



Pupil Equity Fund: Planning 2023-2024

SCHOOL: Banchory Primary School

PEF ALLOCATION: £80, 444 - £2400 (CSSS pupils)

YEAR: 2023/24

CONTEXTUAL ANALYSIS / RATIONALE

At Banchory Primary School, we have a school roll of 182. Our school is situated in an area of deprivation with 66% of our children and families living in Deciles 1 and 2 as described by the Scottish Indices of Multiple Deprivation (SIMD). We have an above average level of need with 56.4% of our learners receiving additional support through the staged intervention process. 38% of our learners in P4-7 receive Free School Meals, this is an increase from 2021/22 where only 27% of our learners received free school meals.

With over half the school receiving additional support and resources through our robust staged intervention processes and systems, and an almost doubling of children receiving free school meals, we need to look at adapting our environments and learning and teaching approaches to ensure we are meeting the development needs of all learners within our classrooms. Through our validated self-evaluation it was highlighted as an area for improvement to ensure our learning and teaching is developmentally appropriate and focussed on outcomes for learners.

In Banchory, our Q1 learners are outperforming our Q5 learners across all stages in literacy and numeracy however, with such a high percentage of our children living in Q1 and such a low number living in Q5, it is not proportionate to compare our Q1 and Q5 attainment. Instead we aim to reach the stretch aims in literacy and numeracy (68% and 75%) and compare locally and nationally.

Our combined literacy for P1, P4 and P7 for Session 2022/23 is 58.9%. This is the highest this has ever been with an almost 9pp increase since last session. Our Q1 learners are slightly below (9pp) the Q1 stretch aim of 59.3%. Our Q1 learners in ELC and P5 are above the stretch aim with P7 just below. In P2, P3 and P4, our learners are less than 10% below. Our current P1s are 15% below with our current P6 learners significantly below at 21%.

Our combined numeracy for P1, P4 and P7 for Session 2022/23 is 53.4%; with the exception of a spike of learners in attainment from our learners in cohort 2022, this is the highest this has been since 2020/21. Although we are still below the stretch aim of 75%, in Session 2021/22 we had much less



learners in these cohorts so we have more learners attaining the appropriate levels of literacy and numeracy since last session. Our Q1 learners are 15% below the stretch aim of 68.3% for Q1 P1, P4 and P7. Our Q1 learners in ELC are above the stretch with our P1, P3 and P5 Q1 learners just below. Our Q1 P2 learners are below at 60%, with our P4 and P6 learners significantly below at 43% and 11% respectively.

Our learning assistants, led and supported by our Support for Learning teacher, have led on a variety of interventions to support our Q1 learners (write-on, building blocks, toe-by-toe). Using assessment tools to identify exactly where our children are in their learning and development and then using an appropriate intervention has improved attainment for our Q1 learners.

Attendance for our school has improved since last session to 90.34%. Our Q1 learners attendance has improved this session from 75% in 2021/22 to 87.5% Through an attendance self-evaluation toolkit we have recognised that our class teachers should take more of a responsibility on recording and interventions regarding attendance. Family learning programmes such as Families Connect have contributed to positive attendance and positive attainment for our Q1 learners pre covid.

This session our learners have built a strong and positive relationship with an external partner who originally came to work with Banchory through the C-strive process. The positive impact these sessions were having on our learners was clear and as a result, an underspend which became available, was able to be spent on further resources from this partner.

Based on this contextual analysis we will be using our PEF to support interventions to ensure our environments and learning and teaching is developmentally appropriate, particularly at Early and 1st Level with the introduction of assessments to inform interventions.

IDENTIFIED GAP/BARRIER	OUTCOME FOR LEARNERS	IMPACT MEASURE	INTERVENTION	COST	PROGRESS INDICATORS
Current P1 and P2 attainment levels have dipped slightly across literacy from previous attainment levels with P2 also showing a 'drop off' in numeracy. Current P1 and P6 has	Developmentally appropriate interventions for targeted individuals.	Boxall Profiling Quality Assurance - R4L Environment Checklist - Visual Communication environment	Boxall Training, tools and resources for staff across the school.	£200 pp (5 staff trained)	All identified staff trained by August 2023. Principles of training implemented and quality assured by end of October 2023. Appropriate resources in



<p>the lowest literacy attainment for Q1 learners; P6 also has the lowest Q1 attainment for numeracy.</p> <p>Staged Intervention levels across the school remain high with 52% of our learners receiving additional support; with the majority of support for social, emotional and mental wellbeing.</p>		<p>- Relationship's policy evident across the school</p> <p>Impact of support sessions.</p> <p>Boxall Profiles</p> <p>Staged intervention numbers</p>	<p>Families Connect programme</p> <p>Pre-post predicted attainment</p> <p>Parent feedback</p> <p>Creative Therapeutic Music Therapy for all classes and 1:1 and small group support for P1-P5.</p>	<p>£1500? TBC</p> <p>£6669</p>	<p>place to support bridging the gap in development.</p> <p>Revisited twice per year.</p> <p>By August 2023, Learners identified and prioritised by level of support required. This will be reviewed termly to measure impact and ensure support and resources are targeted appropriately.</p> <p><i>Long Term: Almost all Identified and supported learners showing an improvement in their developmental and diagnostic profile demonstrated through improved engagement in class.</i></p>
---	--	---	--	--------------------------------	---



IDENTIFIED GAP/BARRIER	OUTCOME FOR LEARNERS	IMPACT MEASURE	INTERVENTION	COST	PROGRESS INDICATORS
<p>Q1 stretch aim for literacy is 59.3%. Our combined Q1 P1, P4 and P7 learners in Literacy is 9pp below this.</p> <p>Predicted for Session 2023/24 P1, P4, P7 Q1 literacy 53%</p> <p>Predicted to be below Q1 Literacy for Session 2023/24: P2: 43.8% P3: 50% P4: 52.6% P5:50% P7: 21%</p>	<p>By June 2024, P1, P4 and P7 Q1 Literacy to improve by 10%.</p>	<p>Pre/Post assessments</p> <p>TPJ</p> <p>SNSA</p> <p>PIRA Assessments</p>	<p>Small group interventions in literacy to continue with targeted pupils.</p> <p>Introduction of PIRA Assessments and Shine intervention programme by class teachers.</p> <p>P7 to benefit from high adult:child ratios with smaller classes.</p>	<p>LAs £30k0 (TBC)</p> <p>SfL £5800 (TBC)</p> <p>PIRA and Shine resource £1200 (TBC)</p>	<p>Learners identified for additional support by end of September 2023; reviewed termly.</p> <p>Pre/post assessments at beginning and end of block of interventions.</p> <p>Working within and predicted levels of attainment Oct/Dec/Mar/June.</p> <p><i>Long Term: By June 2024, P1, P4 and P7 Q1 Literacy to improve by 10%.</i></p>
IDENTIFIED GAP/BARRIER	OUTCOME FOR LEARNERS	IMPACT MEASURE	INTERVENTION	COST	PROGRESS INDICATORS
<p>Q1 stretch aim in numeracy is 68.3%. Our current Q1 P1, P4</p>	<p>By June 2024, P1, P4 and P7 Q1 Numeracy to improve by 15%.</p>	<p>Pre/Post assessments</p> <p>Sandwell Standardised Assessments</p>	<p>Small group interventions in numeracy to continue</p>	<p>LAs £30K</p> <p>SfL £5800</p> <p>SfL £11, 759</p>	<p>Learners identified for additional support by end of September 2023; reviewed</p>



<p>and P7 numeracy is 54.5%.</p> <p>Predicted Q1 P1, P4 and P7 numeracy for Session 2023/24 is 52%.</p> <p>Predicted to be below Q1 Numeracy for Session 2023/24:</p> <p>P3: 60%</p> <p>P5: 42.9%</p> <p>P7: 10.5%</p>		<p>TPJ</p> <p>SNSA</p> <p>PUMA Assessments</p>	<p>with targeted pupils.</p> <p>Introduction of PUMA Assessments and Shine intervention programme by class teachers.</p> <p>P7 to benefit from high adult:child ratios with smaller classes</p>	<p>(TBC)</p> <p>£1200 (PUMA & Shine)</p>	<p>termly.</p> <p>Pre/post assessments at beginning and end of block of interventions.</p> <p>Working within and predicted levels of attainment Oct/Dec/Mar/June.</p> <p><i>Long term: By June 2024, P1, P4 and P7 Q1 Numeracy to improve by 15%.</i></p>