

## Pupil Equity Fund – Spending Plans

<b>Proposal Period :</b> <b>August 2019 – June 2020</b>	<b>Local Authority: Dundee City Council</b>	<b>Education Manager:</b>  <b>Pam Nesbitt</b>  <b>Link Education Officer:</b>  <b>Michelle Lewis</b>
<b>School: St Mary’s RC P.S.</b>	<b>PEF Total Allocation:</b> <b>£124,000</b>	<b>Completed by: Liz Conroy</b>
<b>Evidence based Rationale:</b> <i>Why are you planning to spend your PEF allocation in this way?</i> <ul style="list-style-type: none"> <li>• Presentation of data in the local context</li> <li>• Analysis of what this reveals in terms of the attainment gaps</li> <li>• Identification of target populations</li> <li>• Rationale behind proposals</li> </ul>	<p>In St Mary’s we are continuing to implement a number of targeted interventions in order to close the poverty related attainment gap. 69% of our pupils live in SIMD 1 &amp; 2 and 65 (40%) of our pupils from P4-P7 (40%) have FSM entitlement. Pupils who are entitled to a FSM are our key target group, particularly where we feel we can close a gap in attainment and achievement.</p> <p>Across our school there are still gaps in attainment within literacy and numeracy. Our rationale this session is to use key data and evidence from SSNA, Achievement of a Level and results from PASS and Collaborative Action Research projects (CAR) .</p> <p>Evidence shows that children who live in SIMD 1 &amp; 2 are performing as well as pupils who live in SIMD 6 – 10 but there is scope to improve attainment across the school. Our rationale is to use key data and evidence from our Standardised Assessments and Achievement of a Level to implement targeted interventions to address the gaps in both numeracy &amp; literacy across all stages of the school.</p>	
<b>Proposed Interventions:</b> <i>What are you planning to do with your PEF allocation?</i> <ul style="list-style-type: none"> <li>• Proposals to address identified issues</li> <li>• Aim and expected impact of proposals</li> <li>• Initial assessment of funding requirement</li> <li>• Plans to work in partnership with other schools/local partners/providers, if applicable</li> <li>• Link to HGIOS 4 quality indicators / NIF</li> </ul>	<b><i>Health &amp; Wellbeing - Social &amp; Emotional Interventions (3.1 &amp; 3.2)</i></b> <ul style="list-style-type: none"> <li>- For individualised targeted support</li> <li>- Early intervention and prevention for vulnerable children</li> <li>- Continued development of High Five room (Nurture/social skills) led by Supporting Learning teacher/LCAs to enable children to address barriers to their learning and be able to learn effectively in class</li> <li>- ‘Seasons of Growth’ – 3 staff now trained to support children experiencing bereavement – death, divorce, separation</li> <li>- Additional spaces in Breakfast Club</li> </ul>	

	<ul style="list-style-type: none"> <li>• <b>Targeted approaches to Literacy &amp; Numeracy (3.1)</b> <ul style="list-style-type: none"> <li>- One to one Tutoring/targeted small group support -</li> <li>- Upskill pedagogy in literacy and numeracy - training for all staff in developing Writing and Reading skills</li> <li>- Conceptual Understanding of Numeracy training – outdoor learning</li> </ul> </li>   <li>• <b>Enhance digital technology skills (2.2 &amp; 2.3)</b> <ul style="list-style-type: none"> <li>- High quality learning and teaching experiences</li> <li>- Increasing targeted learner’s motivation and engagement.</li> <li>- iPads purchased and used across the school to enhance digital literacy</li> <li>- Ensuring targeted children have access to laptops and internet in school</li> </ul> </li>   <li>• <b>Additional Teacher for Raising Attainment (1.3 &amp; 3.2)</b> <ul style="list-style-type: none"> <li>- Using evidence and data to target performance</li> <li>- Work collaboratively with Numeracy/Literacy Staff Tutors to upskill staff</li> </ul> </li>   <li>• <b>Skills development &amp; Outdoor learning (2.2 &amp; 3.1)</b> <ul style="list-style-type: none"> <li>- School trips to support outdoor learning opportunities/P7 residential trip</li> <li>- Enhancing our targeted group of children’s understanding of their local and national context e.g. Dundee &amp; Scotland</li> <li>- Partnership working</li> </ul> </li>   <li>• <b>Skills development in Design &amp; Technology(2.2 &amp; 2.3)</b> <ul style="list-style-type: none"> <li>- To give all pupils the opportunity to develop transferable skills for life, learning &amp; work</li> <li>- Increase opportunities for all pupils in STEM</li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>• <b>Literacy and numeracy resources (2.3 &amp; 3.1)</b> <ul style="list-style-type: none"> <li>- To raise attainment</li> <li>- Differentiated support within classes to support the raising attainment and closing the gap agenda</li> </ul> </li> </ul>
<p><b>Impact Measurement &amp; Governance:</b>  <i>How will you know your interventions are having an impact/improving outcomes?</i></p> <ul style="list-style-type: none"> <li>• Proposals for measuring impact (including specific reference to targeting young people most affected by poverty)</li> <li>• Data, new and existing, which will be required</li> <li>• Plans for how data will be collected and reported</li> </ul>	<p>St Mary's will continue to build upon our impact measurement next session and will use the following key elements to support this</p> <p><b>Scottish National Standardised Assessments along with PITFALLS Data</b></p> <ul style="list-style-type: none"> <li>- Professional Judgement of CfE Levels</li> <li>- Track learners' progress termly</li> <li>- RWI/Fresh start Data-monitoring numbers requiring 1-1/targeted support</li> <li>- CAR data</li> <li>- PASS progress checks</li> </ul> <p>An overall report on this data will be presented in our annual School Improvement Report to parents. We will also hold regular meetings with key staff through PEF and it is proposed that a specific focus is placed on PEF at every staff meeting to allow for professional dialogue to take place around the targeted interventions. Regular updates through self-evaluation discussions. There will also be a dialogue across St. John's Cluster to allow for consistency in targeted interventions and it is anticipated that these discussions will also cross our School Improvement Partnership.</p>

**Breakdown Summary of Proposed Funding**

	Role	£	FTE / hours/No.
Teaching staff	Class Teacher Raising Attainment	£44000?	No additional hours
Support staff	1 x PEYSA 1 day per week class support	£3000	1 x 5 hours 1 x 5 hours
	1 x PEYSA Breakfast Club	£3000	
	1 x LCA	£7000?	1 x 0.6 weekly

Leader of Learning Literacy/Numeracy Early Years	Raise attainment in Literacy & Numeracy P1-3	£2560	2 hours per week Supported Study rates @ £32 per hour
Lets/transport/Trips	Outdoor Learning	£15 000	
Resources	<b>Literacy</b> The Big Write  Refresh of RWInc Library resources Reading resources  <b>Numeracy</b>  Numeracy training/ /resources  Juliet Robertson  Outdoor learning – Loose parts play  Active Play  Furniture for school	£3400  £1000  £1000  £2400  £5649  £2470  £12000	3 x £800
Commissioned/purchased services/partners	The Big Write  Smart Play Active Expertise  Active Play  Julia Donaldson		
Other	School Trips  Remainder of money for new HT to decide how to use	£21,321	
Total		£123000	

Date this plan has been discussed with the Parent and Pupil Councils and any comments made.

Discussed initial plans with parents in August 2018 and Pupil Council in May 2018. HT led discussion with parents and DHT with pupils.