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**ST NINIAN’S PRIMARY SCHOOL**

**PUPIL EQUITY FUND PLANS**

**SESSION 2019-2020**

**Appendix A**

**Pupil Equity Fund – Spending Plans**

|  |  |  |
| --- | --- | --- |
| **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 support  Early 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 destinations  Engaging the children beyond the school day-focus on targeted groups  Coordinating 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 staff  Managing and leading literacy across the school  Supporting and improving implementation of the moderation cycle | |
| |  | | --- | | **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 | | Standardised assessment data  Achievement of a level data  Existing pitfalls data  Leuven scale  Pupil focus groups  PSVs  Resilience matrix used to gather information for vulnerable young people in order to clearly ascertain barriers to attainment. | |
| |  | | --- | | **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 | | CFE levels/SNSA data  Progress checks  Standards and Quality report  Updates through self-evaluation toolkit  Regular meetings re PEF progress with staff/parent council/JLT/partners where appropriate  Regular 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 month  Sarah 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 tools  Kapla  First News  Learning environment  Literacy/Num resources | £37,000 |
| **Commissioned/ purchased services or partners** | Third Party Payments | Showcase the Street- VR resources  Karen Dammer  KIKO | £8000 |
| **Staff CLPL** | Training / CLPL |  | £1000 |
| **Total** | | | **£61,000** |