

Pupil Equity Fund: Planning Template 2023-24

SCHOOL: Fishcross Primary School

PEF ALLOCATION: 14,044- HR & Finance contribution £1,507 = **£12,537**

YEAR: 2023-24



CONTEXTUAL ANALYSIS

Our projected school role in August 2022 will be 76.
 A few of our learners reside in SIMD deciles 1 & 2.
 A few of our learners reside in SIMD quintiles 7-10.
 Most of our learners reside in SIMD quintiles 3 & 4.
 12% of our learners are entitled to free school meals.
 We have 40% of learners on staged intervention.
 13% of our learners are care experienced.

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:

- Attendance for our targeted group was 96% compared to the national figure for Quintile 5 which was 94.9%. This indicates a gap +1.1 percentage points (pp). Our overall attendance average for Fishcross is 95.6%.
- A persistent poverty-related gap in attainment across both literacy and numeracy.



Figures for 2022-23 indicate the following percentage point gaps between our percentage of targeted learners achieving expected CFE levels compared to the national average percentage of quintile 5 learners:

	Reading	Writing	L & T	Numeracy
Fishcross Target Group	75% on track	60% on track	90% on track	70% on track
	Combined 55%			Combined 70%
Quintile 5 2021-22 figures	88%	84%	93%	Combined 87.9%
	Combined 82.3%			
Percentage Points difference (the gap)	13pp	24pp	3pp	17.9pp
	Combined 27.3pp			

We plan to use our local Authority stretch aims for 2023-24 to inform our targets for next session.

Clacks Stretch Aim 2023-24	Literacy Combined- awaiting figures	Numeracy Combined- awaiting figures
Target Group Fishcross aim for 2023-24	Literacy Combined 60%	Numeracy Combined 72%



Rationale

Based on our contextual analysis we will continue to use our PEF to improve the numeracy and writing attainment of our targeted group.

Writing

Our current gap in writing is 24 percentage points between our target group and national average for quintile 5. We intend to increase the writing attainment of our targeted group by **5pp**, by June 2024.

We know from looking at our data and discussions with teachers, children and families that there are several barriers to attainment in literacy relating to:

- Limited life experiences for some
- Lack of vocabulary
- Speech and Language difficulties
- Difficulty in self-regulating to then focus on cognitive tasks
- Fine motor difficulties

To address these barriers in writing, we intend to continue to offer and embed:

- Use of Clicker 8 used for small group/1:1 support
- Colourful semantics approach, where appropriate, to help learners structure ideas
- Outings and experiences to widen knowledge base and offer opportunities to build vocabulary and have exposure to new things
- Talk for Writing approach used to offer children examples of quality, model texts
- Opportunities to act stories out, create story maps and 'magpie' ideas from other authors

We know from research and from evidence from other schools that these types of interventions have been effective in improving attainment in writing.

Numeracy

Our current gap in numeracy is 17.9 percentage points between our target group and the national average for quintile 5. We intend to increase the numeracy attainment of our targeted group by 2 percentage points, by June 2024.

We know from looking at our data and from discussions with teachers, children and families that there are several barriers to attainment in numeracy relating to:

- Mindset/attitudes of family members and wider public regarding numeracy and maths- “A need to encourage greater enthusiasm for understanding of the value of maths amongst children, parents, carers and the wider public (Making Maths Count 2016)
- Lack of awareness of the relevance of numeracy as a life skill
- Inconsistent approaches
- Pace of learning

To address these barriers in numeracy, we intend to continue to offer:

- Power of 2 1:1 intervention, as required
- Building blocks small group targeted intervention
- Life skills work with focus on developing numeracy skills e.g. school café, healthy tuckshop, shopping, baking etc.
- Play based approaches to support early number/maths skills and knowledge
- Family learning sessions with a focus on mental maths in real life situations
- Number Talks with a particular focus on improving mental maths

We know from research and from evidence from other schools that these types of interventions have been effective in improving attainment in numeracy.

Engagement

In session 2021-22, we had identified a pattern with our targeted group relating to engagement. The majority of pupils in our target group scored 3 or lower on the Leuven Scale and presented a neutral, disengaged appearance throughout the school day or signs that they were not at ease or were even anxious or distressed. We put measures in place to improve this in session 2022-23 and teachers reported that 40% of the target group showed a consistent improvement in engagement. Targeted, planned experiences for learners last session were varied and responsive to their interests. The experiences were real life, relevant tasks and involved hands on learning and engagement with people employed or volunteering in businesses and



charities in the local area. 60% of the target group were rated as consistently scoring 4 or above on the Leuven scale by June 2023. They achieved greater success in their learning and showed increased levels of engagement in class.

In light of these improvements, it is our intention, in session 2023-24, to continue to provide enriched learning experiences and give these learners greater say in how and what they learn. They will be given responsibility for 1% of the PEF budget for our school and will take on the task of taking part in a participatory budgeting exercise. Their task will be to consider how best to spend the money in order to improve learning experiences for all children.



IDENTIFIED GAP/BARRIER	OUTCOME FOR LEARNERS	IMPACT MEASURE	INTERVENTION	COST	PROGRESS INDICATORS
<i>We have identified a gap between our most disadvantaged group and the national average for Quintile 5 in writing. The figure for 2022-23 indicates a gap of 24 percentage points</i>	<i>To improve writing attainment of targeted group by 5 percentage points by June 2024.</i>	<i>TPJ and SNSA assessment data will show an increase in writing attainment for our most disadvantaged learners</i>	<ul style="list-style-type: none"> Continued implementation of Talk for Writing approach in classes consistently across the school Use of quality model texts, drama activities, story maps etc. to aid memory and motivate learners Small group interventions for targeted group using Colourful Semantics, as appropriate Opportunities to experience outings/activities to increase life experiences and build vocabulary Assistive technology apps e.g. Clicker 8, to aid recording of learners stories/responses with greater independence 	<p>£3,846 for additional LA hours to ensure small group support interventions for targeted group can be offered</p> <p>£500 for materials and appropriate texts to support and enhance our reading spine</p> <p>£1000 Materials, resources and excursion costs linked to experiential learning/life skills group activities</p> <p>£1803 Clicker 8- year 3 payment</p>	<p>Short Term By October 2023, learners will be participating in small group support sessions to match their needs and be experiencing success in achieving set targets</p> <p>Medium Term By December 2023, assessments will indicate increased attainment and confidence of learners in target group</p> <p>Long Term Writing attainment of targeted group will have increased by 5 percentage points by June 2024,</p>



<p>We have identified a gap between our most disadvantaged pupils and the national average attainment for Quintile 5 in numeracy. The figure for 2022-23 indicates a gap of 17.9 percentage points.</p>	<p>By June 2024, we will improve numeracy attainment for our target group by 2 percentage points.</p>	<p>Sandwell assessments carried out as a Baseline and further assessments after each block of targeted support to measure impact.</p> <p>Number Talk baseline assessments looking at awareness of and ability to use a variety of mental strategies</p> <p>TPJ and SNSA will show an increase of 5 percentage points for our most disadvantaged learners</p>	<ul style="list-style-type: none"> • Building blocks small group interventions, as appropriate • Power of 2 resource used 1:1 daily to reinforce basic numeracy skills/strategies and help build confidence • Numeracy Family Learning sessions to address importance of positive mindset and share fun games, strategies and activities • Target group pupils to be given opportunities to engage in life skills/experiential learning and offered the chance to take on additional responsibilities and roles in school e.g. healthy tuck shop, running a café 	<p>£1000 Numeracy concrete materials to enhance learning</p> <p>£1000 Number Talks</p>	<p>Short Term By October 2023, small group support interventions will be timetabled and up and running with regular, appropriate support in place for targeted group</p> <p>Medium Term By December 2023, families will understand the aims and goals relating to improving mindsets about numeracy and be supporting children in their learning at home</p> <p>Learners from the target group will be experiencing numeracy within real life situations, building confidence in using strategies and engaging positively in the sessions</p> <p>Long Term Numeracy attainment will have increased by 2 percentage points for our target group by June 2024.</p>
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<p><i>We have identified a pattern relating to engagement in learning, with our pupils in the target group. 40% of pupils in our target group score 3 or below on Leuven Scale</i></p>	<p><i>Target group children will display increased engagement, as observed by class teacher and support staff, using regular Leuven Scale judgements</i></p>	<p><i>Leuven scale to be used to record engagement of target group members during small group intervention sessions.</i></p> <p><i>Class teachers will report an increase in engagement within class activities</i></p>	<ul style="list-style-type: none"> <i>Play based pedagogy approach embedded in P1/2 class</i> <i>Play and creativity given greater focus/importance in P2/3, P4/5 and P6/7 classes</i> <i>Pupil led interests followed for contexts/personal projects</i> <i>Variety of outings/ excursions/ visitors in school to widen experiences and encourage aspirations and ambition</i> <i>Target group pupils to be given opportunities to engage in life skills/experiential learning and be offered the chance to take on additional responsibilities and roles in school e.g. healthy tuck shop, café</i> <i>Small group supports, as appropriate, using Mind Moose, Resilient Rhythms, Seasons for Growth, Kooth, Art therapy etc. depending on need</i> 	<p>£1500 to enhance play based pedagogy experiences/resources in school</p> <p>£500 School trip contribution</p> <p>£500 for materials, ingredients and resources to set up cafe/tuck shop in school</p> <p>£500 resources to support regulation e.g. wobble stools, tent/wicker dome, soft furnishings etc.</p>	<p>Short Term <i>By October 2023, class teachers will have timetabled play opportunities within their planning and children will be exploring and learning through play</i></p> <p>Medium Term <i>Target group children will be identified for small group support, as appropriate e.g. Seasons for Growth, Resilient Rhythms, Get Set Go etc. and have timetabled sessions in place</i></p> <p>Long Term <i>Target group of children will display increased engagement, as observed by class teacher and support staff, using regular Leuven Scale judgements</i></p>
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<p><i>Targeted group to be offered 1% of school PEF budget to be used in a participatory budgeting task, with the challenge to learners to consider ideas which will improve learning experiences for all children in school</i></p>	<p><i>75% of learners and families, across the school, will report that the experiences offered following the participatory budgeting exercise have enhanced their learning</i></p>	<p><i>Questionnaire for target group participants</i></p> <p><i>Observation of target group by staff supporting the exercise</i></p> <p><i>Survey of all learners across the school</i></p>	<ul style="list-style-type: none"> <i>Participatory budgeting task to be set and worked through with support from Diane Cherry, Clacks Council Family Engagement officer</i> <i>Children to research, make plans and then campaign in an attempt to persuade the school community of the benefits of their proposal</i> <i>Winning proposal implemented by the learners involved</i> <i>Target group survey learners/school community to measure impact of their improvement</i> 	<p><i>£388 – to be spent on the idea selected as part of the participatory budgeting exercise</i></p>	<p><i>75% of learners and families, across the school, will report that the experiences offered following the participatory budgeting exercise have enhanced their learning</i></p>
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