

Pupil Equity Fund – Spending Plan

School: St Paul's RC Academy	Local Authority: Dundee City Council	Education Manager: Pamela Nesbitt Link Education Officer: Andy MacGregor
April 2019 – March 2020	PEF Allocation: £ £216,000.00	Completed by: Teresa Little
Plan Discussed with Parent Council (date): May 2019		Plan Discussed with Pupil Council (date): May 2019

<p>Evidence based rationale: <i>Why are you planning to spend your PEF allocation in this way?</i></p> <ul style="list-style-type: none"> • 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 	<p>Our SIMD profile is as follows:</p> <p>Most deprived 30% - 70% of our pupil cohort Middle deprived 40% - 23% of our pupil cohort Least deprived 30% - 7% of our pupil cohort</p> <p>Target groups are SIMD 1 – 3, LAC, Young Carers, most able pupils, and pupils with poor attendance.</p> <p>We are focussing on closing the following gaps:</p> <ul style="list-style-type: none"> • Numeracy - particularly at Level 5 • Literacy at Level 5 • Average Total Tariff Points – particularly highest 20% • Attendance figures • Wider achievement for all • Attainment and achievement of LAC pupils <p>Data analysis - using SNSAs, CFE Levels and INSIGHT, as well as our own tracking and monitoring data and procedures.</p>
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<p>Proposed Interventions: <i>What are you planning to do with your PEF allocation?</i></p> <ul style="list-style-type: none"> • 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 	<p><u>Staffing</u></p> <p>Temporary DHT Raising Attainment – (3 months April 19 – June 19) post continuing from last session. Will end in June 2019.</p> <p>Temporary PT DYW – (12 months: March 19 – March 2020) One of the four key priorities for the National Improvement Framework is: <i>“Improvement in employability skills and sustained, positive school leaver destinations for all young people”</i> The role of the PT DYW post will be to take forward this priority. Within S1-S3, there will be an increased understanding and awareness of employability skills and vocational pathways as well as raising aspirations and supporting the young people to develop their skills for work. Planned activities include:</p> <ul style="list-style-type: none"> • A careers carousel for S1 pupils in the second term, with a possible ‘end of day’ session for parents/carers • A ‘Careers in Care’ day for S1, highlighting the many opportunities within the Healthcare sector • Team Spirit event for S1 pupils • An S3 STEM/CARE Day to encourage girls to consider careers in STEM subjects and boys to consider a career in care • S3 ‘Inspiring Males, Inspiring Females’ workshops at D&A College to encourage vocational learning and challenge gender stereotypes <p>The post will also work closely with the following people:</p> <ul style="list-style-type: none"> • Local businesses, arranging input in to PSE lessons, workshops etc with employers supporting the school with various employability activities. . • The regional D&A DYW group • Departments within the school, arranging and supporting any DYW activities • SDS – at every level, including promotion of My WoW through senior ambassadors • Monitoring and evaluating the improvements delivered by the Pupil Equity Fund • Manage Profiling and the S3 Profile <p>Teacher of Literacy – 0.6fte – (7.5 months: August 19 – March 20)</p> <p>Recovery Teacher – 1fte – (7.5 months: August 19 – March 20) This teacher will support pupils who have been extracted from classes to receive support with their learning and with managing behaviour. The teacher will also support pupils catching up on their learning as a result of poor attendance. The aim is that the pupils will be reintegrated into their classes as soon as possible.</p> <p>PSW 0.6fte – (12 months: March 19 – March 2020) To enhance the existing PSW provision and working with SLT to manage an Alternative to Exclusion, (ATE) that will be staffed at all times while enabling 1 – 1 support and small group work to continue as required and planned. The aim is to keep all pupils in school where they are safe, included, learning, and supported to improve behaviour and reduce exclusions and ultimately, the need for exclusion. ATE provides an alternative, supported alternative to exclusion where the specific behaviour will be addressed and plans put in place to support the pupil in mainstream.</p>
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Partnership Working

Residential course and **Outdoor Learning** for Senior pupils developing leadership skills and coaching skills. These pupils will become **Peer Mentors for pupils in S1 – S3** identified as under achieving or lacking confidence. (Dalguise)

Use of providers such as **Tree of Knowledge** to increase motivation and attainment in specific pupil groups and to engage staff, pupils and parents in the TOK Wellbeing survey, analysis and feedback.

Funded School Trips/Transport – Engaging our pupils outwith the school, often beyond the school day, expanding their knowledge and understanding, and developing their awareness and experience of local and national context.

Transition programme –funding provided to transport pupils from the cluster primaries to St. Paul’s to engage in the full programme of activities, events and learning experiences provided. 1 day each for Literacy, Numeracy and Health and Well Being.

In school support and interventions

Homework clubs – general for all S1 – S3 pupils. Staff on hand to tutor/support. Snacks provided.

Boost HE /CDT funding to help **poverty proof** the school curriculum, enabling all pupils to take part in every lesson.

To **purchase PE Kit and School Uniform** to provide to pupils as required.

Breakfast club – Breakfast will be provided free of charge to pupils between 8am and 8.30am.

Snack bar – Snacks will be available free of charge in 3 locations in the school at interval. 10.25am – 10.40am

Family Learning – opportunities in school for families to engage in learning in a variety of subjects and topics.

Resources – staff have identified new/improved resources that will enhance learning and teaching, pupil experience and remove barriers to learning for some of our pupils..

Staff Development – Opportunities will be identified and supported for staff development at whole school, departmental and individual level, relating specifically to the equity and excellence agenda.

It is expected that these interventions will:

- Raise attainment for the targeted groups of pupils
- Make progress towards closing the gaps in numeracy
- Result in higher tariff scores for pupils
- Address equity by supporting pupils in SIMD 1 – 3
- Ensure access to opportunities for wider achievement for all pupils
- Ensure access to the full curriculum for all pupils
- Reduce exclusions
- Improve attendance
- Result in improved positive destination figures

Records in school demonstrate links to HGIOS4, NIF, Interventions for Equity, and the School Improvement Plan.

<p>Impact Measurement: <i>How will you know your interventions are having an impact/improving outcomes?</i></p> <ul style="list-style-type: none"> Proposals for measuring impact (including specific reference to targeting young people most affected by poverty) Data, new and 	<ul style="list-style-type: none"> Criteria will be agreed at the beginning of any project/intervention that will enable impact to be measured. This will include recording any relevant data, both quantitative and qualitative enabling comparison of data etc at a later date. The member of staff responsible for the specific intervention will record, collect and report on progress and data gathered etc (or identify another method/member of staff) BGE spreadsheets, SEEMIS and INSIGHT will also be used. Attendance at events, extra -curricular activities and achievement will be recorded and monitored.
<p>Governance: <i>How will you organise the management and reporting arrangements?</i></p> <ul style="list-style-type: none"> Proposals for how the work will be managed at school level/partnership level (if applicable) Plans for reporting on progress 	<ul style="list-style-type: none"> PT DYW will monitor and track all pupils identified and involved in programmes, and evaluate the programme re pupil engagement, experience and impact. DHT responsible for managing attendance will work with SSSA and Guidance teachers to produce monthly reports for targeted pupils. DHT responsible for Inclusion will report termly on the progress of targeted pupils and impact of specific interventions. PSW with responsibility for ATE will provide monthly statistics/reports on progress of pupils involved in ATE The LAC PSW will plan, implement and monitor the impact of interventions and support provided to LAC pupils as well as their progress throughout the school Feedback from pupils and staff focus groups will be recorded and reported on accordingly Reporting on progress will be included in the school calendar and on the Parent Council Agenda. <p>Progress will be included in Annual Reports, including the School Improvement Report, Attainment reviews and when recording</p>

Financial Monitoring

How will you monitor the planned spending?

- Plans for Stakeholder involvement
- Planned monitoring processes

- Overall spending/budget will be managed by the Admin Officer, the Business Manager and the Head Teacher.
- Senior staff with responsibilities for particular spends will monitor their budget throughout the year.