

**REPORT TO: CHILDREN AND FAMILIES SERVICES COMMITTEE –  
10 SEPTEMBER 2018**

**REPORT ON: PUPIL EQUITY FUND**

**REPORT BY: EXECUTIVE DIRECTOR OF CHILDREN AND FAMILIES SERVICE**

**REPORT NO: 284-2018**

**1.0 PURPOSE OF REPORT**

1.1 The purpose of this paper is to update the Children and Families Service Committee as to the use of the Pupil Equity Fund (PEF).

**2.0 RECOMMENDATION**

It is proposed that the Children and Families Services Committee notes the contents of this report.

**3.0 FINANCIAL IMPLICATIONS**

3.1 The financial implications arising from the implementation of this project will amount to £4.981m additional available spend across our schools in Dundee for 2018/19. Allocations for individual schools are detailed in Appendix 1 of this paper. The Scottish Government will allow schools to carry money forward until June 2019.

**4.0 SUMMARY**

4.1 The Pupil Equity Fund (PEF) is paid by the Government to local authorities by means of a ring-fenced grant which will indicate the amounts that should be allocated directly to each school. The amount allocated to each school has been determined by the number of pupils in P1 – S3 who are eligible to be registered for free school meals.

4.2 National guidance is in place for schools and head teachers. Authority officers and Head Teachers attended events hosted by Education Scotland and the Scottish Government in 2017 and 2018. Local guidance has been drawn up for Head Teachers which outlines proposed partnership working and any governance arrangements that are expected to be in place. A Procurement Framework to support schools with PEF spending (Minute of Meeting of this Committee of 25 June 2018 Article V of report 222-2018 refers) was agreed by committee in June 2018. Dundee City Council PEF guidance was highlighted as a strength in our recent local authority inspection.

4.3 In the context of the two separate funding sources from the Attainment Challenge and the PEF, plans are in place to avoid duplication or omission and to ensure a whole authority overview of how we are reducing the attainment gap linked to deprivation.

**5.0 BACKGROUND**

5.1 The First Minister launched the Scottish Attainment Challenge in February 2015 to narrow the poverty-related attainment gap. Initially seven Challenge Authorities were identified, including Dundee, and the Challenge Authorities were asked to submit bids focused on raising attainment in literacy, numeracy and health and wellbeing for pupils in SIMD 1 and 2 in the primary sector.

- 5.2 In June 2016 the Challenge Authorities were asked to submit bids for secondary schools in their areas. The Dundee bid was accepted by the Scottish Government in September 2016 and the Dundee Attainment Challenge work for session 2018/19 now covers the whole of the Broad General Education.
- 5.3 As part of the Scottish Government Attainment Challenge fund, the Scottish Government has committed a further £120 million allocated directly to schools to reduce the attainment gap linked to deprivation. In 2018/19, for each child in a publicly funded primary or secondary school who is eligible and registered for free school meals, the school will receive £1,200. This is known as Pupil Equity Funding (PEF). The 2018/19 allocation of PEF was calculated using the most recently available Healthy Living Survey and Pupil Census.
- 5.4 Head teachers submitted their plans to the education authority prior to beginning their projects. The plans have involved pupils and young people, and parents and carers in decision making for the spend. The plans outlined the arrangements schools have in place to evaluate the projects. The format of the annual Standards and Quality (S & Q) report and School Improvement Plan (SIP) has also been revised in line with national guidance. In the future, the Scottish Government expects that schools will report on their use of the PEF through the normal process of reporting to parents through the Standards & Quality Report and School Improvement Plan.
- 5.5 Schools identified a number of resources and interventions to target the money at groups of pupils in need of support, Appendix 2 gives a summary of the areas of spend and staff costs that the Pupil Equity Fund has been used for.
- 5.6 Appendix 3 provides a case study from Ancrum Road Primary School to illustrate how PEF funding has been used to meet the overarching aims of the Scottish Attainment Challenge.
- 5.7 Appendix 4 contains further exemplification of other PEF funded work in Dundee schools.

## **6.0 CURRENT POSITION**

- 6.1 Each school has been notified of its allocation of funding for 2018/19 (See Appendix 1)
- 6.2 The key principles of the PEF are:
- Head Teachers must have access to the full amount of the allocated PEF.
  - The PEF must enable schools to deliver activities, interventions or resources which are clearly additional to those which are already planned.
  - Head Teachers must work in partnership with each other, and their local authority, to agree the use of funding. Schools must take account of the statutory responsibilities of the authority to deliver educational improvement, secure best value and take full cognisance of the authority's role as employer.
  - Parents and carers, children and young people and other key stake holders should be involved in the planning process.
  - Funding must be provided for targeted support for children and young people affected by poverty to achieve their full potential. Although the PEF is allocated on the basis of free school meal eligibility, Head Teachers can use their professional judgement to bring additional children into targeted interventions.
  - Head Teachers must base their use of the funding on a clear contextual analysis which identifies the poverty related attainment gap in their schools and plans must be grounded in evidence of what is known to be effective at raising attainment for children affected by poverty.
  - Schools must have plans in place at the outset to evaluate the impact of the funding.
- 6.3 Schools can spend their money on a variety of interventions which include working in partnerships, staffing, procurement of resources and equipment and ICT. If schools choose to spend money on additional teaching staff, then it should be noted that the additional staff employed do not contribute to the pupil teacher ratio for the authority.

- 6.4 Head Teachers have been asked to submit their plans to the education authority prior to beginning their projects. The plans should clearly show how they have involved pupils and young people, and parents and carers in their plans. The plans must clearly show the arrangements schools have in place to evaluate the projects. The format of the annual Standards and Quality (S & Q) report and School Improvement Plan (SIP) is also being revised in line with national guidance. In the future, the Scottish Government expects that schools will report on their use of the PEF through the normal process of reporting to parents through the Standards & Quality Report and School Improvement Plan.
- 6.5 Head Teachers will be accountable to the Local Authority for the use of Pupil Equity Funding within their school. To ensure transparency, schools will be expected to incorporate details of their Pupil Equity Funding plans into existing reporting processes to their Parent Council and Forum, including in their School Improvement Plans/Reports and Standards and Quality Reports.

## **7.0 POLICY IMPLICATIONS**

- 7.1 This Report has been screened for any policy implications in respect of Sustainability, Strategic Environmental Assessment, Anti-Poverty, Equality Impact Assessment and Risk Management. There are no major issues.

## **8.0 CONSULTATIONS**

- 8.1 The Council Management Team and Head Teachers have been consulted in the preparation of this report.

## **9.0 BACKGROUND PAPERS**

- 9.1 None

Paul Clancy  
Executive Director of Children and Families Service

Audrey May  
Head of Service (Chief Education Officer)

August 2018



**Allocated Funding 2018/19**

<b>School</b>	<b>Total</b>
Ancrum Road Primary School	£ 114,000
Ardler Primary School	£ 71,280
Ballumbie Primary School	£ 189,600
Barnhill Primary School	£ 36,000
Blackness Primary School	£ 66,000
Camperdown Primary School	£ 153,600
Claypotts Castle Primary School	£ 186,000
Clelington Primary School	£ 149,040
Craigiebarns Primary School	£ 85,200
Craigowl Primary School	£ 164,400
Dens Road Primary School	£ 117,720
Downfield Primary School	£ 135,000
Eastern Primary School	£ 57,600
Fintry Primary School	£ 152,400
Forthill Primary School	£ 39,960
Glebelands Primary School	£ 102,000
Longhaugh Primary	£ 154,800
Mill Of Mains Primary School	£ 79,200
Our Lady's RC Primary School	£ 60,000
Rosebank Primary School	£ 60,000
Rowantree Primary School	£ 189,600
Sidlaw View Primary School	£ 120,000
St Andrew's RC Primary School	£ 105,600
St Clement's RC Primary School	£ 103,200
St Fergus' R C Primary School	£ 51,840
St Francis RC Primary School	£ 236,400
St Joseph's RC Primary School	£ 61,200
St Mary's RC Primary School	£ 124,800
St Ninian's RC Primary School	£ 68,400
St Peter & Paul RC School	£ 157,200
St Pius' RC Primary School	£ 96,000
Tayview Primary School	£ 120,000
Victoria Park Primary School	£ 82,800
Baldragon Academy	£ 133,200
Braeview Academy	£ 128,400
Craigie High School	£ 146,400
Grove Academy	£ 72,000
Harris Academy	£ 171,600
Morgan Academy	£ 183,600
St John's RC High School	£ 178,800
St Paul's RC Academy	£ 202,800
Kingspark School	£ 64,800
Off-site Education Service	£ 8,400
<b>Total</b>	<b>£ 4,980,840</b>



**2018/19 DRAFT  
DUNDEE CITY COUNCIL – CHILDREN AND FAMILIES SERVICE  
SUMMARY OF PUPIL EQUITY FUND SPENDING PROPOSALS BY EQUITY INTERVENTION**

<b>EARLY INTERVENTION AND PREVENTION</b>	<b>SOCIAL AND EMOTIONAL WELLBEING</b>	<b>PROMOTING HEALTHY LIFESTYLES</b>
<ul style="list-style-type: none"> <li>• PEYSA Appointments</li> <li>• Early Years Educator</li> <li>• PT Guidance</li> <li>• PT Early Intervention</li> </ul>	<ul style="list-style-type: none"> <li>• PEYSA Appointments</li> <li>• Outdoor education</li> <li>• See, next column →</li> </ul>	<ul style="list-style-type: none"> <li>• Health &amp; Wellbeing Assistants</li> <li>• Nurture room resources e.g. calm bags, furniture etc</li> <li>• Playground toys, outdoor storage</li> <li>• Staff training resources for H &amp; WB</li> <li>• Outdoor education</li> <li>• Mental Health Worker/Play Therapist</li> <li>• Outdoor learning resources</li> <li>• Cooking equipment</li> <li>• Growth mindset materials</li> <li>• PT Health &amp; Fitness</li> <li>• PT Health &amp; wellbeing</li> <li>• Breakfast club resources</li> <li>• <i>School Counsellor 0.4 FTE</i></li> <li>• PASS Assessments</li> <li>• Establishment/extension of breakfast clubs</li> </ul>
<b>TARGETTED APPROACHES TO LITERACY &amp; NUMERACY</b>	<b>PROMOTING A HIGH QUALITY LEARNING EXPERIENCE</b>	<b>DIFFERENTIATED SUPPORT</b>
<ul style="list-style-type: none"> <li>• PEYSA Appointments</li> <li>• Principal Teacher Literacy</li> <li>• Principal Teacher Numeracy</li> <li>• Supported study teacher</li> <li>• Additional Fresh Start resources</li> <li>• Numeracy recovery programmes</li> <li>• Enhanced supported study classes</li> <li>• Sensory room equipment</li> <li>• Makaton story books</li> </ul>	<ul style="list-style-type: none"> <li>• PEYSA Appointments</li> <li>• Learning Classroom Assistants</li> <li>• I pads/digital tools</li> <li>• Principal Teacher Raising Attainment</li> <li>• Raising Attainment Teacher</li> <li>• Numicon Resources</li> <li>• Library resources</li> <li>• Additional Music Instructor time</li> <li>• Additional DHT</li> <li>• Inclusion teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil Support Teacher</li> <li>• Pupil Support Worker</li> <li>• Provision of PE Kits</li> <li>• Alternative to exclusion teacher</li> <li>• School trips</li> </ul>
<b>USING EVIDENCE AND DATA</b>	<b>EMPLOYABILITY AND SKILLS DEVELOPMENT</b>	<b>ENGAGING BEYOND THE SCHOOL</b>
<ul style="list-style-type: none"> <li>• Additional administrative support</li> </ul>	<ul style="list-style-type: none"> <li>• DYW Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>• School &amp; Family Development Workers</li> <li>• Family Involvement Officer</li> </ul>

<b>PARTNERSHIP WORKING</b>	<b>PROFESSIONAL LEARNING AND LEADERSHIP</b>	<b>RESEARCH AND EVALUATION TO MONITOR IMPACT</b>
<ul style="list-style-type: none"> <li>• ASN partner training</li> <li>• Showcase the Street</li> <li>• Tree of Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Training in family learning</li> <li>• CLPL in cooperative learning</li> <li>• RWI development day</li> <li>• ICT training</li> <li>• Mental health training</li> <li>• Professional reading resources for staff</li> <li>• Action for Children Roots of Empathy Course</li> <li>• Differentiation CLPL</li> </ul>	<ul style="list-style-type: none"> <li>• Additional administrative support</li> </ul>



## Ancrum Road Primary School, Dundee



Working Collaboratively to Raise Attainment/Close the Gap in Learning to Read – Pupil Equity Fund Improvement Team

*"Too many children in Dundee do not read or write well enough by the time they leave primary and secondary school". DEPS, January 2013.*

Some of our Primary 2 and 3 children were identified in August 2017 as making slow progress within learning to read, not knowing all the single letter sounds and unable to blend at the beginning of the school year. It was proposed that underlying gaps in phonological awareness may be a barrier to progress, so opportunities were planned to deliver activities to meet the development needs of 6 targeted pupils, first of all in small groups led by a Primary Early Years Support Assistant being supported by a Pupil Equity Fund Principal Teacher.

**Aim: To have all identified children achieve 25/25 individual sound recognition and to achieve 80% in blending by June 2018.**

### Method

A Read Write Inc assessment was used to identify pupils lacking sounds knowledge and blending skills. Gaps in phonological awareness were identified using a combination of data from PIPs testing and an early years screening from the Highland Literacy Project. Testing was completed by a Pupil Equity Fund Principal Teacher (PEF PT) and subsequently by a Primary Early Years Support Assistant (PEYSA) who was trained to do this. Information was collated by the PEF PT, stored as a spreadsheet and updated as children were reassessed throughout the year.

### Process Change

**A Small Test of Change** was planned using a PDSA approach:

**Plan:** Interventions were planned for groups of learners based on RWI, PIPs and Highland Literacy Project screening results.

**Do:** Resources were gathered, a PEYSA was trained and group interventions were completed.

**Study:** Individual post-assessments were carried out, learning and teaching was evaluated by the PEF PT and interventions were evaluated.

**Act:** Revised 1-1 literacy interventions with 6 chosen learners and a PEYSA were planned and implemented.

### Achievements

- Effectively using PDSA cycles to improve practice.
- PEYSA gaining increasing knowledge and confidence and skills in the teaching of letter recognition and blending by being supported by PEF PT.
- PEF Improvement Leadership Team increasing skills and ability in planning for change and evaluating interventions by working collaboratively..

### Key Reference Materials

Highland Literacy Project: <https://highlandliteracy.com/emerging-literacy/phonological-awareness/>

Centre for Evaluation and Monitoring: <https://www.cem.org/primary>

Read Write Inc: <https://ruthmiskin.com/en/>

### Next steps

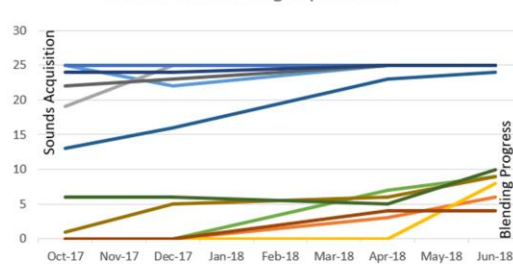
- Continue to think creatively and to ring-fence time through PEF funding to best use all staff skills and abilities to lead improvement in attainment.
- Use successful strategies with new P2s and other P3s to ensure they can read and blend sounds in order to read.
- Build the use of run charts consistently into new interventions/tracking.
- Continue to build collaborative partnerships between all staff.
- Provide opportunities for carers/parents to become involved in targeted interventions.

### Results

The results from the term 2 and 3 PEYSA led group interventions demonstrated some areas of improvement within phonological awareness, with a gradual improvement in blending ability. Quality assurance by PEF PT of group learning and teaching gave some causes for concern which led to changes being made.

Almost all children who in term 4 received 1-1 tutoring in either blending or letter recognition made greater improvements in these areas.

Sounds and Blending Improvement



### Conclusions

Four of the identified six children met the target of 100% sounds recognition and 80% blending accuracy.

Even though working on a core range of phonological skills is important for the learning to read process and can when delivered to small groups lead to some improvement, using a directed and prescriptive 1-1 sounds and blending tutoring approach had the most impact on the children's blending ability in this case.

### Key Learning Points

- Experienced teaching staff working in collaboration with support staff can bring about very effective change. It is important to have knowledgeable staff planning, monitoring, tracking and evaluating interventions, and having time to coach and support the staff they work with.
- Being responsive to local conditions – even though research shows that a certain improvement strategy should work, specific local limitations in its implementation may mean that it is not as effective as it should be.
  - For us this meant that due to other challenges faced by our learners, at times their interactions were not conducive to learning best in a group.
  - It also meant that more limited teaching experience of PEYSAs working independently, was more productive when working on a 1-1 basis than when leading small groups, at this time.

# Ancrum Road Primary School, Dundee



Working Collaboratively to Raise Attainment/Close the Gap in Learning to Read – Pupil Equity Fund Improvement Team

*"Too many children in Dundee do not read or write well enough by the time they leave primary and secondary school". DEPS, January 2013.*

Some of our Primary 4-7 children were identified in August 2017 as not attaining expected levels of achievement within reading. To address this issue it was decided that one Pupil Equity funded Principal Teacher and two Primary & Early Years Support Assistants would attend Catch Up Literacy training with a view to then targeting support for reading for 14 learners in P4 and P7 over the course of a 3 month block. Research from the Education Endowment Fund had shown that this kind of intervention had a proven improvement outcome. **Aim: To increase reading ages of all by at least 3 months over a 3 month period.**

## Method

Identified staff undertook an intensive training programme before testing using Catch Up Literacy assessments and Schonell reading assessments, learners who were not achieving expected levels for reading in P4 and P7. Learners were timetabled to have three individual 15 minute sessions per week working on the Catch Up Literacy programme. Numbers of actual sessions were tracked. During each session, miscues, reading strategies used and response and understanding to texts were recorded. Catch Up Literacy assessments focused on sight word and spelling knowledge, phonic knowledge and letter names and formation.

## Process Change

A Small Test of Change was planned using a PDSA approach:

**Plan:** Interventions were planned using the Catch Up Literacy programme for individual learners based on Catch Up Literacy assessments.

**Do:** PEF PT and PEYSAs were trained, PEF PT supported PEYSAs in planning, resourcing, implementing and analysing interventions.

**Study:** Individual sessions were recorded and analysed by PEYSAs, supported by PEF PT and HT. Discussions were held re progress.

**Act:** P4 learners continued to be tracked during sessions for miscues before moving on when ready to next level of CUL. P7s moved from being tracked for miscues to fluency in reading for understanding.

## Achievements

- Effectively using PDSA cycles to improve practice.
- PEYSAs gaining increasing knowledge and confidence and skills in the teaching of reading by being supported by PEF PT.
- PEF Improvement Team increasing skills and ability in planning for change and evaluating interventions by working collaboratively.

## Key Reference Materials

**Catch Up Literacy** - <https://www.catchup.org/interventions/literacy.php>

**Education Endowment Fund study** -

<https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/catch-up-literacy/>

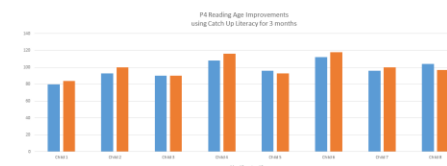
**Schonell Reading Age Test** - [www.readingtest.co.uk/schonell-reading-test/](http://www.readingtest.co.uk/schonell-reading-test/)

## Next steps

- Review timetabling and organisation of sessions between class teachers and PEYSAs so that more sessions can be realistically held for each child.
- For every session record miscues and reading strategies used by learners in Run Charts in order to analyse more regularly and effectively, progress.
- Record improvements over time in graph format to compare results between learners and practitioners to seek out further improvements in practice.
- Continue to build collaborative partnerships between all staff.

## Results

The results for the majority of learners (56%) over the 3 month block showed improvement as set out in aim. This was despite only approximately 50% of the proposed 3 per week sessions, being able to be carried out with each learner due to unforeseen 'school life' barriers. For 33% of learners their reading ages did increase by at least double the hoped for target.



## Conclusions

Even when only able to complete approximately 50% of all individual sessions with learners, the majority of learners reading ages did increase at least in 'real time' as they had never done before. i.e. over a period of 3 months, their reading ages improved by at least 3 months.

- With more realistic timetabling for support staff,
  - Ring fenced time for Catch Up Literacy,
  - More support from class teachers to facilitate smooth and quick transitions for learners from classrooms to PEYSA support areas
  - PEYSAs being more prepared and organised to run the programme smoothly, with all resources needed ready before-hand
- and with the continuing support of a PEF PT, results should increase by at least double the original set targets for all learners. This will be our new aim.

## Key Learning Points

- Experienced teaching staff working in collaboration with support staff can bring about effective change. It is important to have knowledgeable staff planning, monitoring, tracking and evaluating interventions, and having time to support the staff they work with.
- Ring-fenced time and smooth transitions are essential for the optimum chance of success for all learners.
- Having a knowledge from the outset of what to measure, how often and how to measure, is crucial to gaining maximum knowledge of what is working best for each learner and to learn from this, to support others and to try to upscale work.

## Ancrum Road Primary School

### An excerpt from our Gaps Spreadsheet

The Reading section of the spreadsheet was informed by analysing data from standardised tests: PIPS, InCAS, and NGRT, as well as Read Write Inc assessments and CFE Achievement of a Level data. Our teaching staff with support from our SLT and PEF PTs populated the spreadsheet and shared it with all staff and partners involved in our improvement journey, in order that we all understand the overall 'Big Picture' of our school data profile and where the gaps for our learners who are not meeting expected levels are at.

Name	Year Group/Primary Stage	SIMD	FM E	TA TC Level	Attendance	Reading	Writing	Listening & Talking	Mental maths	MSS	Data	Numeracy level	Exclusions	Latecoming	Behaviour	Reflection Attendance	Music Tuition	Sports Participation	LAAC	Parental Participation	ASN	Homework completion	
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	5	1	3																				
	5	1	Yes																				
Forename	Year Group/Primary Stage	SIMD	FM E	TA TC Level	Attendance	Reading	Writing	Listening & Talking	Mental maths	MSS	Data	Numeracy level	Exclusions	Latecoming	Behaviour	Reflection Attendance	Music Tuition	Sports Participation	LAAC	Parental Participation	ASN	Homework completion	

### Courses and training undertaken by our SLT/PEF PTs, PEYSAs and teaching staff to develop and extend our skills in Collaborative Improvement and Collective Efficacy in 2017/18

**Head Teacher:** Columba 1400 HT academy, Scottish Leading and Coaching Improvement Programme

**PEF PTs:** Accredited Reading Course, Reading Leader courses, Leading in a Culture of Change, Catch Up Literacy training, Driver Diagram training led by Kieran McQuaid, Run Chart training led by HT

**PEYSAs:** Read Write Inc training courses, Catch Up Literacy training, Run Chart training led by HT

**All Teaching Staff:** Improvement Science Introduction led by Kieran McQuaid, Analysis of data training led by HT

#### Planned further training and commitment to our learning journey in 2018/19

**HT:** SCEL Excellence in Headship

**DHT/PT/PEF PTs:** 8 hour Support Course led by Kieran McQuaid in measures needed for improvement

**PEYSAs:** Further RWI training, Catch Up Numeracy training

**All staff:** Further HT led training in Science of Improvement, Staff focussed Values Based Columba 1400 weekend course

#### Quote from one of our PEYSAs and a child they supported

*'Based upon my experience over the past few months, I feel 'Catch Up Literacy' has the potential to help our struggling readers. The older children, most of whom admitted to having a lack of confidence reading out loud in class, benefitted greatly from the dedicated reading time and surprised me by their enthusiasm to continue reading beyond their 15 minute time slot, eager to know what was going to happen next in the story. One pupil in particular took time to feedback by writing..*

*... "You have helped me so much with my reading, it has improved so much".*

*Whilst the 1:1 sessions definitely helped to improve their fluency and comprehension, I have to admit to being a little creative in the delivery, focusing more time on reading than working on miscues. I made this decision to try and make the most progress in one area in the short time I had. I do however feel the 'Catch Up' process, when delivered as it should be, will help those readers who are struggling to decode or recognise sight words which, for this particular group of P7's, did not present as an issue'*



## Appendix 4

At Dens Road Primary School, we have used some of our PEF allocation to create a play-based curriculum in primary 1.

*Extract from “Just Playing” by Anita Wadley*

*When you see me learning to skip, hop, run and move my body, please don't say I'm “just playing”. For you see, I'm learning as I play. I'm learning how my body works. I may be a doctor, nurse or athlete someday.*

*When you ask me what I've done at school today, and I say, “I just played” Please don't misunderstand me. For you see, I'm learning as I play. I'm learning to enjoy and be successful in my work. I'm preparing for tomorrow. Today, I am a child and my work is play.*

As a school many of the barriers we have identified inhibiting attainment and achievement can be identified under the following categories – social, emotional, physical and mental wellbeing. Identified children struggle with the formality of learning in the structured P1 classroom. Use of PEF Monies is allowing us the opportunity to implement tried and tested research ideas for a sustainable approach to a play based learning curriculum to help support closing the poverty related attainment gap.



#### **This will support**

- all-round development - physical, emotional, social and cognitive at age and stage appropriate levels
- **physical** coordination and confidence, the ability to focus attention and control behaviour
- **social** competence, such as getting along with peers, working collaboratively in a group and communication skills (including active listening)
- **emotional** qualities, including a 'can-do' attitude, resilience, creativity, and the patience to pursue long-term aims rather than immediate rewards



Music, art, drama, stories, songs and rhymes will continue to develop the children's listening, language, memory and thinking skills. Active, creative play will develop the problem-solving skills and enhance conceptual understanding required for maths and science.



There will be a sensitive (age-appropriate) balance of child-directed play and teacher-led activities to support aspects of development that underpin life-long learning and achievement, which in turn will support closing the attainment gap. We are investing PEF monies in funding extra staff for Primary 1 who will be trained specifically in early learning approaches through play. Teaching and support staff are planning and assessing together to meet the needs of groups and individuals. Training needs have been identified and the classroom environment has been transformed to deliver our enriched play based approach.



This approach will be monitored to evidence improvement in supporting children's social, emotional and spoken language development in the early years, as the basis for successful later learning of Reading, Writing, Talking and Listening and Numeracy.

## Pupil Equity Fund Summer Activities at St Francis R.C. Primary School



All our summer activities at St Francis provided breakfast and/or lunch for children. This was supported by Dundee Bairsns.

Our Comic Book Club involved excellent partnership work with DC Thomson's Creative Magazine team. The children were introduced to the world of magazines, created their own publication and then visited the McManus galleries 'Beano' exhibition. PEF allowed staff to organise the activities and support the children throughout the week.



We used PEF to fund our Numeracy and Literacy Summer School which provided small group tuition for targeted pupils to close the attainment gap. The children enjoyed quality learning experiences to develop their skills and understanding around basic concepts. Children enjoyed sharing some of their learning activities during a visit from Mr Swinney. Three of our teachers delivered the small group tuition to pupils across the Early, First and Second level.

