

School Improvement Planning Overview – Pupil Equity Fund - 2020-2021

School: Riverside PSNC

PEF Allocation: £80,356

National Improvement Framework Policy
<ul style="list-style-type: none">Closing the attainment gap between the most and least disadvantaged children
Contextual analysis (identify the gap and barriers to learning)



Identified gap/barrier	Outcome for Learners	Impact Measure	Intervention
<p>Linked to barriers identified through analysis of data and illustrated in contextual analysis.</p>	<p>What change do you want to see for learners? How much change? Who are the target group? By when?</p>	<p>How will you know the change is an improvement?</p>	<p>What do you plan to do?</p>
<p>Social and Emotional Wellbeing (SEL)</p> <p>Timekeeping</p>	<p>Most children in a targeted group of P5 & P6s & P7 will improve their ability to self-regulate and so improve their active engagement in learning by June 2021.</p> <p>To increase punctuality of targeted group to that of less than 10 lates per year by June 2021</p>	<p>The targeted group will increase their ability to access mainstream classes with support most of the time.</p> <p>Use of Self-Regulation Strategies linked with successful learning will increase as observed within class by class teachers and quality assurance visits from SLT observations recorded each term.</p> <p>Accelerated attainment progress will be reflected in an increase in 2 increments within tracking and monitoring data for most of the children in this targeted group.</p> <p>Decrease in lateness for almost all of the targeted group. Tracking of late coming will show reduction pre to post support.</p>	<p>Continue Mental Wellness Champion 4 days per week to run therapeutic interventions for targeted groups and individuals to support learner engagement.</p> <p>Conduct parental workshops on the benefits of sleep therapy and sleep hygiene (CBT)</p> <p>Working with targeted families to support and improve lateness</p> <p>Complete Roots of Empathy Program with new targeted group P6 cohort</p>

<p>Literacy Learning – Reading gap especially in lower deciles 1-3</p>	<p>By June 2021 80 -85% of P1 children will achieve Early Level Reading</p> <p>Learners and families will feel less isolated as appropriate supports in literacy will be signposted and accessed. This will ensure that learners are able to engage in reading learning and for enjoyment more readily by June 2021</p> <p>By June 2021 80 – 85% of P7 children will achieve Second Level Reading</p>	<p>Teacher judgement ACEL data will show improvement from 84% to between 85 – 90% for all P1 cohort.</p> <p>Observations through quality assurance visits by SLT will show increase in effective teaching of reading</p> <p>Number of parents attending phonics workshops will increase from previous year by 20%</p> <p>Increase of accessing Rocking Readers tackled by reading reps pre and post and reading for enjoyment targeted children.</p>	<p>Read Write Inc (P1-P3)</p> <p>Freshstart (P5-P7)</p> <p>Reading Reps</p> <p>Scotland Reads Initiative</p>
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<p>Easing transitions for vulnerable children (SMID 1-3) and Autism Provision Children Support transitions and reconnection of returning to school COVID - 19</p>	<p>To increase almost all children in P1 & P2 & P4 and AP classes knowledge and skills in understanding their own emotions and social communication by June 2021.</p>	<p>85% of children in P1 will achieve Early Level in all areas</p> <p>Social Play record will indicate improved play and social communications for targeted children from start of term to May/June 2021.</p> <p>Use Leuven Scale for involvement to demonstrate increased involvement in learning during quality assurance visits SLT</p> <p>TAC meeting would indicate children are beginning to understand their own emotions and increase their social communications</p>	<p>Home Family Link support within Early Years & P4-P7 to support transitions home Learning to support transitions. 4 days per week</p> <p>Play Based Learning Playground development Autism Provision to help support access to learning and improve health and wellbeing.</p> <p>Continue to develop and further implement Play based Learning P1 –P2</p>
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<p>Literacy gap particularly in lower SMID (1-3) in all areas (Reading, Writing , Listening & Talking)</p>	<p>By 2021 between 80 – 85% of children achieving first level writing by end P4</p>	<p>Teacher judgment demonstrates improved levels of attainment quarterly with 80 – 85% of children from lower SMIDs achieving expected levels by June 2020 in reading and listening and talking.</p> <p>SNSA in P1, P4 & P7 demonstrates progress over time across all literacy</p> <p>Speech and Language Therapist will indicate improved vocabulary from baseline assessment to post measure in June 2021</p> <p>Parental perception from surveys will indicate improved parental engagement in literacy at home and recognition of their child’s increased vocabulary and written skills</p>	<p>In conjunction with comparator school embed Word Aware Programme</p> <p>Deliver Talk for Writing CLPL and implement Read Write Perform approaches to technical accuracy writing.</p> <p>Implement Project Based Learning challenges whole school.</p>
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PEF Budget Plan should be submitted alongside this plan