



St Joseph's Academy

PEF Presentation

Inclusion Base

21/4/23



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FIDELIS · JUSTUS · PRUDENS



Contents

PEF Funded Inclusion Base

- Purpose & Rationale
- Logistics/Referrals
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Inclusion Base



Rationale

Our Insight analysis of lower 20% in 2019 showed well below VC (81) and LA (104).

Lowest attainers = Lowest attenders = Strong correlation with SIMD Quintile 1

In consultation with Pastoral staff, many had significant barriers to attendance (poverty, mental health, family support/expectations, historic patterns of low attendance).

6.5 IE&I P1.

An initial short term solution from March 2019 to get S4 low/non-attenders into an alternative environment to complete outstanding units and to try to complete courses and secure destinations was successful.

It became a long term strategic plan from 2019/20 onwards. Analysis of attendance data from those targeted in 2019 showed drop off from S3 into S4. Therefore the initial target group became those identified as lowest attenders in S3.



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Included, Engaged & Involved Part 1

6.5

Longer term absence – **school related** issues:-

- Struggling with learning or specific lessons
- Conflict with, or fear of, a teacher or teachers
- Conflict with, or fear of, another child or young person
- Bullying
- Issues relating to social media
- Social and emotional needs and concerns relating to mental health
- Anxiety about school
- Unhappy with course choices after

Longer term absence – **home and wider community** issues:-

- Challenging family circumstances, including domestic abuse
- Coping with adversity and trauma
- Worries about parents, siblings or people close to them
- Experience of care
- Experience of abuse or neglect
- Anxiety/mental health issues
- Substance or alcohol misuse

It is essential to identify any underlying causes of absence and to take action to resolve these.

A child or young person may suffer from extreme anxiety and mental health issues which make it very difficult for them to attend school. Schools should consider developing a whole school approach to reducing stigma and provide support for mental health. In some circumstances other agencies and supports may be required, e.g. school counsellors or educational psychologists



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Inclusion Base

Purpose

- Our PEF funded Inclusion Base is an **alternative working environment** staffed by 1.6 Inclusion Workers.
- The aim is to create a **calm, quiet working environment** for very low or non attenders. Staff can provide intense support to young people who find it difficult to be in a class environment.
- We allow a **maximum of 10 pupils** in at any one time.
- Subjects can be accessed up to N4*.
- Pupils work on **bespoke timetables** and learning plans at a suitable pace and challenge.
- Ideally, pupils use this as a '**bridge**' back to regular attendance, or an intervention to prevent further decline in attendance.
- **Improve attainment** (primarily lower 20%) as lowest attenders are most often lowest attainers
- Maintain engagement with school for attainment/achievement, but also for **wellbeing**, access to services and destinations. Staff are trained in ACES, TIP, Nurture, DFS, Autism Awareness. We provide breakfast and healthy snacks.
- On Tuesday and Thursday afternoons, Inclusion Base staff run our '**Outreach**' service. Where pupils who are non-attenders and haven't engaged in all other intervention are visited. The purpose is for families and the young person to build a relationship with the staff they will work with in the base. As a last resort, they drop work off and pick it up to try to build confidence in completing work, re-engage pupils and bank qualifications (usually N2,N3 units and courses).



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Outline of Inclusion Base

Logistics

- 1) Referrals go to DHT using bespoke RfA. DHT completes this and sends back to Pastoral/Year Head and to Inclusion Base staff. They use this as a starting point to plan package of work.
- 2) Inclusion Base staff approach class teachers for appropriate work and prepare a package of work. They also have back of work to hand (workbooks, booklets, online resources).

At fortnightly meetings (Standing item on Pastoral DMs), all cases are discussed and can be adapted/adjusted accordingly. Inclusion staff keep accurate records of work completed in the base, and on Outreach visits.

Recently, on Outreach, we have been using SL33 as a meeting place to complete work. We initially booked venues, however this was proving too costly.



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Example of Schedule/Timetable



AP - Monday								
Class	Pupil	1	2	3	4	5	6	7
1C1	BB	Meeting	PS	AP	ENG	MATHS	TUTORIAL	SCIENCE
1C2	KMcC	Tutorial	Science	English	ICT	Maths	P/S	AP
2T1	DB							
2C1	HB							
2C1	KD							
2T2	KMc	PTT	PTT	PTT	PTT	AP	Soc Sub	English
2F1	PM	AP						
2F1	AR	AP	PE	Science	Mod Lang	AP	ICT	Eng
2C1	WS	PTT	AP	AP	AP	PTT	PTT	PTT
3F1	LC	PTT	PTT	PTT	PTT	AP	AP	AP
3F2	DD	AP	Maths	AP	AP	AP	Eng	AP
3F1	KG	PTT	AP	AP	PTT	PTT	PTT	PTT
3T1	OI	AP	Maths	Comp	Comp	AP	Eng	Span
3F2	CJ	AP	Maths	AP	AP	AP	AP	AP
3F2	MMc	BSoL	Maths	TT	AP	Mod Sud	Eng	PS
3T1	SP	AP	Maths	AP	AP	T&T	Eng	PS
4C1	CC	AP	AP	AP	AP	PTT	PTT	PTT
4F1	LC	PTT	AP	AP	AP	AP	PTT	PTT
4F1	KD	PTT	PTT	PTT	AP	AP	PTT	PTT
4T1	K-LD	AP	AP	AP	AP	AP	AP	AP
4F1	JG	AP	AP	AP	AP	AP	AP	AP
4C1	MMc	PTT	PTT	PTT	PTT	PTT	AP	AP
4T1	SS	AP	AP	AP	AP	PTT	PTT	PTT
4C1	AS	PTT	AP	AP	AP	AP	PTT	PTT



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Example Attainment Tracking Spreadsheet

Completed courses are tracked

(R – Not started, A – In progress, G – Completed, B – Not continuing in base)



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Example of Tracking - Outreach

Outreach Tracking Sheet. Updated on Teams after every visit. Team for each house group.
Pastoral teacher copies and pastes action/information into Pastoral Notes.

St Theresa House

Pupil Name	Class	Parent/Carer	Address		Date Contacted	Comments	Date Contacted	Comments	Date Contacted	Comments	Date Contacted	Comments
DB	2T2			07526127795 (new 24/8/22 07738810784 (new 20/1/23 JW) New email - Karendunsmore91@gmail.com	1/3/23 HV (JW/CM)	Spoke with Mum. She said she'd try to get Declan to attend tomorrow. We asked if any of the previous work we have left had been completed but it hadn't. We left some other work too.	9/3/23 HV(JW/CM)	Spoke with mum, clarified email. dunsmorekaren91@gmail.com Left work for Declan. She said Declan may attend if S Cassidy is attending.	16/3/23 HV (JW/CM)	Mum answered the door but said she couldn't talk, she was on the phone about her bank card. We left work for Declan, no work given back.		
KB	1T1			07526127795 (new 24/8/22 07738810784 (new 20/1/23 JW) New email - Karendunsmore91@gmail.com	1/3/23 HV (JW/CM)	Spoke with Mum. She said Kaitlyn should've been in last week, but couldn't get her to go. She said she would try to get her in tomorrow.	13/3/23 Phone call from Mum (JW)	Mum called to ask why Kaitlyn and Sophie have to be in separate rooms during school day. Notified her that Mr Boyle would email her regarding the matter.	16/3/23 HV (JW/CM)	Mum answered the door but said she couldn't talk, she was on the phone about her bank card. Hope to see Kaitlyn on Monday.		
DB	4T1			7771868436	9/3/23 HV (JW/CM)	Mum not pleased, "wasn't expecting us." Said "we need to communicate better with colleagues as she had spoken to M Marshall yesterday and a taxi has already been arranged for Daniel for Monday." We said we'd check in with M Marshall	14/3/23 email to mum (CM)	Sent email requesting best time to visit.				



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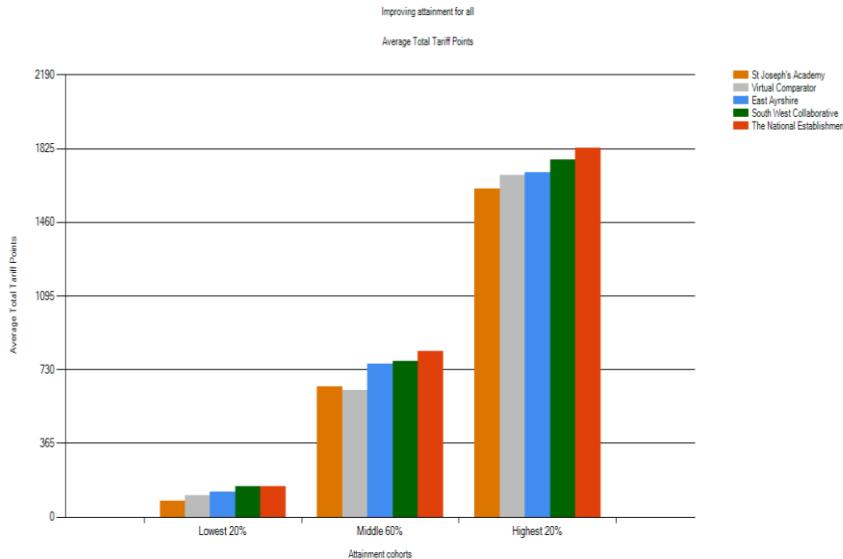


Lower 20% Insight Data

National Benchmarking Measure: Improving Attainment for All

[View Options](#) [Change Options](#) [Explore different breakdowns](#)

The selected year is 2019



All
2019 – **SJA 81** v VC 104

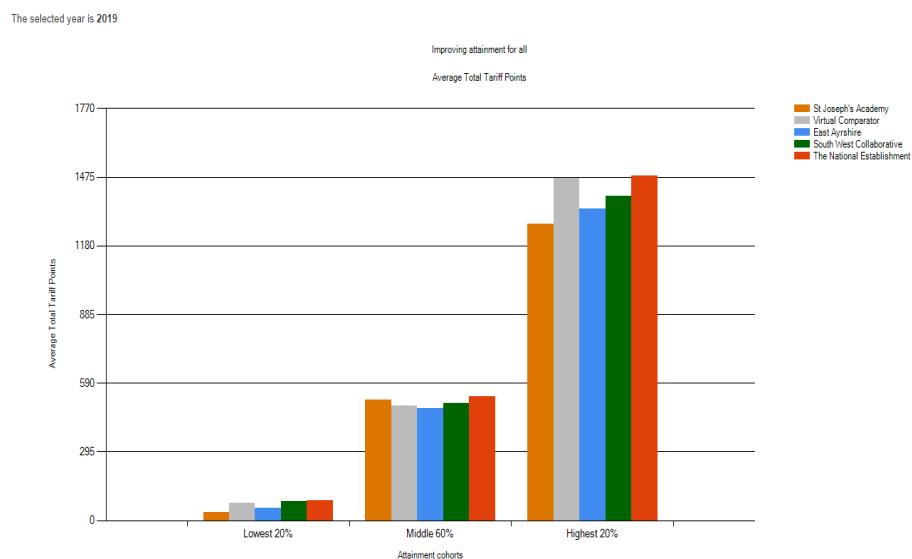


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National Benchmarking Measure: Improving Attainment for All

[View Options](#) [Change Options](#) [Explore different breakdowns](#)

Candidates have been filtered according to your selections



Quintile 1
2019 – **SJA 34** v VC 74

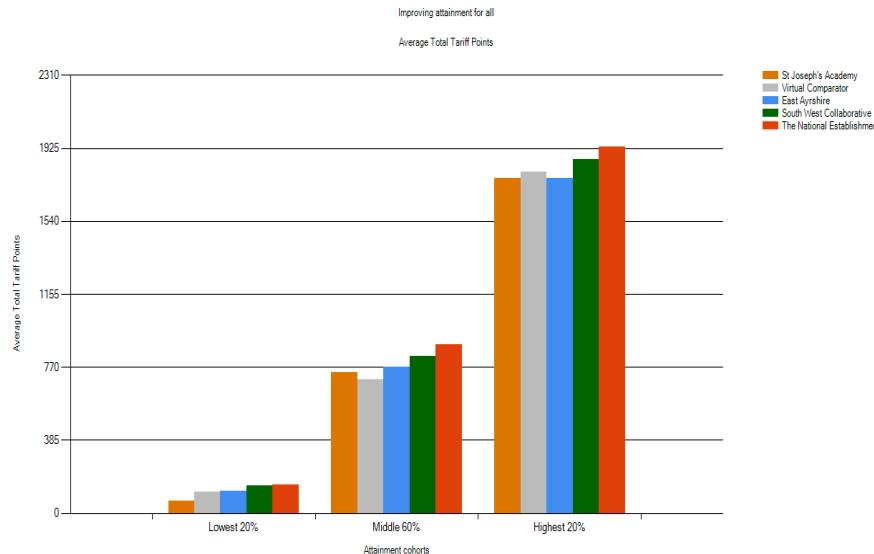


Lower 20% Insight Data

National Benchmarking Measure: Improving Attainment for All

[View Options](#) [Change Options](#) [Explore different breakdowns](#)

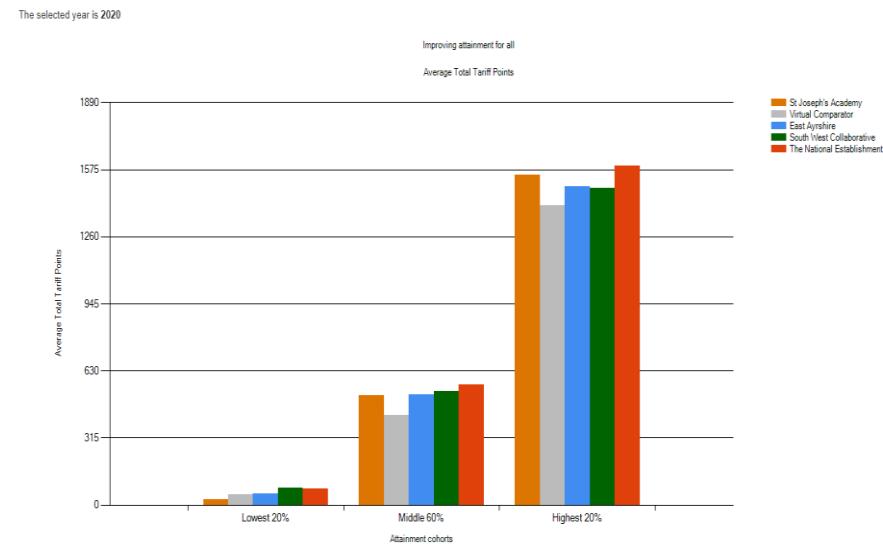
The selected year is 2020



National Benchmarking Measure: Improving Attainment for All

[View Options](#) [Change Options](#) [Explore different breakdowns](#)

Candidates have been filtered according to your selections



All

2020 – SJA 63 v VC 110

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Quintile 1

2020 – SJA 25 v VC 50

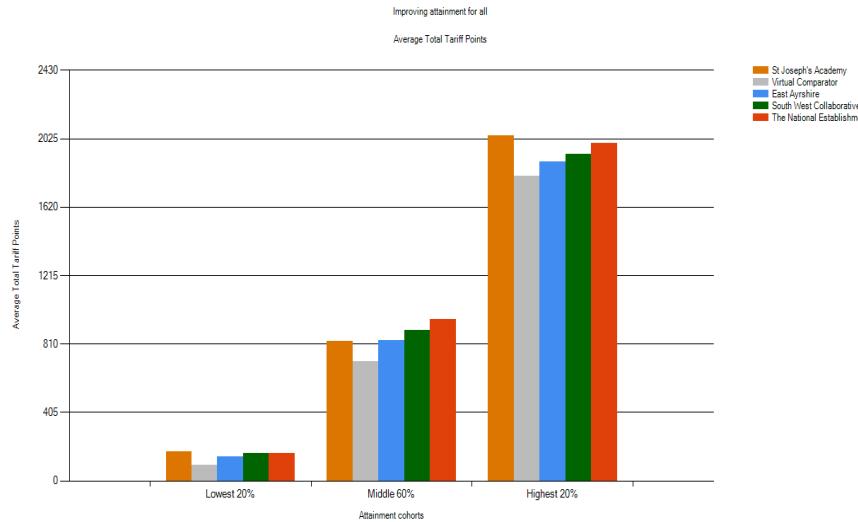


Lower 20% Insight Data

National Benchmarking Measure: Improving Attainment for All

[View Options](#) [Change Options](#) [Explore different breakdowns](#)

The selected year is 2021

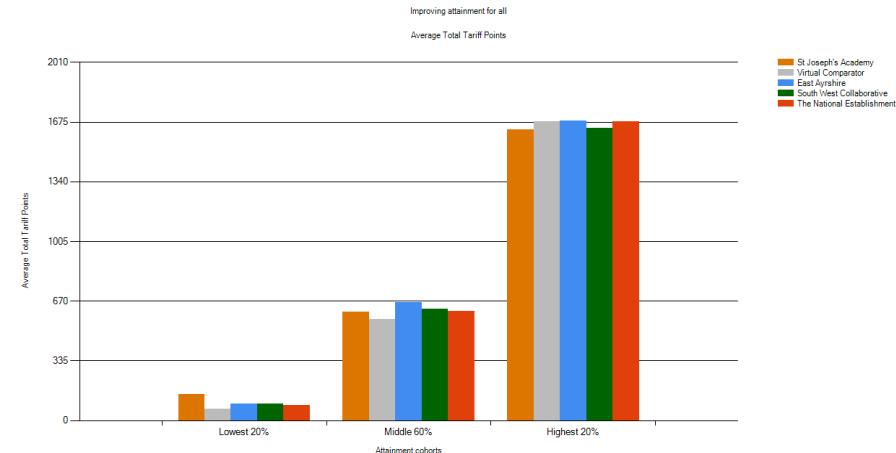


National Benchmarking Measure: Improving Attainment for All

[View Options](#) [Change Options](#) [Explore different breakdowns](#)

Candidates have been filtered according to your selections

The selected year is 2021



All

2021 – SJA 173 v VC 92

Quintile 1

2021 – SJA 148 v VC 65



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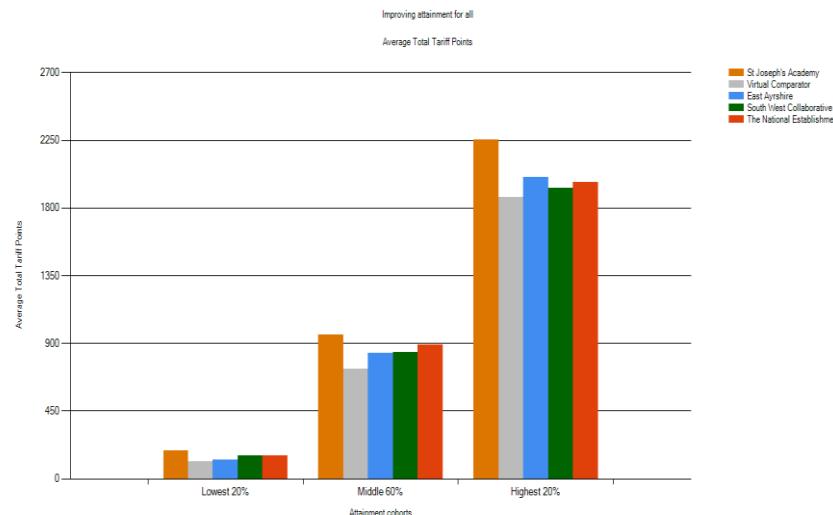


Lower 20% Insight Data

National Benchmarking Measure: Improving Attainment for All

[View Options](#) [Change Options](#) [Explore different breakdowns](#)

The selected year is 2022

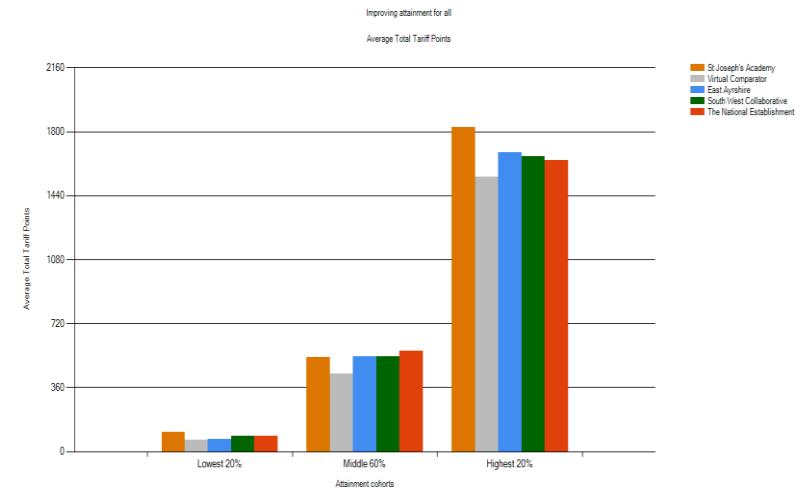


National Benchmarking Measure: Improving Attainment for All

[View Options](#) [Change Options](#) [Explore different breakdowns](#)

Candidates have been filtered according to your selections

The selected year is 2022



All

2022 – **SJA 184** v VC 114

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Quintile 1

2022 – **SJA 109** v VC 66

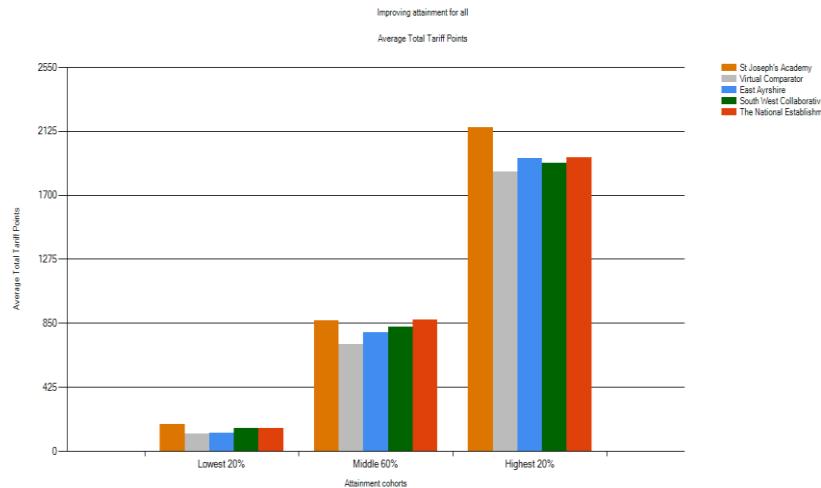


Lower 20% Insight Data

National Benchmarking Measure: Improving Attainment for All

[View Options](#) [Change Options](#) [Explore different breakdowns](#)

The selected year is 2022

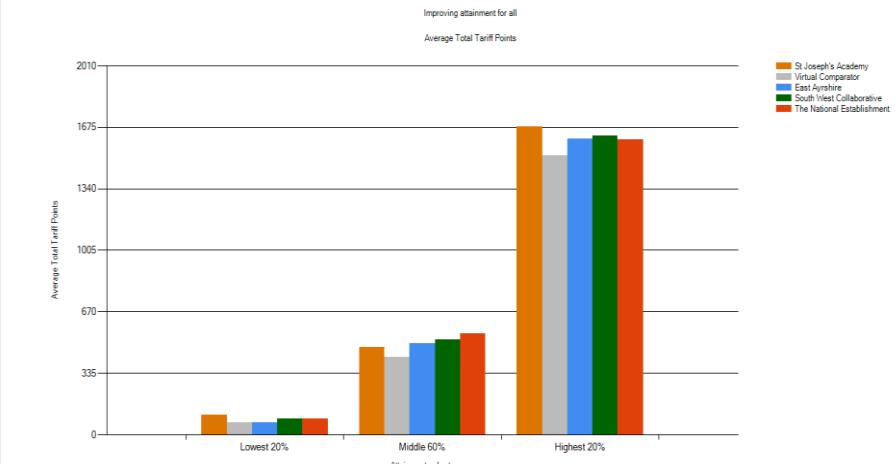


National Benchmarking Measure: Improving Attainment for All

[View Options](#) [Change Options](#) [Explore different breakdowns](#)

Candidates have been filtered according to your selections

The selected year is 2022



All

2023 – **SJA 177** v VC 114



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Quintile 1

2023 – **SJA 107** v VC 65



ARONA Project – ‘Challenge 100’



At St Joseph's we want to enhance our support of young people in the bottom 20% to achieve National Qualifications in S4, increase chances of good quality employment, including apprenticeships; as well as into further study, including higher education.

Our Inclusion Base was established at St Joseph's Academy in 2019 to engage young people with very low attendance and therefore At Risk of Not Achieving (ARONA). They will almost always be part of the Challenge 100, but it extends wider to any pupils who we estimate will attain less than 100 Tariff points. The aim is to get all pupils over 100 points. We use this figure as it relates to our lower 20% VC

The Challenge 100 programme complements this and was introduced in 2020/21 to enhance our whole school awareness and support of ARONA pupils. It is clear from the data above that targeted interventions in S4 can help remove barriers to achievement for this targeted group and lead to enhanced attainment.



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ARONA Project – 'Challenge 100'

Outline

- Identify young people who are ARONA in S4
- Design individual learning pathways, where appropriate, to allow each young person ARONA to achieve 100+ Tariff points by the end of S4
- Provide greater support to the young people ARONA to achieve these qualifications through additional tracking and interventions, enhanced contact with parents, carers and partner agencies
- Evaluate the impact of the programme each year through data analysis and put improvements in place for the next session
- Hold monthly meeting to discuss progress of each pupil

Process

- Young people ARONA identified by Principal Teachers of Pastoral Care (PTPC) and Depute Head Teacher (DHT) for S4
- Alternative curriculum pathways identified and added to the Challenge 100+ Tracker
- Key contact staff member identified for each qualification – PT Pastoral or Inclusion Base staff
- Monthly pupil check-ins with PT Pastoral or Inclusion Worker to discuss progress of each young person
- Parents & Carers contacted on a monthly basis to discuss progress/ outreach visits if required
- Progress of Challenge 100 pupils discussed regularly at departmental level (DMs) and interventions put in place
- Use of Prelim diet and Study leave during exam diet as time for targeted intervention sessions to help young people in the programme achieve their planned qualifications



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Figure 2 – Average Tariff points achieved by pupils at St Joseph's Academy

Year	Average Tariff points achieved by Lowest 20% (S4)	Average Tariff points achieved by Middle 60% (S4)	Average Tariff points achieved by Highest 20% (S4)
2017	12	234	704
2018	51	359	889
2019	62	362	588
2020	136	439	700
2021	161	452	662

Figure 3 – Example Tariff Points for SQA National Courses

Example Tariff Points for SQA National Courses:

The majority of awards attained by learners in Scotland are SQA National Courses and units. A summary of the Insight Tariff points for these awards is given below as a quick reference guide.

SCQF Level	Grade	SCQF Credit Points	Tariff Score
7	A	32	480
	B	32	440
	C	32	400
	D	32	380
	Individual units	Varies	17/2*SCQF Credit Points
6	A	24	204
	B	24	182
	C	24	160
	D	24	149
	Individual units	Varies	14/3*SCQF Credit Points
5	A	24	84
	B	24	74
	C	24	64
	D	24	59
	Individual units	Varies	11/6*SCQF Credit Points
4	Course – Pass	24	33
	Added value unit	6	15
	Individual units	Varies	1*SCQF Credit Points
3	Total units	18	12
	Individual units	Varies	2/3*SCQF Credit Points
2	Total units	18	6
	Individual units	Varies	1/3*SCQF Credit Points
1	Individual units	6	1



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Inclusion Base Summary

Success

Very successful initiative. Data supports this.

Parent and pupil feedback is very positive and shows a need for this type of facility, as do number of referrals.

Difficulties

Managing timetables so as to maintain quiet environment. Often pupils with no/very low attendance can display/present challenging behaviour, therefore creating a timetable which prevents disruptive dynamics is key. Not all pupils are appropriate for referral to Inclusion Base, where we then need to look at alternative interventions.

Future

Where PEF allows, keep the staffing and space to allow the Inclusion Base to run in its current form. If space did not allow, this would present major issues. Likewise with the future of PEF funding to allow staffing.



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