



GIFFNOCK PRIMARY SCHOOL:
PUPIL EQUITY FUND 2023/24



Section 1

2023/24 Planned Interventions:

Rationale

SMART target

Action

Section 2

Appendix 1 – Overview of pupils

Appendix 2 – Renfrew Language Scale results 2022/23



Section 1

The purpose of this plan is to build on the interim evaluations from the end of last session and to modify the original plan accordingly. The biggest changes are to take account of the limitations of some of the interventions used, and the need to focus on a smaller cohort of pupils. Standardised Test scores for last session show improvements across the school, and these are encouraging, however they continue to highlight the need for consistent, targeted intervention in literacy for many of our pupils from an ethnic minority background – particularly some of those who are from the Asian: Pakistani/British/Scottish ethnic group. The interim results using the Renfrew Language Scale and literacy assessment scores evidence the efficacy of intervention, and the translation of these into Standardised Test scores is also encouraging, even though the gap remains significant for some.

In the coming session, we will also connect with other local schools who have a similar demographic, to collaborate and share practice.

Intervention 1 - Rationale

For session 2022/23 33% of our school population were from ethnic minority families (this does not include nursery); for the current session this is 31%. 9% are recorded as having English as an additional language. For several years, there has been data to show that there is an ongoing gap in the achievement of these pupils and that of the wider school population; evidenced most prominently in the Standardised Test results. This is particularly evident in reading; last session, there was a whole school average of 118 for reading in contrast to an average of 90 for pupils from Asian – Pakistani/British/Scottish ethnic origin/minority, an average of 103 for pupils from an Asian - Indian/British/Scottish minority and 90 for pupils from an Arab background.

Our current Primary 4s have an average of 113 overall, in contrast to an average of 104 amongst pupils from an ethnic minority family.

Our current Primary 6s have an average of 118 overall, in contrast to an average of 103 amongst pupils from an ethnic minority family.

For last session's P7, this is an average of 112 across the year group, and an average of 107 for pupils from an ethnic minority.

Many of our pupils from an ethnic minority background have performed very well in Standardised Tests, but for those who have not, there is data to evidence that there is a need to support through targeted intervention. This includes soft data from tracking and monitoring meetings and Professional Dialogue where class teachers have been clear on the difficulties that have manifested in accessing the curriculum for some pupils who have English as a second language; such as having the language to fully participate in collaborative learning, understand higher order questioning and accessing more challenging texts.



In considering how best to support our pupils in addressing this gap at school level, we are planning to harness authority good practice and guidelines, as well as wider research, by specifically targeting the acquisition of language across P4, 5 and 6. We are planning to deliver separate, but complimentary, oral language and writing interventions to ensure that our pupils are gaining confidence in the transference of talking skills to written ones.

Relevant SMART Target

An increase in language acquisition for pupils from ethnic minority families through targeted, measurable intervention for identified pupils, to be evidenced by an increase in age norms in the Renfrew Action Picture Test to be at least in line with their chronological age, and soft data from Professional Dialogue and learning conversations. Increased confidence and proficiency with writing skills, to be evidenced by all pupils through achieving First Level in writing, using identified benchmarks to plan and track support.

Action

- Acting PT to oversee and deliver oral language intervention and writing support for identified pupils including pre/post intervention assessments, in partnership with Literacy Intervention teacher.
- Use our knowledge of families alongside existing data to identify pupils for intensive support. We know that for many of our pupils, there are poverty related factors beyond those that are represented by SIMD and FME figures. 13 pupils in P4, P5 and P6 have been identified as a result of this.
- Work with the teachers and families of identified pupils to ensure familiarity with approaches, at home and at school.
- Parent/carer workshops to develop confidence in developing language acquisition at home and to feel involved in the intervention in school.
- CLPL for staff on developing a language-rich environment in the classroom.

Monitoring & Evaluation

Ongoing assessment information will be gathered through formative assessment and will be reported on through termly professional dialogue. Attainment of these learners will be discussed at tracking meetings. Class teacher assessment and observations will also be shared at Professional Dialogue meetings. Pre and post intervention will be shared with SLT.

Intervention 2 - Rationale

There has been considerable progress with this intervention. Pupils have spoken about their increased confidence with managing and expressing their feelings as a result of using Emotion Works. We want to build on our success with this by continuing to embed it across the school and ensuring progression. Our message to pupils continues to be that they have an authentic role in planning for their own Health and Wellbeing.

The Glasgow Motivation and Wellbeing Profile will remain central to this. This session, its use will be extended to include Primary 2. Pupil discussion groups will continue for



those whose results are a concern, as will pupil discussion groups for pupils who have poverty risk factors in their lives and those who are specifically targeted by PEF. In addition to this, in the coming session there will be meetings with each department manager to look at the results for their year groups and how these may be supported by targeted/universal approaches.

Workshops were well attended and evaluated last session. Feedback asked that these are held regularly and, as a result, they will run six weekly. Support and input will be sought from the HealthiER Minds team, Psychological Service and third sector agencies to ensure that our families feel empowered and able to access the supports that they need.

Relevant SMART Target

An increase in the social and emotional wellbeing of targeted pupils by further embedding whole-school approaches and shared language, and extending this to parents/carers with a particular focus on pupils and their families supported by PEF. This will be evidenced by an increase in scores on the GMWP, with the aim of pupils scoring themselves between 8 and 10 across all questions/wellbeing indicators on the questionnaire. Pupil dialogue and parental feedback will also be used to evidence feelings of confidence in managing social and emotional wellbeing. Relevant CLPL opportunities will be offered to staff to ensure feelings of confidence and empowerment in delivering HWB

Action

- Focused sessions and dialogue with identified pupils from both groups. (see appendix 1)
- Workshops and drop-ins for identified parents/carers to support their own wellbeing
- Targeted, small group nurture intervention for pupils (see appendix 1).
- To further develop staff confidence and proficiency in managing social and emotional wellbeing in the classroom by ensuring ongoing, high-quality CLPL for staff. This will include the Compassionate and Connected Communities resource which will be offered to staff monthly.
- Further develop the use of the Glasgow Motivation and Wellbeing Profile to include Primary 2 and ensure that results are analysed for patterns and are cross checked with PEF data.
- Drop-ins for all parents on the use of Emotion Works

Monitoring and Evaluation

GMWP 2/3 times over the session leading to learning conversations and dialogue with identified pupils. Results also used as a focus for discussions at Professional Dialogue and shared with SLT. Class teacher assessments and observations linked to HWB. Regular, high quality CLPL for school staff to ensure a continued understanding of how to meet HWB needs.



Intervention 3 - Rationale

The Den is now established as a space to support the social and emotional wellbeing needs of children and their families. Last session, the focus for our families supported by PEF was to develop a support group through workshops. The feedback was that families would prefer to be supported individually to work with their child. In the coming session, this will be a focus to ensure that parents have a sound understanding of their child's needs, and feel empowered to play a role in supporting them. The outcome will be a deepening of the relationship between home and school, and a greater sense of understanding for parents/carers of their child's experiences in school. Parents will feel better equipped to support their child with their learning, and to access the range of supports available to them to meet the practical and social/emotional needs of their family.

Families of pupils who are impacted by poverty risk factors identified through FME, low SIMD, and wider factors highlighted through knowledge of families will be included in ongoing efforts to eliminate the costs of the school day to ensure that any barriers to improving outcomes are addressed in a nurturing, family focused environment. Family support networks will also be established to facilitate peer support for parents/carers who have Care Experienced children, are lone parents etc. and work on this has already started.

SMART Target

An increase in parental engagement for pupils affected by poverty risk-factors/supported by PEF across both identified groups of pupils. This will be evidenced through parental questionnaires and parental dialogue on feelings of affiliation and agency, as well as engagement with their child's learning. This will be done under the guidance and advice of our school Educational Psychologist.

Action

- Targeted parent sessions using PEF data to support parent/carer wellbeing and their involvement in the successful learning of their child.
- Invite other agencies and third sector organisations to work with targeted parents/carers in The Den to ensure knowledge of, and access to, all available funding and support, to support their child's learning.
- The Den to be developed as a before/after school resource to support all PEF identified pupils with access to technology and support with homework.
- Ongoing efforts to eliminate the Cost of the School Day.
- Monitoring and Evaluation
- Attainment data for targeted pupils. Parental feedback and evaluations; attendance/late coming data. Parental attendance and involvement in the learning process.

