



Clackmannanshire
Council

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Comhairle Siorrachd
Chlach Mhanann

PEF Plan 2022/2023



Park Primary School



Pupil Equity Fund: Planning Template 2022-2023

SCHOOL: Park Primary

PEF ALLOCATION: £226,625.00

YEAR: 2022-2023

(PEF ALLOCATION TO SPEND: **£204,000.00**)

Allocated: £197,135.62 (£6,864.38 to be allocated)

Park Primary School is an urban, co-educational school situated in Alloa, Clackmannanshire. Our school role is 325, with 15 classes. Our Senior Leadership Team consists of Headteacher, a Depute Headteacher and 5 Principal Teachers, 3 of which are PEF funded to support the improvement of learning and teaching. The school is very much the heart of the community having been attended by many parents and grandparents. Our relationships with parents and carers are very good with 97% of parents/carers connected to Class Dojo which is the school's main form of communication. In addition to teaching and support staff, our families are supported by a Children and Families Worker (CFW).

Our school is situated in an area of high deprivation. Using SIMD data, 72% of our children and families are living in Deciles 1 and 2 and 10% of children in deciles 9 and 10. 9% of children have English as an additional language and are supported by EAL outreach support teacher. 37% school aged children are on Staged Intervention. 44% of our learners in P4-7 receive Free School Meals and a few children are Care Experienced.

CONTEXTUAL ANALYSIS

Excellence

When identifying our poverty related attainment gap no meaningful comparisons can be made due to the low numbers of children living in deciles 9 and 10 within Park Primary. We have therefore used the Clackmannanshire Q5 data from 20/21 to identify our gaps.

P1, 4 and 7 combined	Clacks Quintile 5	Park Quintile 1	Gap
Reading	80.3%	68%	12.3%
Writing	76.5%	58%	18.5%
Listening & Talking	91.2%	80%	11.2%
Numeracy	77.3%	56%	21.3%

Given the high numbers of children living within deciles 1 and 2, PEF will be used to provide universal support and interventions whilst narrowing the poverty related attainment gap. We are also able to identify the poverty related attainment gap within each year group as a focus for PEF funding support.



Current attainment information:

	Combined	P1	P4	P7
Reading	74%	86%	76%	59%
Writing	65%	79%	62%	54%
Listening & Talking	87%	93%	86%	83%
Numeracy	71%	83%	69%	62%

Based on our current data across the school, 71% of children are meeting National expectations in Numeracy and 65% in Writing. Therefore, both of these areas have been identified as priorities within our School Improvement Plan to improve pedagogy, assessment and Moderation and Parental Engagement.

Equity

We have appointed PEF funded Learning Assistants who are trained to support small group interventions. This spend has been supported by our parents/carers during the consultation process.

Staffing (Please tick the options you think would be a positive way to spend our PEF)

[More Details](#)

- Additional Depute Headteacher ... 2
- Additional Learning Assistants t... 22
- Additional teaching staff to sup... 29
- Other 0

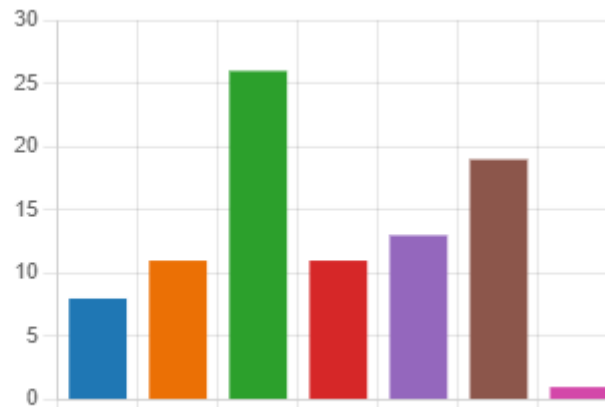


Based on our contextual analysis, most of our children and families are adversely affected by poverty of experience. Therefore, a significant proportion of our PEF funding is allocated to subsidising school trips and providing blocks of sporting activities as well as supporting the cost of the school day by providing healthy snack and school uniform.



Consultation with parents in relation to our PEF spend

● Subsidise class trips	8
● Develop an sensory space	11
● Funded blocks of sporting activi...	26
● Healthy Snack for all classes	11
● Music Therapy	13
● Further developments of the ou...	19
● Other	1



Based on our contextual analysis, we have identified three themes which will be supported by our PEF funding:

- Small group interventions to support Numeracy and Writing
- Health and Wellbeing within our school community
- Provide a range of new experiences and opportunities



IDENTIFIED GAP/BARRIER	OUTCOME FOR LEARNERS	IMPACT MEASURE	INTERVENTION	COST	PROGRESS INDICATORS
<p>Across the school, 34% of children are not on track to achieve National expectations in Numeracy</p>	<p>An increase of 8% of children across the school living in deciles 1 and 2 will be on track to achieve National expectations in Numeracy (30 children)</p>	<p>Attainment tracker data will evidence an increase of 8% of children living in deciles 1 and 2 as being on track to achieve National expectations in Numeracy</p> <p>Progress evident within Learning Conversations carried out/Moderated by Numeracy Lead</p>	<p>SMT will review data, identify, coordinate and evaluate interventions</p> <p>LAs to support small group interventions</p> <p>Targeted group of parents/carers to support their children with Home Learning using Building Blocks/FoNS</p> <p>Sumdog</p>	<p>PT X 2 (differential) £4,500.00 = £9,000.00</p> <p>LAs £18, 939 x 2.5 = £47, 347.50</p> <p>Numeracy Packs £1,800.00</p> <p>£1,336.00</p> <p>TOTAL £59,483.50</p>	<p><u>Short term (by Dec '22)</u> Identified children and interventions will be in place and early evidence of progress evident</p> <p><u>Medium term (by Mar '23)</u> Identified children and interventions will be in place and continued evidence of progress evident</p> <p>Parents/carers will begin to show some understanding how to support numeracy at home</p> <p><u>Long term (by June '23)</u> An increase of 8% of children living in deciles 1 and 2 will be on track to achieve National expectations in Numeracy</p> <p>Parents/carers will be more confident in how to support numeracy at home</p>



IDENTIFIED GAP/BARRIER	OUTCOME FOR LEARNERS	IMPACT MEASURE	INTERVENTION	COST	PROGRESS INDICATORS
<p>Across the school, 42% of children are not on track to achieve National expectations in Writing</p>	<p>To improve the attainment of our targeted group of 32 children across the school</p>	<p>Attainment tracker data will evidence an increase of 10% of children living in deciles 1 and 2 as being on track to achieve National expectations in Writing</p>	<p>SMT will review data, identify, coordinate and evaluate interventions</p> <p>LAs to support small group interventions</p> <p>PT to support Writing in targeted classes</p> <p>Talk for Writing CLPL</p> <p>Support for Learning Resources</p> <p>Visualisers</p>	<p>LAs £18, 939 x 2.5 = £47, 347.50</p> <p>PT X 2 (differential) £4,500.00 = £9,000.00</p> <p>£1,250.00</p> <p>£1,115.00</p> <p>X 4 = £400</p> <p>TOTAL £59,112.50</p>	<p><u>Short term (by Dec '22)</u> Identified children and interventions will be in place and early evidence of progress evident</p> <p><u>Medium term (by Mar'23)</u> Identified children and interventions will be in place and continued evidence of progress evident</p> <p><u>Long term (by June '23)</u> An increase of 10% of children living in deciles 1 and 2 will be on track to achieve National expectations in Writing</p>



IDENTIFIED GAP/BARRIER	OUTCOME FOR LEARNERS	IMPACT MEASURE	INTERVENTION	COST	PROGRESS INDICATORS
<p>For session 22-23 there is a significant level of ASN need across our P1 cohort as identified through transition information and supported by the team of Educational Psychologists</p>	<p>An increase of 20% of children in P1 will be regulated and engaging in learning more consistently (12 children)</p>	<p>Bruce Perry's measure of Regulate, Relate, Reason pre and post assessment will evidence improvement</p>	<p>Additional staffing to support small classes and developmentally appropriate small group interventions</p> <p>Flexible Learning Space developed and resources for identified children to access on a planned/responsive basis</p> <p>The development of R4L learning environments</p>	<p>ECE £36,100</p> <p>Mobile Class £6,924.62</p> <p>£3,000.00</p> <p>£2,000.00</p> <p>TOTAL £48,024.62</p>	<p><u>Short term (by Dec '22)</u> Groups of children will be more engaged with learning as approaches, spaces and supports are implemented and adapted appropriately.</p> <p><u>Medium term (by Mar '23)</u> Evidence from Bruce Perry's measures will show some developmental progress.</p> <p><u>Long term (by June '23)</u> An increase of 20% of children in P1 will be regulated and engaging in learning more consistently (12 children)</p>



IDENTIFIED GAP/BARRIER	OUTCOME FOR LEARNERS	IMPACT MEASURE	INTERVENTION	COST	PROGRESS INDICATORS
<p>Based on our contextual analysis, most of our children and families are adversely affected by poverty of experience and are adversely affected by ACEs which impact on their wellbeing</p>	<p>Learners will experience a range of activities that promote wellbeing and provide them with an equitable experience to those living outwith deciles 1 and 2</p>	<p>Learner feedback</p> <p>Leuven Scale</p> <p>Teddy Bear Scale</p> <p>Observation of improved regulation and engagement in class</p>	<p>Sport Taster Sessions Tae kwon do – P2 and 3 Swimming – P4 Boxing – P5 and 6 Skiing – P7</p> <p>P7 Leavers Gartmorn Dam Transition Project Hoodies</p> <p>Healthy Snack</p> <p>Subsidised School Trips</p> <p>Music Therapy Wellbeing Worker Charanga Music Resilient Rhythms</p> <p>Tapsalteeerie</p> <p>Small group parenting support sessions. E.g. cooking, Families Connect</p>	<p>£2, 750.00</p> <p>£500</p> <p>£1,100.00</p> <p>£8,000.00</p> <p>£2,100.00</p> <p>£12,870.00</p> <p>£195.00</p> <p>£500.00</p> <p>£2,000.00</p> <p>£500.00</p> <p>TOTAL £30,515.00</p>	<p><u>Short term (by Dec '22)</u> Learners will report positively about their experiences Complete a Leuven Scale in Oct prior to experiences for baseline with a sample group of children.</p> <p><u>Medium term (by Mar '23)</u> Complete a Leuven Scale in March to evidence attitudes. Children will report as being happier in school.</p> <p><u>Long term (by June '23)</u> Learners will experience a range of activities that promote wellbeing and provide them with an equitable experience to those living outwith deciles 1 and 2</p>