



St. Martin's School
Family Project

‘I FINALLY FEEL LIKE SOMEONE GENUINELY CARES ABOUT ME. NOBODY USED TO UNDERSTAND WHAT I HAD TO DEAL WITH AT HOME, BUT NOW I AM SUPPORTED EVERY SINGLE DAY. THE FAMILY PROJECT HAS TAUGHT ME THAT I CAN MAKE FRIENDS AND THAT I DO HAVE SUPPORT IF I NEED IT. I NOW FEEL CONFIDENT THAT I WILL HAVE AN EDUCATION WHEN I LEAVE ST. MARTIN’S, WHICH IS THE COMPLETE OPPOSITE TO HOW I FELT BEFORE. IT’S JUST AWESOME!’

THE TEAM

PROJECT MANAGER – JO UNDERWOOD (ESLT-CLOSING THE GAP)

FAMILY SUPPORT OFFICER – REBECCA OWEN (50/50 F.P AND SCHOOL)

LEARNING COACH AND YOUTH MENTOR – EMMA TALBOT (50/50 F.P AND SCHOOL)

FAMILY ROOM LSA SPECIALIST – LEANNE MITCHELL (50/50 F.P AND SCHOOL)

PASTORAL SUPPORT OFFICER – JULIE OWEN (SCC)

EWO – SHARON RYAN (SCHOOL FUNDED)

AENCO – KATE BILTON (SCC LEADERSHIP DEVELOPMENT)

SEN LSA SPECIALIST – TRACEY MEREDITH (SCHOOL FUNDED)

NURTURE TEAM – VANIA PARFITT AND LINDA FISHER (SCHOOL FUNDED)

HEADS OF LEARNING – SAM BARNETT (YR 11), JILL EVANS (YEAR 10), LEANNE AVERY (YEAR 9), LUCY WARR (YEAR 8) AND CHRIS THOMAS (YEAR 7)

HAMID SHIRAZI – MATHS INTERVENTION TEACHER (50/50 F.P AND SCHOOL)

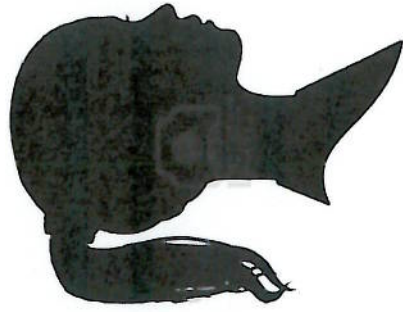
HELEN CAREW – ENGLISH INTERVENTION TEACHER (50/50 F.P AND SCHOOL)

MARTIN – QUALIFICATIONS INTERVENTION TEACHER (50/50 F.P AND SCHOOL)

OUR CHILDREN

Jane

- Is 16 years old
- Is highly intelligent
- Has no self esteem or confidence
- Her mother is severely disabled and dad is ill
- She is a full time carer when at home and has no friends as a result
- Her attendance has suffered because she has been afraid to leave the house in case mum is rushed back in to hospital
- She has never been on holiday and doesn't partake in any social activities
- She has no aspirations because she feels she will never be able to leave home
- She can't afford new clothes so requested a hoodie as a reward for completing extra work
- She has a younger brother who also faces the same issues



Attendance last

year: **70.3%**

Current

attendance:

90.4%

OUR CHILDREN

Jon

Is 16 years old

Is very intelligent, but has no confidence whatsoever

He has very few friends in school and this is a result of major trust issues

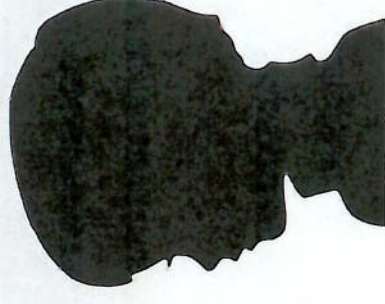
His behaviour in the past has been aggressive, unpredictable and erratic and has resulted in him grossly underachieving

Jon is also a full time carer for his mum who has severe mental health issues

His father left when he was in primary school and he has no positive male role models in his life

He has terrible anxiety caused by MH problems and medical issues and his attendance has suffered as a consequence – he rarely came to school He is desperate to do well, but has no aspirations because he believes ‘stupid, dull idiots’ like him just end up on benefits anyway

He has never been on holiday and rarely leaves the house for social purposes



Attendance

last year:

29.1%

Current

attendance:

63%

HOW IS THIS CHANGING?

Breakfast Club

Breakfast club runs every morning of the week from 7.50am. All FSM students are encouraged to come and it is very popular.

- Breakfast is provided
- Students help to make drinks, serve food and clear up after one another
- The BBC news is always on and pupils are often discussing world events when I walk in to the room
- Becca Owen, Emma Talbot, Leanne Mitchell; Myself and Sam Barnett all attend and use it as a way of ensuring students are present and have any potential issues resolved for the day.
- It has become a peer support network, where students find comfort in discussing their issues with one another.



Jon and Jane attend every morning they are in and love it. They feel so supported and are feeling happy about school for the first time ever.



Attendance has improved, as a consequence, from 85.3% to our current figure of 90.8% for all FSM pupils and we have now pin pointed the key students and are working closely with these.

RAISING ASPIRATIONS

My Education Project

- YEAR 11 STUDENTS HAVE TAKEN PART IN A PROJECT CALLED MY EDUCATION BASED IN THE UNIVERSITY OF GLAMORGAN.
- THEY HAVE SINCE TAKEN PART IN A FOLLOW UP SESSION WHERE THEIR NEWLY GAINED SKILLS WERE PUT IN TO PRACTICE TO DESIGN QUESTIONNAIRES – THIS WAS THEN USED DURING A PARENTAL ENGAGEMENT SESSION AND WE ARE AWAITING FEEDBACK FORM THIS IN THE FINAL SESSION OF THE PROJECT.
- IT HAS RAISED THE ASPIRATIONS OF STUDENTS WHO HAD NEVER EVEN CONSIDERED UNIVERSITY AS AN OPTION BEFORE.



RAISING ASPIRATIONS

Extra Curricular Provision

- STUDENTS HAVE RECEIVED A WEEK OF PROVISION DURING OCTOBER HALF TERM AND THIS WILL CONTINUE TO BE PROVIDED DURING FEB AND MAY HALF TERMS AND THE EASTER HOLIDAYS IN ORDER TO SECURE REVISION AND QUALIFICATION SUPPORT FOR THEIR GCSEs.
- AN AFTER SCHOOL CLUB RUNS IN THE FAMILY ROOM FROM MON – THURS FROM 3-5PM FOR STUDENTS WHO WANT TO COMPLETE WORK OR DISCUSS ANY BARRIERS ETC



RAISING ASPIRATIONS

Residential Weekend - ESDGC driven

DURING AUTUMN HALF TERM 2, EFSM GIRLS WERE TAKEN ON A RESIDENTIAL COURSE IN ORDER TO WORK ON THEIR QUALIFICATIONS. THEY WERE ACCOMPANIED BY MYSELF, REBECCA OWEN (FAMILY ENGAGEMENT OFFICER), AND EMMA TALBOT (EFSM YOUTH MENTOR AND LEARNING COACH).

THE GROUP WERE TAKEN TO THE HOLIDAY INN, CARDIFF WHERE THEY WORKED ALL DAY. THEY WERE THEN TAKEN TO A RESTAURANT AND THE CINEMA AS REWARD IN THE EVENING. THEY STAYED IN THE HOTEL, WHO HAVE WRITTEN TO US TO CONGRATULATE US ON OUR WONDERFUL PUPILS.

ON THE SATURDAY, THEY THEN HAD TO WORK ALL DAY TO COMPLETE AS MUCH OF THE QUALIFICATION AS POSSIBLE. THIS WAS A MASSIVE SUCCESS AND PROVIDED, NOT ONLY THE OPPORTUNITY FOR THESE PUPILS TO ACHIEVE A QUALIFICATION, BUT ALSO THE OPPORTUNITY TO EXPERIENCE ASPIRATIONAL LIVING – IT HAS HAD A HUGE IMPACT.



ENGAGING PARENTS

- RO CONTACTS PARENTS ON A DAILY/WEEKLY BASIS DEPENDING ON THE SUPPORT NEEDED. RO MAKES REGULAR VISITS TO KEY FAMILIES AND WORKS WITH THEM AND NECESSARY AGENCIES TO PROVIDE THE BEST POSSIBLE SUPPORT:
- ❖ FAMILY ENGAGEMENT
- ❖ WELLBEING COM 1ST
- ❖ BANARDO'S FAMILY SUPPORT
- ❖ CCBC VOLUNTEERING PROJECT
- ❖ DAYS
- ❖ WOMAN'S AID
- ❖ SOCIAL SERVICES
- RO HAS DROP IN APPOINTMENTS FOR PARENTS WHO CAN COME TO THE SCHOOL TO DISCUSS ANY ISSUES THEY MAY HAVE OR ANY SUPPORT THEY MAY NEED DURING THE SCHOOL DAY AND AFTER HOURS
- RO ORGANISES A CRÈCHE FOR PARENTS' EVENING AND ALSO PROVIDES ONE TO ONE SESSIONS WITH PARENTS WHO NEED SUPPORT WITH ATTENDING THE SCHOOL SITE FOR THESE EVENTS. THESE SESSIONS HAVE REALLY HELPED ENGAGE KEY PARENTS. THIS HAS ALSO INCLUDED HOME VISIT PARENTS' EVENINGS AND MOP UP PARENTS' EVENINGS FOR THOSE WHO HAVEN'T ENGAGED
- MOBILE PHONE USAGE BY RO IS KEY, HAS REALLY OPENED UP COMMUNICATION CHANNELS
- BEC ALSO PRODUCES A QUESTIONNAIRE IN ORDER TO EVALUATE THE SUPPORT BEING PROVIDED
- COFFEE MORNINGS FOR PARENTS TAKE PLACE AND WE HAVE MANAGED TO ENGAGE PARENTS WHO HAVE NEVER BEEN ENGAGED BEFORE

ENGAGING PARENTS

ALL PARENTS OF YEAR 11 EFSM WERE INVITED TO THE SCHOOL ON WEDNESDAY 9TH DECEMBER TO JOIN US FOR CHRISTMAS DINNER. THE EVENT WAS A HUGE SUCCESS.

WE MANAGED TO ENGAGE 19 SETS OF PARENTS AND SIBLINGS, MANY OF WHOM WE HAVE BEEN UNABLE TO ENGAGE IN SCHOOL LIFE UNTIL NOW.

AFTER THE MEAL, PARENTS WERE THEN ESCORTED TO ANOTHER PART OF THE SCHOOL WHERE OUR EFSM PUPILS HAD PLANNED AND PREPARED A CONSULTATION SESSION, AS PART OF THEIR WORK WITH THE 'MY EDUCATION' PROGRAMME. ALL PARENTS PARTICIPATED AND WERE QUESTIONED IN VERY FUN AND CREATIVE WAYS BY OUR PUPILS AND AGENCY REPRESENTATIVES, ABOUT WHAT THEY SERVICES THEY WOULD LIKE TO SEE IN ORDER TO ENGAGE THEM AND ANY BARRIERS THEY FACE AND HOW WE CAN HELP THEM OVERCOME THESE.



RAISING ATTENDANCE

- RO, ET, JO AND SR WORK AS A TEAM TO EFFECTIVELY COMBAT ATTENDANCE ISSUES. THEY WORK CLOSELY WITH THE HOL TO TRACK AN MONITOR THESE PUPILS AND PUT INTERVENTION PLANS IN PLACE TO ENSURE THAT PUPIL ATTENDANCE IS IMPROVED.

- THEY ARE IN CONSTANT CONTACT WITH AND HAVE ISSUED FIXED TERM PENALTY NOTICES

- THE PUPIL PLANS ARE ALWAYS SHORT TERM AND HIGHLY SPECIFIC.

- THE SCHOOL MINI BUS IS SENT OUT TO PICK KEY PUPILS UP AND HOME VISITS ARE CARRIED OUT BY ALL OF THE TEAM

- SOME KEY PUPILS CONTACT RO IF REASON IS GENUINE SO THAT SHE CAN MONITOR THE SITUATION AND INTERVENE WHERE NECESSARY

- THE WELLBEING WORK COMPLETED IN SCHOOL BY THE TEAM IS HAVING A HUGE IMPACT ON ATTENDANCE – IT IS BUILDING CONFIDENCE AND BREAKING DOWN EMOTIONAL, SOCIAL AND ACADEMIC BARRIERS FOR PUPILS

**Current Whole
School
Attendance is
at 95.2%**

INDIVIDUAL LEARNING PLANS

THESE ARE USED FOR ALL FSM PUPILS IN ORDER TO IDENTIFY AND BREAKDOWN ANY ACADEMIC, SOCIAL OR EMOTIONAL BARRIERS THAT MAY FACE.

EMMA TALBOT HOLDS LEARNING COACH SESSIONS WITH PUPILS ON A PRIORITY BASIS, THROUGH BOTH INDIVIDUAL AND GROUP SESSIONS. ALTHOUGH VERY SUPPORTIVE, EMMA ALSO EMPLOYS ASSERTIVE MENTORING TECHNIQUES TO ENSURE THAT PUPILS ARE RESPONSIBLE FOR THEIR OWN LEARNING, WHICH IN TURN RAISES SELF ESTEEM AND CONFIDENCE AND ALLOWS PUPILS TO MAKE INFORMED INDEPENDENT DECISIONS.

EMMA THEN PASSES THE PLANS ON TO REBECCA OWEN, WHO IDENTIFIES KEY AREAS FOR INTERVENTION AND WORKS CLOSELY WITH THE PUPIL, SCHOOL, FAMILY AND ANY NECESSARY SERVICES IN ORDER TO SUPPORT AND CHALLENGE WHEREVER POSSIBLE.

OTHER INTERVENTIONS

- **THE FAMILY TEAM HAVE PROVIDED SUPPORT SERVICES FOR PARENTS – HELD COUNSELLING SESSIONS, HELPED TO FILL OUT APPLICATION FORMS AND SIGNPOSTING PARENTS TO ESSENTIAL AGENCIES ARE JUST SOME OF THE SUPPORT MEASURES IN PLACE**
- **JU AND TEAM HAVE MADE FUNDAMENTAL LINKS AND ARE BUILDING SECURE RELATIONSHIPS WITH COMMUNITY PROVIDERS, IN ORDER TO EXPAND THE PROVISION OF WELLBEING IN THE SCHOOL**
- **A NEW AENCO, WHO WORKS AS PART OF THE TEAM, HAS BEEN APPOINTED AND IS ALREADY HAVING A HUGE IMPACT ON WELLBEING**

MORE TO COME!

- **THE INTRODUCTION OF INTERGEN – INVOLVEMENT WITH FSM PUPILS**
- **THE IMPROVEMENT OF COMMUNITY BASED PROJECTS RUNNING OUT OF OUR SCHOOL**
- **THE IMPROVEMENT OF SPORTS FACILITIES IN ORDER TO ENGAGE VULNERABLE LEARNERS IN PHYSICAL LITERACY AND HEALTHY LIVING**
- **THE EARLY IDENTIFICATION AND INTERVENTION OF NEET PUPILS**
- **THE INTRODUCTION OF FAMILY BASED ENGAGEMENT INITIATIVES, SUCH AS 'DADS AND LADS' CLUB RUNNING OUT OF THE SCHOOL**
- **MORE INCLUSIVE TRANSITION PROCESSES FOR VULNERABLE LEARNERS**
- **THE INTRODUCTION OF A NEW PTA – SUB GROUP FOR FSM PARENTS TO BUILD CONFIDENCE**

ACHIEVEMENT

(MAIN FOCUS CURRENTLY ON YEAR 11)

AFTER CAREFULLY ASSESSING PUPILS THROUGH IN DEPTH ANALYSIS OF DATA, PUPILS WERE GROUPED ACCORDING TO THEIR ABILITY AND CHANCE OF ACHIEVING LEVEL 1, 2 AND 2+:

GROUP 1: THESE ARE OUR PRIORITY PUPILS AND ARE THE PUPILS WHO, AT THE END OF LAST YEAR, WERE ON THE LEVEL 2 BORDER (IN DANGER OF NOT ACHIEVING 5 GCSES A*-C)

GROUP 2: ARE OUR PUPILS WHO WERE IN DANGER OF NOT ACHIEVING LEVEL 1 (5 GCSES A* - G)

GROUP 3: ARE OUR PUPILS WHO WERE LIKELY TO ACHIEVE LEVEL 2, BUT NOT LEVEL 2+ IN SOME INSTANCES OR ARE LIKELY TO ACHIEVE L2+, BUT MAY NOT ACHIEVE 9+ GCSES A* - C (THIS WOULD IMPROVE OUR CAPPED POINTS SCORE)

ACHIEVEMENT (FOCUS CURRENTLY ON YEAR 11)

THE DATA AT THE BEGINNING OF THE YEAR SUGGESTED THAT WE WOULD NOT MEET OUR TARGETS, IF RAPID IMPROVEMENT WAS NOT MADE IN THIS KEY AREA. IT READ AS FOLLOWS:

Year 11 FSM EST ACHIEVEMENT – according to July 2015 data		School Targets	WAG Stipulated Figures
Level 1	84%	96%	100%
Level 2	46%	76%	50%
Level 2+	23%	34%	32%

WHAT COULD THIS MEAN?

Year 11 FSM EST ACHIEVEMENT – according to July 2015 data		Potential with extra qualifications	School Targets	WAG Stipulated Figures
Level 1	84%	88.46%	96%	100%
Level 2	46%	73.07%	76%	50%
Level 2+	23%	26.92%	34%	32%

WHAT ARE WE DOING TO IMPROVE LEVEL 2+?

MATHS

- OPTED FOR EARLY ENTRY IN NOVEMBER (ALL PUPILS ATTENDED)
- EXTRA PARENTS' EVENING IN OCTOBER
- DAY OFF TIMETABLE WITH YEAR 11 PUPILS TO REVISE THE DAY BEFORE EACH EXAM
- HAD EXTRA SUPPORT PROVIDED FOR FSM AND OTHER VULNERABLE PUPILS BY JU – THIS HAS BEEN USED EFFECTIVELY IN SCHOOL TIME AND EVEN HOUSED SMALL GROUP INTERVENTION FOR PUPILS DURING HALF TERM
- HAVE PROVIDED PUPILS WITH A COMPULSORY SIXTH LESSON ON A MONDAY – SLT ESCORTED PUPILS TO THIS AND MONITORED ATTENDANCE VERY CAREFULLY
- WILL HAVE CONTINUED EXTRA SUPPORT FROM **MATHS TUTOR** AND HAVE BEEN PROVIDED WITH TWO EXTRA INTERVENTION ROOMS – THIS HAS BEEN REASSESSED AND GROUPS RE ASSIGNED SINCE RESULTS ON 6TH JAN
- **RESULTS SHOW THAT 31% OF EFSM PUPILS GAINED THEIR L2 MATHS WITH ANOTHER IN FOR REMARK, IT COULD POTENTIALLY BE 34%**

WHAT ARE WE DOING TO IMPROVE LEVEL 2+?

ENGLISH

- OPTED FOR EARLY ENTRY IN JANUARY
- DAY OFF TIMETABLE WITH YEAR 11 PUPILS TO REVISE THE DAY BEFORE EACH EXAM
- HAVE JUST EMPLOYED EXTRA SUPPORT FOR FSM AND OTHER VULNERABLE PUPILS. THIS WILL BE USED EFFECTIVELY IN SCHOOL TIME TO SUPPORT TARGETED PUPILS
- HAVE PROVIDED PUPILS WITH A COMPULSORY SIXTH LESSON ON A MONDAY – SLT ESCORT PUPILS TO THIS AND MONITOR ATTENDANCE VERY CAREFULLY
- WILL HAVE CONTINUED EXTRA SUPPORT FROM HELEN CAREW AND WILL BE PROVIDED WITH AN EXTRA INTERVENTION ROOM IN JANUARY
- WILL REASSESS SUPPORT STRUCTURE WHEN RESULTS ARE ISSUED ON 3RD MARCH 2016
- CONTROLLED ASSESSMENT IS MONITORED BY JU TO ENSURE THAT PUPILS HAVE THE BEST POSSIBLE MARK FROM THE 40% IT ACCOUNTS FOR

WHAT COULD THIS MEAN?

	Year 11 FSM EST ACHIEVEMENT – according to July 2015 data	Data Collectio n (Sept 2015)	Current data (Jan 2016)	Potential with Extra Interventi ons	School Targets	WAG Stipulate d Figures
Level 1	84%	88%	88%	88.46%	96%	100%
Level 2	46%	48%	62%	73.07%	76%	50%
Level 2+	23%	24%	27%	34.6% - 53.84%	34%	32%

MOVING FORWARD

KEY POINTS

- INTERVENTIONS AND SUPPORT ARE NOW BEING ROLLED OUT TO ALL YEAR GROUPS
- CONTINUE TO TRACK AND MONITOR DATA IN ORDER TO IDENTIFY KEY AREAS FOR IMPROVEMENT
- CONTINUE TO WORK ON PROVIDING A SUITABLE AND INCLUSIVE CURRICULUM FOR ALL LEARNERS
- ENSURE TEACHING AND LEARNING IS IMPROVED AND THAT ALL STAFF HAVE HIGH EXPECTATIONS OF VULNERABLE LEARNERS
- MOVE TOWARDS BUILDING A WELLBEING TEAM, TO IMPROVE CAPACITY, SO THAT SYSTEMS ARE CONSISTENT AND EFFECTIVE AND IMPACT GREATLY ON THE ACHIEVEMENT OF VULNERABLE LEARNERS
- CONTINUE TO PROVIDE PUPILS WITH EXPERIENCES THAT WILL RAISE THEIR ASPIRATIONS AND IMPROVE THEIR FUTURES