

Identified gap/barrier	Outcome for Learners	Impact Measure	Intervention
<p><i>Linked to barriers identified through analysis of data and illustrated in contextual analysis.</i></p>	<p><i>What change do you want to see for learners? How much change? Who are the target group? By when?</i></p>	<p><i>How will you know the change is an improvement?</i></p>	<p><i>What do you plan to do?</i></p>
<p>On-going focus on physical and emotional wellbeing to engage <i>all</i> communities through SOS programme & COVID-19 SOS recovery plan</p>	<ul style="list-style-type: none"> • Parental workshops on key HWB increases targeted parental support and engagement • Inclusive programme targets greater uptake from lower decile pupils in line with school averages – aim for further 5% increase this session, moving close to school norms (delayed 2020/21 due to Covid restrictions). • Specifically targeted pastoral interventions to increase equity of access across individual sports. • Increase opportunities for Care Experienced pupils to be targeted for access to the programme. 	<ul style="list-style-type: none"> • Parental engagement numbers audited and feedback questionnaires to inform further developments. • Learner, staff and parent voice feedback on impact and experience – targeted parent feedback sessions. • SOS uptake numbers, c. 1/4 from lower deciles and evaluation of experience = further 5% increase in uptake from lower deciles from c. 20% to +25% for the session and 30% thereafter. Work on this has been delayed due to Covid this session. • Audit and focus of care experienced pupils’ opportunities to access the programme. 	<ul style="list-style-type: none"> • Coaches deliver bespoke, targeted sports sessions to promote physical and wider wellbeing for young people. • Parental HWB engagement sessions delivered by staff and external partners. • PT role extended to evaluate and improve the programme in terms of targeted impact for lower deciles and girls. • COVID-19 SOS recovery plan implemented. • Targeted primary work completed post-Covid (delayed this session) to further target decile gaps in accessing the programme.

<p>On-going focus on mental & emotional HWB through targeted counselling and universal MH initiatives, as well as COVID-19 recovery focus</p>	<ul style="list-style-type: none"> • Develop understanding of resilience and coping mechanisms for senior pupils. • Increased number of senior pupils trained as peer supporters in order to offer peer support with targeted peers (delayed 2020/21 due to Covid) – focus will be on improved attendance and resilience reflected in performance. • Continue to support pupils receiving 'counselling' support to try and increase attendance, resilience and attainment. • Targeted support for youngsters struggling to re-engage following COVID-19 period. 	<ul style="list-style-type: none"> • Senior Pupils complete training and are then active in school – number of support sessions audited and impact measured in relation to: attendance, attainment and tracking and monitoring data for targeted pupils. • Pupils who have disengaged from school are identified and supported to re-engage and cope with blended learning experience. • Attendance figures – improved personalised target for supported pupils. 	<ul style="list-style-type: none"> • Train peer Mental Health First Aiders. • Provide targeted counselling support to young people. • Young people re-engaging successfully following challenges of COVID-19 period.
<p>5 Hours targeted personalised support to increase engagement and attendance for disengaged learners & focused transition work as part of COVID-19 recovery</p>	<ul style="list-style-type: none"> • Targeted personalised support provides improved attendance and educational engagement in classes with pupils in our FSB. Evidenced by fuller access to classes and increased engagement target. Aiming for minimal exclusions for supported pupils. C. 8-10 pupils from deciles 1 and 2. 	<ul style="list-style-type: none"> • Attendance figures – personalised improvement for targeted pupils. • Classroom engagement (teacher feedback) and attendance – aim for greater access to mainstream classes as reflected in targeted pupil tracking and monitoring. • Pupil progress and attainment data (tracking reports). • Exclusion figures – sustain reduced figure for pupils with targeted support. 	<ul style="list-style-type: none"> • Utilise additional SLA hours to provide bespoke interventions for targeted young people on our FSB and LS caseloads. • Provide increased targeted support hours to assist with recovery of learning following COVID-19 period and to support blended learning – targeted outreach support.

<p>Targeted private tutoring for quintile 1 pupils (S4-6)</p>	<ul style="list-style-type: none"> Targeting c. 20 quintile 1 students in S4-6 who are studying 5 + graded course award subjects. Aim is to close gap with number completing 5 awards and tariff point outcomes for highest 20% - c. + 200 points on average across targeted pupils. 	<ul style="list-style-type: none"> Learner, staff and parent voice feedback on impact and experience. Tutor feedback on engagement with additional tutoring. Insight attainment data on outcomes and achievement of at least 5 awards for targeted pupils. 	<ul style="list-style-type: none"> 3-year partnership with tutoring agency supported by 50% philanthropic contribution from private investment firm. Target 20 quintile 1 pupils with a free 1-hour private tutoring session each week for 20 weeks. Targeted subject will be that pupil's weakest subject, identified in working with PSL and class
<p>Modern Apprenticeship – Targeted Equity Support</p>	<ul style="list-style-type: none"> Post-Covid – need to organise strategic admin/ICT tech support focus for quintile 1 pupils. New pilot MA technician support role will facilitate this. Link to FLWs to provide practical, organisational support for quintile 1 pupils. 	<ul style="list-style-type: none"> Pupil attendance figures - with devices/engagement with online support. Pupil organisation with core ICT equipment and access to Google Classroom and systems. Utilisation of these in class. Pupil and staff feedback. 	<ul style="list-style-type: none"> MA opportunity, in partnership with Stirling Council, provides a positive destination opportunity for a Stirling youngster. MA role targets gap identified during lockdown of ICT support for quintile 1 families. MA has targeted caseload regarding technical support, resource organisation and attendance check-ins etc. for group of quintile 1 pupils and any identified pupils who are having to work from home.

PEF Budget Plan should be submitted alongside this plan