



Academic Year	2024-25
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, 58% of S1s within PEF achieved level 2 literacy (from a base line of 25% at the start of S1)</p>	Literacy	<p>We will 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 and small group support will be delivered one day a week 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 proactively by the PEF teacher to support departments with any key literacy coursework tasks.</p>	<p>By July 2025, 40% of S1s within PEF will have achieved level 2 literacy (from a base line of 0% at the start of S1)</p> <p>Evidence for literacy to be collated from departments out with English.</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 PEF young people will show improvement in one or more aspects of literacy attainment over the course of the year.</p>	
<p>In previous years, BGE numeracy support has been delivered the Maths curriculum.</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>By July 2024, 45% of S1s with PEF will have achieved level 2 numeracy.</p>	<p>Qualitative feedback from most or all young people via survey will report positive impact of PEF input from PEF teacher.</p>	

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Last year, 53% of S1s within PEF have achieved level 2 numeracy (from a base line of 40% at the start of S1)		<p>1:1 and small group support will be delivered one day a week 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>The PEF calendar created will be used proactively by the PEF teacher to support departments with any key numeracy coursework tasks.</p>	<p>(from a base line of 6% at the start of S1)</p> <p>Evidence for numeracy to be collated from departments out with Maths.</p>	Quantitative (ACEL) data will be captured, recorded and discussed at each tracking period.	
In previous sessions, parental engagement has been limited to parents' evenings. No PEF parents attended Back to the Future School day. There was very little to no engagement with PEF supports at BGE parents' evenings. Only four parents/carers joined our Cost of the School Day parent/carer group	Health and wellbeing	<p>We will develop improved relationships with current and future families.</p> <p>Interventions will be consistently considered both from a universal and targeted perspective in their nature.</p> <p>A Cost of the School Day parent/carer group will be re launched.</p> <p>A Cost of the School Day input with parent council will be delivered. This will provide us with a greater understanding of family situations to ensure more appropriate support provided to young people.</p>	<p>Increased engagement with CoSD parent/carer group.</p> <p>At least one involvement from CoSD with parent council.</p>	Feedback from CoSD to inform improvement planning Delivery of and feedback from Outfit Moray event including parents/carers.	

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		We will improve partnerships to build relationships with PEF families. We will delivery literacy / numeracy Outfit Moray outdoor learning event in March '25. With funding secured, parents/carers will be invited to attend the event in addition to the celebration afternoon.	CoSD survey extended to p7 families		
CoSD Feedback from previous sessions highlighting the need for access to uniform provision.	Health and wellbeing	Development and advertising of school clothing bank: <ul style="list-style-type: none"> • Development of protocols and systems • Organisation of resources and tracking sheets • Involvement of senior leaders • Request for more donations including leavers form • Involving community centre in the provision for access times for families in the evening. • Identify and pilot appropriate community locations for pop up shops. • Recording usage. 	Uniform more accessible to young people, in particular School branded jumpers. Families able to access the resource. Secondary impact on LfS culture. All families of associated with PEF will be notified personally of the resource.	Almost all pupils will know about the No Waste Wardrobe and how to access it. All young people who require school uniform will be able to access it. Use of the No Waste Wardrobe will reflect the need of young people and therefore no access target has been set, but use will be recorded through a tracking spreadsheet and number of appointments will be recorded.	Pupil awareness increased though use of provision has been limited.
Pilot project of "Speyside Satchels" with Mortlach Primary School gave an indication of the resources that young people would want to receive on transition to Speyside High School. Explore financial provisions for continuing this project.	Health and wellbeing	Ensure that all young people are equipped to attend Speyside High School in S1 by: <ul style="list-style-type: none"> • Discussing with transitioning families the required equipment and concerns by February 2025 • Ensuring funding stream is available to support the 	Young people and families will have reduced anxiety about meeting the demands of the curriculum in terms of cost of resources.	All young people feel prepared to attend Speyside High School with the required equipment to be successful within their classes. Young people's and families views will facilitate the development of resource packs.	

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		procurement of Speyside Satchels equipment. <ul style="list-style-type: none"> Young people will make a positive start to Speyside High School in Session 25/26. 			
<p>An average of 29 young people access the breakfast club daily. This has increased by almost 50% from previous values.</p> <p>57% of young people stated that they would not have had breakfast if they had not accessed breakfast club at school.</p> <p>An average of 3 items were collected daily from our No Waste canteen provision.</p>	Health and wellbeing	<p>Continue to provide a universal breakfast service.</p> <p>Continue to provide access to canteen food at the end of the school day for pupils.</p>	Young people will have a healthy start to the day and be able to focus on learning.	<p>Number of young people accessing the Breakfast Club.</p> <p>Financial support to continue Breakfast Club.</p> <p>No Waste Canteen provision being distributed daily.</p> <p>Increased options within the Breakfast Club through Parent Council support.</p>	

Planned Expenditure

V1.4

Area of Purchase	Details	Approximate Cost (£)
Resources		
Teaching Staff	PEF Teacher – R Hoyle (0.2FTE)	£10872
Support Staff	Inclusion Project Coordinator – S Thornhill (1.0 FTE partly funded by PEF)	£12960.72
Other Staff eg FSW, HSLW		
Training		
Commissioned/purchased services/partners		
Transport		
Lets		
Other		
TOTAL		£17280