

School Improvement Planning Overview – Pupil Equity Fund

School: East Plean Primary School and Nursery

PEF Allocation: £50, 723

National Improvement Framework Policy

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

Contextual analysis (identify the gap and barriers to learning)

We have 201 learners on our school and nursery roll. (161 across Primary 1-7 with 40 learners in nursery)

42% of children from Primary 1- Primary 7 are registered for FME. (September 2020 data)

In 2020 2021 session we have had 8 classes in school with two classes across the Primary 1 stage.

We have 49.7% of children in Primary 1-7 living in Deciles 1 and 2. (September 2020 data).

38% of Nursery- Primary 7 learners are on Staged Intervention which includes 19 children on Stage 3 and 4 of Staged Intervention.

56% of children on Staged Intervention are living in Deciles 1 and 2

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Our attendance for session 2019/20 was 94.3%. Our school attendance for session 2020/21 is 95.36% (18th June 2021). This is a very positive picture considering the challenges around attendance due to Covid during session 2020 2021.

93% of Primary 1-7 learners had an attendance of 85% and above this session, 2020 2021. Only 12 learners (Primary 1-7) had an attendance of below 85%. (Data gathered 18th June 2021)

In 2018/19 we had 28 learners with more than 10 late arrivals, in 2019 2020 12 learners had more than 10 late arrivals.

Our exclusion rate in 2019/ 20 and 2020/21 has been 0 for two consecutive years.

We have continued to reduce the number of late arrivals with only 9 learners (Primary 1-7) having more than 10 late arrivals this session (2020 2021). (Data gathered 18th June 2021)

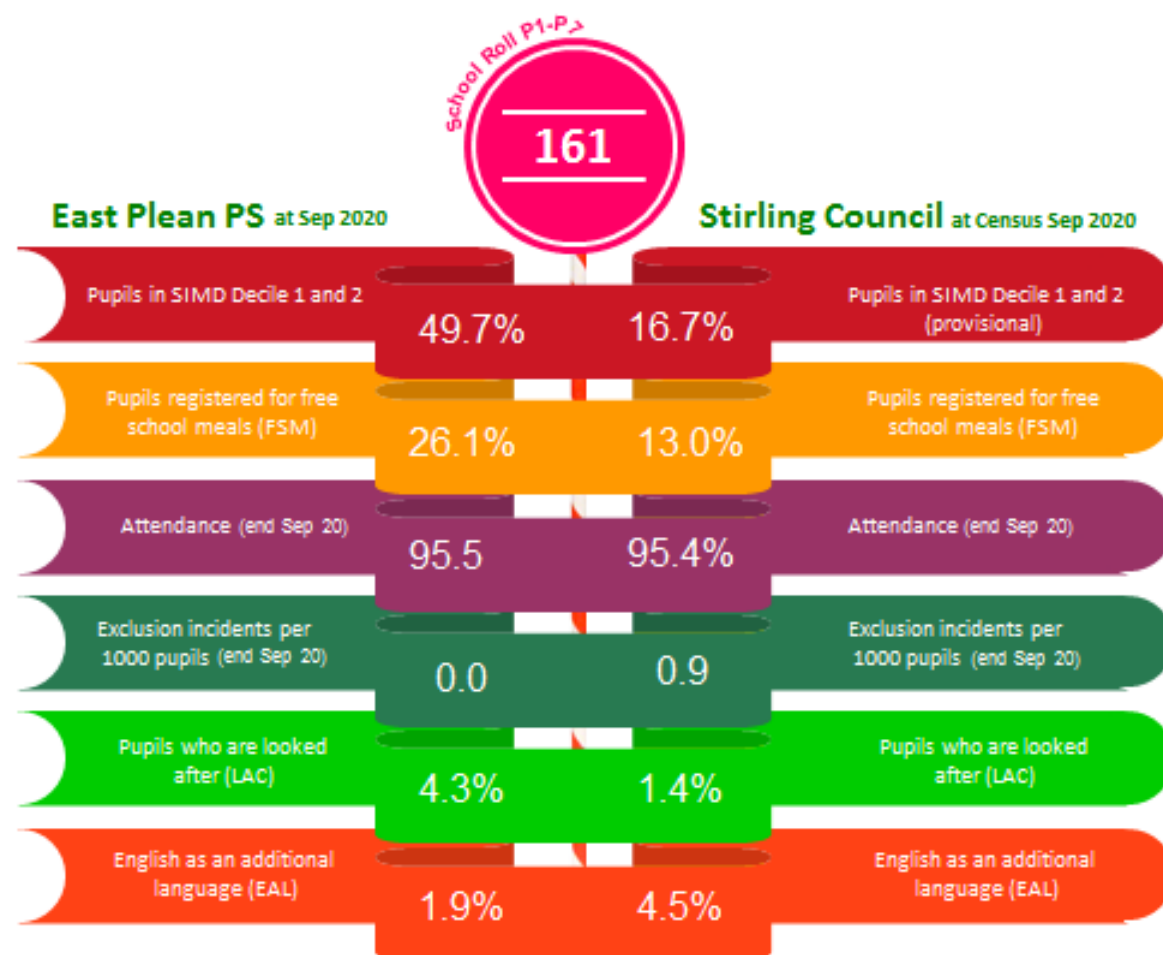
Our Equity Profile provides a comparative picture with schools across Stirling. See Table 1(East Plean Primary School Equity Profile)

We have 9 Looked After Children across nursery and school.

As can be seen in our Equity Profile (Table 1) the percentage of learners who are Looked After is higher than the Stirling average.

Our nurturing ethos is a vital aspect of our school and nursery ethos. Staff have received nurture training, trauma training and bereavement training in previous sessions. This is an aspect of staff development we prioritise each session to ensure all staff have a very good understanding of the needs of all learners and families within our setting. This enables learners' needs to be met, for them to feel safe and secure within our setting and for them to make steps of progress across learning. Training will continue this session 2021 2022 following a challenging year for learners and families. Our Health and Wellbeing Officer will continue to provide 1:1 supports to learners and families as required during session 2021 2022.

Table 1
East Plean Primary School Equity Profile
2020 2021



Professional Judgement data (Table 2) reflects the progress across Primary 1, 4 and 7. This data alongside classroom evidence, self- evaluation evidence and teacher, parent and learner feedback provides robust information about aspects of support, intervention and improvement. We can now track the progress of learners in P4 and P7 using this data for 6 different cohorts. Looking at results from (P1 and P4) 2016 and (P1 and P4) 2017 all learners made good progress with results improving across almost all aspects of the curriculum, with the exception being P1 2016 to P4 2019 when reading results dipped for that cohort. Our data demonstrated that we were closing the attainment gap and progress was not only being maintained but improved. June 2021 results demonstrate the impact of school closure, remote learning and the impact of inconsistent practise of learning, skills and support due to Covid restrictions and mitigations. Our Primary 1 learners are almost all on track however school closure between December and February had an impact on writing development for learners across the year group. This was a picture mirrored for a few learners in Primary 4 and 7 for whom consistent in school support and practise is required to ensure ongoing progress. Addressing the inconsistencies that school closure and remote learning created is a priority for our school and nursery for session 2021 2022.

Table 2

East Plean Primary School and Nursery	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
June 2016	94	74	64	67	56	52	89	63	56	72	52	56
SEEMiS June 2017	59	70	50	59	70	21	67	70	50	63	60	58
SEEMiS June 2018	78	71	79	63	62	75	81	76	83	88	62	79
SEEMiS June 2019	74	83	78	61	67	78	91	94	78	83	78	67
ACEL February 2020	84	88	94	84	88	88	84	92	100	84	84	94
SEEMiS June 2021	71	56	67	39	48	54	79	60	88	68	44	50

Barriers to learning:

Covid 19 has magnified and created a number of barriers to learning for some of our nursery and school population.

Learning Progress

Progress in listening and talking, reading and writing has been impacted for some learners due to periods of self-isolation and remote learning. The challenge around delivering our "Teaching Children to Listen" programme consistently in classrooms has impacted on listening skills. Whole school community gatherings for House Meetings and school assemblies have not been able to take place this session due to restrictions. The reduction in direct and indirect teaching and learning of listening and talking skills alongside inconsistent attendance due to self-isolation and school closure has impacted on learners' focus, concentration and listening skills in the classroom and school environment. Listening and Talking Data June 2021 P1: 60%, P4: 88% and P7: 68%.

Although learners were provided reading and writing tasks remotely, high expectations and consistency were challenging to ensure in that context.

Consistent practise of writing skills across all stages and focused support for learners, required to ensure progress, was severely hampered by school closure and remote learning. This has had an impact on learners' progress. Writing Data June 2021 P1: 39%, P4: 48%, P7: 54%.

Progress in numeracy across all stages this session does not reflect our previous attainment. (Table 2) Covid self-isolation, school closure and remote learning impacted the pace of learning in numeracy. For some learners tackling new concepts remotely was challenging and this had a negative impact on their confidence and engagement. All staff reported additional time required to reinforce numeracy learning and to rebuild learners' confidence in numeracy on return to school following school closure period. For the majority of learners in-school learning and teaching in numeracy and maths provides the support, practise and reinforcement required to build a secure understanding in numeracy concepts. Numeracy Data June 2021 P1: 68%, P4: 44%, P7: 50%.

Learner Engagement

Not all learners engaged consistently with all literacy experiences planned for them during remote learning. Primary 5-7 learners were all issued a chrome book during remote learning (January- March 2021).

Primary 2-7 class teachers were using Google Classroom consistently during school closure.

The following data (Table 3) was collected (February 2021) for P5-7 learners who had all been issued with Chrome books to use at home:

Table 3

Class	Number of learners in the class	Numbers of learners consistently submitting learning on Google Classroom	Number of learners engaging with Google Meets/ Check ins
P5	23	63%	75%
P6	17	53%	59%
P7	24	58%	79%

Our Health and Wellbeing Officer worked collaboratively with class teachers to support learners working remotely ensuring they had the materials required to complete learning. Learning packs were delivered and support was provided to submit learning through Google Classroom. Support was provided to learners and families to structure their day with a visual timetable shared during a virtual assembly. The challenges of learning at home had an impact on engagement, motivation to learn and in turn on learners' progress. (Table 2)

Wider Achievement and Learner Leadership

The extra-curricular and leadership opportunities we provide in East Plean have been interrupted this session 2020 2021 due to periods of self-isolation, remote learning, and working in bubbles / class groups. Movement of staff across the school also impacted on the opportunities we were able to offer safely. We were unable to offer lunch clubs or after school clubs in the gym hall. Cross stage groups were unable to meet, e.g. Think Dance, Choir or Book Nook Group. Our Sports Leaders were unable to train or lead groups across the school. Playground Monitors could not provide the support to other year groups due to the playground zones and bubbles in operation. Nurture Coaches and Peer Mediators were unable to carry out their roles. Primary 7 Curriculum Ambassadors and Primary 6 Buddies were unable to provide the support to younger learners across all aspects of the curriculum. We made adaptations where possible to enable learner leadership to continue. Our Primary 7 House Captains were able to draw up House Action Plans, lead House Meetings and Assemblies virtually and organise Sport Week. We saw the positive impact this role had on confidence, engagement and self-belief for the Primary 7 learners involved.

Learner leadership was severely impacted by Covid restrictions. This has had an impact on learner engagement, progress and wellbeing. Opportunities to participate in the wider life of the school have been limited. Learners were unable to develop their skills through leadership, communication or working with others in face to face experiences. We have been creative, making use of digital technology to enable supports and leadership opportunities to take place. Although our House Meetings and Assemblies have continued throughout the session, remotely, being unable to connect face to face has impacted on school ethos for learners. Physically connecting for primary school learners is an essential element for their learning and wellbeing.

Emotional Wellbeing

We are a nurturing school and class teachers check in with learners daily. All staff agreed a shared approach to ensure consistency across the school. Data was gathered twice termly during Terms 1 2 and once during term 3 and 4. (Table 4) Issues raised by learners related to disagreements with siblings, peers, ill health and tiredness. Class teachers and our Health and Wellbeing Officer supported learners and addressed their worries or concerns.

Table 4

Check in Data collated:	Percentage of learners who felt great/ good at daily check in	Percentage of learners who were struggling/ wanted to talk at daily check in
August	71%	8%
October	79%	4%
March	78%	4%
May	76%	6%

47% of families have been supported by our Health and Wellbeing Officer this session. This support has included responding to anxieties about their child's wellbeing, signposting to external supports, providing check ins, support with appointments and advice. Parental feedback has highlighted the value of this support and the impact has been seen with improved attendance, timekeeping, happy, settled learners able to engage in learning and strong partnerships between home and school resulting in positive outcomes for learners.

Our Health and Wellbeing Officer has also provided additional reassurance to parents about aspects of safety (Covid 19). The Senior Leadership Team ensured regular effective communication with all parents/ carers. The Health and Wellbeing Officer was able to provide bespoke supports as required ensuring learners attended school with confidence. 32% of parents/ carers responded to our safety and wellbeing survey in August 2020. (Table 5)

Table 5

Parent/ Carer safety/ wellbeing survey August 2020	
Question	Parents were asked to rate their response out of 100. (Average recorded below)
How confident were you with the safety and wellbeing procedures put in place for our return to nursery/ school?	89
How comfortable did you feel about your child/ children returning to school after COVID 19 lockdown?	73
How happy was your child about coming back to nursery/ school?	84

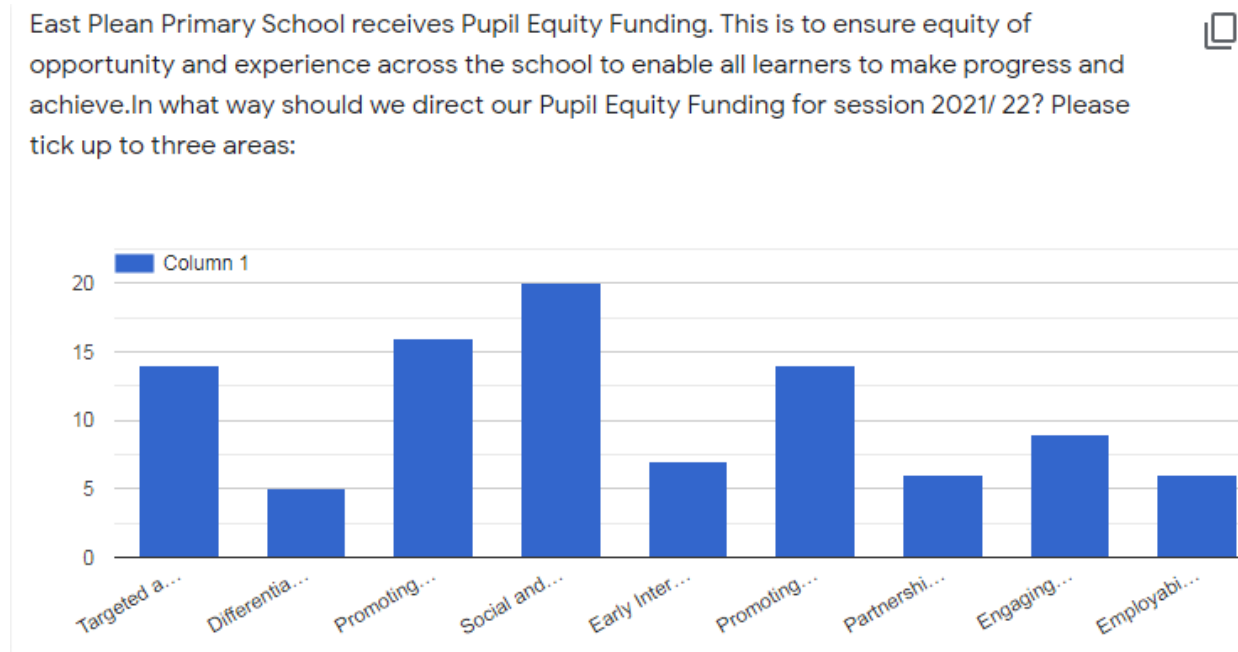
Attendance and Time-keeping

We met our attendance and late coming PEF targets for session 2019 2020. Covid brought additional challenges around attendance for session 2020 2021. Our parents/ carers have embraced our risk mitigations in relation to Covid 19, symptoms, self- isolation, and reporting absence. Our Health and Wellbeing Officer has had a central role in ensuring vital communication with parents/ carers, providing reassurance and guidance. Our good attendance has been maintained this session and time keeping has improved further. We will continue to ensure the supports are in place as we move forward into session 2021 2022 to ensure the positive steps taken with targeted learners are sustained. Very good attendance and timekeeping will be vital during session 2021 2022 to ensure learners have every opportunity to engage positively in learning and make expected progress across all aspects of learning.

Parental Engagement:

We asked our Parents/ Carers and Families for their feedback in relation to School Priorities for School Improvement and Pupil Equity Funding through a Google Form survey during our virtual Pupil Progress Meetings in March 2021. 20% of parents responded.

Parent feedback is shown below:



Parents/ Carers have identified the following aspects as priorities for session 2021 2022:

- Targeted approaches to literacy and numeracy
- Promoting a high quality learning experience
- Social and emotional wellbeing
- Promoting healthy lifestyles

We have

- consulted staff and parents/ carers about the focus for Pupil Equity Funding for session 2020/ 2021
- analysed the data gathered this session around attainment, engagement and wider opportunities for learners
- tracked the progress and wellbeing of all learners
- identified the barriers to learning and progress during 2020/ 2021

As a result of these actions we have identified the following aspects of specific focus for Pupil Equity Funding and School Improvement Planning across East Plean Primary School for session 2021 2022:

- Targeted support for literacy
- High quality learning experiences
- Meeting learners' health and wellbeing needs
- Providing extra- curricular opportunities and leadership opportunities

Alongside these priority areas we will also continue to ensure we provide attendance support for learners and families to ensure learning progress and wellbeing for all learners.

Identified gap/barrier	Outcome for Learners	Impact Measure	Intervention
<i>Linked to barriers identified through analysis of data and illustrated in contextual analysis.</i>	<i>What change do you want to see for learners? How much change? Who are the target group? By when?</i>	<i>How will you know the change is an improvement?</i>	<i>What do you plan to do?</i>
<p>Professional Judgement data reflects the gap in literacy progress this session. (See Table 2) Progress in reading, writing, listening and talking has been impacted by remote learning, periods of self-isolation and Covid related absences.</p> <p>The inconsistencies in teaching and learning experiences, expectations, engagement, context and resources due to school closure, remote learning and self-isolation have impacted the rate of progress made this session. Teachers reported during tracking dialogue that learners were making progress (majority of learners were on track in October 2020) but periods of time out of school impacted on the rate of progress, learner engagement and motivation by June 2021.</p>	<p>Almost all learners, Nursery - Primary 7, will make expected progress in reading by June 2022.</p> <p>Almost all learners, Nursery - Primary 7, will make expected progress in writing by June 2022.</p> <p>Almost all learners, Nursery - Primary 7, will make expected progress in listening and talking by June 2022.</p> <p>Almost all learners in Primary 1, 4 and 7 will achieve expected level in reading, writing, listening and talking by June 2022.</p> <p>Almost all learners, Nursery- Primary 7, will demonstrate positive engagement in learning opportunities and experiences during session 2021 2022.</p>	<ul style="list-style-type: none"> • Monitor progress in literacy learning for Nursery- Primary 7 learners through jotter feedback, learning visits, learner dialogue sessions and tracking and monitoring dialogue. • Monitor progress of learners through Staged Intervention updates and meetings, class learning, home learning, pupil feedback, teacher observation and assessments. • Monitor and track engagement and completion of home learning tasks. • Learner feedback about impact of strategies and supports provided (Staged Intervention/ Care Review learner voice). • Parent/ learner/ teacher feedback on impact of targeted programmes/ interventions on 	<p>Targeted literacy support</p> <ul style="list-style-type: none"> • Whole staff training: “Teaching Children to Listen” programme/ Colourful Semantics programme. (Partnership working with Speech and language Therapy Service) • Embed “Teaching Children to Listen” across all stages Nursery- Primary 7. • Track progress of listening skills termly with assessment proforma from Teaching Children to Listen programme. • Comprehensive approach to writing planned and delivered to reflect context and needs of stages/ classes and learners. • As part of the Reading Schools Accreditation raise the profile of reading for enjoyment across nursery and school: develop reading areas, provide a range of reading activities, purchase and extend reading materials available at all stages. • Provide targeted literacy support to individuals/ groups of learners(listening and talking/ reading and writing) (Support for Learning teacher/ Support for Learning Assistant) • Work in partnership with Speech and Language Therapy to deliver bespoke S&LT programmes to individuals, groups and classes. • Deliver the Speech and Language programme to targeted learners across nursery/ school. (SLA/ SWECE)

		progress and engagement.	<ul style="list-style-type: none"> • Provide opportunities to practice and reinforce in class/ in school learning at home and with learning buddies (Home learning/ Curriculum Ambassadors/ Buddies)
<p>Professional Judgement data reflects the gap in literacy progress this session. (See Table 2) Progress in literacy and numeracy has been impacted by remote learning, periods of self-isolation and Covid related absences.</p> <p>The inconsistencies in teaching and learning experiences, expectations, engagement, context and resources have impacted on the rate of progress made this session. Teachers reported during tracking dialogue that learners were making progress (majority of learners were on track in October 2020) but that periods of time out of school had impacted on the rate of progress, learner engagement and motivation.</p>	<p>Almost all learners, Nursery - Primary 7, will make expected progress in all aspects of literacy by June 2022.</p> <p>Almost all learners, Nursery - Primary 7, will make expected progress in numeracy by June 2022.</p> <p>All learners, Nursery-Primary 7, will engage positively in learning opportunities across the curriculum by June 2022.</p> <p>All learners, Nursery-Primary 7, will experience a rich variety of learning experiences and opportunities to inspire, engage and progress learning by June 2022.</p>	<ul style="list-style-type: none"> • Quality Assurance and Self-Evaluation activities Shared Learning Visits, Learning Walks, Learner dialogue sessions, Tracking and Monitoring Dialogue, Pupil Progress Meetings) will provide rich, meaningful data and feedback about learners' progress, engagement and opportunities. • Teacher professional judgement data and dialogue. • Staged Intervention Meetings, feedback and assessments. • Learner feedback from "My Learning Reflections" Journals (termly). • House Captains will gather data from learners about their experiences, their views. • Twitter will provide a visual of the learning opportunities and experiences provided across all stages. • Gather feedback from moderation and sharing practice staff dialogue. 	<p>High quality learning experiences</p> <ul style="list-style-type: none"> • Update Interdisciplinary planning to reflect Learning for Sustainability practice. • Ensure consistent high quality planning is in place across the school. • Continue to deliver high quality learning and teaching across all stages. • Provide staff development opportunities to ensure consistent high quality teaching and learning practice across the school. • Incorporate moderation and sharing practice dialogue in school and nursery practice. • Continue to provide high quality and robust approaches to Staged Intervention. • Meet all learners' needs with a range of supports and strategies in place. • Invite visitors in to school to enrich learners' experiences. • Make use of the wider world through visits and excursions to enrich and inspire learners. • Provide bespoke experiences to individuals, groups and classes to inspire, engage and ensure progress (writing, reading, listening and talking and numeracy focus). • Develop and embed Play Pedagogy practice across Early Years classes.

<p>School attendance: session 2017/18 94.25% session 2018/19 93.3% session 2019/20 92.6% session 2020/21 95.3%</p> <p>Attendance this session is good however for a few learners attendance continues to impact their progress.</p> <p>Covid, self-isolation and school closure has impacted on learners' progress. Good attendance and timekeeping will be essential during session 2021 2022 to ensure learners have the opportunity to make expected progress.</p>	<p>All targeted learners (Nursery- Primary 7) will have an attendance of above 85% by June 2021.</p> <p>Reduction in latecoming for targeted learners (P1-P7), reducing from above 10 late arrivals to less than 10 late arrivals for session 2021 2022.</p> <p>All learners, Nursery- P7, will have good attendance, explanation provided for absence and additional support provided as required to ensure consistent progress in learning during 2021 2022 session.</p>	<ul style="list-style-type: none"> • Tracking of attendance for all learners across Nursery –Primary 7. • Use data from June 2021 to identify targeted learners and families. • Identify improved pattern over time by tracking attendance monthly. • Monitor progress and attendance during Tracking and Monitoring dialogue meetings (4 times each year) for all learners, Nursery- Primary 7. 	<p>Meeting learners' health and wellbeing needs Health and Wellbeing Officer will</p> <ul style="list-style-type: none"> • monitor attendance and time keeping on a daily basis. • complete attendance daily check in, Nursery- Primary 7. • carry out daily check ins/ weekly attendance check ins for targeted learners. • contact parents/ families and raise profile and impact of positive attendance. • support families and learners to improve attendance as required. • lead staff development session with all staff to reinforce attendance procedures to ensure consistent, effective practice.
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<p>Learner check in data gathered during 2020 2021 showed that approximately 76% of learners felt great or good during daily emotional check ins.</p> <p>For a few learners (6%) tiredness or disagreements with friends or family meant they were struggling and wanted to talk.</p> <p>38% of school and nursery learners are supported through the Staged Intervention process, with specific strategies and supports to enable them to engage effectively in learning and school life. Health and Wellbeing is an aspect of support for 28% of learners on Staged Intervention. Health and Wellbeing continues to be an essential aspect of focus and support across our school and nursery community.</p>	<p>All learners Nursery-Primary 7 will feel safe and secure and ready to learn during session 2021 2022.</p> <p>All learners Nursery-Primary 7 will feel supported and able to engage positively in their learning during 2021 2022.</p>	<ul style="list-style-type: none"> • Monitor learner wellbeing during check ins- classroom/ Rainbow Room. • Learner feedback- classroom learning, learner dialogue sessions, House Meetings, Learner group meetings. • Parent/ carer feedback- HWB Officer interactions. • Parent/ carer feedback- Progress Meetings/ home/ school communication. • Monitor progress of learners through Staged Intervention updates and meetings, class learning, home learning, pupil feedback, teacher observation and assessments. • Learner feedback about impact of strategies and supports provided (Staged Intervention/ Care Review learner voice). • Parent/ learner/ teacher feedback on impact of targeted programmes/ therapy interventions on wellbeing, progress and engagement. 	<p>Meeting learners' health and wellbeing needs</p> <ul style="list-style-type: none"> • Update and Embed Positive Relationships, Aspire, Achieve Policy to reflect needs of all learners across our school community. • Staff Development- Nurture Principle 2 "Classroom Offers a Safe Base" to ensure regulation plans, classroom plans, calm boxes and triage practice in place to meet all learners needs. • Engage with Place2Be programme. <p>Health and Wellbeing Officer will</p> <ul style="list-style-type: none"> • provide an effective home/ school link. • lead the learner Rainbow Room Steering Group to update/ re-establish the purpose, presentation and impact of the Rainbow Room (Nurture Room) to ensure all learners' needs are met effectively. • deliver the Resilient Kids programme to Primary 1, 4 and 7 learners during 2021 2022 session. • lead the whole school "Kindness" focus as learners reconnect across classes, reinforcing our nurturing ethos with learners. • coordinate with Pupil Support Coordinator to ensure appropriate strategies are in place to meet learner need. • reconnect with parents/ carers to ensure strong partnership links in relation to learning and wellbeing. • support parents/ carers and families, signposting to services and resources as required.
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<p>Learner leadership was severely impacted by Covid restrictions. This has had an impact on learner engagement, progress and wellbeing.</p> <p>Opportunities to participate in the wider life of the school have been limited. Learners were unable to develop their skills through leadership, communication or working with others in face to face experiences.</p> <p>School excursions, visitors to school and opportunities to experience a range of sport activities have not taken place during session 2020 2021. These provide learners rich opportunities to develop their skills, interests, transfer their learning and engage positively in learning.</p> <p>Verbal feedback and learners' questions about when they would be able to attend House Meetings, visit other classes, support in playground reflected the impact of Covid restrictions on learners' connectedness and wellbeing during 2020 2021.</p>	<p>All learners Nursery-Primary 7 will feel valued, empowered and part of a strong, active community during session 2021 2022.</p> <p>All learners Nursery-Primary 7 will make good progress across all aspects of learning by June 2022.</p>	<ul style="list-style-type: none"> • Increased entries and feedback in school Visitor Learning Log. • Evidence of visits and visitors and the impact for learners recorded and shared on Twitter. • Learner feedback and impact of experiences recorded in "My Learning Reflections" Journals. • Learner feedback-dialogue sessions, jotters, during class learning. • Check in feedback. • Learning visits, teacher observations. • Parent/ carer feedback. • Teachers' professional judgement during tracking and monitoring dialogue. • Staged Intervention dialogue and meeting minutes. • House Meetings feedback. • Learner Group minutes and feedback. 	<p>Providing extra- curricular opportunities and leadership opportunities</p> <ul style="list-style-type: none"> • Training delivered to Primary 6 (Buddies) and Primary 7 (Curriculum Ambassadors). • Buddy programme with Primary 6 learners supporting Primary 1 learners. • Curriculum Ambassador programme with Primary 7 learners supporting a variety of curricular learning in classes across the school. • House and Vice Captains lead House Groups, devise House Action plans, using How Good is OUR School, and lead on school improvements identified through the plans. • Reading Leadership Group continue to lead development of reading across nursery and school. • Sports Leaders (Primary 5-7) trained and supported to deliver sport activities to classes across the school and nursery. • Playground Monitors volunteers (P5-7) trained to support play in P1-3 playgrounds. • Rainbow Room Steering Group established to develop the use of Rainbow Room (Nurture Room) to ensure a range of opportunities meet the needs of all learners across the school community. • Teachers plan a range of meaningful and relevant excursions to engage, inspire and connect the learning. • Make use of Google Classroom and virtual learning to provide learners with opportunities to connect meaningfully beyond the classroom and school. • Engage and attend a range of sporting activities beyond the school community. • Invite visitors in to school and nursery to enhance and engage learners further.
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PEF Budget Plan should be submitted alongside this plan