

# **TSN - 2024/25 Summary**

05 November 2025

# Background

The total allocated to settings for the programme was £74.6M. The budget allocated and the average allocation to each setting type is shown in the table and chart below

**Table: Funding by setting type**

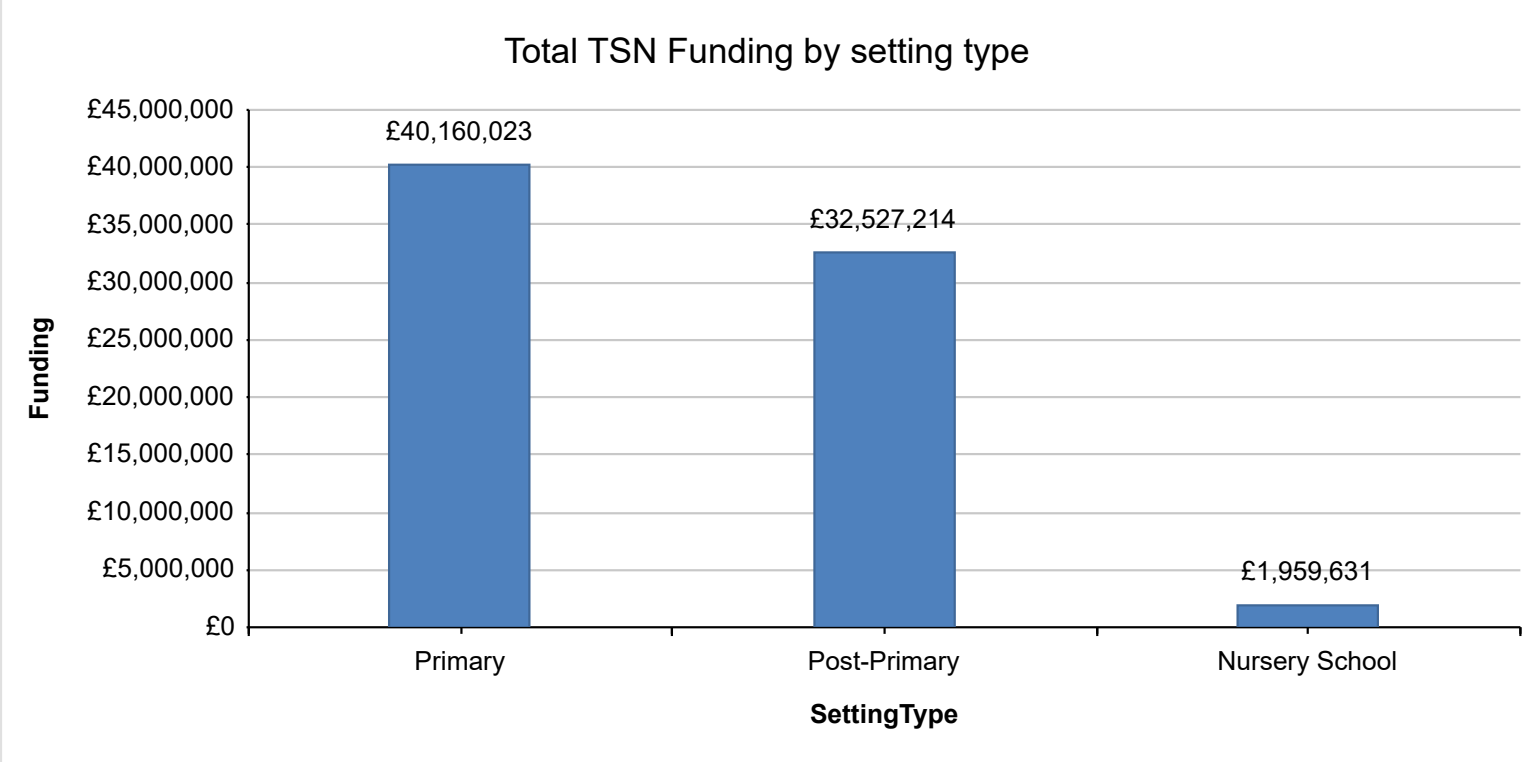
Type	Number of settings	Total Funding	Average funding per setting
Post-Primary	216	£32,527,214	£150,589
Primary	840	£40,160,023	£47,810
Nursery School	194	£1,959,631	£10,101

**Table: Funding by management type**

<b>Type</b>	<b>Number of settings</b>	<b>Total Funding</b>	<b>Average funding per setting</b>
Grammar	69	£3,314,785	£48,040
Secondary Maintained	73	£13,942,760	£190,997
Secondary Controlled	51	£9,856,007	£193,255
Special Needs	40	£0	£0
Primary Maintained	383	£19,601,304	£51,178
Primary Controlled	371	£16,953,852	£45,698
Integrated Secondary	21	£4,871,866	£231,994
Integrated Primary	46	£2,399,085	£52,154
Nursery School	194	£1,959,631	£10,101
Nursery Unit	257	£0	£0
Pre-School	370	£0	£0
EOTAS	6	£0	£0
Prep School	14	£0	£0
Irish Medium Secondary	2	£541,796	£270,898
Irish Medium Primary	26	£1,205,782	£46,376

# Funding By Setting Type

As shown below, the largest share of the budget was allocated to Primary schools which received £40.2m during the year, with another £32.5m for Post-Primary schools and £2m for Nursery schools.



# Planner Completion Rate

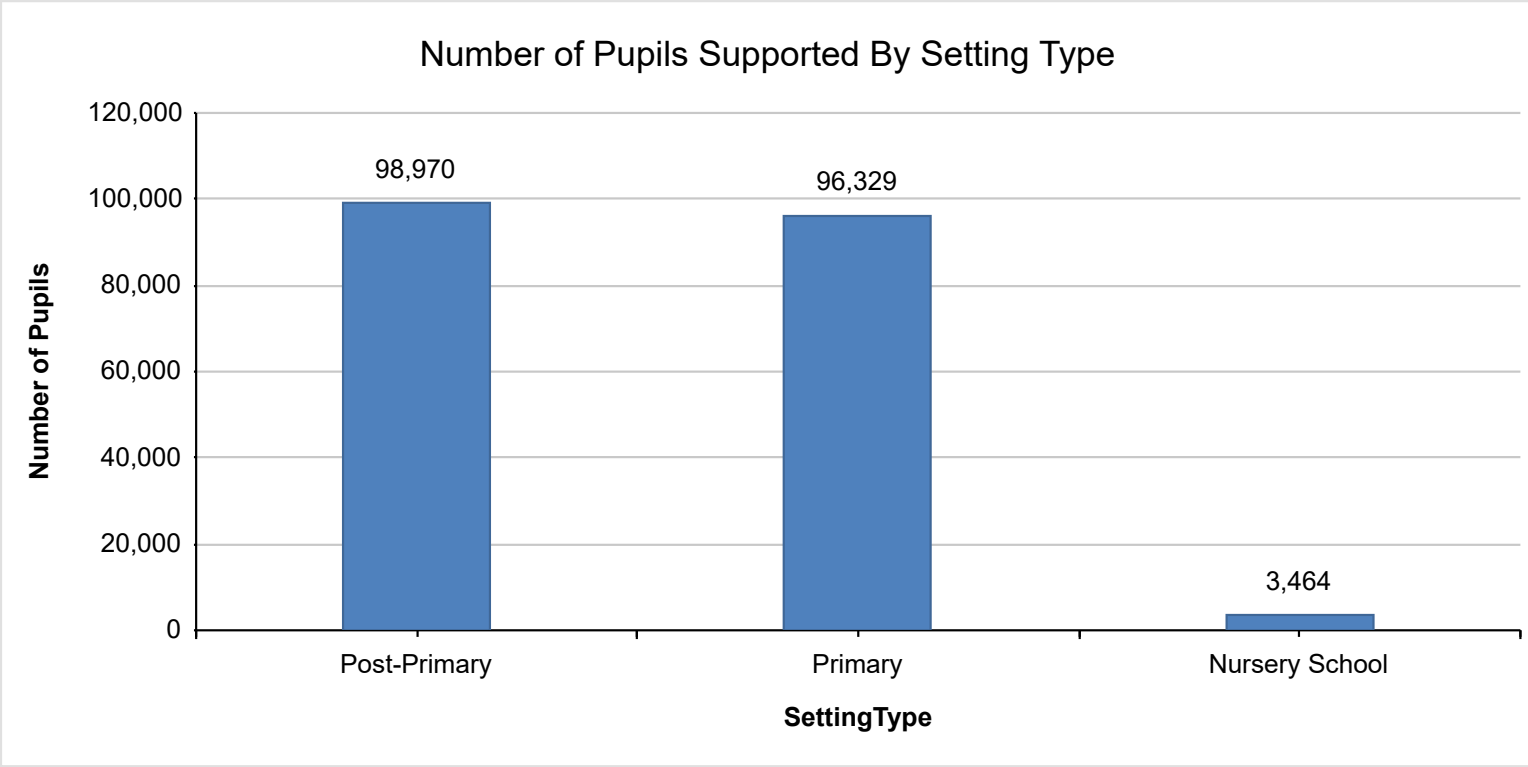
By 05 November 2025, 504 settings had completed sections 1-3 of the planner, which was due by end of December. Sections 4-5, which allow schools to evaluate their programme and plan future actions are to be completed by end of June.

<b>Setting Type</b>	<b>Settings Completed</b>	<b>Percentage</b>	<b>Total Spend</b>
Post-Primary	88	41%	£15,914,832
Primary	365	43%	£23,337,433
Nursery School	51	26%	£1,166,091

Section 1 Overview

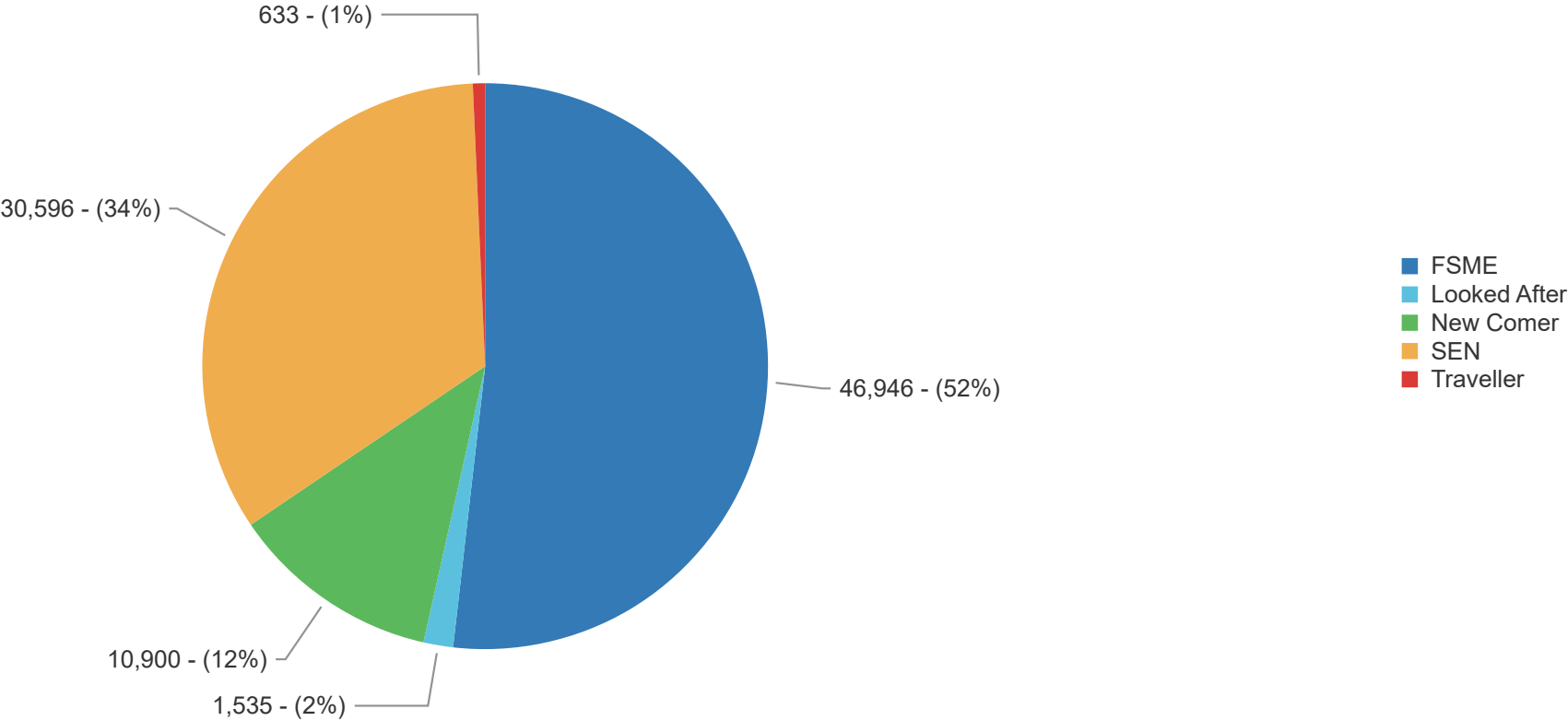
**Pupil Groups**

The settings reported that the funding supported 198,763 children and young people as set out below.

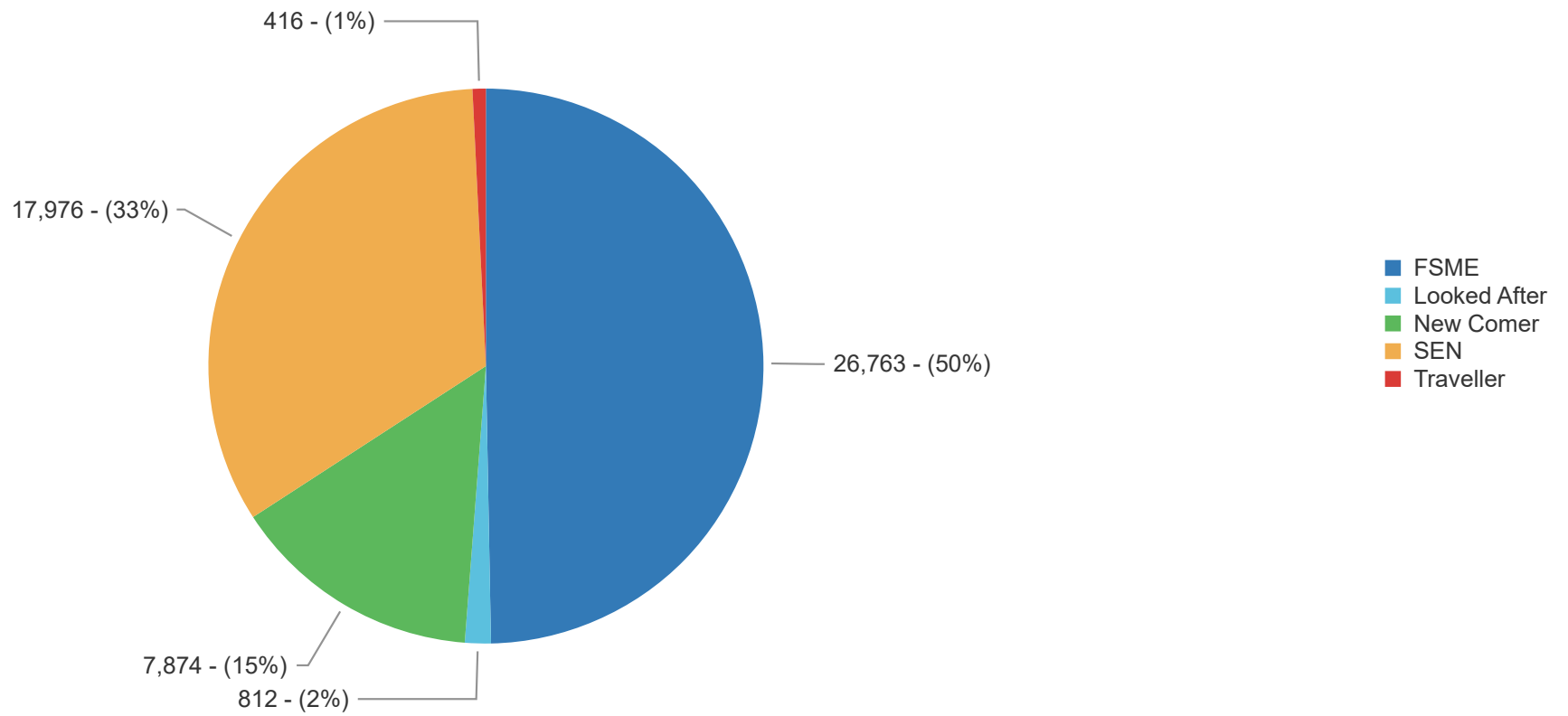


The number of pupils supported within each Section 75 category is shown in the Pie charts below, alongside the number of Free School Meal Entitled (FSME) pupils.

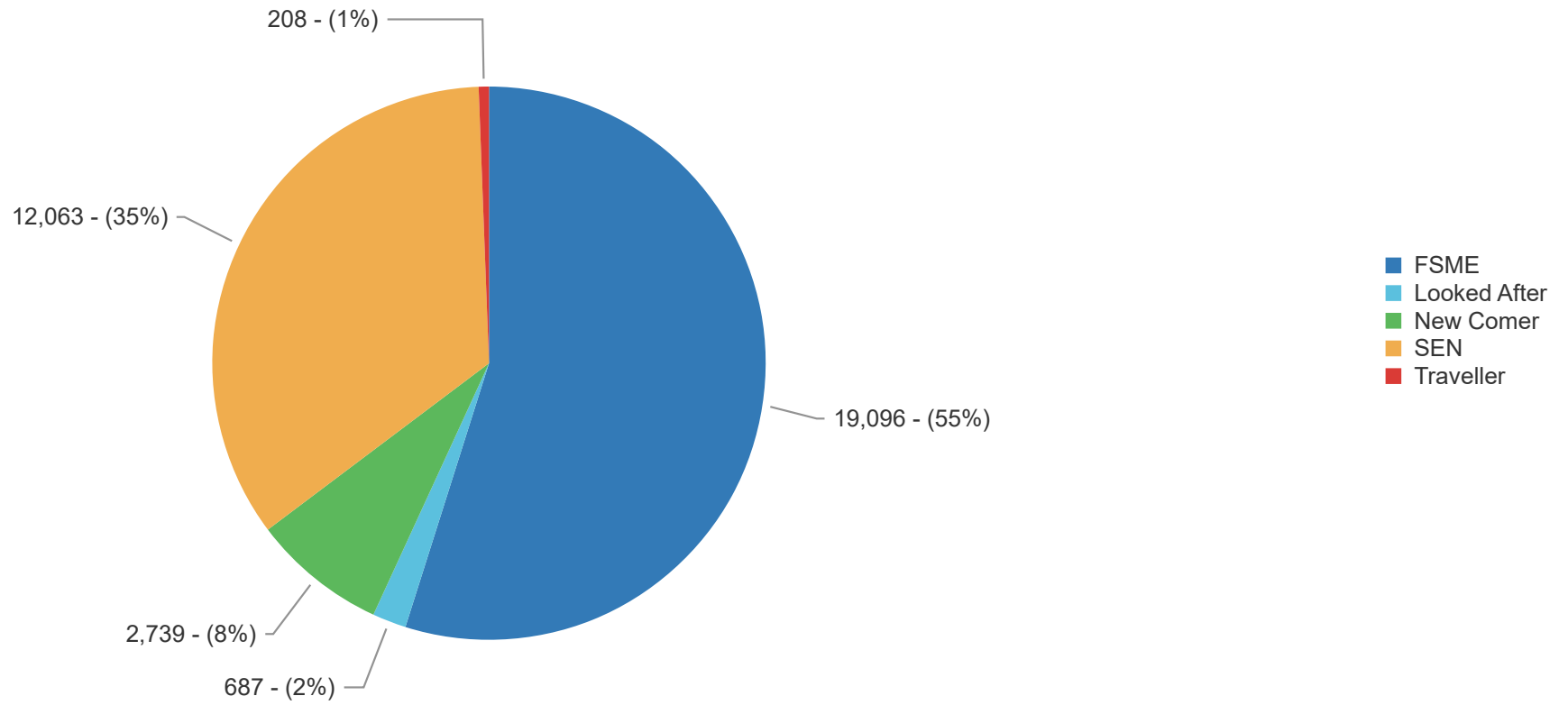
Number of Pupils Supported By Category



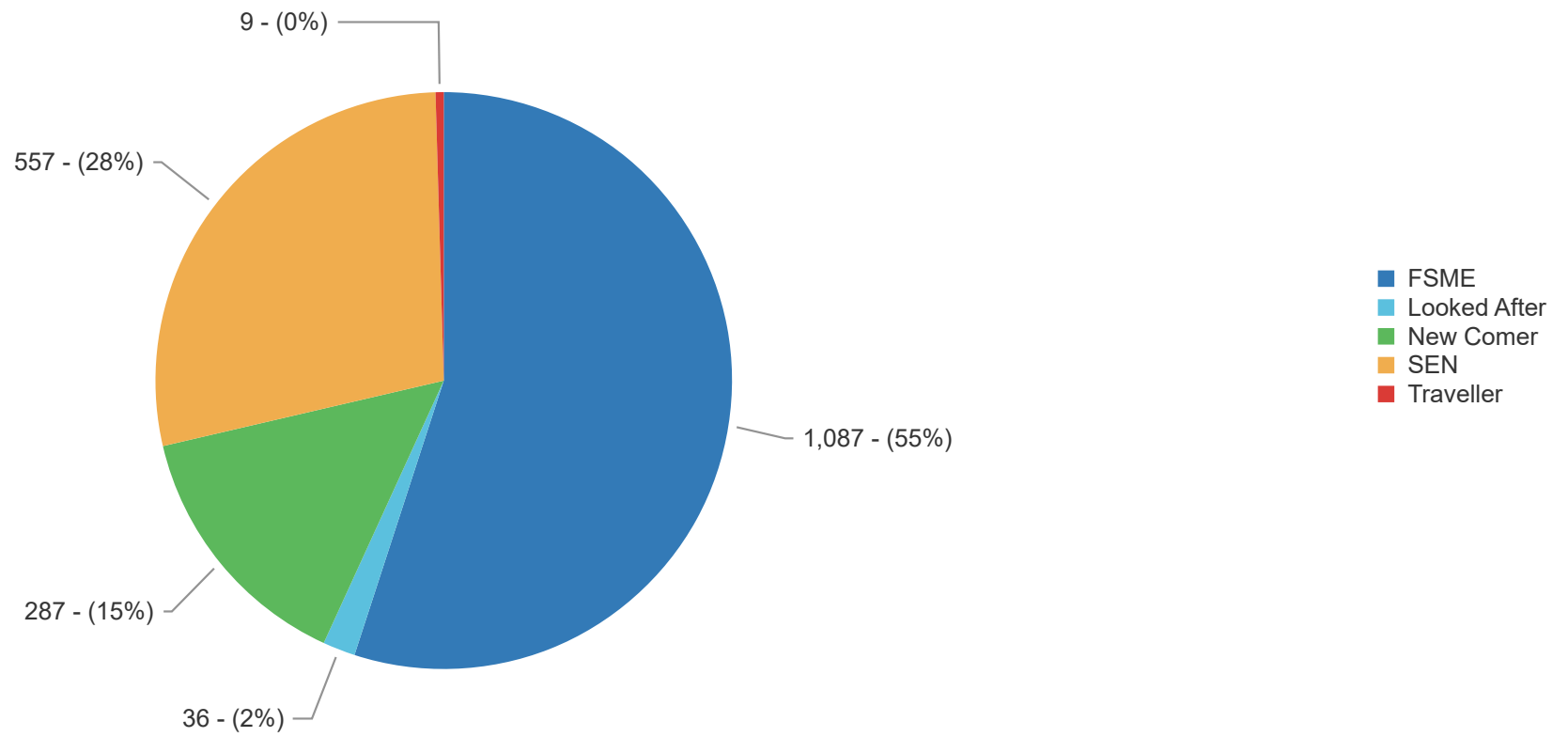
Number of Pupils Supported in Primary Schools By Category



Number of Pupils Supported in Post Primary Schools By Category



Number of Pupils Supported in Nursery Schools By Category



## Section 2 Areas and Groups targeted for support

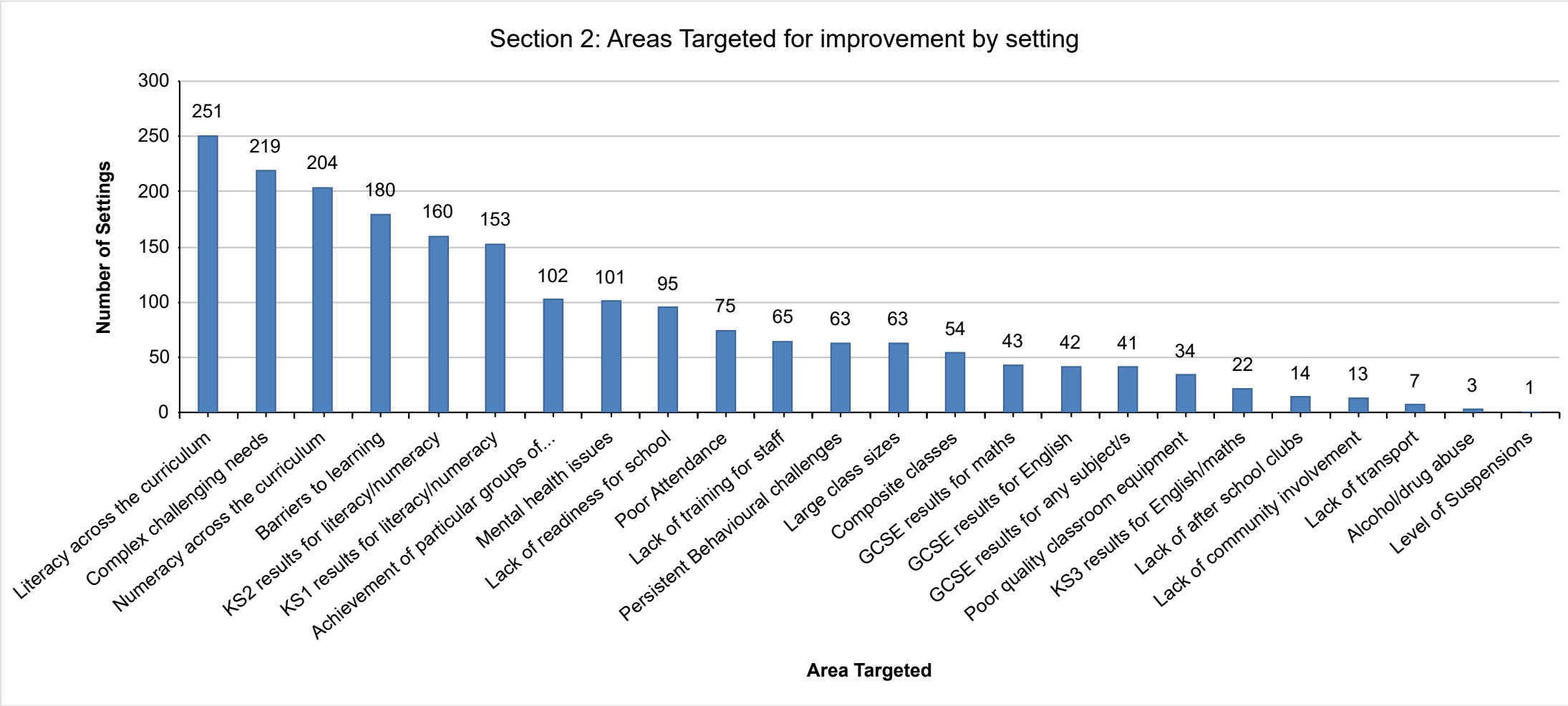
At outset of completing the Planner, schools were asked to (a) identify the areas targeted for improvement in their individual school context, and (b) identify the groups in their school that require support/intervention. The options available in the Planner were as follows:

<b>Areas targeted for improvement</b>	<b>Primary</b>	<b>Post-Primary</b>	<b>Nursery School</b>
KS1 results for literacy/numeracy	153	0	0
KS2 results for literacy/numeracy	160	0	0
KS3 results for English/maths	1	21	0
GCSE results for English	0	42	0
GCSE results for maths	0	43	0
GCSE results for any subject/s	0	41	0
Literacy across the curriculum	199	47	5
Numeracy across the curriculum	168	34	2
Complex challenging needs	147	42	30
Barriers to learning	120	35	25
Lack of readiness for school	66	5	24
Lack of training for staff	50	8	7
Large class sizes	52	8	3
Composite classes	53	0	1
Achievement of particular groups of pupils e.g. LAC/Newcomers/SEN/Travellers etc.	70	15	17
Lack of community involvement	10	1	2
Mental health issues	63	34	4
Alcohol/drug abuse	1	2	0
Poor Attendance	42	32	1
Level of Suspensions	0	1	0
Level of Expulsions	0	0	0
Persistent Behavioural challenges	43	11	9
Lack of after school clubs	7	7	0
Poor quality classroom equipment	19	9	6
Lack of transport	4	3	0

<b>Groups targeted for support/intervention</b>	<b>Primary</b>	<b>Post-Primary</b>	<b>Nursery School</b>
Individual pupils at risk of underachievement	290	77	28
Particular year group	106	25	9
Subject class	6	5	0
Boys	71	25	11
Girls	54	17	10
FSME boys	60	28	9
FSME girls	52	24	9
Teacher - English	14	18	0
Teacher - Math	12	16	0
Teacher - Science	0	1	0
Teacher - Other subject	4	5	1
Teacher - SEN	66	16	3
Classroom Assistants	82	17	21
HODs	1	5	0
Pastoral team	21	27	2
Parents	43	5	14
The wider community	13	5	4
Provide quality resources to improve learning experience	64	20	16
Newcomers	51	16	19
SEN Pupils	181	35	34
LAC	44	10	7
Traveller	12	1	1
Other vulnerable groups e.g Roma	10	4	0

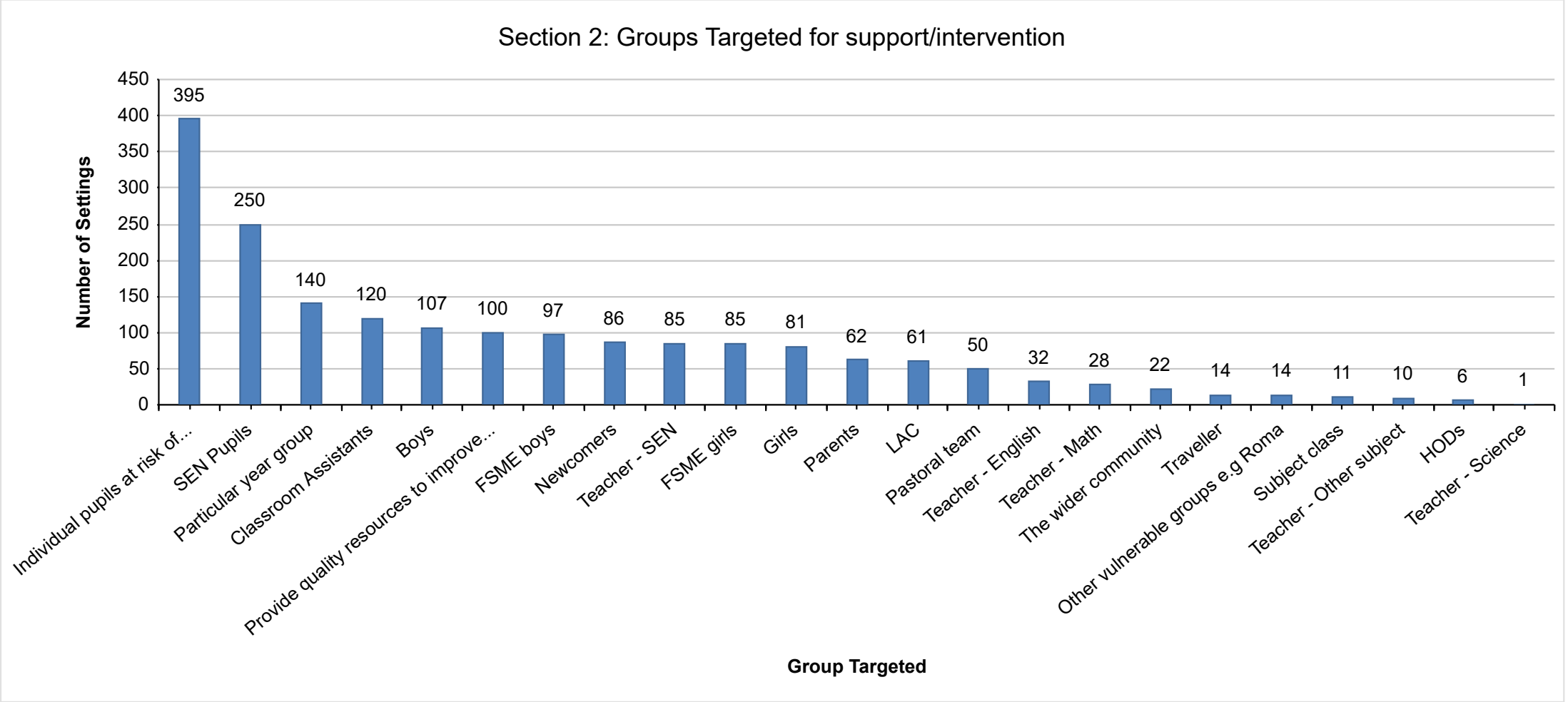
### Areas targeted for improvement

Schools identified a total of 2005 areas for improvement as set out in the chart below. The most common area was “Literacy across the curriculum” which was selected by 251 schools, closely followed by “Complex challenging needs” selected by 219 schools. “Numeracy across the curriculum” were also a strong focus for schools with 204 schools targeting this area.



### Groups targeted for support/intervention

Schools identified a total of 1857 groups to target for support/intervention. The most common group by a wide margin was “Individual pupils at risk of underachievement” which was targeted by 395 settings. Followed by “SEN Pupils” targeted by 250 schools and “Particular year group” targeted by 140 schools.



## Section 3 Action Plans

Schools were asked to, in **Step 1**, suggest objectives (**Targets**) to bring about improvement, which sets out what they want to achieve.

Then for each Target they were asked to –

**Step 2:** establish **Success Criteria** - how they will know they have been successful;

**Step 3:** specify **Actions** – what they will do;

**Step 4:** specify the **Evidence** they will collect – how they will measure impact; and

**Step 5:** set out the **Resources** required for each Target.

## Section 3 Step 1 Establishing Targets (Objectives)

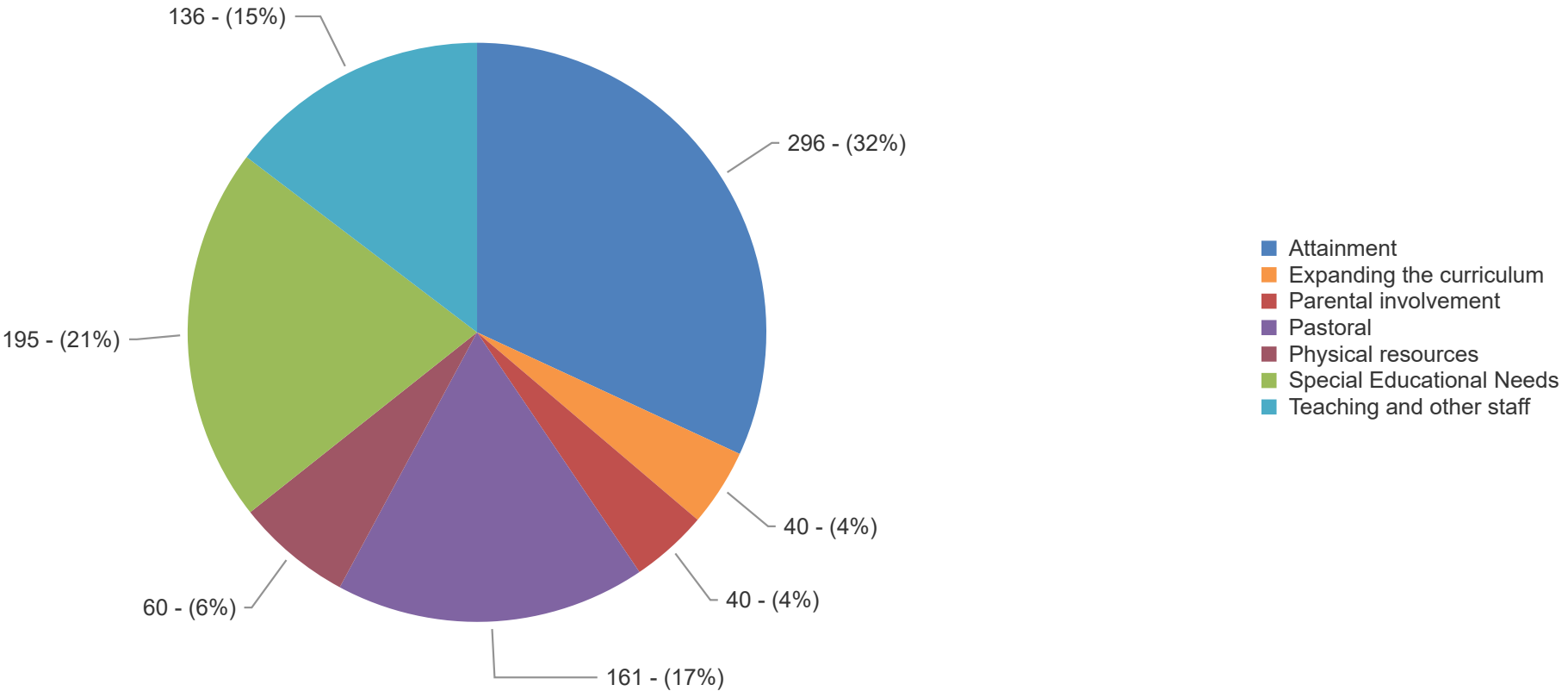
Schools were asked to suggest one or more Targets, which set out what they want to achieve. This establishes objectives against which they will measure improvement. The options for Targets in the Planner were as follows:

<b>Attainment</b>	<b>Primary</b>	<b>Post-Primary</b>	<b>Nursery School</b>
Increase the number of pupils reaching their potential	86	28	6
Raise pupil attainment in Literacy	59	15	0
Raise pupil attainment in Numeracy	37	9	0
Improve independent reading skills	4	1	0
Reduce % of pupils underachieving in (English/maths/IT/subject X)	31	15	0
Maintain the DSC programme for English and/or maths	0	0	0
Other Attainment	1	3	1
<b>Teaching and other staff</b>	<b>Primary</b>	<b>Post-Primary</b>	<b>Nursery School</b>
Ensure teachers have the requisite knowledge to provide appropriate interventions to tackle underachievement	50	14	1
Ensure support staff (i.e. Classroom Assistant) have the requisite knowledge and skills to support pupils and teachers	37	6	2
Other Teaching and staff	14	7	5
<b>Parental involvement</b>	<b>Primary</b>	<b>Post-Primary</b>	<b>Nursery School</b>
Increase parental engagement in child's educational experience	18	6	6
Increase parental involvement in the school	6	1	2
Other Parental involvement	1	0	0
<b>Expanding the curriculum</b>	<b>Primary</b>	<b>Post-Primary</b>	<b>Nursery School</b>
Widen access to sports	2	1	3
Widen access to arts	0	1	0
Widen access to languages	2	0	0
Widen access to music	3	2	1
Ensure all pupils can access school trips/events	1	3	3
Raise attainment through provision of after school activities (over and above Ext Schools provision)	4	3	0
Other Expanding the curriculum	4	4	3
<b>Special Educational Needs</b>	<b>Primary</b>	<b>Post-Primary</b>	<b>Nursery School</b>
Ensure appropriate support for SEN pupils	94	21	24
Expand access to learning support centre	1	2	0
Expand access to learning support interventions	31	6	5
Other Special Educational Needs	7	2	2
<b>Physical resources</b>	<b>Primary</b>	<b>Post-Primary</b>	<b>Nursery School</b>
Ensure there are no composite classes	23	0	0
Reduce the number of classes	5	3	0
Other Physical resources	13	11	5
<b>Pastoral</b>	<b>Primary</b>	<b>Post-Primary</b>	<b>Nursery School</b>
Increase attendance rates	11	25	0
Ensure pupils are ready for learning	30	8	8

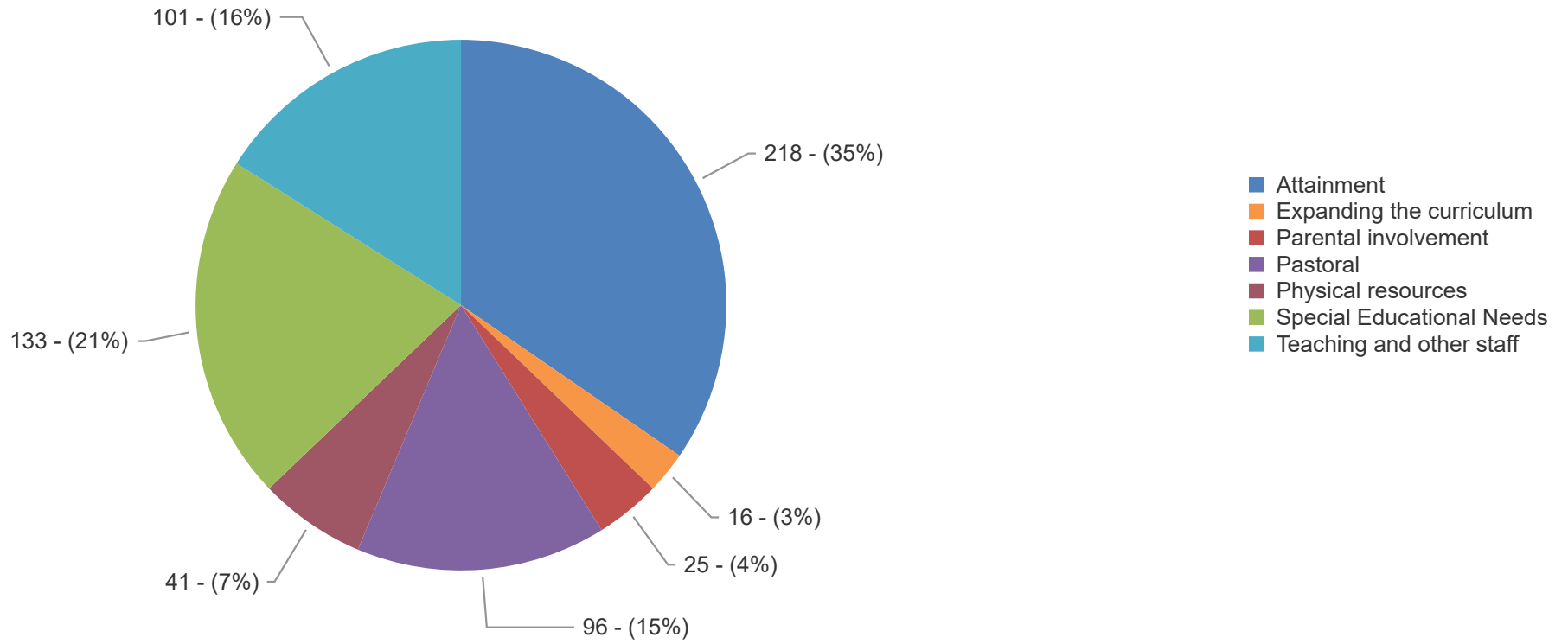
Help pupils to manage their emotions	51	14	4
Other Pastoral	4	6	0

### Targets (Objectives) established within each Target Heading

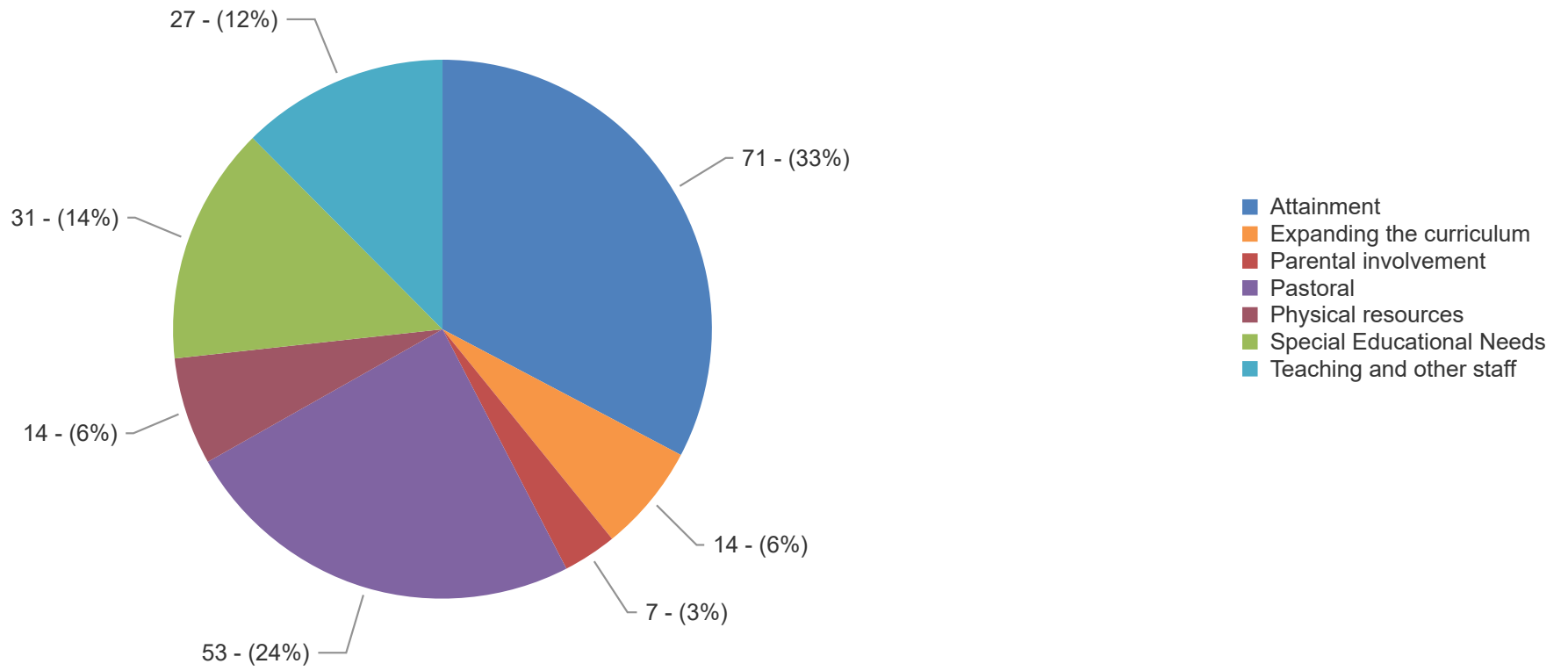
Schools established 928 Targets (objectives) in total within the seven headings. The most common by far are those targets within the "Attainment" heading, with 296 targets chosen by schools. "Special Educational Needs" targets are the next most common with 195 targets established.



### Targets Established By Primary Schools



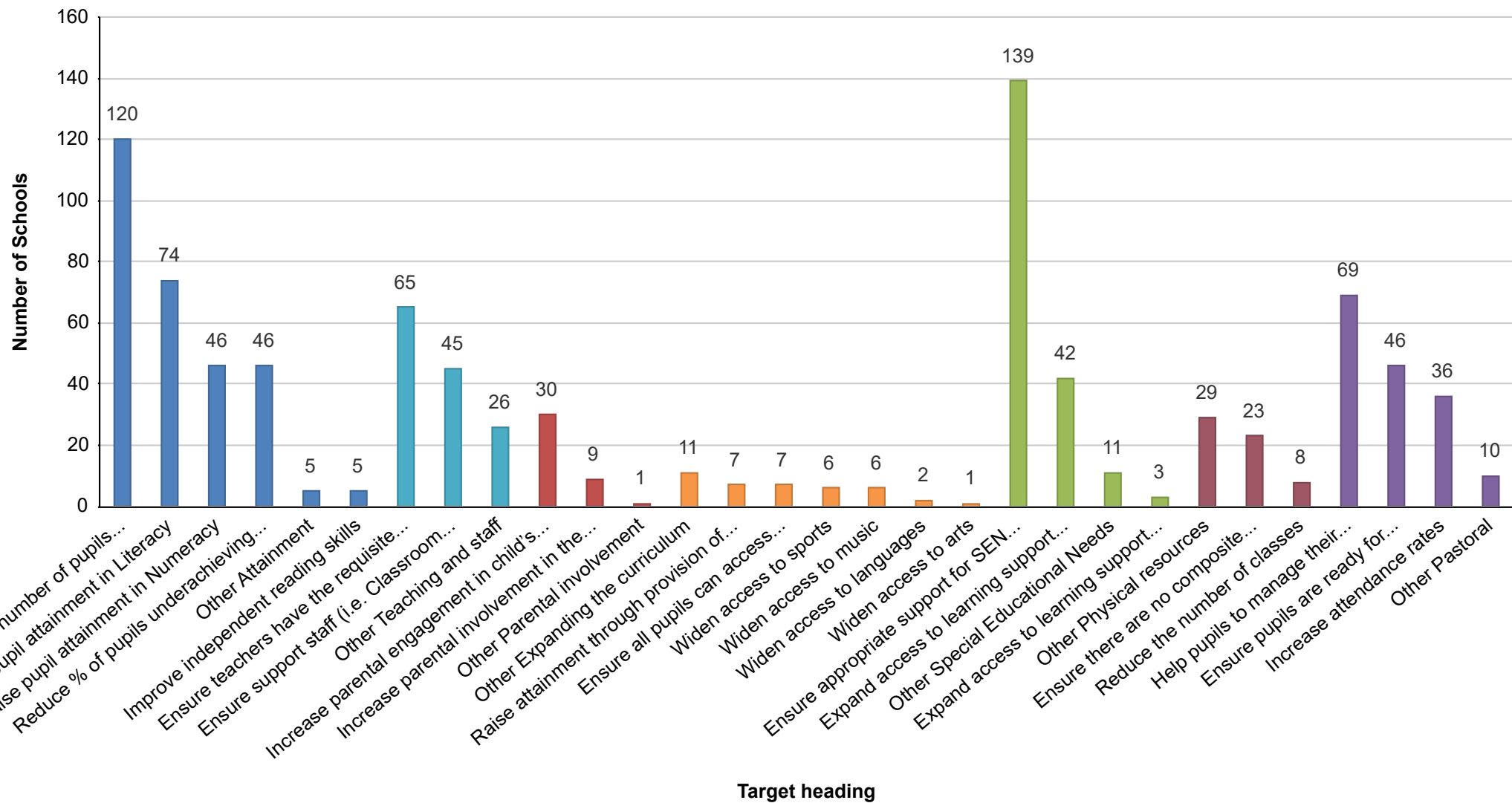
### Targets Established By Post Primary Schools



## **Number of settings establishing each Target**

Settings established a total of 30 targets across a very wide range of areas as shown below. The most common group by a wide margin was “Ensure appropriate support for SEN pupils” which was targeted by 139 settings. Followed by “Increase the number of pupils reaching their potential” targeted by 120 schools and “Raise pupil attainment in Literacy” targeted by 74 schools.

### Number of Settings Establishing Each Target



■ Attainment  
 ■ Teaching and other staff  
 ■ Parental involvement  
 ■ Expanding the curriculum  
 ■ Special Educational Needs  
 ■ Physical resources  
 ■ Pastoral

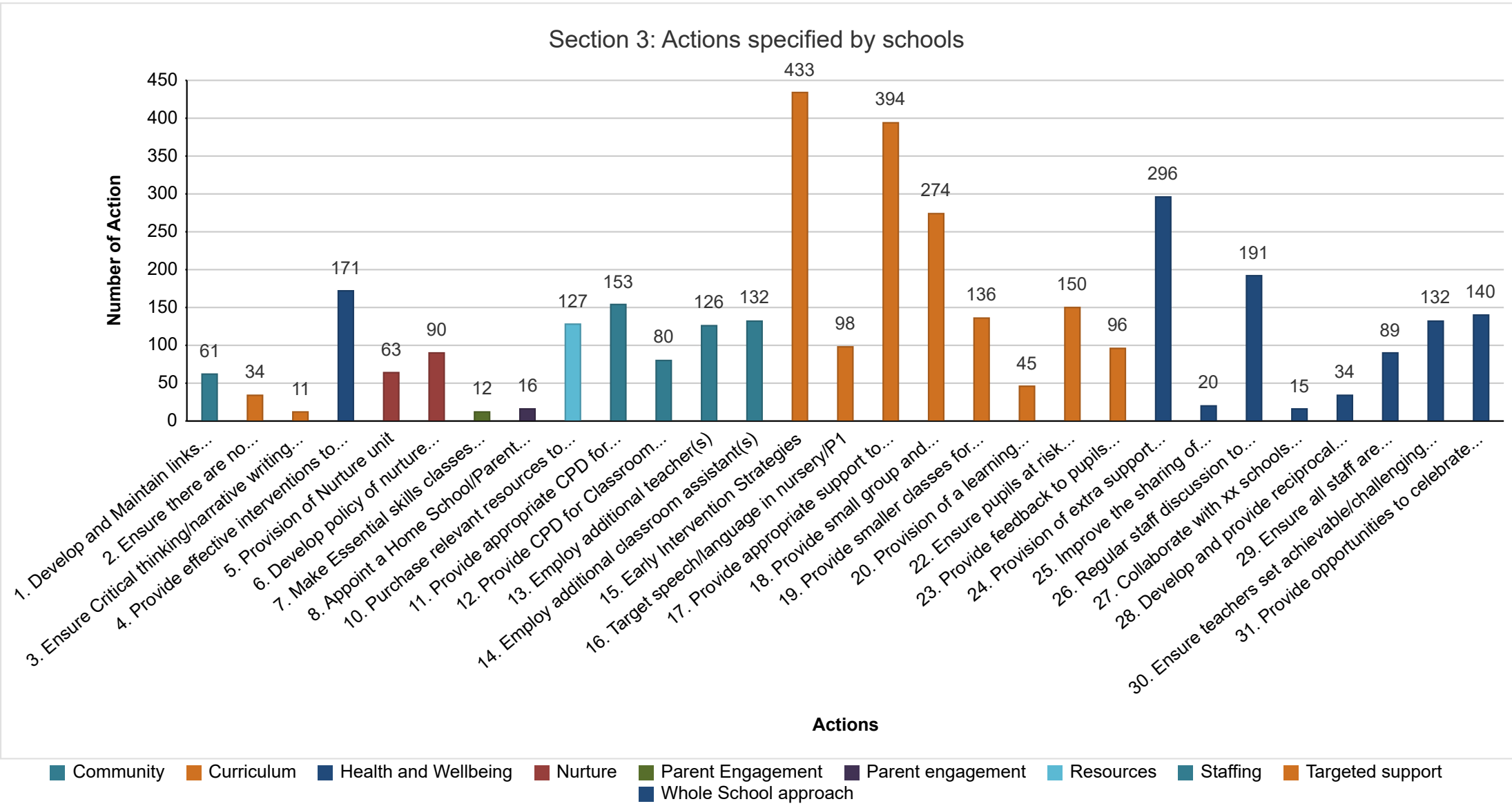
## Section 3 Step 3 Actions

Schools were asked to specify Actions describing what they will do. The options for Actions in the Planner were as follows:

Action	Action type
1. Develop and Maintain links with local community organisations	Community
2. Ensure there are no composite classes	Curriculum
3. Ensure Critical thinking/narrative writing are part of the curriculum	Curriculum
4. Provide effective interventions to improve emotional wellbeing of pupils	Health and Wellbeing
5. Provision of Nurture unit	Nurture
6. Develop policy of nurture across the whole school	Nurture
7. Make Essential skills classes available to parents	Parent Engagement
8. Appoint a Home School/Parent Liaison Officer	Parent engagement
9. Undertake activities to encourage parental engagement	Parent Engagement
10. Purchase relevant resources to meet objectives (equipment/furniture/IT)	Resources
11. Provide appropriate CPD for Teachers	Staffing
12. Provide CPD for Classroom Assistants in English/maths	Staffing
13. Employ additional teacher(s)	Staffing
14. Employ additional classroom assistant(s)	Staffing
15. Early Intervention Strategies	Targeted support
16. Target speech/language in nursery/P1	Targeted support
17. Provide appropriate support to SEN pupils	Targeted support
18. Provide small group and one to one tuition – via teacher release	Targeted support
19. Provide smaller classes for particular year groups/subjects	Targeted support
20. Provision of a learning support centre	Targeted support
21. Develop and provide Maths interventions	Targeted support
22. Ensure pupils at risk of underachievement have individual/personal targets	Targeted support
23. Provide feedback to pupils to improve their understanding of targets/progress etc.	Targeted support
24. Provision of extra support in class	Whole School approach
25. Improve the sharing of info on FSME pupils with all staff	Whole School approach
26. Regular staff discussion to identify/monitor/review strategies	Whole School approach
27. Collaborate with xx schools as part of (KS2/3 transition project/ALC/Primary cluster groups etc.)	Whole School approach
28. Develop and provide reciprocal reading programme	Whole School approach
29. Ensure all staff are focused on measuring, collating/ analysing data	Whole School approach
30. Ensure teachers set achievable/challenging targets	Whole School approach
31. Provide opportunities to celebrate achievements	Whole School approach

### Actions specified by settings

Schools planned to deliver a total of 3619 Actions in school to address the targets. "15. Early Intervention Strategies" was the most common (with a total of 433 actions) followed by "17. Provide appropriate support to SEN pupils" with 394 actions.



- Community
- Curriculum
- Health and Wellbeing
- Nurture
- Parent Engagement
- Parent engagement
- Resources
- Staffing
- Targeted support
- Whole School approach

## Section 3 Step 4 Evidence

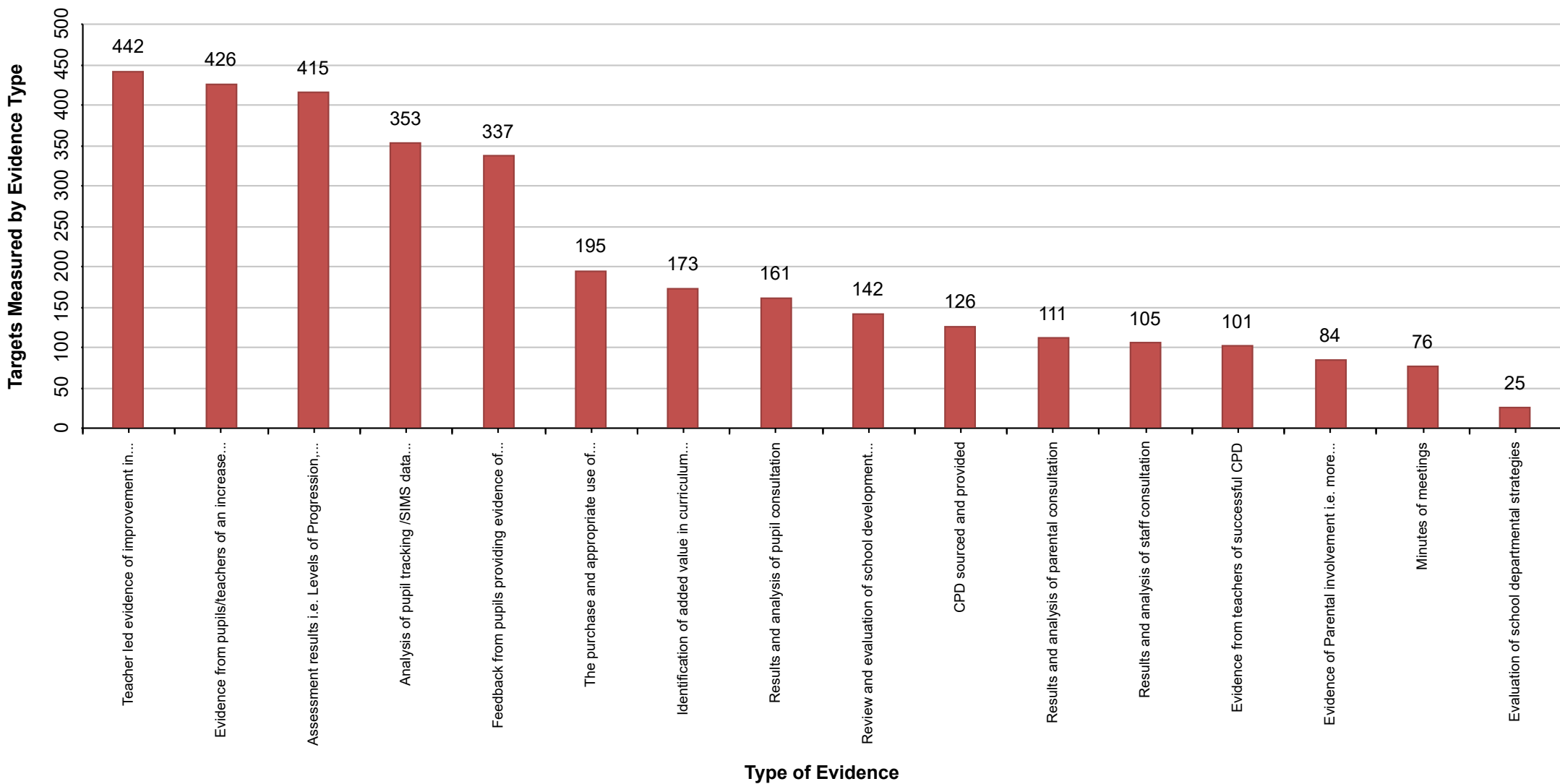
Schools were asked to specify the Evidence they will collect to self-evaluate their interventions and how they will measure impact. The options for Evidence in the Planner were as follows:

- |   |
|---|
| 1. Teacher led evidence of improvement in area targeted including analysis of examples of pupils work |
| 2. Analysis of pupil tracking /SIMS data i.e. attendance records                                      |
| 3. Assessment results i.e. Levels of Progression, GCSEs, PIE, PIM etc                                 |
| 4. Feedback from pupils providing evidence of improvement in area targeted                            |
| 5. Evidence from pupils/teachers of an increase in skills and confidence                              |
| 6. Identification of added value in curriculum outcomes   |
| 7. CPD sourced and provided   |
| 8. Evidence from teachers of successful CPD   |
| 9. Results and analysis of pupil consultation   |
| 10. Results and analysis of parental consultation   |
| 11. Results and analysis of staff consultation  |
| 12. Evidence of Parental involvement i.e. more parents signing diaries                                |
| 13. Evaluation of school departmental strategies  |
| 14. Review and evaluation of school development plans   |
| 15. Minutes of meetings   |
| 16. The purchase and appropriate use of additional resources  |

## **Types of Evidence used for evaluation**

The graph below shows the types of evidence used. The most popular was “Teacher led evidence of improvement in area targeted including analysis of examples of pupils work” followed by “Evidence from pupils/teachers of an increase in skills and confidence” and then “Assessment results i.e. Levels of Progression, GCSEs, PIE, PIM etc”.

### Section 3: Types of evidence used for evaluation



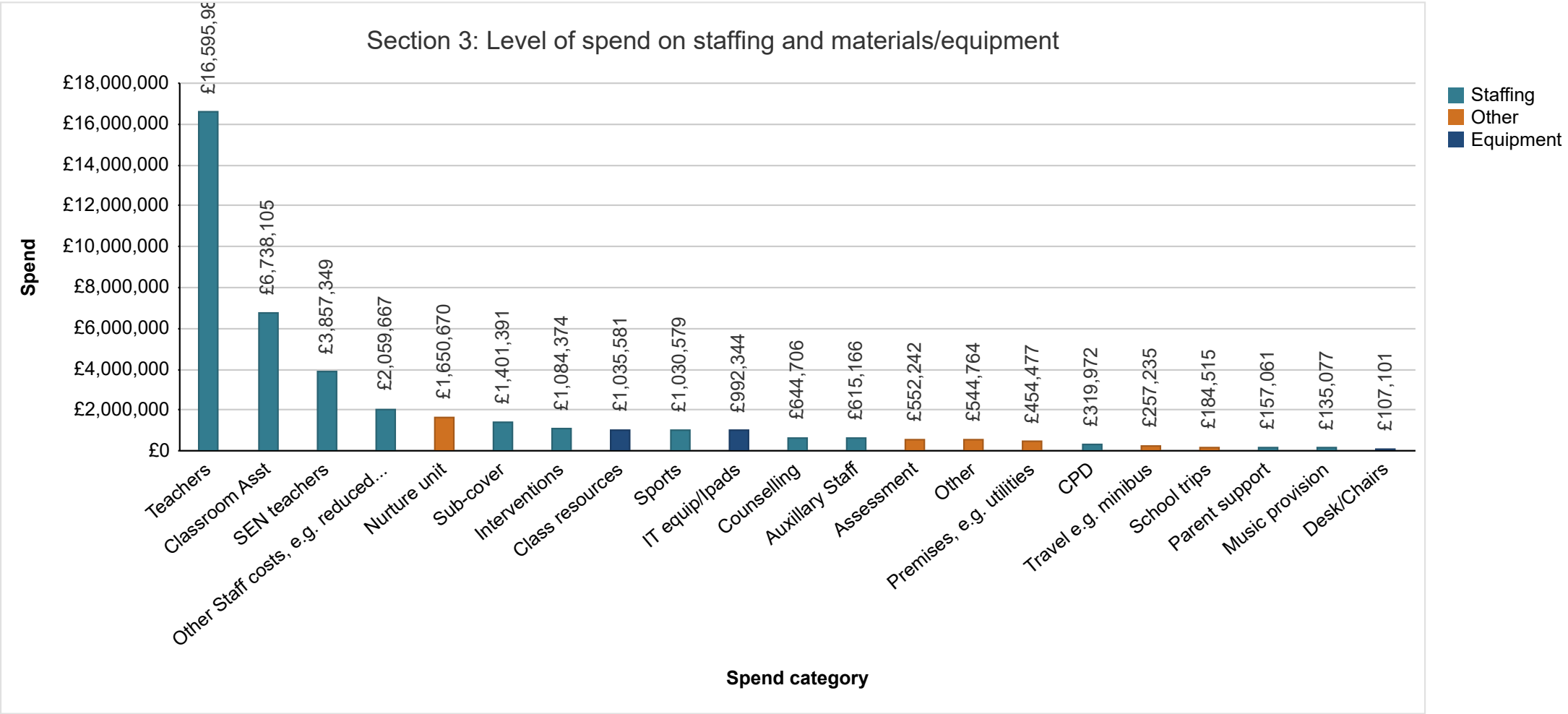
### Section 3 Step 5 Resources

In the final step in Section 3, schools were asked to set out the Resources required for each Target. The options for Resources in the Planner were as follows:

Type	Resource	Primary	Post-Primary	Nursery
Other	Premises, e.g. utilities	£61,741	£356,848	£35,888
Other	Other	£156,814	£356,028	£31,922
Staffing	Teachers	£9,984,365	£6,576,350	£35,265
Staffing	Classroom Asst	£5,402,532	£683,303	£652,270
Staffing	Music provision	£85,734	£46,143	£3,200
Staffing	CPD	£160,722	£151,250	£8,000
Staffing	Sports	£24,986	£997,993	£7,600
Staffing	Sub-cover	£778,938	£492,071	£130,382
Equipment	Class resources	£583,682	£325,298	£126,601
Other	Assessment	£334,049	£218,193	£0
Staffing	SEN teachers	£2,940,002	£910,437	£6,910
Staffing	Auxillary Staff	£49,721	£533,082	£32,363
Staffing	Interventions	£416,776	£665,791	£1,807
Equipment	Desk/Chairs	£18,424	£88,227	£450
Other	Travel e.g. minibus	£37,023	£218,767	£1,445
Equipment	IT equip/Ipads	£355,916	£629,789	£6,639
Other	Nurture unit	£869,093	£770,895	£10,682
Staffing	Counselling	£399,565	£245,141	£0
Other	School trips	£67,975	£110,616	£5,924
Staffing	Parent support	£113,461	£38,325	£5,275
Staffing	Other Staff costs, e.g. reduced timetable, teacher release	£495,914	£1,500,285	£63,468

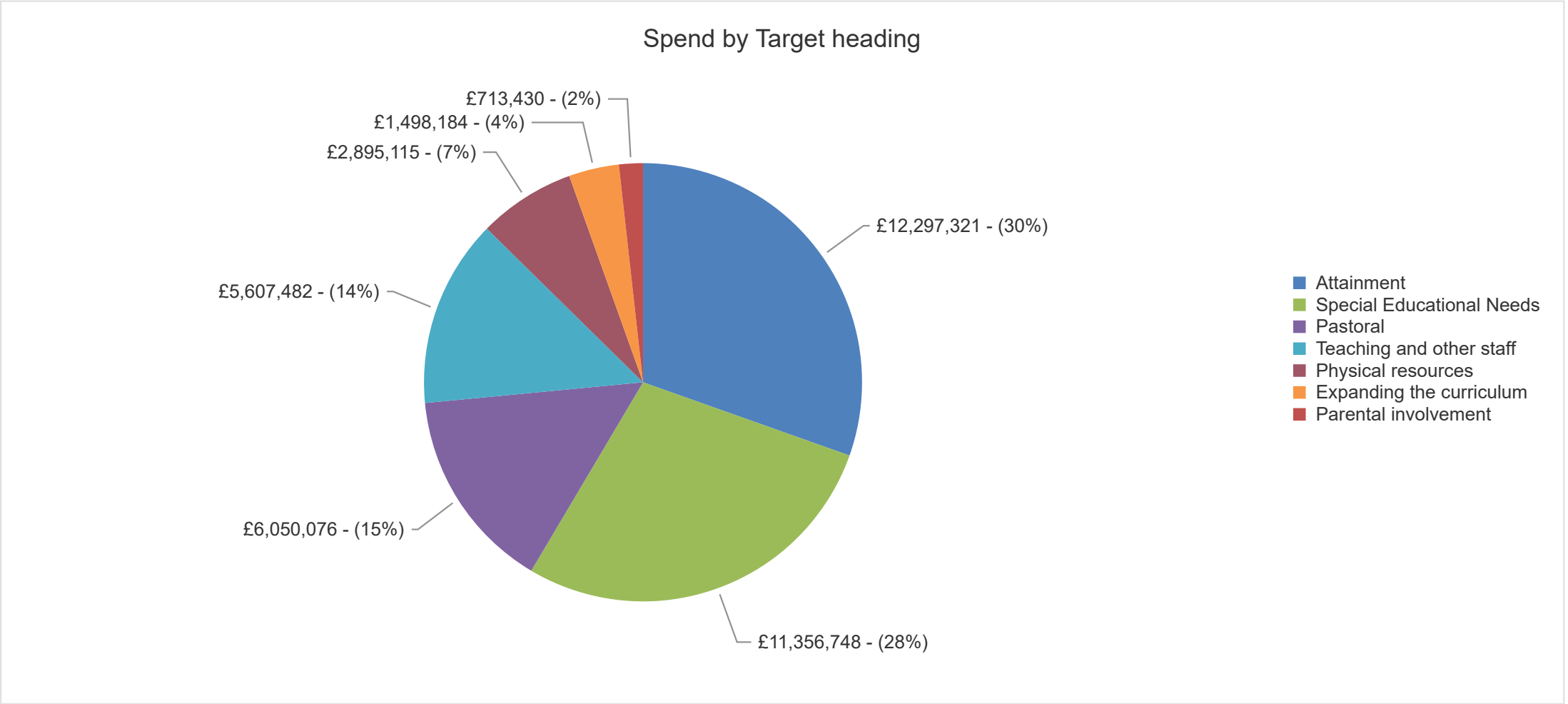
### Spend by staff type

The Planner shows that settings spent the vast majority of their budget on “Teachers”, as well as on “Classroom Asst”, followed by “SEN teachers”.

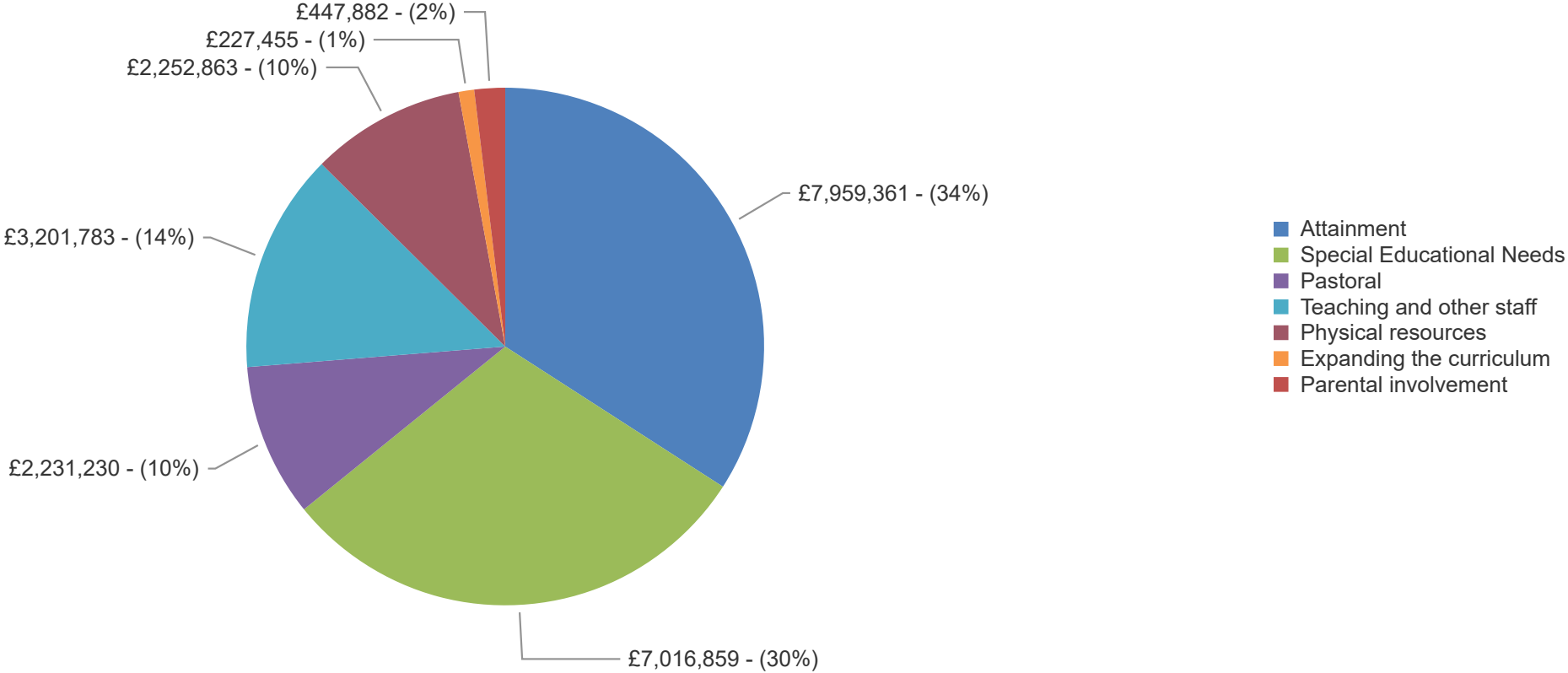


### Spend by Target heading

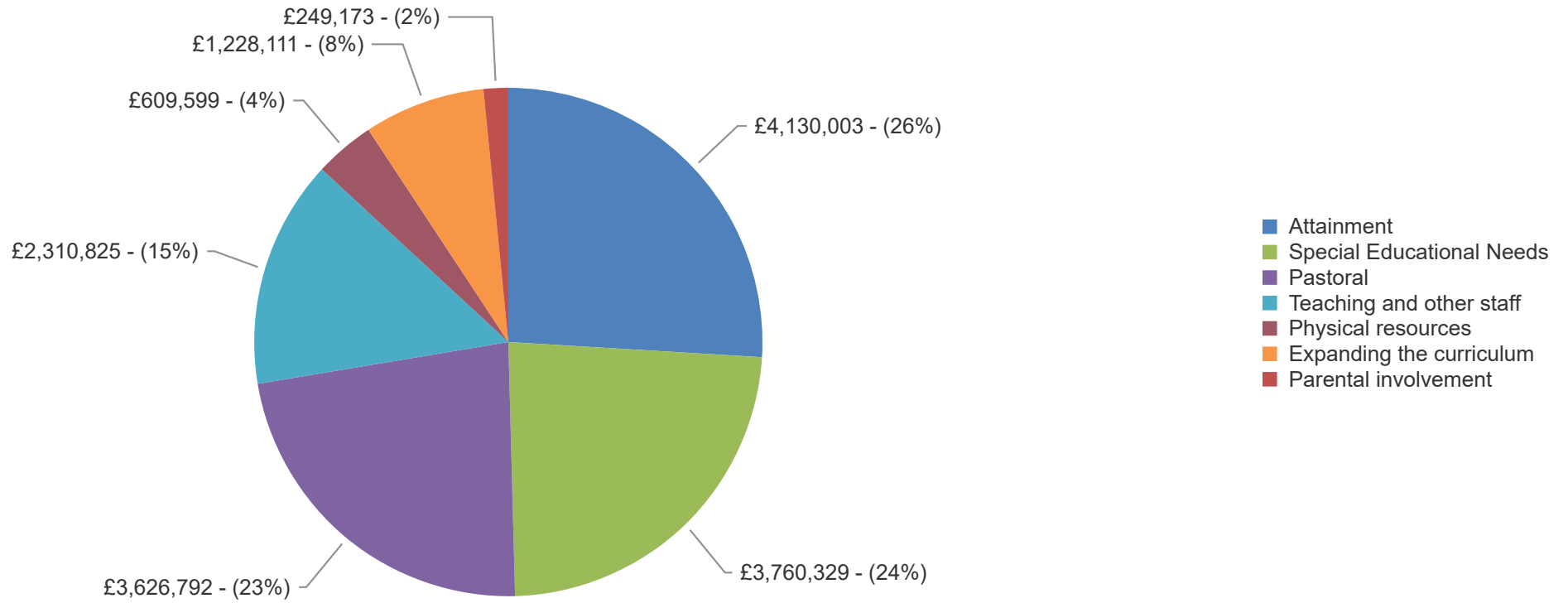
The level of spend by target heading gives a good indication of how schools have interpreted the programme and where they identified the needs of pupils. The most common areas of spend were within the "Attainment" target heading, with £12.3m of spend. "Special Educational Needs" targets were the next most common with £11.4m of spend, followed by "Pastoral" target heading with £6.1m of spend.



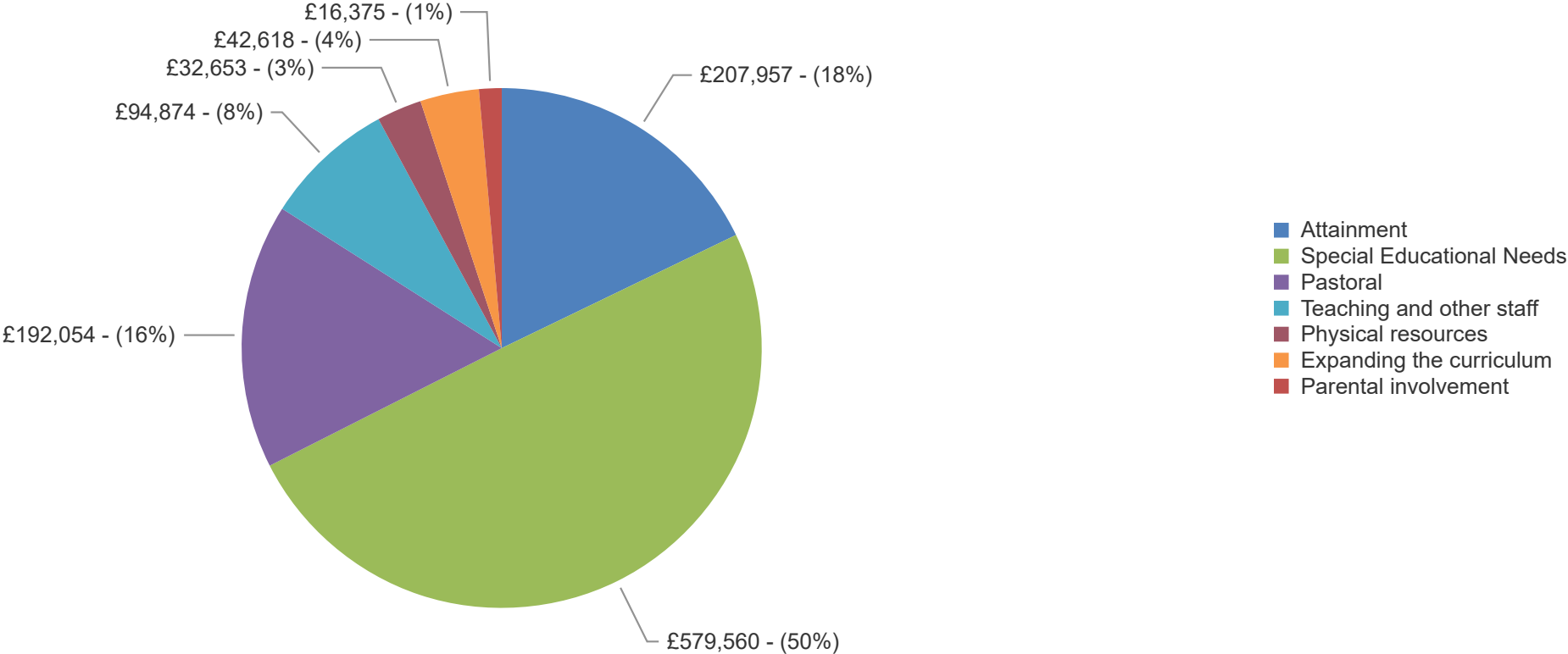
### Spend by Target heading in Primary Schools



### Spend by Target heading in Post Primary Schools



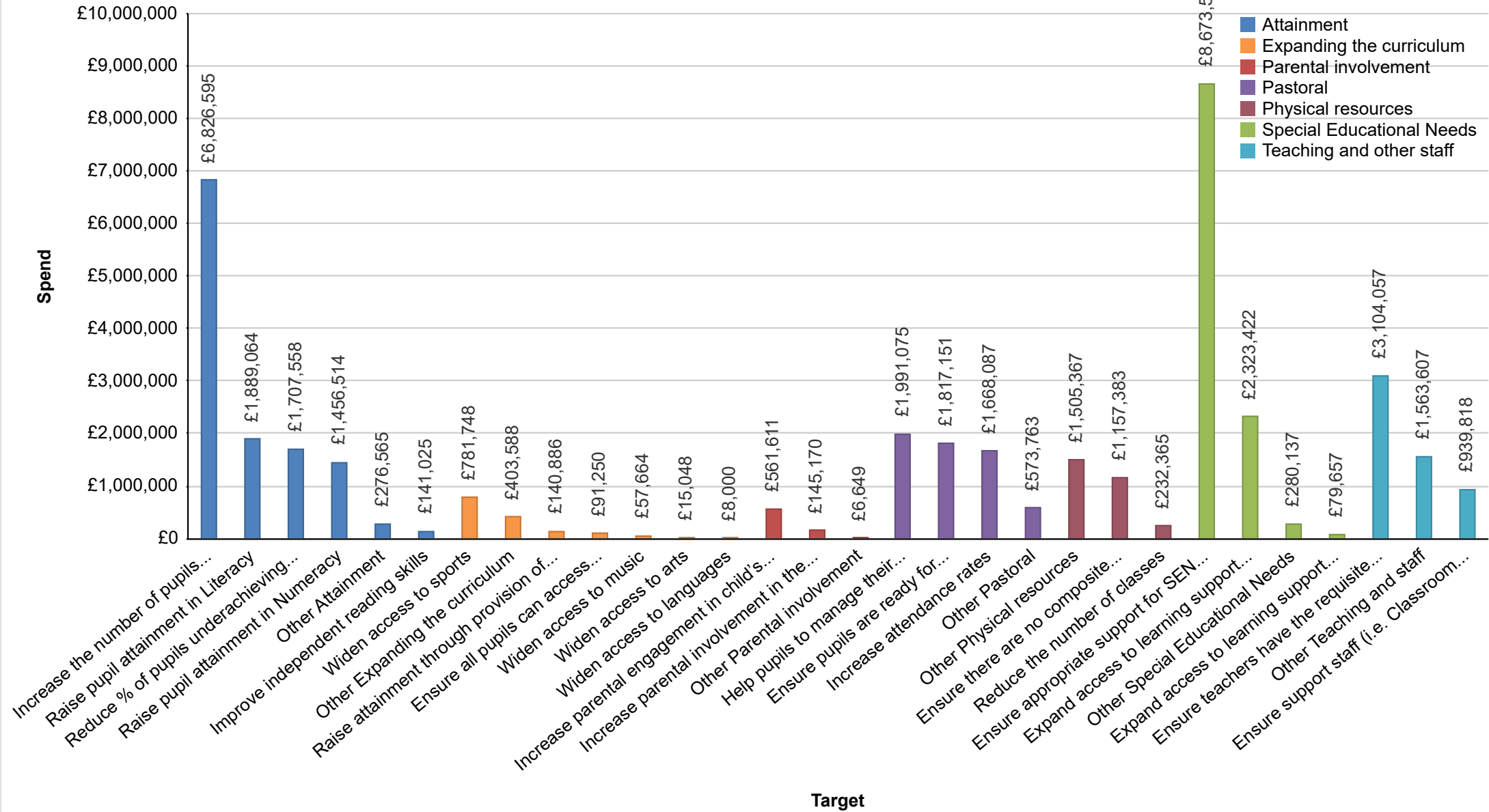
### Spend by Target heading in Nursery Schools



## **Spend on each Target**

The level of spend by target gives a good indication of how schools have interpreted the programme and where they identified the needs of pupils. The most common area of spend was the “Ensure appropriate support for SEN pupils” target, with £8m of spend. “Increase the number of pupils reaching their potential” was the next most common with £6m of spend, followed by “Ensure teachers have the requisite knowledge to provide appropriate interventions to tackle underachievement” with £3m of spend.

### Section 3: Spend by target



## Section 4 Impact Data

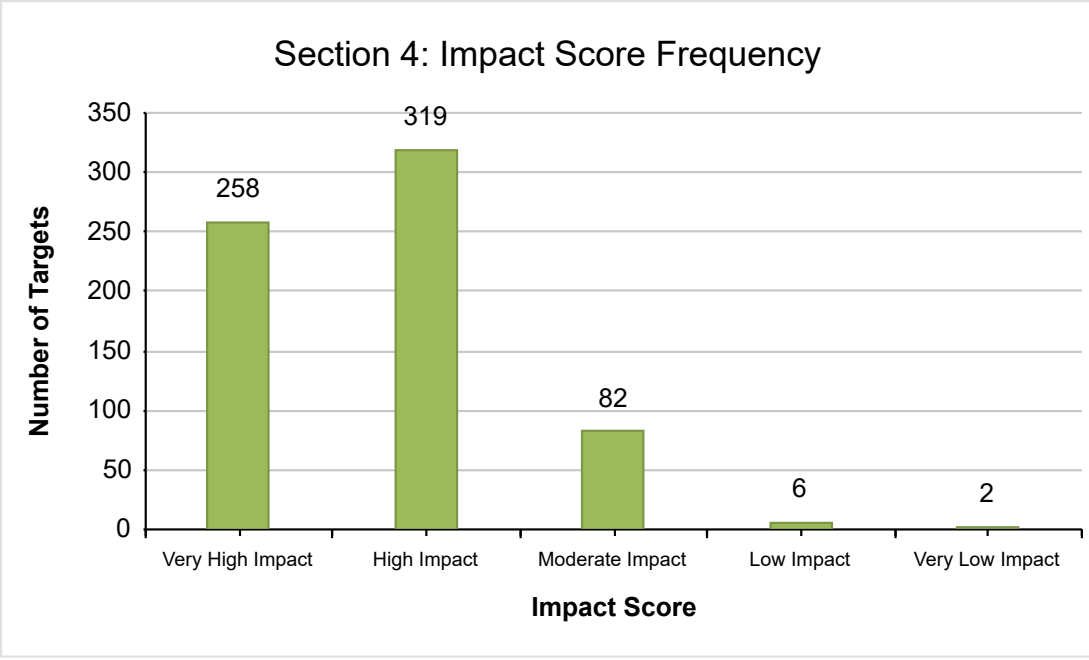
The Planner asked each school in Section 4 to assess the impact of the programme in their school at the end of the academic year. The impact against each Target was assessed by schools using the following five point scale:

**Table: Overall assessment of Engage spend – five point scale**

5. Very High Impact	4. High Impact	3. Neutral Impact	2. Low Impact	1. Very Low Impact
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By 05 November 2025 , 381 settings had submitted their evaluation including scoring the impact of the programme in their setting against the baselines they had established at the beginning of the programme. Others may have been delivering interventions up to the end of the academic year and will evaluate the outcome and upload it to the planner in due course. The overall impact of the programme, measured against all 667 targets scored was 4.3. The frequency of each impact score is shown in the chart below. This shows that schools’ interventions to address 319 targets were found to have had a High Impact, 258 had a Very High Impact, while 6 had a Low Impact, and 2 had a Very Low Impact.

**Impact Score Frequency**



### Impact Score by Heading

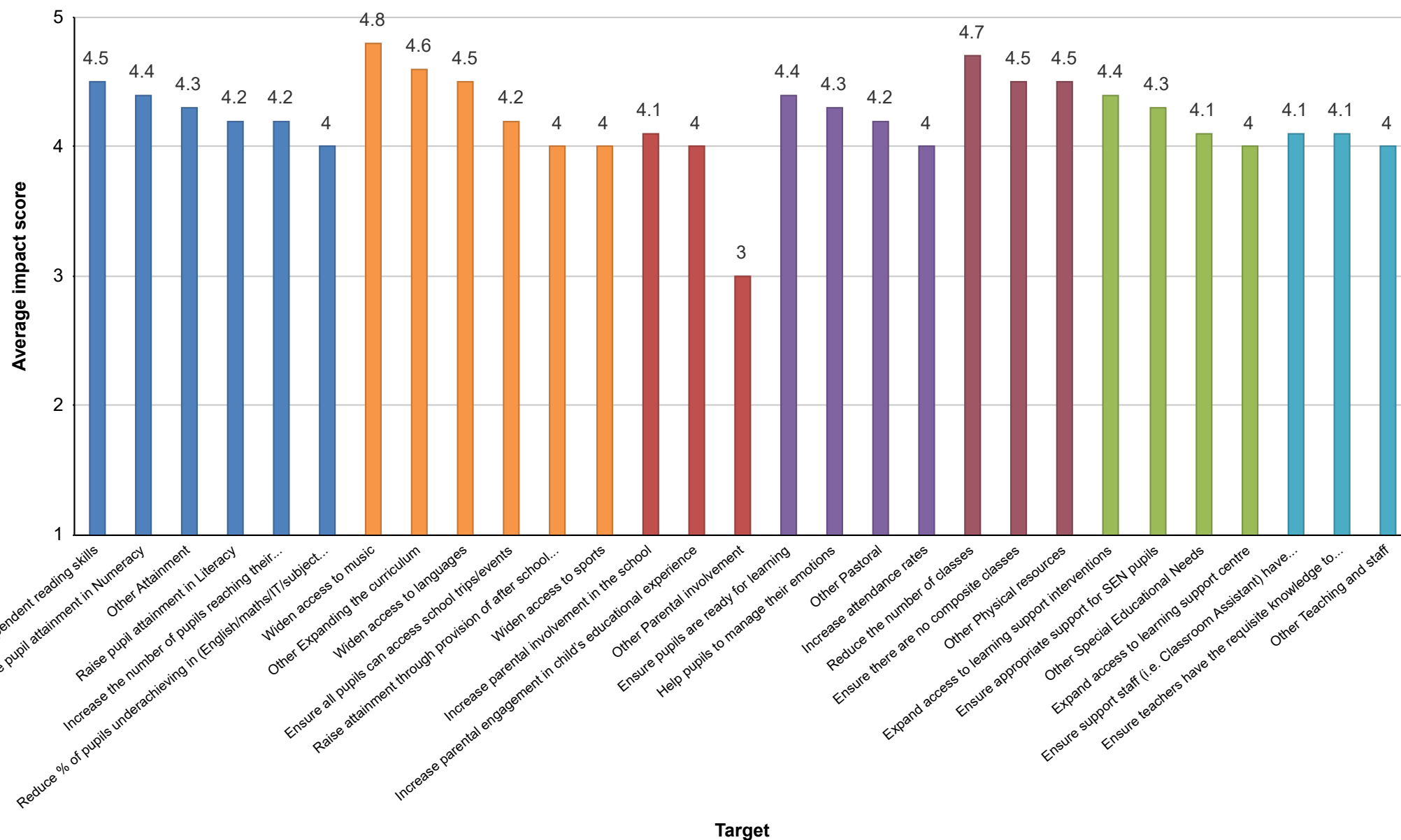
The overall impact of the programme, for targets within each target heading is shown in the table below. The overall impact score of 4.3 out of 667 targets with a range from 4.0 to 4.5.

<b>Target Heading</b>	<b>Number of targets assessed within the target heading</b>	<b>Average impact score as assessed by schools</b>
Expanding the curriculum	30	4.4
Special Educational Needs	134	4.3
Pastoral	119	4.3
Teaching and other staff	93	4.1
Physical resources	41	4.5
Attainment	220	4.2
Parental involvement	30	4.0
<b>Total</b>	<b>667</b>	<b>4.3</b>

**Impact Score by Target**

The average impact score given by settings for each target is shown in the chart below, within each target heading. 667 targets were assessed in total. The impact was assessed as between 5 (Very High Impact) and 3 (Moderate Impact) for almost all of the targets.

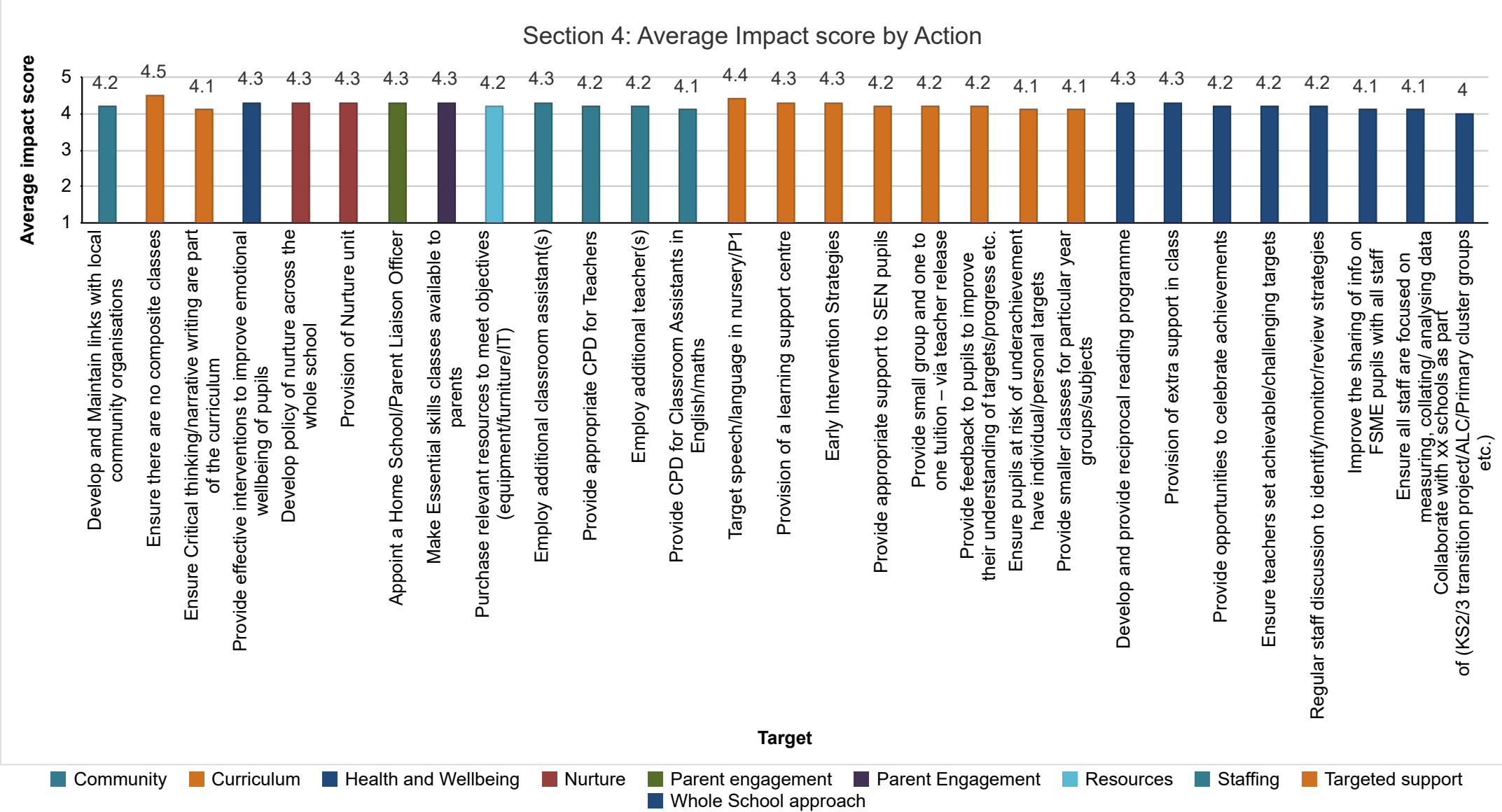
## Section 4: Average Impact score by Target and Target Heading



■ Attainment 
 ■ Expanding the curriculum 
 ■ Parental involvement 
 ■ Pastoral 
 ■ Physical resources 
 ■ Special Educational Needs 
 ■ Teaching and other staff

# Impact Score by Action

The average impact score given by settings for each Action is shown in the chart below, within each target heading. The impact was assessed as between 5 (Very High Impact) and 4 (High Impact) for almost all of the actions.



### Impact Score by Setting Type

The average impact score given by each type of setting is shown in the chart below. Settings assessed overall impact of the programme on a range of 1-5, with 5 being best.

