**Interrupting the Cycle of Poverty – The Pupil Equity Fund Planning Template Newbattle C.H.S. **

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. Although the funding is allocated to schools on the basis of free school meal eligibility, Headteachers have the discretion to make decisions about which children and young people would benefit most from any particular intervention, whilst keeping a clear focus on delivering equity. Family learning opportunities can also be considered as potential interventions, as can interventions that impact on transitions between school stages. Planning should take account of the 3 Organisers: Learning and Teaching; Family and Community; and Leadership. A framework, ‘[Interventions for Equity](https://education.gov.scot/improvement/Pages/Interventions-for-Equity-framework.aspx)’[[1]](#footnote-1) has been developed to support the planning and implementing of interventions to meet the needs of children and young people affected by poverty in order to close the attainment gap. The examples cited act as a stimulus for wider reflection of what would suit your local context and are by no means the only interventions that should be considered.

Headteachers 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. Interventions should be considered within the context of the school planning cycle and must be targeted towards closing the poverty related attainment gap. Where appropriate, funding should articulate with existing Scottish Attainment Challenge School and Challenge Authority improvement plans. Evidence shows that some children and young people from equalities groups are disproportionately affected by deprivation and can therefore face significant additional barriers to learning. Education authorities have responsibilities to actively address inequality. In this context, headteachers should promote equity by taking into account equality groups when planning support and interventions. Funding should not be used in ways that stigmatises children and young people or their parents.

Programmes used from our PEF are reviewed on a yearly basis for impact and decisions are taken to further develop, amend or to change the priority.

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| **Gap Identified** | **Intervention Planned** | **Led by whom** | **By when** | **How will the impact of the intervention be monitored?** | **How will the impact of the intervention be evaluated?** | **Measure of Success** |
| 26% difference in gap between SIMD 1& 2 and the whole school for literacy and a 7% gap in numeracy at third level by the start of S3. Over three quarters of our school come from SIMD 1-4 with two thirds being SIMD 1-3. | **Newbattle Learning Community**  Establish the Newbattle Learning Community (NLC) project in with our associated nursery, primary schools and key partners. Implement an agreed action plan which will initially focus on raising attainment in literacy, improving learners mental health and engaging parents and families to enhance learning. Create and implement the NLC project action plan. Time for task will be identified for a middle/senior manager to play a key coordinating role.  (See separate submission on behalf of the Newabttle Learning Community – Associated Schools | M Hume | August 2017 ongoing | Tests of change type activities and impact measures built in and check points identified reporting back from coordinators about the success of interventions.  Through H.Ritchie | Baseline data reviewed, measured at check points and amended each termly  Focus groups including all stakeholders to measure impact. | Reduce the literacy gap by a minimum of 5% each year over 4 years  Reduce the numeracy gap by a minimum of 1.5% each year over 4 years.  All pupils by the end of S4 achieving 5@ level 3 by August 2019  Reduce the tariff pt. Gap for the middle 60% and highest attaining 20% by 20 pts per year for middle attainers and 45 pts for the highest attaining 20%.  Reduced the amount proportioned to this in 2018 to subsidise other projects. |
| Pupils in SIMD 1-3 have an attendance gap. | **Home School Practitioner – Link Officer**  Review current policies and procedures for monitoring and recording attendance and punctuality. Employ a dedicated Home link worker who will deploy a variety of interventions to strengthen links with hard to reach families and improve attendance and punctuality. Time for task will be identified for a middle/senior manager to play a key coordinating role. | M.Hume | June 2017 to  June 2019 | Tests of change type activities and impact measures built in and check points identified reporting back from coordinators about the success of interventions. | Baseline data reviewed, measured at check points and amended each termly  Focus groups including all stakeholders to measure impact. | Pupils in SIMD 1-3 need to increase attendance by 10% and decrease late openings by 10%. |
| Data on the school and pupils is not easily identifiable with a reliance on SEEMIS. This is causing a delay in information to and from staff. | **Monitoring and Tracking**  We will build a ‘fit for purpose’ monitoring and tracking system which will be accessible to all staff. This will allow information to be gathered in one place and will be user friendly. Progress, achievements will allow for more regular and targeted, identified conversations with pupils to help raise attainment and attendance. | G.McMillan  M.Davidson | June 2018 | Regularity of tracking with learner conversations from June 2018 | Baseline data will be available readily to be reviewed e.g. attendance, attainment, coursing… | Reduced exclusions, improved attendance due to earlier intervention. |
| In S1/2/3 10-15% of pupils are not able to access the mainstream curriculum effectively due to low levels of literacy and numeracy. Pupils are entering the senior phase unprepared. | **Literacy and Numeracy Intervention Programme**  In S1/2/3 approximately 10-15% of pupils are not able to access the mainstream curriculum effectively due to low levels of literacy and numeracy. We want to initiate a Literacy intervention programme for targeted pupils in S1/2/3. We also want to include a similar approach to improving numeracy levels. Staff will be trained and upskilled in intervention approaches. Bespoke units of work will be created in line with baseline data for our least able to become functionally literate. Interventions will be increased time in the curriculum, bespoke units, fast track reading etc to ensure all learners are functionally literate.  The overarching theme of this intervention is tackling educational inequity. The intervention is designed to increase access to the secondary curriculum for those pupils whose levels of literacy and numeracy are very low. We will identify a group of eight to twelve pupils in S1, eight to twelve in S2 and eight to twelve in S3; in total approximately 30 young people will be targeted. These pupils are known to staff to be unable to cope with their mainstream curriculum using criteria of low levels of literacy/numeracy skills, poor independent learning and knowledge of poor parental engagement with school. Most of these pupils are in SIMD 1-3 and all of them are in SIMD 1-4. We will organise an engaging programme of work which addresses the needs of each pupil as an individual and within a group setting to allow the replacement of a significant part of the current curriculum. We will identify gaps in teaching expertise and organise and arrange appropriate CPD for relevant teaching staff. All pupils will be taught within the Literacy and Numeracy Faculties (this is recognised as very good practice and removes any perceived stigma, especially by older pupils). SFL will timetable individual pupils who require additional intensive work. We will liaise with our primary cluster colleagues who have experience of delivering the ‘Fresh Start’ programme at primary level. We will access phonics training from the ASL service and the Local Authority’s numeracy scheme. Liaison with parent/carer will be built in from the beginning to ensure ‘buy in’ and support at home. Appropriate time will be given to the necessary planning and development of this intervention by arranging three separate planning weekends out of school. PT literacy and Numeracy will lead and manage intervention, upscaling from the small literacy trial from next session. Staff will be encouraged to seek GTCS accreditation for their work in this area. | C.Penny, H.Leonard and  C.Saunders | June 2019 | PT literacy and numeracy will be updating SLT. PT literacy and numeracy will collate evidence from reading ages, maths data. | Focus groups including all stakeholders. | Reading ages will increase; writing skills will improve; numeracy levels will increase and the ability to access all subjects across the curriculum will be improved. All of this will better prepare targeted pupils for their Senior Phase qualifications and enhance their life skills. Target of 100% achieving literacy and numeracy qualifications. |
| 26% difference in gap between SIMD 1& 2 and the whole school for literacy and a 7% gap in numeracy at third level by the start of S3. We also need to consider SIMD 3 and 4 with this.  Insight benchmark improving attainment for all to be in line with our virtual comparator. | **Attainment Champions**  Appointing Attainment Champions who will monitor track and plan for further progress of groups of learners identified as residing in SIMD 1-4, Looked after children, sporting able students and those on free school meals. DHT C.Philp will coordinate this.  Attainment Coaches will be selected from current teaching staff. As an additional paid duty, staff will be allocated up to 8 pupils to coach throughout the session to support their attainment, resulting in around 80 pupils, the vast majority of whom are in SIMD 1-4, benefiting from this intervention. The meetings will be out with the school day. DHT C.Philp will lead, organise and manage throughout the session with termly monitoring and evaluations. Training for the coaches will be planned and delivered by DHT C.Philp with advice and assistance from school link Educational Psychologist. Parent/carer involvement will be overt with regular updates staged throughout the session. Staff will be encouraged to seek GTCS accreditation for their work in this area.  Having an ‘assertive mentor champion’ that is engaging weekly will ensure the pupil will be unable to underachieve without being noticed and preventative action taken. We anticipate the main measures of attainment will show positive increases following this intervention. DHT C.Philp will track pupils using the school’s tracking system and produce a monthly attainment report for the HT. INSIGHT measures from last session will be compared with Year 1 and impact evaluated.  A hard target is to increase attainment in the areas of SCQF level 5 and level 6 (Nat 5 and Higher).  Within Year 1 of intervention we aim to match our virtual comparator school in 3 key areas: 5@level 5, 3@level 6 and 5@level 6, targets are as follows:  5@level 5, 2015: 27%  **Target for 2020: 45%**    3@level 6, 2015: 15%  **Target for 2020: 33**%  5@level 6, 2015: 12%  **Target for 2020: 20%**  (Please note 2015 data quoted when plan was formulated). | C.Philip | June 2017  August 2021 | Tests of change type activities and impact measures built in and check points identified reporting back from coordinators about the success of interventions. | Baseline data reviewed, measured at check points and amended each termly  Focus groups including all stakeholders to measure impact. | Reduce the literacy gap by a minimum of 5% each year.  Reduce the numeracy gap by a minimum of 1.5% each year.  All pupils by the end of S4 achieving a minimum of 5 @ level 3 by August 2019  Reduce the tariff pt. Gap for the middle 60% and highest attaining 20% by 20 pts per year for middle attainers and 45 pts for the highest attaining 20% |
| Tackle bearocracy and empower staff. A large number of exclusions and stages. | **Pupil Care and Welfare Officers**  Pupil care and welfare officer posts will be created from our current learning assistant team. We will appoint 3 and increase their responsibilities and pay. They will be specifically assigned to their house and maintain the relationships between pupils, parents and House teams. All staff will be restorative practice ambassadors proactively sorting any student relationship difficulties as well as assisting the House Team. | G.McMillan and M.Hume | Session 2018-19 onward | Reduction of exclusion, increase of 5@3. | Focus groups including all stakeholders. Data from baseline figures on attendance, exclusion, 5@level 3. | Increased attendance, increased attainment from our disengaged, increased positive mental health with a point of contact throughout the day, reduced exclusion. |
| Social engagement principles identified for pupils. Relationship breakdowns and low level disturbance in classes or to build confidence and leadership skills. | **Skill Force**  The class will work towards the Prince William Award through leadership and team work activities. This will be delivered by ex-military personnel. | DHT C.Philp | Session 2018-19 onward | Less stages from other classes and better engagement. | Classroom observations, Level of engagement and qualifications. Students will also feedback. | Reduced exclusion, improved engagement, improved attendance. |
| A group who are in need of support for attendance, mentoring and engagement on a daily basis. | **School of Football**  Continuation of the SFA School of Football Programme from S1 through until S6 as a pathway with the coach being the groups Learning Assistant mentor. | PT HWB and DHT C.Philp | Session 2017 onwards | Less stages from other classes and better engagement. | Classroom observations, Level of engagement and qualifications. Students will also feedback. | Reduced exclusion, improved engagement, improved attendance. |
| Payment of music tuition causing a significant barrier to learning for families with over 100 pupils reliant on music tuition. | **Poverty Proof the School Day**  Steps have been taken to remove any financial barrier which may impact detrimentally on pupils. With the large numbers of pupils in SIMD 1-4 and in working poor environments, the school has taken the decision to ensure that all costs are covered. These include the removal of the new music tuition fees introduced. | G.McMillan | Ongoing and to built into the core school budget by 2021 | Uptake of music instruction. | Continuation of music instruction at Newbattle to all pupils involved. INSIGHT results e.g. 7 Advanced Highers at ‘A’ after the first year. | Improved INSIGHT data. Improved graded music exams. |
| To target, identify and nurture our highest able pupils through a P7 into S1 transition. The aim is to grow our 3@ level 6 closing the attainment gap. | **Fast Track Programme**  We will identify our highest able across our cluster in association with our feeder Primary Schools. Once identified, pupils will attend after school classes once per week at the High School for 18 weeks. 6 weeks rota of English, Maths and Science. Transport and snack will be provided. | M.Hume | Yearly | Returns of success through focus groups of learners, staff and impact later through INSIGHT. | Baseline data reviewed, measured at check points and amended each termly  Focus groups including all stakeholders to measure impact. | Improved Higher and National 5 levels across the school as targeted previously. |
| Not yet 100% of S4 pupils leaving with 5 qualifications at a minimal SCQF level 3. | **Closing the Gap Development Officer**  The Development Officer works collaboratively across the school and with external agencies to improve educational outcomes and sustained positive destinations for all pupils requiring enhanced educational support. The Development Officer (3 staff in a 1FTE role) identify and intervene early to ensure success for all pupils to achieve 5 qualifications at minimal SCQF level 3. | M.Hume  C.Philp  G.McMillan | Started in session 2018 | Through the school self evaluation meetings e.g. improvement plan, attainment review, INSIGHT review etc | INSIGHT data | Trends should positively increase until 100% of S4 pupils achieving 5 at level 3. |
| A lack of information across agencies shared which could positively assist with educational outcomes. Family partnerships. A high level of exclusions. | **Positive Learning and Community Officer**  Recruited from J Division Police Scotland. To promote positive pupil learning behaviour and community learning in the school and community by providing support for pupils and parent/carers, recommending and implementing strategies, and co-ordinating contributions from internal and external specialists which lead to increased positive destinations. Provide direct support within class, the Learning Hub or elsewhere in the community for pupils at risk of, or returning from, exclusion. This includes other community difficulties which may impact on the education of Newbattle pupils. Information will be shared with the House team from Police Scotland where appropriate and regularly.  This allows our Youth Community Officer to also be targeting Primaries alongside our Police CAT team. | M.Hume  G.McMillan | Started in session 2018 | Through the school self evaluation meetings e.g. improvement plan, attainment review, exclusion data etc | Reduced exclusions and community issues | Exclusions will be reduced.  Engagement of students with community projects. |

1. <https://education.gov.scot/improvement/Pages/Interventions-for-Equity-framework.aspx> [↑](#footnote-ref-1)