

How has the Pupil Equity Fund improved the experiences and outcomes of our learners in 2024-25? [Remember to use evaluative language. Include selected data as appropriate.]

[Key Area – Priority 1 – Faith ]	Total amount spent in this area
<p><i>To nurture and grow as a community of faith and learning, united in our commitment to promoting the Gospel values, fostering spiritual, academic, and personal development within our school and across the Deanery. Through collaboration, prayer, and a shared purpose, we strive to inspire each individual to live out their faith with integrity, compassion, and a lifelong love of learning.</i></p>	<p>£2,000</p>
<p><b>Focus on short/medium/long term outcomes. What was the intended impact of this intervention?</b></p>	
<p><b>Jubilee Year of Hope – A Journey of Faith and Community</b></p> <p>Throughout the Jubilee Year of Hope, all children have been given meaningful opportunities to grow spiritually. The school, in close partnership with the Parish, has fostered a vibrant faith community through a variety of inclusive and engaging activities:</p> <p><b>Community Engagement:</b> All families were warmly welcomed to events such as Catholic Education Week celebration, Walk of Faith, coffee mornings, pizza nights, and quiz evenings—strengthening bonds and celebrating faith together.</p> <p><b>Pupil Leadership in Worship:</b> Pupils took active roles in leading Mass, deepening their understanding and ownership of their faith journey.</p> <p><b>Pastoral Support:</b> Father Peter supported the school with spiritual guidance and support delivering sacramental preparation. Bishop Frank’s visit was a highlight, offering both pupils and staff the chance to reflect and converse about their spiritual growth and the school’s faith mission.</p> <p><b>Liturgical Enrichment:</b> The school invested in a range of liturgical resources to support spiritual reflection and celebration, particularly during the seasons of Christmas and Easter.</p> <p>This year has been a testament to the power of faith, community, and hope—laying strong foundations for the future.</p>	
<p><b>How did you measure the impact of the intervention? What does the evidence/data show? What has improved/changed for the target group? What difference did PEF make?</b></p>	
<p>Strengthening Faith Leadership and Community in Our Catholic School</p> <p>As part of our ongoing commitment to nurturing a vibrant Catholic ethos, we have focussed on deepening staff understanding and leadership in faith:</p> <p>Staff Formation</p> <p>Through directed readings and reflective staff surveys, we have a clear, shared understanding of what it means to teach within a Catholic community. These reflections have helped shape our collective mission and values.</p> <p>Leadership Development</p> <p>The Head Teacher’s participation in the CHAPS Conference and the Good Shepherd Leadership Pathway has been instrumental in.</p> <p>Building leadership capacity in faith formation. Sharing best practices and experiences. Strengthening networks across the wider Catholic education community.</p> <p>Welcoming Community</p>	

A core intention has been to ensure that every individual—pupils, families, staff, and visitors—feels warmly welcomed and valued. This inclusive atmosphere contributes directly to the wellbeing and spiritual growth of our children. Together, these efforts are helping to create a school environment where faith is lived, leadership is nurtured, and every member of the community feels a true sense of belonging.

**In what ways is this supporting you to reduce the poverty-related attainment gap?**

**Faith in Action – Retreats and Community Engagement**  
As part of our commitment to nurturing the spiritual lives of our older pupils, all Primary 6 and 7 pupils were given the opportunity to participate in faith events and retreats within the St. Matthew's community. These experiences allowed pupils to reflect, pray, and grow in their faith alongside peers from other schools, strengthening their sense of belonging to the wider Catholic family. To ensure equity and access for all, PEF (Pupil Equity Funding) was used to cover transport costs, removing barriers and enabling every child to take part in these valuable spiritual experiences. These retreats have had a lasting impact, helping pupils to Deepen their understanding of Catholic values. Build friendships rooted in shared faith. Reflect on their personal faith journey in a supportive environment.

**What now? Continue? Embed? Amend? Stop?**

**Looking Ahead – Continuing the Journey of Hope** As we move into the second half of the Jubilee Year of Hope, our school remains deeply committed to nurturing the spiritual growth of both pupils and staff. The initiative will continue into the next session, building on the strong foundations already laid. Staff have expressed a clear desire to further explore and reflect on the qualities essential to teaching in a Catholic school, and to be supported in their own faith and spiritual journeys. Ongoing professional development, reflective practice, and participation in faith-based events will continue to be central. These efforts aim to deepen understanding, strengthen our Catholic identity, and ensure that our school remains a place where faith is lived, shared, and celebrated.

<b>[Key Area – Increase in PSA time to reduce attainment gap]</b>	<b>Total amount spent in this area</b>
<i>To address the poverty-related attainment gap, I increased Pupil Support Assistant (PSA) hours by 20 hours per week. This strategic investment enabled the delivery of targeted, individualised interventions in literacy and numeracy. As a result, a specific cohort of children made measurable progress, demonstrating improved attainment and greater engagement in their learning.</i>	£10,000
<b>Focus on short/medium/long term outcomes. What was the intended impact of this intervention?</b>	
Short to medium-term plans were identified by the class teacher, with intended impacts clearly outlined in STINT paperwork. Targeted resources such as Power of 2, Plus 1, Toe by Toe, and Stairway to Spelling were selected to support individualised interventions. The increase in PSA hours enabled daily delivery of these interventions, ensuring consistency and responsiveness to pupil needs. Progress was regularly monitored, and measurable improvements were observed in both literacy and numeracy, contributing to a reduction in the attainment gap. Two pupils were identified during attainment meetings as stretch aim candidates. Tailored support was implemented to ensure they met their benchmarks, demonstrating the effectiveness of the targeted approach and the importance of early identification and intervention.	
<b>How did you measure the impact of the intervention? What does the evidence/data show? What has improved/changed for the target group? What difference did PEF make?</b>	
Teachers utilized pre- and post-assessment data, in conjunction with standardised assessments, to validate the positive impact of targeted interventions on pupil progress. Each term, STINT (Short-Term Intervention Targets) were systematically evaluated and measured to assess their effectiveness. Based on	

this analysis, new targets were either set or adjusted to ensure that every pupil continued to make progress, thereby contributing to the narrowing of the attainment gap

**In what ways is this supporting you to reduce the poverty-related attainment gap?**

Children have demonstrated measurable progress through their personalised interventions, leading to a reduction in the attainment gap. This progress reflects the effectiveness of targeted support strategies and the ongoing evaluation and adjustment of intervention plans to meet individual learning needs.

**What now? Continue? Embed? Amend? Stop?**

To further reduce the poverty-related attainment gap, the school will allocate 7 hours of Pupil Support Assistant (PSA) time, funded through the Pupil Equity Fund (PEF). In addition, the school has qualified for a full-time Targeted Support Teacher role. This dedicated position will focus on delivering tailored interventions and support strategies aimed at accelerating progress for identified pupils and ensuring equity in educational outcomes.

**[Financial Support for families for outings]**

**Total amount spent in this area**

*Supporting funding for children to experience real-life learning opportunities is a powerful way to enhance education beyond the classroom. These experiences can include field trips, outdoor education, cultural visits, science and more*

£3,000

**Focus on short/medium/long term outcomes. What was the intended impact of this intervention?**

Impact of PEF Funding on Enriching Learning Experiences The Pupil Equity Fund (PEF) played a vital role in ensuring that all pupils had access to meaningful, real-world learning opportunities during the academic year. Titanic Museum Visit – Belfast. A group of 45 pupils had the opportunity to visit the Titanic Museum in Belfast, deepening their understanding of history and engineering through immersive exhibits. The children successfully raised two-thirds of the cost through fundraising efforts, with PEF funding covering the remaining balance—making the trip accessible to all. Outdoor Residential Experience – P7 PEF allocated £800 to support 4 Primary 7 pupils in attending a 4-day outdoor residential trip, where they engaged in team-building, environmental learning, and personal development activities—experiences that build confidence and resilience. School Choir – Music Festival Success PEF also supported the school choir’s participation in a regional music festival, where their hard work and talent were recognized with a 2nd place award. This experience not only celebrated their musical achievements but also boosted self-esteem and teamwork.

**How did you measure the impact of the intervention? What does the evidence/data show? What has improved/changed for the target group? What difference did PEF make?**

Measurable Impact of PEF Funding on Real-Life Learning Experiences

The strategic use of the Pupil Equity Fund (PEF) this year has had a transformative impact on pupils by enabling access to real-life learning experiences that extend far beyond the classroom. These opportunities have not only enriched the curriculum but also fostered personal growth, confidence, and community engagement.

Titanic Museum Visit – Bringing History to Life

The visit to the Titanic Museum in Belfast allowed 45 pupils to engage with history in a tangible and memorable way. This experience has deepened their historical understanding, and its impact is already evident in the quality and enthusiasm of their writing back in the classroom.

P7 Residential Trip – Learning for the Future

With £800 of PEF support, four P7 pupils participated in a four-day outdoor residential experience focused on sustainability and environmental awareness—topics that the school could not fully explore on-site. This trip has sparked long-term interest in sustainable living and environmental stewardship.

School Choir – Empowerment Through Music

PEF funding enabled the school choir to attend a regional music festival, where they proudly earned 2nd place. The experience has empowered pupils to share their talents within the wider community, and their enthusiasm has grown—they are already eager to participate again next year.

**In what ways is this supporting you to reduce the poverty-related attainment gap?**

PEF funding for these experiences ensures that all pupils, regardless of their family's financial situation, have equal access to valuable opportunities, thereby fostering equity.

**What now? Continue? Embed? Amend? Stop?**

Funding has been allocated from this year's Pupil Equity Fund (PEF) budget to ensure this opportunity is available in the upcoming session.