



## Lundavra Primary School, Fort William

Lundavra Primary School in Highland uses Pupil Equity Funding (PEF) to embed a youth work approach across its support for children impacted by poverty. This is improving health and wellbeing, attendance and engagement in learning.

*“Our school community faces the highest level of deprivation in West Highland, with high numbers of pupils entitled to free school meals. Just over half of our school roll has additional support needs, including EAL. We aim to be a nurture for all school, with health and wellbeing at the core. I’ve used PEF to employ a Children’s Services Worker (CSW) for a number of years. This role helps us add a youth work approach to how we support the wellbeing and learning of our children and their families. It’s become integral to our ability to tackle the poverty-related attainment gap and I simply couldn’t do what I do without it”* says Head Teacher Katrina Kelly.

### **Katrina describes the importance of youth work in school.**

*“Our CSW, Vicky, focuses on nurture, family support and promoting positive relationships. Her role is all-encompassing – working across a number of our interventions and opportunities. Vicky supports the school’s breakfast club, targeted at pupils who are affected by food insecurity and who would also benefit from social interaction and nurture before the school day. She also supports the school’s parent-led youth club. This is free for children in receipt of free school meals. Vicky also delivers groupwork to improve health and wellbeing, including Seasons for Growth and Decider Skills, supports our nurture room and plays a key role in parental engagement. Vicky’s room – the ‘Big Bear Banter Room’ is a space where pupils can drop-in for support. I think children and families often develop different relationships with Vicky, partly because she’s not a teacher. The youth work approach and particular skills-set that comes with this role complements and enhances the range of support we offer as a school.”*

Katrina is clear that her approach to closing the poverty-related attainment gap is working. “We work as a team to track individual pupils. Interventions such as the breakfast club and youth club, alongside the enhanced support Vicky provides to pupils and families, is improving attendance and engagement with learning”.

### **Feedback from parents:**

*"Vicky Morrison in the role of CSW has had a huge positive impact on my child. Vicky quickly showed a great understanding and respect of my child's needs and boundaries. My son has been struggling to attend school since before Christmas, and Vicky has worked closely with us to find solutions and has been facilitating Google classroom calls between my son (from home) and his friend (from school), to help keep that link with school and build his confidence back up. She has taken all this at a pace that suits my son and we are about to try some short time in school this week. I genuinely feel that we would not be at this point without Vicky's help and support. She calls or emails regularly to check in on how my son is doing. Vicky has not only had a positive impact on my son, but on our family as a whole. She is extremely approachable and understanding. I feel the role of CSW in school is an extremely important one for both pupils and families."*

### **Pupil voice:**

*"When I was going through a lot she helped me and now I'm better."*

*"I know I can talk to her and she will take me seriously."*

*"Helps me with my emotions."*

*"Taught me that playing makes me feel better."*

*"Helps me when I am sad or angry."*

*"Is there when I am sad and says it is alright to be sad."*

*"I know she is there when I feel the fizz and that she will listen to me."*