

**Appendix C Session 2024-2025 Improvement Plan – PEF Plan**

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| **Pupil Equity Fund allocation for session 2024/25** | | **£25 750 less 2.5% (£644) to Fife Council. Available balance: £25 106**  To be calculated in detail as resources and training needs are identified. |
| **School Context (copied from SIP)** | | |
| **At our school we provide our pupils with a nurturing environment that aims to meet their individual needs and prepare them for life after they leave school.**  **Safe, Kind, Fun and Nurture**  Hyndhead is a special school in Buckhaven, for pupils with complex additional support needs. Hyndhead Special School is located in the heart of the Levenmouth area and we have good access to the local community which provides learning opportunities such as parks, play areas, supermarkets, shops, cafes, sports facilities, woodland walks and the beach. We are a positive, welcoming and nurturing school, supporting pupils whose barriers to learning are significant. We offer small group settings allowing for greater personalisation and choice within the curriculum, tailored and individualised to match the needs of the individual learners. Classes are arranged according to need. Our staff are committed and enthusiastic in meeting the needs of our learners. We plan for and support curricular and personal learning while ensuring learners’ individual health needs, wellbeing and personal care are supported and respected. Our aim is for pupils to have a happy and rewarding experience in school supporting them to achieve to their full potential. Teachers and our Pupil Support Assistants plan taking account of our curriculum rationale. Learning is active, engaging, motivating and relevant. Planning for our learners is bespoke and individualised in order to meets their needs. Learner progress is now tracked and reported on in line with the Benchmarks and the Milestones for Complex Learners. Learners in the Senior Phase access SQA National Level 1 units and courses. | | |
| **Cost of the School Day** (In what key ways do you plan to mitigate against Costs within the School Day) | | |
| Hyndhead School recognises the need to reduce the Cost of the School Day for all our children and young people and particularly for our young people who are already experiencing poverty or hardship. We examine the school day through the following headings; Uniform, Travel, Learning, Friendship and Community, School trips, Eating, Clubs and Home Learning.  The school has a detailed understanding of the range and complexity of children and young people’s needs at the school. The school provides equitable support which helps children and young people access learning better. The school uses Pupil Equity Funding (PEF) to provide therapeutic input for identified children. The school tracks the impact of these PEF funded interventions, with a focus on learners’ engagement and communication skills to inform future provision.  During session 2024-2025 the school will be inviting Tariq Ditta (Head of Facilities Management) for lunch at Hyndhead Special School to explore future catering provision for our children and young people. | | |
| **Stakeholder engagement**  (in what ways have you engaged with your stakeholders – learners/parents/community etc.) | **Participatory Budgeting**  (Are you using any of your PEF allocation to support participatory budgeting. If yes, what is the focus?) | |
| * Professional dialogue with SALT, OT, Educational Psychologist, Senior Practitioner Pupil Support Nurse, Social Work, Supporting Learners Service, Music Therapist, DYW Coordinator, Active Schools Coordinator * Promoted staff visiting other specialist provisions * All parents/carers had the opportunity to feedback on improvement priority work through questionnaire * Parent focus group was part of HMIe Inspection * Partnership agency focus group with HMIe * Parent wise (low response) * Parent Council discussion monthly |  | |

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| **Rationale**  (what poverty-related attainment gap are you trying to address?)  **This does not all have to have a PEF cost** | | | **Amount of Fund allocated (if appropriate)** | |
| The school is using the PEF funding to help deliver our school priorities as identified in the School Improvements Plan, building both capacity and capability at Hyndhead School ensuring sustainability. | | | | |
| **Expected Impact**  (What is the expected impact on outcomes for children and young people)    If this links to a SIP priority, please reference | **Interventions Planned**  (What is the intervention? How will it be delivered? Who is responsible?) | **Measure of Success**  (Triangulation of Evidence/QI Methodology) | | **Impact on learners**  **Ongoing evaluation Dec/June**  **(**What has been the actual impact/outcome, in particular for the targeted group of learners)  (What data/evidence shows the impact of the project/intervention? Refer to outcome statement. Did you achieve what you set out?) |
| Leads to improved staff confidence to ensure that all learners have appropriate pace and challenge so that they can achieve their potential. (FP 2)    Environments are dynamic and responsive to meet the needs of the learners. The environment strongly supports participation of all learners providing exceptional opportunities, resources, requirements and structures.  (FP 1)    Improved sensory garden, sensory room and quiet room which are fit for purpose being enjoyed by all learners. (FP 2)  All children and young people will enjoy more opportunities for engagement in well planned learning activities. (FP 2)  The parents and partners will be more actively involved in the life of the school and in improvement planning. This will improve outcomes for all learners by nurturing a consistent approach with parents. (FP 3)  “Life Beyond School” action plan in place agreed by all stakeholders.  All young people supported through and enjoying the senior phase curriculum with measurable value added to attainment.  All young people supported into sustained positive destinations. | **Staffing (Priorities 1, 2 & 3) –**  Support from the Principal Teacher to secure ongoing school improvement.  Temporary teacher to backfill for class teacher to enable the delivery of whole school priorities.  Backfill staff to enable to seek out good/best practise in other establishments and cascade this practise to the staff team.    **Physical Environment (Priority 1)**  Action Plan to be informed by the Circle Framework audit tool to make strategic improvements to the physical environment.  Await feedback from draft proposals and identify costs and potential funding streams.  **Social and Communication Environment (Priority 1)**  Action Plan to be informed by the model based on SCERTS Framework audit tool to make strategic improvements to the social and communication environment.  Working with partners for example, SALT.  Await feedback from draft proposals and identify costs and additional potential funding streams.  **Outdoor Learning (Priority 2)**  PEF funding to supportthe logistics of ensuring all children and young people have access to and engage in outdoor learning experiences.  **Resources (Priority 2)**  Purchase resources required by teachers to improve the engagement and the quality of learning and teaching across the school. Work with partner agencies and organisations to enhance learning experiences for all our learners, for example, Expressive Arts Therapy.  **Parental Engagement (Priority 3)**  Co-create a list of experiences and opportunities that parents would like their child to have before they leave school and use PEF funding to realise this.  **Creating Positive & Sustainable Learner Pathways**  Co-create a “Life Beyond School” action plan with all stakeholders through the Parent Council and the Strategy and Liaison Group.    Draft a Senior Phase curriculum map.  Use PEF funding to identify and facilitate our senior cohort to build familiar relationships and secure links with provisions that will continue beyond school. | Staff and appropriate partners to share views regarding appropriate spend and to undertake an evaluation of this post implementation.  Learner targets will be evaluated regularly.  Ongoing assessment throughout the duration of the programme.  Gather parent/family views on the programme.  “What is going well? What is proving tricky? What will we do differently?” framework.  CL\PL programme inserts in place and accessed by staff.  Engagement data. | |  |