

East Renfrewshire Council: Education Department: Pupil Equity Fund-Action Plan 2019-20

| 1. Summary Information | | | | |
|-------------------------------|-----------------|--|---------|--|
| School | | Giffnock Primary | | |
| Year | 2019-2020 | Total Pupil Equity Fund Budget | £24.000 | |
| School Roll | 403 (June 2019) | Number of Pupils eligible for PEF | 12 | |

3. Identify positive and negative factors impacting on future attainment and achievement (for pupils eligible for PEF)

In-School Factors (issues to be addressed in school)

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| A. | Literacy and English Skills – Early literacy skills |
| B. | Development of playful pedagogy |
| C. | Motivation for learning |
| D. | Pupil involvement in learning |
| E. | Resilience |
| F. | Current gender gap at baseline (girls outperforming boys) |

External Factors (issues which also require action outside of school, such as low attendance rates)

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| F. | SIMD |
| G. | EAL |
| H. | Low attendance (extended absences and low attendance, particularly during summer term) |

| 4. Interventions | | | | | | |
|---|---|--|---|-------------------------|--|---|
| Intervention 1 | | | | | | |
| Impact and Outcome | Relevant SMART target (8) | Action (9) | Personnel (10) | Timescale (11) | Resources including budgeted costs | Monitoring & Evaluation |
| Children will have a sound knowledge of phonics and phonological awareness which will support future reading development. | An increase of at least 5 points in the reading attainment of pupils between ERC baseline assessment and ERC P3 standardised assessment (pupils identified in P1-3 as operating within the lowest 20% in baseline and/ or living within SIMD 1-3 and/or having English as an additional language) | Provide a programme of targeted support to identified children, developing alliteration, onset and rime through a playful pedagogy featuring songs, games and rhymes | PEF funded Literacy Teacher, Support for Pupils Teacher, Class teachers P1-3, SLT co-ordination/ management | August 2019 – June 2019 | PEF funded additional teacher (0.5) £24,000 | Ongoing assessment information will be gathered through formative assessment and will be reported on through termly professional dialogue. Attainment of these learners will be monitored and tracked at tracking meetings on at least 3 occasions during a session. P2 screening activities will provide additional, interim assessment information prior to Standardised Testing in P3. |

| Intervention 2 | | | | | | |
|--|---|--|--|-------------------------|--|---|
| Impact and Outcome | Relevant SMART target (8) | Action (9) | Personnel (10) | Timescale (11) | Resources including budgeted costs | Monitoring & Evaluation |
| Children will develop reading comprehension skills which will support their understanding. | An increase of at least 5 points in the reading attainment of pupils between ERC baseline assessment and ERC P3 standardised assessment (pupils identified in P1-3 as operating within the lowest 20% in baseline and/ or living within SIMD 1-3 and/ or having English as an additional language). | Through a playful pedagogy approach, including role-play, develop a literacy rich environment and a programme of targeted support to identified children which develops their understanding of narrative, sequencing, vocabulary and characterisation and their ability to identify main idea and predict. | PEF funded Literacy Teacher, Support for Pupils Teacher, Class teachers P1-3, SLT co-ordination/ management. | August 2019 – June 2019 | PEF funded additional teacher (0.5) £24,000 | Ongoing assessment information will be gathered through formative assessment and will be reported on through termly professional dialogue. Attainment of these learners will be monitored and tracked at tracking meetings on at least 3 occasions during a session. P2 screening activities will provide additional, interim assessment information prior to Standardised Testing in P3. |