



2020/21 End-Year Academic Report Schools Programme

Proposal Period	April 2020 – March 2021
School and Key Contact:	Wallace High School
Local Authority and Key Contact:	Stirling Council – Gillian Robertson/ Bryony Monaghan (Acting Head of Education)

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 continues to sustain elements of our SAC plans from the last four sessions (primarily mental health work and counselling services). 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 (should this year's allocation allow this). Our PEF will also fund admin support officer hours to help co-ordinate targeted attendance and destinations in a systemic fashion and an additional proportion of SLA support for targeted, bespoke support with pupils who we are concerned about underachieving as a result of poor attendance/engagement in lockdown. Key to that this session has been providing outreach ICT devices and support during lockdown. 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. We utilise PEF funding 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 this session to fund transformation of a kitchen area into an accessible health and wellbeing provision for young people 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 four 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 sustained engagement from deciles 1-2 in our SoS programme, as well as 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; including any changes to spending allocation between August 2020 and June 2021.

Mid-Year

There has been no negative Covid-19 impact regarding our Family Link Worker provision and targeted support. This has operated fully and has been vital to supporting some of our most vulnerable families during the lockdown period between January and March, and in the phased re-integration of pupils into school at this current time (including in our Hubs). Much of this work has intensified during lockdown to focus on home visits; 'virtual' connections and supporting pupil engagement when physical presence in school is not possible. Supporting families with domestic challenges at this time has also been key as many households have struggled to manage competing demands for young people with siblings across an age range that places multiple tensions on household resources and relationships.

Our Community Study Cafes will not now operate this session. This is a result of the impact of Covid-19 and the removal of SQA examinations and their replacement with the Alternative Certification Model. This has no financial impact on the period noted above as this conventionally takes place post-Easter. This funding has therefore not been used this session.

End-Year

Note key point above regarding study cafes. Hub support was impacted during phases of distancing requirements but is now back to 100%.

2. Please complete the Actual Impact column of the table below, detailing progress of delivery of plans between Mid-Year stage and end June 2021 – including any adjustments that have been made as a result of Covid-19.

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 2019/20 Plans Y or N?	Mid-Year Progress	Anticipated Impact	Actual Impact	
		Literacy	Numeracy	HWB	Learning & Teaching	Leadership	Family & Communities	School generated	Partnership/charity	Commercial Resource		Consultant	Update on progress of delivery of plans between August 2020 and end March 2021 – including any adjustments that have been made as a result of Covid-19. <i>E.g. 2020/21 proposal submitted shows intervention for Family Link Worker with a focus on attendance, however due to Covid-19 this has been adjusted to focus on engagement.</i> 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 Mid-Year Stage	Please also provide details of anticipated impact where adjustments have been made as a result of Covid-19 as stated in previous column. To be completed at Mid- Year Stage	Update on progress of delivery of plans between mid-year stage and end June 2021 – including any adjustments that have been made as a result of Covid-19. 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 (September 2021)
<p>Outcomes Improved:</p> <ul style="list-style-type: none"> Attendance: For FLW caseload, attendance has a very different baseline for individual targeted pupils. Outcome target is that attendance will <i>improve</i> for the majority of pupils regarding aspirational <i>personalised measure</i> using case study benchmarks. We will seek an average of 80%+ for targeted pupils or personalised improvement, through targeted working, of 20% benchmarked against the starting point following engagement. Improved Wellbeing outcomes targeted through SHANARRI tracking for <i>all pupils</i> 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. 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 	<p>Intervention 1 – Targeted Support for Family Engagement & Learning (includes FLWs; travel costs; administrative support and PT SAC role for co-ordination, with 0.1 fte back-fill)</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 continue to 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</p>			X			X	X				Y	<p>Since October, the team have been working with 25 families on a regular basis, the majority of whom are from quintile 1. Other supported youngsters have identified social/emotional needs and includes young people who are care experienced and young carers. There has been a need for extra support for parents/carers regarding helping pupils with their home learning and family dynamics due to everyone being in the house at the same time. The support around other areas like financial concerns, bereavement and mental health has continued. There has been an adjusted focus on providing digital devices and strategies to promote engagement rather than attendance as a measure due to lockdown. Families have all been provided with devices</p>	<p>The FLWs are planning an Easter Egg Hunt for families over the Easter break to give some pupils the opportunity to come onto the school grounds and be back around the school during this time to help with the transition back into school life.</p> <p>This, alongside the following measures, will be critical regarding the successful re-integration to school life following lockdown:</p> <ul style="list-style-type: none"> Daily check-ins (in-school and at home) in order to ease the physical return to school and support families with on-going anxieties in the wider context. Resumption of breakfast club and ‘soft start’ support. 	<p>Key FLW Actions</p> <ul style="list-style-type: none"> The school supplemented SAC funding to increase covid recovery capacity by increasing to 3 Family Link Workers. FLWs supported families by sharing key links with them and assisting in completion of key financial support forms for school uniforms and meals etc. Other council financial support services, food banks and personalised needs (MH counselling supports etc.) were also signposted and families connected to these vital services. Financial support info was provided for 100% of families and personalised partner support for around 50%. Since the mid-year report - 30 families, the majority of

<p>and for Literacy and Numeracy measures (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. FLW pupils connected to Wallace Hub – specific attainment outcome target of 5+ National qualifications at Level 3/4+ for 100% of pupils.</p> <ul style="list-style-type: none"> • Positive destinations – outcome target of sustaining above 92% for quintile 1 leavers. 	<p>by our PEF allocation. We have also begun to connect with schools within our Regional Improvement Collaborative and LA family workers 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"> • Improved community links and family relationships – utilising EXCEL data on attendance, timekeeping and access to support services • Case study feedback • SHANARRI indicators • Attendance figures • Exclusion figures • Insight Attainment • Positive Destination figures 												<p>and we have supported with wifi dongles where internet connection/affordable broadband has been a challenge. This resulted in improved engagement with online learning and, where engagement with learning remained a challenge, this technology allowed pastoral engagement with FLWs for young people and parents/careers for 100% of these supported pupils. Very detailed FLW case studies are available on request that exemplify the complexity of the impactful work that is being completed with some of our most vulnerable families to support engagement with education and achievement. One summary evaluative example is noted below:</p> <p>Young Person X YP X is from quintile 1 and was referred due to concerns raised from Primary school regarding anxiety and difficulty in managing relationships with peers and social situations. YP was displaying signs of anxiety and depression. Mum and dad concerned about the levels of anxiety displayed by the young person and the affect that this is having on their life. YP attended enhanced transition at Wallace High but school attendance declined steadily in the months of August and September. The pandemic has had a detrimental effect on YP with them openly talking about anxiety around crowds and other YP being near them.</p> <p>Summary Interventions:</p>						<p>Key conduits to accessing mental health support and support of other associated services.</p> <ul style="list-style-type: none"> • When pupils return to school in March, there will be a 6-week programme running to support 12 disengaged S1 and S2 pupils (quintile 1 and targeted social/emotional needs – LAC, outside agency engagement etc.). This will run periods 1 and 2 every morning and will be a transition programme to support pupils who have not engaged with classes during lockdown and online learning. This programme will support their well-being and aim to transition them back into classes. Pupil support staff, Family Link Workers, School Counsellor and Hub teaching staff will be involved in the development and delivery of the programme. <p>We further anticipate that HUB targeted support with FLWs will result in 5@ attainment being sustained for these pupils and are targeting 100% positive destinations.</p> <p>We are targeting sustained strong attainment following lockdown and sustaining no exclusions for FLW/Hub pupils and global exclusion figures below 10 again this session.</p>										<p>which are affected by poverty, have been regularly supported by the FLWs, these families are being supported for a very wide variety of reasons; attendance, family dynamics, mental and physical health, signposting for additional support, and care experienced youngsters.</p> <ul style="list-style-type: none"> • Due to Covid restrictions and consequent required recovery support, there were additional families and young people being supported during lockdown, with visits and regular check-ins. This amounted to 50 families throughout lockdown, in totality, being supported. • When coming back to school prior to the summer there were a number of pupils struggling to make the transition back to the building. These 50 families were visited, and the young people were supported back into school. Of the 50, 25 of the young people currently have 90% + attendance and the other 25 have more than 80%. This continues to be monitored but evidences a significant impact on positive attendance and engagement with school. Breakfast club (also noted in the Hub analysis section) runs every morning to allow a ‘soft start’ for 15 – 20 pupils who need to have breakfast and a check in before heading to classes. 				

The YP person has engaged with Family support staff and is meeting on a regular basis from home to go for a walk. The young person was attending the breakfast club at the start of their day, to ensure that they had a soft start, and a chance to speak with staff before attending any classes, to try and eliminate any stresses before the school day begins.

The YP has struggled to engage due to sporadic attendance but does work from home and is fairly diligent with this, Dad helps YP to complete work, especially maths and this has aided a positive relationship between them.

The YP has completed the Spence Children's Anxiety Scale and the School refusal assessment scale. Both scales showed real anxiety around attending school and indicated that YP wants to attend and would not rather be at home. Encouragement has been given, by FLW, to use this quieter lockdown period to access the school at a time when there are few young people here, also for YP to attend settling in days as only a third of the class will be present and this has afforded a manageable time for YP to spend time back in class and familiarise themselves with the teachers. On a weekly basis FLW staff have met with the YP and gone for a HWB walk within their local area. During this time the YP was able to communicate the positives and negatives of working from home. As lockdown continued the YP was setting themselves a schedule to ensure that work was completed.

The FLW has co-ordinated YP support with CAMHS and has

50% of these pupils have been so well supported that they only require check-in and to 'grab and go' before engaging with their first class.

- This year the transition programme was enhanced due to lack of transition options for the school. **34 primary pupils** were invited to attend for a 2-day programme during the summer holidays. The young people were identified through consultation with the secondary and primary staff. The young people were invited to 2 sessions and completed different activities such as a timetable/treasure hunt challenge to help find their way around the school. The young people also had the opportunity to take part in an arts and crafts sessions and different sporting activities. **This has allowed them to have a positive start into S1 with 27 of the 34 currently having 90%+ attendance.**

Hub Analysis 2020/21

8 pupils were supported by the Hub during 2020/21. *This was reduced capacity due to social distancing measures that were in place.*

- 4 of the pupils were from S3 and had shown poor

recently been engaging with Educational Psychologist. A social work referral has been completed highlighting concerns around YP, parental mental health and the affect that this is having on YP. The family have also bene connected with the local food bank.

Impact:

Impact of FLW interventions is measured using SHANARRI indicators. Whilst this fluctuates throughout the year, the young person's evaluation as set against the eight SHANARRI indicators shows improvement in five of these; with an equal rating in two and a lower indicator in only one area. This evaluation informs next steps going forward.

Prior to lockdown, the breakfast club was thriving with between **10 - 12 pupils** being supported every morning, giving them a 'soft start' to allow them to be settled into their classes for the remainder of the day. The pupils were supported with food and a safe space to start the day. This resulted in improved engagement for these pupils.

At Christmas, the FLW organised **18 Christmas hampers for supported families**. The hampers had a range of products from, hygiene, food, and gifts and were delivered out to the families who most needed them. All families were very grateful for these and this helped cement strong relationships at a vital moment prior to lockdown.

During the current lockdown an **additional 22 families** have been supported by the FLW. They have been completing 'garden gate' visits and checking in on both the pupils and the parents/carers.

On a recent Child Care Review, there was a quote from a

attendance since S1 and had completely disengaged during home learning.

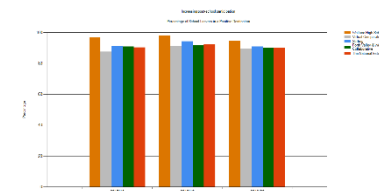
- The pupils attended all Hub sessions **increasing their attendance to 100%**. 2 have now gained the confidence to transition back into mainstream classes and have minimum support from the Hub. The other 2 pupils remain in the Hub for all periods and are engaging well in this context.
- 4 pupils were from S4, and all had disengaged from school since around S2. Some of them had not attended any classes or engaged with work for over a year. All 4 pupils showed **significant increase in attendance and all pupils gained 5@3 qualifications plus an additional 9 National 4 qualifications**.
- 2 pupils have moved on to a positive destination, the other 2 have stayed on for 5th year and continue to be supported by the Hub.
- This means **Hub positive destinations are at 100%**. This has contributed to our wider target of sustaining school destinations at over 92%. Although the final figure for this is not yet submitted, our **current analysis places the school at +94%**.

Grandparent who looks after her Grandchildren: "The FLW is there for me 24/7. She is the first person I would go to and has been there for me through everything".

Regarding the Wallace Hub:

- Currently supporting 6 pupils in S4-5 and 7 pupils in S3
- Pupils in S4-5 are on track to gain 5@3 qualifications, plus National 4/5 Application of Maths/Numeracy and Literacy awards.
- Pupils in S3 are being supported with coursework and with school engagement. The priority is to transition them back into classes successfully for the final term. The addition of S3 pupils was part of the Hub improvement plan for this year.
- 70% of pupils are quintile 1
- 2 x S5 Hub pupils who were Christmas leavers were successful in moving on to a positive destination at college and on employability funded course.

Regarding destinations, the support above has resulted in sustained, excellent outcomes for quintile 1 students, above VC, National, Stirling and RIC comparators for the third consecutive year:



This is also strongly reflected in quintile 1 Literacy and Numeracy outcomes where Wallace remains strongly above VC for the third consecutive year:

Covid Recovery

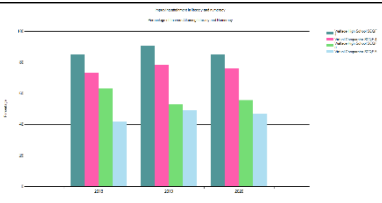
- In addition to the periods that were used for S3 and 4 pupils, we were able to use 4 periods to support 6 S1 and 2 pupils as a 'soft start' and Covid recovery time.
- This was led by the Family Link Workers and Pupil Support Leaders for S1/2 and significantly supported engagement during this difficult transition period and has resulted in improved attendance and resilience in engaging with the wider school curriculum.

Start of Session 2021/22

- We have been able to increase our numbers to support **12 Senior pupils (the majority are from quintile 1, with all pupils having significant social and emotional challenges and outside agency engagement)**.
- The Hub is also being used for Covid Recovery in the following ways:

Supporting several S1/2 pupils period 1 for a 'soft start'

Breakfast Club to support morning engagement by ensuring pupils have supportive engagement and access to nutrition to



prepare them for their school day

Small groups led by Family Link Workers to support targeted quintile 1 pupils to sustain their full school day.

S4 Girls' group to support targeted quintile 1 and Care Experienced youngsters to engage – all identified with targeted issues that are making engagement challenging.

In summary, to assist Covid recovery we have broadened the scope and impact of the Hub as a key resource in supporting our most vulnerable youngsters to re-engage with their education. This work at the end of last session and beginning of this session (April – present) has helped us to sustain global attendance at over 92% and resulted in significantly improved engagement for these targeted pupils. There are no exclusions for any Hub pupils in all last session.

PLEASE NOTE: Insight analysis of quintile 1 performance against VC will be available after September 30th and will be explored with the link Attainment advisor, Jacqui Ward post-publication.

<p>Outcomes</p> <p>Improved:</p> <ul style="list-style-type: none"> Attainment for young people from decile 1 and 2 communities – focus on outcome target of sustaining quintile 1 performance 	<p>Intervention 2 – Targeted Community Supported Study Cafes – focus on wellbeing and support (universal and targeted – quintile 1 pupils; rural pupils;</p>	X	X	X	X								<p>Our community study cafes normally 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.</p>	<ul style="list-style-type: none"> This programme has been suspended this session due to Covid-19. 	<p>This programme has been suspended this session due to Covid-19.</p>

<p>above Virtual Comparator for National Attainment for All measures and for Literacy and Numeracy measures (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 quintile 1 pupils.</p> <ul style="list-style-type: none"> Attendance at sessions to support decile 1 and 2 communities – outcome target of 20+ pupils attending more than one session from our targeted communities (quintile 1; rural; pupils with identified social and emotional support needs). 	<p>social, emotional and mental health support)</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 for the approach 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>												<p>Personalised support in engaging with in-school assessments will be offered instead, including access to our Wallace Hub.</p> <ul style="list-style-type: none"> Planning for the cafes has been suspended for this session and these will not be able to run as we cannot plan for these study support community contacts in the context of current Covid restrictions. The absence of a traditional SQA exam diet this year also means that this would have to be a very different planned experience and we will be adapting our in-school targeted actions to support regarding achievement of SQA provisional grades in the context of a very different April, May and June period for pupils. 		
<p>Measures</p> <ul style="list-style-type: none"> Insight attainment figures Attendance figures for sessions Pupil and staff positive engagement with sessions – evaluation feedback – and tracking & monitoring and reporting data 															