Pupil Equity Fund in Coltness High School

At Coltness High School we value stakeholder engagement and like to keep you informed of strategies and progress.

We have identified introducing policy regarding ‘The Cost of The School Day’, improving literacy, numeracy and health and wellbeing for all pupils, as priorities.

**Inclusion**

A key focus has been to ensure our school is inclusive. Implemented strategies have reflected engagement from stakeholders – young learners, staff and families. Opinions were gathered using questionnaires, and through professional dialogue and training with staff. We value this raised profile of inclusion. ‘The Cost of the School Day’ policy has driven change in the following ways-

-Staff awareness (the policy is displayed in every faculty).

- We no longer charge for Health, Food and Textile lessons (curriculum changes have been made accordingly).

- The workstream have introduced our ‘pre-loved’ uniform and stationary store.

- We offer bags of female hygiene products before school holidays.

**Literacy**

We have identified ways to improve the reading age(s) for identified young learners. In 2017 we purchased and introduced the Read, Write, Inc. reading programme and many pupils have successfully completed it. This intervention teaches students to read accurately and fluently with good comprehension. It teaches them to spell correctly and compose their ideas for writing step-by-step.

**Numeracy**

Our subscription for Sumdog is to improve numeracy skills and we have purchased MALT assessments to identify candidates for our bespoke targeted numeracy support. Data collected demonstrates the value of this for identified young learners.

**Health and Wellbeing (HWB)**

We have employed The Teen Talk Counselling Service to work with young learners who are facing barriers to learning or challenges to help them reach their potential because of issues with mental health. During the pandemic we worked with our partner to ensure young people in both the high school and our associated primaries were contacted remotely. We continue to measure outcomes to assess young learner wellbeing, demonstrating an increase in young learner emotional and physical wellbeing with improved family, peer and school relationships. Satisfaction rating is at 95%.

In partnership with all involved we continue to look at other support networks that would improve the wellbeing of pupils.

**Other Support Networks**

We have employed an ASN assistant to work with young learners facing challenges or barriers to learning.

We have employed a Home School Partnership Officer (HSPO) and administration support to support identified pupils experiencing challenging issues. Their work includes-

* setting specific HWB targets and advise support strategies.
* Organising individual and group programmes including the ‘Summer Chill’ and S1 settling in group.
* Supporting positive leaver destinations.
* Supporting attendance.

I would like to thank you for your support this session and assure you that we will do everything we can to encourage and meet the needs of your child throughout the year. We will be consulting with you in due course, through a survey, to gain your views and guide our future spend. If you have any questions please do not hesitate to contact me.

**Kathryn Anderson**

**DHT**