

Mission: to use education to improve outcomes for children and young people impacted by poverty with a focus on tackling the poverty-related attainment gap to deliver on the Government's vision of equity and excellence in education

Vision: Excellence through raising attainment & achieving equity

The ambition: To raise attainment for all while closing the poverty related attainment gap.



How will we fund the ambition?

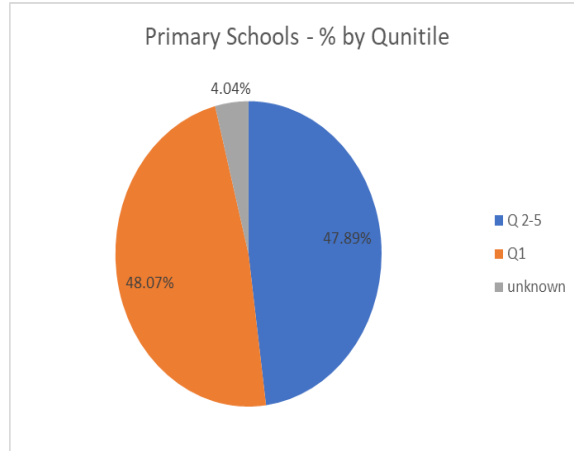
- Core Education Service Funding
- Strategic Equity Funding
- Pupil Equity Fund
- Care Experienced Children and Young People Fund

Strategic Equity Plan

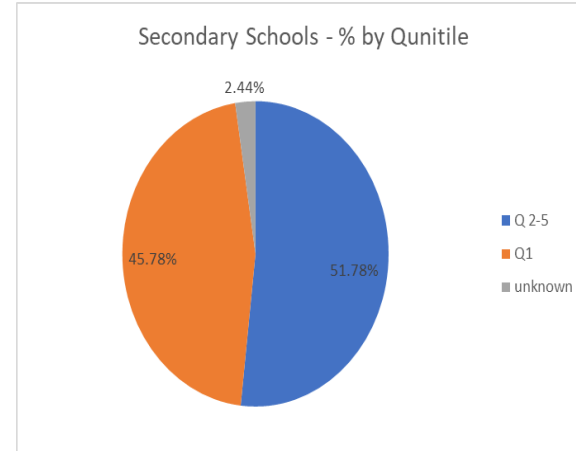
2023/24



Context:



Q1 = 50% v Q5 = 15%



Q1 = 47% v Q5 = 13.5%

How will we measure our success?

To ensure a balanced measurement, we compare SIMD 1 + 2 data with SIMD 3 – 10 data. Fluctuation of cohorts within SIMD 9/10 indicates that the trend data would be unreliable and skew the process of interrogation resulting in the increased potential for misplaced interventions. Low numbers of pupils living in Q5 mean that some schools can have no Q5 pupils, in addition national data can at times be redacted. Comparing Quintile 1 data with Quintile 2-5 data provides a balanced approach which provides increased accuracy for identifying and providing the supports to where they are really needed.

Stretch Aims (Page 2 - 11)

	ACEL P1, 4, 7 Literacy Combined				
	Overall levels	Q1	Q5	Q2-5	Gap (Q1 to Q2-5)
Current level (2021/22)	71.43%	65.38%		81.93%	16.56%
Stretch aim to be achieved 2022/23	75.77%	67.45%		83.33%	15.89%
Improvement (percentage point)	4.34%	2.07%		1.40%	0.67%

Logic Model (Page 12)

Outcome	Outcome / Key Objectives	Key Drivers	Priority / Priority / Priority / Priority / Priority	Key Performance Indicators
Leadership	1. All PFTs have their own set of measures that support PFA 2. All schools will have their own set of measures that support PFA 3. All PFTs will have their own set of measures that support PFA	Leadership	PL	Continuously being done
Professional Learning	1. Improved teaching practice through ongoing professional learning opportunities 2. Improved teacher effectiveness through ongoing professional learning opportunities 3. Improved teacher effectiveness through ongoing professional learning opportunities	Teaching, Learning & Assessment	PL, PFTs	Improved Practice
Teaching, Learning & Assessment	1. Improved teacher effectiveness through ongoing professional learning opportunities 2. Improved teacher effectiveness through ongoing professional learning opportunities 3. Improved teacher effectiveness through ongoing professional learning opportunities	Teaching, Learning & Assessment	PL, PFTs	Continuously being done
Collaboration	1. Improved teacher effectiveness through ongoing professional learning opportunities 2. Improved teacher effectiveness through ongoing professional learning opportunities 3. Improved teacher effectiveness through ongoing professional learning opportunities	Wellbeing	PL, PFTs	Improved Practice
Shared Evidence	1. Improved teacher effectiveness through ongoing professional learning opportunities 2. Improved teacher effectiveness through ongoing professional learning opportunities 3. Improved teacher effectiveness through ongoing professional learning opportunities	Leadership	PL	Improved Practice
Understanding	1. Improved teacher effectiveness through ongoing professional learning opportunities 2. Improved teacher effectiveness through ongoing professional learning opportunities 3. Improved teacher effectiveness through ongoing professional learning opportunities	Leadership	PL	Improved Practice
Leadership	1. Improved teacher effectiveness through ongoing professional learning opportunities 2. Improved teacher effectiveness through ongoing professional learning opportunities 3. Improved teacher effectiveness through ongoing professional learning opportunities	Leadership	PL	Improved Practice
Teaching, Learning & Assessment	1. Improved teacher effectiveness through ongoing professional learning opportunities 2. Improved teacher effectiveness through ongoing professional learning opportunities 3. Improved teacher effectiveness through ongoing professional learning opportunities	Teaching, Learning & Assessment	PL, PFTs	Improved Practice
Wellbeing	1. Improved teacher effectiveness through ongoing professional learning opportunities 2. Improved teacher effectiveness through ongoing professional learning opportunities 3. Improved teacher effectiveness through ongoing professional learning opportunities	Wellbeing	PL, PFTs	Improved Practice
Communities	1. Improved teacher effectiveness through ongoing professional learning opportunities 2. Improved teacher effectiveness through ongoing professional learning opportunities 3. Improved teacher effectiveness through ongoing professional learning opportunities	Communities	PL, PFTs	Improved Practice

Workstreams (Page 13)

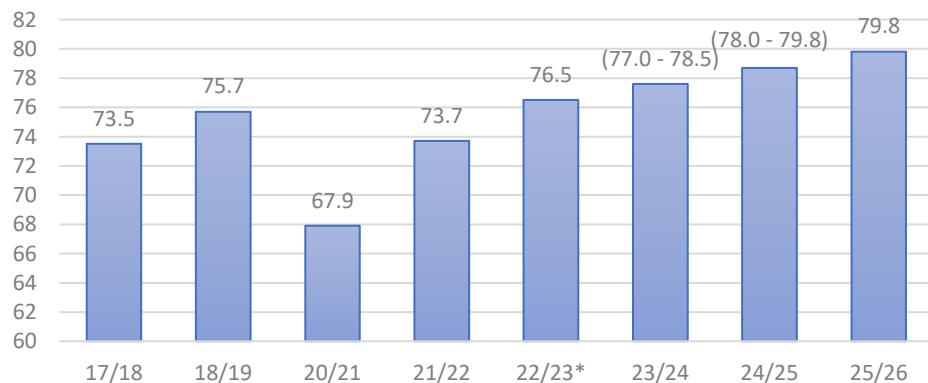


Core Stretch Aims 2023/24

Literacy Combined	Overall levels	Q1	Q5	Q2-5	Gap Q1 to 5	Gap Q1 to 2-5
June 2023 - Progress	76.5%	67.7%	91.6%	84.9%	23.9%	17.2%

Stretch Aim 1 - ACEL Literacy Combined – P1, P4, P7				
Annual Trajectory	Overall Levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 – Q5)
2023 - 24	(77% - 78.5%)	(68% - 69.8%)	(86.5% - 87.6%)	(-19% / - 17.5%)
2024 - 25	(78% - 79.8%)	(69.5% - 71.6%)	(87% - 88.1%)	(- 18%/ - 16.5%)
2025 - 26	79.8%	71.6%	88.1%	-16.5%

Overall



Additional Information (Maximum 300 words)

Current 2022/23 Levels of Achievement

The table to the left indicates our current position in literacy combined and to ensure a balanced and rigorous measurement, within Inverclyde, we compare Q1 data with Q2-5 data. Fluctuation of cohorts within Q5 indicates that the trend data would be unreliable with low numbers of pupils living in Q5, in addition national data can at times be redacted.

Overall Attainment

The graph below demonstrates a trajectory which takes account of prior increases to predicted outcomes in session 25/26. The trajectory indicates a targeted 1.1% increase year on year from session 22/23 maintaining our improvement journey as we face a tapered funding approach resulting in reduced capacity.

The ACEL Literacy Combined P1, P4, P7 stretch aims for 2026 are therefore ambitious and demonstrate continued improvements over time with a significant reduction in funding. This represents an overall gain of 3.3% from our current overall Literacy levels of attainment in June 2023 and an increase in Q1 attainment of 3.9%.

Gap:

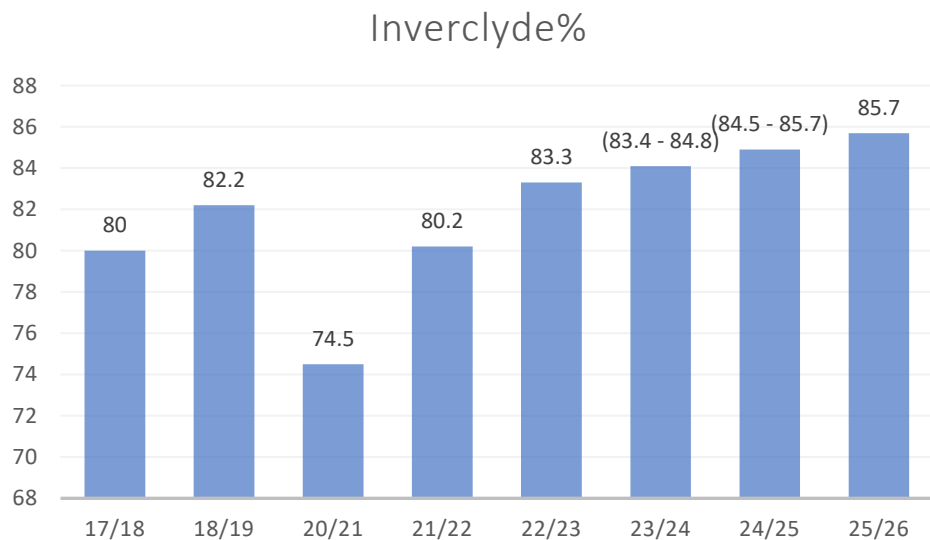
Trajectory data for Q1 indicates an increase of 1.3% year on year improvement from 2022/23, which is above the overall level increase by 0.6%, over the next 3 years. Q5 gains are small due to fluctuating numbers within this cohort.

If Q1 levels of attainment continue to increase as indicated above, then the predicted 2026 aim would result in a narrowing of the gap over the next three years by 7.4%..

Core Stretch Aims 2023/24

Numeracy Combined	Overall levels	Q1	Q5	Q2-5	Gap Q1 to 5	Gap Q1 to 2-5
June 2023 - Progress	83.3%	77.3%	92.8%	89.2%	+15.5%	+11.9%

Stretch aim 2 - ACEL Numeracy Combined – P1, P4, P7				
Annual Trajectory	Overall Levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 – Q5)
2023 - 24	(83.5% - 84.8%)	(77.5% - 79.0%)	(92% - 92.8%)	(-15.5% / - 14.0%)
2024 – 25	(84.5% - 85.7%)	(78.5% - 80.0%)	(92.5% - 93.1%)	(-14.5% / - 13.1%)
2025 – 26	85.7%	80.0%	93.1%	-13.1%



Additional Information (Maximum 300 words)

Current 2022/23 Levels of Achievement

The table to the left indicates our current position which is positive across all aspects with the gap closing particularly in comparison to Q2-5.

Overall Attainment:

The graph below demonstrates a trajectory which takes account of our high starting point for Numeracy and prior increases from session 17/18 through to predicted outcomes in session 25/26. The trajectory indicates a 0.8% increase year on year from session 22/23 maintaining our improvement journey. This, therefore, demonstrates an ambitious approach to maintaining continuous improvement, making marginal gains and closing the poverty related attainment gap within Inverclyde with a reducing capacity.

The ACEL Numeracy P1, P4, P7 stretch aims for 2026 are ambitious and demonstrate continued improvements over time. This represents an overall gain of 2.4% from our current overall Numeracy levels of attainment in June 2023 and an increase in Q1 attainment of 2.7%. The continued focus on raising the attainment of Q1 pupils will influence the overall attainment levels in Inverclyde.

Gap:

The current Q1 Numeracy level of 77.3% is the highest we have attained over the past 5 years and is 5.3% above our average Q1 attainment levels over the same period, exceeding pre-covid levels. Trajectory data for Q1 indicates an increase of 0.9% year on year improvement from 2022/23, which is above the overall level increase by 0.3%, over the next 3 years.

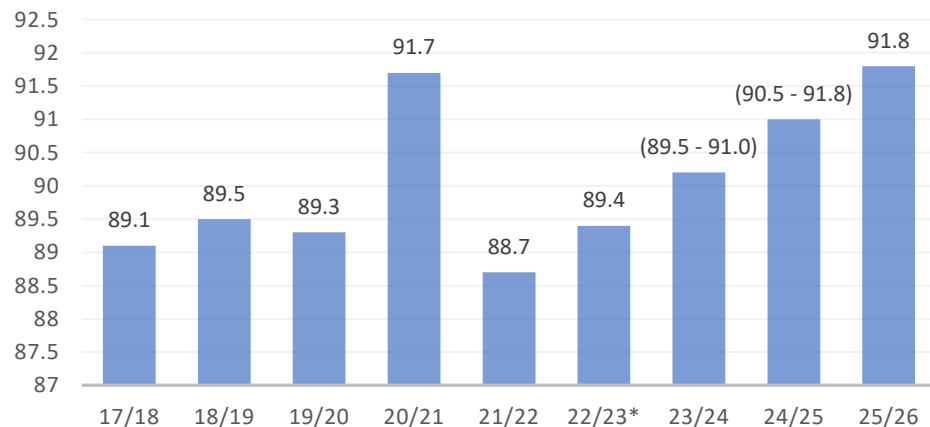
If Q1 levels of attainment continue to increase as indicated above, then the predicted 2026 aim would result in a narrowing of the gap over the next three years by 2.4%. When we analyse the journey from session 17/18, we see a trajectory increase of 5.7% in overall attainment and a 9.3% increase in Q1 attainment.

Core Stretch Aims 2023/24

SCQF Level 5 (All)	Overall levels	Q1	Q5	Q2-5	Gap Q1 to 5	Gap Q1 to 2-5
18/19 – Pre-covid levels	89.5%	82.3%	96.3%	94.8%	-14.0%	-12.5%

Stretch Aim 3 - SCQF Level 5 (All)				
Annual Trajectory	Overall Levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 – Q5)
2023 - 24	(89.5% - 91.0%)	(86.0% - 87.5%)	(95.0% - 96.1%)	(-10% / - 8.8%)
2024 - 25	(90.5% - 91.8%)	(87.5% - 88.5%)	(95.9% - 96.9%)	(-9.3% / - 8.0%)
2025 - 26	91.8%	88.9%	96.9%	-8.0%

Level 5



Additional Information (Maximum 300 words)

Current 2022/23 Levels of Achievement

The current position of overall attainment at SCQF level 5 is 89.4% for S6 based on the S4 cohort and Q1 data for SCQF Level 5, 85.9% for S6 based on the S4 cohort, are both below the identified stretch aim for session 22/23. This, however, is likely to change as leavers will not be confirmed until February 2024 via Insight. As explained, above the number of Q5 pupils in the authority fluctuates, therefore we have adjusted our numbers accordingly.

Overall Attainment:

The graph below demonstrates a trajectory which takes account of our identified stretch aim of 91.7% and lists prior increases from session 17/18 through to predicted outcomes in session 25/26. The trajectory indicates a 0.8% increase year on year from session 22/23 maintaining our improvement journey as reduced funding will impact on service delivery. This is a hugely ambitious approach to maintaining continuous improvement as pupils return to full examinations

Gap:

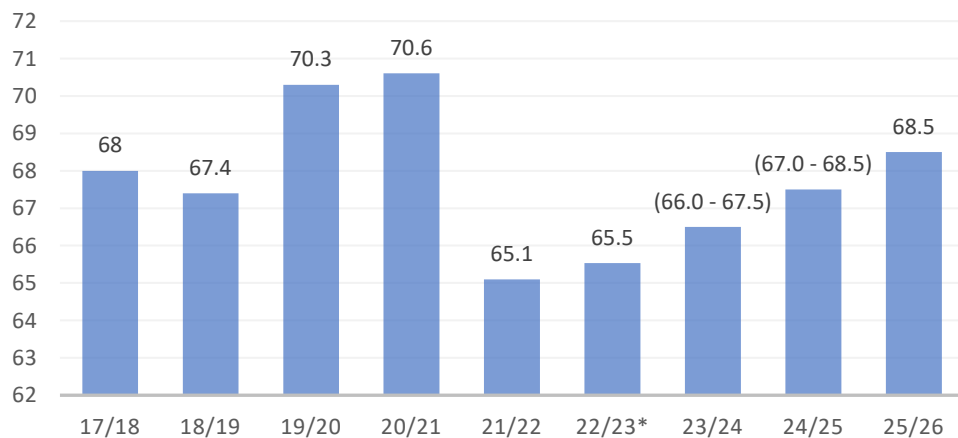
The Q1 trajectory of year-on-year increases of 1% reflects an increased pace of learning, which is twice that of Q5 pupils' trajectory.

Core Stretch Aims 2023/24

SCQF Level 6 (All)	Overall levels	Q1	Q5	Q2-5	Gap Q1 to 5	Gap Q1 to 2-5
18/19 – Pre-covid levels	67.4%	53.6%	85.4%	77.6%	-31.8%	-24%

Stretch Aim 4 -SCQF Level 6 (All)				
Annual Trajectory	Overall Levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 – Q5)
2023 - 24	(66.0% - 67.5%)	(57.0% - 58.5%)	(81.5% - 82.7%)	(-26% / - 24.5%)
2024 - 25	(67.0% - 68.5%)	(58.0% - 59.8%)	(82.2% - 83.4%)	(-25% / - 23.6%)
2025 - 26	68.5%	59.8%	83.4%	-23.6%

Level 6



Additional Information (Maximum 300 words)

Current 2022/23 Levels of Achievement

The current position of overall attainment at SCQF level 6 is 65.5% for S6 based on the S4 cohort and Q1 data for SCQF Level 6, 57.4% for S6 based on the S4 cohort, are both significantly below the highly ambitious identified stretch aim for session 22/23. In hindsight this stretch aim was unachievable.

Overall Attainment:

The graph below demonstrates a trajectory which takes account of our identified stretch aim of 70.7% and lists prior increases from session 17/18 through to predicted outcomes in session 25/26. The trajectory indicates a 1.0% increase year on year from session 22/23 maintaining our improvement journey as reduced funding will impact on service delivery. This is an ambitious approach to maintaining continuous improvement as pupils return to full examinations. This increase represents an overall gain of 3.0% from our overall SCQF level 6 for S6 based on the S4 cohort attainment in June 2023 and an increase in Q1 attainment more than double that of Q5 pupils year on year. The trajectory from the last robust data set we have in session 21/22 highlights the journey Inverclyde is on as a result of the impact of the pandemic and the drop from ACM approach.

Gap:

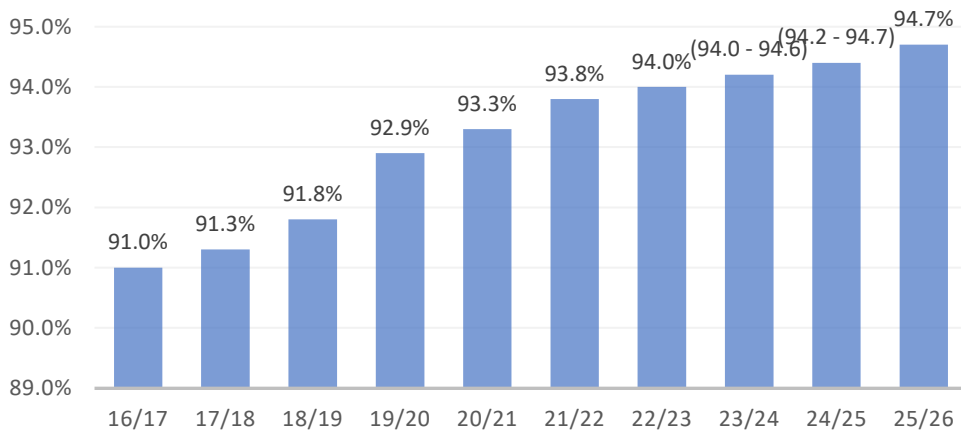
The Q1 trajectory of year-on-year increases of 1.2% which is double the rate of Q5 pupils indicates continued improvements from 22/23 to 25/26.

Core Stretch Aims 2023/24

Participation Rates - the proportion of 16-19 olds participating in education, employment or training based on the Annual Participation Measure produced by SDS *	Overall levels	Q1	Q5	Gap Q1 to Q5
August 2023 – Progress (From SDS Data Table 1.11a)	94.0%	91.5%	96.7%	5.2%

Stretch Aim 5 - APM – Annual Participation Measures				
Annual Trajectory	Overall Levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 – Q5)
2023 - 24	(94.0% - 94.6%)	(91.5% - 92.3%)	(96.3% - 96.6%)	(-5.0% / - 4.5%)
2024 - 25	(94.2% - 94.7%)	(92.0% - 92.8%)	(96.4% - 97.0%)	(-4.7% / - 4.2%)
2025 - 26	94.7%	92.8%	97.0%	-4.2%

APM Overall



Additional Information (Maximum 300 words)

Current 2022/23 Levels of Achievement

The top table indicates the current data from the August 2023 release of School Leavers Destinations for the young people of Inverclyde.

Overall Destinations:

The Annual Participation Measure for our young people are the highest they have ever been, exhibiting a positive trend every year since 17/18. Ensuring employability skills and careers education is embedded in the curriculum as well as close working relationships with our partners in Skills Development Scotland and More Choices, More Chances has helped to facilitate this improvement.

GAP:

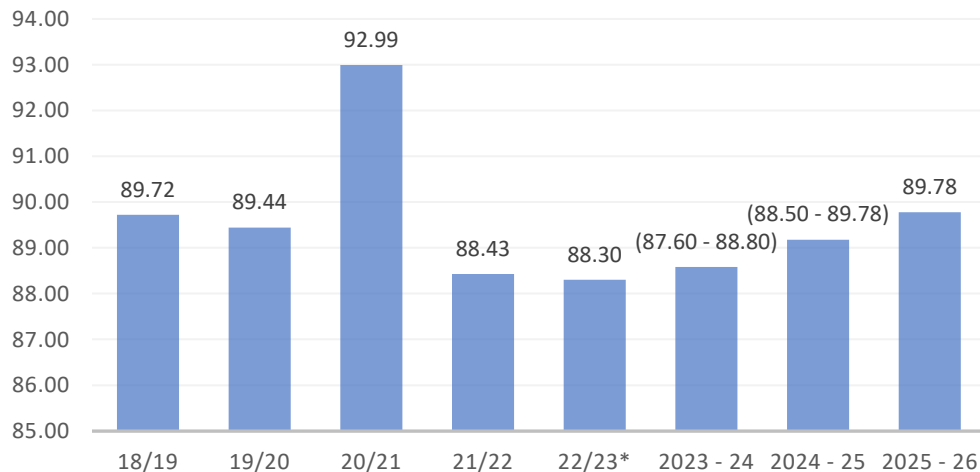
There has been improvement in the Q1 cohort from 87.4% to 91.5%, with a high of 92.5% in 21/22. Analysis of Q5 in the same time period indicates a positive trajectory to 96.7% from 96.3% however we recognise the data for Q 5 is not a robust measurement due to fluctuations in this cohort. This has resulted in closing the GAP to 5.2% from 8.9%. It is worth noting that Q1 destinations were 1% lower than 21/22, highlighting that there needs to be a focus on this percentile.

Core Stretch Aims 2023/24

Session Year Attendance	21-22	22-23	% Change
Local Authority	89.48%	90.15%	0.67%
Secondary	88.12%	87.98%	-0.14%

Stretch aim 6 - Health & Wellbeing – Secondary Attendance				
Annual Trajectory	Overall Levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 – Q5)
2023 - 24	(87.60% - 88.80%)	(85.60% - 86.90%)	(91.30% - 91.90%)	(-5.40% / -4.70%)
2024 - 25	(88.50% - 89.78%)	(86.40% - 87.81%)	(91.50% - 92.20%)	(-4.90% / -4.39%)
2025 - 26	89.78%	87.81%	92.20%	-4.39%

Attendance



Additional Information (Maximum 300 words)

Current 2022/23 Levels of Attendance

The overall attendance for Secondary pupils across Inverclyde currently stands at 87.98% which is a dip on the previous session by 0.14% and when compared to Inverclyde's overall attendance is below by 2.17%.

Attendance:

The current overall attendance of Secondary pupils in Inverclyde for session 22/23 sits at 87.98% which is below our pre covid attendance level of 89.72% in session 18/19. Inverclyde has been recovering from the impact of the pandemic and we are seeing increased absence rates as a result. Engagement with the Inverclyde Attendance Strategy focusing on identifying the reasons for absences and identifying possible solutions for children, young people and families to address this issue will see improvements in attendance rates overall. Improving attendance for all pupils across Inverclyde with Q1 pupils improving at a faster rate is key to improvements in attainment levels.

Gap:

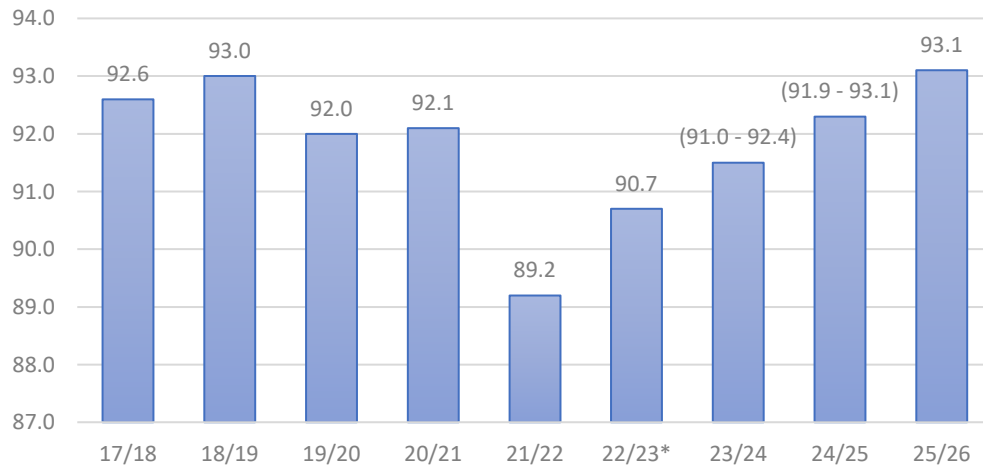
A trajectory increase of 0.60% year on year from 22/23 to 25/25 in overall attendance positively impacts attainment and a focus on improving attendance rates of Q1 pupils by 0.60% year on year demonstrates the challenges we face in Inverclyde.

Core+ Stretch Aims 2023/24

Session Year Attendance	21-22	22-23	% Change
Local Authority	89.4%	90.1%	0.7%
Primary	90.7%	92.1%	1.4%

Stretch Aim 1 - SIMD Quintile 1 Attendance - Primary	
Annual Trajectory	Overall Q1 Levels
2023 - 24	(91% - 92.4%)
2024 - 25	(91.9% - 93.1%)
2025 - 26	93.1%

Q1



Additional Information (Maximum 300 words)

Current 2022/23 Levels of Attendance

The overall attendance for Primary pupils across Inverclyde currently stands at 92.1% which is an increase of 1.4% on the previous session.

Q1 Attendance:

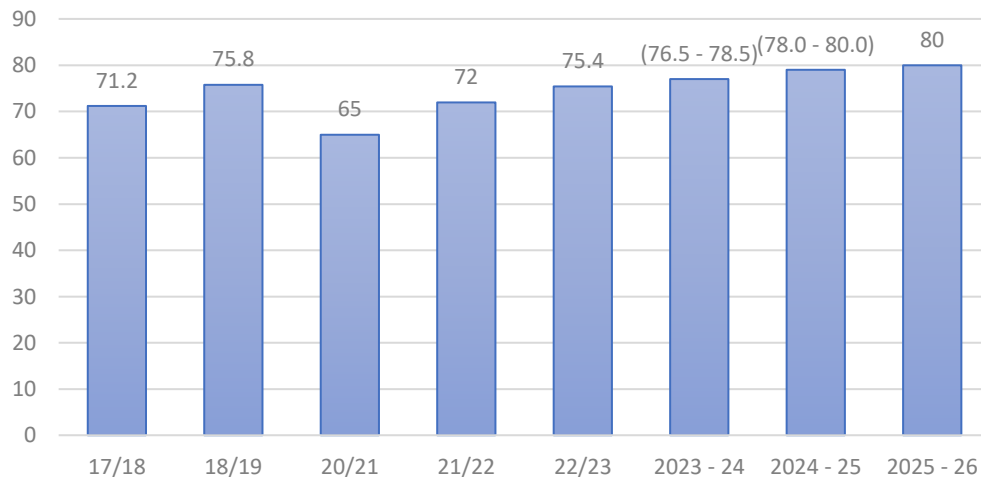
The current attendance of Q1 primary pupils in Inverclyde for session 22/23 sits at 90.7% which is a slight improvement on last session, however, is below the pre-covid high of 93.0% in session 18/19. Primary attendance in Inverclyde is higher than the overall authority figures by almost 2% however the gap remains between Q1 and Primary overall attendance levels. The recovery in attendance levels post pandemic is proving a challenge locally as well as nationally and the gap between Q1 attendance and the overall attendance, 1.44%, reflects the challenges we face if we hope to achieve increased rates of attendance similar to pre-covid. As mentioned previously, improved attendance of above 90% impacts positively on attainment, particularly in relation to Q1 pupils

Core+ Stretch Aims 2023/24

Reading	Overall levels	Q1	Q2-5	Gap Q1 to 2-5
18/19 – Pre-covid levels	83.0%	75.8%	89.7%	6.7%

Stretch Aim 2 - SIMD Quintile 1 Reading (ACEL- P1, P4, P7)	
Annual Trajectory	Overall Levels
2023 - 24	(76.5% - 78.5%)
2024 - 25	(78.0% - 80.0%)
2025 - 26	80.0%

Q1



Additional Information (Maximum 300 words)

Current 2022/23 Levels of Achievement

Recovery of Q1 attainment in Reading is almost complete to a pre-covid year's high of 75.8%. Reading levels in Inverclyde suffered greatly during the pandemic and through a targeted recovery approach we are now starting to see tangible increases.

Overall Attainment:

Literacy attainment in Inverclyde has consistently been lower than Numeracy and a focus on addressing this is a priority within the Council's Improvement Plan. The launch of Inverclyde's Literacy Framework with a focus on the development of Reading ensures establishments can access key messages, up-to-date educational research and effective reading instruction which should see a greater consistency in the quality teaching of reading across the authority.

With increased focus on Q1 attainment and focusing on the trajectory data, an increase of 4.2% was achieved from 17/18 to 22/23 – slightly above a 1% increase per year. On further analysis, an increase of 10.4% is evident from 20/21 to 22/23 indicating strong recovery journey so far.

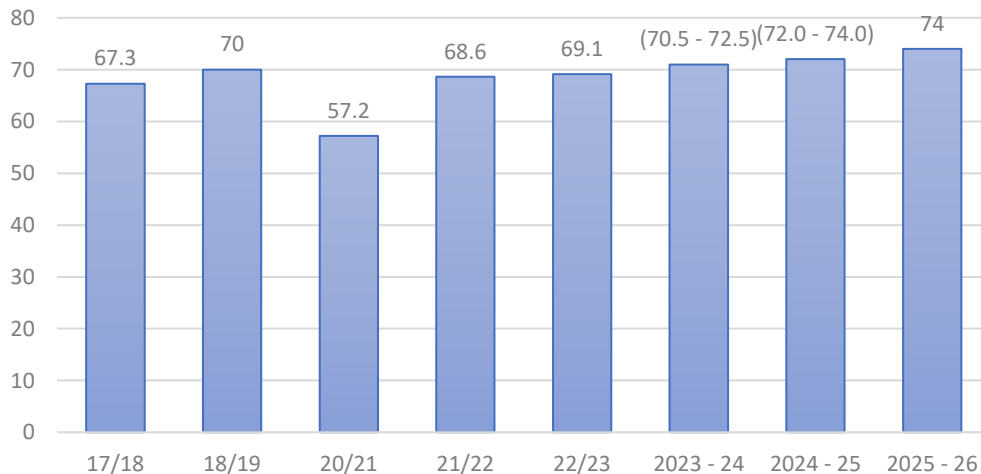
The stretch aim for session 25/26 is extremely ambitious when considering the impact of the pandemic on Q1 Reading attainment in session 20/21. A 3% increase from 22/23 to 25/26 represents the potential impact of the new Writing Framework to support improved pedagogy positively impacting attainment.

Core+ Stretch Aims 2023/24

Writing	Overall levels	Q1	Q2-5	Gap Q1 to 2-5
18/19 – Pre-covid levels	77.7%	70.0%	84.7%	7.0%

Stretch Aim 3 - SIMD Quintile 1 Writing (ACEL- P1, P4, P7)	
Annual Trajectory	Overall Levels
2023 - 24	(70.5% - 72.5%)
2024 - 25	(72.0% – 74.0%)
2025 - 26	74.0%

Q1



Additional Information (Maximum 300 words)

Current 2022/23 Levels of Achievement

Recovery of Q1 attainment in Writing is almost complete to a pre-covid year's high of 70.0%. Writing levels in Inverclyde suffered greatly during the pandemic and through a targeted recovery approach we are now starting to see tangible increases.

Overall Attainment:

Literacy attainment in Inverclyde has consistently been lower than Numeracy and a focus on addressing this is a priority within the Council's Improvement Plan. The launch of Inverclyde's Literacy Framework with a focus on the development of Reading will improve pedagogy and increase attainment.

Gap:

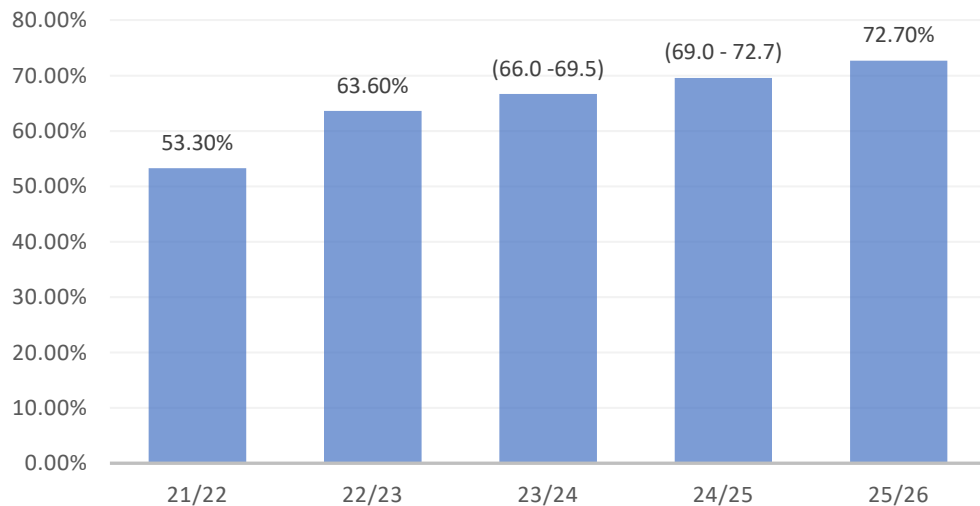
The stretch aim for session 25/26 is extremely ambitious when considering the impact of the pandemic on Q1 Writing attainment in session 20/21 – 57.2%. Trajectory over the period indicates a slow rate of improvement initially. This would increase after the launch of the Writing Framework in September 2024 which will support continued improvements in the quality of teaching writing.

Core+ Stretch Aims 2023/24

Stretch Aim 4 - CECYP SCQF 1 @ Level 5 by S5

Annual Trajectory	Overall Levels
2023 - 24	(66.0% - 69.5%)
2024 - 25	(69.0% - 72.7%)
2025 - 26	72.7%

CECYP - % of currently looked after young people achieving 1 or more at Level 5 by S5



Additional Information (Maximum 300 words)

Current 2022/23 Levels of Achievement

Stretch Aim: Increase the % of currently looked in August 2023 after pupils achieving 1 or more @ SCQF Level 5 by S5

Overall Attainment:

CECYP attainment of currently looked after children and young people in Inverclyde has been increasing steadily and with the creation of the Virtual school supported by the Head Teacher of the Virtual School the trajectory indicates continued sustained improvement year on year. To effectively track the progress of currently looked after children and young people over the next 3 years it is important that we follow the cohort, for tracking purposes, to demonstrate improvements over time. With changes included within Senior Phase Action plan, currently looked after children and young people will be able to access appropriate pathways leading to positive destinations. The continuous increase in attainment over time and the trajectory from session 20/21, an increase of 25.3%, demonstrates our ambition for our Care experienced children and young people.

Gap:

With increased focus on targeted CECYP attainment and focusing on the trajectory data, an increase of 6.0% from 22/23 to 25/26 is anticipated.

SEF Plan – 2023/24

Key Area	Outcomes – Year 2 (Short)	Work Streams	Planning/reporting (Annual outcome and measures within individual plans)	Long Term
Leadership	L1: All PEF Plans have clear outcomes and measures that support CPRAG L2: HTs will be confident that they are effectively using PEF to CPRAG through robust monitoring processes L3: CECYP will have increased attainment through robust tracking of progress and interventions	Leadership	PL	Continuously closing PRAG
Professional Learning	PL1: Improved Teaching & Learning through upskilling pedagogical approaches including Play Pedagogy (PASE Web Blog and Literacy Framework) PL2: Effective use of PSAs to raise attainment and improve pupil wellbeing through Increased support for teachers and PSAs PL3: Sustainable approach to the delivery of quality CLPL	Teaching, Learning & Assessment	PL CMO's	Embedded Practice
Teaching, Learning & Assessment:	T1: Improvements in attainment especially Level 5 and 6 T2: Increased targeted approach to closing the poverty related attainment gap T3: Improved pathways leading to positive sustained destinations T4: Increase the number of leavers in a sustained positive destination T5: Increased uptake and achievement of diverse accreditation and awards T6: Improved moderation and assessment at school/cluster level T7: Play will be evident in all targeted Attainment Challenge establishments in P1 & P2	Teaching, Learning & Assessment	CMO's CLD Secondary	Consistency in the quality of T & L & A
Collaboration:	C1: Improved links with WFWF service provision to prevent children becoming Care Experienced C2: Increased collaboration between establishments focusing on Reading and Writing C3: Increased collaboration with external service providers C4: HTs are skilled in evaluating, planning, and tracking improvements in PEF through collaborative approaches	Wellbeing/ Teaching, Learning & Assessment	PL CLD Secondary Barnardo's	Joined up thinking & working – including the use of PEF
Data and evidence:	D1: Data Strategy implemented in most establishments D2: Increased use of data tools to support improved decision-making in all schools D3: Targeted schools are skilled in tracking pupils' attainment and attendance across establishments D4: Annual Stretch Aims met	Leadership	PL Data Lead	Streamlined effective data strategy
Understanding:	U1: Through improved data sharing, establishments are more aware of good practice U2: Local Authority services have cognisance to close the poverty related attainment gap U3: Governance Group remains diverse with non-attainment challenge services beyond education included	Leadership	PL	Understanding of what closes the PRAG
Readiness to learn:	R1: Increase in "Readiness to learn" of targeted pupils whose family receives bespoke services R2: Increase in pupil wellbeing R3: All establishments to receive Trauma Informed training and support R4: Increased number of parents improving their mental health through targeted interventions R5: Increase in positive child parent/carer relationships and family functioning of targeted families as a result of bespoke interventions R6: Increased in targeted families with enhanced parenting skills	Communities	Barnardo's CMO _ Wellbeing	Positive relationships impacting learning and relationships
Engagement:	E1: Improved attendance and engagement – see separate logic model on attendance E2: Reduction in exclusion numbers for CECYP E3: Play pedagogy resulting in improved engagement in P 1- 2 see separate logic model on play	Leadership / Communities / Learning, Teaching & Assessment	PL	Improved attendance & engagement
Approaches:	A1: Refreshed Governance procedures in place A2: Learner participation in SEF Self-evaluation process	Leadership	PL	Embedded practices

Workstreams



Leadership

Project Lead
Data Lead
Play Associates



Learning, Teaching & Assessment

Coaching & Modelling
Officers
Outreach Teachers
CLD Secondary



Wellbeing

Coaching & Modelling
Officer
Nurture Teachers



Communities

Barnardo's



Exemplar of Workstream Plan – TLA: Speech and Language Logic Model outcome/s: PL1 & PL2, T1 & T2 - Full plans available on request.

Annual outcomes	outcome measures
<p>By April 2024, 90% of ELC within Inverclyde will be trained in how to support children’s vocabulary development.</p>	<p>Attendance/ training records / survey of nurseries will show increase in the number of establishments who have accessed Vocabulary training for staff (nursery staff, primary one class teachers, support staff) Meet with new Early-First Level Literacy CMO, August – September 2022 Continued roll out of Early Years Training across Authority, September</p>
<p>By April 2024, 70% of ELC within Inverclyde will be using structured /explicit approaches to develop children’s vocabulary, engagement with words and word learning skills.</p> <p>(baseline of 27% trained, 13% implementing/embedded within practice)</p>	<p>Practitioner Questionnaires will indicate an increase in confidence of practitioners and examples of how they are supporting children’s vocabulary as part of everyday practice</p> <p>Survey of establishments will show application of range of implicit and explicit approaches to develop children’s language skills as foundation for their reading and writing Evidence of nurseries using approaches such as “Word Aware” , specific strategies or similar (observation, social media manager report)</p> <p>Oral feedback from management across establishments will show vocabulary development as a focus & being implemented in learning environment (baseline of 13%)</p>
<p>By April 2023, 80% nurseries using word aware or similar approach (to develop vocabulary) will be regularly sharing home learning focussed on vocabulary and phonological awareness skills e.g. word of the day/week & word games with families</p>	<p>Evidence of parental engagement on twitter e.g. newsletter which has focus on vocab / word week, sharing of word of the week, word I need to hear stickers etc. (46% baseline)</p> <p>Practitioner questionnaire will show increase in confidence with supporting parents to actively develop their children’s vocabulary skills Nursery surveys will show clear focus and planned efforts to involve parents in any vocabulary programme implemented</p> <p>Feedback forms from parents will show high level of satisfaction with resources / support provided and confidence with how they can support at home</p>