

Attainment Fund Rationale Improving Attendance	Amount of Fund £41,285		
<p>What is the rationale behind your identified actions? What are your gaps?</p> <p>Covid appears to have had a particularly marked effect on attendance (and sometimes truancy) of young people in SIMD 1-3. We will target specific families (a group of around 20). Our Family Link Worker (L Hardie PSO) will link with these families with aim of achieving 90% attendance.</p>			
Expected Impact	Interventions Planned	Measure of Success (Triangulation of Evidence/QI Methodology)	Impact on learners Ongoing evaluation Dec/June
<p>By June 2023, identified and targeted learners from SIMD 1-3 will have attendance of 90%. Most recorded attendance below 75% in 2021-2022.</p> <p>Barriers to attendance will be addressed.</p> <p>By June 2023, attendance for young people from SIMD 1 and 2 and FME will have improved attendance by 20% compared to current level.</p>	<p>Home visits from Family Link Worker (L Hardie).</p> <p>Support with issues such as uniform, school meals, IT and other resources.</p> <p>Daily contact via SMS or phone call. Enhanced monitoring using attendance timetables.</p> <p>“Soft start” options as required, using PSO Base, adjacent to Guidance.</p> <p>Regular monitoring at Guidance meeting (with Family Link Worker).</p> <p>Development of PT Engagement role to support young people furthest from achievement and those with low attendance to ensure that they improve their attendance by at least 20% and support young people furthest from achievement.</p>	<p>Attendance records will show improvement trends.</p> <p>Period truancy will be reduced.</p> <p>Young people and parents/carers will report that barriers to attendance have been addressed.</p> <p>Ongoing tracking and monitoring (monthly) to ensure young people achieve target.</p>	<p>What has been the impact?</p>

Attainment Fund Rationale Improving Wellbeing and Building Relationships with Vulnerable Young People	Amount of Fund £58,000 (PSO costs for G Wood and A Rae)
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**What is the rationale behind your identified actions?
What are your gaps?**

Evidence shows that a significant number of young people from less well off backgrounds benefit from a focus on building relationships and friendships. We will use outdoor learning as our main context and a restorative approaches framework.

Expected Impact	Interventions Planned	Measure of Success (Triangulation of Evidence/QI Methodology)	Impact on learners Ongoing evaluation Dec/June
<p>By June 2023, targeted pupils with report improved wellbeing and mental health as a result of outdoor learning activities (especially linked to our “polycrub” and “serenity garden” or friendship groups.</p> <p>Vulnerable young people have a support network and safe space with allows them to benefit from improved wellbeing, attendance and attainment.</p>	<p>We continue to employ two PSOs as frontline, day to day, in school mental health and relationships support workers.</p> <p>We continue to focus on restorative approaches to relationship difficulties, with PSOs as a key element.</p> <p>We will make greater use of our Scottish Government funded “polycrub” (acquired via the Community Climate Asset Fund in 2021) to support gardening activities for targeted young people. We will explore introduction of new qualifications in horticulture and rural skill.</p> <p>We will continue to extend our “serenity garden” with memorial benches etc, supported by PDOs and other volunteers in conjunction with identified young people.</p> <p>The PSO base will continue as our main “nurture hub” for vulnerable young people, providing a safe space and reducing period truancy or non-attendance.</p>	<p>Young people and parents/carers will report that wellbeing and mental health are improved by these interventions.</p> <p>Individual attendance records will show improvement.</p> <p>In time, an improvement in attainment will be identified.</p>	<p>What has been the impact?</p>

Attainment Fund Rationale Improving Support for Vulnerable Families	Amount of Fund backfill) £92,910 (additional Guidance time – teacher		
<p>What is the rationale behind your identified actions? What are your gaps?</p> <p>Evidence shows that a significant number of families (especially those living in SIMD1-3) require additional interventions re child protection, nurture issues and everyday welfare issues (especially in relation to the ongoing cost of living crisis, eg fuel poverty).</p>			
Expected Impact	Interventions Planned	Measure of Success (Triangulation of Evidence/QI Methodology)	Impact on learners Ongoing evaluation Dec/June
<p>By June 2023, all pupils affected by relative poverty will have improved access to guidance support, including a new QR code referral system being introduced this session.</p> <p>Vulnerable young people have a support network involving PSO team, possibly PSAs, other teachers and led by Guidance Teachers</p>	<p>Increased non-contact time for Guidance Teachers to allow more time to call meet and support families, liaise with Social Workers, Educational Psychologists and other agencies. Each Guidance teachers will move from a notional 15 period teaching commitment to 8 periods for 2022-2023.</p> <p>We continue to focus on restorative approaches to relationship difficulties, time created for meetings and conferences associated with this process.</p> <p>Additional time allows for an “on-call” system for Guidance staff and improved access for vulnerable learners.</p>	<p>Young people and parents/carers will report improved satisfaction re guidance provision.</p> <p>Potential reduction in care and welfare concerns from staff as early detection is more feasible.</p> <p>Improved attendance, wellbeing and attainment of young people most at risk.</p>	<p>What has been the impact?</p>

Attainment Fund Rationale Improving outcomes for identified target groups including achievement and Positive Destinations	Amount of Fund £35,070 with £4,000 (YMCA “In-Sync” programme and cost of hiring outreach space)
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What is the rationale behind your identified actions?
What are your gaps?

Insight data analysis of the 2020 leaver cohort shows that KHS lags behind the “virtual comparator”. For the least deprived quintile, the gap is 2%, whereas the gap for the most deprived quintile in 7%. We know that disadvantaged groups entering the labour market for the first-time experience particular difficulties. Understanding the potential barriers in place and working closely with young people in flexible ways are key strategies.

Expected Impact	Interventions Planned	Measure of Success (Triangulation of Evidence/QI Methodology)	Impact on learners Ongoing evaluation Dec/June
By June 2023, KHS leavers most affected by relative poverty will have improved life chances with the percentage gaining a positive destination will be in line with, or better than, the virtual comparator.	<p>Deployment of PSO (Positive Destinations) J Preece (formerly with “Clued Up”). Enabling our most vulnerable to make informed learning and career decisions, and assisting them to apply.</p> <p>Specific target group of new S4 to be enrolled in the Levenmouth Community Trade Hub, with a focus in Building Skills (plastering, plumbing, decorating, bricklaying, joinery and tiling) or Hospitality (Customer Service, Food Hygiene, Cooking, Housekeeping and First Aid</p> <p>Working collaboratively with colleagues across sectors (especially FE) and other agencies (especially SDS).</p> <p>Liaison with a wide range of professionals; including Social Work where a young person is Looked After and Accommodated, external agencies who support and offer opportunities for our young workforce.</p> <p>Continued links with YMCA “In-Sync” mentoring programme, use of the YMCA for outreach with chronic non-attenders and our after school “Bridging the Gap” programme for the most vulnerable learners.</p>	<p>Initial destinations data for SIMD 1-2 will show improvement of a least 5% by June 2023.</p> <p>Sustained destinations will also reflect this improvement trend in due course.</p>	What has been the impact?

<p>By August 2023, 100% of young people at the end of S4 will have achieved at least 5 National 3 awards or better.</p>	<p>Development of DHT Closing the Gap role to ensure that strategic planning and interventions take place to 'close the attainment gap' for those from SIMD 1 and 2, FME backgrounds.</p>	<p>Ongoing tracking and monitoring (monthly) to ensure young people achieve target.</p> <p>SQA Data</p>	
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