

What did we spend our PEF Money on	Intervention For Equity	Why did we choose to spend our PEF Funding in this way (the gap)	What did we hope to achieve? Expectations	What did we actually achieve (evidence and impact)	Next Steps																												
<p>Top up to allow a DHT with a specific focus on Learning, Teaching and assessment to create and implement a Craigie Learning Standard to improve the experiences of all young people in line with a Level 5 illustration from HGIOS 4. This will include producing and implementing a whole school Learning, Teaching and Assessment Policy. This post holder will also devise and implement a whole school tracking and monitoring system across the school.</p> <p>To further develop Literacy and Numeracy levels across the school with all pupils achieving the highest level possible.</p>	<p>5. Promoting a high quality learning experience</p> <p>7. Using evidence and Data</p> <p>12. Research and evaluation to monitor impact</p>	<p>The HMIE Inspection identified gaps in the following areas –</p> <ul style="list-style-type: none"> <li>The collation and interpretation of data</li> <li>Production of a whole school Monitoring and Tracking System</li> <li>Production of a whole school Learning, Teaching and Assessment Policy</li> <li>Production of a Craigie Learning Standard to ensure a consistent shared understanding of high quality learning, teaching and assessment.</li> </ul>	<ul style="list-style-type: none"> <li>To embed a culture of high quality learning, teaching and assessment.</li> <li>To upskill staff on pedagogical approaches via CLPL leading to improvements in pupil experiences (HMIE)</li> <li>Track all pupils across all aspects of their learning</li> <li>To provide a whole school Learning, Teaching and Assessment Policy</li> <li>To contribute to a whole school tracking and monitoring system</li> </ul>	<ul style="list-style-type: none"> <li>Craigie Learning Standard in place and used to provide feedback to staff on pupil experiences</li> <li>Craigie Learning, Teaching and Assessment Policy in place.</li> <li>Whole school monitoring and tracking system in place</li> <li>Initial programme of CLPL in place</li> </ul>	<p>Continue the current post for the next session. Priorities will include –</p> <ul style="list-style-type: none"> <li>Developing a programme of Teacher Learning Communities</li> <li>Reviewing the quality of planning for learning</li> <li>Support SLT in delivering high quality feedback following observations of learner experiences</li> <li>Develop a robust and embedded CLPL programme designed to support staff in delivering high quality learning, teaching and assessment experiences.</li> </ul>																												
<p>To appoint a dedicated Alternative to Exclusion Teacher to work with staff and pupils to reduce the need to exclude. This post holder will focus on 3 main areas – upskilling staff to deal with behaviours of concern, operate an alternative to exclusion programme (similar to our previous Inclusion Plus Programme) and to increase the number of alternate pathways for our pupils.</p>	<p>1. Early intervention and prevention</p> <p>2. Social and emotional wellbeing</p>	<ul style="list-style-type: none"> <li>To work with pupils to assist self-regulation</li> <li>To work with staff to upskill staff on deregulation techniques</li> <li>To support SLT in identifying alternative pathways for some of our young people</li> </ul>	<ul style="list-style-type: none"> <li>To reduce the number of pupils being excluded from class and school</li> <li>To promote a culture of inclusion across the school by changing the expectation of exclusion in line with DCC and National Guidelines.</li> </ul>	<p>Number of Exclusions - April 2018</p> <table border="1"> <caption>Number of Exclusions - April 2018</caption> <thead> <tr> <th>Year</th> <th>Number of Exclusions</th> </tr> </thead> <tbody> <tr> <td>2013</td> <td>180</td> </tr> <tr> <td>2014</td> <td>190</td> </tr> <tr> <td>2015</td> <td>140</td> </tr> <tr> <td>2016</td> <td>140</td> </tr> <tr> <td>2017</td> <td>140</td> </tr> <tr> <td>2018 YTD</td> <td>70</td> </tr> </tbody> </table> <p>Number of Alternative to Exclusions</p> <table border="1"> <caption>Number of Alternative to Exclusions</caption> <thead> <tr> <th>Year</th> <th>Number of Alternative to Exclusions</th> </tr> </thead> <tbody> <tr> <td>2013</td> <td>0</td> </tr> <tr> <td>2014</td> <td>0</td> </tr> <tr> <td>2015</td> <td>0</td> </tr> <tr> <td>2016</td> <td>0</td> </tr> <tr> <td>2017</td> <td>0</td> </tr> <tr> <td>2018 YTD</td> <td>25</td> </tr> </tbody> </table>	Year	Number of Exclusions	2013	180	2014	190	2015	140	2016	140	2017	140	2018 YTD	70	Year	Number of Alternative to Exclusions	2013	0	2014	0	2015	0	2016	0	2017	0	2018 YTD	25	<p>To continue with this post into next session. The priorities will include –</p> <ul style="list-style-type: none"> <li>Increasing the number of alternative to exclusion opportunities particularly for LAC and Young Carers.</li> <li>More support for staff in dealing with pupils for whom behaviour continues to be a concern. This will include restorative conversations etc.</li> </ul>
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				<ul style="list-style-type: none"> <li>• Due to other unexpected staffing restraints the development of work with staff did not materialise as we would have liked. This continues to be a priority for next session.</li> <li>• As indicated in the graphs above we have increased the number of alternative to exclusions and reduced the number of exclusions.</li> </ul>	
To appoint a dedicated 1 FTE DSYW teacher to further promote wider opportunities for our young people and to work closely with a range of Business Partners to provide further work experience/apprenticeships.	<p>8. Employability and skills development</p> <p>9. Engaging beyond the school</p>	<ul style="list-style-type: none"> <li>• HMle identified a gap that most staff were not aware of the Careers Education Standard</li> <li>• Also expectations of some pupils were low due to high numbers of pupils in SIMD 1 and 2.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase staff awareness of the Careers Education Management Standard</li> <li>• Increase the number of departments engaging with local businesses</li> <li>• Increase the number of DSYW opportunities for young people including the number of pupils accessing local employers either as work experience or some other intervention.</li> </ul>	<ul style="list-style-type: none"> <li>• DSYW teacher co delivered joint session with Morgan Academy , our School Improvement Partnership Partner which outlined Careers Education Management Standard</li> <li>• Followed up with collegiate evening outlining the Skills Development Scotland My World of Work</li> <li>• Increased number of departments who have worked directly with an employer this session</li> <li>• Increased the number of young people who have worked or accessed an employer.</li> <li>• Established working partnerships with a range of employers and facilitated 160 pupils to have opportunities to experience a bespoke work placement.</li> <li>• Working with SDS staff to ensure that all subsequent opportunities are followed up and MA's, college applications, work experience and jobs have been the outcome.</li> </ul>	<p>To continue with this post for next session.</p> <ul style="list-style-type: none"> <li>• The post will be adapted to support targeted interventions with specifically identified pupils and support them in attaining levels of literacy and numeracy levels and preparing young people for success in employment.</li> </ul>
To fund a bespoke training programme working with staff to improve co-operative learning and co-operative meetings to provide more active and visible learning to take place for pupils	<p>5. Promoting a high quality learning experience</p> <p>11. Developing professional learning and leadership at all levels</p>	CSV Report and feedback from HMle indicate that too many lessons were teacher led and insufficient opportunities for active learning were available for pupils.	<ul style="list-style-type: none"> <li>• To increase pupil engagement and differentiation in classes to ensure pupils experiences are the highest quality.</li> <li>• To increase opportunities for active learning in the Maths classes in particular.</li> </ul>	<ul style="list-style-type: none"> <li>• Refresher course for all staff</li> <li>• 2 Departments have a planned programme in place.</li> </ul>	<ul style="list-style-type: none"> <li>• To continue with this as a support for individual departments who have identified this as an area they wish to develop.</li> </ul>

To commit to a one year (at the moment) School of Football programme working with targeted pupils identified by our cluster school who are in danger of not attaining and who have attendance issues to improve engagement	3. Promoting healthy lifestyles	This had been a long standing programme within school but was no longer to be funded in the same way it had been previously.	To increase the engagement and motivation in learning of a group of young people through a bespoke curriculum.	Programme delivered but impact on learning or level of engagement has not been noted.	This programme will end at the change of timetable.
PASS Survey – S3	2 Promoting social and emotional wellbeing 7 promoting use of evidence to evaluate and improve closing the gap in educational outcomes 4 promoting healthy lifestyles and tackling health inequalities	S1 and S2 were paid for from DCC SAC bid. The purchase of the survey for S3 was to provide baseline data for all BGE pupils.	Use the data to inform changes to the PSHE programme, the curriculum and to inform a health and wellbeing strategy for the school.	<ul style="list-style-type: none"> <li>Completed. Data is being analysed and gaps in mental health, social and emotional aspects of pupil wellbeing will be identified. Changes will be made for next session based on the evidence gathered. PT supporting data analysis is leading on this.</li> </ul>	To consider funding S3 again next year.
Chris Kilkenny Visit	11 Developing professional learning and leadership at all levels  10. Working with partners to explore new and innovative approaches to tackling inequality	To raise the awareness of staff of the impact of poverty on young people's experiences in learning. To set the context of our school.	This was part of our School Improvement Priority of Nurture: A Whole School Approach and was the first of many aspects to be explored by staff in order to consider the impact ACES (Adverse Childhood Experiences) can have on learners.	Visit was well received and has raised the awareness of ACES. However, this is only the start of a programme which will be a priority for next session.	Chris will not be returning but we will continue to raise the awareness of staff on the context of our school.
Launch of Duke of Edinburgh in school	2 Promoting social and emotional wellbeing 3 Promoting healthy lifestyles and tackling health inequalities 8 developing employability skills and improving positive and sustained de5961stination.	To provide accredited wider opportunities to young people. To offer leadership routes for young people.	<ul style="list-style-type: none"> <li>We hoped to purchase some equipment that would allow our young people to take part in expeditions with limited cost to themselves</li> <li>To provide training for DofE Leaders to be able to take pupils away on expeditions.</li> </ul>	<ul style="list-style-type: none"> <li>Leaders underwent training. First cohort of pupils consisted of 14 pupils. Equipment such as tents etc were purchased. The model has been put forward as an area of good practice by Duke of Edinburgh and filming will take place around this.</li> </ul>	To purchase the remainder of the equipment which will mean that our staff will not need to borrow equipment from elsewhere keeping costs to our pupils down.

