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| Pupil Equity Fund: Planning Template 2023-2024  SCHOOL: St Bernadette’s RCPS  PEF ALLOCATION: £18360  YEAR: 2024/25 |
| **CONTEXTUAL ANALYSIS** |
| Our projected school roll in August 2024 is 92 children organised across 4 composite classes. Our school is fortunate to include children whose families come from all over the world. 18% of our children have English as an Additional Language. Our reputation as a nurturing and inclusive school has led families to seek us out when their children have additional support needs, currently 45% of our children are recorded on staged intervention. The National Autism Implementation Team Society report that ‘*2.6% of learners in Scottish schools are autistic’* but the rate of children in our school with an ASD diagnosis is 7.2% and we have a significant number of young people waiting for an a neurodevelopmental difficulties assessment.  The Scottish Index of Multiple Deprivation (SIMD) is the measure that the Scottish Government uses for identifying the places in Scotland where people are experiencing disadvantage across different aspects of their lives. According to this measure, 35 out of 97 of our children are living in SIMD 1-2, the most disadvantaged households. This represents 36% of all our children. The number of children in SIMD 9-10, the most advantaged households, is 26. This represents 27% of all our children. 18% of our children receive the school clothing grant and free school meals based on family income. |
| RATIONALE |
| **PRIORITY ONE**  **The Attainment Gap over time:**   |  |  |  |  | | --- | --- | --- | --- | | Year | Children in SIMD 1 & 2 Achieving Levels  **Writing** | Children in SIMD 9-10 Achieving Level (nationally)  **Writing** | Attainment GAP  **Writing** | | 2021-22 | 67% | 83% | **16%** | | 2022-23 | 67% | 84% | **17%** | | 2023-24 | 68% | 86% | **18%** |   The table above shows that the attainment gap calculated against the national figures is fairly consistent but our overall attainment in writing rose significantly last year and the table below shows that the increased success was not experienced equally by our children living in SIMD 1 & 2:   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Year | 2020-21 | 2021-22 | 2022-23 | 2023-24 | | Writing - all our children | 66 | 69 | 70 | 86 | | Writing – our children living in SIMD 1 & 2 | 49 | 67 | 67 | 68 |   The data table above shows that this year’s improvement in writing attainment was not equitable - while the whole school attainment rose substantially, the children living in SIMD\* 1 & 2 did not achieve the same success. This was despite the targeted PEF-funded\*\* support provided to our young writers who live in SIMD 1 & 2. All teachers reported that their children who received the PEF-funded support showed improvement in confidence and in their writing skills, but this did not translate into the final Teacher Professional Judgements (TPJ).  To ensure that our children in SIMD 1 & 2 enjoy more success in writing next year, we intend that the PEF-funded learning assistant will be working with teachers who are trained in the strategies promoted by the Education Scotland National Writing Programme. The learning assistant will build on the working relationships she developed this year with all the targeted children and will further develop their skills in tools for writing through following the advice of teachers trained in the National Writing Programme. The P3-P7 teachers will all be trained in the strategies promoted by the Education Scotland National Writing Programme. Our children will experience writing activities that are structured in the way recommended by Education Scotland. The PEF-funded learning assistant will work closely with the class teachers and will contribute to our tracking meetings so that there is a shared understanding of the gaps that need to be addressed by the class teacher as well as through the additional support provided by the learning assistant.  \*SIMD (The Scottish Index of Multiple Deprivation) is the measure that the Scottish Government uses for identifying the places in Scotland where people are experiencing disadvantage across different aspects of their lives. According to this measure, 40 out of 98 of our children are living in SIMD 1-2, the most disadvantaged households. This represents 41% of all our children. The number of children in SIMD 9-10, the most advantaged households, is 22. This represents 22% of all our children.  \*\*PEF (Pupil Equity Funding) is additional funding allocated directly to schools and targeted at closing the poverty-related attainment gap. Funding must provide targeted support for children and young people (and their families if appropriate) affected by poverty to achieve their full potential. Pupil Equity Funding is allocated to schools on the basis of the estimated number of children and young people in P1-P7 registered for free school meals based on family income. For each child whose family has successfully applied for free school meals on the grounds of family income, a school should receive £1200.  **PRIORITY TWO**  **Attainment over time:**   |  |  |  |  | | --- | --- | --- | --- | | Year | Children in SIMD 1 & 2  Achieving Levels  **Numeracy** | Children in SIMD 9-10  Achieving Level (nationally)  **Numeracy** | Attainment GAP  **Numeracy** | | 2021-22 | 56% | 86% | **30%** | | 2022-23 | 78% | 88% | **10%** | | 2023-24 | 83% | 89% | **6%** |   The table above shows that we are making progress in narrowing the attainment gap in Numeracy and we propose that we will continue to use the same approaches in 2024/25. |

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| IDENTIFIED GAP/BARRIER | OUTCOME FOR LEARNERS | IMPACT MEASURE | INTERVENTION | COST | PROGRESS INDICATORS |
| Contribution to HR and Finance |  |  |  | £2057.10 |  |
| Contribution to Speech &Language Therapy |  |  |  | £390.00 |  |
| PEF PRIORITY ONE  The impact of poverty on writing | The attainment of our children living in SIMD 1& 2 will rise by at least 5% in Writing | The P3-P7 children | Our teachers will be trained in the methods of the National Writing programme. Our PEF-funded learning assistant will spend 14.26 hours per week using this methodology in small group interventions with children who live in SIMD 1 & 2. They will use Literacy Tree resources for inspiration as our children are enjoying this resource.  The learning assistant will be involved in tracking meetings to ensure a coherent approach that focuses on gaps. We will continue to support our dyslexic children in their use of reader pens and headsets with microphones for dictation. | Support Assistant for 13.24 hours -£12,395.53  Literacy Tree subscription - £395. | **Short Term**  Teachers & PEF-funded learning assistant trained in the National Writing Programme approach.  **Medium Term**  Support provided to children living in SIMD 1 & 2.  **Long Term**  Writing attainment of children in SIMD 1&2 rises by at least 5%. |
| PEF PRIORITY TWO  The impact of poverty on numeracy | The attainment of our children living in SIMD 1& 2 will rise by at least 5% in Numeracy. | We will be assessing the targeted children’s attainment regularly through observations, low-stakes assessments. Assessment results will be input to the Didbook Progress system. At termly tracking meetings, we will analyse the Progress data to measure the impact of our interventions. On the basis of our data, we will ‘tweak’ interventions as necessary. | Targeted children will be given support to use these resources effectively and to practise their developing skills. | Sumdog - £480.15  White Rose Maths - £183.33 | **Short Term**  Teachers & learning assistants identify targeted group.  Learning assistants given additional training in effective ‘tailoring’ of the resource.  **Medium Term**  Children practise to address gaps in learning using specific resources.  **Long Term**  Numeracy attainment of children in SIMD 1&2 rises by at least 5%. |
| To Be CONFIRMED | There will be a change in leadership at the end of October 2024. The new HT will be able to use the remaining funds as they see fit to address the learning and wellbeing needs of our children living in SIMD 1 & 2. |  |  | £2458.89 |  |