



Pupil Equity Fund: Planning 2023-2024

SCHOOL: St Serf's PS

PEF ALLOCATION: £40,490

YEAR: 2023 - 2024

CONTEXTUAL ANALYSIS

Our projected school role in August 2023 will be 188. 68% of our learners reside in Quintile 1 which equates to 125 learners. Furthermore, 82 learners are entitled to free school meals which equates to 44% of our school role. We have only a few learners residing in Quintile 5, which equates to 13% of current school roll and currently have 43% of learners on staged intervention.

Due to the SIMD profile of our school, when considering poverty-related attainment gaps we compare our targeted groups 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 school figures for Quintile 5.

Analysis of our data demonstrated the following attainment for our targeted groups for August 2023, within P4, and P7:

- P4 Aug 23 - 26 learners are currently in this year group. 65% of learners live in Quintile 1 and 19% of learners live in Quintile 5. There are significant needs across Literacy within our Quintile 1 learners, however currently there are over 50% of these learners not on track for Writing at the end of First Level. The figures for Numeracy are slightly more positive with 30% of learners not on track to achieve First Level. In both Writing and Numeracy, there will be a focus on closing this attainment gap starting August 23.
- P7 Aug 23 - 27 learners are currently in this year group. 85% of learners live in Quintile 1 and only 7% of learners live in Quintile 5. There are significant needs across Literacy within our Quintile 1 learners with 40% of these learners not on track for either Reading or Writing at the end of Second Level. However, there is a major concern with Numeracy where 61% of learners in Quintile 1 are not currently expected to achieve Second Level.



Figures for 2022/23 indicate the following percentage point gaps between our percentage of our targeted learners achieving expected CfE levels compared to the percentage of Quintile 5 learners. The National Figures are most recent from 21/22::

P1 June 23	National Q1	St Serf's Q1	Comparison	National Q5	St Serf's Q5	Comparison	Poverty Gap
Reading	70.9%	79%	8.1%	88.6%	100%	11.4%	21%
Writing	67.7%	79%	11.3%	86.8%	100%	13.2%	21%
Listening & Talking	80%	86%	6%	93.2%	100%	6.8%	14%
Numeracy	76.5%	86%	9.5%	91.6%	100%	8.4%	14%

P4 June 23	National Q1	St Serf's Q1	Comparison	National Q5	St Serf's Q5	Comparison	Poverty Gap
Reading	67.7%	73%	5%	86.4%	100%	13.6%	27%
Writing	60.5%	67%	7%	81.7%	100%	18.3%	33%
Listening & Talking	78.1%	93%	15%	93%	100%	7.4%	7%
Numeracy	66.9%	67%	0%	85.8%	0%	-85.8%	-67%



P7 June 23	National Q1	St Serf's Q1	Comparison	National Q5	St Serf's Q5	Comparison	Poverty Gap
Reading	71.6%	77%	5.4%	89%	100%	11%	23%
Writing	63.7%	62%	-1.7%	84%	100%	15.8%	38%
Listening & Talking	79.4%	77%	-2.4%	93.1%	100%	6.9%	23%
Numeracy	61.1%	69%	1.7%	86.6%	83%	-3.6%	14%

Looking at the data, it is clear that as a school, we need to continue to target our Quintile 1 learners to ensure we make attempts to close the poverty-related attainment gap and we will do this through small group interventions, individual supports and tracking their progress across the year through our attainment meetings and data analysis.

RATIONALE

Based on our contextual analysis above, we will be using our Pupil Equity Fund to focus on closing the poverty-related attainment gap specifically for targeted groups of learners across Literacy and Numeracy in specific stages of the school. Whilst we offer universal support to every stage in the school, our reduced PEF budget has to be used as effectively as possible, targeting individual learners in specific year groups where the poverty related attainment gap is at its highest. This will be supported by Pupil Equity Funded Learning Assistants to enhance the levels of support across the school.

Poverty-related attainment gap in Literacy and Numeracy

As detailed above, our poverty related attainment gap exists across both Literacy and Numeracy in our 2 targeted stages of P4 and P7 as well as other stages across the school. In particular, P4 in Reading and Writing and in P7, in Writing and Numeracy. We intend to decrease these gaps and ensure the following:

- In P4, 29% of targeted learners in Quintile 1 for Literacy and 20% of targeted learners for Numeracy will be on track by June 24
- In P7, 20% of targeted learners in Quintile 1 for Literacy and 30% of targeted learners for Numeracy will be on track by June 24

We can see quite clearly from our data that we have attainment gaps across the curriculum and stages. To address these gaps, we intend to use our PEF funded Learning Assistants to support small group interventions for these particular learners in these particular stages of the school. They will work specifically over these 2 stages of the school, supporting the Class Teachers to offer a niche programme of interventions to support learners to progress and



achieve. We will also use our Learning Assistants to deliver the gap interventions produced after our learners complete the standardised assessments x3 times per year in both Literacy and Numeracy.

We know from current practice within our school that small group interventions provided through Scottish Equity Fund have been successful in reducing the poverty related attainment gap, and improving the attainment in both Literacy and Numeracy of targeted learners and therefore we intend to emulate this success with our own Learning Assistants, using PEF to supply it.

See below for how our Pupil Equity Fund will allow us to target this.

IDENTIFIED GAP/BARRIER	OUTCOME FOR LEARNERS	IMPACT MEASURE	INTERVENTION	COST	PROGRESS INDICATORS
<p><u>Poverty -Related Attainment Gap</u> We have identified a poverty related attainment gap between our most advantaged and most disadvantaged pupils in literacy and numeracy. Targeted interventions will be focused on Q1 learners in the following stages/curricular areas: P4 Literacy - 29% P7 Literacy - 20%</p> <p>P4 Numeracy - 20% P7 Numeracy - 30%</p>	<p>To close the attainment gap in the specified areas by 5 percentage points by June 2024.</p>	<p>Progress and TPJ Attainment data will show a decrease in the attainment gap at each specified stage and curricular areas by 5 percentage points between our most disadvantaged and least disadvantaged learners.</p>	<p>DHT/PT will review data for targeted learners and identify, co-ordinate and evaluate targeted support for Q1 learners.</p> <p>Analysis of attainment data to identify target groups to receive targeted support.</p> <p>Standardised assessments across all stages x3 per year to highlight gaps in learning and identify interventions required to improve universal attainment.</p>	<p>LA 1.0FTE = £21,595 LA - Differential of £10,000 approx to support literacy and numeracy at identified stages across the school.</p> <p>£2500 for PUMA & PIRA</p>	<p>Short Term By September 2023, intervention groups will be established and baseline standardised assessment completed for all learners.</p> <p>Medium Term By December 2023, assessment data will show progress of learning for 70% of our targeted learners.</p> <p>Long Term By June 2024, Progress and TPJ Attainment data will show a decrease in the attainment gap at each</p>



			<p>Small group interventions including Numeracy Building Blocks, Sumdog, Numicon, Tackling tables, Nesy spelling, Oxford Owl phonics, Floppy phonics to support targeted learners.</p> <p>As part of IP, Teaching Staff and SLT to participate in attainment meetings x3 per year, to track attainment, identify supports and ensure Q1 targeted learners are supported.</p> <p>As part of IP, Literacy and Numeracy Benchmarks Achievement of a Level work will be completed by SLT across Cluster to have consistency for TPJs.</p> <p>As part of IP, Teaching Staff participate in Moderation professional dialogue throughout the year to ensure TPJs are accurate.</p>	<p>assessment for all learners</p> <p>Sumdog £1300</p> <p>Tackling Tables £275</p> <p>Nesy Spelling £100</p> <p>Floppy Phonics £1500</p> <p>Big Maths £1500</p> <p>Literacy and Numeracy resources to support small groups £1500</p>	<p>specified stage and curricular areas by 5 percentage points between our most disadvantaged and least disadvantaged learners.</p>
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