

Clackmannann Primary School and ELC 23/24

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.

Pupil Equity Fund: Planning Template Clackmannann PS and ELC

SCHOOL: Clackmannann Primary School and ELC

PEF ALLOCATION: £52,563 (PSSS contribution and HR/Finance contribution has been deducted)

YEAR: 2023/24

Additional staffing estimated costs (£52530)

CONTEXTUAL ANALYSIS

Our projected roll will be 210 learners next session. 30% of learners are in Quintile 1. 26% of learners reside in Decile 2 and a further 29.9% live in Decile 3. 33% of learners have Additional Support Needs and are supported through Staged Intervention processes. 27% of learners are in receipt of FME which is an increase of 4% from last session. We have a small number of children who are care experiencing. 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 and Decile 3, 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 and Numeracy. 50% are achieving in Reading.
- 90% of Q1 Primary 4 learners achieved First Level in all areas.
- 77% of Q1 Primary 7 learners achieved Second Level in all areas.
- P2 and P6 will be the focus for targeted interventions this session.
- Due to the levels of attainment being low across all curriculum areas we will use a targeted therapy partner model which will focus on fine motor skills in addition to the specific writing intervention.
- We only have three 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.
- Attainment in writing has improved significantly across most curriculum areas but there is a new gap at P1 and P5.
- Currently 73% of P3 learners Q1 are on track in reading and 87.5 in writing therefore the priority is to maintain that in P4 as historical data suggests a dip through First Level.

The targeted groups are in P2 and P6. Our data analysis highlights a significant decrease in attainment at these stages through the levels.

Rationale

Based on our contextual analysis we will be using our PEF to improve the attainment of targeted groups in reading, writing, social and emotional and the development of joint attention and regulation.

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.

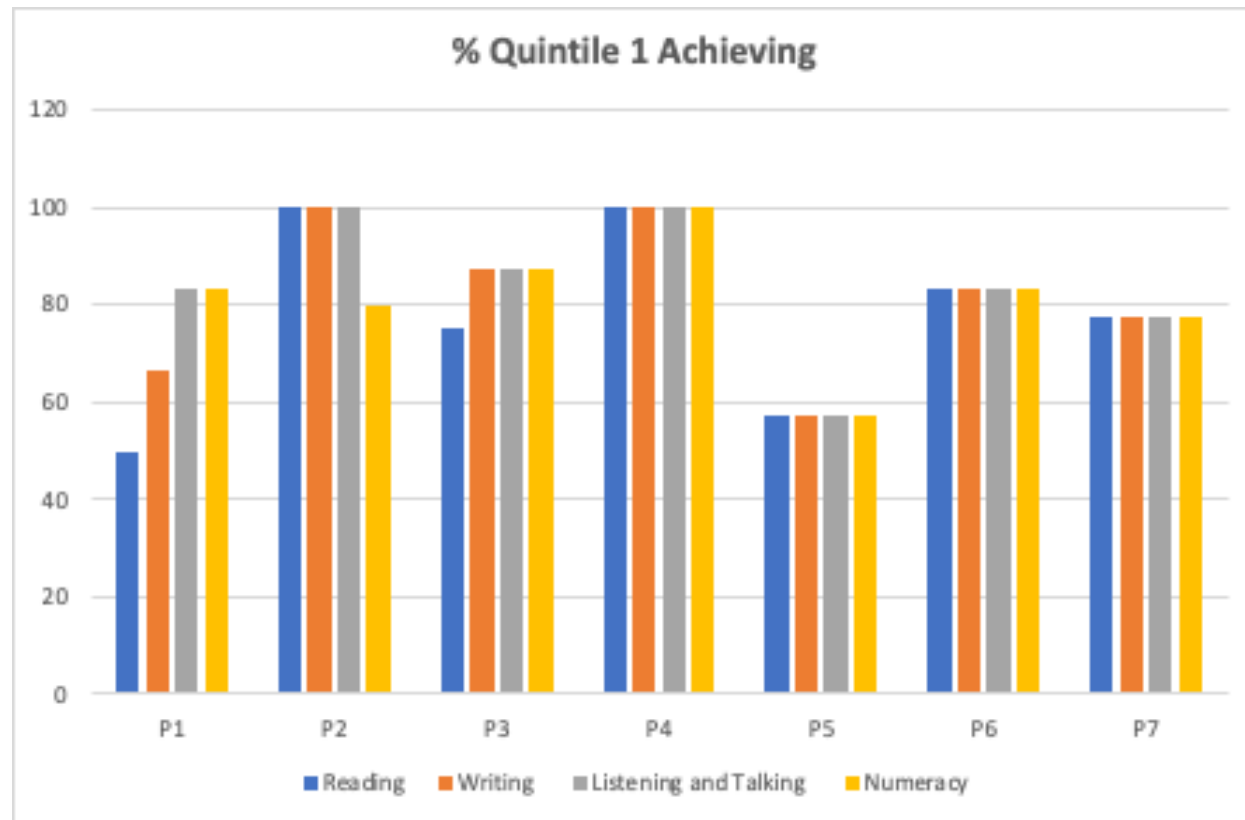
80% of children who access the Flexi-Space reside in Decile 2 or 3 or are in receipt of free school meals. This session we have a number of learners accessing the flexi space. Their curriculum will be focussed on joint attention. In order to support appropriate opportunities to develop this, a PEF funded LA will be assigned to the flexi space. They will use strategies including; modelling, promoting hierarchies, imitating and expanding joint attention, language and play acts as well as pacing language to match the child's language and adjusting play based on the interests of the child to observe these skills in young children with ASD.

References

Brown, C. (2010) Improving fine motor skills in young children: an intervention study, Educational Psychology in Practice

Education Scotland (2016) Interventions for Equity

Panhangan, J. et al (2017) Measuring Joint Attention in Children with Autism Spectrum Disorder Through Structured and Unstructured Play



IDENTIFIED GAP/BARRIER	OUTCOME FOR LEARNERS	IMPACT MEASURE	INTERVENTION	COST	PROGRESS INDICATORS
Poverty related attainment gap in reading for current P1	Reading attainment will increase by 20% for Q1 pupils	Early Level Reading and Writing trajectories	‘Take Ten’ Fine Motor skills	1 x 1.0 FTE Learning Assistant £21.012 (time split between interventions)	Short term Identified pupils will participate in the group and activities Medium term Families will be aware of strategies to support at home Long term Reading attainment for Q1 P1 learners will increase by 20% by June 2024
Poverty related attainment gap in reading and writing at P5	20.4 percentage point gap will be reduced by 10p.p for the new P6 pupils	To be decided once assessment is designed.	Focus group intervention Tools for Writing progression	As above	Short Term Design pre and post assessment and complete. Medium term Monitor progress Long term 20.4 percentage point gap will be reduced by 10p.p for P6 pupils by June 2024
Social and emotional well being impacting on attainment.	Each term, Identified children (FME/Q1 on Stage 2) will have	The engagement data will be tracked over six week	1-1 Soft starts/finishes for identified pupils. 1-1 Mind Moose and small group	0.5FTE Learning Assistant £10,506	Short Term Learning Assistant will have improved knowledge and understanding of approaches supported by DHT. Medium Term

	increased participation in the classroom (FME/Q1) at Stage 2 through soft starts/finishes and Mind Moose/Friend s Programmes.	periods using The Incredible 5 Point Scale. Termly information will also be collected for analysis via the Equity Tracker	Friendz Sessions for identified pupils.		Mid point assessment using 5 point scale. Data input to Equity Tracker Long Term Identified children (FME/Q1) at Stage 2 will remain on track in writing in June 2024.
Complex needs which require intensive adult interactions.	The targeted group's joint attention will develop	Observation	Planned interactions which model, imitate and expand on joint attention through planned play experiences.	1 x 1.0 FTE Learning Assistant £21.012	Short term Increased skills of LA in adjusting play based on the interests of the child Long term Development of joint attention observed (ongoing)