

Pupil Equity Planning -Session 2024/25

School Name – Lochaber High School

PEF – 23/24 Review

Table 1 is a review box where you should insert a short summary of 23/24 PEF progress / review (this could be lifted from 'progress' column in last plan). Within this summary, the recommended word limit per intervention is 100 words.

Table 1 – 23/24 PEF Review

Intervention	Data summary against targets	Impact / progress summary (max 100 words per intervention)	Intervention Resource allocation used (breakdown)
Literacy	28 34 33	<p><u>Speedy Readers</u> The S1 class targeted for reading intervention through Speedy Readers resulted in the majority of the class performing better in reading assessments within class. (BGE English Tracker) Post single word reading age indicates that all pupils tested pre and post Speedy Readers increased their fluency and their reading age improved in the range between 3 months – 2 years and 2 months.</p> <p><u>Paired reading</u> 34 S2 pupils targeted. 24 S6 students fully participated in paired reading alongside S2 pupils. S2 pupils worked closely with an S6 mentor and pupils reported enjoying this experience and the relationships formed. This input enabled pupils to continue with development of reading skills which began in S1 Speedy Readers. Other pupils were also targeted. However, the overarching aim is that we encourage resistant readers to engage in reading with appropriate texts.</p> <p><u>Improve literacy attainment</u></p>	Speedy Reader

Health and Well-being	<p>6</p> <p>18</p> <p>11</p> <p>4</p> <p>15</p>	<p><u>Seasons for Growth</u> – 6 students attended Very positive feedback received from pupils. One parent commented how it had a dramatic positive effect on the students behaviour both in and out of school. It has provided the students with an opportunity to talk openly about their personal circumstances and has given them a safe space to come to if needed. It has built relationships with staff so that they are comfortable to talk to them if needed.</p> <p><u>Resilience 4 Life</u> – 7 in 1st group, 11 in current group Both groups have provided a safe space for the students and opened up conversations with staff, building relationships with both staff and peers.</p> <p><u>CSW 1-1 in school</u> – 11 students in total. Confidence, resilience and support to engage fully with school life. Guidance Team value this input</p> <p><u>CSW 1-1 in community</u> – 4 students, one of which is now in the process of re-engaging with school after prolonged absence.</p> <p><u>Breakfast Club</u> – 15 students in total. Soft start with food prepared by pupils and nurture activities. For many pupils this has been their favourite part of their school day and has enabled them to develop positive relationships within school. It has been an essential start to some pupil's day. Staff have commented improved relationships and positive feelings towards school.</p>	

2024/25 Analysis of Pupil Equity Data

Use the **Risk Matrix** to determine FSM numbers

Tables 2 & 3 below are to give an overview of current data being used to determine new / existing gaps (either whole school or stages).

Target outcomes of how you would hope this data to improve following interventions should be indicated in the second table.

Data referred to in these sections should align with measurement in the Action / Intervention table (3rd table).

SCHOOL OVERVIEW - FSM

****Adapt classes /stages accordingly**

Target Group (at risk of underachievement)	Number of pupils	% of school roll	S1 PEF number	S2 PEF number	S3 PEF number	S4 PEF number	S5 PEF number	S6 PEF number				
FSM / SIMD (please total these figures)	FSM = 110 SIMD 2 – 4 = 55 (34 uncategorised due to new social housing)	12.5% 6.2% plus	**	**	**	**	0	0				
Other _____												
Target Group Total (FSM + Other)	**	**	**	**	**	**	0	0				

****** The data which informs our PEF target groups comes from referral data, literacy and numeracy levels, SEBN impacts – not FSM or SIMD pupils. Pupils are referred throughout the year so a definitive number cannot be given. However, here are some figures reflecting some of our work this year, which will be indicative of this school year to come: Preparation for MFMS – 11 pupils; Securing Certification – 38 pupils; Social/ emotional/attendance issues – 21 pupils. Breakfast Club – 15 pupils and Seasons for Growth – 5 pupils.

Analysis of whole school or stage attainment gaps - can use filters at bottom of CfE Highland Dashboard and /or consider individual school trackers /assessments to determine gaps to inform PEF planning

Measurement data - <i>examples only - amend to context of analysis</i>	Number/ percentage FSM not achieved/below age expectations	Comment and target outcome - Target outcome following interventions in plan below (i.e. – spelling age increase by 6+ months for 80% /16 pupils of target group)
Literacy		Speedy Readers – improve literacy for targeted S1 pupils. All pupils will improve in their reading age and/or fluency. Pupils to receive targeted support to help them access literacy across the curriculum with individual input/advice. Improve literacy for targeted pupils. Increased support for a targeted group of pupils working

		<p>towards Nat3/4. Reduce disengagement by increasing confidence in turn, improving attendance.</p> <p>Work with interrupted learners.</p>
Numeracy		<p>Improve numeracy for targeted pupils. Increased support for a targeted group of pupils working towards Nat3/4. Reduce disengagement by increase confidence in turn, improving attendance.</p> <p>Working with interrupted learners.</p>
Health and Well Being		<p>Children’s Support Worker will target pupils with interrupted learning. This caseload will be responsive to those in need.</p> <p>Continue to run Breakfast Club, Seasons for Growth, Resilience for Life, emotional regulation sessions and supporting adapted timetables.</p>

PEF IN-DEPTH ACTION PLAN – Inc – Interventions, timescales, and measurement

Class /Yr group / specific groups - Breakdown	Target group numbers	Link to SIP Project (insert number / no)	Interventions / actions linked to spend below (Please colour code to spend plan)	Measurement evidence	Trgt grp, Timeline, Teacher	Progress/ Impact <i>To be completed ongoing/ end of session - (number now on track/ seen desired improvement) - this section can be copied into S&Q Report in May.</i>
BGE Literacy Interventions	40		<p>S1/S2 Speedy Readers</p> <p>S2 Paired reading</p>	<p>Testing beginning, middle and end.</p> <p>Reading age improvement.</p>	<p>S1/S2 Speedy Readers 3 groups – Three terms Teacher and PSA</p> <p>S2 Paired Reading – two terms</p>	

					S6 volunteers with support from ASNT	
Targeted Numeracy	Depending on referrals		Small group targeted numeracy	Increased success in BGE and Nat3/4 assessments	All year CSW	
Targeted Literacy	Depending on referrals		Small group targeted literacy	Increased success in BGE and Nat3/4 assessments	All year CSW	
HWB Targeted Group	Depending on referrals		Breakfast Club Certification support My Future, My Success preparation Resilience for Life 1:1 social emotional support	Increase confidence Increase participation Increase qualifications Successful alternative pathway in place	S1 – S4 pupils S3 and S4 pupils S4 pupils S1 – S6 pupils Various age range Various times in year	
Targeted Attendance group	Depending on referrals		Attendance support	Allocated CSW to work alongside mainstream Guidance staff to target pupils who have interrupted learning.	Increase in whole school attendance statistics. All year	

Please tick which of the Following Apply

Is this PEF plan looking to address?

Literacy	Numeracy	HWB
Yes	Yes	Yes

What is the focus of this PEF plan?

Attainment	Attendance	Inclusion/Exclusion	Engagement	Participation
Yes	Yes	Yes	Yes	Yes

