

Pupil Equity Fund 19-20

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| Session | 2019 - 2020 |
| School and Key Contact: | Wester Hailes Education Centre, David Young, Headteacher |
| Local Authority and Key Contact: | Darren McKinnon – Quality Improvement Manager – City of Edinburgh Council Michelle Moore – Quality Improvement Officer for WHEC- City of Edinburgh Council |
| Attainment Advisor | Jennifer Ross |

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| Data and Analysis | |
| <p>Wester Hailes Education Centre is a small high school which serves an area on the West of Edinburgh. The school demography mainly consists of pupils in SIMD deciles 1 and 2 with three of the data zones in the schools catchment existing in the bottom 5% in Scotland. In recognition of this, Wester Hailes Education Centre has been included in the School's Programme since June 2016. The thrust of our school's programme work is directed at initiatives that reach out to those already disengaged, those who are likely to become disengaged or those for whom reaching their potential attainment is a significant barrier. Our PEF plan fully articulates with the initiatives already in place through the Schools' Programme. Our approaches and use of PEF have been influenced greatly by research into how Equity is delivered in schools, in particular by 3 research papers</p> <p><i>Dr Jane White's paper on Children's Circumstances and Educational Outcomes:2018</i></p> <p><i>Dr Joan Gaynor Mowatt's paper on the Closing the Attainment Gap:2018</i></p> <p><i>Keith Kintrea's paper on Place and Disadvantage</i></p> <p>A copy of these papers can be found on our school website under PEF.</p> <p>One of the keys to ensuring equity for young people living in disadvantage is for our school to create a positive learning environment with positive learning experiences, in and out of the classroom, that shapes pupils' futures positively and avoids passive engagement with school and learning. Through stakeholder discussions (class teachers, pupils, parents and wider partners) they suggested that any form of passive disengagement should be tackled by improving the learning environment and extending the variety of teaching approaches adopted by staff.</p> <p>WHEC staff are united in the belief that the work they do improves the life outcomes for all of our pupils, including the most vulnerable, and helps our youngsters break free from the cycle of disadvantage. Staff pupil relationships are good as evidenced by the very low number of days lost through exclusion. Overall attendance is improving and staying on rates are improving. These staying on rates illustrate the success of WHEC's innovative approaches to the curriculum and partnership working in the senior phase.</p> <p>The 'spirit of innovation' permeates all aspects of our work with many teachers taking ownership of new ideas because they see the benefits for young people. The school's curriculum structure has been continuously evolving to provide a wide range of experiences that ensure pupils go on to a positive and sustained destination. This encourages those senior pupils in danger of missing out to make informed</p> | |

choices for their life after school by dividing their final year between school, college and meaningful employment.

WHEC plays a key part in addressing the reducing inequalities and improving outcomes for communities and families as identified in the City of Edinburgh Council's strategic plan. Moreover school staff, pupils and parents are working closely with elected members, council officials and others to 'open up' our new Wester Hailes High School which will facilitate more joined up working with a wide range of co-located partners.

Wester Hailes High School is ready for the Scottish Attainment Challenge. Our track record proves our ability to innovate and the success of our senior phase augers well for these proposals for pupils in the BGE. The commitment of all staff to a holistic approach to raising attainment and achievement cannot be questioned. Our move to new school facilities with new opportunities for service delivery with an expectation that things will be done differently, gives us confidence that the workstreams contained in these proposals are coming at the right time to be welcomed by pupils, parents and the wider community.

It is with pleasure that I, on behalf of the pupils, parents, staff and the wider local community we are privileged to serve, commend these proposals for your attention.

| 1 | Summary Profile of Spend | |
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| | Total funding required 2019/20 | £71,902 |
| | Staff Resources which require funding Teachers/staff | 1 FTE (£32,430) |
| | Professional Learning | £ 7K |
| | Programmes/Interventions | £20,500 |
| | Other (please specify): | £19,965 |

PROPOSAL

Interventions

Please include a clear rationale, description of each intervention, outline of what this will deliver in addition to your core funding and the proposed reach of each intervention.

| | Intervention theme | | | Organiser (please tick) | | | Type of intervention (please tick) | | | | Intervention description (max 250 words per intervention) | |
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| | Literacy | Numeracy | HWB | Learning & Teaching | Leadership | Family & Communities | School generated | Third sector/charity | Commercial Resource | Consultant | | |
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| De-escalation and professional learning across the WHEC Cluster | | | ✓ | | | | ✓ | | | ✓ | <p>Within the context of Getting it Right for Every Child WHEC aims to achieve improved outcomes for all children and young people.</p> <p>We recognise that some students needs are greater than others and that staff must be supported in their professional development so that they can respond successfully to all needs. Research and experience shows that much can be done to mediate the extremes of challenging situations in school environments so that relationships can be developed and meaningful teaching and learning can occur.</p> <p>This work on de-escalation and restorative practice will train staff on a range of interventions based on several overarching key concepts which are the foundations of a supportive and positive school environment. Dr Bill Rodgers is a world renowned behaviouralist and consultant who provides inspiring workshops for all staff and lays the foundations for behaviour management policies to follow.</p> <p>Target audience – 160 people</p> <p>£7000</p> | |
| | Intervention theme | | | Organiser (please tick) | | | Type of intervention (please tick) | | | | Intervention description (max 250 words per intervention) | |

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| | | | | | | | | | | <p>This gives a clear indication that young people who take part in an Outward Bound and Activities Week while they are in school develop skills such as:</p> <p>Confidence</p> <p>Resilience</p> <p>Teamwork and leadership</p> <p>Planning and Goal Setting</p> <p>Our evidence shows that these skills and behaviours are gained by young people after their course and for months and years that follow.</p> <p>Total Cost: £10000</p> | |
| Creative Technologies | Literacy | Numeracy | HWB | Learning & Teaching | Leadership | Family & Communities | School generated | Third sector/charity | Commercial Resource | Consultant | <p>WHEC is a small school serving an area of considerable disadvantage. This provides inequity in two essential factors</p> <ul style="list-style-type: none"> The extent of our capacity to be creative given our smaller staff population Pupils from low SIMD areas do not have the same IT access or engagement at home. <p>Therefore pupils coming to our school will often have had very limited exposure to creativity nor have had the 'tools' and equipment to do so. We intend to employ a teacher of Creative Technologies to enhance and improve the T+L experiences of all pupils in the BGE. The staff member remit will be</p> <ol style="list-style-type: none"> To develop subject specific professional learning opportunities across our staff group. To make best value of existing resources and advise on refit of new Creative Learning Hub. To create a new BGE curriculum with Creative Technology classes for every pupil and elective class for those with a desire to pursue this into the future. To support the school in achieving the Digital Schools Award and Apple Professional Accreditation. |
| | ✓ | ✓ | | ✓ | | | ✓ | | | | <p>Staff Cost: £ 32,430</p> <p>Resources Cost: £ 8,750</p> <p>Total Cost: £41,180</p> |

