



Interrupting the Cycle of Poverty – The Pupil Equity Fund Planning Newtongrange Primary School



Pupil Equity funding should be focused on activities and interventions that will lead to improvements in literacy and numeracy across the Broad General Education, Increased levels of engagement, participation, health and wellbeing and an improvement in attendance and a reduction in exclusions. Although the funding is allocated to schools on the basis of free school meal eligibility, Headteachers have the discretion to make decisions about which children and young people would benefit most from any particular intervention, whilst keeping a clear focus on delivering equity. Family learning opportunities can also be considered as potential interventions, as can interventions that impact on transitions between school stages. Planning should take account of the 3 Organisers: Learning and Teaching; Family and Community; and Leadership. A framework, '[Interventions for Equity](https://education.gov.scot/improvement/Pages/Interventions-for-Equity-framework.aspx)'¹ has been developed to support the planning and implementing of interventions to meet the needs of children and young people affected by poverty in order to close the attainment gap. The examples cited act as a stimulus for wider reflection of what would suit your local context and are by no means the only interventions that should be considered.

Headteachers can work at an individual school and local community level or collegiately in wider school clusters and beyond at local authority level to address common interests. Interventions should be considered within the context of the school planning cycle and must be targeted towards closing the poverty related attainment gap. Where appropriate, funding should articulate with existing Scottish Attainment Challenge School and Challenge Authority improvement plans. Evidence shows that some children and young people from equalities groups are disproportionately affected by deprivation and can therefore face significant additional barriers to learning. Education authorities have responsibilities to actively address inequality. In this context, headteachers should promote equity by taking into account equality groups when planning support and interventions. Funding should not be used in ways that stigmatises children and young people or their parents.

Gap Identified	Intervention Planned	Led by whom	By when	How will the impact of the intervention be monitored?	How will the impact of the intervention be evaluated?	Measure of Success
<p>H&WB Children and Families Pupils with parents requiring support for routines and parenting skills.</p> <ul style="list-style-type: none"> • 21% of all pupils have been late on more than 5 occasions • 13% of pupils in SIMD 2&3 have been late on more than 20 occasions • 5 pupils have more than 50 late occasions • 29% of all children have an absence level below 95% • 13% pupils in SIMD 	<ul style="list-style-type: none"> • Continue with Newbattle Learning Community Partnership including the role of a manager and Admin support to co-ordinated regular Wellbeing meetings (Emp Families, FSW, Homelink teacher) ensuring an early intervention approach to provide families with personalised supports they need to reduce learners barriers to learning and improve attainment. • Fulltime Home School Practitioner to provide targeted support to families with particular focus on attendance and lates. • Continue with Toast Club to support improvements in late comings for targeted pupils. • Increase parental engagement through family learning opportunities. • Provide a regular drop-in support service for families 	HSP Manager/ HT/ HSP	March 2020	<ul style="list-style-type: none"> • Test of change data • Feedback to HTs at ASG HT meetings • Minutes of meetings • Services accessed • Attendance and lates monitoring and tracking • HSP family support log • Minutes from Wellbeing meetings 	<ul style="list-style-type: none"> • Correct allocation of resources to meet learners and their families needs. • Analysis of attendance and lates data. • Feedback from learners, parents and staff. 	<ul style="list-style-type: none"> • All families receive the supports they need for their child to achieve. • All learners attendance at school is above 95% • All learners are in school and ready to learn on time.

¹<https://education.gov.scot/improvement/Pages/Interventions-for-Equity-framework.aspx>

<p>CfE data demonstrates that as a school, reading needs to continue to be a school priority. As children move through the school reading attainment dips. CfE data has also identifies that children in SIMD 3 do not make the same progress in reading of those living within other deciles.</p>	<p>Improve reading attainment of all our learners.</p> <ul style="list-style-type: none"> Continue with Acting PT of Literacy leading developments in promoting reading for enjoyment across the school;. <ul style="list-style-type: none"> Lunch time reading club. Participate in FMRC. Whole community reading project. Implement RWINc phonics in P1 and P2. <p>Implement targeted reading interventions:</p> <ul style="list-style-type: none"> 1:1 phonics tutoring for targeted learners in P1 to improve reading attainment. IDL programme for targeted learners to improve reading and spelling attainment. Fresh Start phonics programme for targeted learners in P6/7 to improve reading and writing attainment. 	<p>HT SfL PT Literacy PT</p>	<p>June 2019</p>	<p>Data linked to individual interventions including:</p> <ul style="list-style-type: none"> Learner/ staff feedback Relevant programme assessment measurements and ongoing M&T data. 	<ul style="list-style-type: none"> Analysis of assessment data linked to interventions. Termly attainment tracking meetings Ongoing and standardised assessments Feedback from teachers, learners and parents Reading engagement questionnaires. 	<ul style="list-style-type: none"> 100% of children achieving early level reading by end of P1. 100% of children achieving first level reading by end of P4. 100% of children achieving second level reading by end of P7. 20% increase in learners enjoying reading from baseline questionnaire.
<p>CfE data demonstrates that as a school some improvements have been made in writing attainment but there continues to be a gap between children in SIMD 2-4 achieving a level and the wider school.</p>	<p>Improve writing attainment of all our learners.</p> <ul style="list-style-type: none"> Staff CLPL – Learning Zoo writing approach. <p>Implement targeted writing interventions</p> <ul style="list-style-type: none"> 1:1 phonics tutoring for targeted learners in P1 to improve reading attainment. IDL programme for targeted learners to improve reading and spelling attainment. Targeted group writing support from SfL teacher in P4 to improve writing attainment. Fresh Start phonics programme for targeted learners in P6/7 to improve reading and writing attainment. 	<p>HT SfL PT</p>	<p>January 2019 June 2019</p>	<ul style="list-style-type: none"> Data linked to individual interventions including: Learner/ staff feedback Relevant programme assessment measurements and ongoing M&T data. 	<ul style="list-style-type: none"> Analysis of assessment data linked to interventions. Termly attainment tracking meetings Ongoing and standardised assessments Feedback from teachers, learners and parents 	<ul style="list-style-type: none"> 100% of children achieving early level writing by end of P1. 100% of children achieving early level writing by end of P4. 100% of children achieving early level writing by end of P7.
<p>Parental Engagement and Family Learning</p> <ul style="list-style-type: none"> 27% of all pupils do not complete homework. 5% of parents did not attend parent consultations in session 2017-2018. On average 37% of parents did not attend sharing the learning events in session 2017-2018. 	<p>Improve parental engagement and family learning.</p> <ul style="list-style-type: none"> Appoint an acting Family Learning PT. Develop and implement a family learning programme. Family PT/ HSP to work in partnership to engage with our hard to reach parents through a variety of approaches including home visits/ coffee, cake and chat events. Providing sharing the learning family activities. 	<p>FL PT/ HSP</p>	<p>May 2018 Aug 2018 June 2019</p>	<ul style="list-style-type: none"> Attendance at family learning sessions. attendance at sharing the learning events Attendance at parent's consultations. Feedback from learners, parents and staff. 	<ul style="list-style-type: none"> Number of families engaging in the family learning opportunities. Numbers of session's individual families attend. Family questionnaire feedback. 	<ul style="list-style-type: none"> All families attend sharing the learning opportunities. Targeted families attend family learning sessions. Improved relationships with targeted families.

