



How is Insch School spending it's Pupil Equity Funding?

Pupil Equity Funding Allocation

Pupil Equity Funding is allocated to schools by the Scottish Government. The amount allocated to schools is based on the number of Free School Meals (FSM).

Noted below are the PEF funds allocated to Insch School. This purpose of these funds to finance additional interventions to help reduce the poverty related attainment gap within our school.

Session	PEF allocated
2017 -18	£20,400
2018-29	£21,600
2019-2020	£24,000

Our Attainment Gap Narrative

Before allocating PEF resources we needed to identify and understand our gaps. This was achieved through the completion of our Attainment Gap Narrative.

Our 'Attainment Gap' Narrative investigated aspects of our school that we consider unique to our setting. This included analysing:

1. Our school population and demographics, including free meal entitlement (currently 14.2%) and SIMD data (all our pupils lie within Deciles 6 to 10) D6=0.3%, D7 = 4.9%, D8 = 90.5%, D9 = 4.3%. This suggests that our pupils do not live in areas of deprivation.
2. Patterns of attendance, absence and exclusions.
3. Our curriculum rationale and design.
4. Our pupil's attainment levels and any patterns associated with this in Literacy, Numeracy and health and wellbeing.
5. The health and well-being of our pupils including both physical, social, behavioural and emotional health.
6. Pupil participation in extra-curricular activities and school trips.

On analysing the data, we identified a lack of correlation between the SIMD, FSM and our real attainment gap. This did not tell the full story of poverty in our setting. Insch School's poverty gap relates to:

- Social, emotional and behavioural difficulties.
- Parental engagement levels.
- Attainment of literacy, numeracy and health and wellbeing.

Individual pupils are identified using data noted above and targeted interventions are planned for them.

Our PEF Rationale

Our Rationale is to work collaboratively and collectively to support pupils and parents in their emotional and behavioural wellbeing. In addition, we work to implement early intervention for our youngest pupils in their literacy and numeracy attainment. As a school, we have made a determined effort to put in place strategies and interventions that will begin to focus our work on closing our poverty related attainment gap. We still consider this work to be in the early stages but are already considering our improvements for next session.

Interventions and Funding Priorities

Funding has allowed us to develop practise and in some cases enhance specific work within our identified intervention areas.

2017-18

Funding was used to create a nurturing and sensory space in the school.

- Tools for learning were purchased and implemented throughout the school. This inclusive approach allows all our pupils to be independent in their learning.
- Investment in Sumdog - an engaging and motivating Numeracy tool - to increase attainment.

2018-19

We employed a Pupil Support Worker (14hrs)

- This is to support the range of social and emotional issues across the school and to work in partnership with parents e.g. boys and girls group sessions (drop in sessions, yoga, walk and talk).
- We have developed parent learning programmes for a few families e.g. parent/ pupil homework sessions. This is aimed at raising attainment in literacy and numeracy. This supports our Early Years Family Nurture approach.

We recruited additional Pupil Support Assistant (11hrs) hours

- This is to support the range of emotional and behavioural needs across the school. We have developed community links where a few pupils benefit from developing key skills in the community e.g. Drumdarroch Care Home project.

We have planned early intervention sessions for our early year's pupils to develop literacy and numeracy skills and close the gap in their attainment. E.g. additional support in class.

Impact of our Interventions

Initial data returns indicates we are making some improvements across some of the areas outlined above. We know that the interventions are impacting positively on individual learners. Our attainment data tells us this is so as well as individual pupils, teachers and parents.

I believe that homework club has made a huge difference to my girls and me. The girls are getting better at reading and writing and I don't get as frustrated anymore. I have a lot of support from doing it and I am enjoying my time here and seeing the progress my girls have made through having this support. They have a lot more confidence in their homework and themselves.

This time allowed me to calm down. I liked it as it gave me a chance to talk about my problems and the things that are in my head.

My time is fun. I enjoy it. I think it is helping me listen as I never used to be able to listen well.

I enjoy the fact I am going to be working with others. I think the time with her has helped me socially.

I feel I am calmer and not stressed so I can concentrate on my school work.

Time with Mrs Urquhart is fun. It helps me to communicate better with others.

The time together has helped us. X feels it has helped with his learning and memory and has enjoyed having dad in school with him.

This time helps me talk about my feelings. It is fun.

I liked that my time was with another pupil, it was fun.

This time helped me with my anger as before I would have just retaliated.

My time is fun and cool. It is helping me with my homework and I've always wanted to be in a club.

I find my time nice and relaxing. We play games and do work. I work hard in homework club and I like that my mum is there too. I am aiming high by being confident to work by myself.

I think the time has helped me. I preferred time on my own to speak as it helped me to have a chance to speak about my problems.

The group brought people together and allowed them to be more sociable. It was good to also get a chance to speak on our own to be able to air our problems.

The time is fun. It has allowed me to connect with other girls and I feel closer to them.

This group lets my pupil have the individual attention. She seeks adult attention. It provides a safe forum where she can talk about her home life.

What happens next?

2019-20

As a school we regularly evaluate the impact of our interventions and use available research and data to determine how we best build capacity to intervene and support our most vulnerable pupils going forward.

Our current plan will remain until Oct 2019. This is when staffing will be reviewed. The school's Senior Leadership Team will consult with school staff to look at the impact of previous work and plan in detail how to invest funds available for Session 2019-20 (£24,000).

- Our focus will be to continue to invest in PSW hours and/or additional PSA hours to support our pupils and families in their social, behavioural and emotional needs and in their literacy, numeracy and health and wellbeing needs. A targeted approach will be adopted to identify families and pupils. We will continue to use FSM, SIMD and the school's attainment data and multi-agency school review minutes to identify target pupils and families. The decision will be based on best value for money versus outcome for learners.
- We plan to continue our investment in online Sumdog license to raise numeracy attainment.
- We plan to continue to develop our creative approaches to meet learning needs through our flexible curriculum approaches.
- We plan to continue to offer additional PSA hours to support our youngest learners with literacy and numeracy skills. These are identified through attainment data.
- We plan to work with the school Speech and Language Therapist to work collaboratively with parents and out Early Years staff to understand "Why our

Children Don't Talk". We will implement family support to develop early language acquisition skills.

- We will continue to provide resources for those pupils facing barriers to learning to support them in their learning.

Looking forward

We continually review the impact of our interventions on our young learners. We will continue to do so and respond to the community need by planning creative approaches to support our most vulnerable families and pupils.

Written by Allison Conner, Head Teacher, March 2019