



PEF Planning and reporting template

School: Kelso High School
PEF allocation 22-23: £

Head Teacher: Jill Lothian
Carry forward: £311

Other PEF contact if applicable:
Total PEF allocation for 23-24: £

Pupils affected by the poverty related attainment gap (Employment, income, housing, health, access to services, education, crime), covid & other forms of poverty not listed.						
Total roll of school: 592 SIMD (number and %): Q1: _____ SIMD (number and %): Q5: _____ FME (number and %): _____ OTHER – _____ Pupils not in SIMD Q1, not in receipt of free school meals but affected by factors detailed above. Total number of pupils affected by poverty related attainment gap = _____ (_____ % of school roll)						
Gap	Outcome Statement	Measures	Roles and Responsibilities	Details of Intervention	Cost	Impact
Provide details of the gap you want to address. Consider alignment with NIF measures & 5 key indicators	What do you hope to achieve? What will change? For whom? By how much? Timescale? What is the impact going to have on improving outcomes for learners?	What data will you gather to determine whether or not improvement is taking place? When will data be collected?	Who is responsible, accountable, contribute, informed?	What are you going to do to achieve the outcome?	£	How have you narrowed/closed the gap(s)?
<u>Attendance</u> As a school, we recognise that we need to work with our young people and families to identify any barriers to attending school. There has been an increase in emotional school avoidance since Covid. We have identified a group of 20 yp across S1-S4 with FME who have less than 85% and an average of 64%	By June 2024, from the 20 identified yp across S1-S4 at least 60% (12) will have attendance of above 85%. We also aim to increase the average attendance from 64% to over 70%	Pupil Support Assistants will identify and collate potential barriers to attendance. Parents and young people views on attendance barriers sought. Attendance records will identify trends and improvements.	Pupil Support PTs will meet monthly to review attendance and agree interventions HSLW will contribute by working with identified families with monthly updates provided. PT SfL will support with key interventions	Pupil Support Assistants to liaise with the families of the identified children to identify and remove barriers to attendance. Individual Stretch Aims made Parental communication for identified learners will include attendance discussions Monthly meeting with Pupil Support PT / HT to monitor attendance	Staffing Costs- PSA 26.5 hours - £16,460.26	Increase in attendance at school will result in these identified young people developing their social and emotional skills. Increase in attendance should also see an increase in attainment

		Attendance % for identified learners will be monitored monthly	delivered by SfL staff, Care & Support team and Youth Worker	rates across the identified yp and the school as a whole.		
<p><u>Inclusion/Engagement</u></p> <p>We have identified a group of 26 young people who are displaying increased distressed and deregulated behaviours. This is having a negative impact on their attainment and achievement as they are not engaging in lessons</p>	<p>By June 2024, all identified yp for nurture intervention (18 pupils currently) will have improved wellbeing, their barriers to learning will have been reduced.</p>	<p>Attendance and engagement data will be gathered.</p> <p>Individual pupil targets will be created and monitored based on a range of data sources including, Boxall Profile data will be analysed</p> <p>Glasgow Wellbeing Toolkit will be used twice throughout the session</p>	<p>PEF PSAs work with identified pupils to deliver Nurture to groups.</p> <p>Reach out to identified families via Nurture to support engagement</p> <p>SfL department responsible for planning and supporting sessions</p> <p>Youth Worker supporting an alternative curriculum</p>	<p>Three sessions per week for each identified Nurture group</p> <p>Glasgow Wellbeing toolkit completed for all young people twice a year.</p> <p>Boxall Profile for each identified yp.</p> <p>Strengths, difficulties and individual plans adapted.</p>	<p>Staffing Costs- PSA 26.5 hours - £16,460.26</p> <p>Boxall Profile - £200.00</p>	<p>Young people will develop social and communication skills and develop strategies to support with emotional regulation. This will enable yp to access learning and to engage, participate and generalise these skills more fully within their classes.</p>
<p><u>Attainment</u></p> <p>Using our SNSA and ACEL data for our S1-S3 we have identified a need to focus on Reading and Numeracy.</p> <p>Currently we have 15 young people who are working within Level 1 and 50 young people who are working within Level 2</p>	<p>By June 2024 all identified yp with low levels of literacy or numeracy will be offered a block of intervention.</p> <p>60% will have been successful in achieving Level 1 to Level 2 and</p>	<p>Within classes we will be gathering data on reading and spelling ages</p> <p>Throughout the session staff will be asked to update ACEL data for all young people within S1-S3</p>	<p>English and Maths teachers will be involved in gathering data within the classes</p> <p>PEF PSAs will deliver individual /small group interventions</p>	<p>Inspire Learning – Ipad/ Digital Learning NGRT online? Renaissance Learning Computer-adaptive assessment and personalised practice in reading and maths. (renlearn.co.uk) : STAR assessments STAR Maths Accelerated Reader?</p>		<p>Through targeted interventions our identified young people will be provided with support to improvements within reading and numeracy</p>

	working within Level 2 to Level 3	SNSA data in November for our S3		Comprehension Through Cloze <u>Catch Up Numeracy - Catch Up Sumdog?</u>		
<p><u>Participation/Attainment</u></p> <p>We continue to grow our suit of groups being offered to young people</p> <ul style="list-style-type: none"> • Neurodiversity Group • Social Skills groups: • Girls Group mixture of S1 – 3 • Boys Group mixture of S1 – 3 • Dyslexia Hub – individual year groups • Princes Trust – Curricular choice S3 <p>Targeted support for individual learners benefitting from a bespoke curriculum.</p>	<p>By June 24 small groups will be established to support neurodiverse learners.</p> <p>Young people will have opportunities to understand day to day challenges of neurodiversity, identify potential solutions and strategies to everyday problems.</p> <p>Build community in our neurodiverse learners.</p> <p>Young people will have opportunities to support younger learners and those transitioning to KHS</p> <p>Annual Neurodiversity Celebration Week to raise awareness of neurodiverse across the wider school community.</p> <p>Engaging learners through alternative pathways to</p>	<p>Feedback from pupil and parent focus groups.</p> <p>Feedback through individual planning/review meetings.</p> <p>Feedback from staff. Attendance data/merits and demerits.</p> <p>Feedback from Princes Trust moderation process.</p> <p>Attendance data.</p> <p>Qualifications/Attainment data.</p>	<p>SfL Teachers x 3</p> <p>Youth Worker X1 along with PEF PSA will deliver Princes Trust</p>	<p>Social Skills groups offered 2 periods per week.</p> <p>Dyslexia Hub runs 1 period per week on a rota (once per year group each month)</p> <p>S3 pupils 3 periods per week.</p> <p>Senior Phase pupils 4 periods per week.</p>		<p>Neurodiverse learners will feel included within their community.</p> <p>Neurodiverse learners will learn strategies for self regulation. positive self belief and understanding of own and others needs..</p> <p>Neurodiverse learners will increase their understanding of UNRCC.</p> <p>Increased understanding of Neurodiverse learners within the community.</p> <p>Increased opportunities to engage with learning through an alternative curriculum.</p>

	qualifications and awards.					
--	----------------------------	--	--	--	--	--