Additionality: Pupil Equity Funding Plan:

Closing the attainment gap between the most and least advantaged children

PART 1: Contextual Data Analysis & Rationale

a. **Background**

All staff in St Margaret's Academy have a responsibility to ensure that all young people receive an excellent and equitable educational experience and over the past 2 years there has been a focus around ensuring this both in the classroom and in the curriculum to enable young people to reach their potential. The focus has led to a narrowing of the poverty related attainment gap from 2014/15 to 2016/17, particularly in S4 when the young people gain their first SQA qualifications. In the BGE, the progress in closing the attainment gap has contributed to the performance in S4, however, the tracking and monitoring of this has been limited. The majority of performance data in relation to closing the attainment gap in the BGE has come from standardised testing both through CAT in S1 and CEM in S2. In this session the new BGE tracking tool, 'Bright Track', will be used to identify the attainment gaps and highlight to staff the potential barriers to learning. Having developed and piloted 'Bright Track' in session 2016/17, it is hoped that this system for tracking and monitoring progress in the BGE will enable teaching staff and the extended leadership team to quickly identify the attainment gaps and monitor the progress of targeted groups of pupils who are experiencing similar barriers to learning.

b. **Data**

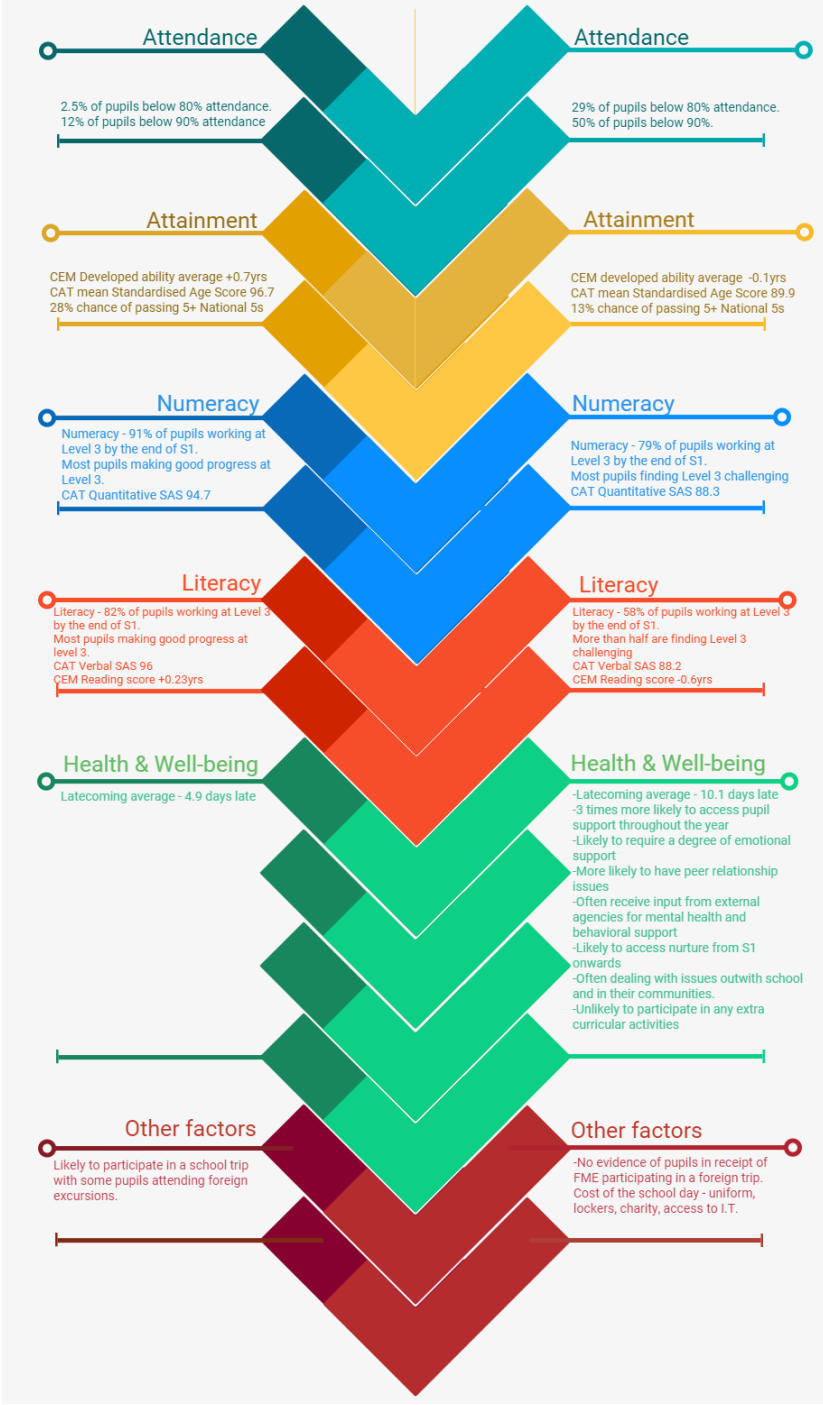
The data has been organised into year groups to enable the school to identify specific targeted groups of young people who will experience interventions for equity. The data has been arranged as infographics for each year group to highlight the differences between the average pupil performance and the performance of the identified targeted groups.

Delivering equity in St Margaret's Academy

Identifying the barriers to learning

S2 COHORT (200)

S2 pupils' receiving free school meals (34)

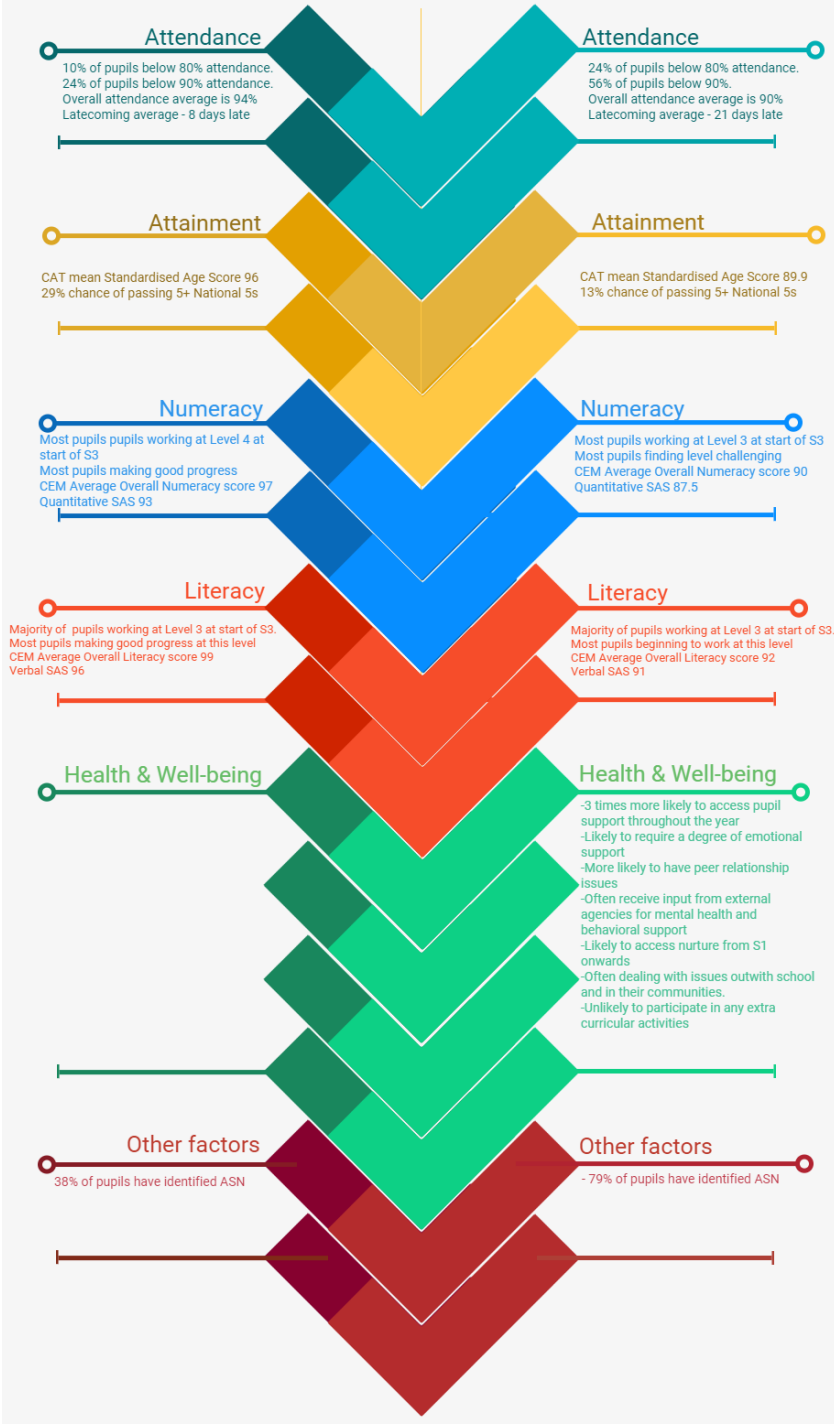


Delivering equity in St Margaret's Academy

Identifying the barriers to learning

S3 COHORT (196)

S3 FME PUPILS (34)



c. **What is our ‘gap’ and who are our target groups and their barriers to learning?**

Targeted groups will include some young people who are in receipt of free school meals, who live in an SIMD decile 1-3 area, are care experienced or are identified as having an additional support need. Although these will be the main target groups, they will be extended to include pupils who are facing other potential barriers to learning including young carers, those with English as an additional language and any other factors which may impact on their learning potential.

d. **Summary/overview of proposal & non-negotiable outcomes**

The St Margaret's Academy pupil equity fund proposal aims to ensure that every young person has the opportunity to achieve their potential. This requires every member of staff to know their role in improving the learning outcomes for pupils who may experience potential barriers to learning, particularly those who are living in poverty. The proposal aims to significantly narrow the attainment gap in in literacy and numeracy with targeted support groups aimed at those who are experiencing difficulty in their literacy and numeracy development. Giving more young people access to the wide range of extra-curricular activities that are available is a key aim of the proposal and ensuring that there is engagement with the wider parent body in understanding how they can impact on their child's learning will help to engage hard to reach parents in the life of the school.

PART 2: Actions & Outcomes

PEF Priority	**Proposed Actions & Resources** *(These should be based around the organisers of Learning & Teaching, Leadership, and Families & Communities. Also consider activities within and beyond the classroom)*	**What is the expected impact on reducing the gap in your context of your proposed actions?** *(What story will your data tell by end of next session? By June 2020? You should include any targets linked to data)*	**How will you measure the impact?** *(You must be specific here in terms of:* • *new and existing performance data and other quantitative and qualitative information that will be required* • *plans for how data will be collected and reported)*
Literacy	Increase the allocation of time spent on literacy for those pupils who are experiencing difficulties with their literacy development. Identified targeted groups will receive an additional 1 or 2 hours per week in the form of small group working with a specialist literacy 'coach'. Establish a literacy support team (and development post holder) within the school with the responsibility of supporting young people in the identified targeted groups, monitoring and tracking their progress throughout the year and engaging with parents/carers to enable them to support their children in literacy development. Develop a parental engagement strategy with a clear focus on improving literacy outcomes for young people through developing parents/carers as partners in	Improvements in performance of the identified targeted groups of young people who are experiencing potential barriers to learning. This will include improvements in the average CfE levels by the end of session 2017/18 in comparison with the school average. Increase in number of young people making 'good' progress in Level 3 by the end of S1 and Level 4 in S2. Increase the number of pupils in SIMD 1-3 and FME working at level 3 literacy by the end of the key milestones in S1 and 2. Target of 80% in S2 and 90% in S3 for session 2017/18 (session 2016/17 – S1 - 58%, S2 – 75%) Increase number of pupils in SIMD 1-3 and FME going on to study National 5	CfE levels will be tracked and monitored through the BGE tracking system 'Bright Track' and performance at key milestones at the end of S1,2 and 3. Measurements will demonstrate an increase in the number of pupils achieving CfE levels at the end of each year. CEM data will provide standardised assessment data to identify performance between P7 and S2. Diagnostic assessment data from literacy testing as a baseline and compared with performance at key milestones in S1,S2 and S3. Feedback from parents-increased confidence supporting young people. Increased use of library and reading throughout the curriculum. Qualitative feedback from learning

	learning. This will include a resource pack for each stage S1-3 and provide parents/carers with access to a suite of online materials and teacher support, as well as a family learning programme. Professional learning programme in literacy and high quality learning and teaching methodology. Provide targeted young people with resources to ensure equity in delivery of literacy.	English at the end of S3.	conversations linked to Bright Track data.
Numeracy	Increase the allocation of time spent on numeracy for those pupils who are experiencing difficulties with their numeracy development. Identified targeted groups will receive an additional 1 or 2 hours per week in the form of small group working with a specialist numeracy 'coach'. Establish a numeracy support team (including a development post) within the school with the responsibility of supporting young people in the identified targeted groups, monitoring and tracking their progress throughout the year and engaging with parents/carers to enable them to support their children in numeracy development. Provide staff training in SEAL and Numeracy recovery strategies. The members of staff receiving this training will	Improvements in performance of the identified targeted groups of young people who are experiencing potential barriers to learning. This will include improvements in the average CfE levels* the targeted groups of young people are achieving by the end of session 2017/18 in comparison with the school average. *increase in number of young people making 'good' progress in Level 3 by the end of S1 and Level 4 in S2. As the S3 pupils move into the Senior Phase of school, there should be an increase in the number of young people who are able to access the full National 5 Maths course in S4-6. Increase the number of pupils in SIMD 1-3 and FME working at Level 3 Numeracy at each of the key milestones in S1 and 2. Target of 90% in S2 and 95% in S3 for session 2017/18 (session	CfE levels will be tracked and monitored through the BGE tracking system 'Bright Track' and performance at key milestones at the end of S1,2 and 3.Measurements will demonstrate an increase in the number of pupils achieving CfE levels at the end of each year. CEM data will provide standardised assessment data to identify performance between P7 and S2. Diagnostic assessment data from numeracy testing as a baseline and compared with performance at key milestones in S1,S2 and S3. Feedback from parents-increased confidence supporting young people. Qualitative feedback from learning conversations linked to Bright Track data.

	be part of the Numeracy 'coaching' team who will be working with small groups of young people throughout the year. Develop a parental engagement strategy with a clear focus on improving numeracy outcomes for young people through developing parents as partners in learning. This will include a resource pack for each stage S1-3 and provide parents with access to a suite of online materials and teacher support. A family learning programme will support building parent/carer confidence and capacity to develop numeracy skills with their child.	2016/17 –S1 - 79%, S2 – 87%).	Parents engaging with Gamily learning programme and providing positive feedback on value and use at home in supporting their child's numeracy development.
Health and Wellbeing	Appoint a dedicated member of staff to work with families and support attendance. Further develop the monitoring arrangements for attendance and late-coming. (joint plan with the primary cluster) Improve access to extra-curricular activities through additional transportation and parental engagement with pupils in SIMD 1-3 and/or in receipt of FME. Plan devised to make transport sustainable. Employ a counsellor to work in school and work with young people in improving their mental health and well-being. Improve and enhance the existing learning base provision to reduce school exclusions and ensure that pupil learning and restorative practice remains at the centre	Improvement in pupil attendance and late-coming in line with the school/council average. School attendance target – 80% of pupils in SIMD 1-3 or FME will have attendance above 90% (session 2016/7 - 50%) Improvements in participation in after-school study and extra-curricular sporting activities. 75% of S1-3's to attending at least one extra-curricular activity/club. 100% of lower decile SIMD and FME pupils attending at least one extra-	Attendance improving at extra-curricular school activities including study support and sports clubs. All pupils in the PEF group attending at least one activity this session. Exclusion rates(decreasing) and participation measures(baseline measured and increasing through the session) including engagement levels of pupils will be recorded and monitored. Qualitative analysis of reasons for accessing pupil support. Number of pupils receiving counselling in school and evaluation of support making a positive difference. Participation rates in groups to support nurture

	of a solution to any disciplinary issue that a young person may be experiencing. Introduce a resilience building programme including outdoor pursuits and group activities designed to engage pupils in school and develop their ability to manage stress, anxiety and additional mental health issues. Deliver a Nurture professional learning programme for the wider staff. Deliver a mental health training programme for teaching and non-teaching staff. Undertake a survey of pupils' health and well- being to identify strengths and areas for development, and support mentoring conversations. Develop and resource an Outdoor Education programme to build engagement and participation in learning and healthy lifestyles. Appoint a health and well- being development post holder to support targeted groups of pupils in reducing barriers to learning.	curricular activity/club. Pupils in the resilience group and receiving nurturing/mental health support report and demonstrate reduced levels of stress/anxiety and cope with a range of situations in school/class. Using the survey as a baseline, improvements in health and well- being are reported in a follow up survey at the end of the session. H&WB survey demonstrates an improvement in responses in a positive attitude towards H&WB by all young people.	eg. Craft and evaluative feedback from pupils about benefits of participating. Attendance in class increases for resilience group pupils. Focus groups and classrooms observations evidence use of nurturing approaches to supporting learners in the classroom. Baseline survey and follow up shows improvements across measures and in particular- resilience, feeling respected and safe.
Across Learning	Establish a PEF team who will have a central role in leading the development of the overall plan and collaborate on each area ensuring a coherent approach to taking the strands forward.	The leadership of the team will support driving forward the aims of each project and contribute to the overall increase in whole school measures of attainment with a specific focus on reducing the poverty related attainment gap.	Whole school CfE levels from baseline, diagnostic assessment and future measurements including NQs.

	Improve data sharing processes and procedures with staff to ensure that they are aware of pupils who may experience potential barriers to learning. This will include data sharing of SIMD, FME data. Develop a new narrative for SMART time to ensure that young people are receiving high quality learning conversations to enable them to meet their potential. SMART time teachers should take on the role of a 'learning coach' and be aware of the interventions that young people are receiving. Provide all staff with a booklet about interventions for equity specific to St Margaret's Academy to ensure that staff are aware of the work that is going on throughout the school to enable young people to reach their potential. Continue to share messages about equity and encourage discussion on all aspects of a young person's school experience in relation to this. Resource packs for pupils to ensure that they have the necessary equipment to access classroom lessons. Cost of the school day analysis to be	Establish data team to train staff in accessing data safely and securely and analysing data to identify trends and patterns. This will improve the early identification of young people who may require some form of intervention. Young people should experience a consistent experience in relation to mitigating any factors which may impact on their achievement potential. Staff are aware of the intervention strategies that young people are receiving to support them. Reduction in low level disruption within classrooms and a focus on learning. All young people feel nurtured and included in the full life of the school. All young people can access any area of the curriculum. Reduced barriers to learning will lead to better engagement and access to resources that will fully support progress	Improved staff awareness of pupils who may experience additional barriers to learning. Increased number and quality of learning conversations with pupils to help them to achieve their potential. Measured through discussion and focus group feedback. Engagement with a range of curriculum pathways/uptake in vocational and other qualifications. Parental feedback. Curriculum pathways mapping will demonstrate a range of routes leading to the full choice of positive destinations being achieved by pupils from any SIMD level. Numbers of pupils attending study support and related attainment outcomes. Record of homework completion, quality of assignment work and other assessments that require

	carried out. Explore how pupils can be supported during holidays in particular summer. Improve the dialogue that exists between pupil support and classroom teachers to ensure that everyone is working towards the same outcome for a young person. In some instances this will require a case conference model to be adopted in order to discuss issues in relation to individual pupils.	in learning. Improved health and well -being with young people feeling positive about their learning environment.	resource input. H&WB survey analysis from baseline and in to next session. Participation measures in class and wider school life from baseline. Informed staff able to discuss specific strategies for individual young people in terms of how they support them in class.