**Elderbank Primary and Early Years**

**PUPIL EQUITY FUNDING IMPACT SUMMARY 2021-2022**

How has the Pupil Equity Fund improved the experiences and outcomes of our learners in 2021-22?

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| *Targeted Support in Numeracy and Literacy to raise attainment* |
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| Costings:PT 3 Post - £64,475- The number of pupils receiving targeted support has varied slightly between this session and last increasing from 101 to 113 pupils- Literacy Support continues to be required for a greater number of pupils and is reflected in the SIP priorities- The number of pupils not on track and receiving targeted support within SIMD 1 & 2 has remained consistent between last session and this session

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|  | August2017/18 | August2018/19 | August2019/20 | August2020/21 | August2021/22 |
| Targeted Support Pupils | 105(22% of mainstreamschool role) | 141(32% of mainstreamschool role) | 103(28% of mainstreamschool role) | 101(27% of mainstreamschool role) | 113(35% of mainstream school role) |
| SIMD 1 & 2 Pupils | 105 | 95 | 64 | 65 | 68 |
| SIMD ≥ 3 Pupils | 0 | 46 | 39 | 36 | 45 |

PEF Funding: £196K* CT/CA Staffing
* Poly-tunnel
* PT3 Enhancement
* Pastoral Support
* EDP Pony Therapy
* IT Subscriptions
* EYP P1/P2
* Area Inclusion Worker
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| **Achievements**\*Targeted Support continues to offer additionality in literacy and numeracy for identified pupils\*High quality learning and teaching experiences delivered \*Responsive approaches taken to minimise barriers to learning and ensure specific needs of individual pupils are being met\*CAs trained to deliver literacy interventions\*Targeted Support ‘menu’ introduced for staff to select bespoke interventions which would meet the specific needs of individual learners**Impact**\*Staff are ambitious and set high expectations of achievement and attainment for learners\*Our approach to Targeted Support is positive and nurturing with an appropriate amount of challenge\* Robust assessment methods are used to determine baseline results and provide a starting point for future learning\*Pupil evidence from completed work is used to support assessment judgements and inform next steps\*Tracking and monitoring is maintained throughout the year using written evaluations, observations, assessment data and professional judgement\*A target tracking spreadsheet is kept to help measure progress\*Utilisation of online resources purchased through PEF help to enhance teaching and learning experiences\*Seesaw platform used to inform parents of progress and next steps\*Fully differentiated targeted support programme offered to pupils in addition to regular classwork\*Support staff work in tandem with teaching staff to ensure consistency in approach\*Guidance offered by support staff to colleagues and parents to ensure a consistently high standard of supporting material was being delivered\*Alternative resources used to support pupils and meet individual needs\*Flexible and bespoke approaches to learning and teaching ensure that leaners are appropriately supported and complete a programme of study which suited individual needs, minimising barriers to learning**Challenges****\***The complexity of the school day means that Targeted Support sessions were sometimes rescheduled, cut short or sometimes missed by pupils\*Staff absence through Covid placed pressure upon the Targeted Support Programme\*Space within the school to deliver interventions to pupils who find concentration challenging, was often hard to come by \*A lot of assessment time was spent at the start of the session in order to gather baseline information – this meant that interventions were later in starting than initially intended**Targeted Support Next Steps**\* Targeted support will continue next session with the ‘menu’ system in place for support, with pupils being selected based on priority and matched to the most appropriate intervention\* Reading support is based on a model similar to that of Reading Recovery. It is intended that a similar approach will be taken again next session.\* Numeracy support mirrored the approach to literacy with a model based on Maths Recovery. Assessments were carried out then a pathway decided upon in order to deliver interventions with a greater focus on the core aspects of numeracy which were impacting on pupils’ attainment. This will continue next session.\* A designated area will be utilised by Targeted Support staff as required to ensure children are able to access a quiet environment which will help to improve concentration\* End of term assessment data will be used as a starting point for some pupils which should help to speed up the process of starting direct interventions |

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| *To support emotional wellbeing and recovery* |
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| Costings:Pastoral Support 0.5 FTE Class Teacher Post £27,823**August 2021- \*April 2022** \* PST has implemented Glasgow Motivational and Wellbeing Profile as a HWB assessment tool. This is proving to be a better fit for identified groups in Primary 4 - 7 as it measures progress according to SHANARRI indicators. Pupils form their own HWB targets supported by the PST.\* PST joint lead with DHT on Positive Relationships working party. Continued work with colleagues in relation to the School Improvement Plan.\* PST delivered training on Restorative Conversations with House Captains and Vice Captains. As Restorative Leaders they are encouraging positive play with Primary 1 and Primary 2 pupils in the playground.\* PST delivered CLPL to Nurture Teacher and Nurture Practitioner on how to navigate and assess using Boxall Profile online \* PST worked in collaboration with Area Inclusion worker to plan and support Wellness Walks for some of our more vulnerable children.\* PST works with Home Link worker to ensure continuity of needs are met for our most vulnerable pupils and families. \* PST engages in weekly dialogue with Children First worker to ensure best supports are put in place for identified families.\* LIAM intervention fully embedded into weekly timetable supporting pupils with low level anxiety.Glasgow Motivation and Wellbeing Profile was introduced as a HWB assessment tool in session 2021/22. The above data displays average results gathered from 50 questions in regard to the young person’s life in school. The assessment is carried out by the Class Teacher and targets are formed by pupils supported by the Pastoral Support Teacher. The maximum score on each indicator is 30. Progress made by targeted groups of pupils should see scores in each indicator increase with Pastoral Input. Above data is over one Term only therefore progress will be minimal.  |

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| *To support emotional wellbeing and recovery (continued)* |

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| The data above demonstrates progress made towards targets based on previous Term 4 data until November 2021. There was an expectation that further data would be collected across Terms 3 & 4 but due to the Pastoral Support Teacher moving to a seconded post, this data could not be gathered. |

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| *Whole School Nurture* |
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| Costings:0.2FTE ASN Nurture Assistant £18,6330.2FTE Nurture Assistant £18,633**Aims**: • To develop social skills, confidence and self-respect. * To develop skills and strategies to enable the children to have more positive learning experiences.

• To encourage good relationships with peers in the playground and the classroom by positive play interactions with the Nurture Staff.• To equip the children with the skills they need to allow them to transition into their mainstream classroom.• To provide a safe base alternative for children who find lunchtimes challenging.• To provide support for children in the upper primary in afternoon sessions.**Evaluation**:• Results from the Boxall Profiles carried out at the end of the session clearly indicates the progress that the majority of the children have made.• Observations carried out by Nurture Staff and Class Teachers in the Mainstream Classroom are positive and indicate that the children are ready to transition back into their mainstream class.• PEF funding has enabled the school to provide Nurture intervention to incorporate senior pupils who have been identified as having social, emotional and wellbeing needs that have impacted on their learning and prevented them from making progress.• Providing a safe base for children helping them to target their Health and Wellbeing needs in order to help them feel safe, secure and n a stronger position to learn.• Early Intervention provided by Nurture has a positive impact on children later on in life- better relationships, increased self-esteem and confidence.**Next Steps**:• To continue with CLPL Opportunities for Nurture Teachers and Nurture Practitioners to further their experience, skills and knowledge.• To monitor the impact of targeted groups as they continue their school journey.• To offer Nurture Support to small targeted groups of infant children who have been identified by their Class Teachers as requiring Nurture Intervention.• To introduce parent workshops for parents whose children attend Nurture, offering a range of experiences which would benefit both the child and the parent to help them flourish, thrive and grow. |

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| *Focus on Literacy and HWB to raise attainment and support recovery* |
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| Costings:1.0 Class Teacher Post-£52,001**Aim**• Targeted support responsive to pupil needs within recovery period• Infant focus / Reduced No’s in more senior classes to allow class teachers to better support pupils• Working in partnership with PLA• Upskilled staff (RR/CAs)• Literacy Focus / Maintain Numeracy input**Implementation**• Continuation of 2020/21 SIP targets• Menu of bespoke interventions offered to classes• Intervention staff continue to deliver bespoke targeted support curriculum• Work in unison with PLA staff and upskill CAs• Continuation of RR programme with an additional RRT**Impact for learners** (where applicable)• Learners benefit from a tailored approach to meet individual needs• Consistency in approaches and regular input from intervention staff• Clear progression within key steps in learning**Impact for staff** (where applicable)• Staff upskilled and more proficient in the delivery of interventions• Better use of assessment data to direct teaching and learning• Class teachers have greater ownership when selecting interventions• Continuation of supporting roles by Targeted Support staff toward class teachers to ensure consistency in delivery and to offer advice• Greater leadership opportunities for CAs to help lead the learning• CAs upskilled in specific interventions**Impact for parents/carers** (where applicable)• Parents/carers continue to benefit from home school communication through use of SeeSaw and Google Classrooms• Consistency in use of Google Classrooms and online learning resources |

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| *Software and Licensing Resources to support attainment and improve communication* |
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| Costings: £6,255**Seesaw** - Seesaw was purchased by the school to replace the previous system that was used to engage with families. The system is particularly beneficial to families where there are children with complex social and emotional needs, as it provides a secure means of daily communication between the class teacher and the parent(s). Our initial goal was for our Supported Learning and Early Years departments to access the system and engage with families by posting daily content. This has been expanded to include our Enhance Deaf unit, Nurture provision and children in mainstream classes who benefit from having a daily diary.Since it was introduced in August 2020, there has been a steady increase in the number of families accessing Seesaw in order to track and monitor their child’s progress in school. The number of connected parents is currently sitting at 289. Up until December 2020, prior to the lockdown, there was an average of 191 weekly visits to the site from families. This had risen to 241 visits by the end of the Jan-Feb lockdown. The current average is now sitting at 301 weekly visits, an increase of 60 per week across the school. To date, we have had 18,140 posts added, 10,797 comments made on pupil work, 8834 likes of pupil work and 30,041 visits by family members. These numbers are a big improvement on the numbers we saw when using Show My Homework and/or Evisense. As a result, Seesaw is helping us to capture photo and video evidence of learning and share this securely with families. We have been able to raise attainment by continuing to provide literacy and numeracy lessons during the lockdown.We will be continuing with our use of Seesaw in 2022/23 across the existing departments, and are currently in discussion over using this format to replace Google Classroom.**Sumdog Subscription** – this continues to be a well-received resource and is utilised in many ways across the school. Sumdog Diagnostic Assessments continue to feature within the school assessment calendar and supplement the data gathered through GL assessments. Sumdog assessments are carried out twice in the year and allow teaching staff to measure and track progress, reflect upon results and tailor the curriculum to meet the needs of their pupils.**ActivLearn** – This resource is an extensive repository of structured teaching material, with in-depth planning, assessment and reporting built in. It allows pupils to log in from the classroom and home to find allocated books, games and activities – and earn rewards as they go. This resource continues to grow in popularity across the school and will remain as a key resource next session.**Education City** – Education City was introduced to supplement alternative licences such as Sumdog and Bug Club. It was well received by most classes but predominantly within our infant department due to ease of use, clear visuals and themes which were better suited to younger pupils. On review, due to cost and a reduced budget next session, we do not plan to renew our subscription but will look to make better use of our ActiveLearn subscription. |

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| *Outdoor Education Materials to support attainment* |
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| Costings: £1000During the session 2021-22, the purchase of equipment for Outdoor Learning experiences was supported by PEF money along with additional funding received from successful grant applications. Some key resources which have been acquired following this funding have included a new school poly-tunnel, gardening tools and materials as well as resources to enhance loose parts play.**What’s Working Well**:- Outdoor Learning classroom is continuously being used and updated, extensive grounds and use of the woodland area- We now have our poly-tunnel and progression framework in place to support the delivery of Learning for Sustainability lessons - Training was provided to all staff to ensure a clear and consistent approach to using the framework. - Every class has access to the outdoor classroom, which is also timetabled - All classes have access to the outdoor spaces. The recent addition of the poly-tunnel has been a huge success and all stages have their own areas to grow things. Resources are stored in a shared area and each class has been provided with an outdoor learning back-pack with useful resources included- Delivery of regular outdoor learning lessons covering a range of skills (loose parts being a big focus)- Loose parts purchased and play materials are kept in a shared place/area- We tailor our teaching to match our learners' specific needs to make sure they are engaged- Children are enthusiastic when outdoors and demonstrate an ability to make cross curricular links, applying knowledge and understanding form other curricular areas within real life, outdoor contexts**Next Steps**:- Training for staff in safety (tools etc.)- Ensure all stages and provisions engage and participate regularly- To use the Progression Framework for Outdoor Learning.- Provide more opportunities for learning in the community as well as creating partnerships with local organisations and parents to support the development of learning for sustainability - Replenish outdoor learning supplies where appropriate |

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| *To support the Health and Wellbeing of pupils and families within our community* |
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| Costings:0.8 Area Inclusion Worker - £30,747Following consultation with staff, it was agreed that the appointment of an Area Inclusion Worker would be a necessary asset in order to support families within our community. Not only would this role help to alleviate some pressures within family homes, but would also help to reduce barriers towards learning. **What’s Working Well**:The following table illustrates the diversity of the Area Inclusion Worker remit and value to our school in terms of number of families which were supported.

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| Primary Pupil | Focus with Child | Focus with Parent/Carer/Family |
| P2 | Managing emotions/Nurture | Nurture/Routine |
| P4 | Anxiety coming into school | Bedtime routine/boundaries |
| P4 | Managing emotions/anger | Peer support |
| P5 | Supporting with inclusion in school | Empathising with situation/support around sleep and routine |
| P5 | Managing emotions/anger |  |
| P2 | Attending school | Sleep/routine |
| EY | Attending the Early Years | Sleep/routine |
| P7 | Attendance | Sleep/routine/nurture/peer support |
| P7 | Refusing to come in to school/behaviour at home | Supporting through difficult family situation |
| P5 | Behaviour in the community |  |
| P5 | Anxiety |  |
| ASN |  | Accessing services/attending appointments/sleep/routine |
| ASN |  | Attendance |
| ASN |  | Sleep/routine/peer support |
| P2 | Managing emotions/worries/anxiety | Routine/sleep/understanding behaviour/accessing services |
| ASN |  | Peer support |
| P6 | Managing emotions/anger/worries |  |
| P3 | Anxiety around coming to school/crowded places | Peer support |
| P4 | Seperation anxiety/numeracy worries | Peer support |
| P7 | Anxiety/Transition to secondary/loss support/attendance | Peer support/sleep/routine/accessing services/transport support |
| P3 | Loss support/ behaviour/ managing emotions/ respect | “ |
| EY |  | “ |
| P6 | Support on the loss of her brother |  |
| P1 | Support for trauma/behaviour/sleep/bedtime routine | Support for trauma/behaviour/sleep/bedtime routine |
| P | Support with separated parents/worries/anxieties around coming to school | Peer support/co-parenting with an ex partner/support with past trauma |
| P4 | Attendance | Attendance |
| P6 | Attendance | Attendance |

**Next Steps**: Due to our Area Inclusion Worker obtaining a new post, these pupils could only be supported from October – April. Following evaluation of the PEF plan, teaching staff still value the role of an Area Inclusion Worker so this shall be considered within the budget for next session. |