

Scottish Attainment Challenge: PEF Review for Schools (April 2018)

Name of School: Alloa Academy

Head teacher: Mr C Bruce

PEF Allocation 2016/17: £ 94,800						PEF Allocation 2017/18: £ 88,000
	Role e.g. Teacher, SLA	FTE /Hours/No.	Planned Spend	Actual Spend to date	Projected spend to June 2018	Initial proposals for 2018/19
Teaching Staff	Depute Head teacher (N.Giuliani) (intervention 5)	0.5		From 01.01.18	£4856	£8471
	PT Active Learning (K. Jefferson) (intervention 1)	1.0			£9470	£12986
	PT DYW (G. Freeland) (intervention 3)	1.0			£4127	£4276
	PT Stem (R. Murray) (Backfill) (intervention 5)	0.4		From 01.01.18	£3315	£6000
	PT Family Learning and Communications (K. Wilkes 0.5fte) (G. English 0.5fte) (intervention 2)	1.0			£5160	£6862
Support Staff	Support Worker Grade 6 (L. McKinley) (intervention 1)				£16346	£31608
	Wellbeing Worker (E. McCrae 0.4fte) (intervention 7)		£9520	£9520		
Supported Study/Out of School Hours Learning	0				0	
Lets/Transport					0	
Resources e.g. Reading Books, Maths Equipment	Apps Central (intervention)			£500		£500
	Sumdog (Numeracy and Literacy) (intervention 9)			£3000		£0

	Book Buzz (Library) (intervention 8)			£700		£700
	Didbook (Whole School Tracking) (intervention 11)			£9800		£2000
	Greenpower Kit Car (STEM) (intervention 10)			£3000		0
	Career Ready (intervention 4)		£900	N/A		0
CLPL	Resilience – Adverse Childhood Experiences (intervention 12)		£500	£500		0
Commissioned/Purchased services/partners						
Contribution to HR/Finance support			£43600	£43600		£43600
Community development work				£7584		£7584
Other						
Secondary Support Service				£6000		£6000
			TOTAL		TOTAL	£81296

The Alloa Academy PEF spend can be flexible to respond to the needs of the school/pupil. As the staffing spend is on a temporary basis, this can be reviewed. There are still some funds (£11,000 approx) from the 2017/18 budget that are still being processed on resources. These will improve the learning and teaching experience for those most in need. This will be require our spending plans to be updated once processed.

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<p>Intervention 1: The Support Hub (Karen Jefferson - PT Pupil Support - Active Learning) (Linsey McKinley-Support Worker)</p> <ul style="list-style-type: none"> To respond to an increased need to support young people presenting with Social, Emotional and Behaviour Needs, Alloa Academy has targeted support for Young People (SIMD 1-2) who are at crisis point. The young people have all experienced Adverse Child Experiences and are at crisis point in their education. The Support Hub has involved the recruitment of a PT (Karen Jefferson) and additional Support Worker (Linsey) A nurturing environment and Learning Space has required resourcing with IT Additional tailored programs of work have been sourced so the Targeted Young People can gain qualifications and accreditation for their Learning To have a more robust tracking of the pupil's progress using key measures to evaluate the young people's emotional Wellbeing along with Academic progress. 	<ul style="list-style-type: none"> The school now has established a Support Hub which is location in Alloa Academy which is actively supporting 10 Pupils who were at risk of further exclusion and Alloa Academy seeking external support to ensure they could access education Baseline assessments have been completed in partnership between Alloa Academy and Support from the Educational Psychologists Service. A Report with Baselines Scores has been completed for each individual child. Individual timetables have been created to meet the needs of the individual. All pupils still attend aspects of the mainstream curriculum. Flexible options are used to tailor each educational package with ASDAN, Duke of Edinburgh, City in Guilds- Bike Maintenance, Horse Riding, Personal Development all embedded. Support Worker (currently absent) works in partnership with K Jefferson to support programmes of work. 	<ul style="list-style-type: none"> There has been a 15% reduction in referrals During the same time frame (Aug – April 2016/17 vs Aug – April 2017/18) The School Exclusions have dramatically reduced as the children who were repeatedly being excluded are being supported in an environment that is engaging them. There were 29 Exclusions in 16/17, there has been 1 x Exclusion in 17/18 in Alloa Academy. There has been a whole school CLPL session on 'Resilience' – Adverse Childhood Experiences Assessments completed: <ul style="list-style-type: none"> - Boxall Profile - NME Minimap - Trauma Scales - Leuven Scale of Engagement - YARC Assessment for reading/comprehension - GL Dyslexia Screener. Targeted pupils school attendance has increased from Average 16/17 v 17/18 <table border="1" data-bbox="1798 940 2822 1199"> <thead> <tr> <th></th> <th>KC</th> <th>AC</th> <th>RH</th> <th>SB</th> <th>AD</th> <th>CR</th> <th>CM</th> <th>HW</th> </tr> </thead> <tbody> <tr> <td>2016/17</td> <td>89%</td> <td>81%</td> <td>51%</td> <td>80%</td> <td>75%</td> <td>77%</td> <td>81%</td> <td>55%</td> </tr> <tr> <td>2017/18</td> <td>99%</td> <td>91%</td> <td>87%</td> <td>86%</td> <td>83%</td> <td>79%</td> <td>76%</td> <td>79%</td> </tr> </tbody> </table>		KC	AC	RH	SB	AD	CR	CM	HW	2016/17	89%	81%	51%	80%	75%	77%	81%	55%	2017/18	99%	91%	87%	86%	83%	79%	76%	79%
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<p>Intervention 2: Parental Engagement and Communication (G English and K Wilkes – shared position PT1 Parental Engagement and Communication)</p> <p>Following Questionnaires' (Staff, Pupils and Parents) in Sept 2017 it was clear parents had concerns about the frequency and quality of communication.</p> <p>To develop aspects of Alloa Academy's approaches to Family Learning and to improve the way the school work in partnership with community in a sustainable way, The school appointed a PT1 Parental Engagement and Communication to develop capacity.</p> <p>From Self Evaluation it was clear that Alloa were not up to speed with the expectations of Family Learning (HGIOS 4)</p>	<p>The PT1 Post holders have carried out the following steps</p> <ul style="list-style-type: none"> Listened to People's Views (PV) by doing an audit of Parental Engagements at each Parents Evening - Created better opportunities for parental feedback PTs have observed best practice from a range of secondary's across Scotland (Looking Out) Tracked and Analysed Parent Evening attendance. Delivered Family Learning to pupils and Parents which was targeted at improving study skills. Embedded a School App (App Central) this has involved upskilling Pupils, Parents and Staff on its use. This has improved the way the school engage with the community. Show My Homework – everyone using it on a regular basis EASN Staff have access 	<ul style="list-style-type: none"> Putting targeted support in place for encouraging positive male role models for named family. Targeted support for family learning for 3 families as put forward by Pupil Support 42 Parents attended Study Skills learning evening. This will now be an annual event on the school calendar. 330 downloads of School App Twitter used widely throughout the school. Whole School Account + Individual Faculty Accounts <p>Sumdog – Currently 12 members of staff and 367 students are signed up to Sumdog and using the software. Diagnostic testing is completed at the start of the school year and pupils' progress through the level can be tracked over the year.</p> <p>Here are some examples of the progress S1 and S2 pupils have made:</p> <table border="1" data-bbox="1783 1008 2398 1507"> <thead> <tr> <th></th> <th></th> <th></th> <th>Diagnostic result</th> <th>Current level</th> </tr> </thead> <tbody> <tr> <td>A</td> <td></td> <td>0.36</td> <td>1.04</td> <td>1.35</td> <td>1.46</td> </tr> <tr> <td>J</td> <td></td> <td>1.51</td> <td>2.03</td> <td>1.35</td> <td>1.47</td> </tr> <tr> <td>T</td> <td></td> <td>1.53</td> <td>2.01</td> <td>0.56</td> <td>0.83</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td>0.77</td> <td>1.20</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td>1.35</td> <td>1.43</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td>1.15</td> <td>1.22</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td>1.35</td> <td>1.40</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td>0.44</td> <td>1.05</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Promoted Parent's Information Evenings by handing in leaflets to local Supermarkets. S2 PIE had an increased attendance. SMH – With the exception of staff who have left, do not set homework (SMT etc.) or are on maternity leave all staff are using Show My Homework regularly. There are only 2 members of staff who have not been active in the last 2 months. 				Diagnostic result	Current level	A		0.36	1.04	1.35	1.46	J		1.51	2.03	1.35	1.47	T		1.53	2.01	0.56	0.83					0.77	1.20					1.35	1.43					1.15	1.22					1.35	1.40					0.44	1.05
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<p>Intervention 3: Developing a Young Workforce in Alloa Academy (Gillian Freeland – PT DYW)</p> <p>S1 Coffee Shop Project (universal)</p> <p>S2 Dragon's Den (IDL) (Universal) Shampoo Challenge (Universal) Stirling Castle Career's Day (Targeted) <i>My WOW Ambassadors (2018/19)(Targeted)</i></p> <p>S3 Career Speed Dating Event (Universal)</p> <p>S4 Work Experience Placement (Universal) Mock Interview (Universal) Keith Brown Employment Fayre (Universal) Personal Development work experience placements (Targeted) <i>My WOW Ambassadors (2018/19) (Targeted)</i></p> <p>S5/6 Employability mock interviews (Universal) Keith Brown Employment Fayre (Universal) Saltire Awards (Universal) Coffee Shop Projects EASN Collaborative projects with Technology, Creative & Aesthetic (Universal) Work experience with Forestry Commission – DofE (Universal) Greenspace Partnership–Alloa Family Centre (Universal) Play Alloa Partnership (Universal)</p> <p>Staff Industry Work Experience Placements (Universal) Collegiality 1 x per year (Universal) Participation in DYW events (Universal and Targeted)</p>	<ul style="list-style-type: none"> • School DYW link with FV College and DYW events – Enhanced learning experiences and opportunities, strengthened links between employers and schools. • Creation of a school-business partnership with CETERIS, now in its second year. • Greater input from SDS partners, offering bespoke training and support to complete application forms for jobs and Modern Apprenticeships. • Increased promotion via social media and noticeboard to highlight employment vacancies. • Skills for Learning, Life and Work Timetable – Increased awareness of skills for life, learning and work, opportunities for accreditation through additional pathways, enhancing learning experiences. • Adaptation of timetable in its 5th year to support progressive pathways, and personalisation and choice linked to potential career aspirations. • Inclusion of greater vocational opportunities for wider accreditation e.g. First Aid certificate, digital literacy skills, PC Passport • Presentation Policy Group – Policy used across the school to decide presentation levels in Senior Phase and promote alternative curriculum pathways. Greater awareness and promotion of routes to attainment including Level 5 units to support our young people's attainment. • S6 Coffee Shop – Enhanced opportunities for pupil leadership and DYW opportunities. Pupil led bids for investment from Community Matters Fund (£500) and Alloa Round Table (£300). • Increased frequency and more meaningful learning conversations on pupil aspirations and the variety of positive destinations. • Targeted Work Placement offers • School DYW Link with FV College DYW Event- Enhanced learning experiences and opportunities, strengthen links between employers and schools • Skills for Learning, Life and Work Timetable - Increase awareness of skills for life, learning and work, opportunities for accreditation through additional pathways, enhance learning experiences • Presentation Policy Group Policy used across the school to decide presentation levels in senior phase and alternative curriculum pathways • S6 Coffee Shop Enhance opportunities for pupil leadership 	<ul style="list-style-type: none"> • 2016/17 – Alloa Academy 84.9% Positive Destinations (-1.9%) compared to Clackmannanshire Positive Destinations, (-8.8%) to National figure. • Regular partnerships fostered with 12 employers for a range of events across S1-S6 • March 2018 58% registration of school pupils using My World of Work. Projected figure for May – 75% following successful registration of all year groups. • Establishment of Saltire Award. 50 pupils achieved this in session 2017/18 recording 3589 hours. 46% of pupils who achieved this from SIMD 1-3, 58% from SIMD 1-4. • 84% participation rate in S5 Employability mock interviews under Skills for Learning, Life and Work programme. • 3 pupils from SIMD 1 achieved positive destinations in 2018 on back of mock interview opportunity. • More pupils entering Employment related pathways (32.8%) compared to Clackmannanshire (28.4%), National average (22%) – targeted provision at Modern Apprenticeship events, local and national job opportunities.

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Intervention 4: Career Ready (x PEF Funded Places)	<ul style="list-style-type: none"> Supporting S5 and S6 pupils throughout a two year period to gain experiences and confidence that will help them to find a career path. Support the pupils through a paid internship and masterclasses that will give them the skills to achieve a positive destination after school Have a range of employers engaged including Diageo, Forth Valley College, Paths for All, Falkirk Council and Ceteris * Aimed at pupils in SIMD1-2. 	<ul style="list-style-type: none"> 2016-18 cohort – 4 pupils graduated from the career ready programme with all 4 having positive destinations secured after school. 2017-19 cohort – 6 pupils currently engaged in the programme with 1 planning to leave at the end of this academic year. This individual has secured an apprenticeship in childcare. Putting targeted support in place for encouraging positive male role models for named family. Targeted support for family learning for 3 families as put forward by Pupil Support. 2018-20 cohort – 6 pupils to be identified from lower deciles to engage in the programme

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<p>Intervention 5: Leadership at All Levels (Pupils and Staff) (DHT – Nicky Giuliani)</p> <p>To Support in Delivering many aspects of Pupil Equity Fund, an Additional 0.5 DHT was Appointed. This was an Internal Appointment (N Giuliani) and required a back fill appointment (R Murray 0.4) Aspects of the remit included</p> <ul style="list-style-type: none"> • Pupil Leadership • Professional Engagement and Collegiate Work • Closing the attainment gap between most and least deprived • Learning and Teaching • Transitions 	<ul style="list-style-type: none"> • Working group set up to have a co-ordinated approach across all year groups, pupil voice – regular meetings with Senior leaders (head boy/girl...), pupil council, involvement in YoYP, Pupil Led Inquiry, coffee shop, Rights Respecting Schools - Bronze Award achieved and now working towards Silver • Collegiate sessions delivered, working. groups set up focussing on school improvement areas, collegiate sessions planned and organised for forthcoming session, collegiate time given to working groups to meet, plan and develop • Mentoring scheme set up, phase 1 from tracking and monitoring: 16 pupils identified, phase 2 from prelim results: 42 pupils identified • Leading Learning: Improved Pedagogy and Equity Programme planned and in place for 2018-2020, 10 TLC leaders identified and classroom visits planned • Increase primary usage of the school Transition Programme devised. Discussions regarding usage of school available resources • EASN Staff/Pupils Leadership Strategy in-place <p>e.g. Technology room</p>	<ul style="list-style-type: none"> • Pupil Led Inquiry – 40 pupils from S1/S2 • Year of Young Person – 15 S1/S2 pupils • Rights Respecting Schools – pupil led steering group 15 S1-S3 pupils • All staff attending working group sessions during or out with collegiate time. Areas of priority/development identified and now working towards these for session end 2018/19 • 25% of S4/S5 being mentored. Grade Point Average (GPA) measured after prelim. GPA to be measured post exam. Target: improve GPA attainment by 0.5. • 10 TLC leaders attending sessions Aug 2018-2020. Baseline audit of Learning & Teaching to be done. Target: Increased usage of formative assessment and active learning (initial target of 30% rising to 50%).

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<p>Intervention 7: Wellbeing Worker (Emma McCrae – Wellbeing Scotland)</p>	<ul style="list-style-type: none"> • Additional full-time support has been provided for: <ul style="list-style-type: none"> - Anxiety - Self Esteem - Family difficulties - Relationships - Anger - Gender and Sexuality - Bullying - Bereavement - Social Media impact - Stress • With these pupils the support worker has mixed support of one to one appointments to give them a confidential space to voice their thoughts and difficulties and made them aware of the groups available • For every pupil on the case load, the support worker completes a first appointment form and baseline/Wellbeing Outcome measure form. • Some of the questions asked within these forms are: <ul style="list-style-type: none"> - Current education status - Living Situation - Issues affecting wellbeing - Impact on education - Way of managing wellbeing - Current support networks • The outcome measure that the support worker use measures changes in areas like: <ul style="list-style-type: none"> - I feel happy - I know where to go to get help - I feel I have good relationships with people in my life - I feel able to cope when things go wrong - My thoughts and feelings upset me - I am doing well in school - I can recognise and understand the difference between healthy and unhealthy relationships • Positive outcomes: Pupils that have had input have had many different outcomes: 	<ul style="list-style-type: none"> • Number of pupils referred since August 2017 (PEF plus council funding): 58 pupils and parents • For the PEF funding of 12.5 hours the support worker aims to see 12 people, currently the wellbeing worker sees 10 pupils and 1 parent weekly. • The worker targets some pupils on a long term basis (8 weeks/sessions plus) and others on a shorter term (1-6 sessions). The support worker also does one off sessions around anger, relaxation, and social media impact. This all depends on the issues that the pupils are struggling with and the level of input needed. • During the PEF funded time the support worker has developed groups: <ul style="list-style-type: none"> • LGBT+ support group, approx 8-10 pupils attend each week. • Each week has a different theme/focus, ranging from support in school and local area, coming out to parents/family/friends and the school, looking at resources available in school, discussing news/media coverage of LGBT+ issues. • Promoted the support available throughout the school with posters and also a Hotline slide (see attached) • Young Carers group is currently in development, in partnership with PT Active learning (Karen Jefferson). • The Advice Zone on a Tuesday is a space of pupils to drop in and chat, find information, leaflets and sign posting to other services and support without having to be referred or go through the Guidance Team. • The Support worker has also offered Drop In appointments with pupils as the issues that affect their ability to engage in the classroom as very unpredictable and sometimes need attended to at that point in time. • The Support worker has spent time creating a nurturing and safe space for the pupils to talk about their issues. Pupils have very much enjoyed having the space away from the main school corridors and walk ways. They have commented that the space is cosy, comfortable, and quiet, feels safe and gives them space to talk. • Pupil tracker using the Leuven Scale • Record progress • Case management

	<p>Some have been able to attend school more regularly, move onto college and university courses and also found employment in the local community.</p> <p>One pupil noted that the service was 'helpful' and 'satisfied' with the support received.</p> <p>Another pupil noted the service was 'very helpful' and 'Very satisfied' with the support.</p> <p>Parents have feedback that they have been more able to deal with challenges, more aware of others supports available to them and their kids. They noted: 'happier home', 'less stressed', 'calmer' and 'happier'.</p> <ul style="list-style-type: none"> • Many areas are still in development and constantly being monitored to measure, evaluate and improve on the service provided for the pupils, parents/families and school • EASN Staff/Pupils have access 	
Intervention 8 : Book Buzz		
Intervention 9 : Sumdog	<ul style="list-style-type: none"> • Sumdog is used both at home and in school. This is well embedded in BGE Maths+ Numeracy. • EASN Staff/Pupils have access 	<ul style="list-style-type: none"> • Sumdog – Currently 12 members of staff and 367 students are signed up to Sumdog and using the software. Diagnostic testing is completed at the start of the school year and pupils' progress through the level can be tracked over the year.
Intervention 10 :Greenpower Kit Car	<ul style="list-style-type: none"> • This resource has arrived (April 2018) and staff have been involved in professional learning on how it is made. • Next stage, identify groups of pupils to learn about the kit car and build it. • EASN Staff/Pupils have access 	
Intervention 11:Didbook (Whole School Tracking)	<ul style="list-style-type: none"> • Whole school tracking system to improve communication with Pupils, parents and partners • Roled out across the school in session 2018/19 • It will increase learning conversations and quality feedback. 	
Intervention 12: Resilience – Adverse Childhood Experiences	<ul style="list-style-type: none"> • Reduced Exclusions • Reduced Referrals • The School have now an improved Support Structure with Each Pupil Support PT taking a strategic overview of a defined remit. • LAC Champion 	<ul style="list-style-type: none"> • 65 teaching staff and 20 x non-teaching staff took part in the Resilience CLPL. • This put into context some of the challenges that many of our young people face. It re-enforced some of the Neurosequential Model in Education (NME) practise that was delivered via Scottish Attainment Challenge.

- Young Carer Champion
- EASN Staff Trained

- There has been a **15% reduction in referrals** During the same time frame (Aug – April 2016/17 vs Aug – April 2017/18)
- The School Exclusions have dramatically reduced as the children who were repeatedly being excluded are being supported in an environment that is engaging them. **There were 29 Exclusions in 16/17, there has been 1 x Exclusion in 17/18** in Alloa Academy.