



## Pupil Equity Fund: Planning 2024-2025

**SCHOOL: Abercromby Primary School**

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

**YEAR: 2024-2025**

### **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. There is a commitment to targeted resources to enhance the learning and teaching opportunities for our Quintile 1 learners as well as enhancing their out of school experiences through school trips and residential experiences.

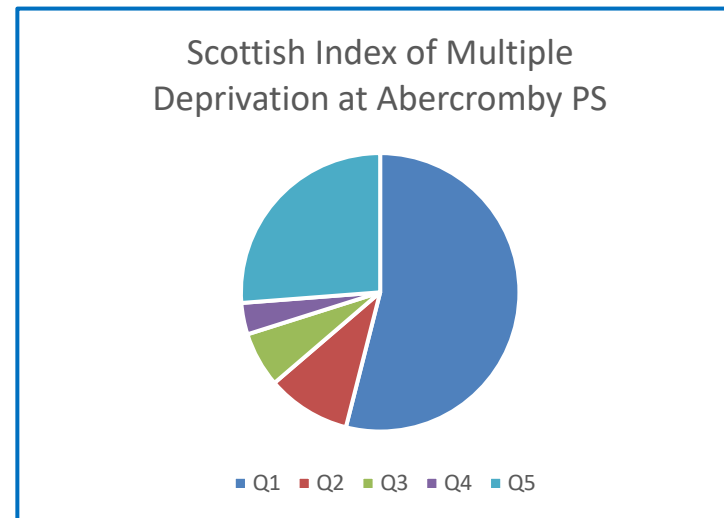
A separate Pupil Equity Fund Overview of Spend Plan will go alongside this PEF Plan for session 24/25.



## CONTEXTUAL ANALYSIS

For session 24/25, our current school role is projected to be 324 across 14 classes. Our Senior Leadership Team consists of one Headteacher, a Depute Headteacher, three Principal Teachers and a Family Support Worker. Our school also benefits from a full time Nurture Teacher who supports learners across all classes and stages.

Using our most recent SIMD data, 177 out of 328 of our children and families are living in Deciles 1 and 2, known as Quintile 1 Q1, which equates to 54 % and 86 out of 328 of our children and families are living in Deciles 9 and 10, known as Quintile 5 Q5, which equates to 26%. It is the difference between these two quintiles that allows us to calculate the poverty related attainment gap but we can also take into account Free School Meal Entitlement, Staged Intervention and Care Experienced learners when looking at our school profile.



34.5% of our learners have Additional Support Needs and form part of our Staged Intervention processes.

31% of our learners receive Free School Meals of which 82% of these learners are living in Quintile 1.

We have a small number of children who have experienced care.

There have been no exclusions during 2023 - 2024 school session.



## Attendance

### Whole School Attendance

In session 23/24, our overall attendance as at 7<sup>th</sup> June was 92.97%. This is an increase of 0.52 percentage points compared to last year with Clackmannanshire's attendance stretch aim of between 92% and 93% for all primary schools so we have met this stretch aim.

On close analysis, there is a difference in attendance between families experiencing the most and least disadvantage as can be seen below.

	Average Attendance	Attendance below 90%
<b>Q1</b>	90.95%	79.1%
<b>Q5</b>	95.95%	8.96%
<b>Attendance Gap</b>	5pp	70.14pp

Last session, for attendance lower than 90%, the attendance gap was 62pp between our Quintile 1 and Quintile 5 learners however this session the attendance gap has widened to 70 percentage points.

### Attendance v Attainment

There was a clear link between attendance and attainment, with children who have a higher attendance rate enjoying more success when analysing combined Literacy and Numeracy at P1, P4 and P7.

Attendance	Literacy P1, P4, P7	Numeracy P1, P4, P7
Less than or equal to 90%	44.8%	41.4%
More than or equal to 95%	74.4%	87.8%
Attainment Gap	<b>29.6%</b>	<b>46.4%</b>

The table below indicates the % of children, at each stage, with less than 90% attendance who are 'on track' in Literacy and Numeracy.

	P1	P2	P3	P4	P5	P6	P7
Achieved Literacy	37.5%	83.3%	37.5%	50%	69.2%	45.4%	46.2%
Achieved Numeracy	50%	83.3%	50%	37.5%	76.9%	45.5%	38.5%



## Narrowing the Attainment Gap

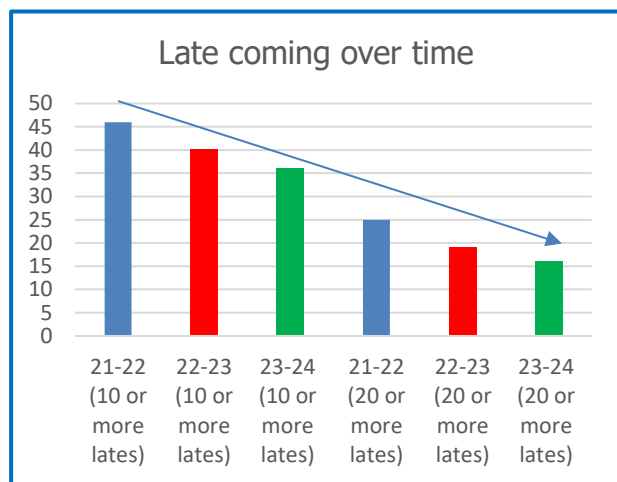
At Abercromby we have focused on reducing the impact of deprivation on educational outcomes and reducing the attainment gap. The table below indicates the percentage of children, living in Q1 compared to Q5 achieving combined Literacy and Numeracy outcomes at P1, P4 and P7.

Quintile	Literacy P1, P4, P7	Numeracy P1, P4, P7
Q1	58.3%	69%
Q5	83.8%	86.5%
Attainment Gap	<b>25.5%</b>	<b>17.4%</b>

Whilst improving our attendance across the whole school this session through our whole school approach, 'Know Your Number', we will continue to embed our approaches for attendance however there is still a clear need to focus on attendance to close the persistent poverty related attendance gap and attainment gap. 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.*'

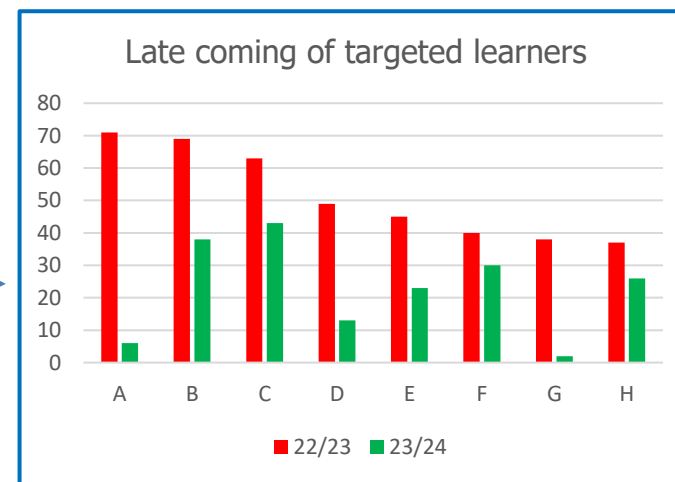
We will have more focused interventions especially for our Quintile 1 learners, who attribute to 79% of the learners with an attendance of below 90%. This will continue to be a priority for us in session 24/25 to allow us to greater understand the reasons for absences in order to provide support for our Q1 learners and their families in a more targeted way from our Family Support Worker and staff team.

## Late coming



Late coming continues to be persistent though whole school improvements are being made through robust analysis of late coming in school and is declining.

Our data shows that our targeted interventions have made significant improvements made for targeted learners. For the 8 learners who had the highest late coming in session 22/23, all have significantly reduced in session 23/24.





This session as at 7<sup>th</sup> June, 36 children were late 10 or more times, **88.9%** are Q1 children and **2.8%** are Q5 children. There is a late coming gap of 86.1pp. Of these 36, 16 children were late 20 or more times, **93.8%** living in Q1 and **no one** living in Q5

Although on comparison from previous sessions, our late coming numbers have decreased across the school, we have not closed the late coming gap and there is an even stronger correlation between late coming and the SIMD deciles. We intend to continue to improve the late coming of our Quintile 1 learners 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 Orange Walking Bus approach to support more children within the catchment area and using our Blue Walking Bus to target specific learners more directly. Approaches to improving late coming will be a significant driver for our PEF interventions for 24/25.

### Poverty Related Attainment Gaps

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 continued need to support our Q1 learners to ensure they can achieve their expected levels by receiving additional targeted supports.

The table below indicates the percentage of children, living in Q1 compared to Q5 achieving combined Literacy and Numeracy outcomes at P1, P4 and P7.

Quintile	Literacy P1, P4, P7	Numeracy P1, P4, P7
Q1	58.3%	69%
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From our observations and from feedback from our learners, the benefits of small group work are evident both in learner engagement and attainment. In order to make an improvement for our Q1 learners, this approach will be taken next session and will be supported by Pupil Equity Funded Learning Assistants and our Principal Teachers to raise attainment for targeted stages/learners in Literacy and Numeracy.



There is a persistent poverty-related gap in attainment across both literacy and numeracy in our school. The analysis of our attainment data (2023/2024) has allowed for us to determine the attainment gaps between Q1 and Q5. This allows us to identify targeted interventions to close the poverty-related attainment gap during session 24/25.

ACEL June '24	P1 (49)	P2 (42)	P3 (50)	P4 (50)	P5 (41)	P6 (45)	P7 (51)
Reading Q1	69.2	75	30	64.3	72	63.6	73.3
Reading Q5	83.3	90.9	80	83.3	85.7	87.5	92.3
Reading Attainment Gap	-14.1	-15.9	-30	-19	-13.7	-23.9	-19
Writing Q1	57.7	65	46.2	57.1	76	54.5	63.3
Writing Q5	83.3	90.9	80	83.3	85.7	93.8	92.3
Writing Attainment Gap	-25.6	-25.9	-33.8	-26.2	-9.7	-39.3	-29
T&L Q1	65.4	90	92.3	89.3	92	77.3	93.3
T&L Q5	83.3	100	100	91.7	100	100	100
T&L Attainment Gap	-17.9	-10	-7.7	-2.4	-8	-22.7	-6.7
Numeracy Q1	73.1	80	61.5	64.3	80	50	70
Numeracy Q5	83.3	90.9	80	83.3	71.4	93.8	92.3
Numeracy Attainment Gap	-10.2	-10.9	-18.5	-19	8.6	-43.8	-22.3
Combined Literacy Q1	57.7	65	46.2	53.6	72	54.5	63.3
Combined Literacy Q5	83.3	90.9	80	75	85.7	87.5	92.3
Combined Literacy Gap	-25.6	-25.9	-33.8	-21.4	-13.7	-33	-29

Looking at this data for the whole school, it is clear that this session we need to target our P4 and P7 (based on the June '24 data) 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.



<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>Attendance</b> We have identified a persistent attendance gap between our Q1 (79%) and Q5 (9%) learners with an attendance of below 90%.</p> <p>The figure for 2023-2024 indicates a gap of 70 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 65 percentage points by June 2025.</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/FSW</b> to determine targeted group following analysis of 23/24 attendance data</p> <p><b>DHT/FSW</b> will review data monthly to track under 90%, identify, coordinate and evaluate targeted support for Q1 learners</p> <p><b>SLT/FSW/Admin-</b> Know Your Number data shared with families every term</p> <p><b>PT Parental Engagement/FSW</b> will provide family learning opportunities to 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><b>Learners</b> will engage in learning about the UNCRC to highlight the importance of attending school and their rights (Article 28).</p> <p><b>Learners</b> will use Emotion Works to share how they are feeling.</p>	<p>Family Support Worker £41,525 (35hrs a week, 40-week contract)</p> <p>Resources to support work with families £300</p> <p>Emotion Works £575</p>	<p><b>Short Term</b></p> <ul style="list-style-type: none"> <li>Target learners identified following initial monthly review and data from 23/24.</li> <li>By October 2024, all targeted learners will have had one engagement with FSW/PT in relation to their attendance.</li> </ul> <p><b>Medium Term</b></p> <ul style="list-style-type: none"> <li>By December 2024, there will be an increase of attendance by at least 1pp for the targeted group.</li> <li>By February 2025, there will be an increase of attendance by at least 2pp 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 gap between our Q1 and Q5 learners with an attendance of below 90% to 65 percentage points by June 2024.</li> </ul>



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<p><b>Late coming</b> We have identified a persistent late coming gap between our Q1 (89%) and Q5 (2.8%) learners who have been late 10 or more times.</p> <p>The figure for 2023-24 indicates a gap of 86 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 75 percentage points by June 2025.</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 75 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>SLT/FSW</b> to determine targeted group following analysis of 23/24 late coming data.</p> <p><b>DHT/FSW</b> will review late coming data monthly, to track and evaluate targeted support.</p> <p><b>Orange Walking Bus</b> will provide a safe route to escort catchment children to school.</p> <p><b>Blue Walking Bus</b> will be used for targeted intervention. This will be led by <b>FSW/Learning Assistants</b></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>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 23/24.</li> <li>By September 2024, two walking bus routes will be set up to include the targeted learners based on our data.</li> </ul> <p><b>Medium Term</b></p> <ul style="list-style-type: none"> <li>By December 2024, 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 75 percentage points by June 2025.</li> </ul>





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<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:</p> <p><b>Reading P4</b></p> <p><b>Writing P4, P7</b></p> <p><b>Numeracy P7</b></p>	<p>To close the attainment gap in the specified areas by 3pp points by June 2025.</p>	<p>Attainment data will show a decrease in the attainment gap at each specified stage and curricular areas by 3pp between our Q1 and Q5 learners.</p>	<p><b>SLT analysis</b> of attainment data to identify target groups to receive targeted supports</p> <p><b>SLT</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, National Improving Writing programme, EIW focus on phonics, ORB reading for targeted learners</p> <p><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><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>All <b>Q1 learners</b> will be supported financially to attend their school trip/P7 residential.</p>	<p>PEF Learning Assistants x 3 to support literacy, numeracy and specific stages across the school £64,627</p> <p>Sumdog £1208</p> <p>Tackling Tables £275</p> <p>Nessy £265</p> <p>Oxford Reading £720</p> <p>EIW £200</p> <p>£4000</p>	<p><b>Short Term</b></p> <ul style="list-style-type: none"> <li>By September 2024, 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 2024, 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 2025, Progress and TPJ Attainment data will show a decrease in the attainment gap at each specified stage and curricular area by 3pp between our Q1 and Q5 learners.</li> </ul>