Bulletin Number 5– SCP Interventions

SCP interventions are offered in-school, after-school, during holiday time and out-of-school. Each project identifies evidence-informed and evidence-based interventions to support young people at risk of early school leaving. Projects are asked to identify the range of interventions funded and supported by the School Completion Programme, the pay and non-pay costs associated with each intervention, the numbers attending interventions, whether the interventions were reviewed during the timeframe, the main outcomes associated with the interventions, whether the intervention was considered successful, unsuccessful (and therefore discontinued) in light of review practices and the rationale for its continuance in 2012/ 2013, if such was the decision. The interventions noted below are offered across the age spectrum.

SCP interventions are located in participating schools (and communities) with the aim of supporting school attendance, participation and retention.

Data provided by projects indicate clear evidence of forward planning and decision-making within the programme. For the most part, projects have identified outcomes for each individual intervention / support and documented decisions on whether the intervention / support would be continued, enhanced or discontinued for 2012/ 2013.

School Completion Programme In-school interventions

The most common SCP in-school interventions provided during 2011/2012 include:

- Transition programmes
- Attendance, tracking and monitoring (including rewards)
- Personal development (including one to one support, group work and key working)
- Literacy and numeracy support
- In-school enrichment activities
- Mentoring
- Breakfast and lunch support
- Therapeutic interventions
- Incredible Years

- Project worker support

- Behaviour management / anger management

- Sports / extra-curricular activities

- Suspension intervention programmes

- Restorative practice

- MAP programme

- Business in the Community

- Engagement in care teams / pastoral support

- Study skills

- Anti-bullying support / mental health awareness

- Traveller support

- Interagency supports

In 2011 / 2012, from returns by 121 projects, 1,263 interventions were implemented in-school from the SCP budget, some/many of which were a common feature of programmes in many projects. Of these interventions, 1,099 were individually reviewed (see Bulletin 6), 67 were not, no information was provided on 76 interventions and in 21 cases, other reasons for review were supplied including:

- Feedback supplied from teachers

- Feedback supplied from pupils

- Needs of schools looked at year on year

- Reviewed on an on-going basis (18)

- Guitar lessons reviewed / arts and crafts programmes not reviewed

- Intervention requires SCP review

- Monitored continuously

- Inspected by Department of Social Protection

Of the 1,263 interventions implemented, 1,144 were considered successful, three considered unsuccessful, 8 discontinued during the school year; no data was provided for 81 interventions and other reasons for the success or otherwise of the intervention included:

- Evidence-based programme in conjunction with Archways

- Mixed success

- Project reviewed end of year

- Very inclusive and positive among the students

- Students love meal time – important financial contribution to many parents' budget

- Inconsistent progress for some students

- This last term project ensures that target pupils attend school

- Not implemented

- Unnecessary duplication

- Successful over the years but person who ran the intervention no longer doing it

- A positive intervention

- Did not run due to financial restraints

- Not run long enough to assess

- It was decided to finish early as numbers reduced

- Large demand – schools very happy with provision

Other important issues arising out of the reporting on in-school interventions include:

- Positive outcomes were recorded for the majority of in-school interventions. Outcomes varied depending on the intervention implemented but in the main focused on the following themes:

  o Improved level of support for the child (through one to one or group work approach)
  o Conflict resolution skills improved
  o Improved concentration
  o Enrichment / creative / new skills
  o Social and emotional skills
  o Improved attendance
  o IT / literacy / numeracy skills
  o Improved behaviour / classroom management
  o Smoother transition
  o Relationship building (peer and adult to student)
  o Improved attainment
  o Suspension reduction
  o Improved participation
  o Improved self-esteem / confidence building

> - Health promotion / better nutrition
> - Parental involvement
> - Sense of belonging at school
> - Team work / co-operative skills
> - Motivation to learn
> - Early identification of need

- In-school interventions are provided to both targeted young people and at whole class / whole school level (where the participation of targeted young people is encouraged)
- Even where interventions were reviewed as being successful, many were discontinued due to budgetary cutbacks
- There is evidence of financial cuts impacting on the continuance of interventions, as well as evidence of restructuring and continuing interventions within school resources
- As noted there is evidence of forward planning through review with changes to in-school interventions. For example, intervention extended to other schools in the project, adaptation to enhance suitability
- There is evidence of interventions being implemented 'as need arises'
- There is evidence of the unavailability of staff impacting on the continuity of service

School Completion Programme after-school interventions

The most common SCP after-school interventions provided during 2011/2012 include:

> - Homework support
> - Sports / extra-curricular activities
> - Enrichment activities
> - Breakfast support
> - Lunchtime supports
> - Literacy and numeracy supports
> - Academic support
> - Interagency supports
> - Health promotion supports

In 2011 / 2012, 491 interventions were implemented after-school from the SCP budget. Of these interventions, 440 were individually reviewed, 22 were not, one was partially reviewed, no information was provided on 22 interventions and in 6 cases, other reasons for review were supplied including:

- o Unclear
- o Under supervision
- o Reviewed on on-going basis

Of the 491 interventions implemented, 448 were considered successful, three considered unsuccessful, 4 partly successful, 3 interventions were discontinued during the school year, no data was provided for 22 interventions and in 11 cases, other reasons for the success or otherwise of the intervention included:

- o Diversification of activities
- o Co-ordinated by HSCL Co-ordinator and consistent in engaging the most vulnerable
- o Unsure
- o Pending future funding
- o Mixed
- o Need for intervention for October to February but not beyond that
- o Numbers attending reduced towards the end
- o Limited success
- o Good participation

Other important issues arising out of the reporting on after-school interventions include:

- o After-school interventions are provided to both targeted young people and at whole class / whole school level (where the participation of targeted young people is encouraged). Whole class / school after school interventions approaches are adopted for breakfast support, homework support and some after-school activities
- o Positive outcomes were recorded for the majority of after-school interventions. Outcomes varied depending on the intervention implemented but in the main focused on the following themes:
    - o Better engagement in school
    - o Homework completion
    - o Academic success

- o Relationship building
- o Improved participation
- o Social integration
- o Provision of safe space
- o Improved confidence
- o Improved attendance
- o Teamwork skills
- o Interagency collaboration
- o Literacy / numeracy skills
- o Improved behaviour (transferred to classroom setting)
- o Punctuality
- o Nutrition
- o Improved fitness

The majority of after-school interventions will continue in 2012/ 2013, however staffing and funding changes will impact on the delivery.

School Completion Programme interventions during holiday time periods

The most common SCP interventions during holiday time periods provided during 2011/2012 include:

- Summer educational supports (summer camps, educational trips)
- Transfer programmes
- Easter educational programmes
- Induction programmes
- Mid-term supports
- Interagency supports (youth services. FAI, Parks Tennis, GAA)
- Academic support (e.g. revision)
- Summer reading club
- Literacy / numeracy support

In 2011 / 2012, 364 interventions were implemented during holiday time from the SCP budget. Of these interventions, 318 were individually reviewed, 17 were not, no

information was provided on 18 interventions and in 11 cases, other reasons for review were supplied including:

- Will be included in the 2012/2013 review (6)
- Reviewed by agencies following programme
- Evaluated as a separate entity
- Reviewed on-going basis (3)

Of the 364 interventions implemented, 325 were considered successful, three considered unsuccessful, 5 partly successful, two interventions were discontinued during the school year, no data was provided for 19 interventions and in 10 cases, other reasons for the success or otherwise of the intervention included:

- A fantastic day
- BEST week – discontinued. Team Reporting / Review – continue
- Poor attendance due to awful weather
- Did not run (2)
- Providers failed to run camp
- Difficult for students to attend (4)

Other important issues arising out of the reporting on interventions during holiday time periods include:

- Like after-school interventions, the majority of holiday time interventions are offered on a whole school / whole community basis with targeted young people encouraged to attend
- Positive outcomes were recorded for the majority of interventions during holiday time periods. Outcomes varied depending on the intervention implemented but in the main focused on the following themes:
    - New skills development
    - Interagency links
    - Family engagement
    - Students provided with safe space
    - Increased confidence
    - Improved attendance
    - Relationship bridging / building
    - Low cost options
    - Reward for in-school success

- o   Smoother transfer

- o   Participation

- o   Health Promotion

- o   Positive association with school

Many of the holiday time interventions will continue in 2012/2013, however, due to financial constraints and cutbacks, a number of interventions will discontinue or be significantly restructured. As a main pillar of the programme, it is important that holiday time interventions continue in each project and creative methods of implementation explored.

School Completion Programme out-of-school interventions

The most common SCP out-of -school interventions provided during 2011/2012 include:

- Suspension intervention programmes
- Strengthening Families Programme
- BEST SCP School Group (Ballymun)
- Academic support
- Advocacy
- Home visits
- Contact with children who are out-of-school
- Referral to alternative education / training
- Behaviour modification programmes
- Key worker support
- Interagency support
- Formalised work with Education Welfare Service
- Acorn Project (Edenderry)
- Youth Horizons (Jobstown)
- Engagement with school staff
- Northside Youth Forum (Limerick)

Seventy-one projects (59%) delivered out-of-school interventions during 2011/2012. In total, 117 out-of-school interventions were implemented though the programme.

Of these interventions, 87 were individually reviewed, 9 were not, no information was provided on 14 interventions and in 7 cases, other reasons for review were supplied including:

- N/A for two schools (no participants), regular monitoring for other 4 schools
- Intervention is amended each year to be responsive
- With some students
- Integrated response to issues affecting targeted children
- On-going informal review

Of the 117 interventions implemented, 90 were considered successful, 1 considered unsuccessful, 6 partly successful, two interventions were discontinued during the school year, no data was provided for 14 interventions and in 4 cases, other reasons for the success or otherwise of the intervention included:

- On-going
- Will be looked at in light of One Child, One Team, One Plan roll out (2)
- Continues

Other important data arising out of the reporting on out-of-school interventions include:

- Out-of-school interventions are very targeted to a small number of young people, usually supported or delivered by SCP Local Co-ordinators and project staff
- Positive outcomes were recorded for the majority of out-of-school interventions. However, a number of the young people supported did not return to mainstream schools but progressed to alternative education and training.   Interventions are intensive and do not always yield positive results. Outcomes varied depending on the intervention implemented but in the main focused on the following themes:
    - Progression to alternative education / training
    - Personal development
    - Improved attendance
    - FETAC accreditation
    - Return to mainstream school
    - Relationship built with home
    - Identification of support
    - Academic support

- - - Academic achievement
  - Signposting
  - Interagency support
  - Establishing Protocols
  - Tracking
- The majority of out-of-school interventions will be continued, and others will be implemented as the need arises.