

A photograph of Gleniffer High School, a large, modern building with a white and tan facade. The school's name is visible on the right side of the building. The building is set against a backdrop of a cloudy sky and some trees. In the foreground, there is a green lawn and a paved area.

Gleniffer High School

Session 2019-20

Pupil Equity Funding

Staffing

- Primary Transition Teacher (Year 2)
- Inclusion Support Officer (Year 2)
- Employability Project Lead becomes Acting PT Employability (Year 1)
- Working with targeted S1/2 pupils, alongside English & Mathematics departments and other primary transition teacher. **Worked with targeted S2 and S3 pupils.**
- Targeting attendance, engaging with families and working with young people at risk of disengaging from school. **Developed alternative curriculum programmes.**
- Early intervention for pupils at risk of failing to achieve a positive destination.

Staffing

- Employability Assistant
- Data Support Assistant
- Wellbeing Coaches
- Support the work of PT Employability in administration. **Commissioned two staff to organise employability events for S2/3 pupils.**
- Supporting the work of PT Attainment in administration and pilot attendance project. **Tracking data is more robust and an S3 early intervention mentoring project is running.**
- Support PTs Pastoral and young people by conducting Wellbeing interviews throughout the school session. **All S1 pupils were interviewed and a traffic light system put in place to identify immediate areas of concern.**

Resourcing

- English
 - Targeting reluctant learners, building consistency into literacy skills being used across the curriculum.
 - Using technology to increase engagement.
- Mathematics
 - Reducing barriers to homework and vocabulary . Paying 50% of exchange trip for identified pupils.
- Modern Languages
 - Reducing barriers to lack of equipment, including clothing.
 - Improving and modernising methodologies by improving access to technology in both subject areas.
- DoE
- Art & Technical

Initiatives

- Cycling
- Health and Wellbeing Breakfast Club
- Lifelink Counselling
- Show My Homework
- Live n Learn
- Purchasing 20 bikes for use in school. Working with local business to train young people in cycle maintenance and achieve SQA accreditation. Engage with Cycle Scotland.
- Target young people in SIMD 1-3/FME to participate in physical activity as part of their morning routine. Breakfast will be provided afterwards, in partnership with Amey. **Lack of interest from pupils, this hasn't run.**
- Increased provision already being offered by Local Authority.
- Three year contract for service.
- Motivation/Study skills sessions for S3 pupils.

Anticipated Positive Outcomes



Next Steps 2019-20

- Principal Teacher Nurture
- Developing nurturing approaches programme across the school in addition to targeted nurture programme for young people most at risk.
- Inclusion Support Officer (Year 3)
- Developing further adapted curriculum strategies to support those most at risk of non-attendance or lacking engagement in learning.
- Employability Project Lead becomes Acting PT Employability (Year 2)
- Early intervention for pupils at risk of failing to achieve a positive destination.

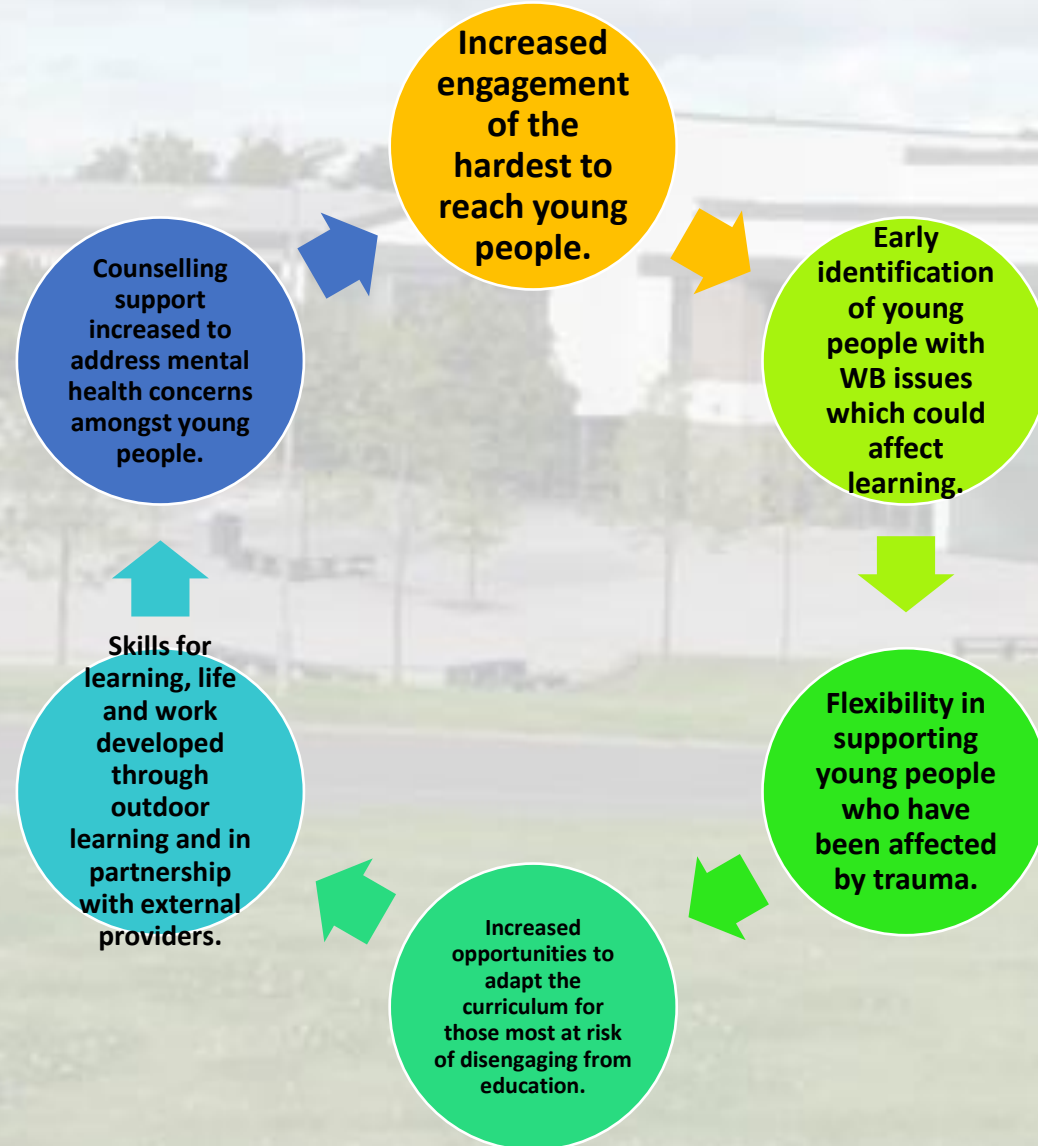
Next Steps 2019-20

- Employability Support Roles (x2)
- Data Literacy
- Wellbeing Coaches (x8)
- Organising year group employability events.
- Supporting PT Data Literacy in the management of tracking data to identify attainment gaps and implement targeted strategies.
- All new S1 pupils interviewed in first term and traffic lighting used to identify areas of concern. DHT Pupil Support will lead in this area.

Next Steps 2019-20

- Additional Lifelink Counselling
- Show My Homework
- Cani Coaching
- Live n Learn
- Development of Nurture Base
- Increase provision already being offered by Local Authority.
- Three year contract.
- Weekend outdoor expedition for approximately 30 S2 pupils.
- Motivation/study skills sessions for S3 pupils.
- Targeted support for young people with attachment disorders. Lifeskills area, learning area, regulation area.

Anticipated Positive Outcomes



Next Steps 2020-21

- Principal Teacher Inclusion
- Nurture ASNA
- Keyworker
- Acting PT Employability
- Leading the Nurture programme while developing an additional inclusion base for young people disengaging with mainstream education.
- Supporting the targeted Nurture programme via group sessions and 1-1 support of targeted young people.
- Supporting the development of the inclusion base, offering support for targeted cohort of young people and seeking wider accreditation and learning experiences, including work experience.
- Early intervention for pupils at risk of failing to achieve a positive destination.

Next Steps 2020-21

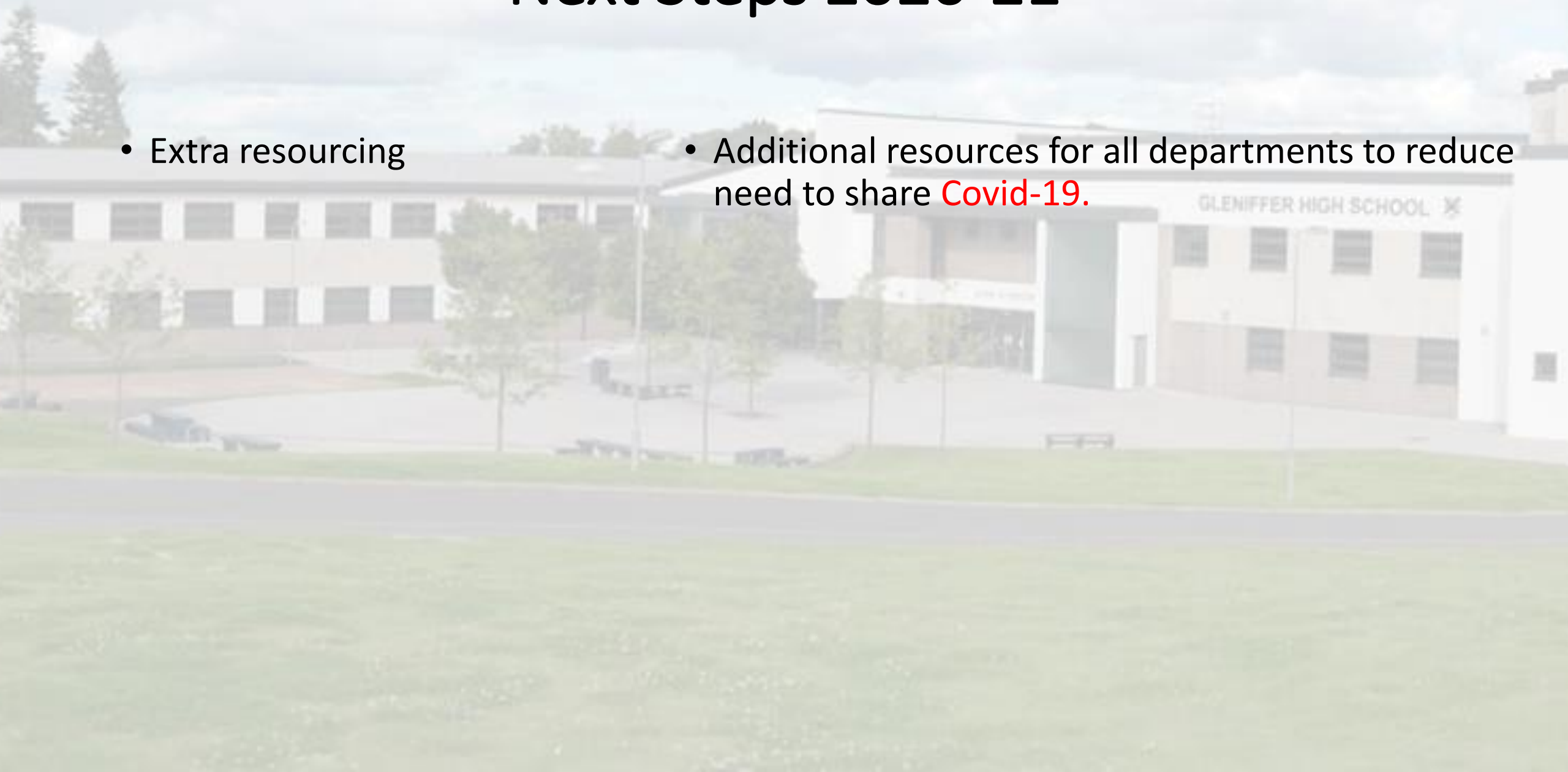
- Employability Support Roles (x2)
- Data Literacy
- Wellbeing Coaches (x12)
- Organising year group employability events. **This will take a different format this year due to Covid-19.**
- Supporting PT Data Literacy in the management of tracking data to identify attainment gaps and implement targeted strategies.
- All new S1 pupils interviewed in first term and traffic lighting used to identify areas of concern. DHT Pupil Support will lead in this area. **Increase in number of coaches to ensure increased support because of lack of transition opportunities P7 to S1.**

Next Steps 2020-21

- Additional Lifelink Counselling
- Show My Homework
- Live n Learn
- Development of Inclusion Base
- Increase provision already being offered by Local Authority.
- Three year contract to be reviewed. **Absolutely necessary as a communication platform.**
- Motivation/study skills sessions for S3 pupils.
- Targeted support for young people at risk of disengaging from mainstream education. Opportunities for blended approach to education (some classes/some base time). Wider accreditation (non-traditional SQA or non-SQA learning).

Next Steps 2020-21

- Extra resourcing
- Additional resources for all departments to reduce need to share **Covid-19**.



Anticipated Positive Outcomes

