

**Pupil Equity Fund: Planning 2023-2024**

**SCHOOL: Abercromby Primary School**

**PEF ALLOCATION: £119,195 (after HR costs deducted)**

**YEAR: 2023-2024**

**RATIONALE**

We will be using our Pupil Equity Fund to improve the attendance and late coming of a targeted group of learners and also continue to work on closing the poverty-related attainment gap specifically for targeted groups of learners across Literacy and Numeracy in specific stages across the school. This will be supported by Pupil Equity Funded Learning Assistants to support targeted groups with their learning across the school as well as a Family Support Worker who will support our families to engage in school and improve attendance and late coming.

## CONTEXTUAL ANALYSIS

Our projected school role in August 2023 will be 315.

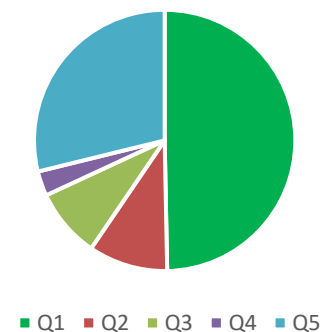
162 learners are in living in SIMD 1-2 known as Quintile 1. This represents 50% of all learners.

92 learners are in living in SIMD 9 and 10, known as Quintile 5. This represents 29% of all learners.

It is the difference between these two quintiles that allows us to calculate the poverty related attainment gap.

We can also take into account Free School Meal Entitlement, Staged Intervention and Care Experienced learners when looking at the school profile.

Scottish Index of Multiple Deprivation at Abercromby PS



31% of our learners are registered as Free School Meal Entitlement (FSME) of which 77% of these learners are living in Quintile 1.

We have 34% of our learners on Staged Intervention levels 1-4, this is broken down into each of the stages:

<b>Stage 1</b>	*	*
<b>Stage 2</b>	74	23%
<b>Stage 3</b>	34	10%
<b>Stage 4</b>	*	*
* denotes a small number and is not shared to avoid the children being identified		

There is a small group of \* Care Experienced learners not shared to avoid the children being identified.

There have been no exclusions during 2022 - 2023 school session.



## Attendance

In session 22/23, our overall attendance as at 5<sup>th</sup> June was 92.45%. This is a difference of 0.15 percentage points compared to last year with Clackmannanshire's attendance stretch aim of 94.3% for all primary schools.

When analysing our attendance data, it is evident that there continues to be a poverty related attendance gap. 64 learners have an attendance of 90% and below, this equates to almost 20% of our school. Last session, our identified attendance gap was 54 percentage points between our Quintile 1 and Quintile 5 learners however this session, 72% of these 64 learners live in Quintile 1 and 11% of these 64 learners live in Quintile 5 thus the attendance gap has widened to 61 percentage points rather than being narrowed. The total number of learners absent 90% or below this year has reduced in comparison to last year's data. Research shows that attendance at school impacts significantly on learning though recent research concluded by Klein and Sosu (2022) states the importance of '*understanding of the association between school absenteeism and academic achievement by focusing on specific reasons for school absences.*'

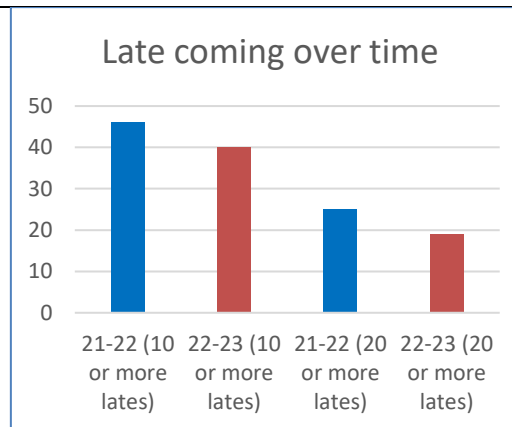
Despite our best efforts to improve this last session, there is still a clear need to focus on attendance not only to close the persistent attendance gap but also across the whole school. We will have more focused interventions especially for our Quintile 1 learners, who attribute to 72% of the learners with an attendance of below 90%. This will become a priority for us in session 23/24 to allow us to understand the reasons for absence in order to provide support for our learners and their families in a more targeted way from our Family Support Worker.

## Late coming

Late coming continues to be persistent. In session 20/21 there were only 15 learners late 10 or more times, in session 21/22 this increased to 47 and for session 22/23, there were 40 children late 10 or more times.

Last session, our late coming indicated a gap of 76 percentage points between our Quintile 1 and Quintile 5 learners, however this session, of the 40 children who were late 10 or more times, 85% live in Quintile 1 and 8% live in Quintile 5 thus the late coming gap has widened to 77 percentage points. Of these 40, 19 children were late 20 or more times, 84% live in Quintile 1 and 5% live in Quintile 5.

Although on comparison from last session our late coming numbers have decreased across the school (see graph below), our data is showing that our targeted interventions have not had the desired impact as we have not closed the attendance gap or the late coming gap and there is an even stronger correlation between attendance, late coming and the SIMD deciles.



We intend to improve the late coming of the Quintile 1 learners through using the supports from the Regional Improvement Collaborative (RIC) Attendance thinglink. We can ensure that as a school, we are focusing on using a variety of interventions to support an improvement in this area. This will include improving our tracking approaches to late coming and developing our established Walking Bus approach to include more children.

We also intend to raise awareness of the impact of attendance and late coming across our whole school community through the Forth Valley and West Lothian Regional Improvement Collaborative attendance campaign: Be INspired, Be INvolved, Be IN School!

### **Attainment**

All schools track attainment throughout the year and provide the necessary supports to ensure the learning provided meets the children's needs. After an in-depth analysis of our attainment at whole school level and a more focused analysis on the poverty related attainment gap, as can be seen by the data below, it is clear that there is a need to support our Quintile 1 learners to ensure they can achieve their expected levels by receiving additional targeted supports.

From our observations and from feedback from our learners, the benefits of small group work is evident both in learner engagement and attainment. In order to make an improvement for our Quintile 1 learners, this approach will be taken next session and will be supported by Pupil Equity Funded Learning Assistants to raise attainment for targeted learners in literacy and numeracy.

## Poverty Related Attainment Gaps

There is a persistent poverty-related gap in attainment across both literacy and numeracy in our school.

The analysis of our attainment data (2022/2023) has allowed for us to determine the attainment gaps between Quintile 1 and Quintile 5 and compare these to the National figures (2021/2022). This allows us to identify targeted interventions to begin working to close the poverty-related attainment gap during session 23/24.

ACEL June '23	P1 (40)	P2 (45)	P3 (47)	P4 (40)	P5 (45)	P6 (48)	P7 (61)
Reading	78%	76%	49%	75%	78%	77%	74%
Writing	73%	69%	47%	65%	78%	60%	62%
Talking & Listening	88%	91%	64%	90%	87%	79%	89%
Numeracy	78%	78%	53%	70%	69%	56%	61%
Combined Literacy	73%	67%	40%	60%	76%	58%	62%
Reading Q1	76%	57%	48%	79%	67%	70%	65%
Reading Q5	78%	100%	58%	71%	88%	85%	85%
Reading Attainment Gap	2%	43%	10%	-8%	21%	15%	20%
Writing Q1	67%	48%	44%	63%	62%	44%	48%
Writing Q5	78%	87%	50%	86%	94%	92%	75%
Writing Attainment Gap	11%	39%	6%	23%	32%	48%	27%
T&L Q1	86%	86%	52%	92%	71%	78%	87%
T&L Q5	89%	100%	83%	100%	100%	92%	100%
T&L Attainment Gap	3%	14%	31%	8%	29%	14%	13%
Numeracy Q1	76%	62%	52%	71%	48%	48%	39%
Numeracy Q5	78%	100%	58%	86%	94%	77%	75%
Numeracy Attainment Gap	2%	38%	6%	15%	46%	29%	36%
Combined Literacy Q1	67%	48%	40%	58%	62%	44%	48%
Combined Literacy Q5	78%	87%	42%	71%	88%	85%	75%
Combined Literacy Gap	11%	39%	2%	13%	26%	41%	27%

Looking at this data for the whole school, it is clear that we need to target our Quintile 1 learners to ensure we make positive attempts to close the poverty-related attainment gap and we will do this through small group interventions, individual supports and tracking the learners progress across the year through our attainment meetings and analysis the data.

Through targeting reading and writing, this should close the combined literacy attainment gap.



<b>IDENTIFIED GAP/BARRIER</b> <i>Linked to barriers identified through analysis of data and illustrated in contextual analysis</i>	<b>OUTCOME FOR LEARNERS</b> <i>What change do you want to see for learners? How much change? Who are the target group? By when?</i>	<b>IMPACT MEASURE</b> <i>How will you know the change is an improvement?</i>	<b>INTERVENTION</b> <i>What do you plan to do?</i>	<b>COST</b>	<b>PROGRESS INDICATORS</b> <i>What will change? For whom? By how much? By when?</i>
<p><b><u>Attendance</u></b></p> <p>We have identified a persistent attendance gap between our Quintile 1 (73%) and Quintile 5 (11%) learners with an attendance of below 90%.</p> <p>The figure for 2022-2023 indicates a gap of 62 percentage points.</p>	<p>To improve the attendance rate to reduce this attendance gap between our Q1 and Q5 learners with an attendance of below 90% to 55 percentage points by June 2024.</p>	<p>Seemis attendance data will show a reduction in the attendance gap between our Q1 and Q5 learners with an attendance of below 90%.</p>	<p><b>SLT</b> - whole school initiative on attendance to raise awareness of impact on learning at the beginning of the year incorporating 'know your number'.</p> <p><b>SLT/FSW/Admin</b>- termly attendance letters issued</p> <p><b>DHT/FSW</b> will review data monthly, identify, coordinate and evaluate targeted support.</p> <p><b>FSW</b> review attendance patterns at the end of each term and liaise with teaching staff to determine reasons and implement effective interventions</p> <p><b>FSW</b> will provide bespoke support to identified families, all will have had at least one engagement session with the family support worker.</p> <p><b>PT Parental Engagement</b> will provide family learning opportunities to</p>	<p>Family Support Worker £38,092.80 (35hrs a week, 40-week contract)</p> <p>Resources to support work with families £1000</p> <p>Emotion Works £250</p>	<p><b>Short Term</b></p> <ul style="list-style-type: none"> <li>Target learners identified following initial monthly review and data from 22/23.</li> <li>By October 2023 all staff will have a greater awareness of the barriers to attendance, a greater understanding of nurture principles and will be more aware of the impact of attendance patterns for their learners.</li> </ul> <p><b>Medium Term</b></p> <ul style="list-style-type: none"> <li>By December 2023, there will be a decrease in absence of at least 1 percentage points for the targeted group.</li> <li>By February 2024, there will be a decrease in absence of at least 2 percentage points for the targeted group</li> </ul> <p><b>Long Term</b></p> <ul style="list-style-type: none"> <li>To improve the attendance rate to reduce this attendance</li> </ul>



			<p>support a positive relationship with identified families.</p> <p><b>School Staff</b> will ensure all children (including latecomers) receive a warm welcome and feel school is a safe and inclusive environment.</p> <p>As part of IP, <b>Learners</b> will engage in learning about the UNCRC to highlight the importance of attending school and their rights (Article 28).</p> <p>As part of IP, <b>Learners</b> will use Emotion Works to share how they are feeling.</p>		<p>gap between our Q1 and Q5 learners with an attendance of below 90% to 55 percentage points by June 2024.</p>
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<b>IDENTIFIED GAP/BARRIER</b>  <i>Linked to barriers identified through analysis of data and illustrated in contextual analysis</i>	<b>OUTCOME FOR LEARNERS</b>  <i>What change do you want to see for learners? How much change? Who are the target group? By when?</i>	<b>IMPACT MEASURE</b>  <i>How will you know the change is an improvement?</i>	<b>INTERVENTION</b>  <i>What do you plan to do?</i>	<b>COST</b>	<b>PROGRESS INDICATORS</b> <i>What will change? For whom? By how much? By when?</i>
<p><b><u>Late coming</u></b> We have identified a persistent late coming gap between our Quintile 1 (85%) and Quintile 5 (8%) learners who have been late 10 or more times.</p> <p>The figure for 2022-23 indicates a gap of 77 percentage points.</p>	<p>To improve late coming by reducing the gap between our Q1 and Q5 learners who have been late 10 or more times, to 70 percentage points by June 2024.</p>	<p>Seemis data to show a reduction in late coming between our Q1 and Q5 learners who have been late 10 or more times, to 70 percentage points.</p>	<p><b>SLT/FSW</b> - whole school initiative on late coming to raise awareness of impact on learning at the beginning of the year.</p> <p><b>DHT/FSW</b> will review data monthly, identify, coordinate and evaluate targeted support.</p> <p><b>Walking Bus</b> will provide a safe route to escort children to school. This will be led by <b>FSW/Learning Assistants</b> with volunteers from the local community.</p> <p>A '<b>soft start</b>' will be a consistent approach across the school to allow children to 'ease' into the school day in an informal setting.</p> <p><b>FSW</b> to explore opportunities with Sports Development regarding Breakfast Club activities to motivate learners to come to school.</p>	<p>Family Support Worker (as above)</p>	<p><b>Short Term</b></p> <ul style="list-style-type: none"> <li>Target learners identified following initial monthly review and data from 22/23.</li> <li>By October 2023, two walking bus routes will be set up to include the targeted learners based on our data collected.</li> </ul> <p><b>Medium Term</b></p> <ul style="list-style-type: none"> <li>By December 2023, Seemis data will show a decrease of late-coming over an 8-week period for our targeted learners.</li> </ul> <p><b>Long Term</b></p> <ul style="list-style-type: none"> <li>To improve late coming by reducing the gap between our Q1 and Q5 learners who have been late 10 or more times, to 70 percentage points by June 2024.</li> </ul>





IDENTIFIED GAP/BARRIER <i>Linked to barriers identified through analysis of data and illustrated in contextual analysis</i>	OUTCOME FOR LEARNERS <i>What change do you want to see for learners? How much change? Who are the target group? By when?</i>	IMPACT MEASURE <i>How will you know the change is an improvement?</i>	INTERVENTION <i>What do you plan to do?</i>	COST	PROGRESS INDICATORS <i>What will change? For whom? By how much? By when?</i>
<p><b><u>Poverty- Related Attainment Gap</u></b> We have identified a poverty related attainment gap between Quintile 1 and Quintile 5 learners in literacy and numeracy.</p> <p>Where the gap is over 30%, targeted interventions will be focused on Q1 learners in: <b>Reading P3</b></p> <p><b>Writing P3, P6, P7</b></p> <p><b>T&amp;L P4</b></p> <p><b>Numeracy P3 &amp; P6</b></p>	To close the attainment gap in the specified areas by 5 percentage points by June 2024	Progress and TPJ Attainment data will show a decrease in the attainment gap at each specified stage and curricular areas by 5 percentage points between our Quintile 1 and Quintile 5 learners.	<p><b>SLT Analysis</b> of attainment data to identify target groups to receive targeted supports</p> <p><b>DHT/PTs</b> will review data, identify, coordinate and evaluate targeted support for Q1 learners</p> <p><b>Small group interventions</b> including Numeracy Building Blocks, Tackling Tables, Sumdog, Write On, focused phonics, reading and talking and listening sessions for targeted learners</p> <p>As part of IP, <b>Teaching staff and SLT</b> to participate in Attainment meetings 4 times a year to track attainment, identify supports and ensure Q1 targeted learners are supported.</p> <p>As part of IP, <b>Teaching Staff</b> to participate in Moderation and Achievement of a Level professional dialogue throughout the year to ensure TPJs are accurate.</p>	<p>PEF Learning Assistants x 3 to support literacy, numeracy and specific stages across the school £64,056.02</p> <p>Sumdog £1050</p> <p>Tackling Tables £275</p> <p>Nessy £150</p> <p>EIW £1000</p>	<p><b>Short Term</b></p> <ul style="list-style-type: none"> <li>By September 2023, support groups will be established and a baseline assessment completed for each focus group.</li> </ul> <p><b>Medium Term</b></p> <ul style="list-style-type: none"> <li>By December 2023, assessment data will show progress of learning for 70% of our targeted learners.</li> </ul> <p><b>Long Term</b></p> <ul style="list-style-type: none"> <li>By June 2024, Progress and ACEL Attainment data will show a decrease in the attainment gap at each specified stage and curricular areas by 5 percentage points between our Quintile 1 and Quintile 5 learners.</li> </ul>