**Appendix A Pupil Equity Fund – Spending Plan**

**Please return both parts of Appendix A to link Education Officer by Friday, 21st June 2019**

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| **School:**  **Craigowl Primary School** | **Local Authority: Dundee City Council** | | **Education Manager: Pam Nesbitt**  **Link Education Officer: Tracey Stewart** |
| **April 2019 – March 2020** | **PEF Allocation: £ 153,600 + £57,431 carried forward form 18/19**  **Total £211,031** | | **Completed by: Euan Smith** |
| **Plan Discussed with Parent Council** (date): **25.03.19** | | | **Plan Discussed with Pupil Council** (date): |
| **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 | | * Data (standardised assessments, evaluations of progress, CfE levels, ongoing assessments, teacher judgements) shows individuals in each cohort whose attainment is lower than expected. Many live in SIMD 1 and 2 (54% of school population are SIMD 1 and 2) * Evidence from EEF research of ‘what works’ in raising attainment * Current priorities in DCC raising attainment plan * Build upon existing good practice by using targeted supports (supported by PEF funded PEYSAs) to help individuals to attain to their maximum potential eg Lexia, Catch up Numeracy, Small Group Support * Evidence of impact in other schools of commissioned partners | |
| **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 | | * Prince William Award – Skill Force (P4) Building character, resilience and confidence, build knowledge and behaviours through experience. (Wider Achievement)   (NIF Priority 3) (QIs 1.2, 1.5, 2.4, 3.1, 3.2)   * John Muir Award - Building character, resilience and confidence, build knowledge and behaviours through experience. (Wider Achievement)   (NIF Priority 3) (QIs 1.2, 1.5, 2.4, 3.1, 3.2)   * Literacy, Numeracy and Digital Learning leads who will support teachers and support staff to plan and deliver targeted interventions for pupils whose attainment is below expected levels and who will identify resources for improving learning and teaching across the school.   (NIF Priority 2) (QIs 1.1, 1.2, 2.2, 2.3, 2.4)   * Family Learning lead who will plan, deliver and support Family Learning programmes across the school   (NIF Priority 1, 2 & 3) (Qis 2.05, 2.7, 3.1, 3.2,)   * Purchase of numeracy resources to support learning and numeracy development.   (NIF Priorities 1, 2) (QIs 1.5, 2.2, 2.3)   * Purchase of literacy resources to support learning across the school   (NIF Priorities 1, 2) (QI 1.5, 2.3)   * Purchase digital learning resources to increase pupil and teacher digital literacy, pupil engagement and attainment   (NIF Priorities 1 & 2, (Qis 2.2, 2.3, 2.4,)  Purchase 15 ipads to replace oldest ipads  Purchase 20 laptops to allow for digital learning to permeate and support the curriculum | |
| **Proposed Interventions:**  **(Cont** | | * Educational Trips in and around Dundee and P7 Residential – to increase motivation and engagement, for personal development, to improve knowledge and understanding and to enhance relationships. Equity   (NIF Priority 3, QIs3.2)   * Training, as appropriate, for teachers and support staff in approaches such as Lexia, Catch Up Maths etc   (NIF Priority1) (Qis 2.3, 2.4,3.2)   * Place2Be practice to become part of the working life of the school, working with young people, their parents, and the staff team.   (NIF Priority 3) (QIs 2.4,2.7,3.1)   * Provide opportunities for wider achievement and improved wellbeing through guitar tuition   (NIF Priority 3) (Qis 2.4, 31, 3.2)   * Provide therapeutic support through Music Therapy   (NIF Priority 3) (Qis 2.4, 3.1) | |
| |  | | --- | | **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 | | | * Attainment data for targeted individuals and groups – standardised assessments, pre and post intervention assessments, recorded progress against CfE outcomes, wellbeing wheels, wellbeing surveys * Direct observation of interventions by school leadership team, curriculum leads and by peer teachers * Surveys of staff, pupils, parents – paper, Glow Form, focus groups, learner conversations * CAR methodologies * Data analysis – eg participation in activities * Feedback from partners eg Place2Be, Skill Force and John Muir Trust * Attendance and latecoming data | |
| |  | | --- | | **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 | | | * HT will maintain strategic overview of all interventions, monthly informal review of available data and conversations with intervention lead staff * Discussion at four weekly meetings of Extended Leadership Team (including Curriculum Leads) * Updates to Parent Council, and school staff at least once per term. * Update at Teaching Staff Meetings (termly) * School Improvement Report * Termly discussion with Education Officer * Discussion with SIP partners | |
| **Financial Monitoring**  *How will you monitor the planned spending?*   * Plans for Stakeholder involvement * Planned monitoring processes | | * Regular transaction checks using Civca financial reports * Termly discussion with Finance Officer * Discussion at 4 weekly Extended Leadership Team meeting * Financial report to Parent Council Termly | |

**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**)

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| --- | --- | --- | --- |
|  | **Ledger Heading** | **Role / Purpose** | **Budget Allocated (£)** |
| **Teaching Staff** | Teachers Basic Complement | 0.4 FTE , Family Learning, Literacy and Numeracy Interventions | £20,000 |
| **Supported Study** | Teachers Basic Complement | Curriculum Leaders x 4 –  Numeracy  Literacy,  Digital Learning  Outdoor and Family Learning | £20,000 |
| **Support Staff** | LGE Employees | PEYSAs/LCAs | £81,000 |
| **Transport** | Transport | School trips | £5,000 |
| **Resources** | Per Capita   * Literacy * Numeracy * Health and Wellbeing * ICT Hardware * ICT Software * Other | Lexia Licences  Scholastic Connectives  Families Connect  Outdoor Learning resources – Numeracy and Literacy  15 x IPads  20 x Laptops  5 desktops  Charging trolleys for iPads and laptops | £1000  £5000  £500  £1000  £5250  £7840  £1700  £2000 |
| **Commissioned/ purchased services or partners** | Third Party Payments | Place 2 Be  Guitar Tuition  Music therapy  Prince William Award  John Muir Award | £35,000  £2,850  £3,040  £11,800  £ 4,000 |
| **Staff CLPL** | Training / CLPL | Reflective Reading –  Outdoor Learning – Numeracy & Literacy  Catch Up Numeracy Training - PEYSA staff | £2,000  £1,000  £1,000 |
| **Total** | | | £211,000 |