

Pupil Equity Plan

Cambusbarron Primary School

2024 – 2025



Cambusbarron PS Improvement Planning Overview – Pupil Equity Fund

School: Cambusbarron Primary School

Session: 2024-25

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 227 across P1 to P7 with 9 classes in total, increasing to 10 classes next session.

Attendance is above the national average and currently sits at 93.8%. 75% 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 7% which is 3.06% below the Stirling average and a decrease of 3.04% since last session. We currently have 0.44% of our pupils from SIMD Decile 1 and 2 which is 14.84% below the Stirling average and a decrease of 0.92% since last session. We currently have 13.6% of our children who are in receipt of the Clothing and Footwear Grant which is a decrease of 2.4% from last year. 1.32% 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 Writing (26%), Numeracy (24%) and then Reading (18%).

Analysing this breakdown further, our data shows that there are key year groups where the attainment gap is more evident and pronounced:

	Primary 1	Primary 2	Primary 3	Primary 4	Primary 5	Primary 6	Primary 7
Reading	75.86%	81.63%	85.71%	87.88%	70.59%	80.95%	87.88%
Q1 + FSM gap		25%	0	+22%	25%		50%
Writing	76%	90%	86%	85%	62%	86%	88%
Q1 + FSM gap		33%	0	+22%	38%		50%

L&T	93%	94%	96%	94%	94%	95%	97%
Q1 + FSM gap		33%	0	+11%	13%		0%
Numeracy	90%	84%	93%	85%	88%	86%	79%
Q1 + FSM gap		33%	0	+22%	0		75%

In Primary 3 and 4, the gaps appear to close in all areas, with attainment for these cohorts relatively comparative across the school and in both Primary 3 and 4 a strength being evidenced in Numeracy. However, there is a significant gap noticed in all areas across Primary 2 and Primary 5. Further to this, the widest gap in learning is observed in Primary 7.

This highlights the need to explore further as a staff team to address these gaps in attainment with a particular focus on Writing, Numeracy and Reading, alongside our general attainment levels in these areas.

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;

- 33.3% are not on track for Reading,
- 40% are not on track for Writing and
- 33.3% are not on track for Numeracy

In addition, 26% of these learners are identified as needing social and emotional wellbeing support.

53% 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 Reading, Writing and Numeracy. Children in Quintiles 3 and 4 are also highlighted to demonstrate attainment below expected levels. It also shows the impact of attendance on attainment, particularly in Writing and Numeracy and for those children >80%.

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.

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 has been a closing of the attainment gap in all curricular areas. In reading the gap has reduced from 38% to 18%, in writing from 35% to 26%, in Listening & Talking from 18% to 4% and in Numeracy from 36% to 24%.

SIMD as at June 2024	Decile 1	Decile 2	Decile 3	Decile 4	Decile 5	Decile 6	Decile 7	Decile 8	Decile 9	Decile 10
% of pupils	0.44%	0%	1.32%	15.86%	34.36%	1.32%	5.29%	14.1%	16.74%	7.05%

Our contextual analysis demonstrates a need for focused support in:

- 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, reading 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 2023 - 2024

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 & 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
76%	85%	88%	76%	85%	88%	93%	94%	100%	97%	85%	79%

Through our School Improvement Plan, we have identified embedding our newly created Literacy Frameworks, Numeracy Frameworks and Pedagogy Approaches CLPL as key focuses to support the quality of learning and teaching, rigorous and well considered pedagogical approaches, 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. The tracking of these interventions and pupils will be robustly supported through our newly created Support for Learning Teacher planning this year.

PEF Plan 2024-25

Identified gap/barrier	Outcome for Learners	Impact Measure	Intervention
Punctuality and Attendance	<ul style="list-style-type: none"> All focus group children will see a rise in their attendance. This will support their engagement with learning and build positive peer relationships. Children in receipt of PEF will see a sustained improvement in punctuality over the year. 	<ul style="list-style-type: none"> Currently 43% of the focus group have attendance above 90%. This will rise 80% maintaining attendance at 90% or above resulting in consistent and improved attendance from 2023-24. A sustained reduction in children arriving late will be recorded. Attendance data will evidence improvements and supports in place. 	<ul style="list-style-type: none"> PEF funded SLA to take leadership of attendance and late-coming & follow up with parents and children daily. Weekly Time Team Meetings supported by PEF SLA/ HT PEF SLA to record late arrivals and liaise with HT to support families. Attendance tracked using new Tracking and Monitoring system
Targeted literacy & numeracy support to raise attainment and close the gap.	<p>By June 2025, 90% of focus group identified from PEF analysis will show a minimum of 1 phase of progress through Literacy and numeracy Progression Pathways.</p> <p>By June 2025, 90% of focus group identified from PEF analysis will show a minimum of 1 phase of progress through Literacy and numeracy Progression Pathways.</p>	<ul style="list-style-type: none"> Tracking and Impact meetings informed by new tracking system Assessment/Tracking Data from RWI. Data from Staged Intervention Increase in the effective use of digital technologies to remove barriers to learning in literacy and numeracy. 	<ul style="list-style-type: none"> Ensure all staff in P1-P3 are trained in RWI approaches to allow for more focused support and time for consolidation for all children. Planning meetings introduced termly which will include focused discussions around support for children in class and impact. Focussed support given for identified children in P1-3 with Read Write Inc 1:1 tutoring. SFL Teacher will provide training and support for our SLA team as they deliver focussed literacy and numeracy support.

<p>Increased Opportunities for Learner Leadership and Wider Achievement</p>	<p>All learners have access to a range of wider opportunities and experiences to increase confidence and self-esteem.</p> <p>All learners will participate in learner leadership opportunities and develop skills for life, learning and work.</p> <p>All learners will be able to fully participate in school life and take advantage of extracurricular activities.</p>	<ul style="list-style-type: none"> • More pupils are involved in leadership roles and opportunities and are able to articulate their roles confidently. • Through observation and discussion with children, they will readily reflect on their achievements and successes. • Ensure that all children in receipt of PEF have opportunities to participate in extracurricular activities and are recognised through wider achievement awards. • Evidenced in Curriculum Plans and Learner Leadership Action Plans, assemblies / newsletters / Sharing the Learning events. 	<ul style="list-style-type: none"> • All classes will participate in Learner Leadership activities • Work in partnership with Active Stirling to provide extracurricular opportunities for learners. • Record, track and monitor wider achievement awards. • Subsidise residential excursion /clothing / resources to enable all pupils to take part.
<p>Review our school environment using the CIRCLE framework tools and Nurture Principles.</p>	<p>Targeted learners will be able to access a wider curriculum and develop their life skills in our nurture spaces.</p> <p>The environment will further help children to be able to successfully engage in demands placed on them throughout the school/day week.</p>	<ul style="list-style-type: none"> • Staff can evidence their deepening understanding of how an inclusive environment supports learning for all. • Increase in children's self regulation and understanding of appropriate strategies evident through Staged Intervention meetings and TIP meetings. • Learners will be supported to recognise how the environment can positively impact on their learning and regulation. • Learner milestones will be recorded to evidence attainment through planned life skill experiences. • Quality Assurance environmental audits will evidence a calm, nurturing, purposeful and supportive environment throughout the school. • Increase in children's self regulation and understanding of appropriate strategies evident through Staged 	<ul style="list-style-type: none"> • Refurbish a learning space as a focus group/Support for Learning area. • All staff will engage in training around the Circle Framework and Nurture Principles. • A robust environmental whole school approach/framework will be created and used by all staff.

		Intervention meetings and TIP meetings.	
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