Mayfield Primary School

**PUPIL EQUITY FUNDING IMPACT SUMMARY 2024-2025**

How has the Pupil Equity Fund improved the experiences and outcomes of our learners in 2024-25?

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| Free Breakfast Club | ***Total amount spent in this area*** |
|  | £6037 – annual Magic Breakfast Fee and staffing. |
| **Focus on short/medium/long term outcomes. What was the intended impact of this intervention?** | |
| **How did you measure the impact of the intervention? What does the evidence/data show?**  **What has improved/changed for the target group? What difference did PEF make?** | |
| **In what ways is this supporting you to reduce the poverty-related attainment gap?** | |
| Our Breakfast Club continues to be free to all and has continued to be popular this session. This session we have provided roughly 4500 free breakfasts and that’s not including the Grab and Go bagels at the school gate. We have continued to make this service free to all rather than target specific families. This service very much helps reduce the Poverty Related Attainment Gap and the Cost of the School Day.  The average number of pupils is still 40 pupils a day. We use PEF to pay for 2 Mayfield CAs to run it rather than Club Workers who are not part of the Mayfield staff. This is a benefit as the pupils and parents/carers already have a relationship with these 2 staff so the staff are able to pick up any potential issues or concerns before school has started and pass them on to HT and class teachers.  The partnership with the Magic Breakfast also sees bi-annual deliveries of free books from the Marcus Rashford Book Club to all P4-P7 pupils.  Pupil and parent comments:  *(Pupil) enjoys going to breakfast club to play games with his friends and this also allows me to start work at 8am. I would be completely lost without it.*  *I like it because you get to eat your breakfast with your friends before playing games with them.*  *I like it because it chills me out before school.*  *It helps because it gives me more time to get to know other pupils that I might not normally talk to.* | |
| **What now? Continue? Embed? Amend? Stop?** | |
| Winning the Kellogg’s Award gave us £1000 to enable to keep the Breakfast Club free for another year. We also were successful in getting a Tesco grant of another £1000. | |

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| Funded P.S.A to support Neuro-Diverse Pupils | ***Total amount spent in this area*** |
|  | £6875 |
| **Focus on short/medium/long term outcomes. What was the intended impact of this intervention?** | |
| The Executive Manager recognised that Mayfield’s previous success with a neuro-diverse pupil had led to an increase in placing request of pupils with a similar profile of need. Therefore, she allowed our Nurture teacher to stay in our staffing - a kind of precursor to the Targeted Support Teacher role. Loosely based on the Dreghorn ESR model, I funded a PSA to work alongside this teacher and support this group of neuro-diverse pupils by meeting their needs in both a soft start in the former Nurture Room (Busy Bees) and also working alongside their peers in the bigger, semi open plan classrooms. This P.S.A. has been upskilled by attending several NAC CLPL sessions on neuro-diversity and also worked well alongside the Dreghorn Outreach Teacher. | |
| **How did you measure the impact of the intervention? What does the evidence/data show?**  **What has improved/changed for the target group? What difference did PEF make?** | |
| * + Less displays of dysregulated behaviour from these pupils has been observed across the school. With better and more positive behaviour from them within the school environment and establishing better relationships with peers.   + Staged intervention and SCERTS has allowed us to set targets and measure progress for these pupils Their language has developed well and they are often able to communicate needs and wants.   Comments/evidence from recent TACs:  *(Pupil) is now more often approaching her significant adults in school for interaction.*  *(Pupil) is less likely to get upset during tasks due to support.*  *(Pupil) will now hold a pen and mark- make.*  *(Pupil) can participate in short turn taking games and activities. Staff support him using transactional supports (visuals, verbal prompting, eye gaze/pointing)*  *(Pupil) is making good progress when in the P1 environment and this will be extended at a pace appropriate to his needs.*  *(Pupil) is making good progress when in the P1 environment and this will be extended at a pace appropriate to needs. (Pupil) will be able to do this by adopting regulatory strategies as offered by supporting adults.* | |
| **What now? Continue? Embed? Amend? Stop?** | |
| We will again fund a P.S.A. to work alongside the Targeted Support teacher to support out group of Neuro-diverse pupils. | |

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| ***Arran*** | ***Total amount spent in this area*** |
|  | C £1500 |
| **Focus on short/medium/long term outcomes. What was the intended impact of this intervention?** | |
| **How did you measure the impact of the intervention? What does the evidence/data show?**  **What has improved/changed for the target group? What difference did PEF make?** | |
| **In what ways is this supporting you to reduce the poverty-related attainment gap?** | |
| In recent years, the Arran Outdoor Education Centre was moved from Education to Business and this meant that the price went up considerably as well as there no longer being any subsidised places for FSM. Again, the P7 class did some fundraising to bring the price down and I used PEF as an additional subsidy. This meant that no P7 pupil/family was unable to go to this session’s Arran trip due to cost.  Pupil comments:  *I had been to Arran before, but I didn’t know that such an amazing place (AOEC) existed.*  *It has loads of new activities that I had never done before and it’s well worth the money*  *You get to experience loads of new things and the food is amazing!* | |
| **What now? Continue? Embed? Amend? Stop?** | |
| Continue – again help subsidise next session’s residential as this provides pupils the opportunity to participate in experiences that they have never had before. Since next session’s residential will be in late September, this will give the class teacher the opportunity to get to know the pupils out of the school environment which I have previously seen can be very valuable for the rest of the session. | |

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| School Counselling Service | ***Total amount spent in this area*** |
|  | £30212.95 |
| **Focus on short/medium/long term outcomes. What was the intended impact of this intervention?** | |
| **How did you measure the impact of the intervention? What does the evidence/data show?**  **What has improved/changed for the target group? What difference did PEF make?** | |
| **In what ways is this supporting you to reduce the poverty-related attainment gap?** | |
| , The School Counselling Service at Mayfield Primary is available to provide emotional and therapeutic support to pupils, families and the whole school community as part of the schools Health and Wellbeing programme. It gives pupils a space to express themselves through talking and creative work. The service provides immediate access to support pupils with emotional distress and to think about any worries they might have and to learn healthy ways to deal with them.  The service supports pupils and the school in a number of different ways: including 1 to 1 Counselling support, LIAM programme, H&WB Lunch Clubs, P7 Transition programme, Big Feelings Whole School Programme, Ad Hoc Class Groups (E.g. Resilience Programme),Drawing & Talking (Emotional/Trauma Intervention), parental support and psychoeducation, School staff support and classroom support to address specific issues or support annual Health and Wellbeing initiatives such as Respect Me Week, Children’s Mental Health Week, Mental Health Awareness Week. The service is unique as it can provide treatment plans specific for the individual due to the variety of support methods offered. Through the various services offered, at the time of writing, the School Counsellor has seen on average 58 pupils per week (This figure is taken from the average numbers (mean) recorded on the weekly reports).  ***1 to 1 Counselling & Self-Referral Service***  This academic year, there have been 17 pupils receiving weekly support from the School Counsellor. This service offers therapeutic support to children who are struggling with a number of different issues, from P1 to P7. They will attend a weekly session lasting around 30-45 minutes and the treatment plan is individualised for each pupil. Sessions can either be short or long term and are reviewed on a termly basis. The School Counsellor uses different therapeutic modalities to support each pupil and their specific challenges. The therapeutic interventions include: person-centred, psychodynamic, play/expressive therapies (including art, music, drama, narrative and role-playing), talking therapy, CBT, Drawing & Talking. Some of the issues presented by pupils include: Anger Management, Emotional Dysregulation, Simple and Complex Trauma, Eating Disorders, Self-Harm, Bereavement, Attachment Issues, Grief and Loss, Anxiety, Parental Separation, Separation Anxiety, Neurodevelopmental Issues, Transition Challenges.  *“Going to Julie’s everyday has helped me so much with my mental health, keeping me safe and helping me when I can’t be bothered anymore. It’s helped me gain a bigger bond with my mum and learn to open up better.” (P7 pupil)*  *“Julie has helped me with all my worries and emotions, all her chats saved me at my breaking point with her advice. I will forever love Julie for all her advice, agreements and positivity” (P7 pupil)*  *“It’s helped me with my behaviour at home” (P7 pupil)*  *“I go to Julie’s because sometimes I get angry or feel sad. Julie teaches me strategies/tricks to help me when this happens. I always talk to Julie first – I tell her how my week has went. Then we do some activities together. I have made a special box so I can write my feelings and put it in.” (P6 pupil)*  *“Seeing Julie helps me to control my anxiety. I feel I can talk to Julie about my emotions. I can trust her not to tell anyone unless she needs to. Playing with slime and fidgets help me and my anxiety has improved”. (P6 pupil)*  *“I am able to speak about my feelings better. Sand tray and board games help to take my mind off my worries. My behaviour changes when I am worried – Julie talks to me about my week, she helps me understand/think about why something has happened. She gives me ideas to help me deal with my worries”. (P6 pupil)*  *“I feel I can tell Julie anything. I was upset because my dog died – there are lots of things to do in the room and I relax as soon as I go in. It takes my mind off things and I choose things that help me to express how I am feeling. Julie knows how I am feeling based on what I choose to do e.g. Bouncing putty is used because I am feeling stressed. I can play and stretch it out. I make bracelets to feel calm and it helps me to concentrate better”. (P6 pupil)*  *“I get to talk to Julie about my week – what has went well and not so well. Julie always talks to me calmly so I can explain how I am feeling and why I have/haven’t done something. Card and board games calm me down and I don’t get distracted. I go to Julie’s so it helps me to share my thoughts and feelings. Sometimes I get annoyed so Julie gives me ideas to help me calm down.” (P6 pupil)*  *“I like how easy it is to request an appointment. I also like the activities in Julie’s room. She is very understanding in situations when you are sad”. (P5 pupil)*  *“Julie is brilliant. She plays snap with me. She’s the best counsellor I’ve had. I wish I could have her for the rest of my life”. (P5 pupil)*  *“I like going there because it is nice and calm. There are loads of games I can play. Julie is kind”. (P5 pupil)*  *“Julie’s room is very good because there are lots of things to do and you don’t get bored. Julie’s good because you can talk to her about anything and it is private between you and her”. (P5 pupil)*  *“I find time with Julie relaxing and I enjoy making things with her. She helps me with my emotions and helps me with what I should do when I feel angry” (P4/5 pupil)*  *“I find my time with Julie relaxing, fun and she is very caring. I love all the fun things she has. I just love it” (P4/5 pupil)*  *“I found going to see Julie calmed me down and it helped me express my feelings” (P4/5 pupil)*  *“I find talking to Julie relaxing and she makes me feel comfortable. Julie helps me express how I feel and how I should handle things (my emotions). (P4/5 Pupil)*  *“It’s been good going to Julie’s for my feelings about when my step sister Ava died. I get to play and chill out” (P3 pupil)*  *“I found my check-ins with Julie helpful because they made me feel better and safe” (P3 pupil)*  *“It’s fun and it helps me relax. You can calm down and I like that you can bring friends” (P2/3 pupil)*  *“There is some fun stuff at Julie’s. I like going so I can do something different and go with my friend. I like to draw at Julies’. (P2/3 pupil)*  *“I like going to Julie’s because it helps me to listen. I am so proud of me because I do good things at Julie’s and it helps my mum too” (P2/1 pupil) Child’s parent also commented that “my child is calmer at home when he has his sessions with Julie”*  **LIAM Support Sessions**  The School Counsellor has been trained as one of the LIAM support workers in the school. This initiative complements the existing school counselling service and supports pupils who present with a specific anxiety issue which is impacting on the child’s ability to function on a day to day basis. At the time of writing the school counsellor has completed the programme with 3 pupils this academic year and 20 in total since the programme commenced three years ago.  *“Realising how much people care. Yes, I feel very comfortable now going from home to home.” Child was struggling to transition between family visits and taking panic attacks due to emotional distress. Both parent and child commented that the programme has helped to reduce and manage anxiety better.” (P6 child)*  *“I managed to get to know how to help me”. Both parent and child felt it helped a little bit but emotions can still be overwhelming at home – CAMHS referral requested” (P5 child)*  *“Julie listened and understood me”. Parent stated that child attends CAMHS and is encouraged to continue to use her LIAM strategies. (P5 pupil).*  *(Above quotes were taken from pupils and parents end of programme questionnaire feedback sheet)*  **Big Feelings Class Programme**  The School Counsellor introduced a shortened version of LIAM called ‘Big Feelings Programme’ – identifying pupils who can go through the programme themselves with a view to becoming big feelings buddies for other pupils in their class or earlier class years, this has had a successful two years and is now an embedded service within the school. Training buddies in P 4 to P7 and additional mentors in P7 who are voted by class pupils. The purpose of this is to support as many children as possible with their feelings and emotions as part of the schools health and wellbeing plan. The total number of buddies trained this year in P4 to 6 is 12 and 4 P7 mentors. In P1 to P3 the whole class are trained and a different pupil is picked each week to be the buddy for that week in class. This programme supports children who experience mild upsets during the school day such as friendship fall outs, struggling with work, general mild emotional distress. All pupils value this service to help during the school day and appreciate the specific corners in each class that can be used for this service.  *“It’s very helpful for everyone. It’s good to help other people. It’s good to help people who have anger or anxiety in school” (BF Mentors feedback)*  **P7 Transition Programme**  The School Counsellor provides a detailed, creative transition programme called ‘Endings and Beginnings’ to support all P7 pupils transitioning from Primary School to Secondary School. This programme is open to all pupils regardless of which Academy they will be attending. The programme gives the pupils a space to create personalised memories of their primary school journey and to build their resilience and get emotionally prepared for their new beginnings in Secondary school. The programme has been running for the past four years and has been well received by pupils, parents and staff.  *“I really enjoyed the groups. It made me less nervous to go to the academy. They really helped me understand the academy more and make me ready for the future. It also helped me feel a little less nervous with the visits because I know what happens” (P7 pupil feedback)*  ***Health & Wellbeing Lunch Clubs***  The clubs are now in their second year and have been extended to include P1 to P3 to allow more children access to “Julie’s Room” (as the children like to call it). To play, enjoy time with their peers and talk to the School Counsellor about general issues/concerns. The Lunch Clubs are themed and range from Games Week, Arts & Crafts Week, Relaxation Week and Obstacle Fun Week to enhance H&WB support to pupils. The clubs are well attended every week.  *“It made me happy and feel more relaxed. I felt good about myself and proud because I earned going to the groups” (P7 pupils)*  *“I like the variety”. “Would be good to have more spaces as some of us have to wait a while to go”. “We all love obstacle fun week”. “I like that Julie always checks in with us first, we feel welcome”. “I like helping at the clubs” (P6 pupils)*  *“Julie’s lunch club is really fun. There is lots of stuff to do. Sometimes you can go and make new friends” “I like relaxation week because we can relax from everything going on outside school. I like obstacle fun week because we get to spend time with friends”. (P5 pupils)*  *“Relaxing, fun, helps to feel calm” (P4/5 pupils)*  *“It’s really fun. I like making bracelets”. “I love going to obstacle fun week, it’s my favourite”. “Perfection”. (P3 pupils)*  *“I enjoy playing with the climbing frame”. I like spending time with my friends”. “I like playing with Julie’s stuff” (P2/3 pupils)*  *“I had lots of fun at Julie’s club. I got to spend time with my friends”. “I loved the obstacle week”. “I loved playing chess, it was really tricky” (P2/1 pupils)*  *“I like being in the gym hall and playing football” “I like using the fidget toys in Julie’s room” “I loved the arts and crafts – it made me feel happy” “Julie’s clubs are fun” (P1 pupils)*  **P7 Nurture Groups/Peer Pressure Activity**  These were introduced in Term 3 to support all P7 pupils with peer relation issues. Pupils were selected to attend 2 x a 30 minute nurture session in the Busy Bees room with the School Counsellor each week. Class teacher ported that peer relations improved and pupils were calmer during the school week. From these groups, peer pressure activities were introduced in class in Term 4 and the pupils created peer pressure support posters to be used at next year’s transition workshops.  *“The groups gave us a break- from class and a bit off fun, it also let us talk to our friends” (P7 pupil feedback)*  **P4/5 & P6 Resilience Programme**  The School Counsellor was approached by the P4/5 and P6 teachers regarding pupils who are not coping well with their inner resilience/confidence. A Resilience Programme was designed and implemented by the School Counsellor last year and this was implemented as a whole class programme this year to the above classes. The programme taught children using a superhero them – Judge me Good, Judge me Bad, Wheel of Me, Communication Styles, Anger Management, Coping with Change, Positive Thinking, Friendships, Healthy Body/Healthy Mind. The programme finished with pupils creating their own superheroes.  *“We learned how to manage our anger and our emotions. It helped to talk to others easier. It helped us to focus on some of the changes we go through in life” (P6 class feedback).*  *“The superheroes helped us to let our emotions out in a healthy way and to control our anger. We know how to manage our emotions, we learned about being assertive instead of aggressive” (P4/5 class feedback)*  ***Additional Support***  The School Counsellor is well established within the whole school community and is often approached by parents and carers directly for advice on the different counselling services offered and for general support with strategies to use at home to support with any emotional and behavioural issues. The service is also involved as part of the multi-agency approach and the School Counsellor helped co-facilitate the BPR programme this year with the Area inclusion worker. The School Counsellor also works closely with Young Carer Co-Ordinator, Family Wellbeing Centre Team – supporting with any Mental Health Initiatives and will attend or provide reports as needed for TAC meetings. | |
| **What now? Continue? Embed? Amend? Stop?** | |
| Continue with all interventions that are well established in the school.  Increase parent/carer support strategies to include NEST parent groups.  Termly structured reviews with SMT relating to pupil interventions with a focus on effectiveness and evidence based measurements. | |

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| **Seesaw** | ***Total amount spent in this area*** |
|  | £1444 |
| **Focus on short/medium/long term outcomes. What was the intended impact of this intervention?** | |
| **How did you measure the impact of the intervention? What does the evidence/data show?**  **What has improved/changed for the target group? What difference did PEF make?** | |
| **In what ways is this supporting you to reduce the poverty-related attainment gap?** | |
| This continues to be the main communication platform between school and home. Most pupils and parent/carers access the app regularly. All pupils post examples of work they have done in school at least twice a week. Staff and the majority of parent/carers find this a very useful communication tool. | |
| **What now? Continue? Embed? Amend? Stop?** | |
| Continue and will now be used for sharing pupil learning targets with parents/carers. | |

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| **Assistive Technologies – Clicker 7 and Rapid Readers** | ***Total amount spent in this area*** |
|  | £1367 |
| **Focus on short/medium/long term outcomes. What was the intended impact of this intervention?** | |
| **How did you measure the impact of the intervention? What does the evidence/data show?**  **What has improved/changed for the target group? What difference did PEF make?** | |
| **In what ways is this supporting you to reduce the poverty-related attainment gap?** | |
| These resources were under-used by staff this session with other adaptive teaching methods being used. | |
| **What now? Continue? Embed? Amend? Stop?** | |
| The licences will not be renewed. | |