

<b>Report To:</b>	<b>Education &amp; Lifelong Learning Committee</b>	<b>Date: 5 November 2019</b>
<b>Report By:</b>	<b>Corporate Director Education, Communities &amp; Organisational Development</b>	<b>Report No: EDUCOM/90/19/PR</b>
<b>Contact Officer</b>	<b>Pat Robertson, Attainment Challenge Lead</b>	<b>Contact No:</b>
<b>Subject:</b>	<b>Update on Progress of Scottish Attainment Challenge</b>	

### 1.0 PURPOSE

- 1.1 The purpose of the report is to update the Committee in respect of the progress and impact of the Attainment Challenge in Inverclyde.

### 2.0 SUMMARY

- 2.1 The Attainment Challenge focuses on improving outcomes in literacy, numeracy and health and wellbeing for children from disadvantaged backgrounds. There is a specific emphasis on those living in the Scottish Index of Multiple Deprivation (SIMD) Deciles 1 and 2 and or LAC pupils. From 2015 there have been 6 targeted primary schools. In the following year there were 9 primary schools and early years establishments. This was then extended to include the secondary sector and an additional 3 primary schools.

- 2.2 The Attainment Challenge team work with school staff to identify children and families who would benefit from targeted interventions to support educational attainment. The proven interventions and approaches which prove successful are shared with all establishments.

- 2.3 There is clear evidence that Inverclyde is making progress in narrowing the poverty-related attainment gap. There has been a broad increase in attainment for pupils who reside in SIMD 1 and 2.

- 2.4 High quality training continues to be provided to support staff in developing their knowledge and expertise in improving learning and teaching in all establishments.

- 2.5 The role of Family Support Workers , Community Learning and Development staff and teachers within the context of an integrated and multi- agency approach in schools has led to effective support for families to be better able to support their child's learning and development.

- 2.6 The Uplifting Leadership programme continues to support a significant number of practitioners to engage in research and critical reflection which is directly impacting on the quality of learning and teaching in the classroom.

The seventh cohort of Uplifting Leadership has been completed and over a hundred and eighty participants have finished the course. This has meant an increase in staff willing to take on leadership roles at all levels. This has particularly been evident in schools' use of Pupil

	Equity Fund. There is a comprehensive overview of the preferred leadership pathway for every teacher in Inverclyde wishing to pursue promotion or lead an initiative. There is now also a Practical Guide to Leadership offered during the year for aspiring head teachers.	
<b>3.0</b>	<b>RECOMMENDATIONS</b>	
3.1	The Education and Communities Committee is asked to note the ongoing progress of the Scottish Attainment Challenge project within Inverclyde.	
	<b>Ruth Binks</b> <b>Corporate Director Education, Communities &amp; Organisational Development</b>	

<b>4.0</b>	<b>BACKGROUND</b>
4.1	<p>The Scottish Attainment Challenge introduced in 2015, is a national initiative which aims to drive forward improvements in educational outcomes in Scotland's most disadvantaged communities, thereby reducing inequity. Inverclyde Council took a robust evidence-based approach to strategic planning. This innovative 'Start Small, Think Big' methodology, has very successfully supported Inverclyde Council in the development of strong impactful interventions which are addressing well the needs of the local community.</p>
4.2	<p>The Attainment Scotland Funding consists of several strands of funding including the Challenge Authorities and Schools Programmes, Pupil Equity Funding, as well as a number of National Programmes. This funding is distributed in a number of different ways: via local authority, directly to schools and directly to national organisations.</p>
4.3	<p>In 2017/2018 the three main strands of the Scottish Attainment Challenge supported by the Attainment Scotland Fund were:</p> <p>The Challenge Authorities Programme which provides targeted funding to the 9 local authorities with the highest concentration of pupils living in SIMD 1 and 2 areas. The local authorities develop strategic plans to drive forward improvements in their primary and secondary schools. The funding is provided via local authorities. The revised bid for 2019/2020 for Inverclyde was submitted to the Scottish Government in March 2019. The same amount of funding as the previous year £3,470,3640 was approved.</p> <p>The Schools Programme provides funding to individual schools outwith challenge authorities, where 70% or more pupils live in SIMD 1 and 2 areas. Currently 74 schools across Scotland are funded this way.</p> <p>The Pupil Equity Funding introduced in 2017-18 forms part of the overarching £750 million Attainment Scotland Fund. This provides additional funding to schools on the basis of the number of primary 1 to S3 pupils eligible for free school meals – reaching 95% of schools across Scotland in 2017/18. Funding is provided via grant funding to local authorities. Schools in Inverclyde received a total of £2,428,800 in 2018/2019 and £2,385,960 in 2019/2020. Robust arrangements have been put in place by Inverclyde to support head teachers to track and monitor their individual Pupil Equity Fund spending.</p>
4.4	<p>In 2018/2019 funding was allocated to the Care Experienced Young People (CEYP) Attainment Fund.</p> <p>In Inverclyde the funding has been targeted to reduce inequity and promote care experienced children and young people's rights so that they are ready to learn. The two outcomes identified are to improve the life experiences of care experienced children young people and improve their educational outcomes. The model is a collaborative approach based on the Team Around the Child (TAC), inclusive of the child/young person, their families and all the professionals supporting them. The impact of change is tracked through the Child's Plan.</p> <p>Of the 149 young people eligible, the balance of care looked after children is 83.9%. This relates to children and young people looked after at home, in a kinship placement and foster care. So far in 2018/19 this funding has supported a number of young people from age 5 to 15 in the following placements:</p> <ul style="list-style-type: none"> <li>● Looked after at home</li> <li>● Kinship</li> <li>● Internal foster</li> <li>● External foster</li> <li>● Residential</li> <li>● External residential</li> <li>● Now in an adoptive</li> </ul>

	<p>We have completed the first year of the CEYP Attainment Fund. Significant steps have been taken to improve educational outcomes for our Care Experienced Young People. The Experienced Young People (CEYP) Attainment Fund has reduced the poverty gap between CEYP and their peers to allow them to access learning through the purchase of equipment, attending school holidays and receiving tutoring. Additionally, life experiences have been enhanced to improve health and wellbeing by increasing their activities in their local communities, such as football, swimming and music lessons. There has also been an increase in the number of parents/carers participating in activities with their child</p> <p>Young people have reported an increase in their confidence, learning and skills with one youngster achieving Nat 4s as a result of working with a tutor.</p> <p>This has resulted in an increase in:</p> <table border="0"> <tr> <td>School Inclusion</td> <td>14%</td> </tr> <tr> <td>Home Work Support</td> <td>42%</td> </tr> <tr> <td>Community Activities</td> <td>27%</td> </tr> <tr> <td>Family Activities</td> <td>14%</td> </tr> <tr> <td>Transitions</td> <td>2%</td> </tr> </table> <p>Designated staff will continue to support engagement and delivery of the outcomes and there will be further training organised to maximise and ensure impact of tracking through the Child's Plan.</p>	School Inclusion	14%	Home Work Support	42%	Community Activities	27%	Family Activities	14%	Transitions	2%	
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	<p>Inverclyde Council is now in its fifth year as a challenge authority. As a result, there have been notable improvements across the authority in the quality of learning and teaching, matched by improvements in the progress of learners. Analysis of data indicates that establishments are having success in tackling the poverty related attainment gap.</p>											
4.6	<p>The allocation of Education Scotland's Attainment Advisor continues to be a key link between Education Scotland and the Local authority.</p>											
4.7	<p>Through the Scottish Attainment Challenge fund and Pupil Equity Fund Inverclyde continues to build on the strengths as identified in the authority's inspection 30<sup>th</sup> April 2018 :</p> <p>The very strong vision and shared values which are "lived by all" across the authority.</p> <p>The influential leadership at all levels, from the Chief Executive, Head of Education through the central teams, and heads of establishments empowering staff to play their part in improving the life chances of children, young people and their families.</p> <p>Sector leading evidence-based professional learning resulting in a culture of strong reflective and confident practitioners.</p> <p>Staff and partners working effectively together to provide sensitive and well-judged support for children and young people, which is improving literacy, numeracy and health and wellbeing outcomes.</p> <p>Robust self-evaluation, supported by strong strategic governance, at the heart of Inverclyde's practice.</p>											
5.0	<p><b>CURRENT POSITION</b></p> <p>In consultation with the Scottish Government the plan is now organised within 4 slightly adapted work streams to facilitate streamlined planning, the efficient tracking of progress and report writing.</p> <p>The work streams are now :</p> <ul style="list-style-type: none"> <li>●Building Capacity Team</li> </ul>											

	<ul style="list-style-type: none"> <li>●Families and Communities</li> <li>●Literacy and Numeracy</li> <li>●Nurture</li> </ul>	
5.1	<p><b>Building Capacity Team</b></p> <p>The team comprises a project leader, admin staff, a research assistant, a data officer, an educational psychologist and a digital literacy officer.</p> <p>Significant actions over the last year have been made to ensure the sustainability of the project. As a result of the retirement of one of the project leaders, a new project leader was appointed in January 2019. She has been recognised by Education Scotland Inspectors as being excellent in developing a shared vision for change and improvement and for her approach in ensuring the wellbeing of all children and families within her establishment.</p> <p>As requested by head teachers, a Digital Literacy officer was appointed in August 2018. The Digital Literacy officer supports staff and pupils to take advantage of the opportunities offered by digital technology in order to raise attainment, ambition and increase opportunities for the world of work. He is currently working with establishments to develop skills and confidence to improve access to digital technology, enhance learning and teaching and improve life chances.</p> <p>Head teachers continue to value the high-quality support of the central team, including the data officer and Scottish Attainment Challenge researcher in planning their interventions. As a result of this support, head teachers are increasingly skilled in using data to challenge, set targets and inform next steps in school improvement.</p> <p>Educational Psychology service continues to support the delivery of specific outcomes of the project in building capacity of staff and providing high quality professional learning within at times limited personnel resources.</p>	
5.2	<p><b>Families and Communities</b></p> <p>Inverclyde's attainment plan sets out an integrated multi-agency approach to closing the equity gap. The strong and effective partnership working between Barnardo's staff, Community Learning and Development and education staff at all levels is a major part of the success of the project. Everyone involved is committed to the vision and aims of the Attainment Challenge project where there is a shared desire to improve outcomes for our most vulnerable families.</p> <p><b>Barnardo's</b> involvement in the project is a strong factor in improving outcomes. Of the families in both primary and secondary schools receiving assistance there continues to be improved outcomes.</p> <ul style="list-style-type: none"> <li>• <b><i>Parents, children and young people have improved emotional health &amp; wellbeing</i></b>; 83% are demonstrating an improvement in their emotional health.</li> <li>• <b><i>Increased packages of interventions for targeted families, young people and children</i></b>; 159 families are currently engaging in a bespoke package of support. 18 of these are families within Attainment Challenge schools. 3 of these are new families within the 8 remaining primary schools. 75% of these families live in SIMD 1 &amp; 2. 92% of families are demonstrating improvement in their overall targeted outcomes.</li> <li>• <b><i>Increased parental awareness, engagement and confidence in supporting their child's learning</i></b>; 76% of parents within families working on this outcome have increased engagement and confidence in supporting their child's learning.</li> <li>• <b><i>Increase in positive parent/child relationships</i></b>; 79% of targeted families have demonstrated improvement in family relationships.</li> <li>• <b><i>Increase in positive relationships between families, partners and schools</i></b>; 21 holiday lunch activities/events delivered in partnership with Barnardo's, Community</li> </ul>	

Learning and Development, Libraries and nursery staff. 36 parent drop in sessions delivered in primary schools in partnership with Community Learning and Development.

- **Increase in family learning activities;** Barnardo's family support workers are providing family learning events in 9 primary schools on a weekly basis with an average of 70 families attending.
- **Improvements being made to the emotional health and well-being for young people who have experienced loss and change, by restoring their self - confidence and self –esteem;** Barnardo's staff co-facilitating 2 groups with 7 young people attending. Pupil drop -ins which provide a listening ear in a safe place for young people is being facilitated in 4 secondary schools with an average of 39 pupils attending per week. In PGHS lunchtime provision was capped at 10 but regularly exceeds this and 15 young people regularly attend the LGBT drop in.

**Community learning and development** continue to offer a series of targeted programmes to raise attainment, tackle low attendance, improve health and well-being, sociability and resilience in an informal education setting. Community Learning and Development workers run more generic family or adult learning opportunities through primary schools.

In their recent inspection Community Learning and Development were commended for their involvement in the Attainment Challenge project.

#### **Steps to Excellence programme**

- 83% reported increased motivation self- belief and self- efficacy
- 100% achieved the qualification
- 16% are using the strategies at home to support their child's behaviour

#### **Community Learning and Development learning sessions**

- In any one month as many as 87 families from primary schools are participating
- Community Learning and Development workers have attended joint training with school staff on approaches to numeracy and literacy.

#### **Sports Tea club**

- 80% of parents attending reported an increase in carrying out the out the activities at home.

#### **Learn2Gether**

- 100% of parents attending achieved the qualification and reported an increase in confidence when supporting their child at home.

#### **Family Connect**

- 100% reported an increase in the amount of activities they now feel confident with to support their child in literacy and numeracy.

#### **Skills in cookery**

- 80% reported an increase in the skills around cookery that they now use in the family setting.

Community Learning and Development have had many successes in 2018/2019 with many of the young people achieving SQA personal achievement awards and Dynamic Youth Awards (DYA).

#### **Inverclyde Academy**

The team provided very different activities and trips to support young people in developing new skills. This improved the outcomes for the young people who were part of the challenge and all are now on track to achieve their awards.

	<p><b>Port Glasgow High School</b> 13 out of the 14 young achieved their Dynamic Youth Award.</p> <p><b>Ocean Youth Trust</b> A key success this session was the joint voyage of CLD / Ocean Youth Trust working with 10 young people from four different high schools. The young people went sailing for five days during which they learned valuable life skills and will gain 10 SQA Accredited Qualifications along with a level 1 in sailing.</p> <p><b>St. Stephen's High School</b> A group of boys won the 'Outstanding Achievement Award' at Inverclyde's Year of the Young People Award Ceremony.</p> <p><b>Holiday lunch club</b> These activities and events delivered in partnership with Barnardo's, Community Learning and Development, Libraries and early years staff continue to be well attended. During the summer there over 4000 families attended.</p>
5.3	Literacy and Numeracy
	<p>The contribution of Literacy and Numeracy Coaching and Modelling Officers (CMOs) in providing professional learning or individual support in classes has been vital in developing a culture of professional learning. The Coaching and Modelling Officers delivered a series of sessions on effective pedagogy throughout the academic year. This professional learning was also delivered to Newly Qualified Teachers as part of their induction programme. Therefore staff are increasingly using improvement methodologies very well to select the right interventions for individuals and specific groups of learners and this, in turn, is resulting in more positive outcomes for children and young people.</p> <p>The authority is also supported by the CMOs in moderation events/activities which further develops staffs confidence in learning and teaching and their professional judgement of a child's achievement within a CfE level.</p> <p>The clear link between the primary and secondary projects is helping to ensure a shared sense of purpose across Inverclyde. CMOs work together and co-deliver training, demonstrating collaboration in practice. Literacy interventions such as dialogic and reciprocal approaches are being developed in both sectors. The Concrete Pictorial Abstract approach to teaching numeracy is modelled and encouraged in both sectors. Inverclyde's Progression Pathways were devised by practitioners from primary and secondary sectors. The Pathways are now completed in literacy and numeracy for early level to third level and have been distributed to all establishments to ensure progression.</p> <p>The upskilling of support staff through providing opportunities to increase their skills, knowledge and understanding supports the introduction and implementation of the methodologies in order to raise attainment in literacy and numeracy.</p> <p>Nursery peripatetic teachers have been trained in dialogic and reciprocal teaching which they model for nursery staff. Two nurseries have also been identified for further training of delivering high quality opportunities for active listening and dialogic principles to support transition.</p> <p>The Word Aware project in partnership with Speech and Language Therapy has been piloted in 1 primary school with great results. This programme improves vocabulary knowledge and word learning skills. Many P1 teachers from across the authority have now also been trained in this approach and have identified practical steps to enhance their classroom practice and ensure appropriate language development for all children. This project will now be introduced in early years establishments to improve children's vocabulary.</p> <p>The Digital Literacy Officer has supported staff and pupils in a variety of programmes and projects. One is the use of Bluetooth Keyboards in conjunction with pupil devices which</p>

	<p>remove barriers to learning for pupils who require support with literacy. A number of good practice videos have been produced to support staff across the authority highlighting the best practice in literacy, numeracy and health and wellbeing approaches. All staff will have access to this bank of examples of practice which has been verified by the CMOs. This resource will also allow pupils to independently engage with and reinforce their own learning and offer parents the opportunity to effectively support their children with home learning</p>	
5.4	Nurture	
	<p>The Educational Psychology service continues to make a contribution in closing the poverty-related attainment gap through the implementation of the Applying Nurture as a Whole School Approach programme. Using a Collaborative Action Enquiry model this has led to a range of interventions that have been evaluated positively in terms of impact and outcomes. The learning gained from this is being taken forward in most secondary and some primary establishments via the CMOs.</p> <p>10 out of the 12 Attainment Challenge primary schools have or are in the process of establishing whole school implementation groups. These groups are led by nurture teachers providing professional leadership opportunities within the school. This is now being introduced in early years establishments where the same principles and support are being developed.</p> <p>The development of an Inverclyde Self Evaluation Tool for the nurture groups linked to HGIOS4 is being prepared. Whole school training has taken place on Adverse Childhood Experience and Trauma across all sectors. There is an agreement with Inverclyde's Educational Psychology service to link this to Applying Nurture as a Whole School Approach framework in order to maintain consistency across the authority.</p> <p>Staff of 4 mainstream secondary establishments were involved in training to develop their knowledge with regards to introducing personalised strategies to support young people within each establishment. The secondary CMO for Nurture is also supporting Implementation groups within 3 secondary schools to establish robust processes in relation to their action plan of Applying Nurture as a Whole School Approach. There has been great success in 2 establishments of upskilling Mentors in Violence Prevention (MVP) senior pupils in relation to the identified nurture principle within their own school involving the young people presenting to their peers.</p> <p>Re-Connect sessions in relation to Boxall/Beyond the Boxall Profiles have taken place in 1 establishment upskilling staff to develop a robust process for delivery.</p> <p>The evidence shows an increased knowledge of, confidence in and application of nurturing approaches in primary and most secondary establishments. An improvement in relationships of teacher / pupil and pupil/pupil has been highlighted as effective practice.</p>	
	<b>Next Steps</b>	
	<p>While it is recognised that teacher recruitment and backfill continues to present challenges, the Attainment Challenge team is committed to continuing to develop a sustainable model for improvement, focusing on building capacity of staff to ensure maximum progress within the time available.</p> <p>In the current budget year 2019/2020 there is the option to move funds from one work stream to another. Therefore funds available as a result of not being able to fill posts will be moved to literacy and numeracy to provide more high quality training to all staff.</p> <p>The newly appointed CMOs have been in post since August 2019. They continue to use the approaches/strategies already identified in the plan and will build on these to include the principles of visible learning.</p> <p>Establishments will be encouraged to work collaboratively on similar priorities within the authority and across the West Partnership. One secondary school and two primary schools</p>	

are already involved in the first cohort of the West Partnership for collaborative learning.

Scottish Attainment Challenge funding for primary and secondary schools will continue until the end of this parliament. Exit strategies must now be developed, particularly where initiatives are delivered in partnership, as consideration must be given to long-term sustainability.

Ensure that the Care Experienced Fund leads to strong outcomes for children and young people.

Through the Pupil Equity Fund assist schools to strengthen their rationale for interventions and improve the identification and evaluation of appropriate measures.

**6.0 IMPLICATIONS**

**6.1 Finance**

Annually Recurring Costs/ (Savings)

Cost Centre	Budget Heading	With Effect from	Annual Net Impact £000	Virement From (If Applicable)	Other Comments
	Pupil equity Funding	2019/20	2,386		
	Scottish Attainment Funding	2019/20	3,463		
	Looked after children funding	2019/20	109		

**6.2 Human Resources**

There are no human resource implications.

**6.3 Legal**

There are no legal implications

**6.4 Equalities**

This policy does not introduce a new policy, function or strategy or recommend a change to existing policy, function or strategy. Therefore, no Equality Impact Assessment is required.

**6.5 Repopulation**

There are no repopulation implications.

**7.0 CONSULTATIONS**

7.1 The Attainment Challenge Implementation Group was consulted in the preparation of this report.

**8.0 CONCLUSIONS**

8.1 N/A

**9.0 BACKGROUND PAPERS**

9.1 N/A