

Inverkip Primary & Nursery Class Pupil Equity Fund Bid 2021 2022

School Context:

Inverkip Primary & Nursery class has a current roll of 274 children (243 school aged + 31 nursery) and is located in a village location. Across the school, almost all pupils have achieved the expected CFE Levels in 2020-2021:

	Numeracy: P1,4,7	L & T: P1,4,7	Reading: P1,4,7	Writing: P1,4,7
2018/19	88.2%	91.2%	91.2%	83.3%
2021/2022	92.8%	95.9%	93.8%	74.2%
% change	+ 4.5%	+ 4.7%	+2.6%	-9.1%

We have 2.4% of pupils identified as SIMD 1 or 2. This equates to a total of 7 pupils (4 out of the 7 pupils are behind expectation in aspects of numeracy & literacy). We have 8.5% of pupils identified as FSM. There are currently 21 pupils entitled to a free school meal (FME 8.5%) and no LAAC pupils. A very small number of children in the identified FME/SIMD 1& 2 category (0.2%) have been identified as behind expectation in learning.

- The school profile shows that approximately half of the school's 243 pupil population (52.4%) resides in SIMD 9.
- Data indicates that 96.7% of pupils reside in SIMD 6 - 9 school with only 2.4% residing in SIMD 1.

Pupil Equity Fund Rationale:

We will ensure that we continue to target those children in SIMD 1 & 2 to ensure that any gaps in learning are addressed. Our data illustrates the following:

- 57.1% are behind expectation in writing
- 42.8% are behind expectation in numeracy
- 28.5% are behind expectation in reading
- 28.5% are behind expectation in Listening and Talking

Two of our identified pupils have identified social and emotional needs. This is also impacted by a number of ASD/ADHD pupils who are also in the same year group.

Due to our school context we will adopt a tiered model approach to focus on a small number of strategies with the greatest potential to make a meaningful difference for their pupils. Focus will be upon high-quality teaching, targeted academic support and wider strategies linked to HWB to aid existing school improvement planning efforts:

High-quality teaching

Dialogic Teaching is a school priority which aims to improve pupil engagement and attainment by improving the quality of classroom talk. The school will continue to focus on the use of effective feedback to raise attainment. We will develop and share virtual content on key aspects of numeracy and literacy that can then be shared with families.

- We will utilise our 0.7 recovery teacher one day a week to focus on developing our flipped learning approaches/recorded content. The recovery teacher has a strong background in digital literacy/computing science and will develop home learning approaches for identified pupils as well as class groups.
- Time will also be allocated to release class teachers to work on quality feedback and facilitate learner conversations.

Targeted academic support

Interventions will be in small group tuition with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but will also be used as a more general strategy to ensure effective pace and progress. To facilitate this Pupil Equity Fund will be used:

- To employ additional PSA support (term 1) and a class teacher on supply rate to release the class teacher for bespoke targeted support either 1:1 or small tuition dependant on need.
- Continue into Year 3 with our 'Accelerated Reading' programme due to a strong evidence base of positive impact already noted in Year 1-2.

Wider strategies

Emerging data has shown that some of our identified SIMD 1 & 2 pupils can find transition points throughout the day a challenge. Specific planning to address pastoral needs has been identified as an appropriate intervention in addressing barriers to learning for our SIMD 1 pupils. This can then impact on attainment in literacy and numeracy due to time needed to then self-regulate. Funding will be used to develop interventions/resources/support in:

- Familiarising with expectations and routines
- Developing healthy peer networks and dealing with issues around self-regulation

To facilitate this Pupil Equity Fund will be used to develop a Health and Well-Being Zone which will have resources to support ASD and sensory interventions and resources to support a play based pedagogy. The identified pupils will receive targeted support bespoke to individual need.

Cost of the School day

We will continue to use self – evaluation processes to ensure that interventions are tracked/monitored and measured for impact. This will be responsive to need. The school focus will be on ensuring that the 'Cost of the school day' is considered as feedback from parents indicates that many of our families have been adversely financially impacted by the Covid pandemic. The outcome of which is still emerging and we will consider poverty proofing our children's school experience by supporting families by reducing costs and expectations.

- Pupil Equity funding will be used to give financial support to identified SIMD 1 P7 pupils to facilitate participation in the planned P7 residential.

PEF funding for 2021-2022:

August 21 - July 22	£11,027.00
C/F Previous Year	£2,059.00
15% Uplift from SG (Est.)	£1,654.00
Total Allocation	£14,740.00

Intervention (Outcomes)	Timescale	Details of spend (Intervention)	How will you evidence improvement? (measures)
<ul style="list-style-type: none"> To increase reading attainment by at least 6 months reading age from 72.1% to at least 78% by June 2022 across targeted SIMD 1/2 pupils and P2-7 cohorts. 	August 2021 – June 2022	<p>Outcome will be achieved through the use of:</p> <ul style="list-style-type: none"> ➤ Accelerated Reading Programme (targeted pupils + overall use for P2-7) ➤ Recovery teacher and PSA will provide additional accelerated reading support throughout the week through book clubs/targeted sessions ➤ Resourcing of books to support accelerated reading programme <p>Accelerated Reading subscription + Additional books/resources: £5341</p>	<ul style="list-style-type: none"> • Attainment Data in Reading & Writing will demonstrate improvements for identified pupils and also across cohorts groups. • Accelerated reading baseline assessments will evidence reading age improvements. • Monitor and Data interrogation will ensure that our reading Gap is being targeted and not widen through programme. SLT to monitor regularly. • Pupils increasingly able to talk positively about their experiences and confidence in reading. • Parent feedback will indicate that pupils are reading more in the home environment.
<ul style="list-style-type: none"> To decrease the number of learners who are ‘behind expectation’ in aspects of writing & numeracy for targeted pupils by 50% by May 2022 (2 out of 4 children). To decrease the number of overall pupils who are behind expectation in aspects of learning by at least 5% from 23% to 17% by May 2022. 	August 2021 – June 2022	<p>Additional PSA support: £870 (March - June 2021 + 10 hours X 4 weeks Aug-Sept)</p> <p>Additional Recovery teacher: (once a week: Oct/Nov Jan/Feb/ March = 20 days) = £3490</p> <ul style="list-style-type: none"> ➤ Additional PSA (term 1) to provide targeted transition support across the school to pupils who are at risk of not attaining the expected levels in Literacy and Numeracy ➤ Additional PSA/Recovery Teacher to focus on targeted support linked to writing. A 	<ul style="list-style-type: none"> • Attainment Data rigorously tracked and monitored for identified pupils will indicate a decrease in pupils ‘behind expectation’ for TPJ’s • SEAL/AL/summative and formative assessments results will indicate appropriate progress for identified pupils. • GLOW usage will be monitored/tracked to show an increased use of digital technology to support and scaffold learning.

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		bespoke action plan created for pupils SIMD 1/2 behind expectation. (P3 and P6) <ul style="list-style-type: none"> ➤ Recovery teacher will work with PSA assistants to upskill in the use of targeted interventions to ensure sustainability and build capacity ➤ Recovery teacher to release the class teacher for bespoke targeted support either 1:1 or small tuition dependant on need. This will scaffold the teacher to facilitate learner conversations ➤ Recovery teacher will work 1:1 with targeted pupils to increase skills and abilities in digital technology e.g. use of immersive reader/predictive text/flipped learning – adopting an approach of using pre-recorded material in advance of a lesson with targeted pupils – ‘keep up’ rather than ‘catch up’ 	<ul style="list-style-type: none"> • Tracking/data meetings will indicate appropriate planning/interventions are in place to scaffold and support pupils who are behind expectation. • Through regular pupil focus groups & review meetings, pupils and families will articulate that they feel supported through the targeted tuition groups and in the use of digital technology to support.
<ul style="list-style-type: none"> • To decrease the number of playground incidents & time needed to regulate from 20% to 15% by June 2022 for a targeted group of pupils to ensure a readiness to learn. 	August 2021 – June 2022	A targeted approach to HWB and the ability to self-regulate through a play based approach and nurture will be used to support through the: <ul style="list-style-type: none"> ➤ Development of Health and Well-Being zone within the school which will be a calm, sensory orientated space where pupils can regulate emotions in a safe space 	<ul style="list-style-type: none"> • Pupil focus group feedback will indicate that the zone has been useful in helping to regulate. • Numbers of pupils using the room will increase and incidents in the playground will decrease. • HWB tracking will indicate progress using: <ul style="list-style-type: none"> ➤ Boxall assessment to show improvements – pre & post

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		<ul style="list-style-type: none"> ➤ Recovery teacher to facilitate ‘regulation’ sessions for identified pupils <p>Resources (sensory/ASD materials): £1000</p>	<ul style="list-style-type: none"> ➤ Leuven scale – pupils voice will indicate emotions pre/post using the HWB zone. • Class teachers will observe the ability for pupils to ‘settle’ into learning with less need for restorative conversations after breaks.
<ul style="list-style-type: none"> • Increased pupil participation in the P7 residential trip & extra-curricular activities for all SIMD 1 pupils by June 2022. <p>*due to the pandemic participation figures are unavailable from last year so monthly figures will be used as a comparator guide.</p>	August 2021- June 2022	<p>Residential trip: Supplement = £500</p> <ul style="list-style-type: none"> • Supplement the costs for the P7 residential trip in June 2022 • Support any additional costs that occur from participation in extracurricular activities such as clubs/sportswear etc. The school will look at creative ways to support such activities 	<ul style="list-style-type: none"> • Participation figures monitored for: <ul style="list-style-type: none"> ➤ P7 Residential trip – participation by identified pupils ➤ Extracurricular activities – tracked and monitored to show an increase in access to clubs from a targeted group of pupils.
		<p>TOTAL = £11201</p> <p>(PEF balance will be re-assessed in March and remaining funds will be used in term 3-4 to support the continuation of Class Teacher 0.2)</p>	