



# Schools Programme

Proposal Period	April 2018 – March 2019
School and Key Contact:	Wallace High School – Scott Pennock (Head Teacher)
Local Authority and Key Contact:	Stirling Council – Gillian Robertson/ Kevin Kelman (Head of Education

## 2018/19 Proposal



Outcomes and Measures	Intervention Description New Interventions – description and clear		rvent heme		Orgai	nise		Tyj interv	pe of ventio	on	Co	Mid Year Progress To be completed at Mid Year Stage	Anticipated Impact To be completed at Mid Year Stage	Actual Impact To be completed at End of Year
	rational Continuing Interventions – name and brief progress update										Continuation of			(September 2019)
	Max 200 words	Literacy	Numeracy	HWB	, j		200	Partnership/charity	Commercial Resource	Consultant	2017/18 Plans Y or N?			
Outcomes Improved: Community links Family relationships Attendance and engagement Achievement for young people from decile 1 and 2 communities Measures Case study feedback Audit of number of interventions and time allocated to families Attendance figures Exclusion figures Insight Attainment Positive Destination figures	Intervention 1 - Family Link Workers 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 two case-study reviews of best practice 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 connecting with schools within our Regional Improvement Collaborative this session 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			X		X	X X				Y	A new member of the team is now in place to increase capacity for community links and building relationships. Procedures have been updated to include intended outcomes within the referral form along with a change in where the information is stored to allow all Pupil Support staff to have access to updated information on each case. Since the last review, <b>27 families</b> have been involved with Family Link Workers, <b>5 of these cases have been</b> <b>closed due to outcomes being</b> <b>achieved. 19 were on-going cases</b> <b>and 8 new cases</b> have been started. There has been support with some of the cases to enable pupils and families to attend appointments such as Doctors, CAMHS, Woman's Aid and housing to help support them in life out-with school. <b>23 referrals</b> for Mental Health coaching have been submitted this year, currently the two Mental	We anticipate positive outcomes achieved for the majority of the pupils referred to FLWs regarding attendance at school and attainment – this is monitored by individual tracking and use of SHANARRI wheel as conveyed in the exemplar case study in the first column. Exclusions for this session are on track to be down yet again, with only <b>9 instances</b> at point of writing and none of these pertaining to children currently supported by FLWs. Attendance is currently projected to sustain improvement at above <b>91%</b> for the session. Continued positive relationships with parents and pupils who are being supported are conveyed through on-going feedback and we anticipate positive reporting on this by September as our new member of the team establishes relationships.	<ul> <li>FLW support work contributed to meeting two significant whole school targets:</li> <li>Attendance – sustained at over 91% for consecutive years (91.18%).</li> <li>Exclusions – episodes of exclusions reduced to 15 (down 5 on the previous year and our lowest on record).</li> <li>FLWs supported pupils in accessing the Wallace Hub to positively tackle attainment and attendance, as well as general wellbeing. This resulted in the following outcomes:</li> <li>12 pupils from S4/5 supported. All from lower deciles or with specific targeted needs (mental health/social and emotional)</li> <li>Attendance increased from 0% up to 100% for Hub sessions for the majority of pupils.</li> </ul>

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.			<b>pupils.</b> Appropriate sign posting has been given to support the YP where it is required.FLW work has resulted in attendance being <b>sustained at over 91%</b> yet again, with the figure sitting at <b>91.47%</b> for the past session. By mid- year point, average attendance for quintile 1 pupils is <b>86.67%</b> ; set against <b>94.82%</b> for quintile 5 students. Whilst there is still a gap here, with targeted interventions this gap is narrowing. The historical attendance figure for our school in totality (pre-2013) was 85% and so we now have quintile 1 students alone above this measure. Our aspiration is to drive towards 90% over the next three-year period but this is complicated by the fact that 	
			session from <b>29 to 21 instances</b> . Contributed to pastoral CLPL inputs	in September) to track Senior Phas data.

links to support in ncing partnership Illy support the young n and out-with school, ed.

nities with other Vorkers have been hrough the schoolteam with Jacqui rin Stuart and the s network meetings oth been established s will generate d shared strategies to puild capacity to he remainder of the

rdination with partner her triangulate heel with youth justice ated links with SBPO already exists but we further 'tightening' cothis.

hange of the referral ring clear objectives / by the PT Pupil Support al referral we are ve even clearer measure the impact g.

Measures (published r) to be utilised to Phase attainment  11 sessions were available through the week.

### National Qualifications:

Prior to FLW and consequent Hub intervention, all targeted pupils had serous attendance issues (school refusers) and were tracking for little or no achievement in National Qualifications. Final outcomes for these pupils are:

- > 35 National 3s
- > 26 National 4s
- 9 National 5 units (focus on Numeracy and Literacy)
- An award in Application of Maths exam
- > A 'B' in National 5 English exam.
- 70 National Qualifications gained by Hub pupils
- The Hub was\_also able to support a number of mainstream pupils with their completion of Added Value units for many subjects. These pupils were from deciles 1-3 or with targeted social/emotional and mental health needs.

## **Destinations:**

 6 pupils are returning to the Hub for S5/6 to gain additional qualifications

		Positive destinations and attainment
		data are noted in interventions 2 and
		3 in this document.
		Sample Case Study noted below
		(more case studies available on
		request):
		Summary of Concerns:
		• The family are grieving the death
		of K's younger brother (approx. 4
		years ago)
		,
		K had been referred to Youth
		justice due to picking up charges
		for an assault
		• K takes no responsibility for her
		behaviours
		Schuviours
		Others know how to get a
		reaction from K and she
		responds
		responds
		K often unsettled in school citing
		incidents of others saying/doing
		things that she feels she has to
		respond to
		. Klosving close and (on the select
		K leaving class and/or the school
		during the school day
		No understanding of risk and
		No understanding of risk and
		appears to be naïve about the
		risks around
		K has disclosed that she has 'self-
		harmed' by cutting her arms
		with a Stanley knife (cuts were
		superficial)
		Mum reports that she is worried
		whenever K goes out as she has
		been involved in fights and has
		also come home intoxicated
		after consuming alcohol on more
		than one occasion

2 pupils gained places in college
1 Activity agreement
1 Employability fund
2 Full time employment
100% success rate with destinations
In terms of <b>Insight performance</b>
data, if we consider quintile 1
•
pupils and their performance in
Literacy and Numeracy, we can see
a marked success in terms of
attainment outcomes for young

people from our most deprived communities, ably supported by FLWs and the Wallace Hub:

## <u>S6</u>

WHS Level 4 Literacy & Numeracy = **96.55%** vs Virtual Comparator (VC) = 94.14%. Level 5 = **86.21%** vs VC = 78.28%



## <u>S5</u>

WHS Level 4 Literacy & Numeracy = 93.18% vs Virtual Comparator (VC) = 83.18%. Level 5 = 65.91% vs VC = 48.64%



			K lacks confidence and self- esteem.
			Previous lack of engagement
			both from Mum and K
			SHANARRI Wheel to Measure
			progress for Case Study (note, with
			work from the FLW week-on-week, the risk matrix decreases
			significantly over time):
			Induced Teaminy
			Respected 0 Activity
			Reportible Rutured
			Achre

### <u>S4</u>

WHS Level 4 Literacy & Numeracy = 86.21% vs Virtual Comparator (VC) = 65.86%. Level 5 = 29.31% vs VC = 30.67%



In the above analysis, it is evident that we remain (with the exception of one measure in S4 by just 1%) **consistently above VC for attainment in Literacy and Numeracy by pupils from deciles 1 and 2.** This is significantly supported by the work of our FLWs in building resilience, supporting school attendance and connecting to focused in-school supports such as our Wallace Hub.

Since the Mid-year Report, FLWs have completed the following additional general support work:

#### Summer Programme:

Engagement with all existing cases in varying ways (**33 families – 25 from deciles 1-3, with the majority 1-2**) in order to support families over the summer period:

- Excursions group and some 1–1 targeted activities for more vulnerable pupils.
- 24 families from our lower decile communities

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received personalised support around financial assistance and advice - with uniforms, school grants, school meal entitlement, bereavement, benefits, health appointments etc.

- FLWs also contributed to Multi Agency work with the above cohort – Social Work, Woman's Aid, Housing, Circle, CAMHs +
- Encouraged and supported two senior pupils from lower deciles to complete an opportunity to volunteer at the Cornton summer 'Cook School' where they supported younger pupils.

## New S1 Transitions:

- **12 pupils** took up the opportunity to engage with group work over the summer to encourage them to feel more confident and comfortable when starting in August. They visited the school to do some baking and build relationships.
- All 12 were contacted and either phone calls or home visits were made to support the pupils and their families for starting at Wallace High.
- Since coming back, all of these targeted parents have been contacted for reassurance and 'check ins' with the pupils, who have all settled very positively

									×		
Outcomes Improved:	Intervention 2 – Principal Teacher Positive Destinations (includes 0.2 back-fill)		х	x	X	x	X		Y	Strongest Insight Positive Destinations figures to date:	S4 SCOTS – To completion ar celebrating su
<ul> <li>Positive destinations</li> <li>Pupil engagement with DYW education throughout the curriculum</li> <li>Pupil achievement</li> </ul>	PT Positive Destinations role supports targeted work on improving this key national figure by resourcing work that starts with pupils and families at Associated Primaries and extends through secondary with rigorous tracking and monitoring of our most at risk pupils									<ul> <li>92.84% (higher if Ochil House pupils are factored in) vs. 92.4% for Virtual Comparator (VC). This is a 3-year increase from 87.31% to 91.19% to 92.86%.</li> <li>For Quintile 1 students, the figures</li> </ul>	event and ma into college a 2019-2020. Joint Working significantly ir Foundation A
Measures	(focusing on deciles 1 and 2) and earlier interventions to prevent pupils falling into a negative destination. Our PEF allocation									are even more striking: 96.67% vs Virtual Comparator of 88.83%. This is a 3-year increase	pupils thus fai interest. Also bespoke colle
Targeted Insight positive     destinations figures for key pupils	includes 2 x 0.3 targeted Literacy and Numeracy support and our PT Positive									from 79.63% to 87.10% to 96.67%.	onwards. School hosting
Pupil attendance figures	Destinations role aims to build on our holistic learning and teaching focus on									S4 SCOTS – <b>19 pupils</b> attend this school partnership course with Forth	qualification t
Sustained destination figures	supporting improved attainment from decile 1 and 2 youngsters and build the									Valley College, largest group in LA. PT Positive Destinations works with	demand, prim and 2 student
<ul> <li>Staff DYW capacity and QA measures across the curriculum on this – feedback based on QA of</li> </ul>	skills and targeted pathways to ensure this results in a positive destination for as many of these young people as possible. In									cohort and classroom teachers, to recognise personalised needs.	Immersive Em continue to pi low-risk 'hanc
impact of DYW across the BGE	the past session we have extended personalised support for youngsters and seen an increase in engagement with FVC									Immersive Employment Events – Working with FVRDY Group, a strong uptake in labour market	reflecting LMI preferences.
	and employers. We have also worked on increased parental engagement this session with our first Parent Teacher Network led careers event.									information-led opportunities was achieved. We promoted uptake with pupils from <b>SIMD decile 1 and 2</b> <b>neighbourhoods</b> in Hospitality, Construction Crafts and Traditional	Careers and A Initial plans for made before s view to includ
										Building Skills.	range of partr Revised skills-
										Careers and Apprenticeships Fair – <b>c.600 pupils engaged with 30</b> employers and training providers; one of the largest events in the LA.	to support pu transitions as leave' experie youngsters wi
										PT Positive Destinations worked with SDS colleague to ensure pupils prepared, participated in and	positive destin Focus on initia
										reflected on this experience. Impact was gathered from all stakeholders. Vulnerable pupils, plus pupils from	construction f new session – employment o

and half of these families are sustaining on-going support.

To maximise amongst cohort, success at graduation naintaining momentum applications for session

ng with SDS and FVC – v increased uptake in Apprenticeships – c. 30 far have expressed an so focus on extending llege pathways from S4

ing Childcare n to support with imarily from decile 1 nts.

Employment Events – to promote wide range of nds on' opportunities, MI and pupil

Apprenticeships Fair – for 2019 event will be e summer 2019, with a uding a more diverse rtners.

Is-based S4 programme pupil achievement and as part of May 'studyrience for targeted will support with stinations.

initiating improved tion firm links for start of ion – engaging with wider nent opportunities within Core destination data presented in the **Mid-year progress column** is **final for the session** and indicates an excellent improvement. We are currently in the midst of targeted interventions to sustain positive destinations figures for the session ahead, with this currently tracking at **over 92%**. This final figure will be presented in our Mid-year 2020 evaluation.

14 Young people successfully completed the SCOTS programme (over half from deciles 1 and 2) and we have established another strong cohort for the session ahead. The other 5 pupils sustained the relevant in-school programme to complete an Employability Award.

Following expressions of interest, **15 young people have begun Foundation Apprenticeships**, supporting with personalised pathways. **Five** of these youngsters are part of the pilot Childcare programme at Wallace. **1/3 of these 15 pupils are from decile 1 and just over half from deciles 1-3**. This highlights key progress in widening opportunities and targeting destinations.

Work completed at the end of session has confirmed several personalised, planned careers events for the session ahead. This included a Mechanics Showcase for **70 pupils, over half of whom are from deciles 1-3** and a large

								SIMD decile 1 and 2 neighbourhoods, were identified beforehand and given extra support. This resulted in improved connection with employers at the event and follow-up work with our careers team and pastoral team to target effective course choice for the session ahead. One key positive figure here is the significant increase in young people applying for Modern Apprenticeships. Up from 2 last session c.15 this session. This was complemented by our PTN Careers Event, with parents as partners, allowing familiar faces to use employment stories to engage with pupils and family learning. Joint Working with SDS and FVC - Foundation Apprenticeships, ensured that flexible pathways were discussed clearly with pupils and parents.	the sector that includes skills-based learning; work placements and wider access and experience that connects young people to opportunities within this sector. Project led by LS (new Partnerships lead).	construction showcase event that will target DYW outcomes for 72 young people who may wish to pursue a pathway in this sector. Again, over half of these young people will come from our lower deciles. A case study example from the above concerns a young person in S4 who comes from decile 1 and a history of endemic family unemployment. This young person connected to work experience through the above programme and, because of his work there, now has a full-time apprenticeship and has, consequently, broken a generational cycle of unemployment in his family. 14 young people completed the revised, skills-based May programme, culminating in a celebrating success event that brought together the school, employers and community partners. The majority of pupils on this programme are from deciles 1 – 3 and this work has positively
										impacted on engagement and attendance during this period.
Outcomes Improved: Attainment for decile 1 and 2 youngsters Attendance and engagement Measures Insight attainment figures Attendance figures Attendance figures Pupil and staff engagement feedback – tracking and monitoring and reporting data	Intervention 3 - Community SupportedXStudy SessionsXFor 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	x	X	X	X	x	Y	Last year we offered <b>5 weeks</b> of sessions in Cornton, Fallin and at Wallace High School. Approx. <b>30</b> <b>pupils</b> attended more than one session. Out of the group of pupils who signed up and attended more than one session, roughly <b>50% are</b> <b>from deciles 1 and 2</b> . Individual sessions had an <b>average of 15</b> pupils attending. Wallace High was the most popular option in terms of uptake, this was offered to support primarily Cornton and Raploch localities and proved to be very	Our sessions for this year will begin prior to the Easter break and aim to have supportive, targeted impact for pupils in the 2019 SQA exams. Last session we offered community supported study on the lead up to the prelims. The sign up for the sessions was quite poor and after discussing with a number of senior pupils they requested starting the supported study earlier this year in March and running for 4 weeks before study leave begins.	Following pupil feedback, Study Cafes were revised for the session with 4 x 1hr 30 minute sessions delivered across our three venues. This included targeting attendance for our three communities with the highest proportion of young people from lower deciles: Cornton, Fallin and Raploch (in the Wallace High session). Pupil voice feedback noted that pupils appreciated the provision of food; the friendly, supportive atmosphere, availability of resources and the peer support.

			<b>A</b>
a crucial time. Currently, attendance here		successful. Many pupils attended	Currently, p
is much more common from pupils in		both the Cornton session and the	surveyed to
existing 'higher' deciles but our work with		WHS session. Fallin sessions were	venue and d
last session's SAC resulted in over 50		the most successful in terms of a	sessions, we
young people accessing community-based		targeted approach. This session was	venues and
sessions. We aim to extend that further		almost exclusively attended by	important to
into the new session and increase		pupils from deciles 1 and 2.	venues/days
numbers based on positive pupil feedback		Insight attainment data reflects the	one year wil
from this year. Our sessions for this year		positive impact of more targeted	the next coh
are planned to run in the run up to final		supported study sessions for decile 1	pupils could
SQA exams and we will evaluate again		and 2 students:	they wanted
following these to adapt and improve for			working or h
the session ahead. This initiative has		Regarding Literacy and Numeracy	so hopefully
proven especially important in connecting		attainment for quintile 1 students:	more pupil-l
to areas of rural poverty in Fallin.			target more
		Level 4 = 85% vs VC 73%	Alwaadu CE a
		Level 5 = 63.33% vs VC 43.5%	Already S5 a
		Level 5 - 05.55% vs vC 45.5%	mentioned t
		Overall Attainment for quintile 1	they are loo
		students (Tariff Points):	attending th
			we are targe
		Highest 20% = 1574 vs VC 1453	attendance
		$\mathbf{M} = \mathbf{M} + $	need the ad
		Middle 60% = 584 vs VC 466	sustain attai
		Lowest 20% = 76 vs VC 54	
		Pupils attending these sessions	
		mentioned how the later start time	
		meant they could get the school bus	
		home, get organised at home and	
		then make their way to the session.	
		The feedback received from pupils	
		and parents was extremely positive,	
		with a focus on how much they	
		appreciated the effort made by staff	
		attending the sessions and how it	
		made the pupils feel supported.	
		Some pupil voice feedback includes:	
		"It really helped me focus on my	
		studying"	
		"I don't have my own room at home	
		so I like having somewhere quiet to	
		work"	
		"It's really nice that the teachers	

oupils are being o ask their preferred date. In previous e have picked the dates but we feel it is to realise the

vs that worked well for ill not automatically fit hort of pupils. Some dn't attend the session d to because they were had other commitments y by developing an even -led approach we will e pupils this year.

and S6 pupils have to their mentors that oking forward to his year's sessions and geting pupils for where we feel they dditional support to sinment this session. In total, **101 pupils attended** the sessions, our highest number yet.

Taking a snapshot regarding impact on attainment for young people from our lowest three deciles, in Fallin, half of the twelve young people who attended came from deciles 1-3, with 100% of these pupils gaining seven National awards. One young person from decile 1 gained 5 A awards at Higher.

In terms of contributing to successful outcomes for pupils from quintile 1, overall Insight attainment data conveys significant outcomes here:

## <u>S6</u>

**80% of pupils from quintile 1 in S6 performed above VC**, with the lowest 20% only 14 tariff points apart.



#### <u>S5</u>

80% of pupils from quintile 1 in S5 performed above VC, with the highest 20% of this group below VC. We will target this group for additional study support in the session ahead.



						come to us it makes me want to work hard"		S4 80% of pupils from quintile 1 in S4 performed above VC, with the highest 20% of this group slightly below VC. We will target this group for additional study support in the session ahead. We can note from the above that focused study support is impacting significantly on quintile 1 students across S4-6, with 80% of these students consistently performing above VC.
Outcomes Support with core delivery of: • Family Link Worker interventions • Easter School • Positive Destinations administration Measures • Staff feedback on efficacy of administrative support • Effective meeting of core outcomes in supported areas	Intervention 4 - Administrative Support The administrative support component is to support core administration; family communications; financial recording and systems recording (including pastoral notes etc.) relating to our key interventions (especially relating to Family Link Workers).	X	X X		Y	Our proportionate administrative support allocation is important in enabling our core teams (noted above) to deliver their provision. This includes financial management support for FLW interventions and Study Cafes, as well as administrative tracking and updating of core GIRFEC documentation. Staff feedback on support is very positive and this facilitates their ability to support our young people.	Continue to develop efficacy of systems – focus on targeted attendance monitoring system to further improve interventions here.	We now have clear systemic support in place that has helped to result in focused interventions regarding attendance. We sustained attendance from the previous session at <b>over 91%</b> , thus achieving our target for the session. Administrative support also contributed to targeted FLW and Wallace Hub interventions for decile 1 and 2 pupils, including targeted financial assistance for personalised care.