



ST LUKE'S HIGH SCHOOL

PEF PLAN 2023/24



INVESTORS
IN PEOPLE



PEF Improvement Priorities 2023 – 2024

Leadership and Management

1. Reduce the poverty-related attendance gap from 10% to 5% through highly effective partnership working, collaborative enquiry and bespoke interventions.
2. Continue to build collective capacity to close the poverty-related attainment gap by designing additional systems and structures to enable further collaboration to support PEF entitled young people to reach their full potential.



Learning Provision

1. Close the vocabulary gap and improve learners' ability to access the curriculum by developing our approaches to Oracy and Disciplinary Literacy.
2. Further reduce the poverty related attainment gap in Literacy from 8% to 6% at fourth level.
3. Implement regular diagnostic Numeracy assessment to ensure adaptive approaches to learning and teaching which will provide appropriate support and challenge for PEF entitled learners.
4. Further reduce the poverty related attainment gap in Numeracy 6% to 3% at fourth level.
5. Identify PEF entitled learners who are achieving well in Maths and Numeracy but would benefit from increased challenge to accelerate progress.



Successes and Achievements

1. Improve wellbeing and engagement for PEF entitled young people through the effective use of target setting using Wellbeing Equity Plans.
2. Stretch aim: 100% of PEF entitled young people will experience a WA opportunity.
3. Stretch aim: 100 % of PEF entitled young people will report feeling safe, active and included in school.
4. To further prepare PEF entitled learners for post school transitions by Increasing the number of PEF entitled young people in S3 and S4 who report their career pathway interests have developed as a result of tailored DYW interventions.
5. To further close the attainment gap at Level 6 by increasing the percentage of PEF entitled learners who achieve 3+ Level 6 awards in S5 from 30% to 35%.
6. To ensure all PEF entitled learners in S4 achieve at least 5 National awards and 40% achieve 5+ National awards at Level 5.



Leadership and Management					
Impact & Outcomes for Learners	Action Required	Personnel	Timescale	Resources	Monitoring & Evaluation
<p>Priority 1</p> <p>Learners' attainment and achievement will improve as a result of increased levels of attendance.</p>	<p>Establish an attendance team who will work in partnership with the PST and Fare Scotland worker to develop relationships with families and support better attendance at school through the use of Attendance Equity Plans and target setting.</p>	<p>C Ross PST Attendance Team Fare Scotland Worker</p>	<p>August '23 – April'24</p>	<p>Professional reading Attendance Council Meeting time Forth Valley resources Robert Owen Centre</p>	<p>Attendance data Equity Plans Attainment data Tracking data</p>
	<p>Engage in collaborative enquiry to explore the reasons for lower attendance post-Covid and monitor the effectiveness of interventions.</p>	<p>C Ross PST Attendance Team Fare Scotland Worker Volunteer Staff Strathclyde University Partnership</p>	<p>September '23 – May '24</p>	<p>Professional reading Strathclyde University partnership Meeting time</p>	<p>Collaborative enquiry findings</p>
	<p>Look outwards to identify what is working well in other settings and consider how approaches might be adapted for our setting.</p>	<p>C Ross PST Attendance Team</p>	<p>September '23 – November '23</p>	<p>Robert Owen Centre resources Professional reading Attendance at professional learning events</p>	<p>Attendance Equity Plans Attendance data Learner focus groups Attendance Council data</p>

Impact & Outcomes for Learners	Action Required	Personnel	Timescale	Resources	Monitoring & Evaluation
<p>Priority 2</p> <p>A wider range of PEF entitled learners will benefit from target setting and collaborative working through collaborative working and the introduction of attainment and attendance Equity Plans.</p> <p>Our child-centred approach to planning and target setting will be further enhanced through the introduction of a Joint Support Team approach to supporting learners</p>	<p>Self-evaluation for self-improvement activities will be used to identify strengths, next steps and inform PEF approaches to ensure inclusive practices permeate our school. The PEF team will have further clarity with regards to their roles in the Tracking and Monitoring process. Attainment and attendance Equity Plans will be introduced. We will also enhance our current approach to closing the poverty-related attainment gap by further developing our approach which mirrors our currently successful approach to supporting ASN barriers to learning through the use of:</p> <ul style="list-style-type: none"> • Case Conferences • Data Walls • Joint Planning • Termly PEF progress reports <p>to support early identification and intervention.</p>	<p>C Ross B Toal PEF Team PT Health and Wellbeing, Literacy and Numeracy FH PST K Hunter A Hastings All staff</p>	<p>Aug '23 – Oct '23 (SE Activities)</p> <p>Oct '23 – Jun '24</p>	<p>HGIOS 4 HGIOURS PEF Data PEF Equity Plans Meeting time Digital resources Staffing Financial resources Partners Mel Ainscow professional learning materials</p>	<p>Challenge Questions Pupil Forums ASN Forum Learning Walks Collegiate activity PEF Data PEF Equity Plan data Monitoring and Tracking data Attainment data</p>

Learning Provision					
Impact & Outcomes for Learners	Action Required	Personnel	Timescale	Resources	Monitoring & Evaluation
<p>Priority 1</p> <p>Learners will develop their subject specific Literacy skills to improve access to the curriculum.</p> <p>Learners will be able to express their thoughts, ideas, knowledge and understanding with increased confidence orally and in writing.</p> <p>Priority 2</p> <p>Further reduce the poverty related attainment gap in literacy from 8% to 6% at fourth level</p>	<p>All departments will ensure that home learning in the BGE is differentiated to meet learners' needs. Departments will ensure that home learning has a disciplinary literacy focus to support access to the curriculum and address the vocabulary gap.</p> <p>PT PEF Literacy, PT Disciplinary Literacy and PT Pedagogy and Curriculum will collaborate to identify and share effective practice, support learners through the use of Literacy Equity Plans and deliver professional learning activities to build the capacity of staff to support the development of subject specific literacy skills.</p> <p>PT PEF will liaise with cluster primary schools to co-create reading interventions for learners that have a lower reading age than their peers. PT PEF Literacy will deliver professional learning activities to build capacity of cluster primary and secondary staff with a focus on literacy skills and phonics.</p> <p>Staff confidence in delivering literacy across the curriculum will be increased by equipping staff with a literacy toolkit which will provide</p>	<p>PT PEF Literacy PT Disciplinary Literacy M Pollock PT Curriculum and Pedagogy Reading Intervention Team FHs/PTs Curriculum All teaching staff</p> <p>PT PEF Literacy FH English Cluster Primary Literacy Leads Cluster Primary Staff Secondary Staff</p> <p>PT PEF Literacy J Ramsay</p>	<p>Aug '23 – May '24</p> <p>Aug '23 – May '24</p> <p>Aug '23 – June '24</p>	<p>NGRT Home Learning Policy Education Scotland resources Literacy Equity Plans Collegiate time RoA resources Andy Griffith/The Working Classroom partnership</p> <p>Professional reading Toolkit resources Collegiate time with cluster primary</p> <p>Professional reading Toolkit resources</p>	<p>Challenge Questions Pupil Forums ASN Forum Learning Walks Collegiate activity PEF Data PEF Equity Plan data Monitoring and Tracking data Attainment data</p> <p>NGRT data Literacy achievement of a level data Standardised Test scores SNSA data Equity plan data Tracking and Monitoring data Reading Age data Teacher feedback Literacy levels Pupil and parent focus groups</p>

<p>Priority 3</p> <p>All PEF entitled learners will benefit from adaptive approaches to learning and teaching in Numeracy.</p> <p>Priority 4</p> <p>All PEF entitled learners will benefit from targeted support to enable young people to reach their full potential and further</p>	<p>practical resources for staff across the curriculum. Staff will be upskilled to build capacity around the reading strategies such as reciprocal reading so learners are connecting their literacy skills across all subjects.</p> <p>Reading age scores will be used to identify young people who will benefit from a Literacy Equity Plan. Reading and literacy interventions will continue to be used to meet learners' needs. Reading data will be shared with secondary staff.</p> <p>Parents will be more confident supporting home learning by observing reading groups, teaching them ways to provide support at home.</p> <p>Pupils will sit frequent low stake diagnostic assessments to monitor progress in achieving SMART Targets. New adaptive online learning tools will be used to support learners with Numeracy Equity plans. These resources will provide a scaffold for learner progress and promote mastery learning.</p> <p>PT PEF will create SMART targets with each pupil and support them to achieve these targets through Numeracy Equity Plans.</p>	<p>PT PEF Literacy</p> <p>PT PEF Literacy FH All staff</p> <p>PT PEF numeracy Maths Faculty staff PSAs PT Maths +Numeracy</p>	<p>Aug '23 – June '24</p> <p>Aug '23 – May '24</p> <p>Aug '23 – May '24</p> <p>Aug '23 – May '24</p>	<p>WSCA/In-service time Collegiate time with cluster primary Meeting times Staff expertise Toolkit resources Opportunities to work in partnership</p> <p>Standardised faculty reading questions</p> <p>Classwork IXL Learning 123maths Sumdog Numeracy Blueprints Eedi Dr Frost Maths</p>	<p>Low stake diagnostic assessments Increased pupil engagement in learning Evaluation of pupil progress through quantitative and qualitative measures Participation in Eedi research project</p> <p>Learner conversations with discussion focused on SMART targets.</p>
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<p>reduce the gap in numeracy by 3 % at level 4.</p> <p>Priority 5</p> <p>PEF entitled learners will be supported to make accelerated progress in Numeracy</p>	<p>Introduce Numeracy Equity Plans for young people who are on track but may be able to make accelerated progress. PT PEF will provide 1-2-1 support with pupils on plans and use these resources to monitor progress. Every pupil on a plan will co-create SMART targets with PT PEF with a focus on areas for support.</p>		<p>Aug '23 – May '24</p>		
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Successes and Achievements					
Impact & Outcomes for Learners	Action Required	Personnel	Timescale	Resources	Monitoring & Evaluation
<p>Priority 1</p> <p>PEF entitled young people will benefit from improved wellbeing and engagement through the effective use of target setting using Wellbeing Equity Plans.</p> <p>PEF entitled young people supported by a plan who achieve their wellbeing targets will increase from 72% to 90%</p> <p>Priority 2</p> <p>Last session's Health Check's indicated a participation gap. Therefore, 100% of PEF entitled learners will be offered a meaningful, individualised, wider achievement offer.</p>	<p>Wellbeing Equity Plans will be adapted to ensure targets are measurable and specific. Staff will be better able to contribute to the achievement of wellbeing targets through enhanced understanding of how to measure participation and engagement.</p> <p>Appropriate tracking of pupil wellbeing and impact of interventions. Effective use of SMART targets. Create observation sheet using Leuven Scale of Engagement. Change Health check responses to numbers.</p> <p>Universal offer- all PEF entitled pupils will be given equal and equitable opportunities to develop their holistic wellbeing, in and out with school. All PEF entitled young people will be offered at least 1 wider achievement opportunity in and/or out with school</p>	<p>PT PEF Health and Wellbeing C Ross PST Social Justice Manager FH PC Lorraine Wellbeing Partners All staff</p>	<p>Aug '23 – September '24 to implement</p> <p>Aug '23 – June '24 to monitor and evaluate</p> <p>Aug '23 – September '23 to implement</p>	<p>PEF Wellbeing Plans Meeting Time ELT EEF Toolkit Leavens Scale of Engagement</p>	<p>Health checks PEF Wellbeing Plans Data Walls Monitoring and Tracking Data PEF Report</p>

<p>Priority 3</p> <p>Learners will benefit from target setting and interventions informed by Health Check data. In addition 100 % of PEF entitled young people will report feeling safe, active and included in school.</p>	<p>Regular Health Check information will be used to help monitor progress towards meeting stretch targets. Health checks will be used to identify young people who report as not feeling safe, active or included in school. Those learners will have a Wellbeing Equity Plan established to set SMART targets and measure progress.</p>		<p>Aug '23 – June '24 to monitor and evaluate</p>		
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Impact & Outcomes for Learners	Action Required	Personnel	Timescale	Resources	Monitoring & Evaluation
<p>Priority 4</p> <p>PEF entitled learners will be well-prepared for post school transitions. PEF entitled young people in S3 and S4 will be able to identify how their career pathway interests have developed as a result of DYW intervention.</p> <p>PEF entitled young people in S3 and S4 will be able to articulate how their meta-skills have developed as a result of DYW interventions.</p> <p>Priority 5</p> <p>PEF entitled learners will benefit from an increased range of post-school destinations as a result of increased attainment at Level 6.</p>	<p>DYW team focus adapted to incorporate supporting PEF entitled young people in S3 and S4 into positive destinations through leadership of: SPOTLIGHT universal offer, additional targeted mentoring activities and DYW inspiration activities</p> <p>PTPS and PT DYW will further support learners through the development of meta skills across the four contexts of learning.</p> <p>In addition to the universal attainment supports on offer, PEF entitled learners will benefit from increased targeted interventions to support attainment:</p> <ul style="list-style-type: none"> • Residential Study Weekend priority • Attainment mentor • Study plans 	<p>C Ross B Toal DYW team Social Justice Manager PEF Team- PT Health and Wellbeing, Literacy and Numeracy PST FH OfA Team SDS Career's Advisor Business Partners K Hunter A Hastings All staff</p>	<p>Aug '23 – June '24</p> <p>Aug '23 – June '24</p> <p>Aug '23 – June '24</p>	<p>SPOTLIGHT Programme Targeted mentor programme Time PEF Meetings Financial resources Staff</p> <p>CLPL Collegiate time Planning time Meta-skill resources</p>	<p>Positive Destination data Rubi data Monitoring and Tracking data Prior attainment data Pupil Profiles</p> <p>Course plans Learning Walk Programme Learners' jotters Challenge Questions Learning Walk Programme Course plans Monitoring and Tracking data Prior attainment data Pupil Profiles</p>

<p>Priority 6</p> <p>S4 PEF entitled learners will achieve at least 5 National Awards with 40% achieving 5+ at Level 5</p>	<ul style="list-style-type: none"> • More regular monitoring of progress • Regular updates to teaching staff with regards to meeting PEF attainment targets <p>In addition to the universal attainment supports on offer, PEF entitled learners will benefit from increased targeted interventions to support attainment:</p> <ul style="list-style-type: none"> • Attainment mentor • Study plans • More regular monitoring of progress • Regular updates to teaching staff with regards to meeting PEF attainment targets • Attainment Equity Plans 		<p>Aug '23 – June '24</p>		
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