Reporting Period	October – December 2015
Local Authority	Inverclyde Council
Key Contact at Authority	████████████
Attainment Advisor	████████████

Agreed Improvement Plan

1	Project support – a project leader, admin officer and SEEMIS (data) officer		
2015/16 Allocation	£111,820	Planned Quarterly Spend	£43,430
		Actual Quarterly Spend	£50,850
Staff Resources: Teachers Others (please state type of resource):	Agreed in Plan:	Secured:	

Progress to date (please comment on areas of progress and slippage from plans):

Data Officer took up post on 12/10/15 and left on 25/11/15. Asked for interested DHTs to consider a secondment opportunity. Preferred candidate should take up post next week.

Project leader has continued to work closely with target schools and authority colleagues.

Seemis Development Officer has updated SIMD data, attendance and Pips scores for target schools and next 3 schools. This information will be shared with HTs.

Project leader has shared aims and progress of SAC at various meetings: ADES Conference, Inverclyde Nurture Steering Group, Parent Council Chairs, Primary HTs.

Regular meetings of the Implementation Group allow key personnel to discuss progress within the Attainment Challenge, through monitoring Action Plans, and provide opportunities to share practice. Action Plans have been completed and distributed to all relevant personnel. Interim progress of plans was evaluated at the last Implementation Group Meeting of 2015. The group members provided feedback on what has changed in their establishment/service/organisation as a result of SAC and how this has impacted on children and families.

AA has provided a presentation and ongoing support on the Scottish Attainment Challenge Online and the Education Scotland Website. The website provides safe

links to professional learning items. Staff are encouraged to join the online community to collaborate and share good practice with other practitioners involved in the Attainment Challenge.

Profiles are being created to identify pupils in SIMD 1 & 2 bands with Pips scores of below 50.

Reflections on Impact : (Please comment on what looks and feels different for schools and children as a result of the Att. Scotland Fund. What impact is it having?)

SMTs and class teachers in all schools are more familiar with SIMD data. P1 and P2 teachers have studied Pips information and used professional judgement to identify target groups of children.

Action Plans have been monitored through the Implementation group meetings. Progress and issues have been noted. This is ensuring that children within our target groups are receiving support.

QIO has visited target schools to support SMTs in analysing Pips data, leading to early interventions being planned and implemented in order to support learning.

Literacy workshops for parents have taken place in several schools, with parents commenting positively on these. In some schools, Pupil Voice groups have discussed what they think helps them to learn and make progress. Feedback from parents and children is taken on board by staff.

Parent Council Chairs heard a presentation about the Attainment Challenge and asked many questions regarding this. Several made interesting suggestions about what might help support children's learning e.g certain Board Games, STEM ambassadors, continuing support into secondary sector etc.

Project leader has also met informally with parents to discuss ways to support learning at home. Feedback from parents has helped to inform next steps. Project leader has met with some P1 and P2 class teachers to ensure that they understand the Attainment Challenge and to ask what type of support would help them to raise attainment within their classes. This has helped teachers to focus on raising attainment strategies.

There is a greater emphasis on gathering and using data to support children's attainment.

Next steps:

Data Officer to collate any relevant data (attendance, current tracking information, Pips scores, SIMD bandings etc.) to help staff to analyse what is going well and what could be better. Data Officer will also support the creation of a tracking system, based on progress towards agreed staging points within a level.

Profiles will continue to be developed for identified pupils.

2	Family and communities – Package of work with partners, including support through recruitment of 6 family support/family learning workers			
2015/16 Allocation	£140,500	Planned Quarterly Spend		£52,690
		Actual Quarterly Spend		£63,600
Staff Resources: Teachers Others (please state type of resource):	**Agreed in Plan**:		**Secured**:	

Progress to date (please comment on areas of progress and slippage from plans):

Project leader has liaised with CLD staff to discuss accelerating plan for Year 2 of Attainment challenge.

FAST programme has taken place in some schools with very positive feedback from parents and staff involved.

Resources have been ordered to support Family Learning activities.

Economic Development and CLD are planning to work together to provide literacy training for parents, using the funding allocated.

Parental workshops for Active Literacy have taken place in some schools.

Some schools are using a very structured, supportive approach to monitoring attendance.

The Family Support Workers have been successfully recruited and are linked to each school. There is a range of activities already in place to support children and families; home support, group-work, informal activities.

Partnership work has resulted in level agreements in place for each school. Each agreement is specific to the individual needs of each school identified through discussion with Head Teachers.

The partnership has worked together to enable a good understanding of family support and expectations. Family support workers have attended meetings and learning events as appropriate to enable a greater understanding of the schools approach. All workers attended a learning workshop with Nurture Teacher, exploring resources and strategies which can be used with children in P1 and P2.

Head Teachers are now fully aware of the support on offer and there are positive working relationships. Referral pathways are in place and 43 children are being supported.

Family support workers are participating in various events/activities within each school to promote participation from parents. The workers have been flexible in their

response to each school. This has included attending school celebrations. Groupwork has been identified in all schools to encourage family learning and this has led to ideas for further development in partnership with Barnardo's, schools and the parents. An example of which is a home learning group has attracted high numbers of parents and children. 48 families are now actively taking part in the groups.

The home learning group was established to help parents and children establish homework routines. The success of this group will develop and extend to play activities with a focus on the development of cognitive, emotional, social and physical growth. The evaluation of the group highlighted that parents are more confident in helping their children and with being involved in school activities-Parents feedback-

- *"Staff are here to help and answer any questions"*
- *"The group layout allows everyone to interact and get to know each other"*
- *"It's great I can get my 5 year old to gladly do homework in a relaxed atmosphere with plenty of help at hand."*
- *"Kids help each other"*

Parental feedback has also helped to inform the future of the group- more worksheets and different formats.

Angela Constance visited King's Oak Primary and met with staff, pupils and parents. Feedback from this visit was very positive.

Reflections on Impact : (Please comment on what looks and feels different for schools and children as a result of the Att. Scotland Fund. What impact is it having?)

HTs and other school staff are clear on roles of FSWs and are making relevant referrals to ensure appropriate support is available when needed. Strong, effective partnership working is being shared i.e. including FSWs in review meetings.

FAST programme has taken place in 2 schools – parents have sustained attendance and have expressed interest in continuing with FAST WORKS. One parent e-mailed the Corporate Director to express how much he had enjoyed the FAST experience.

"I was very fortunate to join the programme with my son and I cannot comment how favourably we both enjoyed the opportunity to play and spend time with each other especially when most days we are rushing out to work and school and then rushing back home at night. This view has been echoed by all the parents who all got different things from the programme."

Parents who attended Active Literacy Workshops commented on how useful and helpful these were, allowing them to support their children at home, using the same strategies being used in the classroom.

There is evidence of improved attendance for some families who have had early interventions.

Barnardo's school level agreement provides a structure for provision, reporting and

evaluating of the partnership between the individual schools and Barnardos. It is envisaged that this process will help us to remain focussed on the outcomes of the family support element of the challenge and identify and build on areas of strength.

Family support workers are visible in school and have their discrete identity. The participation in school events is providing an opportunity for Barnardo's Family Support Workers to begin to build positive relationships with staff, parents, children and the wider school community, becoming part of the life of the school.

The success of the home learning group that was recently introduced has provided ideas for development that can be replicated in all of the schools within the attainment challenge. It has been successful in including parents, not only in the child's learning, but also giving them opportunity and confidence to participate in the school community and new initiatives that will contribute to their child's overall learning experience.

Individual family support workers are meeting on a regular basis to share practice and offer consistency to all schools. There are good partnerships in place with Head Teachers, Nurture teachers, parents and children. There has already been a number of examples of positive change for children and families-

Case Study

Kathy contacted her school seeking support with regards to her child's behaviour and difficulties with homework. Family support worker visited the family home and discovered issues that were causing stress. Housing and fuel poverty were affecting Kathy's emotional and physical health. The stress of her living conditions and financial strain was exacerbating her asthma resulting in periods in hospital. As a result her son was being cared for at times by his grandmother and was obviously worrying about his mother. Housing applications for a more suitable tenancy where an economically, efficient and healthy heating system is standard are now in place. The family support worker engaged Health Services in supporting the housing application in order ensure a favourable outcome. Kathy is now starting to make connections between parental stress and ill health and the impact on the child's wellbeing and resulting behaviour. Focussed work will now take place on exploring the influence of the attachment relationship now that some of the practical issues which were presenting a barrier are now being addressed.

Case study –
David's mum struggles to leave the house due to mental health issues. The school identified that the family required support to enable David to attend school and improve family well-being. Although this family are in the early stages of receiving support there has already been positive change. The Family support worker is working with mum on a one to one identifying a package of support. This includes – support to attend GP, counselling and to attend appointments. David has his own plan and has been supported to attend the Drama group.

Next steps:

Crucially the next step will have increased engagement with parents and Barnardo's are prepared for increased numbers being referred for support. As relationships are now well-established, we will build on the early successes of the partnership.
The next quarter will provide more detailed information regarding some of the interventions and early outcomes for families.

Family support workers will contribute to P1 enrolment. They have developed an information leaflet specifically for parents and will participate in the induction process within each of the schools. This will provide an opportunity to introduce themselves to parents and children at an early stage of the transition process.

Family support workers will build on and scale up good practice. The team will continue to share practice with the implementation group and co-produce activities and interventions with parents.
As identified work is on-going regarding further embedding 'learning through play', providing opportunities to incorporate the theory and activities in the 'five to thrive' approach with parents and children.
Family support workers will support each school to embed Five to Thrive as part of the Nurturing Strategy.
Family support workers will liaise with partner agencies including Active Schools, exploring alternative methods of engaging children within the school community.

Workers will attend school events involving parents such as 'coffee mornings' to further embed the partnership work of our service to discuss and gain view on ideas for the future.

3	Nurture – whole school nurturing approaches and the implementation of nurturing support and development resource. Facilitated by 2 Nurture teachers and a coaching and modelling officer.		
2015/16 Allocation	£83,040	Planned Quarterly Spend	£31,140
		Actual Quarterly Spend	£26,375

Staff Resources: Teachers Others (please state type of resource):	Agreed in Plan:	Secured:

Progress to date (please comment on areas of progress and slippage from plans):

Nurture training has been delivered to a wider group of school staff, including SMTs. CMO (Nurture) has worked with Nurture teachers to identify children and plan appropriate interventions to support progress.

Nurture Rooms/Bases are being established in 2 schools and resources to support emotional development have been ordered.

Support staff from existing school allocation have been identified to work alongside

new Nurture teachers.

Where Nurture teachers were already in post, schools have revisited their practice to ensure that interventions are effective.

CMO (Nurture) has provided training, advice and support to SMTs, teachers and support staff.

CMO met with Nurture Network co-ordinator to consider training needs.

All Nurture teachers, support staff based in Nurture Rooms and our CMO have met together to work collaboratively on the use of appropriate assessments.

Educational Psychology Service has prioritised the 6 schools for Nurture self-evaluation and is supporting Action Plans. EPS are developing impact measures for Nurture Development and Visible Learning implementation.

Reflections on Impact : (Please comment on what looks and feels different for schools and children as a result of the Att. Scotland Fund.   What impact is it having?)

Identified children are benefiting from targeted support in all 6 schools.

Staff are using Nurturing Approaches within classes. More staff have an understanding of attachment theory and are familiar with strategies to support children with attachment difficulties.

Boxall Profiles are being used to assess children's skills and plan their next steps.

The 6 schools have devised Action Plans as a result of completing a self-evaluation exercise using themes from our Inverclyde Nurture Development Resource Pack. These Action Plans have been shared with all involved and are being implemented throughout this session, and beyond.

Nurture teachers appointed through the SAC have been working in P1 and P2 classes, identifying pupils who may benefit from a nurture intervention.

Next steps

Psychological Services and CMO (Nurture) will support schools in the implementation of their Action Plans.

Nurture teachers and CMO will all attend next Nurture Network Conference to ensure they are up-to-date with current research and effective practice.

Nurture teachers will continue to evaluate the impact of Nurture interventions for targeted children.

CMO will add good practice examples to Nurture Resource Pack, using references to current research.

4	Meeting Learning Needs – implementation of programmes in literacy, numeracy and health and wellbeing supported by a coaching and modelling officer and a research assistant		
2015/16 Allocation	£88,780	Planned Quarterly Spend	£33,290
		Actual Quarterly Spend	£18,903

Staff Resources: Teachers Others (please state type of resource):	Agreed in Plan:	Secured:

Progress to date (please comment on areas of progress and slippage from plans):

Research Assistant has been appointed and should start next week.

CMOs have been working all 6 schools, building relationships with staff and pupils.

Resources to support literacy, numeracy and health and wellbeing have been ordered.

Using data and professional dialogue with SMTs and class teachers, target groups of children have been identified to benefit from planned interventions.

CMOs have created support packs for teachers and support staff, with guidance notes on effective use of resources to support learning.

CMOs have researched various programmes: POLAAR, NL Active Literacy, PATHS, Number Talks, SEAL, Literacy Toolbox, Highland Literacy, use of Numicon, Mental Agility, Lines of Progression, as well as keeping up-to-date with Education Scotland advice and guidance in these areas.

CMOs have provided support and guidance to class teachers in areas of mental agility, structure of lessons, planning and assessment. They have worked alongside class teachers to ensure that children become familiar with them.

In some schools, staff have received training in the use of Numicon.

Support within schools (learning support teachers, ASNs, LAs etc.) is being used for identified groups of pupils.

CMOs presented to Attainment Advisors, sharing the story of their journey so far. Their contribution to the Attainment Challenge has been written up as a case study and has been shared on the ES website.

Reflections on Impact : (Please comment on what looks and feels different for schools and children as a result of the Att. Scotland Fund. What impact is it having?)

CMOs have worked alongside class teachers in all 6 schools, modelling high quality teaching and providing advice and guidance where appropriate, leading to more effective lessons.

Greater emphasis on assessment and use of data has identified pupils earlier than progress meetings might have, allowing earlier intervention to provide support.

SMTs and class teachers are aware of SIMD bandings, Pips scores and value added information, allowing support to be allocated appropriately.

Class teachers have received training on POLAAR and many have opted into mental agility training from our Numeracy CMO. Teachers are using the Lines of Progression to plan for Numeracy progress.

Workshops for parents have focussed on supporting parents to support learning at home. Disadvantaged children have had extra teaching input from CMOs and our AC teacher. Children in 6 schools have been working on the Literacy Toolbox on a regular, planned basis. Support staff time is dedicated to facilitate this. The Literacy Toolbox has resulted in very positive feedback from pupils and improved results in reading assessments. Children involved have commented on their improved confidence in tackling texts.
Comments from children involved:
"It's given me confidence in class, to try spelling and reading."
"I like the quiz at the end of the reading comprehension. I can concentrate on dictation and go at the speed I want, It has helped with my spelling, more confident. I know that I can try a word now if it comes up in class. "

HTs feel that there is a clearer focus on numeracy and literacy in P1 and P2 classes.

Use of Numicon has helped to develop a deeper understanding of number.

SMTs have clearer focus on attainment in infant classes.

Implementation Group meetings are providing opportunities to share good practice, leading to a wider sharing of what is working well across other stages and schools.

In some schools, small tests of change are underway within numeracy. More assessment has been undertaken to provide baseline assessments in numeracy, allowing teachers to measure progress and impact.

POLAAR training has helped teachers to assess children's needs and plan appropriate next steps in literacy. P1 pupils have been receiving extra support as a result of assessments carried out.

Next steps:

Research assistant will support staff in identifying and using measures to evaluate impact on attainment of specific interventions

Literacy Toolbox Workshop is scheduled for Monday 11th January. This will allow children to showcase their skills and confidence in front of an audience of teachers, parents, QIOs etc. Progress in reading fluency will be monitored through this.

Secondary colleagues have been invited to see pupils using the Literacy Toolbox, with a view to this programme being continued into S1.

Use of POLAAR to be monitored.

AC teachers and CMOs to provide teaching support for our target groups of pupils in all 6 schools.

5	Learning and Teaching – additional 7 teachers			
2015/16 Allocation	£167,530	Planned Quarterly Spend		£43,500
		Actual Quarterly Spend		£6,209
Staff Resources: Teachers Others (please state type of resource):		Agreed in Plan:		Secured:

Progress to date (please comment on areas of progress and slippage from plans):

3 basic teachers are providing 0.5 backfill in each school. I teacher is providing outreach support for learning in literacy. 3 more teachers have been appointed but have been unable to start due to problems with backfilling posts. This has resulted in an underspend.

Educational psychology Service has prioritised Visible Learning training for class teachers in AC schools.

Coaching and Modelling Officers have worked alongside class teachers, providing support and guidance as appropriate.

In some schools, progress meetings involve planning for pupils, using Pips data, teacher judgement, assessment information and SIMD data. CMOs have been included in some of these meetings.

Reflections on Impact : (Please comment on what looks and feels different for schools and children as a result of the Att. Scotland Fund.   What impact is it having?)

0.5 additionality is being used to support learning in P1 and P2, when not needed for supply cover. This cover has also helped to facilitate professional dialogue for SMTs and P1/P2 teachers or dialogue between CMOs and class teachers. This additionality has allowed DHTs to be more involved in raising attainment initiatives or practices.

In some schools, additional 0.5 has enabled staff to carry out detailed assessments on progress in phonics.

Class teachers using Active Literacy have noticed that children are writing c-v-cs at an earlier stage than previous years.

Feedback from SMT learning visits is focussed on raising attainment agenda.

Children are beginning to experience more challenging or progressive learning.

Children are motivated to engage in new learning experiences.

Interventions are based on assessment evidence.

Next steps:

Implement planned timetables for outreach support for learning when 3 teachers join AC team.

Monitor progress of target groups of pupils receiving extra teaching input for literacy, numeracy and those attending Nurture Room learning sessions, using a range of assessments/evaluations to provide data.

CMOs to meet with class teachers to discuss planning for identified pupils.

AA will work with ████████ PS from January in relation to their Pupil Voice classes and work, on a weekly basis. Her specific focus will be on the group looking at attainment.

6	Additional resources, training and access to specialists			

2015/16 Allocation	£120,000	Planned Quarterly Spend	
		Actual Quarterly Spend	

Staff Resources: Teachers Others (please state type of resource):	Agreed in Plan:	Secured:

Progress to date (please comment on areas of progress and slippage from plans):

Resources to support learning in literacy, numeracy and health and wellbeing have been purchased for all schools. These include Numicon, NL Active Literacy, PATHS, Nurture Room toys and equipment, TeeJay Numeracy Assessment packs, Teaching Early Number books, more Uplifting Leadership books, Jolly Phonics Reading Assessments, Family Learning resources, Board Games etc.

Our Uplifting Leadership course has 3 cohorts and attendance has been sustained.

Project Leader and Educational Psychologist have organised training (6 sessions) based on Visible Learning. This is currently oversubscribed.

Five to Thrive training is arranged for Attainment Challenge staff for the February In-service day.

Numeracy training is arranged for class teachers – a Saturday morning conference and 2 twilight sessions on Teaching Early Number.
Project Leader, CMOs and Educational Psychologist are booked to attend the Visible Learning Conference later in January. All involved will support the Visible Learning training this term.

Educational Psychology Service has ensured that service level agreements are focussing on the areas highlighted by the AC schools to support them in their improvement activities.

Reflections on Impact : (Please comment on what looks and feels different for schools and children as a result of the Att. Scotland Fund.   What impact is it having?)

Teachers and pupils are motivated by new resources.

Literacy Toolbox is popular with pupils and results are promising. Numicon is being used in schools, with staff commenting that children are demonstrating a deeper understanding of number.

The provision of new resources has led to a greater consistency (and enthusiasm) in teaching approaches within the AC schools.

Parents appreciate the family learning resources.

Next steps:

Provide Visible Learning training for QIO team

Act on feedback from training provided – Leadership Course, Visible Learning, Five to Thrive, Teaching Early Number before planning further training opportunities.

Monitor impact of new resources before adding to current orders

Year 1 Q3 Progress Report

Inverclyde Year 1
Q3_Redacted.pdf

Year 1 EOY

Inverclyde Year 1
EOY_Redacted.pdf

Year 2 Mid Year

Inverclyde Year 2
mid year_Redacted.p

Year 2 Q3 Highlights and Challenges Primary & Secondary

Inverclyde Year 2   Inverclyde Year 2
highlights primary_Re highlights secondary_

Year 2 EOY Primary & Secondary

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Reporting Period	April 2016 - March 2017
Local Authority	North Lanarkshire
Key Contact at Authority	
Attainment Advisor	

Summary of Spend

Intervention	2016/17 Allocation	2016/17 Amount Spent
Data and Monitoring	£20,000	£20,000
Literacy	£1,972,008	£1,590,334
Numeracy	£891,348	£515,970
Nurture, health and wellbeing	£1,406,839	£1,173,330
Physical Active Health	£412,346	£455,383
Leadership	£325,808	£289,602
Project Team	£224,311	£200,971
Total	**£5,252,660**	**£4,245,590**

Agreed Improvement Plan

1	**Data and Monitoring**
2016/17 Allocation	£20,000
2016/17 Actual Spend	£20,000

Expenditure breakdown		
Staffing:	Total this financial year	
	FTE	Costs
Teachers	0.00	£0
Education/development officers	0.00	£0
Educational psychologists	0.00	£0
Data analysis officers	0.00	£0
Family/home link worker	0.00	£0
Speech and language therapists	0.00	£0
Early years professionals	0.00	£0
Other staff, namely:	0.00	£0

Non-staffing *please specify type:*	Total this financial year	
	FTE	Costs
CEM Testing		£20,000
		£

Activities: *Please comment on progress in implementing your planned activities in the year 2016/17*

Monitoring and tracking databases
- *Development and implementation*: all 120 monitoring and tracking databases have been updated to reflect the current school roll, assessment data, a new analysis tab and summary data for North Lanarkshire. The pupil background information has also been updated to take into account any changes in Term 1 for 2016/17.
- The process has begun to replicate and tailor the databases for all 23 secondary schools so that pupil information can be transferred for the start of the 2017/18 session. Consultation is ongoing with secondary Head Teachers to provide a monitoring system that is most valuable to track pupils from S1-S6.
- The Performance Analyst is working with Head Teachers to develop an additional tab on the database to measure the impact of specific evidence-based interventions.

Training
- The Centre for Evaluation and Monitoring (CEM) have provided training to help staff understand the output from the literacy and numeracy assessments administered in P3, P5, P7 and S2 in 2015/16.
- Practical workshops on use of the data with Head Teachers have been held in family group sessions. This has allowed them to understand the content and performance of pupils using multiple data sources.
- Training has been provided to core NLC staff including CIS and SAC Team to further assist schools in need of support.
- Additional training sessions are ongoing for all schools to cover basic understanding and use of Excel along with advanced data analysis using the monitoring and tracking database. This is providing the opportunity for schools to discuss in more detail any concerns they have faced when using the databases.

Staffing
- An additional staff member (0.5 FTE) has been in post since the end of November and has supported schools in the use of the monitoring and tracking database.

Analysis
- Several pieces of analysis have been conducted to understand the varying levels of attainment across all schools in North Lanarkshire. This has provided the baseline poverty-related attainment gap which we can use to measure and monitor progress during the course of the project.
- Initial analysis of NGRT, CEM and other sources has taken place to provide a summary of the assessment results, by school and across the Authority (see the '*Local Authority Education Profile*' submitted to the Government in Dec 2017 for an analysis of CfE and other baseline data). This data has been used to inform the direction of the workstreams. Tables and charts of this information have been provided to each school in their monitoring and tracking database. Analysis of the NGRT is currently taking place.
- There are plans to conduct more detailed statistical analysis using attainment data, pupil details and additional secondary data. The intention is to run multiple linear and logistic models to provide a detailed understanding of our current baseline for the CANcan project, which will be replicated in the remaining years of the project.

	Slippage from plans: *Please comment on slippage from your original plans for implementing activities in the year 2016/17*

1	Data and Monitoring: evidence on short and medium-term outcomes	
	What short-term outcome(s) does this initiative aim to achieve? *(Short-term outcomes are often in the form of changed awareness, skills, motivation, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)*	**By when? (estimate)** **Status** *(completed / ongoing / no progress*
Short –term outcomes	1. Increased motivation and skills amongst teachers in P1, 3, 5, 7 and S2 in all schools for administering the CEM and the NLC tracking and monitoring database. Teachers more confident in identifying gaps in attainment and in planning strategies to address gaps in attainment.	On-going
	2. Increased motivation and skills amongst teachers in P1, 3, 5, 7 and S2 in all schools when using CEM and NLC results to monitor the attainment of pupils in SIMD 1-3 in conjunction with wider health and wellbeing indicators.	On-going
	3. Increased motivation and skills amongst teachers in P1, 3, 5, 7 and S2 in all schools to respond to data analysis with appropriate evidence-based interventions.	On-going
	4. Sharing of effective strategies in data extraction and use amongst colleagues and schools from YEAR 1 of data and monitoring programme	Ongoing
	Are you collecting evidence to measure these outcome(s)? If so, please specify which type of evidence for which aim *(if not, just put 'N/A')*	
	See Appendix 1 which outlines the overall evaluation framework. 1. Verbal feedback from Headteachers gathered during 'layer' meetings, school visits and from family group leads. 2. Feedback forms from Headteachers in all schools involved in the data and monitoring programme. 3. Feedback from teachers and Headteachers at layer meetings and at training events. We will support effective use of data gathered from the data and monitoring programme. We will track and share good practice on how schools are effectively using the NLC monitoring and tracking databases to obtain success for targeted pupils.	

	What does this evidence show on the extent to which the above outcomes have been achieved to date? *Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.*	
	Please see evidence in sections 2-6	
Medium –term outcomes	**What medium-term outcome(s) does this initiative aim to achieve?** *(Medium-term outcomes are often in the form of changed actions, practice, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)*	**By when? (estimate)** **Status** *(completed / ongoing / no progress*
	1. All teachers in P1, 3, 5, 7 and S2 in all schools administered the CEM and successfully using the NLC tracking and monitoring database to close the poverty related attainment gap for targeted pupils.	On-going
	2. All teachers in P1, 3, 5, 7 and S2 in all schools are using CEM and NLC results to monitor the attainment of pupils in SIMD 1-3 in conjunction with wider health and wellbeing indicators.	On-going
	3. All teachers in P1, 3, 5, 7 and S2 in all schools are responding to data analysis with appropriate evidence-based interventions, with principal focus being on supporting children in SIMD 1-3.	On-going
	Are you collecting evidence to measure these outcome(s)? *If so, please specify which type of evidence for which aim (if not, just put 'N/A')*	
	1. Verbal feedback from Head Teachers gathered during 'layer' meetings, school visits and from family group leads and monitoring use and analysis of data in NLC monitoring and tracking databases.	
	2. Verbal feedback from headteachers gathered during 'layer' meetings, school visits and from family group leads and monitoring use and analysis of data in NLC monitoring and tracking databases.	
	3. Evidence gathered during school visits	
	What did this evidence show? *Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.*	
	Please see evidence in sections 2-6	

Reflections on progress to date: **Can you share any learning on what has worked well in implementing this initiative?**

The electronic monitoring and tracking system developed last session is now being used in the majority of North Lanarkshire primary schools and, over time, will provide a range of data and evidence on the attainment and progress of pupils. Schools are receiving ongoing training and support in using the system and the support materials provided to self-improving school family groups this session, particularly 'Mind the Gap', will build the capacity of schools to ask a range of appropriate questions around the data they have on pupils.

Can you share any learning on what has worked less well or could be improved?

Although Head Teachers were consulted and involved in developing the electronic database, there is now a general feeling that there are too many columns, many of which are being left unused. There would be benefit in streamlining the system to focus on a limited number of key pieces of data.

2	Literacy

2016/17 Allocation	£1,972,008
2016/17 Actual Spend	£1,590,334

Expenditure breakdown		

Staffing:	Total this financial year	
	FTE	Costs
Teachers	26.97	£715,961
Education/development officers	2.20	£123,089
Educational psychologists	0.20	£7,150
Data analysis officers	0.00	£0
Family/home link worker	0.00	£0
Speech and language therapists	3.00	£91,716
Early years professionals	0.00	£0
Other staff, namely: Researcher	1.00	£25,410
Non-staffing *please specify type:*	Total costs this fin. year	
Programme Activity which includes Resources	£627,008	
	£	
	£	

Activities: *Please comment on progress in implementing your planned activities in the year 2016/17*

Regular attainment challenge sessions for Headteachers in the literacy 'layer' has continued in session 2016-17.

Progress in implementing planned activities has included:

Building capacity in schools

- Sixteen literacy training courses (i.e. phonics, spelling, reading, writing, literacy difficulties) have been delivered to approximately 600 NLC teaching staff. This has an impact on approximately 10, 575 NLC pupils.
  These courses have been designed to build professional understanding by incorporating current advice from the National Improvement Framework and HMIe/Education Scotland as well as ensuring that every practitioner has a clear understanding of the role which they play within the Scottish Attainment Challenge.
- The newly developed NLC 'Literacy – Training for Trainer's Toolkit' has been offered to all schools in session 2016-17 as part of our Universal Offer. This resource contains film footage of literacy lessons from Early to Second Level in reading, writing, talking and listening. It explores issues such as literacy content, the classroom environment, pedagogy, assessment and learner pathways. Headteachers in the literacy layer have been trained to deliver this as professional learning within their schools. Feedback has been extremely positive.
- Video Enhanced Reflective Practice (VERP) with Literacy input has continued between August and March 2017. A rigorous research design model has been employed to measure impact. See leadership section for more detail.
- 24 Literacy Coaches have been identified in the layer schools and are receiving regular bespoke training such as using, interpreting and responding to data; robust assessment of literacy (e.g. YARC, POLAAR, PHAB 2 and PM Benchmarking); agreed expectations of pupil progress throughout the different stages; which interventions to use when wave one teaching is not successful; and how to effectively track progress.
- The SLT Attainment Team have been offering CLPD opportunities to literacy layer schools to support staff in identifying and supporting children with speech, language and communication needs (SLCN). This has included training in interventions (such as Language Land, Lego Therapy, Colourful Semantics and Sunnybank Colour Coding) as well as teacher drop-in sessions and various other training sessions (using visuals within the class room and supporting children with attention and listening difficulties).

Monitoring and tracking

- The NLC Performance Analyst is providing on-going support to literacy layer schools to employ a more systematic use of data/intelligence, including online video tutorials demonstrating how to focus on specific information (e.g. SIMD info). This is allowing for more reactive monitoring at a systems level, whereby the data produced is informing literacy practice in classrooms and at a whole school level.
- All literacy layer schools have literacy levels cross-referenced with SIMD data and have included detailed proposals in their improvement plans on the administration

- and evaluation of the interventions currently being employed to close the attainment gap.
- A detailed diagnostic literacy assessment has been successfully implemented within the literacy layer. This has enabled class teachers to chart children's progress and use the information to plan appropriate evidence based literacy interventions.

Evidence based interventions (available to primary and specialists provisions)
- Four literacy layer schools have already implemented 'Wave 3' as a one-to-one literacy intervention for between one and nine learners per school. Currently progress is being monitored by comparison to baseline reading levels initially obtained from detailed diagnostic assessments (ie PM Benchmark kit). Literacy Base staff, in conjunction with the Psychological Service, provided another round of Wave 3 training to staff (Feb '17) from 21 of the 27 literacy layer schools.
- Professional learning materials in the area of literacy difficulties have been developed. All link Educational Psychologists have been trained in the content and are available to use with schools. Since April 2016, Educational Psychologists have delivered training on Supporting Children with Literacy Difficulties to five schools, including one literacy layer school, totalling fifty-three teachers. All participants completed training evaluations.
- Rainbow Reading has been provided universally and training from the creator of the intervention was offered to all schools. Further support is available through an online PowerPoint presentation and 1 school has had a twilight session.
- (As above) The SLT Attainment Team have provided training in Language Land, Lego Therapy, Colourful Semantics and Sunnybank Colour-Coding to approximately 60 teaching staff in literacy layer schools.
- ABC and Beyond books were distributed to all literacy layer schools to support Headteachers with CLPL in the area of language development in Early Years.

Use of additional staffing
- The additional teaching staff has been used to release existing staff in literacy layer schools to take forward attainment challenge priorities identified by the Project Lead, literacy layer Lead, schools' SMTs and Literacy Coaches. Schools have identified improvement work with a specific focus on children in SIMD 1-3. Progress towards outcomes is being monitored by the Project Lead through the reporting process, school visits and through professional dialogue at layer meetings and other training sessions.
- The SLT Attainment Team, in post since September 2016, have met with Headteachers and school staff in the literacy layer schools to develop a package of support, specific to each school. This has included a range of indirect and collaborative approaches such as staff training (including Literacy Coaches), workshops and teacher/parent drop in sessions. Additionally, this work has included running pilot programmes which has benefitted approximately 200 P1/2 pupils and 250 P3 – 7 pupils included in the sessions.
- One retired Literacy Development Officer has been working part-time (0.2) with the Literacy Lead and Psychological Service on the development of the P1 refresh. This adaptation based on new research and a needs analysis will attempt to provide an

enhanced curriculum aimed at narrowing the poverty related attainment gap. Thirteen schools are currently trialling a revised approach to phonics and Guided Reading. Four meetings have been held to consult with all involved staff.

Slippage from plans: *Please comment on slippage from your original plans for implementing activities in the year 2016/17*
There have been vacancies within the Speech and Language Team due to recruitment challenges. NHS colleagues are currently advertising posts and it is anticipated that Therapist will be in post by May/June 2017.

Procurement delays have meant that the contract for the literacy resources is just about to be awarded. Training and use of these resources will take place in the next financial year.

The schools without an additional teacher have found it more challenging to move forward with the role of Literacy Coach. However, in most of the schools where this is an issue a Literacy Coach has been identified despite the staffing barrier. While this is to be commended, it means that the member of staff is usually having to split their time between this remit and another.

The Speech and Language Attainment team has conducted parent drop in and workshops

2	Literacy: evidence on short and medium-term outcomes	
Short –term outcomes	**What short-term outcome(s) does this initiative aim to achieve?** *(Short-term outcomes are often in the form of changed awareness, skills, motivation, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)*	**By when?** **Status** *(completed / ongoing / no progress)*
	1. Children in SIMD 1 – 3 will be identified more accurately in literacy layer schools through updated information on recent post code reappraisals.	Completed
	2. Pupils in SIMD levels 1 – 3 who are struggling in the area of literacy will be supported by prompt intervention pathways informed by up to date literacy attainment data from various sources (e.g. CEM assessment data, PM Benchmarking, teacher judgements).	Ongoing
	3. Headteachers in literacy layer schools will display an increased confidence in effective monitoring of learning and teaching and accurate tracking of pupil progress.	Ongoing
	4. Staff confidence will be increased in the pedagogy underpinning literacy instruction at their specific stage through participation in Active Literacy training.	Ongoing
	5. Staff (n=329) across Early, First and Second Level will improve their class, group and one-to-one interactions to be more attuned, promoting positive learning experiences/environments	Ongoing

	for learners through VERP input.	
	6. The SLT Attainment Team will be deployed to work in literacy layer schools to build capacity with class teachers in the areas of speech, language and communication.	Ongoing
	7. Educational Psychologists will work in conjunction with literacy layer schools to upskill practitioners in assessing and supporting pupils with literacy difficulties.	Ongoing
	8. Literacy Coaches will receive additional training and begin to take forward identified literacy priorities.	Completed

Are you collecting evidence to measure these outcome(s)? If so, please specify which type of evidence for which aim *(if not, just put 'N/A')*

1. School Improvement Plans/Contribution Analysis/SAC School Visits

2. Intervention data from individual schools on SIMD levels of pupils, details of the specific intervention and why it has been chosen and evaluation of pupil progress.

3. Contribution Analysis/SAC School Visits/Feedback from literacy layer Headteachers on the impact training/support has had on learning and teaching (as observed though learning visits, jotter monitoring etc.). See appendix 2.

4. Staff evaluation of Active Literacy training (impact on staff confidence, increased knowledge and understanding of stage specific teaching requirements and ability to identify learning needs) will feature in the Contribution Analysis.

5. VERP (course evaluations, evidence from film footage, log books) – see leadership section

6. Pre and post SLC skills assessments, formal and informal SLT assessments, staff evaluations, pupil evaluations, questionnaires and interviews (both written and filmed).

7. Literacy difficulties – teacher feedback, analysis of attainment data.

8. All participating schools completed initial training evaluations. Evaluations show a positive increase in teacher confidence in supporting young people with literacy difficulties (mean pre rating 5/10, mean post rating 8/10). See Appendix 5 for medium term outcomes.

9. Pro-formas identifying Literacy Coach and outlining agreed responsibilities/priorities to be returned to Literacy Base and collated.

What does this evidence show on the extent to which the above outcomes have been achieved to date? *Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'.* <u>*This part only needs to be completed at the end of year report, but if you already like to share findings, please*</u>

1. SIMD information on children is up to date and teachers of all classes across literacy layer schools are aware of the children in their classes from SIMD 1 – 3. Initial analysis of returns for the Year 2 Contribution Analysis indicates that 25 of 27 schools (93%) are able to identify these children and carefully track their progress.

2. Using and reacting to data is hugely improved in 2016/17. Using a variety of data (Active Literacy assessments, CEM, NGRT, YARC, Professional Judgement and/or Benchmarking) schools within the literacy layer demonstrate much more confidence in identifying children who are struggling to make the expected progress in literacy for their age and stage. As a result, in most cases, these children are receiving in-class support or participating in an evidence-based literacy intervention. However, due to staffing issues these are not always being delivered with enough regularity or consistency. Furthermore, there have been occasional instances where the intervention selected has not been appropriate for the needs of the child. Returns from the Contribution Analysis at this stage indicate that 25 of the 27 schools are able to effectively identify and support children with literacy difficulties. Although the evidence for this varies between schools, all are in some way demonstrating that these processes are in place.

3. Headteachers state that their classroom observations demonstrate improved learning and teaching experiences and tracking meetings are more meaningful for gauging pupil progress and implementing necessary support. Also see 2.

4. Staff evaluations of Literacy training indicate that confidence and preparedness has been improved by participation in the courses.

5. n/a

6. Speech and Language work - following staff training in 14/27 schools, the majority of staff rate themselves as 'extremely confident' in their ability to identify visuals to use to support children with social communication, attention and listening and speech sound difficulties in their classrooms.
   18/27 schools in the literacy layer have received Lego Therapy taster sessions from the SLT Attainment Team with excellent verbal and written feedback recorded from both teaching staff and pupils.

7. Work with Literacy Base staff and Educational Psychologists has fostered a much improved understanding of identifying and assessing pupils with literacy difficulties. However, there is a need for staff in Literacy Layer schools (as across the authority) to develop a better understanding of which interventions to choose at what stage and for what difficulty.

8. The Literacy Coaches have been hugely significant to addressing the above issue (7) in that they are able to support the HT, SMT, staff and children within their schools because of the enhanced training they have been exposed to. Where a Literacy Coach has been nominated, SAC visits have revealed that

		By when? (estimate) Status (completed / ongoing / no progress)
	this is impacting positively on the tracking of progress, the monitoring of learning and teaching, the decision-making around interventions and in-class support and the selection and evaluation of appropriate interventions (most of the coaches have had training in Wave 3 intervention to complement the wave two interventions that all NLC schools already have access to).	

	What medium-term outcome(s) does this initiative aim to achieve? *(Medium-term outcomes are often in the form of changed actions, practice, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)*	**By when? (estimate) Status** *(completed / ongoing / no progress)*
Medium –term outcomes	1. Headteachers in the Literacy Layer will use the newly developed NLC monitoring and tracking system, along with intelligence at a class level to (1) identify current literacy attainment levels for each pupil including those living within SIMD 1-3 and (2) plan for next steps.	October 2017
	2. Headteachers in the Literacy Layer will be confident in identifying on-going staff training requirements (in conjunction with the Literacy Coach) in order to improve attainment of children in SIMD 1-3.	June 2017
	3. Clear evidence from the schools' monitoring and tracking systems (e.g. teacher judgement, PM Benchmarking, curriculum based assessment, information gathered from jotter/workbook/folio monitoring, curriculum for excellence levels, moderation of learning) will be used to make sure that all children receive appropriate levels of support and challenge in literacy.	Through-out session 2016/17
	4. Evidence based literacy interventions will be implemented and tracked for those children living within SIMD 1-3 who are not making age appropriate progress (in the literacy layer schools). For example Rainbow Reading, Wave 3, Supporting Pupils with Literacy Difficulties. A Literacy Intervention Action Plan will be formulated by Literacy Base staff as a way of assisting schools in selecting appropriate evidence based interventions.	June 2017
	5. Staff will be confident in identifying/assessing speech, language and communication needs, using the advice and documentation provided by the SLT Attainment Team; they will be equipped to select and deliver a range of appropriate interventions; pupils who have been identified and supported through these interventions will show improved speech, language and communication skills; and parents will be better informed about SLT services and how to access the support available.	November 2016 – onwards
	6. a) Literacy Coaches have identified specific training requirements which would leave them better placed to use data to identify children's needs and to select from an appropriate	Completed

	range of evidence based interventions to meet these needs. b) Training has been provided to support them in their role and this will continue until June 2017. Currently 24 Literacy Coaches are taking forward identified literacy priorities in their own school.	
	7. Children who are taught by VERP trained teachers will demonstrate increased confidence and participation in group discussions, sharing of ideas and all interactions.	June 2017

Are you collecting evidence to measure these outcome(s)? *If so, please specify which type of evidence for which aim (if not, just put 'N/A')*

1. Literacy layer schools are utilising the data in the monitoring and tracking system to evaluate pupils' literacy progress (e.g. CEM, Active Literacy testing etc). Dialogue from school visits suggest that schools have a more systematic method of monitoring and tracking pupil progress. A second Contribution Analysis is being collated to measure targets identified in the logic model. This will be available in April/May 2017.
2. Professional dialogue/PRD meetings.
3. Dialogue regarding school based systems during school visits. Literacy interventions will begin to be tracked and evaluated for impact using quantitative and qualitative assessment data.
4. Evidence of progress within Rainbow Reading has been collected. This will be extended to include Wave 3 and Supporting Pupils with Literacy Difficulties.
5. Staff evaluations, questionnaires and interviews (both written and filmed) pre and post SLC skills assessment, formal and informal SLT assessments, pupil evaluations (both written and filmed) and parent evaluation forms.
6. School visits/Contribution Analysis.
7. For evaluation of VERP see leadership section.

What does this evidence show?

Attainment information
Differences in scores from 2015 and 2016 on measures of Accuracy, Rate and Comprehension were examined across the current Primary 3, 5 and 7 cohorts. The findings demonstrate that for all cohorts, scores in Accuracy, Rate and Comprehension fell in the average, age appropriate level. This finding was replicated in CEM reading scores from the wider sample of P3, P5, & P7 pupils. In order to explore the progress of the most deprived children (i.e. those in SIMD 1 & 2) the YARC scores of this cohort from the last 2 years were also examined. Overall, results showed that again, comprehension scores improved in this cohort for Primary 3 and Primary 7; indicating that reading ability improved in these groups. The results also illustrated that the Primary 5 children's comprehension had been sustained from 2015-2016, with little difference in their abilities. Furthermore, the Primary 7 group had also improved in terms of rate.

Effective use of data

Evidence from school visits which are being conducted to explore medium term impact demonstrates that schools are much more data aware. This data is used for the early identification of children and young people at risk. Schools have more rigorous tracking systems in place. Through a combination of staff training and Literacy Coach training, schools are reporting increased knowledge and skill in their ability to deliver appropriate evidence based literacy interventions.

Staff development

All schools were able to provide information on staff accessing literacy training opportunities over the last year. These training opportunities included Wave 3, Rainbow Reading, Supporting Children with Literacy Difficulties. This is an increase from last year where 23 schools had accessed literacy intervention training.

Use of evidence based interventions

Evidence based interventions are being implemented and progress for pupils is being reported. For example in one SAC school, twenty pupils from P3 to P7 are taught in groups every day between 9am and 10am using Rainbow Reading. From Sept 2016 to Dec 2016 (approx. 10-14 weeks) the groups read 564 books and the mean improvement in reading age over that period was 12 months.

In 17 of the 27 Literacy Layer schools, returns show that 339 pupils (74% in SIMD 1-3) have been/are being supported by the Rainbow Reading intervention. From the evidence collected to date (from approx. 200 pupils) there has been a mean gain of 1 reading age year in the 10-12 weeks intervention period.

Speech and Language Team

From the first set of pre and post baseline assessments, children participating in the Languageland intervention have made notable progress across 8/9 areas of Speech and Language skills.

Reflections on progress to date: **Can you share any learning on what has worked well in implementing this initiative?**

- Regular sessions with Headteachers and Literacy Coaches which have focused on areas such as using and interpreting data and monitoring and tracking frontline teaching. There has been an emphasis on tracking pupil progress and selecting appropriate interventions for pupils who are not making expected gains.

- Providing Rainbow Reading and its associated training to all schools. Asking Literacy Layer schools to submit pre and post intervention data.

Can you share any learning on what has worked less well or could be improved?

- School visits have been useful in determining progress within the layer. An adjustment for future work might be to separate the focus of visits from the content of the Contribution Analysis. There are too many questions within the Contribution Analysis to revisit them during school visits. Succinct questions specific to these visits could be issued to Headteachers in advance.

3	Numeracy		
2016/17 Allocation	£891,348		
2016/17 Actual Spend	£515,970		

Expenditure breakdown

Staffing:	Total this financial year	
	FTE	Costs
Teachers	14.32	£259,457
Education/development officers	1.50	£57,422
Educational psychologists	0.00	£0
Data analysis officers	0.00	£0
Family/home link worker	0.00	£0
Speech and language therapists	0.00	£0
Early years professionals	0.00	£0
Other staff, namely: Researcher	1.00	£29,413

Non-staffing *please specify type:*	Total costs this fin. year
Programme Activity including resources	£169,678
	£
	£

Activities: *Please comment on progress in implementing your planned activities in the year 2016/17*

This work will inform part of the National Action Enquiry led by Dr Laura-Ann Currie (Education Scotland).

Needs Analysis

The Numeracy strand began in session 2016/17. Planning for Numeracy began with an needs analysis which included:

1. Completion of numeracy literature review focusing on evidence based interventions and methodologies.
2. Matching of child development stages and curriculum for excellence numeracy experiences and outcomes.
3. **Review of North Lanarkshire CEM Numeracy data, teacher judgements and SSLN data with a focus on attainment for children in SIMD 1-3.**
4. Consultation with stakeholders and advisors e.g. headteachers, educational psychologist, Education Officer (with responsibility for the Continuous Improvement Service and Primary), Education Scotland, the Attainment Advisor.

Mental agility has been identified through the data as an area requiring attention. 'Number Talks' has been selected as an appropriate evidence based approach.

School and staff structures

1. A Continuous Improvement Officer was allocated to the post of Numeracy lead in June 2016. One FTE equivalent (2 posts) Numeracy Support Officers were appointed in August 2016. An additional 0.4 post was appointed in October and another in March.
2. Educational Psychologists are working closely with the numeracy team. The Psychologists are delivering Video Enhanced Reflective Practice alongside numerical/child development training for teachers (see leadership section).
3. A researcher has been allocated to this work.
4. A targeted group of schools have been identified using CEM and SIMD data. 52.6% of children within this layer live within SIMD 1-3
5. Head teachers within the targeted schools have identified a numeracy lead in their establishment. These individuals will be trained in mental agility and numeracy interventions. They will take a lead role in school to deliver training and support numeracy CPD for staff. They will work with the Headteacher to monitor impact and progress of interventions.
6. Training in the intervention 'Numbertalks' has been delivered out with the targeted schools based on high demand from establishments.

Building capacity in schools

Numeracy layer schools
1) Regular meetings with the 18 numeracy schools headteachers have taken place between September and March 2017. During these meetings attainment challenge staff have:
   a) Explored National and local trends in Numeracy attainment.
   b) Provided training on the use of NLC dataset to track attainment in Numeracy alongside health and wellbeing and literacy indicators.
   c) Undertaken an initial and follow-up consultation process.
   d) Explored implications of HGIOS 4 for numeracy.
   e) Delivered input on other areas of the attainment challenge e.g. literacy, health and wellbeing.

2) In order to determine the impact of Number Talks on attainment, it was necessary to establish a baseline measure from which progress in numeracy could be measured. Standardised numeracy assessments were administered by Research and Development Officers (RDOs) from Psychological Service Oct/Nov 2016. Follow-up assessments will be done in April/May to determine progress made.

Implementation of *evidence based interventions* numeracy approaches – (to Numeracy layer schools)

1. Initial trialling of Number Talks intervention took place in two primary schools by Numeracy Development Officers (i.e. XX and XX PS**).**
2. A staff development session focusing on mental agility was delivered to Head Teachers in the Numeracy Layer. A visiting witness shared their experience of implementing mental agility at whole school level and discussed the impact on teacher behaviour and on children's numeracy skills.
3. A range of numeracy/maths interventions (e.g. Number Talks, Number Box) is being introduced in numeracy layer schools.
4. Class visits by numeracy team to lead teachers within each school took place November to January 2017. Observation and discussions with teachers show that

teachers are feeling more confident in delivery of Number Talks. Initial reports indicate children are responding positively and developing skills well.

5. To further progress implementation, the numeracy team trained all staff in Number Talks from the numeracy layer schools. This was completed by February 2017.
6. Numeracy layer lead teachers met to discuss good practice and progress with implementation across whole school. Teachers from St. Andrew's PS and St. Edward's PS discussed their good examples of whole school implementation.

Universal offers
1. Video Enhanced Reflective Practice (VERP) has been introduced to improve teacher interactions with a particular focus on numeracy teachers. This has been accompanied by sessions on numeracy development and the implementation for teaching (see leadership session).
2. From January 2017 all schools have the opportunity for either Lead Teacher training or whole staff training in Number Talks. To date 60 primary schools have arranged whole school training while 57 have arranged for Lead Teacher training. This is currently underway.

Monitoring and tracking
1) Schools are being supported to employ a more systematic use of data/intelligence to inform practice in classrooms and at a systems level in schools in numeracy (see section one – data and monitoring).
2) Dates will be set for development officers to work with individual Headteachers to analyse:
    - How schools are closing the poverty related attainment gap in numeracy
    - How standards are being raised for all children in numeracy
    - What plans are in place for improving numeracy
    - What plans are in place for family learning and engagement

3) Schools will demonstrate plans for raising attainment and narrowing the gap.
4) The Core team will work collaboratively with the Continuous Improvement Service and the Psychological Service to support schools at an individual level.
5) An evaluation plan for the layer has been established
6) Performance analyst provided individual schools with data relating to standardised assessments results and teacher professional judgement. Schools received training in analysis of data by Performance. Numeracy team visits with Head Teachers in November show that almost all schools in numeracy layer had examined data and had, or had plans to, share with class teachers.
7) HTs and numeracy leads from numeracy layer were given a presentation on HGIOS 4 with particular reference to triangulation of evidence in mental agility and on having high Numeracy and Maths expectations.

Use of additional staffing
1) Some numeracy layer schools have an additional member of staff. These teachers are being used to release existing staff to take forward attainment challenge priorities identified by the school.
2) Released teachers are modelling good practice for colleagues in school, with some acting as visiting witnesses for authority wide training events in Number Talks. Lead teachers will be meeting on 15th March to share experiences and identify next steps within their establishments.

School visits
1) The numeracy team will have regular school visits to work with Head Teachers and lead teachers to monitor progress.
2) Numeracy team observed implementation of Number Talks in lead teachers' classes to monitor progress and provide shared understanding Nov/Dec 2017
3) Numeracy team are in the course of meeting with HTs from 18 layer schools to monitor progress, discuss measuring impact and planning for sustainability (March 2017)
4) Numeracy team will undertake classroom observations across school during April/May 2017 to provide support and ensure consistency in approach.

Slippage from plans: *Please comment on slippage from your original plans for implementing activities in the year 2016/17*

Due to procurement process for Number Box, this targeted intervention will not be in all schools until late March. Training for this will now take place from April 2017.

3	Numeracy: evidence on short and medium-term outcomes	
	What short-term outcome(s) does this initiative aim to achieve? *(Short-term outcomes are often in the form of changed awareness, skills, motivation, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)*	**By when? (estimate) Status** *(completed / ongoing / no progress)*
Short –term outcomes	1. All schools will be able to identify children in SIMD 1-3.	Sept '16 Complete
	2. Attainment data e.g. CEM, teacher judgement and other Health and Wellbeing measures will be used to consider progress in numeracy attainment for children in SIMD 1-3	Sept '16 Complete
	3. All headteachers within the Numeracy Layer will have established a clear plan for implementation of Number Talks and awareness of effective tracking and monitoring procedures to ensure progression	Nov '16 Complete
	4. All teachers within the numeracy layer who are implementing Number talks will display an increased confidence and skill in the teaching of mental agility.	Nov/Dec 2016 Complete
	5. Increased motivation, confidence and skill in mental agility of the children in classes where Number Talks is being implemented, with a particular emphasis on children in SIMD 1-3.	Nov/Dec 2016 Complete
	6. Piloting of the targeted numeracy intervention 'Number Box' will show increased enthusiasm, confidence and skill among classroom assistants in supporting numerical development.	Dec 2016 Complete
	7. Increased motivation, confidence and skill in numerical knowledge of the children who are working with 'Number Box', with a particular emphasis on children in SIMD 1-3.	Dec 2016 Complete
	VERP short term outcomes (see leadership section)	

	Are you collecting evidence to measure these outcome(s)? If so, please specify which type of evidence for which aim *(if not, just put 'N/A')*

1. All schools will be able to identify children in SIMD 1-3. Evidence from NLCs database. Notes taken during dialogue with individual Headteachers
2. Attainment data e.g. CEM, teacher judgement and other Health and Wellbeing measures will be used to consider progress in numeracy attainment for children in SIMD 1-3. Forward plans and SMT professional discussions with staff

3. All headteachers within the Numeracy Layer will have established a clear plan for implementation of Number Talks and awareness of effective tracking and monitoring procedures to ensure progression. N/A

4. All teachers within the numeracy layer who are implementing Number talks will display an increased confidence and skill in the teaching of mental agility. Lead Teacher Evaluations (March 2017). Direct observation and note taking of teachers implementing Number Talks.
5. Increased motivation, confidence and skill in mental agility of the children in classes where Number Talks is being implemented, with a particular emphasis on children in SIMD 1-3. Pupil Evaluations (March 2017). Pupil Attitude Evaluations, follow up assessments to be conducted April/ May 2017

6. Piloting of the targeted numeracy intervention 'Number Box' will show increased enthusiasm, confidence and skill among classroom assistants in supporting numerical development. Feedback from Classroom Assistants

7. Increased motivation, confidence and skill in numerical knowledge of the children who are working with 'Number Box', with a particular emphasis on children in SIMD 1-3. Feedback from Classroom Assistants

VERP short term outcomes (see leadership section)

What does this evidence show on the extent to which the above outcomes have been achieved to date? *Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'.* This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.

Overall
Qualitative data shows that pupils have increased motivation, confidence and skill in mental agility in classes where Number Talks is being implemented. There is some evidence to show that children have developed a more positive attitude to maths as a result of implementing Number Talks.

Teacher evaluation
Evaluations in March 2017 from lead teachers in numeracy layer schools highlight that they:

    a) Have developed new teaching approaches, allowing them to build in breadth to mental agility problems and improve depth of understanding for pupils.

    b) There has been improvements in discussion of strategies with pupils resulting in pupils knowing that there is more than one method to

achieve a correct answer.

   c) Teachers are using practical resources effectively to support learning, including: empty number lines, Rekenreks, ten frames
   d) There have been improvements in pupils discussing their learning as a result of improved teacher questioning techniques.
   e) Discussing mental agility approaches has helped teachers assess pupils effectively and help rectify any misconceptions and target support
   f) Teachers consistently report that pupils have a more positive attitude to number and are more likely to 'have a go'
   g) There is evidence of transfer of skills to other aspects of Maths.
   h) Pupils are using mathematical language correctly and with increased confidence.

Pupil evaluation

Pupil evaluations conducted in March 2017 show that:

   a) Almost all pupils state that Number Talks is assisting them in being "better at maths"
   b) Pupils stated that sums were now easier, that using strategies helped them to get answers more quickly
   c) Pupils stated that working with peers is good because 'you can learn from other children'
   d) Most children are able to list strategies they use to solve number problems
   e) Almost all children stated that their confidence levels had increased through using Number Talks

Pilot of intervention

Initial pilot in two primaries has shown that Number Box intervention was used successfully by support staff who were enthusiastic in using it as a targeted intervention. Almost all children showed improvement in the staged intervention within the pilot period, this included a P6 child who was working at Early/first level of CfE. Discussions and feedback indicate that detailed training would be required to ensure successful implementation and consistency in correct implementation and monitoring of progress. This training will help develop the confidence of support staff and allow the numeracy team to target additional support where required. Training will be arranged when resource has been procured (March 2017).   Staff report that children enjoyed the targeted support and engagement in the short lessons was very high.

Medium –term outcomes	**What medium-term outcome(s) does this initiative aim to achieve?** *(Medium-term outcomes are often in the form of changed actions, practice, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)*	**By when? (estimate) Status** *(completed / ongoing / no progress)*
	Numeracy 1. All schools will use the newly developed NLC monitoring and tracking system, along with intelligence at a class level to (1) identify current numeracy attainment levels for each pupil including those living within SIM 1-3 and (2) plan for next steps.	Jan 2017

	2. Clear evidence from the schools' monitoring and tracking system (e.g. teacher judgement, curriculum based assessment, information gathered from jotter/workbook/folio monitoring, curriculum for excellence levels, moderation of learning) will be used to make sure that all children will be receiving appropriate levels of support and challenge in numeracy (in 'Numeracy Layer Schools).	Feb 2017
	3. Evidence based numeracy interventions will be implemented and tracked for those children living within SIMD 1-3 in mainstream who are not making age/developmental appropriate progress (in 'Numeracy Layer Schools).	April 2017

Are you collecting evidence to measure these outcome(s)? *If so, please specify which type of evidence for which aim (if not, just put 'N/A')*

An evaluation framework has been developed which will also be reported within the National Action Enquiry. A range of qualitative and quantitative methods will be used:

- Numeracy attainment over a one year period will be used by examining CEM results and teacher judgement.
- A contribution analysis will be used to measure progress against short and medium term aims.

The impact of specific numeracy intervention on attainment, pupil engagement and teacher confidence will be measured by:

- Standardised assessment of six children in each Number Talks class completed by end of October. Post-test assessment date set for April/May 2017
- Children's attitudes in numeracy questionnaire. This will be completed by children at time of standardised assessment October 2016 and May 2017.
- Teacher Attitudes in numeracy questionnaire (devised by NLC). This was completed on 10th October.
- Teacher judgement questionnaire to be completed by teachers before standardised assessment in October 2016 and May 2017.
- Focus groups scheduled around time of post-testing
- Authority standardised assessments will be administered to all children in P.1, 3, 5, 7 in May / June 2017. This will allow progress to be tracked from June 2016 – June 2017.

4. All schools will use the newly developed NLC monitoring and tracking system, along with intelligence at a class level to (1) identify current numeracy attainment levels for each pupil including those living within SIM 1-3 and (2) plan for next steps. Notes taken during dialogue with individual Headteachers
5. Clear evidence from the schools' monitoring and tracking system (e.g. teacher judgement, curriculum based assessment, information gathered from jotter/workbook/folio monitoring, curriculum for excellence levels, moderation of learning) will be used to make sure that all children will be receiving appropriate

levels of support and challenge in numeracy (in 'Numeracy Layer Schools). N/A

6. Evidence based numeracy interventions will be implemented and tracked for those children living within SIMD 1-3 in mainstream who are not making age/developmental appropriate progress (in 'Numeracy Layer Schools). N/A

What does this evidence show? *Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.*

Evaluations with lead teachers show that the majority of class teachers have worked with SMT to identify numeracy attainment for pupils, including those living in SIMD 1-3. Meetings with HTs during March/ April will emphasise the importance of this.

Reflections on progress to date: **Can you share any learning on what has worked well in implementing this initiative?**

1. A recent HM Inspection from a Numeracy Layer primary school states "The professional learning opportunities, funded through the Scottish Attainment Challenge, are providing improvements in the teaching of literacy and numeracy. Staff are employing more active approaches to the teaching of maths which is impacting positively on children's progress."
2. VERP training, which incorporated numeracy development in children, was beneficial. This was small scale but would benefit from becoming a universal offer
3. Having class teachers, who have demonstrated good practice, discuss their classroom implementation has been well received at training events. Teachers from other schools have then gone to visit colleagues implementing this.

Can you share any learning on what has worked less well or could be improved?

1. Although it was not one of the activities, discussions with staff show that teachers would benefit from a greater understanding of child development/ conceptual understanding in numeracy. This could be incorporated in to future training and would include joint work with the Educational Psychology Service.

4	Nurture and health and wellbeing	
2016/17 Allocation	£1,406,839	
2016/17 Actual Spend	£1,173,330	
Expenditure breakdown		

Staffing:	Total this financial year	
	FTE	Costs
Teachers	18.99	£365,849
Education/development officers	0.20	£8,326
Educational psychologists	1.20	£79,049
Data analysis officers	0.00	£0

Family/home link worker	10.92	£549,118
Speech and language therapists	0.00	£0
Early years professionals	0.00	£0
Other staff, namely: Researcher; Mental Health Practitioners	3.00	£56,927

Non-staffing *please specify type:*	Total costs this fin. year
Programme Activity including Solihull Training	£114,061
	£
	£

Activities: *Please comment on progress in implementing your planned activities in the year 2016/17*

Nurture Self-Evaluation Framework
- Evaluation of impact of the Nurture Self-evaluation framework has been undertaken through survey and Psychological Service Validated Self- evaluation activity
- All 22 Nurture Layer schools have continued to work towards their identified improvement target in the area of nurture and health and wellbeing. The impact of this work is documented in the evidence section.
- The Attainment Advisor, Continuous Improvement Officers, link Educational Psychologists and the Community Learning and Development Officers have continued to support the schools in their ongoing implementation of this activity.
- Headteachers in Nurture Layer Schools have continued to build on areas identified through the use of the framework by providing professional dialogue opportunities focused on nurture
- The Attainment Advisor has taken a proportional approach to supporting schools this session based on year 1 visits, school improvement plans and discussion with Local Authority staff. These visits are providing more regular opportunities for support and challenge through professional discussion with Headteachers.

CANcan Community Learning & Development Work
- CLD Senior Practitioners continue to work with the Nurture Layer schools to implement bespoke plans to enhance family learning and engagement.
- The practitioners have been involved in engagement activity with school staff, parents, pupils and the wider community based on identified school priorities. This has involved a range of work has been undertaken focusing on family engagement activities in line with identified school need and level of current family participation in the life of the school. Examples include family learning programmes aimed at promoting literacy and numeracy in the home; primary one transition support for pupils and parents; emotional check-in for pupils; parent and staff nurture principles workshops; resilience workshops for pupils and assistance in the development of nurture groups within schools.
- Some individual work has also been implemented for example emotional regulation and coping strategies, VIG to support positive interactions with parent and children, engagement with parents to support access to interventions
- A focus of their work has been on building capacity focusing on the Nurture

Principles as a framework to guide practice.
- All schools within the layer have been implementing the established CLD work plan which has been created in partnership with the school.
- A framework for evaluation of impact has been devised with support from the Psychological Service Research team.
- CLD Senior Practitioner activity is reported on a regular basis and recorded on Cognisoft .

Evidence based Health and Wellbeing Interventions

Seasons for Growth: Loss, change and bereavement programme
- Targeted professional learning opportunities in core areas (e.g. bereavement and the impact of developmental trauma on child development) continue to be provided.
- Children's Companion training was again delivered in November 2016. Session 2016-17 has seen an increased demand for Seasons for Growth Companion Training with training being at full capacity and waiting lists in place
- Regular Reconnector sessions are held to support Companions in their skill development and professional learning
- The training and reconnectors aim to build capacity among staff to support children and young people with loss and grief (evaluations available on request).
- There has been a recent increase in numbers attending reconnector sessions
- Seasons for Growth Adult training has been offered during the course of session 2016-17. This training is aimed at supporting parents to develop coping in the face of their own loss experiences, enhance their resilience and enable them to support their children more effectively.
- Community Learning and Development staff who are experienced in the area of Adult Learning models are undertaking this training and thus building capacity to support families experiencing loss and change through bereavement, family breakdown and other life events.

Solihull Approach
- Embedding of the learning from Solihull training is being supported by educational psychologists and CLD practitioners
- From November 2016 the offer of this training has been extended to a number of schools out with the Nurture Layer. The response has been positive.
- The Solihull Approach: Understanding Your Child has been offered to parents in a number of Nurture Layer Schools to enhance understanding of wellbeing and parenting as part of approach to nurture and family engagement

Video Interaction Guidance (see leadership section)

Emotional & Mental Health

Resilience Toolkit
Professional learning opportunities in the NLC Resilience Toolkit have been provided to 80 staff across five schools within the Nurture Layer. This training/resource package promotes

an integrated and holistic approach to the mental health needs of children and young people through effective planning and implementation of appropriate resources and support strategies.

- Staff knowledge and confidence in implementation has been evaluated pre and post training
- The Resilience Toolkit has been used for identified children to inform planning and target health and wellbeing
- Identified school staff are also undertaking VERP training to enhance staff skill in attuned interaction
- Evaluation of impact is being undertaken and will be available in May/June 2017.

Primary Mental Health Practitioners
- Discussion and negotiation with NHS Lanarkshire to engage the services of primary mental health practitioners to support the emotional wellbeing of children who experience adversity have been ongoing.
- Two PMH practitioners have now been appointed and interviews will take place in the coming month to appoint additional staff.
- A core group will be set up comprising Nurture Layer Headteachers, CAMHS lead, Lead Practitioner, Senior CLD staff and educational psychology to consult on and consider pathways in line with the model of staged intervention built on a foundation of nurturing approaches.
- PMH practitioners will be introduced to the cohort following the development of this framework.
- Induction will commence immediately to familiarise staff with the education context.
- The CAMHS lead, Nurture Layer lead and Psychological Service will work collaboratively to develop an effective early identification and intervention service.

Additional Teacher Staffing
- Additional staffing has allowed for the creation of an Emotional & Mental Health/Nurture 'Champion'.
- These additional staff members are being utilised in different ways across schools and there are plans to fully evidence the impact of this additionality, building upon the information gathered from the Layer Lead & Attainment Advisor through their school visits.

Slippage from plans: *Please comment on slippage from your original plans for implementing activities in the year 2016/17*

Delays in the recruitment of NHS Mental Health Practitioners have taken place.
Movement within the CLD team had meant that vacancies existed for a period of time in session 2016/17.
Additional health and wellbeing training was being considered for the Nurture Layer schools this session however feedback from schools requested support in the form of consultation and advice instead.

4	**Nurture and health and wellbeing: evidence on short and medium-term outcomes**

		What short-term outcome(s) does this initiative aim to achieve? *(Short-term outcomes are often in the form of changed awareness, skills, motivation, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)*	By when? (estimate) Status *(completed / ongoing / no progress)*
Short –term outcomes		*Nurture Self-Evaluation Framework* • Nurture layer school continuing to implement the nurture priority which is incorporated within the school improvement plan and identified through the use of the Nurture Self-evaluation Framework.	Ongoing
		• Greater awareness of nurturing approaches and principles amongst school staff, with a common understanding of these being established across the layer.	Ongoing
		• Ongoing professional dialogue within Nurture Layer schools has a focus on nurturing approaches and children's health and wellbeing.	Ongoing
		CANcan Community Learning and Development Work • The CANcan CL&D team continue to work in partnership with staff, pupils, parents and the wider community of nurture layer schools • The work being carried out addresses the bespoke needs of the school in terms of nurture, in accordance with their identified nurture priority within the school improvement plan	Ongoing
		• CLD input will lead to an enhanced knowledge of family learning, nurturing principles and available nurture themed interventions (e.g. Nurture transition workshops, Nurture Trees, Emotional Check-In and so on)	Ongoing
		Evidence based Interventions	
		Solihull • Staff knowledge of nurturing approaches particularly through the key principles of Containment, Reciprocity and Behaviour for Learning will develop.	Present
		• Parental understanding of children's wellbeing needs will be enhanced through inclusion in the Solihull Approach: Understanding Your Child Programme	Ongoing
		Emotional and Mental Health	
		Seasons for Growth • CLD staff and teachers trained as Child & Adult Companions and will therefore be able to run groups and seminars for individuals from 6 years old onwards experiencing loss, change,	Ongoing

	divorce/separation or bereavement.	
	• Staff will have enhanced understanding and awareness of individual's emotional needs and support strategies which can be employed	Ongoing
	• Parents will have increased capacity to address own loss issues, thus enabling them to better support children	Ongoing
	Resilience Toolkit	
	• Teachers will have enhanced knowledge of resilience and how to develop resilience within children so adverse outcomes for children are mitigated.	Ongoing
	• Teachers will be aware of effective ways of planning for children with additional health & wellbeing needs in SIMD 1-3 and how best to implement these plans in practice using appropriate supports/interventions.	June 2017
	Primary mental health practitioners	June 2017
	• Induction of PMH practitioners to familiarise with education services and school context	
	• Develop pathway for requests for assistance	
	• Devise evaluation framework	

Are you collecting evidence to measure these outcome(s)? If so, please specify which type of evidence for which aim *(if not, just put 'N/A')*

This strand of the programme is at the stage of collecting and analysing data to evaluate impact in terms of medium term outcomes. This is fully described in the subsequent section as post testing is now being undertaken.

Evidence gathered which supports the measurement of short term outcomes is outlined below:

Nurture Self-Evaluation Framework
- Individual feedback from Head Teachers.
- Layer lead meeting with individual nurture schools with a focus on progress towards identified improvement priority
- Feedback to link psychologists to inform support to schools
- Baseline data collected from 15 Nurture Layer schools in March 2016. Measures included the *Strengths & Difficulties Questionnaire* and the *My Class Inventory* completed by both pupils and their class teachers. This gathered information about the learning environment from the perspective of both pupils and teachers alike with a particular focus on nurture elements.

CANcan Community Learning and Development Work
- CL&D team submit monthly progress reports to Layer lead on progress,

- updates and any impact they are observing.
- Outcomes are recorded via Cognisoft.
- Psychological Service Research team collates and provide thematic analysis.
- Feedback is gathered from parents involved with work at end of programme and collated to evaluate impact.
- Case study data.
- Staff maintain visual evidence of work with schools, i.e. photographs of groups, nurture-themed interventions, video recordings of children engaging in nurturing activities.

Evidence based Interventions

Solihull Approach

- Teacher questionnaire to explore changes in an understanding of attachment, brain development and children's behaviour and the key concepts of Containment and Reciprocity.
- Solihull Approach: Understanding Your Child involves weekly evaluation by parents of relaxation, changes in understanding and intended actions.

Emotional and Mental health

Seasons for Growth
- Attendees complete evaluations of the training.
- Case study data
- Reconnector sessions

Resilience Toolkit
- Teacher questionnaires exploring confidence in assessing children's difficulties in the areas of Health & Wellbeing and Learning, confidence in implementing interventions and support strategies in Health & Wellbeing and Learning, and a measure of knowledge and understanding of resilience gathered.
- Teacher self-report on their confidence in using the Resilience Toolkit gathered prior to the first twilight training session and upon completion of this aspect of training.

Primary Mental Health Practitioners
N/A at this stage of development but discussions are taking place to develop a framework to evaluate outcomes from the outset of the establishment of interventions.

What does this evidence show on the extent to which the above outcomes have been achieved to date? *Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'.*

Nurture Self-evaluation Framework
- Headteachers report greater focus on nurture priority as a result of self-evaluation
- Link educational psychologists report increased awareness use of nurturing language on school visits
- Headteachers consistently report that there is a focus on nurture and monitoring and tracking of children's wellbeing during professional dialogue discussions with staff members
- Data collected in March 2016 constitutes a baseline for evaluating changes in pupil and staff perception of learning environment

CANcan Community Learning and Development work
- Collation of monthly reports indicates that CLD Senior Practitioners undertook a range of project and individual work within Nurture Layer schools
- Parents and pupils feedback indicates greater awareness of wellbeing and nurture
- CLD activity has been directed to 6 main outcomes to support family engagement, family learning and the embedding of nurture such as *'school understands and implements strategies aimed at supporting parents and carers to become engaged with their child's learning and wellbeing'*. For example the introduction and facilitation of family learning groups and individual family learning sessions has engaged 76 families across the layer.

Evidence based Interventions

Solihull Approach
- Post training evaluation indicates a 9% increase in the importance staff attribute to nurturing relationships for optimum brain development.
- An increase was also found in understanding of the way in which the quality of relationships affect behaviour, and in how responses to behaviour can be developed from this understanding. (Containment and Reciprocity).

Emotional and Mental Health.

Seasons for Growth
- Companion training is consistently highly rated in terms of enhanced understanding of the impact of loss and change and increased confidence in addressing needs.
- This applies to both Child and Adult Companion training (data from Adult training is at an earlier stage as the programme has been in place over a shorter period of time)
- 88% of participants rate the training as effective or highly effective, for example, in providing a 'better understanding of grief and ways in which to support others to move on to choice making and empowerment'

Resilience Toolkit
- Positive changes identified with respect to staff knowledge and understanding

of Resilience factors post training (pre and post measures used).
- Staff demonstrate clarity of thinking about ways in which to change practice following training
- Staff identify ways in which they will incorporate the use of the Resilience Tool into GIRFEC planning processes post training, for example '*using the tool to identify risk factors', ' focus on factors we can influence'*

Primary Mental health Practitioners
Not applicable at present

		By when? (estimate) Status (completed / ongoing / no progress)
Medium –term outcomes	**What medium-term outcome(s) does this initiative aim to achieve?** *(Medium-term outcomes are often in the form of changed actions, practice, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)*	
	Nurture Self-Evaluation Framework - Ongoing self-evaluation using the framework to ensure a continued and renewed focus on the importance of the nurturing school. - Implementation of approaches which demonstrate an increased understanding amongst staff e.g. engagement of CL&D to encourage Family Engagement or putting more emphasis on the transition process and the school's role in supporting this. - Improved Health & Wellbeing outcomes for children alongside enhanced pupil satisfaction with their learning environment. - Impact on academic outcomes for children as a result of an improvement in the nurturing environment in which they learn. - Head teachers working in smaller learning groups (locality based) to embed nurturing principles. *CANcan Community Learning and Development Work* - Increased parental engagement with the school and their child's learning. - Improved family relationships. - Staff sustaining nurture related activities and family learning opportunities. **Evidence based Interventions** *Solihull Approach* Improved staff knowledge resulting in: - Improved teacher- pupil interactions - Identification and support of children's health and wellbeing needs in accordance with nurturing principles	Ongoing March 2017 Present

	Emotional and Mental Health	
	Resilience Toolkit	
	• The training will result in enhanced and effective planning for children within SIMD 1-3 with Health & Wellbeing needs. • More appropriate supports for children will be implemented following an effective planning process. • The impact of these supports on children will be monitored by school staff to ensure appropriate outcomes are being evidenced	March 2017
	Seasons for Growth	
	• Children attending Seasons groups have improved emotional resilience, evidenced via ongoing evaluations. • Staff will run groups independently and engage in self-reflection to enable them to reach accreditation level. • Staff will attend at minimum termly reconnectors to ensure they have the most up to date knowledge and resources in order to effectively deliver the programme. • Established network of support with other companions will continue to ensure the effective delivery and sustainability of the programme.	March 2017

Are you collecting evidence to measure these outcome(s)? *If so, please specify which type of evidence for which aim (if not, just put 'N/A')*

Nurture Self-Evaluation Framework
- A survey of Nurture Layer Schools, link educational psychologists and Continuous Improvement Officers was carried out by Psychological Service in January 2017 and formed the basis for further exploration through a Psychological Service Validated Self evaluation activity. This afforded the opportunity to deepen the understanding of the value and impact of the self evaluation framework.
- Post data has been collected in February/March 2017 to establish impact of the various professional learning opportunities, CLD team and continued self-evaluation on Health & Wellbeing outcomes for children with a specific focus on children from SIMD 1-3.
- Standardised assessments and information contained within the Monitoring & Tracking dataset will be examined to determine the extent to which the work in the area of Nurture and Emotional & Mental Health has translated to improvement attainment for children in SIMD 1-3.

CANcan Community Learning and Development Work
- Collation of monthly progress reports to illustrate breadth and depth of impact across the layer schools.
- Case studies collated demonstrating examples of good practice
- Further evaluative structures to be confirmed in collaboration with CL&D colleagues

Evidence based Interventions

Solihull
- Feedback is collected at follow-up sessions, which seeks to capture application of training to practice and the impact this is having on children

Emotional and Mental Health

Seasons for Growth
- Reconnectors allow trainers to gather information on the impact of Seasons groups for children and adults outcomes.
- Reconnectors illustrate peer support networks are in place and working effectively.
- Children attending the group complete ongoing evaluative measures which capture the impact of the sessions on the child's wellbeing and positive outcomes.
- Ongoing longitudinal data collected every three years to document the long-term impact of the programme on children and adults (next evaluation due to take place in the 2017/2018 session).

Resilience Toolkit
- Paperwork is being gathered from staff for identified children pre and post training in order to compare the quality of planning taking place. This will in turn be compared to paperwork collected from staff currently not being trained in the use of the Resilience Toolkit (control-experimental design).
- Outcomes for children will be measured using the Multidimensional Life Satisfaction Scale which has been administered to children identified prior to the training starting (October 2016) and will be administered again in May 2017. These will again be compared to children from control schools to demonstrate the impact of staff's professional learning on outcomes for children
- Academic outcomes for children assessed using CEM testing for P1, P2, P4 & P6 children.
- Psychological Service VSE activity engaging school staff in evaluation of impact of use of toolkit
- Video footage pre and post VERP training is being analysed to evaluate changes in teacher/pupil attuned interaction
- Qualitative information from class teachers as part of triangulation of data

What does this evidence show? *Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'.*

Nurture Layer Post test data
Initial analysis of post-test data indicates impact on children within Nurture Layer

schools and perceptions of the learning environment as follows:

Strengths and Difficulties Questionnaire (SDQ)
25 item questionnaire containing 5 subscales: emotional problems, hyperactivity, conduct problems, peer problems and prosocial behaviour.
  - ➢ A reduction at post-test in scores relating to emotional problems, conduct problems, hyperactivity and peer problems
  - ➢ Mean pupil difficulties scores, externalising, internalising and impact of difficulties score demonstrated reduction
  - ➢ Children's mean prosocial scores demonstrated an increase at post-test

My Class Inventory (MCI)
25 item questionnaire containing 5 subscales: satisfaction, friction, competition, difficulty and cohesion.
  - ➢ Overall friction, competition and difficulty decreased at post-test suggesting a decrease in children's negative perceptions of the learning environment
  - ➢ Primary 4 pupils satisfaction with the learning environment significantly improved at post test
  - ➢ Primary 4 pupils sense of friction in the classroom significantly reduced at post test
  - ➢ Primary 6 pupils sense of cohesion in the classroom significantly improved at post test
  - ➢ Primary 7 pupils sense of difficulty was significantly reduced at post test
  - ➢ At time of post-test, when data was explored in terms of access to Free School Meals and Clothing Grants, there was no poverty-related gap in terms of children's perceptions of the learning environment.

Key findings: summary

Perceptions of Learning Environment:

  - ➢ The most recent data shows no poverty-related gap in terms of pupils perception of their learning environment
  - ➢ Furthermore, there is evidence of improved pupil perception of their learning environment in terms of overall satisfaction, reduced friction amongst classmates, less competition with peers, decreased difficulty with the work of the class, and enhanced cohesion within the classroom and classmates
  - ➢ In accordance with the views of their pupils, class teachers have also evidenced an improved perception of the learning environment

Nurture *Self -evaluation Framework*
  - • Survey results indicated that the Nurture Self evaluation Framework was a useful tool in supporting self evaluation including the use of HGIOS4 and had led to a number of changes within schools
  - • Educational Psychologists (EPs) noted implementation of nurturing approaches
  - • Continuous Improvement Officers recognised that the tool afforded a lens and structure for staff focus on nurture

- Overall the framework was highly valued as a tool which focused the partnership on the area of nurture and provided a shared language with which to develop culture, ethos and practice.

Post test results will be summarised at the end of this section in recognition of the range of work which has contributed to outcomes.

CANcan Community Learning and Development work
- Parents and carers from 76 families have engaged with Family Learning Groups run by CLD senior practitioners
- Evaluation indicates that, as a result of CLD input, parents feel more confident in e.g. supporting their child/ren with maths and incorporating literacy activities into everyday life
- Case study data indicates some improvement in behaviour and engagement in learning for identified child
- Case study data indicates positive outcomes of increased self-esteem for a group of girls (Rosenberg Self- esteem Scale)
- School staff report confidence in implementing a range of nurturing approaches within their establishment
- Thematic analysis of CLD activity indicates that the range of work undertaken has contributed to all 6 identified CANcan outcomes with outcomes 3 and 5 being most prevalent.
    1. *School has identified gaps in attainment through a collective process of self evaluation and has clear plans to address these*
    2. *School has identified and implemented one or more areas of development as identified via relevant self evaluation frameworks*
    3. *School understands and implements strategies for parents and carers to become engaged with their child's learning and wellbeing*
    4. *School understands and implements strategies for involving the wider community*
    5. *School has awareness and understanding of nurture principles*
    6. *School has developed a range of approaches to actively nurture the wellbeing of staff and partners, supported by a positive culture and ethos*

Evidence based Interventions

Solihull Approach
- Feedback from Head Teachers indicates that application of skills and improved interaction as a result of training is embedded as part of nurturing approaches and school improvement priorities.

Emotional and Mental Health
Seasons for Growth
- Companions report impact on children's coping capacity and emotional wellbeing as a result of taking part in a Season's programme.
- Recent case study information highlights the impact of the SFG programme

on a group of boys (SIMD 2). Outcomes were much calmer presentation, increased ability to recognise and share feelings and formation of strong peer bond. These case study findings are very much in line with the long standing evaluations of Seasons for Growth, nationally, internationally and locally.

Resilience Toolkit
- Feedback from teachers indicates that the Resilience Toolkit is a very useful resource for planning for identified children.
- Relationships between class teacher and pupil enhanced as a result of use of toolkit.
- Educational Psychologists involved in implementation of the Toolkit have continued to deliver the training and ongoing support in response to consistent feedback from school staff that it has been valued and used in practice.
- Staff in each cycle of training indicate greater confidence in their knowledge of resilience and in assessing and supporting the health and wellbeing needs of children. There is also a shortening of the gap between confidence in supporting mental wellbeing needs in comparison to learning needs, which suggests success in meeting the original goal of developing the tool.
- Evidence from video footage and qualitative feedback from staff indicates the positive impact of VERP training as part of the approach to implementing the Resilience Toolkit
  Case example indicates the following:
    o Increase in teacher attuned interaction
    o Increased pupil initiative post test
    o Improved child confidence and improvement in mood at home

These findings are very much in line with the wider evidence base for VERP and the growing evidence base within North Lanarkshire of its effectiveness in enhancing staff skill in interaction.

A full analysis of the impact of the use of the Resilience toolkit will be available following post-test data collection in May 2017.

Pupils Social, Emotional & Behavioural Difficulties:

➢ Results show that a number of pupils have made positive improvements in all five subscales measuring social, emotional and behavioural difficulties
➢ For instance, some primary stages illustrated reduced emotional problems, conduct problems, hyperactivity, and peer problems; in addition to being more prosocial
➢ The most recent data also illustrates that children considered 'most deprived' demonstrated improvements in the four areas of difficulty, as well as being deemed more prosocial

Reflections on progress to date: **Can you share any learning on what has worked well in implementing this initiative?**

The development of a coherent model based on the World Health Organisation Health Promoting Schools framework and drawing on evidence from a range of interventions and

approaches has provided a firm foundation for the implementation of this strand of the work. The recognition that an ethos and culture of nurture within our schools and establishments is fundamental to meeting the wellbeing needs of all children and particularly those most vulnerable has provided a focus for developments. Central to this is the emphasis on self-evaluation as part of an improving schools agenda. This has allowed the ownership to lie with schools and enabled a flexible approach to differing needs.

The WHO model which mirrors a staged intervention and GIRFEC planning pathway model assists in the planning for timely and proportionate support. Evidence based programmes to address known risk factors for mental health difficulties e.g. Seasons for Growth to address loss experience are an essential component of early intervention and preventative work. Improvements in planning for children at risk and targeted therapeutic support are also key elements in an approach to address the wellbeing needs of children, particularly those most vulnerable as a result of living in poverty. The strength of the model and the focus on nurture has been embraced by school staff who have welcomed an intense focus on this complex area of work in recognition that improving the ability to settle to learn for children experiencing adversity is a key component of closing the attainment gap.

Can you share any learning on what has worked less well or could be improved?
The Self -evaluation Framework developed in North Lanarkshire though a collaborative process involving educational psychology, Head Teachers and Continuous Improvement Officers has been a very useful development. Some of our learning would indicate that it would be helpful to schools to provide more detailed input of the 6 Principles of Nurture as a starting point for schools to consider their self-evaluation in this area. In addition the differing stages and needs of schools is likely to be replicated across the council and the greater use of the Readiness Checklist with is part of the Framework could help ensure more targeted and focused support and intervention from the outset.

5	Physical Active Health		
2016/17 Allocation	£412,346		
2016/17 Actual Spend	£455,383		
Expenditure breakdown			
Staffing:		Total this financial year	
		FTE	Costs
Teachers		4.41	£212,280
Education/development officers (previously 1fte)		0.50	£58,273
Educational psychologists		0.00	£0
Data analysis officers		0.00	£0
Family/home link worker		0.00	£0
Speech and language therapists		0.00	£0
Early years professionals		0.00	£0

Other staff, namely: Researcher; PAH Leaders	8.75	£151,241
Non-staffing *please specify type:*	Total costs this fin. year	
PAH Training	£33,589	
	£	
	£	

Activities: *Please comment on progress in implementing your planned activities in the year 2016/17*

Physical and Active Health (PAH) activities August 2016 - March 2017 have included:

- PAH Leaders/Mentors programme of meetings/support
- PAH Leaders/Mentors class inputs
- Extra-curricular BMT clubs and 112 intervention groups across the layer
- Head teacher meetings and communications through the session
- A robust training programme for Mentors and PAHLs has taken place. We have weekly PAHL CPD/training, GLOW support (One Drive, Video Channel) and learning logs which are helping to deliver this outcome. INSET training sessions and whole day support has been delivered to all PAHLs.

Pilot of approach
While recruitment of the team was being secured (between April and August 2016) the approach was piloted by the Mentors in two primary schools i.e. XXX Primary and XXX Primary. This took the form of:

- Regular visits, training & mentoring to support the process of pedagogical change through BMT.
- Directly working with children.
- Support to schools to employ a more systematic use of data/intelligence to inform practice in classrooms and at a systems level in schools in PAH.
- Data gathering to monitor progress of pilot.

Slippage from plans: *Please comment on slippage from your original plans for implementing activities in the first six months*

- Overall strategic plan now in place and shared with PAH schools/HTs, PAHLs and Mentors. This was valuable and has helped developing clarity, supporting staff and staff are engaging well in this layer.
- Pre/post test had not occurred, methodology and time-line altered due to concerns over over-testing as PAH and Numeracy layers overlap. The layer-wide BMT programme evaluation planned for February 2017 has taken place. This involved learner focus groups, practitioner interviews, parental/guardian surveys and PAHL/Mentor interviews and feedback.
- One PAHL left post in December. However, this vacancy has not been filled.
- December contacts/engagements reduced – learning logs and contact time summary evidencing a 'Christmas dip' in contact time due to other events in schools such as Nativity plays, dances, etc. However, the number of intervention groups and PAHL involvement in extra-curricular clubs has steadily increased.

All teachers in P1,3,5,7 and S2 in all schools are responding to data analysis with appropriate evidence-based interventions. This is in place for the rest of this session and will be overtaken in the next report.

5	Physical Active Health: evidence on short and medium-term outcomes	
	What short-term outcome(s) does this initiative aim to achieve? *(Short-term outcomes are often in the form of changed awareness, skills, motivation, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)*	**By when? (estimate) Status** *(completed / ongoing / no progress)*
Short –term outcomes	1. The Mentors' interventions will have a positive impact on our current strategies for planning and evaluation for Physical and Active Health.	June 2016
	2. All PAHLs are trained and delivering a consistently high quality level of support to school pupils and the staff.	Ongoing
	3. Increased school staff focus, motivation and understanding of the importance of physical and active health for learners.	November 2016
	4. School staff confidently delivering the BMT programme within their schools.	Oct 2016 - ongoing
	5. An improved quality of delivery from all staff in PAH/Numeracy Layer through the intervention activity led by the Mentors and supported by the PAHLs.	Oct 2016 onwards
	6. Children are beginning to illustrate a renewed motivation to learn through physical and active health.	Completed March 2017
	7. PAH staff engage in self-reflection of their personal skills to effectively plan for improvement.	October 2016 onwards
	Are you collecting evidence to measure these outcome(s)? If so, please specify which type of evidence for which aim *(if not, just put 'N/A')*	
	1. This has been evidenced by the PAHLs weekly learning logs and a short Survey Monkey – both are used to plan the future delivery within schools as well as strategically for PAH.	
	2. Analysis of October 2016 to February 2017 completed in contact time report for some contacts. Evidence from PAH staff Survey Monkey survey, learning logs, Mentor feedback, Class teacher interviews, class contacts along with SMT/Teacher meetings/discussions, extra-curricular BMT clubs and intervention groups have been collected monthly to supplement this.	
	3. School staff focus, motivation and understanding evidenced by PAH staff through a Survey Monkey survey. Learning logs also show progression of school staff. Class teacher interviews at the beginning of the programme show initial impact. Further clarity around the project has been shared with PAH	

schools/HTs, PAHLs and Mentors. Class teacher confidence evidenced by ratings from Class teacher interviews. Learning logs, PAH staff survey and Mentor feedback also contain information on school staff confidence. Interviews with class teachers before starting BMT show what expectations and concerns they had regarding BMT.

4. Learning logs and feedback from Mentors show progress of primary practitioners. Class teacher interviews provide self-report account of delivery.

5. Pupil focus groups show pupil perspective. Parent/Guardian survey, Class teacher interviews and evidence from PAH staff such as the Survey Monkey and learning logs. Pilot school observations and early Class teacher feedback provide evidence from October 2016. The weekly CPD/training, Mentor support and the PAHL/Mentor Survey Monkey feedback is supporting the delivery of this outcome.

6. The layer-wide BMT programme evaluation February 2017 – evidence has been generated via Pupil focus groups as well as themes from Parent/Guardian survey, Mentor feedback, PAH staff survey and PAHLs learning logs. The write up of evaluations/research in schools show pupils and staff are noticing the benefits of BMT.

Other:

- We have collected feedback from course attendees at appropriate CLPL sessions for practitioners.

- Multi-method qualitative data gathering of stakeholder experiences to triangulate and identify areas of impact, challenges and improvement.

What does this evidence show on the extent to which the above outcomes have been achieved to date? *Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'.* ==*This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.*==

1. Mentors set up structures and supports for Class teachers to consult with PAHLs and Mentors, led the creation of lesson plans each week, and developed and implemented evaluations for Class teachers. Currently developing pupil measures, identifying extra-curricular BMT clubs and pupils to include in intervention groups.

2. The commitment of the PAHLs has been praised with a marked improvement in their confidence and expertise. As this has improved, PAHLs, Mentors and class teachers are working more collaboratively in the planning of lessons.

3. The understanding of teaching staff has seen improvement. A clearer

understanding of the role of the PAHL and greater consistency of approach has allowed for better quality discussion around learning and planning of lessons.

4. It was found that staff confidence had increased significantly throughout this period but acknowledged that more work is required before BMT can be taught independently. PAH staff had noted improved teacher confidence, one account stating "*their feedback indicates their positive attitude to the project and support given, and they are increasingly confident at this stage of being able to take the BMT approach on post June.*"

5. Class teachers have been proactive in putting forward parts of the curriculum to include within BMT lessons to help cement the link between PE and the classroom. Some Class teachers are now beginning to run the second PE lesson. One PAHL stated benefits of this for pupils: "*All staff were engaged in lessons which helped to motivate children.*"

6. Pupils described BMT as being more fun because of the creative element of BMT: "*It makes you feel more creative and it helps you with stuff in the classroom*" and "*BMT made it fun because we are thinking at the same time.*" Many parents reported that their children are now talking about PE at home and that children want to do more exercise. Class teachers have noticed that engagement in PE has improved overall. However, there are teachers yet to see impact.

As part of the BMT evaluation, PAH staff provided feedback via a Survey Monkey survey. Learning logs allowed for PAHLs to reflect on their practice from week to week showing the progress being made over time.

	What medium-term outcome(s) does this initiative aim to achieve? *(Medium-term outcomes are often in the form of changed actions, practice, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)*	**By when? (estimate)** Status *(completed / ongoing / no progress)*
Medium –term outcomes	1. Staff are embedding the main skills taught/emphasised within the programme to their classroom.	Ongoing
	2. All staff will be involved in the process of changing pedagogy as a result of their experience with BMT.	On-going
	3. Learners are empowered, which creates an emphasis on engagement as opposed to participation.	Ongoing
	4. Learners will evidence improvements across the curriculum, as a result of the high level skill transferability leading to improved academic outcomes for pupils.	Ongoing
	5. All teachers in P1, 3, 5, 7 and S2 in all schools are responding	No

	to data analysis with appropriate evidence-based interventions.	progress

Are you collecting evidence to measure these outcome(s)? *If so, please specify which type of evidence for which aim (if not, just put 'N/A')*

1. Pupil focus groups, Class teacher interviews, learning logs and feedback from Mentors show signs of this taking place. Pilot school observations and early Class teacher feedback show this happening since October 2016.

2. Pictures of teacher planning and feedback from pilot schools, along with PAHLs learning logs show practitioners beginning to take on planning and delivery of BMT in classes. Feedback from Mentors and interviews with Class teachers show changes. Pilot school observations supplement this information since October 2016.

3. Pupil focus groups show pupil self-report data. Class teacher interviews, feedback from Mentors, PAH staff survey and Parent/Guardian survey shows this. Pilot school observations and early Class teacher feedback supplement evidence since October 2016.

4. Pupil focus groups, Class teacher interviews and Parent/Guardian survey show evidence. Pilot school observations and early Class teacher feedback show evidence from October 2016.

5. School visits as part of the Numeracy layer show the use of monitoring and tracking data in PAH/Numeracy layer schools.

What did this evidence show? *Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'.* <mark>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.</mark>

1. Class teachers reported the use of BMT exercises in class to re-engage attention. One Class teacher reported that they *"find the lessons most helpful as an 'assessment too[l]' they allow me – class teacher to assess the children's listening skills."*

2. Teaching staff are increasingly more involved in the planning of lessons in collaboration with the PAHLs and Mentors. In some instances, PAHLs have reported teachers adapting lesson plans to suit their needs.

3. A number of improvements have been seen such as: engagement, enjoyment, following instructions, pupils taking responsibility and are self-motivated, creativity, executive functioning and conduct behaviour. However,

some Class teachers are yet to see changes. PAHLs are also running intervention groups, a small set of selected pupils, where additional support is needed to provide them with better access to the PE curriculum. As well as reports of improved physical activity, a number of parents reported that their child had improved confidence when doing physical activities.

4. There have been some instances reported where BMT has improved focus and concentration, maths skills, communication, listening, collaborative and motor skills. Impact has been seen in some instances of the enjoyment of learning, story writing and conduct behaviours. However, impact is yet to be seen in many classrooms. A pupil described BMT exercises in class as beneficial "*Because if you just like write it down you'll forget about it easier but, like, if you are doing it with something fun you'll remember it easier.*"

5. Examples of monitoring and tracking provisions used include the use of CEM, jotter work, formative assessment, teacher judgement, targeting of pupils for support, and tracking of numeracy attainment in teacher forward planning.

Reflections on progress to date: **Can you share any learning on what has worked well in implementing this initiative?**

- Use of GLOW – all PAH staff were trained to use this; document store, video channel, conversations, sharing of information/evidence/moderation/good practice
- PAH training/evaluation/development
- RDO links – research methodologies
- Ongoing school/staff support visits
- PAHLs learning logs
- Support for practitioners via CLPL, resources
- Confidence and expertise of PAH and school staff improving
- PAH staff meetings: One PAHL has stated that "*having a PAHL meeting once a week has been effective within this layer as it has ensured the continuity and consistency of the delivery of BMT.*"

Can you share any learning on what has worked less well or could be improved?

- Initial lack of clarity around a number of aspects of the programme would be addressed for next session to ensure a smoother approach/impact/engagement for learners and practitioners involved. Nonetheless, PAH staff acknowledge that there has been "*a gradual change towards a more efficient and purposeful programme.*" PAH staff have further commended the organisation of the project at the later stages of implementation since "s*chools, staff and pupils are now benefiting from greater stability, expertise and confidence in the project.*"
- PAH have had to work around the planning already in place in some schools and further difficulty has been cited where "*schools have a wide range of process in place for planning and this varies considerably.*" In order to counteract this, forward planning has been suggested as "*Forward Planning is essential to improve the programme.*"
- More staff training has been recommended outside of the PE environment to ensure BMT is fully embedded in PAH staff practice with particular mention that PAHLs

ought to be trained in physical literacy. In order to better support teaching staff an *"idea may be to invite teaching staff along to a BMT in service day where both practical and theory sessions were addressed."*

- Use of appropriate standardised assessment is required in order to provide quantifiable impact on pupil attainment. Use of physical assessments also to evidence impact on pupil's movement.

6	Leadership Including Video Enhanced Reflective Practice and Video Interaction Guidance	
2016/17 Allocation	325,808	
2016/17 Actual Spend	289,602	

Expenditure breakdown		
Staffing:	Total this financial year	
	FTE	Costs
Teachers	0.00	£0
Education/development officers	0.00	£0
Educational psychologists	2.50	£171,936
Data analysis officers	0.00	£0
Family/home link worker	0.00	£0
Speech and language therapists	0.00	£0
Early years professionals	0.00	£0
Other staff, namely: Researcher; Lead	1.40	£46,008
Non-staffing *please specify type:*	Total costs this fin. year	
Programme Activity including VIG	£71,658	
	£	
	£	

Activities: *Please comment on progress in implementing your planned activities in the year 2016/17*

Video Enhanced Reflective Practice (see evaluation for longer term impact on teach behaviour – Appendix 4)

Progress in implementing planned activities:

Video Interaction Guidance is recommended as an evidence based intervention in NICE Guidelines to support social and emotional wellbeing (October 2012) and attachment (October 2013). Through the Attainment Challenge the SAC Psychology Team are successfully using VIG to improve attunement, attachment, relationships and wellbeing with the most vulnerable families within NLC**.**

Video Interaction Guidance (VIG)

There has been steady growth in the number of vulnerable families being supported using

VIG and in the region 180 families have now benefited from access to this intensive, therapeutic intervention.

The newly developed VIG Therapeutic Service (currently comprising of Educational Psychologists) is targeting families in SIMD 1 and 2 and will address issues of equity of access across schools.

Twice yearly Initial Training Courses, and regular opportunities for high quality supervision sessions are effectively supporting an increasing number of NLC staff to progress towards becoming highly skilled VIG practitioners.

Twice yearly 'transition and training days' provide a rigorous system ensuring quality control and fidelity to the intervention. During these sessions colleagues from the governing body, AVIGuk conduct, or supervise NLC staff conducting accreditation processes to allow trainees to transition from one stage of training to the next. Training sessions for the following stage of development are also provided on these days.

Working in collaboration with AVIGuk continues to be central to ensuring sustainability of this approach in the longer term. After many years of intensive training three of our staff are now accredited VIG supervisors and are able to independently train, supervise and accredit trainees from stages 1 to 3. In addition we have four trainee supervisors who are able to supervise trainees under the supervision of an AVIGuk accredited national supervisor.

Video Enhanced Reflective Practice (VERP)

During session 2016/17 this coaching and mentoring approach (ie.VERP) has effectively supported NLC staff to enhance the quality of their interactions and relationships with children in the early years and primary sectors. It is successfully developing deeply reflective practitioners and supporting career long professional development.

VERP has been utilised successfully to support various interventions as part of the Scottish Attainment Challenge in the areas of literacy, numeracy and resilience.

VERP is very well established in the early years sector. Demand for places on VERP training courses in session 2016/7 continues to be high with practitioners strongly recommending the training to their colleagues. Current resources allow us to offer 96 training places per year.

There is a growing awareness of VERP in the primary sector, how and why it is applied and its effectiveness in supporting staff and pupils. Many teachers who have engaged with the programme are also recommending this to their colleagues. Currently 96 training places are offered to the primary sector per year

VERP uses the same principles and frameworks as VIG and the NLC SAC Psychology Team works in partnership with AVIGuk to ensure our VERP facilitators are providing a high quality experience. All facilitators are trained to at least stage 2 of VIG training. New facilitators are required to take video footage of themselves facilitating VERP groups to VIG supervision until such time as their supervisor is confident they are providing a high quality training experience. Thereafter, quality control is achieved through 'intervision': a process of peer support and collaborative review of video footage. Three intervision sessions have been organised in the last year. All VERP facilitators are expected to participate in at least two of these sessions and present footage of their own work at one.

A SMART survey was carried out exploring longer term impact 12 – 30 months post training. This survey also consulted staff as to what supports they require to embed VERP within their existing structures for professional development.

Video Interaction Guidance and Video Enhanced Reflective Practice

A VIG and VERP conference in August 2016 increased awareness and understanding of the power of these interventions across NLC. The combination of a key note presentation from Hilary Kennedy, a pioneer of VIG, and workshops facilitated by NLC staff inspired many practitioners to become involved. This was also a valuable opportunity to reconnect with staff who previously attended training and consider issues around sustainability and embedding VERP within practice.

Short videos providing an overview of the processes of VIG and VERP along with feedback on positive outcomes for families, NLC staff and children and being produced. This footage provides helpful information and reassurance about the intervention and so encourages engagement with the interventions.

Self Improving Schools
- Self-Improving Schools family groups have continued to meet regularly throughout the 2016/17 session, providing an opportunity for schools to share effective practice and support improvement across establishments. Most Head Teachers are now convinced of the current value as well as the future potential of a self-improving school system.
- All family groups have accessed and used the challenge questions in 'Mind the Gap' to support them in using data to close the poverty-related attainment gap. As a result, Head Teachers and schools are becoming more confident and proficient in accessing and understanding a range of data and in analysing, interrogating and responding to this in partnership with their comparative schools.
- A series of 'Family Group forums' were held in December 2016. The results of the *Survey Monkey* used to gather feedback from Head Teachers at the beginning of the 2016/17 session were shared/discussed and Head Teachers received a comprehensive update on the Scottish Attainment Challenge. Family groups also engaged in a short workshop to help them identify further input/support/training they required around using data.
- The majority of family groups have taken advantage of training on using the electronic data system from our Performance Analyst.
- Additional support materials have been added to the Self-Improving Schools GLOW site.
- Following a meeting between the CANcan Leadership Lead and an Education Officer from South Lanarkshire, initial connections have been made between the two local authorities. This has already involved South Lanarkshire Head Teachers visiting one primary school to learn more about the NL Active Literacy programme and a number of evidence-based literacy interventions. Plans are now in place to develop connections between South Lanarkshire and all family groups from August 2017.

Slippage from plans: *Please comment on slippage from your original plans for implementing activities in the year 2016/17*

- The procurement of external AVIGuk Practitioners has been time consuming. This process is nearly concluded. In session 2017/18 support from external partners will enable more families and staff to be supported.
- Staffing issues have prevented some family groups from meeting as often as desired.

This has had an impact on the consistency/robustness of support and challenge across family groups, with many making better progress than others.

- Although some family groups have been able to facilitate professional learning opportunities between staff other than Head Teachers, this has not been consistent across all groups. This will be a focus during 2017/18.

6	Leadership: evidence on short and medium-term outcomes	
	What short-term outcome(s) does this initiative aim to achieve? *(Short-term outcomes are often in the form of changed awareness, skills, motivation, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)*	**By when?** **(estimate Status** *(completed / ongoing / no progress)*
Short –term outcomes	*Video Interaction Guidance*	
	1. VIG is accessible to a growing number of vulnerable families across NLC by recruiting high quality committed staff from a range of services across NLC to become VIG guiders.	On-going
	2. Guiders will use VIG to improve attunement, attachment, relationships and wellbeing with the most vulnerable families within NLC. There will be a focus on using the intervention with families from SIMD 1 and 2.	On-going
	3. In conjunction with AVIGuk the SAC Psychology Team will provide initial training sessions over two days introducing NLC staff to the ethos, principles and core skills of the approach.	On-going
	4. Trainees will be mentored in order to support families effectively through regular, intensive supervision sessions. During supervision sessions trainees will present video footage of themselves using VIG, reflect upon their skills and set goals for future development.	On-going
	Video Enhanced Reflective Practice (VERP)	
	1. The SAC Psychology Team will provide high quality VERP training to NLC staff from the early years and primary sectors. This training will consist of a full day introduction to the approach followed by 4 workshops at which practitioners will present video footage of themselves in their day to day work, highlight evidence of the principles of attuned interaction and consider the impact of this high quality interaction on the children.	On-going
	2. Practitioners will be supported to reflect deeply and review their practice and to set practice development goals which in turn will enhance communication and relationships. Consequently, children will become more motivated and confident to contribute	On-going

	and so will be more engaged in their learning.	
	3. VERP will be combined with literacy training in the early years sector, and with literacy, numeracy or resilience planning in the primary sector. These sessions take place at the midpoint of the training between the second and third workshops. Participants will video themselves implementing this training in preparation for the third workshop. Analysis of this footage will support the process of changing practice in key curricular areas.	On-going
	4. Combining VERP with literacy and numeracy will facilitate improvements in specific teaching behaviours which in turn will have an impact on children's attainment and wellbeing.	On-going
	Self improving schools • Primary Head Teachers (and other practitioners) across the local authority will continue to develop positive, professional relationships with leaders and practitioners in comparative schools. • An increasing number of Head Teachers and schools will become convinced of the value and potential of a self-improving school system. • Head Teachers and schools will become more open and confident in sharing data with comparative schools. • Head Teachers and schools will be able to ask a number of key questions around data and will begin to develop their confidence and ability to analyse, interrogate and respond to a range of data on their pupils. • Head Teachers and schools will use data to help identify evidence-based interventions to raise attainment, particularly in the area of numeracy. • Head Teachers and schools will have easy access to a range of helpful materials and resources via the self-improving school GLOW site; family groups will begin to contribute to this bank of resources on a regular basis. • Initial connections will be made with schools in neighbouring local authorities to help support professional learning and school improvement.	All on-going

Are you collecting evidence to measure these outcome(s)? If so, please specify which type of evidence for which aim *(if not, just put 'N/A')*

The following evidence is being collated:

Video Interaction Guidance

Availability of intervention to families and trainee skill development

• The number of families accessing VIG is monitored.

- Attendance at the initial two day training course and frequency of access to supervision is recorded.
- Trainee skill development is assessed by trainers and supervisors through group activities over the initial training course and during supervision sessions.

Video Enhanced Reflective Practice

Impact on children
- Video case studies have been an effective way of accessing more detailed information from participants about their experiences of VERP and its impact on their practice and ultimately the children with whom they work.
- Film footage of interactions between teacher and pupils pre and post intervention has been coded and analysed to explore whether there has been an increase in attunement as well as literacy teaching behaviours as a result of the VERP combined with literacy training . Similar evaluations are underway with respect to numeracy and resilience planning strands of the project.

Impact on staff
- The number of practitioners taking part in the training, the establishment in which they work and the focus of their midpoint training is logged.
- VERP facilitators monitor individual trainee's progress at each workshop and offer support as required.
- Participant evaluations are collated and analysed upon completion of the training programme to evidence change in practice and impact on practitioners and the children with whom they work.
- Log books are completed by participants, and are collated and analysed to demonstrate practitioners' reflections on their learning and their use and awareness of the 'principles of attuned interactions' throughout the training programme.

Self-improving schools
- A questionnaire on Head Teachers' experience of family groups to date was sent to all establishments at the beginning of the session. The results, which were overwhelmingly positive, were collated and shared with family groups in December 2016.
- Regular oral feedback has been sought at Head Teachers' meetings, and more formally at the Family Group Forums in December 2016, around the confidence of schools in accessing, analysing, interrogating and responding to data.
- The submission of resources for the self-improving schools GLOW site has been monitored.
- A record of communication and partnership between North and South Lanarkshire schools has been started.

What does this evidence show on the extent to which the above outcomes have been achieved to date? *Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'.* <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.</u>

Video Interaction Guidance

Availability of intervention to families and trainee skill development

- During session 2016/7 11 new trainee guiders have become actively involved in using VIG to support families. During this time they have worked with in the region of 25 families.
- All 11 trainees are attending supervision regularly thereby ensuring families receive high quality therapeutic support.
- An additional 8 new trainee guiders have recently completed the two day initial training course and are anticipated to embark on work with families in the very near future.

Video Enhanced Reflective Practice

Impact on children

- 100% of ELPs and 81% of teachers reported positive outcomes for children associated with the changes to practice noted above. These outcomes related to children's social and emotional development and the impact of this on their learning, as well as improvements in the quality of interactions between staff and children. Participants report increased confidence in the children and more opportunity for discussion. For example:

  "Increased confidence in their own skills and abilities"

  "More able to lead discussions and learning".

Impact on staff

Staff feedback re impact
- 95% of early learning practitioners (ELPs) and 100% of teachers reported making changes to their practice as a result of VERP.   The majority of changes related directly to application of the principles of attuned interaction. Both teachers and ELPs frequently reported increased 'waiting' giving children more time to think and then answer, increased child led discussions and learning experiences and creating a comfortable and nurturing learning environment. The follow quotes are from practitioners reflecting on changes they have made to their practice:

  "*Taking a step back and giving more waiting time and space for answers and interaction"*

  "Allowing children to lead a little more in their learning"

  Continuing to set a calm environment for the children and to work on my timing/pace of lesson".

- 100% of participants from both sectors felt it was helped to combine VERP with either literacy, numeracy or resilience training. Informal consultation with participants highlights the value of this opportunity for coaching and mentoring to support the development and help embed new skills.

Analysis of film footage

- Analysis of film footage of interactions between teacher and pupils pre and post intervention provides quantitative data on outcomes which triangulates with the qualitative data reported above. Improvements were found in interaction behaviours from pre-test to post-test for teachers involved in the VERP training. Teachers on the VERP programme significantly improved in encouraging pupil participation in lessons as a result of the training. Improvements were also evident in teacher's questioning type; there was an increase in questions that asked children to use strategies to solve comprehension failures and also to make inferences. There were also improvements in levels of attunement between teachers and their pupils as a result of the training. Teachers who had participated in the VERP Programme demonstrated more guiding, deepening discussion, and developing attuned interaction behaviours. This data is closely aligned to previous research carried out looking at the impact of VERP and literacy training in the early years sector.

- Between April 2016 until March 2017, 144 practitioners engaged with the VERP training programme. As well as attending the initial training day, participants attended three half day workshop sessions at which they have presented and reflected upon video footage of themselves in their day to day work. Mid way through the VERP programme participants received training in literacy, numeracy or resilience and presented video footage of themselves implementing this training at the following workshop.

Self-improving schools
- Almost all Head Teachers are convinced of the value of a self-improving schools system.
- Although we still have some way to go, almost all Head Teachers have become more confident in gathering and analysing a range of data over the past seven months.
- The partnership between North and South Lanarkshire is off to a positive start. However, it is too early to gauge the impact of these connections.

Medium –term outcomes	**What medium-term outcome(s) does this initiative aim to achieve?** *(Medium-term outcomes are often in the form of changed actions, practice, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)*	**By when? (estimate) Status** *(completed / ongoing / no progress)*
	Video Interaction Guidance	
	Impact on families 1. Families will report positive outcomes in terms of attunement, attachment, relationships and wellbeing as a result of VIG. 2. VIG guiders will report positive outcomes for the families with	All on-going

whom they work.

Accessibility of the intervention
1. Growth in the number of NLC staff who can deliver the intervention will result in an increasing number of families across NLC being supported.
2. Recruiting trainees from a range of services across NLC will increase the range of vulnerable families accessing VIG.
3. Maximising the number of educational psychologists who can deliver the intervention will allow VIG to be targeted appropriately to help close the poverty related attainment gap.
4. Targeting the therapeutic service to families who are in SIMD 1 and 2 will also support this agenda. This service can also be used to achieve equity of access: offering VIG to families for whom this support is not directly available through their child's school.

Staff development and sustainability
By following AVIG guidelines for training the NLC SAC Team will provide a high quality training experience and develop skilled VIG practitioners across NLC. Within this structure:
- Trainee guiders will be given regular opportunities to access high quality supervision and training in order to help them progress through this intensive training .
- Trainees' readiness for progression between stages will be independently assessed by an AVIG accredited supervisor through a formal 'transition' meeting.
- Training to support progression from one stage to the next will be provided by an accredited VIG supervisor.

NLC staff from a range of services will complete all three stages of training towards becoming *independent VIG guiders* who can use this approach to support families without supervision. This process usually takes between 18 months and 2 years.

Key practitioners who have achieved independent guider status will be trained and supported to become *accredited VIG supervisors*. This will increase the number of families who can access VIG by allowing us to train more NLC staff in the approach. It will also ensure NLC can sustain this approach in the future.

Video Enhanced Reflective Practice

Longer term impact
Staff will continue to apply their learning from this training programme post intervention to produce outcomes for children through enhance relationships.

Embedding VERP As more staff within establishments become trained there will be greater opportunities for this evidence based approach to become embedded as part of existing structures of ongoing professional review and development. The SAC Psychology Team will consult staff to identify what appropriate supports are required and consider how these needs can be met. *Accessibility of the training* The number of NLC staff from the early years and primary sectors who engage in the training will continue to grow. Staff from an increasing number of establishments will participate in the training. Schools with have a high proportion of their children in SIMD 1 and 2 will be actively encouraged to engage. *Self Improving schools* • There will be a positive mindset regarding family groups across the local authority, with almost all Head Teachers and schools being convinced of the value and potential of a self-improving school system. • The self-improving school system will become more robust in terms of the quality and consistency of support and challenge comparative schools provide to one another. This will ultimately result in improved practice at classroom level and a narrowing of the poverty-related attainment gap. • All Head Teachers and schools will be more confident and proficient in accessing and understanding a range of data and in analysing, interrogating and responding to this in partnership with their comparative schools. This will result in improved practice and a narrowing of the poverty-related attainment gap. • Head Teachers and schools will be able to ask a range of key questions around data. This will result in schools having a clearer knowledge and understanding of the attainment and progress of their pupils and ensure the timely implementation of evidence-based interventions to narrow the poverty-related attainment gap. • Head Teachers and schools will be confident in comparing data with their comparative schools and in pinpointing what is making the difference in schools which are bucking the trend, particularly in the area of numeracy. This will lead to greater consistency of practice across schools, ensuring all pupils experience the highest quality of learning and teaching. • Head Teachers and schools will make regular use of the materials and resources on the self-improving school GLOW site and play an active part in the ongoing development of the site. This will lead to greater consistency of practice across schools, ensuring all pupils experience the highest quality of learning and teaching. • Beneficial connections with schools in other local authorities will	Completed On-going On-going On-going On-going On-going

	be actively pursued to facilitate professional learning and additional support and challenge.	On-going

Are you collecting evidence to measure these outcome(s)? *If so, please specify which type of evidence for which aim (if not, just put 'N/A')*

Video Interaction Guidance

Impact on families
- Parental views on the impact of VIG have been collated using post intervention questionnaires.
- Case studies have been drawn up exploring changes in the quality of interaction and the associated outcomes for children.
- Video testimonials have provided a deeper understanding of the impact of the intervention and are a powerful way of raising awareness of the power of this intervention.
- Film footage of interactions between parents and children will be coded to explore whether there has been an increase in attachment, attunement and individual positive outcomes for children over the course of the intervention.

Accessibility of the intervention

We have monitored:
- The number of families accessing VIG.
- The range of NLC services involved represented in our group of trainee guiders.
- Attrition rates and reasons for attrition have been analysed and used to inform selection of new trainee guiders.

Staff development and sustainability
- The number of supervisions each trainee guider attends has been recorded.
- Trainee guiders' practice and skill development is monitored by their supervisor on an individual basis.
- For the purposes of quality assurance, formal external assessment of trainee guiders' skills takes place at the end of each stage of training.
- Trainee progress through the stages of training is monitored.

Video Enhanced Reflective Practice

Accessibility of the training
- Reference to VIG data on trainee progression allows us to plan effectively in terms of the number of VERP training places we can offer.
- We have monitored the number of NLC staff accessing VERP, the establishment in which they work and the mid- point training they complete.

Longer term impact

- A SMART survey provided information on the impact of training 12 -30 months post intervention.

Embedding VERP
- Results of the SMART survey combined with consultation with staff who have previously engaged with the VERP programme and managers from early years and primary sectors will be used to inform next steps in terms of embedding VERP within establishments across NLC.

Self improving schools
- During the summer term, a sample of family groups will be used to measure the impact of the 2016/17 support resources, including the success of schools in using data to help measure the impact of evidence – based interventions. This information will inform the 2017/18 family group support materials.
- To support the above evidence, a short anonymous survey will be sent to Head Teachers in the summer term to gauge schools' current confidence in using data and to help identify training needs for the 2017/18 session.

What does this evidence show?

Video Interaction Guidance (VIG)

Impact on families
Evaluation forms from 75 families who have engaged with the intervention have been collated and analysed:
- 99% of parents/carers reported that their communication and relationship with their child or children had improved directly as a result of VIG. 80% of parents felt that VIG helped them to better understand their child's needs. The majority of these parents went on to explain that changes they made to their own behaviour, associated with this increased understanding, significantly improved the quality of their relationship with their child and ultimately reduced behaviours which were of concern to them. In fact, 97% of clients reported that VIG has been successful in helping them to achieve their desired outcomes for themselves and their child, whether these outcomes related to communication, parental confidence or specific behavioural issues.

Case study data deepens our understanding of this process, highlighting the way in which specific changes which clients make to their interactions bring about individualised positive outcomes for children. For example, VIG helped one parent to reframe her perception of her son's behaviour, to become more confident in her skills and relaxed in her approach and to make fine adjustments to her communication allowing her to become more attuned in her interactions with her son. Consequently the boy became more able to follow instructions from adults and exhibited increased levels of cooperation and communication at home and in nursery, leading his family and professionals to feel confident that he would make a positive transition to primary school.

Other parents have expressed their experience of VIG as below:

"Seeing how he responds to me has made me more aware of how I respond to him. It was overall a very positive, emotional experience"

"I can see where to change things and this helps – it has made a big difference.to [him]".

"I feel like we have bonded a lot more since I did the VIG and it's made us feel closer together"

"It's helped me become a better mum. It's helped me understand my children's needs. I feel more confident that I'm doing a good job ."

Some examples of associated outcomes for children:

"I would recommend VIG to anyone. My son and daughter would be adopted if it wasn't for (X) and the VIG programme. All I needed was a bit of faith from people and without VIG I would never have done that."

"My son is much less frustrated and is hurting himself less."

"She is more settled at nursery and in the house – temper is better and she is not as cheeky. She is turning into a big girl".

The analysis of film footage aiming to provide quantitative evidence supporting change in interactions between parents and children over the course if the intervention will be completed in advance of the next report.

Impact on staff

Initial consultation with trainee guiders highlights wider benefits of VIG training on their generic practice. These changes reflect outcomes reported by families above, with practitioners describing enhanced communication, strengthened relationships, more focused, higher quality observations and increased confidence. For example one teacher, currently at stage 3 in VIG training notes:

"VIG has made me stop and think. I'm not in such a hurry. I don't miss the things that children say… or adults, I mean parents or staff. I stop now and I truly listen. The impact that this is having on the children I work with is immense. The children are more confident because they know they are going to be listened to. They know their thoughts, ideas and feelings are all heard by an adult who is really attuned to them. An adult who wants to guide them, scaffold their learning, take on their thoughts and let them lead the learning".

Accessibility of the intervention

Growth in the number of trainee guiders involved in the project has allowed VIG to become increasingly accessible to families across NLC. In the region of 180 vulnerable families have received therapeutic support through VIG, with approximately one third of this work having taken place in the last year.

We now have 43 NLC staff in a position to offer this intensive, therapeutic intervention either independently or under the supervision of an AVIG accredited supervisor. These trainees are from a range of support services within ESYC thereby ensuring breadth of access to this intervention across the authority.

There is steady growth in the number of educational psychologists who are able to offer VIG as part of their generic work, currently 77% of NLC educational psychologists can offer this intervention as an integrated part of their work with schools.

In recent weeks the VIG therapeutic service as received 10 requests for assistance.

Video Enhanced Reflective Practice (VERP)

Longer term impact

VERP is continuing to have an impact on practice up to two and a half years post intervention. 92% of practitioners who had completed the training between 12 and 30 months previously noted that they continue to be aware of their areas of strength in relation to their interactions and use this intelligence to reflect upon and develop their communication and relationships. More specifically 78% reported that they continue to be more attentive to children's initiatives, and carefully receive these initiatives therefore encouraging increased participation and engagement.

Embedding VERP

Results of the SMART survey were combined with outcomes of consultation with a group of practitioners exploring the longer term maintenance of VERP. A strong theme of peer support emerged, with practitioners most commonly reporting that they would like as many of their colleagues to be trained as possible so that they can continue to use this approach to support each other. Practitioners would prefer to have support from external agencies suited specifically to the needs of their establishment rather than attending more traditional reconnector sessions. This highlights the value in all establishments being able to access a VERP facilitator as an integral part of their generic support systems. Given the number of educational psychologists who are progressing with VIG training and their role within ESYC they would seem to be in an ideal position to fulfil this role in the longer term. In the meantime liaising closely with those establishments who are showing commitment to the approach and have a significant proportion of their staff training will help maintain positive outcomes for staff and children. The power of a whole establishment approach based on VERP principles is highlighted in the following quote.

> *"All staff within our establishment are trained using VERP. There is a calmer, more peaceful atmosphere in the nursery".*

Accessibility of the training

In session 2016/7 4 new VERP facilitators have been trained, bringing the total number to 10. This has allowed the SAC Team to increase the number of training places in a year from 96 to 192. Two new facilitators will join the team during the year 2017/2018.

- There are 356 NLC staff trained. 69% per cent are early learning practitioners and 15% are primary teachers. The remaining are representatives from a

	range of support services from ESYC.
	• 86% of early years establishments now have at least one person who has completed the VERP training. 72% of these establishments have more than one person trained. 23% of establishments have all members of their staff trained. Ten new early years establishments who have not previously engaged with the training have done so in the last year.
	• 35 primary schools across NLC now have at least one teacher trained in VERP. 31% have two or more teachers trained. 66% of these schools have a high proportion of children in SIMD 1 and 2.

Reflections on progress to date: **Can you share any learning on what has worked well in implementing this initiative?**

The impact data from the strand has been very encouraging this includes feedback from Education Scotland during the recent Psychological Service Validated Self-Evaluation.

Self Improving Schools

Despite the current staffing issues being faced by many schools, the development and early impact of family groups over the past two years has been very encouraging. Connecting comparative schools has encouraged family groups be solutions-focused and proactive in sharing evidence-based interventions which are having a positive impact on tackling the poverty-related attainment gap. As family groups are not formed by geographical criteria, effective practice has been successfully shared across the local authority. The opportunity for this self-improving school model to be further developed in partnership with schools in South Lanarkshire is extremely exciting.

Can you share any learning on what has worked less well or could be improved?

Feedback from VSE focus groups suggest that changing the delivery model for the primary sector would be beneficial. Further consultation will take place and the new model will begin in session 2017/18.

Self Improving Schools

It has been recognised that it would be beneficial for the lead Head Teachers nominated by each family group to meet with Education, Youth & Communities SLT several times each year. This 'board' will be an effective way for Head Teachers to communicate key issues and ideas with the Assistant Chief Executive and Heads of Service, and vice versa, and a useful method of sharing effective practice from across the authority and disseminating this to all schools.

7	Project Team
2016/17 Allocation	£224,311

2016/17 Actual Spend	£200,971

Expenditure breakdown

Staffing:	Total this financial year	
	FTE	Costs
Teachers	0.00	£0
Education/development officers	1.00	£77,301
Educational psychologists	0.80	£53,492
Data analysis officers	1.00	£45,190
Family/home link worker	0.00	£0
Speech and language therapists	0.00	£0
Early years professionals	0.00	£0
Other staff, namely: Researcher	1.33	£23,084
Non-staffing *please specify type:*	Total costs this fin. year	
Programme Activity including event expenses	£1,904	
	£	
	£	

Activities: *Please comment on progress in implementing your planned activities in the year 2016/17*

- The project team are responsible for co-ordinating and leading all elements of the Attainment Challenge.
- In session 2016/7 the team leads have provided written reports to the project lead, SRO and Attainment Advisor on a monthly basis.
- The project team and Attainment Advisor meet on a monthly basis to discuss operational issues and discuss progress towards short, medium and long term outcomes. In addition to this the project lead meets on a regular basis with the Attainment Advisor, SRO, Heads of Service, Education Officers and Continuous Improvement Service to review the progress of the project.
- The project lead works on an individual basis with layer leads and other key practioners e.g. SAC/VIG Psychologist, Speech and Language Attainment Team, CLD Managers, Research Team to review progress of the work and plan next steps.
- Regular sessions with Headteachers are facilitated by layer leads and the project lead. These take the form of training and consultation sessions.
- Throughout the year the project lead and project team have lead a wide range of staff development session e.g. Wave Three (Literacy), Solihull Approach, POLAAR, Numbertalks, Monitoring and Tracking, CfE Literacy courses. These sessions also provides opportunities for the Team to receive feedback on the project and make adjustments as required.
- On-going school visits by the project team and Attainment Advisor have provided a mechanism to support and challenge schools and to receive valuable feedback.
- Working relationship with South Lanarkshire Council has been established in session 2016/7, for example, NLC is providing on-going support and training to SLC Development Officers to enable them to support their schools with Active Literacy.
- Communication with stakeholders has taken the form of Head of Establishment Meetings, Circulars and NLC Conferences e.g. VIG Conference Aug 2016.

Slippage from plans: *Please comment on slippage from your original plans for implementing activities in the year 2016/17*

7	**Project Team: evidence on short and medium-term outcomes**	

	What short-term outcome(s) does this initiative aim to achieve? *(Short-term outcomes are often in the form of changed awareness, skills, motivation, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)*	**By when? (estimate) Status** *(completed / ongoing / no progress)*
Short –term outcomes	1. The Project Team and Attainment Advisor will continue to meet regularly with Head Teachers and other practitioners to progress the specific short and medium term outcomes for literacy, numeracy, physical active health, nurture/emotional and mental health and leadership.	Ongoing
	2. The Project Team, Attainment Advisor, and NLC SMT will continue to meet regularly, to discuss operation SAC issues, the implications of national guidance for the project and progress towards short term medium term aims.	Monthly
	3. Various members of the Project Team will pursue positive links with key individuals in other local authorities to facilitate the sharing of effective practice and shared professional learning.	Ongoing
	Are you collecting evidence to measure these outcome(s)? If so, please specify which type of evidence for which aim *(if not, just put 'N/A')*	
	Appendix 1 outlines the evaluative framework used to measure outcomes. The project team is responsible co-ordinating and monitoring this work.	
	What does this evidence show on the extent to which the above outcomes have been achieved to date?	
	Please refer to evidence cited in section 2 – 6 and section 8.	
Medium –term outcomes	**What medium-term outcome(s) does this initiative aim to achieve?** *(Medium-term outcomes are often in the form of changed actions, practice, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)*	**By when? (estimate) Status** *(completed / ongoing / no progress)*

	1. Achievement towards medium term outcomes for literacy, numeracy, physical active health, nurture and leadership with a particular focus on embedding equity in the system will be progressed and monitored through the project team. Regular meetings with Head Teachers and other practitioners will support this work. 2. The Project Team, Attainment Advisor and NLC SMT will continue to meet regularly, embedding a coherent, joined-up approach to the various areas of the project. 3. The project team will develop, promote and monitor the impact of a range of approaches aimed at empowering practitioners to improve outcomes for children e.g. self-improving schools, monitoring and tracking mechanisms, coaching and mentoring staff development approaches. 4. Various members of the Project Team will establish a variety of positive links with key individuals in other local authorities to facilitate the sharing of effective practice and shared professional learning.	All ongoing
	Are you collecting evidence to measure these outcome(s)? *If so, please specify which type of evidence for which aim (if not, just put 'N/A')*	
	Please refer to the evidence outlined in sections 1 – 6 & 8.	
	What does this evidence show? *Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'.* <mark>*This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.*</mark>	
	Please refer to the evidence outlined in section 8 'overall progress'. Good working relationships have been developed with South Lanarkshire Council. North Lanarkshire has been supporting their staff development particularly in the area of literacy. Solihull and VERP training has also been provided. Sharing of good practice around NLC self-improving schools is also underway. North Lanarkshire Council continues to provide literacy training to external authorities.	

Reflections on progress to date: **Can you share any learning on what has worked well in implementing this initiative?**
See section 8

Can you share any learning on what has worked less well or could be improved?
See section 8

OVERALL PROGRESS AND REFLECTIONS

<table>
<tr>
<td>8</td>
<td colspan="2">Overall progress towards long-term outcomes and reflections</td>
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<td rowspan="5">Long –term outcomes</td>
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The long-term outcomes of the Attainment Scotland Fund are to:
a. Improve literacy and numeracy attainment
b. Improve health and wellbeing
c. Close the attainment gap between pupils from the most and least deprived areas.
Are you collecting any evidence to measure these long-term outcomes in your authority? If so, please specify the type of evidence you are collecting *(if not, just put 'N/A')*

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Full details of the evaluation framework used to capture outcomes can be found in appendix 1.

- Children's attainment data is collected through teacher judgement and a range of standardised assessments (i.e. CEM, YARC, NGRT).
- Improvement in children's health and wellbeing is captured through measurement tools (e.g. Strengths and Difficulties), analysis of film footage, adult interviews/questionnaires and case studies.
- Impact of staff development programmes, changes in school processes and the impact of additional staffing are being collected through the analysis of film footage, questionnaire data, contribution analysis, school visits, classroom observations, headteacher meetings, pupil focus groups and parental surveys.

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What did this evidence show so far? *Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just leave blank.* <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.</u>

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Attainment Highlights

Improving literacy and numeracy attainment

- At the Primary 1 stage there is a marked improvement in attainment over the course of P1 from 2014-15 to 2015-16 (based on P1 Centre for Evaluation and Monitoring - CEM - data). There is greater value added (progress from start to end of P1) in Maths, Reading, Phonics and in overall total scores.
- Improvement is evident in children's comprehension scores for sample pupils in primary 3, 5 and 7 (as measured by the York Assessment of Reading for Comprehension administered in June 2015 and 2016). Average standardised comprehension scores in 2016/7 were P.3 – 101, P. 5 – 101, P.7 107.

Closing the attainment gap

- For primary 1 children there is a closing of the gap (in a smaller value added

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difference) between pupils living in SIMD 1-2 compared to SIMD 9-10 for Maths, Phonics and in overall total scores. Pupils in SIMD 1-2 are also making more progress (higher greater value overall) in Maths and Phonics compared to pupils living in SIMD 9-10.

- A reduction in the poverty related attainment gap in literacy (as measures by the new Group Reading Test) is evident in the Literacy Layer. This suggests that a concentrated focus on literacy improvement supports the reduction of the literacy attainment gap).
- Improvement is evident in comprehension scores for children in SIMD 1-2 in Primary 3 and Primary 7(as measured by YARC).

Pupil participation and engagement

- Analysis of film footage reveals there is higher levels of pupil engagement and participation when interacting with teacher who have received Video Enhanced Reflective Practice training.

Impact of coaching and mentoring models on staff

Developing and sustaining attuned interactions through Video Enhanced Interactions

- VERP is continuing to have an impact on practice up to two and a half years post intervention.
- One participant reported: "This is the most valuable training I have taken part in".
- Ninety five per cent of early learning practitioners) and 100% of teachers reported making changes to their practice as a result of VERP.
- One hundred per cent of ELPs and 81% of teachers reported positive outcomes for children.

Improving health and wellbeing

Positive long term outcomes are emerging from post test data from the 22 nurture layer schools e.g.

Pupils Social, Emotional & Behavioural Difficulties:

- Positive improvements for children in the areas of social, emotional and behavioural difficulties have been identified post-test (using Strengths and Difficulties).
- Reduced emotional problems, conduct problems, hyperactivity, and peer problems; in addition to being more pro-social have been noted for children at many primary stages.
- Children considered 'most deprived' (as measured by entitlement to free school meals and clothing grants) demonstrated improvements in the four areas of difficulty (i.e. emotional problems, conduct problems, hyperactivity, and peer problems) as well as being deemed more pro-social.

Children's perceptions of Learning Environment

Results of post test data from the tool 'My Class Inventory' reveal:

- No poverty-related gap in terms of pupils' perception of their learning environment.
- Improved pupil perception of their learning environment in terms of overall satisfaction, reduced friction amongst classmates, less competition with peers, decreased difficulty with the work of the class and enhanced cohesion within the classroom and classmates.
- In accordance with the views of their pupils, class teachers have also evidenced an improved perception of the learning environment.

Intensive interventions for the most vulnerable children reveal positive long term outcomes. For example in relation to Video Interaction Guidance:

- Ninety nine per cent of parents/carers reported that their communication and relationship with their child or children had improved directly as a result of VIG.
- Ninety seven percent of clients reported that VIG has been successful in helping them to achieve their desired outcomes for themselves and their child, whether these outcomes related to communication, parental confidence or specific behavioural issues.

Embedding a culture of monitoring and tracking and self-evaluation at school level
- The electronic monitoring and tracking system developed last session is now being used in the majority of North Lanarkshire primary schools and, over time, will provide a range of data and evidence on the attainment and progress of pupils. Schools are receiving ongoing training and support in using the system and the support materials provided to self-improving school family groups this session, particularly 'Mind the Gap', will build the capacity of schools to ask a range of appropriate questions around the data they have on pupils.

Can you share any learning on what has worked well in your overall strategy to achieve impact?

A robust research design is now allowing us to identify effective interventions and approaches. The vision set out in our first SAC project initiation document and subsequent national policy has allowed the project to maintain focus and work towards key SAC outcomes. Leads in each key area have enabled work to be taken forward at an operational level. Coaching and mentoring approaches, for example, provided through development officers, the self-improving school network, educational psychologists (using VIG/VERP and other approaches) have enabled learning to become embedded. Schools value additional staffing and there is evidence when this is used well that it has a direct impact on children. The importance of improving 'core business' has been a feature of the attainment challenge in North Lanarkshire. This requires a relentless and reflective approach. Improvements in the use of data helped. Innovative approaches are also showing promise and progress is being tracked.

Can you share any learning on what has worked less well or could be improved?

Core areas require time to become embedded e.g. effective use of data, a nurturing culture. The project team continues to consider whether the best approaches are being employed to empower schools and communities to take forward SAC priorities. In consultation we are refining the SAC model for session 2017/18.

Is there anything else you'd like to share or give feedback on?

Appendix 6. Evaluation of Active Literacy Programme 2015-2016

Scottish Attainment Challenge Year End Progress Review

North Lanarkshire Council

Active Literacy Evaluation 2015-2016

Summary of Evaluation

A total of 437 pupils completed the York Assessment of Reading for Comprehension, as part of the ongoing evaluation of the Active Literacy programme within North Lanarkshire schools. This evaluation process not only demonstrates the impact of the literacy programme but also provides an effective means of monitoring and tracking pupil's literacy attainment. Differences in scores from 2015 and 2016 on measures of Accuracy, Rate and Comprehension were examined across the current Primary 3, 5 and 7 cohorts. This was also conducted specifically for the children from this cohort living in SIMD deciles 1 and 2, in order to establish if the most deprived pupil's attainment had improved as a result of the Attainment Fund activities underway in the last year.

The findings demonstrate that comprehension scores increased for all cohorts in 2016. This is encouraging given that within CANcan's Literacy Strategy, there has been a huge focus on improving children's comprehension abilities. The gap in this specific literacy ability has therefore been addressed to an extent. The most prominent improvements were observed in the Primary 3 and Primary 5 groups.

In order to explore the progress of the most deprived children (i.e. those in SIMD 1 & 2) the YARC scores of this cohort from the last 2 years were also examined. Overall, results showed that again, comprehension scores improved in this cohort for Primary 3 and Primary 7; indicating that reading ability improved in these groups. The results also illustrated that the Primary 5 children's comprehension had been sustained from 2015-2016, with little difference in their abilities. Furthermore, the Primary 7 group had also improved in terms of rate.

Encouragingly, results demonstrate that children's comprehension in particular has increased. Importantly, it was shown that scores from children in SIMD 1 and 2 were also maintained or improved between 2015 and 2016. Overall, this indicates that the Active Literacy Strategy in conjunction with the other Attainment Fund activities has been successful in raising attainment for all and is working towards reducing the attainment gap between the most deprived children and their peers.

YARC Results 2015 vs 2016

The YORK Assessment of Reading for Comprehension (YARC) was administered in 57 schools in North Lanarkshire between May and June 2016. This standardised assessment tool utilises a set of graded passages for testing accuracy, comprehension and rate of oral reading and was selected because it offered the following benefits:

- Time Efficiency: short duration time (approx 20 minutes), administered individually
- Age Suitability: covers age range of 6-12 years
- Standardised sample available against which to compare results

YARC Participants

A total of 437 pupils across 57 different schools were involved in the YARC assessment of the Active Literacy programme. All of these schools have been utilising the Active Literacy strategy within their school.

Due to the numbers involved, it was decided that between 2 to 8 pupils in either primary 3, 5, or 7 from each school would be randomly selected from the participants list in order to maintain a representative sample of the population whilst completing the assessments within a realistic time scale.

YARC Procedure

The YARC was administered by North Lanarkshire's Literacy Base staff and Research and Development Officers from Psychological Services. As the YARC is a standardised assessment, administrators provided all pupils with specific instructions prior to the start of each test. The testing was carried out individually.

Pupils were asked to begin the assessment by reading a practice passage at their own pace. The pupils were then asked to work their way through each subsequent passage until the administrator deemed they had reached the appropriate level (determined by the number of errors made throughout the passage). During each passage, the number of errors as well as elapsed time was recorded. Additionally, after each passage was completed, the pupils were asked a number of comprehension questions linked to the content of the text they had just read. Standardised scores for accuracy, comprehension and rate were all recorded and then analysed to produce the results presented below.

YARC Results (All Cohorts)

Data has been gathered from the 57 schools, and results from 2016 compared to 2015 Active Literacy results. Data has been analysed to evaluate the impact of the Attainment Challenge on literacy in North Lanarkshire.

See below for mean scores in terms of Accuracy, Rate and Comprehension for 2015 and 2016 for all cohorts.
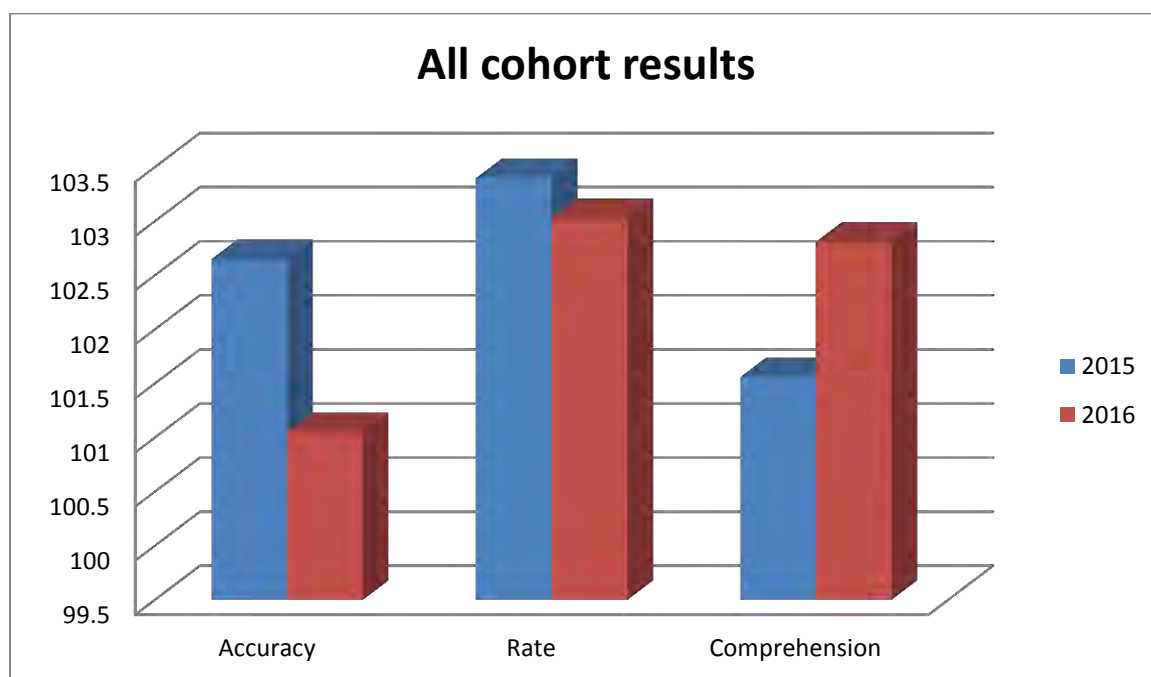
YARC Category	Year	N	Mean
Accuracy	2015	437	102.65
	2016	425	101.05
Rate	2015	433	103.40
	2016	417	103.03
Comprehension	2015	437	101.59
	2016	426	102.81

As shown in the above table and graph, mean scores for comprehension increased between 2015 and 2016. Scores for accuracy and rate were found however to marginally decrease. Further analysis revealed that differences in scores were non-significant.

Primary 3 Results

See below for mean scores in terms of Accuracy, Rate and Comprehension for 2015 and 2016 for the Primary 3 cohort.
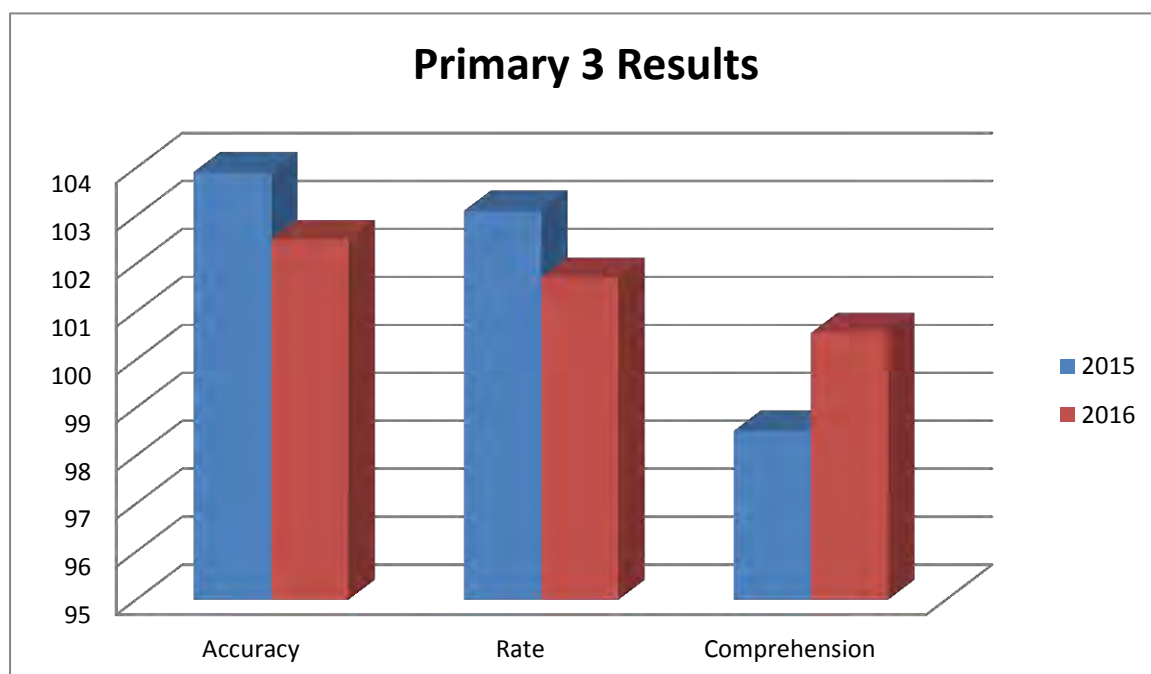
YARC Category	Year	N	Mean
Accuracy	2015	192	103.92
	2016	185	102.50
Rate	2015	188	103.11
	2016	178	101.71
Comprehension	2015	192	98.52
	2016	186	100.56

As shown in the above table and graph, mean scores for Primary 3 pupil's comprehension increased between 2015 and 2016. Scores for accuracy and rate were found to slightly decrease. Further analysis however revealed that differences in scores were non-significant.

Primary 5 Results

See below for mean scores in terms of Accuracy, Rate and Comprehension for 2015 and 2016 for the Primary 5 cohort.

Primary 5 Results

YARC Category	Year	N	Mean
Accuracy	2015	189	101.54
	2016	184	100.10
Rate	2015	189	101.94
	2016	183	102.00
Comprehension	2015	189	101.38
	2016	184	101.31

As shown in the above table and graph, mean scores for Primary 5 pupil's rate increased between 2015 and 2016. Scores for accuracy and comprehension were however found to decrease slightly. Further analysis revealed that differences in scores were non-significant.

North Lanarkshire Council

Primary 7 Results

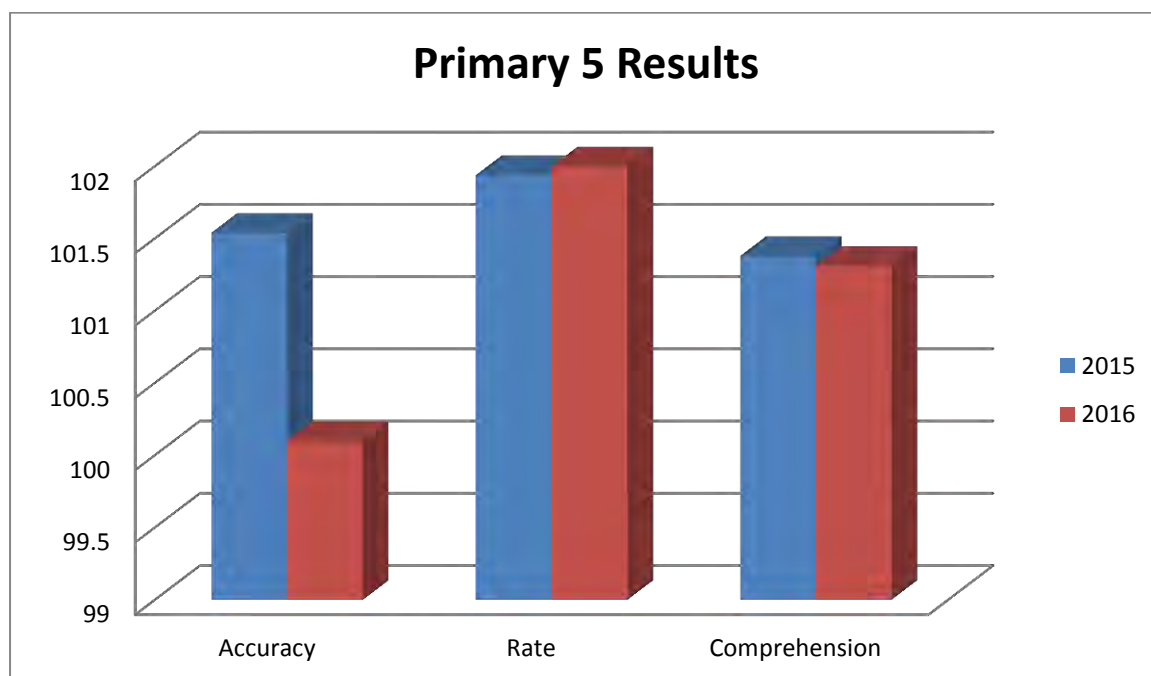See below for mean scores in terms of Accuracy, Rate and Comprehension for 2015 and 2016 for the Primary 7 cohort.
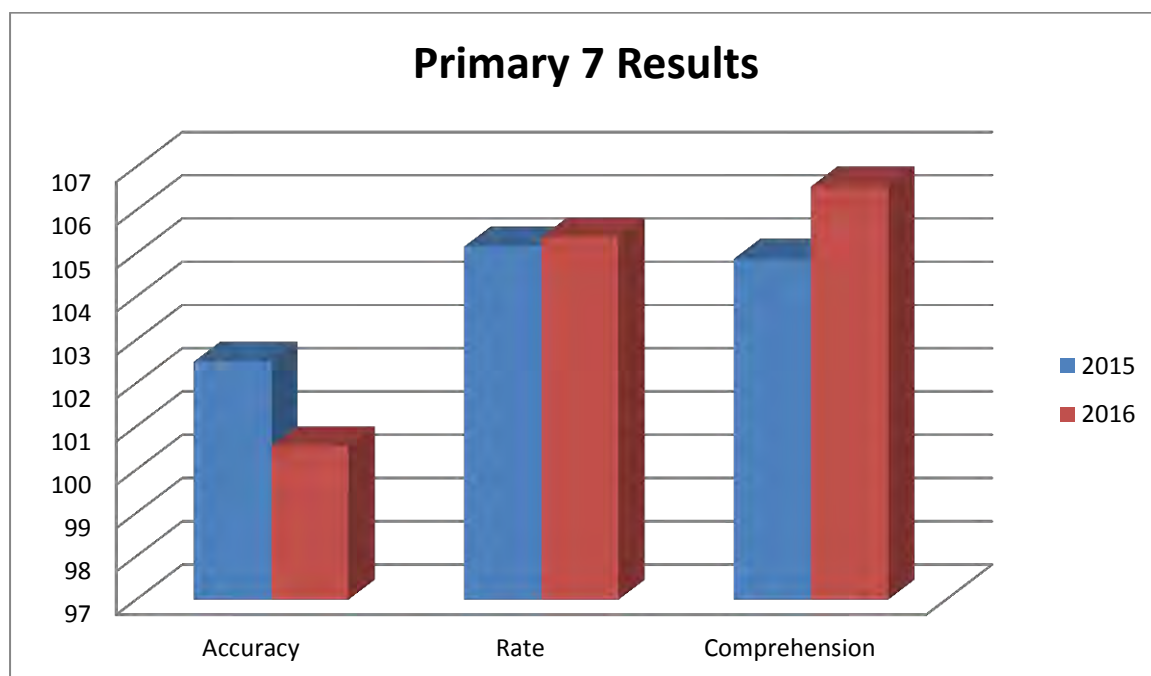

YARC Category	Year	N	Mean
Accuracy	2015	56	102.50
	2016	56	100.54
Rate	2015	56	105.16
	2016	56	105.38
Comprehension	2015	56	104.88
	2016	56	106.55

As shown in the above table and graph, Primary 7 pupil's mean scores for rate and comprehension increased between 2015 and 2016. Scores for accuracy were found to decrease marginally. Further analysis revealed that differences in scores were non-significant.

Results reveal that overall, comprehension increased in all cohorts between 2015 and 2016 with the exception of in Primary 5 where comprehension scores decreased very slightly (by 0.07). Accuracy scores marginally decreased in all cohorts. Rate scores also decreased for Primary 3; however scores increased in both Primary 5 and Primary 7.

Findings are however non-significant at this stage.

YARC Results - SIMD 1 and 2 comparison 2015 vs 2016

To further evaluate the Active Literacy Strategy for the most deprived children (SIMD deciles 1 & 2), 2015 YARC results are compared to 2016 YARC results for this group at each stage. These comparisons can be found below.

Primary 3 Results

See below for 2015 and 2016 YARC results for the current Primary 3 cohort of pupils from SIMD 1 and 2.
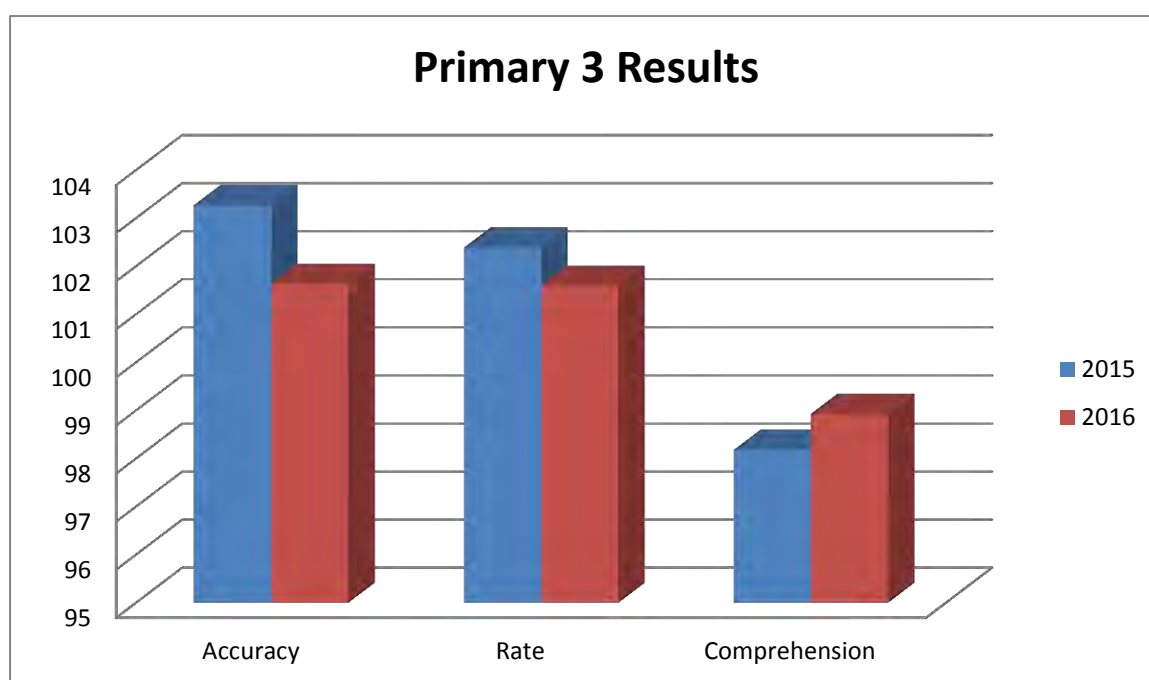
As shown above, means scores for Accuracy and Rate were slightly lower in 2016 than in 2015 for this cohort, however differences were marginal (accuracy: – 1.63; rate: – 0.79). Comprehension scores were shown to improve between 2015 and 2016. This is particularly encouraging as comprehension has been a significant focus within the literacy layer of CANcan, following a dip in this ability found over the last few years of testing. This illustrates that Active Literacy, along with various other literacy focused activities, is successfully working to improve comprehension in children from the most deprived areas.

Primary 5 Results

See below for 2015 and 2016 YARC results for the current Primary 5 cohort of pupil's from SIMD 1 and 2.

As shown above, means scores for Accuracy, Rate and Comprehension were slightly lower in 2016 than in 2015 for this cohort. Differences were again very marginal (accuracy – 1.35; rate – 0.25; comprehension – 1.15). This suggests that although very slight differences emerged, the most deprived children have for the most part maintained their levels of reading ability between 2015 and 2016.

Primary 7 Results
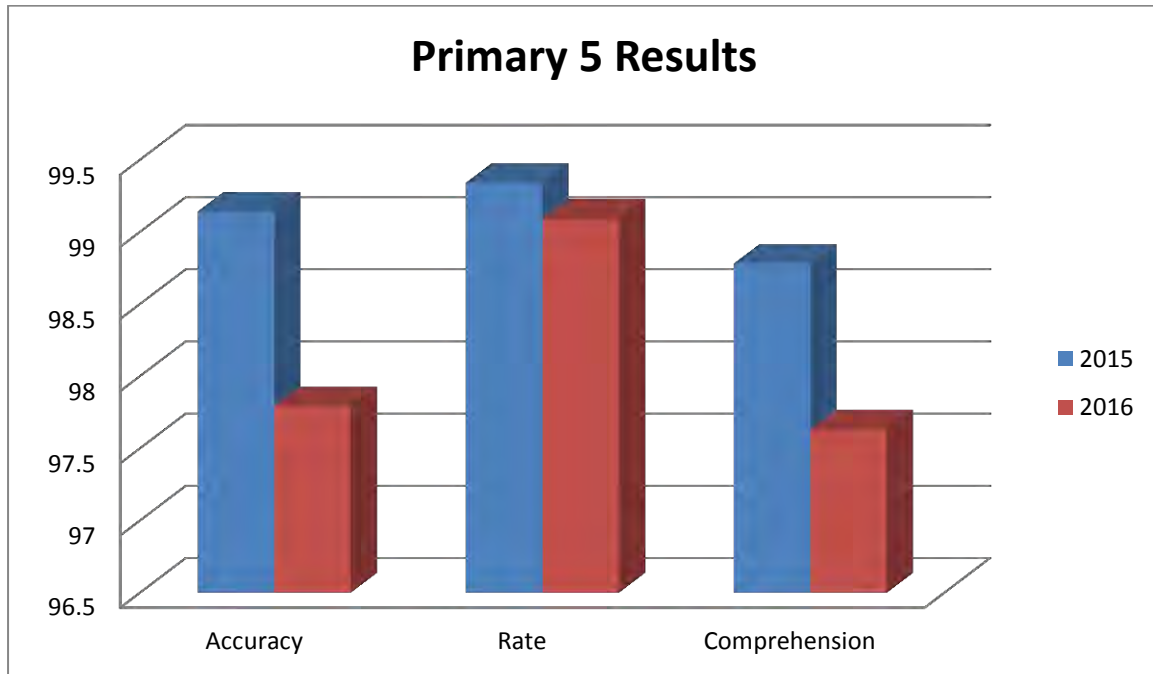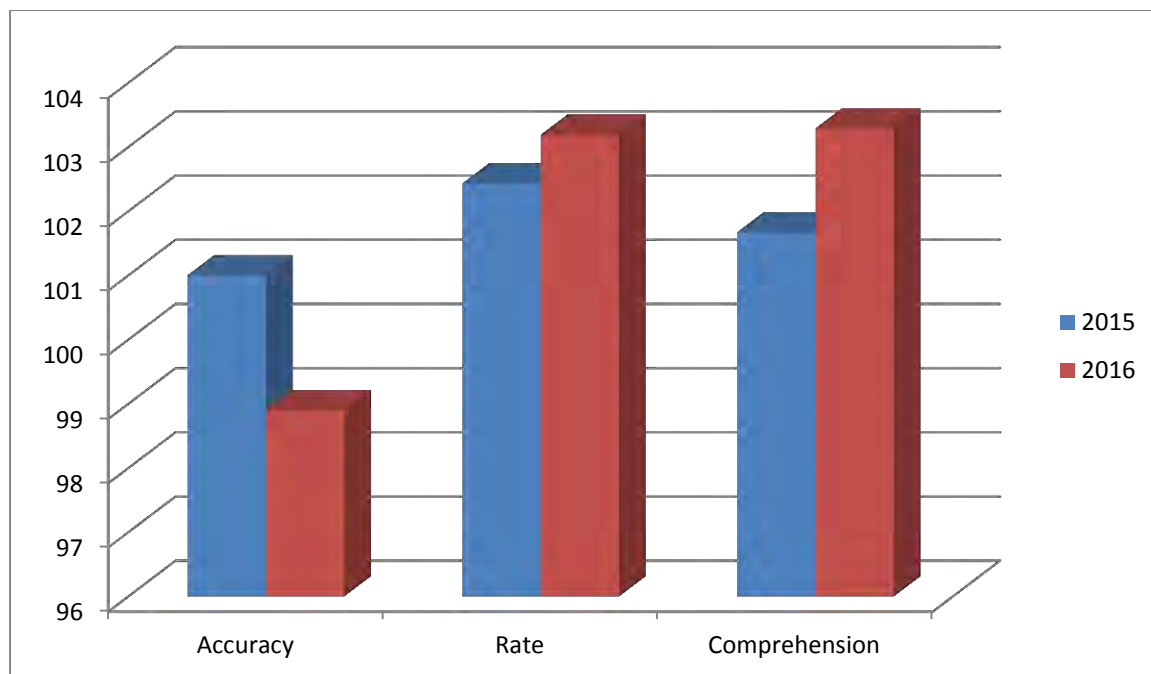
See below for 2015 and 2016 YARC results for the current Primary 7 cohort of pupil's from SIMD 1 and 2.

As shown above, mean score for accuracy was marginally lower for the Primary 7 cohort, with a difference of only 2.1 in scores between 2015 and 2016. Very encouragingly, scores for Rate and Comprehension increased. This further indicates that the Active Literacy Strategy, along with the other literacy focused activities, has been successful in improving reading ability in the most deprived Primary 7 children between 2015 and 2016, particularly in terms of comprehension.

It has been shown that children from SIMD 1 and 2 improved their reading ability, with an emphasis on comprehension. Comprehension scores were slightly lower in the Primary 5 cohort between 2015 and 2016; however this finding was very marginal indicating that overall reading ability within this group was maintained across the two years.

These are promising findings indicating that the Active Literacy Strategy, combined with other Attainment Fund efforts, is successful in raising attainment for all children and is also working to reduce the poverty related attainment gap.

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Scottish Division of
Educational Psychology

Appendix 7. Action Enquiry – Numeracy Research Template

Scottish Attainment Challenge Year End Progress Review

North Lanarkshire Council

<u>Numeracy - National Action Enquiry</u>

Title:
Achieving excellence and equity through the development of learning, teaching and moderation practices at the early level in numeracy.

Research Question(s):
(What is your hypothesis? What do you want to find out?)

1. Is there a poverty related attainment gap in numeracy at Early/First Level in North Lanarkshire?
2. What are current attainment levels in Numeracy?
3. Is there currently a rigorous professional judgement process that takes into account a range data sources?
4. Does development of staff understanding of numeracy progression help to
    (a) raise attainment
    (b) help to narrow the poverty attainment gap at early level?
5. Does improving staff confidence and knowledge in numeracy teaching and learning approaches improve numeracy attainment at the early/first level?
6. Is staff understanding of numeracy development a moderator on teachers' use of available resources?

Literature Review:
(*What are the areas of literature to which you want to refer, find out more about, relevant to your research question?*)

Review of international research on:
- numeracy development
- features of excellence in numeracy teaching and learning approaches
- early predictors of successful numeracy attainment
- effective literacy interventions
- teacher perceptions and professional judgements in the numeracy curriculum

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Methodology:
- *Participants: Who was involved?*

The research will take place across 18 'Numeracy Layer' Primary Schools with specific focus on P1 pupils and their class teachers (possible extending into first level).

- *Materials:* Quantitative and qualitative measurement tools e.g, intervention materials, training materials.

Measurement tools
- Analysis of baseline data i.e. Primary 1 CEM results and professional judgements from teachers.
- Creation of a survey for all teachers on awareness of resources / approaches in numeracy i.e universal and targeted interventions.
- Interview schedule for random selection of teachers on their confidence in teaching and learning of the numeracy curriculum and their views on the process of professional judgement; their awareness of progression and the processes of numeracy development

Intervention / training materials
To be selected following analysis of Authority data and key themes from literature review.

- *Procedure: What did you do?*

Literature review
Initial literature review of numeracy development, features of effective teaching and learning approaches at the early level for numeracy attainment. A review of the literature of teachers' perceptions of numeracy.

Needs analysis
- Initial consultation and proposal with Continuous Improvement Officer and SAC Lead
- Collation of baseline data from schools e.g. P1 CEM results and other school based intelligence
- Pilot the survey and interview schedule with small random selection of schools
- Conduct survey with all target teachers in 18 schools
- Interview random sample of Primary 1 teachers from sample schools.

Intervention
- Enrichment and scaffolding of the Education Scotland training for teachers on the moderation process including their professional judgements on early level numeracy attainment, embedding principles of the evidence base on numeracy development, and rigour of triangulation.
- Collaborative action enquiry with Education Support Officers (Numeracy) to take forward implementation of training to improve staff capacity. Embed training in classroom practice using coaching and mentoring approaches to close the poverty related, numeracy attainment gap at the early level.

Scottish Attainment Challenge – North Lanarkshire Council
High Level Messages - Primary

Attainment - highlights
- There has been a marked improvement in attainment over the course of P1 from 2014-15 to 2015-16 (based on P1 Centre for Evaluation and Monitoring - CEM - data). There is greater value added (progress from start to end of P1) in maths, reading, phonics and in the overall total score.

Closing the attainment gap
- For primary 1 children there is a closing of the gap (in a smaller value added difference) between pupils living in SIMD 1-2 compared to SIMD 9-10 for maths, phonics and in the overall total scores. Pupils in SIMD 1-2 are also making more progress (higher greater value overall) in Maths and Phonics compared to pupils living in SIMD 9-10.
- Improvement is evident in comprehension scores for children in SIMD 1-2 in Primary 3 and Primary 7 (as measured by YARC).
- Early analysis reveals that there has been a reduction in the poverty related attainment gap in literacy within the 'Literacy Layer' schools as measured by the New Group Reading Test. This suggests that a concentrated focus on literacy improvement supports the reduction of the literacy attainment gap.

Pupil participation and engagement
- Analysis of film footage reveals there are higher levels of pupil engagement and participation when interacting with teacher who have received Video Enhanced Reflective Practice training.

Core areas: Data and Monitoring, Numeracy, Nurture, Physical and Active Health

Data and Monitoring: Using data to inform the direction of CANcan in North Lanarkshire
- There is a robust evaluation framework in place within the Service to monitor the impact of the attainment challenge and inform next steps (see appendix 1).
- Officers with responsibility for the Challenge can now draw on a wide range of data and intelligence to inform decision- making and Service policy development.

Overall Improvement in Data Awareness within establishments
- Schools are much more data aware than was the case before the advent of CANcan. Data is used to identify children and young people at risk and it is used to plan and monitor interventions on a widespread basis across the authority. The support of officers e.g. CANcan Lead, Performance Analyst and Layer Leads working in conjunction with the CIS has been crucial in this area.
- The ability of school-based staff to identify and monitor the progress of children in SIMDs 1 and 2 has been transformed. This major step forward has changed the landscape in addressing the poverty-related attainment gap.

- More than 75% of schools are now using the newly developed North Lanarkshire monitoring and tracking database. This is a significant increase in Head Teachers becoming aware of and actively using data to "know the child, follow the child".
- The self-improving school model has been instrumental in supporting Headteachers to make good use of data to inform improvement.

Numeracy (began August 2016)
- There is greater rigour in the area of monitoring and tracking in the area of numeracy.
- Feedback from Education Support Officers and Headteachers confirms that the quality of numeracy teaching has improved significantly despite the short duration of the initiative to date.
- Qualitative data shows that pupils have increased motivation, confidence and skill in mental agility in classes where Number Talks is being implemented. There is some evidence to show that children have developed a more positive attitude to maths.

Health and Wellbeing – Nurture
Pupils Social, Emotional & Behavioural Difficulties:
- Positive improvements for children in the areas of social, emotional and behavioural difficulties have been identified post-test (using Strengths and Difficulties).
- Reduced emotional problems, conduct problems, hyperactivity, and peer problems; in addition to being more pro-social have been noted for children at many primary stages.
- Children considered 'most deprived' (as measured by entitlement to free school meals and clothing grants) demonstrated improvements in the four areas of difficulty (i.e. emotional problems, conduct problems, hyperactivity, and peer problems) as well as being deemed more pro-social.

Children's perceptions of Learning Environment
Results of post test data from the tool 'My Class Inventory' reveal:
- No poverty-related gap in terms of pupils' perception of their learning environment.
- Improved pupil perception of their learning environment in terms of overall satisfaction, reduced friction amongst classmates, less competition with peers, decreased difficulty with the work of the class and enhanced cohesion within the classroom and classmates.
- In accordance with the views of their pupils, class teachers have also evidenced an improved perception of the learning environment.

Intensive interventions reveal positive long term outcomes. For example, in relation to VIG:
- Ninety nine per cent of parents/carers reported that their communication and relationship with their child or children had improved directly as a result of VIG.
- Ninety seven percent of clients reported that VIG has been successful in helping them to achieve their desired outcomes for themselves and their child, whether these outcomes related to communication, parental confidence or specific behavioural issues.

Physical Active Health (began Aug 2016)
- A robust programme of support is now being delivered in schools.
- Improvements in concentration and attention levels have been noted by class teachers as a result of layer interventions.

Reporting Period	October – December 2016
Local Authority	North Lanarkshire
Key Contact at Authority	
Attainment Advisor	

Financial Expenditure Reporting

1	Transitions		
2016/17 Allocation	£691,503	Planned Quarterly Spend	£123,238
2016/17 Actual Spend	£73,883	Actual Quarterly Spend	£73,883
2	**Literacy**		
2016/17 Allocation	£323,088	Planned Quarterly Spend	£50,000
2016/17 Actual Spend	£0	Actual Quarterly Spend	£0
3	**Health & Wellbeing / Nurture**		
2016/17 Allocation	£215,242	Planned Quarterly Spend	£100,121
2016/17 Actual Spend	£3,424	Actual Quarterly Spend	£3,424
4	**Excellence and Equity**		
2016/17 Allocation	£285,392	Planned Quarterly Spend	£31,031
2016/17 Actual Spend	£28,916	Actual Quarterly Spend	£28,916
5	**Supporting the Secondary Attainment Challenge**		
2016/17 Allocation	£129,102	Planned Quarterly Spend	£64,551
2016/17 Actual Spend	£60,219	Actual Quarterly Spend	£60,219
6	**Staffing**		

Staffing secured this quarter:	Staffing secured in total:
18.60 FTE	18.60 FTE

How many GTCS registered teachers is this funding supporting?	27
How many other staff is this funding supporting?	5
Number of schools supported by this funding?	**Directly:** 23 Secondary Schools; 2 ASN Secondary Schools; 15 Primary Schools **Indirectly:** All Secondary and Primary Schools in the Local Authority.
How many pupils are benefiting from this funding? **All secondary schools S1 pupils in SIMD 1 and 2** (Transitions Programmes / Literacy Interventions / Attainment Mentors / Changing Perceptions / Broadening Horizons) **All secondary schools S2 pupils in SIMD 1 and 2** (Attainment Mentors / Achieve / Changing Perceptions / Broadening Horizons) **All secondary schools S3 pupils in SIMD 1 and 2** (Attainment Mentors / Achieve / Changing Perceptions / Broadening Horizons / Building Resilient Young People) **All secondary schools S4 pupils in SIMD 1 and 2** (Ready for National Qualifications) **Targeted Primary Schools P7 pupils in SIMD 1 and 2** (Transitions Programmes) **Total**	 3699 69 557 4,325

What progress are you making towards being able to report on the extent to which you are achieving your short, medium and long-term outcomes? Are there any challenges?

Summary
Activity in this quarter has been very positive with good progress being made against our short term outcomes for the range of interventions set out in our secondary bid. A range of evidence based universal and targeted offers are now being made available to secondary schools to ensure that all children in North Lanarkshire living in SIMD 1-2 benefit from secondary attainment challenge funding. Targeted support is available to the schools with the highest levels of deprivation through the Building Stronger Local Communities

Programme and through our enhanced transitions offers. All Headteachers received an overview of the SAC local and national priorities at a learning session on Friday 20 January. More meetings with headteachers and with secondary staff will take place. The Secondary Lead Officer is involved in regular planning/review sessions with the Assistance Chief Executive, the Head of Service, the secondary attainment challenge team, the Attainment Challenge Lead Officer and the Attainment Advisor.

Highlights (good progress) so far include: Building Stronger Local Communities; Attainment Mentors; Enhanced Transitions; Literacy Interventions; Ready for Nationals and Broadening Horizons / Challenging Perceptions. Details below.

Secondary Attainment Challenge – Update on Progress Made in First Three Months (Short Term Outcomes)

Transitions

- We are currently developing our Building Stronger Local Communities Programme to suit local needs in the Motherwell and Bellshill areas.
- We are working with CLD Senior Practitioners and with other partners to identify specific needs and to devise and implement bespoke plans to enhance transitions and family learning and engagement in the Motherwell and Bellshill areas.
- We are leading and participating in engagement and development activities with partners, school staff, parents, pupils and the wider community to build positive relationships, and to articulate clear, measurable aims and outcomes for the Programme.
- We have provided an enhanced transitions teacher in every secondary school to develop attainment challenge priorities. Schools are currently identifying improvement work and first steps with a specific focus on children in primary 7 and S1 living in SIMD 1-2.
- To ensure progress towards successful outcomes in the enhanced transitions programme the programme lead is developing a data base and reporting procedures to gather evidence for effective planning and analysis and dissemination of best practice.

Literacy

- Wave 1 literacy secondary schools have been identified and preparatory work with headteachers and staff completed.
- The first of our literacy training courses (PM Benchmarking and YARC reading) has been delivered to teaching staff from Wave 1 Secondary Schools. Other courses will be delivered to Wave 2 and Wave 3 schools. 7 Secondary schools and 20 secondary teachers took part in the first training session on Thursday 26 January 2017.
- A presentation was delivered to literacy staff on the aims of the local authority secondary attainment challenge programme and an opportunity for questions and professional dialogue successfully delivered. More presentations will take place at training events.
- Video Enhanced Reflective Practice (VERP) for secondary staff has been offered as part of the primary attainment challenge offer between October and December 2016. 20 secondary staff have taken up the offer to date.
- Additional resources to support literacy interventions in secondary schools have

been identified using evidence gathered from the successful literacy interventions developed as part of the primary attainment challenge programme. These have now gone through procurement processes and will be made available to all schools as soon as they are available for schools to use. Staff training in the effective use of the resources will also be rolled out as part of the offer to all secondary schools.

- We have funding for 2.0FTE Speech and Language Therapists for secondary schools. We are actively looking to recruit 2 speech and language therapists as soon as they become available. We will meet with headteachers and literacy staff to develop a package of tailored support for targeted secondary schools. This will include a range of indirect and collaborative approaches such as staff training, workshops and teacher/parent drop in sessions.

Monitoring and Tracking (Literacy Interventions)

- We are currently working to support and develop the effective use of data in the secondary which has been gathered from the data and monitoring programme currently being developed as part of the primary attainment challenge. We will share good practice on how schools are effectively using the NLC Monitoring and Tracking databases to ensure success for targeted pupils.
- Children in S1 living in SIMD 1 – 2 who are struggling in the area of literacy will be supported by intervention pathways currently being developed by the secondary attainment challenge literacy team. Interventions are informed by up to date literacy attainment data from various sources (e.g. CEM assessment data, PM Benchmarking, teacher judgements).
- The NLC Performance Analyst is providing support to Wave 1 literacy secondary schools to employ a more systematic use of data/intelligence. This will inform literacy practice in S1 classrooms and at a whole school level. This will be extended to Wave 2 and Wave 3 Literacy Schools.
- All Wave 1 literacy schools have literacy levels cross-referenced with SIMD data in order to effectively identify pupils who will benefit from the proposed literacy interventions to close the attainment gap. This will be extended to Wave 2 and Wave 3 Literacy Schools.
- The information from the detailed diagnostic literacy assessment which was successfully implemented within the literacy layer primary schools is being developed for use in secondary schools to identify pupils and to plan appropriate evidence based literacy interventions.
- We are developing training for secondary teachers and headteachers in using the CEM and the NLC tracking and monitoring database. Teachers will be able to use the data to identify gaps in attainment and to plan literacy strategies to address gaps in attainment particularly as part of the transitions programme.

Health and Wellbeing / Nurture

- Attainment Mentors are in place every secondary school. Attainment Mentors are now working 0.2FTE per week in each secondary school. Attainment Mentors are working with identified young people in the BGE living in SIMD 1-2.
- Video Enhanced Reflective Practice (VERP) Training for Attainment Mentors is ongoing.
- Attainment Mentors are also being trained in learning styles as part of the attainment mentor training programme.

- Attainment Mentor Lead is developing a data base and a reporting process for the work of the attainment mentors in all secondary schools. The data produced will be analysed to develop this intervention, to record individual pupil progress towards their identified goals to close the attainment gap and in order to share best practice across all schools.
- Solihull Secondary Training is now being procured and will be offered to all secondary schools as part of our programme of nurture interventions.

Menu of Excellence and Equity

Ready for Nationals

- We have designed an intensive residential programme for SIMD 1-2 pupil in S4 who require additional advice and support to achieve success in National Qualifications.
- The programme is available to all secondary schools across the local authority.
- Schools have already identified 3 young people who will benefit most from this intervention.
- Residential Programmes take place in February 2017
- Programme Lead is developing an evidence base to monitor and report on the effectiveness of this intervention in achieving its aims and in closing the attainment gap for targeted pupils.

Broadening Horizons and Challenging Perceptions

- We have designed this targeted intervention for 5 secondary schools.
- The programme lead is currently working with the targeted secondary schools to deliver this programme. (December 2016)
- We have worked with other partners to provide additional training opportunities for science, maths and technical teachers in the 5 schools.
- We will work closely with the 5 schools to deliver the pupil challenge programme – Fluid Power Machine.
- The programme lead is planning 1 additional transition day for the targeted schools.
- The programme lead is also planning 3 STEM challenge days for each of the targeted schools.
- We are planning a STEM Family Challenge and a Golden Ticket Scheme to involve parents and encourage family learning for targeted pupils and their families.
- The programme lead is currently developing systems to monitor the effectiveness of the programme and how it has impacted on closing the poverty related attainment gap for targeted pupils and their families.

Building Resilient Young People

- We are working with the Fire Service to plan and deliver a programme around community safety and engagement with a targeted group of young people in SIMD 1-2 including children with special needs and children who are young carers.
- We are developing a programme of week-long courses runs during the school year for targeted pupils living in SIMD 1 and 2.

- The programme is developing key skills in these young people including problem solving, communication skills, leadership, team working, and confidence building.
- We are developing systems to monitor the effectiveness of this programme in achieving the aims set out and in closing the poverty related attainment gap for participating pupils.

Supporting the Attainment Challenge

- The secondary attainment challenge team in partnership with schools and other partners is directly involved in leading and developing the various interventions in order to progress our specific short term outcomes.
- The secondary attainment challenge team presently meets together on a weekly basis to provide updates on progress and contribute to discussion around next steps.
- A new monthly progress summary will be introduced this quarter to help the team focus on the progress of and the actual impact and outcomes of activities and interventions and on how this is being evidenced and measured.
- The Attainment Advisor has worked closely with the lead officer and with the team to develop our short term outcomes.
- Leads from the attainment challenge team will continue to meet regularly with Head Teachers and other practitioners to progress the specific short term outcomes for transitions, literacy, nurture, and excellence and equity.
- The secondary attainment challenge team and the Attainment Advisor meet regularly with a focus on maintaining a coherent, joined-up approach to the various areas of the project and to formulate appropriate short and medium term outcomes.
- The work of the secondary attainment challenge is now being integrated into the wider work of the local authority. Continuous Improvement Officers have received regular updates and are encouraging professional dialogue around narrowing the attainment gap during school visits.
- Recruitment of secondary attainment challenge researchers will take place week beginning 30 January 2017.
- Recruitment of a promoted secondary teacher to support the work of the attainment challenge from March 2017. (Secondary Circular SEC 009-17 Secondment Opportunity for a Promoted Teacher.)

Highlights (e.g. activity this quarter, year 2 proposals progress, recruitment)**:**

Progress to Date on our Programme of Interventions for Secondary Schools

Transitions

- **0.2 FTE Transitions Teacher in every secondary school.**
  A transitions teacher is working 1 day per week in every secondary school in the local authority. The primary and secondary teachers are working together to develop interventions and approaches to teaching and learning which primary schools are currently involved in as part of the primary attainment challenge. The development work is focused on developing interventions and enhanced transitions programmes matched to the needs of learners and their families at transition P7-S1. The research based interventions will be adapted to suit local needs. The development work will focus on children in SIMD1-2 and supporting vulnerable families at transition. We are working with schools to identify the improvements and changes being introduced and to agree the specific outcomes to be measured.

- **1.0 FTE Transitions Teacher in St. Ambrose High School**
  The secondary school is now working with 3 cluster primary schools to identify and share best practice in order to close the attainment gap for pupils living in SIMD 1-2 and to provide effective evidence based literacy interventions. The secondary has recruited an additional 1.0 FTE teacher to work with colleagues and pupils in associated primaries to effectively implement and develop literacy strategies to provide enhanced transitions for targeted pupils.

- **Building Stronger Local Communities (Motherwell and Bellshill)**
  The launch day of this programme took place on Monday 23 January 2017 in Motherwell Concert Hall. This programme will focus on improving transitions between primary school and the secondary school for targeted groups of pupils and their families in order to raise attainment for young people living in socio economic deprivation.
  Successful aspects of the programme will be identified, developed and tailored to the needs of other localities across the local authority. The programme is initially focused on two areas in the local authority – Motherwell and Bellshill. There are three distinct parts to the programme in each locality:

  (i)   A Community Based Arts Programme - 2 secondary schools are working with 5 cluster primary schools on a creative arts approach to community building and educational development to provide enhanced transitions for pupils in SIMD 1-2. This focus will provide teachers with the opportunity to engage pupils, parents and the wider community in a variety of approaches to learning. (Motherwell). An Intensive Support Programme for 2 secondary schools and their 7 cluster primaries to support families who are just coping with young adolescents where strained family relationships and the influence of negative peers has led to an increase in risk behaviours. (Bellshill)

  (ii)   The programme will also focus on building the community through developing partnerships in the local community and through cultural action. (Motherwell and Bellshill) We will work closely with partners to deliver this part of the programme. A range of partners will come

together and be directly involved in developing and delivering the programme. The programme will build on the strong sense of local community across the local authority area and use that as a driver for improved outcomes, better local infrastructure and smarter delivery of services for young people and their families in North Lanarkshire. We are identifying and working with partners at present in order to deliver this part of the programme.

(iii) Secondary attainment staff working with targeted pupils and their families in P7 and S1 to support them more effectively at transition from primary to secondary. (Motherwell and Bellshill) Staff are now working with schools to identify pupils and their families and to develop tailored interventions.

Literacy

- **Literacy Intervention – Wave 1**.
  A universal offer now available to all secondary schools. This first literacy intervention is targeting specific pupils in S1 with significant reading difficulties, particularly those living in socio economic deprivation.
  The intervention will support class teachers by providing the necessary training and resources to successfully implement this intervention and for sustainability in the longer term.
  In Wave 1 of training we are working with 6 secondary schools: XXXXXX
  The remaining 17 secondaries will take part in Wave 2 and Wave 3 of training which we aim to have completed by the end of June 2017.
  The lessons we learn from this first literacy intervention will inform future strategies for P7/S1transition and successful approaches to reading.
  We are now working with the 6 schools in Wave 1 so that these schools can take a lead in their locality as they become more experienced in delivering the 2 specific literacy programmes we are offering:
  (i) An intensive reading recovery group for learners whose reading age is more than 2 years behind their chronological age. (READ WRITE INC.)
  (ii) A reading fluency & confidence boost group for all learners with a reading age below their chronological age. (RAPID PLUS & CHOOSE A PATH)
  We are identifying target pupils in S1 by using the data and benchmarking information generated by the Primary Attainment Programme. We are providing secondary schools with this information and an analysis of the data.
  We will also provide all secondary schools with the resources – Read, Write, Inc., Rapid Plus, Choose a Path.
  We are providing initial training for 46 English teachers – 2 from each of the 23 secondary schools. It is a condition of the universal offer that teachers commit to the training programme. This is to ensure sustainability and consistent approaches across English departments and schools.
  Secondary attainment staff will also offer additional support to schools on an individual basis.
  We have met with Head Teachers, Principal Teachers of English and English Teachers in Wave 1 schools to effectively plan the roll out of this intervention. Staff training days have already taken place.

Health and Wellbeing / Nurture

- **Attainment Mentors in every secondary school**
  We have recruited Attainment Mentors to work in every secondary school across the authority. Attainment Mentors are former Headteachers, Depute Headteachers and Principal Teachers of Pupil Support. Attainment Mentors are currently working 0.2FTE per week in each secondary school. Attainment Mentors are working directly with identified young people currently in the BGE living in SIMD 1-2.
  The support given by Attainment Mentors is tailored to the needs of the young person following initial preparatory work with secondary schools and will focus on working with pupils and their families to overcome their personal barriers to learning. The young people involved in the programme have been identified by schools and are pupils who will benefit from the support and encouragement of a mentor. Parents have a direct input into the programme. The Attainment Mentor will work closely with the school, subject teachers and with Principal Teachers of Pupil and Learning Support when agreeing appropriate interventions and next steps for the young people involved. There is an identified responsible member of staff in each secondary school who is working directly with the attainment mentor. Attainment Mentors are currently working with Headteachers and with members of staff responsible to agree a detailed mentoring plan for each school.

Menu of Excellence and Equity

- **Ready for National Qualifications**

An intensive residential programme for SIMD 1-2 pupil in S4 who require additional advice and support to achieve success in National Qualifications. We have designed two residential Ready for National Qualifications camps. The programme is available to all secondary schools across the local authority. Schools have identified 3 young people who will benefit most from this intervention. The target group is pupils in S4 living in SIMD 1-2 who have the potential to achieve qualifications at National 5 level but who are in danger of not realising their potential due to personal barriers to learning. We identified our target group using SIMD data, schools' tracking and monitoring systems and other pastoral and background information which schools provided. This programme will:

(i)   Support and encourage young people to overcome practical difficulties they may be facing in school or at home and find solutions.

(ii)   Get young people back on track to pass their examinations.

(iii)   Provide targeted support and revision in Maths and English.

(iv)   Provide opportunities for developing other key skills including team building, good study skills and habits, confidence and resilience.

Groups 1 and 2 take place - Thursday 16 to Sunday 19 February 2017

Groups 3 and 4 take place - Thursday 23 to Sunday 26 February 2017

Through this intervention we will provide:

- (i) Improved performance in National Qualifications for the targeted groups of young people.
- (ii) Solutions to personal barriers to learning and study.
- (iii) Targeted support in Maths and English.
- (iv) Better study and revision habits in these targeted young people.
- (v) Positive relationships and friendship groups amongst young people across the authority who are facing similar barriers to learning.
- (vi) Key skills in the young people.
- (vii) A growth positive mindset throughout the programme and back to schools and home.
- (viii) Increased motivation and aspirations.

- **Changing Perceptions of Science and Technology**

As part of the secondary attainment challenge Menu of Excellence and Equity - we are now working with 5 secondary schools on planning and delivering *Broadening Horizons and Challenging Perceptions:*

- XX High School
- XX High School
- XX High School
- XX High School
- XX High School

Objectives of the Programme (Teachers):

- Training for 3 teachers in each of the 6 schools (1 Science, 1 Maths, 1Technical)
- Providing Support for teachers via the Primary Engineer Virtual Learning Environment (VLE) where lesson resources, blogs, videos, help and advice can be easily accessed for 12 months and used in classrooms.
- Linking Teachers with engineers in the local area allowing for planning opportunities.
- Staff training for a PG Certificate - Professional Recognition in Engineering STEM Learning.

The Fluid Power Machine Challenge will take place in the 5 secondary schools

Enhanced Transitions

- An additional Transition Day for all cluster primary schools in the 5 localities involving practical STEM challenges.

Changing Perceptions of Science and Technology

- S1 STEM challenge day. A challenge using innovative resources in order to improve on problem solving skills and creativity in designing solutions to real

life problems.
- S2 STEM challenge day. A challenge using innovative resources in order to improve on problem solving skills and creativity in designing solutions to real life problems.
- S3 STEM (Girls) challenge day. A challenge using innovative resources in order to improve on problem solving skills and creativity in designing solutions to real life problems. This is targeted at females aimed at inspiring and informing them about study options and career paths available to them in science and industry.

Involving Parents / Family Learning

- STEM family challenge evening in each of the 5 secondary schools.
- S1 pupils from SIMD 1 and 2 and their families in the secondary schools invited to participate in our "Golden Ticket" scheme. Families will attend the Glasgow Science Centre.

Programme Outcomes for Young People

- Greater awareness of positive destinations and career choices.
- Greater awareness of links between STEM subjects.
- Challenging pupils to think creatively in STEM subjects and increased uptake and attainment in science and technology [by girls].
- Improved employability skills including:
  (i)   Teamwork
  (ii)   Problem Solving
  (iii)   Communication

Programme Outcomes for Teachers

- Upskilling of staff in practical applications of science and technology in the classroom and a route to the PG Certificate.
- Developing links between STEM subjects across the school.
- Practical Links to the STEM industry and other partners to enhance classroom practice and learning.

- **Building Resilient Young People**

The main focus of this programme is community safety and engagement with a targeted group of young people in SIMD 1-2 including children with special needs and children who are young carers. We are currently developing a programme of week-long courses runs during the school year for targeted pupils living in SIMD 1 and 2. All secondary schools will participate in this intervention. The programme will focus on developing key skills in these young people including problem solving, communication skills, leadership, team working, and confidence building.

We are currently working in partnership with the Fire Service to develop and deliver the aims of the programme and on how to monitor its effectiveness in achieving the aims set out and in closing the poverty related attainment gap for participating pupils.

We are also working with the Fire Service to integrate the development of numeracy and literacy skills into the programme as well as an enhanced role for parents and families.

Challenges (e.g. slippage, staffing, reporting):

The procurement of goods and services has been subject to prolonged delays in order to comply fully with current regulations and statutes. This has led to a delay in implementing some aspects of the secondary programme. Our actual spends for the first quarter of the secondary attainment challenge are, consequently, significantly lower than anticipated.   As proposed procurements of goods and services to support the work of the attainment challenge pass through the required procurement processes, spending will increase closer to planned spending amounts.

The recruitment of additional staff to deliver the aims of the programme has also proved to be difficult. Qualified teachers are simply not available in the numbers we would wish to recruit. We have had to consider alternative ways of recruiting staff in sufficient numbers to deliver the aims of the programme.

Similarly, it has not been easy to recruit other staff including speech and language therapists and the secondary researchers we wish to have in place as part of the attainment challenge team. We hope to make progress in this area of recruitment in February 2017.

We aim to recruit a promoted secondary teacher to support the work of the secondary attainment challenge from March 2017.

Reporting on the progress and the impact of the programme requires in depth planning and consultation amongst practitioners and partners. We are making progress in this area and the recruitment of researchers will allow us to build our data and evidence based systems on which to plan and develop our programme of interventions.

Reporting Period	October – December 2016
Local Authority	North Lanarkshire
Key Contact at Authority	
Attainment Advisor	

Financial Expenditure Reporting

1	**Data and Monitoring**		
2016/17 Allocation	£20,000	Planned Quarterly Spend	£0
2016/17 Actual Spend	£20,000	Actual Quarterly Spend	£0
2	**Literacy**		
2016/17 Allocation	£1,972,008	Planned Quarterly Spend	£765,353
2016/17 Actual Spend	£778,528	Actual Quarterly Spend	£525,259
3	**Nurture and health and wellbeing**		
2016/17 Allocation	£1,406,839	Planned Quarterly Spend	£476,820
2016/17 Actual Spend	£771,243	Actual Quarterly Spend	£384,043
4	**Numeracy**		
2016/17 Allocation	£891,348	Planned Quarterly Spend	£371,814
2016/17 Actual Spend	£237,132	Actual Quarterly Spend	£177,651
5	**PAH**		
2016/17 Allocation	£412,346	Planned Quarterly Spend	£149,072
2016/17 Actual Spend	£328,924	Actual Quarterly Spend	£238,884
6	**Monitoring**		
2016/17 Allocation	£0	Planned Quarterly Spend	£0
2016/17 Actual Spend	£0	Actual Quarterly Spend	£0

7	Leadership			
2016/17 Allocation	£325,808	Planned Quarterly Spend	£77,702	
2016/17 Actual Spend	£233,435	Actual Quarterly Spend	£113,306	
8	**Project Team**			
2016/17 Allocation	£224,311	Planned Quarterly Spend	£56,078	
2016/17 Actual Spend	£145,365	Actual Quarterly Spend	£50,330	
9	**Staffing**			

Staffing secured this quarter: 16.77	Staffing secured in total: 98.25

How many GTCS registered teachers is this funding supporting?	69.78
How many other staff is this funding supporting?	28.50
Number of schools supported by this funding?	120
How many pupils are benefiting from this funding?	27,188
What progress are you making towards being able to report on the extent to which you are achieving your short, medium and long-term outcomes (reporting required in October 2016 and April 2016) and are there any challenges?	

Highlights (e.g. activity this quarter, year 2 proposals progress, recruitment)**:**

Summary
Activity in this quarter has been positive with progress being made against all short and medium term outcomes detailed in the Mid Year Progress Review Report, October 2016. An evaluation framework is in place to measure outcomes (see Mid Year Report). A range of evidence based 'universal offers' continue to be available to ensure that all children in North Lanarkshire living in SIMD 1-3 can benefit from the SAC funding. Targeted support is available to the schools with the highest levels of deprivation through the 'layer model'. All Headteachers received an

overview of the SAC local and national priorities/offers at five learning sessions from 30th Nov to 2nd Dec 2016. The Lead Officer is involved in regular planning/review sessions with the Assistance Chief Executive, the Head of Service, the CANcan Core Group, the Secondary Lead Officer and the Attainment Advisor.

Highlights for each of the work streams i.e. *Data and Monitoring, Literacy, Numeracy, Nurture, Physical Active Health and Leadership* are detailed below.

DATA AND MONITORING

Monitoring and tracking databases
The primary focus this quarter has been to continue to support better understanding of *'know the child, follow the child'* in all primary schools. This has come in the following steps:

- *Development and implementation*: all 120 Monitoring and Tracking databases have been updated to reflect the new school roll, assessment data, a new analysis tab and summary data for North Lanarkshire. The pupil background information has also been updated to take into account any changes in Term 1 for 2016/17. The process has begun to replicate and tailor the databases for all 23 secondary schools so that pupil information can be transferred for the start of the 2017/18 session. Consultation is ongoing with secondary Head Teachers to provide a monitoring system that is most valuable to track pupils from S1-S6.
- *Training:* The Centre for Evaluation and Monitoring (CEM) have provided training to help staff understand the output from the literacy and numeracy assessments administered in P3, P5, P7 and S2 in 2015/16. Practical workshops on use of the data with Head Teachers have also been held in family group sessions. This has allowed them to understand the content and performance of pupils using multiple data sources. Training has also been provided to core NLC staff e.g. CIS, SAC Team to further assist schools in need of support. Additional training sessions have been planned for all schools to cover; basic understanding and use of M&T in Excel; and advanced data analysis using the M&T database. This will provide the opportunity for schools to discuss in more detail any concerns they have faced when using the databases.
- *Short term outcomes;* Increased motivation and skills amongst teachers in using CEM, wider NLC results, SIMD etc. is evident during training session and school visits however more work is required in this area (see challenges).
- *Staffing:* an additional staff member has been in post since the end of November and will assist in improving understanding and use of monitoring and tracking for all primary schools.

Analysis
Several pieces of analysis have been conducted to understand the varying levels of attainment across all schools in North Lanarkshire. This has provided the baseline poverty-related attainment gap in which we can measure and monitor for the course of the project. Initial analysis of NGRT, CEM and other sources has also taken place to provide a summary of the assessment results, by school and across the Authority (see the *'Local Authority Education Profile'* submitted to the Government in Dec 2017 for an analysis of CfE and other baseline data). This data

has been used to inform the direction of the workstreams. Tables and charts of this information have been provided to each school in their monitoring and tracking database. There are also plans to conduct more detailed statistical analysis using attainment data, pupil details and additional secondary data. The intention is to run multiple linear and logistic models to provide a detailed understanding of our current baseline for the CANcan project, which will be replicated in the remaining years of the project.

LITERACY

- Evaluations from over three hundred NLC staff trained this quarter indicate increased understanding and professional confidence. School visits will be conducted to explore medium term impact. The content of these professional learning opportunities were shaped by the analysis of the CfE and CEM results at the beginning of this session (for more detail of this analysis see *Local Authority Education Profile and Mid Year Progress Review Report).*
- Literacy forward planners made available to all NLC primary schools following extensive trialing; staff feedback shows this resource has been beneficial in helping schools utilise the new draft benchmarks.
- Additional staffing from the Attainment Challenge has allowed Literacy Champions (Literacy Layer schools) to be identified and collegiate working on priorities and key training needs across their schools has now commenced, establishing a valuable forum for the sharing of effective practice and tracking the effective implementation of change at school and class level. For example, POLAAR training took place on the 30th January.
- A contribution analysis developed in partnership with Psychological Services is underway. This will tease out the outcomes anticipated in the Mid Year Progress Review Report (October 2016). It will also explore implementation challenges.
- Dataset developed with Performance Analyst and Headteachers to enable tracking of more specialist evidence based literacy interventions e.g. Rainbow Reading.
- Evidence-based interventions are being implemented and progress for pupils is being reported. For example in one SAC school twenty pupils from P3 to P7 are taught in groups every day between 9am and 10am using Rainbow Reading.   From Sept 2016 to Dec 2016 (approx. 10 -14 weeks) the groups read 564 books and the mean improvement in reading age over that period was 12 months.

Speech and Language Therapy Team (in post since September 2016)
- Regular planning and review meetings with Literacy Lead, Lead Officer, NHS Manager and Speech and Language Therapy Team have taken place. This provides an opportunity to explore the impact of the work on children, identify and address implementation issues and set new priorities.
- Individualized packages of support tailored for all Literacy Layer schools: staff awareness of Attainment Team's remit, Pupil SLC issues, early identification and appropriate interventions

- Separate parent and staff drop-in sessions provided for more than half of the Literacy Layer schools; advice, support and next steps offered to concerned parents/carers & teachers
- 'Languageland' intervention is taking place in twenty one of the twenty seven Literacy Layer schools. Schools have committed to take forward the intervention in the future. Initial feedback suggests that there are improvements in children's attention and listening skills. Children's progress is being tracked and results will be reported in March 2016.
- The SLT is working in conjunction with Psychological Services to gather data to measure impact.

Video Enhanced Reflective Practice
- Forty eight trainees achieved VERP certification in this literacy coaching approach.
- Feedback from participants from the training cohorts which ran from August to November 2016, indicated that VERP was relevant to their practice and that it was worthwhile to combine VERP with literacy training.
- Ninety per cent of practitioners report that changes they have made to their practice as a result of the VERP/literacy training has had a positive impact on the children with whom they work. Most commonly this involves increased confidence either socially or in relation to learning e.g. '*I think children have gained confidence in participating in focused small group sessions. Their language (skills) and behaviour has improved*.'

NUMERACY (this strand was introduced in August 2016)

- Numeracy team visited all head teachers in eighteen numeracy layer schools in November. All schools had received data from performance analyst in October, highlighting SIMD data. Almost all schools used data to share information with class teachers in terms of children in SIMD 1-3. All other schools were encouraged to do so.
- Performance analyst provided individual schools with data relating to standardised assessments results, teacher professional judgement and additional support needs. Schools received training in analysis of data by Performance Analyst. Discussion notes of meetings with HTs (November 2016) show that almost all schools in numeracy layer had examined data and had, or had plans to, share with class teachers. Meetings with HTs in February/March will establish how well schools are planning for next steps for children underachieving in SIMD 1-3.
- All HTs and lead teachers in numeracy layer received training and support materials to help plan for implementation in schools (4th October 16). Visits with HTs in November discussed planning for whole school implementation. To support schools further, numeracy team decided to train all teachers within numeracy layer schools in twilight sessions so ensure understanding of mental agility and consistency in approach. Teachers who are making excellent progress with Number Talks implementation have (and will) attend training events to share their experiences of implementation. Training taking place January/February 2017.
- Class visits by numeracy team to lead teachers within each school took

place November/December/January. Observation and discussions with teachers show that staff are feeling more confident in delivery of Number Talks. Initial reports indicate children are responding positively and developing skills well. Follow up standardised assessments for identified children are planned for April/May to monitor progress.

- Initial pilot in three primaries has shown that support staff are enthusiastic in using Number box as a targeted intervention. Discussions and feedback indicate that more detailed training would be required to ensure successful implementation and consistency in correct implementation and monitoring of progress. This training will help develop the confidence of support staff and allow the numeracy team to target additional support where required. Training will be arranged when resource has been procures as a universal offer. All children involved in the pilot made progress during the trial period. Staff report that children enjoyed the targeted support and engagement in the short lesson was high.

<u>NURTURE</u>

- Nurture improvement themes were identified from all schools in the Nurture Layer. These were found in the schools' improvement plans and based on the 'Nurture Self-Evaluation Framework'. The link Educational Psychologists have worked alongside the schools to support this work. An analysis of this joint work and the Psychologist's recommendations for next steps is being collated. This will help to inform upcoming bespoke package of support the schools will receive in coming months.
- In order to capture outcomes for children and implementation issues evaluation has also occurred in the form of three smart surveys, which were recently distributed to link Educational Psychologists, the link Continuous Improvement Officers, and all nurture layer Head Teachers around their experience of using or providing support with the Nurture Self-Evaluation Framework. The results are currently being collated and will inform next steps.
- Three Educational Psychologists closely involved in the nurture layer attended an Education Scotland Conference on 'Nurturing Approaches in Primary'. This afforded access to a '*Nurturing Approaches and Principles*' measure. Plans to implement this tool are being explored.
- The layer lead and Attainment Advisor has continued to visit schools in the nurture layer, offering support, guidance and challenge through professional dialogue with Head Teachers.
- Following the identification of nurture needs from the framework, a number of schools had piloted various health and wellbeing measures with their staff and pupils. The various schools recognised that this would equip them to identify any children who are scoring below expected in this area, and highlight how this impacts attainment. This will allow class teacher's to put in place the appropriate provisions and monitor the pupil's progress. A Research & Development Officer working within the nurture layer has offered support to these schools in terms of data analysis, which will help build the school's capacity in running and interpreting data.

Emotional and Mental Health Interventions

Solihull Approach
- All twenty two nurture layer schools are now trained in the Solihull Approach, with a further fifteen schools trained as of November 2016.
- Evaluations of training continue to be extremely positive and demonstrate widespread enhanced staff capacity and awareness of nurturing approaches, particularly through the key principles of Containment, Reciprocity and Behaviour for Learning.
- Medium term impact is being explored through school visits from the Layer Lead and Attainment Advisor.

Video Interaction Guidance / Video Enhanced Reflective Practice
- Psychological Services now have four VIG accredited supervisors; a significant step towards becoming self-sufficient in delivering VIG across the authority. In recent months, there has also been one new trainee guider and three more who hope to progress to this stage in the coming months. This means that the intervention is being accessed by an increasing number of families, leading to increased attachment and attunement between parent/carers and their children, as well as reduced parental stress.
- Final arrangements have now been established for the pilot of a VIG Therapeutic Service from Psychological Service to expand access to the intervention across the local authority.
- VERP training continued this quarter. Case study data from the ealry level work provided evidence to suggest there were changes in adult behaviour e.g. giving more time and space to children and changes in child behaviour e.g. increased inclusion with peers. Analysis of participant logs books also documented impact on staff - increased turn taking and on children - increased engagement in activities.

Bereavement Support (Seasons for Growth)
- A further 21 professionals were trained in *Season's for Growth* in November 2016. These colleagues are now equipped to run their own groups for children experiencing loss, change, separation or divorce in their establishments. Evaluations continue to be extremely positive.
- *Reconnectors* continue to run, offering Nurture Companions the opportunity for peer support and sharing of best practice.
- A case study featuring a primary teacher who has recently ran two Seasons for Growth groups demonstrates the very positive impact of Seasons for Growth for the young people involved.

Resilience Toolkit (National Action Enquiry)
- All 5 schools accessing the resilience toolkit have now received training in the use of this tool, with a number of staff members from these establishments currently undertaking VERP training to further support the use of the toolkit. This has increased staff capacity in the area of resilience, equipping staff to identify barriers to emotional and mental health and to employ evidence based approaches at a school and child level.
- Pre-testing was conducted in late 2016 and this information has been collated. Post testing is scheduled for February 2017.

- Once the pilot is complete, the toolkit will be offered as a universal offer to all schools.

Youth Counsellors (Primary)
- Discussion has taken place with CAMHS colleagues and the remit for the Youth Counsellors has been agreed. The 'Offer of Grant' is with the NHS and recruitment can start once this is signed.
- In addition to offering direct support to young people in primary schools it is intended that CAMHS colleagues will offer training to CLD practitioners and others to build capacity and support sustainability.

CANcan Community Learning & Development
- The CANcan CLD senior practitioners are continuing to work in the nurture layer schools to implement bespoke plans, enhance family learning & engagement and build staff capacity.
- Members of Psychological Service met with the CLD locality managers to establish an evaluation framework which could be taken forward. This will involve the Nurture Layer CLD practitioners completing evaluation/outcome forms for each piece of work/project they deliver; these will be collated by a Research & Development Officer on a termly basis, providing evidence of impact. A final evaluation framework is currently being devised.

Selection of activities delivered by CLD Senior Practitioners:
- Working in partnership with various agencies to support vulnerable families eg. Women's Aid, Strengthening Families, CLD Literacy Staff, Social Work, Health, Psychological Services.
- Supporting individual and targeted families via home visits and targeted work.
- Planning with Head Teachers to support delivery of Nurture themed assemblies.
- Nurture Buddy Programme: training and supporting Primary 6 pupils to become nurture buddies, developing peer support and strengthening nurturing practices in the playground.
- *Forest of Feelings* family learning programme delivered to referred families to develop emotion literacy and communication between parents/carers and children.
- Nurture cards developed to provide family learning activities aimed at promoting attachment, nurture and attunement with parent/carers and their children.
- Establishment of dedicated nurture room provision for eight identified Primary 1 and 2 children to access five mornings a week.
- Four-week storytelling and family learning for Primary 1 and 2 pupils and parents using *Book Bug* and *Read, Write and Count* Bags.
- Co-delivery of Six Principles of Nurture training for school staff.
- Work alongside school staff on the implementation of *Hug Bear* (Ally) as a whole school nurture initiative.
- Four week 'Pizza Maths' family learning programme.
- SHANARRI Wheel Focus Groups: working with children from P1 to P7 living in SIMD 1-3, developing coping strategies to support and improve attainment.

- Gardening Project: working in collaboration with Principal Teacher to deliver family learning group to support and embed nurture principles and increase confidence of parents/carers to engage in their children's learning.
- Girls Self Esteem Group.

PHYSICAL ACTIVE HEALTH (PAH)

- All Physical Active Health Leaders (PAHLs) are trained and delivering a consistently high quality of support to school pupils and staff. There are weekly PAHL CPD/training, GLOW support (One Drive, Video Channel) and Learning Logs which are helping to deliver this outcome. The outputs around this include 1,104 class contacts, 197 SMT/teacher meetings/discussions and 23 extra-curricular BMTclubs taking place in this time period.
- There is increased staff focus, motivation and understanding of the importance of PAH for learners. Overall strategic plan is now in place and shared with PAH schools/HTs, PAHLs and Mentors. This has led to an increase in the confidence of the PAHLs and is helping them to embed practice within schools.
- There is an improved quality of delivery from all staff in PAH/Numeracy Layer through the intervention activity led by the Mentors and supported by the PAHLs. The weekly CPD/training, Mentor support and the PAHL/Mentor Survey Monkey is supporting the delivery of this outcome.
- School staff are confidently delivering the BMT programme within their schools.
- Children are beginning to illustrate a renewed motivation to learn through PAH. The write up of observations in pilot schools shows pupils and staff are noticing the benefits of Better Mover and Thinkers (BMT). Learners find the programme challenging but fun. Pilot school practitioner mentioned improved engagement of pupils during PE and in the classroom, particularly helpful for one ASN learner who acted out aggressively where behaviour has improved.
- Staff are embedding the main skills taught within the programme into their day-to-day classroom practice. Learner logs and feedback from schools show some BMT techniques being used in classrooms such as finger taps and clap patterns.
- Learners have a sense of empowerment, which creates an emphasis on engagement as opposed to participation. Evidence of engagement can be seen in the clips on the GLOW video channel. Based on teacher feedback they expect engagement to be enhanced: *"the project requires the children to concentrate and focus 100% of the time during the lessons." "Activities have been designed to challenge pupils but also encompass a degree of great enjoyment."*
- Early teacher feedback shows staff seeing impact on pupils with the programme improving *"thinking skills"*, *"developing impulse control"* and that BMT is *"very good for listening and attention skills."* Teachers also evidence positive experiences of learners saying pupils have the *"freedom to use [their] own imagination"* with *"boys pairing up with some of the girls. Learning from each other. Confidence increasing in [pupils] own ability."*

- Mentors' interventions are having a positive impact on current strategies for planning and evaluation of PAH. This is evidenced by Learning Logs and a short Survey Monkey, both of which are being used to plan future delivery within schools as well as strategically for PAH.

LEADERSHIP

- Self-Improving Schools family groups continue to meet regularly, supporting Head Teachers and schools to develop positive, professional relationships with leaders and practitioners in comparative schools and share effective practice in building excellence and closing the attainment gap.
- The collated results of *Survey Monkey* questionnaire confirmed that an increasing number of Head Teachers and schools are convinced of the value and potential of a self-improving school system.
- All family groups are utilising the 'Mind the Gap' resource to support them in analysing, interrogating and responding to data to close the poverty related attainment gap; this is being further supported through training in the use of the electronic tracking and monitoring system. Head Teachers are becoming more open and confident in sharing data with their comparative schools.
- Using the Mind the Gap document, Head Teachers are able to ask a number of key questions around data and are developing their confidence and ability to analyse, interrogate and respond to a range of data on their pupils.
- Head Teachers and schools are beginning to use data to help them identify and measure evidence-based interventions to raise attainment, particularly in the areas of literacy and numeracy.
- Head Teachers and schools have easy access to a range of helpful materials and resources via the self-improving school GLOW site.
- Initial connections have been made with colleagues in South Lanarkshire Council with the aim of linking schools across the two local authorities to support professional learning and school improvement.
- VIG and VERP: Please refer to Literacy, Numeracy and Nurture sections.

Challenges (e.g. slippage, staffing, reporting):

Monitoring and tracking
- It is taking time to develop schools' confidence and knowledge in the use of the monitoring and tracking systems; there is clearly some way to go to ensure all 121 schools have a sound understanding of the system and are using data to support them in raising the attainment of all pupils.

Numeracy
- Models of training delivery have been altered to avoid disruption to direct input to children. For example, additional twilight training and cluster input has been offered to support authority-wide implementation.
- Some schools find timetabling and extraction of pupils an issue when tailoring an effective model for the delivery of evidence-based interventions.

- A number of CLD practitioners have moved on in their posts and although recruitment has taken place and staff are due to start this has impeded improvement work in some schools.

Physical and Active Health
- December contacts/engagements in PAH took a dip due to other events in schools such as Nativity plays, Christmas parties, etc.
- The pre/post PAH test methodology had to be revised; time-line has been altered due to concerns of over-testing due to the overlap between PAH and Numeracy layers. The layer-wide BMT programme evaluation is planned for February 2017.

Nurture layer Community Learning and Development
- In the nurture layer, school staff are not always free to co-deliver interventions due to staff shortage and busy timetables. This can impact on the effectiveness of the programme as well as ensuring sustainability.

Self-improving schools
- Although most Head Teachers see the value of self-improving school family groups, it can often be difficult for Head Teachers to find the time to meet due to current staff shortages. Particularly for those who do not have an additional staff member.

Staffing

Teachers
While we have been able to recruit a large number of additional teachers the SAC improvement work in the schools that do not have an additional member

Appendix 1 – SAC Evaluation Framework (Primary)

Evidencing the short, medium and long term impact of the Attainment Challenge in North Lanarkshire

Outcomes	Method
Monitoring and Tracking	
The impact of CANcan input on children's attainment	<u>Standardised Assessments</u> A range of standardised assessments and teacher judgement will be used to measure children's attainment and the narrowing of the poverty related attainment gap. This includes CEM or equivalent (May/June 2017), NGRT (Feb/March 2017) and the YARC Aug/Sep 2017).
Literacy	
Profiling and documenting literacy progress of children living in SIMD 1-3, impact of evidenced-based literacy approaches and interventions, impact of additional staffing, impact of staff training, and use of monitoring and tracking data	<u>Year 2 Contribution Analysis</u> Follow up evaluation of 27 schools in the literacy layer to ascertain the progress made within the layer in the last year
The impact of the literacy coaches in enhancing literacy provision within their school and the impact of the specific training they have received. Information on next steps and plans to enhance literacy within their school and what is needed to support these plans	<u>Literacy Coaches Questionnaire</u> Completed by 16 literacy coaches in November 2016 to evaluate the impact of additional CANcan input and plan for next steps
Impact of a number of literacy training programmes delivered by literacy development officers. Course attendance of staff by layer, and comments following course completion	<u>Ongoing Collation of Training Evaluations</u> Completed by school staff following completion of a number of literacy training programmes. Collated on a six-monthly basis
Impact of a number of CANcan literacy initiatives on children. Highlighting areas of good practice, positive change in children and effective implementation	<u>Case studies</u> Documenting examples of implementation of literacy interventions at an individual school level
Impact of SLT input to literacy layer schools, impact of specific interventions for children with speech, language and communication difficulties. Information on SLT recommendations and follow-ups/next steps	<u>Speech and Language Evaluation</u> Pre and post data of specific interventions.Monthly collation of information of work from Speech and Language Therapists (SLTs) in literacy layer schools: SLTs needs analysis for each school, parent drop-in sessions, teacher drop-in sessions and collated evaluation forms.
Numeracy	
Impact of the Number Talks programme on children's numeracy attainment, and children and teachers attitude towards numeracy. Focus groups will gather qualitative information of children's views of the Number Talks programme	<u>Number Talks Evaluation</u> Standardised assessment for six children in one class from the 18 numeracy layer schools: Numeracy subscale of the British Abilities Scale 3, Sandwell Early Numeracy Test, and Progress in Maths test. Attitude questionnaires for these pupils and their teachers, and focus groups to be held at post-test. Pre-test data has been analysed and post-test scheduled for April 2017.

Gathering baseline information regarding numeracy progress of children living in SIMD 1-3, plans for numeracy, impact of additional staffing, teaching and learning approaches used, areas of support required and family engagement	Head Teacher Visit 1 Write-up Collation of information gathered from visits to head teachers from 18 numeracy layer primary schools. To monitor and track progress made through CANcan input.
Impact of a number of CANcan numeracy initiatives on children in particular schools. Highlighting areas of good practice, positive change in children and effective implementation of Number Talks	Case studies Documenting examples of implementation of numeracy interventions at an individual school level.
Impact on teacher behaviour, impact on children's numeracy attainment, impact on children's contribution to class discussion	Action Enquiry Evaluation Evaluation of Video Enhanced Reflective Practice (VERP) plus numeracy input training. Video footage has been gathered pre and post-test, alongside teacher and pupil perception questionnaires (April/May 2017)
Nurture	
Impact on teacher and child's perception of learning environment, and the social, emotional and behavioural difficulties of children following the nurture activities taken place within the layer in the last year.	Nurture Evaluation Three children (SIMD 1-3) from every class in fifteen of the nurture layer schools and every class teacher completed a My Class Inventory and a Strength and Difficulties questionnaire for each of the three identified children. Testing was held a year apart in order to determine the impact of the nurture activities within the layer schools for vulnerable children. Analysis of data is currently underway (March 2017)
Children's wellbeing, Planning processes linked to SHANARRI, Impact of VERP on teacher behaviour, Impact of VERP on children's behaviour and communication	Resilience Toolkit Evaluation Evaluation of VERP plus Resilience Toolkit training. Multidimensional Student Life Satisfaction scale completed by one child from each stage from nine of the nurture layer schools (5 experimental and 4 control). Collation of planning documentation for these specific children. Post-test scheduled for May 2017. Staff pre-test questionnaire measuring their confidence in relation to resilience as well as their ability to assess and implement strategies for children with difficulties in the areas of learning and health and wellbeing. Post-test scheduled for May 2017. Video footage from 10 staff from these schools has been coded for attunement, pre and post-test.
Impact on children and the specific outcomes achieved as a result of taking part in a Seasons for Growth programme, longitudinal impact of the programme on children	Seasons for Growth Case studies from two trained companions from two primary schools Video testimonials from young people about their Seasons for Growth journey
Impact on staff, parents and children of input from Community Learning and Development	CLD Evaluation Case studies demonstrating improved outcomes Collation of project evaluation forms at the end of every school term
Impact of VIG on professionals, carers and parents behaviour, and outcomes achieved for children and young people	VIG Evaluation Evaluation of Video Interaction Guidance (VIG) through case studies, evaluation forms and coding of video

	footer. Evaluation forms for 75 families have been collated and analysed and a number of case studies, including video testimonials, have been collected. Video coding has been scheduled for May 2017.
Impact of a number of CANcan nurture initiatives on children in particular schools. Highlighting areas of good practice, positive change in children and effective implementation	<u>Case Studies</u> Documenting examples of implementation of nurture interventions at an individual school level
Physical and Active Health	
Impact of BMT – teacher's views of the impact of the programme on the children in their class	<u>BMT: Feedback from Teachers</u> An online chatroom was set up for teaching staff to express their views of the Better Movers and Thinkers programme
Impact of BMT – parent's views of the impact of the programme on their children	<u>BMT: Feedback from Parents</u> A total of 70 parents provided their feedback of the BMT programme via an online SmartSurvey
Impact of BMT – children's perceptions of the programme	<u>BMT: Focus Groups</u> Six focus groups were held with six children (2 from each stage P5-7) in Physical and Active Health layer schools to gather their views and experiences of the programme

Reporting Period	April 2016 – March 2017
Local Authority	North Lanarkshire
Key Contact at Authority	
Attainment Advisor	

Summary of Spend

Intervention	2016/17 Allocation	2016/17 Amount Spent
Transitions	£647,797	£587,705
Literacy	£323,088	£242,059
Health & Wellbeing / Nurture	£215,242	£126,205
Excellence and Equity	£285,392	£224,911
Supporting the Secondary Attainment Challenge	£129,102	£111,148
Total	**£1,600,621**	**£1,292,028**

Agreed Improvement Plan

1	Transitions

2016/17 Allocation	£647,797
2016/17 Actual Spend	£587,705

Expenditure breakdown

Staffing:	Total this financial year	
	FTE	Costs
Teachers	6.20	£87,274
Education/development officers	0.00	£0
Educational psychologists	0.00	£0
Data analysis officers	0.00	£0
Family/home link worker	0.00	£0
Speech and language therapists	0.00	£0
Early years professionals	0.00	£0
Other staff, namely: Regeneration and Community Learning and Development	4.00	£108,078

Non-staffing *please specify type:*	Total costs this fin. year
Programme Activity including Tapestry; Includem	£392,353
	£
	£

Activities: *Please comment on progress in implementing your planned activities in the year 2016/17*

In order to support schools to identify and address the attainment gap a range of activities have taken place in the last four months (November – March) to enhance transitions:

0.2FTE transitions teacher in all secondary schools to enhance existing transitions programmes.

We are committed to improving transition arrangements between primary and secondary schools and targeting support at pupils and parents living in socio economic disadvantage. We have been unable to recruit six fulltime teachers to carry out the programme as we originally envisaged. In looking at innovative and alternative ways to deliver the programme we have been able to engage 0.2 FTE secondary staff in all secondary schools to work with cluster primary schools on closing the poverty related attainment gap for targeted pupils and developing an intervention or approach to teaching and learning in partnership with primary schools currently involved in the primary attainment challenge.

Building Stronger Local Communities Programme

The programme is to support young people and their families in North Lanarkshire particularly at transition between primary 7 and S1; initially in the XX and XX areas.

In Motherwell the programme is based around XXHigh School, XX High School, XX PS, Logans PS, StXX PS, XX PS, XX PS and their local communities.

In XX the programme is based around XX Academy, XX Newman High School, XXamily PS, XX PS, XX PS, XX PS, XX PS, XX PS, XX PS and their local communities.

A major theme of the work in the Motherwell area is a community arts based initiative which will focus on local history, aspirational visions for the future and the place of the locality in a wider world. This part of the programme is called "Who were we? / Who are we now? / Who do we want to be?"

Parents and young people will be directly involved in the creative output of the programme.

The creative output will be performed to families and local people in public spaces, e.g. in libraries, shopping centres hospitals, hospices and old people's homes.

The programme will develop links between different schools and subject departments and areas of activity within different schools, including creative arts, history, geography, English and technology, and between arts clubs, music instrumental services etc.

Children and their families will work with teachers, other families from schools in the locality and with a wide range of professionals and partners to build an aspirational vision for the future which is built on personal and communal needs and opinions.

The local authority will work with Tapestry to effectively deliver the aims of the programme. A major theme of the work in the Bellshill is an intensive family support programme. The

local authority will work with partners to support families who are just coping with young adolescents and to support young people who are at high risk of disengaging from school.

The local authority is working with Includem to effectively deliver the aims of the programme.

A major theme of the work in both localities is the development of a community approach to supporting young people and their families living in socio economic deprivation particularly at transition between primary and secondary.

A range of partners have come together and will be directly involved in developing and delivering the programme.

This partnership will involve working with 40 targeted families in both localities to support them at transition time, to identify their specific needs and to collectively devise and implement bespoke interventions to close the attainment gap and to combat the effects of poverty.

Another key focus of the work in both localities is to raise awareness of existing provision, to explore ways of working jointly to deliver improved service to young people and families living in socio economic difficulty and to avoid duplication of provision.

Slippage from plans: *Please comment on slippage from your original plans for implementing activities in the year 2016/17*
- Recruitment of Transitions Teachers for our planned transitions programme has proved difficult. We amended the original transition programme to include 0.2 FTE for every secondary school across the local authority. We are still actively aiming to recruit transition teachers for the original transition programme.   - Conforming to local authority procurement procedures and related legislation has caused significant delay to commencement of transitions work with identified partners.

1	**Transitions – Assessment and Data Analysis: evidence on short and medium-term outcomes**	
Short –term outcomes	**What short-term outcome(s) does this initiative aim to achieve?** *(Short-term outcomes are often in the form of changed awareness, skills, motivation, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)*	**By when? (estimate) Status** *ongoing*

	Transitions Teachers in all Secondary Schools	
	• Increase awareness of existing transitions arrangements in associated primary schools and secondary schools.	Ongoing
	• Audit conducted of existing transition arrangements across secondary schools to ensure effective use of data and to target interventions.	Jan 17 - ongoing
	• Identified member of staff in each secondary school (0.2FTE) to work with colleagues in associated primary schools to enhance transitions for targeted pupils in P7 and S1 living in SIMD 1 and 2.	December 16
	• Identified member of staff in each secondary school developing attainment challenge interventions and ensuring continuity for young people in S1.	December 16
	• Training for teachers in P7 and S1 in all schools to use CEM data and NLC results to measure the attainment of pupils in SIMD 1-2.	February 17 – ongoing
	• Teachers more confident in identifying gaps in attainment and in planning strategies to address gaps in attainment.	
	• Improved range and quality of data which teachers in the primary and the secondary can use when making judgements and reporting on children's levels of attainment.	Ongoing
	• Secondary schools working with associated primaries to develop programmes of evidence based transitions interventions for pupils living in SIMD 1-2.	Jan 17 – ongoing
	• Increased teacher confidence in arriving at professional judgements and in planning successful evidence based interventions.	Ongoing
	• Improved transfer of information between primary and secondary.	Ongoing
	Building Stronger Local Communities Programme (February 2017)	All Feb 17- Ongoing
	• Increased engagement in school and in the community for targeted groups of young people in P7-S1 and their families.	
	• Interventions in place to support pupils and their families at transition between primary and secondary.	
	• Developing a "Family-Centred Approach". This approach in the short term will be area based and will involve 40 partners from both areas working together to improve the life opportunities of children living in socio economic deprivation and their families.	
	• Developing and enhancing existing service provision	
	• Developing partnerships between the Secondary and Primary schools and between a range of partners in the local community.	
	• A range of partners working with targeted families to design bespoke interventions at transition between primary and secondary and to combat the effects of poverty.	
	• Improved understanding of other service provider remits.	
	• Improved joint and multi service provision.	

- Targeted pupils and their families are better engaged with their schools and their local community.

Are you collecting evidence to measure these outcome(s)? If so, please specify which type of evidence for which aim *(if not, just put 'N/A')*

Transitions Teachers in all Secondary Schools
- Schools have prepared an outline of their transitions enhancements and how these enhancements will meet the identified short term outcomes for this programme.
- Schools are currently preparing initial evidence of progress made to achieve the identified short term outcomes for this programme.
- The research team will collate the returns from schools to create a transitions data base to include all transitions enhancements across all localities in the local authority.
- The secondary lead will develop the transitions data base to monitor progress towards achievement of short term goals.
- The secondary lead will develop the data base to identify successful interventions and strategies and share with schools.

Building Stronger Local Communities Programme (February 2017)
- We are currently gathering information on the 36 families who are working with Includem – the reasons they have been chosen and the focus of the work with them.
- We are currently gathering information on the 80 families who will be working with locality partners – the reasons they have been chosen and the focus of the work with them.
- We will monitor the progress of the work against the short, medium and longer term outcomes for targeted young people and their families.
- We will gather evidence on progress from schools, young people and their families.
- We will discuss individual cases and continuously evaluate project outcomes.
- Young people and their families will record their assessment of progress towards achieving the stated outcomes of the programme.
- We will develop a data base to record all activity linked to progress against agreed outcomes.
- We will formally review progress and identify and review which interventions have most successful and any additional needs or risks that have been identified.
- Partners will also provide their own evidence plans and information to the local authority on a monthly basis.
- Partners will provide programme evaluations to the local authority at specific points during the programme.

	- With partners we will collaboratively review the approach we are taking, ensuring it best meets the needs of all young people and families we are supporting. - We will provide analysis of the wider impacts made on the community.

What does this evidence show on the extent to which the above outcomes have been achieved to date? *Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'.* <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free.</u>

N/A

		By when? (estimate) ongoing
Medium –term outcomes	**What medium-term outcome(s) does this initiative aim to achieve?** *(Medium-term outcomes are often in the form of changed actions, practice, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)*	
	Transitions Teachers in all Secondary Schools (0.2FTE) - Teachers in P7 and S1 in all schools responding to data analysis with evidence-based interventions. - Better sharing of effective strategies in data extraction and effective interventions amongst colleagues and schools to improve transitions for young people living in SIMD 1-2. - A menu of evidence based interventions to support young people in SIMD1-2 and their families, particularly at transitions, in place in schools across the local authority.	Dec 16-Ongoing
	Building Stronger Local Communities Programme (February 2017) - Increased attendance and engagement for targeted groups of young people. - Reduced risk of exclusion for targeted young people. - Increased individual wellbeing and improved family resilience. - More confident positive parenting and stronger adolescent/parent relationships. - More positive peer relationships and engagement in pro-social/healthy activities out with school. - Improved parenting skills - Improved family wellbeing and resilience - Children and their families working with teachers, other families from schools in the locality and with a wide range of professionals to build an aspirational vision for the local	All Dec 16 Ongoing

- communities in Bellshill which is built on personal and communal needs and opinions.
- Strengthened and streamlined local partnerships which facilitate creative links between families, cultural services, local business and educational services.
- Strengthened partnerships between the police, emergency services, health service providers and the local community.
- Service providers and other partners actively involved in opportunities and activities which encourage creative thinking that leads to change and reduces duplication.
- A stronger local community in the XXX and XXX areas.
- Reliable, evidence based data generated to provide a template for building stronger local communities across the local authority.

Are you collecting evidence to measure these outcome(s)? *If so, please specify which type of evidence for which aim (if not, just put 'N/A')*

Transition Teachers

The following excerpt from the first update on transition teachers from XXXX HS highlights some of the initial work being carried out:

"*The 0.2FTE Enhanced transition has been used to enrich the information gathering and plan supports required for young people in transferring from Primary to Secondary school, to consider how each of our cluster Primaries are gathering and sharing information, to identify good practice and to share this across the cluster.*
The school identified a retired former PT Support for Learning and Inclusion who has a wealth of knowledge and expertise in this area and who had already formed excellent relationships with our cluster Primary schools. It is worthwhile noting that 6 out of our 8 cluster Primaries are part of the Scottish Government's Attainment Challenge.
Prior to taking up the role, meetings were set up between the DHT responsible for Primary/Secondary Transition, the current Acting PT Inclusion and the retired member of staff to draw up a draft outline of the role in the enhanced transition programme. A further meeting was set up with the Area Network Manager for the Airdrie Locality to discuss any additional support our cluster Primaries may require – 4 out of our 8 cluster Primaries have new Head Teachers within the past 2 years. The focus for this was within the context of GIRFEC and NLC's Policy into Practice document.
Initially, the focus was on gathering information about the current P7 pupils and in particular those pupils with additional support needs. General curricular information was gathered, more specifically in relation to literacy and numeracy and pupils with a wide range of additional support needs were identified, including those with learning, social, emotional and behavioural needs and physical or health concerns as well as those whose attendance or general wellbeing was giving cause for concern. The majority of these children live in SIMD 1-3 A meeting was held with the Educational Psychologist who links with St Margaret's and with a number of our associated primary schools to identify those pupils with whom she is currently involved. Any agencies working with children and their families were identified and available reports gathered. The member of staff attends review meetings for P7 pupils and also requests transition meetings be held for some other pupils not currently involved in formal reviews.
As part of her role, the member of staff works closely with Primary staff and is available to provide advice and support to staff, pupils and parents. Where primary staff have identified concerns regarding particular children who are not currently receiving additional support, the member of staff

has completed classroom observations within the primary classroom, fed back on her findings and advised what supports might best meet the needs of the child. It is planned that the member of staff will begin to complete the Getting It Right For Me Plan with individual pupils and also provide an information leaflet outlining the range of available supports which might be accessed by the Primary schools to meet the needs of particular pupils.

Based on the information gathering process, the member of staff has produced a P7 Additional Support Needs Information booklet which has been issued to all Secondary staff involved in the P7 transition programme to ensure the needs of P7 pupils are being met during their visits and that any health concerns are taken into consideration. Dates and minutes of review meetings are being shared with the DHT and PT Pupil Support who will be responsible for the year group when they transfer into S1. The PT Pupil Support and/or Acting PT Inclusion have also attended the review meetings where possible."

This excerpt shows some of the excellent and thoughtful work which is taking place in this part of the attainment challenge secondary programme in a very brief period of time.

What did this evidence show? *Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.*

Reflections on progress to date: **Can you share any learning on what has worked well in implementing this initiative?**

Enhanced Transitions

Initial planning work has been very encouraging. Schools and partners have been very supportive and have contributed very effectively to planning for success of the programme.

The planning work has already contributed to some of the outcomes of the programme:

(i)   Identifying specific young people and their families in need of support.
(ii)   Bringing schools and partners together to discuss specific and common difficulties which affect young people and their families living in socio economic hardship in these communities.
(iii)   Raised awareness of existing service provision and professional expertise and knowledge in the local communities.
(iv)   Generated initial discussion and possible next steps to improved partnership working to support young people and families most in need of enhanced provision.

Can you share any learning on what has worked less well or could be improved?
The Building Stronger Local Communities programme will begin in schools on 18 April 2017. We had intended to begin sooner but procurement procedures caused delay in implementing the programme on the ground. One very positive result of this however has been a much longer planning period than envisaged has had positive outcomes however in that we have

been able to meet and discuss next steps with schools and partners in order to arrive at a clear understanding of the aims and outcomes of the programme.

Partners and community workers wanted reassurance that the programme would include the community in the planning stages and that the aims and outcomes were clear and that the people leading the programme would consult with, rather than talk to, the local community. Another issue which arose often in planning discussions was that it was extremely important to identify the "right" partners to work with in the local communities.

The longer planning period has allowed everyone involved to have their voice heard and to have input into developing the programme – and to identify the right partners.

2	Literacy	
2016/17 Allocation	£323,088	
2016/17 Actual Spend	£242,059	

Expenditure breakdown

Staffing:	Total this financial year	
	FTE	Costs
Teachers	0.00	£0
Education/development officers	0.00	£0
Educational psychologists	0.00	£0
Data analysis officers	0.00	£0
Family/home link worker	0.00	£0
Speech and language therapists	0.00	£0
Early years professionals	0.00	£0
Other staff, namely:	0.00	£0

Non-staffing *please specify type:*	Total costs this fin. Year
Programme Activity including literacy resources	£242,059
	£
	£

Activities: *Please comment on progress in implementing your planned activities in the year 2016/17*
Progress in implementing planned activities has included:

Building literacy capacity in schools to close the attainment gap
- A Literacy Support Programme is now being implemented in all NLC Secondary Schools (including 6 Specialist Provision Secondary Schools).
- The programme includes access to NLC Training, External Training in using Literacy

Interventions and provision of resources. Thus far, 14 of 29 schools have been visited to begin initial planning for the 2017/18 session; 6 of these schools have begun to trial a reading intervention programme in March 2017.

- The Secondary Attainment Challenge Literacy Team is working with 6 Secondary Schools on identifying current S1 pupils from SIMD 1-2 most in need of support to read at a level closer to their chronological age and to access the secondary curriculum.
- NLC SAC Literacy Leads have already provided, and will make more widely available, training for secondary staff in how to use PM Benchmarking and YARC to measure pupil reading ages and to effectively track progress.
- A Literacy Lead has been identified in all of the 6 Phase One schools to coordinate the delivery of the reading support programme and to monitor its impact.

Monitoring and tracking improvements in literacy

- The Secondary Attainment Challenge Literacy Team has worked with the NLC Performance Analyst to tailor a literacy focused dataset which will allow transfer of data from associated Primary Schools to be included on a database for monitoring the impact of literacy interventions cross-referenced with SIMD data.
- In 6 Phase One schools, the Secondary Attainment Challenge Literacy Team have met with the HT, PT English, PT Support for Learning and Transition DHT to discuss and agree approaches to using P7 CEM data to identify pupils at risk of being unable to access secondary curriculum due to extremely low reading ages with a focus on pupils in SIMD 1 & 2, and to plan how best to support these pupils.

Evidence based literacy interventions

- Twenty NLC staff across 7 Secondary Schools attended a course in January provided by staff at the Literacy Base on how to use PM Benchmarking and YARC to measure pupil reading ages and track progress.
- This course will run again in March, May and June.
- More than 40 NLC staff attended Read Write Inc: Fresh Start training over two days in February. The course provided staff with resources and professional learning on how to support learners who cannot read at the level they need to in order to succeed in the secondary environment. This will be offered again another twice this session to include a further 80 staff.

Additional staffing

- The additional teaching staff in one of our Phase One schools (St. Ambrose HS) have had training in assessing pupils' reading ages, the RWI: Fresh Start intervention and have liaised across the cluster Primary Schools to learn about the various literacy interventions offered in P5 – 7 and the targeted pupils participating in these interventions. They have also begun running the RWI: Fresh Start intervention with targeted S1 pupils.

Slippage from plans: *Please comment on slippage from your original plans for implementing activities in the year 2016/17*

- **Literacy Resources**. There has been some slippage in procuring the identified literacy resources. We have just conducted one large procurement process of literacy resources through to conclusion. This procurement activity includes Read, Write Inc., Scholastic Fast Forward, PM Benchmarking, PM Gems, YARC Reading and Rapid Plus. Materials will be in all secondary schools by end of April.
- **VERP.** Again, Procurement Processes have been protracted. However a new framework for VIG/VERP Practitioners will be in place by end of March 2017 which will facilitate training for April 2017 and for subsequent years.
- **Speech and Language Therapists**. It has been difficult to recruit the speech and language teachers we want to for targeted secondaries as part of our attainment

challenge literacy work. However, the relevant paperwork is now in place and interviews for these posts will take place in April 2017. Appointments will be taken up in May/June 2017.

2	Literacy: evidence on short and medium-term outcomes	
Short –term outcomes	**What short-term outcome(s) does this initiative aim to achieve?** *(Short-term outcomes are often in the form of changed awareness, skills, motivation, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)*	**By when? (estimate) Status** *(completed / ongoing / no progress)*

	• Sharing the Secondary Attainment Challenge Literacy Team's strategy for closing the poverty-related attainment gap with:
	    a) Phase One Secondary Schools and;
	    b) Phase Two and Three NLC Secondary Schools.
		Completed December 16

	• The strategy includes: (i) identifying struggling readers in S1 (particularly those in SIMD 1 & 2) from P7 data; (ii) Training and equipping staff to deliver an evidence-based intervention to recover the gap between pupil reading age and chronological age and tracking the progress towards reading targets regularly and robustly.	Ongoing
	• A Literacy Lead and supporting DHT in place in all Phase One literacy schools.	Completed January 17
	• Staff in Phase One literacy schools becoming confident in using the transition literacy data to identify pupils struggling in literacy (specifically reading).	June 17 - onwards
	• Staff from across subject departments in Phase One literacy schools trained in how to assess reading age (for baseline and tracking).	June 17 - onwards
	• Staff from across subject departments in Phase One literacy schools trained in the reading intervention Read Write Inc: Fresh Start.	January 17 - ongoing
	• Pupils identified in Phase One literacy schools for whom RWI: Fresh Start is appropriate.	March & April 17
	• Parents informed regarding their children's inclusion in the literacy intervention and informed of next steps.	March & April 17
	Are you collecting evidence to measure these outcome(s)? If so, please specify which type of evidence for which aim *(if not, just put 'N/A')*	

- Records of school visits compiled to provide baseline evidence for targeted pupils.
- Staff questionnaires on before and after confidence levels on delivering the new intervention and the related tracking procedures.
- Database of staff trained and staff evaluations of training events and next steps. By keeping a record of staff training (nature of training & dates), as well as scrutinising feedback from staff, we coordinate with HTs and Literacy Leads to ensure relevant staff are given additional support and that sufficient numbers of staff in each school are equipped to support the SAC Secondary Literacy Strategy in NLC.
- Numbers of staff trained on analysis of CEM data.

What does this evidence show on the extent to which the above outcomes have been achieved to date? *Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free.*

- Scrutiny of feedback suggests further and ongoing support is necessary to make change and improvement sustainable.
- Support in delivering and tracking the reading intervention will be provided by external trainers and SAC Secondary Literacy Team.

	What medium-term outcome(s) does this initiative aim to achieve? *(Medium-term outcomes are often in the form of changed actions, practice, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)*	By when? (estimate)
Medium –term outcomes	• Targeted pupils engaged in Read Write Inc. Intervention: Fresh Start in Phase One schools begin to enjoy gains in reading age v chronological age – helping close the literacy attainment gap for targeted pupils.	Ongoing Dec 16
	• The next phase of schools (14 more Secondary Schools) will have at least two members of staff from across the curriculum trained in how to administer the RWI: Fresh Start intervention.	June 17
	• Subject Staff from across the curriculum in Phase Two schools trained in how to assess reading age (for baseline and tracking). Reading interventions in place across subject departments in secondary schools.	
	• All NLC Secondary Schools will have access to resources for assessing reading ages (PM & YARC) as well as a reading intervention (RWI: Fresh Start).	April 17
	• Schools in Phases One & Two will use transition data to identify P7 pupils who will be supported by the RWI: Fresh Start intervention prior to beginning S1.	Ongoing

• Parents contacted regarding their children's inclusion in the intervention and parental actions in place.	Ongoing
• Staff in Phase One & Two schools will be more confident in how to support children whose reading age is significantly lower than their chronological age.	Ongoing

Are you collecting evidence to measure these outcome(s)? *If so, please specify which type of evidence for which aim (if not, just put 'N/A')*

- PM Benchmarking recorded on Secondary Literacy Dataset. As we are beginning this intervention towards the end of the academic year, we agreed with schools to use benchmarking measures pre and post intervention to measure the impact on pupils' reading ages. This assessment tool is a more objective and robust way of evaluating RWI: Fresh Start.
- In 2017/18, we will use YARC to baseline pupils on the intervention and then the PM Benchmarking will be used termly to track and evaluate progress, as well as the intervention's ongoing appropriateness to individual pupil needs.
- The rationale behind this is that targeted children need to be tracked more regularly to ensure progress or to allow staff to react to lack of progress and find solutions.
- Database of staff trained & staff evaluations. By keeping a record of staff training (nature of training & dates), as well as scrutinising feedback from staff, we coordinate with HTs and Literacy Leads to ensure relevant staff are given additional support if necessary and that sufficient numbers of staff in each school are equipped to support the SAC Secondary Literacy Strategy in NLC
- Inventory of SAC resources provided. Resources procured by NLC through SAC funding are only supplied to schools where there is a commitment to the aims of the agreed Literacy Strategy and an inventory of what has been supplied to each school will be kept at the Literacy Base.
- Schools' transition information/class lists. The literacy data from P7 2016/17 (Teacher's Professional Judgement, CEM – INCAS Reading & Developed Ability and NGRT Reading Age) and SIMD info will be used to determine whether or not pupils should be targeted for participation in the RWI: Fresh Start intervention.
- Depending on the model of delivery decided upon at school level (depending on local circumstances) this is either through a timetabled class or a group extraction – this information will be included on class or group list along with the S1 tracking data outline above.

What did this evidence show? *Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free.*

There are significant number of pupils in S1 living in SIMD 1-2 with reading ages well below their chronological age across secondary schools in the local authority. An attainment challenge priority will be supporting this group to reach their appropriate reading age in order to access the whole secondary curriculum.

Reflections on progress to date: Can you share any learning on what has worked well in implementing this initiative?

- The positive attitude and enthusiasm shown by all NLC Secondary Schools and staff thus far has made releasing staff for training possible despite the difficulties in staffing being experienced across the authority.

- Staff have very positively embraced the approach, have commented very favourably on the training to date and are very keen to roll out the intervention in their schools.

- Learning from what has been successful in Dundee in closing the attainment gap, through attending related SAC events and professional dialogue, through the help and advice offered from the Education Support Officer, and the positive support from HTs and PTs have all provided a very useful framework for our intervention.

- Beginning the training and support offered by looking at how to assess literacy levels yearly and termly has given the project focus in aiming to achieve and sustaining gains in reading age as early as possible and in closing the attainment gap for targeted young people.

Can you share any learning on what has worked less well or could be improved?

3	**Health and Wellbeing / Nurture**	
2016/17 Allocation	£215,242	
2016/17 Actual Spend	£126,205	

Expenditure breakdown		
Staffing:	Total this financial year	
	FTE	Costs
Teachers	6.40	£111,205
Education/development officers	0.00	£0
Educational psychologists	0.00	£0
Data analysis officers	0.00	£0
Family/home link worker	0.00	£0
Speech and language therapists	0.00	£0
Early years professionals	0.00	£0
Other staff, namely:	0.00	£0
Non-staffing *please specify type:*	Total costs this fin. year	

Solihull Approach	£15,000
	£
	£

Activities: *Please comment on progress in implementing your planned activities in the year 2016/17*

Attainment Mentors

- We have recruited former retired colleagues to be attainment mentors to work in each of the secondary establishments across the authority.
- Attainment mentors have previous experience in a senior promoted post or in pastoral care.
- Attainment mentors are working directly with identified young people currently in the BGE living in SIMD 1-2 across the authority.
- Attainment mentors are working closely with identified young people and with the school to develop support programmes which are tailored to the needs of the young person.
- Attainment mentors are working with targeted young people and their families to overcome their personal barriers to learning.
- The role of the attainment mentor is in essence that of an additional adult in that young person's life who is taking an active interest in their progress.
- The attainment mentor advocates for the young people. The attainment mentor networks and liaises with the school and with a wide range of partners to reduce the network deficit.
- Attainment Mentors are being trained in learning styles as part of the attainment mentor training programme.
- Video Enhanced Reflective Practice (VERP) Training for Attainment Mentors is ongoing.

Slippage from plans: *Please comment on slippage from your original plans for implementing activities in the year 2016/17*

Solihull Approach – Procurement just completed. Solihull Training for secondary staff will be available from May 2017 onwards as part of our literacy and nurture programmes.

Resilience Toolkit - Piloting is ongoing in NLC Primary Schools. Post testing will be carried out in May 2017. Resilience Toolkit and Training will be available in NLC Secondary Schools in session 2017-18.

3	Health and Wellbeing / Nurture: evidence on short and medium-term outcomes	
term outcome	**What short-term outcome(s) does this initiative aim to achieve?** *(Short-term outcomes are often in the form of changed awareness, skills, motivation, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)*	**By when? (estimate)**

	Attainment Mentors	
	• Attainment Mentors working in every secondary establishment across the authority.	Jan 17
	• Suitable young people identified and working with their attainment mentor.	Jan 17
	• A plan tailored to the needs of the young person [following preparatory work with secondary schools and focusing on personal barriers to learning] in place.	Jan 17
	• Attainment Mentors have met the young people and, if appropriate, their families.	Jan 17
	• Attainment Mentor meeting with young person each week and working towards achievement of the outcomes in the individual plan.	Jan 17
	• Attainment Mentor updates to Local Authority Lead by end of March 2017.	March 172
	• Attainment Mentor Training Programme in place.	Nov 16 - ongoing

Are you collecting evidence to measure these outcome(s)? If so, please specify which type of evidence for which aim *(if not, just put 'N/A')*

- We are currently gathering information on the targeted young people who are working with attainment mentors – the reasons they have been chosen and the focus of the work with them.
- We will monitor the progress of the work against the short, medium and longer term outcomes for targeted young people and their families.
- We will gather evidence on progress from attainment mentors, schools, young people and their families.
- We will discuss individual cases and continuously evaluate project outcomes.
- Young people and their families will record their assessment of progress towards achieving the stated outcomes of the attainment mentor programme.
- Teachers and schools will record their assessment of progress towards achieving the stated outcomes of the attainment mentor programme.
- We will develop a data base to record all activity linked to progress against agreed outcomes.
- We will formally review progress and identify and review which interventions have most successful and any additional needs or risks that have been identified.

What does this evidence show on the extent to which the above outcomes have been achieved to date? *Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'.* <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free.</u>

N/A

	What medium-term outcome(s) does this initiative aim to achieve? *(Medium-term outcomes are often in the form of changed actions, practice, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)*	By when? (estimate) All ongoing

	Attainment Mentors
	• Case study methodology used to measure impact and for effective next steps for young people.
	• Specific barriers to young peoples' learning are more effectively identified and removed.
	• Increased range of opportunities open to targeted groups of young people.
	• Increased attainment for targeted groups of young people participating in the programme.
	• Better provision of equity for targeted young people.
	• For the longer term all schools working together and with other partners to develop and disseminate a nurturing schools ethos across the authority to:
	  (i) improve the health and wellbeing of all pupils with a particular focus on targeted groups of pupils with specific barriers to learning.
	  (ii) Collect better data in order to implement effective nurture interventions including self-evaluation feedback.
	  (iii) Better identify emerging themes which affect young people living in socio economic disadvantage, for example: SIMD, exclusion rates, concerns over mental health of pupils, staff and parent feedback, referrals to SMT, attendance records, referrals to outside agencies and attainment.
		All April 17 - ongoing

The label "Medium –term outcomes" appears vertically in the left margin spanning the above rows.

Are you collecting evidence to measure these outcome(s)? *If so, please specify which type of evidence for which aim (if not, just put 'N/A')*

I have included below a small sample of some of the emerging themes and evidence which attainment mentors are collating from their pupil caseload. We are at the stage now where we are pulling together these themes and looking at the strategies deployed by attainment mentors and other partners to build an effective evidence based menu of interventions as part of this programme. We will use the evidence to plan effective next steps for young people involved in the programme.

xxx High School – Attainment Mentor: xxx
"All pupils in caseload are pupils living in SIMD 1 and 2 and have been identified as well suited to aims and outcome of this intervention.

Pupil X: (Female) S2 – Pupil X has low attendance. She is an able pupil but poor attendance rates are affecting her progress. Absence pattern is a broken series of absences. Her English (her second language) is reasonable but still needs to be developed more.

Pupil X parents think that the programme will be beneficial for her school work. I have met her parents. Pupil X believes that the intervention will help her improve both her attendance and her English.

Pupil X has responded well to our meetings and has so far improved her attendance. She seems more committed to doing well at school. Pupil X comes from a large family and helps mum with her

younger siblings. Small and achievable targets have been set for her:

- *Short term increases in attendance week by week. Checked weekly by Mentor.*
- *Increased punctuality on a weekly basis.*
- *Maths revision at home 2 x 15 minutes per week.*
- *Reading as English teacher for recommendation for school library book to read at home. Parents involved."*

Her attainment mentor is now working with her to achieve her short term targets.

XXX Academy – Attainment Mentor:

"Pupil Y: She is 13 years old and is in S2. She recently transferred to Cumbernauld Academy from Kirkintilloch High School. She has had historical/ongoing health concerns. She has previously had reduced timetables to help her cope and as a result has missed a significant part of her S1 BGE course.
Mum and dad divorced a number of years ago due to violence at home.   Historically, she has had poor relationships with her peers as she finds it difficult to sustain friendships and in her previous school she was the victim of bullying. Due to these many problems that she has both in school and at home she has been self-harming.
She has just recently, at our mentoring sessions, opened up about these many problems that she is facing and together we are looking at coping strategies that she can put into place to help her deal with this"

Her attainment mentor reports some initial progress and is working closely with her to achieve short term targets.

What did this evidence show? *Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free.*

Many of the emerging themes are the same for young people across all schools in the local authority – [non] attendance is particularly prominent. However, some are unique and require bespoke interventions which the attainment mentors are working to devise and implement. In next year's plan we would like to include if possible some financial additionality in the programme to directly combat the effects of the poverty related attainment gap for some for the young people and families engaged in the programme.

Reflections on progress to date: **Can you share any learning on what has worked well in implementing this initiative?**

Can you share any learning on what has worked less well or could be improved?

4	Excellence and Equity

2016/17 Allocation	£285,392
2016/17 Actual Spend	£224,911

Expenditure breakdown		

Staffing:	Total this financial year	
	FTE	Costs
Teachers	0.00	£0
Education/development officers	2.00	£64,516
Educational psychologists	0.00	£0
Data analysis officers	0.00	£0
Family/home link worker	0.00	£0
Speech and language therapists	0.00	£0
Early years professionals	0.00	£0
Other staff, namely: Mentor Co-ordinator	1.00	£23,993
Non-staffing *please specify type:*	Total costs this fin. year	
Programme Activity which includes Tree of Knowledge	£136,402	
	£	
	£	

Activities: *Please comment on progress in implementing your planned activities in the year 2016/17*

Building Resilient Young People

- We have developed a programme of week-long courses for targeted pupils living in SIMD 1 and 2.
- NLC in partnership with the Scottish Fire and Rescue Service is delivering "Building Resilient Young People through Fire Reach" week long courses to targeted groups of young people living in SIMD 1-2 in 23 secondary schools and 4 ASN schools.
- The programme is aimed at improving community safety and engagement with a targeted group of young people in SIMD 1-2 including children with special needs and children who are young carers.
- The courses will increase :
  - (i)   resilience,
  - (ii)   confidence,
  - (iii)   problem solving skills,
  - (iv)   team building skills and
  - (v)   communication skills
- The course also provides students with a vocational education platform that is both challenging and thought provoking yet enjoyable and safe at the same time.
- All youths who complete the key skills section of the course receive 4 credit points towards SCQF Level 4

Ready for Nationals
- We provided an intensive residential programme for SIMD 1-2 pupils in S4 who required additional advice and support to achieve success in their National Qualifications 2017.
- The programme was available to all secondary schools across the local authority.
- Schools identified 3 young people who would benefit most from this intervention.
- 70 S4 pupils living in SIMD 1-2 took part in the attainment challenge residential stays.
- Residential Programmes took place in February and March 2017.
- Programme Lead is developing an evidence base to monitor and report on the effectiveness of this intervention in achieving its aims and in closing the attainment gap for targeted pupils.
- We worked with Tree of Knowledge to deliver the programme.

Changing Perceptions / Broadening Horizons
- As part of the secondary attainment challenge Menu of Excellence and Equity - we are now working with 5 secondary schools on planning and delivering Broadening Horizons and Challenging Perceptions.
- We are providing training on the intervention for 3 teachers in each of the 5 schools (1 Science, 1 Maths, 1Technical) 13 teachers have taken part in the training to date. Training took place at the Advanced Forming Research Centre at Inchinnan. Participating teachers spent a day on a programme of activities to better understand the engineering and manufacturing industries.
- We are providing support for teachers via the Primary Engineer Virtual Learning Environment (VLE) where lesson resources, blogs, videos, help and advice can be easily accessed for 12 months and used in classrooms. This will allow teachers to implement newly learned skills and introduce the *Fluid Power Machine Challenge* to pupils.
- We are linking teachers with engineers in the local area which will allow for more effective classroom planning around STEM subjects and also to provide opportunities for practitioners to speak to pupils about possible career opportunities.
- Enhanced transition plans for the 5 secondary schools and all associated primaries through additional STEM transition days involving practical STEM challenges.
- We are currently developing enhanced STEM opportunities for targeted pupils in the BGE living in SIMD 1-2.
- Currently developing enhanced STEM opportunities for targeted girls in the BGE living in SIMD 1-2.
- We are currently developing a series of STEM challenge days for pupils living in SIMD 1-2 across the 5 participating secondary schools.
- STEM Challenge days use innovative resources in order to improve pupil problem solving skills and creativity in designing solutions to real life problems.
- We are currently planning events for females in the BGE living in SIMD 1-2 aimed at inspiring and informing them about study options and career paths available to them in science and technology industries.
- We are currently planning STEM family challenge evenings in each of the 5 participating secondary schools.
- S1 pupils from SIMD 1 and 2 and their families will participate in our "Golden Ticket" scheme family learning events. Families will attend the Glasgow Science Centre.

Mentors in Chief
- A mentoring programme working directly with and supporting young people in senior phase across secondary schools in the authority.

- 25 council employees have signed up as a mentor to a young person.
- The employees include Chief Officers of the Council including the Leader of the Council, the Convenor, the Chief Executive and Assistant Chief Executives.
- The senior employees represent the breadth and diversity of council services, and have a wealth of personal and professional knowledge and experience to share with the targeted young people including human resources, property, housing, youth work, economic development, employability, performance and policy, finance, training, and teaching.
- The level of commitment from staff has been outstanding with all 25 young people paired with a mentor and a waiting list of mentors in place. This provides capacity for expanding the programme.
- The rationale for this initiative is that the adult will have a direct commitment to a named young person, providing them with an additional adult who is taking a direct interest in their progress and their welfare.
- The mentor will advocate on the young person's behalf, networking with a range of partners and families to improve the young person's life chances.
- In brief, the mentor does things a parent would like to do or have done for their child which they would otherwise do if they had the capacity. Mentors will "reduce the network deficit".
- Mentors met the young people for the first time in September 2016 and one to one sessions have since been held between mentors, mentees and school representatives to identify the needs of each mentee and agree how they should proceed.
- The first termly report for mentors in took place in December to assess progress; at this session mentors shared their experiences and discussed what has worked well and what could be improved.
- Feedback has been very positive from everyone involved, and support for the young people has included securing work placements, providing extra maths tuition, providing guidance on social situations and helping with CV and interview skills.

Achieve
- A programme for targeted pupils in S2 and S3 living in SIMD 1-2 across all secondary establishments in North Lanarkshire.
- A partnership with schools, youth work services and the Princes Trust. The Programme aims to reengage young people with education and support them to increase attainment and reach their full potential.
- The programme has now been developed and the SAC Secondary Lead will be engaging with schools from April – June and into next session 2017/18.
- We will be raising awareness of the programme and the aims between April and June.
- Programme launched in all secondary schools in August 2017.
- 2 members of staff in training.
- Programme available in 6 ASN schools: XXXXXX.
- Schools are currently identifying young people to take part in the programme.
- Agreeing the outcomes and the young people. Target setting
- Evaluate what they want to spend the money / good practice.
- Providing additionality for schools.
- Develop data base. Baseline measures. Develop and set targets. Monitor and evaluate.

Slippage from plans: *Please comment on slippage from your original plans for implementing activities in the year 2016/17*

Achieve Programme delayed due to planning delays. Implementation across all schools in April 2017.

Some procurement process delays in the Changing Perceptions / Broadening Horizons programme which we hope to have resolved by April 2017.

4	Excellence and Equity: evidence on short and medium-term outcomes	
	What short-term outcome(s) does this initiative aim to achieve? *(Short-term outcomes are often in the form of changed awareness, skills, motivation, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)*	**By when? (estimate)** All ongoing
Short –term outcomes	**Building Resilient Young People** • Improved levels of emotional wellbeing in targeted young people • Targeted young people develop essential life skills • Targeted young people develop essential employability skills • Promoting wellbeing and active lifestyles in targeted young people • Increased confidence and resilience in young people. • Reduction in anti-social behaviour at individual and community level.	Jan 17 - ongoing
	Ready for Nationals • Provide support and encouragement for young people in S4 living in SIMD 1-2 to overcome practical difficulties they may be facing in school or at home in advance of their national examinations and to find solutions to these difficulties. • Get young people back on track to pass their national examinations. • Provide targeted support and revision in Maths and English to help get young people back on track to pass national examinations. • Provide opportunities for developing other key skills essential for success in national qualifications including: team building, good study skills and habits, confidence and resilience. • Help young people to find solutions to personal barriers to learning and study. • Develop better study and revision habits in the targeted young people. • Foster and facilitate positive relationships and friendship groups amongst young people across the authority that face similar barriers to learning. • Develop a growth positive mindset in the young people throughout the programme and back to their schools and their homes. • Increased motivation and aspirations in targeted young people.	Feb/March 17 – ongoing
	Changing Perceptions / Broadening Horizons • Identified staff upskilled in practical applications of science and technology in the classroom.	All Jan 17 – ongoing

• Identified staff supported to achieve additional PG Certificate.	
• Develop links between STEM subjects across the target schools.	
• Develop practical links with the STEM industry and with other partners to enhance classroom practice and learning and to close the attainment gap for identified pupils.	
• Greater awareness of links between STEM subjects and developing these links to close the attainment gap.	
• Greater awareness of positive destinations and career choices involving STEM subjects for targeted young people.	
• Challenging pupils to think creatively in STEM subjects	
• Increased uptake and attainment in science and technology [by girls].	
• Improve employability skills including:	
(i) Teamwork	
(ii) Problem Solving	
(iii) Communication	
Mentors in Chief	
• The programme will provide young people and their families with "A Brain To Pick, An Ear To Listen and A Push In The Right Direction"	Nov 16 – ongoing
• Mentors will liaise closely with identified school staff for the duration of the project and will attend three check-in sessions throughout the academic year to review and evaluate their work.	
• The programme will reduce the 'network deficit' for young people in North Lanarkshire and reduce or remove barriers to success; help close the poverty related attainment gap and improve social mobility for participating young people.	
• The programme will enable and empower senior council staff to be that person who makes a real difference to the life chances of a young person of North Lanarkshire who otherwise would face insurmountable obstacles to attainment and success.	
Achieve	
• Young people on the Achieve programme gain a Personal Development and Employability Qualification at SCQF Levels 3, 4 and 5.	April 17 - ongoing
• Learners can choose from a wide range of unity/study choices which are flexible and are tailored to the needs of the young people involved.	
• Achieve training for staff involved in the programme.	
• Artists will deliver one afternoon of CPD to teaching staff to ensure sustainability and upskill teachers and HSPOs.	
• Artists working directly with schools on their selected art form to support teaching staff and the young people involved.	
• Staff will have access to an online Learning Hub.	
• At the end of Year 1 young people will attend a showcase and celebrate success event where they will showcase the project they have been working on, demonstrating the skills they have	

developed and celebrating their successes with their peers, school staff, artists and others.

Are you collecting evidence to measure these outcome(s)? If so, please specify which type of evidence for which aim *(if not, just put 'N/A')*

Building Resilient Young People
- We are currently developing systems to monitor the effectiveness of this programme in achieving the aims set out and in closing the poverty related attainment gap for participating pupils.
- Data collection and analysis prior to the programme: Which young people have been chosen and why? What is the focus of the week programme for the individual young person?
- Post programme data will also be gathered on the progress made towards the outcomes of the programme and for individual young people.
- Regular reports from SFRS to NLC on progress made towards outcomes of the programme and on individual young people.
- There is a steering group for the programme which will provide oral and written feedback and reports to the local authority.
- The instruction team who lead the programme will provide oral and written feedback and their own observations on the young people throughout the programme.
- Young people will provide feedback on the outcomes and aims of the programme.
- Schools will provide feedback on the outcomes and aims of the programme.
- Families will provide feedback on the outcomes and aims of the programme.
- Qualitative reporting system in place to record evidence from schools, parents and children.
- The SFRS, schools and the local authority will work together to create individual case studies which highlight successful progress made towards achieving the outcomes of the programme.

Ready for Nationals
- Feedback from each student during the on-shore day (a preparation day in advance of the residential stay) was our starting point for gathering evidence on the focus of the stay for each young person.
- We also gathered evidence throughout the residential stays, and at the end of the programme.
- We evaluated each day of the programme and the distinct activities.   (Young people's views and feedback are currently being evaluated.)
- Each young person completed a learner a journal so that they could record their own journey and progress to meet their targets.
- We are currently gathering all the feedback into an evidence folder.
- Feedback and summary reports will be used to collate a comprehensive report

that will be used by North Lanarkshire Council to report on the success of the programme and to share with secondary schools.

- We filmed throughout the residential stays.
- The filmed activities, feedback and discussions that have been filmed throughout the whole programme will be turned into a professionally edited video.

Changing Perceptions / Broadening Horizons
- Programme lead is developing a data base. Data base to include information on the aims and outcomes of the programme; the opinions of the targeted young people taking part; and an evaluation of this small test of change intervention.
- Build positive practitioner / teacher / learner relationships through science and technology. Examine ways to build the confidence of learners in science and technology with a focus on girls.
- Provide friendly advice and encouragement to pursue science and technology
- Encourage parental engagement – emphasise the importance of careers in science and technology and the opportunities for both girls and boys. Make parents aware of positive messaging they should be reinforcing in the home.
- Teachers have undertaken professional reading/research to broaden their understanding and consider the impact on teaching and learning.
- The programme is also providing teachers with a series of twilight sessions throughout the year to support their research and to establish and develop a community of practice to evaluate, share and develop ideas and good practice with other teaching and industry professionals and which is supported by a dedicated Virtual Learning Environment (VLE). Training events have taken place.
- Staff have completed questionnaires on their training experiences and next steps.

Mentors in Chief
- Mentors working with targeted young people across the authority.
- A plan tailored to the needs of the young person [following preparatory work] in place.
- Attainment Mentor meeting regularly with the young person and working towards achievement of the outcomes.
- Mentor Training Programme in place.

Achieve
- Programme will be rolled out to schools April 2017 onwards
- Programme Lead will develop and review the new programme at regular intervals.
- We will track the progress of the young people involved using a range of measures. (SIMD / Attainment / Attendance / Engagement / Personal and Social Skills Development)

	What does this evidence show on the extent to which the above outcomes have been achieved to date? *Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'.* <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free.</u>	
	NA	

		By when? (estimate) All ongoing
Medium –term outcomes	**What medium-term outcome(s) does this initiative aim to achieve?** *(Medium-term outcomes are often in the form of changed actions, practice, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)*	
	Building Resilient Young People • Improved confidence, resilience, employability and key life skills for young people taking part in the programme. • Better Parental Engagement - this programme aims to develop engagement with parents to support the development of young people initially through providing home safety advice and then to develop longer term strategies for parental engagement. • Closing the Attainment Gap for targeted young people by improving pupil engagement in class and in school life.	Jan 17 - ongoing
	Ready for Nationals • Develop better study and revision habits in the targeted young people. • Foster and facilitate positive relationships and friendship groups amongst young people across the authority that face similar barriers to learning. • Develop a growth positive mindset in the young people throughout the programme and back to their schools and their homes. • Increased motivation and aspirations in targeted young people. • Improved performance in National Qualifications for the targeted groups of young people.	Feb/March 17 - ongoing August 17
	Changing Perceptions / Broadening Horizons • Increased attainment in science and technology for targeted pupils. • Increased uptake in science and technology for targeted groups of pupils. • More girls living in SIMD 1-2 picking physics and technologies. • Better family engagement and family learning involving science /and science careers. • More innovative and practical applications of STEM across science departments • NLC Science Summer school (2017 – beyond) for targeted young people living in socio economic disadvantage.	All Jan 17 - ongoing

	• S6 STEM Ambassador Training in the 5 secondary schools **(June 2017)**. These S6 students will provide positive role models for the younger students and will directly assist with delivery of the programme. The S6 pupils themselves live in SIMD 1-2 and will receive a training programme which the Lead is currently developing.	June 17 Ongoing
	• Review STEM curriculum, assessment and planning processes in light of findings and research.	
	• Ensure that any gender barriers are removed.	Ongoing
	Mentors in Chief	
	• Senior council employees working together, pooling their experience to apply new and innovative approaches to challenging situations and difficult circumstances facing our young people living in socio economic disadvantage.	Nov 16 – ongoing
	• In reviewing the success of the programme we will change existing processes and structures as a result of the evidence we gather.	
	Achieve	
	• These will be developed when the programme is in schools April 2017 and beyond.	April 17 - ongoing

Are you collecting evidence to measure these outcome(s)? *If so, please specify which type of evidence for which aim (if not, just put 'N/A')*

NA

What did this evidence show? *Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free.*

Ready for Nationals
Initial data analysis from the Ready for Nationals Programme is encouraging.
Pre and post interventions measure on the following indicators show very positive swings. This will provide a basis for deeper analysis.

I Can Easily Cope with the Stress of Exams
I am confident that I can pass all of my exams
My numeracy and literacy abilities are not set in stone. I can change them.

Reflections on progress to date: **Can you share any learning on what has worked well in implementing this initiative?**

Can you share any learning on what has worked less well or could be improved?

5	Supporting the Secondary Attainment Challenge	
2016/17 Allocation	£129,102	
2016/17 Actual Spend	£111,148	

Expenditure breakdown		
Staffing:	Total this financial year	
	FTE	Costs
Teachers		£
Education/development officers	2.00	£73,477
Educational psychologists		£
Data analysis officers		£
Family/home link worker		£
Speech and language therapists		£
Early years professionals		£
Other staff, namely: Project Lead, Researcher (March 2017 start date);	3.00	£36,032
Non-staffing *please specify type:*	Total costs this fin. year	
Programme Activity	£1,639	
	£	
	£	

Activities: *Please comment on progress in implementing your planned activities in the year 2016/17*

Project Lead

- We have recruited a secondary attainment challenge lead officer to lead, manage and coordinate the secondary programme and to lead on interventions.
- The secondary lead officer is working closely with the attainment challenge lead officer to further develop effective systems for leading, managing and reporting on our attainment challenge work.
- Secondary lead officer has recruited other staff to support the work of the secondary attainment challenge including 2 secondary attainment challenge researchers to assist in identifying and disseminating successful aspects of the programme.
- Lead officer leads and coordinates work with a range of colleagues including CLD staff, Educational Psychologists, Regeneration Managers and other providers to lead, manage and report on specific aspects of the plan.
- Lead officer works closely with the attainment advisor and other Education Scotland colleagues to successfully manage, develop and report on our interventions.

Research Assistants

- 2 Research Assistants have been successfully recruited to the secondary attainment challenge. (March 27 2017)
- Research Assistants will work with the Lead Officer to develop our menu of equity and excellence.
- Research Assistants will work with the Lead Officer to develop evaluation frameworks for the secondary attainment challenge projects and targeted interventions.
- Research Assistants will work with the Lead Officer to gather and analyse data to

support schools to identify appropriate interventions and to measure their progress and success.

Development Officer – Secondary Attainment Challenge
- 1 Development Officer has been successfully recruited to the attainment challenge (March 2017)

Programme / Intervention Leads
- Staff in place to lead, implement successfully and develop our menu of interventions.
- SAC Support Staff supporting the Lead Officer and working with schools and partners to ensure effective use of and the success of our programme of:
  (i)   Building Stronger Local Communities;
  (ii)   Literacy and
  (iii)   Nurture interventions to close the poverty related attainment gap.
- The Lead Officer and SAC staff are working with schools on disseminating data and planning successful interventions based on local information.

Slippage from plans: *Please comment on slippage from your original plans for implementing activities in the year 2016/17*

Recruitment processes and providing appropriate backfill have proved difficult but we are working hard to have attainment challenge staff in place as soon as practicably possible.

5	Supporting the Secondary Attainment Challenge: evidence on short and medium-term outcomes	
	What short-term outcome(s) does this initiative aim to achieve? *(Short-term outcomes are often in the form of changed awareness, skills, motivation, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)*	**By when? (estimate)**
Short –term outcomes	• Secondary Attainment Challenge Programme of targeted and universal interventions in place. • Develop effective systems for disseminating data and planning successful interventions based on local information. • Develop effective systems for disseminating data and planning successful interventions based on local, national and international data and evidence. • Menu of equity and excellence being developed in partnership with schools. • Effective evaluation frameworks for the secondary attainment challenge projects and targeted interventions developed.	Nov 16 - ongoing
	Are you collecting evidence to measure these outcome(s)? If so, please specify which type of evidence for which aim *(if not, just put 'N/A')*	

	NA
	What does this evidence show on the extent to which the above outcomes have been achieved to date? *Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'.* <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free.</u>
	NA

		By when? (estimate) Status
Medium –term outcomes	**What medium-term outcome(s) does this initiative aim to achieve?** *(Medium-term outcomes are often in the form of changed actions, practice, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)*	
	NA	
	Are you collecting evidence to measure these outcome(s)? *If so, please specify which type of evidence for which aim (if not, just put 'N/A')*	
	NA	
	What did this evidence show? *Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'.* <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free.</u>	
	NA	

Reflections on progress to date: **Can you share any learning on what has worked well in implementing this initiative?**

Can you share any learning on what has worked less well or could be improved?

OVERALL PROGRESS AND REFLECTIONS

6	Overall progress towards long-term outcomes and reflections
	The long-term outcomes of the Attainment Scotland Fund are to: *a. Improve literacy and numeracy attainment* *b. Improve health and wellbeing* *c. Close the attainment gap between pupils from the most and least deprived areas.* **Are you collecting any evidence to measure these long-term outcomes in your authority? If so, please specify the type of evidence you are collecting** *(if not, just leave blank)*
Long –term outcomes	• A robust evaluation framework is already in place within the service to monitor the impact of the primary attainment challenge and to inform next steps in the primary attainment challenge. • Officers with responsibility for the Secondary Attainment Challenge will be drawing on the experience and good practice developed through the Cancan programme to inform the secondary attainment challenge evaluation framework. • Officers with responsibility for the Secondary Attainment Challenge will draw on a wider range of data and intelligence to inform decision- making and service policy development, including literacy benchmarking, CEM data and teacher judgements. • We will be using evidence including standardised assessment data, teacher judgement, information generated from the programme of attainment challenge interventions, particularly around developing secondary attainment challenge interventions to close the literacy and numeracy attainment gaps. • We will be using evidence from the primary attainment challenge which has highlighted areas of good practice and provided evidence of positive change for children and in closing the attainment gap. • We will be analysing and developing the initial evidence and good practice which is already being generated by the secondary attainment challenge menu of interventions, including developments to close the literacy attainment gap, and interventions to improve the health and wellbeing of young people living in socio economic hardship. • In the secondary attainment challenge we are already seeing trends and behaviour (attendance, punctuality, lack of self-confidence, chaotic lifestyles etc.) which affect attainment for young people living in SIMD 1-2 and looking at ways we can close these particular gaps. • We are developing data bases of information for all programmes and interventions we have already introduced – transitions, literacy, nurture - including attainment mentors, staff training and other information events, support for young people in national qualifications etc. The data bases will allow for effective audit, analysis and next steps for each programme. • The data bases will include questionnaires, surveys and comments, case studies feedback from schools, young people, parents and partners, the profiling / tracking and monitoring of progress, evidence of impact to date.

What did this evidence show so far? *Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just leave blank.* <mark>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free.</mark>

Can you share any learning on what has worked well in your overall strategy to achieve impact?

Whilst it is still relatively very early days in the secondary attainment challenge initial pieces of evidence from some of the interventions are already very promising and providing some good evidence on which to develop appropriate next steps:
Attainment Mentors
Transitions Teachers
Reading Interventions
Mentors in Chief

Can you share any learning on what has worked less well or could be improved?

Is there anything else you'd like to share or give feedback on?