
Report To:	Education & Communities Committee	Date:	31 August 2021
Report By:	Corporate Director Education, Communities and Organisational Development	Report No:	EDUCOM/29/21/RB
Contact Officer:	Corporate Director Education, Communities and OD	Contact No:	712761
Subject:	Education – COVID-19 Recovery Report		

1.0 PURPOSE

- 1.1 The purpose of this report is to provide an overview of progress towards recovery after the COVID-19 pandemic.

2.0 SUMMARY

- 2.1 This report contains updates on the following:

- Emergency Powers Report – Requests to utilise underspend in the Early Learning
- Emergency Powers Report - School Clothing Grant & Summer Hardship Payment

- 2.2 The report also contains the following updates in relation to COVID -19 recovery

- Ensuring that guidelines continue to be followed for a safe return to education
- Recovery programmes in place to provide support to continue to close the poverty related attainment gap
- Recovery Funding
- Ongoing support and challenge for schools
- Pupil Equity funding
- Wellbeing Service
- Curriculum and Digital strategy

3.0 RECOMMENDATIONS

- 3.1 The Education and Communities Committee is asked to note the updates in this report.

Ruth Binks
Corporate Director
Education, Communities and Organisational Development

4.0 BACKGROUND

4.1 This report contains the relevant updates linked to recovery for education services after COVID-19. It also contains pertinent updates from the partnership recovery plan.

5.0 COVID-19 recovery and updates

5.1 Emergency Powers Report – Requests to utilise underspend in the Early Learning Contact Officer: Linda Wilkie

On 10 June 2021 it was requested that approval was granted under Delegated Powers for the following:

- To make use of the ELC revenue budget Earmarked Reserve 2019/2020 of £741,000 to support recovery from the COVID-19 pandemic;
- To make use of the ELC revenue budget underspend in the 2020/2021 budget of £1,781,000 to support recovery from the COVID-19 pandemic.

There is an urgent requirement for these arrangements to be in place from August 2021 to ensure the funding is fully utilised and achieves maximum impact. The report was approved by

Cllr Clocherty (Convenor – Education & Communities Committee)

Cllr Brennan (Vice-Convenor – Education & Communities Committee)

Cllr Robertson (as most senior member of the committee not having the same political affiliation as the administration).

Specific details of the interventions are provided in the table below:

COVID-19 Recovery Interventions	
Intervention	Detail
Staffing	Teachers, ELC practitioners and support staff to support children and close the attainment gap.
Resources	Additional resources to support recovery and curriculum developments. (transfer to primary)
Family support work in local authority settings	Family Support Workers to support families within ELC settings and in the home and community.
Family support work in 3 rd sector	Intensive family support work delivered by a 3 rd sector provider.
Financial support to funded providers	Grant to 9 ELC settings and 13 childminders to support recovery of children attending their setting

Health and Wellbeing Interventions	
Intervention	Detail
Music	A staff training programme and direct delivery of a therapeutic music programme.
Emotional Literacy	Development work, training and implementation of an emotional literacy programme to support the emotional wellbeing and recovery of children and families.
Communication and Language	Protect and enhance existing level of service from Speech and Language Therapy. Joint project between Speech and Language therapy and Education Service to close gap in children's development. This will focus on 27 – 30 month data.

Play Pedagogy (Early Level)	
Intervention	Detail
Staffing	A range of 1 year secondments for leaders and practitioners to support the implementation of the entitlement to Play Pedagogy across the early level of Curriculum for Excellence (ELC and Primary 1)
Funding allocation	An allocation of funding to all Primary Schools for training, cover and learning and teaching resources.

Infrastructure Developments	
Intervention	Detail
Direct Access	Development of direct access to outdoor learning as per Care Inspectorate legislation in one establishment and to improve practice in others.
Shelters / canopies	To ensure children and staff are appropriately protected in the outdoor environment.
Environmental Improvements	To improve the outdoor environment in line with best practice advice from Care Inspectorate
Resources	An allocation of funding for outdoor equipment, loose parts and waterproof clothing.

ICT Developments	
Intervention	Detail
Kit	A grant to ELC settings to purchase learning, teaching and assessment resources and ICT kit as advised by Education Scotland .
Wifi	An upgrade to WiFi capacity in some settings.

Other	
Intervention	Detail
Cleaning	A transfer to Facilities Management to fund COVID-19 enhanced cleaning in ELC settings
Wraparound Income	Reduction in wraparound income due to increased entitlement.

5.2 Emergency Powers Report on School Clothing Grant & Summer Hardship Payment Contact Officer: Tony McEwan

The Scottish Government has announced its intention to increase the level of clothing grant for secondary aged pupils only for 2021/2022 to £150. The national minimum expectation for primary pupils remains at £100

The following emergency powers report requesting the following was signed on 18th June 2021:

- To increase the school clothing grant by £5 to £150 for all eligible school aged children;
- To agree that the £100 summer hardship payment be paid for each eligible school aged child under Inverclyde Council's enhanced eligibility criteria; and
- That funding for the estimated cost of £83,000 of the above is funded on a one off basis in 2021/22 from the balance of the Covid Hardship Grant

The reason for this report requiring emergency powers was because there was an urgent requirement for these payments to be made around the beginning of the school summer break.

The report was approved by the following people:

Cllr Clocherty (Convenor – Education & Communities Committee)
Cllr Brennan (Vice-Convenor – Education & Communities Committee)

Cllr Robertson (as most senior member of the committee not having the same political affiliation as the administration).

6.0 Partnership recovery plan updates

6.1 Ensuring that guidelines continue to be followed for a safe return to education

The guidance for return to schools and early year's establishments was issued on Tuesday 3rd August. The guidance was effective from 9th August 2021 and can be accessed at the following link

<https://www.gov.scot/publications/coronavirus-covid-19-guidance-on-reducing-the-risks-in-schools/documents/>

The early years guidance broadly follows the schools guidance which sets out that:

Local authorities and schools should continue to apply the mitigations that were in place at the end of last term, with the exception of some modifications as set out in this guidance. This approach to retaining mitigations is expected to remain in place for a period of up to 6 weeks (until the end of September), following which further advice will be provided

the modifications that should be made to mitigations relate to:

- an updated wider policy on self-isolation, contact tracing and testing for U18 close contacts, which results in the ability to remove contact groupings in schools; and
- further minor adjustments to the previous mitigations to ensure consistency with measures in place in wider society.

These modifications should be made as soon as possible after the return to school, and in any case within 4 weeks of return.

Appendix 1 summarises the approach for key mitigations:

6.2 Recovery programmes in place to provide support to continue to close the poverty related attainment gap

- 6.2.1 Over the last two academic years establishments and the service have written plans both in the short and longer term to support the recovery process. Overarching recovery plans for the service and directorate have also been produced alongside key guidance documentation e.g. the recovery curriculum and remote learning, which have supported establishments. These have all been written within the context of guidance from the CERG to advise Local Authorities and establishments about their reopening, as well as functioning safely during the two lockdowns and periods of establishment closure.

What has the impact been?

There have been many positive outcomes that have come from establishments' responses to the pandemic:

- Communication between home and school enhanced by digital approaches
- Staff confidence to utilise digital approaches for both remote learning and approaches to learning in school have been enhanced
- Already well established partnership working between establishments and with external partners to deliver hub provision during lockdown, offering support for vulnerable families, has been further developed
- Remote approaches to communication, meetings and delivery of training all further developed and enhanced
- Reinforced the need for and importance of the relational nature of learning and teaching and that this cannot be fully replaced by remote approaches
- The emerging picture in relation to outcomes across the senior phase is broadly positive, particularly at S5 and 6
- Secondary staff report positively about their significantly enhanced knowledge of standards as a result of engaging with the ACM process, as well as further developed skills in the moderation of work both within departments and establishments and between schools
- Re-established subject leader networks have been very well received and staff wish to retain them for the future

In other aspects it is increasingly clear that the pandemic has affected pupils and their families in various ways that are not as positive:

- Emerging outcomes across the BGE show that, whilst not all schools saw a decrease in outcomes in comparison to 2019, many did; those with higher %s of pupils living in SIMD1 and 2 were disproportionately affected, particularly at Primary 7. As yet the national picture is not yet known for 2021
- Whilst the percentage of pupils and families who engaged with online / remote learning significantly improved, this did not always translate to actual deep learning and therefore affected progress over time
- In comparison to 2019 most schools have seen their N5 at S4 results maintained or in some cases slightly improved, however there are subject areas where there is evidence of a decline from 2019 e.g. sciences and maths

6.2.2 Recovery funding

During the academic year 2020/21 schools received enhancements to their staffing via Scottish Government grants. Approx. 20 FTE teachers were recruited into the system on a temporary basis to provide recovery support. Whilst this enhancement was welcomed, in some schools the extra staffing served to mitigate ongoing staff absence linked to the pandemic and due to lower numbers of supply teachers being available, the ability to use these staff to support recovery as planned were affected.

In the academic year 2021/22 approx. 30FTE teachers have been recruited through Scottish Government grants alongside approx. 9 FTE teachers drawn from the 1140 underspend. These staff will continue to support the ongoing recovery process in the early years and it is hoped that the need to use them to mitigate staffing issues as above is reduced.

We have also been able to offer additional teaching support for 2021/22 to Inverclyde Communication Outreach Service, the Corporate Parenting Team, the Communication and Language Base at All Saints and Stella Marris, in order to boost capacity to support the recovery

of some of our most vulnerable learners. Craigmarloch School has received extra support alongside all establishments.

In addition to recovery teachers the Scottish Government has allocated £50 million as part of its first 100 days commitment to increasing teacher numbers by 1,000 and pupil support assistants by 500. In Inverclyde this equates to 14 permanent teachers and 7 permanent pupil support assistants.

6.2.3 Ongoing support and challenge for schools

In order to fully support primary school leaders in the new role of Recovery Associates have been created. Existing primary Head teachers, have given extra staffing to boost their capacity to support other schools. This has been done as part of the Attainment Challenge. These are leaders who have shown ability to buck trends, close gaps over time and limit the impact of covid on pupil outcomes.

The process of meetings and review over the year will focus on how additional support / funding was used in 2020/21, what worked e.g. effective deployment of staff linked to ongoing assessment process, and ensure that plans for this in 2021/22 are further developed and evolved with a key focus on returning to outcomes achieved in 2019 or maintain and improve the 2021 outcome picture.

All establishments continue to work in close partnership within their clusters, as part of the Attainment Challenge and with their Education Officer in order to ensure that plans are sharply focused on further recovery.

6.2.4 Pupil Equity Funding (PEF)

Schools continue to have PEF funding allocated to them linked to size and deprivation. They are aware of their allocations for 2021/22 which includes a 15% increase.

In 2020/21 there is a collective underspend across all primary and secondary schools of approx. £750K which will be carried forward into 2021/22. Not all schools have an underspend but where they have this is largely due to recruitment issues linked to the pandemic and underspending on areas such as resources or support for school trips.

Schools are producing plans that will ensure this money is spent as close to full as possible by July 2022. The above support systems e.g. Recovery Associates, will ensure that this is achieved.

6.3 Wellbeing Service

In 2018/19 the Scottish Government announced its commitment to fund counselling for children aged 10 – 18 through grant funding over a four year period. Alongside this funding the HSCP agreed to also put funding into the budget to extend the service in relation to the age range for counselling as well as widening the offer beyond just counselling, thus establishing the well-being service.

Colleagues in education and HSCP worked together during 2019/20 to procure an external provider to run the service. The successful provider appointed was Action for Children. They commenced their contract with us in August 2020.

The first annual report on the service which includes details about referrals and the Key performance indicators within the contract is attached as Appendix 2 to this report. This will also be shared with the IJB.

A good number of referrals have been received over the duration of the service. Despite the service only running for 3 to 4 months which the second lockdown began meaning that counsellors were restricted in delivering face to face sessions and school based project and intervention work.

Good work has been done to ensure awareness of the referral system amongst schools and other services such as health (GPs). Whilst parents have been made aware of the service as well as pupils in secondary schools, more needs to be done to maintain and improve this level of awareness.

Highlights and key messages contained within the report are as follows:

- The service has delivered a significant number of one-to-one sessions and group work to children and young people since its inception in August 2020. In total 95 children and young people have been offered counselling support and 1795 pupils engaged in group work sessions from November 2020 till June 2021
- The service has engaged with pupils from Primary 2 up to Secondary 6. Its offer extends to all primary and secondary sector education establishments in Inverclyde including St. Columba's (Kilmacolm) and Cedars School of Excellence
- It has a well-developed referral pathway which has been utilised by a wide variety of professionals on behalf of the children and young people they work with. Increasingly there are signs of direct self-referrals being made
- The service has overtaken the original expectations set out in its Key Performance Indicators across all three areas – Reach (numbers of pupils worked with), Outcomes (improvements in wellbeing) and Quality (feedback from service users)

6.4 Curriculum and Digital strategy

SCHOOLS

The Education Service Improvement plan gives greater detail about the plans to develop the curriculum, building on lessons learned from COVID-19. Work is ongoing to increase Wi-Fi capacity and the longer digital strategy is undergoing consultation and is being finalised.

WEST COLLEGE SCOTLAND

Whilst the final guidance is not yet available, preparations have been made in curriculum areas for a mix of on campus and online delivery with mainly on campus activity in practical vocational areas and the school college programme.

An additional 1100 Chromebooks, 1000 laptops, 700 tablets and 100 Macbooks have been purchased for 2021-22 to add to the 2200 devices loaned to students in 2020-21 and currently being returned. An online learning unit 'Developing the Confidence to Learn Online' has been developed and offered to students starting on 2021-22 courses in preparation for any online learning.

This includes the development of specific digital communication and time management employability skills. In addition, student groups took part in a pilot of the Jisc 'Digital Capabilities Tool' in session 2020-2021 with full roll out of this digital support mechanism to all students commencing in August for session 2021 - 2022.

7.0 IMPLICATIONS

7.1 Finance

Financial Implications are included in the body of the report

Financial Implications:

One off Costs

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report	Virement From	Other Comments
Early Years	EMR	2021/22	1,657,000		1140 Funding
Early Years	EMR	2022/23	865,000		1140 Funding
Schools	EMR	2021/22	1,728,000		Covid Teachers
Schools	EMR	2022/23	352,000		Covid Teachers

Annually Recurring Costs/ (Savings)

Cost Centre	Budget Heading	With Effect from	Annual Net Impact	Virement From (If Applicable)	Other Comments
N/A					

Legal

7.2 N/A

Human Resources

7.3 There are HR issues attached to the employment of additional permanent teachers and Pupil Support Assistants that will be discussed with Trade Unions

Equalities

7.4 Equalities

(a) Has an Equality Impact Assessment been carried out?

<input type="checkbox"/>	YES
<input checked="" type="checkbox"/>	NO – This report does not introduce a new policy, function or strategy or recommend a substantive change to an existing policy, function or strategy. Therefore, no Equality Impact Assessment is required

(b) Fairer Scotland Duty

If this report affects or proposes any major strategic decision:-

Has there been active consideration of how this report's recommendations reduce inequalities of outcome?

<input type="checkbox"/>	YES – A written statement showing how this report's recommendations reduce inequalities of outcome caused by socio-economic disadvantage has been
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	completed.
X	NO

(c) Data Protection

Has a Data Protection Impact Assessment been carried out?

	YES – This report involves data processing which may result in a high risk to the rights and freedoms of individuals.
X	NO

Repopulation

7.5 N/A

8.0 CONSULTATIONS

8.1 N/A

9.0 BACKGROUND PAPERS

9.1 N/A

Appendix 1

KEY MITIGATIONS FOR THE OPENING OF SCHOOLS - AUGUST 2021		
Mitigation	Approach (retain/ retain with modifications/ remove/ new)	Timings
Risk assessment	Retain	Ongoing
Encouragement of vaccination	New	Ongoing
Environmental cleaning	Retain	Up to 6 weeks (then contingent on further advice)
Hand and respiratory hygiene	Retain	
PPE in specific circumstances	Retain	
Face coverings in communal areas	Retain	

Appendix 1

Face coverings in secondary classrooms	Retain		
Physical distancing for adults	Retain (note change to “at least 1m”, but 2m distancing expected to remain for logistical purposes)		
One way systems	Retain		
Drop-off and pick-up	Retain		
Staggered start and stop times/ break and lunch times	Retain		
Restrictions on assemblies	Retain		

Appendix 1

Support for people in the highest risk groups/pregnant staff	Retain (updated guidance)	
2x weekly at-home asymptomatic testing	Retain (updated guidance/materials to support uptake and recording)	
Outbreak management	Retain (updated guidance re: public health approach)	
Self-isolation, contact tracing and testing for adults 18+	Retain with modifications (updated guidance – removal of some restrictions for double-vaccinated adult close contacts)	
Self-isolation, contact tracing and testing for U18s	Retain with modifications (updated guidance – removal of some restrictions for U18 close contacts)	Align relevant school arrangements with updated approach in wider society ASAP
Groupings	Remove	Remove ASAP and in any case within 4 weeks
Ventilation	Retain (strengthened guidance for LAs on CO2 monitoring)	Ongoing
Restrictions on Drama, Music, PE and Dance	Remove (in line with previous guidance)	
Restrictions on school visitors	Retain with modifications (P1 parents/carers permitted to support transition where strictly necessary)	
School transport	Retain with modifications (alignment with public transport).	
School trips	Retain (updated guidance)	
Readiness and assurance	Retain (updated guidance)	Ongoing
		Up to 6 weeks (then contingent on further advice)



Draft Governance report July 2021- Action for Children Inverclyde Wellbeing Service

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Introduction

The Action for Children Inverclyde Wellbeing Service was established and launched in August 2020.

Recruitment of 5 x 0.6 FTE counsellors, 2 x Young Persons Practitioners, a Young Persons Assistant, and a project manager complete the compliment of the staff team. Staff were recruited between August and January 2021

Initial meetings with all local schools commenced in September 2020, with heads of establishments and guidance teams to introduce the service. This included all 20 primary schools, 6 secondary schools, Craigmillarloch School, Lomond View Academy, and independent schools St Columbas Kilmacolm and Cedars school of Excellence. Restrictions in access to establishments as a result of the pandemic made these initial meetings a challenge to organise and hold, taking a longer period of time to complete. Schools were extremely accommodating, welcoming and encouraging in terms of working with a partner organisation with a focus on emotional health and wellbeing, and were keen to meet the challenge of supporting as many children and young people (CYP) as could be reached, with a range of service input aimed across Tier 1 and 2, below the threshold of Tier 3 CAMHS services. The willingness to engage and find solutions to the challenges faced by all due to Covid was in evidence throughout the initial school meetings with Head Teachers, Deputy Heads and Senior Leadership Teams, and the multiple follow up meetings with staff teams to begin to coordinate delivery of the service across schools.

Response to the impact of the Covid 19 Pandemic

Covid restrictions impacted on the services in term of contact with pupils and visits to schools from the outset of the project, and the team worked within the local and national guidance to follow safe working practices, while working with school staff to maximise engagement with children and young people through delivery of programme based interventions, and one to one counselling sessions.

Throughout the report there are multiple references to the impact of the pandemic on the set up and delivery of a new service, in terms of outcomes against Key Performance Indicators, the need for a flexible approach to delivery, the constant needs to review and provide solutions when dealing with the constantly evolving situation both locally and nationally, and an adherence to following safe working guidelines throughout, to maintain a service for CYP.

Service delivery

The main elements to the service are the one to one counselling service, and programme based group work, both of which were discussed and coordinated with schools to support pupils to access services, in response to the pandemic.

1 - One to One Counselling

Work to promote the service as a school aged CYP service, and not purely schools based involved meeting with a range of teams and networks of services across Inverclyde, which continues, to promote the services as widely as possible, encourage self-referrals, and make sure information on the service and how to access support is as widely disseminated as possible.

Initially, a combination of online meetings, and where possible and safe to do so, in person meetings took place, to raise the profile of the service across Inverclyde. Meetings with teams included:

- Initial online launch of the service to partners in August 2020
- GP forum
- CAMHS
- Social Work
- School Nursing Team
- Mind Mosaic
- Barnardos
- Community Learning and Development
- Parent Council Representatives
- Regular scheduled attendance at Additional Support Needs leaders Webex meetings

A dedicated local website <https://services.actionforchildren.org.uk/inverclyde-children-and-young-peoples-wellbeing-service/> was developed and launched and social media used to promote and encourage self-referrals for CYP as well as from parents and/or carers of CYP who wished to access the service or further available resources on supporting emotional health and wellbeing.

Over 20 contacts have been made through the website, leading to a number of self-referrals from senior phase students and others made by parents.

All parents and senior phase pupils also received a newsletter by e mail with information on the counselling service, and how to access support, to encourage self-referrals. Greater access to schools for informal drop in/information sessions when relaxing of Covid safety guidance applies will allow the team to continue to raise awareness and the profile of the service to CYP, increasing the potential for self-referrals.

Counselling delivery

Initial referrals for counselling were received in October and delivery of sessions commenced on the return to schools after the October school holiday. These initial referrals were received from schools.

The service model of 8 counselling sessions with review taking place throughout within the counselling team through line management supervision, as well as clinical supervisory input, is person centered, with further discussion taking place within the staff team, and as appropriate, with school leads, and local authority staff, were decisions to extend sessions may be made on an individual basis with input from stakeholders, based on an assessment of the needs of the CYP.

To date:

172 referrals have been received for counselling, with 95 CYP offered support. 77 remain on the waiting list

95 CYP offered access to counselling support

43 currently engaging,

27 completing agreed sessions,

7 disengaged from support,

7 accessing other supports (CAMHS, Mind Mosaic, Private Counselling, LIAM),

<5 no further support required on assessment (support from project staff provided),

<5 moved local authority,

<5 out with Local Authority post code,

8 referrers contacted to follow up with CYP referred/tbc.

During the lockdown period from January 2021, Counsellors moved to a combination of telephone support, walk and talk sessions, and accessing schools hubs to continue to offer support to CYP engaging during this period, and returned to face to face support as soon as pupils returned to schools and access was available to both schools and CYP.

Circa 780 counselling sessions were offered calculated on the staged starts of staff throughout the development of the service from September to December start dates, and restrictions in permitted contacts with CYP per day.

Figure 1 below indicates the age ranges of those CYP offered support

Fig. 1

Stage specific data	11	P2-P5
Number of children in P6	12	
Number of children in P7	14	
Number of children in S1	5	

Number of children in S2	11
Number of children in S3	16
Number of children in S4	13
Number of children in S5	6
Number of children in S6	7

Figure 2 indicates the number of CYP male, female or non binary

Fig 2.

Number of female pupils accessing provision	46
Number of male pupils accessing provision	48
Number of young people identifying as non binary	<5

Figure 3 indicates the referral source

Fig 3.

Referrals In	
Numbers	
Self-referral	5

School Staff	83
Social Services	<5
GP	<5
School Nurse	<5
Health Professional	<5 CAMHS <5 disability Nurse Specialist
Other	

Figure 4 indicates the issues reported by referral information.

Fig. 4

Mental Health and Wellbeing issues reported by children and young people	
Exam Stress	<5
Trauma	<5
Bereavement	<5
Gender Identity	0
Substance Use	0
Self-Harm	<5
Depression	0
Anxiety	37
Emotional/Behavioural Needs	49
Body Image	0

Other:	Please add rows if required	Low Mood	<5
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2. Group Work Programmes

The impact of Covid and its restrictions on delivery of targeted group work programmes in schools necessitated the need to provide alternative options to engage with CYP in Wellbeing Work from the programme outset.

To allow access to pupils in classes without the requirement to leave protective “bubbles” to work in smaller targeted groups, alternative programme delivery was agreed with schools which allowed for access to more pupils at an earlier level of intervention.

1795 pupils across primary and secondary engaged in Wellbeing support sessions, between November 2020 and June 2021

“Bouncing Back” was devised during the initial lockdown in March 2020 by the Action for Children national Blues Programme and strategic Wellbeing steering group and consists of 2 sessions which are condensed versions of the Blues Programme principles, delivered to whole class groups.

Delivery of Bouncing Back began in Inverclyde Academy and Notre Dame and was delivered to all S3 pupils before the end the term at Christmas, as well as to pupils in Lomond View Academy

225 pupils took part in Inverclyde Academy & Notre Dame prior to Christmas 2020.

400 pupils took part in St Columba's High School, Clydeview Academy, St Stephen's High School and Port Glasgow High School, St Columbas Kilmacolm and Cedars between April and June 2021.

Delivery of Bouncing Back also took place in all primary schools in the final term to all P7 classes, delivered to 940 pupils. The focus for P7 was the transition to S1, which had again been affected by the pandemic in a reduction to the usual transition which primary pupils receive when moving to secondary school.

In total 102 sessions were delivered:

68 sessions were delivered to pupils in secondary school classes in 8 secondary school, including Cedars and St Columba's Kilmacolm (34 classes received both sessions)

34 sessions were delivered to all primary schools P 7 classes

In addition, as part of the Inverclyde Academy's Wellbeing Programme to welcome back BGE pupils, sessions were delivered to 230 pupils across S1 to S3, on the return to school in March.

Individual pupil support drop in sessions for CYP arranged with project staff were also delivered in Inverclyde Academy and Notre Dame, to 20 pupils, in March.

Clydeview Academy, to 6 pupils, May – June

St Columbas Gourrock, to 6 pupils, May – June

Project staff also delivered Mental Health and Wellbeing input for staff via Zoom, in October, as a pilot programme, with a view to offer further sessions to staff teams when conditions allowed in person contact to resume.

Project staff and counsellors have continued to offer support to CYP who are engaging during the school summer holidays, with counsellors accessing school buildings to see CYP, and project staff attending school hubs, affordable childcare groups, CLD activities and

summer based activities to both network with staff and CYP, raising the profile of mental health and wellbeing and engaging with more CYP in an informal setting to lay the groundwork for working across schools on the return after the summer holidays.

Single Point of Access – Centralised Referral System

From the outset of the project, discussions around establishing a Single Point of Access steering group took place, with the aim of involving the relevant services, lead by HSCP senior management and including input from Educational Psychology, School Nurse team, Barnardos, CAMHS and Social Work in a group were referrals could be taken with relevant data sharing protocols in place, to discuss and determine the correct route and service which should be offered and available to any CYP’s referrals brought by group members to discuss. This group meets regularly, and continues to develop the model.

Key Performance Indicators

Example Key Performance Indicators	Example Year 1 Targets:	Year 1 Outcomes:
<p>Reach KPIs:</p> <ul style="list-style-type: none"> ▪ Number of appointments ▪ Number of group work sessions ▪ Number of 1:1 sessions ▪ Number of preventative sessions 	<ul style="list-style-type: none"> ▪ 1,415 pupils directly supported in Year 1 i.e.: ▪ 560 primary pupils - <i>Friends Resilience</i> groups ▪ 480 secondary pupils - <i>Blues Programme</i> groups ▪ 375 pupils - targeted 1:1 support/counselling ▪ Additional 400 pupils monthly - school drop ins 	<ul style="list-style-type: none"> ▪ 1890 directly supported i.e.: ▪ 940 Primary pupils accessing groups– Bouncing Back ▪ 855 Secondary pupils accessing groups – Bouncing Back ▪ 95 offered 1:1 support/counselling ▪ 34 - school drop ins
<p>Outcome KPIs:</p> <ul style="list-style-type: none"> ▪ Improved CYP wellbeing, mental health and resilience ▪ Reduced Tier 3/CAMIHS referrals 	<ul style="list-style-type: none"> ▪ 75% of pupils improving against selected <i>SHANARRI Wellbeing Outcomes</i> ▪ % of pupils addressing their needs without the requirement for specialist services (<i>to be agreed</i>) 	<ul style="list-style-type: none"> ▪ 89% of CYP completing agreed counselling sessions reported improved outcomes using a Young Persons Clinical outcome e.g. Young Persons CORE
<p>Quality KPIs:</p>	<ul style="list-style-type: none"> ▪ 75% of pupils providing positive feedback on their experience of the service - including: <ul style="list-style-type: none"> ○ Service accessibility 	<ul style="list-style-type: none"> ▪ 86% of P7 pupils gave a 4 or 5 star rating for Bouncing Back sessions, from a scale of 1 to 5

<ul style="list-style-type: none"> ▪ Accessible service/the right help at the right time ▪ Structured support and goal-setting ▪ Providing relationship-based interventions ▪ Informing CYP/families of available support 	<ul style="list-style-type: none"> ○ Relationship-based support ○ Quality of interventions 	<ul style="list-style-type: none"> ▪ 83 % of secondary pupils (S3) gave a 4 or 5 star rating for Bouncing Back sessions, from a scale of 1 to 5
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Finance

In year 1 the funding allocated was £290,972, with a spend of £216,026 projected to the end of August 2021. A projected underspend of £79,011 has been returned in March 2021, with the actual figure now projecting at £74,946 due to costs accrued between March and August 21. The variance in the projected underspend submitted as of March 21 to the actual underspend figure in August 21 will be included in the monthly bill for September 21.

The commissioners are considering the use of the returned underspend, with discussion around its potential to expand the counselling capacity available within the project by further recruitment of counsellors an option.

Next Steps – Year 2

As stated, any further relaxation of guidance around Covid safety measures within schools and establishments on the return in August 2021 will provide the service with increased opportunity to reach more CYP, and to begin to co-ordinate and deliver more targeted interventions i.e. The Blues Programme, and increase the number of CYP who can access counselling.

School drop-in sessions, workshops, for staff and parents, will be revisited and discussed with schools to best meet their individual needs, when the opportunity to hold in person group work sessions returns. We continue to remain open to using online tools to allow wider access to CYP, parents and staff, while looking forward to making further positive impact on emotional health and wellbeing, and building on the positive relationships established with schools, partners and CYP in our first year.

Establishing a new emotional health and wellbeing service in the midst of a global pandemic has been a challenge, but the relationships built in the first year are an indication of the willingness of schools and partner agencies to create a positive culture going forward, where as a service we feel able to contribute and develop to become a core aspect of support to CYP across Inverclyde.

We look forward to increasing our reach and engaging with more CYP in year 2.