

Appendix A

Pupil Equity Fund – Spending Plans 2022/23

<p>Proposal Period : April 2022 – March 2023</p>	<p>Local Authority: Dundee City Council</p>	<p>Education Manager: Pam Nesbitt Link Education Officer: Helen Gray</p>
<p>School: Grove Academy</p>	<p>PEF Total Allocation: £65880 plus £34,870 = £100,750</p>	<p>Completed by: Graham Hutton</p>
<p>Evidence based Rationale:</p> <p><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>We have identified the following gaps in our attainment and achievement:</p> <ol style="list-style-type: none"> 1. Low achievement by some pupils in SIMD 1-3: low tariff scores <ul style="list-style-type: none"> • Nurturing approach required • Appropriate curriculum 2. Low achievement and engagement by some pupils in SIMD 1-3 due to poor attendance <ul style="list-style-type: none"> • Number of non-attenders/school refusers (Attendance Figures) • Disengagement with BGE curriculum by S2/3 pupils as a result of Covid-19 (linked to EDLM) 3. Low achievement by some pupils in SIMD 4-10 <ul style="list-style-type: none"> • See Insight • Majority of No Awards are in Deciles 8-10. • Major Mental Health issues • Disengaged Pupils in new S3 (Covid Impact) 4. Improve positive destinations <ul style="list-style-type: none"> • Target of 100% not being achieved • Improved Transition to Trades 5. Numeracy figures poor <ul style="list-style-type: none"> • Level 4 erratic and behind VC • Level 5 on positive trend but still room for improvement 6. Low achievement by LAC/LAAC pupils <ul style="list-style-type: none"> • See Insight 7. Under-achievement by those pupils suffering loss or bereavement and those pupils who are Young Carers <ul style="list-style-type: none"> • Internal evidence through Tracking and Monitoring 	
<p>Proposed Interventions:</p> <p><i>What are you planning to do with your PEF allocation?</i></p>	<p>(Strategies in red are to be done through PEF)</p> <p>Gap 1:</p> <ul style="list-style-type: none"> • PSW with focus on individual pupils with respect to HWB, Numeracy and Literacy – nurturing 	

<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 	<ul style="list-style-type: none"> • Nurture Teacher to work with targeted pupils (0.4 FTE) • Extra hours for PSA to augment support from SfL • Intensive tracking and monitoring –develop BGE Whole School Tracking system plus training for staff. We shall extend this into working with the cluster primaries to create possibly a Grove Cluster BGE Tracking system, which will allow us better to target pupils in need for support. PT (Raising Attainment) • Cost of the School Day Hardship fund to allow pupils to access the whole curriculum (trips, excursions) <p>Gap 2:</p> <ul style="list-style-type: none"> • Early and continuous intervention from ERW • Additional PSW • Wider selection of pathways in S1-3 (EDLM) – Whitton Park Project, Kindred Clothing, Tech Hub (previously VR) and Transition to Trades • Intense Tracking and Monitoring, leading to enhanced SIMD SST – Development Time and Training • Mental Health worker (SAC) • More leadership roles for pupils <p>Gap 3:</p> <ul style="list-style-type: none"> • Mental Health worker (SAC) • Training for staff on recognising pupils' mental health issues (ACEs) • Additional PSW working with pupils and families in BGE, and working closely with SFDW in cluster primaries • PSW with focus on individual pupils with respect to HWB, Numeracy and Literacy • Enhanced co-operative learning training through former DHT (voluntary) • Intensive monitoring and tracking system in BGE and SP by Acting PT (Raising Attainment) • Easter school • Targeted Study Support through Jan-March 2020 (SAC) • Sports development for mental health through PSW-provision of a MUGA (support from other sources) <p>Gap 4:</p> <ul style="list-style-type: none"> • Deeper partnership with SDS • SDS Adviser present in school with higher profile • SDS work coach working with targeted pupils • More involvement with SDS in careers advice for staff • Better engagement from parents regarding careers and pathways • Wider selection of pathways in S1-3 – appointment of DSYW PT PS – partnerships with local businesses • Closer mentoring by acting PT (Raising Attainment) • EDLM Interventions: Whitton park project, Kindred Clothing, Tech Hub (foremely VR), Transition to Trades (Alexanders)
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Gap 5:

- Growth Mind-set in Numeracy and Maths - training
- **Numeracy & Nurture teacher** (0.4 FTE SAC)
- Further in-house training on methodologies (Co-op, MTV, Growth Mindset) led by acting PT (Learning and Teaching)
- **ICT resources required to enhance learning and attainment in S1-3**
- **Supporting Maths Week across the school**
- Working with learning partners in RHS, Earlston High and Cults Academy

Gap 6:

- **Intensive monitoring and tracking system in both BGE and SP led by acting PT (Raising Attainment)**
- Use of SAC monies for Easter school and strategies to support learning of LAC pupils
- Continued work with partner agencies to support LAC pupils (LAC PSW)

Gap 7:

- Mental health worker (SAC)
- *Seasons for Growth* programme –widen training for staff
- Resilience training
- **Focus for PSW and Family Involvement Worker**

Aim and expected impact of proposals

- To narrow the gaps identified
- To raise attainment and achievement in targeted young people.
- To reduce non-attendance figures
- To decrease exclusion
- To ensure equity for all

Plans to work in partnership with other schools/local partners/providers

- partnerships with local businesses
- working with CAMHS, DEPS, ERW, CLD
- participation from Dundee Attainment Challenge
- partnership with DCC Numeracy and Literacy co-ordinators
- Cluster Primaries
- Learning Partners
- WPP: Dundee East Community Sports Club, Broughty Athletic JFC and Dundee United FC
- Kindred Clothing: Front Lounge
- Tech Hub: Showcase the Street
- T2T: Alexanders

	<p>Intervention Focus</p> <ul style="list-style-type: none"> 2. Social and emotional wellbeing (Gaps 1, 2, 3, 7) 4. Targeted approaches to literacy and numeracy (Gaps 5, 6) 5. Promoting a high quality learning experience (Gaps 1, 2, 3, 5) 6. Differentiated support (Gap 5) 7. Using evidence and data (Gaps 1, 2, 3, 6) 8. Employability and skills development (Gaps 1, 2, 4) 11. Professional learning and leadership (Gaps 2, 3, 5, 7) <p>Links to HGIOS 4 QI's and NIF</p> <ul style="list-style-type: none"> • 1.5 Management of resources to promote equity • 2.2 Curriculum • 2.3 Learning, teaching and assessment • 2.4 Personalised support • 2.6 Transitions • 2.7 Partnerships • 3.1 Ensuring wellbeing, equality and inclusion • 3.2 Raising attainment and achievement • 3.3 Increasing creativity and employability <p>Links to NIF</p> <ul style="list-style-type: none"> • Improvement in Attainment, particularly in literacy and numeracy • Closing the attainment gap between the most and least disadvantaged children • Improvement in employability skills and sustained, positive school-leaver destinations for all young people • Improvement in children and young people's health and wellbeing <p>Initial assessment of funding requirement</p> <ul style="list-style-type: none"> • All funds will be utilised over the next year till June 2023
<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 existing, which will be required • Plans for how data will be collected and reported 	<p>Targeted young people:</p> <ul style="list-style-type: none"> • As outlined above. <p>Data required:</p> <ul style="list-style-type: none"> • Current and future Insight data – School Attainment Review with Partner schools, SLT and Directorate • Current and future Insight data – Departmental Achievement Discussions with HT and Link DHT • Surveys and questionnaires to pupils, staff and parents • Focus groups , interviews • Departmental data • Self-evaluation through Walkthroughs • Five a Day discussions between HT and pupils

<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"> HT will take overall responsibility for governance All DHT's will have a key role in directing developments Posts described above will report to link DHT. Progress will be reported in annual Standards and Quality report, Annual Attainment Review, Rector's report at Celebrating Achievement Ceremony, and in the annual review and evaluation of the School Improvement Plan.
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Breakdown Summary of Proposed PEF Funding 22/23

£65880 plus £34,870 = £100,750

	Role	£	FTE / hours/No.
Teaching staff	Numeracy and Nurture Teacher (to supplement 0.4 from SAC and 0.1 fte from permanent staffing)	£22171	0.4 FTE
	Acting PTs (Raising Attainment; L & T)	£15,038	£1,067 X 12 (till Feb 23) £1,067 X 3 (till Oct 22)
Support staff	Temp PSW 12 months	£37,032	1.0 FTE (£37,032)
	PSA (Extra Hours) (J Bishop)	£7,140	
Lets/transport	College IDL buses	£0	
Resources	Hardship fund	£2,000	
	MUGA	£3,000	
Commissioned/purchased services/partners	Ancrum OB	£2,400	
	EDLM Projects -	£11,782	
Other		£0	
TOTAL COST		£100,563	