# 2018/19 Proposal

## Pupil Equity Fund

<table>
<thead>
<tr>
<th>Proposal Period</th>
<th>April 2018 – March 2019</th>
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</thead>
<tbody>
<tr>
<td>School and Key Contact:</td>
<td>Collydean Primary.  Rhona Leishman – Head Teacher</td>
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<tr>
<td>Education Officer:</td>
<td>Angela Logue</td>
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<tr>
<td>School PEF Allocation 2018/19</td>
<td>£118,802.00</td>
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## Summary of proposed spend

<table>
<thead>
<tr>
<th>Non-Staff Intervention/resource</th>
<th>Cost</th>
<th>Staffing</th>
<th>FTE</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 x ipads</td>
<td>£3,600</td>
<td>Teachers</td>
<td>/</td>
<td>/</td>
</tr>
<tr>
<td>4 x Sphero balls</td>
<td>£800</td>
<td>Family Link Workers</td>
<td>/</td>
<td>/</td>
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<tr>
<td>School resources and training to support PT / PSA targeted individuals / groups to develop emotional wellbeing.</td>
<td>£10,099</td>
<td>Speech &amp; Language Therapists</td>
<td>/</td>
<td>/</td>
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<tr>
<td>Other: PSA – 107 hours</td>
<td></td>
<td></td>
<td>3 x 27.5</td>
<td>£57,671.00</td>
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<td></td>
<td></td>
<td></td>
<td>1 x 24.5</td>
<td></td>
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<tr>
<td>Other: Principal Teacher</td>
<td></td>
<td></td>
<td>1.</td>
<td>£47,432.00</td>
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<tr>
<td>Other: PSA – 45 hours</td>
<td></td>
<td></td>
<td>1 x 27.5</td>
<td>£8,000</td>
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<td></td>
<td></td>
<td></td>
<td>1 x 17.5</td>
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### Non-Staff Total 2018/19

| Non-Staff Total 2018/19 | £14,499 |

### Staff Total 2018/19

| Staff Total 2018/19 | £112,103.00 |

Total for 2018/19: £126,602.00
### Aims and Measures

<table>
<thead>
<tr>
<th>Intervention Description</th>
<th>Intervention Theme</th>
<th>Organiser</th>
<th>Type of intervention</th>
<th>Impact on Learners to date</th>
<th>Impact on Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Interventions – description and clear rationale</td>
<td>Literacy</td>
<td>Y</td>
<td>Partnership/Charity</td>
<td>To be completed at Dec 18</td>
<td>To be completed at End of Year (June 2019)</td>
</tr>
<tr>
<td>Continuing Interventions – name and brief progress update</td>
<td>Numeracy</td>
<td>Y</td>
<td>Learning &amp; Teaching</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>HWB</td>
<td>Y</td>
<td>Leadership</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Family &amp; Communities</td>
<td>Y</td>
<td>School generated</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Commercial Resource</td>
<td>Y</td>
<td>Consultant</td>
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### Intervention 1

**Principal Teacher appointed**

**Max 200 words**

**Remit to:**

1. **Targeted support for individual pupils:**
   - To lead PSA intervention in Reading and Numeracy.
   - To support the emotional and social development of identified pupils.

2. **Parent Partnership:**
   - Develop whole school approach:
     - Twitter
   - Work with families of identified pupils to enhance skills, knowledge and understanding to provide support for pupils.

3. **Develop learning environments and learning ethos:**
   - With regards to identified pupils by supporting class teachers to develop learning environment and learning ethos.

### Measures

- Attainment in literacy - June 2019
- Attainment in numeracy - June 2019
- Increased time in calls settled
- Reduced exclusion/Red Cards

### Intervention 1/1: Targeted support:

Both the numeracy and reading targeted support programmes are in place.

**Reading:** an interim assessment focused on improvement in four key aspects of reading: phonological awareness; word recognition; fluency and comprehension.

The pupil results showed:
- 30% have improved in all four aspects
- 23% have improved in three aspects
- 6% have improved in two aspects
- 3% have improved in one aspect
- 37% have not improved in any aspects

**Numeracy:** an interim assessment focused on improvement in four key aspects of numeracy: number recognition; understanding of number; number formation; four number concepts.

The pupil results showed:
- 33% have improved in all four aspects
- 40% have improved in three aspects
- 20% have improved in two aspects
7% have improved in one aspect

**Intervention 1/2: Parent Partnership:**

*Twitter* – Business Plan has been submitted. Ipod Touch has been ordered. Training of appropriate staff is planned for 23rd Jan ’19.

*PT is working closely with identified pupils and families.* All are engaged to varying degrees. Pupils are more settled in class.

**Intervention 1/3: Develop learning environments and learning ethos:**

SLT has carried out observations in all classes. These have shown the learning ethos and environment is improving in all classes.

HT carried out a questionnaire with all pupils:

- 95% of pupils use the nurture areas.
- How often nurture areas are used: 32% daily / 33% weekly / 34% termly.
- How the nurture areas are used: 28% to calm / 46% to relax / 25% to talk.
- Does your teacher listen to you? 97% yes / 3% no.
- Does you teacher care about you? 91% yes / 9% no.
<table>
<thead>
<tr>
<th>Aims</th>
<th>Intervention 2</th>
<th>Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 For identified pupils to achieve an improvement in numeracy and reading attainment.</td>
<td><strong>Four PSAs to provide additional support for identified pupils</strong>&lt;br&gt;1. Within nurture room.&lt;br&gt;2. Implement a numeracy and a reading programme on a one-one/small group base.&lt;br&gt;3. Implement kit bags/Relaxed Kids/Lego Therapy within classroom to support identified pupils.&lt;br&gt;4. Support a play based learning environment in P1 to support identified pupils.</td>
<td>- Assessment of numeracy age&lt;br&gt; - Assessment of reading age&lt;br&gt; - Increased settled time in class&lt;br&gt; - Reduced exclusion/Red cards</td>
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<tr>
<td>2 For identified pupils to have increased emotional wellbeing.</td>
<td><strong>Intervention 2 / 1: Targeted support within Nurture Room:</strong>&lt;br&gt;The four pupils within the Nurture Room are making steady progress in literacy, numeracy and Health and Wellbeing.&lt;br&gt;Two of the four boys: are more settled / have less Yellows and Reds / have no exclusions.&lt;br&gt;Two of the four boys: are still unsettled / have the same number of Yellows and Reds / have had no exclusions.&lt;br&gt;<strong>Intervention 2/2: Part of Intervention 1/1</strong>&lt;br&gt;<strong>Intervention 2/3: Kit Bags and Lego Therapy have been implemented with targeted groups and individuals. Of these pupils:</strong>&lt;br&gt;Number of Yellows and Reds: 0 = 57% / 1-5=29% / 6-10=9% / 11+=5%&lt;br&gt;Excluded: 2 pupils = 2.6%&lt;br&gt;More settled in class:&lt;br&gt;100% settled=56%&lt;br&gt;80-99% settled =20%&lt;br&gt;60-79% settled = 17%&lt;br&gt;40-59% settled = 3%&lt;br&gt;Less than 39% = 4%&lt;br&gt;BMT and Relaxed Kids is being implemented across the school to varying degrees by class teachers. This is having a positive impact on pupils being able to settle.</td>
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**Aims**

1. To enhance STEAM opportunities across P1-P7 to raise attainment and bridge the gap.

**Intervention 3**

1. To purchase 12 ipads and 8 Sphero Balls.
2. To implement this resource across school – led by our NCCT teacher.

**Measures**

1. To purchase resources
2. To train staff (DHT / CT)
3. NCCT teacher to implement within NCCT with P5-P7 classes as appropriate. Individuals in P1-P4 as appropriate.

**Intervention 3:**

The twelve ipads and eight sphero balls have not been purchased to date due to difficulty with ordering them.

**Aims:**

1. To provide targeted support for pupils within the classroom to enhance their readiness to learn.

**Measures:**

- To assess progress:
  - Pupils are more focused in class
  - Pupils are calmer and happier
  - Pupils’ attainment has improved

**Intervention 4 – added Feb ’19**

1. To appoint two PSAs 17.5 hours and 27.5 hours from March – June’19.
2. To agree targeted support
3. To implement March - June ’19
4. To assess progress:
   - Pupils are more focused in class
   - Pupils are calmer and happier
   - Pupils’ attainment has improved