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<b>Report To:</b>	<b>Education &amp; Communities Committee</b>	<b>Date:</b>	<b>8 March 2022</b>
<b>Report By:</b>	<b>Corporate Director Education, Communities and Organisational Development</b>	<b>Report No:</b>	<b>EDUCOM/23/22/MR</b>
<b>Contact Officer:</b>	<b>Michael Roach, Head of Education</b>	<b>Contact No:</b>	<b>01475 712824</b>
<b>Subject:</b>	<b>Scottish Attainment Challenge Refresh Year 1 Plan 2022/23</b>		

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## 1.0 PURPOSE

- 1.1 The purpose of this report is to update Committee on the SAC Year 1 Plan – Session 2022/23, to seek approval for the tender for the provision of Family Support Worker service and to seek approval for the use of a 60% Quality and 40% Cost of Service weighting in the forthcoming tender for the Provision of a Family Support Worker service and therefore suspending Contract Standing Order 13.2.

## 2.0 SUMMARY

- 2.1 The current SAC project in Inverclyde has had a focus on both sustainability and an ‘exit strategy’ throughout its existence, being established in 2015. This current Project Manager along with partners and stakeholders, who are already part of an overarching reference group that has been in place since 2015, have created a project plan for year 1 (attached as Appendix 1) indicating the actions required to continue to close the poverty related attainment gap. Whilst further detail from the Scottish Government is awaited, Appendix 2 gives an overview of how the financial and HR position can be managed going forward. This could well be subject to change, depending on other available funding sources.
- 2.2 The Family Support Worker Service, which is currently provided by Barnardo’s and employs 12 staff, expires on 31 March 2022. A Direct Award to extend the current contract to 30 June, 2022 has been approved by the Head of Legal & Democratic Services, Procurement Manager and Interim Director, Finance & Corporate Governance. Additionally the report seeks the approval of Committee to grant delegated authority to the Head of Legal & Democratic Services to accept the tender commencing July, 2022, subject to the SAC plan being approved. This contract will be for a period of two years with the option to extend for a further 12 month period (1<sup>st</sup> July 2022 until 30<sup>th</sup> June 2024 with an option to extend for a further 12 months until 30<sup>th</sup> June 2025).
- 2.3 The tender for the Provision of a Family Support Worker Service is currently being prepared. As in all cases with working with vulnerable families and children, the quality of the service is of paramount importance. In the light of this, we seek the approval of Committee that the Provision of a Family Support Worker Service contract is awarded on a 60% Quality and 40% Cost of Service weighting split to help ensure the required quality of service and best value cost of service can be procured. This is a reversal of the weighting split in the Contract Standing Order 13.2.

### **3.0 RECOMMENDATIONS**

- 3.1 The Education and Communities Committee is asked to note and agree to the contents within this report including the SAC Year 1 Plan – Session 2022/23.
- 3.2 The Education and Communities Committee is asked to note the Direct Award for the extension of the Family Support Worker Service from 1 April- 30 June, 2022.
- 3.3 The Education and Communities Committee is asked to agree that delegated authority be granted to the Head of Legal and Democratic Services to accept tenders for the Provision of a Family Support Worker Service for the period July, 2022 to 30 June, 2024 with an option to extend for a further 12 months thereafter.
- 3.4 The Education and Communities Committee approves the use of a 60% Quality and 40% Cost of Service weighting in the forthcoming tender for Provision of a Family Support Worker Service.

**Ruth Binks**  
**Corporate Director Education, Communities**  
**and Organisational Development**

## 4.0 BACKGROUND

- 4.1 This report contains the relevant updates linked to the Scottish Attainment Challenge refresh and the ongoing recovery for education services after COVID19.
- 4.2 The Cabinet Secretary set out in Parliament on 23 November her plans for the next phase of the Scottish Attainment Challenge (SAC), developed in consultation with local government and agreed by COSLA Leaders.
- 4.3 This next phase of the SAC builds on the evidence set out in the Scottish Government and Education Scotland [5 year report](#) on progress towards closing the poverty related attainment gap, the [Equity Audit](#), the [Audit Scotland report](#) on educational outcomes, and the [OECD review](#).
- 4.4 In summary the plans are that with the support of £1 billion over this parliamentary term, the refreshed Scottish Attainment Challenge programme, from 2022/23, will see:
- a broader recognition of children and young people's achievements and attainment,
  - continued empowerment of school leaders through Pupil Equity Funding,
  - a clearer and funded strategic role for all local authorities,
  - funding for Pupil Equity Funding and local authorities confirmed over 4 years to enable long term planning
  - continued support for care experienced children and young people, and
  - a clear framework to support recovery and accelerate progress, led by Education Scotland but with clear responsibilities for all parts of the education system which will enable a clearer line of sight right through the system on the impact of local approaches.

## 4.5 Delivery model

The provision of PEF will continue in 2022/23, distributing funding to schools (via local authorities, as is currently the case) and empowering headteachers to take local decisions on approaches to tackling the poverty related attainment gap in their local contexts. These decisions will be taken within the above-mentioned framework for recovery and accelerating progress. With c. £130 million to be invested, this remains the primary means of distributing funds for local systems to tackle the poverty related attainment gap. PEF allocation will be confirmed in early spring as usual.

- 4.6 Recognising that poverty exists in every local authority area in Scotland, the significant change to the distribution of funding announced by the Cabinet Secretary is to stop the Challenge Authorities (£43m) and Schools' Programmes (£7m) and redistribute that funding across all 32 local authorities (£43m) and further invest in PEF.
- 4.7 In terms of local authority distribution, this responds to Audit Scotland's comments that funding under the current model does not fully capture pupils living in poverty and that the impact of Covid-19 requires us to re-consider how funding is targeted. It further responds to consistent feedback from the system via extensive stakeholder engagement that all 32 local authorities should have a clear and funded role in the Scottish Attainment Challenge, rather than just the 9 Challenge Authorities.
- 4.8 For the Schools' Programme, this was initiated in recognition that there were some school communities outside the 9 Challenge Authorities with high concentrations of poverty based on SIMD. The subsequent introduction of PEF and its rising costs mean that issuing two separate funding streams to schools is a duplication and by absorbing Schools' Programme funding into PEF, this funding will better support all pupils who need it through a streamlined

approach to both local authority and school level distribution.

- 4.9 The allocations for Inverclyde are set out below and have been determined using Children in Low Income Families data, which directly measures household income thereby providing a precise count of deprived children in each local authority. This will see our SAC funding being tapered back over the next 4 years.

Year	SAC funding allocation
2021/22	£3,467,107
2022/23	£2,748,713
2023/24	£2,030,319
2024/25	£1,311,926
2025/26	£593,532

- 4.10 The existing funding for Care Experienced Children and Young People will continue, demonstrating the Government's ongoing commitment to supporting this cohort of pupils and keeping the Promise. Allocations for this funding stream will be confirmed by the summer in 2022 as usual.

The Scottish Government will continue to invest in a number of national programmes and will be developing further plans for this before April 2022.

## 5.0 Next steps and planning for the SAC refresh

- 5.1 From April 2022 Inverclyde will begin to implement a revised / refreshed model of the existing SAC project. The project plan for the first year is attached as Appendix 1 to this report.
- 5.2 In response to the confirmation of the above we have established a core group to oversee the planning for the next phase of project and plan for this transition to be as smooth as possible. The SAC Refresh core group has discussed the Year 1 Plan.
- 5.3 We have completed a consultation exercise with all stakeholders.
- 5.4 The Scottish Government will launch the SAC Refresh programme in late March 2022 where the "Framework for Recovery and Equity" guidance will be issued. We will use the Framework to guide us in our future planning. The Scottish Government are expecting the Year 1 plan to be submitted before the end of June 2022.
- 5.5 The SAC Refresh Year 1 programme will continue to use the existing workstreams to address the poverty related attainment gap within Inverclyde.
- Building Capacity
  - Families and Communities
  - Literacy and Numeracy
  - Health & Wellbeing and Nurture
  - Digital
- 5.6 The Project Lead will effectively manage the overall programme ensuring impact from each workstream. Each workstream will have outcomes which will be measurable and will be reported on bi-annually to the Scottish Government. The overall aim of the SAC Refresh programme will be to continue to close the poverty related attainment gap while simultaneously ensuring a sustainable model remains impacting positively on pupils, families and staff across Inverclyde.
- 5.7 The phasing of the reduction in funding over four years will have human resources implications for the Council and also partner organisations. Appendix 2 shows how this can be managed over the period. This projection is very much indicative and depends on how other funding sources or projects progress and the timing of these.

## 5.8 Family Support Worker Service

The Family Support Worker service expires on 31 March 2022 and to ensure continuity of service, while a new tender exercise is being developed, approval for a Direct Award has been sought from the Procurement Manager, Head of Legal and Chief Financial Officer. The Scottish Attainment Challenge (SAC) funding was approved in November leaving insufficient time for the plan to be complete and approved at committee and a procurement exercise to be run. This direct award will ensure continuity of service from 1st April 2022 until 30th June 2022 with a formal contract put in place for 1st July 2022 subject to the outcome of a new tender exercise. Based on the current contract rates, the estimated value of the Direct Award will be approximately £141,500.

5.9 The Family Support Worker service expires on 31 March 2022 and approval is being sought to proceed to a tendering process whereby a continued Family Support Work service can continue to support families over a 2 year period – SAC Refresh Year 1 and 2. The Family Support Worker service employs 12 staff who work directly with targeted families requiring bespoke support.

## 6.0 PROPOSALS

### 6.1 Finance

#### Financial Implications:

##### One off Costs

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report	Virement From	Other Comments
N/A					

##### Annually Recurring Costs/ (Savings)

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

### 6.2 Legal

N/A.

### 6.3 Human Resources

Over the next 4 years of the SAC Programme staffing will be impacted as reduced funding will mean a reduction in staffing. Consideration being given to the impact a reduced service via the SAC refresh plan will have on existing staff working as part of the current SAC project. At this stage impact on employment rights can be contained within annual staffing process.

### 6.4 Equalities

#### Equalities

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

<input type="checkbox"/>	YES
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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?

YES – A written statement showing how this report's recommendations reduce inequalities of outcome caused by socio-economic disadvantage has been completed.

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.

NO

**6.5 Repopulation**

N/A.

**7.0 CONSULTATIONS**

7.1 N/A.

**8.0 BACKGROUND PAPERS**

8.1 SAC Year 1 Plan - Session 2022/23.

## Scottish Attainment Challenge (SAC) Refresh Programme – Session 22/23 – 25/26

### Year 1 Plan

Multi-Year Reducing Budget			
2022/23	2023/24	2024/25	2025/26
<b>£2,748,713</b>	<b>£2,030,319</b>	<b>£1,311,926</b>	<b>£593,532</b>
<b>Rationale:</b>			
<p>To effectively plan a smooth transition from SAC 1 to SAC Refresh, ensuring the original principles of the Attainment Challenge Scotland fund are adhered to. To continue to close the poverty related attainment gap through accessing and interrogating robust data sets and utilising the evidence-based interventions that we know work, alongside effectively deploying resources to meet the needs of the pupils, families and staff across Inverclyde. Through building sustainable models and effective partnership working, we will be able to continue to close the poverty related attainment gap, while capacity in resources is reduced, resulting in improved outcomes for pupils, families and communities.</p>			
<b>Key Outcomes over the 4 Year Programme</b>			
<ul style="list-style-type: none"> <li>• To plan effectively for transition from SAC 1 to SAC Refresh</li> <li>• To continue to close the Poverty Related Attainment Gap – Literacy/Numeracy</li> <li>• To work towards a sustainable model of targeting CLIF (<i>Children In Low Income families</i>) and providing positive outcomes for them and their families, celebrating pupil achievements</li> <li>• To improve quality in Learning, Teaching and Assessment</li> <li>• To increase capacity in all establishments and for all staff in the delivery of evidence-based interventions through the provision of quality CLPL (<i>Career-Long Professional Learning</i>)</li> <li>• To support improvements in mental HWB (<i>Health &amp; Well-being</i>) of pupils, families and staff</li> <li>• To effectively engage with partners to support outcomes for families in our communities</li> <li>• To improve Digital inequity across the Local Authority</li> </ul>			

**Key Measures for the 4 Year Programme – NIF Stretch Aims + Locally Agreed Stretch Aims to address current barriers**

**Specific targets to be agreed with Scottish Government by June 2022 – i.e. percentage increases (Year on Year)**

- The Poverty Related Attainment Gap has closed significantly while attainment continues to rise for all
- Improved attendance of all pupils, particularly those identified as CLIF year on year
- Improved ability for pupils to self-regulate through targeted support by trained staff
- Improved quality of Teaching & Learning leading to gains in attainment across Literacy/Numeracy/H & Wb
- Sustainable approaches to CLPL ensuring impact on practice
- Increased parental engagement in Family Learning leading to improved relationship between children and families
- Increased leadership capacity focusing on Data analysis and impact of evidenced based interventions
- Increased collaboration from establishments focusing on using PEF (*Pupil Equity Fund*) to improve outcomes for pupils and families

**Opportunities:**

- To review the Service Delivery Model to provide a clear Year on Year plan, with built in flexibility, to meet the needs of pupils, families and communities across Inverclyde
- To increase sustainability approaches to support long term impact on closing the poverty related attainment gap
- To increase the capacity of quality first teaching and learning within establishments
- To ensure sustainability through evidence-based interventions being embedded in staff practice
- To continue to evolve the use of robust data to support effective decision-making
- To increase collaboration across establishments and partners resulting in improved outcomes for targeted pupils and families
- To increase capacity in establishments to deliver quality interventions leading to increased attainment in Literacy & Numeracy –
- To support establishments in sustaining quality CLPL opportunities via a digital approach
- To support establishments to better plan for PEF and implement interventions that will have direct impact on addressing the poverty related attainment gap
- To work collaboratively with partners out-with the Local Authority to access good practice
- To access additional funding streams linked to Family Wellbeing and Digital Access



**Sustainability:**

**Year 1:**

<b>Workstream</b>	<b>Sustainable Approaches</b>	<b>Possible staffing Implications</b>	<b>Potential Solutions</b>
Capacity Building	Continued evolution of the Dashboard and Data Packs to make them self-sustaining	<ul style="list-style-type: none"> <li>• NA</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>
Families & Communities	Access to wider funds from Scottish Govt over the next 4 years	<ul style="list-style-type: none"> <li>• If tender successful then no impact on staffing for Years 1 &amp; 2 relating to Family Support Workers</li> </ul>	<ul style="list-style-type: none"> <li>• Provider accesses the Family Wellbeing Fund - £5,000,000 across the next 4 years to support the Family Support worker intervention</li> </ul>
Literacy & Numeracy	<p>CLPL recorded content of Evidence-based interventions for establishments and families to use at a time and place that suits their context</p> <p>Continued upskilling of staff across Inverclyde in the delivery of quality first teaching and learning impacting positively on Attainment and Achievement data</p>	<ul style="list-style-type: none"> <li>• Reduction of Outreach Staff</li> <li>• Vacant CMO Secondary to remain unfilled</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Transfer of Permanent Outreach Staff (2 staff) to Recovery Posts to deliver same evidence-based interventions resulting in no duplication and more strategic impact</b></li> <li>• Remaining staff would be supported via Education staffing exercise</li> <li>• Current Literacy/Numeracy CMOs would fill the remit of vacant position</li> </ul>
Health & Wellbeing & Nurture	Effective use of CMO (HWB/Nurture) to support and provide quality CLPL –	<ul style="list-style-type: none"> <li>• N/A</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>

	<p>Recorded for future use by establishments and families at a time that suits their context</p> <p>Continued delivery of the Nurture programme supporting targeted pupils</p> <p>Continued engagement with IEPs to upskill staff across Inverclyde in trauma informed practices</p> <p>Digital Strategy in place and implementation ongoing throughout Year 1</p>			
Digital		<ul style="list-style-type: none"> <li>• N/A</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>	

- **Years 2 – 4 to be completed based on yearly SAC report to Scottish Government and progress made against national and locally agreed stretch aims.**

**Summary:**

Through effective consultation with stakeholders and a continued focus on the National Improvement Framework (NIF) and locally agreed stretch aims, the plan for **Year 1** of the SAC Refresh within Inverclyde will continue to deliver quality supports and interventions to continue to close the poverty related attainment gap. Impact on staffing will be mitigated with effective budgetary planning through the multi-year funding model available and continued engagement and support from Education Senior Managers and HR.

**Potential Funding Opportunities:**

- Family Wellbeing Fund
- Additional Funding to CLD via Scottish Govt
- Funding from HSCP ~ Family Support Workers

**Risks:**

- Reduced Staffing – leading to reduced capacity
- Interventions becoming unsustainable and ceasing
- Partners unable to access additional funding to continue with interventions

**Governance:**

- Governance Group meeting – 1 X per month –
- ACHT Meeting (*Attainment Challenge Head Teacher Meetings*) Primary & Secondary – 1 X per term
- Partners Group Meeting (*All partners included*) – 1 X per Term
- PLC Meeting (*Professional Learning Community HTs*) – 1 X per Term
- ACIG Meeting (*Attainment Challenge Implementation Group*) – 1 X per term
- Reports to Education Committee – as required
- Bi-annual Reporting to the Scottish Government
- Tri-annual Reporting from Partners feeding into the Bi-annual

Process for Change:			
Action	Timescale	Outcome	Complete
Initial Planning Dialogue	December 2021 – January 2022	Year 1 Plan drafted and initial thoughts re implications on impact and staffing issues	✓
Consultation Period	7 – 31 January 2022	Key focus groups engaged in dialogue – best outcomes for project – feedback gathered in final part of consultation	✓
Draft Years 1 – 4 Plan shared with Governance Group – caveat that plan will need to be amended based on locally agreed stretch aims	4 February 2022	Year 1 Plan shared and challenge invited – possible risks/threats identified/solutions identified/process agreed	✓
Year 1 Plan shared with Education Committee	March 2022	Year 1	
Year 1 Plan shared with all stakeholders and identified groups impacted by decision to exit	March 2022	HoE – ELC/Primary	
Further dates to be added -	June 2022	Clarity of Plan to be outlined for Scottish Government – Progress with current plan will impact the new plan – Stretch Aims, etc...	

## SAC Year 1 Session 22/23

Year	Budget	W/s	Outcomes (Targets)	Measures: Local Stretch Aims	How to deliver? (TEAM)
22/23	£2,748,713	BC	<ol style="list-style-type: none"> <li>Enhanced evaluation of impact of outcomes and measures of each intervention</li> <li>Enhanced collaboration between target schools (<b>12 SAC Schools</b>)</li> <li>Increased sharing of practice across all Inverclyde schools – PEF event to support effective planning (<b>Linked to PEF Planning</b>)</li> <li>Progress made in a smooth transition to SAC Refresh when details are available</li> </ol>	<p>Measures: Local Stretch Aims</p> <ol style="list-style-type: none"> <li>All partners to undertake quality CLPL and embed evaluative Report Writing in their practice – this is evidenced in the termly reports submitted to the Project Lead which at least 80% be evaluated as good or above</li> <li>12 SAC schools will demonstrate evidence of collaborating on raising attainment through engaging in quality professional dialogue in trios focusing on systems and processes of quality assurance</li> <li>Effective planning and use of PEF to identify and address key gaps</li> <li>Action Plan created to address local stretch aims and funding allocated to appropriate workstreams</li> <li>Partners identified and targets agreed for session 2022/23</li> </ol>	<ul style="list-style-type: none"> <li>Project Lead</li> <li>Admin Team</li> <li>SEEMiS Officer</li> <li>Data Officer</li> <li>4 x RAs + backfill</li> <li>0.4FTE</li> </ul>
		FC	<ol style="list-style-type: none"> <li>Increase in 'readiness to learn' of targeted pupils whose family receives bespoke services (<b>XXXX%</b>) <b>Target to be agreed with Scottish Government by June 2022</b></li> <li>Increased number of parents improving their mental health through targeted interventions (<b>XXXX%</b>) <b>Target to be agreed with Scottish Government by June 2022</b></li> </ol>	<ol style="list-style-type: none"> <li>Baseline audit of families who receive bespoke services (Numbers)</li> </ol>	<ul style="list-style-type: none"> <li>Provider of the family</li> <li>Support Workers Team</li> <li>CLD</li> </ul>

		<p>3. Increase in positive child parent/carer relationships and family functioning of targeted families because of bespoke interventions</p> <p>4. Decrease in number of families needing crisis support from Barnardo's (Current Service Provider) due to early intervention (XXXX%) <b>Target to be agreed with Scottish Government by June 2022</b></p>		
<p>HWB</p>	<p>1. Increase in the number of schools who implement a whole school nurture approach based on the Education Scotland Applying Nurture as a Whole School Approach (2017) document and using the adapted Inverclyde implementation model</p> <p>2. Increase in the number of nurture teachers upskilled to drive the change in their schools and promote nurture principles at a whole school level and sustainable support for AC schools through membership of implementation teams</p> <p>3. Increase in the number of nurture principles schools are embedding from 'Applying Nurture at the Whole School Level'</p> <p>4. Increase in staff recognition of the link between development and relationships, and 'behaviour as communication'</p>	<ul style="list-style-type: none"> <li>• 27-30 month review (Children showing no concerns across all domains</li> <li>• HWB: Children total difficulties score (age 4-12)</li> <li>• HWB: Children total difficulties score (age 13 &amp; 15)</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• CMO – Nurture/HWB (Primary)</li> <li>• CMO – HWB (Secondary)</li> <li>• Nurture Teacher Support within establishments (0.8FTE)</li> <li>• Play Therapist</li> <li>• Ed Psych – CLPL offers</li> <li>• Research Asst to evidence case studies in interventions</li> </ul>	

		<p>5. Increase in the number of teachers' who have an understanding of attachment theory and strategies</p> <p>6. Increased engagement in learning.</p> <p>7. Improved attendance of targeted learners. <b>(XXXX%) Target to be agreed with Scottish Government by June 2022</b></p> <p>8. Increase in self-regulation of targeted learners. <b>(XXXX%) Target to be agreed with Scottish Government by June 2022</b></p> <p>9. Improved peer relationships of targeted learners.</p>		
	L & N	<p>1. Enhanced leadership of recovery and targeted intervention systems through modelling and challenge from and for leaders, which build foundations for sustainable challenge and support networks <b>(RAs Evaluations/Impact)</b></p> <p>2. Increased capacity of primary head teachers to work collaboratively to support recovery and beyond</p> <p>3. Target groups of learners (SIMD 1 and 2 and low TJ scores) in primary schools' attainment will be recovered to anticipated pre pandemic levels or beyond in literacy and numeracy <b>(XXXX%) Target to be agreed with Scottish Government by June 2022</b></p> <p>4. Targeted learners (SIMD 1 and 2 and low TJ scores) in secondary pupils in the BGE</p>	<ul style="list-style-type: none"> <li>• Primary – Literacy (P1, P4, P7 combined)</li> <li>• Secondary Literacy (S3, 3rd level or better)</li> <li>• Primary – Numeracy (P1, P4, P7 combined)</li> <li>• Secondary Numeracy (S3, 3rd level or better)</li> <li>• SCQF 4 or above (1 or more on leaving school)</li> <li>• SCQF 5 or above (1 or more on leaving school)</li> <li>• SCQF 6 or above (1 or more on leaving school)</li> <li>• Participation measure</li> </ul>	<ul style="list-style-type: none"> <li>• CMO – Literacy (Early/First)</li> <li>• CMO – Literacy (Second/Third)</li> <li>• CMO – Numeracy (Early/First)</li> <li>• CMO – Numeracy (Second/Third)</li> <li>• Secondary Teachers supporting improvements in Literacy &amp; Numeracy Outreach Teachers X</li> <li>• 5FTE</li> <li>• Librarian</li> <li>• Sp &amp; Lang Therapist (SLT)</li> </ul>

		Digital	<p>attainment will be recovered to pre pandemic anticipated levels or beyond, in particular in literacy and numeracy (XXXX%) <b>Target to be agreed with Scottish Government by June 2022</b></p> <p>5. Increased Pupil Support Assistants' capacity to provide effective provision that improves learning opportunities for pupils (<b>PSA Training Data</b>)</p> <p>1. Digital inequity will be reduced for learners needing access or hardware to support learning at home (<b>Device Deployment/WIFI/Connectivity</b>)</p> <p>2. Improvements in teaching and learning through the development of digital learning pedagogy that enhances learning in the classroom using digital technology (<b>Pedagogy</b>)</p> <p>3. Increase in the number of schools/practitioners using digital resources to support quality learning (<b>CLPL</b>)</p> <p>4. Increased capacity of staff to deliver digital literacy in classrooms through digital pedagogy (<b>CLPL</b>)</p> <p>5. Increase in the number of parents able to support their child with digital learning (<b>Parental Engagement in family learning</b>)</p>	<ul style="list-style-type: none"> <li>• <b>Locally Agreed Stretch Aims here re addressing Digital Inequity</b></li> </ul>	<ul style="list-style-type: none"> <li>• Digital Strategy Lead Officer</li> <li>• CMO – Digital Literacy/Pedagogy</li> </ul>
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## Appendix 2 – SAC Refresh

### Sustainability:

Throughout the 4 year programme sustainability has been carefully thought through as we embed practice across all interventions. Careful consideration has been given to the timely exiting of various staff and partners as we continue to provide the quality services required to continue to close the poverty related attainment gap. Consideration has also been given to the potential for accessing alternative funding streams that will become available. The draft plans detailed below will be subject to change as we progress year on year.

Year 1 – Session 2022/23	Team Required		Team Exiting	
Fund = £2,748,713	Non-Teaching	Teaching	Non-Teaching	Teaching
	28	29.0 FTE	0.2 (1 Day)	4.0 FTE
<p><b>Broad Outline:</b> We will maintain all interventions that we currently deliver with only a minor reduction in the Literacy and Numeracy intervention. This will be transferred to Recovery Teacher delivery.</p>				

Year 2 – Session 2023/24	Team Required		Team Exiting	
Fund = £2,030,319	Non-Teaching	Teaching	Non-Teaching	Teaching
	19	13.4 FTE	9	15.6 FTE
<p><b>Broad Outline:</b> Services maintained will continue to deliver quality interventions to continue to close the poverty related attainment gap such as Family Support Worker Service/Family Learning /Literacy &amp; Numeracy support and Data support for establishments.  A reduction in the delivery of some Literacy &amp; Numeracy interventions will be maintained through the annual staffing exercise and the upskilling of establishment staff. Interventions delivered by partners will be transferred to establishments as these will be embedded in practice</p>				

Year 3 – Session 2024/25		Team Required		Team Exiting	
Fund = £1,311,926	Non-Teaching	Teaching	Non-Teaching	Teaching	
	19	6.0 FTE	0	7.4 FTE	
<p><b>Broad Outline:</b>  A targeted approach of service delivery will provide specific evidence-based interventions - Family Support Worker Service (<i>Optional Year if external funding cannot be accessed</i>)/Literacy &amp; Numeracy support and Data support for establishments.</p> <p>A reduction in Health and Wellbeing intervention will be maintained in establishments as a Play Pedagogical approach will support targeted pupils.</p>					

Year 4 – Session 2025/26		Team Required		Team Exiting	
Fund = £593,532	Non-Teaching	Teaching	Non-Teaching	Teaching	
	2	6.0 FTE	17	0	
<p><b>Broad Outline:</b>  A targeted approach of service delivery will provide specific evidence-based interventions - Literacy &amp; Numeracy support and Data support for establishments. A reduction in the Family Support Worker service and the Family Learning intervention will be maintained via access to external funding.</p>					