

# ST. ANDREW'S PRIMARY SCHOOL

**PEF Plan 2021 - 2022**

ST. ANDREW'S



PRIMARY SCHOOL

Rationale:

- Current attainment figures for P7 show only 50% on track. To raise attainment in Primary 7 and to support the wide range of social, emotional and learning needs we will create two separate, smaller classes to optimise teaching time for each pupil and to provide 1:1 support for identified learners.
- Top up Recovery allocation to ensure attainment gap in P2 class is reduced.
- Support the targeted intervention in the learning of most, if not all learners who have been impacted by poverty.
- Enhance Wi-Fi coverage across the school as part of developing digital literacy in all learners and increasing opportunities to use a range of media in their learning.
- Attainment in general including gap data shows a need to develop and support learning and teaching in reading through CLPL programme.

<b>Project / priority</b> (details of what you are doing and who you are targeting with additional intervention) (Outcomes)	<b>Timescale</b>	<b>Details of spend</b> (Intervention)	<b>How will you evidence improvement?</b> (Measures)
Total PEF Budget Allocation: £182843	1.0FTE Teacher for P7 0.4FTE Teacher for P2 0.2FTE Teacher Additional PSA staffing Additional admin – Attendance The Learning Zoo Training Play Resources Early Level Reading scheme WiFi Library Books Resources and Previous costs Individual Tutoring Accessible funds (Payrise etc)	£44109.35 £17643.82 £7023.06 £47152.42 £2126.28 £1600 £2000 £5000 £5000 £5000 £37237 £3000 £5952 £182843	

<p><b>All pupils in P7 will attain at least 2018-19 attainment levels by June 2022.</b></p> <p>Support attainment in Primary 7 by creating 2 smaller classes to ensure needs are met properly as well as attainment and recovery being focused on.</p> <p><b>Priorities 1,3 &amp; 4</b></p>	<p>June 22</p>	<p>Class teacher (£ 44109.35) enables 2 x smaller classes, also ensuring that the high number and level of pupil needs are met more successfully.</p>	<ul style="list-style-type: none"> <li>Tracking records will show an increase in attainment levels for identified groups for specific, planned interventions.</li> <li>Regular meetings to discuss progress against targets will show increase in rate of progress towards becoming on track with their learning for identified pupils.</li> <li>At least 65% of pupils achieve Second Level by June 2022, in all curricular areas in TPJ records .</li> </ul>
<p><b>Increase in pupils on track with learning in Primary 2 to at least 85%</b></p> <p><b>Priorities 1 &amp; 2</b></p>	<p>June 22</p>	<p>Additional 0.4FTE teacher (£17643.82) to support ongoing recovery in P2 class. The 0.4 ensures our DHT is not class committed to enable further management and leadership in ASN and Recovery. Links with development and evolution of Play pedagogy in St. Andrew's.</p> <p>£7023.06 for additional teacher 0.2FTE to directly support recovery.</p> <p>This cohort had a Covid-shortened nursery experience and a disrupted P1 experience due to lockdown and all pupils having a change of teacher on returning in February.</p> <p>£2000 Resources as required to meet the needs of the authority Play plan implementation</p>	<ul style="list-style-type: none"> <li>Through pre and post staff questionnaires we will measure an increase in confidence for the staff involved in delivering and supporting play.</li> <li>Attendance at In-Service and Play CLPL will show staff attending.</li> <li>Termly tracking meetings with P2 teacher will indicate and monitor progress for all learners.</li> <li>Teacher planning will clearly show Play experiences and targets for improvement.</li> <li>CMO engagement records will show all relevant staff engaging.</li> <li>In-school working group of class teacher, Nurture teacher, support staff and SLT will meet fortnightly to share what's going well.</li> </ul>

			<ul style="list-style-type: none"> <li>Cluster Professional Learning group meet to share progress and successes.</li> </ul>
<p><b>Increase in attainment by all year groups by at least 10% by June 22</b></p> <p>Additional allocation of PSA support. Staff have undergone training this session in a variety of approaches to support individual and group learners.</p> <p><b>Priorities 1,3 &amp; 4</b></p>	June 22	<p>3 x PSA - £ 47152.42</p> <p>Developing ability of PSAs to support targeted, specific interventions for learners.</p> <p>(see above for additional teacher to directly support recovery)</p>	<ul style="list-style-type: none"> <li>Tracking records of specific interventions will show increase in attainment for these pupils targeted.</li> <li>Observation records of PSA implementation will show increased confidence/capability in delivering interventions.</li> </ul>
<p>Further enhance Wi-Fi across the school.</p> <p><b>Priorities 3 &amp; 4</b></p>	August 21	£5000	<ul style="list-style-type: none"> <li>Observe increase in use of digital skills for all pupils.</li> <li>Pupils without digital access at home will access online learning platforms within school.</li> </ul>
<p><b>Attainment levels for all cohorts increased by 10% in Reading.</b></p> <p>Teacher Training in developing approaches to reading and to raise attainment in reading at all levels.</p> <p>New Reading resource to support reading development at Early and First Levels.</p> <p><b>Priority 3</b></p>	October 21	<p>CLPL session from The Learning Zoo – Reflective Reading approach. £1600</p> <p>Refresh and renew Reading resource at early and First Level to incorporate more decodeable readers. (£5000)</p>	<ul style="list-style-type: none"> <li>Teacher planning shows inclusion of Reflective Reading-type story mats and their use in class.</li> <li>Learning Observations and discussions highlight consistent approach to reading development throughout school.</li> <li>Staff collegiate discussions and progress meetings will show increased coverage and depth in learning on Teacher Tracker format for all pupils.</li> <li>Collegiate discussions to share implementation of new resource.</li> </ul>

			<ul style="list-style-type: none"> <li>• SfL and class teacher support implementation.</li> <li>• Termly planning meetings track improvements in reading attainment.</li> </ul>
<p><b>Attainment levels for all cohorts increased by 10% in Reading.</b></p> <p>Increase Reading for Enjoyment for targeted group who will show increased engagement in reading for enjoyment during independent reading times.</p> <p><b>Priority 3</b></p>	<p>October 2021</p>	<p>Enhance Reading for Pleasure for all.</p> <p>Source books for lower ability readers that are age appropriate to increase engagement with this difficult to please group. Some pupils in this group have commented that they feel uncomfortable reading some library books as they look 'younger'.</p> <p>Investigate and purchase reading material of particular interest for reluctant readers</p> <p>(£5000)</p>	<ul style="list-style-type: none"> <li>• Increased engagement with reading is reflected in increased attainment for pupils. This will be discussed and tracked at termly tracking meetings and as part of ongoing Recovery support.</li> <li>• Termly tracking meetings indicate progress towards 10% increase.</li> <li>• TPJ shows 10% increase on June end of year tracking levels.</li> <li>• Use of questionnaires to gather data on learners from each class and measure change in pupil attitude to reading.</li> <li>• Observations of targeted group during discussions and pupil voice activities will illustrate increased use of library, number of books read and interest in discussing books read.</li> <li>• Observations of targeted individuals while using the school library to measure engagement.</li> </ul>

			<ul style="list-style-type: none"> <li>• Baseline assessment of targeted individuals' interests, engagement and confidence when reading for pleasure.</li> <li>• Ongoing conversations with targeted individuals regarding reading interests, engagement and confidence.</li> </ul>
<p>Individual tutoring sessions for targeted pupils</p> <p><b>Priorities 1 and 3</b></p>	From November 2021	Use of Supported Study funding to support individual programs of learning for targeted learners. (£3000)	<ul style="list-style-type: none"> <li>• Tracking meetings include discussions with staff delivering individualise interventions to target areas for improvement.</li> <li>• Use of available data to track progress.</li> <li>• Collaboration between class teacher, Recovery team and teacher-Tutor to ensure progression and continuity in learning.</li> </ul>