

United in Purpose

to enhance:
our lives
our community
our world



Larbert Cluster Schools

Effective Contributors - Successful Learners - Responsible Citizens - Confident Individuals

@LarbertHigh





Forth Valley & West Lothian Collaborative Pupil Equity Funding Event 2018

Jon Reid, Rector

@LarbertHigh

'...strong outcomes in relation to wellbeing and highly effective approaches to inclusion, equity and equality result in almost all young people feeling very well supported and able to achieve...'

Leadership of
Change:
EXCELLENT

Learning,
Teaching &
Assessment:
VERY GOOD

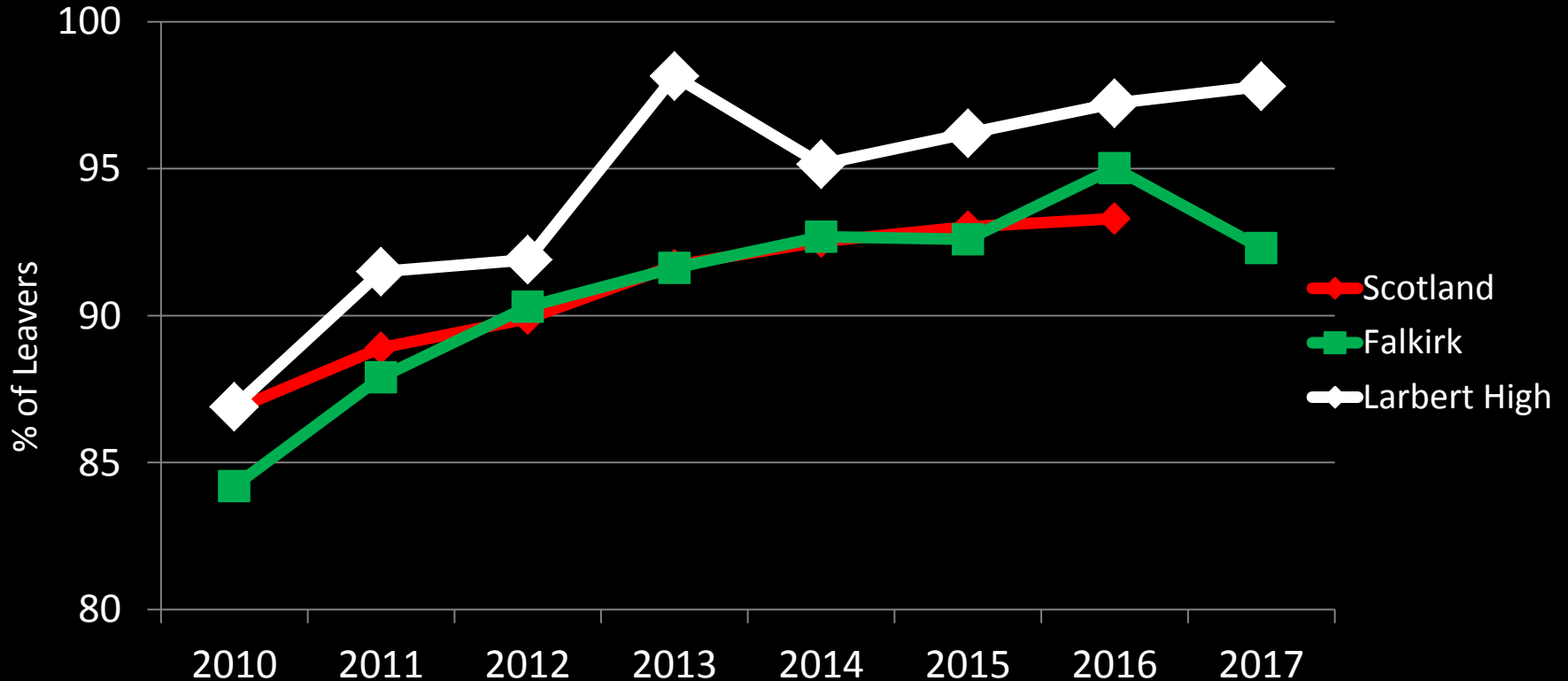
Wellbeing,
Equality &
Inclusion:
VERY GOOD

Raising
Attainment &
Achievement:
VERY GOOD



Context

'...targeted groups of young people are achieving and feel well supported...'



Some stats...

- Pupil Roll: 1,750
- SIMD 1-2: 7%, 115 pupils
- ASN: 268 pupils
- LAC: 24 pupils

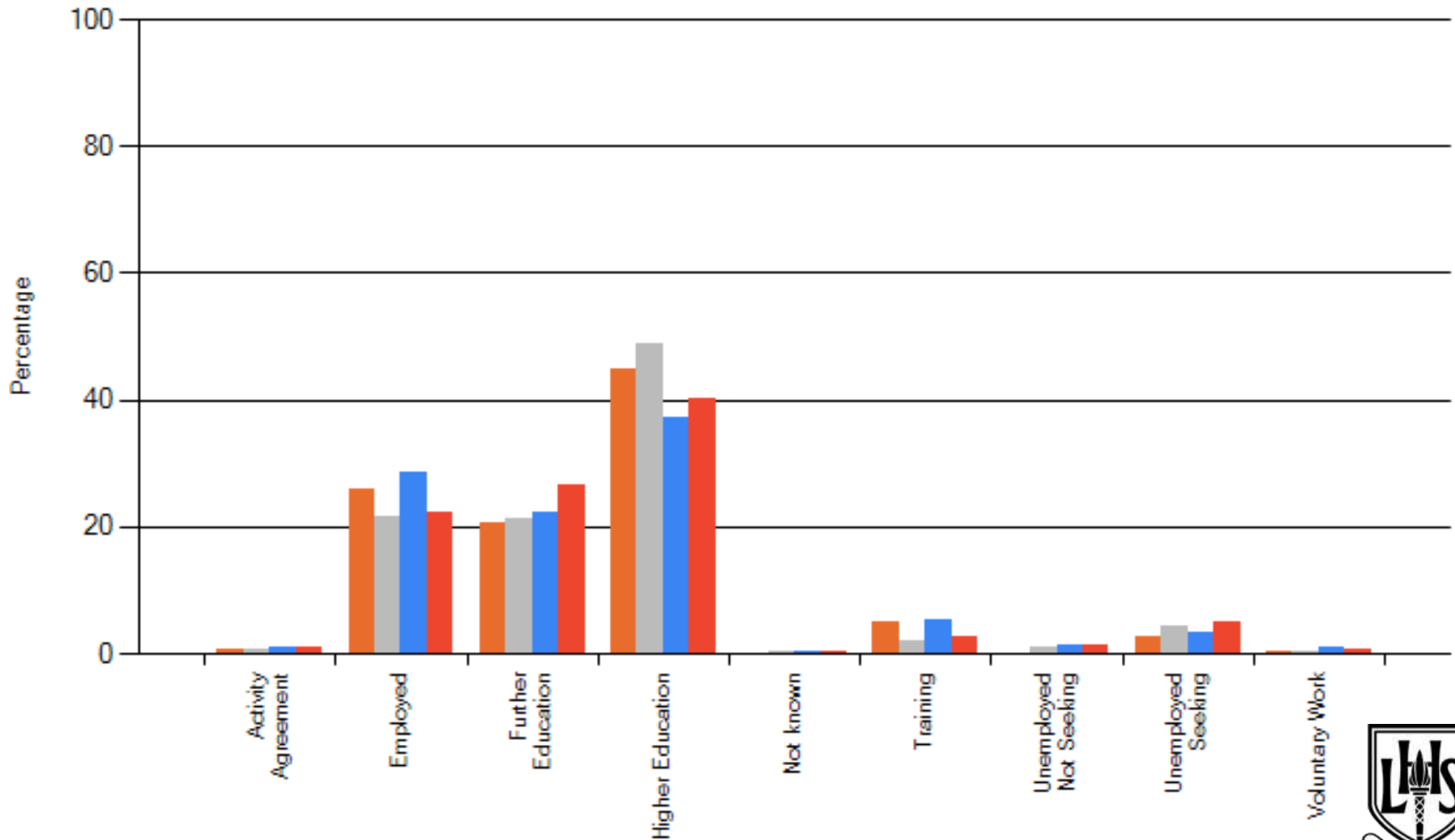
PEFSCOT...

- FME: 9.6% (85 pupils in BGE)
- 2017 – 2018: £102,000
- 2018 – 2019: £98,400
- Cluster: c.£1.9m (over 4 years)



Positive Destinations

Increasing participation





Forth Valley & West Lothian Collaborative Pupil Equity Funding Event 2018

Craig Parnham, (Acting) Depute Rector

@LarbertHigh

The NIF Support Team - 2016

Existing Staff	S1	S2	S3	S4	S5	S6
Year Head 5 x Depute HTs	Mr Auld	Mrs Hurren	Mrs Wilson	Mr Doherty	Mr Meikle	Mr Auld
Year Team	Mrs Hill Mrs Ferguson PT (Pupil Support) Miss Hunter (NIF Support Team)	Mrs McIlwraith PT (Pupil Support) Miss Welsh (NIF Support Team)	Mr Smith PT (Pupil Support) Mr Greer (NIF Support Team)	Mr Shields PT (Pupil Support) Miss Sanderson (NIF Support Team)	Miss Farrell PT (Pupil Support) Miss Taylor (NIF Support Team)	Mrs Greenlay PT (Pupil Support) Mr Johnston (NIF Support Team)
Pupil Support Focus on ASN1 pupils. PT (Pupil Support: ASN) will be Named Person for all ASN1 pupils. PT (Pupil Support) will be Named Person for all other pupils on caseload, including ASN2 and 3.	Mrs Duff (Pupil Support: ASN1)	Mr Parnham (Pupil Support: ASN1) Mr McDonald (NIF Support Team)	Miss Crawford (Pupil Support: ASN1)	Mr Gibb (Pupil Support: ASN1)	Mr Hillock (Pupil Support: ASN1)	Miss Horne (Pupil Support: ASN1)
Fixed	← 1 x Principal Teacher (Pupil Support: ASN) → Mrs Disbury					
	← 2 x Principal Teacher (Targeted Support) → Mr Parnham Mr Rushton					
	← 1 x Principal Teacher (Performance Information) → Mrs Chatburn					



PEF 2017

Data

Interrogation

Needs identified

Intervention developed

Ongoing tracking/change

Impact – short, middle,
long term

Targeted Support: New S1 Discovering Nature

Challenge: Encourage improved engagement from pupils with significant attendance concern in primary school through experiential outdoor learning

S H A N NIF Priority: Closing the Gap Promoting health and wellbeing

Supervised Group	SIMD	LAC	Attendance (%)

Criteria:

- Primary 7 attendance below 80%
- Ongoing attendance concerns
- Priority may be given to pupils in SIMD 1-3 or LAC

Proposal:


Observed impact and changes in pupils from participation in the Judo programme

- Improved school attendance
- Increased percentage of homework completions
- Reduction in number of class rules broken
- Reduction in number of inappropriate calls in class
- Reduction in number of inappropriate times leaving seat during class
- Improved academic performance
- Reduction in redirections to task
- Improved class preparation/readiness
- Improved focus, attention span or levels of concentration in class
- Reduction in in-class fights or levels of aggression displayed to teachers/peers
- Reduction in out-of-class fights or levels of aggression displayed to teachers/peers

Resources required:

- A classroom
- ICT facilities
- Access to minibus
- 1 additional member of staff as well as minibus driver (CP)

	Child 1	Child 2	Child 3	Child 4	Child 5	Child 6	Child 7	Child 8	Child 9
Improved school attendance	1	2	3	4	3	4	4	1	4
Increased percentage of homework completions	1	2	3	4	3	4	4	1	4
Reduction in number of class rules broken	1	2	3	4	3	4	4	1	4
Reduction in number of inappropriate calls in class	1	2	3	4	3	4	4	1	4
Reduction in number of inappropriate times leaving seat during class	1	2	3	4	3	4	4	1	4
Improved academic performance	1	2	3	4	3	4	4	1	4
Reduction in redirections to task	1	2	3	4	3	4	4	1	4
Improved class preparation/readiness	1	2	3	4	3	4	4	1	4
Improved focus, attention span or levels of concentration in class	1	2	3	4	3	4	4	1	4
Reduction in in-class fights or levels of aggression displayed to teachers/peers	1	2	3	4	3	4	4	1	4
Reduction in out-of-class fights or levels of aggression displayed to teachers/peers	1	2	3	4	3	4	4	1	4



LHS
LITERARY HUMANITIES SCHOOL
Optimum School



Forth Valley & West Lothian Collaborative Pupil Equity Funding Event 2018

Emma McMinn, (Acting) Principal Teacher PEFSCOT

@LarbertHigh



Restructuring SfLA Support

SFLA
leadership

Training SFLAs to extract and deliver support to small groups of pupils during English and Maths lessons, rather than traditional in-class support.

“Use SFLAs to deliver high-quality one to one and small group support using structured interventions.”

“SFLAs should not be used as an informal teaching resources for low attaining pupils.”



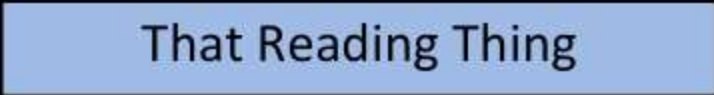
Restructuring SflA Support



SFLA
leadership

EEF: 15 key lessons learned

“The huge asset of teaching assistants can be deployed more effectively. Trials show that when properly trained and supported, SFLAs working in structured ways with small groups can boost pupils’ progress.”



That Reading Thing



Maths Recovery



12 SFL Assistants



Peer Tutoring

S6 pupils working closely with S4 pupils weekly during Supported Study after school. Reinforcing and correcting aspects of learning.



45 S4 pupils

35 S6 Peer Tutors

12 Teacher Supporters

S6 pupils develop skills in

- Taking the lead
- Working with and encouraging others
- Building relationships
- Planning and organisation

Accreditation - Saltire Awards



'Resilience'

Teaching staff undertaking professional development in FC 'Lead or Not to Lead' programme.

Teacher
leadership

Aims:

- Close the attainment gap through identifying/targeting pupils with emotional poverty.
- Pupils gain coping mechanisms to help them deal with their anxiety/mental health.
- Pupil's engagement in classes will improve (monitored by a scale of engagement)
- Family learning will empower families and encourage them to learn across generations.
- Develop skills for life, learning and work
- Help pupils to identify and achieve a positive destination.



Skill Builders

Developing
Probationer
Teachers

24 extra curricular clubs delivering Literacy, Numeracy and HWB experiences to over 200 BGE pupils

- Open universally initially.
- Pupils now being targeted.
- Leadership opportunity for probationer teachers.

LARBERT HIGH SCHOOL - S1-3 SKILL

ACTIVITY	DAY	TYPE OF CLUB	TEACHER
HUMANITIES	MONDAY - 7.30AM - 8.30AM	LITERACY	MRS MARSHALL
THERAPEUTIC ARTS CLUB	MONDAY - LUNCH	HEALTH AND WELLBEING	MS COGHAN
MINDFULNESS MONDAYS	MONDAY - LUNCH	HEALTH AND WELLBEING	MR MITCHELL
FAIRTRADE CLUB	MONDAY - LUNCH	LITERACY	MR BALFOUR
THE FOOD LAB	MONDAY 3PM-4PM	NUMERACY	MS BAIRD
PROP MAKING CLUB	MONDAY 3PM-4PM	HEALTH AND WELLBEING	MS MCALINDA/MS COGHAN
LANGUAGES	TUESDAY 7.30AM-8.30AM	LITERACY	MR WATSON
HLARBERTGETSREADING	TUESDAY 7.30AM-8.30AM	LITERACY	MR SMITH
KIDS LIT CLUB	TUESDAY - LUNCH	LITERACY	MS WATERFALL
STEM HOMEWORK CLUB	TUESDAY - LUNCH	NUMERACY	MR MACDONALD
PSYCH CLUB	TUESDAY - LUNCH	HEALTH AND WELLBEING	
LIBRARY MENTORING	TUESDAY 3PM-4PM	LITERACY	



Small Group Tutoring

Targeted, subject-specific weekly tutoring sessions with between two and five pupils working within the same level.

Teachers deliver sessions based on individual pupil development needs.

Highly tailored to each pupil.

For eight sessions prior to exam leave.



Small group tutoring

45 teacher tutors

Over 200 pupils

26 subjects, N5 and Higher



Challenges and Successes

Education
Welfare
Officer

Choosing programmes that will be successful and sustainable.

Measuring the impact of our strategies –
School Improvement Group

Adopting a common methodology for planning programmes and measuring short, medium and long-term impact: Logic Models

Encouraging attendance –
Pupil Welfare Officer,
Brenna Harvey.





Forth Valley & West Lothian Collaborative Pupil Equity Funding Event 2018

Brenna Harvey, PEFSCOT Education Welfare Officer

@LarbertHigh

To support families and young people to address issues which may be preventing them from attending school.

SIMD 4-7 (FME) with attendance of 80-95%.

What is an EWO?

Prepare, record and document impact.

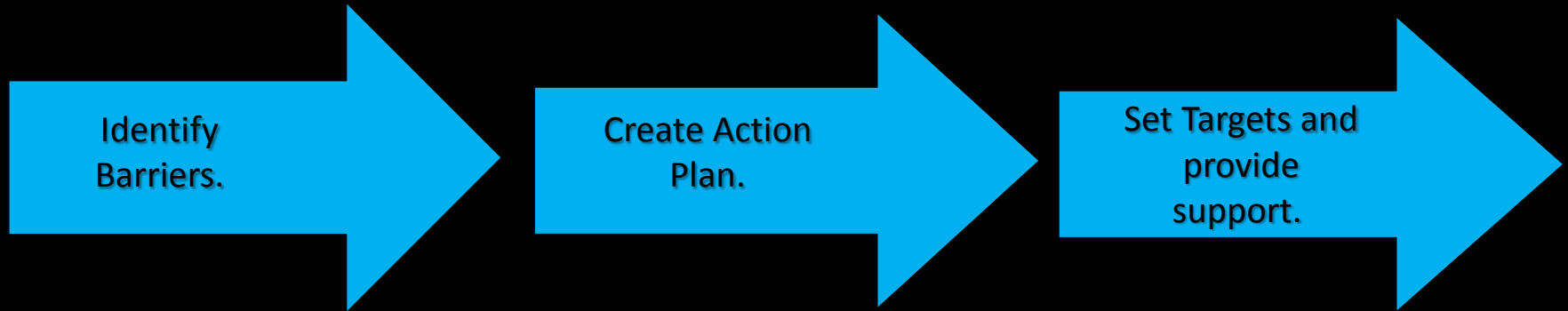
Contribute to the overall PEFSCOT strategy.



Inspiring students to
attend, attain and
achieve.



EWO Intervention Strategy



“Brenna has helped a lot with encouraging me to come to school and to even go to the classes that I wasn’t so keen on ...like in Modern Studies I didn’t like reading in front of the class and now I don’t have to. I go to class and don’t worry.”



MAKE IT
HAPPEN.

2018

#GOALS

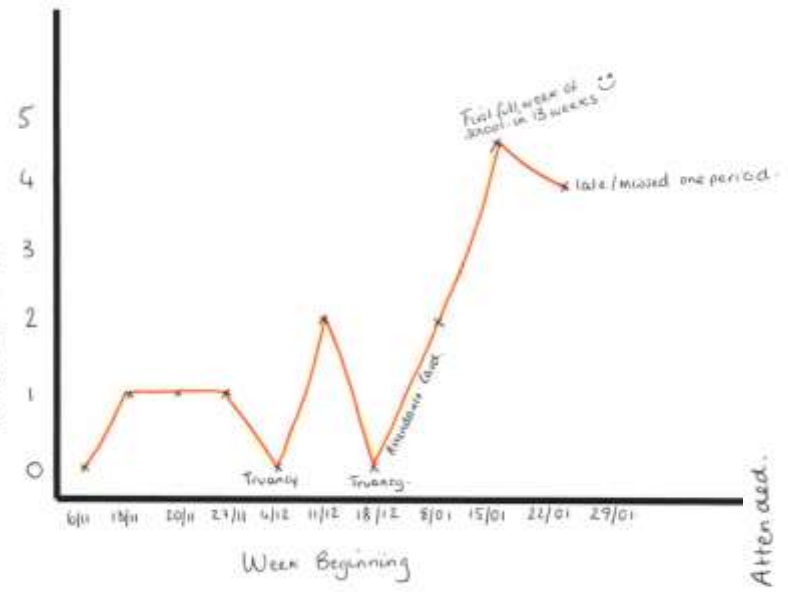
What do I want to achieve this term?

How am I going to make this happen?

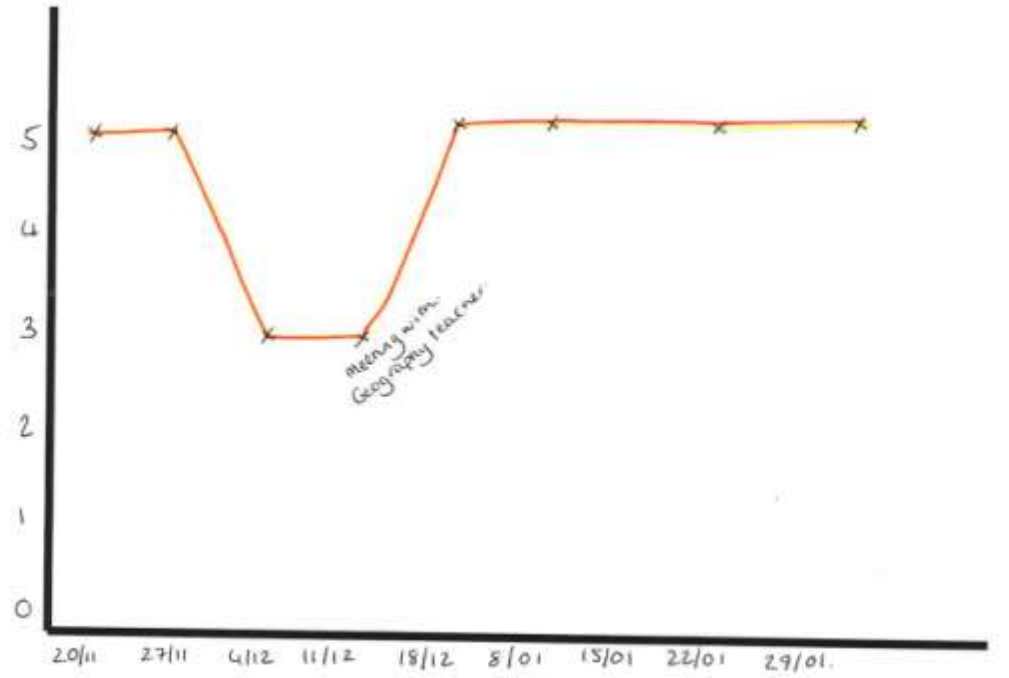
Who is going to help me get there?



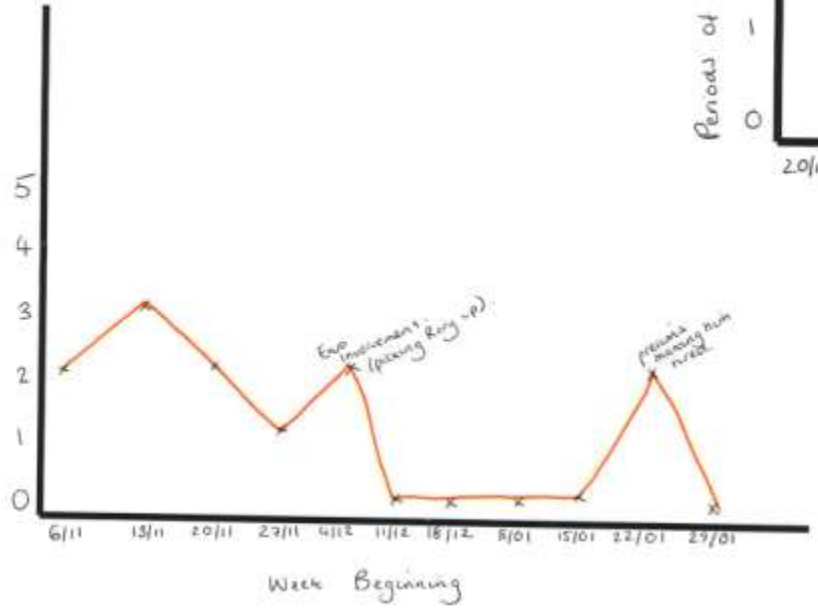
Number of Full day Attendance.

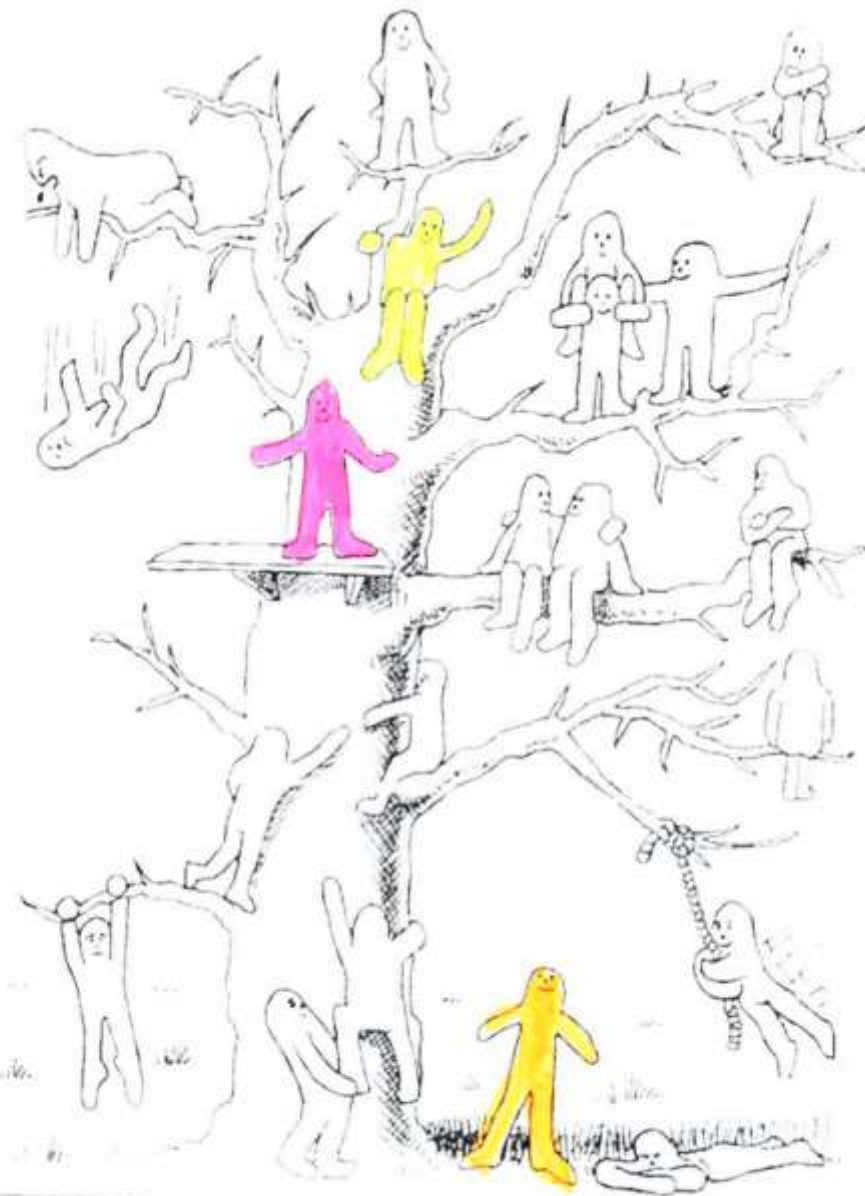


Periods of Geography Attended.



No. of Lates Weekly





■ 22nd January
■ 25th January
■ 30th January



“I feel so much more confident about coming to school now. Before I just didn’t want to come at all and although some days are still more difficult than others working with Brenna has made me look at the positives and not the negatives.”



Next Steps





'Looking Outwards' Info Session 2

Thursday 3 May 2018, 4.00pm – 7.00pm

www.surveymonkey.com/r/LHSlookout2

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