

# Viewforth High School

## Pupil Equity Fund

### 2022 - 2023



Attainment Fund Rationale		Amount of Fund	£169,560.00
As a school in an area of significant deprivation, building the ambition, self-confidence and self-esteem of our young people is very important to us. By working closely as a school community and in partnership with parents/carers, the wider community and partner agencies, we aim to narrow the poverty related attainment gap and secure positive destinations for all of our young people. Ensuring that pupils leave school having developed skills for life, learning and work and are ready to contribute positively within society.			
Expected Impact	Interventions Planned	Measure of Success (Triangulation of Evidence/QI Methodology)	Impact on learners Ongoing evaluation Dec/June
<p><u>Intervention 1</u> To increase the number of pupils in SIMD 1 &amp; 2 leaving school with relevant qualifications to support them to progress into a positive, sustained destination.</p> <p>To increase the number of pupils in SIMD 1 &amp; 2 leaving VHS with a literacy and numeracy qualification.</p>	<p>A development post holder will provide targeted support to young people at risk of leaving school without a range of qualifications including literacy and numeracy.</p> <p>With the support of partner agencies, the post holder will work closely with the young person and their family to develop aspiration, ambition and self-belief at the same time as working to remove any poverty related barriers that may be preventing them accessing their learning.</p>	<p>Attendance at school.</p> <p>Analysis of Insight and CfE data.</p> <p>Progress in unit assessments.</p>	
<p><u>Intervention 2</u> To promote positive relationships and community learning in the school and wider community by providing support for pupils and parents/carers, recommending and implementing strategies, and co-ordinating contributions from internal and external partners and specialists which will lead to reduced exclusions and increased positive destination.</p>	<p>A member of the Kirkcaldy Police Community Team will be based at VHS as our Positive Relationships Officer and will work in partnership with school colleagues to maintain a safe, ordered and calm school environment. They will provide a regular drop in for parents and carers, linking in with family learning by providing advice on social media, substance misuse etc.</p> <p>The Positive Relationships Officer will provide direct support within the school and in the community for pupils at risk of or returning from exclusion. They will lead on summer holiday learning opportunities for young people and provide relevant information from external agencies to school staff which impacts positively on any adjustments needed for pupils and families. This may be particularly relevant following a holiday period.</p>	<p>Attendance at school.</p> <p>Exclusion data.</p> <p>Community crime statistics.</p>	

<p><u>Intervention 3</u> This partnership model will work to reduce the anxiety levels of targeted pupils, leading to increased confidence, attendance, attainment and achievement.</p> <p><u>Intervention 4</u> Improve attendance, attainment and engagement along with a reduction in exclusions  Increase the number of pupils leaving school with at least level 4 literacy and numeracy Support transition from school into a positive and sustained destination Increase the number of tariff points for our school leavers</p> <p><u>Intervention 5</u> Improved pupil attendance and engagement in school for targeted pupils. Our pupils in SIMD 1 &amp; 2 feel they are a valued member of the school community and don't worry about not 'fitting in' as a result of not having the correct uniform or resources. Our low income families are in receipt of any benefits they are entitled to and targeted young people and their families have access to support during the school holiday periods.</p>	<p>YMCA In-Sync, in partnership with Viewforth HS and Cluster Primary Schools, will identify pupils in P7 transferring to VHS and support those with poor attendance, difficulties forming peer relationships, behavioural issues as well as confidence and self-esteem issues. The young people will receive targeted support during weekly meetings with their mentor while in S1. The group in S2 and S3 will continue with their mentors support. Others will receive more intensive support and will meet their mentor several times a week.</p> <p>Pupil Equity Funding will enable us to hire and staff a local youth club facility to provide a 'safe space' for our most anxious learners to access. This will be staffed by identified school teaching and support staff. Targeted pupils will attend at identified times to complete courses and develop the skills required to transition into a positive, sustained destination when they leave school.</p> <p>The hub will also be used to support pupils back into the school building following periods of prolonged absence etc.</p> <p>The role of the Family Support Worker is designed to support families to support their children engage in school by:</p> <ul style="list-style-type: none"> <li>• Promoting and supporting attendance at school</li> <li>• ensuring that pupils have the equipment they require including school uniform, resources etc</li> <li>• working in partnership with the local council office to support benefit applications etc</li> <li>• establishing partnerships with local foodbanks and supermarkets</li> <li>• developing holiday programmes to encourage access to support when the school is closed as well as providing cultural, fun activities</li> </ul>	<p>Pupil questionnaires</p> <p>Analysis of CfE and Insight data</p> <p>Attendance and exclusion data – Power BI</p> <p>Attendance &amp; exclusion data – Power BI</p> <p>Insight data – tariff points &amp; SLDR</p> <p>Attendance data</p> <p>Wellbeing questionnaires</p> <p>Insight attainment data</p>	
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<p><u>Intervention 6</u> To increase the literacy and numeracy levels of our learners within the BGE.</p> <p><u>Intervention 7</u> To improve educational outcomes for care-experienced young people by engaging with MCR Pathways mentoring programme.</p>	<ul style="list-style-type: none"> <li>increasing attendance at parents' evenings and parental engagement sessions.</li> </ul> <p>An additional Pupil Support Assistant will be appointed to support the learning of identified pupils within the curriculum with a particular focus on literacy and numeracy.</p> <p>A full time MCR mentor will be based at VHS. This mentor will engage care experienced young people, building supportive and reliable relationships whilst increasing the young person's self-confidence and self-belief. They will work closely with the young person, Support Team, Partners and families to increase the number of care experienced young people from VHS that transition into a positive sustained destination.</p>	<p>NGRT reading test data</p> <p>Literacy and Numeracy levels</p> <p>Insight SLDR</p> <p>Pupil, parent, staff surveys</p>	
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