



# PEF Policy



GIRFEC Through Equity

# Overview



## What is PEF?

**T**he Learner Equity Fund or PEF is additional funding allocated to schools based on free meal entitlement and to be used for closing the poverty related attainment gap. It is aimed mainly at the Broad General Education phase (S1-S3) and learners in lower deciles of SIMD (Scottish Index of Multiple Deprivation). We are accountable on how we choose to spend the fund and the impact of our interventions to ensure the learners of Calderhead High School fully benefit in the most appropriate way. In session 2025-2026 the school received £102,900 from the Scottish Government.

## Who is the PEF Team?

**T**here has been considerable investment in staffing for session 2025/26

The PEF Team consists of:

|                   |                                         |
|-------------------|-----------------------------------------|
| Mr S. Higgins -   | DHT PEF/Technologies Teacher            |
| Mrs A. Crawford - | PT DYW/SfL Teacher                      |
| Mrs S Martin -    | PT PEF Attainment/ Technologies Teacher |
| Mr A. Kennedy -   | PT PEF Wider Achievement/PE Teacher     |
| Mrs K. Sharp -    | PEF Maths Teacher                       |
| Miss K. Taylor -  | PT Future Fridays/HE Teacher            |

PEF will contribute towards some of the staffing above to allow initiatives to be planned and implemented by working together to help learners directly and indirectly.

# School Context?



Calderhead High School currently has 79% of learners in SIMD 1-4 and 25% on Free School Meals Entitlement (FME). This is well above local and national averages but could be even higher as many of our families who are entitled to FME do not apply. We are working to help families process applications for both FME and Clothing Grants. In particular our S1 has 61% in lower deciles with many EAL learners who have language barriers. We now have 46% learners requiring ASN and this figure is rising.



# Identifying Gaps



**B**efore we spend any of the PEF budget we analyse data from various sources to identify any gaps or areas we can improve upon. This data can come from:

- SNSA (Scottish National Standardised Assessments) data from p7 and S3
- BGE (Broad General Education) attainment from the NLC Dashboard
- Attendance data from NLC Dashboard and Seemis, historic and monthly
- National Insight Data, particularly S4 data feeding back into BGE
- Free School Meals data from NLC Dashboard and Seemis
- Our own bespoke Risk Matrix to identify vulnerable learners most at risk due to key factors
- Strengths and Difficulties Questionnaire to identify learners who may need
- more support

Our initial analysis and discussions identified 6 key areas that we will initially support in Calderhead High School this year.

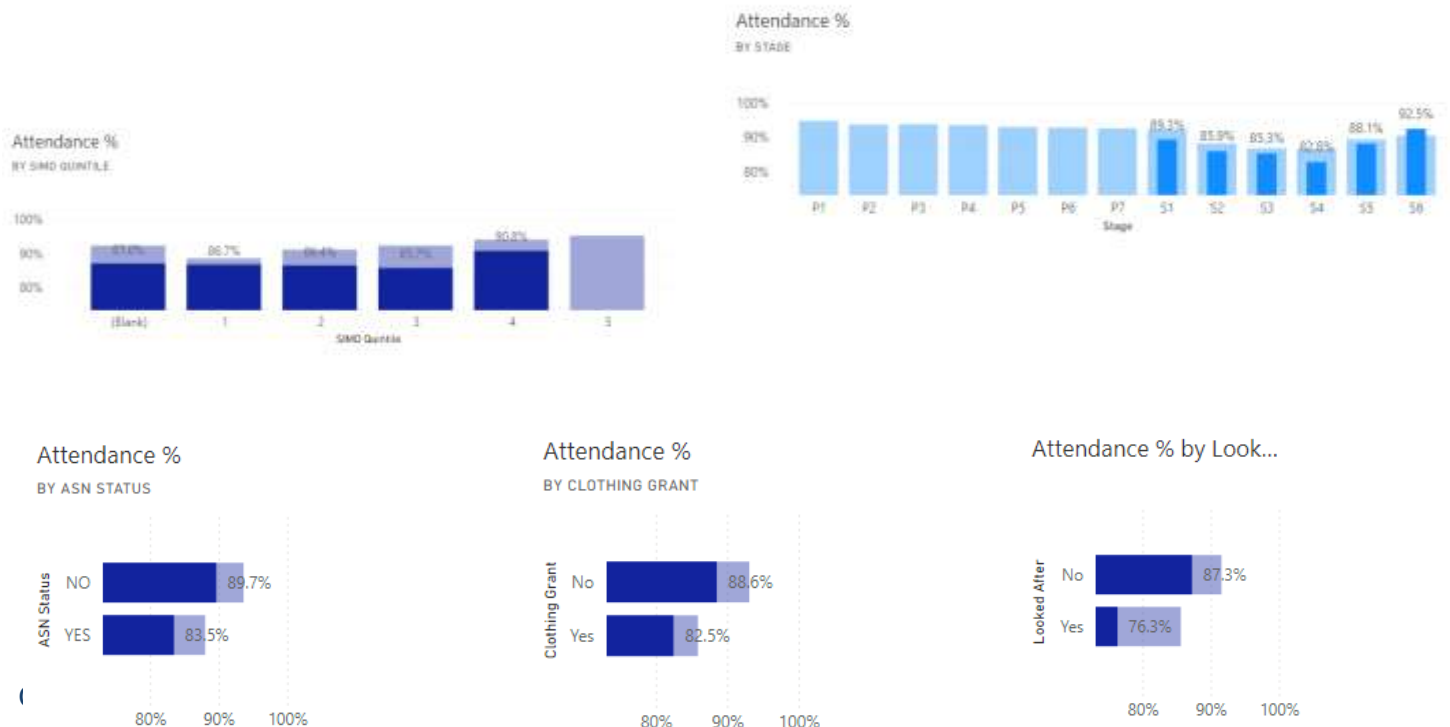
- Numeracy
- Literacy
- Poverty Proofing
- Attendance & Latecoming
- Health & Wellbeing
- BGE Attainment & Accreditation

# Evidence



All of the evidence was used and discussed with our Senior Leadership Team and PEF team to ensure it matched staff opinion of where to focus and target this year. There has been some great work going on during previous two years with a real focus on Poverty Proofing due to cost of the school day. We are proud of the way our school community pulls together to support our learners and their families in difficult times and PEF is used flexibly to best suit our learners needs.

Our priority for session 2025-26 is that PEF has a firm focus on Attainment in particular Literacy and Numeracy. Our standards of attendance, timekeeping and uniform will be crucial going forward. The Health and Wellbeing of our learners has always been at the forefront here at Calderhead and we will continue to work with Pupil Support and Support for Learning departments on interventions and strategies to support any learners who require additional support. The final key area is Wider Achievement and Accreditation to allow learners in S1, 2 and 3 the chance of achieving more awards prior to S4 and to build success and positive attitudes throughout their time at Calderhead High School.



|                          |                     |            |            | NLC        |            | NLC        |            | NLC        |            | NLC        | Current S6 | NLC        | Current S5 | NLC        | Current S4         |
|--------------------------|---------------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|--------------------|
| Session year             |                     | 2015/2016  | 2016/2017  | 2016/2017  | 2017/2018  | 2017/2018  | 2018/2019  | 2018/2019  | 2021/2022  | 2021/2022  | 2022/2023  | 2022/2023  | 2023/2024  | 2023/2024  | 2024/2025 SNAPSHOT |
| Class                    | No. Of Pupils       | 62         | 58         |            | 92         |            | 68         |            | 100        |            | 111        |            | 111        |            | 98                 |
|                          | CurriculumComponent | % Achieved | % Achieved | % Achieved | % Achieved | % Achieved | % Achieved | % Achieved | % Achieved | % Achieved | % Achieved | % Achieved | % Achieved | % Achieved | % Achieved         |
| S3                       | ELT                 | 74.6%      | 69.6%      | 90.2%      | 89.0%      | 83.1%      | 61.8%      | 79.8%      | 98.9%      | 79.6%      | 91.6%      | 76.8%      | 80.6%      | 90.2%      | 93.8%              |
|                          | ER                  | 89.8%      | 66.1%      | 90.2%      | 82.4%      | 79.6%      | 61.8%      | 78.9%      | 96.7%      | 78.6%      | 96.8%      | 76.2%      | 84.7%      | 89.0%      | 93.8%              |
|                          | EW                  | 78.0%      | 67.9%      | 87.5%      | 82.4%      | 79.0%      | 61.8%      | 77.7%      | 96.7%      | 78.2%      | 94.7%      | 77.1%      | 84.3%      | 88.5%      | 91.8%              |
|                          | N                   | 80.6%      | 75.9%      | 82.7%      | 82.6%      | 76.5%      | 87.1%      | 70.6%      | 72.6%      | 66.7%      | 71.7%      | 81.1%      | 88.0%      | 86.6%      |                    |
| Total Achieving Literacy |                     | 71.2%      | 64.3%      | 93.2%      | 81.3%      | 90.1%      | 62.7%      | 85.0%      | 95.6%      | 85.3%      | 89.4%      | 85.1%      | 70.1%      | 86.7%      |                    |

# Numeracy



We know how important numeracy is for success in Maths but we also recognise how crucial it is to many other courses and academic attainment in S4, 5, and 6. Any gaps in numeracy due to absence from school or any other factor must be supported.

## **S1 Intense Numeracy Recovery Programme**

All S1 learners are timetabled for one additional period of numeracy per week for half of the school year. These classes are mixed ability and different from the maths classes. The lessons are focussed on the numeracy Es and Os and provide a foundation for the maths classes to build on.

Ms Sharp is working towards being able to deliver the Maths Balance programme, a numeracy intervention, to targeted S1 pupil groups.

Ms Johnston has attended training and is looking forward to introducing the use of Numicon to her Maths class, which is a supported group of young people who are following 1<sup>st</sup> and 2<sup>nd</sup> level Es and Os in Numeracy and Maths.

# Literacy



It is crucially important that any gaps in literacy are identified early. The basics of reading, writing, talking and listening are key for any learner doing any courses

Here are some strategies we have employed to help our learners:

## **S1 Read, Write, Inc Initiative (RWI)**

Mrs Moore's expertise is being used to support learners with gaps in phonetic reading comprehension in developing their reading age through small, targeted extraction groups. This focused intervention is proving effective, and the English department is leading its delivery.

## **S1 & S2 Targeted Groups**

The English department is collaborating with cluster support to strengthen S1 literacy, again via and beyond R,W,I with Debbie McGorry using targeted materials and small-group intervention. Ongoing assessments are helping identify pupils who would benefit most, allowing support to be adjusted and expanded as needed. Planning for the next term will build on available texts and the emerging data. Reading-age tracking and structured tasks are already helping to lift pupils' literacy skills in a focused, measurable way.

## **P7 Visits**

Mrs Galloway and Miss Stillie are working with our 5 cluster Primary Schools (Alexander Peden PS, Allanton PS, Dykehead PS, Stane PS, and Kirk O' Shotts PS) as part of the P7 transition programme.

# Additional Support



Mrs Sharp has joined Calderhead High School to help support staff and learners with both numeracy and literacy. She has been working on three initiatives throughout this time that focus on both literacy and numeracy:

- Use GIRFEC primary transition information to support class teachers with planning for incoming S1s
- Support class teachers with differentiating resources for learning and assessment
- BGE Maths/Numeracy teacher

## Literacy

Having a specialisation in early through second levels for Literacy has been beneficial to not only provide targeted support for learners, but to help support CTs, SfL teachers and assistants, and PS. Working in conjunction with the English PT has helped support with actioning the 'read anything more than three sentences' out loud across the curriculum. Working in collaboration with the PT SfL has helped identify the need to consider how we screen for literacy needs earlier and what targeted interventions can best remediate identified needs.

## Numeracy

Working closely with the math department, Ms Sharp is able to deliver the following:

- low ratio assessment arrangements, that then decreased human resource to facilitate multiple separate accommodations and supported a more inclusive approach
- cover for staff absence to ensure there was no break in course delivery
- provide support for lessons that involved math skills through lowering pupil: teacher ratio by being in class
- collaborated to strengthen differentiation and increase scaffolding
- collaborated to create more accessible assessments

The school is delighted to have Mrs Sharp on board helping in this way and initiatives are regularly reviewed to ensure they are being successful and having an impact. Depending on evaluation these initiatives may continue or be adapted to best suit our learners.

# Attendance & Latecoming



At Calderhead, we recognise that regular attendance is essential for every learner's success. Our analysis indicates that some learners, particularly those from areas of higher deprivation, may face additional challenges in maintaining consistent attendance. We are committed to creating supportive processes that encourage positive habits and engagement with learning.

## Our Approach:

- **Soft Start to the School Day:** We understand that mornings can be a difficult transition for some young people. To support this, we offer a “soft start” approach for some learners, providing a calm and welcoming environment at the beginning of the day. This may include opportunities for informal check-ins, breakfast provision, and time to settle before formal lessons begin. The aim is to reduce anxiety, build readiness for learning, and foster positive relationships.
- **Attendance Support:** We have a range of strategies in place to promote good attendance and punctuality:
  - Pupil Support Staff: Dedicated staff work closely with learners and families to identify barriers and provide tailored support.
  - Attendance Tracking: We monitor attendance patterns carefully and intervene early where concerns arise.
  - Collaborative Planning: We engage with parents and carers to develop shared strategies that encourage consistent attendance.
  - Additional Supports: In line with national guidance and educational best practice, we consider flexible approaches such as mentoring, wellbeing interventions, and targeted family engagement.

Our goal is to work in partnership with families to ensure every learner feels supported, valued, and ready to succeed each day

# Poverty Proofing

As mentioned previously we have 79% of families living in SIMD 1-4 areas and there is no doubt this deprivation must be considered in any financial aspect of education. We must try to reduce the cost of the school day and take away any stigma and stress associated with poverty.

## Little Shop of Happiness

- We have created a uniform recycling bank to help all families access uniform and reduce waste
- Young people can also access pre-loved clothing
- We provide free sanitary/hygiene products for all pupils

## Health and Nutrition

- Breakfast club is on every day to offer a nutritious breakfast to all pupils and this is supported by Greggs
- This year we are creating a foodbank for young people to access and this winter we will deliver food parcels to our families who require support

## S1 PE T-Shirts

- PE shirts can be provided in House colours

## Technical and Home Economics Money

- The cost of materials and food supplies in technical and Home Economics are covered for all students
- We assist parents to apply for NLC financial inclusion grants/ free school meals/ benefits/ clothing grants

## Experiences and attainment

- Clubs are available every day to all pupils.
- School trips are subsidised for identified pupils.
- We provide access to ICT
- All classrooms are equipped with essential learning materials specific to each subject to reduce cost.