**Moray Council PEF Pro forma:**

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| **Academic Year** | **2023-24** |
| **Name of School** | **Seafield PS**  |
| **Amount of PEF** | **£58,800** |

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| **Data and Analysis (Baseline data)**  | **PEF Priority Area** | **Proposed Intervention(s) to address your gap**  | **Intended outcome and output** | **Measures:***(…what ongoing information will demonstrate progress? Qualitative, Quantitative – short/medium/long term data)* | **Actual Impact** |
| Local intelligence has been used and triangulated with SEEMiS data to highlight that food poverty and nurture needs area a presenting need. This is having an impact on pupils ability to listen, engage and participate in classroom learning which is contributing the PRAG. FSM data as well as packed lunch and snack audit has also informed this priority area. Data indicates that a significant number of FSM pupils are bringing in unhealthy packed lunches which are not nutritious. This is also creating financial pressures at home. The data suggests that 20 pupils will initially be targeted. This approach is supported by the children service plan that 8% of children in Moray are coming to school hungry.40 families have self-reported that they are struggling to manage day to day routines, behaviour, homework and are seeking support from school.  | Health and wellbeing  | The target cohort (20 pupils from across the school) will be invited and supported to participate in: Targeted breakfast Club – Extend and expand to 5 days’ weekly to offer soft start and ensure that food poverty is addressed. As part of this intervention ‘take home food’ packs will be offered to identified families. This is in collaboration with the local co-op who will provide free, nutritious food to identified families via the freezers in the rainbow room. Establish a daily healthy tuck shop for targeted pupils to access. A home school link worker will support families and pupils to increase Free School Meals uptake and reduce Packed Lunch; this will be achieved 1:1 support to explore the issues and blockages of pupils accessing FSM in school. A home school link worker will offer weekly support to families to offer holistic support to explore daily routines.  | By October 2023, 100% of identified pupils will have access to a healthy breakfast club and nutritional food (from a baseline of 0%)By November 2023 100% of the identified pupils will have access to appropriate mid-morning snacks (from a baseline of 0%)By December 2023, 10 of the identified cohort will access healthy and free school lunches (from a baseline of 0). By October 2023 five families will have daily access to healthy microwave ready meals from school canteen (from a baseline of 0). By June 2024, 65% of the identified families will report improved home routines (from a baseline of 0%).  | Registers kept and check ins with HSLW at breakfast club will demonstrate more children will have a breakfastChildren will have access to a fruit/vegetable snack at break time – track children who regularly use this service via run charts Kitchen records to monitor FSM uptake. SEEMiS pastoral notes will be tracked to view if behaviour, participation and engagement has increased/decreased. GMWP will be used to track affiliation. Pre and post assessments will take place. Dental health will show signs of improvement in almost all pupils who attend (see individual charts and records)Qualitative feedback from parents and pupils will be sought via a verbal feedback and anonymous survey monkey feedback. If appropriate, a case study will be developed from this feedback. |  |
| Attainment data, learning visits to classrooms, COTSD data and homework returns has been triangulated with FSM data and wider poverty markers to highlight a literacy PRAG for 30 pupils across the school.  | Numeracy  | Allocate PEF Data Coach 0.4fte to work with targeted pupils, in order to improve numeracy interventions. This will be delivered via small group work sessions delivered via 50 minutes weekly throughout the term.  | By June 2024 the identified cohorts understanding in number and number processes will have increased to 82% (from a baseline of 45%). | Weekly tests will be undertaken to track progress. This will be captured on run charts that pupils will be responsible for populating.School assessment information will be used to monitor progress. This includes interrogating prediction of a level data, three times a year. This coupled with monthly classroom observations and feedback will be used to inform if the interventions will be adopted, abandoned, adjusted or amplified. ACEL data will be used to evidence progress made. This will take place at the end of term 4.Qualitative feedback from pupils and parents will be captured pre and post intervention to evidence impact. |  |
| Attainment data, learning visits to classrooms, COTSD data, homework returns has been triangulated with FSM data and wider poverty markers has highlighted a numeracy PRAG for 60 pupils across the school.  | Literacy  | PEF Classroom Assistant (15 hours weekly) to work with targeted pupils (Dyslexia Group, Emerging Literacy Group) in P1 – P3PEF staff to work with targeted pupils, in order to improve literacy interventions. This will be delivered via small group work sessions delivered via 50 minutes weekly throughout the term. | By June 2024 the identified cohorts phonics recognition and spelling will have increased to 87% (from a baseline of 35%). | Weekly phonics and spelling tests will be undertaken to track progress. This will be captured on run charts that pupils will be responsible for populating.School assessment information will be used to monitor progress. This includes interrogating prediction of a level data, three times a year. This coupled with monthly classroom observations, quality assuring jotter and workbook records as well as collating feedback from support staff will be used to inform if the interventions will be adopted, abandoned, adjusted or amplified. ACEL data will be used to evidence progress made. This will take place at the end of term 4.Qualitative feedback from pupils and parents will be captured pre and post intervention to evidence impact. |  |
| Local intelligence, data FSM data, CP data, pastoral and behavioural notes as well as data from GMWP and class room observations has indicated that a wellbeing approach is required to improve 30 pupils mental and emotional wellbeing.  | Health and wellbeing  | An Outdoor Nurture Teacher (0.2fte) will support targeted pupils via small groups and 1:1 support on a weekly basis. Therapeutic and risky play will form part of this approach. Inclusive Play will be explored with 12 pupils. This is to ensure that the playground is a safe and welcoming space for all which may reduce playground incidents. Seasons for Growth Programme will be targeted for 40 pupils from P2 – P7.  | By June 2024, the identified pupils affiliation scores will have increased to 78% or above (from a baseline of 55%). By June 2024, the identified pupils autonomy scores will have increased to 78% or above (from a baseline of 55%).By July 2024, the identified cohorts V&A forms will have reduced to an average of 1.5 per month (from an average of 3.5 per pupil per month). | Glasgow Motivational Wellbeing Profile will be undertaken with the identified cohort at the beginning of the intervention. This will be repeated monthly. Feedback from classroom teachers will be recorded monthly to capture participation and engagement levels. A spreadsheet will be developed to capture, monitor and interrogate V&A forms. This will help feed into topics that support staff can address in the outdoor nurture provision. Qualitative feedback will be requested from parents and carers. This will be requested, pre and post intervention.  |  |
| Attendance and late coming data, CP data and SOS data and FSM data has been triangulated with feedback from classroom teachers and parents to inform this approach. 60 pupils have been identified as benefiting from a targeted approach to address late coming and wider support needs that are underpinned by poverty.  | Health and wellbeing  | Daily targeted 1:1 follow up for persistent late coming and low attendance for approx. 60 families. Coordination of weekly child planning and SOS meetings to targeted families to explore holistic family support on an as and when basis.  | By July 2024, the identified cohorts late coming data will have improved to an average of 1.5 late comings per week (from an average baseline of 3.5 per week). | A run chart will be kept by admin staff to capture late coming. This will be compared to pre intervention run charts on a monthly basis. |  |
| Feedback from pupils and parents and data from COTSD suggested that not having access to appropriate school uniform is preventing children from attending school. Parents were reporting that they were unable to replace old and outgrown uniform, due to living in relative poverty.  | Health and wellbeing  | Uniform wardrobe will be offered free of charge in collaboration with Moray community foundation who leads the Moray school uniform bank. This will be located in reception where parents and pupils can help themselves to clothing that they need.  | By June 2024, 95% of parents will report that uniform is no longer a barrier for their children accessing school (from a baseline of 78% of parents sampled).  | Excel spreadsheets will be kept of ingoing and outgoing stocks which will evidence uptake. Pre and post intervention attendance data will be monitored which may evidence an increase in attendance of pupils who are experiencing poverty. Qualitative data will be collated from parents and pupils, to evidence the impact of this resource. If appropriate, a case study will be developed from this feedback.  |  |

**This table can be cut and pasted into a separate Word document. Use as many as you need to record progress with the plans. This table will correlate with the relevant boxes in the In-depth action plans – these tables, would be your working documents to evidence your rationale and progress of your funding.**

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| **Planned Expenditure** |
| **Area of Purchase** | **Details** | **Approximate Cost (£)** |
| **Resources** |  |  |
| **Teaching Staff** |  |  |
| **Support Staff** |  |  |
| **Other Staff eg FSW, HSLW** |  |  |
| **Training**  |  |  |
| **Commissioned/purchased services/partners** |  |  |
| **Transport** |  |  |
| **Lets** |  |  |
| **Other** |  |  |
| **TOTAL** |  | **£** |