

Session 2024-2025 Improvement Plan – PEF Plan – Ceres Primary School

Pupil Equity Fund allocation for session 2024/25		£ 11,880				
School Context						
School Roll	98 pupils across 5 primary classes 18 pupils in the nursery class, term-time, rising to 23 pupils in Jan '25. Capped at 24.					
FME	7%					
SIMD Profile for establishment	6.9					
Attendance 23/24 (%) Stretch target 94.9%	Overall	94.11%	Authorised	4.13%	Unauthorised	1.76%
Exclusion (%)	0					
Cost of the School Day						
<p>At Ceres Primary School 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.</p> <p>A wide range of after school clubs allow our children to participate in sports and activities to widen their experiences and support wellbeing, all of which have no cost attached to them.</p> <p>As a school and ELC we are committed to supporting families. The wellbeing and welfare of our families is important to us and part of our nurturing approach as a school and nursery community.</p>						
Stakeholder engagement					Participatory Budgeting	
<ul style="list-style-type: none"> All parents/carers had the opportunity to feedback on improvement priority work through questionnaire Parent focus group was part of the Extended Learning Partnership. Pupils on-going feedback gathered through regular pupil focus groups, pupil leadership groups, questionnaires Pupilwise and Parentwise Parent council discussion termly 						

Rationale	Amount of Fund allocated (if appropriate) £ 8310		
<ul style="list-style-type: none"> • 22% of learners are not on track in reading Of these 20 learners, 60% are identified as at risk from experiencing child poverty as defined in Scottish Government Strategic Equity Funding Guidance and/or receive free school meals. • 27% of learners are not on track for writing Of these 25 learners, 52% are identified as at risk from experiencing child poverty. • 13% of learners are not on track in numeracy Of these 19 learners, 53% are identified as at risk from experiencing child poverty. <p>School data shows some correlation between poverty indicators and attainment.</p>			
Expected Impact	Interventions Planned	Measure of Success	Impact on learners Ongoing evaluation Dec/June
<p>Links with SIP Priority 1</p> <p>To raise attainment in writing by 12% by June 2025.</p> <p>To raise attainment in reading by 10% by June 2025</p> <p>Building on success of raising attainment focus in numeracy in 23/24, continue intervention work and raise attainment in numeracy</p> <p>Pupils' emotional wellbeing will be supported through continuation of nurture approaches.</p>	<p>LM (PT) & LS (Lead Learner) to support delivery of PM Writing in classrooms through team teaching and professional learning offers.</p> <p>PSAs to support identified groups and individuals during writing lessons, and through teacher-directed additional intervention work.</p> <p>PSAs to deliver Reading Interventions to targeted learners, including Rapid Reading and Toe by Toe.</p> <p>PSAs to deliver Numeracy Interventions to targeted learners, including SEAL and +1.</p> <p>PSAs identify wellbeing concerns through consultation with other staff and use of Glasgow Motivational Wellbeing Profiling. PSAs will offer support through group or individual interventions.</p>	<p>Baseline assessments of reading, writing and numeracy</p> <p>Assessment evidence from throughout the year evidencing of the closing of the attainment gap.</p> <p>Tracking discussion between staff and SLT</p> <p>Records of attainment</p> <p>Summative assessment evidence from NSA and BASE.</p> <p>Glasgow Motivational Wellbeing Profiles – baseline and post-intervention</p>	