Pupil Equity Fund allocation for session 2024/25	**£** 55,125 with £ 15,606 underspend. Total £70,731.

School Context

Cardenden PS serves the western end of the village and has seven straight stage classes for 148 primary age pupils for session 2024-25. The school roll does fluctuate throughout the session and has been up to 219 at most.
The nursery has three classes covering under 3, term time and 52-week placements. There are 56 children in nursery.
The total school roll stands at 204.
We have two nurture rooms, two libraries for infant and upper school, a separate hall and PE gym.

Cost of the School Day

 At Cardenden PS we recognise the need to reduce the Cost of the School Day for all our young people and particularly for our young people who are already experiencing poverty. We examine the school day through the following headings; Uniform, Travel, Learning, Friendship and Community, School trips, Eating, Clubs and Home learning. We have been fortunate to be able to subsidise resources and trips through a generous donation from Amazon. We offer nearly new school uniform to anyone who needs it and do not charge for this. Parents can donate school uniform to our stock. We have limited fund-raising expectations wherever possible and plan to hold two events only in the session. One event is for school funds and the other is for a charity. P7 have funded their end of session trips through raising money themselves. This has been monitored closely to ensure we are within realistic expectations.

Stakeholder engagement	**Participatory Budgeting**

We use local businesses and charity providers such as The Big Hoose project to support families in need. Through our business connections we have been able to offer support at key times of need such as Christmas, where families were supported with Christmas gifts and household goods and food	We do not use our PEF allocation in this way.

Rationale Excellence through raising attainment and improving outcomes. Teacher and practitioner professionalism.	**Amount of Fund allocated (if appropriate) £** 20,000

What is the rationale behind your identified actions? **why** this is a priority?

What are your gaps?

Depute headteacher has responsibility for P1-3. Within these stages, 31% of the children live in in SIMD 1 and 2. Our self-evaluation indicates:

- 40.9% of learners across P1-3 living in SIMD 1-2, will not achieve expected levels for writing in line with predictions from CfE.
- 39.3% of all learners across P1-7 in SIMD 1 and 2, will not achieve expected levels for writing in line with predictions from CfE.
- The SLT comprises two people only. Using PT as DHT with a wider remit, allows freedom from class teaching and will support teacher professionalism across the setting in ensuring every child and young person affected by poverty achieves the highest standards in literacy and numeracy, as well as the values, attitudes, knowledge and skills necessary to shape a sustainable future as successful learners, confident individuals, responsible citizens, and effective contributors. Employing a probationer teacher allows more strategic use of DHT time out of class to expand remit across meeting needs with PEF learners. This has been successful for the school last session, and we aim to build on our successes to ensure sustainability.
- DHT monitors data across the school for attainment for children affected by poverty. We are looking for impact across writing and literacy attainment for learners in SIMD 1 and 2 to go lower than the current 40% of learners. We are looking to decrease that gap to 25% this session.

Expected Impact (What is the expected impact on outcomes for children and young people) If this links to a SIP priority, please reference	**Interventions Planned** (What is the intervention? How will it be delivered? Who is responsible?)	**Measure of Success** (Triangulation of Evidence/QI Methodology)	**Impact on learners** **Ongoing evaluation Dec/June** (What has been the actual impact/outcome, in particular for the targeted group of learners) (What data/evidence shows the impact of the project/intervention? Refer to outcome statement. Did you achieve what you set out?)

Linked to Sip Priority 1. **Continue to ensure there are reduced instances of distressed behaviours and ensure that all identified children are engaged in learning with appropriate learning opportunities to meet their individual needs in writing.** **Continue professional learning around moderation, high-quality L,T & A and support mechanisms in the classroom to allow all learners, including identified children have equity across learning with needs being met.**	- Maintain SLT through having Depute Head with clear remit for raising attainment and improving outcomes across school and with focus on PEF identified learners. - Using PEF to employ a probationer teacher allows more strategic use of DHT to support targeted approaches to be developed for PEF learners. - DHT supports and leads on: - Collaborative approaches to self-evaluation - SLT/class teacher/SfL analysis and evaluation of intelligence and data ensuring impact on learners' successes and achievements working with Cluster Area PT. - Increased staff confidence in the delivery of high-quality learning, teaching and assessment, in writing and with support from Cluster Area PT. - SLT will work co-operatively with staff/SfL to identify potential triggers and possible strategies for individual children using the system developed for tracking and monitoring which gives a holistic overview of need and allows focus on improving outcomes for PEF and all learners, highlighting interventions where required. - Whole school use of Quality Assurance measures will monitor teacher planning for class and individual targets to identify baseline information and track improvement for PEF pupils and whole class. - Professional learning planned to ensure consolidation of approaches to literacy,	**Reduce instances of distressed behaviours and ensure that all children are engaged in learning with appropriate learning opportunities to meet their individual needs.** **Systems created last session will allow analysis of data which is now building over time and giving a fuller picture of impact and next steps.** **Tracking data shows improvement over time for PEF pupils and allows interrogation of planning to ensure meeting needs .** • **Impact on learners is measured through:** • classroom observation • Pupil voice • Tracking data and SfL overview allows specific approaches to be deployed more efficiently. • Staff self-evaluation • Learning Partnership feedback. • Monitoring and tracking of achievement levels. • Attendance figures show improvement for the most vulnerable learners with poor attendance. • Attainment over time shows improvement.	What has been the impact? Have you met your original expected impact?

| | | especially writing, spelling and grammar across the school curriculum, with assurance of resources to support attainment for PEF pupils if required. | All measures are reviewed at minimum termly to ensure effective progress. | |
| | | - Complement and improve existing resources in literacy where required, with reading materials, electronic reading pens, Clicker, voice recorders, programmes of work. | | |

Rationale Achieving Equity. Curriculum and Assessment.		**Amount of Fund allocated (if appropriate) £** 44,875	
Analysis of data tells us that although we have had significant improvement in supporting children in school who are affected by previous childhood trauma, there remains a minority of pupils living in poverty who require continuing support in managing distressed and dysregulated behaviours. This continues to impact on their wellbeing and attainment and the wellbeing of others in the school. Our priority is to ensure that every child and young person has the same opportunity to succeed, no matter their background or shared protected characteristics, with a particular focus on closing the poverty related attainment gap.			
Expected Impact (What is the expected impact on outcomes for children and young people) If this links to a SIP priority, please reference	**Interventions Planned** (What is the intervention? How will it be delivered? Who is responsible?)	**Measure of Success** (Triangulation of Evidence/QI Methodology)	**Impact on learners** **Ongoing evaluation Dec/June** (What has been the actual impact/outcome, in particular for the targeted group of learners) (What data/evidence shows the impact of the project/intervention? Refer to outcome statement. Did you achieve what you set out?)

• **Identified children will have improved wellbeing and be demonstrating fewer significant distressed behaviour instances.** • **Identified children/groups will be supported effectively to meet individual learning targets.** • **Identified children and parents will have opportunity to engage effectively with each other and the school environment.**	• PSA deployment is tailored to needs of most distressed learners. This allows targeted support with a clear plan to meet needs of our most distressed learners, which in turn helps everyone in the class to feel safe and settled in their learning environment. • Interventions reviewed regularly (weekly) and adapted as required as identified on individual learning profiles. • Deliver consistently high-quality learning experiences across all interventions. • Soft start/finish, curriculum to meet individual needs, nurture sessions through Kitbag, Circle Framework. Breakfast Club for identified pupils, tailored planning with flexible approaches. • PSA professional development sessions led at school level, planned around current needs and sharing good practice, which ties to professional learning of teaching staff and fits in with action planning to address 2.3: learning, teaching and assessment and 2.4 personalised support. • Working with Community Education officers to support targeted parents in social and educational experiences to promote joined up thinking and a holistic approach. • Completion of Parent Room to give a bespoke meeting area for parents.	• **Impact on learners is measured through:** • classroom observation • Professional dialogue with PLT and IPT. • Pupil voice • Staff self-evaluation • Learning Partnership feedback. • Monitoring and tracking of achievement levels. • Attendance figures show improvement for the most vulnerable learners with poor attendance. • Attainment over time shows improvement. • Parent and carer opinion and discussion at review meetings shows joined up thinking approaches and positive feedback, ensuring a holistic approach for learners. • Parent voice and feedback around initiatives. All measures are reviewed at minimum termly to ensure effective progress.	What has been the impact? Have you met your original expected impact?

Rationale School and ELC Improvement.		**Amount of Fund allocated (if appropriate) £** 2,000	
Analysis of data tells us that our success from last session should be repeated as we continue to see a significant number of children entering P1 who are affected by childhood trauma and a lack of high-quality interactions, which results in distressed and dysregulated behaviours, impacting on their wellbeing and attainment. By providing a safe, caring and motivating learning experience for all children, which allows for fun and relevant learning experiences, we are supporting their wellbeing and attainment. Literacy attainment will improve through creative and active learning experiences for phonological awareness, social communication and emotional literacy. Our nursery spaces provide children with opportunities for high quality interactions supported by staff who work effectively as a team.			
Expected Impact (What is the expected impact on outcomes for children and young people) If this links to a SIP priority, please reference	**Interventions Planned** (What is the intervention? How will it be delivered? Who is responsible?)	**Measure of Success** (Triangulation of Evidence/QI Methodology)	**Impact on learners Ongoing evaluation Dec/June** (What has been the actual impact/outcome, in particular for the targeted group of learners) (What data/evidence shows the impact of the project/intervention? Refer to outcome statement. Did you achieve what you set out?)

• **80% of children will achieve Early Level in literacy and numeracy by end of P1 stage (Current pre-school children).** • **Nurturing learning environments will provide a rich environment to allow children to flourish emotionally and academically.** • **Planning for and meeting learner needs for those experiencing trauma supports the child holistically across all aspects of learning and life.** • **By June ELIPS data shows improvement for 75% of children with an identified barrier to learning. (**ELIPs data shows that 48.3% of children are on track or above, 38% have an identified barrier to learning). • **Impact of Up, Up and Away – evidence gathered through ELP, Ed Scotland HMIe and next session**	• Staff take ownership and are empowered to evaluate and plan effectively for children, using ELIPs, UP, Up and Away data and ongoing observations. • Staff development and discussion sessions are detailed in the Quality Assurance Calendar. • Help staff to develop and implement a programme of shared literacy experiences and builds the foundations to literacy in conjunction with parents and carers. • Self-evaluation leads to continuous cycle of improvement with no decrease in standard. • Professional roles and responsibilities are discussed and reviewed regularly. • Regular SLT observations and feedback to improve and identify good practice. • Area standards are agreed and implemented. • All staff will visit another early learning establishment to observe good practice, enhance their own practice and share learning across the team at fortnightly team meetings. • Have high expectations for high quality observations of children and consistency of recording of this in Floor book and across PLJs. • Use Up, Up and Away/Circle Early Years Framework as professional tool to promote early literacy. • Provide a comprehensive framework (The CIRCLE Early Years Framework) for profiling the child's stages of development, in relation to their environment, routines, motivation and skills. • Communication board established and used successfully	• **Impact on learners is measured through:** • A settled learning environment where interactions and experiences promote skills to support learner development. • Evidence of team-building success through professional dialogue and self-evaluation recording, shows in the quality of experiences offered. • Observation feedback shows high standard of engagement and focus around creating positive learning experiences in rooms and across areas. • Floor book documents successes through photos and written comments and PLJs have rich contextual information. • Using Literacy Rich Environment Tool Checklist shows improvement in learner literacy confidence over time. • Staff attendance is well-managed and documented, less absence allows for better routines for learners. • Communication across the day is improved and all staff have appropriate information to ensure smooth transitions. • All measures are reviewed at minimum termly to ensure effective progress.	What has been the impact? Have you met your original expected impact?

Learning Partnership will show improvement over time with evidence of providing a safe, caring and motivating learning experience for all children, including those children experiencing poverty which allows for fun and relevant learning experiences.			

Appendix D – Pupil Equity Financial Plan Session 2024-2025 (Business manager has this template)

Pupil Equity Funding Projected Spend

School (select from drop	Cardenden Primary School	
PEF Allocation 2024/25:	£	55,125.00
Underspend 2023/24		15606
Total	£	70,731.00

2024-2025 Projected/Anticipated Spend

Literacy

Category	Brief Description	Cost
Literacy resources	reading materials, electronic reading	£ 4,000.00
Total Spend		£ 4,000.00

Numeracy

Category	Brief Description	Cost
Total Spend		£ -

Health & Wellbeing

Category	Brief Description	Cost
Total Spend		£ -

Staffing

Staffing	FTE	Cost
other (please detail)	DHT top-up costs	£ 9,675.00
Teacher	probationer session 24-25	£ 2,736.00
teacher	probationer end costs 23-24	£ 3,284.00
PSA 2	12.5 hours	£ 10,530.00
PSA 2	20 hours	£ 16,849.00
PSA 2	4.5 hours	£ 2,754.00
PSA 2	12.5 hours	£ 10,530.00
PSA 2	5 hours	£ 4,212.00
Total Spend		£ 60,570.00

Other

Category	Brief Description	Cost
other (please detail)	Supplies and services internal recha	£ 1,378.00
other (please detail)	Early Years transitions	£ 2,000.00
Total Spend		£ 3,378.00

Amount of spend planned	£ 67,948.00

Unallocated spend	£2,783.00

Appendix E

Name of Establishment

Name of Headteacher

Education Manager

Standards and Quality Report Session 2023-2024

	Comments					
Agreed format for SQR 2023-2024 has been used						
Cost of the School Day statement included						
Context table completed Shared vision and values shared						
Improvement Work 2023-24 **Priority 1**	**Fully Achieved**		**Partially Achieved**		**Continued next session**	
Progress **Clear progress been made with planned strategic actions**						
Clear impact shown for children and young people • Quantitative or qualitative data to support this impact • Written evaluatively						
Limited number of next steps identified						
Improvement Work 2023-2024 **Priority 2**	**Fully Achieved**		**Partially Achieved**		**Continued next session**	
Progress **Clear progress been made with planned strategic actions**						
Clear impact shown for children and young people • Quantitative or qualitative data to support this impact • Written evaluatively						
Limited number of next steps identified						
Attainment Overview Completed						
Evaluative Statement about Attainment						

Attainment overview/Achievement of a Level/Outcomes for Young People • Successes and gaps identified • Destination trends (secondary)	
Wider achievement – impact on children and young people Personalised for schools and significant events/achievements shared	
Feedback from External Scrutiny • LP/ELP • Education Scotland • Care Inspectorate	
PEF Evaluation (per priority) Progress: Detail given of work/action which had been undertaken towards this priority eg professional learning, consultation with all stakeholders, implementation of planning, use of resources etc	
Impact • Quantitative or qualitative data to support this impact • Written evaluatively	
Consultation with Stakeholders	
How is SQR, IP and PEF shared with stakeholders	
NIF quality Indicators are evaluated using six point scale (School)	
NIF quality Indicators are evaluated using six point scale (ELC)	
Care Inspectorate Grades included (where relevant)	

Improvement Plan Session 2024-2025

	Comments
Are priorities identified supporting recovery? • Do they cover school, ELC and ASC?	
Are relevant QI's identified for priority identified? (including Early years if relevant)	
Expected impact • Is this focused on children and young people • Is this written evaluatively • Is this linked to data	
Strategic Action/tasks identified: • High level • Realistic	

Responsibilities • Identified • At all levels	
Measure of Success (including Triangulation of evidence/QI Methodology) • Is there evidence that evidence will be gathered from different stakeholders and through different ways throughout the session.	
Timescales • Realistic	
PEF Plan (included)	
PEF Financial Plan (included)	

Feedback given by _____

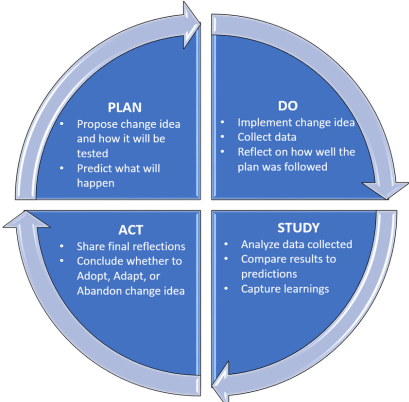***Date feedback given*** _____

Appendix F

Measure of Success – QI Methodology

Quality improvement is about **giving the people closest to issues affecting outcomes the time, permission, skills and resources they need to solve them.** It involves a systematic and coordinated

approach to solving a problem using specific methods and tools with the aim of bringing about a measurable improvement.

A few suggested approaches to consider are :

Approach	Description	Visual
Model for Improvement	Rapid cycle process involving Plan, Do Study, Act (PDSA) cycles to test the effects of small changes, make them and ultimately spread the effective changes through the system if they have the desired effect.	
Visible Learning – Impact Cycle	Gather and consider/analyse evidence/data to determine a focus, introduce an idea or element to your practice and measure the impact that it has based on evidence.	
Practitioner Enquiry/professional Enquiry Process		