

Falkirk Council
Children's Services

Planning for
PUPIL EQUITY FUND 2019/20

School **St. Bernadette's Primary School**

Completion of this template will provide Falkirk Children's Services with the overview of your contextual analysis of the **equity gap(s)** within your school. This initial reflection and planning on the use of **Pupil Equity Funding (PEF)** will then flow into your school improvement plan (SIP) for session 2019-20

If you have already undertaken a school PEF contextual analysis using your own format, then this can be uploaded rather than having to populate this template. If you submit your own format, then please ensure that your analysis provides information on the following four key areas:

- The nature of the equity gap(s) in your school
- The identified target group of pupils (avoiding the possible identification of individual pupils or families)
- Planned interventions (this may be provisional at this stage)
- Resource implications of these interventions (broad headings at this stage)

<i>The Equity Gap(s)</i>	<i>The target group(s)</i>
<p>As a staff we collaborated to identify pupils with FME entitlement in P4-7 and younger siblings. To extend our target group we included all pupils living in decile 1 – 3 and any other pupils whom staff felt, using their professional judgement, termly tracking data and ongoing assessment, required to be part of the target group of pupils.</p> <p>To identify gaps within this target group of pupils, staff completed profiles for individual pupils, including information on attendance and late coming, current literacy and numeracy levels, perceived barriers to learning and current support or interventions. SHANARRI wellbeing indicators were used to document current Health and Wellbeing, following a Wellbeing questionnaire in April 2019. This data was collated by staff to provide an overview for Early, First and Second level pupils with regards to barriers to learning and current support and interventions. Pupil engagement in numeracy, mathematics, reading, writing and listening and talking was recorded using the Leuven Scale of Involvement.</p>	<p>The number of pupils identified within our target group is 28 pupils from nursery to P7. This encompasses 21 families.</p> <p>14% are FME</p> <p>SIMD breakdown: Decile 1 – 0%, Decile 2 – 28.5%, Decile 3 – 53.5%, Decile 6 – 3.5%, Decile 10 – 14.3%</p> <p>Attainment Levels</p> <p>SNSA data 2018/19</p> <p>P1 Literacy low 0% med 39% High 61% P1 Numeracy low 0% med 36% high 64%</p> <p>P4 reading low 26% med 52% high 23% P4 writing low 32% med 45% high 23% P4 numeracy low 29% med 48% high 23%</p> <p>P7 reading low 13% med 53% high 34% P7 writing low 11% med 60% high 29% P7 numeracy low 6% med 69% high 25%</p> <p>Most have attendance between 95% - 100%</p> <p>Refer to Contextual Analysis for further information for individual pupils.</p>

<i>Proposed interventions</i>	<i>Costings for 2019-20</i>
<p>Social and Emotional Wellbeing</p> <ul style="list-style-type: none"> • Develop a shared knowledge and understanding of emotional literacy across the school community • Targeted pupils will show an increase in self-regulation and emotional literacy <p>Measure:</p> <ul style="list-style-type: none"> • Track reported incidents of inappropriate behaviour. • SANARRI Wellbeing Indicators • Nurture questionnaires • Learning walks/talks • Observation • Pupil voice <p>Social and Emotional Wellbeing</p> <ul style="list-style-type: none"> • Develop STEM in the outdoors in partnership with Under The Trees, working towards achieving the John Muir award from P4-P7 • Targeted support with Under the Trees for identified P6/7 pupils to build resilience, perseverance and build positive relationships <p>Under the Trees Outdoor Learning programme running from September 2019 – June 2020. The programme will include -</p>	<p><i>Costings for 2019-20</i></p> <p><i>Outline, in broad terms, the planned use of your PEF fund allocation below:</i></p> <p>Total PEF Allocation: £18,000</p> <p>Across All Under the Trees (including SfLA Grade D 4 hours weekly) - £12,500 Play based learning in the outdoors, P1-3 - £1,250</p> <p>Literacy and Numeracy Talk 4 Writing consultancy (Bronze Package, year 1) - £2,250</p> <p>HWB Promoting Positive Playground Resources - £2000</p>

- Forest School (Thursday am) for targeted P6 and P7 pupils working towards the John Muir Award
- Outdoor learning sessions for P4 pupils (Wednesday am – fortnightly)
- Outdoor learning sessions for P1-7 (Wednesday am - rotation)
- Staff development and training focusing on STEM
- Family learning sessions (3 times per year)
- Targeted family learning sessions and presentation of the John Muir Award

Measure:

- Attendance registers
- Evaluations from each session
- Health and wellbeing survey (tracked every 6 weeks with identified pupils)
- Playground incidents log
- Staff STEM survey
- Pupil health and wellbeing survey (whole school)

Writing

- 100% of pupils will show an increase by at least 10% in attainment within writing

Action:

CLPL for all staff in Talk 4 Writing approach to fictional writing

Consultancy support through Talk 4 Writing:

- Planning and review
- Leadership development

- Developing whole school systems
 - Talk for Writing planning workshops – fictional writing
 - In class support and coaching
 - 1 to 1 staff surgery sessions
- Implement and resource

Further develop our understanding of quality feedback through professional learning opportunities
Assessment is for Learning- Feedback – will be used effectively to improve learning and teaching within writing

The 5 critical questions (Lynn Sharrat) will become the focus for quality assurance procedures during writing:

1. What are you learning?
2. How are you doing?
3. How do you know?
4. How can you improve?
5. Where do you go for help?

Measure:

Outcome Measure

- Teacher judgement
- Assessment data
- SNSA
- Performance data within neighbourhood and authority

Process Measures

- Staff audit on competency and skill within the teaching of writing – pre and post;
- Termly tracking meetings
- Talk 4 Writing baseline audit
- Evidence from Talk 4 Writing initial consultation
- review of the impact of Fiction input, leadership Support and teacher support (Talk 4 Writing)
- Assessment and moderation of writing
- Leuven scale of engagement
- Learning walks
- Class observations
- Jotter moderation
- Pupil focus groups
- Pupil survey – taken at 4 points throughout the session

Balance Measure:

- Writing across the curriculum