



Interrupting the Cycle of Poverty – The Pupil Equity Fund Planning



Paradykes Primary School – April 2018

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>Improve social and emotional wellbeing.</p> <p>17% of children who are registered for FSM are identified as either being on the CPR, LAAC(previous LAAC) and/or have Social, Emotional & Behavioural difficulties.</p> <p>9% of our children (P1-7) are identified as either being on the CPR, LAAC (previous LAAC) and/or have Social, Emotional & Behavioural difficulties.</p> <p>In 2015/16, 21% of all the Midlothian referrals to the Play Therapy Base attended Paradykes Primary.</p> <p>In 2015/16, 14% of our children (P1-7) attended the play</p>	<p>Provide Play Therapeutic Support – both a drop-in service, individual/filial therapy, group work and parent/carer/staff consultation.</p> <p>Continue to embed nurturing principles across the school – through whole school, class, group and individual work</p>	<p>HT/PT</p> <p>HT/PT</p>	<p>Ongoing</p> <p>Ongoing</p>	<p><i>Reporting back from play therapists, PT, HT, SfL staff and other professionals at regular Pupil Support Meetings</i></p>	<p>Baseline data at the start of any targeted support including Boxall Profiles and then updated profiles, play therapy reports during and on conclusion of targeted support.</p> <p>Social and Emotional Wellbeing Questionnaires</p>	<ul style="list-style-type: none"> ➤ <i>By December 2018, the school will successfully achieve a Nurturing Schools Award.</i> ➤ <i>For children identified for PEF funding this session (2018/19), overall boxall profiles in June 2019 will score a high developmental score for 40% of the children and a high diagnostic score for 40%</i> ➤ <i>For children identified as requiring boxall profiles, overall profiles in June 2019 will score a high developmental score for 36% of the children and a high diagnostic score for 29%.</i>

<p>therapy drop-in service during the final term.</p> <p>10 children identified for PEF funding have had boxall profiles completed. 50% scored a high developmental score and 50% scored a high diagnostic score.</p> <p>Improve attainment in literacy and numeracy</p> <p>In session 2017/18:</p> <p>71% of P1 children identified for PEF achieved Early Level Reading, 57% for writing & 43% Maths compared to 87% (R), 83% (W) & 87% (M) as a year group.</p> <p>0% (2 children) of P4 children identified for PEF achieved First Level compared to 79% (R), 76% (W) and 78% (N) as a year group.</p> <p>67% of P7 children identified for PEF achieved Second Level Reading, 58% writing and 75% numeracy compared to 79% (R), 76% (W) and 75% (N) as a year group</p>	<p>Targeted approach to literacy:</p> <p>Literacy – as part of school literacy strategy, introducing a reading/writing approach from P3-7 based on Reflective Reading and Writing methodology, focussing on the teaching of core reading/writing skills in P1&2, based on Phonics International Approach</p> <p>Differentiated support – creating a Learning Centre within the school, staffed by SfL Teacher and a full-time learning assistant, providing differentiated support to individuals and identified groups.</p> <p>Providing Learning Assistant Support (x2) for children identified as having additional support needs who have not been provided support through LA Additional Support allocations.</p>	<p>DHT</p> <p>HT/SfL Teacher</p>	<p>Throughout session 18/19</p> <p>Established in Aug 2017</p> <p>Throughout session 18/19</p>	<p>Staff planning and monitoring activities incl, Closing the Gaps Meetings, learning observations etc. Staff Meetings & CAT sessions</p> <p>Reporting back from SfL staff and other professionals at regular Pupil Support Meetings, Closing the Gaps Meetings</p>	<p>Baseline data reviewed, measured at check points and then amended each term – these will include P1 baseline testing data, previous standardised testing/CfE levels, new CfE standardised testing, tracking profiles</p> <p>IEP review meetings</p>	<ul style="list-style-type: none"> ➤ 86% of P2 children identified for PEF will have achieved Early Level reading by June 2019 ➤ 71% of P2 children identified for PEF will have achieved Early Level writing by June 2019 ➤ 50% of P5 children identified for PEF will have achieved First Level Reading by June 2019 ➤ 50% of P5 children identified for PEF will have achieved First Level Writing by June 2019 ➤ 50% of P7 children identified for PEF funding will achieve Second Level in reading and writing by June 2019.
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