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| **ACTION PLAN** | | |
| **Cluster/School**  **Sunnyside PS** | **Total PEF Allocation**  £27,727 | **Links to SAC** |
| **Headteacher/Manager**  **Denise Penman** | **Accountable Person**  **Tamzin Grossert** | **Improving Outcomes Manager**  **Cathy Quinn** |

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| **Outcome (transformational)** | | |
| **Proposed intervention**  **Addition of support worker to the staff team to improve attendance and lateness and to support pupil engagement in school through developing their resilience, self-esteem and self-regulation and promote parental engagement.** | | |
| **Rationale for this proposal**  *Why are you doing this? What evidence do you have that this intervention is required? Is this a cluster or individual school proposal? Who has been consulted?* | | |
| % Children with attendance and late issues is above national average  % Children in decile 1/2 SSM is in this group  Sunnyside has a high percentage of pupils with attendance and late issues. A support worker will be able to work with parents to target lates and poor attendance by suggesting strategies and supports that can be put in place.  Sunnyside has 40% of pupils receiving support through Staged Intervention. Of these 61% are identified as living in Deciles 1 and 2 or FSM. A support worker will be able to provide additional learning support and life experiences that will improve the engagement and self-esteem of these pupils. | | |
| **NIF Priority** | **NIF Driver(s)** | **HGIOS 4 QIs** |
| Improvement in children and young people’s health and wellbeing, attendance and lateness | Support Worker  School Improvement  Parental Engagement | 2.4 Personalised Support  2.7 Partnerships  3.1 Ensuring Wellbeing, Equality and Inclusion |

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| **Start date** | **Time allocation** | **Progress review date** | **Completion date** |
| **Jan 2018** | 35 hours | April 2018 | Onoging |

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| **Outcomes** (What do you want to achieve and by when – e.g. short, medium and long term goals?) | **RAG Status** | **Success criteria** (Improved outcomes for pupils) | |
| **Impact** | **Measurement Plan** |
| **Short**   1. Improve Lateness figures by 25% with gradual improvement 2. Meet parents to discuss ways to support them to improve lateness/attendance. 3. Build relationships with children exhibiting challenging behaviours 4. Start extracurricular activities (bike-ability, Homework clubs, lunch time sport clubs) 5. Identify children requiring additional support. |  | *What is the intended impact for children and young people?*  Children will be at school on time  Children whom are late or attendance is inconsistence will have a plan agreed with parents  Homework club will assist children to hand in homework and build positive relationships with the school.    Behaviour plans give clear guidelines in how to manage an individual’s behaviour it also allows the child to be involved in part of the planning of this.  Supporting families will improve family wellbeing. | *What evidence will you be gathering to measure impact?*  Lateness will be monitored through Seemis as will attendance on a weekly report.  Extracurricular activities will be measured by the number of attendees.  The Leuven scale is to be used to identify targeted children for support.  Track number of incidents with identified individuals.  Use Leuven Scale  Survey pupils  Measure how many pupils have completed the Stepping Stones Award  Survey to families  Attendance and lateness figures collected  Attendance figures of families attending group. |
| **Medium**   1. Behaviour Plans 2. Work with parents to improve attendance 3. Group work and 1 to 1 behaviour support  * Stepping Stone ASDAN course. * Additional courses |  |
| **Long**   1. Continuation of lowering lateness and increasing attendance. 2. Support Families 3. Family Learning Groups/ Sessions |  |

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| **Challenges** (What might hinder success?) | **Solutions** |
| Parental Attitudes/ Involvement  Engaging Families  Behaviour of Children  Resources | Break down barriers through   * Home visits * Meetings * Tea/Coffee Drop ins * Family Homework Group   Give families positive experiences of the school   * Offer Family learning opportunities * Build relationships with families through positive meetings, conversations.   Give the children goals/rewards to work towards  Build positive relationships to enable Support Worker to be able to engage these individuals.  Seek additional funding from various sources   * Use funding Scotland website. |

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| **Resources** (What you need to do this job: source of funding, people, budget, support from the centre) |
| * Attend relevant training courses – MAPA, Conflict resolution, Mental health first aid * Resources to be bought to support the implementation of Stepping Stones (ASDAN) Course also see about linking with Alloa Academy for this to save paying year licence fee. * Family Learning Group requires weekly budget * Angie Ross (Early Intervention Worker) would be required for support for Family Learning and improve Lateness/Attendance. * Board Games for groups to work with Uno, 5 Second Rule Jr, Jenga, Don’t Say it, Kerplunk * Look at sourcing Awards for all Funding for school for Bike-ability to purchase bikes and helmets. * Seek funding for family learning project to allow for external training courses to be delivered. * Attendance/Lateness HT/DHT Support * Science equipment for an extracurricular club (STEAM may be able to assist or Forth Valley college) |

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| **Actions** | **Responsibility** | **By when** | **Ongoing evaluation** |
| Playground between 9-915. Encourage late comers to hurry. | John Ferguson  Support Worker | 22nd January | Discontinued |
| Phone calls for late comers | John Ferguson | 26th January done on weekly basis | Ongoing |
| Meet parents of identified families |  | Week starting January  29th | Ongoing |
| Plan out Stepping Stones ASDAN programme | John Ferguson | After February Break | Purchased LIFT Off programme - |
| Begin group work | John Ferguson | After February break | Completed 3 groups of P7’s to improve skills for transition. |
| Begin Extracurricular clubs | John Ferguson | After February break | Bikeability, Lunch clubs |
| Leuven Scale monitoring | John Ferguson | End of February | Discontinued |
| Behaviour plans | John Ferguson  DHT  Pupils | Ongoing depending demand | 5 Plans created to support identified children. |
| Identify individuals for targeted support via review meetings and teacher feedback. | John Ferguson  DHT  Parent referral | Ongoing as required. | 4 pupils identified. 3 receiving targeted individual support. |

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| **EVALUATION** | | |
| **Progress** | **Impact** | **Evidence** |
| Playground between 9-915.  Not actioned, SMT now in playground.  Phone calls for late comers and children with reduced attendance figures.  Meet parents of identified families.  Visits to families  Begin group work  Begin Extracurricular club  Bikeability Club begun in Easter Term.  Leuven Scale monitoring  Not completed yet.  Behaviour plans  Plans completed for and with 5 pupils.  Identify individuals for targeted support via review meetings and teacher feedback.  4 pupils identified, 3 ongoing | Support worker now available to support children having difficulty transitioning into school at the start of the day.  Attendance below 95% Aug to Dec 2017 – 152 Children  Attendance below 95%  January – April 2018 = 151 Children, number of children showing an overall improvement in attendance but currently remaining below 95% = 82  Number now improved to above 95% = 11  Attendance below 95%  April to June = 123 children  Children whose attendance remains below 95% but have improved = 78  Lates 1st two weeks in December = 226  (105 different children)  Lates 1st two weeks in March = 164  (85 children in March)  Lates 1st two weeks in June 123  (56 different children)  Phone calls completed 80  Families visited 19  Families supported with more than one visit, help with forms and general advice and encouragement = 7  Families challenged and supported to build morning routines that allow children to be in school on time.  3 groups of Primary 7 pupils identified for LIFT programme. Children all SIMD 1 or 2 or FSM. Pupil engagement mixed and programme adapted to suit pupil preferences. Motivation and engagement levels showing significant improvement for 2 particularly challenged pupils.  5 pupils participating. 2 pupils have learned to ride a bike for the first time. Club significantly impacted by adverse weather conditions.  Discontinued – Leaven |Scale being used to monitor NME Playground development.  Pupil ownership of plans has led to better engagement from 3/5 pupils.  Less disruption in classes.  One pupil did not engage well and support was discontinued.  One pupil has engaged positively and reports reduced anxiety and increased wellbeing in school including a “heightened sense of self esteem.” Parent reports a far more positive outlook at home and positive relationship with Mr Ferguson.  Another is developing a positive relationship and beginning to engage more positively with worker.  Less disruption in classes. | Attendance figures from Seemis  Late Figures from Seemis  Review/TAC meetings  Pupil participation figures. |