



## 2019/20 End-of-Year Academic Report Schools Programme

<b>Proposal Period</b>	April 2019 – March 2020
<b>School and Key Contact:</b>	Wallace High School
<b>Local Authority and Key Contact:</b>	Stirling Council – Gillian Robertson/ Kevin Kelman (Head of Education)
<b>School PEF Allocation 2019/20</b>	£108,000

### Summary of proposed spend

<b>Non-Staff Intervention/resource</b>	<b>Cost</b>	<b>Staffing</b> * (Updated to reflect 3% public sector pay award from April 2018)	<b>FTE</b>	<b>Cost</b>	
Family Link Worker Travel and Subsistence	<b>£1,000</b>	Teachers	<b>0.2</b>	<b>£10,524</b>	
Family Support Group Work Activities	<b>£500</b>	Family Link Workers	<b>2.0</b>	<b>£61, 702</b>	
Community Easter School (part-funded by PEF)	<b>£900</b>	Speech & Language Therapists			
		Other: Principal Teacher SAC (promoted element only)		<b>£4,776</b>	
		Other: Administrative Support (3 hours per week)	<b>0.01</b>	<b>£1,264</b>	<b>Total for 2019/20</b>
<b>Non-Staff Total 2019/20</b>	<b>£2,400</b>	<b>Staff Total 2019/20</b>		<b>£78,266</b>	<b>£80,666</b>

## Alignment with PEF

Please explain in no more than 250 words how these proposed activities - funded by the Schools Programme - complement your planned use of PEF.

A significant portion of our planned use of PEF is to sustain elements of our SAC plans from the last four sessions (mental health work; counselling services; and proportion of Easter School support). This is complemented by targeted support for our primary Literacy programme (0.2) that will allow development of focused resources to work with young people who require additional support with Literacy for our decile 1 and 2 learning community schools and, consequently, up-skilling of other staff regarding interventions that prove effective. We are also using our PEF to sustain an additional SLA with particular focus on decile 1 and 2 pupils with behaviour support needs and their ability to access the curriculum and achieve. Our PEF will also fund admin support officer hours to help co-ordinate targeted attendance and destinations in a systemic fashion and an additional 0.2 community teaching role for targeted, bespoke support with pupils who we are concerned about underachieving as a result of poor attendance. We are also utilising PEF to fund School of Sport inputs in football, rugby and dance. These have been key in our school to targeting participation, attendance and core skills for many pupils from decile 1 and 2 families in recent sessions. Unfortunately, the Youth Justice cashback scheme funding from SFA and SRU has been withdrawn from Wallace and as we have evidence of impact from Edinburgh University research into the programme we see this as a key intervention to continue. Our only way of sustaining this in a context of reduced funding is to utilise PEF monies to sustain this crucial part of our co-ordinated working to close the gap for young people from our most deprived communities. We are also using PEF to fund a Music Therapy programme for children with severe and complex needs in our Ochil House provision. In totality, therefore, SAC and PEF funding combines to sustain our SAC programme from the past three sessions and key work that we are doing to target improved outcomes and experiences for decile 1 and 2 pupils. This does convey positive trends regarding attendance, attainment and reduced exclusions.

## Impact of Covid-19

1. Please provide a summary (no more than 250 words) of the impact of Covid-19 on the delivery of your plans between March 2020 and June 2020.

### Intervention 1 – Family Link Workers:

One of our FLW was on maternity leave from July 2019-2020. We were able to recruit another FLW to cover this maternity leave and she was due to start in March 2020 but due to Covid-19 this was not possible. Therefore, from March –June 20, we operated at 50% FLW capacity. That said, we still managed to deliver key support throughout this period, as noted in the report below.

### Intervention 2 – Community Supported Study Sessions:

This intervention was paused as a result of Covid-19 and the suspension of the SQA exam diet. We transferred funds from this to our highly impactful **Community Meals programme** in order to support decile 1 and 2 families during lockdown. The impact of this is noted below:

The project started off in May with **12 families** who obtained hot meals due to FLW concerns about how they were coping in the midst of challenging times. By the end of the project in June we were supporting **49 families every week**. This involved several staff planning, cooking, and delivering the meals on a weekly basis. Although these families received school meals as on-going support from Stirling Council, these only supplemented lunch. This allowed us to support extended families with dinner and take pressure of cooking away from parents/carers who were struggling with other issues.

Support staff also completed weekly doorstep and garden gate check-ins to drop off Chromebooks, stationery and check on the well-being of families. During the summer holidays, the project continued but with a smaller number of families which were identified as being the most vulnerable and in need (noted more fully in the FLW report below). Family Link workers dropped off bags of essential items such as non-perishable food, cleaning, and hygiene products. Families reported that the meal drop-offs were at times the only hot food they were eating and were very grateful. They also appreciated seeing school staff on a weekly basis. Meals were delivered to sustain families for several days.

In the **6 weeks** of the initial programme we prepared, and delivered, **in excess of 1,000 meals**, a truly outstanding effort. The positive impact on families and building community relationships was evidenced in the excellent feedback from parents and carers.

2. Please complete the final column (update on progress) of the table below, indicating clearly if interventions were adjusted or paused as a result of Covid-19 between March 2020 and June 2020.

Outcomes and Measures	Intervention Description  New Interventions – description and clear rational  Continuing Interventions – name and brief progress update  Max 200 words	Intervention Theme			Organiser			Type of intervention			Continuation of 2018/19 Plans Y or N?	Mid-Year Progress  To be completed at Mid-Year Stage	Anticipated Impact  To be completed at Mid-Year Stage	Update on progress of delivery of plans between mid-year stage and end June 2020  If any interventions had to be paused or adjusted as a result of Covid-19 please provide details of this (max 150 words)  To be completed at End-of-Year (October 2020)	
		Literacy	Numeracy	HWB	Learning & Teaching	Leadership	Family & Communities	School generated	Partnership/charity	Commercial Resource					Consultant
<p>Outcomes</p> <p>Improved:</p> <ul style="list-style-type: none"> <li><b>Attendance:</b> Quintile 1 whole school attendance figure by March 2019 = 86.67%: outcome target by mid-year reporting stage next year is <b>88%+</b> (longer-term target of 90%+) for this group of pupils.</li> </ul> <p>For FLW caseload, attendance has a very different baseline for individual targeted pupils. Outcome target is that attendance will improve regarding <i>personalised measure</i> for <b>80%+</b> of young people on caseload.</p> <p>Wallace Hub – This session, average attendance for pupils connected to Hub = <b>66% (from baseline average of 10% pre-Hub intervention)</b>. Next session – outcome target = <b>average of 75%+</b>.</p> <ul style="list-style-type: none"> <li><b>Achievement</b> for young people from decile 1 and 2 communities –</li> </ul>	<p><b>Intervention 1 - Family Link Workers (includes FLWs; travel costs; administrative support and PT SAC role for co-ordination)</b></p> <p>Family Link Workers increase the capacity for community engagement; targeted family learning; and CLPL opportunities to up-skill teaching and support staff in effective strategies that have genuine impact on young people in more challenging circumstances. We will build on our year three case-study reviews of best practice and work with J. Ward, our Attainment Advisor, to share across our Learning Community and beyond and work closely with Associated Primary partners on joined-up working to continue to support our most vulnerable pupils, promoting inclusion and building resilience that will allow learning. Our Family Workers are having a strong impact with targeted youngsters (significant successes this session) and this approach complements our investment in Mental Health work and school counsellors that is being sustained by our PEF allocation. We are also keen to connect with schools within our Regional Improvement</p>			X			X	X				Y	<ul style="list-style-type: none"> <li>We have had a <b>50% reduction</b> in Family Link Worker capacity this session due to one of our team of two workers being on maternity leave. Since this has a clear impact of the number of pupils we can reach, the outcomes below are particularly pleasing in terms of impact <i>at this point</i>.</li> <li>Our FLW continues to work with a caseload of <b>19 targeted pupils</b>, currently completing more focused work with 9 of those families. <b>11 of the 19</b> students are in <b>quintile 1</b> (majority decile 1) <b>and 2/3 of the 9</b> targeted pupils for intensive support are in quintile 1. Other pupils identified have targeted family/mental and emotional health issues that are barriers to accessing education. The work here includes 1:1 support links</li> </ul>	<ul style="list-style-type: none"> <li>We believe that, with recruitment of a temporary FLW post to see us through summer now completed (and our substantive post holder due to return in August), we will be able to realise our core outcomes and improve impact in the period between March and September.</li> <li>We have now formed stronger partnerships for FLWs with RIC and LA FLW colleagues, we look forward to the impact of a wider range of approaches in the months ahead. We will include data regarding number of interventions and further case study exemplars in September's report.</li> <li>Regarding anticipated attainment outcomes, our FLWs have supported young people in accessing the Wallace Hub this session. The number of</li> </ul>	<ul style="list-style-type: none"> <li>Our additional FLW allocation was in place by June and so we had capacity to extend our community support to an additional <b>15 targeted decile 1 and 2 families</b> by providing activity packs of work, baking materials, pamper packs etc. throughout summer. It was identified during the delivery of the meals that these families were really struggling financially due to the extra demands and were experiencing elements of hygiene poverty with items such as toiletries, nappies and other food items. Families highlighted that during this time, weekly budgets became tighter due to loss of income, increase of gas/electricity bills and family members spending more time at home. Families also struggled to</li> </ul>

<p>focus on outcome target of sustaining quintile 1 performance <b>above Virtual Comparator for National Attainment for All measures and for Literacy and Numeracy measures</b> (since the VC figure changes for each cohort this is not currently quantifiable but the target is to sustain above VC for the first time for consecutive years by maximising attainment capture).</p> <p>FLW pupils connected to Wallace Hub – specific attainment outcome target of <b>5+ National qualifications at Level 4+ for 100%</b> of pupils.</p> <ul style="list-style-type: none"> <li>• <b>Positive destinations</b> – outcome target of sustaining <b>above 90%</b> for quintile 1 leavers.</li> </ul>	<p>Collaborative to share best practice. In totality, this means we have an extensive suite of professional expertise and resource to support youngsters from decile 1 and 2 families in a personalised and targeted fashion in order to break down barriers to learning and build capacity to succeed in school and the world beyond. In summary, this also enhances the overall guidance/pastoral support offer. Family Link Workers are integrated and work as part of a wider team.</p>																																						
<p>Measures</p> <ul style="list-style-type: none"> <li>• Improved community links and family relationships</li> <li>• Case study feedback</li> <li>• SHANARRI indicators</li> <li>• Audit of number of interventions and time allocated to families</li> <li>• Attendance figures</li> <li>• Exclusion figures</li> <li>• BGE attainment</li> <li>• Insight Attainment</li> <li>• Positive Destination figures</li> </ul>																																							

**above Virtual Comparator for our quintile 1 students** in September's Insight Local Measures publication

- We project this targeted work contributing strongly to sustaining whole school **attendance at above 91% and exclusions below 15 episodes** again this session.

decile 1 and 2 pupils. This has focused on up to 5 pupils per year group with calls and check-ins.

- In terms of **attainment** analysis, our pupils supported in the **Wallace Hub** – our Senior Phase bespoke support hub for pupil supported by FLWs, has achieved the following very strong outcomes this session –

**Hub Analysis 2020**

- 11 pupils (9 deciles 1 and 2 and 2 with key social/emotional issues) from S4-S6 were supported. This extended into online support/garden gate visits during lockdown to ensure completion of essential work.
- Attendance increased from **0% up to 100%** for hub sessions for **most pupils**.
- 11 sessions were available through the week.
- National Qualifications gained in 2020:
  - 24 National 3 qualifications.
  - 18 National 4 qualifications.
  - 9 National 5 units (Numeracy, Literacy etc.).
  - 2 pupils were presented for National 5 Application of Math – C pass.
  - 2 pupils were presented for National 5 English – B and C passes.

- 1 pupil was presented for National 5 Chemistry – B award.
- 1 pupil was presented for Higher English – C pass.
- 3 pupils achieved passes in wider achievement awards – Volunteering & Leadership.
- The Hub was also able to support a number of mainstream pupils with their completion of Added Value units for many subjects.

**Positive Destinations:**

- 5 pupils are returning to the Hub for S5/6 to gain additional qualifications (2 of which have completely returned to all classes).
- 2 pupils gained places in college.
- 3 activity agreements.
- 1 full-time employment.
- Continued **100% success rate with destinations** for Hub pupils.

**Attendance & Exclusions:**

- Despite the challenges with Covid-19, overall attendance sustained at **over 91%** for the session.
- There were only **8 instances of exclusion** in the entire session, our *lowest on record* for the fourth consecutive year.

<p>Outcomes</p> <p>Improved:</p> <ul style="list-style-type: none"> <li>• <b>Attainment</b> for young people from decile 1 and 2 communities – focus on outcome target of sustaining quintile 1 performance <b>above Virtual Comparator for National Attainment for All measures and for Literacy and Numeracy measures</b> (since the VC figure changes for each cohort this is not currently quantifiable but the target is to sustain above VC for the first time for consecutive years by maximising attainment capture).</li> <li>• <b>Attendance</b> at sessions to support decile 1 and 2 communities – outcome target of increase from <b>15 pupils</b> attending more than one session to <b>20+ pupils</b> attending more than one session from our targeted communities.</li> </ul>	<p><b>Intervention 2 - Community Supported Study Sessions</b></p> <p>For National 5 to Advanced Higher students, focused supported study to be provided in communities that have our most prevalent concentration of decile 1 and 2 youngsters. This is above any existing general study support and has been successfully targeted through data generated by Family Link Workers, Pupil Support PTs and class teachers. The key aim here remains that improved family relationships will increase attendance by these pupils and allow targeted support at a crucial time. Attendance here is much more common from pupils in existing ‘higher’ deciles but our work with the past two session’s SAC funding has resulted in over 50 young people accessing community-based sessions. We aim to extend that further into the new session and increase numbers based on reviewing pupil feedback from this year. Our sessions for this year are planned to run in the run up to final SQA exams and we will evaluate again following these to adapt and improve for the session ahead. This initiative has proven especially important in connecting to areas of rural poverty in Fallin.</p>	X	X	X	X			X	X				Y	<ul style="list-style-type: none"> <li>• Our community study cafes begin in March and run into the SQA exam diet each session and so there are no outcomes to report on at this stage for this year’s plan.</li> <li>• Planning for the cafes is, however, well underway with pupil consultation on venues and format in order to maximise pupil attendance and impact.</li> <li>• We are also auditing Prelim performance and targeting attendance at cafes through mentor and Pupil Support Leader inputs – with a focus on young people from quintile 1 communities to target attendance.</li> <li>• For a full report on the impact of last session’s cafes, especially on decile 1 and 2 pupils, please see our SAC end-of-year report for 2018/19.</li> </ul>	<ul style="list-style-type: none"> <li>• With planning underway, and attendance at cafes increasing year-on-year, we anticipate a sustained high number of pupils attending and a positive impact on pupil attainment and wellbeing as they prepare for SQA examinations.</li> <li>• Our pupil consultation will allow us to review venues in order to maximise pupil attendance and we will utilise an established staff team to support young people in our study cafes.</li> </ul>	<ul style="list-style-type: none"> <li>• This intervention was paused as a result of Covid-19 and the suspension of the SQA exam diet. We hope to return to this intervention in the session ahead. The note in the ‘Impact of Covid-19’ section above explains how we transferred funds from this to our highly impactful Community Meals programme in order to support decile 1 and 2 families during lockdown.</li> </ul>
<p>Measures</p> <ul style="list-style-type: none"> <li>• Insight attainment figures</li> <li>• Attendance figures for sessions</li> <li>• Pupil and staff positive engagement with sessions – evaluation feedback – and tracking &amp; monitoring and reporting data</li> </ul>																