



School Improvement Planning Overview

Pupil Equity Fund

2023-2024

School: Cambusbarron Primary
Session: 2023-24
PEF Allocation: £23,760

National Improvement Framework Policy

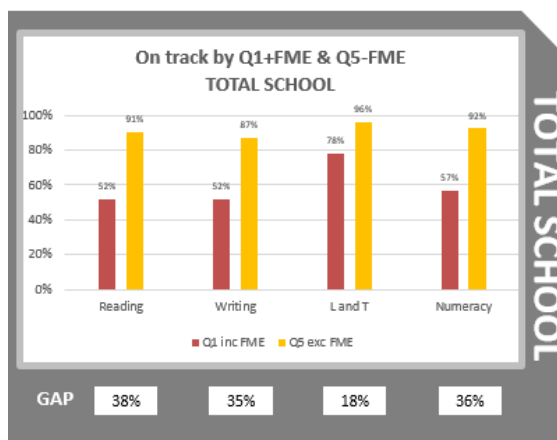
- Closing the attainment gap between the most and least disadvantaged children

Contextual analysis (identify the gap and barriers to learning)

Cambusbarron Primary School is a non-denominational school with a nursery class. It serves the village of Cambusbarron. The school roll is 221 across P1 to P7 with 9 classes in total.

Attendance is above the national average and currently sits at 93.67%. 50% of our children in receipt of FSMs fall below this attendance average. There have been no exclusions in recent years. We liaise with parents to discuss individual cases and circumstances and provide support as required.

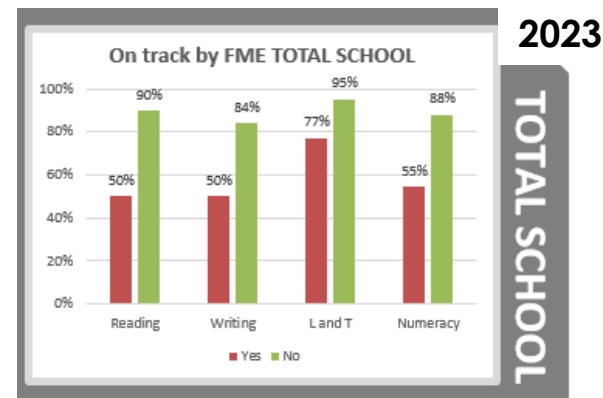
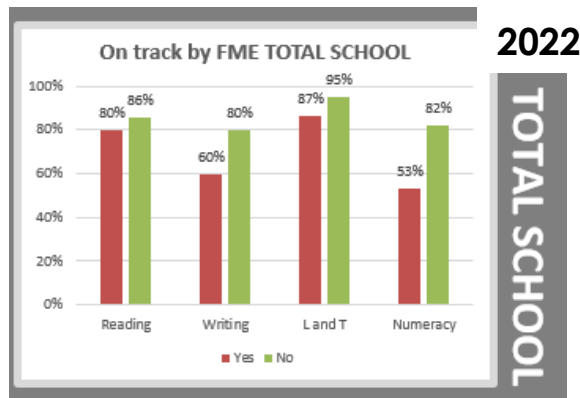
The percentage of children in receipt of free school meals is 10.04% which is 3.06% below the Stirling average and an increase of 2.73% since last session. We currently have 1.36% of our pupils from SIMD Decile 1 and 2 which is 14.84% below the Stirling average and an increase of 0.46% since last session. We currently have 16% of our children who are in receipt of the Clothing and Footwear Grant which is an increase of 1.9% from last year. 1.36% of our learners are also Care Experienced.



Comparison of our children on track in Q1 and those in receipt of FSMs with children in Q5 and not receiving FSMs across the school shows that in all areas of the curriculum there is a gap in attainment for those in Q1 + FSM, most pronounced and noticeable in the areas of Reading, Writing and Numeracy.

Analysing this breakdown further, our data shows that in Primary 2 – 4 these gaps appears to close in reading with a 24% gap being recorded, in Numeracy with a 24% gap and in L&T with a 14% gap. Furthermore, in Writing, the data shows that there is 1% of a positive gap in attainment between Q1 & FSM compared to Q5 exc. FSM and also in L&T with a gap of 14%. However, our data shows that P5 – 7 the gap significantly widens, with a 36% on track gap in reading, 47% gap in writing, 23% gap in L&T and 41% gap in Numeracy. This highlights the need to explore further as a staff team to address these gaps in attainment with a particular focus on Writing, Reading and Numeracy.

In addition to our current data, when we compared last year's data of children on track who were in receipt of FSM and this year's data of children who are in receipt of FSM and on track in learning there was a significant widening of the attainment gap in all curricular areas. In reading the gap has widened from 6% to 40%, in writing from 20% to 34%, in Listening & Talking from 8% to 18% and in Numeracy from 29% to 33%.



In the three core areas of Reading, Writing and Numeracy, our children identified as receiving Free School Meals and our Care Experienced learners show that;

- 36% are not on track for Reading,
- 50% are not on track for Writing and
- 46% are not on track for Numeracy.

In addition, 32% of these learners are identified as needing social and emotional wellbeing support.

50 % of children in receipt of FSM, including our care experiences children, are currently on staged intervention receiving a range of targeted support. Gaps identified in this group relate to barriers to learning in literacy as well as health and wellbeing concerns, with engagement, emotional regulation and attendance identified as areas for development.

Analysis using BGE Benchmarking Tool shows us that our attainment is in line with our virtual comparator school, appearing slightly stronger across all curricular areas.

Information from the FOCUS tool identifies that there continues to be a gap in attainment between children entitled to Free School Meals and those who are not, particularly in Numeracy. It also shows the impact of attendance on attainment, particularly in Writing and Numeracy. Our analysis of Free School Meals and Care Experiences children shows that 53.5% require support with attendance and late coming.

Analysis of attainment data shows us that children, who are in receipt of free school meals and clothing grants, are less likely to achieve expected levels in writing, reading and numeracy and require social and emotional wellbeing support.

The chart below sets out the context across our school by decile

SIMD as at June 2022	Decile 1	Decile 2	Decile 3	Decile 4	Decile 5	Decile 6	Decile 7	Decile 8	Decile 9	Decile 10
% of pupils	1%	0%	1%	14%	38%	0%	6%	15%	20%	4%

Our contextual analysis demonstrates a need for focused support in:

- Social and emotional wellbeing for identified groups and individuals.
- Attendance and late coming support for identified individual children and families.
- A focus in reducing the attainment gap in reading, writing and numeracy (with a specific focus on our approaches to writing and numeracy across the school to improve the long-term outcomes for our learners in P2 – 7, and with identified groups and individuals).

Achievement of Curriculum for Excellence Levels 2022 - 2023

Our ACEL figures are recorded below for this session. For all curricular areas we are tracking a decrease in attainment from P1, P4 and P7. In all curricular areas, our attainment is currently in-line with or just above national and local attainment levels.

Through planned Tracking and Impact Meetings, focussed use of data is used to identify and further support key individuals where required.

Reading				Writing				Listening and Talking				Numeracy			
P1	P4	P7		P1	P4	P7		P1	P4	P7		P1	P4	P7	
E	1st	2nd		E	1st	2nd		E	1st	2nd		E	1st	2nd	
73%	74%	85%		78%	71%	81%		94%	90%	93%		84%	87%	85%	

Through our School Improvement Plan, we have identified the creation of a Literacy Framework and a Numeracy Framework as key focuses to support the quality of learning and teaching, effective use of assessment and consistency of the provision of engaging stimuli for our learners. Small focus groups will be established and responsive to ongoing assessments and data, to support progression for learners who are not achieving expected levels in Literacy and Numeracy.

Identified gap/barrier	Outcome for Learners	Impact Measure	Intervention	Data Stops
<p><i>Linked to barriers identified through analysis of data and illustrated in contextual analysis.</i></p>	<p><i>What change do you want to see for learners? How much change? Who are the target group? By when?</i></p>	<p><i>How will you know the change is an improvement?</i></p>	<p><i>What do you plan to do?</i></p>	<p><i>By When?</i></p>
<ul style="list-style-type: none"> Social and Emotional Wellbeing 	<ul style="list-style-type: none"> To improve targeted learner's ability to regulate their emotions and behaviour in the classroom and playground by June 2024. To see an increase in learners engagement in accessing their learning and independence in completing tasks by June 2024. 	<ul style="list-style-type: none"> Use of Glasgow Motivation and Wellbeing Profile to baseline specific and individualised support needs and to be repeated to provide further insight into impact of targeted interventions. Class Teacher and Support Staff observations of identified children will show they are able to apply strategies they have learned, are increasing with engagement in learning and demonstrate an increase in positive behaviours. 	<ul style="list-style-type: none"> Build staff capacity and consistency in delivering Emotion Works to support emotional literacy through the introduction of new progression planners. Key SLA to use the Emotional Resilience Kitbag with identified individuals. 	<p>Gather baseline assessment data by Oct 23 and May 24.</p> <p>Review implementation of Emotion Works end Sept 23</p> <p>Inset Aug 23 Emotion Works refresh for Staff team reviewing new progression planners.</p>
<p>Attendance and Punctuality</p>	<ul style="list-style-type: none"> Identified children supported to sustain improvement in attendance, relevant to their individual circumstances, over the duration of the school year. Identified children to work towards a sustained 	<ul style="list-style-type: none"> Overall attendance and punctuality will see a tracked improvement in comparison to 22-23 figures for identified individuals. 	<ul style="list-style-type: none"> Key SLA to take lead on attendance and punctuality & liaise with parents and individuals. 	<p>Initially, weekly Focus group Time Team Meetings supported by a SLA with phone calls home.</p> <p>Termly attendance and punctuality checks by Headteacher.</p> <p>Attendance updated on Tracking and Monitoring.</p>

	improvement in punctuality over the year.			
Closing the attainment gap in Literacy and Numeracy in P5 – 7.	<p>By June 2024, 90% of focus group identified from PEF analysis will show progress made with identified individual targets being achieved.</p> <p>By June 2024, 65% of children who receive FSM and in receipt of the Clothing and Footwear Grant are on track to achieve the appropriate level in Literacy and Numeracy <i>(recognition that there are also impacting factors out with the PEF plan such as identified additional support needs)</i>.</p>	<ul style="list-style-type: none"> Monitoring and tracking grids demonstrate increased % on track – reviewed termly. Termly writing assessments to track progress and success with individual targets. Learner jotters and conversations with children demonstrate individualised targets being achieved on weekly basis. 	<ul style="list-style-type: none"> Key SLA to use Fresh Start and 1:1 RWI interventions to support reading and writing with identified individuals. SfLT to lead writing and numeracy focused groups with identified individuals. 	<p>Termly TIP (Tracking, Impact and Planning Meetings – use to analyse PEF data</p> <p>Monthly Support for Learning meetings to track progress with identified individuals.</p> <p>Individual Learning Support Profiles created for identified children to track targets and progress made.</p>
Cost of the School Day	In session 23-24 monies will be available to support additional costs such as school excursions / school uniform.	<ul style="list-style-type: none"> All children in receipt of PEF will have the opportunity to fully participate in extracurricular activities All children in receipt of PEF will be supported financially to access the same opportunities as peers. 	<ul style="list-style-type: none"> Subsidise school excursions and promote pre-loved / new uniform options for children Social Justice Ambassadors to implement Cost of the School Day initiatives based on feedback from children and families. 	<p>Ongoing throughout the year.</p> <p>Term 1 check re uniforms / PE kits</p>