

Pupil Equity Fund Plan 2022-23

Pupil Equity funding should be focused on activities and interventions that will lead to improvements in literacy and numeracy across the Broad General Education, increased levels of engagement, participation, health and wellbeing and an improvement in attendance and a reduction in exclusions. Head Teachers can work at an individual school and local community level or collegiately in wider school clusters and beyond at local authority level to address common interests.

PEF Allocation for 2022-23: £47,520

Carry Forward from 2021-22: £17,391

Total: £64,911

Gap Provide details of the gap you want to address.	Outcome Statement What do you hope to achieve? What is going to change? For whom? By how much? Timescale?	Measures What data will you gather to determine whether or not improvement is taking place? When will data be collected?	Lead Staff Member Who is responsible for this element of your PEF plan?	Details of Intervention What are you going to do to achieve the outcome?	Cost
Gaps in basic literacy and numeracy skills	<ul style="list-style-type: none"> Improvements in basic literacy and numeracy skills. 	<ul style="list-style-type: none"> Start of intervention and regular assessments which track over time - reviewed monthly. 	Claire Bond HT	APT to oversee interventions and monitor progress.	£5354.00
	<ul style="list-style-type: none"> Clearer understanding of who we are targeting and why. 	<ul style="list-style-type: none"> Termly data dialogues/tracking paperwork 	Katrina Cummings APT	Employ a CT 1 day a week to release APT.	£10,000.00
	<ul style="list-style-type: none"> Staged and timely interventions available. 	<ul style="list-style-type: none"> Feedback from staff, learners 	Kimberley Hughes DHT	Talk for Writing Consultancy Days X2 Days	£1941.20
	<ul style="list-style-type: none"> Raised attainment/progress within quintile 2 and 3. 	<ul style="list-style-type: none"> Targeted input/supports for identified learners 			

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		<ul style="list-style-type: none"> Improvements in progress/attainment. 			
<p>Outcomes identified for specific groups leading to an increase in attainment:</p> <p>High % of children with additional support needs (ASD, dyslexia and SaLT) not on track to achieve levels.</p> <p>High % of children with SIMD 4+5 are not on track to achieve levels</p>	<ul style="list-style-type: none"> Individual pupils benefit from literacy, numeracy and health and wellbeing supports/ interventions (1:1, groups, identified cohorts) Raised attainment/progress within quintile 2 and 3 and learners with identified ASN. 	<ul style="list-style-type: none"> Start of intervention and regular assessments which track over time - reviewed monthly. Termly data dialogues/tracking paperwork Feedback from staff, learners Targeted input/supports for identified learners Improvements in progress/attainment. 	<p>Katrina Cummings APT</p> <p>EYP</p> <p>LA</p>	<p>APT to oversee interventions and monitor progress.</p> <p>EYP within P1 and P2 X 3 days a week</p> <p>Additional LA X20 hours (still awaiting recruitment)</p>	<p>Cost already included above.</p> <p>£8500.00</p> <p>£14521 - This will reduce as not in post from August-Oct 22</p>
<p>Gaps for some learners being ready and prepared to access learning in school</p>	<ul style="list-style-type: none"> Feeding children Providing emotional check in and developed staff: pupil relationships Structured play opportunities 	<ul style="list-style-type: none"> Attendance data termly Learner voice captures views/ impact of attending Attendance/ late coming levels monitored and maintained 	<p>Claire Bond HT</p>	<p>Food/Resources</p>	<p>£2000.00</p>

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	<ul style="list-style-type: none"> Quality peer interactions Leading to a higher degree of readiness for learning	<ul style="list-style-type: none"> Engagement of children accessing breakfast club. 			
Regulation, anxiety and engagement are the main aspects which in turn provide barriers for identified children to access class setting with a readiness to learn	Weekly planned sessions underpinned by the Six Principles of Nurture provide opportunities for: <ul style="list-style-type: none"> Achievement Nurture Peer relationships Readiness for learning Confidence building 	<ul style="list-style-type: none"> My World Triangle –what matters to me: gather learners views as baseline and follow up to intervention. Quantitative measures - <ul style="list-style-type: none"> Attendance Teacher reflections – participation/ engagement in class learning tracking any improvements over time Observation checklist with focus on skills/agreed targets from CIRCLE participation scale 	Claire Bond - HT	EmotionALL Coaching and Wellbeing - Pauline Lawson Term 1 - X 6 sessions = £2160 Term 2 - X 8 sessions = £2808 Term 3 - X 11 sessions = £3861 Term 4 - X 10 sessions = £3510 4 terms = 12399.00 Yoga £105.00 X 38 weeks	£12399.00 4 terms = £12399.00 £3990.00 £1705.00

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				= £3990.00 Sensory/Calm Down Space/Enhanced Class Resources	
Gaps for some learners who cannot access extra curricular activities/achievements out with school	<ul style="list-style-type: none"> Learners identified by teacher/ key staff member through CIRCLE toolkit who will benefit from inputs e.g. motor skills, social skills Learners proud of achievements resulting in increased motivation and readiness to learn Increased opportunities to access physical activity 	<ul style="list-style-type: none"> CIRCLE toolkit provides baseline and follow up pre and post intervention 	Claire Bond - HT	Individual learners who meet PEF criteria have club funded	£500.00
Gaps in some learners emotional wellbeing for a range of factors including impact of COVID-19, ASN, systemic issues	Learners <ul style="list-style-type: none"> Improved routines and boundaries Improved relationships Feel listened to and heard Leading to a higher degree of readiness for learning Families	<ul style="list-style-type: none"> My World Triangle –what matters to me: gather learners views as baseline and follow up to intervention Play Therapy rating scales including summary report 	Claire Bond - HT	Therapeutic Intervention - Play Therapy, Art Link, Art Therapy, Home Link Funds to access this support when required.	£2000.00

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	<ul style="list-style-type: none"> Improved routines and boundaries Improved relationships/ parenting capacity Leading to greater participation/ engagement with professionals/ support Staff <ul style="list-style-type: none"> Improvement in peer relationships/ conflict Reduction in interruptions to learning over time Leading to a more learning focused classroom environment 	<ul style="list-style-type: none"> Therapist strengths and difficulties questionnaires as baseline and follow up My World Triangle –what matters to me: gather learners views as baseline and follow up to intervention 			
Learners/families are dealing with the cost of living impacting on what can be accessed/supplied for school.	<ul style="list-style-type: none"> Overcome possible barriers or stigmas to poverty Ensure inclusive practice so all can participate in opportunities that are available. 	<ul style="list-style-type: none"> Participation Attendance 	Claire Bond HT	Engagement with the Cost of the School Day Funds available for trips etc	£2000.00

Total: £64,911

