**Touch Session 2024-2025 Evaluated PEF Plan**

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| **Pupil Equity Fund allocation for session 2024/25**  | **£** 77,840 + £34,845 underspend= £113,685 |
| **School Context**  |
| 239 children in P1-7 arranged across 10 classes. Our average SIM D is 4.6, with 52% of our pupils living in SIMD 1 and 2, and 30% living in SIMD 9 and 10. FME at P6 and 7 is 32.1%.3 nursery playrooms offering 9am – 3pm term time sessionsTouch Primary School was built in 1970 and extensively refurbished between 2016 and 2018, with a 4 classroom extension finished in 2021. The nursery extension was built shortly after the school opened and was refurbished and extended to a third playroom between 2020 and 2022. The final part of the refurbishment took place over the summer of 2023.The school and nursery benefit from a wide variety of additional indoor and outdoor spacesOutdoors: quad, wildlife garden, tarmac playgrounds, blaze pitch, fenced grass area, secure outdoor areas for nursery and P1-P2/3 classes.Indoors; music room, gym /assembly /dining room, stage, ICT suite, library, spare classrooms which are used to support proprioceptive experiences, additional play and self-regulation support, LS base, nurture nook and break out spaces.Our school and nursery vision is ‘Touch School and Nursery, A Community with Learning at its Heart: Built on on Connection and Relationships.’ This was last reviewed with all stakeholders in 2023. We have four school values: Honesty, Aspiration, Respect and Kindness. Everything we do and say is based on these values. Children, families and staff are all well aware of these values and our actions relating to these.Our aims are:* To provide **an ethos** where everyone in our school community is valued and happy as their **wellbeing needs** are met and their learning is **supported and challenged**.
* To ensure children develop across the **four capacities** (Successful Learner, Confident Individual, Responsible Citizen and Effective Contributor) and live our school and nursery values.
* To equip our learners with the **skills, knowledge and attitudes** (Aim high, Persevere, Reflect and Adapt, Wonder, problem Solve, Link Learning and Engage) for **learning, life and work**.
* To provide an **equity of experience and opportunity** to ensure all learners are able to fulfill their potential.
* To **raise attaiment** and narrow the attainment gap.

Our Learning Words:**Aim High** – have high expectations for myself and others. Aspire to be the best I can**Link Learning** – make connections in my learning and to real life. See the purpose and relevance of my learning now and in my future**Reflect and Adapt**- reflect on my learning and use feedback to help me know my next steps in learning and how I will get there**Wonder** – Ask questions, explore, be curious and use higher order thinking skills**Problem Solve** – Consider and use strategies. Know what works best for you**Persevere** – Challenge yourself. Learn from mistakes. Keep trying and don’t give up. Have a growth mindset. |
| **Cost of the School Day** (In what key ways do you plan to mitigate against Costs within the School Day)  |
| We recognise the need to reduce the Cost of the School Day for all our young people and particularly for our young people who are already experiencing poverty. We examine the school day through the following headings; Uniform, Travel, Learning, Friendship and Community, School trips, Eating, Clubs and Home learning. We regularly provide advice and signposting for families regarding income maximisation. **Uniform** – we encourage families to use our pre-loved uniform stock. Where children start mid-year we will provide a pre-loved school sweatshirt where stock is available. Families do not have to buy uniform with logo, our school colours are readily available at a number of local shops at different price points. All children in school are given a school logo fleece to borrow each year. In addition to school uniform we regularly support families with other clothing through the Dunfermline Children’s Clothing Bank.**Travel** – we support and encourage families to use the free bus pass scheme for children. We support and encourage active travel to school through our school travel plan and provision of bike racks**Learning** – we provide all resources needed for learning at no extra cost to families e.g. for food technology, stationery etc. All external visitors to the school to support children’s learning is at no additional cost to families. This is funded through DSM, grants or PEF.**Friendship and Community / Clubs** – we fund places for children at a number of activity clubs at lunchtime and after school. We are mindful of what and when we ask families for charitable contributions – we keep this to an unspecified contribution amount. When fundraising for school including through our Parent Council we are mindful to ensure all costs are shared with parents up front and there are opportunities for all price points e.g. at a school fair. We signpost families to clubs and school holiday provision which is no or low cost.**School trips** – we keep the cost to families for day trips as low as possible by looking at alternative means of travel and low / no cost entry fees. Where transport is needed school fund this or seek alternative funding sources through grants (using PEF if these are not possible). Where there is a small cost to a trip this will be paid for families experiencing financial hardship – no child is excluded from a trip for financial reasons. We give families at least 9 months notice for residential trips so that these can be paid over time, we seek grant funding for families experiencing financial hardship or where a family have multiple children attending the same trip and where necessary we will use PEF funding. **Eating** – we provide a low cost breakfast for all children who wish to attend and where necessary will fund this in full. We provide free fruit for any child attending school without a snack.**Home learning** - we provide homework bags for all children free of charge. We provide stationery for homework as needed. We run a loan system for books, games etc. All P7 children have a 1-1 digital device which is used between home and school. A number of children across the school have been issued with digital devices for use at home.We expect to spend £5,327 of PEF funding to mitigate the cost of the school day for families in poverty.Fruit £500Food tech £500Breakfast club – 45 mins per day staffing included in attendance project, £100Uniform £100Stationery £200Bookbags £395Trips £3000Clubs – football £14 week= £532 |
| **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?)  |
| * Parent questionnaire
* Consultation with Parent Council
* Pupil focus groups
 |  Questionnaire to parents includes some participatory high level budgeting – this has no associated PEF costs |

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| **Intervention 1 Attendance – targeted group**. | **Amount of Fund allocated (if appropriate) £** **PSA time £4,982 (includes 5 hours breakfast club)****Family worker (2 days per week) - £12,298**  |
| Attendance of target pupils is negatively impacting on their attainment, wellbeing and social skills. Improved attendance will support their relationships and sense of belonging, allowing us to address gaps in learning and support improved attainment. |
| **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?)  |
|  Intervention 1Group of 15 pupils in P2-P7 with an average attendance rate of 62.53% and attendance spread of 26.36% - 75.82% will increase their attendance to an average of 80% reviewed at the end of each term; increase of at least 10% per pupil in the group |    Family Worker, teacher and PSA to provide one to one support for children in the group and their familiesIdentify barriers and problem solve with familiesProvide ‘enticements’ to attend e.g. free breakfast, activities, time with friends before schoolUse of CIRCLE resource and professional learningInput from Ed Psych on school based anxietyAnxiety groups – Brighter Thinkers, Decider Skills |     **Quantitative data**Attainment dataPunctuality data**Views**Views from parents and children within the targeted group on the success of strategies and barriers**Direct observations**Engagement in activities which may provide a way into school |   Work on barrier identification was key to successful interventions. Barriers were often not obvious or uncovered initially. Once the core barrier for each child was identified an often bespoke plan needed to be put in place. There was no single intervention which worked for all pupils and often multiple interventions or combinations were needed. Working with parents was essential. Where low attendance was chronic there was often an initial improvement followed by an attendance decrease – further barriers then needed to be explored and plans put in place. There were some changes within the group due to children moving. Final figures are based on 13 out of the original 15.By the end of the year the attendance range of the group was 21.8% - 95%The average attendance of the group was 69.7%, an overall average increase of 7.2%. 38% of the group had increased their attendance to 80% or greater. 38% of the group increased their attendance by more than 10%.Family worker intensive support showed increased attendance between terms 1 and 4 for 50% of families. **Next Steps** Attendance data is showing winter months to have lower attendance figures, particularly for some children who may be living in SIMd1/2. Further investigation of root causes and how this can be addressed. |

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| **Intervention 2 – Nurture - targeted** | **Amount of Fund allocated (if appropriate) £** **Teacher £34,309****PSA £30,000****Family Worker – spend allocated within attendance****IDL -TBC****Bal-A – Vis -TBC** |
| Children who come to school dysregulated or who become dysregulated at transition points during the day / do not have the strategies to support self-regulation are not in a place to learn and are affecting the learning of other pupils. This is having a detrimental effect on attainment overall and in particular for those learners already disadvantaged through poverty. |
| **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?)  |
|  Intervention 2 – links to SIP priority Almost all children in school P4-7 are able to use a set of strategies to support developmentally appropriate self- regulation by May 2025 (baseline Aug 24)Target pupils have the tools, strategies and support to regulate themselves and achieve. This will lead to improved attainment for the target pupils and other children affected by their behaviours.Children affected by poverty will feel nurtured and included through the targeted use of cost of the school day finances. |  Enhanced PSA support at transition times and social times, handover /communication with parentsEnhanced teacher time to support de-escalation and safety. Nurture provision. Devise new programme (Neurodivergent Thinkers – Unlocking Your Superpower 6 week course bookended with parent input)**Pupil groups:**Kitbag, Lego Therapy, Decider Skills, Brighter Thinkers, Together We Can, Wellness Warriors, Bal- -visRaising attainment groups – phonics, reading fluency, toe-by-to, Power of 2, IDL – spelling,**Parents**SignpostingParent Groups – Decider Skills, Incredible Years* 1. support

Ball-a vis professional learning shared with Lynburn PS- TBCSupports for those in poverty / cost of the school dayFoodStationery / bags Clothing Excursions and clubs |  **Quantitative data**Attainment data for targeted groupsOverall attainment data – impact of behaviour on others’ learning**Views**Parent, pupil and staff feedback following targeted input**Observation**Direct observation of targeted pupils |   There was an original group of 28 children who we targeted for additional support around self-regulation. As Term 1 progressed it was clear from their behaviour patterns that 18% of the group did not require anything above the universal support provided by their class teacher. A further 28% were able to move out of the targeted group before the mid-February break. However the emerging picture from P1 showed that targeted support was needed for an additional 4 children.Over the course of the year there has been a decline in the number of occasions classes have had to evacuate their classroom due to unsafe behaviours, thus interrupting learning. Where evacuations still take place these are managed quickly, with reassurance to pupils so that learning can be re-engaged with quickly. Staff are confident in using de-escalation to support those children who are displaying unsafe behaviours. There has been a decline in the number of violence at work forms submitted and of those submitted they are of a less serious nature.There are fewer children in P3-7 coming out of class without consent and being in areas of the building they should not be in – decrease of 57%. However work continues to be done to support P1 and 2 pupils to stay in class or areas they are permitted to be in.A group of 10 pupils were initially identified for additional support around anxiety. All pupils in the group are now presenting with a decrease in their either general anxiety level or in the specific area of anxiety. All of the children have learned skills to support them manage their anxiety in the future. A further group pf pupils, with some cross over with the targeted attendance group and self regulation group were identified for targeted support in Harmony Hub for the first 30 minutes of the day. Almost all of the pupils reported an increase in their understanding of themselves and strategies they can use to support them when things are tricky or overwhelming. Staff have identified increasing times when pupils have used these strategies. This was an areas of strength noted in our Learning Partnership visit.Family worker individual support over the summer to support transition back to school and at points throughout the year supported individual pupil sin reaching their individualised targets (some of this was added as a response to what was noted during group interventions). Main group work interventions were through decider skills and an intergenerational project with the Touch Trust. Most children attending Decider Skills felt they had learned skills to help manage their difficulties and that they could share with others. All children who had participated in the Intergenerational Five Ways to wellbeing ‘Feel Good Fridays’ flet a greater connection to their community and increased self confidence as well a deeper understanding of strategies to improve wellbeing.Anxiety continues to be a barrier for a minority of parents in engaging with school and supports. However preparedness work on signposting, support to access health and relationship building is helping to lessen these barriers. Where parents have engaged in 1-1 support or group support, they report this has been useful in helping them to support their children better, however SDQ scoring remains in the high risk category.Cost of the school day measures have been effective in ensuring children are not distracted by hunger during the day and are able to access clubs and excursions where there may have been financial barriers**Next Steps**Sustainability of parental support and pupil groups – those involved in supports this year may be ready to do without the same level of input but a new cohort will require these supports. We will not have a Family Worker next year dur to costs.  |