**Auchenharvie Academy** 

**PUPIL EQUITY FUNDING IMPACT SUMMARY 2020-21**

How has the Pupil Equity Fund improved the experiences and outcomes of our learners in 2020-21?

To support and help to deliver our school vision our PEF spending this year has been primarily on the following streams;

* **Closing the Attainment Gap in Literacy & Numeracy for Pupils in S1/2/3.**
* **Family Learning.**
* **Developing Scotland’s Young Workforce.**
* **Improving the quality and consistency of Learning and Teaching.**

How has the Pupil Equity Fund improved the experiences and outcomes of our learners in 2020-21?

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| ***PEF Intervention: PT Family Learning******Aims:*** * **To contribute towards the whole school agenda of closing the poverty related attainment gap through effective collaboration with families and colleagues.**
* **The early identification of pupils in P6/7 and S1/2 who would benefit from enhanced parent/carer literacy/numeracy/wellbeing and/or family based education interventions (as outlined in HGIOS 4 QI 2.5) to support their child’s learning at home.**
* **To work in collaboration with the NAC family learning team to provide bespoke programmes of support for targeted parents/carers. This will be in co-construction with parents/carers.**
* **To work with research based methods of improvement in parental engagement.**
* **To improve the confidence of targeted parents/carers in engaging positively with staff at Auchenharvie in all matters relating to their child’s education.**
* **To develop a programme of attainment/achievement for parents/carers participating in the ‘Parents in Partnership’ programme.**

***Lead staff: Allison Hopton******Cost: £6210*** |
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| **Approach and Intended Impact****Family Learning and Engagement Background** Family Learning has continued to be a major aspect of our work in relation to PEF. In session 2020-2021, we have continued to focus on two main strands of Family Learning. Our targeted ‘Parents in Partnership’ Programme (PIP) engaging with a further 4 families to add to our original cohort and a Universal programme of events offering support to all families within our community. There has clearly been a huge barrier this year in the form of COVID-19 which has meant we have had to adapt to the new norm, often creating new approaches to ensure we are engaging with as many of our families as possible.The aim of the Parents in Partnership Programme was focused on developing parents/carers confidence and comfort levels in approach and engaging with the school and empowering them to support their child(ren) at home with their learning. We never envisaged the role that parents/carers would be playing in home learning this year and the initiatives and relationships we have already built and put in place really stood us in good stead throughout both lockdowns. **Evaluation and Evidence**Throughout this session we have been taking the lead from the families in our community and basing the work we do and what they need most from us. Throughout term one and two we focused on targeting new families and engaging with our primary families. We also moved to a virtual platform for our embedded Parents in Partnership initiative as we weren’t able to have parents into the school building. The school community came together to create hampers for families who needed us most through the pandemic. These families had been impacted greatly by COVID. The work being done was highlighted at a national level through CELCIS who shared our work as best practice.Throughout the pandemic we have also built up strong relationships with local businesses and the North Ayrshire Foodbank. I have now been invited to distribute food bank vouchers directly to pupils and their families so that they have a link to the food bank within the school. This is a huge step towards helping to address some of the issues with poverty in our school community and make the process a lot more straight forward for those in the most need. We have managed to secure various funding through Locality budgeting to target inclusion for those most in need and also funding from local supermarkets to help support food projects for families.On top of all of this, the families we already engage with are continuing to flourish and work with us in partnership. We have been continuing to engage with them all virtually with them always initiating the ‘get togethers’ with minimal input from the school. The mental health workshops we have had for them have been really useful along with the wellbeing check-ins which have been happening weekly. We have been working closely with our primary colleagues to identify the families we will be working with in the next few years and have already started to contact them about future interventions relating to family learning and transitions.**2020/2021 Activities**

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| *August ‘20* | Identifying parents/carers – new S1Continually linking with our original PIP group and supporting them as best we can. |  |
| *September ‘20* | Mental Health Improvement Course with NHS Public Health | **2** parents signed up |
| *October ‘20* | Transition Cupcake Challenge – p7sCost of the School Day | **All schools participated** in this with some **engagement** from all.Invited to the North Ayrshire working group for COSD – to be part of writing the policy for this.  |
| *November ‘20* | Virtual PIPHow to VideosCost of the School Day | Videos uploaded for parents/carers in school community introducing our school and facultiesScience department pilot our first ‘how to’ videos including pupils delivering how to complete certain aspects of work **to help learning at home**.Ongoing work. |
| *December ‘20* | Virtual PIPChristmas Food HampersFood Bank CollectionAsda FundingCost of the School Day | Videos uploaded for parents/carers in school community introducing our school and faculties**58 families** identified (non SW involvement) and hampers delivered across the community.**1000** items collected by our staff for the local food bankSuccessful in **a £600** bid to help families – should receive cheque in January.Ongoing work. |
| *January ‘21* | Stationary Drive for familiesRemote learning parental check in | **£80** worth of stationary from ASDA with faculties also providing items. Glow form to all with an opt in and **28** **families** asking for supplies to collect.Parents/carers invited to drop in sessions to hear their feedback on remote learning so far – **highly positive**. You said – we did report written up. |
| *February ‘21* | Toiletries Drive for familiesRemote learning parental check in | Link with a local businessman who provided **£400** worth of toiletries for families in need. Glow form issued and **28 families** engaged with this. Toiletries provided to these families for **every person** in their house.Parents/carers invited to drop in sessions to hear their feedback on remote learning so far – **highly positive**. You said – we did report written up. |
| *March**/April**‘21* | Food Bank drop offsPB Inclusion clothing fundingWorld Book day collaborationTransition parental Zoom | Have established links with NA food bank who delivered enough food for **58 families**. A group of staff delivered these to houses who had opted into the initiative.£1200 for PB funding secured for a year which is aimed at clothing items for including all pupils i.e if a pupils needs a sports kit we can buy it etc.Link with FH English to hang bags of books to our school gates for families of S1/S2 pupils to collect. **Over 100** bags were collected on world book day.Linking with Transition team to meet our new p7 families and discuss what we can offer in term 4. **20** families engaged. |

**Impact of Activities****2** of our parents/carers who took part in the Family Learning Mental Health workshops have said they feel more confident in speaking with their young person around the subject of mental health and matters surrounding it. They are keen to use this as a baseline to help other parents/carers in similar situations to themselves.We supplied **28 families** with stationary supplies during home learning to help them ensure their young person was managing to engage and complete some of the work being asked of them. Of the 28 families, all of the young people managed some form of engagement with their class teachers during ‘Lockdown 2’. 6 of the young people only managed this engagement once the stationary supplies were made available.The impact of the PB funding has been evident in that it has so far allowed **5 of our young people** to return to school. This is due to the funding providing clothing items for these young people. They then feel more comfortable attending school and seeing their peers. This is obviously all done in complete confidence.We have **also secured 25 ipads** through connected communities to help families get online. This will not only help our young people but also help their parents/carers engage with our accredited learning programmes which we hope to have up and running again in session 2021/22.**Next Steps (including potential funding)**The Principal Teacher of Family Learning continues to have a very clear idea of how to develop the work of the Parents in Partnership Programme and also to develop of universal programme of events tailored to meet to needs of our families. These two programmes are embedded into the life and workings of our school and are recognised at a local authority level.In line with the school’s priorities to continue to develop Home Learning, the Principal Teacher of Family Learning is looking to continue to develop the use of departmental lesson tutorials which are available on the school website for families to access from home.In session 2021/2022, The Family Learning team will be working really closely with the PT of Raising Attainment and the PT of Transitions ad Interventions to ensure we are targeting the correct families and using the correct methods of intervention. After 4 years of working we are now adapting our own database to measure the impact of the intervention of pupils and their families in line with literacy, numeracy, health and wellbeing, family learning, partner agencies etc. This will allow us to track each individual as they progress through their school career. We have come to this method through rigorous and robust self-evaluation processes to ensure we have meticulous ways of measuring the data we are gathering from our young people and their families.It could be argued that Family Learning has an even more important role to play in the coming months and years, so we will continue to work with families in a friendly and compassionate way, being as flexible and understanding to their needs as we can with the impact on the young people being at the heart of all that we do.  |

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| ***PEF Intervention: Learning and Teaching******Aims:**** **To contribute towards the whole school agenda of closing the poverty related attainment gap through effective collaboration with colleagues.**
* **To lead on the development of a strong shared understanding of effective learning and teaching across the school.**
* **To support the building of learning environments that are nurturing and lead to high quality learning outcomes.**
* **To work with research based methods of improvement in teaching methodologies.**
* **To lead on the delivery of high quality L&T interventions in conjunction with relevant teachers/principal teachers.**
* **Identification of whole school L&T strengths and developmental areas from observations/QA and feedback mechanisms.**
* **Co-ordination with the PT Attainment and Achievement in the gathering of data on pupil level/progress to identify areas of L&T interventions.**
* **To provide CLPL for staff supporting the delivery of excellent learning and teaching across the school.**
* **To lead and support staff in the effective use of differentiation, HOTS, AifL, active learning, digital technology, pupils leading learning, feedback and questioning for pupils working across the BGE/Senior Phase.**

***Lead staff: Stephanie Brien*** ***Cost: £5058*** |

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| **Approach and Intended Impact**Auchenharvie Academy is committed to excellence and equity through the provision of the highest quality of experiences for all our pupils. Learning and teaching is at the centre of this aim, and our teachers are crucial to helping our pupils reach their goals.***Aims**** To maintain a positive learning environment in which all pupils have the opportunity to achieve their potential in a wide range of learning activities.
* To support the development of excellent learning and teaching in a range of contexts in which the contributions of all staff and pupils are valued.
* To set out practice that promotes self-evaluation from staff and pupils in order to promote dialogue in order to reflect upon, improve and share best practice.

Under the Curriculum for Excellence, it is the responsibility of teachers to develop pupils’ literacy, numeracy and health and wellbeing. Young people should be supported in their learning style and education should provide learners with a range of skills, techniques and strategies to be life-long learners. Pupils should be able to take responsibility for their own learning and be able to work individually or as part of a group. Learners who have confidence in their ability to be leaders of their own learning will be motivated to succeed, and this will contribute to focussed, on task learning. In essence young people should develop positive attitudes to work, acquire knowledge and understanding and develop the key skills that will help them succeed in life.**Evaluation and Evidence*****Looking Inward******Action:*** Collaboration with Faculty Leaders and Principal Teachers at the beginning of my post to gain a wider understanding of the learning and teaching strategies being utilised across the school and areas of development within the staff teaching community.***Measurement:*** PT L&T PRD/ Evaluation of CPD/INSET delivery outcomes. ***Impact:*** Staff knowledge and confidence will improve with respect to Learning and teaching strategies. Pupils will experience a higher quality and consistency of learning and be better engaged in their learning. ***Action:*** The school newsletter ‘The Harvie Herald’, provides an overview of the work taking place across the school as well as providing recommended reading and strategies for effective learning and teaching. The themes of the newsletter are centred on the HGIOS4 Quality Indicators and all staff are invited to contribute on a monthly basis.***Measurement:*** Staff engagement with newsletter contributions.***Impact:*** An improved staff ethos to want to share best practice but done in a manner where staff are encouraged and supported to see the benefits of CLPL and sharing the best practice using the models given. ***Action:*** During remote learning, pupil questionnaires were issued and feedback shared with staff, pupils and parents. The questions explored the remote learning pupil entitlements according to Education Scotland. Pupils were questioned on the ease of accessing online learning, staff checking if pupils were coping with the work, pupils feeling safe and cared for online, pupils being encouraged to do the best they can, staff checking for pupil understanding of content and instructions for tasks the volume of work and challenge within online lessons, opportunities for pupils to interact with each other and to rate their overall experience of online learning within each faculty.***Measurement:*** Evaluate impact of virtual learning environment by a questionnaire/focus group after implementation one year.***Impact:*** Whole-school approach of utilising Microsoft Teams as part of our Learning and Teaching as a consistent online platform. This will enable staff to share resources for consolidation, upload homework tasks and assignments while offering quality feedback to our young people. Arranged for Microsoft Teams staff support sessions to be delivered by NAC lead Rosslyn Lee to enhance teacher skills and confidence in utilising a virtual learning environment. ***Action:*** Mapping Your School Journey was created as a visual representation of the opportunities and experiences our young people have during their time at Auchenharvie Academy. This has been shared with pupils, parents, staff and partners within the school and online.***Measurement:*** Pupil focus groups to provide evaluations of opportunities available via their school journey. Curriculum review by staff and school partners.***Impact:*** School community has a clear understanding of the pathways available to young people in order to develop the four capacities of the curriculum for excellence and the skills of life, learning and work.***Looking Outward******Action:*** A review of selected secondary school inspection reports with a learning, teaching and assessment grade of 4 and 5 supported reflection upon our current practice and consideration of ideas for future development such as the use of a virtual learning environment, outdoor learning and interdisciplinary learning opportunities.***Measurement:*** Clear understanding of grade 4 and 5 expectations in terms of quality of learning and engagement, quality of teaching, effective use of assessment, planning and tracking and monitoring.***Impact:*** Seek to develop partnership with identified schools.***Action:*** ‘What Scotland Learned – 100 Stories of Lockdown’ was published by Education Scotland as a result of the remote learning period. In light of this, ‘What Auchenharvie Learned’ was devised, based upon pupil, parent and staff feedback during remote learning. Staff have also been encouraged to share good practice, both remotely and within the classroom, encompassing the themes of the Circle of Teaching.***Measurement:*** Publication of Auchenharvie Academy’s lockdown learning experiences shared as good practice with authority via Teach Meet session led by the Professional Learning Academy in June 2021.***Impact:*** Increased staff confidence to use learning and teaching strategies which will enhance consistency of classroom experience for pupils.***Action:*** Continuation of established links with the North Ayrshire Council Professional Learning Academy by sharing best practice with other practitioners within the authority. The focus is to develop the school’s Visible Learning Strategy - Strand 4 “Effective Feedback: The Power of Feedback.”***Measurement:*** Evaluate impact of visible learning by a questionnaire/focus group after implementation one year.***Impact:*** The school will work to develop the expertise, consistency and delivery of levels of feedback, the importance of feedback, making feedback effective, peer and pupil to teacher feedback. ***Action:*** Library resources for learning and teaching have been collated on a spreadsheet for staff to access based on their development needs. Information regarding inspirational educational podcasts are shared with all staff via the monthly newsletter to enhance the high quality learning and teaching experiences of our young people.***Measurement:*** Number of staff accessing library resources via librarian.***Impact:*** Increased staff confidence to use learning and teaching strategies which will enhance consistency of classroom experience for pupils.***Looking Forward******Action:*** The Learning and Teaching policy has been amended in light of the difficult and challenging circumstances our pupils are facing as a result of the ongoing COVID-19 pandemic. The policy now incorporates recommended remote learning strategies as well as SWAN, which is a useful acronym to remember how to support everyone’s health and wellbeing. After consultation with Faculty Heads, Auchenharvie collated a list of recommended and not recommended routines, tasks and activities to promote a safer learning environment for all. ***Measurement:*** Staff CPD evaluations proforma.***Impact:*** Increased staff confidence to use learning and teaching strategies will enhance the safety of classroom experience for pupils.***Action:*** Learning and teaching go-staff were identified to be centred on the themes of the Circle of Teaching. This has promoted a relaxed environment where staff are able to seek support to improve and share good practice.***Measurement:*** Increased staff confidence to seek support from go-to staff for learning and teaching.***Impact:*** Increased utilisation of strategies outlined by the whole school Circle of Teaching model.***Action:*** A staff INSET programme was tailored to meet staff learning and teaching needs, with a focus on the Circle of Teaching model as per the whole school learning and teaching policy. ***Measurement:*** Staff CPD evaluations proforma.***Impact:*** Greater opportunities/increased staff confidence to use/develop L&T strategies will enhance classroom experience for pupils.***Action:*** A group of pupils across S1-6 lead the roles of HARVIE Ambassadors for learning and teaching and provide pupil feedback to be shared with staff during INSET sessions.***Measurement:*** Pupil voice captured and shared with staff.***Impact:*** Pupil voice playing a vital role in improving the consistency of learning and teaching across the school.***Action:*** The focus of the learning and teaching working group this session is aligned with the School Improvement Plan on implementing revised arrangements for the current use of registration to incorporate greater pupil engagement in personal learning via Personal Support. The Learning and Teaching working group collaborated to develop engaging and relevant activities to be completed each morning during the existing registration time, incorporating the themes within the pupil version of HGIOS4. ***Measurement:*** Improved confidence, motivation and engagement with self-reflective activities and target setting.***Impact:*** Pupils adopt a greater responsibility for matters relating to all aspects of their education through personal reflection each day. Increased skills development of literacy, numeracy, health and well-being and self-evaluation. Regular opportunities for pupil voice based on HGIOS4.***Action:*** I have the responsibility of School Regent to support students and newly qualified teachers. I devised professional development programmes for both students and the NQT involving internal and external agencies to provide them with experience across whole school issues such as nurture, family learning, support for learning, area inclusion, MCR pathways, school counselling, pastoral, health and safety, SQA coordination, Duke of Edinburgh, outreach service and the role of the campus police officer. A further professional development programme was devised, centred around the Circle of Teaching themes as per the whole school Learning and Teaching policy. I created a handbook specifically for students and NQT’s, highlighting important school information and policies to be implemented in their everyday learning and teaching practice. I engaged in formal lesson observations of the NQT, while providing supportive and constructive feedback via coaching models. I communicated with the NQT, his supporter as well as NAC PT Professional Learning and Leadership Development regarding GTCS profile submissions and ensured deadlines were met. In preparation for writing applications and upcoming interviews, I held weekly regent meetings and communicated remotely to provide feedback and support. ***Measurement:*** Student achieving university placement criteria and targets. Probationer achieving GTCS standards to become a fully qualified teachers.***Impact:*** Teachers developing skills, confidence and capabilities to meet GTCS professional standards**Total Spend:** The incremental salary associated with promoted position**Next Steps (including potential funding)**Subject-specific professional development opportunities to be embedded into INSET and collegiate sessions, exploring the themes within the Circle of Teaching model.Implementation of lesson study model and peer learning walks across the school as a means of sharing best practice. Continue to develop links with North Ayrshire Council Professional Learning Academy by encouraging colleagues to attend twilight sessions and professional reading.A tracking and monitoring spreadsheet template has been devised for staff to consider at classroom level in order for staff to drill down on the key components of their course where pupils are attaining, require interventions and further consolidation. A pupil evaluation template for staff has been devised in order to encourage learners’ self-reflection and thinking time via coaching techniques. It is anticipated to be used as a tool to facilitate quality learning conversations by questioning, listening, to provoke thinking and set targets for improvement. Pupil feedback from remote learning suggested pupils would prefer a single online platform as a means of communication between staff and pupils. As a result, Auchenharvie Academy will be using the whole-school approach of utilising Microsoft Teams as part of our Learning and Teaching. This platform has multiple capabilities to enable staff to share resources for consolidation, upload homework tasks and assignments while offering quality feedback to our young people. Time will be given during the in-service day in August where S Brien will provide support, share the features of Microsoft Teams with staff and time will be allocated for staff to create their class teams in preparation for the new session. Information sessions will also be provided for pupils and parents in the new session.One of the themes within the Circle of Teaching model is ‘Expectations’ which encompasses the school values, positive relationships and nurture. A new whole-school initiative will be launched in August 2021 in line with the School Improvement Plan called ‘Harvie Heroes’, with the aim of promoting positive relationships and the school ethos while celebrating an additional form of success amongst our young people. ‘Harvie Heroes’ incorporates the school values as well as the four capacities, which reflect and recognise the lifelong nature of education and learning. The four capacities are aimed at helping our young people to become successful learners, confident individuals, responsible citizens and effective contributors. Each month will have a different skill focus, to be shared and reinforced within our everyday practice. At the end of the month, pupils and class teachers will have the opportunity to reflect on who they believe have successfully demonstrated the monthly focus. The Harvie Heroes will be issued with certificates, have the opportunity for their names displayed in corridors, shared on school Twitter pages and earn House points. Explore outdoor learning opportunities with award accreditation, involvement of family learning and interdisciplinary learning.Department approach to supporting parents to access subject-specific resources. Narrated guides to support pupils and parents in accessing subject-specific resources and study techniques. This could be accessed multiple times rather than a stand-alone information session.Continue to implement and develop the Personal Support programme to promote greater pupil engagement in personal learning via Personal Support. |

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| **PEF Intervention: Support learners into positive pathways and destinations by supporting DYW Initiatives****Aims: To implement the career education standard throughout the curriculum, provide all pupils with a meaningful work experience where appropriate, work collaboratively with partners to provide pupils with opportunities that will enhance their skills and prepare them for the world of work.****Lead staff: Kayleigh Morton*****Cost: £7973*** |
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| **Approach and Intended Impact**This year we worked with a range of key partners, namely Ayrshire College, The Princes’ Trust and DYW Ayrshire to support and expand our DYW initiatives that offer opportunities for our young people to develop skills that are relevant to the local labour market, further education courses and beyond.We also liaised closely with the Chamber of Commerce to provide the majority of pupils with a virtual work placement as well as meaningful information about jobs, apprenticeships and destination opportunities. Furthermore we aimed to encourage all departments to establish relationships with at least one employer in order to imbed business resources into the curriculum. This in turn aimed to provide all pupils with the opportunity to interact with employers and partners in order to connect the learning in class with the world of work. Finally we linked with SDS to better inform our pupils with regard to the world of work, career options and to support pupils leaving school into a positive, sustained destination and also to establish staff CLPL DYW opportunities. **DYW Update**This year we faced a significant barrier, COVID 19 in which we have had to adapt to a new norm and establish virtual ways to connect pupils, partners and employers together. * We continued to develop our DYW streams, by introducing two new innovative skills projects; *Construction Operatives and Smoothie Bar*. Due to delays caused by COVID19 the construction course start date has been scheduled for August 2021. This session Smoothie Bar was embedded successfully within our Barista cohort.
* This year we ran in total six ISPs plus an Employability course, all in partnership with Ayrshire College. A large portion of the year has been dedicated to home and virtual learning, however despite circumstances, fifty one pupils are participating in at least one of our ISPs and are estimated to achieve at least one level 4 qualification.
* In addition of the pupils who have participated in these streams, attendance has increased as well as pupil engagement and confidence.

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| **ISP Name** | **No. Of Pupils** |
| Barista & Smoothie Bar  | 12 |
| Cycle Maintenance  | 10 |
| Early Education & Childcare | 13 |
| Nail Bar  | 6 |
| Cyber Security  | 5 |
| Employability  | 48 |

* These courses support learners into a viable post-school destination either following the courses to further education level or in other positive destinations after they leave the school, contributing to the year on year positive post-school destinations statistics for Auchenharvie Academy.

**Work Placement Update*** Due to COVID19 all work placement opportunities this session were virtual. We worked with the Chamber of Commerce to establish employer links and offer opportunities to pupils. All S4-6 pupils were contacted and relevant information placed on the Auchenharvie DYW Twitter. A Google Classroom was also created in order to relay opportunities and promote communication with pupils. This has been a success and currently there are 120 pupils accessing the platform.
* Three virtual work placements ran over the course of a day- a week this year.

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| **Work Placement** | **No. Of Pupils** | **Impact** |
| British Army | 4 | Pupils noted increased knowledge of jobs and roles within the British Army. Two pupils completed British Army applications. In addition two pupils have applied for Uniformed Services at the Ayrshire College. |
| Construction (Morrison’s Construction) | 9  | Pupils all gained experience in different job roles within the construction industry. They gained the chance to speak to several employees in Morrison’s Construction. They also had the opportunity to create a CV and participate in a mock interview. All pupils successfully completed the week and achieved a City & Guilds Virtual Certificate. Increased home learning attendance from some pupils was noted. |
| Business Branding (Large Printing Company) | 2 | Pupils gained DYW certificates of achievement for their excellent contribution to the branding and logo design of our two new ISPs. |

* In addition all S4 & S5 pupils are on track to complete the steps to work award during June 2021 as well as experiencing a virtual work placement when they are scheduled to be in the Social Subjects department.
* The English, Science (Chemistry) and Social Subjects departments have engaged with the Chamber of Commerce and in turn have created partnerships with employers allowing them to embed virtual resources and webinars into the curriculum allowing pupils to see the pathways from curriculum to career.
* Development of learning and teaching resources has begun to include ‘career connections’ into all lessons and PowerPoints. Pupils will be able to see specific careers or sectors that each topic or lesson relates to, as well as the skills used in each lesson.
* SDS have created online CLPL resources which embed all DYW and career education resources and training for staff. Original plan was to embed these into the whole school CLPL programme this session, however due to COVID19 this has been delayed until session 2021/22.
* Staff communication has been sent out monthly via GLOW and HARVIE HERALD to access and support any virtual CLPL sessions and inform them of resources related to DYW and the Career Education Standard.

**Evaluation and Evidence****DYW Streams** In total 27 learners completed a DYW stream and gained a level 4 vocational qualification. In addition, 37 learners also completed a portfolio, which allowed them to achieve at least one unit for the level 4 employability award. This supported learner’s applications and enhanced experience on CV is to support them into a post learner destination.In addition, of the pupils who have participated in these streams, attendance has increased as well as pupil engagement and confidence. For example, one of learners joined our childcare course due to lack of engagement and attendance, he attended every lesson and achieved a level 4 Childcare Award.**Work Placements & Employer Engagement** Out of the four pupils who participated in the British Army online work placement, three secured a place in the uniformed services course with Ayrshire College as a post school destination. Nine pupils completed the Morrison’s construction work placement where they gained valuable experience and support with applications. They also all achieved a City & Guilds certificate. In addition, four young learners who completed the work placement have now enrolled on our construction ISP. Furthermore, one learner used this experience on application forms and successfully achieved a place in Ayrshire College for HNC Civil & Construction Management.2 pupils participated in a design work experience with Largs Printing Company. One used this experience to help gain a positive destination as a product designer at James Frew. After completion of courses and assessments in June, pupils used their Social Subjects periods to work through the North Ayrshire Virtual Work Placement Programme. This allowed pupils to create and online profile, identify their own skills and qualities and begin to create an online CV. All S4 pupils have at least one period of Social Subjects, this allowed 100% of S4 pupils to receive some form of employability/ employer engagement. In addition, around 75-80% of S5&6 pupils attended Social Subjects and received an experience. Three departments engaged with employers this year, receiving virtual resources from the Chamber Of Commerce and embedding these in lessons to ensure young people can identify careers related to the learning in the classroom. Our History department featured in DYW Ayrshire’s newsletter highlighting their partnership with Share the Voices. **Destinations** It is estimated that those who have left and achieved a positive and sustainable destination are 98.6% of our total leavers. **Next Steps (including potential funding)*** To continue development and expansion of our ISP’s by introducing Fashion as a senior elective as well as Construction. (Funding will be sought via DYW Ayshire)
* To continue to develop partnerships between employers and departments through our Chamber of Commerce in order to further enhance the career education standard in our curriculum.
* To develop work placement programme in order to allow as many pupils as possible to receive at least one work placement either practically or virtually.
* Continue to work with the Chamber of Commerce to introduce additional enterprise competitions during the academic year.
* Continue to work with the Prince’s Trust to implement the achieve award into the curriculum, initially in the BGE curriculum.
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| ***PEF Intervention:* PT Transition and Interventions*****Aims:**** **Improve the effectiveness of literacy and numeracy interventions through robust tracking and monitoring and data analysis.**
* **Create Literacy and Numeracy Intervention groups to raise learners’ attainment and to work towards closing any poverty-related attainment gaps supported by enhanced staffs understanding of literacy and numeracy difficulties.**
* **Partnership working with associated primaries to identify earlier children who are underperforming.**
* **Enhance the Primary to Secondary transition programme.**

***Lead staff:* Mrs Laura Booth*****Cost: LB: £63,102 / CA: £10,307*** |
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| **Approach and Intended Impact*** **Primary to Secondary Transition Programme**

Further strengthen and develop the transition programme between Auchenharvie Academy and the 5 associated Primary school through collaborative working and sharing of ideas. * **Catch Up Maths Training**

Mrs Booth will complete catch up maths intervention training to target pupils who have significant difficulties in numeracy.* **Targeted groups in S1 and S2 English**

In S1 and S2 small targeted groups will selected to work with Mrs Booth on specific areas where they have gaps. The focus will either reading or writing. Data from the Primary schools, New Star reader as well as staffs professional judgement will be used to decide upon the groupings of children. * **Enhanced Transition**

Through weekly visits to the cluster Primary Schools Mrs Booth in collaboration with the transition team, P7 teachers and head teachers at our associated Primary schools will identify a group of P7 pupils who would benefit from taking part in an enhanced transition programme. This will provide us with a better understanding of some of our targeted S1 pupils who might benefit from input in nurture input when they begin with us in August 2021.**Evaluation and Evidence****Primary to Secondary Transition Programme**Due to COVID 19 and restrictions that were in place to transition programme had to be completely revamped to incorporate online transition activities. * Weekly class visits by Mrs Booth on a rota basis for each Primary school.
* S1 Ambassadors selected and used to enhance the transition programme by planning the virtual challenge day and taking part in virtual question and answers sessions with P7 pupils.
* 6 Virtual meeting were held on a regular basis with both P7 parents throughout the 4 terms to keep them updated on the transition programme, future plans and to provide the opportunity for questions to be answered. Parents were also kept up to date using the school’s website, twitter and through letters to Primary schools. Positive feedback has been received from P7 parents via a glow form.
* Virtual meeting with P7 pupils during lockdown as well as when they were back in school to answer any questions and give an update on the transition programme. All pupils benefited from getting to meet various staff members and have any questions they had answered. P7 teacher’s feedback that these session helped to ease some pupil’s anxieties.
* Due to COVID restrictions the normal challenge day couldn’t go ahead as planned. 2 virtual challenge days were held. One in November incorporating drama, technical and science and a further one in May with maths. Feedback from all schools was extremely positive and is something that both P7 teachers and pupils think would be hugely beneficial to become a permanent feature in the transition programme.
* The transition programme with be further developed in session 21/22 to include 6 week maths and English weekly sessions in each Primary school from a subject specialist as well as subject of the month spotlight.
* Mrs Booth, Mrs Hopton and the Family Learning team to run a parent/carer and child after school club to help support for the pupil and parent with the transition from Primary to Secondary.
* Mrs Hopton and Leeanne McPhail are joining the core transition team next session.

**Catch Up Maths Training**Mrs Booth completed Catch up Maths training in December 2020. Due to going into lockdown and school closures she was unable to begin implementing the intervention until April 2021 when all pupils were back at school full time. 3 pupils from S1 have been selected, these pupils are engaging well with the programme and talk very positively about the sessions.**Targeted groups in S1 and S2 English** Unfortunately due to the period of home schooling the new S1 data wasn’t up to date as it was based on where the pupils were in February, many of the pupils hadn’t engaged on online learning. To allow the pupils a period to settle into secondary and their new class and surrounding in term 1 Mrs Booth provided support one period a week with 4 groups of children during their S1 English reading period. The focus of this was morphological awareness to help boost the pupil’s vocabulary and familiarisation with words. In S2 Mrs Booth provide support to 4 S2 classes during their reading period. The class were spilt into smaller groups to take part in literacy circles. The pupil’s confidence grew considerably throughout the course of the term. Many of the activities were based on the SHORS approach. In term 2 Mrs Booth had a targeted group of S1 pupils who had identified gaps in both their mechanical reading and their understanding of what they were reading. The SHORS intervention approach was used with these children. Post intervention results in their New Star reader shows a marked increase in their reading age. Unfortunately due to COVID and school closures term 3’s intervention couldn’t be carried out as planned, very few children in both S1 and S2 carried out any of the planned activities throughout the period of home learning. S2 focus in term 2 was writing. Pre and post intervention assessments show a dramatic improvement in some of the pupils writing, participation, engagement and their overall confidence in their writing ability. **Enhanced Transition**Unfortunately due to the various restrictions and updated Authority guidance the enhanced transition programme wasn’t able to go ahead as planned. Adaptions had to be made and the programme had to be altered children from different schools were unable to mix. Due to this each Primary school was offered a one 2 hour session for the identified pupils. During the enhanced transition visit each group of pupils got to meet members of the extended support team who will be there to support them on their secondary education journey.**Next Steps (including potential funding)*** **S1-S3 spreadsheet to track pupils gaps in English and Maths**
* **Maths teachers to link with each cluster Primary school and deliver a 6 week block of maths lessons in both P7 and P6 allowing for earlier identification of pupils will difficulties in maths. 0.2 funding for a Secondary Maths teacher to allow for this**
* **Employ another teacher to assist with English and Maths interventions**
* **Further develop the transition programme, subject spotlights of the month, monthly challenges and videos from subjects**
* **P7 parent/ carer Transition after school club**
* **Parent/carer homework club focusing on S1-S3 Maths and English**
* **Reintroduce “Boosted Reading” to S1 – S3 pupils**
* **Further collaboration with Primary colleagues, Mrs Booth to begin working with children in P6**
* **BGE novel project**
* **Targeted literacy and numeracy lunchtime clubs**
* **Tracking of P7 parental and pupil engagement in transition events**
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**Total costs:**

**Salaries £92,650**

**plus**

**Campus Police £21,013**

**HQ Costs £ 6,734**

**Supported Study £ 306**

**Sumdog £ 1,635**

***Total PEF spend £122,338***

**In Session 2021/22 our PEF streams as decided in consultation with all stakeholders are:**

* **Forensic work on mitigating the impact of COVID-19 on literacy, numeracy and HWB.**
* **Closing the Attainment Gap in literacy / numeracy for pupils in S1/2/3.**
* **Continuing with our Family Learning work focussing on Parents in Partnerships.**
* **Continuing to provide a diverse and motivational curriculum through focussing on Developing Scotland’s Young Workforce and our associated initiatives.**
* **Further improving the quality and consistency of learning and teaching in Auchenharvie through the appointment of a principal teacher in this area.**