2017-2020

Rowantree Primary SchoolAttainment Strategy

Rowantree

Primary

School

Rowantree Primary School

Raising Attainment Strategy 2017-2020

'Raising Attainment, Achievement and Ambition in Dundee'
- Can do, Must do, Will do' -

Vision

Provide a nurturing environment where our young people feel safe, happy and included.

Deliver a curriculum that is designed to meet the needs of our emerging young workforce.

Equip our young people with the necessary skills for learning, life and work in order to achieve their full potential in our ever changing society.

Values:

- Raising aspirations of our young people
- Show integrity in everything we do
- Foster positive relationships with everyone in our school community
- Everyone within our school community is valued

Aims:

- Be the best we can be
- Treat everyone with respect
- Celebrate and enjoy the success of everyone in our school community
- Learn through discovery, challenge and enjoyment
- Feel safe, secure and valued

School Priorities:

Improvements in Performance
• To implement profiles across whole school • Robust self-evaluation procedures for whole school • Robust and rigorous quality assurance procedures • Develop & improve existing system for analysis of data • To improve quality of learning and teaching within Literacy, Numeracy and BGE • To improve attainment for all ensuring equity and equality • To develop a strategy for family learning to engage parents and raise attainment

Learning and Teaching
• Ensuring consistent approaches to learning & teaching incorporating principles and co-operative learning • Ensure coherent approach to teaching Literacy across all levels • Ensure coherent approach to teaching Numeracy across all levels • Support professional learning and reflection of all staff to assess progress and achievement in numeracy and mathematics • To improve pedagogy at all levels

Curriculum Development
• Ensure coherent delivery of the four contexts of learning and BGE • Establish a shared curriculum rationale incorporating the 7 design principles • Develop use of benchmarks to aid planning and identify next steps in learning and identify any gaps in learning

Meeting Learning and Wellbeing Needs
• Develop effective transition for nursery-P1. stage to stage and P7-S1 across the cluster • Develop whole school nurturing approach • To develop robust systems and procedures to record level wellbeing needs to ensure better outcomes for young people • To implement our own individual ARG

Improvement Through Self-evaluation
• To improve the quality of self-evaluation ensuring this leads to school improvement • Ensure professional learning is well facilitated and signposted for all staff • Develop leadership of learning at all levels

Table of Interventions		
Literacy	**Numeracy**	**HWB**
Tuition	Tuition	Develop nurture room provision
Alliance model – moderation and professional support	Development of numeracy pioneer	Attendance initiative
Reading challenge	Numeracy CLPL	Pupil concern meetings
Spelling program	Improved pedagogy in maths (CUIN)	Improvement methodology training
Attainment meetings	Attainment meetings	HNIOS
Parental attainment meetings	ATHENA homework	Improved tracking (all staff)
Improved tracking (all staff)	Improved tracking (all staff)	ASPIRE
Moderation (school level)	Moderation (school level)	Develop role pf PT to support learners across the whole school
Specific CLPL for staff eg NUMICON,Teaching children to listen		Develop use of ABLe planning
Robust data analysis at teacher, and SLT level		SFL record and referral process to ensure progress
Use of benchmarks for moderation	Use of benchmarks for moderation	

Attainment- Achievement of Level 2015-2016

Stage	Reading	Writing	L&T	Numeracy
P1	35%	46%	58%	44%
P4	60%	51%	82%	76%
P7	0%	0%	0%	0%
Total	34%	35%	50%	43%

Stage	Reading	Writing	L&T	Numeracy
P1	17/48	22/48	28/48	21/48
P4	27/45	23/45	37/45	34/45
P7	0/36	0/36	0/36	0/36
Total	44/129	45/129	65/129	55/129

Attainment- Achievement of Level 2016-2017

Stage	Reading	Writing	L&T	Numeracy
P1	45%	30%	83%	50%
P4	73%	62%	78%	67%
P7	69%	41%	55%	31%
Total	60%	44%	74%	51%

Stage	Reading	Writing	L&T	Numeracy
P1	18/40	12/40	33/40	20/40
P4	27/37	23/37	29/37	25/37
P7	20/29	12/29	16/29	9/29
Total	64/106*	47/106*	78/106*	54/106*

SIMD 1+2 (86%)

Stage	Reading	Writing	L&T	Numeracy
P1	48%	33%	82%	57%
P4	71%	64%	77%	71%
P7	70%	41%	55%	33%
Total	63%	46%	73%	55%

Stage	Reading	Writing	L&T	Numeracy
P1	16/33	11/33	27/33	19/33
P4	22/31	20/31	24/31	22/31
P7	19/27	11/27	15/27	9/27
Total	57/91	42/91	66/91	50/91

- **2 SIMD unknown**

2017 – 2018 SIMD Breakdown

	1	2	3	4	5	6	7	8	9	10
P1	40	1	1	1	1			5		
P2	30	4	3					3		
P3	30	1	1	1	1			5		
P4	35	4			1			4		
P5	33	2		1				5		
P6	35	2	1					6		
P7	28	3						2		
Total	231	17	6	3	3			30		
Total %	79.6%	5.8%	2%	1%	1%			10%		
	85.5%		14.4%							

Stage	Reading	Writing	L&T	Numeracy
P1	88%			90%
P4	**74%**	**69%**		**81%**
P7	**72%**	**69%**	**81%**	**69%**
Total	79%			81%

Stage	Reading	Writing	L&T	Numeracy
P1	43/49			44/49
P4	**32/43**	**29/42**		**35/43**
P7	**23/32**	**22/32**	**26/32**	**22/32**
Total	98/124			101/124

SIMD 1+2

Stage	Reading	Writing	L&T	Numeracy
P1	85%			88%
P4	**63%**	**63%**		**84%**
P7	**65%**	**65%**	**81%**	**65%**
Total	67%			80%

Stage	Reading	Writing	L&T	Numeracy
P1	35/41			36/41
P4	**24/38**	**24/38**		**32/38**
P7	**20/31**	**20/31**	**25/31**	**20/31**
Total	74/110			88/110

Predictions Overview (Green Only)
Attainment- Achievement of Level Predictions 2017-2018

Stage	Reading	Writing	L&T	Numeracy
P1	63%			73%
P4	83%	71%	79%	48%
P7	55% 50%	52% 44%	73% 72%	42% 40%
Total	67%			60%

Stage	Reading	Writing	L&T	Numeracy
P1	31/49			36/49
P4	35/42	30/42	33/42	20/42
P7	18/33 **16/32**	17/33 **14/32**	24/33 **23/32**	14/33 **13/32**
Total	82/123			79/132

SIMD 1+2

Stage	Reading	Writing	L&T	Numeracy
P1	59%			71%
P4	77%	89%	71%	46%
P7	56%**48%**	53%**42%**	72%**71%**	44%**39%**
Total	64%			55%

Stage	Reading	Writing	L&T	Numeracy
P1	24/41			29/41
P4	27/35	31/35	25/35	16/35
P7	18/32 **15/31**	17/32 **13/31**	23/32 **22/31**	14/32 **12/31**
Total	69/107			59/107

2017 2018 Data

Overall 2017 – 2018 Data (%)				
	Reading	Writing	L&T	Numeracy
P1	62	52	100	85
P4	47	32	72	35
P7	73	67	79	58
Total	59	55	85	60

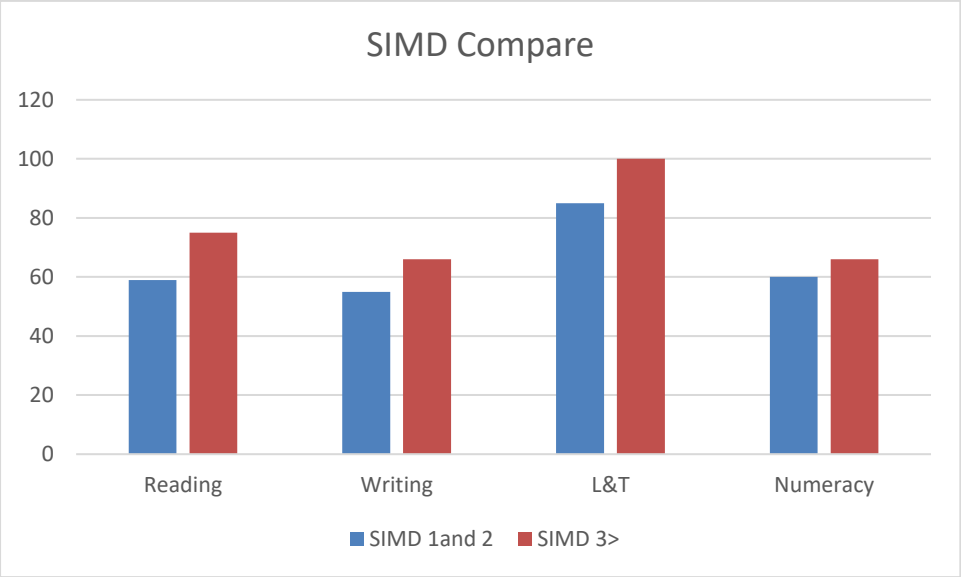
Overall 2017 – 2018 Data (nos)				
	Reading	Writing	L&T	Numeracy
P1	30/48	25/48	48/48	41/48
P4	20/43	14/43	31/43	15/43
P7	24/33	22/33	26/33	19/33
Total	74/124	69/124	105/124	75/124

SIMD 1 and 2 2017 – 2018 Data (%)				
	Reading	Writing	L&T	Numeracy
P1	59	48	100	83
P4	46	33	69	38
P7	71	65	77	54
Total	58	47	83	60

SIMD 1 and 2 2017 – 2018 Data (nos)				
	Reading	Writing	L&T	Numeracy
P1	25/42	20/42	42/42	35/42
P4	18/39	13/39	27/39	15/39
P7	22/31	20/31	24/31	17/31
Total	65/112	53/112	93/112	67/112

SIMD 3> 2017 – 2018 Data (nos)				
	Reading	Writing	L&T	Numeracy
P1	5/6	5/6	6/6	6/6
P4	2/4	1/4	4/4	0/4
P7	2/2	2/2	2/2	2/2
Total	9/12	8/12	12/12	8/12

SIMD 1 and 2 Compared to SIMD3>



Main Driver	Desired Outcome	How will we achieve this	How will we know	Timescale
Performance Information	• Deeper understanding of trends of attainment across school • Identify appropriate whole school interventions to improve attainment	• Regular attainment meetings with SLT • City wide and whole school data interrogated by staff • Use of benchmarks to help understand variety of data	• Improved learning and teaching • Teacher judgement supported more rigorously	June 2018
Performance Information	• Appropriate targeted support and interventions for pupils in SIMD 1&2 to improve attainment	• Improved use of data to identify groups or individuals for targeted support • Staff taking responsibility for providing appropriate interventions for their own class • Effective deployment of support staff	• Improved attainment and achievement of a level for most vulnerable children	June 2018
Performance Information	• Improved progression of learning	• Use of benchmarks • Development of transition procedures • Teachers develop own recordkeeping to monitor and moderate attainment • Baseline assessments to better support teacher judgement • Moderation at school level to help with accurate reporting of a level	• Improved transitions • Less 'dead' time • Assessments will be accurate year on year	June 2018

Main Driver	Desired Outcome	How will we achieve this	How will we know	Timescale
School Improvement	• Raised attainment through self-evaluation	• Staff engagement with HGIOS 4 • Self-evaluation to be an ongoing process through a robust calendar involving all partners. • A variety of approaches to self-evaluation including those available on Education Scotland • Include pupil voice in identifying priorities for school improvement	• Pan Tayside review feedback • HMIe feedback • Attainment meetings • Pupil voice events	June 2018
School Improvement	• Improved attendance	• Implement our own individual ARG • Implement a robust system with clear guidelines and roles and procedures	• Improved attendance • Fewer pupils discussed at pupil concern meetings	June 2018
School Improvement	• Improved learning & teaching in literacy and numeracy	• As part of moderation calendar staff are given opportunities to benchmark reading standards across levels • Identify a clear strategy as to how we best identify & support non-readers in P5-7. • To develop a clear literacy strategy across all levels to close attainment gap - using authority Literacy Framework • To develop a clear numeracy strategy across all levels to close attainment gap – using authority Numeracy Framework	• Raised attainment • Feedback at staff meetings • On-going self-evaluation process • Most observed lessons to be good or better	June 2018

		• All staff to be trained in conceptual understanding in numeracy and maths • Develop role of Numeracy Pioneer in line with reading leader model		

Main Driver	Desired Outcome	How will we achieve this	How will we know	Timescale
Teacher professionalism	• For all staff to be innovative, provide high quality learning experiences and support and challenge young people's learning through CfE • To ensure all staff on track with professional update	• Promote a culture of reflection and enquiry • Provide appropriate opportunities for CLPL • Opportunities for professional dialogue (see QA calendar)	• Evidence of CLPL in practice • Links made between theory and practice	Ongoing
	• To improve quality of learning & teaching within Literacy & Numeracy	• All teaching staff to be trained in Conceptual Understanding in Numeracy • Develop role of Numeracy Pioneer with support from Numeracy staff tutors • To work with Numeracy staff tutors to support learning & teaching at middle stages • To develop role of Reading Leader in line with Dundee Alliance model	• Evidence of this in delivery of numeracy lessons	June 2018
	• To develop moderation process across	• Moderation opportunities at class, stage and whole school level in Literacy & Numeracy	• More confident at judging achievement of a level	June 2018

	school, making effective use of benchmarks			
Teacher professionalism	• All staff to become familiar with new benchmarks and use these to assist with assessment and achievement of a level	• Attainment meetings with staff • Professional dialogue opportunities • Moderation opportunities	• Professional discussions	June 2018

Main Driver	Desired Outcome	How will we achieve this	How will we know	Timescale
Parental Engagement	• To improve and increase ways in which parents and families can engage with teachers, school staff and partners to support their child's learning	• Use Athena to access information from parents and families about how they wold like to be involved more • Curriculum afternoons as part of open doors events, with a focus on Literacy and Numeracy • Introduce learning conversations with targeted pupils and parents in partnership with SFDW	• Feedback from questionnaires • Monitor attendance • Assess, plan, do review with a focus on attainment	June 2018 June 2018
	• To ensure parents are significant partners in learning • To produce a policy on homework which involves parents as partners in learning	• Provide opportunities for feedback through profiles • Gather views on homework from all stakeholders and create a policy which includes family learning		June 2018

Main Driver	Desired Outcome	How will we achieve this	How will we know	Timescale
School Leadership	• Increased willingness for all staff to accept leadership roles to improve outcomes for all	• CLPL matching individual needs • Staff to lead working groups • Staff to have leadership roles in developing the curriculum • Curricular leadership roles	• Staff upskilled and practice improves • Staff lead CLPL sessions and take more responsibility during self-evaluation process • Reading leader model used in other curricular areas	June 2018
School Leadership	• Increased leadership capacity at senior leaders and teacher level • strong leadership of learning by staff	• On-going professional dialogue • Use of SCEL/Education Scotland to support leadership • Professional reading around leadership to be developed	• Collegiate approach allowing school to be able to do more with less – ultimately leading to improved outcomes for young people • Improved leadership will lead to sustained and continued improvement • Self-evaluation will be more robust and accurate and will lead to change	June 2018
School Leadership	• Strategic approach to planning for improvement • Senior Leadership Team lead pace and strategic direction of change	• SLT create a climate to allow staff the opportunity to feel confident and well informed to lead change and improvement • SLT to encourage risk taking to help improvement	• Staff have shared high expectations of all learners • Staff use knowledge of our own context and educational policy to lead change • All staff committed to change leading to improvement for all learners	June 2018

		• Time allocated to professional dialogue • Collegiate approach to self-evaluation • Work together to create shared vision		

Main Driver	Desired Outcome	How will we achieve this	How will we know	Timescale
Assessment of children's progress	• To have robust and consistent evidence which will aid us in raising attainment and closing the gap • To be able to identify where gaps in attainment are and identify appropriate interventions	• All staff to make good use of baseline assessment data • Use local authority pitfalls information as basis for attainment meetings with staff • Transition information to assist with identifying gaps in learning	• Record/minute of attainment meetings • PSVs/Professional dialogue	June 2018 August 2017
	• To become more skilled and confident at assessing children's progress and achievement of a level	• Reference to benchmarks in Literacy & numeracy • Opportunities for professional dialogue with colleagues • Professional judgement • Supporting evidence and information from pupil profiles	• Reporting on levels	June 2018
	• Develop further our approaches to assessment to include moderation of Literacy, Numeracy and Health and Wellbeing • Ensure that approaches to assessment are part of the learning and teaching process	• High quality learning and teaching as a focus for professional support visits	• Evidence from PSVs	June 2018

Appendix 1

PEF Proposal Year 1

Proposal Proposal Period :	Local Authority:	Education Manager:
		Daniel Webster
April 2017 – March 2018	Dundee City Council	Link Education Officer:
		Anne Leary

School:	Rowantree PS	PEF Total Allocation:	£205200	Completed by:	G Munro

Evidence based Rationale:	Proposed Interventions:	Impact Measurement:	HGIOs	NIF	Governance
A traditional timetable is not working for a number of young people in school. They spend most of the day out of class and very little time with their peers. A higher level of targeted support is required.	Social and emotional wellbeing Early Intervention and Prevention Set up a Nurture room staffed with CT, HWBA,SFDW and PEYSA. This will allow targeted pupils to have a soft start and easy end to the school day. It will include setting goals and reflection time. There will also be regular feedback to parents and opportunities for parents to be involved within the nurture room The team will also be responsible for ensuring a consistent approach across the school	Dataset Inclusion Participation Engagement • More time spent in mainstream class – accessing the curriculum • Less exclusion • Positive outlook on school • Improved parental relationships • Reduced incidences of classroom disruption. • Ensures a calmer working environment. • Allows the young person time to think about and verbalise their emotions and	1.3 2.2 2.3 2.4 2.5 2.6 2.7 3.1 3.3	PE PI	

		reflect on their behaviour. • Supports the young person in making better choices. • Supports the young person in developing key skills and feeling more confident about their ability to achieve.			
Small group tuition and regularly 1:1 targeted support which provides additonality and measure regularly has shown to raise attainment (JRF, Sutton Trust)	Targeted approaches to literacy and numeracy Dedicated member of teaching staff to oversee tuition and support. To collect data and carryout assessments Small group or 1:1 tuition in numeracy and literacy Gaps in learning and staff (PEYSA) will work with pupils as additional provision All staff providing this intervention will be trained in:	**Dataset: Attainment** Improved attainment – less gaps in learning Increased confidence in learning Improved performance in baseline assessments More pupils achieving appropriate CfE levels at appropriate stage	2.2 2.3 2.6 3.2	TP AOCP PI	

	CUIN **Numicon** **Fresh Start/ Learning to Read**				
To Identify and address barriers to engagement and learning, in line with Additional Support Needs legislation and Getting it Right for Every Child to improve the life chances of our most vulnerable learners and allow each child to reach their full potential. **Effective and targeted approaches to tracking and monitoring progress supports the identification and removal of barriers to learning.**	**Differentiated Support** • **ABLE planning** • **Flexible Learning Packages** • **Individual support timetable** • **Supported group timetables** • **Tuition** • **In class support** **Precision teaching**	**Dataset:** **Attainment** **Participation** **Inclusion**	**2.2** **2.3**	**TP**	

RATIONALE:

Attainment in Rowantree is significantly below that of both the city and of comparator schools. As the pupil demographic at Rowantree shows 80% of pupils live within SIMD 1 and 87% in SIMD 1 and 2 it is clear that interventions required to improve attainment will target the whole school.

Attainment for 2015/16 was (no breakdown for SIMD available):

Stage	P1	P4	P7	Total
Reading	35%	60%	0%	34%
Writing	46%	51%	0%	35%
Listening and Talking	58%	82%	0%	50%
Numeracy	44%	76%	0%	43%

Attainment for 2016/17:

Overall data:

Stage	Reading	Writing	L&T	Numeracy
P1	45%	30%	83%	50%
P4	73%	62%	78%	67%
P7	69%	41%	55%	31%
Total	60%	44%	74%	51%

There is more detailed data in terms of SIMD breakdown included for this session

SIMD 1+2 (86%)

Stage	Reading	Writing	L&T	Numeracy
P1	48%	33%	82%	57%
P4	71%	64%	77%	71%
P7	70%	41%	55%	33%
Total	63%	46%	73%	55%

As part of the local authority's Attainment Challenge all future interventions funded through PEF while will complement and enhance any existing interventions that support numeracy, literacy and HWB they will be additional.

At Rowantree Primary school the evidence above supports the main interventions to close the attainment related poverty gap. The proposals are also closely linked to the findings from the JRF report: Closing the attainment gap in Scottish Education mainly:

- *Literacy teaching works. PISA surveys show that increasing reading engagement could mitigate 30 per cent of the attainment gap. Reading also has long-term effects on vocabulary and achievement in other curricular areas*
- *Nurture groups and programmes to increase social, emotional and behavioural competencies show promise. However, the impact on attainment needs robust evaluation*

- *Peer tutoring, meta-cognitive training (helping children understand and improve their own learning) and one-to-one tutoring using qualified teachers, trained adults or trained peer tutors have improved literacy and numeracy in Scotland*

Closing the attainment gap is the key focus for the school and this will be reflected in the School Improvement Plan. The key documents which will feed into the improvement plan and help shape the rationale for the PEF plan are:

- National Improvement Framework
- Tayside Plan for Children, Young People and Families
- SIF and HMIe action Plan
- Rowantree Primary School Attainment Strategy.

Indeed the Tayside Plan states:

The Plan focuses on reducing inequalities, promoting educational attainment and enabling children and young people with additional and complex health concerns to access high quality healthcare services. It promotes targeted support towards the early years and addressing the key issues which can act as barriers to children and young people achieving their full potential as they move towards and into adulthood.

The vision of the partnership is clear:
"Our children and young people will have the best start in life and Tayside will be the best place in Scotland to grow up"
The Rownatree PS plan is to localise this vison to our city and more specifically our school.

ADDITIONAL STAFFING PROPOSALS:

	Role	FTE / hours/No.	£
Teaching staff	Raising attainment teacher This has not happened and will not be happening	**35 (1FTE)**	Approx. 45000(?)
Support staff	Education Resource Worker (School & Family Development) This has not happen – still aiming for this however	35	28724.93026 20000
	Primary / Early Years Support Assistant (grade 4) x6 Only had 3 from October	(32?)	18867.017 113202.102 566601.051
Residential Trip	Subsidise trip to Glenshee for all p7 pupils		6600
Subsidise local trips for classes			2000
Professional Reading	Elephant in the Classroom		400
ICT Equipment	Active Panels		60000
Dundee Bairns	Homework club and dinners		10000
Total			155601

REMAINDER OF MONEY

Approx £15700 will be left over. This will be used for as of yet unplanned training requirements and resources

Appendix 2

PEF Proposal Year 2

Proposal Proposal Period :		Local Authority:		Education Manager:	
				Daniel Webster	
August 18 – June 19		Dundee City Council		Link Education Officer:	
				Anne Leary	
School:	Rowantree PS	PEF Total Allocation:	£189600	Completed by:	G Munro

Evidence based Rationale:	Proposed Interventions:	Impact Measurement:	HGIOs	NIF	Governance	
A traditional timetable is not working for a number of young people in school. They spend most of the day out of class and very little time with their peers. A higher level of targeted support is required.	Social and emotional wellbeing Early Intervention and Prevention Set up a Nurture room staffed with CT, HWBA,SFDW and PEYSA. This will allow targeted pupils to have a soft start and easy end to the school day. It will include setting goals and reflection time. There will also be regular feedback to parents and opportunities for parents to be involved within the nurture room The team will also be responsible for ensuring a consistent approach across the school	Dataset Inclusion Participation Engagement • More time spent in mainstream class – accessing the curriculum • Less exclusion • Positive outlook on school • Improved parental relationships • Reduced incidences of classroom disruption. • Ensures a calmer working environment. • Allows the young person time to think about and verbalise their emotions and reflect on their behaviour. • Supports the young person in making better choices.	1.3 2.2 2.3 2.4 2.5 2.6 2.7 3.1 3.3	PE PI	Proposed Costs	Staff Costs

		• **Supports the young person in developing key skills and feeling more confident about their ability to achieve.**			

Evidence based Rationale:	Proposed Interventions:	Impact Measurement:	HGIOs	NIF	Governance	
Small group tuition and regularly 1:1 targeted support which provides additonality and measure regularly has shown to raise attainment (JRF, Sutton Trust)	Targeted approaches to literacy and numeracy Dedicated member of teaching staff to oversee tuition and support. To collect data and carryout assessments Small group or 1:1 tuition in numeracy and literacy Gaps in learning and staff (PEYSA) will work with pupils as additional provision All staff providing this intervention will be trained in: CUIN Numicon Fresh Start/ Learning to Read Additional teaching staff and training program	Dataset Attainment Improved attainment – less gaps in learning Increased confidence in learning Improved performance in baseline assessments	2.2 2.3 2.6 3.2	TP AOCP PI	Proposed Cost	Staff costs

Evidence based Rationale:	Proposed Interventions:	Impact Measurement:	HGIOs	NIF	Governance	
To Identify and address barriers to engagement and learning, in line with Additional Support Needs legislation and Getting it Right for Every Child to improve the life chances of our most vulnerable learners and allow each child to reach their full potential. Effective and targeted approaches to tracking and monitoring progress supports the identification and removal of barriers to learning.	Differentiated Support • ABLE planning • Flexible Learning Packages • Individual support timetable • Supported group timetables • Tuition • In class support Precision teaching Place2Be Service 2 days a week including staff training	Dataset Attainment Participation Inclusion	2.2 2.3		Proposed Costs	Staff costs
					Place2Be £32000	

Evidence based Rationale:	Proposed Interventions:	Impact Measurement:	HGIOs	NIF	Governance	
The vocabulary gap is a clear indicator for future attainment. It is very evident within our school. There is a need to build upon the good work started by SALT within the early years setting Attainment across the school for literacy is poor and the dip from p3 onwards is considerable. EEF research shows oral interventions impact on young people There is considerable evidence from schools in Tayside that this approach works Interventions for equity shows targeted approaches to literacy and numeracy have a significant impact	SALT: Word Aware Teacher Narrative Learning to listen Teacher talk Staff training Parent workshops	Dataset Engagement Attainment Participation Improved attainment in literacy across the whole school Listening and talking to be developed and clear progressions embedded Enriched literacy curriculum	1.2 2.2 2.4 2.7 3.2	PE TP AoCP	Proposed Cost	£27000

Evidence based Rationale:	Proposed Interventions:	Impact Measurement:	HGIOs	NIF	Governance	
Engaging young people particularly at p6 and p7 continues to prove to be problematic. EEF research shows Sports Participation and Social and Emotional Education has an positive impact on young people. Interventions for equity are met through Social and Emotional Wellbeing , Promoting healthy lifestyles and Promoting a high quality learning experience	SFA School of Football: 24 targeted pupils form p 5-p7 will receive input from qualified SFA coaches. This will take the form of 2 afternoons a week 1 hour health and well being 1 hour football skills. The hope is also to involve parents in the delivery of this Work in partnership DUSC Use of PASS to track attitudes to school Work with Ancrum Outdoor Centre With bespoke model – separate plan available	Dataset Participation Engagement Attendance Improved engagement with school which will allow improved engagement in other areas of the curriculum Improved attendance for some targeted pupils Participation in clubs at school and community level	3.1 2.3	AoCP PI	Proposed Cost	£15000 £20000

Evidence based Rationale:	Proposed Interventions:	Impact Measurement:	HGIOs	NIF	Governance	
Encourage parents to be an integral part of the school Shape policy and inform improvement Improved parental engagement leading to greater involvement in the learning of their child Promote family learning Using partners to support our wider community EEF research shows Parental Engagement has a positive impact on young people. Interventions for equity are met through Social and Emotional Wellbeing , Promoting healthy lifestyles and partnership working	Community Café: A daily community café run by staff, pupils and parents providing breakfast. Daily breakfast and an opportunity for parents to socialise. SFDW will be there and SLT will attempt to be represented most days. Work with Open University and variety of other partners to offer parents opportunities to learn Feedback on school improvement etc will also be gathered on occasion	Dataset Engagement Inclusion Attendance Higher number of parents see themselves as proper partners in the school Parents voice heard in shaping improvement Some pupil engagement, inclusion and attendance improve due to improving positive parent school relationship	1.5 2.4 2.7 3.1	PE SI	Proposed Cost	£15000

Evidence based Rationale:	Proposed Interventions:	Impact Measurement:	HGIOs	NIF	Governance	
Many pupils do not have access to activities that many would see as standard childhood experiences. To enrich the learning experience we would ensure there was no cost to this. Interventions for equity are met through Social and Emotional Wellbeing , Promoting a high quality learning experience Engaging beyond the school	Enrichment Programme Staff, pupils and parents to devise a list of 35 (5 per year) that pupils have to experience by primary 7 These should enrich the learning of our young people and enrich their lives This will form part of our curriculum rationale	Dataset Inclusion Engagement Participation Pupils have more positive attitude toward school leading to improved engagement	2.2 3.1	AoCP	Proposed Cost	£15000

Evidence based Rationale:	Proposed Interventions:	Impact Measurement:	HGIOs	NIF	Governance	
Engaging young people particularly at p6 and p7 continues to prove to be problematic. EEF research shows Arts Participation and Social and Emotional Education has an positive impact on young people. Interventions for equity are met through Social and Emotional Wellbeing , Promoting a high quality learning experience Engaging beyond the school	P7 Band	Dataset Participation Pupils in p7 will have the opportunity to be part of a band developing confidence across the curriculum Pupils will feel part of something and be able to perform to a variety of audiences.	2.2 3.1		Proposed Cost	£6000

	1	2	3	4	5	6	7	8	9	10
P1	40	1	1	1	1			5		
P2	30	4	3					3		
P3	30	1	1	1	1			5		
P4	35	4			1			4		
P5	33	2		1				5		
P6	35	2	1					6		
P7	28	3						2		
Total	231	17	6	3	3			30		
Total %	79.6%	5.8%	2%	1%	1%			10%		
	85.5%		14.4%							

RATIONALE:

Attainment in Rowantree is significantly below that of both the city and of comparator schools

Attainment for 2015/16 was (no breakdown for SIMD available):

Stage	P1	P4	P7	Total
Reading	35%	60%	0%	34%
Writing	46%	51%	0%	35%
Listening and Talking	58%	82%	0%	50%
Numeracy	44%	76%	0%	43%

Attainment for 2016/17:

There is more detailed data in terms of SIMD breakdown included for this session

Stage	P1	P4	P7	Total
Reading	45%	73%	69%	52%
Writing	30%	62%	41%	44%
Listening and Talking	83%	78%	55%	74%
Numeracy	50%	67%	31%	52%

Overall data:

	SIMD 1 & 2	SIMD 1 & 2	SIMD 3>	SIMD 3>	Total	
Reading	47(91)	52%	7(13)	54%	54(104)	52%
Writing	42(91)	46%	4(13)	31%	46(104)	44%
Listening and Talking	66(91)	73%	11(13)	84%	77(104)	74%
Numeracy	50(91)	55%	4(13)	31%	54(104)	52%

2017/2018 Predictions:

Stage	Reading	Writing	L&T	Numeracy
P1	60%	67%	75%	75%
P4	83%	71%	79%	48%
P7	55% 50%	52% 44%	73% 72%	42% 40%
Total	**65%**	**61%**	**75%**	**56%**

Stage	Reading	Writing	L&T	Numeracy
P1	29/48	32/48	36/48	36/48
P4	35/42	30/42	33/42	20/42
P7	18/33 **16/32**	17/33 **14/32**	24/33 **23/32**	14/33 **13/32**
Total	**80/123**	**76/123**	**92/123**	**69/132**

SIMD 1+2

Stage	Reading	Writing	L&T	Numeracy
P1	59%	66%	74%	71%
P4	77%	89%	71%	46%
P7	56%**48%**	53%**42%**	72%**71%**	44%**39%**
Total	**61%**	**66%**	**72%**	**59%**

Stage	Reading	Writing	L&T	Numeracy
P1	28/47	31/47	35/47	35/447
P4	27/35	31/35	25/35	16/35
P7	18/32 **15/31**	17/32 **13/31**	23/32 **22/31**	14/32 **12/31**
Total	**69/113**	**75/113**	**82/113**	**63/107**

2017-2018 Data

2017-2018 %	Reading	Writing	L&T	Numeracy
P1	62	52	100	85
P4	47	32	72	35
P7	73	67	79	58
Total	59	55	85	60

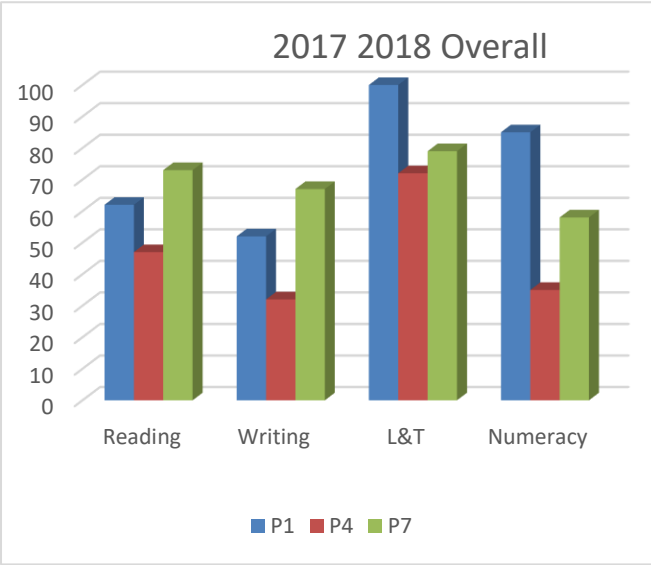
2017-2018	Reading	Writing	L&T	Numeracy
P1	30/48	25/48	48/48	41/48
P4	20/43	14/43	31/43	15/43
P7	24/33	22/33	26/33	19/33
Total	74/124	69/124	105/124	75/124

SIMD 1 AND 2

2017-2018 %	Reading	Writing	L&T	Numeracy
P1	59	48	100	83
P4	46	33	69	38
P7	71	65	77	54
Total	58	47	83	60

2017-2018	Reading	Writing	L&T	Numeracy
P1	25/42	20/42	42/42	35/42
P4	18/39	13/29	27/39	15/39
P7	22/31	20/31	24/31	17/31
Total	65/112	53/112	93/112	67/112

2017-2018	Reading SIMD 1&2	Reading SIMD 3>	Writing SIMD 1&2	Writing SIMD 3>	L&T SIMD 1&2	L&T SIMD3>	Numeracy SIMD 1&2	Numeracy SIMD 3>
P1	25/42	5/6	20/42	5/6	42/42	6/6	35/42	6/6
P4	18/39	2/4	13/29	1/4	27/39	4/4	15/39	0/4
P7	22/31	2/2	20/31	2/2	24/31	2/2	17/31	2/2
Total	65/112	9/12	53/112	8/12	93/112	12/12	67/112	8/12



As part of the local authority's Attainment Challenge all future interventions funded through PEF while will complement and enhance any existing interventions that support numeracy, literacy and HWB they will be additional.

At Rowantree Primary school the evidence above supports the main interventions to close the attainment related poverty gap. The proposals are also closely linked to the findings from the JRF report: Closing the attainment gap in Scottish Education mainly:

- *Literacy teaching works. PISA surveys show that increasing reading engagement could mitigate 30 per cent of the attainment gap. Reading also has long-term effects on vocabulary and achievement in other curricular areas*
- *Nurture groups and programmes to increase social, emotional and behavioural competencies show promise. However, the impact on attainment needs robust evaluation*
- *Peer tutoring, meta-cognitive training (helping children understand and improve their own learning) and one-to-one tutoring using qualified teachers, trained adults or trained peer tutors have improved literacy and numeracy in Scotland*

Closing the attainment gap is the key focus for the school and this will be reflected in the School Improvement Plan. The key documents which will feed into the improvement plan and help shape the rationale for the PEF plan are:

- National Improvement Framework
- Tayside Plan for Children, Young People and Families
- SIF and HMIe action Plan
- Rowantree Primary School Attainment Strategy.

Indeed the Tayside Plan states:

The Plan focuses on reducing inequalities, promoting educational attainment and enabling children and young people with additional and complex health concerns to access high quality healthcare services. It promotes targeted support towards the early years and addressing the key issues which can act as barriers to children and young people achieving their full potential as they move towards and into adulthood.

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The Rownatree PS plan is to localise this vison to our city and more specifically our school.

PUPIL EQUITY FUND 2018/19

Current PEF Staff 2017/18 and retention 2018/19

Current Staffing

	Role/Remit	Total FTE	Total Hours Worked	Number of staff/posts	Names	Retaining for 2018/19 Number (FTE) Names if known	Declared for redeployment 2018/19 Number (FTE) Names if known	£ Proposed PEF spend retaining
Teaching staff (Promoted)								
Teaching staff								
Support staff	Raising Attainment	3 FTE	30hrs each	3	Myra Minto Katrina Shepherd Nicola Gordon	Myra Minto Katrina Shepherd Nicola Gordon		£54000(?)
Other staff								
Total		3 FTE	90hrs	3	Myra Minto Katrina Shepherd Nicola Gordon	Myra Minto Katrina Shepherd Nicola Gordon		£54000(?)

Additional PEF Staffing Proposals 2018/19

	Role/Remit	Total FTE	Total Hours to be worked	Number of staff/posts	£ Proposed new PEF Spend
Teaching staff (Promoted)					
Teaching staff	Raising Attainment	1	35	1	£460000
Support staff					
Other staff					
Total		1	35	1	£460000

Appendix 3

PEF Proposal Year 3

Proposal Proposal Period :		Local Authority:		Education Manager:	
				Daniel Webster	
August 19 – June 20		Dundee City Council		Link Education Officer:	
				Anne Leary	
School:	Rowantree PS	PEF Total Allocation:	£188400	Completed by:	G Munro

Evidence based Rationale:	Proposed Interventions:	Impact Measurement:	HGIOs	NIF	Governance	
A traditional timetable is not working for a number of young people in school. They spend most of the day out of class and very little time with their peers. A higher level of targeted support is required.	Social and emotional wellbeing Early Intervention and Prevention Set up a Nurture room staffed with CT, HWBA,SFDW and PEYSA. This will allow targeted pupils to have a soft start and easy end to the school day. It will include setting goals and reflection time. There will also be regular feedback to parents and opportunities for parents to be involved within the nurture room The team will also be responsible for ensuring a consistent approach across the school	Dataset Inclusion Participation Engagement • More time spent in mainstream class – accessing the curriculum • Less exclusion • Positive outlook on school • Improved parental relationships • Reduced incidences of classroom disruption. • Ensures a calmer working environment. • Allows the young person time to think about and verbalise their emotions and reflect on their behaviour. • Supports the young person in making better choices. • Supports the young person in developing key skills and feeling	1.3 2.2 2.3 2.4 2.5 2.6 2.7 3.1 3.3	PE PI	Proposed Costs	Staff Costs

		more confident about their ability to achieve.			

Evidence based Rationale:	Proposed Interventions:	Impact Measurement:	HGIOs	NIF	Governance	
Small group tuition and regularly 1:1 targeted support which provides additonality and measure regularly has shown to raise attainment (JRF, Sutton Trust)	Targeted approaches to literacy and numeracy Dedicated member of teaching staff to oversee tuition and support. To collect data and carryout assessments Small group or 1:1 tuition in numeracy and literacy Gaps in learning and staff (PEYSA) will work with pupils as additional provision All staff providing this intervention will be trained in: CUIN Numicon Fresh Start/ Learning to Read Additional teaching staff and training program	Dataset Attainment Improved attainment – less gaps in learning Increased confidence in learning Improved performance in baseline assessments	2.2 2.3 2.6 3.2	TP AOCP PI	Proposed Cost	Staff costs

Evidence based Rationale:	Proposed Interventions:	Impact Measurement:	HGIOs	NIF	Governance	
To Identify and address barriers to engagement and learning, in line with Additional Support Needs legislation and Getting it Right for Every Child to improve the life chances of our most vulnerable learners and allow each child to reach their full potential. Effective and targeted approaches to tracking and monitoring progress supports the identification and removal of barriers to learning.	Differentiated Support • ABLE planning • Flexible Learning Packages • Individual support timetable • Supported group timetables • Tuition • In class support Precision teaching Place2Be Service 2 days a week including staff training	Dataset Attainment Participation Inclusion	2.2 2.3		Proposed Costs	Staff costs
					Place2Be £32000	

Evidence based Rationale:	Proposed Interventions:	Impact Measurement:	HGIOs	NIF	Governance	
Engaging young people particularly at p6 and p7 continues to prove to be problematic. EEF research shows Sports Participation and Social and Emotional Education has an positive impact on young people. Interventions for equity are met through Social and Emotional Wellbeing , Promoting healthy lifestyles and Promoting a high quality learning experience	SFA School of Football: 24 targeted pupils form p 5-p7 will receive input from qualified SFA coaches. This will take the form of 2 afternoons a week 1 hour health and well being 1 hour football skills. The hope is also to involve parents in the delivery of this Work in partnership DUSC Use of PASS to track attitudes to school Work with Ancrum Outdoor Centre With bespoke model – separate plan available	Dataset Participation Engagement Attendance Improved engagement with school which will allow improved engagement in other areas of the curriculum Improved attendance for some targeted pupils Participation in clubs at school and community level	3.1 2.3	AoCP PI	Proposed Cost	£15000 £20000

Rationale

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Over 87% of pupils who attend Rowantree Primary School live in either SIMD 1 or 2 (SIMD Band Report.pdf) so almost all interventions are considered to be whole school interventions.

Attainment is very poor particularly around p4. This is being addressed with the introduction of pedagpgy PT and a restructure of staff to allow additional support.

Some PEF money not on this plan may be used to purchase additional resources on Big Write and Maths No Problem which staff have now been trained in and research shows has an impact on inment.

Stage	Reading			Listening and Talking			Writing			Numeracy		
	R	A	G	R	A	G	R	A	G	R	A	G
Primary 1	5/40	5/40	30/40	5/40	4/40	31/40	5/40	5/40	30/40	5/40	4/40	31/40
Primary 2	7/51	8/51	36/51	3/51	6/51	42/51	8/51	10/51	33/51	6/51	8/51	37/51
Primary 3	4/43	11/43	29/43	4/43	10/43	31/43	10/43	13/43	21/43	16/43	15/43	13/43
Primary 4	6/41	13/41	22/41	2/41	8/41	31/41	3/41	33/41	5/41	5/41	21/41	15/41
Primary 5	9/43	14/43	20/43	8/43	12/43	23/43	8/43	17/43	18/43	11/43	17/43	15/43
Primary 6	3/41	11/41	27/41	5/41	13/41	23/41	8/41	13/41	20/41	7/41	19/41	15/41
Primary 7	11/48		37/48	9/48		39/48	15/48		33/48	19/48		29/48
Total	22/149		89/129	16/129		101/129	23/129		68/129	29/129		75/129

Totals												
Stage	Reading			Listening and Talking			Writing			Numeracy		
	R	A	G	R	A	G	R	A	G	R	A	G
Primary 1			**75%**			**77%**			**75%**			**77%**
Primary 4			**54%**			**76%**			**12%**			**37%**
Primary 7			**77%**			**81%**			**69%**			**60%**
Total			**69%**			**78%**			**53%**			**58%**

	Role/Remit	Total FTE	Total Hours Worked	Full Year or Number of Days	Number of staff/posts and status eg secondment, temporary contract	Names	Retain for 2019-20 Number (FTE) (and names if known)	Declare for redeployment 2019-20 Number (FTE) (and names if known)	£ Proposed PEF spend retaining
Teaching Staff									
Teaching Staff									
Support Staff	PEYSA	1 x 4	35pw	Full Year	4	K Shepherd leaving	S Brown M Minto Red 15hrs N Gordon		93288
Other staff									
Total									93288