**School Improvement Planning Overview – Pupil Equity Fund**

**School: Braehead Primary**

**Session 2021 - 2022**

**PEF Allocation: £46, 474.82**

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| **National Improvement Framework Policy** |
| * **Closing the attainment gap between the most and least disadvantaged children**
 |
| **Contextual analysis (identify the gap and barriers to learning** |

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| Since the Covid 19 pandemic, children’s learning has been affected in many different ways. In some respect, many children have benefitted from time spent with parents and grandparents with 1:1 support and nurture not always available in normal working lives. This year has also had its challenges in that children were coming into a school environment which was very different, including class layout, new routines and conditions on who they could mix with, which has also led to a change in how teachers facilitated learning. We have identified many barriers to home learning including wifi, access to devices, increased use by all family members for work and learning, increased stress and anxiety and lack of parental confidence. We also recognise an increase in anxiety of children and parents and our HWB officer is supporting a greater number of children requiring emotional support. This year we have noted that almost all classes are below 80% attainment in Literacy and second level numeracy is also below 80%. During this time of uncertainty and change we are planning for renewal and recovery. We plan to build on our nurturing approaches and go ’back to basics’ focussing on planning, assessment, moderation and providing clear and consistent pathways for literacy and numeracy.Our school roll is projected to be 328 for next session, with 13 classes across P1-7. From data gathered in session 2020-2021, 55% of children are in Quintile 2 this is based on 23% living within decile 3 and 32% within decile 4. 7% of our school population live in Quintile 1 as compared to 16.7 % across Stirling. 23 % of our children live in Quintile 5. 12% (doubled since last year) of children are registered for free meals as compared to Stirling level of 13%. Almost all these children are in deciles 2-4. Local intelligence suggests that there is a concern that many of our families would be classed as working poor and may not be aware of funding they may be entitled to. Since the Covid 19 pandemic, our HWB Officer has been supporting many of our families and there is a better understanding throughout the community of poverty with situational poverty becoming more prevalent. The community have set up a shop called “The Heart of Braehead” to support families at this challenging time. They also provide weekly shopping supplies to families in need who have been identified by the school, and are delivered by school staff every Friday. This year our attendance has been 96% and we have maintained an 88% average for engagement in remote learning during January to March. Attendance has been stable over the last few years at around 95%.There is a gap between attainment of children in all curricular areas who are registered for FSM as compared to children who are not, however the gap is wider for these children in numeracy. Improvement outcomes for pupils within SIMD 1-5 pertain to providing a consistently nurturing and secure environment. Across the School we have implemented a Universal approach to develop Nurturing principles. Alongside this staff and children were trained in the 5 point scale and Emotion Works. |

These figures are based on engagement with the SeeSaw App for P1 and P2 and Google Classroom for P3 to P7.

**Home Learning during School Closure Term 4 2019 – 2020 as compared to remote learning January – March 19th 2021**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Classes 19/20** | **P1B** | **P1H** | **P2B** | **P2H** | **P3B** | **P3H** | **P4B** | **P4H** | **P5** | **P5/6** | **P6** | **P7B** | **P7H** |
| **Engagement** | **30%** | **33%** | **55%** | **70%** | **20%** | **69%** | **25%** | **48%** | **24%** | **67%** | **30%** | **54%** | **65%** |
| **Classes 20/21** | **P1** | **P2** | **P3** | **P4** | **P5** | **P6** | **P6/7 and P7** |
| **Engagement \*** | **88%** | **88%** | **90%** | **87%** | **93%** | **88%** | **79%** |

Due to the Covid 19 pandemic from January to 19th March 2021, remote learning has been the main method of engaging children in learning. Our thorough Continuity in Learning Policy ensured that staff, pupils and parents were clear about our expectations.

\* Number of children completing must do tasks most days.

**Achievement of Curriculum for Excellence Levels 2020 - 2021**

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| --- | --- | --- | --- |
| **Reading** | **Writing** | **Listening and Talking** | **Numeracy** |
| **P1** | **P4** | **P7** | **S3** | **P1** | **P4** | **P7** | **S3** | **P1** | **P4** | **P7** | **S3** | **P1** | **P4** | **P7** | **S3** |
| **E** | **1st** | **2nd** |  | **E** | **1st** | **2nd** |  | **E** | **1st** | **2nd** |  | **E** | **1st** | **2nd** |  |
| 75 | 67 | 65 |   | 63 | 54 | 58 |   | 79 | 69 | 79 |   | 88 | 65 | 63 |   |
| 75% | 75% | 70% |   | 63 | 63 | 65 |   | 81 | 71 | 86 |   | 90 | 67 | 74 |   |

**SIMD**

Our school has a broad catchment and the diversity is spread across all 10 deciles of SIMD. 6% of learners live in SIMD 1 and 2 and are challenged with aspects of poverty that influences prospective learning. Closing the attainment gap between the most and least disadvantaged children is our aim and part of the national Improvement Framework. 55% of the school population live in deciles 3 and 4 and this indicates that these families have potential barriers that could impact on attainment. 26% of families live in deciles 7-10.

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SIMD(20) at Census Sept 2020** | **Decile 1** | **Decile 2** | **Decile 3** | **Decile 4** | **Decile 5** | **Decile 6** | **Decile 7** | **Decile 8** | **Decile 9** | **Decile 10** |
| **% of pupils** | 5% | 2% | 23% | 32% | 1% | 12% | 1% | 2% | 22% | 1% |

**Attendance/Exclusions**

In Braehead PS attendance is consistently high and is equal to

Stirling Council average. Where there are specific attendance

concerns, we engage with the families to support and improve.

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| **Session** | **Attendance P1-P7** |
| **Braehead PSNC** | **Stirling** | **National** |
| 2014-2015 | 96.0% | 95.8% | 95.1% |
| 2015-2016 | 95.3% | 95.6% |   |
| 2016-2017 | 95.3% | 95.5% | 94.9% |
| 2017-2018 | 95.0% | 95.1% |   |
| 2018-2019 | 95.2% | 95.2% | 94.5% |
| 2019-2020\* | 94.0% | 94.2% |   |
| 2020-2021 | 96.6% | 95.4% |   |
| (end Sep 20) |   |

**Exclusions**

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| --- | --- | --- |
| 2018-19 | 2019-20 | 2020-2021 |
| 0 | 2 | 0 |
| **Identified gap/barrier** | **Outcome for Learners** | **Impact Measure** | **Intervention** | **Cost**  |
| ***Linked to barriers identified through analysis of data and illustrated in contextual analysis.*** | ***What change do you want to see for learners? How much change? Who are the target group? By when?*** | ***How will you know the change is an improvement?*** | ***What do you plan to do?*** |  |
| **Emotional regulation**In a survey conducted during the Covid 19 pandemic, 40% of parents surveyed did not feel confident supporting their child’s emotional wellbeing.“Children may suffer a lasting impact due to the effects of the pandemic. These may include parental relationship conflict, domestic abuse, alcohol or substance misuse and the mental health needs of parents.”Scottish Government | * Children will be able to understand and use the language of emotions
* Children will experience consistency of approach/language from all adults in the school
* Children will experience the school/class environment as a safe base
* Targeted children will experience consistency of approach/language from school and home

. | * Baseline assessments
* Improved attendance
* Emotional vocabulary used by children in dialogue
* Records of restorative conversations using Emotion Works paperwork
* Reduced number of behaviours caused by emotional irregularity
* Parental engagement and feedback
 | * Further develop Emotion Works
* Introduce Neuro Sequential Model (NME) for Education to all staff.
* To further develop nurture principles by introducing calm spaces (Lighthouses) across the wings
* Increase parental engagement and partnership with school through Emotion Works, NME and nurture workshops
* HWB Officer to support identified families through Emotion Works, NME and nurture workshops
 | HWBOCost £22,270 Carry Forward £6495,16**Total**  **£28,765.16** |
| Reduce the attainment gap in literacy and numeracy There is a considerable gap between children who live in quintile 1 with a Free School Meal entitlement which has increased from 23% to 29% between 2017 and 2019 in literacy but in numeracy the gap has increased from 4% to 38%. We need to identify these needs and support these children with targeted interventions. | * Children will experience learning that is right for them by adults who take account of appropriate pace, challenge and support.
* Children will have a secure understanding of the SHANARRI indicators
* Children will be involved in planning their learning including SI meetings and Children’s Hearings
* Children’s views will be collated complteting Talking Mats if required.
* Children will receive and use feedback that helps move their learning forward.
* Children will use and understand the language of learning.
* Children and families will have a clear picture of their wellbeing and learning development
* Children will have a good understanding of their rights and how they apply to their learning and their lives.
* Children will be responsible for their learning
 | * Attainment data and tracking
* Ongoing assessments including intervention groups
* Sandwell Early Numeracy Assessment to identify gaps
* Staged Intervention targets met
* Tracking and monitoring of engagement
* Staged Intervention and Children’s Hearing minutes
* Evidence in planning of children’s needs
* GIRFEC paperwork
* Pupil Focus Group
* Staged Intervention paperwork
 | * Develop practitioner capacity and responsibility to move learning forward (universally.)
* Increase pupil participation in what and how to learn, making them aware of SHANARRI indicators and how they apply to them.
* Develop staff reflection on their own practice and work collaboratively with others including children and parents to build their capacity to meet the needs of all learners (targeted.)
* SfL teacher and SLA will target identified children to raise attainment in literacy and numeracy.
* Parental workshops to support numeracy at home.
* Develop a whole school approach to the United Nations Charter for the Rights of the Child – focus on article 12, 29 and 31
 | 0.2x SfL Teacher £11,1408.45hrs xSLA £5072 Reading Resource £100.55 Numeracy resource £1397.11**Total £17,709.66**  |
|  |  |  |  | **Total £46,474.82** |