

Gourock Primary: Pupil Equity Fund –Session 2021-2022

NIF Priority

Closing the attainment gap between the most and least disadvantaged children

RATIONALE

Our priority is to raise the attainment of every pupil across the school but particularly those who may be disadvantaged as a result of the poverty related attainment gap. We have used SIMD data and FME figures to ensure interventions are targeted.

Our overarching rationale for the proposals listed below is to continue to develop approaches to raise attainment and reduce the poverty related gap through a strategic programme of sustainable staff development leading to enhanced targeted learning opportunities for our identified pupils. This involves continuing to upskill both teaching and support staff (PSAs) to offer enhanced levels of expertise in the areas of numeracy/maths and literacy interventions but also to provide a wellbeing service for those who have been affected emotionally by the Covid 'lockdown' as well as those who require additional nurturing support of a more personal, specific nature.

Appropriate resources have been considered to allow all targeted pupils to access learning in creative, open ended as well as structured approaches.

We are acutely aware of some pupils who require additional support to reinforce learning normally undertaken at home and have planned to support these pupils with a regular Homework Club whilst offering support to parents (in various forms) who will be encouraged to support their child's learning at home.

In order to upskill staff in the provision of appropriate learning opportunities to improve attainment in writing, we plan to deliver staff training to both class teachers and Pupil Support assistants and to provide additional staffing (PSAs) in targeted classes during taught writing times as well as other areas of literacy and numeracy, where gaps are prevalent.

Across the school, attainment figures are showing a positive picture with almost all pupils on track to achieve the expected CfE level at P1 and P7 and most at P4.

- School role 219– 16.89% receive a “Free meal” (FME)
- 22.97% of pupils identified as SIMD 1 and 2
- 7.3% of SIMD 1 & 2 pupils also identified as FME
- Pupils identified as FME (sample size of 48 pupils) who are not on track are - Numeracy: 25%, Reading: 14.5%, Writing 31.25%, Listening & talking: 16.6%. At present the most significant gap is in Writing.
- Pupils identified as both SIMD 1 & 2 and FME (sample size of 15 pupils) who are not on track are – Listening & Talking: 13.3%, Numeracy: 40%, Reading: 26%, Writing: 53.3% and Numeracy: 40%. At present, the most significant gap is in Writing.
- However, when we focus on another measure of comparing SIMD 1& 2 to SIMD 3 -10 (inverted gap) we can see that pupils in SIMD 1 & 2 are out performing in: P1 Reading, Writing, Listening and Talking and Numeracy, P4 Reading P1 & 7 Writing, and P7 Reading, Writing, Listening and Talking and Numeracy.
- Achievement of a level data (2020/2021) shows that we had the following identified gaps: Reading at P4 and P7, Writing at P4 and P7, Numeracy at P4 and P7 and Listening and Talking at P4 & P7.

Based on teacher professional judgements in June 2021, the following attainment information has assisted in planning for our interventions and support going forward in to 2021-2022 session:

CfE Level	Number of Pupils	Listening & Talking	Reading	Writing	Numeracy
P1 – Early Level +	25	100%	95.8%	91.7%	100%
P4 - First Level +	36	91.7%	83.3%	75%	80.6%
P7 – Second Level	30	90%	90%	90%	83.3%

Attainment gaps in SIMD 1-2 pupils

- In Primary 1 there were no identified attainment gaps in relation to SIMD 1-2 pupils across curriculum areas of Listening and Talking, Reading, Writing and Numeracy.
- In Primary 4 there is an 11.1% gap (1 pupil) who did not achieve the expected level at Listening and Talking.
- In Primary 4 there is an 11.1% gap (1 pupil) who did not achieve the expected level at Reading.
- In Primary 4 there is a 33.3% (3 pupils) who did not achieve the expected level at both Writing and Numeracy/Maths.
- In Primary 7 there is a 25% gap (2 pupils) who did not achieve the expected level at Listening and Talking, Reading, Writing and Numeracy /Maths.

CfE Level	Subject	No of pupils in SIMD Bands 1 & 2 achieving expected Level	Percentage of pupils in SIMD Bands 1 & 2 achieving expected Level	No of pupils residing in SIMD Bands 3-10 achieving expected Level	Percentage of pupils residing in SIMD Bands 3-10 achieving expected Level	Attainment Gap
P1 - Early+	Listening and Talking	25	100%	25	100.0%	0%
	Reading	25	100%	25	100.0%	0%
	Writing	25	100%	25	100.0%	0%
	Numeracy	25	100%	25	100.0%	0%
P4 - Level1+	Listening and Talking	8	88.9%	28	92.6%	-3.7%
	Reading	8	88.9%	28	81.5%	7.4%
	Writing	6	66.7%	30	77.8%	-11.1%
	Numeracy	9	66.7%	4	85.2%	-18.5%
P7 - Level 2+	Listening and Talking	6	75%	21	95.5%	-20.5%
	Reading	6	75%	21	95.5%	-20.5%
	Writing	6	75%	21	95.5%	-20.5%
	Numeracy	6	75%	20	86.4%	-11.4%

Current data indicates a positive impact from the use of PEF to employ additional support staff as early intervention and this will continue. We will utilise the expertise of current highly competent staff to support the further development of SEAL and Active literacy to embed practice/strategies/early interventions as pupils' transition from P1 & 2 to P3 & 4. SEAL training and resources will also be used to target

pupils across the whole school as an intervention. Targeted support will be used to increase achievement in first/second level writing and an increased focus on Reading Comprehension.

Outcomes and Measures

PEF allocation 2021-2022: £31,855 + £26,333 underspend from 2020/21 = total: £62,966

Staffing costs for April – August 2021 - £4820

Project/Priority/OUTCOMES	Timescale	Details of Spend	How we will evidence improvement
Raise attainment by 5% in a targeted group of pupils across CfE First and Second Level Numeracy by June 2022	August 2021 - June 2022	<p>2 x PSA (topping up current hours) – providing targeted support for identified pupils – 20 hours for 56 weeks = £14,271</p> <p>1 FTE PSA providing targeted support for identified pupils = £16,645</p> <p>2 x 0.2 teacher allocation to provide cover to allow staff training in use of SEAL resources =29 days at £275 = £7975 per teacher</p> <p>Total cost of 2 teachers = £15,950</p> <p>NUMICON resources £1000 approx'</p>	<ul style="list-style-type: none"> • Staff surveys/discussions will evidence Increased and sustained staff expertise (both teaching and PSA staff) in providing bespoke interventions to identified pupils. • Use of baseline assessment and weekly (formative) assessments thereafter will illustrate incremental improvement in number confidence. • Teacher observation will see evidence of increased competency of pupils with number confidence related to numeracy benchmarks. • SEAL assessments will confirm progress across numeracy Es and Os.

		Numeracy Blueprint boards/resources £360	<ul style="list-style-type: none"> • Staging Posts will evidence progress of achieved targets.
Raise attainment in reading comprehension by 10% of a targeted group of Second Level CfE pupils	August 2021 -	<p>Decodeable Reading books £250</p> <p>Comprehension materials - £527 (First News) and £370 (Prim Ed')= £897</p> <p>Use of PSAs as above for daily one to one reading sessions.</p> <p>Lunchtime homework clubs to be offered by teaching staff - cost included in 0.2 teacher allocation listed above.</p> <p>Dedicated laptops £3128</p>	<ul style="list-style-type: none"> • Quest reading test to baseline and track progress- will evidence improved fluency • Literacy Toolbox Weekly progress tests will evidence increased levels of comprehension. • Teacher prepared comprehension assessments related to decodeable reading books will evidence increased fluency, improved understanding of text and ability to decode at an improved rate. • Discussions with /questioning of pupils will ascertain increased knowledge of applied comprehension strategies. • Discussions with/questioning of pupils will evidence increased levels of reading enjoyment. • Progress of targeted children in meeting expected CFE levels through teacher professional judgements and formal assessment such as reading scheme end of block assessments.

<p>Raise attainment in writing by 10% of a targeted group of pupils across P3, 4, 5 and 7.</p>	<p>August 2021 - June 2022</p>	<p>Staff development across first and second CfE levels – in house training (no cost)</p> <p>North Lanarkshire Teaching Resources £1650</p>	<ul style="list-style-type: none"> • ‘Big Write’ baseline assessment in August to ascertain starting points. • Six weekly assessments of identified genres incorporating the use of Inverclyde writing criteria in tandem with specific pupil targets to evidence breadth of learning across genres. • Jotter evidence will show improved sentence structure and use of increasingly more sophisticated vocabulary and use of punctuation. (monthly) • Surveys of staff will evidence increased staff confidence to provide appropriate learning experiences in relation to the teaching of writing across first and second CfE levels. • Observation of staff by SMT will evidence that staff training has ensured consistency of approach of agreed principles to the teaching of writing.
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<p>Improve wellbeing of a target group of pupils to a positive from their baseline</p>	<p>August 2021 – June 2022</p>	<p>Lego Therapy Course for PSA £270</p> <p>TOTAL Projected SPEND £59,242 – note: this does not include any additional costs due to PSA staff pay awards still to be awarded.</p>	<ul style="list-style-type: none"> • Wellbeing assessments should identify increased positive emotional wellbeing. • CT observations indicate lower levels of anxiety. • Use of 5 Point scale will evidence improvements in ability to self-regulate. • Daily emotional check ins with pupils will evidence fewer episodes of upset. • One to one discussions during weekly therapy sessions with PSA will evidence improved wellbeing; use of ‘run chart’ to document responses.
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