



2018/19 Proposal

Pupil Equity Fund

Proposal Period	April 2018 – March 2019
School and Key Contact:	Carol Ann Penrose
Education Officer:	Rona Weir
School PEF Allocation 2018/19	£90,000

Summary of proposed spend

Non-Staff Intervention/resource	Cost	Staffing	FTE	Cost	
BOXALL PROFILE (Pupil Support)	150	3 x PT Nurture	1	40212	
CLUED-UP RESOURCE (HWB)	5389	1 x DHT	1	24000	
RESOURCES TO SUPPORT MIDDLE LEADERSHIP PROFESSIONAL LEARNING PROGRAMME	400	0.6 x Attendance	0.6	11056	
		Other:			Total for 2018/19
Non-Staff Total 2018/19	6339	Staff Total 2018/19		75268	81607

Aims and Measures	Intervention Description New Interventions – description and clear rationale Continuing Interventions – name and brief progress update Max 200 words	Intervention Theme			Organiser		Type of intervention			Continuation of 2017/18 Plans Y or N?	Impact on Learners to date To be completed at February 2019	Impact on Learners To be completed at End of Year (June 2019)	
		Literacy	Numeracy	HWP	Learning & Teaching	Leadership	Family & Communities	School generated	Partnership/charity		Commercial Resource	Consultant	
Aims Remove identified barriers to learning for learners. To support learner engagement and participation in learning by building confidence and resilience in small group targeted work.	Intervention 1 (S1) PTI Nurture post to provide targeted nurture support to identified groups of learners within S1. Identified young people would be selected based on enhanced transition information, low SIMD, free school meals, Literacy & Numeracy levels and pupils dealing with anxiety during transition from Primary to Secondary.										<u>Merits</u> Between August and December, less than half (33%) of group had above average numbers of Merits of S1 cohort. In October, this increased to 40% of the group having above average numbers of Merits.		
Measures <ul style="list-style-type: none"> • BOXALL PROFILE • Attendance in school/class • Referrals data • Pupil self-evaluation surveys/ focus group dialogue • Parent surveys Views • Levels of achievement • CfE data (Progression tracked via OTB) 	By the end of Session 18/19 we will have improved levels of attainment, achievement and engagement of targeted groups of S1 learners. Nurture PT will record Merit, Demerit, Referral, Attendance, Exclusion, and CfE level data on a term by term basis to evaluate the impact of Nurture interventions. Interventions will be: <ul style="list-style-type: none"> • Working with Partners • Improving Relationships • Enhanced Home/School Partnerships • Community Engagement • Targeted Intervention in Literacy, Numeracy and ICT skills Section 2: <ul style="list-style-type: none"> • Working with Partners – Using agencies such as CAMHS, School Nurse, Pupil Support, CLD, Social Work and Families First. • Improving Relationships – One to One and group work will take place in school and in off campus facilities (Cupar Youth Café), to build relationships with young people. 									<u>Demerits</u> Between August and October, the majority (73%) of the group had below average number of demerits of S2 cohort. In November and December, most (80%) of group were below average number of demerits. <ul style="list-style-type: none"> • xxx pupils with high numbers of demerits in August (xxx) have dropped significantly over the total period to xxx respectively. <u>Attendance</u> The majority (8/15) of the nurture group have higher than average overall attendance. The overall attendance for the S2 cohort is 94.17 while the average overall attendance for the group is higher at 94.6%. <u>Low attenders</u> xxx low attendance (average of xxx) regularly engages when in Jannie's House.			

	<ul style="list-style-type: none"> Enhanced Home/School partnerships — All S1 parents were invited to attend 'Anxieties through Transition' workshop at start of the academic year in partnership with CAMHS. Direct tuition in Literacy, Numeracy and ICT skills from Support for Learning to support and increase progress. Anxiety group, CAHMS and School Nurse will help develop HWB outcomes/levels. 																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																											
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<p>Aims</p> <p>Increased resource at senior leadership level to:</p> <ul style="list-style-type: none"> provide scope for stronger capacity building of leadership at all levels, with a particular focus on middle leadership support targeted working structures at SLT level develop a richer and more varied flexible curriculum programme offer strengthen Learner Voice within BBHS 	<p>Intervention 4</p> <p>The appointment of a fourth DHT will provide greater capacity at SLT level to fulfil the aims detailed. The additional DHT will:</p> <ul style="list-style-type: none"> Provide capacity for the required support and challenge to middle leaders as management structures are rationalised over 2018-19. Consequently roles, responsibilities and ways of working are being reviewed and re-focused on leadership of change across the middle leadership teams. Ensure a strong transition to working and planning at universal, enhanced and targeted levels as we review planning around meeting learners' needs. Additionally the post will provide capacity for a DHT Targeted Support S1-S6. Provide the capacity to reach out to local partners and devise an enriched flexible curriculum offer for the hardest to engage young people and their families. Lead the Learner Voice SIG with a particular focus on the hardest to engage young people and their families. 																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																		
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													<p>xxx pupils supported through 'Employ Your Mind' programme with Fife Employability Access Trust (FEAT) to be evaluated separately.</p> <p>Peer Education Programme</p> <p>12 weeks of after school Peer Education sessions with 11 S5 pupils, ready to deliver workshop to S2. To be evaluated in term 3.</p>	
<p>Outcomes</p> <p>Increased knowledge and understanding of the impact of ACEs.</p> <p>Improved relationships across the school community and in particular those who are furthest from achievement.</p>	<p>Intervention 9</p> <p>Professional Learning for all staff on Adverse Childhood Experiences - TBC</p>													
<p>Measures</p> <ul style="list-style-type: none"> • Staff self-evaluation • Increased use of restorative practice. • Pupil Voice 				X	x	X		X		X		N	<p>Attendance/relationships and Engagement Data is showing 'green shoots' of a positive impact to date with</p> <ul style="list-style-type: none"> • A 7% reduction in exclusion from last Session • A 2% increase in attendance from last Session <p>This work is in the early stages. There will be a staff INSET in August 2019 with Pivotal to take this work forward.</p>	
<p>Measures</p> <ul style="list-style-type: none"> • Pupil self-evaluation • Progression within BGE levels. (OTB) • Teacher evaluations • Attendance measures 														
<p>Aim</p> <p>To support staff working with pupils who are impacted by social and emotional challenges.</p>	<p>Intervention</p> <p>The Boxall Profile tool will be used to create a baseline profile for pupils with social, emotional and behavioural challenges. It will then be used to plan nurture interventions and track progress.</p> <p>The school has purchased licences for 10 users with unlimited assessments/plans at £150 per year. Books to accompany the software have also been purchased and will support staff with training and use of the profiling tool once they arrive in school.</p>													
<p>Measures</p> <p>Number of Boxall Profiles</p> <p>Increased staff confidence</p> <p>Improved relationships</p> <p>Improved behaviour data</p> <p>Improved attendance</p> <p>Improved achievement</p>				x				x					x	<p>Intervention</p> <p>The Boxall Profile tool will be used to create a baseline profile for pupils with social, emotional and behavioural challenges. It will then be used to plan nurture interventions and track progress.</p> <p>The school has purchased licences for 10 users with unlimited assessments/plans at £150 per year. Books to accompany the software have also been purchased and will support staff with training and use of the profiling tool once they arrive in school.</p>

