

**West Dunbartonshire Council Pupil Equity Fund  
PEF Project Plan 2023/2024**



**Clydebank Primary School**

**Part A: Details of PEF projects/interventions**

Please ensure compliance with the Scottish Government's PEF [Pupil Equity Funding National Operational Guidance](#).

| Identification of gap(s)<br><br>What are the gaps and what data identified these?                                                                                                                                                                                                                                                            | Outcome(s)<br><br>What is the change you want to see? For whom? By When? By how much?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Measures<br><br>What data will you gather/review and when?                                                                                                                                                                                                                                                                                                                                                                                                                                     | Intervention/Approach<br><br>What are you going to do to achieve the outcome?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Costs<br><br>Please ensure all PEF costs related to the intervention/approach are included here.                                                                                                                                          |
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| <p>Decline trend in ACEL Early, First &amp; Second Level Reading, Writing &amp; Numeracy &amp; Mathematics from session 21-22 &amp; 22-23</p> <p>Decline trend in attainment in P2, P3, P5 &amp; P6 across the curriculum (Tracking &amp; Monitoring Data)</p> <p>Lack of a consistent approach to Play-based learning at Early Level P1</p> | <ul style="list-style-type: none"> <li>For 5 identified Primary 1 learners within quantile 1 to remain on track to achieve Early Level writing by June 2024.</li> <li>For 10 identified Primary 2 learners within quantile 1 to remain on track to achieve 1.1 in writing by June 2024.</li> <li>For 1 identified Primary 3 learner within quantile 1 to remain on track to achieve 1.2 in writing by June 2024.</li> <li>For 11 identified Primary 4 learners within quantile 1 to remain on track to achieve First Level in writing by June 2024.</li> <li>For 8 identified Primary 5 learners within quantile 1 to remain on track to achieve 2.1 in writing by June 2024.</li> <li>For 6 identified Primary 6 learners within quantile 1 to remain on track to achieve 2.2 in writing by June 2024.</li> <li>For 9 identified learners in Primary 7 within quantile 1 to remain on track to achieve Second Level writing by June 2024.</li> <li>Creation of consistent observation books in Primary 1 that link to selected Benchmarks for assessment reference by October 2023,</li> <li>Consistent approach to the use of floor books in Primary 1 by February 2024</li> </ul> | <p>September, February &amp; May-Tracking &amp; Monitoring Meetings: Learner Progress Tracker completion based on a range of assessment evidence. (Professional Dialogue-People's Views.) (September's Tracking &amp; Monitoring for P1 will include Leuven's Scale of Engagement Data)</p> <p>September, February &amp; May-Tracking &amp; Monitoring Meetings: BGE Tracking Tool Completion (Quantitative Data)</p> <p>February ACEL prediction June ACEL submission (Quantitative Data)</p> | <p>1FTE Classroom Teacher (Oct-Feb'24) and Learning Assistant to provide support (directly or by offering back fill to designated teachers) in:</p> <ul style="list-style-type: none"> <li><b>Early intervention &amp; prevention</b> (administration of POLAAR and identified intervention from data extracted)</li> <li><b>Targeted approaches to literacy &amp; numeracy</b> (small, focused writing &amp; reading intervention groups based on tracking data and learner's gaps identified through analysis of curricular benchmarks)</li> <li><b>Promoting a high-quality learning experience:</b> Development of Play-based learning to enhance learner engagement and thus raise attainment</li> <li><b>Promoting a high-quality learning experience:</b> Support to implement &amp; develop Project-based learning to enhance learner engagement and thus raise attainment</li> <li><b>Promoting a high-quality learning experience:</b> Use of Wendy Delph's Visible Learning Feedback</li> </ul> | <p>£18,067.00 1FTE Classroom Teacher (November-March 2024)</p> <p>£15,500.00 0.5 Learning Assistant</p> <p>£13,620.00 (October-March 2024) ELCO- P1 Play-based learning</p> <p>Visible Learning Costs covered by support from centre?</p> |

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|                                                                                                                                 | <ul style="list-style-type: none"> <li>Adopt a blend of Child-Initiated Play, Adult Initiated Tasks and Adult Led Learning by March 2024</li> </ul>                                                                                                                                                                                                                       | Pupil Voice & Class Teachers annotations (Direct observations) & (Peoples Views)                                                                                                                                                                          | Workshops & Hattie & Clarke's Visible Feedback resource.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                               |
| Increase trend in emotional dysregulation, fight/flight responses and distressed behaviours in learners from across the school. | <p>An increased ability in targeted learners (16) to regulate their emotions, engage in learning and improve their relationships with peers &amp; adults by December '23</p> <p>To improve resilience, independence and team working skills in targeted learners (16) by December '23</p> <p>Reduction in exclusions from 0.07% to 0.02% by June'24</p>                   | <p>Leuven's Scale of Engagement Data: <i>Pre-intervention Score (Aug'23)</i>, Re-administered termly to evaluate impact. <i>Post-intervention Score (May'24)</i></p> <p>GMWP Learner wellbeing Data (Aug'23)<br/>GMWP Learner wellbeing Data (May'24)</p> | <p><b><i>Social &amp; emotional wellbeing:</i></b><br/>Aug'23: Identified learners from the P7 cohort (9) will take part in a 15 week outdoor learning experience led by Tullochach-<b>John Muir Award</b>.</p> <p><b><i>Social &amp; emotional wellbeing:</i></b><br/>Aug'23: Identified learners from the P3 cohort (7) will take part in a 10 week outdoor learning experience led by Tullochach-<b>RSPB Award</b>.</p> <p>Tullochan Impact Data to be used to inform GIRFEC Conversations between staff and SLT at February's Tracking &amp; Monitoring meetings to identify next steps in learner wellbeing for identified learners.</p> <p><b><i>Social &amp; emotional wellbeing:</i></b><br/>The introduction of a <i>Nurture Breakfast</i> to support the emotional regulation of 6 identified learners and help prepare them for a full school day.</p> | <p>£3,775.00. Tullochach Outdoor Learning.</p> <p>£1,500.00. Additional 1 hour per week LA to support identified wellbeing interventions.</p> |
| Decline trend in positive/settled relationships between a range of identified learners across different cohorts.                | <p>An increased ability in targeted learners (20) to regulate their emotions and improve their relationships with peers by March '24</p> <p>For targeted learners (25) to be more Safe, Healthy, Active, Respected &amp; Responsible. by March '24</p> <p>For 60% of all learners (93) to have taken part in a Health &amp; Fitness/Sports Club by June '24. (Active)</p> | <p>Termly SHANARRI Wheel learner self-evaluation</p> <p>GMWP Learner wellbeing Data (Aug'23)<br/>GMWP Learner wellbeing Data (May'24)</p> <p>Termly Club/afterschool Club Participation rates</p>                                                         | <p><b><i>Promoting healthy lifestyles &amp; Social and emotional wellbeing:</i></b><br/>Aug'23: Identified learners (36) from P3-P7 will take part in 1 x weekly sport/health/fitness group led by an Active School Coordinator developing a range of skills and improving health &amp; fitness.</p> <p>Active School Coordinator to meet class teachers monthly to report on progress. Class teachers to use information from ASC to build upon skills within the classroom through curricular HWB, PATHs lesson and class PE.<br/>GIRFEC Conversations built into termly Tracking &amp; Monitoring meetings will evaluate</p>                                                                                                                                                                                                                                   | <p>Approx £ 2,000.00 (£100 per day) 1 x weekly use of Active Schools Resource (Aug 23-Mar'24)</p>                                             |

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|  |  |  | the impact of ASC input, GMWP data and changes in SHANARRI Wheel pupil self-evaluations. |  |
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| Total | £.54,462. |
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**Part B: Evidence of impact**

| Summary of intervention/approach | Intended outcome<br><br>What was the change you wanted to see? For whom? By when? By how much? | Impact statements<br><br>What has been the impact of the intervention/approach on outcomes for pupils and, where appropriate, families? |
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