

### Schools Programme

<b>Proposal Period</b>	April 2019 – March 2020
<b>School and Key Contact:</b>	Wester Hailes Education Centre – Donna Heritage/ David Young
<b>Local Authority and Key Contact:</b>	Darren Mckinnon
<b>School PEF Allocation 2019/20</b>	£ TBC

### Summary of proposed spend

Non-Staff Intervention/resource	Cost	Staffing	FTE	Cost	
		Place 2Be Counsellor	0.5	36,000	
		Targeted Attainment Group (TAG) Coordinator	0.6	40,000	
		Home link worker	1	40,000	
					<b>Total for 2019/20</b>
<b>Non-Staff Total 2019/20</b>		<b>Staff Total 2019/20</b>		<b>£116,000</b>	<b>£116,000</b>

		<b>PEF total</b>		<b>£TBC</b>	<b>£TBC</b>
		<b>Total SP and PEF</b>			<b>£TBC</b>

### **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.

The Schools Programme and PEF have enabled us to embed the desired practice issues and practice issues since its inception in 2016/17. Throughout this 3-year period our (institutional) learning has grown to meet the needs of community, families and ultimately pupils. The school has adapted and changed practice and our data sets in Insight, exclusion, participation and attendance should continue to show positive signs in August 2019. The next phase for our school improvement and attainment 'journey' is two fold:-

- 1) To meet the needs of pupils who have barriers to achieving in school because of attendance, dysfunction or mental health issues.
- 2) To raise attainment of our pupils by going beyond the 'norm'.

Our PEF planning will complement our School Programme, by further enhancing opportunities for our pupils inside school with more Creative ICT and L&T experiences and increased out of school opportunities such as Outward Bound and S1-S3 Activities week.

PEF funding will also support resources needed by our home link worker for the nurture drop in room. e.g. uniform, food, drink etc.

We hope these different approaches will help to raise school attendance, participation and engagement as well as giving the pupils increased confidence and more motivated learning.

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 2018/19 Plans Y or N?	Anticipated Impact To be completed at Mid Year Stage	Actual Impact To be completed at End of Year (September 2020)
		Literacy	Numeracy	HWB	Learning & Teaching	Leadership	Family & Communities	School generated	Partnership/charity	Commercial Resource			
<b>Outcomes</b> <b>Short</b> <ul style="list-style-type: none"> <li>Identify and share mental health indicators for all pupils.</li> <li>Support targeted pupil groups in new cohorts.</li> <li>Improved attendance for groups identified</li> <li>Baseline/SNSA and teacher judgement of literacy and numeracy scores improve throughout session 19-20</li> </ul> <b>Medium</b> <ul style="list-style-type: none"> <li>Remove stigmas, opinions and perceptions around mental health through the work of our pupil champions and ambassadors.</li> <li>Average attendance across the identified groups are measured monthly and termly.</li> <li>Staff capacity is increased through CPD sessions and workshops</li> </ul>	<b>Intervention 1- Mental Health Provision – based in school 2.5 days a week -</b> <b>A- Develop a Whole school (Cluster) HWB strategy.</b> <b>B- Provide 1-1 Counselling for our targeted group - we have identified 12 pupils in our current cluster P7, 8 pupils within S1, 9 in S2 who are displaying trauma like behaviours in day-to-day practice.</b> <b>C- Support our staff – including relevant CLPL support for working with pupils and access to services for their own HWB.</b> <b>D- Train a small group of staff and pupils to become pupil HWB champions and staff ambassadors to support the HWB strategy across the school.</b>			✓	✓	✓				✓	N		



<p><b>Outcomes</b></p> <p><b>Intervention A</b></p> <p><b>Short</b></p> <ul style="list-style-type: none"> <li>• 10 S1 pupils will improve attendance by 20% (1 day per week)</li> <li>• 10 S2 pupils will improve attendance by 20% (1 day per week)</li> <li>• 10 S3 pupils will improve attendance by 20% (1 day per week)</li> </ul> <p><b>Medium</b></p> <ul style="list-style-type: none"> <li>• Maintain pupil attendance - for each of the S1 – S3 targeted pupils</li> <li>• Increased levels of engagement for each pupil group.</li> <li>• Increased levels of confidence &amp; enjoyment for each pupil group.</li> </ul> <p><b>Long</b></p> <ul style="list-style-type: none"> <li>• Literacy and Numeracy – CEC 'stretch' targets of pupils achieving 3<sup>rd</sup> level or better are achieved for the TAG pupils.</li> </ul>	<p><b>Intervention 2 – Targeted Attainment Group (TAG) Coordinator (this intervention is closely linked to intervention 3 where the home worker will link with the families of the targeted pupils – see relevant outcomes for intervention 3)</b></p> <p><b>A. Support targeted groups of pupils in S1-S3 to achieve appropriate BGE Literacy and Numeracy levels.</b></p>	✓	✓	✓	✓		✓				✓	N			
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<p><b>Intervention B</b></p> <p><b>Short</b></p> <ul style="list-style-type: none"> <li>• 10 S4 pupils are attending at least 50 % of their allocated Tag provision.</li> </ul> <p><b>Medium</b></p> <ul style="list-style-type: none"> <li>• Pupil engagement is increased.</li> <li>• Pupils confidence and enthusiasm is increased.</li> </ul> <p><b>Long</b></p> <ul style="list-style-type: none"> <li>• TAG pupils will achieve a minimum N3 Literacy and Numeracy level 3.</li> <li>• TAG pupils will attain key benchmarks by S4 <ul style="list-style-type: none"> <li>5 @ level 3 – 100%</li> <li>5@ level 4 – 60%</li> </ul> </li> <li>• TAG pupils will achieve additional awards and increase Tariff scores.</li> <li>• Positive and sustained destinations are achieved for all TAG pupils from initial capture to follow through.</li> </ul>	<p><b>B. Support targeted groups of pupils in S4 to achieve appropriate Literacy and Numeracy levels and SQA benchmarks.</b></p>															
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**Measures**

Insight data – 5@ benchmarks and positive destinations.

Attendance data

Measure of Engagement – Leuven scale

Confidence and enjoyment survey

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<p><b>Outcomes</b></p> <p><b>Intervention A</b></p> <p><b>Short-Term</b></p> <ul style="list-style-type: none"> <li>• 50 % of the targeted families are beginning to establish trust and confidence in engaging with the school.</li> </ul> <p><b>Medium-Term</b></p> <ul style="list-style-type: none"> <li>• 20 % increase in school attendance for targeted pupils. (linked with intervention 2 - TAG co-ordinator)</li> <li>• 25 % of parents report increased understanding and awareness of how to access a wider range of services.</li> <li>• 25 % targeted parents have a better understanding and increased confidence on how to support their child's learning at home.</li> <li>• Increased engagement between home and school for the targeted families.</li> </ul> <p><b>Long-Term</b></p> <ul style="list-style-type: none"> <li>• 100% of pupils achieving TAG benchmarks.(linked with intervention 2)</li> <li>• 100% targeted parents are actively supporting their child's learning.</li> </ul>	<p><b>Intervention 3 – Home link worker</b></p> <p><b>A. Support targeted groups of pupils/parents in S1-S4 who have barriers to their children attending and/or achieving at school.</b></p>	✓	✓	✓	✓		✓				✓																												
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after will provide data on impact.

Leuven Scale of Engagement

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