



**PEF Plan  
2024-2025**

**Including  
Review of PEF plan from 2023-24**

## How is SQR, IP and PEF Plan shared with stakeholders?

*In September IP and SQR are shared with all parents/carers through Seesaw app and by email. These are also posted on the school website. The full version is available as well as a Parent Poster showing the key features of the plan.*

*There is an Improvement Plan Display within school for all visitors which is updated throughout year with evidence of progress towards the targets. Progress towards our IP is shared with parents/carers throughout session in our end of term newsletters, emailed to all parents/carers.*

*The Parent Council (called the Family Forum at Crossgates) are given a progress update at each meeting. This is then available for all parents/carers through Family Forum minutes.*

*The Junior Leadership Team (JLT) look at the improvement targets as they relate to the children and lead progress towards them during fortnightly meetings. There is a JLT display in school which is updated throughout the year with evidence of progress.*

## PEF Evaluation/Impact

### Targeted Interventions

1. Increase writing attainment for identified pupils
2. Support readiness to learn for identified pupils
3. Increase attendance for identified pupils

### Progress:

**WRITING:** *Professional learning about writing has been led by our P7 teacher throughout the session. Fife Planning has been implemented and moderated and robust discussions and moderation sessions have led to the creation of moderated writing packs containing examples of children's work reflecting on pace, ahead of pace and behind pace in each year group.*

*All teaching staff and Pupil Support Assistants have had training from the Supporting Learner's Service about Developmental Language Delay (DLD) and how to support children with DLD to make progress in literacy. All class teachers have been observed in writing lessons and received feedback to ensure consistency across the school. Both DHTs and the SFL teacher have provided targeted support in classes for identified learners and tracked their progress towards individual targets.*

*Parents have been invited to share the learning in all classes twice this session. Progress towards targets has been reported in our termly newsletter for both nursery and school.*

**READINESS TO LEARN:** *12 Nurture groups have been led by Lauren Gibson (SFL teacher and implemented by PSA staff weekly.*

*A PSA has implemented Seasons for Growth successfully this session.*

*A DHT has worked with a small group in P5 and has worked 1:1 with individuals within the group.*

*A PSA has worked 1:1 with two individuals to support emotional literacy and regulation.*

*A PSA has worked 1:1 with four individuals in P7 to support positive mental health strategies and regulation.*

**ATTENDANCE:** *Attendance figures have been monitored and audited three times throughout the session, in October, January and April. Interventions have happened for individuals as necessary, including conversations with families regarding the improvement of attendance and how this is impacted by term time holidays.*

*A targeted approach has been taken for those who had an individual need affecting their attendance.*

### Impact:

#### WRITING.

*Observations and evidence in jotters show all individuals tracked and receiving targeted support have achieved their personal targets or beyond.*

*Run charts for individual groups being supported show that pupils met their individual targets in P2 and in P5. In P2 100% of the individual children being supported (5 children) are now on track, from a baseline 60%.*

*In P3 although all individuals made progress, further intervention is needed to consolidate learning. A plan is in place to do this. Three children have moved onto the next stage of first level with support.*

*End of term standardised assessments in spelling showed value added progress for all children.*

*In P5 90% of children are now on track, from a baseline of 78%.*

**READINESS TO LEARN.**

*Almost all children identified and tracked are able to use the Emotion Works cogs to talk through incidents and worries. All tracked children are becoming more aware of strategies to self-regulate and are increasingly able to use these. The development of peer support strategies by PSA staff has enabled tracked individuals to access adult support less frequently in the playground.*

*In P5 data collected throughout the year has evidenced a reduction in the number of incidents experienced by tracked individuals and the time taken to deescalate following disruptions to learning. There has been a reduction in lost learning time for individuals tracked. The class teacher has also observed a calmer working environment and fewer interruptions to learning in term 3 and term 4.*

*In the P4 cohort, five individuals have received a targeted approach 1:1 or in a small group supported with a PSA or principal Teacher/DHT. All children in this group have accessed their learning quickly following breaks as a result.*

*In P7 PSAs working with four individuals have been able to evidence that a targeted approach to mental health and wellbeing and using time to develop mindful strategies and resilience has impacted positively for all pupils. This is directly observed by increased time working independently in class and a raise in attendance levels for all four children. CFE for these children show all four have managed to attain second level and are at the initial engagement stage of third level.*

*Feedback from individuals in the Seasons for Growth group felt supported and felt they had needed the time and adult guidance to work through complicated and big feelings. They felt better able to cope with big feelings and attend to lessons after a block of sessions. The PSA leading the sessions was able to, with permission from the children, pass relevant information to the class teacher in order to support their learning in class. This has resulted in more positive mental health for both individuals and an ability to independently use personalised strategies they have been taught in times of need.*

**ATTENDANCE.**

*Attendance data has shown that Parental Holidays during term time along with seasonal illnesses have been the biggest factor influencing attendance across the whole school. As a school our attendance levels are good and consistently meet stretch targets. All classes except P5 had an attendance of 90% or above by June 2024.*

*Individuals with lower attendance have been identified and received a targeted approach using PEF interventions.*

*In P7, three individuals have been supported and in two cases have followed an ARA to support positive attendance. This has resulted in attendance rising by 6% to 92% for one child, a rise of 16% to 74% overall for another. The third identified child has a rise of 9% to 91% for the session.*

Pupil Equity Fund allocation for session 2024/25		£ 37,975 Carry Forward (£61,220)																
<b>School Context</b>																		
<b>Setting/School Roll (including ELC/ASC)</b>	<p>Crossgates Primary School is situated in the village of Crossgates and the outlying areas it serves. Our current school roll is 209 pupils across 8 classes. The 3-5 nursery class capacity is 64 in a session with an additional 10 places for Under 3s per session. All children free flow across two nursery rooms and we offer a full day from 9am-3pm, term time only.</p> <p>Crossgates staff team is fully committed to our children, their families and in working with our community. Our ethos for the school and nursery is shaped through our 6 school values and clear vision statement: To be the best we can be, through everything we say and everything we do; and is understood by our whole school community.</p>																	
<b>FME</b>	13%																	
<b>SIMD Profile for establishment</b>	<table border="1"> <thead> <tr> <th>SIMD</th> <th>No. of Pupils</th> </tr> </thead> <tbody> <tr> <td>1&amp;2</td> <td>10</td> </tr> <tr> <td>3&amp;4</td> <td>51</td> </tr> <tr> <td>5&amp;6</td> <td>45</td> </tr> <tr> <td>7&amp;8</td> <td>43</td> </tr> <tr> <td>9&amp;10</td> <td>57</td> </tr> </tbody> </table>						SIMD	No. of Pupils	1&2	10	3&4	51	5&6	45	7&8	43	9&10	57
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<b>Attendance (%)</b>	<b>Overall</b>	94.08%	<b>Authorised</b>	4.63%	<b>Unauthorised</b>	1.29%												
<b>Exclusion (%)</b>	0%																	
<b>Attainment Scotland Fund Allocation (PEF and SAC)</b>	£37,975																	

**Cost of the School Day** (In what key ways do you plan to mitigate against Costs within the School Day)

At Crossgates 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.

This session we have worked with a parent/carer focus group to further examine COSD and to ensure we have a clear and supportive approach to managing this. We have produced a booklet to support parents and carers which gives an overview of potential costs for the year and sign posts them to any available support.

**Stakeholder engagement**

(in what ways have you engaged with your stakeholders – learners/parents/community etc.)

- All parents/carers had the opportunity to feedback on improvement priority work through questionnaire.
- 3 separate parent focus groups have been run by the HT all session with a focus on Writing, Curriculum and COSD.
- Pupils on-going feedback gathered through regular pupil focus groups, pupil leadership groups, and assemblies.
- Pupil wise and parent wise surveys
- Parent council discussion termly

**Participatory Budgeting**

(Are you using any of your PEF allocation to support participatory budgeting. If yes, what is the focus?)

Contribution to class trips so that every child in the school experiences learning in another context.  
Support for target families with the cost of residential trips (P5-P7)

<b>Rationale</b> Raise attainment in literacy P2-4		<b>Read, Write, Inc Resources - £7459 Training - £3360</b> <b>PSA additionality to support groups £28,000</b> <b>DHT 0.8 additionality to lead RA – £22,297</b> <b>CT 0.6 to backfill DHT class commitment - £29,000</b>	
<p>Data from BASE in P1 and ACERS in all other year groups has been interrogated to identify attainment trends. Gaps in attainment have been identified and compared against data from standardised tests for reading and spelling ages for individuals identified.</p> <p>In P2-P5 a theme was noted in finding and using information in written texts.  Development of phonological awareness and use of sounds to decode and word build was identified as a barrier from ACER information.</p>			
<b>Expected Impact</b>	<b>Interventions Planned</b>	<b>Measure of Success</b>	<b>Impact on learners Ongoing evaluation Dec/June</b>
<p><b><u>Intervention 1 – phonology/phonics</u></b></p> <p>Identified children in P2 and P3 will use phonological skills to decode and build words verbally and in written text, evidenced across the curriculum by December 24</p> <p>From an average of <b>14.5</b> months below chronological age, identified children in P2 and P3 will narrow this gap to 6 months below their chronological age in reading by May 25.</p> <p>From an average of <b>12.75</b> months below chronological age, identified children in P2 and P3 will narrow this</p>	<p>Whole staff training and development provided by Read, Write Inc. On August INSET and November INSET.</p> <p>Baseline assessments to be completed in August 2025  Single Word Reading Test  Single Word Spelling Test</p> <p>Collegiate work with DHT, SFL teacher and PSA staff developing planning, resources and structured lessons.</p> <p>Structured Read Write Inc sessions daily in a small group.</p>	<p>Baseline data  ACER results</p> <p>All children will meet their individual targets.</p> <p>Regular attainment meetings with DHT will identify the progress for the identified children (every 6 weeks).</p>	

<p>gap to 6 months below their chronological age in spelling by May 25.</p> <p>From an average of 17.8 months below chronological age, identified children in P4 will narrow this gap to 9 months below their chronological age in reading by May 25.</p> <p>From an average of 15.3 months below chronological age, identified children in P4 will narrow this gap to 6 months below their chronological age in spelling by May 25.</p> <p>Identified children in P4 will be able to find and use information in texts to demonstrate comprehension.</p>	<p>PSAs delivering four RWI sessions weekly.</p> <p>DHT managing and delivering. Building capacity in staff involved to lead in year 2.</p> <p>Regular attainment meetings with DHT will identify the progress for the identified children (every 6 weeks).</p>		
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<b>Attainment Fund Rationale</b> Raise engagement in learning in P6	<b>Amount of Fund</b> <b>Educational Trips/Experiences £500</b> <b>Games/Resources for Nurture Groups £200</b> <b>Sensory Room and Resources £1000</b> <b>Wider Achievement £200</b>		
We have identified a group of pupils who are displaying increased distressed and deregulated behaviours. This is having an impact on their attainment and achievement especially in reading, writing and numeracy.			
<b>Expected Impact</b>	<b>Interventions Planned</b>	<b>Measure of Success (Triangulation of Evidence/QI Methodology)</b>	<b>Impact on learners Ongoing evaluation Dec/June</b>
<p><b><u>Intervention 2- Learner Wellbeing and Engagement</u></b></p> <p>By June 2025, identified pupils in P6 will have improved wellbeing, their barriers to learning will have been reduced.</p> <p>Pupil with complex ASN will have reduced stress levels enabling him to access planned learning for 3x small</p>	<ul style="list-style-type: none"> <li>• Led by Lauren Gibson (SFL), Sheila Durie (PSA) will work with identified pupils on a programme of wellbeing.</li> <li>• Weekly opportunities to develop strategies to support positive mental health.</li> <li>• Children will be taught regulation strategies and encourage to use these to support return to class when escalated.</li> <li>• Regular attainment meetings with DHT (Gillian Waddell) will identify the progress of identified children (at least every 6 weeks).</li> <li>• Sensory needs will be met through: development of</li> </ul>	<p>Attendance and engagement data will be gathered.</p> <p>Circles Participation Scale data</p> <p>Identified pupils' engagement in their learning will increase.</p> <p>Leuven's scales before, during and after intervention</p> <p>ACER</p>	



<p>blocks per day by May 2024. From a baseline of no engagement in planned learning tasks.</p>	<p>sensory room, sensory circuits and personalised resources.</p>		
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<b>Attainment Fund Rationale</b> Raise attainment in numeracy	<b>Amount of Fund</b> <b>Sumdog £771</b> <b>Additional resources £1000</b>		
We have identified children across the school who are currently 12 – 18 months behind the chronological age in numeracy. They all have difficulties with addition, subtraction, multiplication and division. Their rapid recall of maths facts is less than expected.			
<b>Expected Impact</b>	<b>Interventions Planned</b>	<b>Measure of Success</b> <i>(Triangulation of Evidence/QI Methodology)</i>	<b>Impact on learners</b> <b>Ongoing evaluation Dec/June</b>
<p><b><u>Intervention 4 - numeracy</u></b></p> <p>By June 2025, identified children who are currently on the lowest reported ACER band for their cohort will have made at least 1 band of progress and almost all will be within their expected age-range for Numeracy and Mathematics.</p> <p>All targeted pupils will meet individual targets.</p>	<ul style="list-style-type: none"> <li>• Completion of Standardised assessments &amp; analysis of assessment data and results. (SEAL Maths analysis for pupils with a maths age less than 6 ½ years)</li> <li>• Increased time will be allocated for number bonds, multiplication facts and rapid recall of facts on a weekly basis.</li> <li>• Each pupil will complete meaningful numeracy activities on a daily basis. These will include clear success criteria.</li> <li>• PSA will support individuals as identified.</li> <li>• Use of Sumdog daily to strengthen number bonds and practice mathematical skills.</li> <li>• Regular attainment meetings with DHT will identify the progress of identified children (every 6 weeks).</li> </ul>	<ul style="list-style-type: none"> <li>• Standardised Assessment Data from June 2024 along with formative assessment and TPJs to be used as baseline (appropriate to age and stage).</li> <li>• Further assessment in December 2024 and NSA for P4 and P7 pupils in May 2025.</li> <li>• Catch-Up assessments, use of Leckie and Leckie assessments.</li> <li>• Ongoing assessment throughout session utilising in-school numeracy assessments, including breadth, depth and application assessments on termly basis.</li> </ul>	