



PEF Plan 2024-2025

School: Kelso High School

Head Teacher: Jill Lothian

PEF allocation 23-24: £52,675 + (£311 C/F) Carry forward: Overspend £1,932

Total PEF allocation for 24-25: £52,675?

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: 595 SIMD (number and %): Q1: 1yp (0.01%) SIMD (number and %): Q5: 65 yp (10.9%) FME (number and %): 74 yp (12.43%) 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)?
<p>Attendance</p> As a school, we continue to work with our young people and families to identify any barriers to attending school. <p>For this session, we have identified a group of yp across S1-S4 with FME who have less than 85% and an average of 67%</p>	By June 2025, from the 23 identified yp across S1-S4 at least 60% (13) will have attendance of above 85%. We also aim to increase the average attendance from 67% to over 72%	Pupil Support Assistants will identify and collate potential barriers to attendance. Parents and young people view on attendance barriers sought. Attendance records will identify trends and improvements with key interventions.	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 agreed. Parental communication for identified learners will include attendance discussions. Monthly meeting with Pupil Support PT / HT to monitor attendance	Staffing Costs- 3 x PSA 27.5 hours - £18,460.26 (Funded from DSM)	Increased 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 overall 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 22 young people across S1-S4 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 2025, all identified yp for nurture intervention (13 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.</p> <p>Glasgow Wellbeing Toolkit will be used twice throughout the session for those yp in S1.</p> <p>Wellbeing wheel also used when appropriate.</p>	<p>PEF PSA 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 with a focus in gaining a range of Awards.</p>	<p>Three sessions per week for each identified Nurture group</p> <p>Glasgow Wellbeing toolkit completed for all young people in S1 twice a year.</p> <p>Boxall Profile for each identified yp.</p> <p>Strengths, difficulties and individual plans adapted.</p>	<p>Staffing Costs- PSA 27.5 hours - £18,460.26</p> <p>Youth Worker 27.5 hours - £22,230</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>Gain a range of alternative awards from High 5 to Dynamic Youth Awards.</p>
<p><u>Attainment</u></p> <p>Using our SNA and ACEL data for our S1-S3 we have identified a need to continue our focus on Reading and Numeracy.</p> <p><u>Numeracy:</u> Currently we have within S3, 6 yp</p>	<p>By June 2025 all identified yp with low levels of literacy or numeracy will be offered a block of intervention.</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</p>	<p>English and Maths teachers will be involved in gathering data within the classes</p> <p>PEF PSAs will deliver individual</p>	<p>Inspire Learning – Ipad/ Digital Learning</p> <p>Dynamo Maths online package will be used to support Numeracy interventions.</p> <p>Reading Wise:</p>	<p>SfL Staff – 3 teachers (DSM Budget)</p> <p>PEF ANA 27.5 hours – £16, 540</p>	<p>Through a range of targeted interventions our identified young people will be provided with support to improvements within reading and numeracy</p>

<p>working within Level 2. In S2 we have 2 yp working within Level 2. (will update with new S1 data)</p> <p><u>Reading:</u> Currently we have within S3, 11 of our PEF learners working towards achieving Level 3, In S2 we have 8 yp working towards achieving Level 3. (will update with new S1 Data)</p>	<p>60% will have been successful in achieving Level 1 to working within Level 2 or achieved Level 2 and working within Level 3</p>	<p>young people within S1-S3</p> <p>SNA data in November? for our S3</p>	<p>/small group interventions</p>	<p>In English, the vocabulary component with the S3 classes to allow for personalised and responsive learning - targeting individual need.</p> <p>SfL Faculty to explore, dig deeper into the Reading Wise offer and consider how any part of it could be utilised as a part of the literacy intervention suite.</p>		
<p><u>Participation/Attainment</u></p> <p>We continue to establish our suit of groups being offered to young people</p> <ul style="list-style-type: none"> • Neurodiversity Group • Social Skills groups: <ul style="list-style-type: none"> ○ Girls Group S1 – 3 ○ Boys Group S1 – 3 • Dyslexia Hub – individual year groups • Princes Trust – Curricular choice S3 • Diabetic Support Group • Skate Park Group (CLD) • Digital Avengers 	<p>By June 25 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 other younger learners</p>	<p>Feedback from yp and parent focus groups.</p> <p>Feedback through individual planning/review meetings.</p> <p>Agreed action plans for each group with regular reviews by staff and yp.</p> <p>Attendance data along with merit/demerit data.</p> <p>Qualifications/Attainment data.</p>	<p>SfL Teachers x 3</p> <p>SfL Teacher along with PEF ANA 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>SfL Staff – 3 teachers (DSM Budget)</p> <p>PEF ANA 27.5 hours – £16, 540</p> <p>Youth Worker 27.5 hours - £22,230</p>	<p>Neurodiverse learners will feel included within their community and be included in driving forward school improvement.</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>

<ul style="list-style-type: none">• Pupil Parliament/Class reps <p>Targeted support for individual learners benefitting from a bespoke curriculum.</p>	<p>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 qualifications and awards.</p>					<p>Increased opportunities to engage with learning through an alternative curriculum.</p>
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