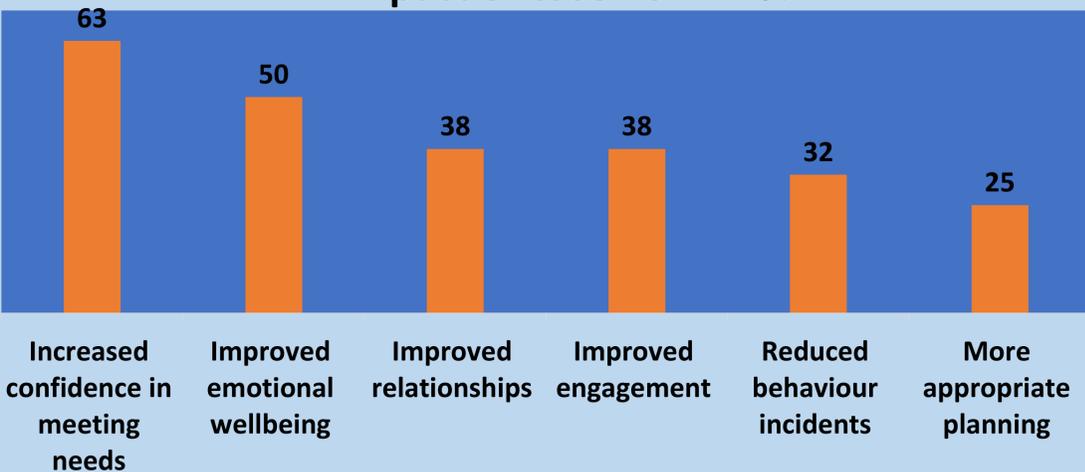


Support and advice was provided through **consultation** in relation to **370** children & young people beyond casework.

Key themes included:

- Time to reflect & process to explore ideas & strategies
- Reassurance & building staff confidence
- Helpful for planning & next steps
- Moving forward situations which had become 'stuck'

Impact of casework in %



Schools' Evaluation:

What do schools value from EPS? - *"Really value the relationship, someone can speak to confidentially"*

What is the impact of EPS support? - *"Families see we are all working together, joined up approach around a family"*

How is communication with EPS? - *"Always at the end of the phone, or e-mail or can pre arrange meetings when necessary. Easy to speak to."*

Impact of accessing development opportunities from EPS - *"Has informed her thinking about how she works with individuals – & considers & understands behaviours"*

What did you find helpful from EPS relating to COVID-19? - *"Staff were grateful & valued that their wellbeing was clearly a priority for PKC & communications were not just about planning/work"*

Closing the attainment gap:

Training in **evidence-based interventions** to close the attainment gap: Wave 3, High 5, Pause, Prompt, Praise, Self regulation. Precision teaching extended from numeracy to literacy.

Nurture – 3 key areas: Attachment theory, Adult Language & Attunement, Behaviour as communication & responses.

Learning through play (LtP) - Phase 2 delivered to 9 schools through action research.

"Since using [LtP] we now know all the pupils in our class extremely well ... better than previous years. The play breaks down adult – child barriers ... helps them to trust us & share more with us. This ... allows us to find out what motivates specific children ... use this knowledge to tailor meaningful learning experiences for each child."

Training:

36 training events over **76** sessions throughout 2019-20.



Participants appreciated connecting theory, evidence & practice, sharing resources, positive reinforcement of existing practice, use of real-life examples.

Improvement in attainment:

Optimising Student Success 19-20 - Action research pilot with 13 secondary school subject teachers across 4 secondary schools. Targeting how to enhance and develop pupil capacity for effective studying & learning, in and out of the classroom.

"the best CPD I have done for years, the way I am teaching my higher & advanced higher classes has really changed, they are using it in other subjects too"

Excellent Inclusive Practice:

CIRCLE - the resource was launched at an Inclusion INSET day in May. This was a significant step in establishing a framework & tools for the development of excellent inclusive practice, starting with a focus on the learning environment.

Next steps for 2020/21:

- **Continued work to embed more effective responses to EBA across the authority**
- **Continued support for the development of excellent inclusive practice, through CIRCLE**
- **Extend Optimising Student Success work to wider audience, with resources for young people and links to exam anxiety**
- **Further roll out of Learning through Play**

Improvement in children & young people's health & wellbeing:

Compassionate & Connected Community - resource shared with **22** staff across different educational settings. It aimed to develop understanding & skills around adversity, trauma, nurturing approaches & relationship-based practice, using a practitioner enquiry model. Sessions were interrupted but feedback from staff was positive.

Emotionally Based Absence (EBA) - A needs analysis of the scale & nature of EBA in secondary schools was carried out in October 2019. Seven schools submitted returns which indicated the prevalence of EBA **increases from S1-S4 & declines S5-S6**.

A Staged Intervention Framework was drafted, & piloted by two schools alongside the School Experience Contextual Assessment Tool (SECAT) to support planning & re-engagement. The pilot was interrupted but **feedback was positive**, particularly the usefulness of the resources.