

## Moray Council PEF Pro forma: Speyside High School



Academic Year	2025-26
Name of School	Speyside High School
Amount of PEF	£17 280

Data and Analysis (Baseline data)	PEF Priority Area	Proposed Intervention(s) to address your gap	Intended outcome and output	Measures: (...what ongoing information will demonstrate progress? Qualitative, Quantitative – short/medium/long term data)	Actual Impact
<p>In previous years, BGE literacy support has been delivered within the English curriculum.</p> <p>Last year, 100% of S1s within PEF achieved level 2 literacy (from a base line of 42% at the start of S1)</p> <p>Last year, 33% of S2s within PEF achieved level 3 literacy (from a base line of 0% at the start of S2)</p>	Literacy	<p>We will continue to develop greater collegiate working between the PEF teacher and departments to ensure BGE literacy support extends out with the English dept.</p> <p>1:1, small group and in class support will be delivered with our PEF teacher. Young people will be targeted according to any tracking data concerns and referrals from PTsG, PT RA and PT English.</p> <p>PEF teacher meet with all PTs individually or at DMs to discuss any ongoing concerns and dept supports.</p> <p>The PEF calendar created will be updated this session and used</p>	<p>By July 2025, 100% of S1s within PEF will have achieved level 2 literacy (from a base line of 68% at the start of S1)</p> <p>By July 2025, 40% of S2s within PEF will have achieved level 3 literacy (from a base line of 0% at the start of S2)</p> <p>Evidence for literacy to be collated from departments out with English where required.</p>	<p>Qualitative feedback from most or all young people via survey will report positive impact of PEF input from PEF teacher.</p> <p>Quantitative (ACEL) data will be captured, recorded and discussed at each tracking period.</p> <p>All S1 and S2 PEF young people will show improvement in one or more aspects of literacy attainment over the course of the year.</p>	

<b>Data and Analysis (Baseline data)</b>	<b>PEF Priority Area</b>	<b>Proposed Intervention(s) to address your gap</b>	<b>Intended outcome and output</b>	<b>Measures: (...what ongoing information will demonstrate progress? Qualitative, Quantitative – short/medium/long term data)</b>	<b>Actual Impact</b>
		proactively by the PEF teacher to support departments with any key literacy coursework tasks.  PEF teacher to attend tracking meetings.			
No young people achieved their talk aspect of literacy within the outdoor learning presentation event with Outfit Moray last year.	Literacy	Collegiate working between PEF teacher and PT English to support development of talk aspect of literacy in preparation for presentation event.	Young people utilise their presentation to capture the talk aspect of literacy	At least two young people achieve the talk aspect of literacy at level 2-4 from their presentation.	
<p>In previous years, BGE numeracy support has been delivered the Maths curriculum.</p> <p>Last year, 100% of S1s within PEF have achieved level 2 numeracy (from a base line of 71% at the start of S1)</p> <p>Last year, 0% of S2s within PEF have achieved level 3 numeracy (from a base line of 0% at the start of S2)</p> <p>Last year, 38% of S3s within PEF have achieved level 4 numeracy (from a base line of 0% at the start of S3)</p>	Numeracy	<p>We will develop greater collegiate working between the PEF teacher and departments to ensure numeracy support extends out with the Maths dept.</p> <p>1:1, small group and in class support will be delivered with our PEF teacher. Young people will be targeted according to any tracking data concerns and referrals from PTsG, PT RA and PT Maths.</p> <p>PEF teacher meet with PT Maths to discuss any ongoing concerns and dept supports.</p>	<p>By July 2025, 100% of S1s with PEF will have achieved level 2 numeracy. (from a base line of 74% at the start of S1)</p> <p>By July 2025, 20% of S2s with PEF will have achieved level 3 numeracy. (from a base line of 0% at the start of S2)</p> <p>By July 2024, 40% of S3s with PEF will have</p>	<p>Qualitative feedback from most or all young people via survey will report positive impact of PEF input from PEF teacher.</p> <p>Quantitative (ACEL) data will be captured, recorded and discussed at each tracking period.</p>	

<b>Data and Analysis (Baseline data)</b>	<b>PEF Priority Area</b>	<b>Proposed Intervention(s) to address your gap</b>	<b>Intended outcome and output</b>	<b>Measures: (...what ongoing information will demonstrate progress? Qualitative, Quantitative – short/medium/long term data)</b>	<b>Actual Impact</b>
JS times tables baseline testing to be carried out with S1 and S2 group.		The PEF calendar created will be used proactively by the PEF teacher to support departments with any key numeracy coursework tasks. PEF teacher to attend tracking meetings.	achieved level 4 numeracy. (from a base line of 0% at the start of S3)  Evidence for numeracy to be collated from departments out with Maths where required.		
<b>Parental Engagement – Outdoor Learning Project</b> In previous sessions, only two PEF parents have attended Back to the Future School day. There was very little to no engagement with PEF supports at BGE parents' evenings.  5 parents / carers and 17 young people in BGE attended our first family outdoor learning event last year.  100% of families felt that the event helped their young person's health and wellbeing.	Health and wellbeing	We will develop improved relationships with current and future families.  Delivery of outdoor learning day with PEF families in conjunction with Outfit Moray. Opportunity to improve links with families and key support staff.  Identification of funding stream to finance event.	Delivery of outdoor learning event with families along with subsequent presentation event.	Increased attendance by parents/carers at the event.  Parent/carer survey feedback.	

<b>Data and Analysis (Baseline data)</b>	<b>PEF Priority Area</b>	<b>Proposed Intervention(s) to address your gap</b>	<b>Intended outcome and output</b>	<b>Measures: (...what ongoing information will demonstrate progress? Qualitative, Quantitative – short/medium/long term data)</b>	<b>Actual Impact</b>
On a scale of 1-5, parents/carers rated 4.4 and 4.6 respectively for how attending this event help understanding of the literacy and numeracy their young person is learning about.					
<p><b>Parental Engagement - CoSD</b> Last session, 14 families responded to the p7-S6 Cost of the School Day parent/carer survey and only two parents/carers joined our Cost of the School Day parent/carer group.</p> <p>54% of responses from parent/carer survey did not know whether there was help available to pay for certain items/events/activities.</p> <p>Only 42% of parents/carers could give examples of how the school provides support for school associated costs.</p>	Health and wellbeing	<p>We will ensure that all families are more aware of the support available to them.</p> <p>We will ensure that families are aware that we are listening to their opinions and acting on them.</p> <p>Full CoSD audit (staff/young people/ parents/carers inc p7) to be discussed at SLT.</p> <p>Contact will be consistently delivered both from a universal and targeted perspective in their nature.</p>	<p>Review and sharing of PEF family guide twice annually.</p> <p>Updates in parent/carer bulletin- 'you said, we did'.</p> <p>Feedback from CoSD to inform improvement planning CoSD focus group at parents' evenings.</p> <p>Universal - survey emailed to all and highlighted in newsletter. Targeted – survey individual letters to PEF families.</p>	<p>Response to CoSD survey questions will highlight improved awareness of help and support available within school.</p> <p>Friday parent/carer bulletin SLT meeting minutes.</p> <p>Attendance at CoSD focus group.</p> <p>Greater number of respondents to the CoSD survey &gt;14.</p>	55 responses to CoSD survey

<b>Data and Analysis (Baseline data)</b>	<b>PEF Priority Area</b>	<b>Proposed Intervention(s) to address your gap</b>	<b>Intended outcome and output</b>	<b>Measures: (...what ongoing information will demonstrate progress? Qualitative, Quantitative – short/medium/long term data)</b>	<b>Actual Impact</b>
Not all families have the literacy skills to fully access the Friday newsletter		<p>Recruitment request to go out within CoSD survey to parents/carers.</p> <p>CoSD input with parent council. This will provide us with a greater understanding of family situations to ensure more appropriate support provided to young people.</p> <p>Audio recording of weekly parent/carer bulletin to ensure that more families can fully engage with the communication.</p>	<p>Increased representation in the Cost of the School Day parent/carer group.</p> <p>At least one involvement from CoSD toolkit with parent council.</p> <p>Recording on the school website.</p>	<p>Number of parents/carers joining CoSD parent/carer group.</p> <p>Minutes from Parent Council meeting.</p> <p>SLT meeting minutes.</p>	
<p><b>Parental Engagement – home learning</b></p> <p>In previous sessions, only two PEF parents have attended Back to the Future School day. There was very little to no engagement with PEF supports at BGE parents' evenings.</p> <p>Not all families have the literacy skills to fully access the Friday newsletter</p>	Literacy and Numeracy	Work with Raising Attainment, Mathematics and English Departments on two pilot programmes of family learning to encourage learning in the home.	Increased engagement from hard to reach families.	Qualitative feedback from families. Increased engagement from families through digital means, paper returns or engagement at parents'/carers evenings.	

<b>Data and Analysis (Baseline data)</b>	<b>PEF Priority Area</b>	<b>Proposed Intervention(s) to address your gap</b>	<b>Intended outcome and output</b>	<b>Measures: (...what ongoing information will demonstrate progress? Qualitative, Quantitative – short/medium/long term data)</b>	<b>Actual Impact</b>
and therefore support young people with their studies.					
<b>Mentoring</b> 9 young people were allocated PEF mentors last year in BGE. 4 young people were allocated PEF mentors last year in senior phase.	Health and wellbeing	Review process for recruiting staff to become mentors. Review process for allocating mentors. Work closely with mentors and mentees to obtain feedback on their experience in the programme.	Greater buy in from young people to being mentored.	Increased numbers of young people being mentored. Greater positive feedback from young people.	
<b>No Waste Wardrobe</b> Feedback from CoSD audit highlighted that due to large catchment size, families travelling to distances to use No Waste Wardrobe may prove a barrier to accessing the offer.	Health and wellbeing	Extend NWW offer to primaries with support from MSB.	Set up of NWW offer within 2 rural ASG primary schools.	NWW set up numbers and usage. Collection of uniform from at least 1 ASG primary	