

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

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.

<u>Mid-Year</u>

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		rvent		Organ	iiser		Ty inter	venti		Continu	Mid-Year Progress 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.	Anticipated Impact Please also provide details of anticipated impact where adjustments have been made as a result of Covid-19 as stated in previous column.	Actual Impact 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.
	Max 200 words	Literacy	Numeracy	HWB	- Fi	Family & Communities	School generated	Partnership/charity	Commercial Resource	Consultant	iation of 2019/20 Plans Y or N?	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. 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	To be completed at Mid- Year Stage	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)
Outcomes Improved: • 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</i> <i>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 <i>Wellbeing</i> 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. • <i>Achievement</i> 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	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) 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			X		×	X				Y	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	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. This, alongside the following measures, will be critical regarding the successful re-integration to school life following lockdown: • 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.	 Key FLW Actions 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

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.

• **Positive destinations** – outcome target of sustaining **above 92%** for quintile 1 leavers.

Measures

• 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

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.

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:

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. Summary Interventions:

Key conduits to accessing mental health support and support of other associated services.

• 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.

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.

this session.

We are targeting sustained strong attainment following lockdown and sustaining no exclusions for FLW/Hub pupils and global exclusion figures below 10 again

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.

- 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

Educational symphologist. A social work referral has been completed highlighting concerns around VP, parental mental health and the affect that this is having on VP. The family have also been concerns with the local food bank. <i>Impact</i> Impact of VI Interventions is in pact of VI Interventions is medicators. Walk this fluctuates throughout the yoar, the young person's evoluation as set against the eight SHAARRI indicators shows improvement in five of these; with an equal rating in two and a lower indicator in only one area. This evoluation informs next steps going forward. Prior to allow them to be server unoraning, priving them a soft start to allow them to be soft solution in provide every marking, priving them a soft start to allow them to be soft start to allow them to be soft solution in provide every system to allow them a soft start the day. This pupils were starge or these pupils had a range of products from, highligh channels and were delivered out to the families who not not the families through the to be at an oncouncert pupils being supplex on grant and the soft and the staft and the angle of the pupils were starge of the correct lockdow in the families who not noted them. All families is the not the pupils and the parents/avers. During the current lockdow in a da supported with how the pupils were supported into the families who not noted them. All families is the pupils were supported the pupils and the parents/avers. During the current lockdow in both the pupils and the parents/avers. During the checking in on both the pupils and the parents/avers. During the checking in on both the pupils and the parents/avers.		, , , , , , , , , , , , , , , , , , ,	 <u> </u>	 	
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	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%.

Grandpatent who looks after her Grandpatent who looks after her Grandpatent who looks after her for me 247. She is the first person i world go to and has been there is me through Regarding to Wilace thus: - Currently supporting 6 pupils in Si Si and 7 pupils in SI 3 are being supported with coursevork and with school engigement. The abit pupils in SI are being supported with coursevork and with school engigement. The abit pupils was part of the Hub improvement plan for this yar. - 70% of pupils une quintile 1. The abit pupils was part of the Hub improvement plan for this yar. - 70% of pupils me quintile 1. - 70% of pupils me quintile 1. - 70% of pupils me and the abit pupils was part of the Hub improvement plan for this yar. - 70% of pupils me quintile 1. - 70% of pupils me quintile 1. - 70% of pupils me and the abit pupils was part of the Hub improvement plan for this yar. - 70% of pupils me quintile 1. - 70% of pupils me and the source of the Hub improvement plan for this yar. - 70% of pupils me and the source of the Hub improvement plan for this yar. - 70% of pupils me and the source of the Hub improvement plan for this yar. - 70% of pupils me and the source of the Hub improvement plan for this yar. - 70% of pupils me and the source of the Hub improvement plan for the yar. - 70% of pupils me and the source of the Hub improvement plan for the Hub improvement plan for the Hub improvement plan for the yar. - 70% of pupils me and the source of the Hub improvement plan for		1 1	 	 1 1	<u> </u>
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	Covid	Recovery
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• 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

1 and 2	Intervention 2 – Targeted Community Supported Study Cafes – focus on wellbeing and support (universal and targeted – quintile 1 pupils; rural pupils;	X	X	x	x		X	X		Y	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.	• This program suspended this Covid-19.
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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 reengage 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.

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this session due to

This programme has been suspended this session due to Covid-19. 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.

• 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).

Measures

• Insight attainment figures

- Attendance figures for sessions
- Pupil and staff positive engagement with sessions evaluation feedback and tracking & monitoring and reporting data

social, emotional and mental health support)

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.

Personalised support in engaging with in-school assessments will be offered instead, including access to our Wallace Hub.

• 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.