

Pupil Equity Fund allocation for session 2024/25	£ 58000
School Context (copied from SIP)	
<p><i>10 classes with a total of 257 pupils</i></p> <p><i>49-week nursery provision with 2 sessions 8am-12:40pm and 1:20pm-6pm with a total of 23 children.</i></p> <p>27% of our school pupils have an identified additional support need, therefore every classroom environment includes the 10 universal support strategies to be Autistic Spectrum Disorder and Dyslexia friendly. We limit the use of bells to mark time periods during the day, to reduce sensory distress, with only the start and end bells re-introduced after staff, parent and pupil consultation.</p>	
Cost of the School Day (In what key ways do you plan to mitigate against Costs within the School Day)	
<p>At Pitteuchar West 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>Every pupil can have breakfast in school at the start of each day. All P6s take part in outdoor learning at Fordell Firs, at no cost to families.</p> <p>We have a relaxed approach to school uniform and have a large stock of clothing items available free of charge, thanks to donations from families.</p> <p>Extra-curricular activities are free of charge at the start and end of the school day. Every P4 pupil has had free swimming lessons at Michael Woods this session, funded through PEF.</p> <p>We have an inclusive and universal approach to ensuring equity for all, which is mindful of hidden poverty.</p>	
<p>Stakeholder engagement</p> <p>24% of requests from parents for pupil emotional wellbeing support has been 24% this session. We have been able to meet this need through use of funding to release a class teacher who is an 'Our Minds Matter' lead, and trained to deliver Seasons for Growth, Kitbag and Decider Skills.</p>	<p>Participatory Budgeting</p> <p>£4000 not yet agreed- P6 parent questionnaire to establish whether some of this budget for Fordell Firs should continue.</p> <p>Pupils chose a bakery breakfast every morning once school starts rather than as a pre-school club. This is universal. Pupils will choose in March 2025 whether to continue this provision or not.</p> <p>Parent questionnaire responses stated 62% of parents would like more support/learning on raising attainment in reading. Some funds will be used for parent information sessions and community Early Intervention sessions once we meet with community Health visitors and Speech and Language therapists in</p>

<p>She will train parents in use of these strategies next session.</p> <p>All P6 Pupils attend outdoor learning at Fordell Firs free of charge prior to parents booking Ardroy, which has a cost. A parental vote on whether this will take place this session will take place in Term 1.</p>	<p>September 2024. We will also link with Pitteuchar East Primary School and Nursery to meet the needs of the whole community.</p>
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Rationale		Amount of Fund allocated (if appropriate) £14,232.50 plus £2000 resources	
<p>Intervention 1: Raising Attainment in Literacy through explicit teaching of reading and writing skills using equitable and inclusive approaches through additional support for targeted learners.</p> <p>Increased opportunities for shared learning experiences, home learning, links with partners, and a focus on early interventions.</p>			
Expected Impact (What is the expected impact on outcomes for children and young people)	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?)
<p>Attainment gap in reading and writing to decrease by more than 3 months for all targeted pupils by May 2025.</p> <p>The overall attainment gap between those in receipt of Free School Meals and those not should decrease by at least 10% by May 2025.</p> <p>All pupils with Additional Support for learning needs to access mainstream learning independently through taught strategies and resources. Naming strategies which help them with learning by May 2025.</p> <p>Increased resilience in targeted pupils (those requiring support identified through the <i>I have, I am, I can</i></p>	<p>Pupils identified and timetable for additional teacher made to support the explicit teaching of reading and writing skills.</p> <p>Diagnostic assessments carried out where required.</p> <p>Use of Clicker taught to class teacher and individual pupils.</p> <p>Colourful semantics and shape coding resources in place for targeted pupils.</p> <p>Leuven's scale used to measure wellbeing and involvement in targeted pupils.</p> <p>Pupil baseline assessment on resilience completed term 2 (allowing a period of transition in term 1)</p> <p>Jotter monitoring and moderation used to track impact of interventions on attainment.</p>	<p>Class teachers and SLT ensure progress is recorded and updated termly in Progress Reporting Programme.</p> <p>Identified pupil's assessment arrangement recorded in One Note accessed by SLT and SfL each six weeks</p> <p>Attainment over time tracker used to measure narrowing of the attainment gap in all targeted children by at least 3 months by June 2025.</p> <p>Pupil centred planning success will be evaluated using Leuven's observations, attainment tracking, and resilience questionnaires for targeted pupils.</p>	<p>What has been the impact? Have you met your original expected impact?</p>

<p>baseline assessment). All targeted children and families will be able to identify how they use 'accept', 'connect', 'contribute' 'be healthy' and 'be aware of your feelings' strategies by June 2025.</p> <p>Parental engagement opportunities on the identified areas of reading and resilience (as requested by families) will average 62% including on-line engagement by June 2025.</p>	<p>Glasgow wellbeing data linked to attainment- August 2024 and progress in May 2025.</p> <p>Parent questionnaires used to ensure type and timing of engagement sessions are suitable.</p> <p>Pupil voice groups fortnightly</p> <p>Resilience baseline and follow-up questionnaires.</p>	<p>Tracking of parental engagement at each event/meeting.</p> <p>Engagement cross referencing attendance and attainment over time to track impact.</p> <p>Pupil voice groups</p> <p>Feedback questionnaires for parents.</p>	
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Rationale		Amount of Fund allocated (if appropriate) £14,232.50	
<p>Intervention 2: Mental Health and Wellbeing- Working with families to support emotional wellbeing and resilience.</p> <p>Staff and pupils will work together with families and partners to develop a shared understanding of emotional wellbeing, where our learners will benefit from high quality emotional wellbeing activities, interventions, and support.</p> <p>Increased opportunities for shared learning experiences, home learning, links with partners, and a focus on early interventions.</p>			
<p>Expected Impact (What is the expected impact on outcomes for children and young people)</p>	<p>Interventions Planned (What is the intervention? How will it be delivered? Who is responsible?)</p>	<p>Measure of Success (Triangulation of Evidence/QI Methodology)</p>	<p>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?)</p>
<p>100% of targeted families and pupils reporting increased understanding of supports available in school and to use at home between August 2024 and May 2025.</p> <p>50% increase in engagement with shared wellbeing learning activities for targeted families by May 2025.</p> <p>Support resources for use at home used as per agreed support plan with a positive impact reported by 75% by June 2025.</p>	<p>Glasgow wellbeing data linked to attainment- August 2024 and progress in May 2025.</p> <p>Parent survey on resilience using 5 point scale from 'stuck' to 'managing well' to identify targeted groups.</p> <p>Anxiety is Normal/Developing Resilience parent and child workshops.</p> <p>QR code with presentations shared on app and at entrances.</p> <p>Kit Bag- additional Parent sessions and borrowing of Kit for 4 weeks before evaluating impact.</p> <p>Decider Skills- intensive targeted approach.</p> <p>Parental Engagement</p>	<p>Glasgow Wellbeing Survey data August 2024 and June 2025</p> <p>Parent survey pre and post interventions</p> <p>Attendance tracked monthly.</p> <p>Engagement in learning and regulation in school/playground tracked 6 weekly.</p> <p>Observations- Class teachers/PSAs</p> <p>Resources tracked for borrowing/repeated borrowing Resource feedback (Amazon style reviews)</p>	<p>What has been the impact? Have you met your original expected impact?</p>

<p>Improved emotional regulation noted in school and at home in 75% of our identified pupils/families by June 2025.</p> <p>Reduction in parent requests for CAMHS/Educational Psychology referral as first action, of at least 25% by June 2025.</p>	<p>Cup-a-chats for new parents. 1:1 invitations for those unable to attend.</p> <p>Share overview of existing supports and open-ended questions about suggestions/offerings/needs.</p> <p>Flow chart of supports/interventions before requests for assistance made- focus on empowerment.</p> <p>ELCC and School</p> <p>Additional and Intensive Support</p> <p>Wellbeing resource activity bags and mini kitbags/Fix it Emotion Works symbolised folders available in lending library.</p> <p>Use of the CIRCLE effective communication with parent tools.</p> <p>Shared sensory circuit activities.</p> <p>Sharing of Glasgow Wellbeing survey questions and trends in data with families.</p> <p>Parent/carer reflection on own strengths and needs at same age and now.</p> <p>Sign up available for parent group.</p> <p>Parental Engagement</p> <p>Family (by year group) free breakfasts on rotation with Kitbag, Emotion Works, Decider Skills activities (on rotation.) Pupils to send invitations.</p> <p>Use community spaces for events to track impact of venue on attendance</p> <p>Regular check-ins/cuppa chats/phone calls</p>	<p>Risk Matrix on One Note updated to track individual journeys.</p> <p>Request for assistance data.</p> <p>Resilience Assessment Tool.</p> <p>Support meetings including partner agencies.</p>	
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	<p>Partnership Working Professional Learning Parental Engagement Educational Psychologist sessions- teenage brain, co-regulation, Anxiety, and Resilience.</p> <p>Sleep Clinic Sessions</p> <p>Health Visitor drop in sessions</p> <p>QR codes used to signpost parents to support displays at each entrance, Parent Council Facebook and School App.</p> <p>Professional Learning Partnership Working Opportunities for parent/teacher/pupil led '5 Ways to wellbeing' events linked to assembly themes. Target families with low attendance.</p> <p>Learn, Give, Connect, Take Notice, Active</p>		
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Attainment Fund Rationale pupils (current P5).	Outdoor learning for all P6	Amount of Fund £3620 (including buses) (To be agreed by pupils and parents)	
<p>Intervention 2: To reduce the number pupils reported as suffering from anxiety and peer relationship difficulties in and out of school in current P5 class. Increase resilience in engagement new learning. Reduction in the number of pupils (particularly our P5-P6) reporting on-going relationship difficulties with peers.</p>			
Expected Impact	Interventions Planned	Measure of Success <i>(Triangulation of Evidence/QI Methodology)</i>	Impact on learners Ongoing evaluation Dec/June
<p>Pupils overcoming challenges through collaboration with peers.</p> <p>Growth mindset evaluation term 1 and term 4.</p> <p>Glasgow wellbeing Profile scores to increase from term 1 to term 4.</p> <p>Pupils on the Risk Matrix declared as having no close, supportive peers to be able to identify at least one supportive peer following the trip.</p>	<ol style="list-style-type: none"> 1. Baseline confidence evaluation taken Term 1 2. Teacher evaluation through observations Term 1 3. Parent information session to share rationale 4. Parents invited to volunteer to join trip. 5. Confidence in attempting physical challenges before and after Fordell Firs 6. Fordell Firs trip planned for March 2025 prior to Ardroy payment. 	<ol style="list-style-type: none"> 1. Observations in class and playground 2. Parent and pupil views 3. Glasgow wellbeing profile scores 4. Educational Psychologist Risk Matrix 5. Sign up to Ardroy for P7 6. Decrease in number of reported bullying 	<p>What has been the impact?</p>

<p>Parents reporting decrease in reported relationship difficulties.</p> <p>Baseline information to be gathered term 1.</p>		<p>and relationship issues</p>	
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<ul style="list-style-type: none"> Attainment Fund Rationale Universal Breakfast Provision 		Amount of Fund	£345 March 2024-March 2025
Intervention – For all pupils to have access to a healthy breakfast each morning in school.			
Expected Impact	Interventions Planned	Measure of Success (Triangulation of Evidence/QI Methodology)	Impact on learners Ongoing evaluation Dec/June
<p>There will be an increase from 46% of all pupils having breakfast each morning to 75% pupils across the school by June 2025.</p> <p>Improved school attendance and punctuality recorded for 5% of targeted learners who have responsibility for making breakfast for younger pupils.</p> <p>To form a sustainable child led programme which will enable all pupils to have access to breakfast without facing any barriers.</p> <p>Almost all pupils will feel the impact of having breakfast will have on their learning.</p>	<p>Breakfast facilities in class which are accessible for all. Baseline assessment of pupil’s who are accessing breakfast. Microsoft form to record figures. Analysis of seasonal trends by 2025.</p> <p>Targeted pupils responsible for organising breakfast facilities are in place each day for younger pupils. Punctuality/attendance figures recorded each term for targeted learners. Predictions set for each term.</p> <p>Targeted pupils encouraged to enter school building earlier in the morning to organise the production/delivery and are accountable for maintenance of equipment. Targeted pupils trained in Health and Safety procedures to ensure sustainability.</p> <p>Comparison of Leuven’s scale before/after having breakfast in class for a sample of learners across the school who formerly did not have breakfast.</p>	<ul style="list-style-type: none"> Microsoft termly form to record seasonal trends. September 2024 /November2024 /March2025 /June2025. Baseline conducted - April 2024. Analysis completed by June 2025. Analysis of SEEMIS attendance/punctuality reports for targeted pupils each term. Predictions made for each term for targeted groups. Comparison made with stretch targets. Record targeted pupil participation throughout the year. Compare Leuven’s scores for pupils identified as not having breakfast before and after. Analyse results. Magic Breakfast visit 	

