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

**School: Braehead Primary**

**Session 2022 - 2023**

**PEF Allocation: £45,325**

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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. We recognise an increase in anxiety of children and parents and our HWB Officer is supporting a greater number of children and families requiring emotional support.  Our school roll is projected to be 324 for next session, with 13 classes across P1-7.  From data gathered in session 2021-2022, 53% of children are in Quintile 2 this is based on 23% living within decile 3 and 30% within decile 4. 7% of our school population live in Quintile 1 as compared to 16.1% across Stirling. 24% of our children live in Quintile 5. 12.7% of children are registered for free meals as compared to Stirling level of 13.1%. Almost all these children are in deciles 1 to 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 zero waste shop called “The Heart of Braehead” to support families with the rising cost of living. They also provide weekly shopping supplies to families in need who have been identified by the school.  This year our overall attendance has been 93.7% (May 22) % which is below Stirling at 95.9%. Our HWBO will be focussing on attendance next year as our school recovers from the Covid 19 pandemic.  There is an attainment gap in all curricular areas for those who are affected by poverty and those who are not (those children from quintile 1 and also all the children who are registered for FSM). 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. Staff also received training from the Educational Psychology team on NME (Neuro-sequential Model in Education) |

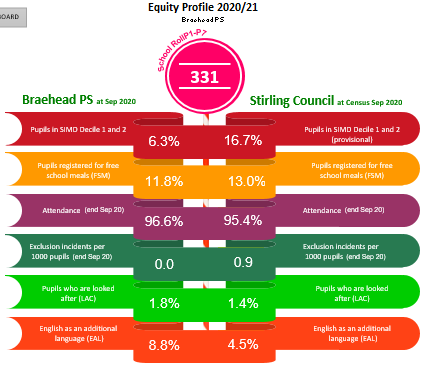
**Achievement of Curriculum for Excellence Levels 2021 – 2022**

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| **Braehead PS** | **Roll** | **No of children** | | | | **Reading** | | | | **Writing** | | | | **Listening & Talking** | | | | **Numeracy** | | | |
| **P1** | **P4** | **P7** | **Combined** | **P1** | **P4** | **P7** | **Combined** | **P1** | **P4** | **P7** | **Combined** | **P1** | **P4** | **P7** | **Combined** | **P1** | **P4** | **P7** | **Combined** |
| **All Pupils** | 324 | 38 | 53 | 42 | 143 | 33 | 43 | 32 | 108 | 29 | 32 | 28 | 89 | 31 | 44 | 34 | 109 | 31 | 41 | 30 | 102 |
| **Quintile 1** | 21 | 4 | 3 | 10 | 8 | 100 | 50 | 67 |  | 75 | 50 | 50 |  | 100 | 100 | 67 |  | 75 | 50 | 33 |  |
| **Quintile 5** | 82 | 7 | 16 | 7 | 33 | 86 | 75 | 75 |  | 71 | 56 | 63 |  | 86 | 88 | 75 |  | 86 | 75 | 63 |  |
| **Difference** |  |  |  |  |  | -14 | 25 | 8 |  | -4 | 6 | 13 |  | -14 | -12 | 8 |  | 11 | 25 | 30 |  |
| **FSM - Yes** | 39 | 3 | 2 | 6 | 27 | 100 | 100 | 33 |  | 100 | 100 | 33 |  | 67 | 100 | 67 |  | 100 | 100 | 33 |  |
| **FSM - No** | 293 | 35 | 51 | 36 | 100 | 86 | 80 | 83 |  | 74 | 57 | 71 |  | 83 | 84 | 86 |  | 80 | 76 | 81 |  |
| **Difference** |  |  |  |  |  | -14 | -20 | 50 |  | -26 | -43 | 38 |  | 16 | -16 | 19 |  | -20 | -24 | 48 |  |

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**

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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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| --- | --- | --- | --- |
| 2019-2020 | 2020-2021 | 2021-2022 | |
| 2 | 0 | 1 | |
| **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 in improvement?*** | ***What do you plan to do?*** |  |
| Children In Q1/FSM have lower literacy levels (particularly reading) than their peers. Particularly evident in current P3, P5 and P6 | | | Almost all children in the target group (Q1/FSM) increase by at least 2 levels in PM benchmarking by June 2023.  % of children (Q1& FSM) on track to achieve expected level in reading attainment (TJ) for same cohort increases from:  50% in June 2022 (P3) to 70% in June 2023  13% in June 2022 (P5) to 60% in June 2023 (P6)  40% in June 2022 (P6) to 60% in June 2023 (P7)  Almost all children in the target group (Q1/FSM) increase by at least x levels June 2023.  % of children (Q1& FSM) on track to achieve expected level in writing attainment (TJ) for same cohort increases from:  50% in June 2022 (P3) to 70% in June 2023  13% in June 2022 (P5) to 60% in June 2023 (P6)  40% in June 2022 (P6) to 60% in June 2023 (P7) | | Termly PEF focus meetings to review, share and update data with LP and MN.  Data to be collected on Google drive.  Monthly sight word testing. LP  PM Benchmark/YARC tracking once a term. LP/MN  Fresh Start tracking once a term  Teacher judgement (ACEL) at 3 check points in year.  Termly focused writing and phonics assessments.  JM to support teacher judgement for identified children each term.  Initial Nessy assessment followed by assessments at termly intervals. | * Intensive phonics and reading programme   for 5 children in (current p3) P4   * Peer mentoring programme to support phonics and reading development * Family workshops on the methods used so children can continue to learn at home. * Fresh Start for 4 children in P6 (current P5) & 4 children in P7 (current P6) * Regular intensive pupil feedback to edit writing * P4 to P7 Nessy spelling programme | £10,800 (3days SLA)  £2000 Resources  Sumdog  Power of 2  Phonic Packs  Toe by Toe  £1000 Laptops x 2  £1000 (Nessy for 201 licences) |
| Children registered for FSM have lower levels of attendance and higher level of late-coming than their peers.  Current levels:  FSM Y – 42 ch, 89.9%  FSM N – 282 ch, 94,2% | | | Attendance levels of children registered for FSM increase from 89% in June 2022 to 92.5% by June 2023. | | Monthly tracking of attendance levels of this group. | * HWBO * Regular phone calls of support * Focused cuppa chats on late-coming and attendance * Bespoke family support * Breakfast Club | £25, 152  (Includes 2.5 extra hours to support breakfast club)  £1000 (Breakfast) |
| Higher level of social and emotional support required for children and families in target group (Q1 & 2/FSM) | | | Targeted group of children attending the breakfast club will have a settled start to the school day and be able to engage effectively with learning.  Children in the target group who have difficulty regulating their emotions will be observed as using strategies they have learned to maintain positive relationships | | Wellbeing assessment pre and post intervention  Class Teacher daily tracking of morning engagement RAG demonstrates improvement  There will be fewer incidents requiring staff intervention to mediate peer relationships for this group. Daily play and lunchtime monitoring of peer relationships for targeted children using RAG. | Targeted interventions –   * Resilience Groups * Seasons for Growth * Emotional check-ins * Breakfast Club * Lego Therapy | £700 (Resources) |
| COST OF THE SCHOOL DAY – Rising food and fuel costs impacting on families. | | | Increased participation in school.  Parents from the target groups are able to engage with support services and family learning opportunities in order to support their children.  All children in the target group are able to experience a range of educational experiences and excursions without cost. | | Discussion with parents  Surveys with parents  Record of what has been offered  Feedback from children and families  Feedback from Social Justice Ambassador’s group | * Focused cuppa chats with CAB on Fuel support, budgeting, meal planning etc. * Support for vulnerable families with school costs including trips, uniform, snacks, extra resources e.g. books, games, etc. | £3000 |
|  | | | | | | Total | £44,152 |
|  | | | | | | Remaining | £673 |