


# School Improvement Planning Overview – Pupil Equity Fund (2022/23)

School: Wallace High School

PEF Allocation: £124,590 + £40,000 SEF (- £3,600 removed to allocate to ASN provision & £18,000 to Ochil House – separate plans provided by those teams for these)

National Improvement Framework Policy	
<ul style="list-style-type: none"> <li>Closing the attainment gap between the most and least disadvantaged children</li> </ul>	
Contextual analysis (identify the gap and barriers to learning)	
<p><i>Full Insight performance document and decile comparators for literacy and numeracy, overall attainment and destinations is available on request. This provides a full statistical exemplification of the rationale behind targeted outcomes relating to closing the gap.</i></p> <p><b>Broad SIMD Profile:</b></p> <div> <p>Quintile 1: 27.97%</p> <p>Quintile 5: 29.98%</p> </div>  <div> <p>c. 60% of the school population comes from significantly diverse, polarised, socio-economic contexts. When extended into decile 3 and decile 8, this covers c. 80% of the school community. In essence, therefore, at the heart of unity, equity and a coherent sense of shared culture and aspiration must be initiatives that promote inclusion, social cohesion and provide contexts for pupils to integrate beyond any conventional community barriers (often historical). This is what our PEF initiatives, globally, target.</p> </div>	
<p>Deeper statistical analysis also identifies that quintile 1 students, proportionately, have multiple barriers to learning and engagement that accentuate the challenges which may be present through poverty and community contexts that result in increased crime, lower health outcomes etc. These students have, comparatively, a higher proportion of FME, EAL and staged intervention. This broad context means that a key focus of the school is on creating an <i>inclusive culture</i> that <i>connects</i> students from all backgrounds, supports their ability to <i>achieve</i>, and creates <i>aspiration</i> for future opportunities. Beyond the on-going, whole school focus on all of the above as essential to our context, PEF resources allows us to <b>target intervention</b> in the follow key areas:</p> <ol style="list-style-type: none"> <li><b>Strategic Equity Fund - Family Link Workers:</b> Our rationale for continuing to focus on utilising Family Link Workers is that they perform the crucial function of increasing the capacity for targeted Covid recovery work with quintile 1 pupils, especially around engagement (up to a 10% global attendance gap between our most and least deprived young people). We have Attainment Challenge data from the past 5 years, which has been evidenced in our mid and end-of-year reports, on the impact of our FLW staff. This data is able to illustrate positive impact on children and young people affected by poverty, especially around improved attendance, wellbeing and attainment outcomes. Our FLWs also provide CLPL opportunities to upskill teaching and support staff, therefore building capacity and sustainability in the successful approaches they are implementing. This includes a focus on assisting with developments alongside lead pastoral staff. We will continue to build on our year five case-study reviews of best practice and work with J. Ward, our Attainment Advisor, to share across our Learning Community and beyond, including working 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. There is a clear gap in terms of the number of young people from different associated primaries requiring enhanced transition support in these key areas. Some of this wider shared learning has been curtailed by Covid and we look forward to wider networking and CLPL opportunities going forward. J Ward is also going to work with the team on developing more effective summary case study evaluation, to capture key elements of impact even more effectively. Specific targets in the year ahead include FLW engagement targeting improved attendance for 12 new S4 pupils (majority quintile 1) who we have key concerns about regarding post-Covid attendance and engagement. They will work with a bespoke lead to focus on Hub attendance and achievement in 5 core qualifications. Post-Covid, this number is 50% higher than previously. We are also seeking to address targeted impact on a c. 2% global attendance reduction and, crucially, a 4-5% improvement for quintile 1 pupils (close gap towards = quintile 3) .</li> <li><b>School of Sport programme:</b> Our SoS programme has been key to promoting inclusive, HWB activity in the school for a number of years. PEF funding allows us to fund a proportion of the programme and target an increased number of quintile 1 pupils for inclusion across sports, developing new programmes that will support this (girls' football and rugby as well as quintile 1 swimming programme) and funding a promoted lead to coordinate this and target improved outcomes specifically in our link quintile 1 communities – transition activities and primary outreach work etc. Currently 21% of our pupils come from quintile 1 against a roll proportion of c. 30%. We seek an increase to 25% here to close this gap, with a view to this staging to 30% in coming years. This programme will also have a key role in monitoring quintile 1 engagement and attendance as set against the global and quintile 5 figure for the programme – aim to close gap by 4-5% here.</li> <li><b>HWB – Mental &amp; Emotional Wellbeing:</b> A barrier to attendance, learning and, consequently, achievement has been the support with mental wellbeing that also has a disproportionately negative impact on young people with some of the aforementioned broader contextual barriers. Families identified a need for greater access to day-to-day support here and so our PEF funding supports at least one full day of in-school targeted support in this key area (primarily quintile 1, CE, young people with identified personalised barriers) as well as global work to increase awareness and capacity through pupil-led MH Captains and peer supporters.</li> <li><b>Targeted quintile 1 private tutoring (S4-6):</b> In totality, our highest attaining 20% of students from S4-6, regarding Insight National Measures, achieve c. 400 points more than our highest 20% of quintile 1 students. A key target here is completion of all courses and achievement of upper grades for these students, who traditionally lack the same volume of parental resource and any access to private tuition etc. Our aim is to target 15-20 of these quintile 1 students with one hour of free private tuition per week. The target is to close the gap between the holistic highest 20% performance (c. 1950 points) as against the highest 20% for quintile 1 (c. 1550 points) by 200 points. This figure is commonly above VC for us, but the aim is, over three years, to see if we can reduce this – targeting 200 points of a gain for our quintile 1 pupils in this period.</li> </ol>	

1	<p><b>Strategic Equity Fund Supported Initiative: Targeted Support for Family Engagement &amp; Learning (includes 2 x Family Link Workers; travel costs; administrative support and PT SAC role for support and co-ordination, 0.1 fte)</b></p>
	<p><b>Intervention (What will you do?):</b></p> <ul style="list-style-type: none"> <li>• Our Family Workers are having a strong impact with targeted youngsters (significant successes again in the past two sessions, especially in supporting families during lockdown and following this with targeted attempts to re-engage post-Covid) and this approach complements our investment in Mental Health work and school counsellors that is being sustained by our broader PEF allocation. We aim to connect with schools within our Regional Improvement Collaborative and LA family workers to share best practice. As noted previously, the interruption of Covid has hampered this and we would like the opportunity to re-develop this next session and share Covid recovery learning. In totality, sustaining this key resource 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.</li> <li>• In summary, FLWs enhance the overall guidance/pastoral support offer by building our capacity to target support for families of our most vulnerable pupils in the community. This has been essential during the Covid recovery period and will be equally necessary as part of ongoing Covid recovery into next session, especially with clear evidence now about reduced overall attendance (c. 2%, but with up to a 10% gap Q1 to Q5) and a clear identified need for increased Wallace Hub targeted support due to a 50% increase in pupils requiring targeted attainment interventions (young people whom we have key core attendance and engagement pastoral concerns that may lead to very low attainment outcomes – majority quintile 1). Family Link Workers are fully integrated and work as part of a wider team. FLWs will be specifically targeting more time on engagement and attendance for young people who have disengaged following the Covid period.</li> </ul> <p><b>Proposed Impact:</b></p> <ul style="list-style-type: none"> <li>• <i>Improved:</i></li> <li>• <b>Attendance/Engagement:</b></li> </ul> <p>For FLW caseload, attendance has a very different baseline for individual targeted pupils affected by poverty. Outcome target is that attendance will improve for the majority of pupils regarding aspirational personalised measure using case study benchmarks. We will seek personalised improvement targets, evaluated through data and case study work. Generally, through targeted working, we will aim for <b>20% benchmarked improvement in attendance</b> against the starting point following engagement. Where physical attendance is inhibited, we will evaluate improved engagement targets with blended/online learning and community engagement with FLWs a part of our post-Covid learning. Part of promoting</p>

attendance and re-engagement will be the evolution of our breakfast club; junior Wallace Hub and a series of targeted girls' groups (formed in order to address a mixture of community and personalised issues that are affecting relationships and engagement). There will be personalised targets set as a result of key groups around attendance, engagement and achievement outcomes.

- **Improved Wellbeing outcomes** targeted through **SHANARRI tracking** for all pupils on FLW caseload. Target is to improve the personalised wellbeing outcomes for all young people of **1 rating+ for the majority of SHANARRI indicators** through FLW interventions as captured by pupil, staff and parent evaluation of wellbeing using our tracking system. Tracking of individual progress will be discussed monthly through Pupil Support meetings and final outcome targets for the session are by June 2023.
- **Achievement** for young people from decile 1 and 2 communities – focus on outcome target of **sustaining quintile 1 performance above Virtual Comparator for National Attainment for All measures and for Literacy and Numeracy measures and aim to close the gap with quintile 2 young people** (since the VC figure changes for each cohort this is not currently quantifiable but the target is to sustain above VC for consecutive years by maximising attainment capture). We will seek to increase average tariff point scores for targeted pupils in our Wallace Hub (targeting 100+ points in S4 and 180+ points in S5), with a specific target in our new S4 due to post-Covid disengagement form a proportionately higher number of quintile 1 pupils.
- FLW pupils connected to Wallace Hub – specific attainment outcome target of **5+ National qualifications at Level 4+ for 100% of pupils**.
- **Positive destinations** – outcome target of sustaining **above 94%** for quintile 1 leavers. This was 94.92% this session and has been above VC for three years, in line with SEF focus.

#### Measures:

- Improved community links and family relationships – utilising EXCEL data on attendance, timekeeping and access to support services
- Case study feedback (J Ward to work with the team to develop more effective summary case study work and evaluation)
- SHANARRI indicators
- Attendance figures (and online engagement focus)
- Exclusion figures
- Insight Attainment
- Positive Destination figures

2	<p><b>On-going focus on physical and emotional wellbeing to engage <i>all</i> communities through School of Sport programme &amp; COVID-19 SoS recovery plan</b></p>
<p><b>Intervention (What will you do?):</b></p> <ul style="list-style-type: none"> <li>• Deliver parent and pupil workshop sessions where parents and pupils come together on nutrition and mindset. This includes outreach to ensure quintile 1 engagement in community-based sessions. Parental workshops on key HWB areas increases targeted parental support and engagement.</li> <li>• Girls' School of Rugby, new School of Swimming Support Programme (quintile 1 targeted) and expansion of Girls' School of Football increase access for quintile 1. All of these designed to offer proportionately more places and targeted access for quintile 1 pupils. Targeted access for quintile 1 pupils also through community inputs and pupil-led sessions through focused primary liaison and information sharing.</li> <li>• PT role extended to evaluate and improve the programme in terms of targeted impact for quintile 1 and continued focus on Young Carers and Care Experienced young people as part of the programme – targeted mentoring and monitoring support and educational inputs.</li> <li>• Inclusive programme targets continued increased uptake from quintile 1 pupils in line with school averages – aim for further 3% increase this session, moving close to school norms (delayed 2020/21 due to Covid restrictions), and tracking towards 25% target.</li> <li>• Specifically targeted pastoral interventions to increase equity of access across individual sports and targeted partner education inputs to enhance pupil experience and develop knowledge and skills to engage in wider school success (transferrable skills etc.).</li> <li>• Quintile 1 targets enhanced by supporting Raploch Primary in establishing their Primary School of Sport next session. Direct target for participation, inclusion, building resilience and attendance for quintile 1 group.</li> </ul> <p><b>Proposed impact:</b></p> <ul style="list-style-type: none"> <li>• <i>Improved:</i></li> <li>• Parental engagement from quintile 1 communities (and decile 3 rural).</li> <li>• Learner, staff and parent voice feedback on impact and experience – targeted parent feedback sessions completed and actions generated.</li> <li>• SoS uptake numbers, c. 25% from quintile 1 and evaluation of experience - further 3% increase in uptake from lower deciles from c. 22% to +25% for the session and 30% target thereafter. Work on this has been delayed due to Covid in the past two sessions.</li> <li>• Targeted focus on additional access for Care Experienced pupils and increased opportunities to access the programme results in increased numbers.</li> </ul>	

- Quintile 1 numbers increased regarding those achieving Dynamic Youth Award and improved tracking report data on attitude, effort and attendance for SoS pupils.

**Measures:**

- Pupil, parental and staff feedback questionnaires.
- Uptake, participation and attendance data.
- Pastoral data regarding inclusion and CE and quintile 1 pupils.
- Attainment data.
- Tracking report data.
- Partner feedback data.
- Research data.

3

**On-going focus on mental & emotional HWB through targeted counselling and MH initiatives (poverty; CE pupils; young carers), as well as COVID-19 recovery focus**

**Intervention (What will you do?):**

- Provide targeted counselling support to quintile 1, CE and targeted young people.
- Focus on continued awareness raising and engagement through planned activities: World Mental Health Day (Mon 10 Oct); posters and social media around school; pupil-led activities.
- Train peer Mental Health First Aiders.
- MH protocols re-visited and updated after evaluation; Suicide Protocol created to ensure clear steps to follow in the event a pupil or staff member disclosing a concern in this area (training and signposting).
- Mental Health Week (6-10 Feb) planned and delivered by MH Pupil Champions: pupil activities; staff activities; displays/competitions; Family/Community activity and engagement.
- Develop understanding of resilience and coping mechanisms for senior pupils – identified post-pandemic focus and targeted on quintile 1 pupils and those with targeted needs.
- Increased number of senior pupils trained as peer supporters in order to offer peer support with targeted peers (delayed 2021/22 due to post-Covid period) – focus will be on improved attendance and resilience, reflected in performance.
- Continue to support pupils receiving MH coaching support to try and increase attendance, resilience and attainment.
- Targeted support for youngsters struggling to re-engage following COVID-19 period.

**Proposed impact:**

- *Improved:*
- Peer Support - Senior pupils active in school providing targeted support sessions (Q1, FME, CE focus)
- Engagement from pupils targeted for one-to-one support (Q1/FME focus).
- Range of strategies/resources produced to support MH, with a specific focus on pupils from quintile 1, FME, YC and CE.
- Attendance – improved personalised target figures for supported pupils.

**Measures:**

- Support sessions audited, and impact measured in relation to: attendance, attainment and tracking and monitoring data for targeted pupils
- Pupil, parental and staff feedback questionnaires.
- Pastoral data regarding attendance and engagement.
- Attainment data.
- Tracking report data.
- Research data.

**4****Targeted private tutoring for quintile 1 pupils (S4-6)****Intervention (What will you do?):**

- Second year of 3-year partnership with tutoring agency supported by philanthropic contribution from private investment firm.
- Target c. 15 quintile 1 pupils with a free 1-hour private tutoring session each week for 20 weeks.
- Targeted subject focus, identified in working with PSL and class teacher feedback.

**Proposed impact:**

- *Improved:*

- Attainment and achievement - Targeting c. 15 quintile 1 students in S4-6 who are studying 3 + graded course award subjects. Aim is to close gap with number **completing** awards and tariff point outcomes for quintile 1 highest 20% - c. + 200 points on average across targeted pupils.
- Resilience and capacity to study independently – one-to-one mentoring on study techniques and independent planning etc. help students who may not naturally have this guidance to develop key sustainable skills and improve attainment outcomes.

#### Measures:

- 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.

*PEF Budget Plan should be submitted alongside this plan*

