



### Pupil Equity Fund: Planning Template 2023-2024

SCHOOL: St Bernadette's RCPS

PEF ALLOCATION: £18360

YEAR: 2023/24

#### **CONTEXTUAL ANALYSIS**

Our projected school roll in August 2023 is 94. Currently, 40% of our children reside in SIMD deciles 1&2 and 21% reside in SIMD deciles 9&10. 17% of our children are entitled to free school meals on the basis of family income. 14% of our children have English as an Additional Language and 37% are on staged intervention. We have no care experienced children.

#### **Attainment:**

In 2022-23, our children's attainment rose in Listening and Talking, Reading and Writing and was maintained in Numeracy across P1, P4 and P7.

Year	Listening & Talking %	Reading %	Writing %	Numeracy %
2020-21	89	74	66	75
2021-22	92	84	69	75
2022-23	88	88	71	81

*We do not break the figures into Early, First and Second Levels as the cohorts are small – this is in line with Scottish Government practice.*

#### **Tracking the Attainment Gap:**

Our School Improvement Plan every year prioritises reducing the difference in attainment between our most and least disadvantaged pupils i.e. SIMD 1&2 and SIMD 9&10.



Year	Children in SIMD 1 & 2 Achieving Levels <b>Listening &amp; Talking</b>	Children in SIMD 9-10 Achieving Level <b>Listening &amp; Talking</b>	Attainment GAP <b>Listening and Talking</b>
2021-22	94%	92%	<b>-2%</b>
2022-23	72%	100%	<b>28%</b>

Year	Children in SIMD 1 & 2 Achieving Levels <b>Reading</b>	Children in SIMD 9-10 Achieving Levels <b>Reading</b>	Attainment GAP <b>Reading</b>
2021-22	78%	92%	<b>14%</b>
2022-23	83%	100%	<b>17%</b>

Year	Children in SIMD 1 & 2 Achieving Levels <b>Writing</b>	Children in SIMD 9-10 Achieving Levels <b>Writing</b>	Attainment GAP <b>Writing</b>
2021-22	67%	69%	<b>2%</b>
2022-23	67%	50%	<b>-17%</b>

Year	Children in SIMD 1 & 2 Achieving Levels <b>Numeracy</b>	Children in SIMD 9-10 Achieving Levels <b>Numeracy</b>	Attainment GAP <b>Numeracy</b>
2021-22	56%	84%	<b>28%</b>
2022-23	78%	100%	<b>22%</b>

### **Attendance**

Our overall attendance rose by 1%, from 91.9% to 92.9%. At first glance, there is only a small difference in attendance between families experiencing the most and least disadvantage, with children in SIMD 1 & 2 having an attendance figure of 91.9% and children in SIMD 9-10 having an attendance of 93.6%. However, 30.9% of children living in SIMD 1 & 2 have an attendance rate lower than 90% whereas only 26.1% of children in SIMD 1 & 2 have an



attendance rate lower than 90%. There was a wider gap in very good attendance: 42.9% of children in SIMD 1&2 had an attendance of 95% or more whereas 52.2% of children in SIMD 9&10 had an attendance of 95% or more.

There was a clear link between attendance and attainment with children who have a higher attendance rate enjoying more success.

Attendance	Reading	Writing	Listening & Talking	Numeracy
Less than or equal to 90%	79%	54%	79%	71%
More than or equal to 95%	89%	79%	89%	81%
Attainment Gap	<b>10%</b>	<b>25%</b>	<b>10%</b>	<b>10%</b>

### School Improvement Plan

Our School Improvement Plan (SIP) sets out our plans for raising attendance, attainment and sense of engagement, enjoyment and confidence for all our children. Our Pupil Equity Fund (PEF) work on raising the attainment of our target group will be underpinned by this work. Therefore, this PEF plan does not address universal interventions such as those tackling attendance that are being addressed by the SIP.

### RATIONALE

Although our poverty-related attainment gap indicates that children in SIMD deciles 1 & 2 are outperforming children in SIMD 9 & 10 in writing, this is not a true reflection of our school. In a small school, with small numbers, the poverty-related attainment gap is very dependent on the strengths and difficulties of children in SIMDs 1&2 and 9 & 10 in a cohort. The attainment gap in writing looks very different in next year's P4 and P7. It should also be noted that the attainment rates for both groups in writing are not in keeping with our ambitions for our children.

The gap in numeracy has narrowed a little but remains significant so we will be spending money on Sumdog and White Rose Maths to continue narrowing the gap. Teachers feel that both programmes have been very useful in raising the attainment in Numeracy overall.

The relationship between SIMD, attendance and attainment compels us to target the attendance of our learners in SIMD 1 & 2 through a variety of measures to boost their sense of belonging to our school community and their belief in themselves as learners. To that end, we had a Participatory Budgeting event at which children and families informed us of their priorities for making school a more equitable place.