

Inverkeithing Primary School



Pupil Equity Funding Rationale

What is PEF?

Pupil Equity Funding is additional funding allocated directly to schools and targeted at closing the poverty-related attainment gap. The Scottish Government has committed to this funding as part of the Scottish Attainment Challenge programme from 2017/18. The Pupil Equity Funding forms part of the £750m Attainment Scotland Fund which will be invested over the current Parliamentary term. Pupil Equity Funding will continue until the end of this Parliament. The amount allocated to schools is based on the number of Free School Meals (FSM).

Inverkeithing Primary School's allocation of Pupil Equity Funding for financial year 2023-2024 has been: £105,350.

Although the Pupil Equity Funding is allocated based on free school meal eligibility, our staff use their professional judgement to bring additional children into the targeted interventions.



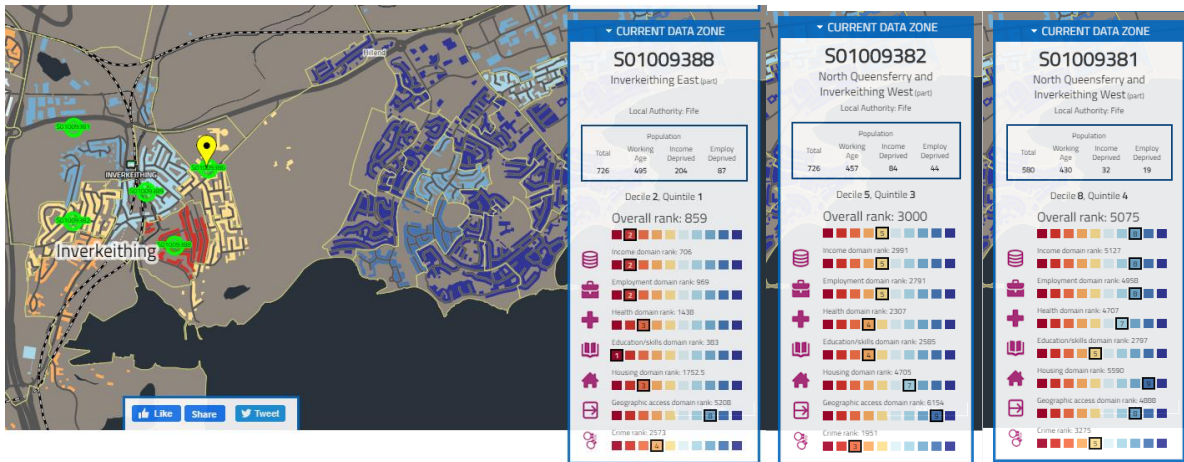
Contextual analysis of our school:

Inverkeithing Primary School is the only primary school serving the town of Inverkeithing which has a population of approximately 5000 residents.

The majority of Inverkeithing residents are from British (predominantly Scottish) backgrounds.

There is an equal mix of male to female residents. One fifth of the population are aged 0-19 years.

This table shows the mixed demographics in Inverkeithing. Inverkeithing East and Inverkeithing South East are in the 15% most deprived areas in Scotland



Employment opportunities in South West Fife.

The greatest number of job opportunities in the area lie in Manufacturing (4000 jobs), construction (2500 jobs), wholesale and retail trade (2000 jobs), Professional, scientific and technical activities (1750 jobs) and Administrative and support service activities (1500 jobs).

South & West Fife has many large employers: Babcock, BAE Systems, Forth Ports, Sainsbury’s Bank and Marine Harvest to name a few. 38 of Fife Council’s Economic Development’s Top 200 listed businesses are in the South & West Fife area.

Understanding the employment opportunities, the area has supports us to develop our curriculum rationale that is meaningful and appropriate to our school community.



Our Attainment Gap Narrative

Before allocating PEF resources we needed to identify and understand where our attainment gap lies.

Our 'Attainment Gap' Narrative investigates aspects of our school that we consider unique to our setting. This included analysing:

1. Our school population and demographics, including free meal entitlement (currently 28% = 97 children) and SIMD data:

SIMD 1	SIMD 2	SIMD 3	SIMD 4	SIMD 5	SIMD 6	SIMD 7	SIMD 8	SIMD 9	SIMD 10
0.57%	20.06%	0.86%	8.88%	43.55%	1.72%	10.89%	9.74%	0%	0.86%

2. Patterns of attendance, absence, and exclusions.
3. Our curriculum rationale and design.
4. Our pupil's attainment levels and any patterns associated with this in Literacy, Numeracy and health and wellbeing:

Inverkeithing Primary School - Whole School Attainment over time Percentage of pupil P1-P7s declared at age/stage appropriate level									
	2015	2016	2017	2018	2019	2020	2021	2022	2023
Reading	87.4%	88.2%	89.6%	91.3%	91.2%	88.3%	85.9%	79.4%	84.49%
Writing	82.4%	82.9%	84.9%	91.3%	90.3%	88.3%	81.2%	79.4%	81.70%
Listening & talking	90%	88%	91.5%	92.3%	92.8%	88.3%	88.6%	83.1%	87.11%
Number, Money, Measure	87.4%	86.3%	89.0%	89.9%	89.2%	88.3%	86.0%	83.1%	88.18%
Shape, Position, Movement	87.9%	86.3%	89.0%	89.9%	90.3%	88.3%	86.0%	83.1%	88.18%
Information Handling	87.9%	86.6%	89.6%	91.3%	90.3%	88.3%	86.0%	83.1%	88.18%

5. The health and well-being of our pupils including physical, social, behavioural, and emotional health.
6. Pupil participation in extra-curricular activities and school trips.

On analysing the data, we identified a need to support vulnerable learners in a variety of aspects Inverkeithing Primary School's poverty gap relates to:

- Attainment of literacy, numeracy and health and wellbeing.
- Social, emotional, and behavioural difficulties.
- Attendance for individual pupils or family groups.

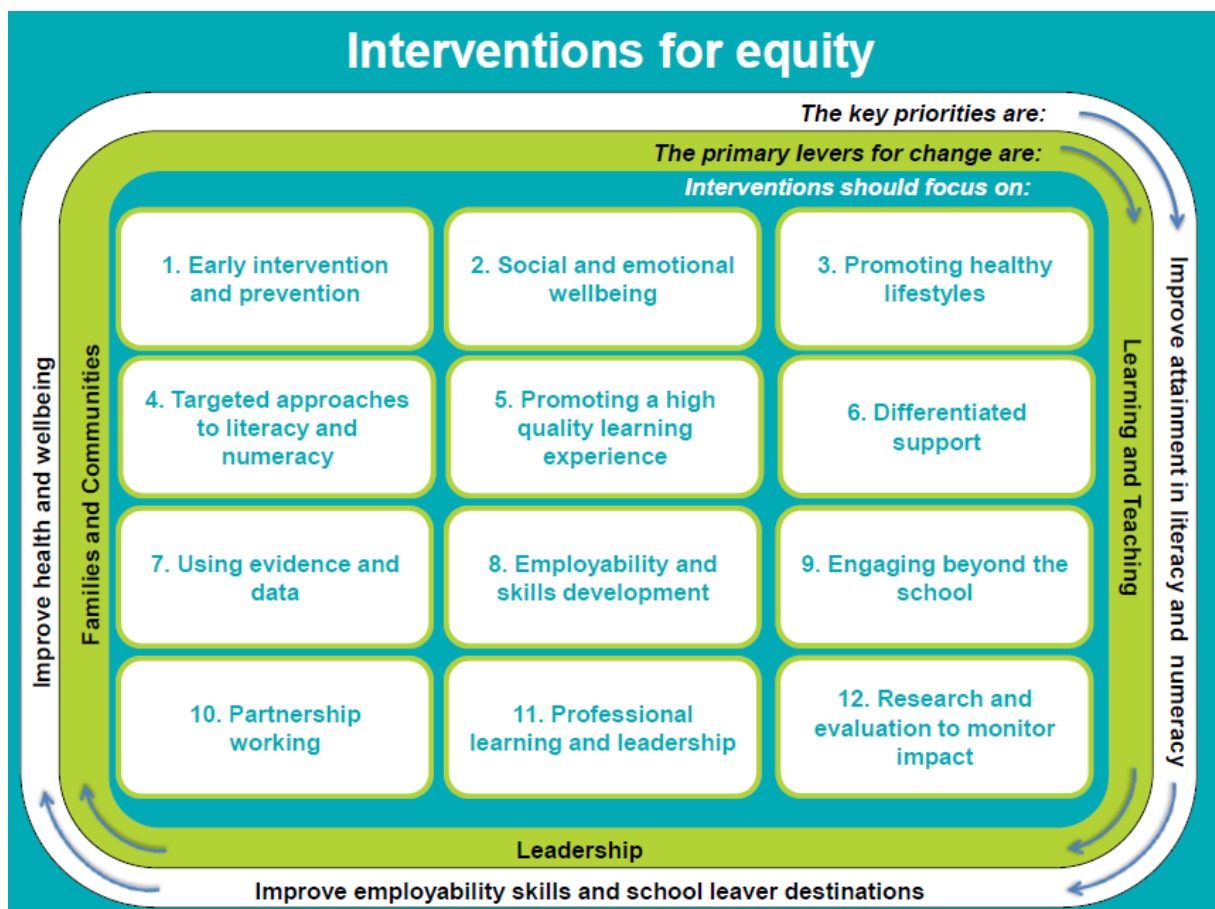


We use the below framework developed by Education Scotland which supports Scottish Attainment Challenge - Pupil Equity Funding (PEF).

It is based on a range of interventions and approaches that are currently being used in schools across Scotland.

These are neither exhaustive nor definitive but provided a helpful stimulus for our discussions around planning.

Our decisions made about the most appropriate interventions and approaches are based on self-evaluation and improvement planning, including robust measures of impact and progress.





Our PEF Rationale:

Our Rationale is to:

- Use ICT to engage and support learners' attainment in key aspects of Literacy and Numeracy.
- Use creative approaches to engage children in relationship building and anti-bullying approaches to support pupil: pupil relationships and individual resilience.
- Poverty proofing our children's school experience by supporting families by contributing financially to school trips, residentials and school uniform.
- Invest in staff training to future proof interventions for vulnerable learners.
- Invest in staffing to support vulnerable learners with individualised programmes of learning.
- Support good attendance levels that will lead to increased attainment and achievement.



Impact of our Interventions during session 2022-2023:

Our assessment data indicates we are making improvements across the areas outlined above.

We know that the interventions are impacting positively on individual learners.

Our attainment data tells us this is so as well as evidence from individual pupils, their teachers, and parents.

To limit barriers to attending school:

- ❖ We have been proactive in accessing resources such as 'The Big Hoose', Rosyth Eats, funding for breakfast club through Stephens the Bakers, Fife Educational Trust to support free or discounted trips for every class.
- ❖ Breakfast is offered to encourage attendance and latecomers and remove barriers to attending school.
- ❖ Before school activities organised through Active Schools offer engaging opportunities to come to school.
- ❖ Working to poverty proof the school day has meant all families have had access to free school uniform, all children have had access to breakfast provision.
- ❖ 46% of PEF children have attended extra-curricular activities.
- ❖ 49% of all pupils have attended extra-curricular activities with some attending multiple activities.
- ❖ All P7s in the enhanced transition group were supported to attend all their sessions at High School

Our approaches to support individual children with distressed and deregulated behaviours between P3-P7 have:

- improved engagement with learning.
 - Reduced anxiety.
 - Been positively evaluated by pupils and families.
 - Reduced distressed and de-regulated behaviours.
- ❖ Emotion Works a programme to support understanding of emotions and self-regulation is being developed throughout the whole school. This has supported increased engagement with learning both in and out of the class. Almost all children have a common understanding of the language and symbols used to help talk about emotions and self-regulate. Strategies such as breathing exercises have proved successful especially with a few targeted, individual children as shown through positive evaluation from support staff.
 - ❖ A group of staff undertook a Q.I approach focussing on nurture. Information showed positive results around 'check-ins' (including meet and greet) with targeted pupils at key points in the day particularly around transitions. This small test of change proved positive with key staff and pupils involved. "I've found this process really beneficial. By giving the learner a choice of time in which he can



complete the task and involving him by using the fishbone discussion tool, I have been able to see a difference in motivation when completing his tasks."

- ❖ Life skills programme has been introduced focussing on cooking for a group of 8 children. Positive engagement from all pupils has impacted positively in other curricular areas, for example writing (instructions/recipes).
- ❖ A small number of children have benefitted from additional time outside at key transition points in the school day leading to most engaging more positively within the classroom setting.
- ❖ Staff have worked with ASIST to ensure good support and appropriate environment for several targeted children. In addition, PEF DHT and SfL undertook an Open University course looking at supporting inclusion through the Circles approach. This will be expanded across our teaching staff group in Session 2-23-24.

To limit the poverty related attainment gap:

- ❖ In the most recent Maths assessments 93% of targeted pupils made significant gains in a year and therefore a reduction in their attainment gap. 45% of pupils working on these initiatives have been identified as pupils eligible for PEF funding support (which include a very small amount of Maths Boost and Power of 2 work). They have made average gains of 33% on previous scores compared with all pupil's average of 24%.
- ❖ School attainment for numeracy this session P1 – 96.3%; P4 96.3% and P7 80%, higher than our 77.4% stretch target.
- ❖ 57% of all children targeted for Literacy interventions in session 22-23 were impacted by poverty.
- ❖ IDL literacy encompasses sentence structure, punctuation, spelling, reading, listening, and reading aloud. This session (from P5-7) 64 pupils engaged in IDL literacy 3 times a week. Children were identified from their school assessments for reading and spelling where their reading and spelling age was 1 or more years behind their chronological age.
- ❖ Each child was screened in March 2023 and assessment showed positive trends in achievement:
 - 22% pupils attained 90% and above.
 - 31% pupils attained between 80 and 89%
 - 11% pupils between 70 and 79%
- ❖ In IDL average gains in reading age ability from September 2022 to June 2023 was 8.26 months with 67% of children having gains of more than 6 months and 36% with more than 10 months.
- ❖ Toe by Toe for 20 targeted children between P5 and P7 leading to increased confidence in spelling approaches for these individual pupils.
- ❖ 56% of all children targeted for Literacy interventions in session 22-23 were impacted by poverty.



Looking forward

We continually review the impact of our interventions on our learners.

We will continue to do so and respond to the community need by planning creative approaches to support our most vulnerable families and pupils.

Our Session 2023-24 approaches are focusing on:

Intervention 1

By June 2024, 19 identified learners across P2-7 will have average attendance of 90% or above from an average 80%. We anticipate 9% of our learners who show trends in reduced attendance are impacted by poverty.

Intervention 2

By June 2024, all identified 30 pupils for nurture intervention will have improved wellbeing, their barriers to learning will have been reduced. We anticipate that more than 50% of the children identified to receive support through PEF supports are impacted by poverty.

Intervention 3

Numeracy: We will have targeted numeracy groups that will support the following improvements in attainment:

- 9 children in P7 will see maths assessment scores rising to 50% (or above).
- 13 children in P6 will see maths assessment scores rising to 50% (or above).
- 4 children in P5 will see maths assessment scores rising to 50% (or above).
- 13 children in P4 will see maths assessment scores rising to 50% (or above).
- Targeted interventions in numeracy and mathematics in session 2023-24 will be prioritised for P3s (moving into P4) and P5s (moving into P6) to support these year groups to meet our '23/'24 numeracy stretch target.

Intervention 4

Literacy: We will have targeted reading groups that will support the following improvements in attainment:

- 15 children in P4 reading age will be within 3 months (or less) of their chronological age.
- 21 children in P5 reading age will be within 6 months (or less) of their chronological age.
- 9 children in P6 reading age will be within 6 months (or less) of their chronological age.
- 12 children in P7 will be within 6 months (or less) of their chronological age.
- We anticipate that more than 50% of the children identified to receive support through PEF supports in Literacy and Numeracy are impacted by poverty.

Written by Caroline Gardiner, Head Teacher, Updated January 2024