



### **Schools Programme**

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

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 2017/18 Plans Y or N?	Mid Year Progress	Anticipated Impact	Actual Impact  (September 2019)
		Literacy	Numeracy	HWB	Learning & Teaching	Leadership	Family & Communities	School generated	Partnership/charity	Commercial Resource				
<p>Outcomes</p> <p>Improved:</p> <ul style="list-style-type: none"> <li>Community links</li> <li>Family relationships</li> <li>Attendance and engagement</li> <li>Achievement for young people from decile 1 and 2 communities</li> </ul>	<p><b>Intervention 1 - Family Link Workers</b></p> <p>Family Link Workers increase the capacity for community engagement; targeted family learning; and CLPL opportunities to up-skill teaching and support staff in effective strategies that have genuine impact on young people in more challenging circumstances. We will build on our year 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 families in a personalised and targeted</p>			X			X	X			Y	<p>A new member of the team is now in place to increase capacity for community links and building relationships.</p> <p>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.</p> <p>Since the last review, <b>27 families</b> have been involved with Family Link Workers, <b>5 of these cases have been closed due to outcomes being achieved. 19 were on-going cases and 8 new cases</b> have been started.</p> <p>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.</p> <p><b>23 referrals</b> for Mental Health coaching have been submitted this year, currently the two Mental Health coaches are working with <b>11</b></p>	<p>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.</p> <p>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.</p> <p>Attendance is currently projected to sustain improvement at above <b>91%</b> for the session.</p> <p>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.</p>	<p>FLW support work contributed to meeting two significant whole school targets:</p> <p>Attendance – sustained at <b>over 91%</b> for consecutive years (<b>91.18%</b>).</p> <p>Exclusions – episodes of exclusions reduced to <b>15 (down 5 on the previous year and our lowest on record)</b>.</p> <p>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:</p> <ul style="list-style-type: none"> <li>➤ <b>12 pupils from S4/5</b> supported. All from lower deciles or with specific targeted needs (mental health/social and emotional)</li> <li>➤ Attendance increased from <b>0% up to 100% for Hub sessions for the majority of pupils.</b></li> </ul>
<p>Measures</p> <ul style="list-style-type: none"> <li>Case study feedback</li> <li>Audit of number of interventions and time allocated to families</li> <li>Attendance figures</li> <li>Exclusion figures</li> <li>Insight Attainment</li> <li>Positive Destination figures</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.

**pupils.** Appropriate sign posting has been given to support the YP where it is required.

FLW work has resulted in attendance being **sustained at over 91%** yet again, with the figure sitting at **91.47%** for the past session. By mid-year point, average attendance for quintile 1 pupils is **86.67%**; set against **94.82%** 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 *school* attendance figures are very personalised for our FLW caseload. Some of our FLW work with seniors, for example, results in engagement out-with school; connection with partners and a move to a positive destination. School attendance can remain lower throughout this process for some but impact regarding destinations and improved life chances significant. This is why personalised SHANARRI monitoring is so important here.

Exclusions reduced for the past session from **29 to 21 instances.**

Contributed to pastoral CLPL inputs at February Inset and as part of planning for Pupil Support CLPL going forward.

Wallace Hub links to support in further enhancing partnership working to fully support the young people within and out-with school, where required.

CLPL opportunities with other Family Link Workers have been established through the school-based family team with Jacqui Ward and Karin Stuart and the practitioner's network meetings which have both been established this year. This will generate expertise and shared strategies to continue to build capacity to support for the remainder of the session.

Develop co-ordination with partner agencies further triangulate SHANARRI wheel with youth justice etc. Co-ordinated links with SBPO and partners already exists but we will work on further 'tightening' co-ordination of this.

Due to the change of the referral form and having clear objectives / aims stated by the PT Pupil Support from the initial referral we are hoping to have even clearer outcomes to measure the impact we are having.

Insight Local Measures (published in September) to be utilised to track Senior Phase attainment data.

- 11 sessions were available through the week.

**National Qualifications:**

Prior to FLW and consequent Hub intervention, all targeted pupils had serious 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:**

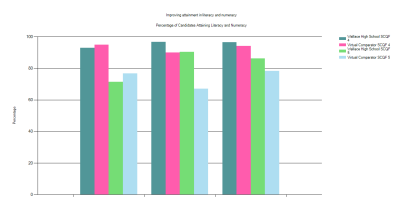
- The family are grieving the death of K's younger brother (approx. 4 years ago)
- K had been referred to Youth justice due to picking up charges for an assault
- K takes no responsibility for her behaviours
- Others know how to get a reaction from K and she responds
- K often unsettled in school citing incidents of others saying/doing things that she feels she has to respond to
- K leaving class and/or the school during the school day
- 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 **Insight performance 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:

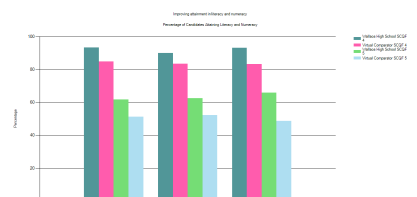
**S6**

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



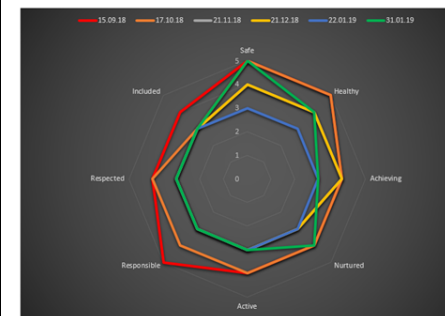
**S5**

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



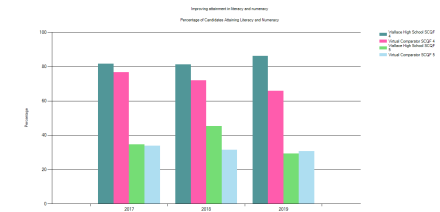
- K lacks confidence and self-esteem.
- Previous lack of engagement both from Mum and K

**SHANARRI Wheel to Measure progress for Case Study (note, with work from the FLW week-on-week, the risk matrix decreases significantly over time):**



**S4**

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**

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**







a crucial time. Currently, attendance here is much more common from pupils in existing 'higher' deciles but our work with last session's SAC 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 positive pupil feedback from this year. Our sessions for this year are planned to run in the run up to final SQA exams and we will evaluate again following these to adapt and improve for the session ahead. This initiative has proven especially important in connecting to areas of rural poverty in Fallin.

successful. Many pupils attended both the Cornton session and the WHS session. Fallin sessions were the most successful in terms of a targeted approach. This session was **almost exclusively attended by pupils from deciles 1 and 2.**

**Insight attainment data** reflects the positive impact of more targeted supported study sessions for decile 1 and 2 students:

**Regarding Literacy and Numeracy attainment for quintile 1 students:**

**Level 4 = 85% vs VC 73%**

**Level 5 = 63.33% vs VC 43.5%**

**Overall Attainment for quintile 1 students (Tariff Points):**

**Highest 20% = 1574 vs VC 1453**

**Middle 60% = 584 vs VC 466**

**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

Currently, pupils are being surveyed to ask their preferred venue and date. In previous sessions, we have picked the venues and dates but we feel it is important to realise the venues/days that worked well for one year will not automatically fit the next cohort of pupils. Some pupils couldn't attend the session they wanted to because they were working or had other commitments so hopefully by developing an even more pupil-led approach we will target more pupils this year.

Already S5 and S6 pupils have mentioned to their mentors that they are looking forward to attending this year's sessions and we are targeting pupils for attendance where we feel they need the additional support to sustain attainment this session.

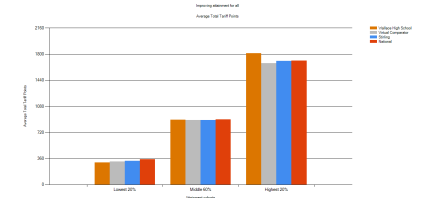
In total, **101 pupils attended** the sessions, our highest number yet.

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:

**S6**

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



**S5**

**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.

