

Reporting Period	April 2016 – March 2017
Local Authority	East Ayrshire
Key Contact at Authority	[REDACTED]
Attainment Advisor	[REDACTED]

Summary of Spend

Intervention	2016/17 Allocation	2016/17 Amount Spent
Attainment Challenge Management Team	102,125	35,034
Literacy and Numeracy	242,235	47,464
Health & Wellbeing	613,184	211,562
Parental involvement	61,952	19,960
Leadership	1,800	-
Total	1,021,296	314,020

Agreed Improvement Plan

1	Attainment Challenge Management Team	
2016/17 Allocation	£102,125	
2016/17 Actual Spend	£35,034	
Expenditure breakdown		
Staffing:	Total this financial year	
	FTE	Costs
Project Lead	1	£29,102
Support Officer	1	£2,938
Administrative Assistant	1	£2,994
Data analysis officers		£
Family/home link worker		£
Speech and language therapists		£
Early years professionals		£
Other staff, namely: Admin.....		£
Non-staffing <i>please specify type:</i>	Total costs this fin. year	

CLASSIFICATION: PUBLIC

	£
	£
	£

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

Recruitment to the management team was a lengthy process requiring major job specification and job sizing exercises to be undertaken by Human Resources. This is the main cause of slippage in the plan. Most posts have now been advertised and appointments made.

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

CHALLENGE AUTHORITY

The Leadership and Learning Hub was not set up as it was difficult to access the chosen venue which had to rehouse a school whose roof had blown off. This space will not become available until July 2017. Recruitment of staff underway and the team will be in place to take forward year 2.

Leadership programmes to support practitioners, middle leaders and senior leaders in establishments initially with data-zones in the most deprived areas could not be moved forward, mainly due to the lack of trainers.

A new Management structure has been proposed to address the slippage experienced to date.

1	Attainment Challenge Management Team: evidence on short and medium-term outcomes	
Short -term outcomes	<p>What short-term outcome(s) does this initiative aim to achieve? <i>(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?)</i></p>	<p>By when? (estimate) Status <i>ongoing</i></p>
	<p>CHALLENGE AUTHORITY</p> <p><i>School Improvement Plans have been revised to guide schools to take account of closing the poverty related attainment gap.</i></p>	
	<p>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')</p>	

CLASSIFICATION: PUBLIC

	<p>What does this evidence show on the extent to which the above outcomes have been achieved to date? <i>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></i></p>	
Medium –term outcomes	<p>What medium-term outcome(s) does this initiative aim to achieve? <i>(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?)</i></p>	<p>By when? (estimate) Status <i>(completed / ongoing / no progress)</i></p>
	<p>Are you collecting evidence to measure these outcome(s)? <i>If so, please specify which type of evidence for which aim (if not, just put 'N/A')</i></p>	
	<p>What did this evidence show? <i>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></i></p>	
<p>Reflections on progress to date: Can you share any learning on what has worked well in implementing this initiative?</p> <p><i>Some staff across the authority are using Improvement Science regularly to improve practice. This will continue to be developed across the authority as staff undertake improvements, supported initially through the Improvement Science training programme. The CLPL for Senior Managers was very well received and has resulted in a planned programme of quality reviews to develop baseline performance indicators. These will be</i></p>		

used to targets schools in need of support.

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

2	Literacy and Numeracy	
2016/17 Allocation	£242,235	
2016/17 Actual Spend	£47,464	
Expenditure breakdown		
Staffing:	Total this financial year	
	FTE	Costs
Teachers		£
Education/development officers	1	£24,260
Educational psychologists		£
Data analysis officers		£
Family/home link worker		£
Speech and language therapists		£
Early years professionals		£
Other staff, namely: Admin.....		£
Non-staffing please specify type:	Total costs this fin. year	
Musical Instruments	£14,204	
CPD	£9,000	
	£	
Activities: Please comment on progress in implementing your planned activities in the year 2016/17		
<p>██████████ Academy has interrogated a range of data related to Literacy across their Education Group to make improvements for all learners. Analyse and use of evidence has ensured a clear focus on strategies which have greatest impact. The school has used the Model for Improvement to provide a framework for developing, testing and implementing changes leading to improvements in Literacy</p> <p>Eight secondary establishments have co-ordinated a supported study programme. For example, in ██████████ Academy the supported study sessions mainly took place after school but there were also some during lunchtime. The target cohort was for all pupils in S4-S6 with pupils from SIMD1 and SIMD2 actively encouraged to attend. Pupils were able to access study support for all subjects and the impact is raise attainment, increase confidence and develop effective exam techniques. Over two thirds (128 out of 178) of ██████████ Academy's Senior Phase pupils are in SIMD 1 or 2. From discussions with staff and</p>		

CLASSIFICATION: PUBLIC

supported study registers, this percentage is reflected in the students i.e. 2/3 of the students attending are from SIMD 1 or 2. Each week, sessions ranged from a few students to a full class.

In ██████████ Academy individual pupils are identified by departments, guidance and SMT for support and parents are contacted to emphasise the opportunities at Easter school. Pupils are issued with a personal timetable and teachers have registers for pupils who should attend. Throughout the session supported study runs after school in the majority of subjects. Some of these are “drop in” pupils. Others are arranged for targeted pupils at specific times of the year and parents are informed that their child has been invited to the sessions. Social media as well as paperwork used to inform community. Tutor groups are set up for targeted pupils during skills periods.

East Ayrshire has established 4 Numeracy HUBS comprising of secondary schools and their associated primaries. These HUBS are supported by our Numeracy Leaders. Each Hub has at least one secondary maths teacher to provide specialist knowledge to both primary and secondary colleagues, to support transitions and deliver CLPL as requested. Secondary Numeracy Leaders are all familiar with the full range of professional learning resources available on the National Improvement Hub, including the National Numeracy and Mathematics Hub, and promote their use in establishments. Numeracy Leaders are currently developing holistic assessments which will be made available to staff to support assessment practice at Second, Third and Fourth Level. These will help staff in designing their own class based assessments and support them in making professional judgements around progress and achievement. They are developing a series of Lessons Starters to support colleagues in developing mastery in the key areas identified from the SSLN. This consistency of approach will support transition from Primary to Secondary school and help ensure young people build on their prior learning.

East Ayrshire Numeracy Assessment Toolkit has been updated and aligned to the draft National Benchmarks and extended to include Fourth Level Assessments.

CLPL was provided for Secondary Probationer Teachers on Numeracy across Learning. Feedback from Exit Cards overwhelmingly positive with requests for further input on learning and teaching in numeracy.

A secondary practitioner has set up a Glow site for Numeracy to support sharing of resources, information and ideas.

Moderation processes are in place across the authority and training has been delivered on Achievement of a Level. These opportunities for engaging in professional discussions at department and school and across sectors continue to help staff to understand standards and expectations within and across levels and engage in discussions around pedagogical practice.

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

The nurture provision in Doon Academy has only recently started following accommodation setup, staff training etc.

2	Literacy and Numeracy: evidence on short and medium-term outcomes
---	-------------------------------------------------------------------

	<p>What short-term outcome(s) does this initiative aim to achieve? (<i>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?</i>)</p>	<p>By when? (estimate) Status (completed / ongoing / no progress)</p>
<p>Short-term outcomes</p>	<p>The model established in ██████████ Academy has supported practitioners by encouraging the testing of new and creative approaches to implementing 'what' needs to be delivered in practice. It has created the conditions to discover 'how' to implement change in the local context that meets the needs of the pupils and staff involved. The school was the first secondary school to engage in a systematic improvement project to test and evaluate impact before spreading across the school and Local Authority.</p> <p>Teachers report feeling more confident in using the SSLN data and data from the Numeracy Assessment Toolkits. Teachers are now using a range of data more effectively to inform how they plan for individuals, groups and cohorts of pupils and to support transition. Numeracy Leaders have upskilled themselves and developed 'specialisms' by engaging in CLPL through the Modules on the National Numeracy and Mathematics Hub and using the materials on the SSLN. Numeracy Leaders are now more confident in their own abilities and in meeting the training needs of their Hubs. Probationer Teachers in secondary schools are clear about their roles and responsibilities of developing numeracy across learning as part of DYW.</p> <p>The Numeracy Glow site has yet to impact as it is not fully populated. It does have a link to the National Numeracy and Mathematics Hub and practitioners have reported that they use it to access the HUB! EA Twitter Group set up and being used to share ideas and emerging practice. Records of discussions held during moderation sessions show that staff are engaging in open and honest conversations around effective learning, teaching and assessment practice in numeracy and beginning to develop a shared understanding of standards and what achievement of a level looks like.</p> <p>Through the use of the Numeracy Assessment Toolkits young people are benefitting from clearer identification of strengths and areas for development. Young people across the board are more engaged in the assessment process than they were before. Increased numbers of teachers are using the information from these assessments alongside other evidence of learning to inform their holistic judgements on progress and achievement including achievement of a level. There is beginning to be a greater consistency in professional judgements.</p>	

	<p>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')</p> <p><i>Impact of supported study sessions will be measured using comparison of baseline (existing) data with that of annual progression data for the cohort of young people supported by the proposed base. In particular, this data will relate to:</i></p> <ul style="list-style-type: none"> • Attainment in Literacy • Attainment in Numeracy • Attendance • Exclusion • Boxall scores <p><i>In addition to hard indicators such as statistical data, evidence will also include feedback on pupil and parental views.</i></p>	
	<p>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></p>	
	<ul style="list-style-type: none"> • Attainment in Literacy <p><i>Phase 1 of the intervention in ██████ academy lasted 12 weeks and an S3 class was starting point for the data gathering and introduction of reading strategies. Collectively the pupils and the teacher explored what the key ingredients to an effective reading lesson were. This ensured that the pupils were fully involved and that they understood the evidence being gathered throughout the project. Pupil views regarding their confidence in using the strategies were collected every week and the teacher adapted lessons using the results. The pupils were actively encouraged to develop independence, resilience and confidence to enable them to make decisions about what reading strategy was most appropriate. The school collected evidence of where the pupils were using the strategies across the school to ensure appropriate staff training and support. The data from phase 1 was displayed on run charts and discussed with the whole staff at key points.</i></p> <p><i>The impact of the supported study intervention in ██████ Academy is that all students BGE and Senior Phase have additional support or simply a suitable place to study every day of the school week. Students who attended supported study sessions performed better in their prelim examinations. Even though attendance varied, students expressed opinion that it is good to know that if they are struggling, they have somewhere to go to seek help. In ██████ Academy the impact of supported study has been that pupils are better supported in their learning. Identification of weaknesses and supports put in place on an individual basis. Parents are included</i></p>	

	<i>more in the planning of their child's learning. Improved exam results individually and overall.</i>	
Medium –term outcomes	<p>What medium-term outcome(s) does this initiative aim to achieve? <i>(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?)</i></p>	<p>By when? (estimate) Status <i>(completed / ongoing / no progress)</i></p>
	<p>██████████ Academy has developed a sustained intervention related to the quality of teaching which is based on robust and consistent evidence.</p>	
	<p>Are you collecting evidence to measure these outcome(s)? <i>If so, please specify which type of evidence for which aim (if not, just put 'N/A')</i></p>	
	<p><i>Monitoring and tracking of exam results with close scrutiny of results for pupils in SIMD1 and 2.</i></p>	
	<p>What did this evidence show? <i>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></i></p>	
<p>Reflections on progress to date: Can you share any learning on what has worked well in implementing this initiative? <i>Four staff from the ██████████ ducation Group have now completed Scottish Government training and have plans in place for a 6 week cross-sector project spanning ECC to secondary. One member of staff has also completed Improvement Science Coaching training and will be support the project which starts in April 2017. This will build capacity across the authority.</i></p>		
<p>Can you share any learning on what has worked less well or could be improved? <i>The initial planning in ██████████ cademy was very important in fostering collective responsibility, a collegiate learning culture and mutual support for the reading project. It also allowed the staff to plan for spreading the learning in a systematic way.</i></p>		

3	Health and Wellbeing	
2016/17 Allocation	£613,184	
2016/17 Actual Spend	£211,562	
Expenditure breakdown		
Staffing:	Total this financial year	
	FTE	Costs
Pupil Support Coordinator	1	£12,274
Education/development officers		£
Educational psychologists		£
Data analysis officers		£
Family/home link worker		£
Speech and language therapists		£
Early years professionals		£
Other staff, namely: Admin.....		£
Non-staffing please specify type:	Total costs this fin. year	
Duke of Edinburgh	£51,000	
John Muir Trust	£25,500	
Green Gym	£25,000	
Creative Learning	£50,500	
Supported Study	£47,288	
Activities: Please comment on progress in implementing your planned activities in the year 2016/17		
<p>The Health and Wellbeing £25,000 allocated for Outdoor Learning has established a The Conservation Volunteers TCV Green Gym support program for 8 secondary schools and [REDACTED] secondary pupils. Currently TCV are auditing existing 7 EAC secondary school green gyms to identify SMID 1&2 growth opportunity and staff training need and a new Green Gym is being established at Loudoun Academy with a view to 2 further ASN schools establishing Green Gym for S1-6 in summer term. The outcomes were more creative approaches to the curriculum as well as increased impact on children and young people's wellbeing and participation through curriculum innovation and partnership with 3rd sector organisations.</p> <p>The Creative Minds Team has developed a programme of interventions enabling children, young people, teaching staff and the wider community to access and engage in first class, high quality and meaningful creative learning experiences and opportunities in the arts, which are powerful in developing a whole person approach whilst contributing to mental, social and physical wellbeing. Research states that nurturing creativity improves learning and that we learn best through creative experience. To this end, the projects have been designed creatively and with integrity to fit the exact requirements for those who will benefit.</p> <p>The aim of the Food for Thought intervention in [REDACTED] Academy was to provide progressive, high quality learning experiences in food education, allowing learners to develop their knowledge and skills; an opportunity to plan and implement learning experiences which build sustainability and capacity for future development and an</p>		

opportunity to embed food education into the ethos of the school.

East Ayrshire Support Team Management have carried out Relationships training to all staff within a local secondary school with a view to rolling this approach out across the whole Learning Group. In addition to this, management from East have recently undertaken Restorative Approaches training with a view to implementing this approach across East Ayrshire schools to tie into the Scottish Government's National Improvement Framework guidelines. An implementation group will be developed to determine a plan that can roll this out.

The focus of a nurture intervention in [REDACTED] Academy project will be on raising attainment and wellbeing through understanding the young people's needs developmentally, rather than by their secondary stage. The young people have been selected for this project on an agreed set of criteria but will remain part of their own classes and will attend the project for a set period of time in the mornings every week. Building emotional literacy through practical learning experiences and outdoor learning will be a particular focus of the project. Outcomes and experiences in Literacy, Numeracy and Health & Wellbeing as appropriate and up to fourth level will be delivered through the 'nurture' curriculum and will compliment and reinforce the learning in the young people's mainstream classes.

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

Recruitment of Home school link workers (secondary), Learning Assistants and an Educational Psychologist was not delivered. As a result key personnel were not able to action their engagement with young people and partners.

3	Health and Wellbeing: evidence on short and medium-term outcomes	
Short-term outcomes	<p>What short-term outcome(s) does this initiative aim to achieve? <i>(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?)</i></p>	<p>By when? (estimate) Status <i>(completed / ongoing / no progress)</i></p>
	<p>Green Gym</p> <p>Six pupils participated in the programme of interventions developed by the Creative Minds Team. These pupils came from [REDACTED] Academy, [REDACTED] cademy, [REDACTED] cademy, [REDACTED] Hamilton Academy, [REDACTED] Academy. These creative opportunities have contributed to breaking down barriers and improving equality of access. Youth Dance have provided young people with a meaningful purpose guiding them to aspirational achievements. On a social level, participants have developed strong friendships and have a heightened</p>	<p><i>completed</i></p>

CLASSIFICATION: PUBLIC

	<p><i>social awareness. Enhanced self-esteem and developed responsibility has impacted on achievement.</i></p> <p><i>The intervention in ██████████ Academy was developed to support vulnerable young people to re connect with education and support alternatives to exclusion of our most deprived young people; improve attendance of the target population (SIMD 1/2); engage and support with literacy and numeracy skills where underachievement had been identified and promote health and wellbeing with targeted identified young people as appropriate.</i></p> <p><i>An Improvement Science model will be developed to measure the level of success Restorative Approaches (RA) has on individuals, establishments and within the wider education community. To gain success it is hoped that all staff will have a shared understanding of RA and the effect it has in creating a positive environment for pupils and staff.</i></p>	
<p>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')</p>		
<p><i>In Kilmarnock Academy young people are referred to the support and impact is monitored on an individual basis.</i></p>		
<p>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.</p> <p><i>Feedback gathered by the Creative Minds Team from teaching and support staff evidences increased confidence, increased self-esteem, enhanced ability to work as part of a team, greater use of imagination and creativity and emotional and physical wellbeing supporting increased aspirations, attainment and wider achievement. Evaluation will include: feedback from all stakeholders, classroom observations of effective learning and teaching, consistent use of benchmarking and assessment tools, measures relating to attainment data, and impact on attendance figures. The Team is also working with Education Scotland regarding the possible connections with the evaluation of the Executive Functions of the Brain programme supported by the Paul Hamlyn Trust.</i></p> <p><i>All the referral documentation in ██████████ academy indicates a positive impact, particularly in supporting disengaged young people with attainment in literacy, numeracy and other qualifications and outdoor learning. A key impact has been in providing a home-school link service which has resulted in improved family engagement and improved attendance. Improved outcomes for young people by providing bespoke in-class support.</i></p>		

Medium –term outcomes	<p>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?)</p>	<p>By when? (estimate)</p> <p>Status (completed / ongoing / no progress)</p>
	<p>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')</p>	
	<p><i>In laying the groundwork for the nurture project in ██████ cademy we have worked closely with our Educational Psychologist team since August 2015. We have collaborated with our Learning Partnership who themselves have introduced or are introducing nurture groups in their own schools. Through a collegiate approach to the challenges faced by many of our young people, we have come to an understanding that a secondary nurture programme, built on the principles of Nurture will address the needs of those young people in our school most at risk of failing to attain their fullest potential.</i></p> <p><i>The young people who will directly participate in this group have already been identified and assessed. This process included a review of: levels attained in Primary school; progress made through S1 and S2; S1 CAT data; number of demerits, referrals and exclusions; Boxall and Pupil Assessment Profiling and direct contact with parents and pupils. In addition to looking at evidence of how successful nurture groups can be in supporting individual learners, this school intends to become a nurturing secondary school in the broadest sense. To that end we have delivered twilight and in-service training to staff on the principles of assessment and the development processes of the child's brain.</i></p> <p><i>Our evidence suggests that the more staff understand the position of a young person developmentally, the better they feel equipped to deliver learning and teaching which will allow the young person to experience success. In addition, we have worked closely with the educational psychologist team to come up with a range of practical strategies and scenarios to support all young people and respond in a way which promotes respect for all parties- pupils and staff. We have a number of staff trained in Nurture and will have access to free training for staff from our Local Authority in late April/May of this year.</i></p>	

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.

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

Building on existing third sector partnership (Green Gym).

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

Local authority procurement process.

4	Parental involvement	
2016/17 Allocation	£61,952	
2016/17 Actual Spend	£19,960	
Expenditure breakdown		
Staffing:	Total this financial year	
	FTE	Costs
Teachers		£
Education/development officers		£
Educational psychologists		£
Data analysis officers		£
Family/home link worker		£
Speech and language therapists		£
Early years professionals		£
Other staff, namely: Admin.....		£
Non-staffing <i>please specify type:</i>	Total costs this fin. year	
Nuture	£19,960	
	£	
	£	
Activities: <i>Please comment on progress in implementing your planned activities in the year 2016/17</i>		

CHALLENGE AUTHORITY

The Vibrant Community Literacies Worker is developing links with some establishments and provides adult /family learning opportunities based on need.

Reporting on progress and achievement to parents/carers is being reviewed to assist parents/carers to know better how to help and support their children and young people in their learning. This will be prepared and a Parent Steering Group and JCC in the near future.

Many schools consider a range of ways of communicating with parents/carers including the use of social media.

██████████ Academy has developed a Food for Thought intervention which had the aim to design and build an outdoor kitchen that would be the focal point for a pop-up food event. Its aims were to sell locally sourced food, including foods harvested from the school garden; link with at least one business/community partner to help address skills for learning, life and work. The Parent Council were involved in this intervention as well as pupils who were part of the Flex Group, Wider Achievement Class, STEM Club and the Green Gym. Support was also provided by TCV Kilmarnock Natural Networks. This intervention was part of the ██████████ Community Action Plan 2016-2021 which identified priorities to improve community spirit, activities and facilities.

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

CHALLENGE AUTHORITY

Since the Parental Engagement Officer could not be recruited, work in partnership with parents to further develop proven approaches to help them play a more active role in their child's learning has not yet been developed in all schools, although there are pockets of positive development. Work with parents and partners to develop leadership opportunities for parents and help build confidence and resilience has not yet started formally.

4	Parental involvement: evidence on short and medium-term outcomes	
Short -term outcomes	<p>What short-term outcome(s) does this initiative aim to achieve? <i>(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?)</i></p>	<p>By when? (estimate) Status <i>(completed / ongoing / no progress)</i></p>

	<p>The Food for Thought intervention at Stewarton Academy has involved parents and the wider community. A Christmas Market with 75 craft stalls and a food and drink court took place in December 2016 with an excellent turnout.</p>	
	<p>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')</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Medium –term outcomes</p>	<p>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?)</p>	
	<ul style="list-style-type: none"> • All Family Support Workers will be in place and working with targeted groups of children, young people and families. • Parents are playing a more active role in their child's learning. • Parents feel more confident in supporting their child's learning. • More parents are participating in family learning. • More parents are being directed to and participating in adult literacies. 	<p>By when? (estimate) Status (completed / ongoing / no progress)</p> <p>June 2017 Ongoing</p>
	<p>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')</p>	
	<p>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</u></p>	

	<u>report, but if you already like to share findings, please feel free.</u>
	<i>The authority did not have the capacity to implement all of its planned outcomes as the Parental Engagement Officer was not appointed.</i>
<p>Reflections on progress to date: Can you share any learning on what has worked well in implementing this initiative?</p> <p><i>Within the Challenge Schools there is an enthusiasm for developing the Parental Empowerment model which will be fostered during the remainder of this academic year. It would be anticipated that this model could be widened to incorporate secondary establishments.</i></p> <p>Can you share any learning on what has worked less well or could be improved?</p>	

5	Leadership	
2016/17 Allocation	£1,800	
2016/17 Actual Spend	£ -	
Expenditure breakdown		
Staffing:	Total this financial year	
	FTE	Costs
Teachers		£
Education/development officers		£
Educational psychologists		£
Data analysis officers		£
Family/home link worker		£
Speech and language therapists		£
Early years professionals		£
Other staff, namely: Admin.....		£
Non-staffing please specify type:	Total costs this fin. year	
		£
		£

CLASSIFICATION: PUBLIC

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

CHALLENGE AUTHORITY

East Ayrshire had not proposed an extensive leadership strategy in the first year in order to concentrate on classroom based learning and teaching. A Quality Improvement Policy is ready to be shared with head teachers.

All head teachers have been made aware of the need to deliver programmes which focus on issues to address closing the poverty related attainment gap. A web resource was set up to help the access this data, although there is not currently sufficient information to establish whether schools are using this data to deliver programmes to close the poverty related attainment gap.

Small scale action research is being used effectively in some schools to evidence improvement. ██████████ Academy has increased attainment in reading using the North Lanarkshire Literacy strategy which is also being developed in its feeder schools with positive effect. Young people in ██████████ Academy Supported Learning Centre are tracking their own performance and next steps in health and well-being.

The authority has designed a CLPL for Senior Education Mangers (10/3/17), with Education Scotland staff, to assist in developing the Quality Assurance Policy which will be implemented over the Summer Term 2016/17. This will allow senior managers to collaborate and peer support in school improvement visits to recognise expected standards in all sectors. The resulting reports will highlight those schools that will require additional support to raise attainment.

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

5	Leadership: evidence on short and medium-term outcomes	
Short-term outcomes	<p>What short-term outcome(s) does this initiative aim to achieve? <i>(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?)</i></p>	<p>By when? (estimate) Status <i>(completed / ongoing / no progress)</i></p>

	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')	
	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>	
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)
	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')	
	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>	

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?

-

DRAFT

OVERALL PROGRESS AND REFLECTIONS

6	Overall progress towards long-term outcomes and reflections
Long –term outcomes	<p><i>The long-term outcomes of the Attainment Scotland Fund are to:</i></p> <ul style="list-style-type: none"> <i>a. Improve literacy and numeracy attainment</i> <i>b. Improve health and wellbeing</i> <i>c. Close the attainment gap between pupils from the most and least deprived areas.</i> <p>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)</p>
	<p><i>The Shannari wheel, My World Triangle, Boxall profiles and the Resilience Matrix are used in some schools.</i></p> <p><i>Data collection and SEEMIS tracking in some schools.</i></p>
	<p>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.</u></p>
<p>Can you share any learning on what has worked well in your overall strategy to achieve impact?</p> <p><i>Consistent data collection and analysis in the Challenge Schools is having a positive impact on attainment.</i></p>	
<p>Can you share any learning on what has worked less well or could be improved?</p> <p><i>The authority is planning to gather comprehensive information on school performance in Summer Term 2016/17. This will be analysed over the Summer recess in time for targeted support for schools in 2017/18.</i></p>	
<p>Is there anything else you'd like to share or give feedback on?</p> <p><i>The Attainment Advisor has observed from her experiences that all staff in East Ayrshire are enthusiastic and supportive of the Scottish Attainment Challenge and are beginning to appreciate how it will make a difference to the lives of those children and families living in poverty.</i></p>	

CLASSIFICATION: PUBLIC



DRAFT

Monitoring Agreement and Progress Report

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

Agreed Improvement Plan

1	Enabled Leadership We aim to create a culture of strong collaborative leadership in all Clackmannanshire schools to raise attainment, reduce inequity and ensure continuous school improvement.		
2015/16 Allocation	£252,920	Planned Quarterly Spend	
		Actual Quarterly Spend	£116 629
Staff Resources: Teachers Others (please state type of resource):	Agreed in Plan:	Secured: 2.0 FTE	
<p>Progress to date (please comment on areas of progress and slippage from plans):</p> <ul style="list-style-type: none"> • An Attainment Challenge Team (ACTeam) has been established. This consists of: <ul style="list-style-type: none"> - Attainment Challenge Coordinator (1.0 FTE) – - Literacy & Numeracy Hub Leader (1.0 FTE) – - Attainment Support Teacher, Literacy (1.0 FTE) – - Attainment Support Teacher, Numeracy (0.3 FTE) – - Hub Administrator (0.5 FTE) <p>In addition, Scottish Government has allocated an Attainment Advisor (1.0 FTE), to Clackmannanshire. Our initial Attainment Advisor, returned to school in December 2015. We are awaiting the allocation of a new Attainment Advisor.</p> <p>Within the initial plan, the intention had been to recruit a larger team. However, it is now recognised that any further secondments may result in vacancies across Clackmannanshire which may prove difficult to fill. Therefore, a decision has been taken that for this session the ACTeam is complete.</p> <ul style="list-style-type: none"> • An Attainment Hub has been established within Alloa Academy. The Hub is used for meetings, training and is a resource base. The ACTeam are located in the Hub. • A Leadership of Learning Programme is being developed for middle leadership, including Principal Teachers, aspiring Principal Teachers and class teachers. This will form part of our leadership framework. This is being led by a system leader. • A programme of validated self-evaluation is being developed. A working group has been established and all headteachers have been consulted. The working group is being led by a system leader. • All primary and ASN schools are working in School Improvement Partnerships. They have undertaken self-evaluation of curriculum, written this up as a self-evaluation summary and all schools have or are currently developing their curriculum rationale. From January to June 2016, all schools will self-evaluate meeting learning needs in their partnership. They will also attend training to increase their awareness of HGIOS4 and, in 			

particular, 2.4 Personalised support.

- **Improvement Partners** (peer headteachers) are working with eight focus schools to support school improvement. Action plans have been developed and are being implemented. Each focus school has received 0.1 FTE additional staffing to support improvement.
- Our second **Leadership Conversation Event** was held.
- The ACTeam continue to ensure **effective communication** across Clackmannanshire:
 - Individual meetings have been held with all primary headteachers to agree universal and targeted interventions.
 - Working with pupils, a powerpoint was developed to explain the Scottish Attainment Challenge to pupils. This is being used in all schools.
 - The ACTeam have attended all Learning Community meetings to provide ongoing support and updates.
 - A meeting was held for all headteachers to discuss progress and next steps.
 - Clackmannanshire Attainment Challenge leaflets were developed and distributed to all primary staff.
 - Clackmannanshire Attainment Challenge leaflets were developed and distributed to all parents of all primary pupils.
 - An Attainment Challenge webpage has been set up on ClacksWeb.
 - An Attainment Challenge email address has been established and displayed on all communication.
 - GLOW groups have been set up for identified groups. Currently this includes the ACTeam group, a Headteacher group and a Literacy Leader group.
 - Clackmannanshire Council's corporate Twitter and Facebook are beginning to be used to support Clacks Attainment Challenge information.
 - ACTeam are due to feature in the January edition of 'Grapevine' the Council's employee monthly publication.
 - A briefing was held for the Education Service Early Years' Team.
 - A briefing was held for the Children Young Person Strategy Group.
- Schools were invited to bid for funding for **technologies to enhance communication and networking** across schools. Five establishments (Banchory PS & NC, Menstrie PS, Park PS, Redwell PS, Sunnyside PS) were successful in gaining funding and they are currently drawing up plans for implantation.
- Individual schools are providing **Profile and Progress Reports** on a term by term basis. These will be used to report on the progress of the Challenge and to provide evidence of impact.
- The ACTeam continue to meet with officers from the Finance to monitor **spending**. Actual spend to December 2015 was £243 460, with expected costs to March 2016 being £260 815. A Senior Accountancy Assistant is supporting ACTeam one day per

month.

Evidence:

EL1: School Improvement Partnerships

EL2: Focus School Improvement Partnerships

EL3: Communication

EL4: Profile and Progress Reports

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?)

- Attainment Challenge Team is in place to lead and support the Challenge.
- A Strategic Management Group is in place to monitor and oversee the work of the Challenge.
- A range of systems and processes continue to be established to support the work of the Attainment Challenge over the next 4 years.
- Awareness of the Attainment Challenge in Clackmannanshire is growing - headteachers, teachers, support staff, pupils, parents and community.
- Schools are developing a key focus on raising attainment and addressing the poverty inequity gap.
- School leaders are gaining strategic awareness and experience through leading areas of Challenge at system level.
- Knowledge and skills within the system are being used and shared.
- Leadership capacity is being developed.
- School leadership are improving their skills in self-evaluation for self-improvement.
- A culture of collegiate leadership is forming across Clackmannanshire.

Headteacher comments:

'The ACTeam are in touch with schools – individual visits to give support and discussion of our own school context.'

'Distributed leadership (Literacy Leaders) has really helped teaching staff 'own' the improvement developments.'

'Headteacher Conversation Events are developing collegiality. Inspirational speakers.'

Next steps (January – March 2016)

- Hub regularly used as work space and for meetings, training and sharing resources.
- System Leader and working group continue to develop Leadership of Learning Programme for implementation August 2016.
- System Leader and working group continue to develop VSE Programme for pilot April – June 2016.
- School Improvement Partnerships undertake self-evaluation for self-improvement of 2.4 Personalised support.
- Focus schools continue to implement action plans, supported by Improvement Partners.
- As part of Communication Strategy, develop and share an overview of communication, including who, when and how.
- Five schools develop and begin to implement plans for technologies to enhance

communication and networking.

- Evaluate Scottish Attainment Challenge in Clackmannanshire Improvement Plan 2015/16. Following consultation, develop Scottish Attainment Challenge in Clackmannanshire Improvement Plan for 2016/17.

2	Literacy and Numeracy Rich Learning		
	We aim to create literacy and numeracy rich learning through transformational learning and teaching for all children in Clackmannanshire, embedded within Curriculum for Excellence.		
2015/16 Allocation	£276,800	Planned Quarterly Spend	
		Actual Quarterly Spend	£94 903

Staff Resources: Teachers Others (please state type of resource):	Agreed in Plan:	Secured: 2.8 FTE
<p>Progress to date (please comment on areas of progress and slippage from plans):</p> <p>Literacy Leaders:</p> <ul style="list-style-type: none"> • Roles and responsibilities of literacy leaders collectively defined – strong focus on developing reading this session. • Literacy Leaders full day CLPL session has taken place. Following a reading audit in each establishment, each Literacy Leader developed a plan for reading for their school. • All Literacy Leaders developed their own contextualised plan, using a driver diagram, which directly supports the Clacks plan for raising attainment in reading. • Literacy Rich Environments - Practical environment checklist tool has been successfully used to audit two classrooms (from targeted intervention schools) and plans for improvement have been formed in collaboration with class teachers. Pupils have been directly involved in planning and implementing the first stages of this work. • Literacy Hub leader has supported one school's Literacy Leader to set up a programme of library visits for all classes • Literacy Hub leader is working with another school to support planning their new Reading for Enjoyment programme. <p>Learning Community Literacy Focus Events:</p> <ul style="list-style-type: none"> • Content for our first Literacy Focus event was agreed in collaboration with headteachers. Workshops agreed were: Pre-reading skills, Literacy Rich Classrooms and Culture, Reading Strategies. • Workshop content was planned and delivered by the ACTeam, classroom practitioners (Literacy Leaders) and an inclusion teacher. • A practical classroom environment checklist tool was created from the Literacy Rich Classroom workshop and emailed to headteachers and literacy leaders. • All workshop presentations have been made available on GLOW. <p>Numeracy:</p> <ul style="list-style-type: none"> • 12 practitioners across 7 schools and 1 nursery have begun the CGI Numeracy Module. • Financial support has been provided for each practitioner to improve numeracy resources in their schools. • An audit/ self-evaluation tool is being developed to be used initially across 5 identified schools. <p>Attainment Support Teachers:</p> <ul style="list-style-type: none"> • 0.3 FTE Numeracy Attainment Support Teacher has been appointed and is to begin working in identified school from January 2016. • 1.0 FTE Literacy Attainment Support Teacher has been appointed and is to begin working in identified schools from January 2016. <p>Emerging Practice Visit 19 November 2015 :</p> <ul style="list-style-type: none"> • HT (or rep) from 13 establishments visited a PS in Edinburgh. 		

Evidence:

LN1: Database development work

LN2: Learning Community Literacy Focus Event

LN3: School Reading Self-evaluation

LN4: Literacy Leader Day

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?)

- 200+ practitioners attended the first Literacy Focus Event; raising both awareness and the profile of literacy in the classroom. Schools have taken forward strategies shared at this event in their literacy planning for learning and teaching.
- Literacy Leaders have audited reading and used this as a basis for planning. This information has been collated across the authority and used to inform CLPL planning; providing a clear picture of reading across the authority.
- Literacy Leaders feedback confirms CLPL sessions were both informative and useful.
- As a result of the Literacy Leader full day session, all literacy leaders are using the Model for Improvement to plan for reading improvements within individual establishments.
- Literacy resources in schools are being re-evaluated and schools are taking steps to replace and update these in line with their curriculum rationale.
- All primary schools have an initial database providing them with SIMD and attainment data. Our Attainment Advisor has worked with schools directly to provide this. Schools are beginning to use this information to identify their equity gaps and target resources to raise attainment.

Practitioner comments:

'Raised my awareness of pre phonics skills and in turn will impact my practice e.g. rhyming activities, syllables, listening focus.'

'More aware of how 'rich' my classroom is in terms of literacy / made me more reflective upon how I could make reading more of an enjoyable and worthwhile experience for my pupils.'

'Heightened awareness of higher order reading skills/ methods and strategies to support and motivate learners.'

Next steps (January – March 2016):

- Further Literacy Leader CLPLs day 15 March 2016.
- Learning Community Literacy Focus Event no2 and no3 planned for w/c 18 Jan and 22 Feb 2016.
- Full evaluation of all CLPL events used to plan CLPL Calendar for Year 2.
- Hub Leader and Attainment Support Teachers to continue to support identified schools in both numeracy and literacy. This initially includes 2 identified schools for Numeracy and initially 4 identified schools for Literacy.
- ACTeam continue to develop use of Improvement Science approach across all schools in relation to Literacy and Numeracy improvements
- Completion of Suffolk Reading Assessment as soon as it is available, ideally

assessments to be completed prior to February In-service days.

3	Flourishing Communities		
	We aim to embed a strong nurturing ethos for all our children, families, schools and communities across Clackmannanshire.		
2015/16 Allocation	£188,389	Planned Quarterly Spend	
		Actual Quarterly Spend	£31 928

Staff Resources: Teachers Others (please state type of resource):	Agreed in Plan:	Secured: Educ. Psychol. 1.0 FTE
<p>Progress to date (please comment on areas of progress and slippage from plans):</p> <ul style="list-style-type: none"> • Monthly meetings have taken place at the Attainment Hub with the key leads for Flourishing Communities and the Attainment Coordinator. These meetings have led to more robust planning to take priorities forward. • A system leader has been identified to lead the Health and Wellbeing Outreach Team. We hoped to appoint 2 Outreach Teachers to the team but we were unsuccessful in appointing therefore we have submitted an amendment to the original Flourishing Communities plan to propose that we appoint 4 Early Years Workers to the team. Two schools, have been identified with a clear focus on improving children’s resilience, self-esteem and emotional literacy. • Five people have now been identified to be trained in the Neuro-Sequential Model of Education (NME). This team consists of 3 EPs and 2 Outreach Teachers. The team will undergo a 55 hour training course starting in January 2016, with supervision from the Child Trauma Academy in America. Two primary schools have been identified for input once the team has been trained. • Plans have progressed further with regards to the development of a Trauma Service for primary aged children who have suffered loss and trauma. One Educational Psychologist will lead this Service and will provide a day and a half a week for intervention, planning and reporting. Information leaflets have been drafted and will be branded and sent out to all primary schools. Evaluation measures have been identified and will be used to record impact following casework interventions. A Supervisor has been identified to provide monthly support to the Educational Psychologist with regards to professional practice. The Trauma Service will begin in January 2016. • Work is already underway in the Lornshill primary schools with regards to Growth Mindsets. The schools have received a raising awareness session on Growth Mindsets and they have identified a champion to lead on Mindsets in each school. Each school has submitted a plan in terms of what their intervention will be and evaluation measures have been identified. An EP has been identified to help support the development of Mindsets in conjunction with the Programme Manager for Mindsets. • A Nurture Steering Group is now established across Clackmannanshire and Stirling however an EP has been identified who will audit current practice in Clackmannanshire primary schools as part of the Attainment Challenge along with Clackmannanshire representatives who attend the steering group. The aim will be to evaluate existing nurturing practice in the primary schools as well as to support a plan on how nurturing practice can be developed further. • Five members of the Outreach Team have been allocated a place on Triple P training course in March 2016 with a focus on improving children’s health and wellbeing through positive parenting. Two members of staff will also train in Stepping Stones, which is an ASN extension to the Triple P programme. 		

- A primary school has been identified, to receive a programme developed to increase **parental engagement**. The proposal is for the plan to run for 8 weeks, with a specific theme each week for parents such as 'stress awareness' or 'mindfulness taster session'. The availability of a crèche will be explored.
- Work is underway at another school where pupil opportunities in **physical activity and sport** have been widened and parental understanding of the health and developmental benefits to children and families has been developed. This included Scotland Sports Award Gold online assessment – an increase from 68.75% to 80.68% of target has been achieved through this intervention at this point.

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?)

- A robust plan is now in place for Flourishing Communities with the majority of staff now identified to take the interventions forward.
- Evaluation measures have been identified for the key interventions.
- Monthly meetings will take place with key leads to ensure there is regular updates provided and impact statements identified.
- Schools have welcomed the intervention plans and are keen to take them forward in collaboration with the identified staff/teams.

Next steps (January - March 2016):

- A planning meeting will take place in January 2016 with a wider group to include Health, Social Work and Community representatives, in order to establish a Flourishing Communities Steering Group. The aim will be to have an overview of all the key interventions within this theme as well as ensuring that robust evaluations are in place and that we have a community based approach to the Attainment Challenge.
- The Trauma Service will have started and a review and update on progress will be provided in March.
- The NME team will have been trained by March and a plan developed with the 2 identified schools on how to progress with the intervention.
- Interim evaluations will be gathered with regards to Growth Mindsets by March.
- An audit of nurturing approaches within primary schools will have been completed and an evaluation of current impact will be started.
- Eight people will have been trained in Triple P, with a plan on how to deliver the programme in place.
- Staff will have been identified to help take forward the parental engagement project.
- Further evaluation data will be provided with regards to PE and Physical Activity in Schools.

Clackmannanshire

Year 1 Q3 Progress Report



Clacks Out Dec
2019.pdf

Year 1 EOY



Clacks EOY 1.pdf

Year 2 Q3 Highlights and Challenges Primary & Secondary



Clacks Mid Year
Primary 2_Redacted.;



Clacks Mid Year
Secondary 2_Redacted.

Year 2 EOY Primary & Secondary



Clacks End Year
Secondary 2_Redacted;



Clacks End Year
Primary 2_Redacted.;

Reporting Period	April 2016 – March 2017	
Local Authority	East Ayrshire	
Key Contact at Authority	[REDACTED]	
Attainment Advisor	[REDACTED]	

Summary of Spend

Intervention	2016/17 Allocation	2016/17 Amount Spent
Attainment Challenge Management	59,453	35,034
Literacy and Numeracy	572,577	436,368
Health & Wellbeing	254,910	317,309
Parental Involvement	127,654	-
Leadership	1,800	-
Total	1,016,394	788,711

Agreed Improvement Plan

1	Attainment Challenge Management Team	
2016/17 Allocation	£59,453	
2016/17 Actual Spend	£35,034	
Expenditure breakdown		
Staffing:	Total this financial year	
	FTE	Costs
Project Lead	1	£29,102
Support Officer	1	£2,938
Administrative Assistant	1	£2,994
Data analysis officers		£
Family/home link worker		£
Speech and language therapists		£
Early years professionals		£
Other staff, namely:.....		£
Non-staffing <i>please specify type:</i>	Total costs this fin. year	
	£	
	£	

CLASSIFICATION: PUBLIC

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

CHALLENGE AUTHORITY

ad not proposed an extensive leadership strategy in the first year in order to concentrate on classroom based learning and teaching.

All headteachers have been made aware of the need to deliver programmes which focus on issues to address closing the poverty related attainment gap. A web resource was set up to help the access this data, although there is not currently sufficient information to establish whether schools are using this data to deliver programmes to close the poverty related attainment gap.

Small scale action research is being used effectively in some schools to evidence improvement. Academy has increased attainment in reading using the North Lanarkshire Literacy strategy which is also being developed in its feeder schools with positive effect. The example from [St Andrew's Primary](#) has been adopted in all the Challenge Schools and is supporting increased achievement in literacy in most schools.

SCHOOLS PROGRAMME

All head teachers in the Schools Programme have met with the Attainment Advisor, individually and collectively to discuss the importance closing the poverty related attainment gap. They have discussed strategies to help reduce the gap. Individually they have identified children in SIMD 1 and 2 who are not reaching their full potential as well as those who need additional support.

All head teachers have an increased understanding of the key part of tracking and monitoring in closing the poverty related attainment gap and all have effective systems in place. Most discuss termly the progress of individual children with class teachers and agree appropriate interventions.

Numeracy Champions in each school have been identified to lead staff learning. They were trained in the numeracy programme along with practitioners from Early, First and Second Levels as well as some Early Years staff.

Effective leaders will be identified to support the authority in sustainably developing plans to share this learning in 2017/18 and beyond.

Two leadership sessions with head teachers (5 October and 10 November 2016) reflected on evaluating effective and consistent learning and teaching in numeracy, developing school policy and practice linking to the authority perspective in numeracy.

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

CHALLENGE AUTHORITY

The Leadership and Learning Hub was not set up as it became problematic to access the chosen venue which had to rehouse a school whose roof had blown off. This space will not be available until July 2017.

Leadership programmes to support practitioners, middle leaders and senior leaders in establishments initially with data-zones in the most deprived areas could not be moved forward, mainly due to the lack of trainers.

1	Leadership: evidence on short and medium-term outcomes	
Short -term outcomes	<p>What short-term outcome(s) does this initiative aim to achieve? (</p>	<p>By when? (estimate)</p>
	<p>CHALLENGE AUTHORITY School Improvement Plans have been revised to guide schools to take account of closing the poverty relayed attainment gap.</p> <p>SCHOOLS PROGRAMME 1. Head teachers are now more skilled in the use of data to help support positive outcomes for learners through improved learning and teaching. 2. Positive impact of improved self-evaluation practices in all Schools Programme schools. 3. Continued development of self-evaluation practices throughout Schools Programme schools. 4. Opportunities for distributed leadership through the Tapestry programme and the numeracy development.</p>	<p>Outcomes 1 & 2 Completed</p> <p>Outcomes 3 & 4 being developed</p>
	<p>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')</p>	
	<p>SCHOOLS PROGRAMME</p> <ol style="list-style-type: none"> 1. Analysis of tracking and monitoring – 2016/17 at visits to schools provides evidence that head teachers are now more skilled in the use of data to help support positive outcomes for learners through improved learning and teaching. (Outcome 1) 2. HTs report they are auditing all stakeholders although not all audits complete. Evidence of progression to be collected in May 2017 to ensure positive impact of improved self-evaluation practices in all Schools Programme schools.(Outcome 2) 	
<p>What does this evidence show on the extent to which the above outcomes have been achieved to date?</p> <p>No Challenge School headteachers could show tracking when the Attainment Advisor started to work with them. They all now talk confidently about the positive impact of tracking on their understanding of their children and the development of progression .</p>		

Medium –term outcomes	What medium-term outcome(s) does this initiative aim to achieve?	By when? (estimate)
	SCHOOLS PROGRAMME 1. Increase in self-evaluation practices by head teachers in all Schools Programme schools leading to a measurable impact on learners’ successes and achievements. 2. Improved collegiate working by teachers and other staff in all schools leading to improvements in learning and teaching. 3. Children and young people have more opportunities to take responsibility for their own learning and are more involved in making decisions regarding their learning.	Outcomes 1 and 2 ongoing Outcome 3. June 2017
	Are you collecting evidence to measure these outcome(s)? <i>If so, please specify which type of evidence for which aim (if not, just put ‘N/A’)</i>	
	1 Use of the improvement science model and small steps of change, to plan, implement and measure improvements to raise attainment and close the gap by head teachers. 2. Impact of progression for individual children through effective school tracking and monitoring evidences increase in self-evaluation practices by head teachers in all Schools Programme schools in Outcome 1. 3. Attitudinal information on the success of the Lesson Study model in numeracy through staff feedback and evaluations indicates improved collegiate working by teachers and other staff in all schools leading to improvements in learning and teaching.(Outcome 2) 4. Attitudinal information from children and young people relating to personal learning planning and leadership opportunities gives “soft” evidence of children taking more responsibilities for their own learning in Outcome 3.	
	What did this evidence show? <i>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></i>	
Appropriate individuals and groups of children in all schools are being targeted for support as a result of tracking.		

CLASSIFICATION: PUBLIC

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

SCHOOLS PROGRAMME

All Challenge Schools are analysing and evaluating data and intelligence which is impacting positively on learner's successes and achievements. This information is beginning to be triangulated with standardised assessments and the East Ayrshire Achieving a Level assessments.

Teachers are beginning to take more ownership for tracking and proposing interventions to support children by using the numeracy progression frameworks. Many schools have bought professional publications to which teachers refer in developing their pedagogy. This has been a feature of the numeracy training

Resources are better managed and some schools spend collegiate time discussing their effectiveness so as to share emerging practice.

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

The Schools Programme is beginning to use Improvement Science to measure small steps of change. This could develop more widely.

Some schools throughout the authority are using Improvement Science regularly to improve practice.

It would be helpful if all schools were consistently monitoring wider achievements.

The authority has designed a CLPL for Senior Education Mangers (10/3/17), with Education Scotland staff, to assist in developing the Quality Assurance Policy which will be implemented over the Summer Term 2016/17. This will allow senior managers to collaborate and peer support in school improvement visits to recognise expected standards in all sectors. The resulting reports will highlight those schools who will have additional support to raise attainment.

2	Literacy & Numeracy	
2016/17 Allocation	£572,577	
2016/17 Actual Spend	£436,368	
Expenditure breakdown		
Staffing:	Total this financial year	
	FTE	Costs
Teachers	4.3	£94,028
Education/development officers	1	£24,260
Educational psychologists		£
Data analysis officers		£
Family/home link worker		£
Speech and language therapists		£
Early years professionals	3.5	£59,714
Other staff, Classroom Assistants		£
Non-staffing <i>please specify type:</i>	Total costs this fin. year	
EAST	£22,990	
Outdoor Learning	£53,000	
North Lanarkshire Council Literacy	£51,200	
Musical Instruments	£56,816	
Early Years Transition	£5,000	
CPD	£9,000	
Challenge Schools Resources	£60,361	
<p>Activities: <i>Please comment on progress in implementing your planned activities in the year 2016/17</i></p> <p>CHALLENGE AUTHORITY In a few schools, Early Years Practitioners work with P1 pupils using the range of assessment information available to ensure that the targeted input is around those in most need and the interventions are put in place as early as possible. In a few schools, Early Years Practitioners work with primary colleagues to promote and/or embed appropriate activity based learning. The East Ayrshire Support Team (EAST) and Psychological Services are supporting the further development of robust approaches to contextualised assessment in relation to identifying need and subsequent appropriate interventions.</p> <p>SCHOOLS PROGRAMME Tapestry</p> <ul style="list-style-type: none"> All schools have 2 representatives at the Tapestry training which is being shared with all teachers in all schools at planned collegiate times. <p>Literacy is developing with Novel Studies linked to Learning for Sustainability in all schools.</p> <ul style="list-style-type: none"> New resources purchased for school libraries are being organised. These will eventually be banded and in [REDACTED] and [REDACTED] linked with Accelerated Reader. Active spelling approaches have been introduced in most schools. Closing the Literacy Gap with the East Ayrshire Support Team (EAST) targeted at specific identified young people has resulted in evidence based interventions which support progression. Reading for Gold launch planned Term 3, Logan and Patna primaries. 		

CLASSIFICATION: **PUBLIC**

Numeracy All Schools Programme schools ensured that almost all Numeracy Champions and practitioners attended the relevant Numeracy training sessions. Most Early Years Child Care practitioners were also released to attend to support transitions. They were trained in effective learning and teaching and the development of key skills in Numeracy. They jointly planned a series of lessons and monitored the impact of their co-operative teaching and moderation with three children from each class in time for the recall days in November, February and May.

- Appropriate staff networks (Early Years Child Care, Teachers, Numeracy Champions, Head teachers, Family Support Workers) are being set up to encourage shared practice.
- Materials are now being produced to allow this numeracy development to become a sustainable training model for all Early, First and Second level teachers and other relevant staff.
- Baseline assessments and standardised assessments have been issued.
- Staff confidence questionnaires show a 1 – 3 point (of 7) improvement in confidence in key concepts and effective learning and teaching in Numeracy.
- Less able children are more confident according to their teachers and boys are more engaged at Early and First Level.
- **Health and Wellbeing** is being developed through the provision of Nurture classes in 5 of 6 schools. Some are using the traditional model and others have planned sessions for children at different stages within the school. All children supported in Nurture have been assessed using Boxall profiles. The Development Officer from Education Scotland is supporting East Ayrshire Psychological Services in developing evaluation for schools.
- The Wellbeing web is being used across all schools.
- Mobility and balancing skills are improving in Patna SLC as a result of the additional resources purchased.

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

The Speech and Language Therapist could not be recruited in time to impact upon the programme.

2	Learning and teaching: evidence on short and medium-term outcomes	
Short-term outcomes	<p>What short-term outcome(s) does this initiative aim to achieve? <i>(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?)</i></p>	<p>By when? (estimate)</p> <p>Status <i>(completed / ongoing / no progress)</i></p>

CLASSIFICATION: **PUBLIC**

	<p>SCHOOLS PROGRAMME</p> <p>Tapestry –effective learning and teaching delivered in many classrooms with varying degrees of success in all schools.</p> <p>Literacy – increased motivation for reading for all children. Use of literature to enhance interdisciplinary learning and learning for sustainability. Early Level Child Care in four schools are having a positive impact on P1 Literacy attainment according to these head teachers. Baseline assessments have benchmarked the children’s starting points and they will be re-assessed throughout the session to evidence progression.</p> <p>Numeracy – increased confidence in all staff in all schools to understand development and progression of key concepts as well we effective learning and teaching in Numeracy. This is leading to increased attainment for children in target classes. There is increased collegiality in all schools which is also leading to moderated understanding of achieving a level.</p> <p>Health and Wellbeing – The Nurture provision is supporting children with additional behavioural needs to improve wellbeing, develop Better Relationships, Better Behaviour, Better Learning and improve ethos in all schools. In two schools attendance has improved and exclusions are reduced.</p>	<p>Ongoing</p> <p>December 2016 Ongoing</p> <p>November 2016 Ongoing</p> <p>November 2016 Ongoing</p>
<p>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')</p>		
<p>Tapestry Headteacher classroom observations and staff feedback. Staff evaluations which are shared by Tapestry.</p> <p>Literacy Reading motivation surveys with children in some schools. Early level assessments used to track and monitor development of early vocabulary.</p> <p>Numeracy Staff confidence questionnaires to understand development and progression of key concepts as well we effective learning and teaching in Numeracy. Baseline assessments in all schools are supporting whole school tracking nad moderation as well as indicating increased attainment in Numeracy. These include early counting, addition and subtraction, multiplication and division, place value, fractions at First Level and fractions, decimals and percentages. Progress in Maths standardised assessments have been administered to 3 case study children in the classes of each teacher trained in East Ayrshire’s approach to Numeracy and</p>		

	<p>Early, First and Second Levels. This information to be triangulated with baseline assessments and professional judgement, although teachers have found these tests do not readily align with Curriculum for Excellence outcomes and benchmarks.</p> <p>Health and Wellbeing – Boxall profiles completed for each child in Nurture classes. Attendance, late coming and exclusions for Nurture children are monitored and indicate increased attendance and decreased late coming and exclusions for Nurture children Feedback from some stakeholders in all schools.</p>	
	<p>What does this evidence show on the extent to which the above outcomes have been achieved to date? Evidence of impact on</p>	
	<ul style="list-style-type: none"> • Effective learning and teaching including active learning is developing positively partly due to tapestry input but also to Numeracy CLPL which is being shared with staff in all Challenge Schools. • Early Level Literacy is being progressed with the involvement of the Early Years Practitioners. • The Numeracy CLPL is supporting increased attainment, motivation, pedagogy, assessment and moderation in all schools. • Nurture classes and approaches are having a positive impact in all schools both with the children who benefit from specialised support and their class mates whose learning is less disrupted. 	
Medium –term outcomes	<p>What medium-term outcome(s) does this initiative aim to achieve? <i>(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?)</i></p>	<p>By when? (estimate)</p> <p>Status <i>(completed / ongoing / no progress)</i></p>
	<p>Tapestry All staff participating or leading the development are fully engaged in the process and have started to use the ideas in their classes to improve learning and teaching</p> <p>Literacy The new resources in use are having a positive effect on children’s confidence and enjoyment. They are able to discuss the text they are engaging with and give opinions and reasons for their likes and dislikes.</p>	<p>June 2017 Ongoing</p> <p>June 2017 Ongoing</p>

	<p>Numeracy All staff are more confident in teaching aspects of numeracy. Attainment has improved.</p>	<p>June 2017 Ongoing</p>
	<p>Health and Wellbeing Ethos and behaviour has improved for targeted children and young people.</p>	<p>June 2017 Ongoing</p>
	<p>Are you collecting evidence to measure these outcome(s)? <i>If so, please specify which type of evidence for which aim (if not, just put 'N/A')</i></p>	
	<p>Tapestry Survey information. Evidence from classroom observations by head teachers. Discussions with participants.</p> <p>Literacy Attitudinal surveys. Reading age tests. Achievement of a level information.</p> <p>Numeracy Attitudinal surveys. Numeracy tests. Baseline assessments. Achievement of a level information.</p> <p>Health and Wellbeing Attendance, late-coming and exclusion information. Discussions from the Well Being Web. Boxall targets met.</p>	
	<p>What does this evidence show? <i>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></i></p>	
<ul style="list-style-type: none"> • Effective learning and teaching including active learning is developing positively partly due to Tapestry input but also to Numeracy CLPL which is being shared with staff in all Challenge Schools. • Early Level Literacy is being progressed with the involvement of the Early Years Practitioners. • The Numeracy CLPL is supporting increased attainment, motivation, pedagogy, assessment and moderation in all schools. • Nurture classes and approaches are having a positive impact in all schools both with the children who benefit from specialised support and their class mates whose learning is less disrupted. 		
<p>Reflections on progress to date: Can you share any learning on what has worked well in implementing this initiative?</p>		

- The commitment and engagement of staff has been vital in the gains realised to date.
- The provision of quality and appropriate resources has delighted all stakeholders who say this has a positive impact on motivation.
- The Numeracy programme is working well as it has been planned to develop collaboration, pedagogy and skills in depth. Key staff have been given quality time for learning and feedback. Baseline assessments have supported progression and are not thought to be bureaucratic as teacher judgment can be noted formatively.

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

Staffing in some schools has not been in place (

and

These schools should be able to access staff more

readily.

The headteacher of Primary has been off ill and the school is now on its fourth Acting Headteacher. The Acting Headteacher of Primary went on maternity leave in November to be replaced until Easter when the new substantive headteacher takes up post. These leadership gaps impact upon schools as all stakeholders are less settled when there is uncertainty.

3	Health & Wellbeing	
2016/17 Allocation	£254,910	
2016/17 Actual Spend	£317,309	
Expenditure breakdown		
Staffing:	Total this financial year	
	FTE	Costs
Teachers	1.8	£45,787
Education/development officers		£
Educational psychologists		£
Data analysis officers		£
Family/home link worker		£
Speech and language therapists		£
Early years professionals	2.5	£47,127
Classroom Assistants	2	£25,302
Non-staffing <i>please specify type:</i>	Total costs this fin. year	

CLASSIFICATION: PUBLIC

CPD	£12,000
John Muir Trust	£25,500
Creative Learning	£50,500
Challenge Schools Resources	£111,093

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

CHALLENGE AUTHORITY

- The Vibrant Community Literacies Worker are developing links with some establishments and provide adult /family learning opportunities based on need.
- Family Support Workers work alongside Nurture Teachers in some schools to provide opportunities for parents to engage with establishment and community events.
- Reporting on progress and achievement to parents/carers is being reviewed to assist parents/carers to know better how to help and support their children and young people in their learning.
- Many schools consider a range of ways of communicating with parents/carers including the use of social media.

SCHOOLS PROGRAMME

- The Parental Empowerment Programme piloted in [REDACTED] is being extended to all Challenge Schools.
- Family engagement hubs are set up in 4 schools.
- Consultation exercise undertaken with parents to establish key drivers for year 2.

[REDACTED] parents are being PVG checked to assist with the breakfast clubs.

- In [REDACTED], one mother has set up a borrowing library for the community.
- The Vibrant Community Literacies Worker is providing adult /family learning opportunities to tow parents at [REDACTED]
- Parents at [REDACTED] re volunteering and attending college in the hope of becoming employed.
- A [REDACTED] took place in [REDACTED] Campus supported by Vibrant Communities and Creative Minds. This involved various family learning opportunities.

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

CHALLENGE AUTHORITY

Since the Parental Engagement Officer has not yet been recruited, work in partnership with parents to further develop proven approaches to help them play a more active role in their child's learning has not yet been developed in all schools, although there are pockets of positive development. Work with parents and partners to develop leadership opportunities for parents and help build confidence and resilience has not yet started formally.

3	Families and communities: evidence on short and medium-term outcomes
----------	-----------------------------------------------------------------------------

Short –term outcomes	<p>What short-term outcome(s) does this initiative aim to achieve? <i>(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?)</i></p>	<p>By when? (estimate)</p>
	<p>Parental empowerment and engagement is expected to develop when Family Support Workers are appointed in all schools. It is anticipated this will develop during the year to support family learning.</p>	<p>November 2016 Ongoing</p>
	<p>A network of Family Support Workers will be established during Term 2 to support shared understanding of best practice.</p>	<p>December 2016 Limited progress</p>
	<p>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')</p>	
	<p>Attitudinal surveys of parents. Logs of parental engagement Attendance at school events</p>	
	<p>What does this evidence show on the extent to which the above outcomes have been achieved to date? <i>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></i></p>	
	<p>The authority did not have the capacity to implement all of its planned outcomes as the Parental Engagement Officer was not appointed.</p> <p>Within the Challenge Schools there is an enthusiasm for developing the Parental Empowerment model which will be fostered during the remainder of this academic year. The Family Support Workers are key staff in fostering this engagement, supported by the Parental Empowerment trainer.</p>	
Medium –term outcomes	<p>What medium-term outcome(s) does this initiative aim to achieve? <i>(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?)</i></p>	<p>By when? (estimate)</p>
	<p>All Family Support Workers will be in place and working with targeted groups of children, young people and families. Parents are playing a more active role in their child's learning. Parents feel more confident in supporting their child's learning.</p>	<p>June 2017 Ongoing</p>

CLASSIFICATION: PUBLIC

	<p>More parents are participating in family learning. More parents are being directed to and participating in adult literacies.</p>	
	<p>Are you collecting evidence to measure these outcome(s)? <i>If so, please specify which type of evidence for which aim (if not, just put 'N/A')</i></p>	
	<p>Attitudinal surveys. Focus group discussions.</p>	
	<p>What does this evidence show? <i>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></i></p>	
	<p>Family Support Workers are at an early stage of working with targeted groups of children, young people and families. More parents are being directed to and participating in adult literacies (eg two parents at ██████ Primary).</p> <p>Schools are auditing parents to find out If they are beginning to play a more active role feel more confident in supporting their child’s learning. This will also reveal if more parents are participating in family learning.</p>	
	<p>Reflections on progress to date: Can you share any learning on what has worked well in implementing this initiative? Within the Challenge Schools there is an enthusiasm for developing the Parental Empowerment model which will be fostered during the remainder of this academic year.</p> <p>Can you share any learning on what has worked less well or could be improved? The Family Support Workers are key staff in fostering this engagement, supported by the Parental Empowerment trainer.</p>	

4	Parental Involvement & Leadership	
2016/17 Allocation	£129,454	
2016/17 Actual Spend	£ -	
Expenditure breakdown		
Staffing:	Total this financial year	
	FTE	Costs
Teachers		£
Education/development officers		£
Educational psychologists		£
Data analysis officers		£
Family/home link worker		£
Speech and language therapists		£
Early years professionals		£
Other staff, namely:.....		£
Non-staffing <i>please specify type:</i>	Total costs this fin. year	
	£	
	£	
	£	
<p>Activities: <i>Please comment on progress in implementing your planned activities in the year 2016/17</i></p> <p>CHALLENGE AUTHORITY The Project Lead and Depute Project Lead have been in place for most of the year, supported by an Admin Assistant from January 2017. However, none of the other appointments could be made which has delayed progress significantly.</p> <p>SCHOOLS PROGRAMME There has been much better progress in developing plans in 2016/17 than in Year 1 of the Schools Programme. This is due to recruitment being better managed and most staff in post.</p> <p>Slippage from plans: <i>Please comment on slippage from your original plans for implementing activities in the year 2016/17</i></p> <p>Staffing in some schools has not been in place [REDACTED] an [REDACTED] [REDACTED]. These schools should be able to access staff more readily. The Speech and Language Therapist could not be appointed in time for this programme.</p>		

4	Programme costs: evidence on short and medium-term outcomes	
Short –term outcomes	<p>What short-term outcome(s) does this initiative aim to achieve? <i>(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?)</i></p>	<p>By when? (estimate)</p>
	<p>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')</p>	
	<p>What does this evidence show on the extent to which the above outcomes have been achieved to date? <i>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></i></p>	
Medium –term outcomes	<p>What medium-term outcome(s) does this initiative aim to achieve? <i>(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?)</i></p>	<p>By when? (estimate)</p>
	<p>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')</p>	

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.*

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

5	Overall progress towards long-term outcomes and reflections
Long –term outcomes	<p><i>The long-term outcomes of the Attainment Scotland Fund are to:</i></p> <ul style="list-style-type: none"> <i>a. Improve literacy and numeracy attainment</i> <i>b. Improve health and wellbeing</i> <i>c. Close the attainment gap between pupils from the most and least deprived areas.</i> <p>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)</p>
	<ul style="list-style-type: none"> a. East Ayrshire Achieving a Level Assessments for Literacy and Numeracy across the authority. Some schools use standardised tests; GL Assessments, QUEST, Single Word Spelling Test and baseline assessments for Numeracy. b. The Shannari wheel, My World Triangle, Boxall profiles and the Resilience Matrix are used in some schools. c. Data collection and SEEMIS tracking in some schools.
	<p>What did this evidence show so far? <i>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></i></p>
	<p>Increased attainment in reading in most schools. Increased motivation to read with many children.</p> <p>Increased attainment in Numeracy in Challenge Schools. Most children increasing use mathematical vocabulary. Mathematical environments in all classrooms more active and stimulating.</p> <p>Nurture classes are having a positive impact on all participants and their fellow pupils are benefitting as a result.</p>
<p>Can you share any learning on what has worked well in your overall strategy to achieve impact?</p> <p>Consistent data collection and analysis in the Challenge Schools is having a positive impact on attainment.</p>	
<p>Can you share any learning on what has worked less well or could be improved?</p> <p>The authority is planning to gather comprehensive information on school performance in Summer Term 2016/17. This will be analysed over the Summer recess in time for targeted support for schools in 2017/18.</p>	

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

All staff in East Ayrshire are enthusiastic and supportive of the Scottish Attainment Challenge and are beginning to appreciate how it will make a difference to the lives of those children and families living in poverty.

Reporting Period	August - October 2016
Local Authority	East Ayrshire
Key Contact at Authority	[REDACTED]
Attainment Advisor	[REDACTED]

Agreed Improvement Plan

1	Leadership			
2016/17 Allocation	£0	Planned Quarterly Spend	£0	
2016/17 Actual Spend	£0	Actual Quarterly Spend	£0	
Expenditure breakdown				
Staffing:	This quarter		Total this financial year	
	FTE	Costs	FTE	Costs
Teachers		£		£
Education/development officers		£		£
Educational psychologists		£		£
Data analysis officers		£		£
Family/home link worker		£		£
Speech and language therapists		£		£
Early years professionals		£		£
Other staff, namely:.....		£		£
Non-staffing <i>please specify type:</i>	Costs this quarter		Total costs this fin. year	
	£		£	
	£		£	
	£		£	
Activities: <i>Please comment on progress in implementing your planned activities in the first six months of 2016/17</i>				
<ol style="list-style-type: none"> All head teachers in the Schools Programme have met with the Attainment Advisor, individually and collectively to discuss the importance closing the poverty related attainment gap. They have discussed strategies to help reduce the gap. Individually they have identified children in SIMD 1 and 2 who are not reaching their full potential as well as those who need additional support. Head teachers have an increased understanding of the key part of tracking and monitoring in closing the poverty related attainment gap and most have effective systems in place. They continue to discuss progress with individual class teachers. Numeracy Champions in each school have been identified to lead staff learning. In Term 1 2016/17, they have all been trained in effective learning and teaching and the development of key skills in Numeracy. They are now planning team teaching and 				

moderation in time for the recall days in November, February and May. Effective leaders will be identified to support the authority in sustainably developing plans to share this learning in Year 2 and beyond.

4. Two leadership sessions with head teachers (5 October and 10 November 2016) reflect on evaluating effective and consistent learning and teaching in numeracy, developing school policy and practice linking to the authority perspective in numeracy. Since becoming a Challenge Authority, East Ayrshire is conducting a survey of current practice in all schools.

Slippage from plans: Please comment on slippage from your original plans for implementing activities in the first six months of 2016/17

The head teacher of [REDACTED] Primary was unable to recruit a teacher and has been almost fully class committed in Term 1. The Scottish Attainment Challenge teacher has been supporting learning in the school.

The Speech and Language Therapist has not yet been appointed. A service level agreement is being negotiated between HR and NHS.

1	Leadership: evidence on short and medium-term outcomes	
Short-term outcomes	<p>What short-term outcome(s) does this initiative aim to achieve? <i>(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?)</i></p>	<p>By when? (estimate)</p>
	<ol style="list-style-type: none"> 1. Head teachers are now more skilled in the use of data to help support positive outcomes for learners through improved learning and teaching. 2. Positive impact of improved self-evaluation practices in all Schools Programme schools. 3. Continued development of self-evaluation practices throughout Schools Programme schools. 4. Opportunities for distributive leadership through the Tapestry programme and the numeracy development. 	<ol style="list-style-type: none"> 1. Initially November 2016 2. February 2017. 3. May 2017
	<p>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')</p>	
	<ol style="list-style-type: none"> 1. Analysing tracking and monitoring - 2016. 2. Audit of all stakeholders. <p>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></p>	

Medium –term outcomes	<p>What medium-term outcome(s) does this initiative aim to achieve? <i>(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?)</i></p>	<p>By when? (estimate)</p>
	<p>1. Increase in self-evaluation practices by head teachers in all Schools Programme schools leading to a measurable impact on learners' successes and achievements. 2. Improved collegiate working in all schools leads to improvements in learning and teaching. 3. Children and young people have more opportunities to take responsibility for their own learning and are more involved in making decisions regarding their learning.</p>	<p>1. Initially June 2017 2. February 2017. 3. June 2017</p>
	<p>Are you collecting evidence to measure these outcome(s)? <i>If so, please specify which type of evidence for which aim (if not, just put 'N/A')</i></p>	
	<p>1 Use of the improvement science model and small steps of change, to plan, implement and measure improvements to raise attainment and close the gap by head teachers. 2. Impact of progression for individual children through effective school tracking and monitoring. 3. Attitudinal information on the success of the Lesson Study model in numeracy. 4. Attitudinal information from children and young people relating to personal learning planning and leadership opportunities.</p>	
<p>What did this evidence show? <i>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></i></p>		
<p>Reflections on progress to date: Can you share any learning on what has worked well in implementing this initiative?</p> <p>Can you share any learning on what has worked less well or could be improved? Provision of staff continues to be challenging. This includes core teaching staff as well as cover for CLPL and absence. This could impact on developments as a Challenge Authority in Year 2. The challenge of all head teachers to move forward as agreed and on time.</p>		

2	Learning and teaching (Schools Programme)			
2016/17 Allocation	£	Planned Quarterly Spend	£	
2016/17 Actual Spend	£	Actual Quarterly Spend	£	
Expenditure breakdown				
Staffing:	This quarter		Total this financial year	
	FTE	Costs	FTE	Costs
Teachers		£		£
Education/development officers		£		£
Educational psychologists		£		£
Data analysis officers		£		£
Family/home link worker		£		£
Speech and language therapists		£		£
Early years professionals		£		£
Other staff, Classroom Assistants		£		£
Non-staffing <i>please specify type:</i>	Costs this quarter		Total costs this fin. year	
	£		£	
	£		£	
	£		£	
Activities: <i>Please comment on progress in implementing your planned activities in the first six months of 2016/17</i>				
<ul style="list-style-type: none"> • Tapestry • All schools have 2 representatives at the Tapestry training which is being shared with all teachers in all schools at planned collegiate times. • Literacy is developing with Novel Studies linked to Learning for Sustainability in all schools. • New resources purchased for school libraries are being organised. These will eventually be banded and in [redacted] and [redacted] linked with Accelerated Reader. • Active spelling approaches have been introduced in [redacted] and [redacted] primaries • Closing the Literacy Gap with the East Ayrshire Support Team (EAST) targeted at specific identified young people. • Reading motivation survey planned for end of October in [redacted] Primary. • Reading for Gold launch planned Term [redacted] • Numeracy All Schools Programme schools ensured that almost all Numeracy Champions and practitioners attended the relevant Numeracy training sessions. Most Early Years Child Care practitioners were also released to attend as thus will support transitions. • Appropriate staff networks (Early Years Child Care, Teachers, Numeracy Champions, Head teachers, Family Support Workers) are being set up to encourage shared practice. • Materials are now being produced to allow this numeracy development to become a sustainable training model for all Early, First and Second level teachers and other relevant staff. • Baseline assessments and standardised assessments have been issued. 				

<ul style="list-style-type: none"> Staff confidence questionnaires show a 1 – 3 point (of 7) improvement in confidence in key concepts and effective learning and teaching in Numeracy. Health and Wellbeing is being developed through the provision of Nurture classes in 5 of 6 schools. Some are using the traditional model and others have planned sessions for children at different stages within the school. All children supported in Nurture have been assessed using Boxall profiles. The Development Officer from Education Scotland is supporting East Ayrshire Psychological Services in developing evaluation for schools. The Wellbeing web is being used across all schools. Mobility and balancing skills are improving in Patna SLC as a result of the additional resources purchased.
<p>Slippage from plans: <i>Please comment on slippage from your original plans for implementing activities in the first six months of 2016/17</i></p>
<ul style="list-style-type: none"> Literacy: Drop Everything and Read (DEAR) times are not yet taking place in all schools, though this is planned to start in Term 2, 2016. Review of active reading strategies to take place in some schools. Purchase of reading resources not completed as head teacher has been class committed. Numeracy: Family learning not yet developing, however this was not planned to start in Term 1. Numeracy Champions to contact schools in other authorities to ask to share their learning and materials in Term 2, ready for launch in Term 3.

2	Learning and teaching: evidence on short and medium-term outcomes	
Short –term outcomes	<p>What short-term outcome(s) does this initiative aim to achieve? <i>(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?)</i></p>	By when? (estimate)
	<p>Tapestry – increased effective learning and teaching delivered consistently throughout all schools.</p>	
	<p>Literacy – increased motivation for reading for all children. Use of literature to enhance interdisciplinary learning and learning for sustainability. Early Level Child Care in four schools are having a positive impact on P1 Literacy attainment according to these head teachers. Baseline assessments have benchmarked the children’s starting points and they will be re-assessed throughout the session to evidence progression.</p> <p>Numeracy – increased confidence in all staff in all schools to understand development and progression of key concepts as well we effective learning and teaching in Numeracy; it is expected this will lead to increased attainment for children in target classes. Increased collegiality leading to moderated understanding of achieving a level.</p>	<p>December 2016</p> <p>November 2016</p> <p>November 2016</p>

	<p>Health and Wellbeing – supporting children with additional behavioural needs to improve wellbeing, develop Better Relationships, Better Behaviour, Better Learning and improve ethos in all schools.</p>	
	<p>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')</p> <p>Tapestry It is too early to assess the impact of this.</p> <p>Literacy Reading motivation surveys with children in some schools.</p> <p>Numeracy Staff confidence questionnaires to understand development and progression of key concepts as well we effective learning and teaching in Numeracy. Baseline assessments for Early Level Numeracy, place value, fractions, decimals and percentages in all schools. Progress in Maths standardised assessments to be administered to 3 case study children in the classes of each teacher trained in East Ayrshire’s approach to Numeracy and Early, First and Second Levels. This information to be triangulated with baseline assessments and professional judgement.</p> <p>Health and Wellbeing – Boxall profiles completed for each child in Nurture classes. Attendance, late coming and exclusions for Nurture children to be monitored. Feedback from some stakeholders in all schools.</p>	
	<p>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></p>	
	<p>Numeracy Initial reviews of staff confidence questionnaires from 8 days of Numeracy CLPL indicate a 1 – 3 point increase (in a 7 point scale) of understanding of progression of key concepts and effective learning and teaching in Numeracy.</p> <p>Oral feedback from Numeracy Champions indicated (20/10/16) improved attainment at Early Level. A spreadsheet will be created to support the recording and analysis of these findings on all schools.</p>	

	Health and Wellbeing Oral feedback from head teachers indicates Nurture classes are having a positive impact on children involved and on their classes.	
Medium –term outcomes	What medium-term outcome(s) does this initiative aim to achieve? <i>(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?)</i>	By when? (estimate)
	Tapestry All staff participating or leading the development are fully engaged in the process and have started to use the ideas in their classes to improve learning and teaching	June 2017
	Literacy The new resources in use are having a positive effect on children’s confidence and enjoyment. They are able to discuss the text they are engaging with and give opinions and reasons for their likes and dislikes.	June 2017
	Numeracy All staff are more confident in teaching aspects of numeracy. Attainment has improved.	June 2017
	Health and Wellbeing Ethos and behaviour has improved for targeted children and young people.	June 2017
	Are you collecting evidence to measure these outcome(s)? <i>If so, please specify which type of evidence for which aim (if not, just put ‘N/A’)</i>	
Tapestry Survey information. Evidence from classroom observations by head teachers. Discussions with participants.		
Literacy Attitudinal surveys. Reading age tests. Achievement of a level information.		
Numeracy Attitudinal surveys. Numeracy tests. Achievement of a level information.		
Health and Wellbeing Attendance information, exclusion information. Discussions from the Well Being Web. Boxall targets met.		

	<p>What does this evidence show? <i>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></i></p>
<p>Reflections on progress to date: Can you share any learning on what has worked well in implementing this initiative? Staff report they are enjoying the opportunity to lead initiatives.</p> <p>Can you share any learning on what has worked less well or could be improved? Concerns from some staff over Tapestry workload. Difficulty in releasing staff.</p>	

3	Families and communities (schools programme)			
2016/17 Allocation	£	Planned Quarterly Spend	£	
2016/17 Actual Spend	£	Actual Quarterly Spend	£	
Expenditure breakdown				
Staffing:	This quarter		Total this financial year	
	FTE	Costs	FTE	Costs
Teachers		£		£
Education/development officers		£		£
Educational psychologists		£		£
Data analysis officers		£		£
Family/home link worker		£		£
Speech and language therapists		£		£
Early years professionals		£		£
Other staff, namely:		£		£

Non-staffing <i>please specify type:</i>	Costs this quarter	Total costs this fin. year
	£	£
	£	£
	£	£

Activities: *Please comment on progress in implementing your planned activities in the first six months of 2016/17*

Primary the following activities are being evaluated prior to being rolled –out to other schools

- Family engagement hub set up in school.
- Family engagement mind maps and planning underway.
- Consultation exercise undertaken with parents to establish key drivers for year 2.
- Staff have undergone training on science improvement model

Parent Empowerment Programme induction programme started and being attended by 12 parents.

parents are being PVG checked to assist with the breakfast club. One of them is in the process of setting up a borrowing library for the community.

Staff training in this model has taken place at primary.

A has taken place in Campus supported by Vibrant Communities and Creative Minds. This involved various family learning opportunities.

Slippage from plans: *Please comment on slippage from your original plans for implementing activities in the first six months of 2016/17*

Not all Family Support Workers are in place in all schools, although they are expected to be appointed during Term 2.

3	Families and communities: evidence on short and medium-term outcomes	
Short –term outcomes	What short-term outcome(s) does this initiative aim to achieve? <i>(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?)</i>	By when? (estimate)
	Parental empowerment and engagement is expected to develop when Family Support Workers are appointed in all schools. It is anticipated this will develop during the year to support family learning.	November 2016
	A network of Family Support Workers will be established during Term 2 to support shared understanding of best practice.	December 2016
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')		

	<p>Attitudinal surveys of parents. Logs of parental engagement Attendance at school events</p>	
	<p>What does this evidence show on the extent to which the above outcomes have been achieved to date? <i>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></i></p>	
<p>Medium –term outcomes</p>	<p>What medium-term outcome(s) does this initiative aim to achieve? <i>(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?)</i></p>	<p>By when? (estimate)</p>
	<p>All Family Support Workers will be in place and working with targeted groups of children, young people and families. Parents are playing a more active role in their child’s learning. Parents feel more confident in supporting their child’s learning. More parents are participating in family learning. More parents are being directed to and participating in adult literacies.</p>	<p>June 2017</p>
	<p>Are you collecting evidence to measure these outcome(s)? <i>If so, please specify which type of evidence for which aim (if not, just put 'N/A')</i></p>	<p>Attitudinal surveys. Focus group discussions.</p>
	<p>What does this evidence show? <i>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></i></p>	<p>Reflections on progress to date: Can you share any learning on what has worked well in implementing this initiative?</p>

The developments in [REDACTED] have been very successful but rely very much on the prior knowledge the practitioners have of the community, children and families

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

4	Programme costs N/A to the Schools Programme			
2016/17 Allocation	£	Planned Quarterly Spend	£	
2016/17 Actual Spend	£	Actual Quarterly Spend	£	
Expenditure breakdown				
Staffing:	This quarter		Total this financial year	
	FTE	Costs	FTE	Costs
Teachers		£		£
Education/development officers		£		£
Educational psychologists		£		£
Data analysis officers		£		£
Family/home link worker		£		£
Speech and language therapists		£		£
Early years professionals		£		£
Other staff, namely:.....		£		£
Non-staffing please specify type:	Costs this quarter		Total costs this fin. year	
	£		£	
	£		£	
	£		£	
Activities: Please comment on progress in implementing your planned activities in the first six months of 2016/17				
Slippage from plans: Please comment on slippage from your original plans for implementing activities in the first six months of 2016/17				

4	Programme costs: evidence on short and medium-term outcomes	
term outcome	What short-term outcome(s) does this initiative aim to achieve? <i>(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?)</i>	By when? (estimate)

	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')	
	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>	
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)
	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')	
	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'. <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>	

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

5	Overall progress towards long-term outcomes and reflections
Long –term outcomes	<p><i>The long-term outcomes of the Attainment Scotland Fund are to:</i></p> <ul style="list-style-type: none"> <i>a. Improve literacy and numeracy attainment</i> <i>b. Improve health and wellbeing</i> <i>c. Close the attainment gap between pupils from the most and least deprived areas.</i> <p>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)</p>
	<p>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></p>
	<p>Can you share any learning on what has worked well in your overall strategy to achieve impact?</p>

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?

Reporting Period	October - December 2016
Local Authority	East Ayrshire
Key Contact at Authority	[REDACTED]
Attainment Advisor	[REDACTED]

Financial Expenditure Reporting

1	Attainment Challenge Management Team		
2016/17 Allocation	£161,578	Planned Quarterly Spend	
2016/17 Actual Spend		Actual Quarterly Spend	62720.73
2	Literacy and Numeracy		
2016/17 Allocation	£614,996	Planned Quarterly Spend	
2016/17 Actual Spend		Actual Quarterly Spend	8373.04
3	Health and Wellbeing		
2016/17 Allocation	£638,543	Planned Quarterly Spend	
2016/17 Actual Spend		Actual Quarterly Spend	
4	Parental Involvement		
2016/17 Allocation	£189,606	Planned Quarterly Spend	
2016/17 Actual Spend		Actual Quarterly Spend	
5	Leadership		
2016/17 Allocation	£3,600	Planned Quarterly Spend	
2016/17 Actual Spend		Actual Quarterly Spend	
6	Staffing		
Staffing secured this quarter:		Staffing secured in total:	
4		4	

How many GTCS registered teachers is this funding supporting?	2
How many other staff is this funding supporting?	2
Number of schools supported by this funding?	All schools have been involved in some of the activities noted in the Highlights section. 51
How many pupils are benefiting from this funding?	All pupils have benefited from the increased professionalism of staff who have undertaken work in moderation, sharing the standard and achievement of a level. (15,881) Early numeracy training (382) Development of writing skills (146) Nurture approaches (76)
<p>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?</p> <p>As this is the first report as a Challenge Authority this is not applicable at this point.</p>	

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

<p>All schools were represented at learning opportunities regarding moderation, sharing the standard and achievement of a level. All senior managers have been briefed on the revised moderation process. Ten practitioners participated in national moderation events and have shared their learning and understanding of national standards. As a result of this CLPL all establishments are well prepared for cross establishment/sector activities that will take place during the inset days in February 2017.</p> <p>The Numeracy Assessment Toolkit has been updated to link with HIGIOS4. New guidelines have been developed to ensure the information from the assessment tools is used both as a way of teachers tracking individual and group progress and as a tool for senior managers to track the teaching of individual mathematical concepts across the school. This information will be scrutinised at authority level to</p>

help inform quality assurance processes and the provision of CLPL in numeracy. CLPL has taken place for existing Numeracy Hub Champions to enable them to be better informed and upskilled when they work with colleagues within their establishments and in other schools and early childhood centres.

A numeracy training pack has been commissioned. This will be used with teachers who will be working in the Leadership and Learning Hub next session. Professional learning training has taken place for early years and primary 1 practitioners on early numeracy. This has given participants a greater understanding of the hierarchy of learning in numeracy and the challenges of transition.

A cross sectoral initiative on developing children's writing skills at points of transition using the Model for Improvement is underway. Early indication are it is having a positive impact on the focused writing genre and planning is underway to develop a further focus.

Evaluations have taken place of resources that support improving pedagogy in literacy and numeracy with a view to submitting grant change requests to avoid slippage of allocated funding.

Evaluation has taken place of existing Nurture Networks. The authority approach to nurture provision has been refocused using Education Scotland's Primary Nurturing Approaches Handbook on the advice of Gail Novack.

Recruitment packages have been drawn up, evaluated, agreed and posts have been advertised. Short leets have been agreed and interviews will take place in February 2017.

Processes have been agreed with Education Finance to monitor, track and report on SAC funding.

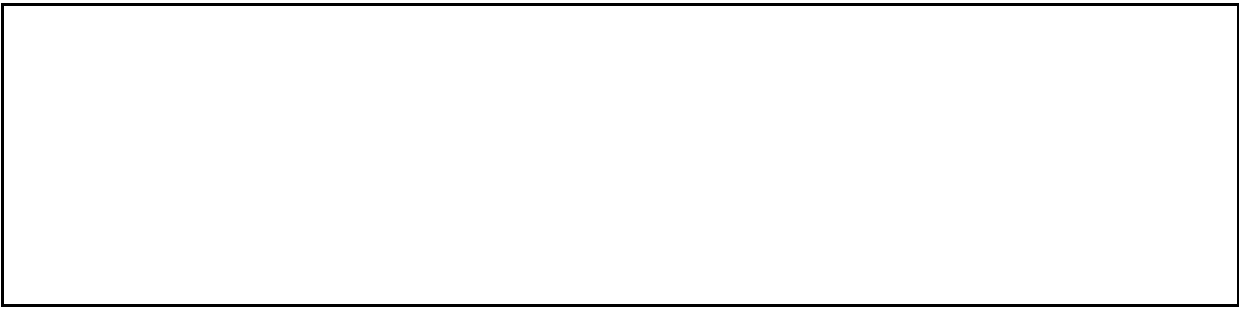
Agreement has been reached with EAC procurement to devise a framework for CLPL providers to enable access to appropriate resources and services.

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

The transition from being an authority participating in the Schools Programme to be a Challenge Authority has been difficult. In particular the timing of the offer at the end of June and the urgency of the need to prepare the proposal. The timescale from when the grant was agreed to the end of the financial year is such a short period of time to get processes set up and resources in place.

The authority is in the process of restructure which will be a vast improvement on previous roles and structures when it is in place. At this point in time there are challenges with changes in roles and responsibilities of the staff in temporary positions.

The processes in place to recruit staff have been lengthy when the timescale to spend the funding is so short.



East Ayrshire

Year 2 Mid Year



East Ayrshire Year 2
Mid_year_Redacted.p

Year 2 Q3 Highlights and Challenges



East Ayrshire Year 2
Quarterly_Redacted.

Year 2 EOY Primary & Secondary



East Ayrshire Year 2 East Ayrshire Year 2
End year secondary_End year primary_Re

Reporting Period	April 2016 – March 2017
Local Authority	Inverclyde
Key Contact at Authority	[REDACTED]
Attainment Advisor	[REDACTED]

Summary of Spend

Intervention	2016/17 Allocation	2016/17 Amount Spent
Literacy	£65,366	£8,000
Numeracy	£65,366	£18,000
Health & Wellbeing	£138,166	£38,580
Supported Study and Community Learning	£51,996	£21,760
Attainment Challenge Teachers (Project Lead)	£45,000	£17,498
Attainment Challenge Teachers	£175,000	£0
Total	£540,894	£103,838

Agreed Improvement Plan

1	Literacy	
2016/17 Allocation	£65,366	
2016/17 Actual Spend	£8,000	
Expenditure breakdown		
Staffing:	Total this financial year	
	FTE	Costs
Teachers		£
Education/development officers		£
Educational psychologists		£
Data analysis officers		£
Family/home link worker		£
Speech and language therapists		£
Early years professionals		£
Other staff, namely: Admin.....		£

Non-staffing <i>please specify type:</i>	Total costs this fin. year
Resources	£8,000
	£
	£
Activities: <i>Please comment on progress in implementing your planned activities in the year 2016/17</i>	
<p>The Attainment Challenge Team Project Lead has been appointed and has been post in since December 2016. While the Literacy Coaching & Modelling Officer has been appointed she has not, as yet, taken up the post. This has meant that over the past few weeks the project has been operating a series of interim measures designed to support the aims of the Secondary Attainment Challenge. Specifically, this has looked to “up skill” the Literacy Coaching & Modelling Officer to ensure that she is best placed to support the programme. It has included:-</p> <ul style="list-style-type: none"> • Developing Coaching and Modelling Officer skills in Collaborative Action Research • Increasing Coaching and Modelling Officer knowledge of the London Attainment Challenge • Phased implementation programme until staffing issues resolved this will commence May 2017 • Increase in Coaching and Modelling Officer motivation to look for other resources to enhance learning in literacy. <p>In addition there has been professional dialogue and targeted support with Secondary Head Teachers resulting in</p> <ul style="list-style-type: none"> • An increase in awareness of the Attainment Challenge aims and development of relationships among all 8 secondary schools (6 secondary schools + 2 special schools). • Increased knowledge of Attainment Challenge team members’ roles and responsibilities. • Increased Attainment Challenge team’s knowledge and understanding of the overall context, needs and priorities in 8 target schools to identify appropriate interventions. • Increase in awareness of ways to use data (including qualitative information) amongst head teachers in all secondary schools. • Data Analysis Officer has been collating and analysing Inverclyde Secondary Data in literacy; particularly Teachers Professional Judgement Levels in the Broad General education and the progress of pupils in the Literacy PIPS Score 	
Slippage from plans: <i>Please comment on slippage from your original plans for implementing activities in the year 2016/17</i>	
<p>There have been a number of concerns raised regarding the recruitment of staff. These have included:</p> <ul style="list-style-type: none"> • Coaching and Modelling Staff have been appointed however at this stage it is difficult for secondary schools to release staff without appropriate and effective arrangements for “back fill”. • Phased implementation programme being developed from March 2017 to May 2017. 	

--

1	Literacy: evidence on short and medium-term outcomes	
Short –term outcomes	<p>What short-term outcome(s) does this initiative aim to achieve? <i>(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?)</i></p>	<p>By when? (estimate) Status <i>(completed / ongoing / no progress)</i></p>
	<ul style="list-style-type: none"> • Coaching and Modelling Officers will provide support to deliver effective strategies to raise attainment in literacy across secondary schools. This work will be supported by our Attainment Challenge team. • Develop a planned menu of professional learning opportunities to build the capacity of staff to deliver high quality engaging learning experiences for our young people. • Link the work of the Literacy Coaching and Modelling Officers at first and second levels from the primary programme; we will develop sustainable approaches to primary-secondary transition to enrich experiences for all of our children and young people, but with a specific focus on those affected by the poverty related attainment gap. 	<p>June 17</p> <p>June 17</p> <p>June 17</p>
	<p>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')</p>	
	<p>Research and discussions leading to the choice of the most effective programmes to support literacy and numeracy.</p> <p>Teacher survey pre and post.</p> <p>Teacher and pupil survey pre and post.</p> <p>Effective tracking systems</p>	
	<p>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></p>	
	<p>N/A</p>	

Medium –term outcomes	<p>What medium-term outcome(s) does this initiative aim to achieve? <i>(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?)</i></p>	<p>By when? (estimate) Status <i>(completed / ongoing / no progress)</i></p>
	<ul style="list-style-type: none"> • Establish effective tracking systems. • Increase in teacher knowledge and skills to engage children in learning in literacy. • Increase in teacher motivation to look for other resources to enhance learning in literacy. • Increase in teacher knowledge and use of effective reading interventions. • Packages of support in transitions (P->S, S3->S4, S4->S5, S6->post school) 	<p>Dec 17 Apr 18 Jan 18 Jan 18 Apr 18</p>
	<p>Are you collecting evidence to measure these outcome(s)? <i>If so, please specify which type of evidence for which aim (if not, just put 'N/A')</i></p>	
	<p>Coaching and Modelling</p> <p>Interest/engagement in coaching and modelling sessions, number of coaching and modelling sessions delivered.</p> <p>Retrospective feedback from teachers and Head Teachers. Regular feedback and observations from Coaching and Modelling Officers.</p> <p>Attendance rates compared from before and after training.</p> <p>Progress in PIPs scores</p> <p>Performance in Scottish SQA</p> <p>Pupil feedback</p> <p>Professional Judgement</p>	
<p>What did this evidence show? <i>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></i></p>		
<p>n/a</p>		
<p>Reflections on progress to date: Can you share any learning on what has worked well in implementing this initiative?</p>		

n/a

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

n/a

2	Numeracy	
2016/17 Allocation	£65,366	
2016/17 Actual Spend	£18,000	
Expenditure breakdown		
Staffing:	Total this financial year	
	FTE	Costs
Teachers		£
Education/development officers		£
Educational psychologists		£
Data analysis officers		£
Family/home link worker		£
Speech and language therapists		£
Early years professionals		£
Other staff, namely: Admin.....		£
Non-staffing <i>please specify type:</i>	Total costs this fin. year	
Resources	£18,000	
	£	
	£	
<p>Activities: <i>Please comment on progress in implementing your planned activities in the year 2016/17</i></p> <p>The Attainment Challenge Team Project Lead has been appointed and has been post in since December 2016. While the Literacy Coaching & Modelling Officer has been appointed he has not, as yet, taken up the post. This has meant that over the past few weeks the project has been operating a series of interim measures designed to support the aims of the Secondary Attainment Challenge. Specifically, this has looked to “up skill” the Numeracy Coaching & Modelling Officer to ensure that she is best placed to support the programme. It has included:-</p> <ul style="list-style-type: none"> • Developing Coaching and Modelling Officer skills in Collaborative Action Research • Increasing Coaching and Modelling Officer knowledge of the London Attainment Challenge • Phased implementation programme until staffing issues resolved commencing May 2017 • Increase in Coaching and Modelling Officer motivation to look for other resources to enhance learning in numeracy. • Increase in Coaching and Modelling Officer knowledge and use of effective numeracy interventions <p>In addition there has been professional dialogue and targeted support with Secondary Head Teachers and Principal Teachers of Mathematics</p> <ul style="list-style-type: none"> • Increased Attainment Challenge team’s knowledge and understanding of the overall context, needs and priorities in 8 target schools to identify appropriate interventions. • Increase in awareness of ways to use data (including qualitative information) 		

<p>amongst Principal Teachers in all secondary schools</p> <ul style="list-style-type: none"> • Increase of awareness of Principal Teachers knowledge of the Attainment Challenge aims • Increase of awareness of Principal Teachers knowledge of the Collaborative Action Research • Increase of awareness of Principal Teachers knowledge of the need to improve the quality of Teaching and Learning • Data Analysis Officer has been collating and analysis Inverclyde Secondary Data in numeracy particularly Teachers Professional Judgement Levels in the Broad General education and performance in Numeracy PIPS assessments
<p>Slippage from plans: <i>Please comment on slippage from your original plans for implementing activities in the year 2016/17</i></p>
<p>There have been a number of concerns raised regarding the recruitment of staff. These have included:</p> <ul style="list-style-type: none"> • Coaching and Modelling Staff have been appointed however at this stage it is difficult for secondary schools to release staff without appropriate and effective arrangements for “back fill” • Phased implementation programme being developed from March 2017 to May 2017

2	Numeracy: evidence on short and medium-term outcomes	
Short –term outcomes	<p>What short-term outcome(s) does this initiative aim to achieve? <i>(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?)</i></p>	<p>By when? (estimate) Status <i>(completed / ongoing / no progress)</i></p>
	<ul style="list-style-type: none"> • Coaching and Modelling Officers will provide support to deliver effective strategies to raise attainment in numeracy across secondary schools. This work will be supported by our Attainment Challenge team. • We will develop a planned menu of professional learning opportunities to build the capacity of staff to deliver high quality engaging learning experiences for our young people. • Linking the work of the Numeracy Coaching and Modelling Officers at first and second levels from the primary programme, we will develop sustainable approaches to primary-secondary transition to enrich experiences for all of our children and young people, but with a specific focus on those affected by the poverty related attainment gap. 	<p>June 17</p> <p>June 17</p> <p>June 17</p>
	<p>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')</p>	
	<p>Research and discussions leading to the choice of the most effective programmes to support numeracy.</p> <p>Teacher survey pre and post.</p>	

	<p>Teacher and pupil survey pre and post.</p> <p>Effective tracking systems</p>	
	<p>What does this evidence show on the extent to which the above outcomes have been achieved to date? <i>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></i></p> <p>n/a</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Medium –term outcomes</p>	<p>What medium-term outcome(s) does this initiative aim to achieve? <i>(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?)</i></p>	<p>By when? (estimate) Status <i>(completed / ongoing / no progress)</i></p>
	<ul style="list-style-type: none"> • Establishing effective tracking systems. • Increase in teacher knowledge and skills to engage children in learning in numeracy. • Increase in teacher motivation to look for other resources to enhance learning in numeracy. • Increase in teacher knowledge and use of effective numeracy interventions. • Packages of support in transitions (P->S, S3->S4, S4->S5, S6->post school) 	<p>Dec 17 Apr 18 Jan 18 Jan 18 Apr 18</p>
	<p>Are you collecting evidence to measure these outcome(s)? <i>If so, please specify which type of evidence for which aim (if not, just put 'N/A')</i></p> <p>Coaching and Modelling</p> <p>Interest/engagement in coaching and modelling sessions, number of coaching and modelling sessions delivered.</p> <p>Retrospective feedback from teachers and Head Teachers. Regular feedback and observations from Coaching and Modelling Officers.</p> <p>Attendance rates compared from before and after training.</p> <p>Progress in PIPs scores</p> <p>Performance in Scottish SQA</p> <p>Pupil feedback.</p> <p>Professional Judgement</p>	

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.*

n/a

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

n/a

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

n/a

3	Health and Wellbeing
----------	-----------------------------

2016/17 Allocation	£138,166
--------------------	----------

2016/17 Actual Spend	£38,580
----------------------	---------

Expenditure breakdown

Staffing:	Total this financial year	
	FTE	Costs
Teachers		£
Education/development officers		£
Educational psychologists		£
Data analysis officers		£
Family/home link worker		£26,880
Speech and language therapists		£
Early years professionals		£
Other staff, namely: Admin.....		£
Non-staffing <i>please specify type:</i>	Total costs this fin. year	
Resources	£11,700	
	£	
	£	

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

Secondary schools have been developing a multi-agency and a greater integrated approach to improving the Health and Wellbeing of pupils. This has included developing increased links with Educational Psychology through:

- Raising Staff awareness of Nurture approaches
- Delivering Whole Staff training
- Specific Departmental training
- Improving partnership working with Kibble Residential schools

- Increasing Additional Support Staff knowledge of nurture and Trauma Informed Care Therapies
- Developing Time to talk project. This project seeks to address the gap between school based work currently undertaken and mental health strands of work within CAMHS.

Building on the work already started with the Primary Attainment Challenge the project continues to develop greater links with Barnardo's Children Services:

- Family workers have been appointed and are in the process of being allocated to secondary schools
- School Level working agreements are being processed to ensure local circumstances and needs are being met appropriately.
- Authority wide training has been organised for the 30th May 2017

In addition the Project Leader has had a series of meetings with the Coaching and Modelling Officers to agree plans for development and delivery of training for school staff. This has included evaluation of classroom based practice using the Collaborative Action Research (CAR) model.

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

Plans have been agreed to develop an ethical model for the implementation of 'Time to Talk' within Inverclyde Council Educational Psychology Service. These plans include: staff development for Educational Psychologists, model of supervision of practice and evaluation of outcomes for young people. A draft proposal has been developed and will be used as a basis for the implementation of the service.

3	Health and Wellbeing: evidence on short and medium-term outcomes	
Short –term outcomes	<p>What short-term outcome(s) does this initiative aim to achieve? <i>(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?)</i></p>	<p>By when? (estimate) Status <i>(completed / ongoing / no progress)</i></p>
	<ul style="list-style-type: none"> • Increase in Attainment Challenge team and partners' knowledge to identify target cohorts of families, who would benefit from further support. • Increase in number of opportunities for young people and their families to be involved in school communities. • Increase in package of support for targeted young people and families. • Increase in vulnerable families from Primary Attainment 	<p>Jun 17</p> <p>Sep 17</p> <p>Sep 17</p> <p>Jun 17</p>

	<p>Challenge linked for continuous support in Secondary Project, ensuring positive transitions (with Barnardo's)</p> <ul style="list-style-type: none"> • Increase in staff awareness of connection between development and relationships, and 'behaviour as communication'. • Increased staff awareness of their impact on escalating and de-escalating situations involving anxious and distressed young people. • Increase in the use of SIMD and standardised assessments to identify groups of young people for targeted support. 	<p>Jun 17</p> <p>Oct 17</p> <p>Jun 17</p>
	<p>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')</p>	
	<p>Under development</p>	
	<p>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></p>	
	<p>N/A</p>	
Medium –term outcomes	<p>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?)</p>	<p>By when? (estimate) Status (completed / ongoing / no progress)</p>
	<ul style="list-style-type: none"> • Increased staff understanding and ability to respond appropriately to pupil behaviour in school, leading to positive outcomes for children and young people. • Increased school based supports to increase early intervention and de-escalation strategies, leading to improvements for children and young people • Increased understanding of young people's emotional health & well-being • Improved "system" response to disadvantaged young people and their families • Increased parental and pupil engagement in learning • Increase in parental awareness of the importance of engaging with and supporting young person's learning / home learning. 	<p>Apr 18</p> <p>Apr 18</p> <p>Jun 18</p> <p>Jun 18</p> <p>Oct 18</p> <p>Oct 18</p>

	<ul style="list-style-type: none"> • Increase in parental awareness of opportunities to engage with their communities and support available to them. • Increase in parental engagement with young people’s learning. • Increase in continuous partnership support for children and families across Primary and Secondary programmes to ensure positive transitions (Primary Schools and Secondary Schools working together and with partner organisations) 	<p>Oct 18</p> <p>Oct 18 Jun 18</p>
<p>Are you collecting evidence to measure these outcome(s)? <i>If so, please specify which type of evidence for which aim (if not, just put ‘N/A’)</i></p>		
<ul style="list-style-type: none"> • Baseline and follow up feedback from parents and pupils. • Parental feedback from partner organisations. • Feedback from young people, parents and school staff. Pre and post questionnaires. • Feedback from Barnardo’s staff members and families. • Data capture via Barnardo’s Outcomes framework and database: • Well-being assessments and progress made for each young person • Involvement in extra curricular & community activities • Increased parental engagement • Young People involved in Dynamic Youth Awards • Improvement Educational achievements • Indicators of positive change • Improved attendance • Reduced exclusions. • Parental attendance at schools events. • Parental confidence and aspiration measures. • Focus groups/ questionnaires for young people and families. 		
<p>What did this evidence show? <i>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></i></p>		
<p>N/A</p>		
<p>Reflections on progress to date: Can you share any learning on what has worked well in implementing this initiative? N/A</p> <p>Can you share any learning on what has worked less well or could be improved? N/A</p>		

4	Supported Study / Community Learning	
2016/17 Allocation	£51,996	
2016/17 Actual Spend	£21,760	
Expenditure breakdown		
Staffing:	Total this financial year	
	FTE	Costs
Teachers		£8,000
Education/development officers		£
Educational psychologists		£
Data analysis officers		£
Family/home link worker		£
Speech and language therapists		£
CLD	2.0	£7,595
Other staff, namely: Sessional CLD		£665
Non-staffing <i>please specify type:</i>	Total costs this fin. year	
Resources	£5,500	
	£	
	£	
<p>Activities: <i>Please comment on progress in implementing your planned activities in the year 2016/17</i></p> <p>We have developed customised learning programmes for young people in school to support them at key transition points, e.g. P7 to S1 and linked in school activities to support additional learning in the community, wider achievement and capacity building.</p> <p>We have delivered a range of parental engagement programmes and learning activities to promote resilience, improve health and wellbeing and parenting skills. This has included peer support models to build capacity and ensure sustainability.</p> <p>Youth and family/parent literacies programmes are embedding literacies within formal and informal learning contexts, including transition programmes, targeted programmes for young people at risk of underachieving and supported study activities in school and community settings.</p> <p>Secondary schools have developed bespoke programmes of study ranging from Breakfast study classes to Residential Mastery groups</p>		

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

There have been a number of delays due the problems experienced with staff recruitment. CLD staff did not take up post until January 2017.

4	Supported Study / Learning: evidence on short and medium-term outcomes	
Short –term outcomes	<p>What short-term outcome(s) does this initiative aim to achieve? <i>(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?)</i></p>	<p>By when? (estimate) Status <i>(completed / ongoing / no progress)</i></p>
	<ul style="list-style-type: none"> We will develop customised learning programmes for young people in school to support them at key transition points, e.g. P7 to S1 and link in school activities to support additional learning in the community, wider achievement and capacity building. 	<p>Jun 17</p>
	<ul style="list-style-type: none"> Deliver a range of parental engagement programmes and learning activities to promote resilience, improve health and wellbeing and parenting skills. This would include peer support models to build capacity and ensure sustainability. 	<p>Jun 17</p>
	<ul style="list-style-type: none"> Develop innovative and sustainable approaches to primary-secondary transition, as above, including summer and family workshops 	<p>Jun 17</p>
	<ul style="list-style-type: none"> Youth and family/parent literacies programmes will embed literacies within formal and informal learning contexts, including transition Increase number of young people gaining Dynamic Youth awards 	<p>Sep 17 June 17</p>
<p>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')</p>		
<p>Closely monitoring and tracking the attainment and progress of the young people. Key evidence will include:-</p> <ul style="list-style-type: none"> Participation levels from young people and families. Increased parental engagement Skills development – using ILPs and learning logs 		

	<ul style="list-style-type: none"> Improved health and wellbeing. Well-being assessments and progress made for each young person and parent Achievement – awards programmes and accreditation Improved progression on to further learning/training Improved relationships with peers, family and in the broader school and community 	
	<p>What does this evidence show on the extent to which the above outcomes have been achieved to date? <i>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></i></p> <p>n/a</p>	
Medium –term outcomes	<p>What medium-term outcome(s) does this initiative aim to achieve? <i>(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?)</i></p>	<p>By when? (estimate) Status <i>(completed / ongoing / no progress)</i></p>
	<p>Under development</p>	
	<p>Are you collecting evidence to measure these outcome(s)? <i>If so, please specify which type of evidence for which aim (if not, just put 'N/A')</i></p>	
	<p>What did this evidence show? <i>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></i></p> <p>n/a</p>	
<p>Reflections on progress to date: Can you share any learning on what has worked well in implementing this initiative?</p> <p>n/a</p>		

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

5	Attainment Challenge Teachers	
2016/17 Allocation	£45,000	
2016/17 Actual Spend	£17,498	
Expenditure breakdown		
Staffing:	Total this financial year	
	FTE	Costs
Teachers	0.6	£17,498
Education/development officers		£
Educational psychologists		£
Data analysis officers		£
Family/home link worker		£
Speech and language therapists		£
Early years professionals		£
Other staff, namely: Admin.....		£
Non-staffing <i>please specify type:</i>	Total costs this fin. year	
		£
		£
		£
Activities: <i>Please comment on progress in implementing your planned activities in the year 2016/17</i>		
<p>Project Leader has been in post since 28/11/2016 over the past few weeks the focus has been on</p> <ul style="list-style-type: none"> • Raising Awareness of the Secondary Attainment Challenge. This has included G.Logan of Education Scotland addressing Head teachers and Staff at the recent Inverclyde HT's seminar. G.Logan highlighted recent national developments and provided further clarity around the aims of the Secondary Attainment challenge. • Head teachers Discussions. The Project Leader has met with all 7 Secondary Head teachers to discuss the Secondary Attainment Challenge vision for Inverclyde and the needs of each individual secondary school. • Continuing to support and implement the aims of the project through increasing the 		

awareness and Head Teachers and staff within Inverclyde.

- Developing Partnerships with a number of agencies including Barnardo's Children Services, Scottish Government Data Officers and schools involved in the London Attainment

Furthermore the Data Analysis Officer has been collating and analysis Inverclyde Data in the following areas

- Curriculum for Excellence Teachers Professional Judgement Levels
- National Testing Literacy and Numeracy PIPS Score

This information has been discussed with all HT's with a view to providing additional support to all students within SIMD 1 and 2 data zones.

Overall it is pleasing to report that all secondary establishments welcome their involvement in the project and the emphasis that the project places on nurturing approaches and the need to create further engagement with parents.

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

The slippage from the original plans has arisen from the problems of backfill

5	Attainment Challenge Teachers: evidence on short and medium-term outcomes	
Short-term outcomes	<p>What short-term outcome(s) does this initiative aim to achieve? <i>(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?)</i></p>	<p>By when? (estimate) Status <i>(completed / ongoing / no progress)</i></p>
	<ul style="list-style-type: none"> • Attainment Challenge Team established. • Development of relationships and an increase in awareness of Attainment Challenge aims among all 8 secondary schools (6 secondary schools + 2 special schools). • Increased knowledge among Attainment Challenge team of team members roles and responsibilities. • Increased Attainment Challenge team's knowledge and understanding of the overall context, needs and priorities in 8 target schools to identify appropriate interventions. 	<p>Mar 17</p>

	<ul style="list-style-type: none"> • Increase in awareness of ways to use data (including qualitative information) amongst head teachers in all secondary schools. • Increase in opportunities for Professional Learning Development. • Increased schools' staff knowledge about identification of SIMD bands, tracking progress and value added. • Increase in secondary schools' recognition of Primary Attainment Challenge Project. 	
	<p>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')</p>	
	<ul style="list-style-type: none"> • Retrospective feedback from 8 school headteachers and SMTs. • Oral retrospective feedback from Attainment Challenge members • Creation of overall Attainment Challenge plan regarding each school's context. • Baseline and follow up questionnaire about confidence and knowledge of using different kinds of data. • Number of available PLD opportunities in authority. • Retrospective feedback from schools' staff. 	
	<p>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></p>	
	n/a	
Medium –term outcomes	<p>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?)</p>	<p>By when? (estimate) Status (completed / ongoing / no progress)</p>
	<ul style="list-style-type: none"> • Increase in readiness amongst head teachers in the 8 target schools to collaborate across establishment and with partners (Barnardo's, CLD and libraries). • Increased supportive relationships between 8 target schools and with partners. 	<p>Jun 17</p> <p>Jun 17</p>

	<ul style="list-style-type: none"> • Development of Attainment Challenge Action plan in every of the 8 secondary schools (6 secondary schools + 2 special schools). • Effective use of tracking systems by school staff. 	<p>Jun 17</p> <p>Oct 17</p>
	<p>Are you collecting evidence to measure these outcome(s)? <i>If so, please specify which type of evidence for which aim (if not, just put 'N/A')</i></p>	
	<ul style="list-style-type: none"> • Oral feedback from head teachers to the Attainment Challenge project team. • Number of collaborative actions and sharing good practice events. • Attainment Challenge action plans from each of 8 schools. • Feedback from head teachers. 	
	<p>What did this evidence show? <i>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></i></p>	
<p>N/A</p>		
<p>Reflections on progress to date: Can you share any learning on what has worked well in implementing this initiative? n/a</p> <p>Can you share any learning on what has worked less well or could be improved?n/a</p>		

OVERALL PROGRESS AND REFLECTIONS

6	Overall progress towards long-term outcomes and reflections
Long –term outcomes	<p><i>The long-term outcomes of the Attainment Scotland Fund are to:</i></p> <p><i>a. Improve literacy and numeracy attainment</i></p> <p><i>b. Improve health and wellbeing</i></p> <p><i>c. Close the attainment gap between pupils from the most and least deprived areas.</i></p> <p>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)</p>
	<ul style="list-style-type: none"> • Regular numeracy and literacy assessments prepared by Attainment Challenge team to evidence individual progress of targeted pupils. • PIPs scores and CfE data compared with the results from the previous years (including SIMD band information). • Where appropriate, Boxall will be used in conjunction with other information, including teacher professional judgement, attendance and exclusion rates.
	<p>What did this evidence show so far? <i>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.</u></i></p>
<p>Can you share any learning on what has worked well in your overall strategy to achieve impact?</p> <p>Can you share any learning on what has worked less well or could be improved?</p>	
<p>Is there anything else you'd like to share or give feedback on?</p> <p>We fully recognise the local challenges faced in the delivery of the Scottish Attainment Challenge, as detailed in the strategic plan of August 2016. With this at the forefront of our thinking, the primary and secondary project leads will work collaboratively with other local authority colleagues and the Attainment Advisor to ensure clear articulation between both programmes and Pupil Equity Funding. New short and medium term outcomes and impact measures will be developed to support a revised approach to the delivery of the Scottish Attainment Challenge secondary programme.</p>	

Reporting Period	April 2015 – March 2016 Annual Report
Local Authority	Inverclyde Council
Key Contact at Authority	[REDACTED]
Attainment Advisor	[REDACTED]

Agreed Improvement Plan

1	Project support – a project leader, admin officer and SEEMIS (data) officer		
2015/16 Allocation	£111,820 (moved £4,000 for AO higher salary due to redeployment) £115,820	Planned Quarterly Spend	£43,430
2015/16 Actual Spend	£103,770	Actual Quarterly Spend	£52,920
Staff Resources: Teachers Others (please state type of resource):	Agreed in Plan: 4FTE:- 2 teachers 1 Data Officer 1 Admin Officer	Secured this quarter:	1FTE
		Secured in total:	4FTE

Year 1 Progress to date: Please comment on areas of progress and slippage from plans.

We currently have our project leader (appointed September 2015), admin officer (appointed October 2015), SEEMIS development officer (appointed October 2015) and data officer (appointed late January 2016) in post. It has taken longer than expected to fill all of these posts, especially the Data Officer. The decision to look for a seconded DHT to take on the role of the Data Officer allowed us to move forward and ensured that our Data Officer had a working knowledge of CfE, SEEMIS, BGE etc. The temporary nature of this post would always cause difficulties when permanent posts arose. A secondment has helped with this situation too. Costs have also altered due to our Admin Officer being redeployed from another council service and being on a higher salary grade than was initially planned.

The Project leader has continued to work closely with target schools and authority colleagues, sharing the aims and progress of SAC through professional dialogue and at various meetings: ADES Conference, Inverclyde Nurture Steering Group, Parent Council Chairs, Primary HTs and local community groups. Our SAC Project Leader liaises with the Head of Education through planned, weekly meetings. This ensures good communication and allows our Head of Education to plan authority development work, building on what works in our focus schools.

Regular meetings of the Attainment Challenge Implementation Group allow key personnel to discuss progress within the Attainment Challenge, through monitoring of Action Plans. These meetings also provide opportunities to share practice and help to ensure good communication amongst all services involved. At our Implementation Group meetings, the group members provide feedback on what has changed in their establishment/service/organisation as a result of SAC and how this is impacting on children and families.

Our Attainment Advisor continues to work closely with our Inverclyde Attainment Challenge team, providing support and guidance. For example, our AA has provided ongoing support for The Scottish Attainment Challenge Online, the National Improvement Framework, POLAAR, research papers, case studies and other Education Scotland supports. Teachers in Inverclyde have been encouraged to join the online community to collaborate and share good practice with other practitioners involved in the Attainment Challenge. Our Advisor has also supported our proposals for the Scottish Learning Festival, providing helpful guidance on formulating our seminar proposals and has provided support and guidance for Innovation Fund bids.

Since starting in post, our Data Officer has attended all Implementation Group meetings, a data meeting in Edinburgh and has visited all focus schools and collated all current data held by schools, creating user-friendly spreadsheets to support the interrogation of this data. This has been welcomed by SMTs in the focus schools. A recent data meeting involved the sharing of all focus schools attainment data. This led to productive, professional dialogue about practice in each school.

As well as providing support and guidance on the use of SEEMIS to monitor pupils' attendance, Curriculum for Excellence tracking and monitoring and use of the risk matrix and wellbeing assessments, our SEEMIS Development Officer has supported all schools across the authority with the implementation of the trial of New Group Reading Tests. This support has been welcomed by schools and HTs are already looking closely at these results, especially in regard to comparisons with professional judgement.

Our Administration Officer has ensured that administrative tasks are not taking up time which could be spent working directly with teachers, pupils or parents. Training, resources, materials have all been ordered and organised by our Admin Officer. She also works closely with authority colleagues to ensure that financial guidelines are followed completely. The Attainment Challenge Base was set up and organised by our Admin Officer.

Year 1 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?

All schools across the authority are all aware of the Scottish Attainment Challenge and our own Inverclyde context. Staff in focus schools are now more familiar with the aims of the Scottish Attainment Challenge and our local plan for Inverclyde. We have all become more aware of the need to make use of data to measure children's progress and to identify our most disadvantaged pupils. SIMD data and Pips results have been updated, collated, analysed and discussed within schools. Across the authority, there is a real focus on measuring progress for all children, with the work of the Attainment Challenge featuring at HT meetings, DHT meetings, cluster meetings etc. In the focus schools, raising attainment in literacy and numeracy has been prioritised. Collegiate time has been used to support this and School Improvement Plans demonstrate this.

SMTs and P1 and P2 class teachers in all schools are now using SIMD data, Pips results and professional judgement to identify groups of children who will receive and benefit from additional, targeted interventions and support in literacy and numeracy.

One of our QIOs has visited target schools to support SMTs in analysing Pips data, leading to targeted 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 and the confidence it has given them to support the acquisition of early reading skills at home. In some schools, Pupil Voice groups have discussed what children think helps them to learn and make progress. Feedback from parents and children has been taken on board by staff.

We are now working towards a common tracking system across our focus schools, allowing us to track the progress of pupils and, at an early stage, identify any children not making expected progress. Our Data Officer is collating all relevant data (attendance, current tracking information, Pips scores, SIMD bandings etc.) to help staff to analyse what is going well and areas for improvement. We are also developing agreed staging points within a level in numeracy, to support professional judgement and assessment of progress and achievement of a level.

Year 1 Measurement of progress

Please provide details of how you have measured progress or impact of this element of your plan. What did this show? Please provide any data or other evidence you have on the progress or impact of this element of your plan.

- Increased understanding of data
- Increased awareness of available data and its importance
- Increased use of a range of data to identify children who will benefit from targeted interventions to raise attainment and help close the poverty-related gap

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
2015/16 Actual Spend	£132,608	Actual Quarterly Spend	£69,008
Staff Resources: Teachers Others (please state type of resource):	Agreed in Plan: 6FTE:- 6 Family Support Workers	Secured this quarter:	0
		Secured in total:	6FTE

Year 1 Progress to date: Please comment on areas of progress and slippage from plans.

We have six family Support Workers in posts, linked to our focus schools. The funding for Economic Development was used to support CLD projects, although all the planned expenditure was not used.

Our Project leader has liaised with Scottish Government colleagues to discuss accelerating the plan for 3 Community Learning and Development workers in Year 2 of the Attainment Challenge. Having been given an agreement that this could happen, these 3 posts have been advertised and interviews are planned for early April 2016.

The FAST (Families and Schools Together) programme has taken place in some schools, with very positive feedback from parents and staff involved. FASTWorks has also continued in one of our focus schools.

Resources have been ordered to support Family Learning activities in several schools within the authority. 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 service 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. For example, all workers attended a learning workshop with Nurture Teacher, exploring resources and strategies which can be used with children in P1 and P2.

Community Learning and Development staff ran three Saturday morning Family Fun Days in Larkfield in March. A range of activities was provided, as well as a light lunch. Attendance was far higher than anticipated, with many families from our focus schools attending.

Family engagement and intensive one to one support has increased. Referrals and uptake have increased significantly in the last quarter, there are 114 parents and children receiving support, an increase of 44% from last quarter.

The family learning groups are now established in five of the six schools with a start date in place for the one remaining school. This has increased parental engagement in children's learning i.e. numbers attending has increased by 56 % in the last 3 month period.

The family support workers in partnership with the school have developed these

family learning events to incorporate the Five to Thrive approach. This approach identifies three key processes and five every day activities that help children's development and promotes positive parent/child interaction.

Family Learning Groups incorporate the ethos of Nurture to include the child's key attachment figure. The parent/child relationships are fostered and developed with support from practitioners who have a knowledge and understanding of attachment theory and the development of attachment behaviour.

Each week, after school, family learning sessions provides opportunities for Co-regulation, Co-learning whilst being mindful of the individual families and their challenges. Activities are structures to meet identified outcomes that improve health and well-being and support the wider goal of Raising Attainment.

The Family learning Groups provide an opportunity for the parents and children to come together and develop relationships with family support workers and education staff creating a supportive school community for families.

These groups aim to address identified outcomes such as:

- Increased parental engagement
- Child more engaged in learning
- Improved health & well being
- Improved Social Capital

Family support workers have contributed to P1 enrolment and have developed information leaflets specifically for parents to introduce the availability of family support at an early stage of the transition process. This has resulted in referrals being received for children in transition, increasing our reach and establishing relationships at the earliest opportunity.

Joint training events have taken place with family support workers and education staff that will embed the Five to Thrive approach as part of the Nurturing Strategy within Inverclyde. There are plans to deliver pilot workshops with teaching and support staff within schools to further embed the approach. The Nurture Teacher and family support worker will then extend this to parent workshops.

A partnership and pathway has been established with Inverclyde Community Learning and Development which will maximise the opportunities and menu of services available for families. Our ambition is to enable families to move on from intensive family support, family learning onto further and more structured learning opportunities provided by CLD.

Year 1 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?

In the last quarter there has been a further increase in joint working between teachers and the family support workers. This has resulted in more families being referred and an increase and roll out of the family learning groups. The deepening of these relationships has impacted positively on children and there is evidence of

the nurturing approach across all of the schools.

Family Support workers are supporting various activities in schools and have had increased visibility in this period.

Five to Thrive as outlined has enabled a common language and approach, building the links between home and school.

The success of the family learning groups are building the confidence of parents, increasing parental engagement and forging positive home school links. Parents are reporting how this is helping them understand their child's learning and with establishing positive learning activities at home.

Children from the Attainment Challenge Schools have also accessed wider opportunities via Barnardo's such as the drama group and kinship care group programme which add further resource to the support on offer.

The following case studies are clear examples of using a GIRFEC model of assessment and intervention to encourage partnership support planning that focuses on positive outcomes for the child.

Case Study 1

Mum contacted the school seeking support to manage her child's challenging behaviour at home. Family assessment identified that there were health, housing and relationship issues. The parent's ongoing health condition was being exacerbated by environmental conditions resulting in numerous admissions to hospital. This resulted in the child being cared for by family members and this was having an impact on his emotional wellbeing. It was also apparent that there was disharmony between the child's parents who were estranged from each other.

The family support worker has liaised with housing and worked in partnership with Legal Service Agencies and Health in order to highlight the need for alternative accommodation.

Work is ongoing with the parents to explore the impact that parental conflict is having on the child's emotional wellbeing and presenting behaviour. Progress is being made in that both parents have agreed to meet together to discuss how they can communicate and interact in a way that prevents the child from experiencing anxiety around parental conflict.

One to one work with the child is ongoing to explore thoughts, feelings and perceptions that will assist the family support worker to guide the parents interactions with the child.

This is an example of how a holistic assessment identifies factors within the child's wider environment that have a negative impact on the child's wellbeing and potential barriers to learning.

Case Study 2

Child from P2 and parent, referred by the Depute Head teacher in relation to child

having difficulties regulating their behaviour in the playground and classroom. This was having an impact on building sustainable relationships with teachers and peers and ultimately the child's well-being in school.

The family support worker spent several weeks building a trusting, working relationship with mum where they explored some of the child's earlier experiences and mum's understanding around some of the issues occurring in school, which were not present at home. The family support worker then began to meet with the child twice a week within the school due to concerns around the child's escalating behaviour.

During the sessions the family support worker focused on building a trusting, empathic relationship with the child, through the medium of games and play. Gradually through the use of 'bear cards' and stories the worker and child began to discuss feelings which may emerge in the playground which may be challenging for the child to manage. With sensitive curiosity, the project worker encouraged the child to explore this further, again through play and story-telling. In the fifth session the worker and child created a prompt that the child could use in the playground to remind her to find a safe adult and seek some support with her emotions.

The family support worker and school staff agreed and established a common language with the child when supporting her to co-regulate her behaviour and prevent any negative messages being absorbed and impacting on the child's sense of self.

The school, family support worker, mum and child are now working together to continue to support the child's social and emotional development.

The above case study is an example of good communication and partnership working where all adults involved in the child's support system share their knowledge and skills to achieve the best outcomes for the child.

The diverse interventions in the two case studies presented clearly identify the relevance of assessing the child's world in order to provide a plan of support that will have the most effective positive impact for the child.

It demonstrates that the family support provision within the initiative compliments all of the other areas targeted in order to close the attainment gap.

In other aspects of our work with families, there is evidence of improved attendance for some families who have had early interventions. One school has evidence of individual attendance having improved by 6% - 30% for some pupils, as a result of targeted interventions, in particular, arranging regular meetings with parents before their child's attendance started to deteriorate.

The Saturday morning Family Activity sessions held in March aimed to engage families from two of our focus schools and related early years establishments, build family relationships through the provision of free family activities, assess the need for support for families within SAC schools, raise awareness of the SAC and raise awareness of opportunities for parents to become more involved in their child's education. Attendance at the sessions ranged from 22 – 35 families, involving 74-117 children and adults. Feedback from parents has been very helpful in shaping

our plans for next session. Comments from some of the parents who attended the sessions included:

“We have done things in the home after doing them here.”

“I enjoyed the time interacting as a family and getting out doing things. They loved the den making, cooking and arts and crafts. These are things we will be doing a lot more of together as a family.”

“Got really good ideas for relaxation tips to do at home.”

“There are no activities in the area that are free for families. Will be back next week to spend more time learning with my daughter.”

Year 1 Measurement of progress

Please provide details of how you have measured progress or impact of this element of your plan. What did this show? Please provide any data or other evidence you have on the progress or impact of this element of your plan.

Barnardo's use a Management Information System that collects statistical information and tracks service outcomes.

Data reports show progress of service delivery in the last quarter as follow:

- Referrals have increased by 41%
- Numbers receiving support has increased by 44%
- Parental engagement and family learning has increased by 56%

Families are now self-referring, 11 of the referrals received have come directly from the family indicating that families are recognising the benefits and feel confident to make this approach.

Staff are working on a range of outcomes with families that encompass the wellbeing indicators of the Scottish Government GIRFEC initiative. The family support service uses a holistic assessment examining wellbeing indicators that informs the family support plan.

Barnardo's outcomes tracking framework is designed to record impact over time. Targeted outcomes for children and parents have now been entered into the system and will be monitored and updated over the next quarter. The following is an indication of the numbers of children and families identified against each of the outcomes:

- | | |
|----------------------------------------------|----|
| • Improved Mental Health & Wellbeing | 71 |
| • Stable & Secure Accommodation | 9 |
| • Positive/Improved Family Relationships | 89 |
| • Positive Student Attitude towards Learning | 44 |
| • Increase in Local Social Capital | 13 |
| • Adequate Family Income/Resources | 4 |

Phase One:

The service uses a relationship strength based model, initial contacts and support focuses on relationships that enable children and families to establish a safe base where they are able to discuss difficulties that they are experiencing. This allows the family support worker to formulate an assessment and an agreed support plan that

encourages families to work in partnership in order to make positive changes.

Phase Two:

Work is carried out on identified interventions within the support plans, outcomes are then tracked and acknowledged with family and school. Progress and strengths are used to accelerate forward steps.

Phase Three:

Progress will be evidenced in the next quarter.

Feedback received includes:

Parents:

“I’ve noticed a difference since coming here, I’ve stopped shouting and he has got much better.”

“There has been a big improvement on Jon’s behaviour in the house.”

“Things are the best they have ever been and for the first time since being 16, I don’t feel depressed’.

Teacher:

“There has been a massive improvement in Charlie’s ability to cope in the playground.”

“James’s confidence has improved and he is starting to be more focussed and contributing in the classroom”

Head Teacher:

“I’ve noticed that Agnes has been more confident with Grace.”

“There are parents coming into the school with their children that never did before.”

“Family support worker is building positive relationships with teachers and parents I am pleased with the support she provides within the school environment.”

“I think the key to our success as a partnership has been our mutual flexibility and openness to each other's ideas. We are coming at it from the perspective of mutual respect and I think that that will be the bedrock for all our future plans”

Other measures we are using to evaluate progress in this workstream include:

- Feedback from parents, Headteachers, school staff and children.
- Attendance at parental workshops
- Feedback from parental workshops
- Attendance and feedback from CLD events

	teachers and a coaching and modelling officer.		
2015/16 Allocation	£83,040	Planned Quarterly Spend	£31,140
2015/16 Actual Spend	£57,544	Actual Quarterly Spend	£31,169
Staff Resources: Teachers Others (please state type of resource):	Agreed in Plan: 3FTE:- 1 CMO 2 Nurture teachers	Secured this quarter:	0
		Secured in total:	3FTE
Year 1 Progress to date: Please comment on areas of progress and slippage from plans.			
<p>We have appointed two new Nurture teachers who took up post in October 2015 and new Nurture Rooms have been established in these schools. One school also appointed a new Nurture teacher as a result of a member of staff retiring. Support staff from existing school allocation have been identified and trained to work alongside the new Nurture teachers. Resources to support the set up and running of morning nurture groups have been provided. In one school, adaptations to the building have allowed a bespoke Nurture Classroom to be created.</p> <p>A Coaching and Modelling Officer, with a focus on Nurture was appointed. There are now Nurture classes in all focus schools, although one school has not had a Nurture post backfilled due to issues with supply. This will commence after the Spring Break. Comprehensive training on nurture as an educational early intervention, attachment and the principles of nurture was provided for new nurture teachers and support staff. Where Nurture teachers were already in post, schools have revisited their practice to ensure that interventions are effective.</p> <p>Our CMO (Nurture) has worked with Class teachers and Nurture teachers to identify children and plan appropriate interventions to support progress. The CMO (Nurture) provided appropriate language, maths and health and wellbeing assessments to carefully target and plan for the needs of the children and to allow for tracking and monitoring of progress. 23 children are now included in morning nurture classes.</p> <p>CMO (Nurture) has provided training, advice and support to SMTs, teachers and support staff. Teaching staff and support staff in several schools have been given training in the impact of insecure attachments on attainment and whole school nurture principles. CMO (Nurture) revived the Inverclyde Nurture Network interest group where practice is discussed at monthly meetings. In collaborative discussions, she shares up to date research and examples of good practice with the group. CMO (Nurture) met with the Nurture Group Network training co-ordinator to consider training needs and all Inverclyde Nurture teachers attended the Nurture Group Network Conference.</p> <p>All staff from the focus schools participated in Five to Thrive training, alongside Family Support Workers, Educational Psychologists and Social Workers. To support this, our CMO (Nurture) designed and delivered five short workshops to help support staff reflect on their practice and to consider the practical application of their training.</p> <p>The CMO (Nurture) worked alongside Inverclyde's Educational Psychology Service</p>			

to review and update the Inverclyde Nurture Resource. Working with SMT in each of the schools, a self-evaluation of whole school nurturing approaches was carried out and action plans were formulated. Our EPS is developing impact measures for Nurture Development and Visible Learning implementation.

Our CMO (Nurture) has been working with several schools, looking particularly at Nurturing Playgrounds. A "Mix up Play" project at one school has allowed staff to focus on the developmental stage of children and provide appropriate play opportunities for children, grouping them developmentally, rather than by age. This has been another means of reinforcing nurture principles with teachers and support staff.

Year 1 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?

Feedback from all focus schools has been very positive, with the CMO(Nurture) liaising with SMTs and providing individualised support based on the needs of each school. Two schools have new nurture groups which provide bespoke support for our most vulnerable children. Staff in these schools have an increased awareness of the socio-emotional development of children. Whole school nurture action plans have had one cycle of review, with all targets progressing. HTs have commented positively about the immediate impact for individual children involved in groups and the positive effect of the nurture teachers on the school ethos. Whole school staff are recognising the links between development and behaviour, and behaviour as communication. Staff are more aware of their positive and negative impact on escalating and de-escalating situations involving anxious and upset children. More staff have an understanding of attachment theory and are familiar with strategies to support children with attachment difficulties and are using these in their classroom.

During recent Performance Appraisal meetings in one school, every member of support staff commented on the positive impact that the Nurture training had on their practice.

23 children have been included in the morning nurture classes with approx.55 pupils supported in afternoon groups. These pupils are selected using the same criteria, taking into account socio-emotional needs, GIRFEC health and well-being indicators and impact on attainment. In one school, 34 parents/carers asked to visit the nurture teacher on parents' evening, with many commenting on the improvements in their child's attitude to school and their own relief at their concerns for their child being addressed in this way.

Three teachers and two new support staff have been upskilled on nurture as an educational intervention. All teachers have commented positively on the initial progress of pupils due to the use of research based pedagogy and resources such as Stages of Early Arithmetical Learning and North Lanarkshire Active Literacy.

Teachers, pupils and parents have commented on improved confidence and social skills for targeted pupils.

"I am learning to concentrate now and getting better at not shouting out."

"I feel happy when I am here, the pains in my tummy go away."

"He's much less emotional, having fewer tantrums and talking more about his day – he is much clearer now." (Mum)

“You can tell when she has The Den, she goes to school with a smile on her face.”
(Mum)

Parents have been invited to Stay and Play sessions in one of our focus schools.

The use of Boxall Profiles is adding to the understanding of children’s socio-emotional needs and providing staff with the language to discuss these needs as well as the structure to plan effective interventions. Each child has an individual plan, based on the Boxall profile. This plan is shared with the class teacher to ensure a consistent approach.

A strong collaborative approach has developed between all nurture staff, with regular communication, sharing and support at all levels. CMO (Nurture) has added good practice examples to Nurture Resource Pack, using references to current research.

Year 1 Measurement of progress

Please provide details of how you have measured progress or impact of this element of your plan. What did this show? Please provide any data or other evidence you have on the progress or impact of this element of your plan.

- Boxall Profiles
- Attendance figures
- Exclusion figures
- Feedback from teachers, support staff, SMT, parents, children
- Teaching Scotland article
- Attendance at parents nights with nurture teachers e.g. 30 parents in one school
- Attendance at Stay and Play sessions in Nurture rooms
- Attendance at professional learning sessions e.g. 34 support staff have been trained over the last 2 terms
- Progress with nurture action plan targets

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	£19,810

	(moved £31,940 for literacy/numeracy toolkits to resources line) £52,840		
2015/16 Actual Spend	£45,820	Actual Quarterly Spend	£26,917
Staff Resources: Teachers Others (please state type of resource):	Agreed in Plan: 3FTE:- 2 CMOs 1 research assistant	Secured this quarter:	1FTE
		Secured in total:	3FTE

Year 1 Progress to date: Please comment on areas of progress and slippage from plans.

We adapted our original plan (with approval) and appointed two Coaching and Modelling Officers for Literacy and Numeracy. We also appointed a research assistant, although this post was only filled in February. The funding for toolkits was spent on training and resources to support literacy, numeracy and Health and Wellbeing developments. e.g. Active Literacy, SEAL and PATHS.

CMO (Literacy) has supported school staff in the use of POLAAR (under the guidance of our Attainment Advisor), North Lanarkshire Active Literacy and the Literacy Toolbox. CMO (Numeracy) has supported school staff with SEAL, Mental Agility, use of Lines of Progression, as well as keeping up-to-date with Education Scotland advice and guidance in these areas.

CMOs have also provided support and guidance to class teachers about the structure of lessons, as well as planning and assessment. They have worked alongside class teachers in all focus schools, modelling high quality teaching and effective learning activities.

Our 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 Education Scotland website.

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

Workshops for parents have focussed on supporting parents to support learning at home, as have Family Learning sessions.

Disadvantaged children have had extra teaching input from CMOs and our AC teachers. P7 children in 6 schools have been working on the Literacy Toolbox on a regular, planned basis. Support staff time is dedicated to facilitate this.

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.

A CPD session on the Literacy Toolbox was provided by our CMO (Literacy) for a representative from all Primary Schools in Inverclyde. This fits with our plan of starting small but thinking big. All Primary Schools, and one secondary school, now have access to this intervention.

Our Research Assistant and Acting Principal Psychologist have met with HTs from all focus schools and our Coaching and Modelling Officers. We are gathering information about current measures in place and identifying gaps, to ensure that we can confidently measure the impact of interventions implemented to raise attainment.

Year 1 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?

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, and some are trialling the use of SEAL planners, to plan for Numeracy progress, ensuring that progress is planned for and monitored.

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.

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. Parents of children involved have also noticed an increase in confidence and motivation to read. This intervention is now being offered to all primary schools in Inverclyde and will be piloted in one secondary school too.

Training on the Stages of Early Arithmetical Learning was oversubscribed. Class teachers who attended the three training sessions were exceptionally positive about this training and the practical strategies shared. Our CMO (Numeracy) is supporting schools who wish to take this forward in P1 and P2. Several class teachers have requested support with teaching mental agility and our CMO (Numeracy) has modelled this in classes, providing opportunities for professional dialogue before and after coaching and modelling sessions. Staff who attended the SEAL training have shared the main points from this training with their whole staff team. New resources were demonstrated by a class teacher, with representatives of all focus schools attending.

Our CMO (Literacy) has attended training on Active Literacy approaches and has been working with class teachers who are keen to develop these approaches. In some schools, teachers were using Active Literacy resources, but were not clear on the philosophy behind this approach. Modelling effective use of these resources and Active Literacy teaching approaches has had a positive impact on class teachers and children.

Year 1 Measurement of progress

Please provide details of how you have measured progress or impact of this element of your plan. What did this show? Please provide any data or other evidence you have on the progress or impact of this element of your plan.

- Research assistant will support staff in identifying and using measures to evaluate impact on attainment of specific interventions
- Feedback from SEAL training
- Number of children using the Literacy Toolbox - 45
- Number of staff trained in POLAAR - 15
- Number of staff trained in Literacy Toolbox - 23
- Number of staff trained in SEAL approaches – 32
- Number of staff attending resource demonstration - 9
- Number of staff implementing Literacy Toolbox - 10
- Number of staff implementing SEAL approaches – 9
- Number of Nurture teachers implementing SEAL approaches - 3
- Number of coaching and modelling sessions delivered (Numeracy) – 46
- Number of coaching and modelling sessions delivered (Literacy) - 63
- Number of teachers piloting SEAL planning and assessment tools - 9

5	Learning and Teaching – additional 7 teachers		
2015/16 Allocation	£167,530	Planned Quarterly Spend	£62,820
2015/16 Actual Spend	£99,392	Actual Quarterly Spend	£64,760
Staff Resources: Teachers Others (please state type of resource):	Agreed in Plan: 7FTE:- 7 teachers	Secured this quarter:	3FTE
		Secured in total:	7FTE

Year 1 Progress to date: Please comment on areas of progress and slippage from plans.

Three basic teachers are providing 0.5FTE backfill in each school. Four teachers are providing outreach support for learning in literacy and numeracy in P1 and P2 classes. It was difficult to provide backfill for these posts. This has resulted in an underspend. Our focus schools had 0.5FTE basic teacher in post from late October. Due to supply issues, these teachers have frequently been used to cover for staff absences.

Once all posts were filled, timetables of outreach support were implemented. Two teachers provide support in literacy for target groups, and the other two teachers provide numeracy support to target groups of pupils in the focus schools. This additional teaching support is focused on assessing exactly where there are gaps in knowledge and skills, and then planning learning activities to support learning in literacy and numeracy.

Good communication and liaison has been essential in taking forward this aspect of the plan. Frequent discussions re timings, school commitments, roles of staff etc. have allowed any concerns to be dealt with quickly and ensured that our most disadvantaged children receive targeted support in literacy and numeracy.

Weekly team meetings provide opportunities for outreach teachers and CMOs to monitor progress of target groups and adapt plans or groupings as necessary.

In order to consider the most effective approaches for learning and teaching, we have been providing professional learning opportunities based on the philosophy of Visible Learning.

Inverclyde's Educational Psychology Service has prioritised Visible Learning awareness raising sessions for class teachers in AC schools. Our EPS will work with schools to support the introduction and measuring of VL approaches.

Year 1 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?

0.5FTE 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 0.5FTE teacher has enabled staff to carry out detailed assessments on progress in phonics and early number.

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 focused on raising attainment agenda.

We are monitoring the 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. Plans and approaches are altered as a result of looking closely at this data.

Our Attainment Advisor is working with one of our schools in relation to their Pupil Voice classes. Her specific focus will be on the group looking at attainment and how pupils are involved in decisions regarding improving learning within the school.

Year 1 Measurement of progress

Please provide details of how you have measured progress or impact of this element of your plan. What did this show? Please provide any data or other evidence you have on the progress or impact of this element of your plan.

Baseline data from Pips and other assessments carried out with our target groups of children

- Number of children in receipt of targeted literacy support - 132
- Number of children in receipt of targeted numeracy support - 118
- Feedback from Pupil Voice classes Phase 1
- Targeted support assessments for literacy
- Targeted support assessments for numeracy
- Number of staff attending VL sessions - 65
- Nurture pupils assessments

6 Additional resources, training and access to specialists			
2015/16 Allocation	£120,000 (moved money for toolkits to this line) £151,940	Planned Quarterly Spend	£56,980
2015/16 Actual Spend	£140,958	Actual Quarterly Spend	£134,514
Staff Resources: Teachers Others (please state type of resource):	Agreed in Plan: N/A	Secured this quarter:	N/A
		Secured in total:	N/A

Year 1 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 (and other resources to support early number), North Lanarkshire's Active Literacy Development packs, PATHS, Nurture Room toys and equipment, Family Learning resources, Board Games etc.

The Uplifting Leadership course was delivered to three different cohorts and attendance was sustained throughout the six sessions. Feedback from this professional learning was very positive and those who attended have been set a follow-up task, linked to raising attainment and measuring impact. The follow-up session for all participants is scheduled for late April.

SEAL training took place on a Saturday morning and two twilight sessions. Each session was oversubscribed. CMO (Numeracy) has shared planners, resources, guidance notes etc to support the development of this approach in schools. Each focus school has had one member of staff supported in the use of Numicon.

Our Project Leader and one of our Educational Psychologists delivered six Visible Learning awareness raising sessions on Mondays and Wednesdays between January and March. These sessions involved around 50 school staff attending all six sessions. Feedback from those who attended was very positive indeed, with requests for some ongoing input/support next session to ensure that planned changes take place and that impact is measured.

The Visible Learning professional learning sessions were also delivered to a group of HTs, QIOs and Educational Psychologists towards the end of this current term to ensure that there is support available to schools that are keen to take aspects of VL forward next session.

Five to Thrive training took place on the February in-service day for Attainment Challenge school staff, family Support Workers, Educational Psychologists and some Social Work staff. This shared training supports our aim to develop nurturing approaches across our schools. There is more training planned for next term.

Year 1 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?

Literacy Toolbox is popular with pupils and results are promising. Pupils using this online resource and following the high impact programme have commented on their increased confidence when attempting unseen texts. Teachers and parents have also noted that pupils are more motivated to read. We are now looking closely at the results from Literacy Toolbox and comparing these to the results from NGRT.

New resources to support the acquisition of early number concepts, including Numicon, are 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 focus schools.

Year 1 Measurement of progress

Please provide details of how you have measured progress or impact of this element of your plan. What did this show? Please provide any data or other evidence you have on the progress or impact of this element of your plan.

- Attendance, feedback and evaluations from all professional learning provided: Uplifting Leadership (70 participants), Early Number training on SEAL (32 participants), Visible Learning sessions (65 participants), Literacy Toolbox training, Nurturing Playgrounds, Nurture principles, understanding of attachment, Five to Thrive (240 participants)
- Number of children using Literacy Toolbox - 45
- Pre and post Literacy toolbox assessments, demonstrating progress

Overall Reflections on Year One (2015/16)

7	Reflections on Year 1
<p>What progress towards impact has your overall strategy had across your schools in Year 1? What is working well?</p> <p>As has been detailed above, we are making progress towards our overall aim of raising attainment and reducing inequity. Aspects that have worked well in Year 1 include:</p> <ul style="list-style-type: none">• Coaching and Modelling support for class teachers• Nurture classes and development of whole school nurturing approaches• Linking Family Support Workers with individual schools• Providing professional learning opportunities for class teachers	
<p>What overall improvements do you feel have been made as a result of your involvement in the Scottish Attainment Challenge in the following areas:</p> <p>1) Leadership “Uplifting Leadership” course was well-attended and the follow-up session is already planned. All participants in this course have been given a task to complete, related to raising attainment, learning more about SIMD deciles and monitoring progress to measure impact of an intervention. There has been very good feedback from those who attended the course, Head Teachers with</p>	

staff who attended the course and also an increased interest in leadership opportunities within the authority.

The Attainment Challenge has also provided more opportunities for Head Teachers to engage in meaningful professional dialogue and collaborative working. Frequent meetings, always with a focus on the aims of the SAC, have helped to facilitate this.

2) Learning and Teaching

Renewed enthusiasm and commitment from class teachers to use most effective strategies to support learning, with an emphasis on measuring the impact of teaching approaches. A focus on ensuring that all children make appropriate progress has been established and has resulted in professional dialogue and professional learning opportunities within and across schools. The input from our Coaching and Modelling Officers has encouraged teachers to try out different approaches in literacy and numeracy. There has been real emphasis on assessing exactly where children are in their learning, before planning appropriate next steps to ensure progress for all. This focus on learning and progress is evident in focus schools, and across the authority. Teachers have been very positive in their feedback about the many professional learning opportunities provided this session. What has been effective, is that CMOs have been able to support the implementation of this training in the classroom setting, alongside class teachers. This is helping to embed new approaches. The input of CMOs to school collegiate working has also been viewed as a very positive support.

3) Families and Communities

Linked Family Support Workers have been seen by school staff and parents as a very positive addition to the usual support provided by the schools. Head Teachers have commented that their Family Support Workers are very much part of the school community. There is a recognition that Family Support Workers can provide the kind of support that it is difficult for a school to offer – direct work in the family home, with parent(s) and child(ren). This has allowed more holistic planning to take place in order to meet the needs of some of our most vulnerable children.

What do you think has gone less well in the implementation of your plans in both your local authority and schools within your authority in Year 1 and what learning have you taken from this?

The difficulty related to filling teaching posts has been the main issue this year. We are aiming to start any new selection and recruitment process much earlier for Year 2.

8

Sustainability

To what extent do you think the improvements you have made are sustainable and why?

Our focus on upskilling staff should help us to sustain improvements. Professional learning opportunities will continue, with more staff involved in leading these, in order to build local capacity. Re-visiting effective learning and teaching pedagogies will support all staff in raising attainment.

Reporting Period	October – December 2016
Local Authority	Inverclyde
Key Contact at Authority	[REDACTED]
Attainment Advisor	[REDACTED]

Financial Expenditure Reporting

1	Project Support and Co-ordination		
2016/17 Allocation	£214,919	Planned Quarterly Spend	£49,955
2016/17 Actual Spend	£158,149	Actual Quarterly Spend	£50,067
2	Families and Communities		
2016/17 Allocation	£489,015	Planned Quarterly Spend	£145,280
2016/17 Actual Spend	£193,770	Actual Quarterly Spend	£159,834
3	Nurture		
2016/17 Allocation	£198,266	Planned Quarterly Spend	£60,157
2016/17 Actual Spend	£108,932	Actual Quarterly Spend	£44,947
4	Meeting Learning Needs		
2016/17 Allocation	£142,412	Planned Quarterly Spend	£35,076
2016/17 Actual Spend	£97,584	Actual Quarterly Spend	£39,557
5	Learning and Teaching		
2016/17 Allocation	£312,213	Planned Quarterly Spend	£83,099
2016/17 Actual Spend	£183,835	Actual Quarterly Spend	£60,545
6	Training and Resources		
2016/17 Allocation	£205,550	Planned Quarterly Spend	£90,275
2016/17 Actual Spend	£62,275	Actual Quarterly Spend	£25,389

7	Staffing	
Staffing secured this quarter:	Staffing secured in total:	
10	33.9 FTE	
How many GTCS registered teachers is this funding supporting?		14.9
How many other staff is this funding supporting?		19
Number of schools supported by this funding?		20
How many pupils are benefiting from this funding?		5534
<p>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?</p> <p>There is an increase in awareness of available data amongst head teachers in the 9 target schools, and their skills to effectively use this data for improvement.</p> <p>Through our regular Implementation group meetings, we have witness an increase in readiness amongst head teachers in the 9 target schools to collaborate across establishments and with partners.</p> <p>A working group consisting of the 9 focus head teachers has increased collaborative working and helped to identify and build a shared understanding of key aspects of assessment, including the use of Benchmarks.</p> <p>There continues to be an increase in engagement and participation in professional learning training courses from teachers in Attainment Challenge schools. We have examples of over-subscribed professional learning opportunities, which have resulted in waiting lists and additional sessions being delivered.</p> <p>The Attainment Challenge team's knowledge and understanding of the needs, support requirements and priorities in each of the 9 target schools to implement specific targeted interventions continues to increase, particularly through developing relationships.</p> <p>There is an increased focus on improving the evaluations for interventions by the Attainment Challenge project team.</p> <p>We continue to increase our packages of support for targeted children and families. Also, we continue to develop our understanding of barriers to parental engagement and how to reduce them as much as possible.</p> <p>Our teachers' understanding of attachment theory and strategies to support children with attachment needs in year 1 schools continues to increase. As does their</p>		

recognition of the link between development and relationships, and 'behaviour as communication'.

We have developed a common and effective tracking and monitoring process, this was devised jointly between school staff and Attainment Challenge team.

There is a continued increase in teacher knowledge and skills to engage children in learning in numeracy through SEAL.

Our research from our Reading for Pleasure project demonstrates an increase in children's interest in reading and parental awareness of ways to inspire children to read more.

Through our professional learning opportunities, we continue to work towards an increase in teacher confidence and skill to use North Lanarkshire Active Literacy approaches.

Through Visible Learning, we continue to increase teachers' inspiration to develop their practice and motivation to look for evidence behind their practice. We continue to support staff to increase their awareness of importance of feedback and self-evaluation.

Through our leadership development work based on 'Uplifting Leadership', we continue to work towards an increase in awareness about positive/effective leadership among teachers and senior leadership teams, and the importance of motivating others.

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

- In October, we provided training on SEAL, Active Literacy and Nurture Principles for over 90 support staff.
- Holiday lunch clubs were used by 191 adults and children during the October week.
- We added to our team of Coaching and Modelling Officers: CMOs for Literacy and Numeracy at Second Level and CMOs for Literacy and Numeracy in Early Years establishments.
- 3 Nurture teachers took up post in 3 new focus schools and began a training programme provided by our CMO Nurture
- We delivered our Visible Learning awareness raising sessions to another cohort of teachers
- 20 Inverclyde colleagues attended a Visible Learning Conference in Edinburgh
- "Uplifting Leadership" sessions continued with attendance at each session very positive
- Our Inverclyde HT Conference focused on "Closing the Gap", with a keynote speech by Graeme Logan, input regarding leadership and the launch of the Secondary Attainment Challenge Project
- We continue to upscale interventions through our work with the literacy working group and Numeracy champion
- HTs were consulted over guidance notes for assessing and tracking children's

progress

- Read, Write and Count resources were distributed, with many schools involving parents in workshops and/or library visits
- The close partnership work between Barnardo's and education staff through the Scottish Attainment Challenge has been effective in attracting and engaging families who need support, in comparison to other services within the wider Nurture service provision.
- 7 new families received bespoke packages of support from Barnardo's (making a total of 60 so far)
- 87 families attended Family Learning sessions from October – December
- 33 staff were trained in Five to Thrive approaches (making a total of 90 since March 2016)

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

- Recruitment of staff continues to pose challenges, especially with regards to backfilling teaching posts
- Other staff shortages resulted in our Data Officer only joining the AC team full-time within this quarter
- Family Support Workers for our 3 new schools were only in post during this quarter
- The long-term absence of our Literacy CMO has impacted on the support we can offer practitioners
- Concerns about temporary contracts due to be renewed with Year 3 funding

Reporting Period	April – September 2016
Local Authority	Inverclyde
Key Contact at Authority	[REDACTED]
Attainment Advisor	[REDACTED]

Agreed Improvement Plan

1	Project support and coordination			
2016/17 Allocation	£214,919	Planned Quarterly Spend	£52,803	
2016/17 Actual Spend	£108,594	Actual Quarterly Spend	£49,339	
Expenditure breakdown				
Staffing:	This quarter		Total this financial year	
	FTE	Costs	FTE	Costs
Teachers	2.0	£21,231	2.0	£39,347
Education/development officers		£11,279		£29,034
Educational psychologists		£		£
Data analysis officers	1.0	£9,630	1.0	£25,301
Family/home link worker		£		£
Speech and language therapists		£		£
Early years professionals		£		£
Other staff, namely:.....	1.0	£7,199	1.0	£14,912
Non-staffing <i>please specify type:</i>	Costs this quarter		Total costs this fin. year	
	£		£	
	£		£	
	£		£	
Activities: <i>Please comment on progress in implementing your planned activities in the first six months of 2016/17</i>				
<p>Project co-ordination has continued to support the work being carried out in schools across the authority. Our Data Officer took up post in August, on a part-time basis, allowing us to continue our work with HTs on devising a more consistent tracking system.</p> <p>Moving premises also enabled us to work alongside one another, which has been very positive. We have also been able to set up 2 training rooms, to allow us to provide professional learning opportunities for staff from schools across the authority.</p>				

Slippage from plans: Please comment on slippage from your original plans for implementing activities in the first six months of 2016/17

As we did not have confirmation of funding for Year 2 until June, we could not incorporate Attainment Challenge recruitment and backfilling of posts into our staffing exercise. This has resulted in spending less than projected on staff costs. Our Data Officer should be with us full-time shortly, when his substantive post has been backfilled.

1	Project support and coordination: evidence on short and medium-term outcomes	
Short –term outcomes	What short-term outcome(s) does this initiative aim to achieve? <i>(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?)</i>	By when? (estimate)
	1. Increase in awareness of available data amongst head teachers in the 9 target schools.	1: Oct 16
	2. Increase in skills in using data amongst head teachers to improve learning and teaching in the 9 target schools.	2: Oct 16
	3. Increase in readiness amongst head teachers in the 9 target schools to collaborate across establishments and with partners (Bamardo’s, CLD and libraries).	3: Nov 16
	4. Increase in collaboration between 9 head teachers to identify and build shared understanding of key aspects of assessment (Benchmarks). New working group.	4. Oct 16 5. Oct 16
	5. Increase in engagement and participation in professional learning training courses from teachers in Attainment Challenge schools.	6. Oct 16
6. Increased Attainment Challenge team’s knowledge and understanding of the needs, support requirements and priorities in each of the 9 target schools to implement specific targeted interventions.		
	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 - 2. Effective use of available data by 9 head teachers to identify cohorts of children to receive targeted interventions, supported and monitored by the Attainment Challenge project team.	
	3. Oral feedback from head teachers to the Attainment Challenge project team.	
	4. Continued participation in new working group.	
	5. Interest in participation in professional learning training courses (waiting list). Overall uptake for professional learning opportunities.	
	Look at a measure now and a measure at a later point.	
	6. Overview of interventions and thematic analysis of School Improvement Plans in each of the 9 schools.	
	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	

	<p><i>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></i></p>		
	<p>1-2. To date, 6 head teachers (year 1 schools) have increased awareness of all available data. 3 head teachers (year 2 schools) have received support to increase their awareness of all available data. All 9 head teachers have identified cohorts of children for targeted interventions.</p> <p>3. 6 head teachers (year 1 schools) reported to be ready to collaborate with other schools, partners, CLD and libraries.</p> <p>4. All 9 head teachers were involved at some point in working group to develop a consistent approach to key aspects of assessment.</p> <p>5. 69 names on waiting lists for Visible Learning sessions, 25 (36%) of those from Attainment Challenge Schools.</p> <p>6. Written records provide clear information detailing range of interventions and progress of implementation.</p>		
<p>Medium –term outcomes</p>	<p>What medium-term outcome(s) does this initiative aim to achieve? <i>(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?)</i></p>	<p>By when? (estimate)</p>	
	<p>1. Increased focus on improving the evaluations for interventions by the Attainment Challenge project team.</p> <p>2. Increase in sharing practice across all Inverclyde schools.</p> <p>3. Increase in awareness and skills of teachers to effectively use data to help improve learning and teaching in the 9 target schools.</p> <p>4. Increase in new collaboration between schools and partners (Barnardo's, CLD and libraries), involving more people.</p> <p>5. Increased opportunities and reach of professional learning training courses.</p>	<p>1. Mar 17</p> <p>2. Jun 17</p> <p>3. Apr 17</p> <p>4. Jun 17</p> <p>5. Jun 17</p>	
	<p>Are you collecting evidence to measure these outcome(s)? <i>If so, please specify which type of evidence for which aim (if not, just put 'N/A')</i></p>	<p>1. Feedback and increased number of evaluations requested from the Research Assistant compared with previous term.</p> <p>2. Oral feedback from teachers, who have expressed an interest in sharing their learning/practice across, at this point, Attainment Challenge schools, current and follow up. Creation of new initiatives to share practice.</p> <p>3. Repeated observations from school leaders, feedback from teachers, questionnaires.</p> <p>4. Retrospective feedback from partners and head teachers. Community partners group set up, feedback will also be collated.</p> <p>5. Number of opportunities and overall uptake for each initiative (now and later on).</p>	
	<p>What did this evidence show? <i>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></i></p>		

1. Research Assistant has observed increased interest in evaluations and measuring impact amongst the Attainment challenge schools.
2. Teachers in Attainment Challenge schools have expressed an interest in sharing their learning and practice across schools, which has not happened before.
3. Under development.
4. As the result of feedback received, a community partners team/group has been set up to develop partnership planning in the Scottish Attainment Challenge to join up working between schools and partners.
Barnardo's as a social care organisation has learned from education staff and education staff have learned from Barnardo's. The wider perspective and understanding of the adversity of families has improved responses to the families where daily challenges have a negative impact on children's well-being and readiness for learning. In some instances this home-school partnership has resulted in direct outcomes, such as increased attendance and parental engagement in learning.

The successful relationship between family support workers and education staff has provided opportunities for parents to access the school community with their children.

There is a clearer understanding of each other's role that has enabled teaching staff and family support workers to pool their knowledge and skill to be more effective in providing support for families within their own school community that is easily accessible. This provides the opportunity to reach the most vulnerable families and increase their support and social networks.

This partnership has also provided opportunities to share the range of other specialist services currently provided by Barnardo's. This additional resource includes: early years services for families with younger children, befriending support and specialist interventions for children throughout the school affected by problematic substance misuse or living in Kinship Care.
5. Overall uptake for most initiatives has increased.

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

Our structured approach to delivering professional learning training courses has increased the reach of this work. There are now waiting lists for some of the training courses.

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

We are constantly looking for improved means of offering professional learning opportunities to allow us to involve more staff.

2	Families and communities			
2016/17 Allocation	£489,015	Planned Quarterly Spend	£183,182	
2016/17 Actual Spend	£33,936	Actual Quarterly Spend	£28,599	
Expenditure breakdown				
Staffing:	This quarter		Total this financial year	
	FTE	Costs	FTE	Costs
Teachers		£		£
Education/development officers		£		£
Educational psychologists	1.0	£3,390	1.0	£3,390
Data analysis officers		£		£
Family/home link worker		£		£
Speech and language therapists		£		£
Early years professionals		£		£
Other staff, namely:.....	4.0	£25,209	5.0	£30,546
Non-staffing <i>please specify type:</i>	Costs this quarter		Total costs this fin. year	
	£		£	
	£		£	
	£		£	
Activities: <i>Please comment on progress in implementing your planned activities in the first six months of 2016/17</i>				
<p>Family Support Workers continued to provide bespoke support packages for families within our 6 focus schools. A recruitment process is underway for new FSWs for our 3 additional schools. Literacy Lunch Clubs were held throughout the summer holidays to allow families to engage in literacy activities and enjoy a light lunch together. Community Learning and Development workers joined our Attainment Challenge team and are building relationships with schools, parents and Barnardo's staff.</p> <p>All disadvantaged families who have been referred by Head Teachers or other partners have completed a well being assessment and have an intensive package of family support in place with targeted outcomes.</p> <p>All parents where social, emotional and behavioural difficulties have been identified are receiving one to one sessions with family support worker to explore the influence of the parent/child relationship in relation to the child's overall development and what the child needs from them everyday in order to engage in learning.</p> <p>Family Support Workers and Education Staff are facilitating parent and children learning activities within the school community. Family learning groups incorporate the ethos of Nurture to include the child's attachment figure. The parent/child relationships are fostered and developed by practitioners who have a knowledge and understanding of attachment theory and the development of attachment behaviour. The family learning groups provide an opportunity for the parents and children to come together and develop relationships with family support workers and education staff creating a supportive school community for families.</p> <p>Barnardo's staff have facilitated Five to Thrive (relationship based practice) workshops for</p>				

education staff within schools. This helped practitioners to explore how the theory from KCA Five to Thrive seminars can be interpreted into every day practice to increase learning. There are planned dates to facilitate the Five to Thrive workshops to wider partners involved in Attainment Challenge in Inverclyde Schools, including CLD staff.

Appointment of an Educational Psychologist was completed in September 2016. This has allowed EPS to plan an increased role in taking forward the Attainment Challenge in Inverclyde.

Slippage from plans: *Please comment on slippage from your original plans for implementing activities in the first six months of 2016/17*

Three additional schools have joined the Attainment Challenge in the last three months. Delays in the confirmation of funding impacted on the recruitment process that is stringent in terms of safety i.e. reference and PVGs. This has caused a delay in the availability of providing Family Support Workers to these schools. However, any families identified by the new schools as in need of immediate support will be provided with a Family Support Worker currently in post. Barnardo's staff who deliver nurture groups have been able to offer schools and families an additional resource. The underspend for both quarters one and two as identified above is a direct result of confirmation of funding and delays in filling vacant posts.

2	Families and communities: evidence on short and medium-term outcomes	
Short –term outcomes	<p>What short-term outcome(s) does this initiative aim to achieve? <i>(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?)</i></p>	<p>By when? (estimate)</p>
	<ol style="list-style-type: none"> 1. Increase in parental awareness of the importance of engaging with and supporting their child's learning / home learning. 2. Increase in Attainment Challenge team and partners' knowledge of numbers of parents engaging with schools to identify target cohorts of parents. 3. Increase in parental engagement in existing community opportunities, parental groups and services to support children and families. 4. Improved health and wellbeing of children who attend family learning clubs. 5. Increase in package of support for targeted children and families. 	<ol style="list-style-type: none"> 1. Mar 17 2. Dec 16 3. Mar 17 4. Dec 16 5. Dec 16
	<p>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')</p>	
	<ol style="list-style-type: none"> 1. Regular feedback from children, parents and staff from family learning and summer lunch clubs. Retrospective measures. 2. Retrospective feedback from schools identifying target families. 3. Number of referrals, engagement with services and feedback from partners. Current numbers compared with numbers before summer lunch clubs. 4. Compared observations and/or professional judgement from school and partner staff from before and after the family attended learning club. 5. Numbers of workers, sessions and referrals, compared with numbers before the initiative. 	

	<p>What does this evidence show on the extent to which the above outcomes have been achieved to date? <i>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></i></p>																
	<ol style="list-style-type: none"> 1. The family learning groups have enabled staff to make connections with parents, creating further opportunities for more targeted interventions with both parents and children. 2. N/A <p>3-4. 264 children attended the Lunch Clubs - 86 children attended [REDACTED] 88 children attended [REDACTED] and 90 children attended [REDACTED]. 142 individual families from across three community areas accessed the service. More than 1200 lunches were provided during the summer holiday period 2016. 136 (51%) children were between (0-4 years), 124 (47%) children were 5-11 years, 4 (2%) young people 12-14 years. 43 of all the children who attended stated that they were library members but the majority had not used the Library service within the past 6 months. More than 150 books in total were borrowed from the Library Pop Up service. In total 47 Children participated in the summer reading challenge with Inverclyde Library Services. Library Services facilitated sessions with children's authors which engaged the family in reading and story time. Families stated the quality of this provision was more "than they could afford themselves". Families participated in a range of learning opportunities, the most popular was learning to cook healthy and nutritious meals on a budget. All three centres worked with other partner organisations to offer information sessions or fun activities for families. Community Learning and Development provided a sign language workshop for parents and children at [REDACTED].</p> <ol style="list-style-type: none"> 5. N/A 																
Medium –term outcomes	<table border="1"> <thead> <tr> <th data-bbox="268 1368 1236 1541"> What medium-term outcome(s) does this initiative aim to achieve? <i>(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?)</i> </th> <th data-bbox="1236 1368 1407 1541"> By when? (estimate) </th> </tr> </thead> <tbody> <tr> <td data-bbox="268 1541 1236 1579">1. Increase in parental engagement with children's learning.</td> <td data-bbox="1236 1541 1407 1579">1. Jun 17</td> </tr> <tr> <td data-bbox="268 1579 1236 1617">2. Increase in positive child – parent/carer relationships.</td> <td data-bbox="1236 1579 1407 1617">2. Jun 17</td> </tr> <tr> <td data-bbox="268 1617 1236 1693">3. Increase in positive relationships between families and schools, partners and CLD.</td> <td data-bbox="1236 1617 1407 1693">3. Jun 17</td> </tr> <tr> <td data-bbox="268 1693 1236 1731">4. Increased engagement of children in their learning.</td> <td data-bbox="1236 1693 1407 1731">4. Oct 17</td> </tr> <tr> <td data-bbox="268 1731 1236 1807">5. Increase in parental understanding and confidence of how to establish positive learning activities at home.</td> <td data-bbox="1236 1731 1407 1807">5. Jun 17</td> </tr> <tr> <td data-bbox="268 1807 1236 1926">6. Barriers to parental engagement are better understood by Attainment Challenge team and efforts are taken to reduce them as much as possible.</td> <td data-bbox="1236 1807 1407 1926">6. Mar 17 7. Oct 17</td> </tr> <tr> <td data-bbox="268 1926 1236 1998">7. Increase in family learning programmes.</td> <td data-bbox="1236 1926 1407 1998"></td> </tr> </tbody> </table>	What medium-term outcome(s) does this initiative aim to achieve? <i>(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?)</i>	By when? (estimate)	1. Increase in parental engagement with children's learning.	1. Jun 17	2. Increase in positive child – parent/carer relationships.	2. Jun 17	3. Increase in positive relationships between families and schools, partners and CLD.	3. Jun 17	4. Increased engagement of children in their learning.	4. Oct 17	5. Increase in parental understanding and confidence of how to establish positive learning activities at home.	5. Jun 17	6. Barriers to parental engagement are better understood by Attainment Challenge team and efforts are taken to reduce them as much as possible.	6. Mar 17 7. Oct 17	7. Increase in family learning programmes.	
What medium-term outcome(s) does this initiative aim to achieve? <i>(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?)</i>	By when? (estimate)																
1. Increase in parental engagement with children's learning.	1. Jun 17																
2. Increase in positive child – parent/carer relationships.	2. Jun 17																
3. Increase in positive relationships between families and schools, partners and CLD.	3. Jun 17																
4. Increased engagement of children in their learning.	4. Oct 17																
5. Increase in parental understanding and confidence of how to establish positive learning activities at home.	5. Jun 17																
6. Barriers to parental engagement are better understood by Attainment Challenge team and efforts are taken to reduce them as much as possible.	6. Mar 17 7. Oct 17																
7. Increase in family learning programmes.																	

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')*

- 1-3, 5. Feedback from children, parents and school staff. Pre and post questionnaires.
- 4. Pre and post observations from parents and staff.
- 6. Parental feedback.
- 7. Numbers of family learning programmes and families involved compared with numbers from before Attainment Challenge involvement.

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.*

- 1. N/A
- 2. Using Barnardo's GIRFEC Outcomes Tracking Framework we are able to report the following:

	Pos Change %	Same %	Neg Change %
Improved mental health & well-being	44	44	12
Positive/improved family relationships	55	37	8
Positive student attitude towards learning	48	40	12

3-6. N/A

- 7. Five schools have been engaging families in family learning with a total of 101 parents and children participating.

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

On reflection the key successes have been achieved through positive relationships; relationships built on trust and mutual respect of individual's roles has allowed us to challenge each other to grow and develop as children, parents and practitioners. It promotes a shared understanding and purpose in that the child's well-being and resulting attainment becomes everyone's business. Everyone takes ownership of the child's plan; parents, family support worker and school staff. Support based in Universal Services within the heart of the family's community such as schools eases access for families and removes stigma. In implementing this model we have been able to work alongside families and schools to respond earlier to children in need. It is becoming more evident that the additional funding provided through Attainment Challenge is allowing services to identify and address the unmet needs that impact children's attainment.

Summer literacy lunch clubs were successful due to the numbers of families who attended and the positive feedback that was gathered by staff members during and after the sessions.

Parental reflections:

WHAT DID YOU ENJOY?

“Having fun, doing activities with the children, getting out the house and chatting to other parents”

“Playing with my kids”

“Messy play (mum doesn’t do messy play at home ha ha)”

“Yoghurt making and promoting healthy eating”

ANY OTHER COMMENTS?

“Very helpful to families on a low income and struggling to find things to do with the children and for children and parents to have a free lunch”

“I think the parents group is great for both parents and kids, gets us out of the house and still in a routine over the holidays- all round great group 😊”

This has led to an October literacy lunch club (similar principle, but smaller scale due to length of holiday) being run. Plans are being developed to expand this model during other holiday periods.

Feedback from Family Learning

“I have enjoyed meeting new people and friends, getting support and feeling that we are part of the school”

“Family learning has helped me to be more confident in asking for help with my son, and has also helped to point me in the right direction for getting help”.

The following quotes emerged from an exit interview with a child when gaining their views on the effectiveness of the family support service:

What’s changed: *“my behaviour, I become less angry”*

What’s changed at school: *“I have a good relationship with teacher”*

What’s changed at home: *“People are more understanding”*

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

Evaluations from Summer Lunch Clubs have resulted in amendments to plans, in order to make best use of resources and ensure continued family engagement.

e.g. shorter sessions, planning earlier in session, use of school buildings etc.

More opportunities to share skills and knowledge would increase community capacity ensuring that responses and learning methods are consistent and predictable for children.

We have made some progress in this area and have plans to share more of our learning in the coming months i.e. parenting workshops in schools and joint learning events for staff.

3	Nurture			
2016/17 Allocation	£198,266	Planned Quarterly Spend	£46,036	
2016/17 Actual Spend	£63,986	Actual Quarterly Spend	£32,170	
Expenditure breakdown				
Staffing:	This quarter		Total this financial year	
	FTE	Costs	FTE	Costs
Teachers	3.0	£32,170	6.0	£63,986
Education/development officers		£		£
Educational psychologists		£		£
Data analysis officers		£		£
Family/home link worker		£		£
Speech and language therapists		£		£
Early years professionals		£	2.0	£
Other staff, namely:.....		£		£
Non-staffing <i>please specify type:</i>	Costs this quarter		Total costs this fin. year	
	£		£	
	£		£	
	£		£	
Activities: <i>Please comment on progress in implementing your planned activities in the first six months of 2016/17</i>				
Training for new Nurture staff in August was well-attended and feedback from those involved was positive. Professional learning sessions have been provided on Nurturing Playgrounds, principles of nurture, attachment etc. Our CMO (Nurture) has provided support and advice to schools out with the Attainment Challenge. Target groups of pupils are currently being identified in our focus schools and baseline assessments are underway.				
Slippage from plans: <i>Please comment on slippage from your original plans for implementing activities in the first six months of 2016/17</i>				
We have not yet appointed 3 new Nurture teachers, due to the delay in confirmation of funding. This process is currently underway, however, there may be further delays if we struggle to provide backfill.				

3	Nurture: evidence on short and medium-term outcomes	
term outcome	What short-term outcome(s) does this initiative aim to achieve? <i>(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?)</i>	By when? (estimate)

	<ol style="list-style-type: none"> 1. Increase in teachers' understanding of attachment theory and strategies to support children with attachment needs in year 1 schools. 2. Increase in staff recognition of the link between development and relationships, and 'behaviour as communication'. 3. Increased staff awareness of their impact on escalating and de-escalating situations involving anxious and distressed children (all of above compared with last year). 4. Increase in number of staff who have been coached and modelled in the operation of nurture class. 5. Groups of children identified by SIMD bands and PIPs scores for targeted support. 6. Self-evaluation, planning and implementation of the Education Scotland Applied Nurture Principles resource. 	<ol style="list-style-type: none"> 1. Dec 16 2. Dec 16 3. Dec 16 4. Jan 17 5. Oct 17 6. Jun 17
	<p>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')</p>	
	<ol style="list-style-type: none"> 1-3. Feedback/reports from Barnardo's (5 to Thrive). Pre and post measures. 4. Numbers of staff trained compared with numbers before. 5. Numbers of children identified and groups created for targeted interventions. 6. Benchmarking through self-evaluation and measurement of change. 	
	<p>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></p>	
	<ol style="list-style-type: none"> 1-4. Teachers and support staff have attended Five to Thrive workshops facilitated by Barnardo's staff in school. The aim of workshops was to embed a wider meaning of this approach in the schools. Barnardo's staff shared their experience of using the approach in a social care setting and facilitated an activity to help education staff to think about how the approach can be taken forward in the school environment. 5. Head teachers have identified target cohorts for nurture classes. 6. Some staff have attended the Education Scotland Applied Nurture Principles training. All establishments will be supported in implementation by Inverclyde Educational Psychology Service. 	
Medium –term outcomes	<p>What medium-term outcome(s) does this initiative aim to achieve? <i>(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?)</i></p>	<p>By when? (estimate)</p>
	<ol style="list-style-type: none"> 1. Improved attendance of children in 9 targeted schools. 2. Improved wellbeing in children in 9 targeted schools. 3. Improved relationships between children and teachers in 9 targeted schools. 4. Increase in self-regulation of targeted children from 9 targeted schools. 5. Improved peer relationships in 9 targeted schools. 6. Increase in targeted children's emotional self-awareness. 	

	<p>7. Increased self-esteem amongst children in 9 targeted schools. 8. Develop effective assessment of Health and Wellbeing. 9. Increased implementation of restorative and solution oriented approaches. 10. Increased knowledge of, confidence in and application of nurturing approaches.</p>	
	<p>Are you collecting evidence to measure these outcome(s)? <i>If so, please specify which type of evidence for which aim (if not, just put 'N/A')</i></p> <p>1. Current attendance figures compared with figures from previous years. 2-7. Feedback from children and teachers. Baseline and measure later on. 4. Boxall before and after intervention. 8. Under development. 9-10. Benchmarking using Education Scotland Applied Nurture Principles resource and ongoing use of the resource to track change.</p> <p>Where appropriate, Boxall will be used in conjunction with other information, including teacher professional judgement.</p>	
	<p>What does this evidence show? <i>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></i></p> <p>Attendance figures from all 9 schools are currently higher than last session.</p> <p>Attendance for some individual children in Nurture groups has improved. Feedback from staff:</p> <p>“Absence rate was bad before starting and now he is never off.... even comes when he is really not well!”</p> <p>“Parent workshops and cup of tea mornings for parents are working well. Good turn outs and great discussions seems to happen at them.”</p> <p>“L's mum has volunteered her service at Christmas fete and a dad is getting involved with our raffle. So they are now wanting to engage with school.”</p> <p>“Work with Barnado’s is going well, continuing the family learning club and more parents and families now coming. We had about 10 families the other week.”</p>	
	<p>Reflections on progress to date: Can you share any learning on what has worked well in implementing this initiative?</p> <p>The schools that did not previously have a Nurture teacher, have identified this additional</p>	

resource as having a very positive impact on children and families. One Head Teacher describes her Nurture teacher as “invaluable”. Schools that already had a Nurture teacher have welcomed the renewed focus on Nurture Principles, identification of target pupils and professional learning opportunities to support the development of children’s health and wellbeing. Our Coaching and Modelling Officer (Nurture) has provided bespoke packages of support for teachers, support staff and individual pupils. Our journey so far was featured in Teaching Scotland and at the SAC Hampden event in June.

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

We are now planning how we can provide “mop up” training opportunities e.g. Five to Thrive, for new staff.

4	Meeting learning needs			
2016/17 Allocation	£142,412	Planned Quarterly Spend	£46,036	
2016/17 Actual Spend	£58,469	Actual Quarterly Spend	£28,994	
Expenditure breakdown				
Staffing:	This quarter		Total this financial year	
	FTE	Costs	FTE	Costs
Teachers	2.0	£22,866	4.0	£45,732
Education/development officers		£		£
Educational psychologists		£		£
Data analysis officers		£		£
Family/home link worker		£		£
Speech and language therapists		£		£
Early years professionals		£		£
Other staff: Research assistant	1.0	£6,128	1.0	£12,737
Non-staffing <i>please specify type:</i>	Costs this quarter		Total costs this fin. year	
	£		£	
	£		£	
	£		£	
Activities: <i>Please comment on progress in implementing your planned activities in the first six months of 2016/17</i>				
Professional learning opportunities for Attainment Challenge school staff were provided in SEAL and Active Literacy. These were oversubscribed. CMOs continued to support staff through visiting classes, modelling lessons, leading collegiate sessions etc. A Reading for Pleasure project was developed in one focus school. Early evaluations of this were very positive. Literacy Toolbox support was also maintained and extended to other schools. On the August in-service days, learning sessions for 150 teachers and support staff were delivered by the Attainment Challenge team. “Drop In” sessions for P1 teachers from focus schools were held in the first few weeks of the new session, with staff sharing ideas and				

asking for advice in an informal setting. Around 20 teachers attended these sessions.

Slippage from plans: *Please comment on slippage from your original plans for implementing activities in the first six months of 2016/17*

Extending the reach of some of our interventions has been difficult due to the long-term absence of our Coaching and Modelling Officer (Literacy). Our Project Leader has covered aspects of this remit, but there has still been slippage due to staff absence.

4	Meeting learning needs: evidence on short and medium-term outcomes	
Short –term outcomes	What short-term outcome(s) does this initiative aim to achieve? <i>(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?)</i>	By when? (estimate)
	1. Develop a common and effective tracking and monitoring process jointly by school staff with support from Attainment Challenge team. SEAL	1. Oct 16 2. Oct 16
	2. Increase in teacher knowledge and skills to engage children in learning in numeracy.	3. Mar 17
	3. Increase in teacher motivation to look for other resources to enhance learning in numeracy.	4. Jun 17
	4. Increased teacher skill in on-going assessment and reflective planning to meet the needs of children.	
	Reading for Pleasure (pilot in one target school)	5. Sep 16
	5. Increase in children’s interest in reading.	6. Sep 16
	6. Increase in parental awareness of ways to inspire children to read more.	7. Sep 16
	7. Increase in children’s knowledge and skills about strategies to help them read.	8. Sep 16
	8. Increase in children’s engagement in conversations about books with others.	
	NL Active Literacy	9. Feb 16
	9. Increase in teacher confidence and skill to use North Lanarkshire Active Literacy approaches.	10. Feb 17
10. Increase in teacher knowledge of strategies to develop children’s phonological awareness.		
Literacy Toolbox	11. Mar 17	
11. Increase in parental awareness of effective reading activities their children are involved in at school.	12. Mar 17	

	<p>12. Increase in teacher knowledge and use of effective reading interventions.</p>	
<p>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')</p>		
<p>1. Draft format. 2-4. Teacher and support staff retrospective surveys (SEAL). 5-8. Teacher retrospective feedback, parent retrospective questionnaire and child pre and post survey (Reading for Pleasure). 9-10. Teacher retrospective survey and oral feedback from teachers (NL Active Literacy) 11. Parental survey (pre and post). 12. Teacher feedback (baseline and post survey).</p>		
<p>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></p>		
<p>1. Consistent approach to tracking progress of children and young people is being developed to be used across 9 schools.</p> <p>2-4. SEAL All teachers who attended training think it have helped them to develop their knowledge and skills in teaching numeracy. All teachers stated that their motivation to look for other resources to enhance learning in numeracy has increased as a result of SEAL training. SEAL impacted mostly on the gaps that teachers perceived they had retrospectively as before the training, like knowledge of the stages of early arithmetical learning as well as knowledge of how to establish child's current numeracy stage and how to reflectively plan to meet their needs. SEAL training was seen by participants as very effective and is already in use in their own practice, especially in regarding to planning next steps for children, including the ones who are struggling. Furthermore, no significant barriers in use of SEAL were identified. The important theme that emerged in regard to next steps in participant's development is the need for more opportunities to meet and share the best practice with other teachers, encouraging others to participate in the in-service training and continuous updating about best ways to teach numeracy.</p> <p>5-8. Reading for Pleasure The trend of giving a specific title of the book from pre measure has changed into giving a favourite author's name, predominantly authors, whose books appeared during Reading for Pleasure, indicating that children enjoyed the books chosen for the project.</p>		

	<p>As a result of the project variety of places where children read for pleasure have increased, showing that children possibly undertook reading in their free time as well. Survey revealed the importance of working with parents, as well as with extended family on supporting children in reading.</p> <p>The post measure revealed a wider choice for support in reading sources, as other family members were indicated by children as available for help or support in reading.</p> <p>Number of children indicating they have visited library increased.</p> <p>Overall positive attitudes to reading increased greatly, indicating children are more willing to talk about books they read with others, would be happy to get a book as gifts and are considering reading to be important for their future. At the same time reading only if they have to and thinking that reading is boring decreased.</p> <p>Post survey revealed that children very much appreciated most of the components of the Reading for Pleasure project, especially the parts directly connected with reading/listening to stories for books and learning about the authors.</p> <p>Parental survey was just completed once after the Reading for Pleasure project. Most parents confirmed they have a dialogue with their children about stories they read often or most of the time.</p> <p>Most of parents think their children enjoy reading very much.</p> <p>Vast majority of parents stated that their children are talking about the books they read.</p> <p>Majority of parents use simple strategies for encouraging children to read are based on either simple reading to them and asking children to read to them or supplying children with books and other reading materials.</p> <p>From the parents' perspective, the effects of the Reading for Pleasure project are very positive. Parents have left only positive comments, when asked about any changes observed in their children from the beginning of the project. Parents have observed that their children feel more confident about reading, are reading noticeably more, trying harder bigger words and that they are talking more about reading in general.</p> <p>Almost all the parents have used positive words to describe their children as readers.</p> <p>9-12. NL Active Literacy and Literacy Toolbox N/A</p>																		
Medium –term outcomes	<table border="1"> <thead> <tr> <th data-bbox="277 1447 1235 1615"> What medium-term outcome(s) does this initiative aim to achieve? <i>(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?)</i> </th> <th data-bbox="1235 1447 1398 1615"> By when? (estimate) </th> </tr> </thead> <tbody> <tr> <td data-bbox="277 1615 1235 1688">1. Consistent use of common tracking system to effectively use data to support learning and teaching, and the identification of target cohorts.</td> <td data-bbox="1235 1615 1398 1688">1. Jun 17</td> </tr> <tr> <td data-bbox="277 1688 1235 1727">SEAL</td> <td data-bbox="1235 1688 1398 1727">2-3. Nov17</td> </tr> <tr> <td data-bbox="277 1727 1235 1800">2 - 3. Increased teacher confidence in using various strategies in numeracy.</td> <td data-bbox="1235 1727 1398 1800">4. Nov 17</td> </tr> <tr> <td data-bbox="277 1800 1235 1839">4. Improved assessment and planning.</td> <td data-bbox="1235 1800 1398 1839"></td> </tr> <tr> <td data-bbox="277 1839 1235 1877">Reading for Pleasure (pilot in one target school)</td> <td data-bbox="1235 1839 1398 1877">5. Jan 17</td> </tr> <tr> <td data-bbox="277 1877 1235 1915">5. Increase in children's reading for pleasure.</td> <td data-bbox="1235 1877 1398 1915">6. Jan 17</td> </tr> <tr> <td data-bbox="277 1915 1235 1953">6. Increase in number of children's books loaned from libraries.</td> <td data-bbox="1235 1915 1398 1953">7. Jan 17</td> </tr> <tr> <td data-bbox="277 1953 1235 1998">7. Increase in children's effective use of reading strategies and reading</td> <td data-bbox="1235 1953 1398 1998"></td> </tr> </tbody> </table>	What medium-term outcome(s) does this initiative aim to achieve? <i>(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?)</i>	By when? (estimate)	1. Consistent use of common tracking system to effectively use data to support learning and teaching, and the identification of target cohorts.	1. Jun 17	SEAL	2-3. Nov17	2 - 3. Increased teacher confidence in using various strategies in numeracy.	4. Nov 17	4. Improved assessment and planning.		Reading for Pleasure (pilot in one target school)	5. Jan 17	5. Increase in children's reading for pleasure.	6. Jan 17	6. Increase in number of children's books loaned from libraries.	7. Jan 17	7. Increase in children's effective use of reading strategies and reading	
What medium-term outcome(s) does this initiative aim to achieve? <i>(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?)</i>	By when? (estimate)																		
1. Consistent use of common tracking system to effectively use data to support learning and teaching, and the identification of target cohorts.	1. Jun 17																		
SEAL	2-3. Nov17																		
2 - 3. Increased teacher confidence in using various strategies in numeracy.	4. Nov 17																		
4. Improved assessment and planning.																			
Reading for Pleasure (pilot in one target school)	5. Jan 17																		
5. Increase in children's reading for pleasure.	6. Jan 17																		
6. Increase in number of children's books loaned from libraries.	7. Jan 17																		
7. Increase in children's effective use of reading strategies and reading																			

	<p>skills.</p> <p>8. Increase in children’s comprehension of written texts.</p> <p>NL Active Literacy</p> <p>9. Increase in deep learning in literacy.</p> <p>10. Increase in children’s reading abilities.</p> <p>Literacy Toolbox</p> <p>11. Increase in confidence in reading.</p> <p>12. Increase in fluency of reading.</p> <p>13. Increased comprehension of written text.</p>	<p>8. Jan 17</p> <p>9. Jun 17</p> <p>10. Jun 17</p> <p>11. Jan 17</p> <p>12. Jan 17</p> <p>13. Jun 17</p>
<p>Are you collecting evidence to measure these outcome(s)? <i>If so, please specify which type of evidence for which aim (if not, just put ‘N/A’)</i></p>		
<p>1. Feedback from Attainment Challenge team and head teachers.</p> <p>2-4. SEAL Teacher focus groups newly established. Compared feedback from before and later on.</p> <p>5-8. Reading for Pleasure New library clients compared with previous library data. Library data comparing books loaned by families before and after the project. Follow-up survey/teacher observation.</p> <p>9-10. NL Active Literacy Assessments, CfE levels, feedback from children, parents and staff. Pre and post.</p> <p>11-13. Literacy Toolbox Pre and post pupil measure.</p>		
<p>What does this evidence show? <i>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></i></p>		

1. N/A

2-4. **SEAL**

All participated teachers found SEAL extremely helpful and feel more confident in using strategies to engage children in numeracy activities as well as sharing their views and ideas with other staff members.

SEAL training improved teachers' perception and beliefs about their own abilities in all analysed areas. The biggest positive impact was seen in the areas which teachers felt they had lowest abilities before SEAL training, which are the knowledge about stages of early arithmetical learning and knowledge of how to establish at which numeracy stage a child is at the moment.

The most significant change was found in planning progressive learning and teaching experiences in Number structures.

Some comments from teachers:

'Very useful. The lines of progression and planners have given me clarity for planning and progress.'

'This was excellent for helping me assess and plan for the children in my class who have gaps. It has also validated some of my practice.'

'Extremely useful to have such a clear, structured, progressive framework.'

'I think I have now acquired the 'growth mindset' that I can improve my ability to teach numeracy in a fun + effective way which will be useful for me + the pupils in the real world.'

5-8. **Reading for Pleasure**

Jolly phonics and sounding out were the most frequently indicated by pupils as effective strategies helping them during reading in the post measure in comparison to "Pictures" previously being the most common answer among those children. These results indicate that children have learned more effective strategies for reading during the Reading for Pleasure than simply watching pictures to understand the story in a book better.

The results have shown an increase of reading stories in books and on the internet and in the same time reduction in time spent watching television and playing computer games during children's free time.

9-10. **NL Active Literacy** N/A

11-13. **Literacy Toolbox** N/A

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

CMOs are welcomed in most classes and their relationships are built on trust and respect. This peer support can take the form of one-to-one discussions, small group sessions or whole staff input. Partnership working with libraries has been beneficial, especially with regard to the Reading for Pleasure Project in one school.

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

Still working on reassuring some staff that CMOs are there to support, not monitor. Better communication about roles within Attainment Challenge could help this situation. DHT meetings for focus schools in one step to improving this, as well as visiting new focus schools to speak to staff groups about SAC in Inverclyde.

5	Learning and teaching			
2016/17 Allocation	£312,213	Planned Quarterly Spend	£76,371	
2016/17 Actual Spend	£123,290	Actual Quarterly Spend	£52,432	
Expenditure breakdown				
Staffing:	This quarter		Total this financial year	
	FTE	Costs	FTE	Costs
Teachers	4.26	£52,432	9.0	£123,290
Education/development officers		£		£
Educational psychologists		£		£
Data analysis officers		£		£
Family/home link worker		£		£
Speech and language therapists		£		£
Early years professionals		£		£
Other staff, namely:.....		£		£
Non-staffing <i>please specify type:</i>	Costs this quarter		Total costs this fin. year	
	£		£	
	£		£	
	£		£	
Activities: <i>Please comment on progress in implementing your planned activities in the first six months of 2016/17</i>				
Outreach teachers, supporting literacy and numeracy, continue to provide additional teaching support to target groups of pupils. Assessments have been used to identify gaps in learning and teachers then plan appropriate learning experiences to fill those gaps. Target groups are being drawn up again this term, for new schools, and in light of up-to-date assessment information.				
Slippage from plans: <i>Please comment on slippage from your original plans for implementing activities in the first six months of 2016/17</i>				
One member of the team secured a different teaching post and we have been unable to backfill that post, at this point. Some schools are now receiving less support for literacy, due to this.				

5	Learning and teaching: evidence on short and medium-term outcomes	
term outcome	What short-term outcome(s) does this initiative aim to achieve? <i>(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?)</i>	By when? (estimate)

	<p>Visible Learning</p> <ol style="list-style-type: none"> 1. Increase in teachers' inspiration to develop their practice. 2. Increase in teachers' motivation to look for evidence behind their practice. 3. Increase in awareness of importance of feedback and self-evaluation. <p>Uplifting Leadership</p> <ol style="list-style-type: none"> 4. Increase in awareness about positive/effective leadership among teachers and SMTs. 5. Increased awareness of the importance of motivating others. <p>Coaching and Modelling</p> <ol style="list-style-type: none"> 6. Teachers are aware of, and confident in using high quality effective learning and teaching. 7. Teachers are more confidently able to assess children's needs and plan support. 	<p>1. Dec 16</p> <p>2. Dec 16</p> <p>3. Dec 16</p> <p>4. Feb 17</p> <p>5. Feb 17</p> <p>6. Jun 17</p> <p>7. Jun 17</p>
<p>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')</p>		
<p>1-3. Visible Learning Retrospective oral feedback from first cohort, written feedback from training survey. Overall uptake for training for new cohort compared with previous year. Volunteers from first cohort coming forward willing to share their practice with others.</p> <p>4-5. Uplifting Leadership Thematic analysis (new cohort), number of voluntary positive comments.</p> <p>Coaching and Modelling</p> <p>6. Interest/engagement in coaching and modelling sessions, number of coaching and modelling sessions delivered (compared with last year).</p> <p>7. Retrospective feedback from teachers and Head Teachers. Regular feedback and observations from Coaching and Modelling Officers.</p>		
<p>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></p>		
<p>1-3. Visible Learning From the first cohort of teachers who attended the Visible Learning course, few of them responded voluntarily with an interest to share their own practice and learning with the Attainment Challenge team on their implementation of some ideas from Visible Learning course. The case studies are under development.</p> <p>4-5. Uplifting Leadership Thematic analysis of comments from feedback (first cohort) revealed that from 52 respondents, all agreed (14) or strongly (38) agreed that the course was invaluable. As a result of a thematic analysis of the comments, 7 themes were identified as of high importance messages taken from the course:</p> <ol style="list-style-type: none"> 1. Developed relationships with colleagues: sharing practice & opportunity to have a professional dialogue, as well as coming together and meeting new people. 2. Acquired knowledge of different theories of leadership. 		

	<ol style="list-style-type: none"> 3. Being challenged by using thought provoking statements, case studies and examples. 4. Having an opportunity for reflection on their practice. 5. Being inspired for further changes and improvements in own practice 6. Appreciation of various examples from different domains during the course 7. Showing a way to inspire, encourage, motivate and discuss new ideas with others <p>Majority of comments referred to new or developed existing professional relationships and/or opportunity to discuss issues and ideas with colleagues was identified as a main value of the course further in the survey.</p> <p>Contrasting the answers from two open questions, it is noticeable that participants were more willing to recognise and explain in details specific strong points of the course, while abstaining from any major areas that should be improved.</p> <p>Nearly half of answers made for “Other comments” included a statement “Thank you” and 9 expressed a need for other similar training either for themselves or for their colleagues.</p> <p><u>Examples of comments from participants:</u></p> <p><i>“A mix of activities, changing groups & sharing ideas with people in similar circumstances.”</i></p> <p><i>“The opportunity for professional reading & dialogue with teachers from AC schools. The reading was appropriate towards our objectives about raising attainment – loved all the case studies – led to further reading.”</i></p> <p><i>“Informal nature, location. Topics covered & examples/anecdotes used were good – sport, business etc.”</i></p> <p><i>“Made me think more of what I am doing in class in terms of effective leadership & how am I helping the children to develop into leaders.”</i></p> <p><i>“Collegiate atmosphere. Really high quality discussions in a trusting environment. (...)”</i></p> <p><i>“Realising so many factors are involved in Inspiring Leadership. The importance of the whole team environment & everyone having ownership & buying into shared vision. (...)”</i></p> <p>6-7. Coaching and Modelling N/A</p>				
Medium –term outcomes	<table border="1"> <thead> <tr> <th data-bbox="277 1424 1238 1597"> What medium-term outcome(s) does this initiative aim to achieve? <i>(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?)</i> </th> <th data-bbox="1238 1424 1417 1597"> By when? (estimate) </th> </tr> </thead> <tbody> <tr> <td data-bbox="277 1597 1238 1989"> Visible Learning 1. Increased teachers’ motivation to share their knowledge and inspiration with other professionals in their schools 2. Increased use of Visible Learning principles in practice in classrooms. 3. Increase in children’s self-confidence. 4. Increase in children understanding of learning process. Uplifting Leadership 5. Increased continuous interest in and development of positive leadership strategies from staff undertaking the course. </td> <td data-bbox="1238 1597 1417 1989"> 1. Dec 17 2. Dec 17 3. Apr 17 4. Apr 17 5. Dec 17 </td> </tr> </tbody> </table>	What medium-term outcome(s) does this initiative aim to achieve? <i>(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?)</i>	By when? (estimate)	Visible Learning 1. Increased teachers’ motivation to share their knowledge and inspiration with other professionals in their schools 2. Increased use of Visible Learning principles in practice in classrooms. 3. Increase in children’s self-confidence. 4. Increase in children understanding of learning process. Uplifting Leadership 5. Increased continuous interest in and development of positive leadership strategies from staff undertaking the course.	1. Dec 17 2. Dec 17 3. Apr 17 4. Apr 17 5. Dec 17
What medium-term outcome(s) does this initiative aim to achieve? <i>(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?)</i>	By when? (estimate)				
Visible Learning 1. Increased teachers’ motivation to share their knowledge and inspiration with other professionals in their schools 2. Increased use of Visible Learning principles in practice in classrooms. 3. Increase in children’s self-confidence. 4. Increase in children understanding of learning process. Uplifting Leadership 5. Increased continuous interest in and development of positive leadership strategies from staff undertaking the course.	1. Dec 17 2. Dec 17 3. Apr 17 4. Apr 17 5. Dec 17				

	<p>6. Increased motivation to implement change in targeted schools from staff undertaking the course.</p> <p>7. Increased number of sharing good practice between establishments.</p> <p>Coaching and Modelling</p> <p>8. Increased teacher confidence and skill to adjust practice to meet the specific needs of children.</p>	<p>6. Dec 17 7. Dec 17 8. Jun 17</p>
<p>Are you collecting evidence to measure these outcome(s)? <i>If so, please specify which type of evidence for which aim (if not, just put 'N/A')</i></p>		
<p>Visible Learning</p> <p>1-2. Interviews and case studies from teachers implementing Visible Learning in their practice, observations from Head Teachers, requests for the same training from other teachers.</p> <p>3-4. Evidence of classroom work (exercises made by children), pupil survey, focus group, projects – follow up in progress (cohort from April), teacher feedback.</p> <p>Uplifting Leadership</p> <p>5-7. Follow up from the case studies and individual projects from sample of participants.</p> <p>Coaching and Modelling</p> <p>8. Retrospective teacher feedback. Regular feedback from Coaching and Modelling Officers.</p>		
<p>What does this evidence show? <i>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></i></p>		
<p>1-4. Visible Learning</p> <p>Volunteer teachers using ideas from Visible Learning to improve their practice are in a process of creating case studies retrospectively showing the changes that their adjustments made on children's behaviours and learning.</p> <p>5-7. Uplifting Leadership</p> <p>Majority of participants commented on their answers within open comment questions, which may demonstrate the real interest and engagement in the Uplifting Leadership course. A few indicated changes in practice that already happened as a result of the course. Participants expressed the need for more time to digest their learning, review their materials and plan future actions.</p> <p>Majority of participants indicated once more that opportunity to discuss and share ideas and experiences with colleagues was the part they most enjoyed during the course. Half of our participants who gave a comment expressed that particularly meeting and building relationships with others from different establishments was very helpful. Additionally the specific strategies of changing groups and mixing people from various roles appeared to have a great impact on the participants, as it allowed them to see things from different perspective. Diverse examples and case studies from different sectors were pointed out by participants as the course's strength.</p> <p>9. Coaching and Modelling</p> <p>Teachers report that they have a greater understanding of progression within numeracy, especially the small steps within each strand. This has resulted in an increase in teachers' confidence.</p>		

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

Professional learning opportunities continue to be offered to staff in focus schools, and the wider authority. Learning sessions based on Visible Learning principles, Uplifting Leadership, SEAL and Active Literacy are always oversubscribed and more requested. Colleagues from other local authorities have attended overview sessions. Practitioners are welcoming the opportunity to look again and quality learning and teaching strategies. The bespoke support offered by CMOs is helping to build staff confidence and expertise.

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

Communicating more effectively with schools/practitioners that professional learning opportunities will be repeated and there is no expectation that teachers should be attending everything that is offered. Some schools are also forging ahead with approaches, regardless of the AC support that can be provided. This could result in staff becoming overwhelmed and overloaded.

6	Training and resources			
2016/17 Allocation	£205,550	Planned Quarterly Spend	£20,000	
2016/17 Actual Spend	£37,206	Actual Quarterly Spend	£33,947	
Expenditure breakdown				
Staffing:	This quarter		Total this financial year	
	FTE	Costs	FTE	Costs
Teachers		£		£
Education/development officers		£		£
Educational psychologists		£		£
Data analysis officers		£		£
Family/home link worker		£		£
Speech and language therapists		£		£
Early years professionals		£		£
Other staff, namely:.....		£		£
Non-staffing <i>please specify type:</i>	Costs this quarter		Total costs this fin. year	
Resources (Breakdown available)	£33,947		£37,206	
	£		£	
	£		£	

Activities: Please comment on progress in implementing your planned activities in the first six months of 2016/17

Focus schools with Active Literacy in the School Improvement Plan have had resources provided to allow them to progress with this approach. SEAL resources have also been purchased to support this development. Training opportunities in Numeracy, Nurture and Visible Learning have been accessed for AC staff.

Slippage from plans: Please comment on slippage from your original plans for implementing activities in the first six months of 2016/17

More money was spent on resources in the last quarter, due to the Active Literacy resources arriving for the start of a new session.

6	Training and resources: evidence on short and medium-term outcomes	
Short –term outcomes	<p>What short-term outcome(s) does this initiative aim to achieve? <i>(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?)</i></p>	<p>By when? (estimate)</p>
	<p>PATHS 1. Increase in teacher understanding of emotional control and positive strategies in conflict resolution. 2. Increase in teacher confidence to manage challenging behaviours in the classroom. 3. Increased teacher awareness of the importance of positive conflict solution training.</p>	<p>1. Feb 17 2. Feb 17 3. Feb 17</p>
	<p>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')</p>	
	<p>1-3. Baseline and follow up survey. 2. Retrospective feedback from teachers.</p>	
	<p>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></p>	
<p>1-3. N/A</p>		

Medium –term outcomes	<p>What medium-term outcome(s) does this initiative aim to achieve? <i>(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?)</i></p>	<p>By when? (estimate)</p>
	<p>PATHS 1. Improved problem solving skills among children in 9 target schools. 2. Increase in positive conflict resolution in 9 target schools. 3. Increase in children’s engagement with learning in 9 target schools. 4. Decrease in emotional distress in children from 9 target schools. 5. Increase in pro-social behaviours in 9 target schools.</p>	<p>1. Jun 17 2. Jun 17 3. Jun 17 4. Jun 17 5. Sep 17</p>
	<p>Are you collecting evidence to measure these outcome(s)? <i>If so, please specify which type of evidence for which aim (if not, just put ‘N/A’)</i></p>	
	<p>1-5. Retrospective teacher feedback, case studies from teachers.</p>	
	<p>What does this evidence show? <i>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></i></p>	
	<p>1-5. N/A</p>	
<p>Reflections on progress to date: Can you share any learning on what has worked well in implementing this initiative?</p> <p>PATHS: some schools have started to introduce this programme and early feedback is positive. Educational Psychology Service offer support to staff who are unfamiliar with this approach. This has been welcomed by schools.</p> <p>Can you share any learning on what has worked less well or could be improved?</p> <p>From SEAL: Most popular choices of resources were online/computer materials and materials made by practitioners themselves. The least popular was using commercially produced textbooks and materials created by other schools, which shows that limited exchange of good practice is happening between schools. Some participants also commented on insufficient resources being provided and their time needed to make their own materials (not necessarily expensive).</p>		

OVERALL PROGRESS AND REFLECTIONS

7	Overall progress towards long-term outcomes and reflections
Long –term outcomes	<p><i>The long-term outcomes of the Attainment Scotland Fund are to:</i></p> <ul style="list-style-type: none"> <i>a. Improve literacy and numeracy attainment</i> <i>b. Improve health and wellbeing</i> <i>c. Close the attainment gap between pupils from the most and least deprived areas.</i> <p>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)</p>
	<ul style="list-style-type: none"> a. Regular numeracy and literacy assessments prepared by Attainment Challenge team to see individual progress of targeted pupils. a-b. PIPs scores and CfE data compared with the results from the previous years (including SIMD band information). c. Where appropriate, Boxall will be used in conjunction with other information, including teacher professional judgement, attendance and exclusion rates.
	<p>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></p>
	<p>Pips results for P1s show improvement. There have been no exclusions in Attainment Challenge focus schools. Current attendance figures are higher than last session.</p>
<p>Can you share any learning on what has worked well in your overall strategy to achieve impact?</p> <p>The “joined up” approach to our project and our “start small, think big” philosophy is helping to achieve impact. It is difficult to identify one particular aspect of the project as so many strands link together in our efforts to close the gap. The partnership working within education, with Barnardo’s, with CLD, with libraries etc. is all helping to support our vulnerable families.</p> <p>Can you share any learning on what has worked less well or could be improved?</p> <p>Communication about the aims of the Scottish Attainment Challenge could be improved as some school staff are still unaware of the national and local picture. Backfilling AC posts is still a problem. The publication of benchmarks has resulted in a delay in our tracking system. Hopefully, we will have a revised system agreed soon.</p>	
<p>Is there anything else you’d like to share or give feedback on?</p> <p>Looking forward to continuing with our growing Attainment Challenge project in Inverclyde! Extending the reach of the project is a challenge, and a great opportunity. Linking with the Secondary project should be really beneficial for our community.</p>	

Reporting Period	October – December 2016
Local Authority	Inverclyde
Key Contact at Authority	[REDACTED]
Attainment Advisor	[REDACTED]

Financial Expenditure Reporting

1	Literacy		
2016/17 Allocation	£65,366	Planned Quarterly Spend	
2016/17 Actual Spend		Actual Quarterly Spend	
2	Numeracy		
2016/17 Allocation	£65,366	Planned Quarterly Spend	
2016/17 Actual Spend		Actual Quarterly Spend	
3	Health and Wellbeing		
2016/17 Allocation	£138,166	Planned Quarterly Spend	
2016/17 Actual Spend		Actual Quarterly Spend	
4	Supported Study and Community Learning		
2016/17 Allocation	£51,996	Planned Quarterly Spend	
2016/17 Actual Spend		Actual Quarterly Spend	
5	Attainment Challenge Teachers		
2016/17 Allocation	£175,000	Planned Quarterly Spend	
2016/17 Actual Spend		Actual Quarterly Spend	
6	Project Leader		
2016/17 Allocation	£45,000	Planned Quarterly Spend	
2016/17 Actual Spend	£4,374	Actual Quarterly Spend	

7	Staffing	
	Staffing secured this quarter:	Staffing secured in total:
	1	1
	How many GTCS registered teachers is this funding supporting?	1
	How many other staff is this funding supporting?	
	Number of schools supported by this funding?	7
	How many pupils are benefiting from this funding?	
<p>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?</p> <p>See Cara</p>		

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

<p>Project Leader has been in post since 28/11/2016 over the past few weeks the focus has been on</p> <ol style="list-style-type: none"> i. Raising Awareness of the Secondary Attainment Challenge. This has included G.Logan of Education Scotland addressing Head teachers and Staff at the recent Inverclyde HT's seminar. G.Logan highlighted recent national developments and provided further clarity around the aims of the Secondary Attainment challenge. ii. Head teachers Discussions. The Project Leader has met with all 7 Secondary Head teachers to discuss the Secondary Attainment Challenge vision for Inverclyde and the needs of each individual secondary school. iii. An Implementation Group has been set up and has met on number of occasions leading to an enhanced understanding of the project. iv. Developing Partnerships; several meeting have taken place with personnel from Barnardo's Children Services. Interviews for the posts of Family workers are scheduled to take place on the 11th/12th January 2017. School Level working agreements are being processed to ensure local circumstances and needs are being met appropriately. Similarly a number of meeting have taken place with Community Learning Officer to discuss and develop strategies to engage with our most vulnerable young people. Projects are scheduled to begin in all secondary schools week beginning 9th January 2017. Finally authority personnel have discussed and

raised awareness of the project with Inverclyde's Parent Council Representatives.

- v. Staff Appointments; Coaching and Modelling Interviews are scheduled to take place on Tuesday 10th January 2017

Data Analysis Officer has been collating and analysis Inverclyde Data in the following areas

- Curriculum for Excellence Teachers Professional Judgement Levels
- National Testing Literacy and Numeracy PIPS Score

This information will be discussed with all HT's with a view to providing additional support to all students within SIMD 1 and 2 data zones.

Overall it is pleasing to report that all secondary establishments welcome their involvement in the project and the emphasis that the project places on nurturing approaches and the need to create further engagement with parents.

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

There have been a number of concerns raised regarding the recruitment of staff. This has included:

- Coaching and Modelling Staff have been appointed however at this stage it is difficult for secondary schools to release staff without appropriate and effective arrangements for "back fill"
- Barnardo's Family Workers have been identified and further recruitment checks such as disclosure checks are being pursued. Experience indicates that this process will take approximately a further 4 weeks to complete.

At this stage in the project there is much evidence to suggest that the steps and approach being adopted by the authority has been greatly welcomed by Head Teachers. While it is appreciated that the project is at an early stage in its development there is no hard evidence of any areas not working well

Reporting Period	April 2016 – March 2017
Local Authority	Inverclyde
Key Contact at Authority	[REDACTED]
Attainment Advisor	[REDACTED]

Summary of Spend

Intervention	2016/17 Allocation	2016/17 Amount Spent
Project support and coordination	£214,919	£205,155
Families and communities	£489,015	£433,197
Nurture	£198,266	£192,066
Meeting learning needs	£142,412	£146,550
Learning and teaching	£312,213	£225,862
Training and resources	£205,550	£205,550
Total	£1,562,375	£1,408,380

Agreed Improvement Plan

1	Project support and coordination	
2016/17 Allocation	£214,919	
2016/17 Actual Spend	£205,155	
Expenditure breakdown		
Staffing:	Total this financial year	
	FTE	Costs
Teachers	2.0	£122,680
Education/development officers		£
Educational psychologists		£
Data analysis officers	1.0	£50,771
Family/home link worker		£
Speech and language therapists		£
Early years professionals		£
Other staff, namely:.....	1.0	£31,704
Non-staffing please specify type:	Total costs this fin. year	
	£	

	£	
	£	

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

Project co-ordination has continued to support the work being carried out in schools across the authority. Our Data Officer is now full-time and our Seemis Development Officer is back on the project team, allowing us to continue our work supporting schools with the recording, collation and analysis of data. Our data officer has worked with all 9 HTs to ensure they are confident in the use of current available data on children's progress. Consistent tracking and monitoring systems are now in place in all 9 schools, with the rest of our primary schools receiving support for this over the next few weeks.

Our Admin Officer allows AC staff and school staff to focus on the aims of the project by ensuring that admin tasks, such as procurement of resources, are dealt with centrally.

Having an Attainment Challenge base has allowed us to set up classrooms for professional learning. These have been used on a weekly basis, providing displays of literacy and numeracy approaches, as well as promoting effective pedagogy through reciprocal and dialogic teaching, SEAL, Visible Learning, Collaborative Action Research, Coaching, Nurture Principles/Attachment, Uplifting Leadership, Active Literacy etc.

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

Our Data Officer and Seemis Development Officer were not able to join the SAC team at the planned time, due to problems with backfill. They are now with us full-time.

1 Project support and coordination: evidence on short and medium-term outcomes		
Short-term outcomes	<p>What short-term outcome(s) does this initiative aim to achieve? <i>(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?)</i></p>	<p>By when? (estimate)</p> <p>Status <i>(completed / ongoing / no progress)</i></p>
	1. Increase in awareness of available data amongst head teachers in the 9 target schools.	1: Jan 17
	2. Increase in skills in using data amongst head teachers to improve learning and teaching in the 9 target schools.	2: Oct 16
	3. Increase in readiness amongst head teachers in the 9 target schools to collaborate across establishments and with partners (Bamardo's, CLD and libraries).	3: Nov 16

	<p>4. Increase in collaboration between 9 head teachers to identify and build shared understanding of key aspects of assessment (Benchmarks). New working group.</p> <p>5. Increase in engagement and participation in professional learning training courses from teachers in Attainment Challenge schools.</p> <p>6. Increased Attainment Challenge team's knowledge and understanding of the needs, support requirements and priorities in each of the 9 target schools to implement specific targeted interventions.</p>	<p>4. Oct 16</p> <p>5. Oct 16</p> <p>6. Oct 16</p>
<p>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')</p>		
<p>1 - 2. Effective use of available data by 9 head teachers to identify cohorts of children to receive targeted interventions, supported and monitored by the Attainment Challenge project team.</p> <p>3. Oral feedback from head teachers to the Attainment Challenge project team.</p> <p>4. Continued participation in new working group.</p> <p>5. Interest in participation in professional learning training courses (waiting list). Overall uptake for professional learning opportunities.</p> <p>Look at a measure now and a measure at a later point.</p> <p>6. Overview of interventions and thematic analysis of School Improvement Plans in each of the 9 schools.</p>		
<p>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></p>		
<p>1-2. Target groups in place in all 9 schools and children have additional teaching support from AC outreach teachers (targeted interventions) Head teachers report increased use of data, however, several would also like further support in the use of Excel.</p> <p>3. Feedback from HTs highlights greater collaboration with partners, CLD, libraries and across all 9 schools e.g. Reading for Pleasure Project, Holiday Learning Lunch Clubs.</p> <p>4. Working group of all 9 HTs agreed common recording system for tracking of children's progress. Now in use in target schools. Guidance was produced for local authority use and has been shared across all 20 schools.</p> <p>5. Over the last year, 198 places out of 522 (38%) at authority-wide professional learning sessions were attended by AC class teachers and 78 support staff training places were taken by AC schools, from a total of 147 places across the authority (57%). 11 courses offered had combined waiting lists of 120 staff.</p> <p>6. Thematic analysis completed and support was targeted appropriately. Implementation is on-going.</p>		

Medium –term outcomes	<p>What medium-term outcome(s) does this initiative aim to achieve? <i>(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?)</i></p>	<p>By when? (estimate)</p> <p>Status <i>(completed / ongoing / no progress)</i></p>
	<p>1. Increased focus on improving the evaluations for interventions by the Attainment Challenge project team.</p> <p>2. Increase in sharing practice across all Inverclyde schools.</p> <p>3. Increase in awareness and skills of teachers to effectively use data to help improve learning and teaching in the 9 target schools.</p> <p>4. Increase in new collaboration between schools and partners (Barnardo's, CLD and libraries), involving more people.</p> <p>5. Increased opportunities and reach of professional learning training courses.</p>	<p>1. Mar 17</p> <p>2. Jun 17</p> <p>3. Dec 17</p> <p>4. Jun 17</p> <p>5. Jun 17</p>
	<p>Are you collecting evidence to measure these outcome(s)? <i>If so, please specify which type of evidence for which aim (if not, just put 'N/A')</i></p>	
	<p>1. Feedback and increased increasing number of requests for support from the Research Assistant compared with previous term.</p> <p>2. Oral feedback from teachers, who have expressed an interest in sharing their learning/practice across, at this point, Attainment Challenge schools, current and follow up. Creation of new initiatives to share practice.</p> <p>3. Repeated observations from school leaders, feedback from teachers, questionnaires.</p> <p>4. Retrospective feedback from partners and head teachers.</p> <p>5. Number of opportunities and overall uptake for each initiative (now and later on).</p>	
	<p>What did this evidence show? <i>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></i></p>	
	<p>1. System in place for schools to request advice or support from research Assistant around the evaluation of interventions. Increase in requests for support and advice on evaluation of interventions from Research Assistant.</p> <p>2. Teachers have requested visits to other classes/schools within the Attainment Challenge. Collaborative Action Research Projects are focussed on practice-sharing across schools. Practice-sharing is embedded in our Literacy professional learning opportunities. Head teachers of all focus schools state that they agree or strongly agree that sharing practice across all Inverclyde schools has increased as a result of AC.</p> <p>3. On-going and will be a priority for Session 2017-18. Some head teachers from focus schools report that staff have increased their use data. Most have identified this as an on-going development.</p> <p>4. Community/PartnersTeam liaises well regarding joint projects e.g holiday lunch clubs. Extended the reach of collaboration between schools and partners to provide holiday learning lunch clubs.</p>	

5. Over the last year, 198 places out of 522 (38%) at authority-wide professional learning sessions were attended by AC class teachers and 78 support staff training places were taken by AC schools, from a total of 147 places across the authority (57%). 40 teaching staff also attended 2 collegiate sessions on SEAL, 30 Early Years Practitioners attended a professional learning session on SEAL, 30 NQTs attended a session on Visible Learning, 66 staff attended the Uplifting Leadership course, with 25% of these being from AC schools.

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

Our structured approach to delivering professional learning training sessions continues to support AC focus schools and schools across the authority, This approach includes building capacity within our team, as we include more colleagues in delivering professional learning. The rolling programme of professional learning is developing, with school staff now more confident that sessions will run again.

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

Backfill of posts still caused us some issues, but these are currently resolved. Providing professional learning for school staff on use of Excel will be a next step.

2	Families and communities	
2016/17 Allocation	£489,015	
2016/17 Actual Spend	£433,197	
Expenditure breakdown		
Staffing:	Total this financial year	
	FTE	Costs
Teachers		£
Education/development officers		£
Educational psychologists	1.0	£30,116
Data analysis officers		£
Family/home link worker	9.0	£301,174
Speech and language therapists		£
Early years professionals		£
CLD support	4.0	£101,907
Non-staffing <i>please specify type:</i>	Total costs this fin. year	
		£
		£
		£

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

Family Support Workers have provided bespoke support packages for families within our 9 focus schools. Literacy Lunch Clubs were held throughout the summer holidays to allow families to engage in literacy activities and enjoy a light lunch together. This initiative continued in smaller scale during the October holiday and an enhanced provision is planned for the Easter holidays.

All disadvantaged families who have been referred by Head Teachers or other partners have completed a well being assessment and have an intensive package of family support in place with targeted outcomes.

All parents where social, emotional and behavioural difficulties have been identified are receiving one to one sessions with family support worker to explore the influence of the parent/child relationship in relation to the child's overall development and what the child needs from them everyday in order to engage in learning.

Family Support Workers and Education Staff are facilitating parent and children learning activities within the school community. Family learning groups incorporate the ethos of Nurture to include the child's attachment figure. The parent/child relationships are fostered and developed by practitioners who have a knowledge and understanding of attachment theory and the development of attachment behaviour. The family learning groups provide an opportunity for the parents and children to come together and develop relationships with family support workers and education staff creating a supportive school community for families. Family learning sessions with Barnardo's Family Support Workers encompass a range of themes: Story Sack Lending Library, Reading for Pleasure, Crafternoon, Tiddlers' Reading, Sports T Club etc. Average weekly attendance over the focus schools is 67 parents and 83 children.

Drop In sessions for parents are in place in several focus schools. These vary in format, depending on needs of parents. One is based on cookery classes, another has planned sessions on mindfulness, dyslexia, internet safety etc.

The appointment of an Educational Psychologist was completed in September 2016. This has allowed EPS to plan an increased role in taking forward the Attainment Challenge in Inverclyde, with input to Nurturing Approaches, Nurturing Me, Visible Learning, Collaborative Action research, Coaching, Seasons for Growth and Reciprocal Teaching.

Seasons for Growth supports children who have experienced 'loss or change'. Education Psychology is co-ordinating and evaluating this groupwork. There have been groups facilitated with family support workers and education staff in 2 focus schools. Family support worker and education psychology are currently facilitating a group in another focus school with an additional school in the process of planning a group. There are plans for Barnardo's and Education Psychology to meet during the Spring break to plan a seasons for growth group for parents. It is hoped that parents from various schools will come together in the Barnardo's base to access seasons for growth.

Group work activities have been developed in relation to the themes of unmet needs that are being identified in children's well-being assessment. Children from each of the schools are coming together and participating in a variety of group work that is facilitated by the family

support workers at the service base. These groups provide a context to work on targeted outcomes as described below.

Skills Building Social Group – ‘CONNECT’ is a twelve week programme for children experiencing social emotional and behavioural difficulties. Weekly activities support the development of social skills, emotional literacy and improving peer relationships. It allows the children to grow in confidence and build on their self-esteem within a small group.

Children’s Steering Group offers children the opportunity to voice their opinions and be heard. This group has been established to help shape practice and service development/design. This group allows the participants to provide input of their direct experiences while growing in confidence and meeting new friends .

Gem Group enables young girls between the age of 9-11 years to explore and develop a healthy sense of identity, understand self-care within relationships, discuss their physical and emotional development and access opportunities for positive social interaction with peers.

Befriending

Children within AC focus schools are accessing Barnardo’s befriending service. This service complements the work of the family support worker who have identified children that require additional longer input. Children are given the opportunity to build positive nurturing relationships with key adults that develops resilience. It assists children to improve their social and emotional skills and connect to their local community. Children are supported to identify hobbies and interests, participate in groups and build positive social networks.

In the past year 11 children within Raising Attainment schools have benefited from Befriending Support, with 8 currently being supported and there are 3 children identified and waiting to be matched with a volunteer befriender.

One of the children has completed a Dynamic Youth Award with the help of their befriender. The Awards follow a Plan-Do-Review process which allows young people to effectively recognise and express their learning and achievements. This increases their self-esteem, improves motivation and keeps young people engaged with learning.

Embedding Attachment Practice

Joint training events have increased in the last quarter, five of the nine schools have participated in Five to Thrive workshops.

There are dates set for further joint training events; Nurture Teachers will join Family Support Workers for more intensive training with KCA, this training will focus on the following areas:

- Attachment aware schools
- Emotion coaching
- Building Resilience

In the first term (Aug-Dec 2016) Community Learning and Development provided support to families who are “just coping” or families who may have a wider CLD support need. The 3 CLD workers conducted awareness raising sessions for the nine Attainment Challenge

Schools through parents evenings, meet the teacher events, coffee mornings and induction sessions. This universal method of engagement raised awareness to 1700 parents across the AC schools.

From those 1700 parents, 71 parents received face to face taster sessions/workshops in the following programmes between July – December 2016;

<u>Programme</u>	<u>Total</u>
Coffee Morning/Afternoon	22
Eat Better Feel Better	17
Family Learning	11
SEAL Maths Workshop	7
Multiple Community Groups	5
One to one Support	4
Community Group	3
Employability	1
SEAL Maths Workshop	1

34 (48%) parents requested the opportunity to receive further support through (26) Adult Learning, (5) Adult Literacies and (3) Employability Workshops and (2) Inverclyde Advice First.

Building on the success of providing families with support to encourage play, learning and reading whilst also providing lunch during the sessions the Holiday Lunch Clubs were offered again throughout the Autumn break in October. The same three Early Learning and Childcare venues offered the sessions for two days instead of five based on the feedback of the parents that attended summer clubs. The sessions were universal to parents with children in the early years or the children in the attainment challenge schools, however, the family support workers from both Barnardo's and Community Learning and Development targeted specific families who would benefit from the service provisions.

CLD workers are also delivering the Steps to School programme contains eight sessions; each covers a topic identified by parents. All parents are encouraged to attend all eight sessions, however this is not always possible, therefore each topic has been designed to be delivered as a stand-alone sessions.

- Communication – School Talk
- Your Child Starting School – registration, placing requests, school lunches and induction days
- Supporting Your Child with Homework – SEAL
- Supporting Your Child with Homework – Active Literacy
- Universal Credit – benefits advice
- Restorative approaches
- Cyber Safety

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

Recruitment of Family Support Workers and changes of staff meant that not all 9 schools and their own Family Support worker and link CLD worker in place from August.

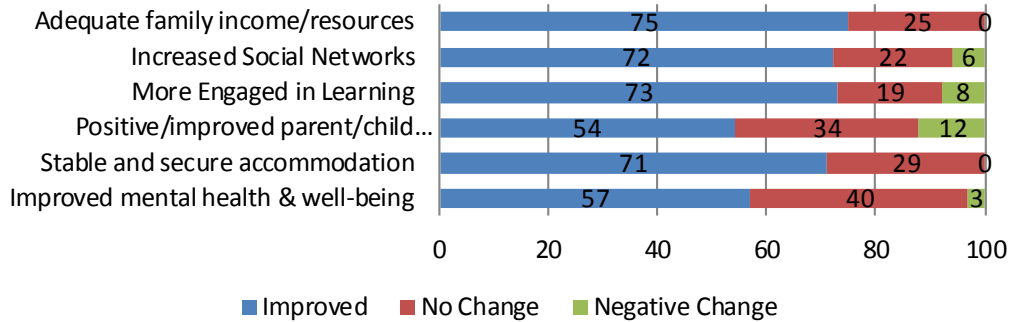
Practical challenges of releasing staff to attend coaching and Collaborative Action Research sessions have caused some issues in taking forward aspects of this plan.

2	Families and communities: evidence on short and medium-term outcomes	
Short-term outcomes	<p>What short-term outcome(s) does this initiative aim to achieve? <i>(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?)</i></p>	<p>By when? (estimate)</p> <p>Status <i>(completed / ongoing / no progress)</i></p>
	<ol style="list-style-type: none"> 1. Increase in parental awareness of the importance of engaging with and supporting their child's learning / home learning. 2. Increase in Attainment Challenge team and partners' knowledge of numbers of parents engaging with schools to identify target cohorts of parents. 3. Increase in parental engagement in existing community opportunities, parental groups and services to support children and families. 4. Improved health and wellbeing of children who attend family learning clubs. 5. Increase in package of support for targeted children and families. 	<ol style="list-style-type: none"> 1. Mar 17 2. Dec 16 3. Mar 17 4. Dec 16 5. Dec 16
	<p>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')</p>	
	<ol style="list-style-type: none"> 1. Regular feedback from children, parents and staff from family learning and summer lunch clubs. Retrospective measures. 2. Retrospective feedback from schools identifying target families. 3. Number of referrals, engagement with services and feedback from partners. Current numbers compared with numbers before summer lunch clubs. 4. Compared observations and/or professional judgement from school and partner staff from before and after the family attended learning club. 5. Numbers of workers, sessions and referrals, compared with numbers before the initiative. 	
	<p>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</u></p>	

	<p><u>you already like to share findings, please feel free. If not, just leave blank.</u></p>	
	<p>1. We have increased the reach of our family learning clubs and holiday lunch clubs to all AC focus schools. These provide further opportunities for targeted interventions from a range of partners.</p> <p>2. Developing our approaches to information sharing between partners and third sector agencies.</p> <p>3. 15% increase in self referrals. Family support workers attribute this increase to the relationship based approach that invests time in building trust with parents at a pace that suits the family, the support is easily accessible within the families' community and the partnership work has increased parental engagement in schools.</p> <p>4. Developing approaches to assessing improvements in health and wellbeing Community Learning and Development workers have compiled a suite of activities from which schools can self-select appropriate interventions to support target cohorts of families. Between January and March 2017 Community Learning and Development Family Support Workers have engaged with 123 parents/carers who are now classified as learners, 68% are living in SIMD 1+2. The majority are female between the ages 25-44 years.</p> <p>5. Family Support workers have increased and they are now providing bespoke packages of support for families in 9 schools. Referrals and uptake have increased significantly, we currently support 50 families consisting of 75 parents and 125 children.</p> <p>Since the start of the project 20 families (22 parents and 28 children) have completed their targeted outcomes. Additionally 22 families with children in P4-7 have a received a package of support where family support workers have the capacity and a need is identified. Family learning activities are now established in 8 of the 9 schools. This has increased parental engagement in children's learning, there are, on average, 67 families (67 parents and 83 children) attending sessions on a weekly basis.</p> <p>Community Learning and Development Family Support Workers have compiled a brochure of activities that schools can offer to parents from Attainment Challenge School, each of these activities are to improve parents engagement with their children's learning and achievements and linked to How Good Is Our Learning Communities? The Family Support workers will be offering these services to Attainment Challenge schools to engage more parents to take up the resources on offer. The Family Support Workers also engage parents through other various activities in and around the school such as coffee mornings, parents evenings, Reading for Pleasure, Bookbug sessions, families connect sessions, holiday lunch clubs and transitions days.</p>	
<p>term outcomes</p>	<p>What medium-term outcome(s) does this initiative aim to achieve? <i>(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?)</i></p>	<p>By when? (estimate) Status <i>(completed / ongoing / no)</i></p>

		<i>progress)</i>
<ol style="list-style-type: none"> 1. Increase in parental engagement with children’s learning. 2. Increase in positive child – parent/carer relationships. 3. Increase in positive relationships between families and schools, partners and CLD. 4. Increased engagement of children in their learning. 5. Increase in parental understanding and confidence of how to establish positive learning activities at home. 6. Barriers to parental engagement are better understood by Attainment Challenge team and efforts are taken to reduce them as much as possible. 7. Increase in family learning programmes. 	<ol style="list-style-type: none"> 1. Jun 17 2. Jun 17 3. Jun 17 4. Oct 17 5. Jun 17 6. Mar 17 7. Oct 17 	
<p>Are you collecting evidence to measure these outcome(s)? <i>If so, please specify which type of evidence for which aim (if not, just put ‘N/A’)</i></p>		
<ol style="list-style-type: none"> 1-3, 5. Feedback from children, parents and school staff. Pre and post questionnaires. 4. Pre and post observations from parents and staff. 6. Parental feedback. 7. Numbers of family learning programmes and families involved compared with numbers from before Attainment Challenge involvement. 		
<p>What does this evidence show? <i>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></i></p>		
<p>1,3, 4-6. Collection of data is on-going. Qualitative data was also collected at the October Lunch Club to provide information on areas for improvement. The majority of those that attended were happy with the service and the venue, they enjoyed having family time and participating in activities that they would not do at home either because they don’t have the time or the material. Children loved the cooking and parents found that children would try new food that they had made at the lunch clubs. Families enjoyed the focus on reading and learning with their children through play and fun activities, 100% of parents advised that they enjoyed “meeting other parents” as a reason that they attended the holiday clubs, which indicates how much value they put on peer support from a service such as this.</p> <p>2,7. Using Barnardo’s GIRFEC Outcomes Tracking Framework, we are able to report the following:</p> <p>TARGETED OUTCOMES % CHANGE OVER A PERIOD OF TIME</p>		

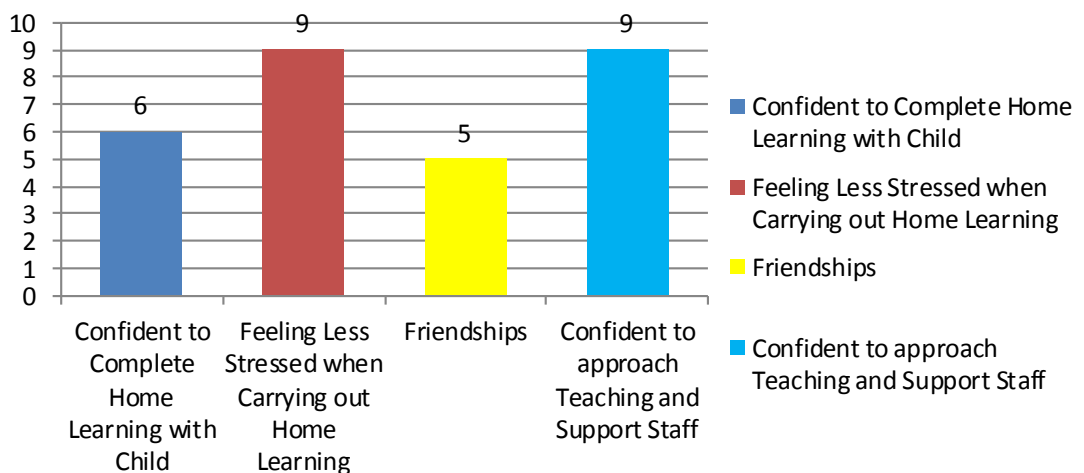
Outcomes % Change After One Year



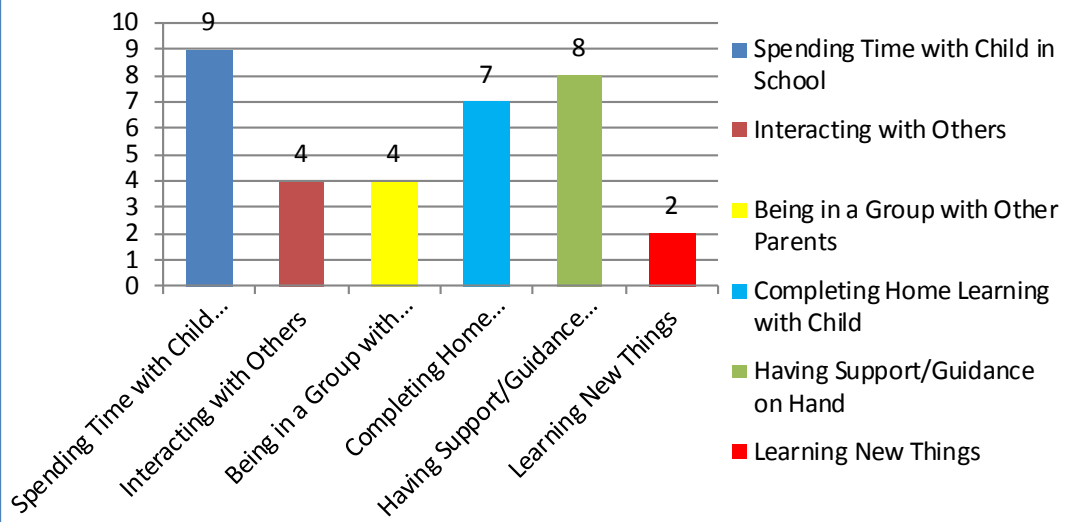
Family Learning

The highest gains for parents and children all centre around 'problem free time together', this is another indicator that positive interaction is promoted by reducing stress. The graph indicates that the family learning environment is nurturing for both children and parents. When parents are supported and nurtured they are more able to support and nurture their children. 'Snack' also scores high from the children's perspective; the actual snack is basic however the main objective of snack time at the beginning of family learning is to encourage 'check in' where parents and children talk about their day and name and acknowledge emotions. It provides opportunities for taking responsibility and offering encouragement and praise as well as co-regulation.

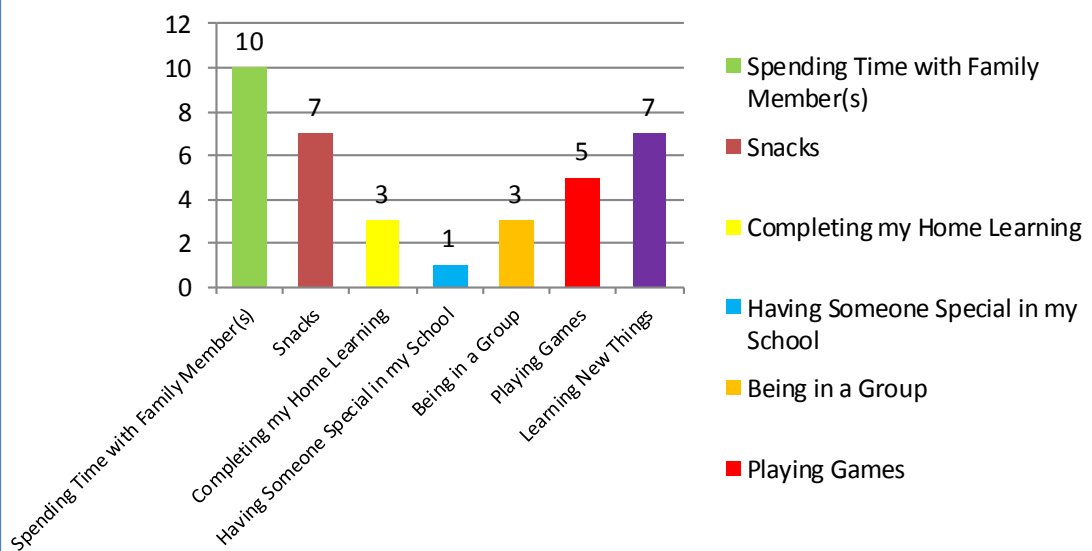
What the Adult Has Gained From Attending Family Learning



What the Adult Enjoys Most About Family Learning



The Child's Favourite Things About Family Learning is...



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

Partnership working with Barnardo's continues to grow and develop.

The positive feedback of successful activities now established within AC focus schools allows us to replicate them and creative ideas are being tested in a variety of schools and settings.

The partnership with schools increases accessibility of support for families when they need it most; it is timely and unobtrusive. The relationship approach is respectful, getting alongside families to reduce stress and raise awareness of the everyday interaction that is required to

promote growth and development for children. Families can access support at a pace that feels safe, support can be intensive or provided by dropping into the school as and when required.

Families Connect ran in one school, with another programme planned for the summer term. Reading for Pleasure project is currently being rolled out to other schools.

Joint working between CLD and Barnardo's and Libraries has also allowed us to offer purposeful family learning activities during school holidays. Parents advised that because of the activities that they engage during the holiday lunch clubs they were more likely to - **Interact with the child more, play, spend time together** (29% of the respondents). Example: 'We will sit together more often at lunchtime and chat.'

Help children to learn, develop, to be more outgoing and confident (25% of the respondents) 'They learned that it's okay to make a mess and make mistakes and I suppose I also learned this.' 'The child in my care is learning to participate and share.'

Columba 1400 enabled 11 parents to graduate from the Parental Leadership programme. Providing this leadership training to parents who were trying to engage in their child's learning, but were struggling because of their own confidence or perceived lack of education and skills, has transformed some of their lives and it is anticipated this will impact on their children's wellbeing and health. The course started in October 2016 with a small presentation to some parents and family support workers, this introduction would be the key to encouraging other parents to engage in the programme. Over the course of 5 months 11 parents and 3 family support workers worked together to facilitate learning, to work on core values that they think would make them better parents and leaders within their schools and communities.

The support from the 3 family support workers was invaluable and necessary, based on experience and knowledge there is a need to have a local contact that can build relationships with the parents and constantly encourage, remind and discuss information from the workshops, to be there for questions and challenges that the parents face throughout the training.

The Family Support Workers who supported the group of parents have worked with them to complete paperwork around their learning and achievements and 100 % of the parents that participated will receive an SVQ in Personal Achievement. For some of the parents this is the only recognised qualification that they have received.

All of the parents have moved forward within their own lives including;

1 parent has secured employment, 1 parent is in the process of establishing her own business, 4 parents are now participating in existing community activities such as "On the Ball" to develop their knowledge in exercise, fitness and attachment with Save the Children. 2 parents are participating in University access courses to further their own education and learning. Some have rebuilt family and friend relationships that were beyond repair, strengthening their community support and values with peers.

100% of the parents have reported increase confidence and awareness of their core values

which they have shared with their families.

The Family Cooking Project facilitated by CLD provides a 4 week opportunity for families to learn how to prepare and cook nutritionally balanced meals on a budget. Families then eat the food they have prepared. A pilot Saturday morning class is also running. All food is provided free of charge and lessons include cooking on a budget to show how inexpensive a family meal can be produced.

<u>Delivery Venue</u>	<u>Families</u>	<u>SIMD decile 1&2 (2016 tables)</u>	<u>Notes</u>
[REDACTED]	8	4	
[REDACTED]	9	7	
[REDACTED]	3	n/a	SIMD Info not yet available
[REDACTED]	8	7	
[REDACTED]	2	2	
[REDACTED]	4	n/a	SIMD Info not yet available
[REDACTED]	2	2	
[REDACTED]	0		Not yet started
[REDACTED]	0		Not yet started
[REDACTED]	6	4	
Early Years	11	10	
Total	53		

SQA accreditation is embedded in all courses. At the time of writing this report, 7 (13%) parents have achieved SQA accreditation through the family cooking.

What Did the Families Say?

- 'Having more home cooked meals instead of ready/processed food. My child always asks what is in the food now so he sees exactly what is in it.
- HF has always been a fussy eater and would not try new food, now he tastes everything!' DB
- "We enjoyed making the food in the session and going home to try this out at home. I made pizza with my child and it gave us the chance to try things that I didn't know about. I'd be really interested in doing a Family Cooking class with all my children." LM
- "It was really good to find out about all the opportunities out there in the community and school. I signed up for Eat Better Feel Better and I have now signed up for the e-

learning course through WCS and have started to complete the modules in Personal Development. This has increased my confidence and I know more about what is available out there” MMcF

Sports T Club average attendance 40 participants weekly

Active schools are working in partnership with the family support worker and school in a pilot initiative. The 6 week programme is for targeted families that have been identified by the family support worker, the wider Barnardo’s team school teachers. Children participate in an hour long sports activity facilitated by active schools coach (activity varies each week). Parents are then invited in for the second hour to share a family meal together, with check in and family discussion encouraged. A guest speaker then delivers a short input to the families – ie, healthy eating, mind mosaic, first aid, etc. This group meets three main outcomes including

- Engaging children in sports – targeting children who hadn’t previously attended any active schools sports activities, (improved health and wellbeing).
- Positive/improved family relationships
- Increased parental engagement in school community.

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

Drop In sessions were poorly attended initially; we built on what we learned and tried new initiatives. Education and partner agencies have joined to expand the range of the drop in facility as evidenced above. We will continue to monitor and improve.

3	Nurture	
2016/17 Allocation	£198,266	
2016/17 Actual Spend	£192,066	
Expenditure breakdown		
Staffing:	Total this financial year	
	FTE	Costs
Teachers	6.0	£175,477
Education/development officers		£
Educational psychologists		£
Data analysis officers		£
Family/home link worker		£
Speech and language therapists		£
Early years professionals	1.73	£16,589

Other staff, namely:.....	£
Non-staffing please specify type:	Total costs this fin. year
	£
	£
	£
Activities: Please comment on progress in implementing your planned activities in the year 2016/17	
<p>9 Nurture groups are in place, with 6 in their second cycle and 3 newly established. 20 children have been re-integrated into their mainstream class over the course of the year.</p> <p>All 9 schools are making good use of afternoon groups to support vulnerable pupils, especially those preparing to transition to secondary schools.</p> <p>Our CMO (Nurture) liaises closely with our Educational Psychology Service, ensuring a consistent approach to providing professional learning and other support to schools.</p> <p>All AC focus schools are developing nurturing approaches across the school. 4 Nurture teachers attended Education Scotland's training on Applied Whole School Nurture Tool in order to lead change in their own school.</p> <p>One of our focus schools is piloting a whole school Nurture initiative, which is being evaluated by Educational Psychology Service.</p> <p>Our CMO (Nurture) has supported a range of initiatives within schools, all looking to improve the wellbeing of children through enhanced playground activities. E.g. Mix Up Play project, Playground Improvement Pupil CAR</p> <p>Training for new Nurture staff in August was well-attended and feedback from those involved was positive. Professional learning sessions have been provided on Nurturing Playgrounds, principles of nurture, attachment etc. Our CMO (Nurture) has provided support and advice to schools out with the main focus of the Attainment Challenge, helping to create individualised packages of support for vulnerable children. She is currently supporting 5 schools with 7 individual children who are experiencing social and emotional difficulties. Staff in schools involved have had training on attachment, attainment and Boxall strategies. Parents have also been supported by our CMO (Nurture).</p> <p>Our Nurture training has included Nurture Group training for 4 teachers and 4 support staff, before new Nurture Groups were set up. 42 teachers have taken part in professional learning on Nurturing approaches and attachment, 18 class teachers and 26 NQTs attended Nurturing Classroom training, 72 support staff took part in Nurturing Playgrounds and 12 Early Years practitioners attended training on "Where Nurture sits in Statutory Guidance". A whole school audit workshop with 49 staff resulted in an Action Plan being created. Collegiate sessions on Boxalls and nurture principles have also taken place. Altogether 297 staff have participated in professional learning provided by our Nurture (CMO).</p> <p>Our Nurture teachers meet on a regular basis to share practice and analyse Boxall assessment information.</p> <p>6 Nurture teachers presented a workshop at the Nurture Group Network Scottish Conference.</p>	

Nurture teachers have had training from Speech and Language therapists, KCA, Education Scotland, Nurture Network. Good links have been established with the Nurture Facilitators in Inverclyde.

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

Our new Nurture teachers took up post in November/December due to difficulties with backfilling posts.

3	Nurture: evidence on short and medium-term outcomes	
Short –term outcomes	<p>What short-term outcome(s) does this initiative aim to achieve? <i>(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?)</i></p>	<p>By when? (estimate) Status <i>(completed / ongoing / no progress)</i></p>
	<ol style="list-style-type: none"> 1. Increase in teachers' understanding of attachment theory and strategies to support children with attachment needs in year 1 schools. 2. Increase in staff recognition of the link between development and relationships, and 'behaviour as communication'. 3. Increased staff awareness of their impact on escalating and de-escalating situations involving anxious and distressed children (all of above compared with last year). 4. Increase in number of staff who have been coached and modelled in the operation of nurture class. 5. Groups of children identified by SIMD bands and PIPs scores for targeted support. 6. Self-evaluation, planning and implementation of the Applying Nurture at the Whole School Level – four step model which has been adapted by Education Scotland to cross reference against the HGIOS?4 triangle. 7. Increased knowledge of all staff members on the whole school application of nurture approaches (pilot school, 2/3 schools later in year). 	<ol style="list-style-type: none"> 1. Dec 16 2. Dec 16 3. Dec 16 4. Jan 17 5. Oct 17 6. Jun 17 7. Sep 17
	<p>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')</p>	

	<p>1-3. Feedback/reports from Barnardo's (5 to Thrive). Pre and post measures. 4. Numbers of staff trained compared with numbers before. 5. Numbers of children identified and groups created for targeted interventions. 6-7. Questionnaires for staff and pupils – ongoing measures (e.g. pupil focus groups, Readiness Checklist, staff questionnaires, observation data, self-evaluation exercise).</p>																		
	<p>What does this evidence show on the extent to which the above outcomes have been achieved to date? <i>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></i></p>																		
	<p>1-3. Barnardo's staff have supported the implementation of Five to Thrive in all schools. 4. 112 teachers have accessed Nurture professional learning sessions, 98 support staff have also attended training sessions. Collegiate sessions for staff have been delivered in 5 schools, as well as our focus AC schools. 5. All 9 schools have targeted groups of children receiving support within the Nurture Class. This currently involves 35 children. 20 children have been successfully reintegrated into their mainstream class. 74 children are involved in Nurture support groups in afternoons. 6 – 7. Ongoing. Pre data has shown that there is a need to pilot the project and build teacher knowledge and skills in attunement and nurture.</p>																		
<p>Medium –term outcomes</p>	<table border="1"> <thead> <tr> <th data-bbox="268 1081 1236 1346"> <p>What medium-term outcome(s) does this initiative aim to achieve? <i>(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?)</i></p> </th> <th data-bbox="1236 1081 1407 1346"> <p>By when? (estimate) Status <i>(completed / ongoing / no progress)</i></p> </th> </tr> </thead> <tbody> <tr> <td data-bbox="268 1346 1236 1413">1. Improved attendance of children in 9 targeted schools.</td> <td data-bbox="1236 1346 1407 1413">1. Jun17</td> </tr> <tr> <td data-bbox="268 1413 1236 1480">2. Improved wellbeing in children in 9 targeted schools.</td> <td data-bbox="1236 1413 1407 1480">2. Jun17</td> </tr> <tr> <td data-bbox="268 1480 1236 1570">3. Improved relationships between children and teachers in 9 targeted schools.</td> <td data-bbox="1236 1480 1407 1570">3. Jun17</td> </tr> <tr> <td data-bbox="268 1570 1236 1659">4. Increase in self-regulation of targeted children from 9 targeted schools.</td> <td data-bbox="1236 1570 1407 1659">4. Oct17</td> </tr> <tr> <td data-bbox="268 1659 1236 1727">5. Improved peer relationships in 9 targeted schools.</td> <td data-bbox="1236 1659 1407 1727">5. Oct17</td> </tr> <tr> <td data-bbox="268 1727 1236 1794">6. Increase in targeted children's emotional self-awareness.</td> <td data-bbox="1236 1727 1407 1794">6. Jun17</td> </tr> <tr> <td data-bbox="268 1794 1236 1861">7. Increased self-esteem amongst children in 9 targeted schools.</td> <td data-bbox="1236 1794 1407 1861">7. Jun17</td> </tr> <tr> <td data-bbox="268 1861 1236 1998">8. Increased knowledge of, confidence in and application of nurturing approaches (in pilot school).</td> <td data-bbox="1236 1861 1407 1998">8. Oct 17</td> </tr> </tbody> </table>	<p>What medium-term outcome(s) does this initiative aim to achieve? <i>(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?)</i></p>	<p>By when? (estimate) Status <i>(completed / ongoing / no progress)</i></p>	1. Improved attendance of children in 9 targeted schools.	1. Jun17	2. Improved wellbeing in children in 9 targeted schools.	2. Jun17	3. Improved relationships between children and teachers in 9 targeted schools.	3. Jun17	4. Increase in self-regulation of targeted children from 9 targeted schools.	4. Oct17	5. Improved peer relationships in 9 targeted schools.	5. Oct17	6. Increase in targeted children's emotional self-awareness.	6. Jun17	7. Increased self-esteem amongst children in 9 targeted schools.	7. Jun17	8. Increased knowledge of, confidence in and application of nurturing approaches (in pilot school).	8. Oct 17
<p>What medium-term outcome(s) does this initiative aim to achieve? <i>(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?)</i></p>	<p>By when? (estimate) Status <i>(completed / ongoing / no progress)</i></p>																		
1. Improved attendance of children in 9 targeted schools.	1. Jun17																		
2. Improved wellbeing in children in 9 targeted schools.	2. Jun17																		
3. Improved relationships between children and teachers in 9 targeted schools.	3. Jun17																		
4. Increase in self-regulation of targeted children from 9 targeted schools.	4. Oct17																		
5. Improved peer relationships in 9 targeted schools.	5. Oct17																		
6. Increase in targeted children's emotional self-awareness.	6. Jun17																		
7. Increased self-esteem amongst children in 9 targeted schools.	7. Jun17																		
8. Increased knowledge of, confidence in and application of nurturing approaches (in pilot school).	8. Oct 17																		

	<p>9. Nurture teachers are upskilled to drive the change in their schools and promote using Nurture principles at a whole school level.</p>	<p>9. Oct 17</p>
<p>Are you collecting evidence to measure these outcome(s)? <i>If so, please specify which type of evidence for which aim (if not, just put 'N/A')</i></p>		
<p>1. Current attendance figures compared with figures from previous years. 2-7. Feedback from children and teachers. Baseline and measure later on. 4. Boxall before and after intervention. 8-9. Questionnaires for staff and pupils – ongoing measures (e.g. pupil focus groups, Readiness Checklist, staff questionnaires, observation data, self-evaluation exercise).</p> <p>Where appropriate, Boxall will be used in conjunction with other information, including teacher professional judgement.</p>		
<p>What does this evidence show? <i>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></i></p>		
<p>1. N/A. Anecdotal evidence of individual pupils having improved attendance. 2. – 7. Boxall profiles completed so far show improvements in wellbeing, as well as literacy and numeracy, for our identified children. Feedback from staff supports this. 8. N/A 9. N/A</p>		
<p>Reflections on progress to date: Can you share any learning on what has worked well in implementing this initiative?</p> <p>Nurture Teachers in our focus schools are providing effective support for identified children and families. Early evaluations are very positive, with Nurturing Approaches being developed in all schools. Our CMO (Nurture) has provided bespoke packages of support for children, parents and staff in schools across the authority. Head teachers have identified the role of the Nurture Teacher as having a significant impact on the wellbeing of children. Parents also comment on improvements in attitudes to school. The collaboration between our Nurture teachers, Educational Psychology Service, Speech and Language Therapists is developing, with access to joint training or delivering joint training.</p> <p>Can you share any learning on what has worked less well or could be improved?</p> <p>Delays in appointment of new Nurture Teachers, due to problems with backfill.</p>		

4	Meeting learning needs	
2016/17 Allocation	£142,412	
2016/17 Actual Spend	£146,550	
Expenditure breakdown		
Staffing:	Total this financial year	
	FTE	Costs
Teachers	4.0	£119,093
Education/development officers		£
Educational psychologists		£
Data analysis officers		£
Family/home link worker		£
Speech and language therapists		£
Early years professionals		£
Other staff: Research assistant		£27,457
Non-staffing <i>please specify type:</i>	Total costs this fin. year	
	£	
	£	
	£	
<p>Activities: <i>Please comment on progress in implementing your planned activities in the year 2016/17</i></p> <p>Professional learning opportunities for Attainment Challenge school staff were provided in SEAL, Active Literacy, Dialogic teaching, reciprocal teaching and Visible Learning. These were often oversubscribed. CMOs continue to support staff through visiting classes, modelling lessons, leading collegiate sessions etc. Our Numeracy CMO for Early/First Level has provided collegiate sessions for 6 schools, supported working groups in 4 schools, supported schools in parental engagement through workshops, providing materials etc. She has also provided support to 217 pupils and modelled numeracy lessons for 47 teachers, as well as delivering authority wide training for 185 staff.</p> <p>Our CMO (Literacy) Second Level, who started with AC team at the end of November, has provided training on dialogic teaching and reciprocal teaching for 24 staff and has modelled lessons for staff. She has also produced literacy support packs for staff, as well as guidance to support the assessment of writing.</p> <p>Our CMO (Numeracy) Second Level took up post full-time in March. She is currently visiting all 9 focus schools, working alongside P4-7 teachers.</p> <p>A Reading for Pleasure project was developed in one focus school. Early evaluations of this were very positive. Literacy Toolbox support was also maintained and extended to other schools. On the August in-service days, learning sessions for 150 teachers and support staff were delivered by the Attainment Challenge team. "Drop In" sessions for P1 teachers from focus schools were held in the first few weeks of the new session, with staff sharing ideas and asking for advice in an informal setting. Around 20 teachers attended these sessions.</p>		

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

Our CMO (Literacy) has been absent from work since June 2016. We appointed another CMO (Literacy) Second Level in November 2016.

Our CMO (Numeracy) Second Level could only be released full-time from 6th March 2017, due to problems with backfill.

4	Meeting learning needs: evidence on short and medium-term outcomes	
Short –term outcomes	<p>What short-term outcome(s) does this initiative aim to achieve? <i>(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?)</i></p>	<p>By when? (estimate) Status <i>(completed / ongoing / no progress)</i></p>
	1. Develop a common and effective tracking and monitoring process jointly by school staff with support from Attainment Challenge team. SEAL	1. Oct 16
	2. Increase in teacher knowledge and skills to engage children in learning in numeracy.	2. Oct 16
	3. Increase in teacher motivation to look for other resources to enhance learning in numeracy.	3. Mar 17
	4. Increased teacher skill in on-going assessment and reflective planning to meet the needs of children.	4. Jun 17
	Reading for Pleasure (pilot in one target school)	5. Sep 16
	5. Increase in children’s interest in reading.	6. Sep 16
	6. Increase in parental awareness of ways to inspire children to read more.	7. Sep 16
	7. Increase in children’s knowledge and skills about strategies to help them read.	8. Sep 16
	8. Increase in children’s engagement in conversations about books with others.	9. Feb 16
	NL Active Literacy	10. Feb 17
9. Increase in teacher confidence and skill to use North Lanarkshire Active Literacy approaches.	10. Feb 17	
10. Increase in teacher knowledge of strategies to develop children’s phonological awareness.	11. April 17	
Dialogic and Reciprocal Teaching	11. April 17	
11. Increase in teacher confidence and skill to use dialogic and reciprocal teaching approaches.		

	<p>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')</p>
	<p>1. Draft format. 2-4. Teacher retrospective surveys (SEAL). 5-8. Teacher retrospective feedback, parent retrospective questionnaire and child pre and post survey (Reading for Pleasure). 9-10. Teacher retrospective survey and oral feedback from teachers (NL Active Literacy) 11. Teacher feedback from</p>
	<p>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></p>
	<p>1. Final format agreed and in use. 2. – 4. Feedback from staff indicates that there is an increase in teacher knowledge and skills in learning, teaching and assessment, and motivation to enhance learning 5 -8 The trend of giving a specific title of the book from pre measure has changed into giving a favourite author's name, predominantly authors, whose books appeared during Reading for Pleasure, indicating that children enjoyed the books chosen for the project. As a result of the project variety of places where children read for pleasure have increased, showing that children possibly undertook reading in their free time as well. Survey revealed the importance of working with parents, as well as with extended family on supporting children in reading. The post measure revealed a wider choice for support in reading sources, as other family members were indicated by children as available for help or support in reading. Number of children indicating they have visited library increased. Overall positive attitudes to reading increased greatly, indicating children are more willing to talk about books they read with others, would be happy to get a book as gifts and are considering reading to be important for their future. At the same time reading only if they have to and thinking that reading is boring decreased. Post survey revealed that children very much appreciated most of the components of the Reading for Pleasure project, especially the parts directly connected with reading/listening to stories for books and learning about the authors. Parental survey was just completed once after the Reading for Pleasure project. Most parents confirmed they have a dialogue with their children about stories they read often or most of the time. Most of parents think their children enjoy reading very much. Vast majority of parents stated that their children are talking about the books they read. Majority of parents use simple strategies for encouraging children to read are based on either simple reading to them and asking children to read to them or supplying children with books and other reading materials.</p>

	<p>From the parents' perspective, the effects of the Reading for Pleasure project are very positive. Parents have left only positive comments, when asked about any changes observed in their children from the beginning of the project. Parents have observed that their children feel more confident about reading, are reading noticeably more, trying harder bigger words and that they are talking more about reading in general.</p> <p>Almost all the parents have used positive words to describe their children as readers. 9.-10. Feedback from staff indicates an increase in confidence and skill to use NL Active Literacy approaches. There is an increase in teacher knowledge of strategies to teach phonological awareness.</p> <p>11. All participants stated that they would alter practice as a result of the training in Dialogic Teaching.</p>	
Medium –term outcomes	<p>What medium-term outcome(s) does this initiative aim to achieve? <i>(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?)</i></p>	<p>By when? (estimate) Status <i>(completed / ongoing / no progress)</i></p>
	<p>1. Consistent use of common tracking system to effectively use data to support learning and teaching, and the identification of target cohorts. SEAL 2 - 3. Increased teacher confidence in using various strategies in numeracy. 4. Increased confidence in assessment and planning Reading for Pleasure (pilot in one target school) 5. Increase in children's reading for pleasure. 6. Increase in number of children's books loaned from libraries. 7. Increase in children's effective use of reading strategies and reading skills. 8. Increase in children's comprehension of written texts. NL Active Literacy 9. Increase in deep learning in literacy. 10. Increase in children's reading abilities. Literacy Toolbox 11. Increase in parental awareness of effective reading activities their children are involved in at school. 12. Increase in teacher knowledge and use of effective reading interventions. 13. Increase in confidence in reading. 14. Increase in fluency of reading. 15. Increased comprehension of written text.</p>	<p>1. Jun 17 2-3. Nov17 4. Nov 17 5. Jan 17 6. Jan 17 7. Jan 17 8. Jan 17 9. Jun 17 10. Jun 17 11. – 15. Dec 17</p>
	<p>Are you collecting evidence to measure these outcome(s)? <i>If so, please specify which type of evidence for which aim (if not, just put 'N/A')</i></p>	

	<p>1. Feedback from Attainment Challenge team and head teachers.</p> <p>2-4. SEAL Teacher focus groups newly established. Compared feedback from before and later on.</p> <p>5-8. Reading for Pleasure New library clients compared with previous library data. Library data comparing books loaned by families before and after the project. Follow-up survey/teacher observation.</p> <p>9-10. NL Active Literacy Assessments, CfE levels, feedback from children, parents and staff. Pre and post.</p> <p>11. Literacy Toolbox Parental survey (pre and post).</p> <p>12. Teacher feedback (baseline and post survey).</p> <p>13 - 15. Pre and post pupil measure.</p>
	<p>What does this evidence show? <i>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></i></p>
	<p>1. On-going and priority from April 2017</p> <p>2.-4. Teachers stated their confidence, skills and knowledge had increased after SEAL training</p> <p>5.-8. New outreach librarian will be in post April/May 2017. Reading for Pleasure project being rolled out across other AC schools.</p> <p>9.-10. On-going in line with planned outcome date</p> <p>11.-15. N/A</p>
<p>Reflections on progress to date: Can you share any learning on what has worked well in implementing this initiative?</p> <p>The support package of professional learning being backed up by visits from the Coaching and Modelling Officers is working well. Feedback highlights the value of theory, then approaches being demonstrated in practice and in context.</p> <p>Head teachers highlight the effectiveness of CMO support for staff; regular contact with teachers and SMTs, very effective modelling of teaching approaches, more staff sharing practice after CMO input, staff confidence increasing, professional dialogue is upskilling teachers, staff have higher expectations as a result of CMO modelling, more staff implementing key features of practice to suit immediate needs of children, improved practice noted through class visits.</p> <p>Can you share any learning on what has worked less well or could be improved?</p> <p>Literacy Toolbox training was offered, but not attended. With return of our CMO (Literacy), this will be revisited.</p>	

5	Learning and teaching	
2016/17 Allocation	£312,213	
2016/17 Actual Spend	£225,862	
Expenditure breakdown		
Staffing:	Total this financial year	
	FTE	Costs
Teachers	3.57	£225,862
Education/development officers		£
Educational psychologists		£
Data analysis officers		£
Family/home link worker		£
Speech and language therapists		£
Early years professionals		£
Other staff, namely:.....		£
Non-staffing <i>please specify type:</i>	Total costs this fin. year	
	£	
	£	
	£	
Activities: <i>Please comment on progress in implementing your planned activities in the year 2016/17</i>		
<p>Outreach teachers, supporting literacy and numeracy, continue to provide additional teaching support to target groups of pupils. Assessments have been used to identify gaps in learning and teachers then plan appropriate learning experiences to fill those gaps. Target groups for literacy and numeracy are in place in all 9 focus schools. The progress of the children is monitored closely by AC teachers and class teachers. Support is adapted accordingly. Careful use of assessment supports progress. Liaison between AC Outreach teachers and class teachers is very good. We are trialling new planners to ensure that support provided through AC is identified in GIRFEC paperwork.</p>		
Slippage from plans: <i>Please comment on slippage from your original plans for implementing activities in the year 2016/17</i>		
<p>We could not fill the additional outreach teacher post and one of our teaching team is not full-time.</p>		

5	Learning and teaching: evidence on short and medium-term outcomes
----------	--------------------------------------------------------------------------

Short-term outcomes	<p>What short-term outcome(s) does this initiative aim to achieve? <i>(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?)</i></p>	<p>By when? (estimate) Status <i>(completed / ongoing / no progress)</i></p>
	<p>Visible Learning 1. Increase in teachers' inspiration to develop their practice. 2. Increase in teachers' motivation to look for evidence behind their practice. 3. Increase in awareness of importance of feedback and self-evaluation.</p> <p>Uplifting Leadership 4. Increase in awareness about positive/effective leadership among teachers and SMTs. 5. Increased awareness of the importance of motivating others.</p> <p>Coaching and Modelling 6. Teachers are aware of, and confident in using high quality effective learning and teaching. 7. Teachers are more confidently able to assess children's needs and plan support.</p>	<p>1. Dec 16 2. Dec 16 3. Dec 16 4. Feb 17 5. Feb 17 6. Jun 17 7. Jun 17</p>
	<p>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')</p>	
	<p>1-3. Visible Learning Retrospective oral feedback from first cohort, written feedback from training survey. Overall uptake for training for new cohort compared with previous year. Volunteers from first cohort coming forward willing to share their practice with others.</p> <p>4-5. Uplifting Leadership Thematic analysis (new cohort), number of voluntary positive comments.</p> <p>Coaching and Modelling 6. Interest/engagement in coaching and modelling sessions, number of coaching and modelling sessions delivered (compared with last year). 7. Retrospective feedback from teachers and Head Teachers. Regular feedback and observations from Coaching and Modelling Officers.</p>	
	<p>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></p>	
	<p>1- 3. Teachers rated their confidence in their ability to evaluate their effect on pupil's learning and knowledge of how to use 'feedback' in their classrooms highly even before the training, which indicates previous knowledge in those areas. However, participants were still able to reflect in their answers that the training enhanced their existing knowledge and improved their practice in giving feedback and evidencing</p>	

	<p>their impact on pupils learning. All teachers participating in the training expressed their motivation to either further explore and research more information about Visible Learning in practice or incorporate some aspects in classrooms or at a whole school level.</p> <p>1-3. A few volunteer teachers from previous cohort have been interviewed and short case studies of their projects have been collated, showing an inspiration to further develop their practice, knowledge and skills in evidencing the impact.</p> <p>4. All the teachers and SMTs participating in the survey agreed or strongly agreed that the Uplifting Leadership course in general was worthwhile, had an impact on their practice already and will continue to have an impact in the future. Most of them left specific, voluntary comments on the strongest points of the course. Participants reported that the course was beneficial especially as it was very informative, inspirational and useful in own practice. Moreover it helped them gain knowledge and skills to become effective leaders and to reflect on their practice and identify next steps.</p> <p>5. All the participants agreed or strongly agreed that they would recommend the course to their colleagues at all leadership levels and some highlighted the importance of encouraging others. 75% of participants have identified discussions with colleagues, working together and/or sharing ideas and experiences as the most important aspects of the course.</p> <p>An example of comment: <i>'Will definitely make me think differently about leadership and about ways to encourage staff & colleagues.'</i></p> <p>6. and 7. N/A</p>	
Medium –term outcomes	<p>What medium-term outcome(s) does this initiative aim to achieve? <i>(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?)</i></p>	<p>By when? (estimate) Status <i>(completed / ongoing / no progress)</i></p>
	<p>Visible Learning</p> <p>1. Increased teachers' motivation to share their knowledge and inspiration with other professionals in their schools</p> <p>2. Increased use of Visible Learning principles in practice in classrooms.</p> <p>3. Increase in children's self-confidence.</p> <p>4. Increase in children understanding of learning process.</p> <p>Uplifting Leadership</p> <p>5. Increased continuous interest in and development of positive leadership strategies from staff undertaking the course.</p> <p>6. Increased motivation to implement change in targeted schools from staff undertaking the course.</p> <p>7. Increased number of sharing good practice between establishments.</p> <p>Coaching and Modelling</p> <p>8. Increased teacher confidence and skill to adjust practice to meet the</p>	<p>1. Dec 17</p> <p>2. Dec 17</p> <p>3. Apr 17</p> <p>4. Apr 17</p> <p>5. Dec 17</p> <p>6. Dec 17</p> <p>7. Dec 17</p> <p>8. Jun 17</p>

	specific needs of children.	
<p>Are you collecting evidence to measure these outcome(s)? <i>If so, please specify which type of evidence for which aim (if not, just put 'N/A')</i></p>		
<p>Visible Learning 1-2. Interviews and case studies from teachers implementing Visible Learning in their practice, observations from Head Teachers, requests for the same training from other teachers. 3-4. Evidence of classroom work (exercises made by children), pupil survey, focus group, projects – follow up in progress (cohort from April), teacher feedback.</p> <p>Uplifting Leadership 5-7. Follow up from the case studies and individual projects from sample of participants.</p> <p>Coaching and Modelling 8. Retrospective teacher feedback. Regular feedback from Coaching and Modelling Officers.</p>		
<p>What does this evidence show? <i>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></i></p>		
<p>1-4. Teachers who took part in Visible Learning training rated themselves retrospectively before and after training in various areas of practice (knowledge, confidence and skills related to visible learning). All areas of knowledge and skills increased as a result of the training, with the highest change in teacher confidence in sharing views on visible teaching with other staff members. All teachers found the training highly useful and highlighted that practical strategies and approaches to children’s learning were the most beneficial part of the course. Common themes identified by teachers as most useful in their practice were relating to importance of effective feedback, development of children’s understanding of learning processes (e.g. Learning Pit), use of language of learning, professional dialogue and self-reflection and strategies to implement the change.</p> <p>2. More than half of the teachers stated they will continue their research about Visible Learning and further develop their knowledge about aspects mentioned during the course. Almost half of them plan to implement changes in their classrooms in the nearest future and more than one third intend to take forward and incorporate some aspects of Visible Learning at a whole school level.</p> <p>3. Teachers rated very highly their knowledge of how a growth mindset can empower pupils to learn and give them the confidence in their own abilities, as a result of the training (significant change from before the training).</p> <p>4. As 1-4.</p> <p>5-6. All the participant of the Uplifting Leadership course agreed of strongly agreed</p>		

that the course will have an impact on their practice in the future. Most of teachers gave specific examples of changes in their way of thinking about leadership role and in appreciating and supporting others with different opinions.

Examples of comments:

'I now think about my own leading and how this impacts children and others eg. Staff. I have taken on more leadership roles within the life of the school.'

'Encouraged me to see things from a different perspective.'

'It's really made me reflect about what type of leader I want to be and how much I can impact on others.'

'The course has prompted me to take action on some things that I felt I could do to make a positive impact as it was motivational and some of the sessions were quite inspiring.'

7. 75% of teachers have mentioned discussions with colleagues, working together and/or sharing ideas and personal experiences in practice as the most important aspects of the course. Three of them specifically mentioned working with other establishments as very beneficial.

Research about individual projects and follow up – ongoing.

8. Questionnaire for class teachers will go out in Term 4. Head teachers in AC focus schools report that CMOs are influencing practice within classes.

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

The combination of professional learning opportunities, support from CMOs in classes, targeted interventions being used by AC outreach teachers is leading to changes in pedagogical practice. Due to the positive feedback and early evaluations of this model of support, we have extended our CMO team to allow us to increase the reach of our project.

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

Feedback from our “Uplifting Leadership” course remains positive, however, we would like to develop this course further next year, adding some practical sessions for colleagues applying for promoted posts.

6	Training and resources	
2016/17 Allocation	£205,550	
2016/17 Actual Spend	£205,550	
Expenditure breakdown		
Staffing:	Total this financial year	
	FTE	Costs

Teachers		£
Education/development officers		£
Educational psychologists		£
Data analysis officers		£
Family/home link worker		£
Speech and language therapists		£
Early years professionals		£
Other staff, namely:.....		£
Non-staffing please specify type:	Total costs this fin. year	
Resources (Breakdown available)	£	
	£	
	£	
Activities: Please comment on progress in implementing your planned activities in the year 2016/17		
<p>Focus schools with Active Literacy in the School Improvement Plan have had resources provided to allow them to progress with this approach. SEAL resources have also been purchased to support this development. Paths resources have been enhanced in all focus schools. Seasons for Growth and Roots of Empathy training has supported our health and wellbeing programme, providing a range of supports for our vulnerable children.</p> <p>Training opportunities in Leadership, Numeracy, Literacy, Nurture and Visible Learning have been accessed for AC focus school staff, as well as staff from across Inverclyde. Literature and resources to support these developments have been provided for schools in Inverclyde.</p>		
Slippage from plans: Please comment on slippage from your original plans for implementing activities in the year 2016/17		
N/A		

6	Training and resources: evidence on short and medium-term outcomes	
Short-term outcomes	<p>What short-term outcome(s) does this initiative aim to achieve? <i>(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?)</i></p>	<p>By when? (estimate) Status <i>(completed / ongoing / no progress)</i></p>

	<p>PATHS</p> <p>1. Increase in teacher understanding of emotional control and positive strategies in conflict resolution.</p> <p>2. Increase in teacher confidence to manage challenging behaviours in the classroom.</p> <p>3. Increased teacher awareness of the importance of positive conflict solution training.</p>	<p>1. Feb 17</p> <p>2. Feb 17</p> <p>3. Feb 17</p>
	<p>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')</p>	
	<p>1-3. Baseline and follow up survey.</p> <p>2. Retrospective feedback from teachers.</p>	
	<p>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></p>	
	<p>1-3 Paths is in use in 7 of our focus schools.</p> <p>2. Some staff would still like more support to ensure they are tracking development accurately. Some schools have requested additional packs. Some support staff have not been trained and this has been highlighted. The consistent approach of the programme is seen as being effective in improving children's wellbeing and emotional literacy. One focus school plans to introduce Paths next session. Changes in school staff have led to requests for some additional training in the use of Paths.</p>	
Medium –term outcomes	<p>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?)</p>	<p>By when? (estimate)</p> <p>Status</p> <p>(completed / ongoing / no progress)</p>
	<p>PATHS</p> <p>1. Improved problem solving skills among children in 9 target schools.</p> <p>2. Increase in positive conflict resolution in 9 target schools.</p> <p>3. Increase in children's engagement with learning in 9 target schools.</p> <p>4. Decrease in emotional distress in children from 9 target schools.</p> <p>5. Increase in pro-social behaviours in 9 target schools.</p>	<p>1. Jun 17</p> <p>2. Jun 17</p> <p>3. Jun 17</p> <p>4. Jun 17</p> <p>5. Sep 17</p>
	<p>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')</p>	

	1-5. Retrospective teacher feedback, case studies from teachers.
	<p>What does this evidence show? <i>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></i></p>
	1-5. N/A
<p>Reflections on progress to date: Can you share any learning on what has worked well in implementing this initiative?</p> <p>Ensuring that resources and training always link to the workstreams within the project, and keeping the focus on a small number of approaches to allow us to evaluate the effectiveness of any particular intervention.</p> <p>Can you share any learning on what has worked less well or could be improved?</p> <p>Paths programme is working well in schools where there was a need for a progressive health and wellbeing framework. Other schools, with a sound programme for promoting emotional literacy, are not using the Paths programme.</p>	

OVERALL PROGRESS AND REFLECTIONS

7	Overall progress towards long-term outcomes and reflections
Long –term outcomes	<p><i>The long-term outcomes of the Attainment Scotland Fund are to:</i></p> <p><i>a. Improve literacy and numeracy attainment</i></p> <p><i>b. Improve health and wellbeing</i></p> <p><i>c. Close the attainment gap between pupils from the most and least deprived areas.</i></p> <p>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)</p>
	<p>a. Regular numeracy and literacy assessments prepared by Attainment Challenge team to see individual progress of targeted pupils.</p> <p>a-b. PIPs scores and CfE data compared with the results from the previous years (including SIMD band information).</p> <p>c. Where appropriate, Boxall will be used in conjunction with other information, including teacher professional judgement, attendance and exclusion rates.</p>
	<p>What did this evidence show so far? <i>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></i></p>
	<p>a.- c. Assessments in literacy and numeracy demonstrate improvements in our identified children. Pips scores for P1 children improved across the authority, with our focus schools narrowing the gap. Our CfE levels (June 2016) cannot be compared to previous year's as we have no data before then. Attendance and exclusion data will be available June 2017.</p>
<p>Can you share any learning on what has worked well in your overall strategy to achieve impact?</p> <p>Interventions that are highlighted as essential to our project:</p> <ul style="list-style-type: none"> • Role of CMOs • Partnership with Barnardo's • Nurture Groups in schools • Professional learning programme being offered <p>Can you share any learning on what has worked less well or could be improved?</p> <p>Problems with shortage of teachers</p>	

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

Looking forward to the expansion of the Attainment Challenge with PEF and the Secondary Project, ensuring a consistent approach to reducing the poverty-related attainment gap in Inverclyde.