



Pupil Equity Fund Session 2023-24

MORAY COUNCIL: Education Department

DEPARTMENT IMPROVEMENT PLAN – PUPIL EQUITY FUND



Priority 1

Summary of Priority: **[Attainment]**

**Key links to
Moray Education
Priority Area(s):**

- ☒ Learning, Teaching and Assessment
- ☐ Empowering leadership at all Levels

- ☒ Curriculum
- ☒ Closing the poverty related attainment gap

NIF Priorities:	NIF Drivers:	Children's Services Plan:	HGIOS?4 QIs:
<input checked="" type="checkbox"/> Placing human rights and needs of every child and young person at centre <input type="checkbox"/> Improvement in children and young people's health and wellbeing <input checked="" type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children <input type="checkbox"/> Improvement in skills and sustained, positive school leaver destinations for all young people <input checked="" type="checkbox"/> Improvements in attainment, particularly in Literacy and Numeracy	<input type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and practitioner professionalism <input type="checkbox"/> Parent/carer involvement and engagement <input type="checkbox"/> Curriculum and assessment <input checked="" type="checkbox"/> School and ELC Improvement <input type="checkbox"/> Performance Information	<input type="checkbox"/> <u>P1</u> : Overcoming challenges – disability, neurodiversity <input checked="" type="checkbox"/> <u>P2</u> : Tackling child poverty <input type="checkbox"/> <u>P3</u> : Improving CYP mental wellbeing <input checked="" type="checkbox"/> <u>P4</u> : Strengthening family support <input type="checkbox"/> <u>P5</u> : Improving CECYP outcomes	<div> <input type="checkbox"/> 2.1 <input type="checkbox"/> 2.2 <input checked="" type="checkbox"/> 2.3 <input checked="" type="checkbox"/> 2.4 <input type="checkbox"/> 2.5 <input checked="" type="checkbox"/> 2.6 <input checked="" type="checkbox"/> 2.7 </div> <div> <input type="checkbox"/> 1.1 <input type="checkbox"/> 1.2 <input checked="" type="checkbox"/> 1.3 <input type="checkbox"/> 1.4 <input checked="" type="checkbox"/> 1.5 </div> <div> <input checked="" type="checkbox"/> 3.1 <input checked="" type="checkbox"/> 3.2 <input checked="" type="checkbox"/> 3.3 </div>

Actions	Outcomes for learners	Timescales	Responsible	Measures of success
Greater collegiate working with all departments to ensure that BGE literacy / numeracy support extends out with English and Maths depts Use of PEF calendar to proactively support departments	Additional support for learners will improve understanding and BGE level attained in classwork / assessment tasks.	PEF teacher meet dept PTs term 1 and 2. Contact depts in advance of key support times.	HD/MMcW/ PEF teacher	Teacher feedback Pupil feedback Attainment - ACCEL Use of PEF assessment calendar DM minutes
Work collaboratively with ASGs and youth work to support new S1 PEF families during transition. Consider alternative strategies to meet with PEF families during the year. Settling in call home to all PEF families to clarify ability to access	Improve parental engagement and communication Greater understanding of family situations to ensure more appropriate support provided to young people	Parent contact during first term. Ongoing	HD/MMcW/RH/ST/LH	Parent/carer meeting minutes Parent / carer feedback Parent / carer opportunities for engagement Achievement of awards / qualifications such as Dynamic Youth Awards, Saltire awards, Youth achievement awards.

newsletter. Look at alternative strategies if required. Send PEF support newsletter. Share any available support through general newsletters.	Improved partnerships to support wider achievement opportunities			
Evidence to support reduced bureaucracy/workload of teachers:				

Priority 2

Summary of Priority: **[Health and wellbeing]**

**Key links to
Moray Education
Priority Area(s):**

- ☐ Learning, Teaching and Assessment
- ☐ Empowering leadership at all Levels

- ☐ Curriculum
- ☒ Closing the poverty related attainment gap

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Actions	Outcomes for learners	Timescales	Responsible	Measures of success		
In response to CoSD feedback, development and advertising of school clothing bank: <ul style="list-style-type: none"> Clarification of protocol Organisation of resources and tracking sheets Involvement of seniors Request for more donations including leavers form Launch of offer	Uniform more accessible to all, in particular school branded jumpers.	Planning meeting in Jun '23 Set up term 1 Launch term 2	HD/MMcW/ST/PTsG/prefects	Collation and distribution of school clothing Tracking sheet		
Consider strategy and planning for Speyside Satchels delivery, building on pilot study last session. Look for opportunities for donations from partners towards these.	All S1s able to make a positive start to SHS with the correct equipment for learning	Planning in terms 2-4 Delivery during p7 transition.	HD/MMcW	Delivery of satchels / equipment Feedback from primaries / p7s during transition.		

Source funding to continue breakfast club Review success of Zero Waste canteen strategy with a view to continuing.	All young people able to access breakfast to have the best start to the day. Estimated cost of running breakfast club with full options to be £1050 annually.	Ongoing	HD/MMcW	Continued offer of breakfast club Breakfast club daily numbers continue to reach an average of around 30 young people daily.
Evidence to support reduced bureaucracy/workload of teachers: Discussion with PTsG to use young people to lead uniform store allocation				