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<b>Report To:</b>	<b>Education &amp; Communities Committee</b>	<b>Date:</b>	<b>7 November 2023</b>
<b>Report By:</b>	<b>Corporate Director Education, Communities and Organisational Development</b>	<b>Report No:</b>	<b>EDUCOM/48/23/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>S &amp; Q (NIF) September 2023 and Updated Strategic Equity Fund (SEF) Plan 2023/24 with Associated Stretch Aims</b>		

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## **1.0 PURPOSE AND SUMMARY**

1.1  For Decision  For Information/Noting

1.2 To seek Education and Communities Committee approval for:

- a) the evaluation report of Stretch Aims for Session 2022/23
- b) the updated Strategic Equity Funding (SEF) Plan 2023 – 2024 and associated provisional stretch aims covering sessions 2023/24 – 2025/26.

1.3 As part of Scottish Attainment Challenge refreshed framework all authorities are asked to evaluate progress towards identified Stretch Aims for session 2022/23 by September 2023. Progress is outlined in the appendix to the Education Services Standards and Quality Report. (Appendix 1).

1.4 The appendix to the Standards and Quality Report (Appendix 1) provides a focused summary of progress towards our identified Core and Core+ Stretch Aims from August 2022 to September 2023. This information has been drawn from a number of sources, including the analysis of performance data and termly reports from partners supporting Core+ Stretch Aims.

1.5 As part of the Scottish Attainment Challenge refreshed framework all authorities will be asked to set Stretch Aims for improving outcomes for all while closing the poverty related attainment gap between SIMD quintile 1 and SIMD quintile 5 must now be set for a 3-year period (2023 - 2026), a move away from the previous annual stretch aims approach. The aims for senior phase attainment also takes cognisance of all Scottish Credit and Qualifications Framework (SCQF) awards rather than just SQA A-C awards; this will result in a greater range of children and young people's achievements being recognised and celebrated.

1.6 The Framework for Recovery and Accelerating Progress indicates that local authorities must agree a set of Core+ stretch aims alongside the identified Core stretch aims. The Core stretch aims link directly to NIF Key measures while the Core+ stretch aims should articulate aims identified from Inverclyde's local context.

1.7 Each stretch aim should clearly articulate ambitions for progress for all pupils and progress in narrowing the poverty-related attainment gap by 2025/26, with a clearly articulated trajectory for progress over the course of 2023/24 and 2024/25

- 1.8 As detailed in Scottish Government guidance, the SEF Plan (Appendix 2) our stretch aims are ambitious within our local context and take into account previous years' attainment data and our previous aims. The aims are accompanied by an outline trajectory for progress and a rationale for this trajectory.

## **2.0 RECOMMENDATIONS**

- 2.1 It is recommended that the Education Committee approves:
- a. the updated NIF Report of Session 22/23 Stretch Aims
  - b. the content and the publication of the SEF Plan for 2023 – 24 including Stretch Aims for 2024 – 26.

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

### 3.0 BACKGROUND AND CONTEXT

- 3.1 The Education and Communities Committee agreed the SAC Year 1 plan at the committee meeting on 9th February 2022.
- 3.2 The Scottish Government's [Framework for Recovery and Accelerating Progress](#) guidance was updated in May 2023, outlining new expectations for local authorities when planning for, reporting on, and setting stretch aims.
- 3.3 Local authorities were asked to set 'Stretch Aims' for the Scottish Attainment Challenge for academic year 2022-23, embedding these within existing local authority plans, with a view to evaluating progress towards attaining these stretch aims, updating annually and reporting to the Scottish Government as part of statutory plans and reports.
- 3.4 It should be noted that our stretch aims for session 2022/23 were extremely ambitious. This continued approach encourages staff to challenge beliefs, leading to higher performance.
- 3.5 Summarising progress on the identified stretch aims for session 2022/23:
- Overall attainment levels of combined literacy were met, and progress has been made towards reducing the poverty-related gap.
  - Overall attainment levels of combined numeracy were also met, and progress has been made towards reducing the poverty-related gap.
  - The stretch aim for SCQF Level 5 (A - C) was extremely ambitious as we returned to a full diet of examinations. At present our data is for S6 based on the S4 cohort and indicates that we have not met this ambitious aim, however we demonstrated a slight improvement on session 18/19 which was the last full diet of examinations.
  - Achieving the SCQF Level 6 stretch aim was overly ambitious as we returned to a full diet of examinations. At present our data is for S6 based on the S4 cohort and indicates that we have not met this ambitious aim.
  - Annual Participation Measures for our young people are the highest they have ever been, exhibiting a positive trend every year since 17/18. The stretch aim was very ambitious, and we fell slightly below this aim.
  - Attendance continues to be a challenge for the local authority as it is nationally. The stretch aim was overly ambitious and was not met despite continuous tracking and monitoring both at establishment and local authority level.
- 3.6 Summarising progress on the identified Core+ stretch aims for session 2022/23:
- We have made very progress in most of the 'plus' stretch aims, especially around broader achievements, and readiness to learn.
  - While significant progress has been made towards care-experienced aims these were very ambitious.
- 3.7 In setting stretch aims for session 2023/24 – 2025/26, we analysed data including Teacher Professional Judgements on the Achievement of a Curriculum for Excellence Level at Primary 1, 4 and 7, SCQF Awards at Level 5 and Level 6 (All), Annual Participation Measures as indicated by Skills Development Scotland (August 2023 update) and partner reports to identify areas for development linking directly to the Education Service Improvement Plan.
- 3.8 Core Stretch Aims must include the following measures:
- a) Achievement of Curriculum for Excellence Levels (literacy at primary 1, 4 and 7 combined; and numeracy at primary 1, 4 and 7 combined).
  - b) the proportion of school leavers attaining 1 or more award at SCQF level 5 based on Insight (All SCQF Awards) information.
  - c) the proportion of school leavers attaining 1 or more award at SCQF level 6 based on Insight (All SCQF Awards) information.

- d) the proportion of 16-19 olds participating in education, employment or training based on the Annual Participation Measure produced by Skills Development Scotland; and
- e) a locally identified aim for health and wellbeing, to be measured using local datasets – Secondary Attendance.

3.9 Core+ (PLUS) Stretch Aims are specific to the local authority's own context and datasets. For Inverclyde we have identified the following Core+ Stretch Aims:

- a) Attendance – Primary Establishments
- b) Increase Primary pupils (SIMD quintile 1) Reading attainment
- c) Increase Primary pupils (SIMD quintile 1) Writing attainment
- d) Increase CECYP achieving 1 or more Level 5 at S5 for the August 2023 cohorts

3.10 National guidance on the setting of stretch aims indicated a need to identify equity gaps in the core measures on the basis of the Scottish Index of Multiple Deprivation (SIMD). Whilst it was indicated that it was anticipated most local authorities would set gap targets on the basis of children residing in SIMD 1 and 2 residences in comparison to those residing in SIMD 9 and 10 residences, it was also noted that there would be flexibility for local authorities to set differing gap targets on the basis of their local contexts.

3.11 To ensure a balanced measurement, the Education Service compares SIMD 1 + 2 data with SIMD 3 – 10 data in Inverclyde. 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 offers a balanced approach which provides increased accuracy for identifying and providing the supports to where they are really needed.

3.12 The Education Service has been advised that it is necessary to submit gap targets on the basis of deciles 1 & 2 versus deciles 9 & 10 and so targets have been set on that basis. A copy of the Stretch Aims aligned to the SEF plan can be found as part of Appendix 2.

3.13 Stretch Aims have been agreed through consultation with heads of establishments and demonstrates the commitment to improving outcomes for all children and young people, particularly those impacted by poverty.

3.14 Inverclyde's progress report on stretch aims for session 2022/23 and the new 3-year stretch aims, which form part of the updated Strategic Equity Funding (SEF) Plan 2023 – 2024, was submitted to the Scottish Government, along with an accompanied outline trajectory for progress at the end of September 2023.

#### 4.0 IMPLICATIONS

4.1 The table below shows whether risks and implications apply if the recommendation(s) is(are) agreed:

SUBJECT	YES	NO
Financial		X
Legal/Risk		X
Human Resources		X
Strategic (Partnership Plan/Council Plan)		X
Equalities, Fairer Scotland Duty & Children/Young People's Rights & Wellbeing		X
Environmental & Sustainability		X
Data Protection		X

## 4.2 Finance

### One off Costs

SEF Budget – Session 2023/24 – 2025/26		
2023/24	2024/25	2025/26
£2,030,319	£1,311,926	£593,532

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					

## 4.3 Legal/Risk

N/A.

## 4.4 Human Resources

N/A.

## 4.5 Strategic

N/A.

## 4.6 Equalities, Fairer Scotland Duty & Children/Young People

N/A.

### (a) Equalities

This report has been considered under the Corporate Equalities Impact Assessment (EqIA) process with the following outcome:

	YES – Assessed as relevant and an EqIA is required.
NO	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, assessed as not relevant and no EqIA is required. Provide any other relevant reasons why an EqIA is not necessary/screening statement.

### (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	NO – Assessed as not relevant under the Fairer Scotland Duty for the following reasons: Provide reasons why the report has been assessed as not relevant.

(c) Children and Young People

Has a Children's Rights and Wellbeing Impact Assessment been carried out?

	YES – Assessed as relevant and a CRWIA is required.
NO	NO – Assessed as not relevant as this report does not involve a new policy, function or strategy or recommends a substantive change to an existing policy, function or strategy which will have an impact on children's rights.

**4.7 Environmental/Sustainability**

Has a Strategic Environmental Assessment been carried out?

	YES – assessed as relevant and a Strategic Environmental Assessment is required.
NO	NO – This report does not propose or seek approval for a plan, policy, programme, strategy or document which is like to have significant environmental effects, if implemented.

**4.8 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	NO – Assessed as not relevant as this report does not involve data processing which may result in a high risk to the rights and freedoms of individuals.

**5.0 CONSULTATION**

5.1 N/A.

**6.0 BACKGROUND PAPERS**

6.1 Appendix – S & Q (NIF) September 2023  
SEF Plan 23/24



# NIF Return

## S & Q Appendix (Stretch Aims)

September 2023

## Core Stretch Aims:

### Broad General Education

Literacy Combined	Overall levels	Q1	Q5	Q2-5	Gap Q1 to 5	Gap Q1 to 2-5
Benchmark level (2020/ 21)	67.9%	55.2%	82.6%	79.3%	27.4%	24.1%
2021/22	72.3%	62.9%	87.3%	81%	24.4%	18.1%
Stretch aim to be achieved 2022/23:	75.7%	67.4%	83.3%	83.3%	15.9%	15.9%
Improvement (Percentage point)	7.8%	12.2%	0.7%	4.0%	11.5%	8.2%
June 2023 Progress	76.5%	67.7%	91.6%	84.9%	23.9%	17.2%

Numeracy Combined	Overall levels	Q1	Q5	Q2-5	Gap Q1 to 5	Gap Q1 to 2-5
Benchmark level (2020/ 21)	74.5%	63.0%	91.4%	84.9%	28.4%	21.9%
2021/22	79.5%	72.6%	91.5%	86.1%	18.8%	13.4%
Stretch aim to be achieved 2022/23:**	82.2%	75.7%	91.5%	88.2%	15.8%	12.5%
Improvement (Percentage point)	7.7%	12.7%	0.1%	3.3%	12.6%	9.4%
June 2023 Progress	83.3%	77.3%	92.8%	89.2%	+15.5%	+11.9%



## Comment:

To ensure a balanced 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 meaning 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 increased accuracy for identifying and providing the supports to where they are really needed. It is worth noting that the gap data requested is for aggregation purposes.

In evaluating progress towards the identified stretch aims for session 2022/23 we have commented on the Core and Core+ stretch aims. We have also commented on the Core stretch aims under the headings of Broad General Education, Senior Phase, Annual Participation Measures and Attendance.

### **Broad General Education:**

The local authority has met their overall attainment levels of combined literacy. The current Q1 Literacy overall level of 67.7% is the highest we have attained over the past 5 years and is 4% above our average Q1 attainment levels over the same period. Progress has been made towards reducing the poverty-related gap with reductions of 3.5% against the baseline Q1 – Q5 gap and 6.9% against the Q1 – Q2-5 baseline gap. The stretch aim of 15.9%, however was not achieved.

The local authority has also met their overall attainment levels of combined numeracy. In addition, the local authority has met their aim to reduce the poverty-related gap in both measures (Q1 to Q5 and Q1 to Q2-5). 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.

## Health & Wellbeing

Attendance Overall	Overall levels	Q1	Q5	Q2-5	Gap Q1 to Q5	Gap Q1 to Q2-5
Benchmark level (2020/ 21)	93.7%	92.9%	96.3%	95.1%	3.4%	2.2%
Stretch aim to be achieved 2022/23:	95.0%	94%	96.3%	95.1%	2.3%	1.1%
Improvement (percentage point)	1.3%	1.1%	0.0%	0.0%	1.1%	1.1%
June 2023 - Progress	92.5%	91.1%	95.5%	93.8%	4.4%	2.7%

### Comment:

Attendance continues to be a challenge for the local authority as it is nationally. The stretch aim was overly ambitious and was not met despite continuous tracking and monitoring both at establishment and local authority level. Significant work took place with primary schools and this increased attendance from 89.2% to 90.7%. The local authority is committed to supporting improved attendance in school and a five-year logic model for improving attendance has been created that has a focus on prevention and intervention. Multi-agency support and collaboration will continue to be a key feature of this work. To support further ambitions in improving attendance stretch aims have been identified for both primary and secondary overall attendance as well as Q1 attendance, as part of the programme though to session 25/26.

## Annual Participation Measure:

<b>Participation Rates</b> - the proportion of 16-19 olds participating in education, employment or training based on the Annual Participation Measure produced by SDS *	<b>Overall levels</b>	<b>Q1</b>	<b>Q5</b>	<b>Gap Q1 to Q5</b>
<b>Benchmark level (2020/21)</b>	<b>93.3%</b>	<b>90.8%</b>	<b>97.6%</b>	<b>6.8%</b>
<b>Stretch aim to be achieved 2022/23: **</b>	<b>94.7%</b>	<b>91.8%</b>	<b>97.8%</b>	<b>6.0%</b>
<b>Improvement (percentage point)</b>	<b>1.4%</b>	<b>1%</b>	<b>0.2%</b>	<b>0.8%</b>
<b>August 2023 – Progress (From SDS Data Table 1.11a)</b>	<b>94.0%</b>	<b>91.5%</b>	<b>96.7%</b>	<b>5.2%</b>

### Comment:

Annual Participation Measures 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.

A targeted approach in the final 6 months of school for our most vulnerable young people who indicate that they wish to leave school as well as a senior phase that develops skills for the workplace will help initial leaver destinations and participation measures. Closer links with external partners to ensure the appropriate support is getting to the appropriate young person at the appropriate time will further help to improve APM amongst 16–19-year-olds in Inverclyde. Although the local authority achieved the highest levels since session 17/18 the overall stretch aims were not met. Continued focus on appropriate pathways, particularly for Q1 young people and Care Experienced young people, will support improvements going forwards. This continues to be an identified stretch aim through to session 25/26 and sits alongside the CECYP stretch aim focusing on raising attainment.

## Senior Phase:

b) the proportion of school leavers attaining 1 or more pass at SCQF level 5 based on the "SSAILD" publication;	Overall levels	Q1	Q5	Gap Q1 – Q5
<b>Baseline level (2020/ 21)</b>	<b>91.7%</b>	<b>87.6%</b>	<b>97.8%</b>	<b>10.2%</b>
<b>Stretch aim to be achieved 2022/23:</b>	<b>91.8%</b>	<b>88.3%</b>	<b>97.9%</b>	<b>9.6%</b>
<b>Improvement (percentage point)</b>	<b>0.1%</b>	<b>0.7%</b>	<b>0.1%</b>	<b>0.6%</b>
<b>June 2023 - Progress</b>	<b>87.5%</b>	<b>82.9%</b>	<b>94.6%</b>	<b>11.7%</b>

b) the proportion of school leavers attaining 1 or more pass at SCQF level 6 based on the "SSAILD" publication	Overall levels	Q1	Q5	Gap Q1 – Q5
<b>Baseline level (2020/ 21)</b>	<b>70.6%</b>	<b>59.5%</b>	<b>87.1%</b>	<b>27.6%</b>
<b>Stretch aim to be achieved 2022/23:</b>	<b>70.7%</b>	<b>59.6%</b>	<b>87.1%</b>	<b>27.5%</b>
<b>Improvement (percentage point)</b>	<b>0.1%</b>	<b>0.1%</b>	<b>0.0%</b>	<b>0.1%</b>
<b>June 2023 - Progress</b>	<b>60.4%</b>	<b>50.0%</b>	<b>79.7%</b>	<b>25.7%</b>

## Comment:

### **SCQF Level 5.**

The current position of overall attainment at SCQF level 5 (A – C) is 87.5%, for S6 based on the S4 cohort, and Q1 data for SCQF Level 5, 82.9%, 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. The stretch aims for SCQF Level 5 (A - C) were extremely ambitious as we returned to a full diet of examinations. Slight improvements in Q1 attainment of 0.6% has been made since the previous full examination diet in session 18/19. When compared to our virtual comparator, Inverclyde's SCQF Level 5 (A – C) attainment is above both overall attainment and Q1 attainment by approximately 4 - 5%. The creation of a BGE and Senior Phase dashboard will lead to a more robust approach to improving the tracking and monitoring of pupil progress towards SCQF awards and tariff points impacting positively on future trajectory of attainment.

### **SCQF Level 6**

The current position of overall attainment at SCQF level 6 is 60.4% for S6 based on the S4 cohort and Q1 data for SCQF Level 6, 50.0%, for S6 based on the S4 cohort, are both significantly below the highly ambitious identified stretch aim for session 22/23. On hindsight this stretch aim was unachievable. This data is likely to change as leavers will not be confirmed until February 2024 via Insight. When compared to our virtual comparator, Inverclyde's SCQF Level 6 (A – C) attainment is above both overall attainment and Q1 attainment by approximately 6%. The trajectory from the last robust data set we have in session 18/19 highlights the journey Inverclyde is on as a result of the impact of the pandemic and the change from the Alternative Accreditation Model (ACM). Inverclyde will continue to support young people achieving their potential, effectively using robust data sets to provide targeted interventions leading to improved attainment and positive outcomes.

## Core+ Stretch Aims:

Engagement E1	Overall levels
Most care experienced learners previously looked after who are living in Inverclyde will increase attendance at school to at least 85% by June 2023	
<b>Current level</b> <b>(2021/ 22)</b>	<b>71%</b>
<b>Stretch aim to be achieved 2022/23:</b>	<b>90%</b>
<b>Improvement (percentage point)</b>	<b>19%</b>
<b>June 2023 - Progress</b>	<b>69%</b>

Engagement E2	Overall levels
Number of incidents where CEYP pupils who are excluded reduced by 50%	
<b>Current level</b> <b>(2021/ 22)</b>	<b>27</b>
<b>Stretch aim to be achieved 2022/23:</b>	<b>13</b>
<b>Improvement (percentage point)</b>	<b>50%</b>
<b>June 2023 - Progress</b>	<b>17</b>

<b>Readiness to Learn R 1- 6</b> 77% of parents who receive a bespoke package of support will demonstrate improved everyday interaction with their child and provide everyday care and help.	<b>% of those engaging with support</b>
<b>Current level</b> <b>(2021/ 22)</b>	<b>74%</b>
<b>Stretch aim to be achieved 2022/23:</b>	<b>77%</b>
<b>Improvement (percentage point)</b>	<b>3%</b>
<b>June 2023 - Progress</b>	<b>87%</b>

<b>Teaching &amp; Learning T1 – 4</b> 96% of those actively participating in alternative accreditation in the BGE secondary, impacted by poverty will receive accreditation, leading to stronger pathways and destinations.	<b>Q1</b>
<b>Current level</b> <b>(2021/ 22)</b>	<b>96%</b>
<b>Stretch aim to be achieved 2022/23:</b>	<b>100%</b>
<b>Improvement (percentage point)</b>	<b>4%</b>
<b>June 2023 - Progress</b>	<b>100%</b>

## Comment:

The local authority made progress in all their 'plus' stretch aims with partners supporting children and young people to demonstrate increased levels of readiness to learn and broader achievements. Readiness to Learn levels rose from a baseline of 74% in session 20/21 to an overall level of 87%. This 13% increase was achieved through bespoke interventions aimed at targeted families. Targeted young people who were actively participating in alternative accreditation in the BGE secondary have successfully achieved wider awards that will lead to increased opportunities for positive destinations.

While significant progress has been made towards care-experienced stretch aims, these were very ambitious and proved difficult to achieve. In line with national and local attendance issues, we saw a dip in overall Care Experienced young people's attendance. Ongoing engagement with Inverclyde's attendance strategy will see improvements moving forwards. The second CECYP (Care Experienced Children and Young People) stretch aim was to reduce incidents of exclusions by 50%. By the end of session 22/23 incidents of exclusion were reduced to 17 which is a significant reduction of 37% on the baseline of 27 incidents. The VHT (Virtual Head Teacher) will continue to support establishments through monitoring, tracking and providing support to young people who may be at risk of exclusion.

Overall, the local authority continues to make progress towards supporting children, young people and families impacted by poverty. Effective use of data continues to support improved decision-making informing next steps both at local authority and school level. Tapering of funds continues to be a challenge for the local authority. As the local authority withdraws from funded programmes, we continually consider sustainability and how to maintain 'what works' through different delivery methods.





**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?**

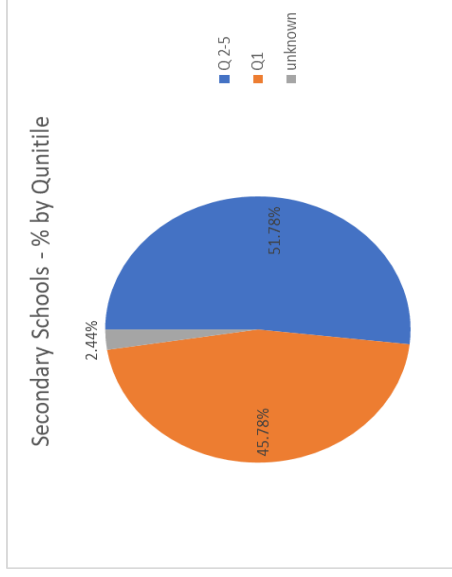
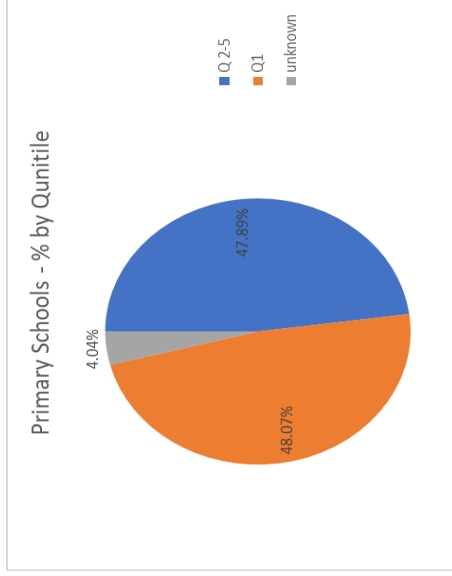
- Core Education Service Funding
- Strategic Equity Funding
- Pupil Equity Fund
- Care Experienced Children and Young People Fund

# Strategic Equity Plan



2023/24

**Context:**



**Q1 = 50% v Q5 = 15%**

**Q1 = 47% v Q5 = 13.5%**

## Stretch Aims (Page 2 - 11)

Current Level (2021/22)	ACEI P1, 4, 7 Literacy Combined				
	Overall levels	Q1	Q5	Q0-5	Gap (Q1 to Q0-5)
71.43%	65.38%			81.93%	16.56%
Stretch aim to be achieved 2023/24:	75.77%	67.45%		83.33%	15.89%
Improvement (percentage point)	4.34%	2.07%		1.40%	0.67%

## Logic Model (Page 12)

Outcome	Short Term	Mid Term	Long Term
<b>Learning</b>	1. All staff have a minimum of 10 hours of CPD per year	1. All staff have a minimum of 20 hours of CPD per year	1. All staff have a minimum of 30 hours of CPD per year
<b>Leadership</b>	1. All staff have a minimum of 10 hours of CPD per year	1. All staff have a minimum of 20 hours of CPD per year	1. All staff have a minimum of 30 hours of CPD per year
<b>Wellbeing</b>	1. All staff have a minimum of 10 hours of CPD per year	1. All staff have a minimum of 20 hours of CPD per year	1. All staff have a minimum of 30 hours of CPD per year
<b>Partnerships</b>	1. All staff have a minimum of 10 hours of CPD per year	1. All staff have a minimum of 20 hours of CPD per year	1. All staff have a minimum of 30 hours of CPD per year
<b>Impact</b>	1. All staff have a minimum of 10 hours of CPD per year	1. All staff have a minimum of 20 hours of CPD per year	1. All staff have a minimum of 30 hours of CPD per year

**How will we measure our success?**

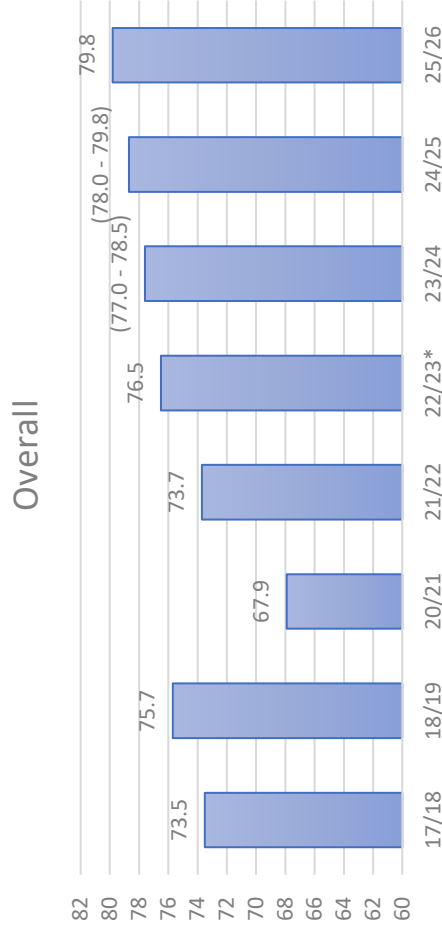
To ensure a balanced measurement, we compare SIMD 1 + 2 data with SIMD 3 – 10 data. Fluctuation of cohorts within SIMD 9/10 indicates that the trend data would be unreliable and skew the process of interrogation resulting in the increased potential for misplaced interventions. Low numbers of pupils living 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.

## Workstreams (Page 13)



Literacy Combined	Overall levels	Q1	Q5	Q2-5	Gap Q1 to 5	Gap Q1 to 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%	



### 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%.

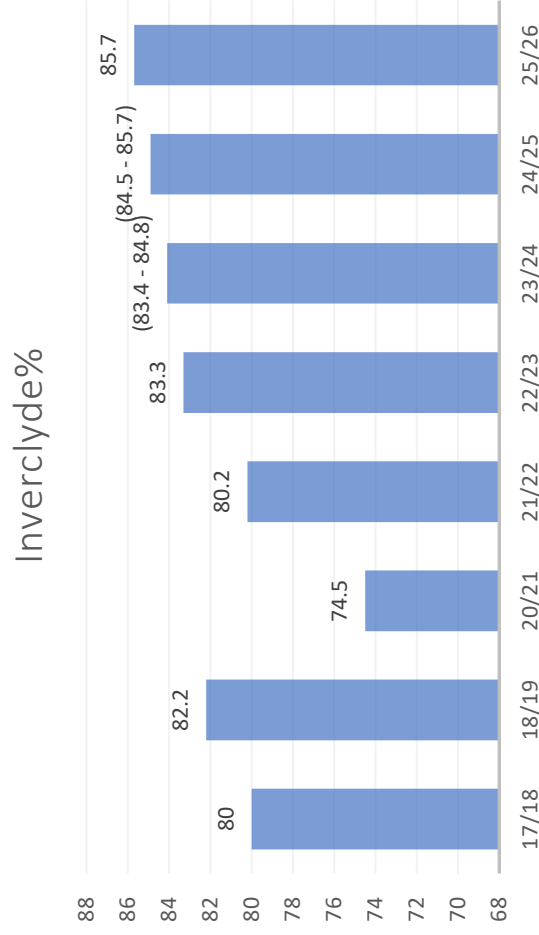
#### Gap:

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%..

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.

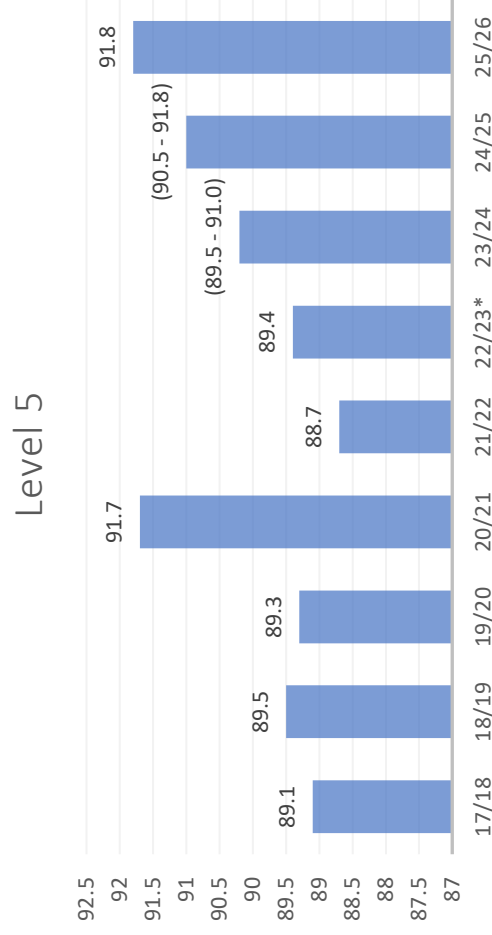
#### Gap:

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.

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%



### 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:

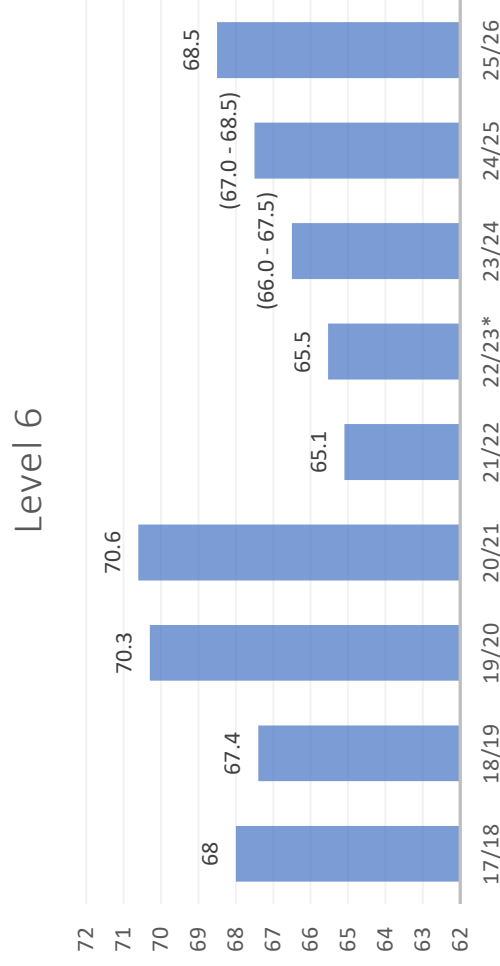
The graph below demonstrates a trajectory which takes account of our identified stretch aim of 91.7% and lists prior increases from session 17/18 through to predicted outcomes in session 25/26. The trajectory indicates a 0.8% increase year on year from session 22/23 maintaining our improvement journey 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.

SCQF Level 6 (All)	Overall levels	Q1	Q5	Q2-5	Gap Q1 to 5	Gap Q1 to Q5
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%



### 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.

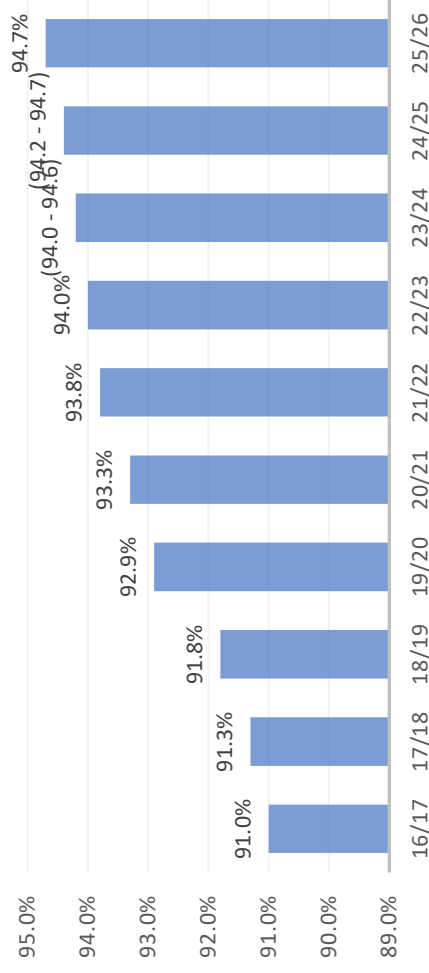
#### Gap:

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.

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

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

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 Participating 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:**

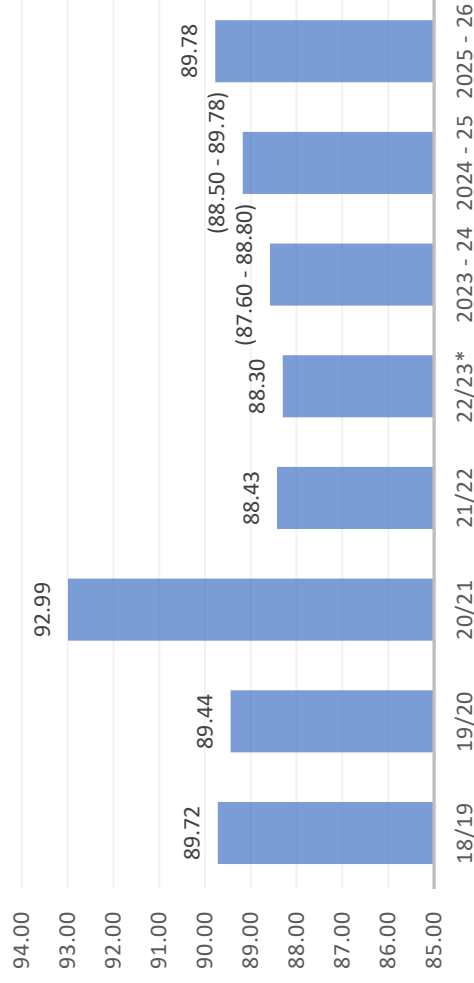
There has been improvement in the Q1 cohort from 87.4% to 91.5%, with a high of 92.5% in 21/22. Analysis of Q5 in the same time period indicates a positive trajectory to 96.7% from 96.3% however we recognise the data for Q 5 is not a robust measurement due to fluctuations in this cohort. This has resulted 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.

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.

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%

Additional Information (Maximum 300 words)

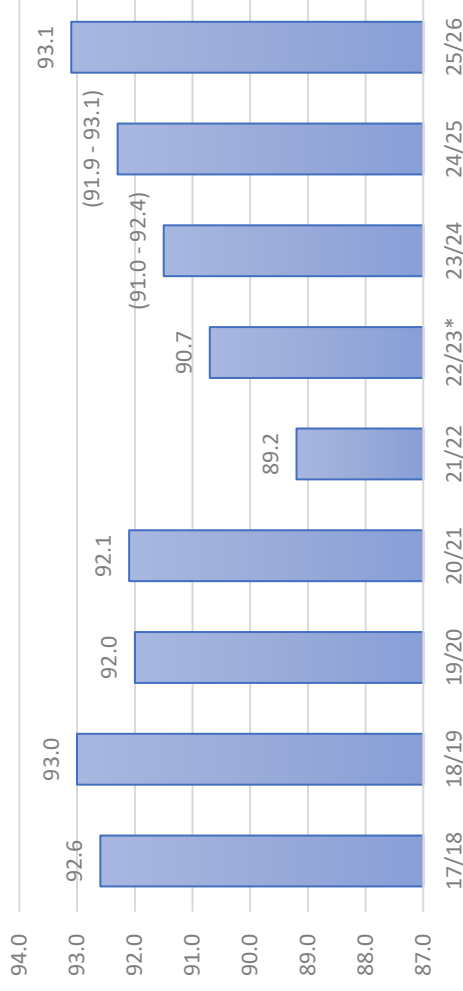
**Current 2022/23 Levels of Attendance**

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

Q1





Reading	Overall levels	Q1	Q2-5	Gap Q1 to 2-5
18/19 – Pre-covid levels	83.0%	75.8%	89.7%	6.7%
<b>Stretch Aim 2 - SIMD Quintile 1 Reading (ACEL- P1, P4, P7)</b>				
<b>Annual Trajectory</b>	<b>Overall Levels</b>			
<b>2023 - 24</b>		<b>(76.5% - 78.5%)</b>		
<b>2024 - 25</b>		<b>(78.0% - 80.0%)</b>		
<b>2025 - 26</b>		<b>80.0%</b>		

**Additional Information (Maximum 300 words)**

**Current 2022/23 Levels of Achievement**

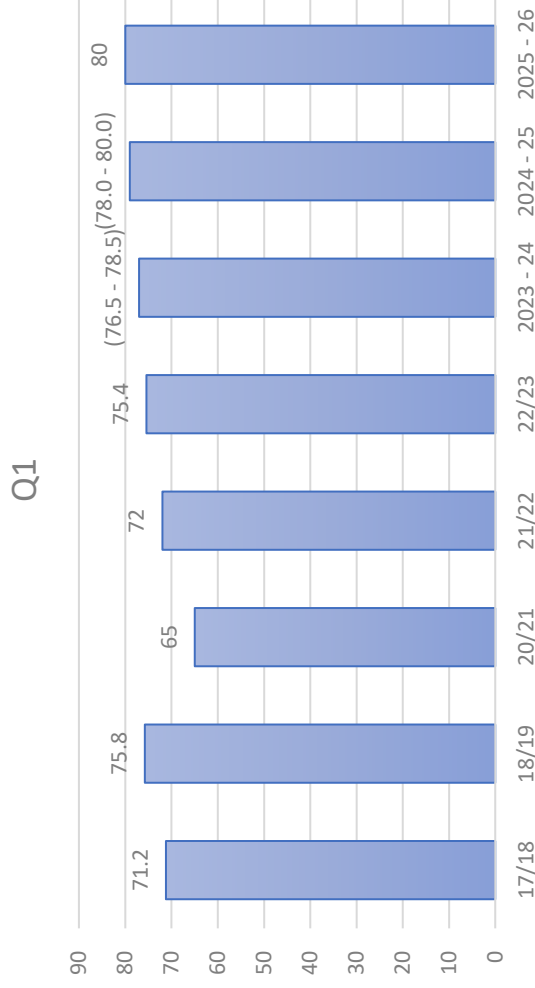
Recovery of Q1 attainment in Reading is almost complete to a pre-covid year’s high of 75.8%. Reading levels in Inverclyde suffered greatly during the pandemic and through a targeted recovery approach we are now starting to see tangible increases.

**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.



Writing	Overall levels	Q1	Q2-5	Gap Q1 to 2-5
18/19 – Pre-covid levels	77.7%	70.0%	84.7%	7.0%
<b>Stretch Aim 3 - SIMD Quintile 1 Writing (ACEL- P1, P4, P7)</b>				
<b>Annual Trajectory</b>		<b>Overall Levels</b>		
2023 - 24		(70.5% - 72.5%)		
2024 - 25		(72.0% – 74.0%)		
2025 - 26		74.0%		

**Additional Information (Maximum 300 words)**

**Current 2022/23 Levels of Achievement**

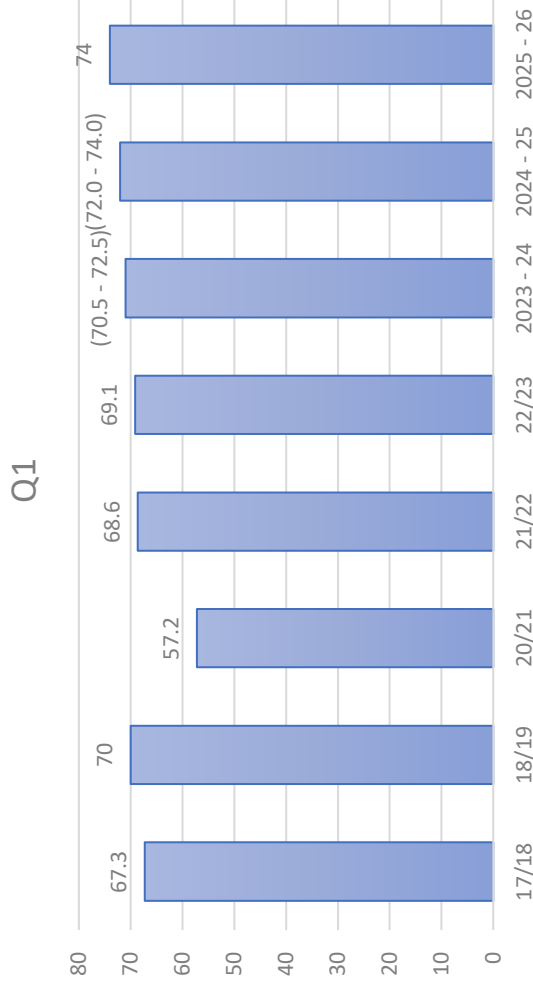
Recovery of Q1 attainment in Writing is almost complete to a pre-covid year’s high of 70.0%. Writing levels in Inverclyde suffered greatly during the pandemic and through a targeted recovery approach we are now starting to see tangible increases.

**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.



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%

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.

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



## SEF Plan – 2023/24

Key Area	Outcomes – Year 2 (Short)	Work Streams	Planning/reporting (Annual outcome and measures within individual plans)	Long Term
<b>Leadership</b>	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	<b>Leadership</b>	PL	Continuously closing PRAG
<b>Professional Learning</b>	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	<b>Teaching, Learning &amp; Assessment</b>	PL CMO's	Embedded Practice
<b>Teaching, Learning &amp; Assessment:</b>	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	<b>Teaching, Learning &amp; Assessment</b>	CMO's CLD Secondary	Consistency in the quality of T & L & A
<b>Collaboration:</b>	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	<b>Wellbeing/ Teaching, Learning &amp; Assessment</b>	PL CLD Secondary Barnardo's	Joined up thinking & working – including the use of PEF
<b>Data and evidence:</b>	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	<b>Leadership</b>	PL Data Lead	Streamlined effective data strategy
<b>Understanding:</b>	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	<b>Leadership</b>	PL	Understanding of what closes the PRAG
<b>Readiness to learn:</b>	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	<b>Communities</b>	Barnardo's CMO _ Wellbeing	Positive relationships impacting learning and relationships
<b>Engagement:</b>	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	<b>Leadership / Communities / Learning, Teaching &amp; Assessment</b>	PL	Improved attendance & engagement
<b>Approaches:</b>	A1: Refreshed Governance procedures in place A2: Learner participation in SEF Self-evaluation process	<b>Leadership</b>	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.  <b>(baseline of 27% trained, 13% implementing/embedded within practice)</b></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 &amp; 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 &amp; 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>