

PDG Grant Impact

Appendix 4

| School | How schools are using the PDG | Is there evidence of closing the gap in performance between e-fsm and n-fsm? NB: Based upon end of academic year teacher assessment for 2013 and 2014, after 1 term of funding. Further evaluation required at the end of March. |
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| Primary 1 | <ul style="list-style-type: none"> • To provide high quality nurture provision for children with social and emotional needs. • To provide one-to-one tuition/group intervention programmes for pupils with ALN. • To engage and involve families through the LAP strategies. • To improve attendance. | <ul style="list-style-type: none"> • FPOI gap reduced from 40.0% to 6.7%. • CSI was 100% for e-fsm in 2013 and 2014. |
| Primary 2 | <ul style="list-style-type: none"> • Safeguarding training • Implement NBAR to assess wellbeing of pupils and provide data to enable targeted support by ELSA trained staff. | <ul style="list-style-type: none"> • FPOI gap reduced from 17.6% to 0%. • CSI was 100% for e-fsm both years. |
| Primary 3 | <ul style="list-style-type: none"> • Continue to improve attendance rates, especially for pupils identified as disadvantaged. • Continue to improve the identification and tracking of disadvantaged pupils. • Provide specific support and appropriate intervention programmes for identified pupils. | <ul style="list-style-type: none"> • FPOI was 100% for e-fsm both years. • CSI increased from 16.7% to 33.3%. |
| Primary 4 | <ul style="list-style-type: none"> • Intervention and supporting those vulnerable pupils, focus on literacy and wellbeing. • Enhance levels of wellbeing for targeted pupils and families through various nurturing activities • Provide financial support for disadvantaged pupils/families where personal circumstances do not enable full engagement/access to curricular activities and opportunities. • Support the development of parental skills e.g. ICT training for parents/Financial advice provided through coffee mornings. • Improve attendance for those pupils dropping through the 85%-81% category. | <ul style="list-style-type: none"> • FPOI gap reduced from 15.0% to 8.6%. • CSI gap reduced from 36.7% to 5.7%. |
| Primary 5 | <ul style="list-style-type: none"> • Raise standards in identified groups of vulnerable learners (Especially forces children) • Track progress of identified learners each term. • Development of professional skills for staff to support vulnerable groups. • Monitor the attendance of those who give cause for concern. | <ul style="list-style-type: none"> • FPOI gap reduced from 39.7% to -8.1% (100% of e-fsm achieving). • CSI reduced from gap of 8.9% to -2.7% (100.0% of e-fsm achieving). |
| Primary 6 | <ul style="list-style-type: none"> • Raise standards of reading (focus group of FSM). • Improve access and ICT skills across curriculum in order to enhance literacy skills in specific context. • FSM access to Music tuition. • Transition support for FSM / at-risk pupils. | <ul style="list-style-type: none"> • FPOI no pupils with e-fsm in 2013. In 2014, 100.0% for pupils with e-fsm achieved. • KS2 had no e-fsm pupils in 2014. (NB: Small numbers) |

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| Primary 7 | <ul style="list-style-type: none"> •Community / family working for those who may be disadvantaged either materially and improve interaction for such groups. •Emotional Literacy of key group of pupils following identification from NBAR, parent/pupil/teacher referral. | <ul style="list-style-type: none"> • FPOI e-fsm performance remained the same for 2 years, but gap increased. • KS2 had no e-fsm pupils in 2013 and the gap in 2014 was 13.3%. <p>(NB: very small numbers in the cohort)</p> |
| Primary 8 | <ul style="list-style-type: none"> •Community / family working for those who may be disadvantaged either materially and improve interaction for such groups. •Emotional Literacy of key group of pupils following identification from NBAR, parent/pupil/teacher referral. | <ul style="list-style-type: none"> • FPOI e-fsm outperformed non e-fsm in 2013, and there were no e-fsm in 2014. • KS2 e-fsm outperformed non e-fsm in 2013, and there were no e-fsm in 2014. |
| Secondary 1 | <ul style="list-style-type: none"> •All fsm/LAC and other identified vulnerable learners receive 1 to 1 mentoring. •Training to all staff 'the excellent lesson' to ensure staff are clear of the characteristics of good and excellent lessons. •Continue to raise awareness of the LNF. | <ul style="list-style-type: none"> • KS3 CSI gap reduced from 31.2% to 18.6%. • KS CSI gap increased from 17.9% to 49.2%. <p>(NB: Very small e-fsm numbers)</p> |
| Secondary 2 | <ul style="list-style-type: none"> •Improve the performance of FSM pupils at KS3 and reduce the gap between FSM and non FSM performance at KS3. •Improve the performance of FSM pupils at KS4 and reduce the gap between FSM and non FSM performance at KS4. <ul style="list-style-type: none"> • Improve attendance of FSM pupils across the school and reduce the gap between FSM and non FSM pupil attendance. | <ul style="list-style-type: none"> • KS3 CSI gap reduced from 18.2% to 10.4%. • KS CSI gap increased from 30.8% to 37.7% (e-fsm performance improved, but gap increased due to substantial improvement in non e-fsm). |