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**ST NINIAN’S PRIMARY SCHOOL**

**PUPIL EQUITY FUND PLANS**

**SESSION 2019-2020**

**Appendix A**

**Pupil Equity Fund – Spending Plans**

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| **School:****St. Ninian’s PS** | **Local Authority:** **Dundee City Council** | **Education Manager: Pam Nesbitt****Link Education Officer: Michelle Lewis** |
| **Plan Discussed with Parent****Council** (date): |  | **Plan Discussed with Junior Leadership Team** (date): |
| **PEF TOTAL ALLOCATION £61,560** |  | **HEAD TEACHER-Lisa MacPhail** |
| **PART 1:** |  |  |
| **Evidence based Rationale:** *Why are you planning to spend your PEF allocation in this way?* * Presentation of data in the local context
* Analysis of what this reveals in terms of the attainment gaps
* Identification of target populations
* Rationale behind proposals
 | SIMD data- 1+2 51%, 3+4 31%, 5-10 18%Our achievement of a level data shows that there is a gap in numeracy at P3 (67% achieving) and P6 (75%) and a gap in literacy (writing) in P3 (79%) and across the second level.Our standardised assessment shows a dip in numeracy in the second level and writing at the first level.Staff have identified feedback as part of a wider improvement to learning and teaching and will undertake small scale research on this within individual classes.Supporting learners requests around wellbeing and the need for a more engaging and inclusive environment as well as feedback from our junior leadership team led to the decision to invest in the environment in the early years. |
| **Proposed Interventions:** *What are you planning to do with your PEF allocation?* * Proposals to address identified issues
* Aim and expected impact of proposals
* Initial assessment of funding requirement
* Plans to work in partnership with other schools/local partners/providers, if applicable
* Link to HGIOS 4 quality indicators / NIF
 | * **Digital Technology**

Purchase of digital technology to support high quality learning experiences and improve attainment across literacy (particularly writing at the 2nd level) and numeracy through increased learner engagement and motivation using* laptops/interactive whiteboards, ipads
* Dictaphones or similar resources to support small test of change in classes around high-quality feedback
* **Staff Professional Development**

Inputs from Karen Dammer and Stuart Graves around co-operative learning and targeted approaches to feedback* **Reading for Pleasure**

Following a test of change with P6 and P7 last session, purchase of First News resource to engage targeted learners (gender gap at the second level 50% boys achieving literacy) and to increase attainment in reading/writing in P5, P6 and P7.* **Writing**

Use of VR support to engage 2nd level pupils to make writing experiences more relevant and meaningful.* **Numeracy**

Embedding Numicon approach and providing other resources to target differentiated support thus raising attainment in numeracy, particularly at the P3 stage.* **Developing skills of perseverance, communication, co-operation**

Purchase of Kapla resource for all stages* **Inclusive Environment**

Following on from an inclusive environment health check around all classes, creation of a more colour neutral, inclusive learning environment incorporating further opportunity for play in our early years P1-P3* **Targeted support groups (iCLASS and in class)**

Resources For individualised targeted supportEarly intervention and prevention for vulnerable children* **Family Learning**

Cooking classes after school led by SFDW * **Supported study** for Mark McCormack with the remit of

Promoting and managing extra-curricular activities to improve wider achievement and support positive destinationsEngaging the children beyond the school day-focus on targeted groupsCoordinating sports clubs to increase social and physical wellbeing- focus on targeted groups* **Supported study** for Sarah Thompson with the remit of

Managing and leading RWI including CPD for staffManaging and leading literacy across the schoolSupporting and improving implementation of the moderation cycle |
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| **Impact Measurement:** *How will you know your interventions are having an impact/improving outcomes?* * Proposals for measuring impact (including specific reference to targeting young people most affected by poverty)
* Data, new and existing, which will be required
* Plans for how data will be collected and reported
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 | Standardised assessment dataAchievement of a level dataExisting pitfalls dataLeuven scalePupil focus groupsPSVsResilience matrix used to gather information for vulnerable young people in order to clearly ascertain barriers to attainment. |
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| **Governance:** *How will you organise the management and reporting arrangements?* * Proposals for how the work will be managed at school level/partnership level (if applicable)
* Plans for reporting on progress
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 | CFE levels/SNSA dataProgress checksStandards and Quality reportUpdates through self-evaluation toolkitRegular meetings re PEF progress with staff/parent council/JLT/partners where appropriateRegular updates via improvement partnership |

**Part 2**

**Breakdown Summary of Proposed Funding**

(This table will be used by Finance Officers to allocate funds to budget heading on Financials Ledger – **please do not adapt**)

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Ledger Heading** | **Role / Purpose** | **Budget Allocated (£)** |
| **Teaching Staff** | Teachers Basic Complement |  |  |
| **Supported Study** | Teachers Basic Complement | Mark McCormack-10 hours per monthSarah T-10 hours per month | £10,000 |
| **Support Staff** | LGE Employees |  |  |
| **Transport** | Transport | Making school trips accessible for all | £5000 |
| **Resources**  | Per Capita* Literacy
* Numeracy
* Health and Wellbeing
* ICT Hardware
* ICT Software
* Other
 | Digital toolsKaplaFirst NewsLearning environmentLiteracy/Num resources | £37,000 |
| **Commissioned/ purchased services or partners** | Third Party Payments | Showcase the Street- VR resourcesKaren DammerKIKO | £8000 |
| **Staff CLPL** | Training / CLPL |  | £1000 |
| **Total** | **£61,000** |