

School Improvement Planning Overview – Pupil Equity Fund

2023-24

School: Riverside PS

PEF Allocation: £72,275



Identified gap/barrier	Outcome for Learners	Impact Measure	Intervention	Responsibility
Linked to barriers identified through analysis of data and illustrated in contextual analysis.	What change do you want to see for learners? How much change? Who are the target group? By when?	How will you know the change is an improvement?	What do you plan to do?	Who will action? When?
<p><u>Attendance and Lateness:</u></p> <p>A target group of 32 pupils (FSM and Q1) have lower levels of attendance than their peers.</p> <p>Group of 27 learners identified with 10 or more lates to date (mostly FSM and/or Q1).</p>	<p>Attendance rate (%) of almost all of the target group will increase by between 5-10% from June 23 to June 24.</p> <p>Late coming incidences will reduce for almost all of the 27 learners by 50% from June 2023 to June 2024.</p>	<p>6 weekly tracking for target groups (attendance and lateness) will indicate improved rates of attendance and punctuality.</p>	<p>Family link officer will effectively work with families who require support in helping their child/children access school consistently and on time.</p> <p>Support for attendance to be discussed as part of Staged Intervention meetings, as appropriate.</p> <p>Review format of absence/late coming letters to ensure most effective format. Letters issued and followed up with a support discussion by a member of SLT or link made to family link officer, as appropriate.</p>	<p>G Clark - ongoing</p> <p>SLT – 6 weekly review of attendance data</p>

<p>To be identified by the Social Justice Ambassadors.</p>	<p>Targeted group of children will increase their knowledge of the impact of poverty on learning and their school/ community.</p> <p>SJAs will take ownership for £500 of the PEF budget to implement a change that impacts upon poverty for learners/families within the school community.</p>	<p>PEF plan will use the data from SJAs to set an appropriate outcome and measures for the intervention agreed.</p> <p>Further info will be inputted as it becomes available.</p>	<p>Social Justice Ambassadors - £500 to be set aside for pupil group to bid/plan for to address the poverty gap within our school community.</p>	<p>D McLeod – plan to be in place by Christmas</p>
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<p><u>AP:</u></p> <p>A focus group of 15 learners require support to co-regulate, self-regulate and to interact socially.</p>	<p>The majority of learners will demonstrate an increase in the number of times (from before and after programme) when they are able to co-regulate or self-regulate using the strategies developed as part of the programme.</p> <p>The majority of learners will demonstrate an increase in the number and depth of their social interactions (from before and after programme) with adults at school and home.</p>	<p>AP staff monthly observations will show that learners from this targeted group are able to use skills and strategies learned from programme to co-regulate/self-regulate within other areas of their learning and school life.</p> <p>Learners' communication passports and their SCERTS emotional regulations assessments will reflect changes in the ways in which the children are able to co-regulate/self-regulate and interact socially from before and after participating in the programme.</p> <p>Comments recorded during TAC meetings will reflect that the majority of the target group have been more able to co-regulate/self-regulate and interact socially at home from June 23 to June 24.</p>	<p>Invest in 10 week block of dance/rhythmic movement block tailored to support children with autism (Terms 1 & 2).</p> <p>Invest in sensory equipment to be used in classrooms, sensory break out spaces and outdoors.</p> <p>Staff to share feedback on strategies being developed with parents for them to incorporate with children at home.</p>	<p>J Gallagher - ongoing</p>
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<p><u>HWB:</u> 55 children in target group require higher levels of social and emotional support to self-regulate in order to engage with learning in class.</p>	<p>Almost all of the learners from target group will be able to self-regulate in particular situations without interventions from adults.</p> <p>Almost all learners in the target group will be able to identify, select and use strategies they have learned to enhance engagement in their learning and school life.</p>	<p>Nurture programme pre and post assessments completed with pupils.</p> <p>Teachers to measure impact on target change behaviour for individuals, e.g., number of times SLT were required to support with individuals' behaviour, number of times pupil left the classroom and needed support to return, etc.</p> <p>Glasgow Motivation and Wellness Profile used at three points during the year (Term 1, early Term 3 and Term 4). Improvements in two or more categories used to indicate positive improvement. Completion of profile used as opportunity for good quality dialogue with targeted individuals.</p> <p>Parental comments will reflect positive impact of interventions being observed at home.</p>	<p>Pupils will attend nurture sessions – either 1:1 or small group lead by Family Link Officer/Mental Wellness Champion.</p> <p>HWB programmes – (ELSA Support) – Anxiety & Worries, Self Esteem and Twinkle & Shine, John Muir Trust</p>	<p>G Clark/class teachers – Administer Glasgow Motivation and Wellness Profiles and set targets</p> <p>D McLeod – work with class teachers to plan how to measure impact on change behaviours</p>
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<p>Target group (Q1, FSM and survey of extra-curricular opportunities) would benefit from extra-curricular experiences to boost self-esteem, sense of belonging and enhance engagement in learning.</p>	<p>Almost all children in target group will attend at least one extra-curricular club (lunchtime or after school) or participate in at least one extra-curricular opportunity.</p> <p>Almost all children who attend will self-report improvements in engagement, increased sense of belonging at school and enhanced self-esteem (pre and post involvement in extra-curricular activities).</p>	<p>Record of attendance at extra-curricular clubs will improve for children in targeted group.</p> <p>Learners to complete pre and post survey designed to gather self-perceptions on engagement, sense of belonging and self-esteem. Results will indicate improved outcomes from before and after participating in extra-curricular clubs.</p>	<p>Project lead to co-ordinate timetable of lunchtime and extra-curricular clubs suiting a range of different interests. Promote clubs and target pupils to attend.</p> <p>Offer further opportunities for learners to represent school in sporting and physical activity events.</p> <p>Enrol in Sport Scotland Award and use as assessment tool for measuring and monitoring how school supports wider participation.</p> <p>Invest in SERC partnerships and associated resources to provide wider experiences for learners in target group.</p>	<p>H Spencer – Project Lead- Terms 2 – 4</p> <p>R Plewes - PT</p>
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<p><u>HWB: Nurture</u></p> <p>An increasing number of learners are in need of snacks and breakfast provided by school.</p>	<p>Learners will be able to access breakfast and snacks, as required, in a supportive and dignified way to support them to be ready to learn.</p>	<p>Sign in sheet will monitor trends in attendance at breakfast club.</p> <p>CTs to use Leuven scale to measure engagement in morning activities and to track correlation with attendance at breakfast club for target pupils in P4-7.</p> <p>Staff will observe less incidences of learners reporting that they are hungry during lessons and will spend less time organising snacks for learners. Compare incidences before and after introduction of class snack baskets.</p> <p>Meet with targeted focus groups once per term to gather information on usage and impact of accessing snack in class.</p> <p>Carry out survey to measure the impact of snack baskets and breakfast club on eating more nutritious food. Use Scottish Government HWB census data as model for this.</p>	<p>Staff member to continue to be employed to support the running of an informal breakfast club for those who need it.</p> <p>Budget set aside to provide snacks/fresh fruit in each class.</p> <p>Further ways to fund the class snack baskets to be explored (e.g., donations from local supermarkets, Food for Thought grant).</p>	<p>D McLeod</p> <p>G Clark – breakfast club sign in sheet – submit weekly</p>
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<p><u>HWB:</u></p> <p>Target group of P1 learners require more support to engage effectively in learning activities.</p>	<p>Almost all learners in target group will demonstrate an increase in learning engagement during rhythm and movement sessions over the course of the 6 week block.</p> <p>The majority of learners in target group will demonstrate an increase in learning engagement after participating in rhythm and movement type activities as part of wider school day.</p>	<p>Leuven scale results (week 1, week 3 and week 6) will indicate more positive engagement during sessions.</p> <p>Staff observations/records will indicate the learners are more engaged in learning activities after participating in rhythm and movement type activities.</p> <p>Leuven scale results (weekly for set period of time) will indicate more positive engagement in learning in relation to rhythm and movement activities being integrated as part of school day.</p>	<p>Invest in 6 week block of Boogie Beats movement programme.</p> <p>Staff to integrate rhythm and movement type activities into school day.</p>	
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<p><u>HWB: Mental, Emotional and Social Wellbeing</u> Staff have raised concerns around the levels of anxiety, low self-esteem and lack of resilience that children are presenting with.</p> <p>45 children from P2-7 in target group require higher levels to manage anxiety.</p> <p>Other children may be identified through staged intervention and/or self-identified by pupils/parents, as appropriate.</p>	<p>Almost all learners in target group will be able to identify and regularly use strategies to support them to self-regulate when feeling anxious.</p> <p>The majority of learners in target group will indicate improvements in self-perceptions/self-esteem.</p>	<p>Glasgow Motivation and Wellbeing Profile to be completed as pre and post assessments by learners in target groups. Results will show improved scores for most pupils in targeted groups particularly in Agency, Affiliation and Autonomy categories.</p> <p>Mind Ninja survey to be completed by pupils and will show an increase in the number of strategies the children are able to identify to self-regulate and will demonstrate improved self-perceptions.</p> <p>Teaching staff and support staff working with pupils to complete a short feedback form before and after target Mind Ninja blocks.</p> <p>Results will show an increased frequency in which pupils have been able to successfully select and use strategies to manage anxiety and/or have displayed greater self-esteem/resilience in learning and playground contexts.</p>	<p>Whole school engagement with Mind Ninja programme.</p> <p>More targeted approach using the resources and allocating time for targeted groups.</p>	<p>Class teachers/SLAs to complete 1:1 targeted sessions with individuals and assessments.</p>
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<p><u>Literacy</u></p> <p>A group of 50 children from P3 – P7 (with an emphasis on Q1 and FSM) has been identified who require a more intensive 1:1 approach to support their literacy attainment.</p>	<p>The majority of learners in the target group will demonstrate an increase of two or more attainment markers in reading from June 2023 to June 2024.</p>	<p>Regular assessments of learners using Lexia assessment tools.</p> <p>Professional dialogue between class teachers and accelerated learning staff will evidence that learners are applying the literacy skills from Lexia to class learning.</p> <p>Teacher judgement (ACEL) at 2 check points in year (attainment meetings throughout the year)</p>	<p>3 year investment in Lexia literacy intervention programme.</p> <p>50 learners will be supported to engage with the Lexia programme whilst working alongside an Accelerated Learning staff member.</p> <p>Accelerated learning staff will plan and carry out follow up literacy session with learners on a 1:1 basis, as indicated by Lexia programme.</p>	<p>C Wiik/H Spencer – termly assessments/ 1:1 interventions</p> <p>H Spencer – 1:1 interventions</p> <p>SLT - tracking and monitoring (twice per session)</p>
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<p><u>Literacy:</u> A group of 25 children from P5 – P7 has been identified who require a more focused reading intervention (mainly FSM and Deciles 1 and 2).</p>	<p>The majority of learners in the target group will demonstrate an increase of two or more attainment markers in reading from June 2023 to June 2024.</p>	<p>Learners will be regularly assessed using Fresh Start assessment tools.</p> <p>Professional dialogue between class teachers and accelerated learning staff will evidence that learners are applying the literacy skills from Fresh Start to class learning.</p> <p>Teacher judgement (ACEL) at 2 check points in year (attainment meetings throughout the year)</p>	<p>Continue to invest in Fresh Start resources required to run the programme.</p> <p>25 learners will participate in Fresh Start literacy programme with Accelerated learning staff four times weekly during the session.</p>	<p>C Wiik – termly assessments</p> <p>L Robb – Fresh start groups</p> <p>SLT – tracking and monitoring (twice per session)</p>
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<p><u>Literacy:</u></p> <p>Children from Quintile 1 have lower literacy levels than their peers. Particularly evident in P4, P5 and P6 year groups for 2023/24.</p>	<p>% of children (Q1) on track to achieve expected level in reading attainment (teacher judgement) for same cohort increases from:</p> <p>Reading</p> <ul style="list-style-type: none"> - P4: 33% in June 2023 to 60% in June 2024 - P5: 25% in June 2023 to 50% - P6: 40% in June 2023 to 60% <p>Writing</p> <ul style="list-style-type: none"> - P4: 33% in June 2023 to 60% in June 2024 - P5: 25% in June 2023 to 50% - P6: 40% in June 2023 to 60% 	<p>Regular assessments to show progress completed as part of accelerated learning programmes/groups</p> <p>SNSA data</p> <p>Teacher judgement (ACEL) at 2 check points in year (attainment meetings throughout the year)</p>	<p>Accelerated learning targeted groups – needs identified, reviewed and support timetable created for each term</p>	<p>SLT</p> <p>Class teachers and Support for learning staff</p>
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<p><u>Numeracy:</u> A group of 12 P4 has been identified who require a more specific maths and numeracy intervention.</p>	<p>All children in the target group will demonstrate accelerated progress in numeracy attainment from June 2023 to June 2024.</p>	<p>Pre and post assessment using the Sandwell assessment. Results will show increased raw scores and an improvement of at least 6 months in raw age scores.</p> <p>Professional dialogue between class teachers and accelerated learning staff will evidence that learners are applying the maths and numeracy skills from First Class @ Numbers to class learning.</p> <p>Teacher judgement (ACEL) at 2 check points in year (attainment meetings throughout the year).</p>	<p>Employ a member of staff to deliver First Class @ Numbers programme to different targeted groups each term.</p>	<p>F Bell</p>
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<p><u>Numeracy:</u></p> <p>Children from Quintile 1 have lower numeracy levels than their peers. Particularly evident in P4 year group for 2023/24.</p>	<p>% of children (Q1) on track to achieve expected level in numeracy attainment (teacher judgement) for same cohort increases from:</p> <p>Numeracy</p> <ul style="list-style-type: none"> - P4: 66% in June 2023 to 85% in June 2024 - P5: 33% in June 2023 to 60% in June 2024 	<p>Regular assessments to show progress completed as part of accelerated learning programmes/groups</p> <p>SNSA data</p> <p>Teacher judgement (ACEL) at 2 check points in year (attainment meetings throughout the year)</p>	<p>Accelerated learning targeted groups – needs identified, reviewed and support timetable created for each term</p>	<p>SLT</p> <p>Class teachers and Support for learning staff</p>
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