**Clackmannan Primary School and ELC 2024/25**

**PUPIL EQUITY FUND PLAN**



**Raising Attainment, Accelerating Progress and Closing the Poverty Related Attainment Gap**

*Our vision is for our whole community to thrive, be inspired and for doors to be opened to the wider world.*

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| **Pupil Equity Fund Planning- Clackmannan PS and ELC**  SCHOOL: **Clackmannan Primary School and ELC**  PEF ALLOCATION: **£52,776** (PSSS, HR/Finance & SALT contribution has been deducted)  YEAR: **2023/24**  Additional staffing estimated costs **£43,305.32** |
| CONTEXTUAL ANALYSIS |
| Our projected roll will be 187 learners next session.  28% of learners are in Quintile 1, 50% of learners reside in Quintile 2 and a further 10.6% live in Quintile 3.  37% of learners have Additional Support Needs and are supported through Staged Intervention processes.  29% of learners are in receipt of FME which is an increase of 6% from last session.  A few learners are care experienced.  Average attendance for Q1 learners in session 2023-24 was 92.2% which is in line with the local authority stretch aim.  **2023-24 Attainment for Quintile 1 learners**   |  |  |  |  | | --- | --- | --- | --- | | Curricular Area | Quintile 1 learners  (Clackmannan- 23-24) | Quintile 5 learners  (National figures- 22-23) | Gap | | Reading | 83% | 89% | 6% | | Writing | 77.5% | 86% | 8.5% | | Talking and Listening | 89.6% | 93% | 3.4% | | Literacy Overall | 76% | 84% | 8% | | Numeracy | 77.6% | 89% | 11.4% |  |  |  |  |  |  | | --- | --- | --- | --- | --- | | Stage | Reading | Writing | Listening & Talking | Numeracy | | P1 | 90% | 100% | 100% | 90% | | P2 | 70% | 70% | 70% | 60% | | P3 | 100% | 80% | 100% | 80% | | P4 | 75% | 62.5% | 87.5% | 62.5% | | P5 | 91% | 73% | 100% | 91% | | P6 | 71% | 71% | 71% | 71% | | P7 | 86% | 86% | 100% | 86% |   Due to the SIMD profile of our school, when considering poverty-related attainment gaps we compare our targeted group of learners (including those in Quintile 1, those entitled to free school meals, our care experienced learners and others whom we know are impacted by poverty) with the national figures for Quintile 5.  Analysis of our data demonstrates the following:   * All Q1 Primary 1 learners are exceeding the national Q1 figures for Writing, Listening and Talking, Numeracy and Reading. * 90% of Q1 Primary 5 learners achieved First Level in Reading, Listening and Talking and Numeracy but only 73% in Writing. * P3, P5, P6 & P7 will be the focus for targeted interventions in writing in session 2024-25. * We will use the CYPIC writing intervention model in these classes and a targeted therapy partner model which will focus on fine motor skills will be used in addition to the specific writing intervention. * Q1 attainment in numeracy in P2, P4 & P6 is 60%, 62.5% and 71% * Targeted numeracy support will be put in place in P3, P5 & P7 in session 2024-25 * We have very few pupils in Q5 therefore our gap is based on the national Q5 figures. The limitations of this are no national figures for comparison outside P1, P4 and P7.   The targeted groups in session 2024-25 will focus on writing for Q1 pupils in P3, P5, P6 & P7. Numeracy targeted groups will be the focus for Q1 learners in P3, P5 & P7 Our data analysis highlights a decrease in attainment at these stages through the levels.  We will continue to offer targeted small group supports with a specific focus on addressing the social and emotional needs of our learners in the target group. This will be reviewed on a termly basis. |
| **Rationale**    Based on our contextual analysis we will be using our PEF to improve the attainment of targeted groups in numeracy, writing and social and emotional wellbeing.  Targeted support for literacy and numeracy is also an Intervention for Equity as skills in literacy and numeracy are key to accessing all other learning, achievement and employment. Schools should have a focus on high quality pedagogy to improve attainment in these areas for the most vulnerable children.  Social and emotional well being is cited as an Intervention for Equity, Education Scotland. Social and emotional wellbeing is essential to ensure our children are included, engaged and involved. Promoting positive relationships and behaviour is essential in supporting children's and young people's health and wellbeing throughout their lives. Furthermore children with higher levels of emotional, behavioural, social and school wellbeing, on average, have higher levels of academic achievement and are more engaged in school, both concurrently and in later years (Robinson, 2013).  Research tells us that fine motor skills interventions have a significant effect on younger children as well as those at the handwriting stage. Studies which took place in an area of high social deprivation revealed improvement in different areas for almost all children.  Average attendance for our Q1 learners in session 2023-24 was 92.2% which is in line with our local authority stretch aim for this session. Research has found that poor attendance at school is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001). However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes. Although the average attendance for our Q1 learners is in line with the local authority stretch aims, attendance for 27% children in our target group is below 90% and there will continue to be a focus on working with those pupils and their families to support them to increase their attendance.  **References**  Brown, C. (2010) Improving fine motor skills in young children: an intervention study, Educational Psychology in Practice  Education Scotland (2016) Interventions for Equity  Education Endowment Foundation- Rapid Evidence Review- Attendance Interventions |

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| IDENTIFIED GAP/BARRIER | OUTCOME FOR LEARNERS | IMPACT MEASURE | INTERVENTION | COST | PROGRESS INDICATORS |
| Poverty related attainment gap in writing for P3, P5, P6 & P7 | By June 2025, 75% of targeted pupils in P3, P5, P6 & P7 will achieve expected level of attainment in writing | Run Charts  SNSA for P7  Cluster writing moderation using learning grids | CYPIC intervention model  ‘Take Ten’ Fine Motor skills | 1 x 1.0 FTE Learning Assistant  £21.652.66 (time split between interventions) | **Short term**  Teachers at P3, P5, P6 & P7 will have increased confidence in teaching writing following the CYPIC training sessions  **Medium term**  Teachers will implement the CYPIC intervention model and target group will participate in lessons and support sessions  **Long term**  By June 2025, 75% of targeted pupils in P3, P5, P6 & P7 will achieve expected level of attainment in writing |
| Poverty related attainment gap in numeracy at P3, P5 & P7 | By June 2025, 75% of targeted pupils in P3, P5 & P7 will achieve expected level of attainment in numeracy | SNSA Numeracy at P7  Sandwell numeracy assessments | Number Talks  Power of 2 | Learning Assistant (as above- shared time supporting interventions)  Number Talk books for staff team- £1,000)  Power of 2 books- £200 | **Short Term**  Teachers will have increased confidence in teaching mental maths strategies following training in Number Talks and Power of 2 lessons and sessions  **Medium term**  Teachers will implement Number Talks and target group learners will participate in additional support sessions as required  **Long term**  By June 2025, 75% of targeted pupils in P3, P5 & P7 will achieve expected level of attainment in numeracy |
| Social and emotional well being impacting on attainment. | Each term, Identified children (FME/Q1 on Stage 2) will have increased participation in the classroom through targeted interventions | The engagement data will be tracked over six week periods using The Incredible 5 Point Scale.  Termly information will also be collected for analysis via the Equity Tracker | 1-1 Soft starts/finishes for identified pupils.  1-1 Mind Moose and small group Friendz Sessions for identified pupils.  Bereavement box sessions for identified pupils  Resilient rhythms sessions for identified pupils  Cooking boxes resources in classes  Experiences funded for learners- Panto trip, RockKidz concert, skiing buses, subsidised ‘Big School Trip’, Nurture space/sensory equipment, annual subscriptions | 1 x 1.0 FTE Learning Assistant  £21.652.66 (time split between interventions)  £7,970.68 | **Short Term**  Learning Assistant will have improved knowledge and understanding of approaches supported by DHT/PT.    **Medium Term**  Mid point assessment using 5 point scale.  Data input to Equity Tracker  **Long Term**  Each term, Identified children (FME/Q1 on Stage 2) will have increased participation in the classroom through targeted interventions |