|  |
| --- |
| Pupil Equity Fund  SCHOOL: Muckhart Primary School  PEF ALLOCATION: £4900  YEAR: 2022-23 |
| CONTEXTUAL ANALYSIS |
| Muckhart Primary is a small rural school on the edge of Clackmannanshire. Session 2022-23 we will have 2 classes: P1-3 and P4-7. Our projected school roll in August 2022 will be 40 children. The majority of our learners reside in Quintile 5, with XX children in Quintile 1 and the rest in Quintiles 2,3 and 4. We have 34% of learners on Staged Intervention. We have XXX of our learners entitled to free school meals. Due to the profile of our school, we compare our targeted group of learners – including those in Quintile 1 and Quintile 2, those entitled to free meals and others who we know are impacted by poverty – with the figures for Quintile 5 children  Analysis of our data demonstrates the following:  Attendance for our targeted group (average) was 96% compared to the attendance (average) for children living in Quintile 5 which was 97.6%. The national figure for Quintile 5 for 2020-21 was 96.5%. There is a gap of 1.6 percentage points between the attendance of our targeted group compared to the attendance for our children living in Quintile 5.  There are no trends in late-coming that can be identified as impacting learning of the targeted group. In fact 2 of the targeted group have 100% attendance and zero lateness over the session.  Figures indicate the following percentage point gaps between the percentage of our targeted group achieving expected CfE levels compared to our Quintile 5 learners. However, there are very small numbers of children in each cohort which may skew the meaning of the percentages. It is worth noting that of the targeted group, 57% are on Staged Intervention with specific barriers to learning. Of the Quintile 5 group, 32% are on Staged Intervention.   |  |  |  |  | | --- | --- | --- | --- | |  | % achieving in targeted group | % achieving in Quintile 5 group | Per centage point gaps between targeted group and Q5 group | | Reading | 28.6% | 77% | 48.4 | | Writing | 28.6% | 59% | 30.4 | | Listening and Talking | 57% | 95% | 38 | | Numeracy | 14% | 86% | 72 | |
| RATIONALE  Based on our contextual analysis and our clear knowledge and understanding of the attainment of every learner, we will be using our Pupil Equity Funding to improve attainment in literacy and numeracy and to ensure wellbeing remains at the heart of our ethos and curriculum rationale.  We currently have a poverty related attainment gap in Reading of 48.4 percentage points, in Writing of 30.4 percentage points and in Numeracy of 72 percentage points.  With our PEF. this session, to improve outcomes we will work closely with families to develop family learning opportunities working closely with stakeholders in a “Think Tank” using Participatory Budgeting. This will improve parental confidence in supporting their children at home. It is well known that effective parental engagement can be challenging but is vital as it has huge potential to improve children’s literacy.  Small group interventions in numeracy and writing will be put in place. It is known from past experience that high quality targeted support can ensure gaps are quickly identified and progress made effectively to closing those gaps. It is evidenced that small group support is most effective when adults have been trained to deliver the learning and the intervention is evidence based and evaluated regularly. Therefore we will we using “Building Blocks” numeracy developed and trialled by Clacks Council Education team.  We will begin to embed our play pedagogy especially in the P1-3 classroom. We will share our understanding of play pedagogy with parents/carers in order for them to support children at home.  We will continue our partnership with The Japanese Garden and work closely to develop story telling workshops and experiences. We will also develop a partnership with Clacks Library Service to promote a love of reading across our school. It is evidenced that using a variety of approaches to improve children’s oral language ability is recommended. High quality oral interactions are vital to the attainment of children.  We will improve our nursery to P1 transition programme to ensure needs can be met more quickly and children come to school more able to self-regulate. As is evidenced regularly, children’s ability to self-regulate is key to being ready to learn  It is intended that these significant interventions and others detailed below, will close the attainment gap in Reading by 42 percentage points; in Writing by 14 percentage points and in Numeracy by 43 percentage points for the specific targeted groups  (Evidence detailed above taken from educationendowmentfoundation.org.uk) |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| IDENTIFIED GAP/BARRIER | OUTCOME FOR LEARNERS | IMPACT MEASURE | INTERVENTION | COST | PROGRESS INDICATORS |
| ***Literacy***  -gap in achievement between our most and least disadvantaged children has been identified through careful analysis of all data available, especially in the area of reading and creative writing  -gap in Reading is 48.4 percentage points  -gap in Writing is 30.4 percentage points  -gap in Listening & Talking is 38 percentage points | -improved attainment in reading of our targeted group by 42 percentage points by June 2023  -improved attainment in writing of our targeted group by 14 percentage points by June 2023 | -Final TPJ data  -SNSA data for those learners at P1, P4 and P7  -PM Benchmark Level assessments  -Attainment tracking discussions  -Attainment tracker spreadsheet  -Leuvens’ Scale of Engagement/Enjoyment of reading (learner self-assessment and teacher assessment)  -Pre and Post intervention Attitude and Interest Survey linked to Equitable Literacy  -“Write On” Pre and Post assessment data  -Pre and Post PIE Surveys conducted annually  -Muckhart “Big Blether” parent/carer survey  conducted bi-annually | -Play pedagogy embedded into P1-3 class and introduced into P4-7 class: further resources necessary to extend to P3-7 – ensure range of opportunities such as story-telling, role play and group reading to ensure development of expressive language  -Workshops and invites in to class for parents/carers to understand “play pedagogy” and how they can support their child at home  -Work closely with The Japanese Garden and Illuminate UK on story telling workshops and experiences  -Embed outdoor play in P1-3 class: further resources necessary to extend  -Improved Muckhart PS Transition Framework – especially from nursery to P1  -Partnership with Scottish Book Trust to become a “Reading School” (this will: champion pupil voice, offer CLPL for staff, give opportunities for collaboration between schools, give pathways to engage families, offer resources and support)  -Design and create an outdoor lending library for parents and children  -Refresh and retrain all educators on Equitable Literacy especially 3 Domain Model  -Train school library volunteers on Equitable Literacy to promote enjoyment and motivation for readers  -Reading resources to promote enjoyment and choice- graphic novels, audio books etc  -Refresh of current chill and challenge home readers  -Upgrade dyslexia-friendly resources  -Develop partnerships with Clacks Library Service – take target group on minibus to develop enjoyment and motivation for reading – take parents too where possible  -Take children via minibus to Scotia books in Kilsyth to choose books interesting to themselves and others  -Introduction of “Nessy” – online resource designed for dyslexic children  -Development of “Write On” writing intervention  -Develop Family Learning opportunities; working closely with stakeholders in a “Think Tank” using Participatory Budgeting (this will help with parental confidence in supporting at home and also Maths mindset from home)  -HT CLPL at FV College re Participatory Budgeting  -Story sacks – to promote talk and reading at home especially at Early Level and to promote family learning  -Purchase “Toe by Toe” resources – significant impact last session  -Continue to work closely with Speech and Language Therapist to ensure progress of specific learners  -Continue to work closely with Support for Learning Teacher for advice and guidance in the progress of dyslexic learners and others with ASN  -Invite workshops, visitors to school and create educational experiences to widen scope of life experiences children have to talk and write about | £2000  PB £490 (10% of PEF) | **Short Term**:  By October 2022  -Detailed plans will be in place to develop play. All staff will have a clear understanding of play pedagogy and how to introduce and embed into classroom practice  -Retraining of Staff in Equitable Literacy will have taken place  By November 2022  -Transition to P1 Framework will be designed by CT and HT and begun to be implemented  **Medium Term -**  ByDecember 2022  -TPJ prediction data at attainment tracking meetings improving for targeted learners  -Partnerships created with SBTrust and Clacks Library Service  By Jan2023  -Board game lending library up and running  -Targeted children will have visited Scotia and chosen books for their class libraries  -Plans with Japanese Garden for Storytelling will be underway  **Long Term**:  -By June 2023  -SNSA data for those learners at P1, P4 and P7  -Final TPJ data will evidence increased attainment in targeted group |
| ***Numeracy***  -gap in achievement between our most and least disadvantaged children has been identified through careful analysis of all data available, especially in the area of numeracy  -gap in attainment in Numeracy is 72 percentage points | -improved attainment in numeracy of our targeted group by 43 percentage points | -Final TPJ data  -SNSA data for those learners at P1, P4 and P7  -Ongoing Phased Assessments and Formative Assessment  -Attainment tracking discussions  -Attainment tracker spreadsheet  -Pre and post Building Blocks assessment (Sandwell Numeracy) | -renew Sumdog subscription  -additional resources to develop play especially in P4-7 – will lead to altered pedagogy enabling focused teacher time with targeted groups  -develop Board Game Lending Library - children can take home board games to play with family and return weekly  -Family Learning as above  -Introduction of progressive vocabulary across the school in area of numeracy and maths (see examples from Aberdeen City Council)  -Improve the teaching of word problems and problems in context (identified as an area of development through analysing SNSA trends in data) – audit resources, investigate CLPL  -“Building Blocks” intervention with children in targeted group  -Additional resources to support learning and teaching of practical numeracy | -£1600 | **Short Term:**  By October 2022  Family Learning Plan developed (with PB) and underway  “Building Blocks” intervention – pre assessments conducted  **Medium Term:**  By December 2022  -“Building Blocks” post assessments will demonstrate increased attainment in targeted group – second group pre assessment will be underway  -Family Learning plan will have been developed by all stakeholders and plans to implement underway  **Long Term**:  By June 2023:  -SNSA data for those learners at P1, P4 and P7  -Final TPJ data will evidence increased attainment for targeted group |
| ***Health and Wellbeing***  -anxiety and low self-esteem and therefore resilience, between our most and least disadvantaged children has been identified through studying trends in Staged Intervention needs and through knowing our families very well  -feelings of being bullied online and in school have been identified through analysing data from online national HWB Survey | -planned check-ins with parents/carers and children will demonstrate a reduction in levels of anxiety  -high levels of emotional literacy through engagement in Emotion Works - children able to talk about their feelings and triggers  -less children will report feeling “bullied” in termly surveys | -Annual HWB survey  -Bi annual “Wee Blether” survey for learners  -Analysis of barriers to learning trends across TAC/SI review meetings | -Embed “Emotion Works”(online resource) across the school  -introduce CIRCLE Framework – a resource to support inclusive learning and collaborative working. Collegiate CLPL from ASN Outreach support  -continue to teach happiness and wellbeing at whole school assemblies  -develop Place2Be -  -revisit R4L CLPL on Clacks Academy alongside nurture CLPL  -Educators to complete virtual CLPL on Clacks approved mental health resource Kooth and Mind Moose  -development of Muckhart PS anti-bullying framework – created by pupils, staff and parents/carers  -anti-bullying workshops  -anti-bullying focus in HWB lessons in school (online bullying and in-person) | £810 | **Short Term**  By October 2022  -Emotion Works subscription renewed  -Collegiate CLPL re CIRCLE undertaken and audit underway  -Nurture and R4L modules complete on Clacks Academy  -Mind Moose and Kooth CLPL complete and impact assessed  **Medium Term**  By December 2022  -Anti-bullying framework in draft complete  **Long Term**  By June 2023  -Anti-bullying framework in use across the school  -HWB survey notes less feeling of bullying in school and online  -“Wee Blether” analysis notes less anxiety, increased resilience  -SI Form 6s analysed and reduced levels of anxiety can be tracked |

|  |  |
| --- | --- |
| Pupil Equity Fund: Reporting Template  SCHOOL:  YEAR: | |
| For each intervention, please highlight the improvement for each targeted group/learner | |
| Intervention 1 | |
| Progress |  |
| Impact |  |
| Next Steps |  |