



Rockfield Primary School Pupil Equity Fund

The Pupil Equity Funding is additional funding allocated directly to schools and targeted at closing the poverty related attainment gap.

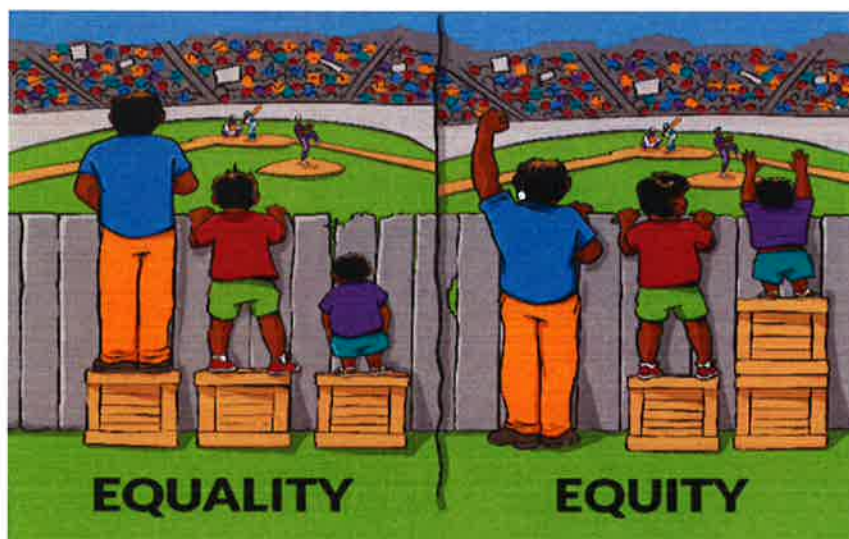
The funding is distributed in every local authority in Scotland and is allocated on the basis of the numbers of pupils in P1-S3 known to be eligible and registered for free school meals.

The Scottish Government has announced the Pupil Equity Funding (PEF) school level allocations for 2019/20 with draft guidelines to accompany this.

Rockfield Primary School has been allocated £67,200 for our English Medium Department and £8,400 for our Gaelic Medium department in session 2019-20. This money can be spent in accordance with the underlying principles set out below with interventions and success criteria detailed in our School Improvement Plan.

The PEF is concerned with additional and targeted interventions to support those young people affected by poverty.

The diagram attached illustrates in a simple way the difference between equality and equity.



The Pupil Equity Fund is to be spent on targeted supports to deliver equity and not on universal supports for all. We can and do use our discretion to include a wider range of learners beyond our targeted pupils.

Information and support on what interventions are most effective have been made available to the school. We have also been analysing our own information and data to target our interventions.

We use the following “data” to influence our decisions on spending:

Scottish Indicator of Multiple Deprivation (SIMD – **Scottish Index of Multiple Deprivation** provides a relative measure of **deprivation** based on **indicators** from 7 domains – income, employment, health, education, access, housing and crime. The index identifies **multiple deprivation** for 6505 small areas (data zones) across **Scotland**.)

- Free school meals take up
- Attainment levels in Literacy, Numeracy and Health and Wellbeing
- Information /knowledge based on adverse childhood experiences which children may have
- Wellbeing information
- Levels of attendance, and latecoming
- Pupil participation rates- involvement in lunchtime/ after school or community clubs

The Government’s advice is that our PEF interventions should be additional to our normal practice and prioritise the following areas:

Improve young people’s attainment in literacy and numeracy

Improve the health and well-being of our young people

Improve young people’s employability skills and support their move towards positive destinations when they leave school.

The factors that can make a difference are:

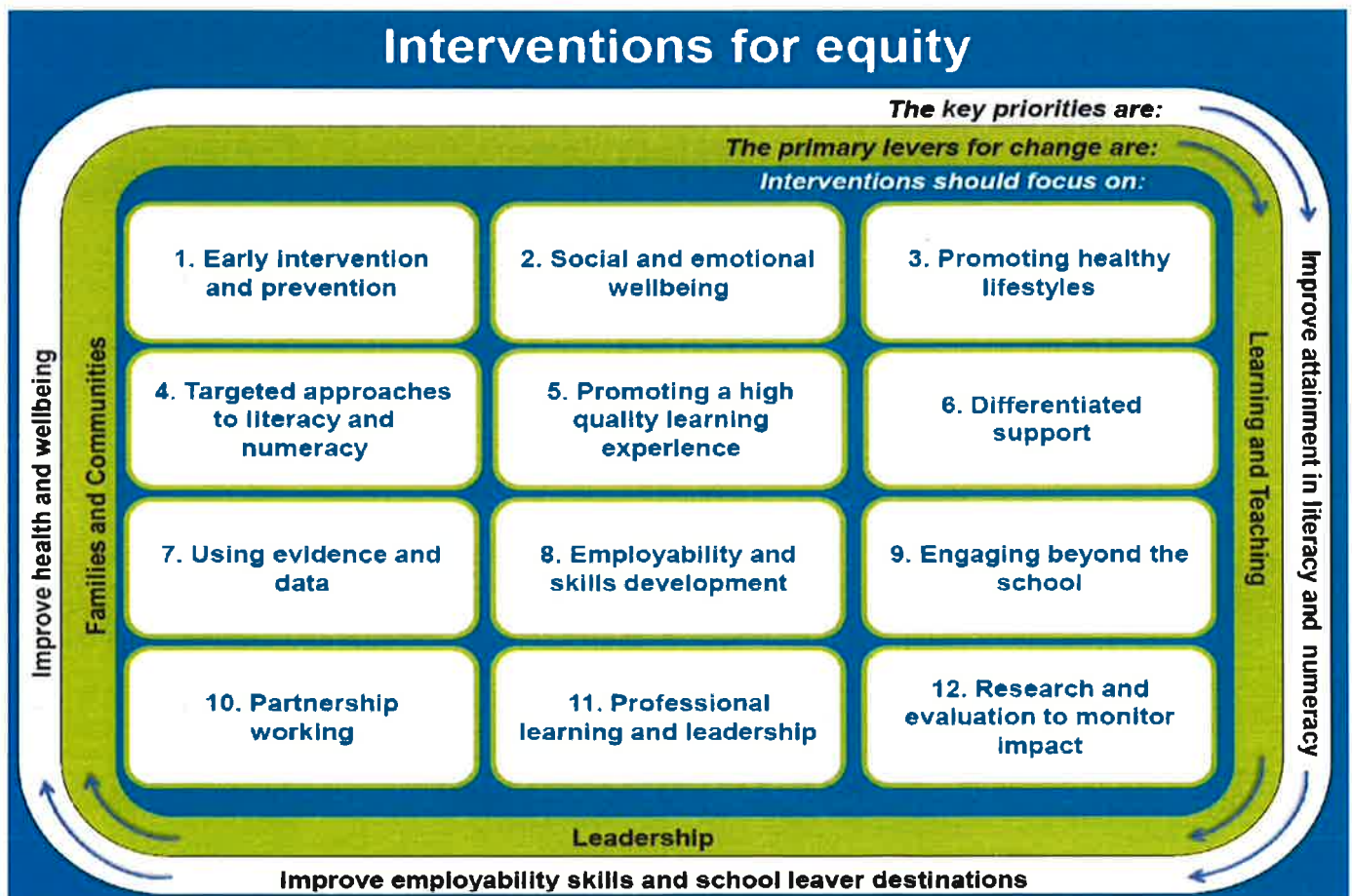
Learning and Teaching

Leadership

Families and communities

Early Intervention

The diagram below, produced by Education Scotland, has helped to inform our decision making.



Rockfield Primary School Pupil Equity Fund Session 2019/20

We are consulting with the school community; with young people through the Pupil Council, with parents and carers through the Parent Council and Parent Forum, and with staff. We are analysing our data sets for attainment, attendance, engagement in learning, focussing on our young people receiving Free School Meals Entitlement (FME) and those from deciles 1-3; deciles 1-3 refers to those in the most deprived areas according to the Scottish Index for Multiple Deprivation (SIMD).

What we know:

Children who attend school regularly, attain better and have more positive outcomes.

Children who arrive at school on time and ready to learn, attain better and have more positive outcomes

Parents/Carers who attend family engagement opportunities (parents' evenings, celebrations of learning, support learning) are more involved.

Positive relationships with children and their families support attendance and attainment.

Early interventions (from preschool/P1) give us the best chance of improving young people's outcomes.

What is our attainment gap at Rockfield Primary School?

Children in deciles 1-5 as a whole, tend not to perform as well as those in deciles 6-10. This is not true for all children, but is a broad overview

A significant minority of children come to school with impoverished vocabulary, poorer narrative skills and poorer skills in phonological awareness. These are the pre-requisite skills for reading and writing

Children who are categorised as "looked after" have a tendency to do less well, particularly in the area of social, emotional and mental wellbeing. A significant minority have trauma and attachment issues which impact on all areas of their learning.

Children who experience poor mental wellbeing attend school less and do not experience wider achievement to the same extent as other groups of children. Increasing numbers of children are being referred to school nursing/ CAMHS for anxiety. We have also witnessed self harm- rare but not unknown

Children who have less than 95% attendance are doing less well in their attainment, as are those who are regularly late for school

Children whose families do not engage (for whatever reason) with the life and work of the school are doing less well in terms of attainment and achievement. This is reflected in poorer attendance at parents' evenings, limited feedback in Learning Journals, less input to homework, and less opportunities for children to be involved in community clubs and events.

In terms of literacy as a whole, our reading and writing results tend to be good at P1 and P7, and are beginning to improve at P4.

An attainment gap exists for listening and talking and this is an area for improvement for us.

In numeracy, we perform well at P1 and perform satisfactorily at P4 and 7. The majority of children sit within the medium performance in maths, with a significant minority as high performing. Our focus is to move a significant number of children from medium performing to high performing

High Level Targets:

Raise attainment in literacy and numeracy through targeted interventions across each level.

Raise attainment on Gaelic literacy for all , particularly conversational Gaelic.

Improve attendance and late coming across the school, but particularly with an emphasis on children who are SIMD 1-5

Develop positive relationships and supports for challenged young people and their families.

Develop early intervention strategies for learners who experience poorer social, emotional and mental wellbeing

Current approaches to closing the poverty related attainment gaps

We have used our PEF funding in the following ways:

<u>Literacy</u>	<u>Numeracy</u>	<u>Health and Wellbeing</u>
<p>Early Intervention Language group across P1 and 2 with associated training for ELC practitioners including Gaelic Childcare and Education Workers</p> <p>Pupil Support Teacher appointed to focus on closing the literacy gap in English Reading for 2017-18 (including Gaelic Medium Pupils)</p> <p>Gaelic Classroom assistant appointed for 2017-18 to support delivery of Gaelic literacy</p> <p>Investment in English Reading Resources across both English and Gaelic: Accelerated Reading</p> <p>Funding to support the planning and delivery of a Gaelic literacy Project in partnership with Bun Soil Salen</p> <p>Purchase of ICT resources for English and</p>	<p>Subscriptions to Heinemann Active Maths for both English Medium and Gaelic Medium Pupils</p> <p>Subscriptions to Sumdog for both English Medium and Gaelic Medium Pupils</p> <p>Staffing costs to allow class teacher time out of class to lead numeracy approaches across the school (English and Gaelic)</p>	<p>Youth Worker to plan and deliver pupil groups ensuring targeted children have opportunities for wider achievement through pupil participation opportunities</p> <p>Rainbow Risers Nurture Group (for Gaelic and English pupils)- with associated staffing, resources and food costs</p> <p>Outdoor Learning day with Stramash for targeted group of pupils</p> <p>Nurture Network training for 4 members of staff</p> <p>Investment in mental Health resources across both English Medium and Gaelic Medium</p> <p>Partial funding of Edinburgh trip for Gaelic Medium Pupils (P5-7)</p> <p>Associated costs of Mod Entries</p>

What are our next steps?

Continue with existing projects and consider the following additional areas:

Use existing staff expertise to lead numeracy approaches to Numeracy across the school, ensuring that evidenced based approaches are consistent and embedded across the whole school

Build closer partnerships with the parent body that can contribute effectively to intervention groups

Build on positive approaches to mental wellbeing and use wellbeing indicators to measure the impact

How can you help?

As a school we have been discussing and consulting how our PEF money can be best used. Parents and carer's views will be represented through our Parent Council. We would like to know your views and suggestions too.

If you have suggestions and ideas on how we can improve attainment for those young people challenged by poverty please use the short survey below or contact the school at the email address, below.

<https://www.surveymonkey.co.uk/r/G6MQDMJ>

enquiries-rockfield@argyll-bute.gov.uk

More detailed information on the poverty-related attainment gap can be found at the link below. Please spend some time accessing further information from the links below. These will give you more detail on the PEF and the opportunities that this brings for Stirling High School's Learning Community.

Closing the Attainment Gap: What Can Schools Do?

http://www.parliament.scot/ResearchBriefingsAndFactsheets/S5/SB_16-68_Closing_The_Attainment_Gap_What_Can_Schools_Do.pdf

How to claim for free school meals and clothing grant

We are aware that some families in Rockfield Primary School are entitled to the free school meals allowance but do not claim this entitlement.

Click on the links below to find out more information on Argyll and Bute Council free school meals and clothing grants.

<https://www.argyll-bute.gov.uk/education-and-learning/free-school-meals>

<https://www.argyll-bute.gov.uk/forms/application-clothing-grant-free-school-meals>