

PEF Funding Report: Session 2023-2024

Overview: During the 2023-2024 session, the Pupil Equity Fund (PEF) allocation was utilised to employ a Youth Worker, a Pupil Support Assistant, and an Additional Needs Assistant. These key staff members supported various young people through small group interventions focusing on Health & Wellbeing, Literacy, and Numeracy. This report provides an overview of the outcomes related to attendance, inclusion, engagement, attainment, and participation/achievement.

Attendance

Goals:

- **Attendance Target:** By June 2024, 60% (12) of the 20 identified young people (yp) across S1-S4 were expected to achieve an attendance rate above 85%.
- **Average Attendance:** Increase from 64% to over 70%.

Outcomes:

- Two identified young people left KHS before the end of the session.
- Out of the remaining 18 students, 8 (44%) achieved attendance above 85%.
- 67% of these 18 students showed an increase in their overall attainment.
- The average attendance increased from 64% to 74%.

Inclusion and Engagement

Goals:

- Address distressed behaviour in 25 identified learners, improve their wellbeing, and reduce learning barriers.

Outcomes:

- **S1:**
 - 14 learners identified as affected by poverty-related issues (13% of S1 cohort).
 - 6 engaged in Nurture interventions, with 3 receiving Literacy and 3 receiving Numeracy interventions.
- **S2:**
 - 18 PEF-identified students (16% of cohort).
 - 10 participated in Nurture interventions, 5 in Youth Work, and 2 in Numeracy interventions.

Overall Interventions:

- 93 interventions were provided, including:
 - 33 Nurture
 - 32 Literacy
 - 28 Numeracy
- Challenges in measuring the impact of Nurture interventions using various tools such as Boxall Profiling, Warwick, SHANARRI Wheel, and the Glasgow Wellbeing Tool.

Attainment

Goals:

- Focus on Reading and Numeracy for S1-S3 students identified using SNA and ACEL data.
- Aim for 60% of low-level literacy or numeracy students to progress from Level 1 to Level 2 and from Level 2 to Level 3.

Outcomes:

- 33 learners participated in Literacy interventions, 8 of whom were PEF learners.
- 75% showed progress in their SWRA scores, with gains ranging from 1 month to 3 years.
- Among the 8 PEF learners, 62% showed positive gains, ranging from 3 months to 2 years and 4 months.
- Some discrepancies between SNA Bands and SWRT ability levels, indicating underperformance in SNA assessments.

Participation and Achievement

Goals:

- Establish small groups to support neurodiverse learners.

Outcomes:

- Groups established include:
 - Neurodiversity Group
 - Social Skills Groups
 - Girls Group (S1-S3)
 - Boys Group (S1-S3)
 - Dyslexia Hub (individual year groups)
 - Princes Trust (S3 Curricular Choice)
- These groups provided safe spaces for confidence-building and wider school engagement.
- Less than half of PEF learners participated in these groups, but feedback has been positive.

Next Steps for Session 2024-2025

1. **Training:**
 - Implement training in Excel spreadsheets and tools such as graphs and formulae for better data analysis.
2. **Target Identification:**
 - Define PEF pupils and identify gaps for targeted interventions from the beginning.
3. **Intervention Planning:**
 - Consider the discrepancies in assessment data when planning interventions, ensuring accurate identification of needs.

This report summarises the activities and outcomes of PEF funding for the session 2023-2024 and outlines plans for the upcoming session to enhance the educational experience and support for students.