forward. Views gathered from all stakeholders should be used to inform planning. Pupil voice should be clearly represented and integrated into planning documents.

Priorities should be manageable, measurable and linked clearly to achievable outcomes for learners. This session SIPs should have 3 priority areas:

- HWB
- Literacy
- Numeracy

PEF planning should be focused on improving educational outcomes for learners impacted by poverty. A record of our small additional PEF spend 2020-2021, see page 25-27.

## School Improvement Priority: Raising Attainment in Literacy and Numeracy

SIP	√
PEF	√

<b>Establishment</b>	Abercromby Primary School	<b>Total PEF Allocation</b>	£104,675	<b>Links to SAC</b>	
		<b>Cost of this priority (PEF Priorities only)</b>	£54,884		
<b>Headteacher</b>	Aileen Mellor		<b>Accountable Person</b>	Deborah Hamill	

### Outcome (Transformational Recovery)

*Please detail proposed intervention in terms of COVID-19 recovery outcomes for learners. (Consider What will change? For whom? By how much? By when?)*

1. By October 2020, all class teachers will have a clear understanding of the planning, assessment and tracking documents and procedures for Numeracy, which ensures consistency and pace across stages for all pupils.
2. By May 2021, small group work and targeted support for individuals identified by class teacher will have closed gaps in attainment that have widened as a result of Covid-19 for literacy and numeracy.
3. By May 2021, children will have increased opportunities to engage in quality outdoor learning experiences.
4. By Jan 2021 - A structured phonics programme agreed and related assessments organised for all P1-3 learners will allow teachers to have a clear understanding of progression
5. By May 2021 attainment figures should be beginning to reflect a whole-school focus on raising attainment in writing. A structured, consistent approach and progression are needed.

## Rationale for this proposal?

*Please provide Data/Information to support your Recovery Planning, including that specific to addressing the poverty related gap (PEF)*

School closures have presented a huge challenge to both children and their parents. Months out of school has risked setting back children's learning and development. This is particularly concerning for children from disadvantaged backgrounds, who already achieve less well on average than their classmates. In order for children to thrive academically, we need to identify gaps in learning and address these. We also need to be aware that some children could have made greater progress in Numeracy and Literacy while learning at home and we also need to meet their needs. For the same reasons, it is important we continue to embed a reading culture in our school and to encourage children to read for pleasure, the opportunities for which may have been limited for some children during COVID-19 closures.

It was identified from collegiate session in March that a phonics programme was required for P1-3 and a whole-school approach and drive was imperative to raising attainment in writing.

### Interventions

It is essential that we identify exactly where our children are with their learning. We need to regularly assess our pupils and then plan and deliver targeted support and challenge to address gaps and meet individual needs.

### Consistent approach to Learning and Teaching of Numeracy and Literacy

To ensure pace and progress with learning, we need to ensure a consistent approach to planning, assessment, learning and teaching and tracking across the school.

### Outdoor Learning

Outdoor learning is increasingly important this year due to COVID-19. Learning outdoors is motivating and fun and enhances health and wellbeing as well as providing a stimulating learning context.

*What will you do? What evidence do you have that this will be effective?*

#### *Literacy and Numeracy Targeted Interventions*

- Plan and implement individual and small group Literacy and Numeracy support and challenge intervention programmes.
- Develop moderation of planning, pupil class work and pupil attainment in Literacy and Numeracy.
- Provide opportunities to celebrate Literacy and Numeracy throughout the year.

#### *Numeracy Interventions*

- Update the Numeracy planning, assessment and tracking documents and procedures (P1-P7)
- Deliver training for all teachers to ensure they are fully up to date with new Numeracy documents and procedures
- Develop the use of Tackling Tables as an effective way to enable pupils to achieve automatic and accurate retrieval of multiplication and corresponding division facts.
- Develop Numeracy outdoor learning resources across all levels
- Ensure the staff have access to training to develop their confidence when accessing the outdoors with pupils
- Develop an orienteering course around the campus
- Using the Alloa Credit Union partnership, develop first-hand experience of managing money. Providing the foundation for the continued experience of having a bank account and managing finances, a necessary life skill.

#### Literacy Interventions

- P1 teacher to lead a working group to look at phonics programme, assessment and organisation. The programme would be largely based on Read, Write Inc, without the setting aspect. We have strong data on Read, Write, Inc which demonstrates how effective it was previously for our pupils.
- Regular sessions for phonics recovery and reading using the Fresh Start programme, delivered by the Learning Support Teacher. Again, the impact of this on learners was very successful when previously utilised.
- Once authority writing guidance has been published, create a *Writing the Abercromby Way* progression for our learners. Literacy Lead to participate in writing working group for the authority, to have an input.
- Investigate a resource for writing and roll this out to staff via collegiate session(s).
- Provide opportunities to engage pupils in reading through digital author visits and partnerships with the community library service.

*Who has been consulted? How? What was their feedback?*

- RACI groups
- Teaching Staff and Learning Assistants
- Parents
- Pupils
- Partners e.g. Forth Valley Orienteering Group, Clacks Digital Learning Team, St Bernadette's P.S and Tulach Nursey

<b>NIF Priority</b> Please highlight	<b>HGIOS 4 QIs</b> Please highlight and add any other relevant QIs linked to improvement work
<p><b>Improvement in attainment, particularly in literacy and numeracy</b></p> <p><b>Closing the attainment gap between the most and least disadvantaged children</b></p> <p>Improvement in children and young people's health and wellbeing</p> <p><b>Improvement in employability skills and sustained, positive school-leaver destinations for all young people</b></p>	<p><b>1.3 Leadership of Change;</b></p> <p><b>2.3 Learning, teaching and assessment;</b></p> <p><b>3.1 Ensuring wellbeing, equity and inclusion,</b></p> <p><b>3.2 Raising attainment and achievement</b></p>

Start Date	Time Allocation	Progress Review Dates	Completion Date
August 2020	Academic Session 2020-2021 Collegiate RACI sessions	October 2020 December 2020 March 2021	May 2021
<b>Outcomes</b> - What change will happen? To whom? By when? (Short and medium term outcomes can relate to others but long term outcomes should always relate to learners)	<b>Measurement Plan</b> - What evidence will you gather to measure impact? When?	<b>RAG</b> (This can be done on each of the dates noted above)	
		<b>Date</b>	<b>RAG</b>
<b>Numeracy Interventions Short</b>			
1. D Hamill to update Numeracy planners, assessments and trackers.	Evidence of Numeracy planners being used correctly in Forward Plans		
2. D Hamill to share updated planners, assessments and trackers with class teachers.	Evidence of accurate assessment data in assessment folders and updated trackers Attendance at training		
3. CT to identify individual needs and gaps in children' learning.	Tracking Meetings		
4. Plan support interventions from learning assistants.	CT and LA timetables targeted support for Numeracy. Pupil evaluations Baseline data for Tackling Tables Baseline data for Number Blocks Baseline data for Building Blocks End of term Assessment data SNSA results		
5. N Strong to secure funding to develop an orienteering course around the campus.	Funding secured Orienteering course mapped QR codes developed		

6. N Strong to liaise with Chris to map out a course and with Elizabeth McCurran, Digital learning, to develop QR codes	Orienteering course mapped		
7. N Strong to train staff in the use of the new online Tackling Tables resource with all teachers. Tackling Tables Champions identified.	Attendance at training.		
8. Engage in professional reading with teaching and support staff, related to outdoor learning. Share new learning with the wider staff team.			
9. Liaise with Parent Council (Team Abercromby) regarding potential funding to support outdoor learning. Research and apply for any appropriate outdoor learning grants.			
<b>Numeracy Interventions <u>Medium</u></b>			
1. CT to use planners, assessments and trackers to support learning and teaching in Numeracy.	CT and LA timetables targeted support for Numeracy. End of term Assessments		
2. Learning Assistants to provide small group interventions to address gaps in learning and challenge.	Building Blocks Data Number Blocks Data Pupils, CT and LA evaluations		
3. Tackling Tables Champions to work with pupils across the school to promote the importance of tables.			



4. P1-P7 pupils to regularly use the orienteering course to develop Numeracy skills.			
5. Secure resources from Parent Council (Team Abercromby) funding/grants/PEF funding such as outdoor clothing, outdoor classroom equipment and other resources agreed on by the staff team. (Liaise with Tulach and St. Bernadette's where appropriate for joint funding bids)			
<b>Numeracy Interventions Long</b>			
1. Class teachers will be confident using the planning, assessment and tracking documents and procedures for Numeracy, which ensures consistency and pace across stages for all pupils.	Assessment data (including End of Term) SNSA Teacher feedback		
2. Small group and individual support interventions will have closed gaps in learning that have widened in light of COVID-19.	Assessment data (including End of Term) SNSA Teacher feedback		
3. Most able pupils have been identified and been given challenge opportunities in Numeracy.	Take part in Stirling University Mathematics Challenge Tackling tables Champions		
4. Children will have increased opportunities to engage in quality outdoor learning experiences.	Evidence of the outdoors being used more frequently-forward plans/dojo/quality assurance		

Literacy Interventions Short			
1. CTs to identify pupils who require support and the gaps in learning.	Evidence from Fresh Start assessments for identified pupils from P5-7 – Oct 20 then June 21. Evidence from reading assessments for P1-4 pupils, as above Writing attainment data (TPJ) June 2021		
2. Plan support groups using teachers who are not fully class committed.			
3. E McLaren to research a resource/resources for writing.			
4. E. McLaren to send out survey to staff re: Writing	Staff survey – to find out what works and what is needed Oct 2020		
5. E McLaren to be part of authority working group to develop guidance.			
6. E. McLaren to ensure pupils are consulted via attitudes survey or focus groups.	Pupil focus groups / consultations Feedback from pupils/teachers		
7. L. Davis to set up working group and begin planning for phonics.	Phonics planner Feedback from teachers		
8. Literacy Team to plan book week Scotland.	Feedback from pupils/teachers		
9. E McLaren to liaise with library service for funding and organisation of digital author visit, and to ensure that all teachers can access the click and collect service.			

<b>Literacy Interventions <u>Medium</u></b>			
1. Non-class committed teachers to provide small group support to address gaps in reading and writing.	Evidence from Fresh Start assessments for identified pupils from P5-7 – Oct 20 then June 21. Evidence from reading assessments for P1-4 pupils, as above		
2. E McLaren and Literacy Team to put together Writing the Abercromby Way, based on authority guidance.	Teacher feedback after trial Writing attainment data (TPJ) June 2021		
3. E McLaren to organise the provision of training or collegiate sessions on Writing for teaching staff.	Training evaluations		
4. L Davis to finalise phonics programme.	Teacher feedback. Phonics planner.		
5. Literacy Team to plan and run other literacy events on the calendar.	Teacher/pupil feedback.		
<b>Literacy Interventions <u>Long</u></b>			
1. Small group work for targeted support for individuals identified by class teacher will have closed gaps in attainment that have widened as a result of Covid-19.	Assessment data (including End of Term) SNSA Teacher feedback		
2. A structured phonics programme will be agreed, along with related assessments, and the running of this will be organised for all P1-3 learners.	Assessment data (including End of Term) SNSA Teacher feedback Phonics programme document		
3. By May 2021 attainment figures should be beginning to reflect a whole-school focus on raising attainment in writing. A structured, consistent approach and progression are needed.	Assessment data (including End of Term) Teacher feedback Writing Progression Document		

## School Improvement Priority: Health and Wellbeing

SIP	√
PEF	√

<b>Establishment</b>	Abercromby Primary School	<b>Total PEF Allocation</b>	£104,675	<b>Links to SAC</b>	
		<b>Cost of this priority (PEF Priorities only)</b>	£44,236		
<b>Headteacher</b>	Aileen Mellor		<b>Accountable Person</b>	Erin McDaid	

### Outcome (Transformational Recovery)

*Please detail proposed intervention in terms of COVID-19 recovery outcomes for learners. (Consider What will change? For whom? By how much? By when?)*

1. By December 2020, children and parents will have a clearer understanding of SHANARRI. All pupils will be able to talk about SHANARRI in relation to their own wellbeing, including who they could get support from if needed.
2. By May 2021, staff will have clear understanding of the progression of PSE at Abercromby PS, which ensures consistency in the learning experiences for children in Health and Wellbeing.
3. By May 2021, children will have increased opportunities to engage in quality outdoor learning experiences.
4. Children and parents will not feel that money is a barrier to participating fully in all aspects of school life.

## Rationale for this proposal?

*Please provide Data/Information to support your Recovery Planning, including that specific to addressing the poverty related gap (PEF)*

### School Profile

- **SIMD** · 161 learners out of 336 are in SIMD 1-2 or SIMD Quintile 1. This represents 48% of all learners
- **Free School Meals (FSM) Whole School** · 83 learners out of 336 are on FSMs. This represents 25% of all learners

In light of the COVID-19 pandemic addressing the health and wellbeing of our whole school community is our main priority at Abercromby Primary School. School closures led to the loss of routine and structure for many children, some children may have faced bereavement, loss or challenging home circumstances due to unemployment, for example, caused by the pandemic. In order for children to make academic progress we first need to meet their health and wellbeing needs.

- SHANARRI

It is crucial that children are able to talk about their own wellbeing, can identify when they need help or support and who can support them. SHANARRI helps children and families to have a common understanding of the wellbeing indicators and is crucial in the delivery of GIRFEC.

- Structured approach to PSE

Information gathered from a School Improvement Evaluation (June 2020) highlighted that many staff felt there was a lack of structure, resources and training within some areas of PSE, particularly substance misuse and mental and emotional wellbeing.

- Outdoor learning

All children and young people have the right to play and the right to learn (UN Convention on the Rights of Children). Playing outdoors enhances learning and is essential for children's growth and development. Outdoor learning is increasingly important this year due to COVID-19.

- COTSD

This is a priority across the Authority and for our children as we continue to address poverty and equality. Information gathered in the COTSD parental questionnaire (September 2019, 96 families) highlighted that parents found uniform, trips and experiences and lunches the most expensive aspects of the school day.

*What will you do? What evidence do you have that this will be effective?*

- Embed the Wellbeing Indicators throughout the school by having a whole school focus in term 1. (Links to HGIOS 4 -3.1)
- Organise a family learning challenge that focuses on the Wellbeing Indicators to encourage parents/carers to have an understanding of SHANARRI.
- Create SHANARRI characters through competition to engage pupils.
- Create a Health and Wellbeing overview that links to learning contexts.
- Organise and create easily accessibly PSE resources across all levels.
- Develop outdoor learning resources across all levels to enhance Health and Wellbeing. (Links to Literacy and Numeracy)
- Ensure that staff have access to training to develop their confidence when accessing the outdoors with pupils.
- COTSD – continue to subsidise events and experiences for pupils/ launch the uniform bank
- Make links with family learning group about running a session on cost effective packed lunch

*Who has been consulted? How? What was their feedback?*

- RACI – Health and Wellbeing group.
- Full staff team
- Parents
- Children
- Partners, e.g. Educational Psychology

<b>NIF Priority</b> Please highlight	<b>HGIOS 4 QIs</b> Please highlight and add any other relevant QIs linked to improvement work
Improvement in attainment, particularly in literacy and numeracy  Closing the attainment gap between the most and least disadvantaged children  <b>Improvement in children and young people's health and wellbeing</b>  Improvement in employability skills and sustained, positive school-leaver destinations for all young people	<b>1.3 Leadership of Change;</b>  2.3 Learning, teaching and assessment;  <b>3.1 Ensuring wellbeing, equity and inclusion,</b>  3.2 Raising attainment and achievement

Start Date	Time Allocation	Progress Review Dates	Completion Date
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		<b>Date</b>	<b>RAG</b>
<b>Health and Wellbeing Short</b>			
1. Launch SHANARRI health focus for term 1. (By Sept 20)	Evidence of learning about SHANARRI indicators at all stages in forward plans/ Dojo posts		
2. Share SHANARRI home learning tasks with families throughout the month of September. (By Sept 20)	Home learning challenge shared with families- evidence of engagement through Dojo		
3. Share pupils' learning on Wellbeing Indicators weekly at assemblies. (By Oct 20)	Weekly assembly		
4. Current Health and Wellbeing resources to be audited and organised. (By Oct 20)	Audit will be complete		
5. Analyse information from 'Thrive Outdoors' audit of outdoor learning to identify next steps. (By Oct 20)	Clear next steps will be identified		
6. Engage in professional reading with teaching and support staff, related to outdoor learning. Share new learning with the wider staff team.	Staff will be able to identify the benefits of outdoor learning and reflect on their own practice		

7. Liaise with Parent Council (Team Abercromby) re potential funding to support outdoor learning. Research and apply for any appropriate outdoor learning grants. (By Oct 20)	Funding will be in place		
<b>Health and Wellbeing Medium</b>			
1. SHANARRI characters to be created from whole school competition. Characters to be displayed throughout the school. (By Dec 20)	Pupil feedback RE characters		
2. Health and Wellbeing planners to be created in line with learning context overview. (By Dec 2020)	Staff feedback (RACI group)		
3. Planners to be shared with wider staff team, feedback to be gathered and changes to be made to the planners as appropriate. (By Feb 20)	Staff feedback (whole staff)		
4. Any appropriate PSE training to be shared with staff (ongoing)	Attendance at training		
5. RACI group to begin to create easily accessible resources for areas of PSE (substance misuse, mental health etc) (April 2021)	Staff feedback/ evidence of use in forward plans		
6. Secure resources from Parent Council (Team Abercromby) funding/ grants/ PEF money such as outdoor clothing, outdoor classroom equipment and other resources agreed on by the staff team (February 2021)	Grant applications and funding secured		



7. Work with the Raising Attainment group to develop orienteering (By April 20)	Feedback from pupils/ staff		
8. Develop Early level/ P2 outdoor area including Loose Parts Play (By April 2021)	Feedback from pupils/ staff Evidence of outdoor area being used more		
9. Continue provide experiences and trips at a reduced cost/ free.	All pupils will attend school trips (attendance on school trip days)		
10. Continue to develop the uniform bank and make sure that pupils always have access to school uniform. Include a 'helping hands' shelf.	Uniform bank being accessed regularly		
11. Organise and plan a family learning experience that focuses on a cost effective packed lunch.	Attendance at event Feedback from families		
<b>Health and Wellbeing Long</b>			
1. Pupils and parents will have a clear understanding of SHANARRI/ the wellbeing indicators. All pupils will be able to talk about SHANARRI in relation to their own wellbeing, including who they could get support from if needed.	Parent feedback in end of year evaluation Pupil focus groups re learning in HWB		
2. To develop a more structured approach to PSE which ensures coverage of E's and O's across a level, depth and consistency across stages.	Coverage of PSE E's and O's across all stages – forward plans/ weekly plans Staff Feedback re resources		
3. To develop outdoor learning to support health and wellbeing in light of Covid-19.	Pupil focus groups re learning in HWB		

	Evidence of the outdoors being used more frequently – forward plans/ dojo/ quality assurance		
4. Children and parents will not feel that money is a barrier to participating fully in all aspects of school life.	Feedback from parents School trip attendance Use of uniform bank		

## School Improvement Priority: Digital Learning

SIP	√
PEF	√

<b>Establishment</b>	Abercromby Primary School	<b>Total PEF Allocation</b>	£104,675	<b>Links to SAC</b>	
		<b>Cost of this priority (PEF Priorities only)</b>	£7,063		
<b>Headteacher</b>	Aileen Mellor		<b>Accountable Person</b>	Linzi Stark	

### Outcome (Transformational Recovery)

*Please detail proposed intervention in terms of COVID-19 recovery outcomes for learners. (Consider What will change? For whom? By how much? By when?)*

1. By the end of October 2020, the school will have a clear and structured contingency plan to support home learning in the event of further school closures.
2. By May 2021, staff will have a clear understanding of the progression of digital technologies at Abercromby PS. This will help to ensure consistency and pace in the learning experiences for children.
3. By June 2021, digital technology will be an integral part of learning and teaching at Abercromby. Children will have increased opportunities to engage in quality learning experiences which are enriched by the use of digital technologies and fit for 21<sup>st</sup> century learning.

## Rationale for this proposal?

*Please provide Data/Information to support your Recovery Planning, including that specific to addressing the poverty related gap (PEF)*

School closures as a result of the COVID -19 pandemic highlighted the need for all children and staff to be computer literate. Months out of school has placed the learning and development of our children at risk due to a number of factors. This is particularly concerning for children from disadvantaged backgrounds, who already achieve less well on average than their classmates. In order for children to thrive academically we must ensure they can confidently access IT resources to support their learning and, feel motivated to do so. We must also identify gaps in learning across the curriculum which can be enriched through the use of digital technologies and thus raise attainment.

- Google Classroom

In the current climate, it is crucial that children and families are able to access learning with ease from home. Previously, school closures were unexpected and a step into the unknown for all. This meant that our shift from physical classroom to online classroom was not easy, we can now move forward with a more informed view and prepare to support our learners and families in light of any further school closures. Google Classroom must become an integral part of learning at Abercromby.

- Structured approach to Digital Technologies

Information gathered from a Staff survey (May 2020) highlighted that many staff felt there was a lack of structure, resources and training within some areas of Digital Technologies, particularly ways in which it can be used to enrich the whole curriculum. We currently have access to a wealth of digital resources in school which we must prioritise and use more effectively. Learning supported by technology is motivating and fun for our learners and provides them with skills fit for independent learning, life and work in the 21<sup>st</sup> century.

*What will you do? What evidence do you have that this will be effective?*

- Use Google Classroom in school and encourage use at home to increase confidence.
  - Frequent use and practise with the platform will result in a better understanding of it.
- Carry out pupil, parent & staff surveys to gather feedback on individual experiences of home learning from April-June 2020.
  - Use this information to help form a plan for any future home learning.
- Identify pupils who do not have access to devices and internet at home. Assign the 30 council issued Chromebooks to children who need them.
  - Lack of devices and internet causes a barrier to learning for many of our children – this will begin to help eradicate these barriers. Devices were distributed to 6 of our learners during the previous school closures and this helped greatly with their engagement.
- Update the current digital technologies progression document.
  - Similar documents in other curricular areas have proven to be a useful tool for teachers when planning and assessing progress.

- Identify apps and software which can be downloaded/purchased to support learning across the curriculum.
  - The children engage well with their ICT lessons in school currently. Using digital technologies to enrich other curricular areas may help to engage reluctant learners.
- Organise training sessions for staff in various aspects of digital technologies (e.g. Google Classroom, apps, Clicker 7, Prowise)
  - Staff confidence and knowledge is crucial to ensuring the delivery of quality learning and teaching.

*Who has been consulted? How? What was their feedback?*

- RACI – Digital Technologies group
- Class Teachers
- Parents
- Pupils

<b>NIF Priority</b> Please highlight	<b>HGIOS 4 QIs</b> Please highlight and add any other relevant QIs linked to improvement work
<p><b>Improvement in attainment, particularly in literacy and numeracy</b></p> <p><b>Closing the attainment gap between the most and least disadvantaged children</b></p> <p>Improvement in children and young people's health and wellbeing</p> <p><b>Improvement in employability skills and sustained, positive school-leaver destinations for all young people</b></p>	<p><b>1.3 Leadership of Change;</b></p> <p><b>2.3 Learning, teaching and assessment;</b></p> <p><b>3.1 Ensuring wellbeing, equity and inclusion,</b></p> <p><b>3.2 Raising attainment and achievement</b></p>

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<b>Outcomes</b> - What change will happen? To whom? By when? (Short and medium term outcomes can relate to others but long term outcomes should always relate to learners)	<b>Measurement Plan</b> - What evidence will you gather to measure impact? When?	<b>RAG</b> (This can be done on each of the dates noted above)	
		<b>Date</b>	<b>RAG</b>
<b>Digital Learning Short</b>			
1. L Stark identify pupils who do not have access to devices & internet at home. Assign Chromebooks to 30 pupils. Identify any further pupils who may need devices in the future.	Evidence of children accessing learning on GC from home.		
2. All class teachers will ensure their children know how to access GC as part of ICT lessons in school	Feedback from CTs to confirm all children have access.		
3. L Stark share Google classroom access guides with parents via Class Dojo.	Check in with pupils in class and parent's via Dojo to ensure access to GC at home.		
4. Create learning grids to support home learning for any children having to self-isolate.	Grids will be completed and uploaded.		
5. Gather pupil, staff and parental opinions/feedback on home learning April-June 2020.	Evidence gathered via Google Forms survey and used to inform future practise.		

<b>Digital Learning Medium</b>			
1. A) Sessions organised and delivered to support staff with use of GC and/or other digital platforms. (By Dec 2020) B) Any appropriate digital technologies training to be shared with staff (ongoing).	Staff feedback RE sessions Attendance at training		
2. Plan and agree what will be uploaded to GC at each stage in the event of further school closures (Nov SD days).	Staff and pupil feedback		
3. Apps & software identified and uploaded to school devices. (Dec 2020)	Evidence in shared learning (via class Dojo, etc) Staff & Pupil feedback Evidence of use in forward plans		
4. Audit and organise current digital technologies resources available in school.	Audit completed. Resources organised and easily accessible to all.		
<b>Digital Learning Long</b>			
1. The school will have a clear and structured contingency plan to support home learning in the event of further school closures.	Parent feedback in end of year evaluation Pupil focus groups re digital technologies and home learning (if necessary)		
2. Staff will have a clear understanding of the progression of digital technologies at Abercromby PS. This will help to ensure consistency and pace in the learning experiences for children.	Coverage of Technologies E's and O's across all stages – forward plans/ weekly plans Staff feedback re resources and progression document.		
3. By June 2021, digital technology will be an integral part of learning and teaching	Pupil focus groups re learning in ICT and use of technologies to support all learning		

<p>at Abercromby. Children will have increased opportunities to engage in quality learning experiences which are enriched by the use of digital technologies and fit for 21<sup>st</sup> century learning.</p>	<p>Evidence of the digital technology being used more frequently – forward plans/ dojo/ quality assurance visits</p>		
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## Pupil Equity Funding 2020/2021 Additional Planning Template

**Establishment Name:** Abercromby Primary School 2020-2021

What	Rationale	Intended Outcomes	Measurement	Impact to date	Cost
Learning Assistant Literacy	To raise attainment in Literacy	To support reading and writing across the school with high quality resources	TPJ	PEF LA Literacy has been in post for 2 years.	£18,619
Learning Assistant Numeracy	To raise attainment in Numeracy	To support the learning of numeracy skills across the school	TPJ	PEF LA Numeracy has been in post for 2 years.	£18,068
Family Support Worker Parental/Family Engagement	To continue increasing Parental Engagement opportunities at Abercromby Primary, building on existing practice thus impacting on HWS SIP	To support the families of Abercromby PS	Attendance data	FSW is approaching her 3 <sup>rd</sup> year in Abercromby PS.	£34,048 + £750 for expenses
0.6fte Principal Teacher Parental/Family Engagement	Ongoing role within Abercromby PS and The Link and impacting on HWB SIP	To support the families of Abercromby PS and provide opportunities to engage	Questionnaires and data	PT Parental Engagement has been in post for 2 years.	£3,028
1.0fte Depute Headteacher Raising Attainment	To take the lead in raising attainment in Literacy and Numeracy	Leading staff in the learning and teaching of Literacy and Numeracy through pedagogy, programmes, resources and support	TPJ	Appointed on 28 <sup>th</sup> September	£14,651 Effective from 28 <sup>th</sup> September

0.8fte Principal Teacher Digital Learning	To take the lead improving Digital Learning	Leading staff on use of Google Classroom in classrooms, as homework or as part of a blended learning approach.	Questionnaires and data	Appointed on 28 <sup>th</sup> September	£5,288 Effective from 28 <sup>th</sup> September
Wellbeing Worker Term Time support	To support the HWB of our most vulnerable learners	To improve the wellbeing of our most vulnerable learners	Baseline assessments	Started September 2020	£4,635
Resources to support Raising Attainment (SumDog and Tackling Tables)	To raise attainment in Numeracy	To support the learning and teaching of numeracy in class and at home	TPJ	Well used in school for small group supports	£1,000
Primary Pupil Support contribution	Standing item	-	-	-	£1,200
Contribution to HR	Standing item	-	-	-	£6,562
Furniture orders	To store literacy resources	-	-	-	£771
Projected spend on resources to support attainment in Literacy/Numeracy	To raise attainment in Literacy and Numeracy	To support the attainment in Literacy and Numeracy across the school	TPJ	Ongoing	£1775

Projected spend on resources to support attainment in HWB	To raise attainment through the use of the HWB curriculum	To support the attainment of HWB across the school	Classroom observations of positive engagement Increased awareness of HWB	Ongoing	£1775
Projected spend on resources to support attainment in Digital Learning	To raise attainment through the use of Digital Learning	To support the attainment in Digital Learning across the school	Questionnaires and data	Ongoing	£1775

PEF £104,675 plus balance of 2020-21 carry forward £9,272 totals £113,947

Totals £113,945