



Pupil Equity Fund: Planning Template 2024-2025

SCHOOL: Sunnyside Primary School

PEF ALLOCATION: 93,100

YEAR: 2024-25

CONTEXTUAL ANALYSIS

- Sunnyside Primary School is based in Alloa (South Ward) Clackmannanshire, it has a current roll of 315 pupils with 48 ELC pupils.
- We have a very mixed demographic with 43.5% of our current pupils living within SIMD quintile 1. These are areas of Multiple Deprivation, where there is a risk of lower income as well as fewer resources or opportunities.
- 31.4% of learners receive free school meal grants, it should be noted that since the introduction of mandated free school meals for P1-5 learners, this number has reduced, however we continue to support our families to access funding.
- 5% of learners are care experienced
- 42.5% receive additional supports to ensure they progress in learning
- Approximately 25% of our learners require additional nurture and ASD support to aid regulation and engagement.
- When we look at attendance our overall average is 91%. Learners within quintile 1 have a lower average attendance of 88% with those in quintile 4-5 having an average attendance of 93%. We see a <5% difference for those in 4-5. We actively seek to encourage our learners to attend as much as possible and will support parents as much as possible to ensure this happens.
- We have a gender imbalance amongst our current roll, with 44% female(139 pupils) and 56% male population(176 males).
- 52% of our learners are on a staged intervention pathway with the greatest number coming from Q1 and Q2.
- Our combined scores of TPJ at P1,P4 and P7 show a negative literacy gap of 20.6% for those living in Q1 in comparison to Q5. A negative numeracy gap of 17.5% also exists for those living in Q1 compared to Q5. As there is a very small Q5 cohort in Sunnyside the gap is calculated using the authority Q5 achievement rate.



- There is a significant writing gap at early, first and second level. 71% of Primary 1 learners have achieved expected level in writing(54% of Primary 1 learners in quintile 1 predicted to achieve in writing) 79% of Primary 4 learners predicted to achieve(52% of learners in Q1 predicted to achieve) and 65% of Primary 7 (43% of learners in Q1 predicted to achieve in writing) learners predicted to achieve in writing.
- This shows an average writing attainment gap across Primary 1,4 and 7 to be -22% for those learners in Quintile 1.

Further analysis of SNSA and TPJ shows the following.

- 54% of Quintile 1 learners are predicted to achieve expected combined literacy level (Primary 1, 4 and 7) this session. This figure sits almost 10% lower than the wider combined authority prediction
- 62.3% of Quintile 1 learners are predicted to achieve expected numeracy level (Primary 1, 4 and 7) this session. This figure sits 7% lower than the wider combined authority prediction
- Attainment across the school in Listening and Talking is very positive with an average of 75% on track.
- PUMA and PIRA testing and improved efficacy in TPJ will provide further clarity and more in depth analysis of numeracy and literacy targets in order to focus interventions.



PRIORITY 1 Rationale

- 45% of our families live in poverty. Research shows that even when families live in poverty children can achieve if their parents/carers are involved in their child’s education.
- Children spend 15% of their lives in school. Family influences have a more powerful effect on children’s attainment and progress than school factors. It is essential that we take an approach that is family based.
- By providing additional supportive measures for children delivered within school we aim to focus on developing a nurturing environment, provide wellbeing experiences with a view to enhancing overall wellbeing of our disadvantaged learners
- We aim to provide additional opportunities for disadvantaged learners such as breakfast clubs, nurturing experiences, trips and extra-curricular clubs to support engagement and overall development.
- Sporting and cultural enrichment activities are proven to enhance a child's experience and overall ability to achieve academically in school
- Support services for parents – e.g. adult education or parenting classes
- Activities targeted at the wider community- e.g. family learning around the rights of the child UNCRC
- Research has found that children participating in extended school activities get on better with their peers and as a result improve their ability to develop positive and long-lasting relationships.

IDENTIFIED GAP/BARRIER	OUTCOME FOR LEARNERS	IMPACT MEASURE	INTERVENTION	COST	PROGRESS INDICATORS
We have identified that 50% of our children and families in Q1 are not engaged in school life.	<p>The Leuven scale for involvement will evidence improved engagement in school life for an identified cohort of learners.</p> <p>To reach the local authority stretch aim for overall attendance.</p> <p>To develop transferable skills for learners and their families which</p>	<p>Tracking of individual Q1 learner progress through the use of the Key Obsessions Tracker</p> <p>Feedback from learners</p> <p>Number of referrals to other services</p> <p>Attendance at a range of family learning programmes</p>	<p>Family Support Worker will provide bespoke support to identified families.</p> <p>Families will be supported to establish home environments to support children as learners.</p> <p>FSW will collaborate with the community to maintain links with services to further</p>	<p>Family Support Worker (FSW)</p> <p>£39,403.67</p>	<p><i>What will change? For whom? By how much? By when?</i></p> <p>Short Term - October <i>Baseline Leuven Scales</i></p> <p>Medium Term - January <i>Identified cohort of learners will have bespoke supports in place</i></p>



	<p>enables them to become responsible citizens</p>	<p>Parental feedback of bespoke interventions</p> <p>Feedback from teachers at tracking and monitoring meetings</p> <p>Number of children accessing alternative curriculum opportunities within the community</p> <p>Completion of Attendance Self Evaluation in August, January and June.</p> <p>Tracking parental attendance. Record of learner and parent achievements</p>	<p>strengthen school programmes, family practices, and learning and development</p> <p>FSW will continue to develop an overview of approaches to improve attendance (in collaboration with teaching staff)</p> <p>Whole School Developing the Young workforce Project.</p>		<p>Long Term - April <i>Identified cohort of learners will move up at least one step in Leuven scale</i></p>
<i>Total Spend</i>				£39,403.67	



PRIORITY 2 Rationale

The National Writing Programme has significantly improved attainment data for writing in our establishment. Despite these improvements an attainment gap remains between Q1 learners and Q5. Taking cognisance of the National Writing Programme and the newly developed local authority progression pathways we will continue to develop a consistent and engaging writing pedagogy and curriculum. We will ensure that key strategies for improving writing such as pre-writing activities; drafting, editing and revising; and sharing will be included.

Further to this, we know that gaps in learning, as a result of wider societal issues do exist. Targeted intervention, developing cognitive knowledge and skills, will seek to bridge these gaps. When this approach is taken, attainment for all social groups should improve (Ellis and Rowe, 2020).

IDENTIFIED GAP/BARRIER	OUTCOME FOR LEARNERS	IMPACT MEASURE	INTERVENTION	COST	PROGRESS INDICATORS
<p>We have identified significant gaps between Q1 and Q5 learners across all stages specifically in writing.</p> <p>The current writing gap at P1, P4 and P7 is 22% between Q1 and Q5 learners.</p>	<p>By June 2025, we aim to improve attainment for Q1 learners in writing by 10%</p> <p>75% of our learners will have a positive attitude towards writing and see themselves as writers.</p>	<p>TPJ attainment data, supported by PIRA assessment and SNSA will show an increase of 10% in writing, for our most disadvantaged learners.</p> <p>Writing attitudes survey</p>	<p>Children and families will be supported to engage in reading and writing activities,</p> <p>Developing social capital and personal identity.</p> <p>SLT member to co-ordinate support for reading and writing.</p>	<p>LA 1 FTE £23,813.</p> <p>PIRA £1,952</p>	<p><i>What will change? For whom? By how much? By when?</i></p> <p>Short Term - October</p> <p>SLT, CTs, SfL teacher and LA will have identified target groups requiring reading and writing</p>



			<p>(taking cognisance of the National Writing Programme)</p> <p>Learning Assistant will support reading and interventions</p> <p>Continued whole school focus on improving teachers skills and shared understanding of achievement of a level</p>	<p>Picture News = £200</p>	<p>supports (PIRA, SNSA, TPJ)</p> <p>Medium Term - January</p> <p>Targeted interventions in place</p> <p>Long Term - May</p> <p>Attainment data will show narrowing of writing gap by 10%</p>
<i>Total Spend</i>				25,965	

PRIORITY 3 Rationale

We have identified that our most deprived learners are not accessing a range of enriching opportunities outside of school life. Research shows that limited experiences disadvantage a learner and can impact upon academic attainment and wellbeing.



IDENTIFIED GAP/BARRIER	OUTCOME FOR LEARNERS	IMPACT MEASURE	INTERVENTION	COST	PROGRESS INDICATORS
<p>Our contextual analysis demonstrates that 45% percent of families are impacted by poverty and are adversely impacted by ACEs which impact upon their wellbeing and experiences.</p>	<p>Learner's will experience a range of activities that promote wellbeing and provide them with an equitable experience to those living out with deciles 1 and 2</p>	<p>Learner feedback</p> <p>Leuven Scale</p> <p>Observations of improved regulation and engagement in class</p>	<p>Taste tests and snack preparation within flexible learning spaces.</p> <p>Subsidised residential excursion for P7</p> <p>Led bike rides and a set of smaller bikes and helmets Recykabike</p> <p>Participatory Budgeting</p>	<p>£550</p> <p>Snack budget</p> <p>£3000</p> <p>£5000</p> <p>£500</p>	<p><i>What will change? For whom? By how much? By when?</i></p> <p>Short Term – October</p> <p><i>Leuven scale prior to experiences (sample group)</i></p> <p>Medium Term- March</p> <p><i>Leuven scale will demonstrate improvement enjoyment of school</i></p> <p>Long Term- June</p> <p>Learners will experience a range of activities that promote wellbeing and</p>



					provide them with an equitable experience to those living out with deciles 1 and 2