Biggar High Equity update- June 2019

As we turn to plan for the most effective use of our Equity funding for next session, we would like to provide you with a brief update of how we have used our equity funding this session . . .

**SUPPORTING ATTAINMENT and ACHIEVEMENT**

The continuing use of baseline assessments in S1-S3 has allowed us to support our new tracking and monitoring system that supports staff professional judgement with regard to predicted levels of attainment and then direct support resources and implement supportive strategies more astutely to pupils who are below predicted achievement and attainment targets.

**HEALTHY**

Our mentoring programme identified individual pupils who our Pupil Support staff believed required regular additional one to one support to help them with target-setting, organisational support and homework/ home study planning and has given three of our teachers leadership opportunities in running small group mentoring programmes involving target-setting, parental involvement and provision of support materials to allow pupils to fully access our curriculum

Financial support has allowed some of our pupils to fully engage in school activities/ excursions and supported our ethos of inclusion, enhanced relationship-building and reinforced individual self-esteem.

**ACHIEVING-**

The purchase of- and ongoing subscription to- bespoke ICT programmes in Literacy and Numeracy has allowed us to successfully support identified pupils to develop key literacy and numeracy skills and encourage progression using these programmes in home learning.

Short term intensive work undertaken by our S1 literacy group has in most cases significantly increased important literacy skills with identified pupils requiring additional support . . . and this programme will extend into S2 as well as being initiated for identified new S1 pupils from August.
NURTURED

The development of a targeted mentoring programme has allowed us to utilise a teacher to work closely with identified pupils who, for a variety of reasons, have had an interrupted learning experience and whose limited attendance has hindered their ability to achieve their full potential.

Almost all pupils who have been engaged in this programme have managed to achieve key qualifications- especially in literacy and numeracy- which will support them into the next stage of their education/training.

The deployment of a Barnardo’s outreach worker for one day per week from November allowed the school to undertake outreach work and support the social and emotional needs of identified pupils and families.

ACTIVE

Active bodies and minds outside. Equity funding has subsidised a range of transport costs/excursions for some of our pupils and allowed them to fully participate and engage in a range of artistic, cultural, STEM and social activities.

RESPONSIBLE

The provision of larger and more user-friendly school planners has allowed all pupils the facility to track homework/home study, self-evaluate their daily/weekly subject progress.

RESPECT

Equity funding has allowed one of our teaching staff to supervise/mentor senior pupils who volunteered to act as ‘classroom ambassadors’ in a range of subject classes. S6 pupils worked in Music, Modern Languages, English and Science, supporting identified pupils who needed support/encouragement to fully access each subject curriculum.

INCLUDED

The provision of additional IT (Chromebooks) for individual use in classes has allowed pupils with additional support needs to access key aspects of the curriculum more easily and allow them to participate more fully and more successfully in classroom activities.