

East Renfrewshire Council: Education Department: Pupil Equity Fund-Action Plan 2020-21

1.Summary Information			
School	Giffnock Primary		
Year	2020-21	Total Pupil Equity Fund Budget	£21,146
School Roll	388 P1-7 (August 2020)	Number of Pupils eligible for PEF	15

2. Current Analysis of Attainment and Achievement (3)								
	Curriculum for Excellence Levels (% of P1, P4 and P7 pupils)			Standardised Test Performance Average Result				
				Reading		Numeracy & Maths		
	Primary 1	Primary 4	Primary 7		Stage Average	SIMD 1-3/ FSM Ave.	Stage Average	SIMD 1-3/ FSM Ave.
Reading				P1			Not yet assessed	Not yet assessed
Writing				P2				
Talking and Listening				P3			99	99
Mathematics				P4				
				P5			104	104
				P6				
				P7			101	94

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)	
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)	
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
Following the coronavirus lockdown and school closure, children's emotional and social health & wellbeing will be supported and enhanced. Motivation, resilience and engagement in learning will increase enabling children to learn more successfully and make effective progress. This will include the specific targeting of cohorts of children whose health & wellbeing requires individual focuses and interventions.	An increase in emotional and social wellbeing for all targeted children to be evidenced through a range of formative assessment techniques, using baseline class assessments focusing upon the SHANARRI wheel.	Implement and deliver a whole school community programme of interventions based upon nurture principles and informed by trauma-based, relationship focused approaches. Specific interventions to be used to target cohorts of learners as appropriate.	PEF funded Acting Principal Teacher role for Health & Wellbeing	August 2020 – Mar 2021	PEF funded staffing £12,000	Ongoing assessment information will be gathered through formative assessment and will be reported on through termly professional dialogue. Class teacher assessments will be used to inform planning and next steps.
Cost of the school day: Following the coronavirus lockdown and school closure, families will be supported with access to information and resources that will support a reduction of additional cost being available for the school day for each family.	A decrease in the financial cost for families based upon school clothing, travel and digital resources, to be evidenced through consultation and questionnaires during the session.	In collaboration with our Parent Council and through whole school communication, raise awareness and support in the areas of school uniform, travel and digital provision. Targeting of families in SIMD 1-3 and with EaL with additional communication.	PEF funded Acting Principal Teacher role for Health & Wellbeing			Leadership Team termly planning and evaluations; collaborative planning and evaluations in conjunction with the Parent Council; evaluations of communication with whole school parental community

Intervention 2						
Impact and Outcome	Relevant SMART target (8)	Action (9)	Personnel (10)	Timescale (11)	Resources including budgeted costs	Monitoring & Evaluation
Children will develop core numeracy skills and number sense which will support their understanding and lead to improved progress in their numeracy	<p>Increased progress in class formative and summative assessments.</p> <p>For targeted children, an increase of at least 5 points in the numeracy attainment between ERC baseline assessment and ERC P3 standardised assessment (pupils identified in P2-3 as operating within the lowest 20% in baseline and/ or living within SIMD 1-3)</p>	Implement learning strategies and techniques based upon Number Sense and drawing upon SEAL approaches, in small group formats between Primary 2 and 3	PEF funded Numeracy Intervention Teacher and/ or Acting Principal Teacher for Numeracy	August 2020 – Mar 2021	<p>PEF funded staffing</p> <p>£12,000</p>	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.

5.Identification of Good Practice/up scaling of interventions

**In what ways were areas of good practice developed? You may wish to include learning and teaching, resources, materials etc.
Do you have plans to up scale any interventions used successfully with target groups?**

Intervention 1

The in-service day in August was used to launch the Recovery Programme from Emotion Works. This moved the resource from being a targeted intervention, to being one that is used universally across the school. The language and approach of Emotion Works is now applied across the curriculum and to structure conversations following incidents. This has encouraged a consistency of approach and ensures that all of our pupils are developing the skills to manage their own mental health positively. There have been ongoing drop-ins and Google Meets with staff throughout the year to support this. The next step with this will be to develop how this can be used at home and to run workshops for parents.

The Six Principles of Nurture were shared as a focus for planning classroom practice in the return from remote learning. Staff worked to create a plan for what that would look like in their own classroom; understanding the impact that the extended period of remote learning may have had on our pupils and the different experiences that they may have had. The importance of creating a sense of physical and emotional safety for our pupils was made a priority.

All classes now do an emotions check-in each day to encourage pupils to recognise how they are feeling and to allow class teachers to then support any pupils who need it.

Our Nurture Group has run all year and pupils continued to attend daily during remote learning. This provided an ongoing means of supporting the pupils and their families – daily conversations with parents and carers meant that any difficulties could be addressed immediately and support given as necessary. There has been close liaison with external agencies, to ensure that during the periods of remote learning our families are fully supported and this has continued on the return to school.

Development work began on creating a whole school vision, Our Vision for our Children, which pulls together all of the approaches that have developed in the school over many years. The vision is our aspiration for our pupils and the experiences that we aim to create for them to enable them to become the very best versions of themselves that they can be. Next year, we will build on this by developing the vision into an animation and the landing page for our school website. It will become the 'big picture' for planning in classrooms, to ensure a continuity of experience for all of our pupils.

Sessions were run with PSAs on nurture, using the Boxall profile and using a trauma-aware approach. These sessions will be extended next term to include supporting pupils with targeted interventions and supporting mental health.

Interventions were positively evaluated during the whole staff review of our school improvement plan. The progress of our pupils was monitored through regular informal discussions with class teachers, formal tracking and monitoring meetings, the data collected by our DHT for vulnerable pupils, an online engagement register during remote learning and our Joint Support Team meetings. Pupils were asked to complete self-evaluations using the wellbeing indicators at the start and end of term. Next year, this will be developed by classes completing the Emotion Works baseline assessment at the start of the year. Pupils will be asked to complete a wellbeing tracker (most likely the Glasgow Motivation and Wellbeing Profile) to allow us to monitor and track their wellbeing over time. Work will also be developed on helping the pupils to identify their own gaps in their wellbeing.

Next session, the plan is to extend our work on wellbeing to include parents and carers; to run sessions on managing their own wellbeing and then, in turn, being able to support their children with theirs. Work will continue on developing staff confidence with supporting mental health in the classroom. There will also be a focus on helping staff to manage their own wellbeing.

Intervention 2

This Early Numeracy Intervention was largely through the implementation of the Stages of Early Arithmetical Learning (SEAL) approach and use of both The Learning Framework in Number (LFIN) and The Instructional Framework for Early Number (IFEN) as identified in 'Teaching Number: Advancing children's skills and strategies'. The PEF funded Acting Principal Teacher supported and led training inputs for those teachers providing targeted support as well as our PSAs based upon the SEAL approach. Children within support groups or individuals were assessed using an overview of knowledge and strategies of SEAL to identify which stage they were working on and this was recorded on a Giffnock overview document for Numeracy Intervention to track progress. This information along with notes and discussions from Professional Dialogue meetings and Progress, Tracking and Achievement meetings ensured that the progress of targeted learners was monitored and tracked.

The Primary 2 pupils were supported within a small group by a teacher several times a week with a PSA consolidating the learning in a follow up session, while the Primary 3 pupils were supported individually by both teacher and PSA. The intervention was most effective when the children were seen as frequently as possible in order to practise skills from both the LFIN and the IFEN. The sessions are short and active. Sessions require little resources only cubes, dienes materials, dominoes, digit cards, tens frame, hundred squares and numeral rolls. Knowledge, skills and strategies are recorded on an A3 SEAL overview document and progress updated on the Giffnock document.

Due to the success of the intervention as evidenced in assessments, Standardised Test results, Professional Dialogue Meetings and Tracking Meetings, the use of SEAL as an approach to develop early number sense will continue. Next session the Acting Principal Teacher will spend time supporting the implementation of the SEAL approach within the P1 – P3 classrooms so that all learners can benefit from the knowledge, skills and strategies. This would also ensure that learning within class and the support session complement one another. Further weekly training with the PSAs will increase knowledge and confidence, and allow them to be able to support within classrooms as well as

enabling them to continue to provide effective follow up sessions for identified groups. Targeted intervention will continue with groups as well as individuals as a 'Numeracy Recovery Intervention'.

6.Challenges

What were the key challenges you faced in implementing your PEF plan?

Intervention 1

We have had to be creative with our support to delivering targeted support this year, due to the restrictions in place. Groups that would have been organised to deliver support across levels and stages could not take place. Similarly, not being able to have parents/carers and visitors into the school has impacted on much of the development work that we hoped to achieve. Remote learning made

Intervention 2

COVID-19 has continued to provide challenges throughout the year most notably throughout periods of remote learning and isolation when the children were not in school and therefore missing out on face to face teaching. Although we did provide support groups Google Meets these were not as frequently as the children would have received within school and due to other staffing commitments not all of the identified groups received extra Google Meets. Staff absence due to COVID-19 has also resulted in changes to timetables which in some circumstances has reduced group times however we have been able to offer some of the group's additional time through weekly individual Google Meets with a class teacher working at home. Due to staff being unable to meet in groups of more than three or four because of restrictions it has not been possible to provide training to all of the team at the same time and because the intervention is very practical it is beneficial to do this in person.