| | |
|---|---|
| **Reporting Period** | April 2016 – March 2017 |
| **Local Authority** | Clackmannanshire |
| **Key Contact at Authority** | ▮▮▮▮▮▮▮ |
| **Attainment Advisor** | |

## Summary of Spend

| Intervention | 2016/17 Allocation | 2016/17 Amount Spent |
|---|---|---|
| Neurosequential Model in Education | £85,600 | 93,473 |
| Clackmannanshire café | £27,000 | 34,476 |
| Listeners/Counsellors Service | £10,000 | 15,000 |
| PEPASS | £68,400 | 68,419 |
| School Support Interventions and Management | £39,000 | 48,163 |
| Research and Evaluation | £40,000 | 14,000 |
| Project analyst support | £30,000 | 21,158 |
| **Total** | **£300,000** | **£294,689** |

## Agreed Improvement Plan

| 1 | **Neurosequential Model in Education (NME)** |
|---|---|

| 2016/17 Allocation | £85,600 |
|---|---|
| 2016/17 Actual Spend | £93,473 |

| **Expenditure breakdown** | | |
|---|---|---|

| **Staffing:** | Total this financial year | |
|---|---|---|
| | FTE | Costs |
| Teachers | 0.2 | £3,600 |
| Education/development officers | | £0 |
| Educational psychologists | 1.5 | £18,655 |
| Data analysis officers | | £0 |
| Family/home link worker | 1.5 | £15,000 |
| Speech and language therapists | | £0 |
| Early years professionals | | £0 |
| Other staff, namely: Admin…………… | | £ |
| **Non-staffing** *please specify type:* | Total costs this fin. Year | |

| | |
|---|---|
| Child Trauma Academy & Masters accredited training courses | £28,025.39 |
| Resources, including sensory equipment, heart rate monitors | £12,482 |
| Pupil involvement and participation project | £15,710 |

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

- All project team members have completed the training materials.
- Training materials have been developed and refined for both staff and pupils in Secondary.
- Staff training complete in all 3 Secondary Schools and Clackmannanshire Schools Support Service.
- Baseline data using a range of measures is in the process of being collected.
- Initial descriptive data analysis will be complete by end April/start of May.
- Just under 500 teaching and support staff have been trained in the approach since September 2016.
- Young people in all 3 secondary schools are working with the University of Strathclyde and Space Unlimited to ensure approaches to Health and Wellbeing approaches in the secondary programme are being considered:
  - o build on each others contributions, sharing good practice and developing creative solutions will ensure that young people take responsibility of the approaches and therefore ensure sustainability.
  - o improve collaborative working and communication across the school community, supporting the social, emotional and mental wellbeing of young people across Clackmannanshire
  - o create a unique health and wellbeing data profile for each Academy based on HBSC, SALSUS and RCS data (2015-2017)
  - o support the creation of pupil-led methodologies, helping young people to realise their potential
  - o share agreed objectives with all participating young people to develop greater confidence , motivation and engagement in the process
  - o develop young peoples contribution towards collaborative enquiry allows them to make wider connections and find solutions
  - o support Schools and young people to create a bespoke Action Plan based on their identified needs to ensure sustainability
  - o support for school staff: consultation, advice and training
- University of Strathclyde are writing a HWB Masters accredited courses for staff.

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

None

| 1 | Neurosequential Model in Education (NME) |  |
|---|---|---|

| | **What short-term outcome(s) does this initiative aim to achieve?** *(Short-term outcomes are often in the form of changed awareness, skills, motivation, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)* | **By when? (estimate)** <span style="color:red">**Status** *(completed / ongoing / no progress)*</span> |
|---|---|---|
| **Short –term outcomes** | 1. Staff trained in approaches to nurture challenging behaviour. <br> 2. Target population to be identified and baseline data collected. | |
| | **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')* | |
| | • Training evaluations <br> • Initial descriptive data analysis to be completed by end April/start of May. | |
| | **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>* | |
| | 1. Staff trained in approaches to nurture challenging behaviour. <br><br> Staff training is underway for staff from all 3 secondaries and Clackmannanshire Schools Support Service. Schools have embraced the approach. Training feedback has been mixed, but predominantly positive, with comments from staff indicating there is a high level of relevance and interest in the content. Staff who have begun implementing the approach are reporting positive accounts of children becoming more engaged in learning tasks, more settled etc. <br><br> 2. Target population to be identified and baseline data collected. <br><br> Target populations have been identified in each secondary. Baseline data collection is almost complete and will be uploaded by University of St Andrew's by end March. Information will then be used by schools to design intervention. | |
| **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)** <span style="color:red">**Status** *(completed / ongoing /*</span> |

| | |
|---|---|
| 1. Pupils demonstrate an improved ability to engage in learning and to manage own behaviour.<br>2. There is a reduction in impact of trauma and loss on pupils' learning and / or behaviour in school. | Summer 2017<br><br>Summer 2017 |

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

- Executive Function Scores (EFS).
- Baseline data using a range of measures collected and inputted on a range of pilot populations.


The Pupil-led HWB enquiry model is due to take place week beginning 27th-30 March. An evaluation is due to take place in May 2017. Evidence will be captured through;

- Action Plans based on each schools unique enquiry choice
- Pupil Focus Group discussions
- Feedback from Space Unlimited and PGDE students
- Photographic evidence
- Evaluation of staff input and next steps planned
- Embedding of approach into School Improvement Planning

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

1. Pupils demonstrate and improved ability to engage in learning and to manage own behaviour.

   Baseline data has provided a better understanding of our population from the perspective of their ability to self-regulate, how they relate in classroom setting and how emotionally ready for learning they are (or in other words, ER4L). This data has shown some interesting features (e.g. 28% of one class displaying a disorganised relational style, against a predicted national average of approximately 5-10%).

2. There is a reduction in impact of trauma and loss on pupils' learning and / or behaviour in school.

   Staff who have begun implementing the approach are reporting positive accounts of children becoming more engaged in learning tasks, more settled etc.

| | |
|---|---|
| | |

**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?**
- Data management was time consuming. With the involvement of University of St Andrews we have a robust approach to data management and analysis.

| 2 | Clackmannanshire café | |
|---|---|---|
| 2016/17 Allocation | £27,000 | |
| 2016/17 Actual Spend | £34,476 | |

| 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 | 0.2 | £1950 |
| Other staff, namely: Youth Services Support Worker Third Sector Partnership-Support Worker Outdoor learning worker | 0.5 0.5 | £7000 £7000 £1500 |
| **Non-staffing** *please specify type:* | Total costs this fin. Year | |
| Cultural experiences | £8000 | |
| Equipment, travel, materials, | £4900 | |
| Mini-Café at Secondary Support | £4126 | |

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

- Staff recruitment has taken place
- Training materials have been developed and refined for both staff and pupils in Secondary.
- Confidentiality/Communication/ Toolkit Training- Induction programme developed
- Staff training complete in all 1 Secondary School and Clackmannanshire Schools Support Service.

- Information pack for teachers developed and distributed to secondary schools.
- Baseline data using a range of measures is in the process of being collected.
- Evaluation materials have been developed and refined for both staff and pupils in Secondary.
- Recruitment of families
- Establishment of an alternative location.
- Delivery of urban-culture workshops for young people in partnership with the MacRobert Arts Centre and Youth Theatre Scotland.
- Weekly sessions with young people and wider families identified through secondary schools focusing on social anxiety.
- Targeting and working with young people and families in an outdoor setting.

| **Slippage from plans:** *Please comment on slippage from your original plans for implementing activities in the year 2016/17* |
| --- |
| None |

| 2 | **Clackmannanshire café** | |
| --- | --- | --- |

| | **What short-term outcome(s) does this initiative aim to achieve?** *(Short-term outcomes are often in the form of changed awareness, skills, motivation, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)* | **By when? (estimate)** <br> **Status** *(completed / ongoing / no progress)* |
| --- | --- | --- |
| Short –term outcomes | 1. Third-sector agreement developed and in place <br> 2. Identified families through partnership working through schools and CLD | Completed <br> Completed |
| | **Are you collecting evidence to measure these outcome(s)? If so, please specify which type of evidence for which aim** *(if not, just put 'N/A')* | |
| | 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> | |

| | | | By when? (estimate) Status (completed / ongoing / no progress) |
|---|---|---|---|
| Medium –term outcomes | **What medium-term outcome(s) does this initiative aim to achieve?** *(Medium-term outcomes are often in the form of changed actions, practice, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)* | | |
| | 1. Families understand and agree to participate in the programme. 2. Staff have increased capacity to provide more enhanced and targeted support for young people. | | Complete d<br><br>Complete d |
| | **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')* | | |
| | Contracts with families<br>Feedback from staff | | |
| | **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. If not, just leave blank.*</u> | | |
| | Families are willing to participate when relationship building is part of the programme. Initial evaluation has highlighted that staff capacity requires further development. The programme is resource intensive and the skills required may need to be commissioned from the Third Sector. | | |

**Reflections on progress to date**: **Can you share any learning on what has worked well in implementing this initiative?**
See above
**Can you share any learning on what has worked less well or could be improved?**


| 3 | Listeners/Counsellors Service |
|---|---|
| 2016/17 Allocation | £10,000 |
| 2016/17 Actual Spend | £15,000 |
| **Expenditure breakdown** | |

| Staffing: | Total this financial year | |
| --- | --- | --- |
| | FTE | Costs |
| Teachers | | £ |
| Education/development officers | | £ |
| Educational psychologists | | £ |
| Data analysis officers | | £ |
| Family/home link worker | 1.5 | £15,000 |
| Speech and language therapists | | £ |
| Early years professionals | | £ |
| Other staff, namely: Admin…………… | | £ |

| 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*

A small counselling team of professionals were set up to work in consultation with the Flourishing Communities Team, Educational Psychological Services and Secondary schools to provide:

- One-to-one counselling and advocacy with a trained worker, tailored to each young person's needs;
- Small group work on issues such as transition into secondary school, bereavement, friendship and self-esteem;
- Support for school staff: consultation, advice and training;
- Signposting to wider partnership working with statutory agencies, voluntary sector partners and community groups.

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

| 3 | **Listeners/Counsellors Service** | |
| --- | --- | --- |
| Short term outcomes | **What short-term outcome(s) does this initiative aim to achieve?** *(Short-term outcomes are often in the form of changed awareness, skills, motivation, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)* | **By when? (estimate) Status** *(completed / ongoing /* |

| | |
|---|---|
| | *no progress)* |
| 1. Staff aware of Wellbeing Worker service and know to signpost appropriate young people. | April 2017 |

| **Are you collecting evidence to measure these outcome(s)? If so, please specify which type of evidence for which aim** *(if not, just put 'N/A')* |
|---|
| • Number of referrals, appointments, case loads, 1-1 sessions<br>• A small focus group of young people who have attended sessions with the Wellbeing Workers will be asked for their views on the Service (April 2017) |

| **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> |
|---|
| Early feedback from schools is positive and the referral numbers indicate that the service is popular, as the demand for the service, has at times, outweighed the capacity. A small focus group is organised for April 2017 to conduct a more thorough analysis of the impact of this intervention. |

| | | |
|---|---|---|
| **Medium –term outcomes** | **What medium-term outcome(s) does this initiative aim to achieve?** *(Medium-term outcomes are often in the form of changed actions, practice, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)* | **By when? (estimate)** **Status** *(completed / ongoing / no progress)* |
| | 1. Young people have reduced anxiety levels and improved behaviour<br>2. Develop a strong partnership, ethos and culture | June 2017<br>June 2017 |
| | **Are you collecting evidence to measure these outcome(s)?** *If so, please specify which type of evidence for which aim (if not, just put 'N/A')* | |
| | Evaluations from all stakeholders<br>Nature of activities taking place in Secondary Schools | |

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

1. Young people have reduced anxiety levels and improved behaviour
Verbal feedback from the identified leads in schools has indicated that young people participating in the counselling approach have reduced anxiety levels and improved behaviour. More robust mechanisms to collate evidence are being discussed and developed.

2. Develop a strong partnership, ethos and culture
Good progress has been made on the integration of the Listeners Service across Clackmannanshire's schools. An Induction session for all partners held in January 2017 set out key objectives, reinforced safeguarding protocols shared communication and line management responsibilities and allowed schools to project plan with their identified worker. Regular meetings with Wellbeing Scotland has ensured that the Wellbeing Workers are aware of their unique profile and are able to use school and locality data to develop programmes and interventions that support the locality context.

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

Support for early and effective intervention mechanisms were put in place; Wellbeing Workers are part of the weekly ASN/Guidance Team Meetings where the wellbeing needs of young g people are discussed.

Current, well established links, practice and approaches were reinforced; A clear pathway of intervention has been created for the Wellbeing Workers that aligns with the Educational Psychology a. NHS and CAMHS referral systems.

Supporting young people to re-engage with their learning; verbal feedback from the identified leads in schools has indicated that young people participating in the counselling approach have reduced anxiety levels and improved behaviour. More robust mechanisms to collate evidence are being discussed.

Provided opportunities for Continuing Learning and Professional Development; Wellbeing Workers have provided sessions for staff on strategies to support anxiety

in class and Mindfulness approaches.

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

| 4 | PEPASS |
|---|--------|

| 2016/17 Allocation | £68,400 |
|---|---|
| 2016/17 Actual Spend | £68,419 |

<div align="center"><strong>Expenditure breakdown</strong></div>

| 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: Active Schools Coordinators | 3 | £25,937 |

| Non-staffing *please specify type:* | Total costs this fin. Year |
|---|---|
| Training | £7430 |
| PEPASS strategy development | £2782 |
| Various resources | £25000 |
| Transport | £7000 |

**Activities:** *Please comment on progress in implementing your planned activities in the year 2016/17*
This intervention is designed to address the negative impact of physical inactivity on mental health. It targets specific groups of young people and their families living in areas of high deprivation and will build on a successful primary attainment challenge intervention.

- A steering group was set up and are meeting regularly to agree and implement the strategic approach to PEPASS in the secondary sector and across 3 to 18 years;
- The Active Schools Co-ordinators team has been increased to focus more attention on the needs of the pupils and staff in each of the secondary schools
- A range of targeted resources have been used to support the input from sports and fitness specialists for secondary school aged pupils and targeted pupils
- Staff training for relevant PEPASS and secondary school staff has been agreed and delivered for Trampolining, Better Movers Better Thinkers, Bilateral Integration, Sports Leader Tutor training etc.
- A team of new Active Schools Co-ordinators has been recruited, inducted and set up in each secondary school as an addition to the current Active Schools team and as

part of their school PE department.  The new team are enthusiastic, energetic and connected to the existing network for PEPASS in Clackmannanshire.

- The profile of PEPASS has been increased in each of the secondary schools with the visibility of 3 full time staff.  PEPASS noticeboards have been introduced and are updated regularly with results, good news stories and advertising opportunities to get involved.

████████████████ introduction of a new inter house competition programme across a range of sports and age groups. 4 events delivered January-March 2017.

████████████ coordinator is working on a daily basis with two pupils who are disengaged with PE and the wider school environment.  Comment from one "That's the most fun I've ever had in a PE lesson ever, thanks Craig'

█████████████████ identification of 8 pupils to be part of a leadership academy who need extra support and mentoring, building a relationship with them which has resulted in 5 of these pupils joining sports clubs.

████████████████ met with P7 pupils during enhanced transition to get an idea of early identification ahead of academic year 17/18.

████████████████ increase in numbers attending lunchtime dodgeball club after coordinator visited year group assemblies & introduced a new lunchtime football club on a Friday with high numbers attending. He has expanded the Active Schools programme and helped increase numbers attending.

████████████████ introduction of a new breakfast club for 28 pupils who have been identified as non-attenders at sports clubs and those with low school attendance rates. Project will involve socialising, a healthy breakfast and sport.

██████████████████ recruitment of 8 sports leaders to train to deliver to cluster primary children at tri golf festival.

- All Active Schools Co-ordinators have recorded how useful and informative the SAC presentation from Attainment Challenge Coordinator has been to inform their role and outcomes.

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

None

| 4 | PEPASS | |
|---|---|---|
| Short –term outcomes | **What short-term outcome(s) does this initiative aim to achieve?** *(Short-term outcomes are often in the form of changed awareness, skills, motivation, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)* | **By when? (estimate)** **Status** *(completed / ongoing / no progress)* |

| | | |
|---|---|---|
| 1. There is a clear understanding of an integrated PEPASS and engagement of all partners external and internal, curricular and extra curricular | Ongoing | |
| 2. A bespoke programme of opportunities available for young people to access | Completed | |

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

Number of opportunities available
Number of participants

**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>

1. There is a clear understanding of an integrated PEPASS and engagement of all partners external and internal, curricular and extra curricular

A Strategic Group has been established and a mapping exercise of PEPASS across 3-18 has been conducted. Initial findings highlight the need for targeted work around transitions, supported by the Active Scotland Coordinators.

2. A bespoke programme of opportunities available for young people to access

Data from the Active Schools Monitoring Online tool will be collated at the end of term, but early indications are that the numbers attending the bespoke programme of activities has increased and a wider range of sports activities are available.

| | | |
|---|---|---|
| **Medium –term outcomes** | **What medium-term outcome(s) does this initiative aim to achieve?** *(Medium-term outcomes are often in the form of changed actions, practice, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)* | **By when? (estimate)** **Status** *(completed / ongoing / no progress)* |
| | 1. More knowledgeable staff delivering a higher quality support programme for young people | Ongoing |
| | 2. Increased pupil uptake of existing opportunities and participation in physical activity | Ongoing |

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

Evaluations from all stakeholders
CLPL programme
Baseline measurements
Participation levels
ASMO data

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

1. More knowledgeable staff delivering a higher quality support programme for young people

The Active Schools Co-ordinators team has been increased to focus more attention on the needs of the pupils and staff in each of the secondary schools. However, this as been quite time consuming as a very clear specific focus for supporting pupils identified by Senior Management in each secondary schools is required.

2. Increased pupil uptake of existing opportunities and participation in physical activity

Baseline measures are being collated across a range of PEPASS and wider school engagement to ensure progress can be tracked and measured. Data from the Active Schools Monitoring Online tool 14 ill be collated at the end of term, but early indications are that the numbers attending extra-curricular clubs has increased and a wider range of sports activities are available..

**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?**

Ensuring there is a clear focus for supporting pupils identified by Senior Management in each secondary school within the Active Schools role.

| 5 | School Support Interventions and Management |
|---|---|

| 2016/17 Allocation | £39,000 |
|---|---|
| 2016/17 Actual Spend | £48,163.14 |

| **Expenditure breakdown** | | |
|---|---|---|

| **Staffing:** | Total this financial year | |
|---|---|---|
| | FTE | Costs |
| Teachers | 4 | £33,063.14 |
| 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 |
|---|---|
| Training | £2500 |
| Online safety project – web/software resources | £12,600 |
| | £ |

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

█████████ cademy:
- o Assertive mentoring to support the management of anxiety related to exam preparation
- o Delivery of approaches to support anxiety, looking at knowledge gaps and detailed analysis of progression for each individual.
- o Working with learners in small targeted groups to close attainment gaps in history and geography.

█████████ Academy:
- o Development of a Pupil Parliament and committees established, linked to each faculty.
- o Support for ASN transition.
- o Production of guidance for the cluster to support family work during transition.
- o PT are considering sustainability of project.

- Creation of a web-resource ebook via in-school project, working with young people and local police to explore online safety, sexual digital sharing and associated legal and child protection risks.
- Delivery of an early intervention programme providing opportunities to learn about animal behaviour and well-being.

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

| | None |
|---|---|

| 5 | School Support Interventions and Management | |
|---|---|---|

| | | **By when?** (estimate) **Status** (completed / ongoing / no progress) |
|---|---|---|
| Short –term outcomes | **What short-term outcome(s) does this initiative aim to achieve?** *(Short-term outcomes are often in the form of changed awareness, skills, motivation, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)* | |
| | 1. Staff recruitment<br>2. Development of supporting mechanisms | Completed<br>Completed |
| | **Are you collecting evidence to measure these outcome(s)? If so, please specify which type of evidence for which aim** *(if not, just put 'N/A')* | |
| | 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> | |
| | N/A | |
| 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) |

| | | Ongoing<br>June 2017<br>June 2017 |
|---|---|---|
| | 1. Increased pupil participation<br>2. Reduction in pupil anxiety | |

**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')*

Feedback from pupils, parents and staff

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

**██████ cademy**

Anecdotal evidence suggests that pupils felt better prepared, confident and supported. Staff reported pupils were more able to interact with adults and self-esteem has improved. In literacy, every child mentored has completed a folio and raised their grade by at least one level.

**███████ Academy**

Pupil Parliament was recognised by the GTCS as good practice. High participation from pupils, parents and staff and initial feedback is positive as the Parliament is supporting increased pupil voice within the school.

**Paws for Progress**

In general the project helped raise self-esteem and build communication skills amongst participants –

- Pupil A has since gone on to becoming a secondary ambassador for enhanced transition due to skills he developed during this project.
- Pupil B suffers with anxiety and often struggles to remain in mainstream classes. She fully engaged in the programme and her confidence visibly grew over the 7 weeks. She has since requested to be involved in further group work intervention.
- Pupil C struggles frequently with resilience. She became the group leader and supported younger pupils. She was very relaxed and at ease throughout – which was evident in her positive interaction with the dogs.
- Pupil D is LAAC. She struggles with appropriate social interaction. Participation addressed this, resulting in her working well in a team and being highly motivated.

There was a high level of attendance and engagement in the programm █ f the █ participants from Group A attended fully. All pupils fully engaged in the sessions and made comments that they were disappointed when the programme came to an end.

|  |  |
|---|---|
|  |  |

**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?**
- 

| 6 | Research and Evaluation |
|---|---|

| 2016/17 Allocation | £40,000 |
|---|---|
| 2016/17 Actual Spend | £14,000 |

<table>
<tr><td colspan="3" align="center"><strong>Expenditure breakdown</strong></td></tr>
<tr><td rowspan="2"><strong>Staffing:</strong></td><td colspan="2" align="center">Total this financial year</td></tr>
<tr><td>FTE</td><td>Costs</td></tr>
<tr><td>Teachers</td><td></td><td>£</td></tr>
<tr><td>Education/development officers</td><td></td><td>£</td></tr>
<tr><td>Educational psychologists</td><td></td><td>£</td></tr>
<tr><td>Data analysis officers</td><td></td><td>£</td></tr>
<tr><td>Family/home link worker</td><td></td><td>£</td></tr>
<tr><td>Speech and language therapists</td><td></td><td>£</td></tr>
<tr><td>Early years professionals</td><td></td><td>£</td></tr>
<tr><td>Other staff, namely:<br>Admin……………</td><td></td><td>£</td></tr>
<tr><td><strong>Non-staffing</strong> <em>please specify type:</em></td><td colspan="2">Total costs this fin. year</td></tr>
<tr><td>Programme evaluation</td><td colspan="2">£14,000</td></tr>
<tr><td></td><td colspan="2">£</td></tr>
<tr><td></td><td colspan="2">£</td></tr>
</table>

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

- Parameters of evaluation agreed by Senior Management Team
- Provider identified and secured
- Scoping discussions with University of Strathclyde held and methodology agreed
- Interview programme with relevant staff conducted
- Staff questionnaire developed
- Draft report developed and agreed
- Final report

| **Slippage from plans:** *Please comment on slippage from your original plans for implementing activities in the year 2016/17* |
| :--- |
| None |

| 6 | **Research and evaluation** |
| :---: | :--- |

| | | **By when? (estimate)** **Status** *(completed / ongoing / no progress)* |
| :--- | :--- | :--- |
| **What short-term outcome(s) does this initiative aim to achieve?** *(Short-term outcomes are often in the form of changed awareness, skills, motivation, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)* | | |
| 1. Evaluation scope and methodology developed<br>2. Production of an evaluation report | | Completed<br>Completed |
| **Are you collecting evidence to measure these outcome(s)? If so, please specify which type of evidence for which aim** *(if not, just put 'N/A')* | | |
| 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> | | |
| N/A | | |
| **What medium-term outcome(s) does this initiative aim to achieve?** *(Medium-term outcomes are often in the form of changed actions, practice, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)* | | **By when? (estimate)** **Status** *(completed / ongoing / no progress)* |

(Left vertical labels: Short –term outcomes / Medium –term outcomes)

| | 1. Findings of the evaluation report to be used to develop the 2017/18 bid | March 2017 |
|---|---|---|

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

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'. 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?**
This has been included in the Secondary bid as we go forward with a combine primary and secondary bid we want to ensure maximum learning/evidence is used.

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

---

| 7 | **Project analyst support** |
|---|---|

| 2016/17 Allocation | £30,000 |
|---|---|
| 2016/17 Actual Spend | £21,158 |

| **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…………… | | £16,412 |
|---|---|---|
| **Non-staffing** *please specify type:* | Total costs this fin. year | |
| Training | £4746 | |
| | £ | |
| | £ | |

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

- Recruitment of staff
- Development of project plans
- Development of overarching programme plan
- Establishment of a governance structure
- Review of reporting arrangements

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

None

| 7 | Project analyst support |
|---|---|

| | **What short-term outcome(s) does this initiative aim to achieve?** *(Short-term outcomes are often in the form of changed awareness, skills, motivation, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)* | **By when? (estimate)** **Status** *(completed / ongoing / no progress)* |
|---|---|---|
| Short –term outcomes | 1. A robust planning and reporting structure to support the implementation of the Secondary Programme | Completed |
| | **Are you collecting evidence to measure these outcome(s)? If so, please specify which type of evidence for which aim** *(if not, just put 'N/A')* | |
| | Project plans Programme plans Feedback from staff | |

| | |
|---|---|
| | **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> |

1. A robust planning and reporting structure to support the implementation of the Secondary Programme

Project and programme plans have been developed, along with a risk register. Intervention leads have welcomed the structure the plans the refreshed monthly reporting system have brought, however, the process has highlighted the need for staff training to ensure sustainability.

| | | |
|---|---|---|
| **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)** <br> **Status** *(completed / ongoing / no progress)* |
| | 1. A governance structure with clear roles and responsibilities | Completed |

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

Meeting minutes
Feedback from staff

**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. If not, just leave blank.*</u>

1. A governance structure with clear roles and responsibilities

Scottish Attainment Challenge Management and Delivery Groups have been established and are supporting the running of the programme. Feedback from intervention leads is very positive, as they have welcomed the opportunity for increased collaboration.

**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?**
-

**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

| 9 | Overall progress towards long-term outcomes and reflections |
|---|---|
| **Long –term outcomes** | *The long-term outcomes of the Attainment Scotland Fund are to:*<br>*a. Improve literacy and numeracy attainment*<br>*b. Improve health and wellbeing*<br>*c. Close the attainment gap between pupils from the most and least deprived areas.*<br>**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)* |
| | Going forward, analysis if the following will be used to measure progress:<br><br>• Insight data<br>• Positive destinations<br>• Attendance rates<br>• Exclusion rates |
| | **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> |
| | |

| **Can you share any learning on what has worked well in your overall strategy to achieve impact?** |
|---|
| **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** | Clackmannanshire |
| **Key Contact at Authority** | ████████████ |
| **Attainment Advisor** | ████████ |

**Financial Expenditure Reporting**

| 1 | **Leadership** | | |
|---|---|---|---|
| 2016/17 Allocation | £223,800 | Planned Quarterly Spend | £29,930 |
| 2016/17 Actual Spend | | Actual Quarterly Spend | £26,993 |
| **2** | **Learning and Teaching** | | |
| 2016/17 Allocation | £398,999 | Planned Quarterly Spend | £93,562 |
| 2016/17 Actual Spend | | Actual Quarterly Spend | £93,348 |
| **3** | **Families and Communities** | | |
| 2016/17 Allocation | £325,300 | Planned Quarterly Spend | £93,861 |
| 2016/17 Actual Spend | | Actual Quarterly Spend | £83,179 |
| **4** | **Programme Costs** | | |
| 2016/17 Allocation | £5,900 | Planned Quarterly Spend | £3,400 |
| 2016/17 Actual Spend | | Actual Quarterly Spend | £0 |
| **5** | **Staffing** | | |
| Staffing secured this quarter: | | Staffing secured in total: | |

| How many GTCS registered teachers is this funding supporting? | 9.6 |
|---|---|
| How many other staff is this funding supporting? | 6.5 |
| Number of schools supported by this funding? | 9 Targeted 9 Universal |

Cidhe Bhictòria, Dùn Èideann, EH6 6QQ
Victoria Quay, Edinburgh EH6 6QQ
www.gov.scot

| How many pupils are benefiting from this funding? | 4009 |
|---|---|

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?

- A process is underway to allow for robust triangulation of all sources of data/evaluation including attendance, exclusions and pupil performance data, as well as intervention and programme evaluations.
- University of Strathclyde are undertaking an evaluation of Clackmannanshire's Scottish Attainment Challenge programme, reporting in March 2017.
- St Andrews University will undertake an evaluation of the NME programme, focusing mainly on the work being carried out at Primary level, and potentially covering the initial stages of the Secondary programme.
- Session with SG Improvement Adviser has been arranged for Q4 to consider interventions and improvement/measurement methodology.
- A Data and Research Analyst, to cover both Primary and Secondary programmes, has now been appointed and will take up her position on 6th February 2017.

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

**Literacy**

Four schools, supported by the literacy support teachers, have sustained the initial improvement. A December evaluation indicated an average increase of 15 months Reading Age over a 12 week timeframe.
Four additional primary schools are now receiving this targeted input from the Literacy Attainment Support Teacher.

Draft Progression Pathways for Literacy in Reading and Listening and Talking have been produced. This has been in collaboration with Literacy Leaders, spanning Early to Third level. Specific outcomes, which meet the Benchmarks, are highlighted in the new pathways. Leaders will test the draft Progression Pathways over January and February and feedback in March.

All primary practitioners attended the first day of training on **Read, Write, Inc**, synthetic phonics programme. Day two will take place in February. Anecdotal evidence would suggest that some positive initial impact in P1 stage is evident.

Speech and Language Therapists are now in post and are in the process of measuring the vocabulary gap in Pre-school children in our nine targeted primary school nursery classes. Children with identified vocabulary gaps will be supported using Word Aware programme. Four staff have been trained as trainers for Word Aware. All Literacy Leaders will be trained in February to become Word Aware champions in every establishment.

## Numeracy

The Numeracy and Mathematics Progression Framework has been completed and is currently in schools in draft. Initial feedback from schools is very positive and is being used for planning the numeracy curriculum. This has also been highlighted as an area of good practice at a recent ALO,PL, AA numeracy meeting.

A community of Numeracy Leaders has been established with a representative from every establishment. In addition, a Numeracy Leaders Group was created on GLOW. A 'Numeracy in Clackmannanshire' GLOW page has also been created, to continue learning and share good practice, building on CLPL events.

An audit based on the SSLN teacher questionnaire was distributed to all establishments. A total of 83 questionnaires were returned. Teachers reported a lack in confidence in teaching Fractions, Decimal Fractions and Percentages. As part of the Attainment Challenge CLPL, a session for all teaching staff, took place on the teaching of Fractions, Decimal Fractions and Percentages.

As part of the Attainment Challenge CLPL, a session for all teaching staff, took place on the teaching of Mental Agility following Education Scotland's focus on this area and analysis of standardised assessments results, highlighting this as an area for development throughout the authority.

## Flourishing Communities

A draft Health and Wellbeing strategy is being developed; this is due for completion by March 2017.

A community of Health and Wellbeing Leaders has been established with a representative from every establishment. These leaders share practice and develop small tests of change to be taken forward in their own establishments. H&WB leaders will report on progress in March 2017. In addition, a Health and Wellbeing Leaders Group was created on GLOW.

Spark counselling service will work with 11 schools during Q4, one day a week per school. The schools were mainly selected due to high levels of pupils living in SIMD 1 & 2. They have been working with Headteachers to identify the children and families who require their services.

Nurturing sessions were facilitated in two primary schools, using simulated babies with small groups of Primary 1 to 3 pupils, across the two schools. One group of pupils were siblings of new babies in their own family. The groups allowed pupils to develop skills in communication, patience, turn taking, team work, regulating emotions, and to some extent empathy. Early indications demonstrate that this intervention has been successful in supporting pupils who are now more engaged, motivated and ready to learn.

Clackmannanshire Café (CCAFE) Pilot project was completed in December 2016. Programme data and assessments are currently being collated for review in January 2017. Information, templates and overviews supporting the CCAFE are being collated to produce an information pack for all stakeholders.

████████████████████ School was the first school to receive PEPASS support through the Attainment Challenge. In September 2016 the school received news that they had been awarded the Sport Scotland Gold Level School Sport Award.

████████████████████ saw significant increases in attendance at the extra curricular clubs from September to December. Using the Active Schools Monitoring online system (ASMO) there was a 6% increase in individuals accessing the programmes on this term last year, with 50% of the school population taking part. More significantly there has been a 74% increase in the number of participant sessions (number of pupils x number of sessions).

**Neuro-Sequential Model in Education (NME)**

Majority of staff have completed or near completed CLPL for NME. NME is now implemented in three initial pilot classes (two schools), with twilight training and classroom observations planned for an additional three classes (three schools). Patterns appear to be developing within the base-line data. We have secured a partnership with St Andrew's University to provide robust evidence.

**Leadership**

The decision taken to identify and train school leaders of Literacy, Numeracy and H&WB in all early years, primary and secondary establishments has supported effective distribution of leadership. Headteachers have reported that these opportunities have inspired and motivated teachers to lead learning in their schools.

Conversations events have given Headteachers the opportunity to feedback on impact within their establishments. These events are used to collaborate on the future direction of the SAC.

**Data Tracker**
A data tracker, to be used by primary schools, has been developed in consultation with staff. The purpose of the tracker is to support analysis of pupil attainment and progress made with increased focus and rigour, and to better inform dialogue between staff, parents and pupils. Additionally, the tracker was created to highlight pupils 'at risk' of underachievement, allowing schools and class teachers to effectively target planning.

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

Recruitment for the Attainment Challenge Coordinator post has taken longer than anticipated. The post holder will begin in January 2017.

**Read, Write Inc**
Headteachers have reported that the intense training, four in-service days, for all primary school Headteachers and Teachers has impacted on their time for developing other aspects of their improvement plan.

Delays in completing the Therapy Room for the Intensive Therapy Service, means there is some slippage to implementation, however alternative services are being acquired and the project will be delivered on time.

**Data Tracker**. Although this has been identified as an area of good practice some headteachers have reported that training for administration staff would be beneficial. Further development of the data tracker will require targeted support for some school staff.

| Reporting Period | September – December 2016 |
| --- | --- |
| **Local Authority** | Clackmannanshire |
| **Key Contact at Authority** | <span style="background:black">        </span> |
| **Attainment Advisor** | <span style="background:black">      </span> |

## Financial Expenditure Reporting

| 1 | **Neurosequential Model in Education (NME)** | | | |
| --- | --- | --- | --- | --- |
| 2016/17 Allocation | £85,600 | Planned Quarterly Spend | |
| 2016/17 Actual Spend | | Actual Quarterly Spend | £7,385.39 |

| 2 | **Clackmannanshire café** | | | |
| --- | --- | --- | --- | --- |
| 2016/17 Allocation | £27,000 | Planned Quarterly Spend | |
| 2016/17 Actual Spend | | Actual Quarterly Spend | |

| 3 | **Listeners/Counsellors Service** | | | |
| --- | --- | --- | --- | --- |
| 2016/17 Allocation | £10,000 | Planned Quarterly Spend | |
| 2016/17 Actual Spend | | Actual Quarterly Spend | |

| 4 | **PEPASS** | | | |
| --- | --- | --- | --- | --- |
| 2016/17 Allocation | £68,400 | Planned Quarterly Spend | |
| 2016/17 Actual Spend | | Actual Quarterly Spend | |

| 5 | **School Support Interventions and Management** | | | |
| --- | --- | --- | --- | --- |
| 2016/17 Allocation | £39,000 | Planned Quarterly Spend | |
| 2016/17 Actual Spend | | Actual Quarterly Spend | £10,376.48 |

| 6 | **Research and Evaluation** | | | |
| --- | --- | --- | --- | --- |
| 2016/17 Allocation | £40,000 | Planned Quarterly Spend | |

| 2016/17 Actual Spend | | Actual Quarterly Spend | |
|---|---|---|---|
| **7** | **Project analyst support** | | |
| 2016/17 Allocation | £30,000 | Planned Quarterly Spend | |
| 2016/17 Actual Spend | | Actual Quarterly Spend | £3000 |
| **8** | **Staffing** | | |
| Staffing secured this quarter: 4 | | Staffing secured in total: 4 | |
| How many GTCS registered teachers is this funding supporting? | | | 3 |
| How many other staff is this funding supporting? | | | 1 |
| Number of schools supported by this funding? | | | 3 |
| How many pupils are benefiting from this funding? | | | 2581 |

*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 April 2016) and are there any challenges?*

- A process is underway to allow for robust triangulation of all sources of data/evaluation including attendance, exclusions, pupil performance data, as well as programme evaluations.
- University of Strathclyde have agreed to undertake an evaluation of Clackmannanshire's Scottish Attainment Challenge programme, reporting March 2017. There will be an additional project with Strathclyde, gathering the voice of young people, focusing on health and wellbeing approaches in secondary schools.
- University of St Andrews have agreed to undertake an evaluation of the NME programme, focusing mainly on the Primary, but potentially covering early aspects of the Secondary programme.
- A session with SG Improvement Adviser has been arranged for Q4 to consider interventions and improvement/measurement methodology.
- Recruitment for a Data and Research Analyst to cover both Primary and Secondary Programmes is taking longer than anticipated and is due to be completed in February.

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

**General programme**
- All programmes are on track.
- A project manager is now in place and Individual project plans and an overall project plan have been developed and agreed.
- A governance structure is in place, with the Scottish Attainment Challenge Management Group will meet on 23rd January 2017. The group has responsibility for overseeing the Primary and Secondary programmes, scrutinising project plans, finance and performance.
- A robust reporting system is in place, ensuring accountability and ownership.

**Individual interventions**
- Steering/Management Groups have been established/aligned for the individual interventions, responsible for taking forward the delivery of the programmes. Workstream plans with clear milestones have been developed and agreed.
- Recruitment of Active School Coordinators, Educational Psychologists, Wellbeing Workers and support staff has taken place, with staff due to start January/February.
- Resources have been identified and are currently being sourced, including sports equipment, heart rate monitors and sensory kits.
- Key leads have been identified in secondary schools to take forward the interventions. Further conversations with Headteachers have been held to ensure support and integration.
- CLPL sessions are planned for the relevant interventions, complimenting the existing staff training programmes.
- For short-term projects, e.g. Clackmannanshire CAFE, evaluation processes have been developed and agreed.

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

The late notification of the bid acceptance has impacted on recruitment timescales. This coupled with invoices being less than originally anticipated, will mean an expected underspend of approximately £30,000 (reprofiled figures included). This will not affect the delivery of the Secondary programme's interventions, which have been adjusted accordingly.

The research and evaluation project to be conducted by University of Strathclyde will focus mainly on the Primary sector, therefore the bulk of the cost will be met from that programme.

**Scottish Attainment Challenge Secondary Programme – budget 2016/17**

|  | Q3 | Q4 | Total reprofiled |
|---|---|---|---|
|  |  |  |  |
| **NME pilot -Therapeutic Service** | 7385.39 | 70805.39 | 78190.78 |
|  |  |  |  |
| **PEPASS** | 0 | 68400 | 68400 |
|  |  |  |  |
| **CCAFE** | 0 | 37000 | 37000 |
|  |  |  |  |
| **Counselling Service** | 0 | 18260 | 18260 |
|  |  |  |  |
| **Additional Interventions** | 10376.48 | 35191.77 | 45568.25 |
|  |  |  |  |
| **External evaluation** | 0 | 10000 | 10000 |
|  |  |  |  |
| **Programme Management** | 3000 | 7600 | 10600 |
|  |  |  |  |
| **Total** | 20761.87 | 247257.16 | 268019.03 |

| Reporting Period | April 2016 – March 2017 |
|---|---|
| **Local Authority** | Clackmannanshire |
| **Key Contact at Authority** | ■■■■■■■■ |
| **Attainment Advisor** | |

### Summary of Spend

| Intervention | 2016/17 Allocation | 2016/17 Amount Spent |
|---|---|---|
| Leadership | £223,800 | 157,933 |
| Learning and teaching | £398,999 | 403,384 |
| Families and communities | £325,300 | 378,006 |
| Programme costs | £5,900 | 8,200 |
| **Total** | **£953,999** | **£947,523** |

### Agreed Improvement Plan

| 1 | Leadership |
|---|---|

| 2016/17 Allocation | £223,800 |
|---|---|
| 2016/17 Actual Spend | £157,933 |

| Expenditure breakdown | | |
|---|---|---|
| **Staffing:** | Total this financial year £123,946 | |
| | FTE | Costs |
| Teachers | 0.8106 | £33,778 |
| Education/development officers | 1 | £43,008 |
| Educational psychologists | | £ |
| Data analysis officers | 0.8 | £36,478 |
| Family/home link worker | | £ |
| Speech and language therapists | | £ |
| Early years professionals | | £ |
| Other staff, namely: Admin……………… | 0.55 | £10,682 |
| **Non-staffing** *please specify type:* | Total costs this fin. year | |
| Finance support 0.05 FTE | £31,067 | |
| Programme Costs | £2,960 | |

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

**Leadership Activities**

- All schools have: a Literacy Leader, Numeracy Leader and H&WB Leader. These school leaders are upskilled through a programme of professional learning sessions delivered by SAC hub leaders and academic institutions.
- The school leaders are tasked to build capacity in their own schools. The aim is to distribute leadership and ensure consistency in learning and teaching approaches across the authority. The leaders have now worked together and have had training on Improvement Science including measurement of impact. Each leader has led a small test for change in their educational establishment and the Scottish Government Improvement Advisor has worked with some school leaders to develop an improvement pack to evidence impact and upscale effective practice across the authority. This is still at early stages and will be shared with Headteachers and partners in June 2017.
- A community of Leaders has been established with a representative from every school within the authority. These individuals are responsible for taking forward Literacy, Numeracy and Health and Wellbeing in their own establishments and are supporting improvement planning and raising attainment at school level. All Leaders have a responsibility to disseminate information from Leaders' Sessions and some representatives have led development sessions within their own establishment. Groups for each of the three areas have been created on GLOW. This provides a platform for disseminating information, sharing resources and offering support to each other.
- Literacy Leaders have been trained in the Model for Improvement, PM Benchmark Reading Assessment, Literacy Pathways and Benchmarks, Communications Environments and Word Aware Programme. In addition they have been exploring research and evidence based tools.
- Audits of schools were used to identify gaps in literacy, numeracy and health and well being to inform the training programme. Leaders have been collaborating to identify gaps, priorities and approaches.
- A variety of partners have been involved including; classroom practitioners, development officers, speech and language therapists, educational psychologists, H&WB development officer, ASN teacher and Scottish Government Improvement Officers. This has provided leaders with a wealth of different perspectives and expertise on the development of literacy, numeracy and health and wellbeing.
- A Raising Attainment in Numeracy and Mathematics GLOW tile has also been created for all practitioners to access. It provides a platform for showcasing best practice and keeping practitioners up to date with upcoming CLPL sessions and ideas for learning and teaching. The Numeracy Glow Tile and Numeracy Glow page has facilitated discussion and supports and challenges consistency in teaching Numeracy across all schools in Clackmannanshire. This is at an early stage, however we have now developed a tile for Literacy and Health and Wellbeing. These platforms will be launched in May 2017.
- Professor Sue Ellis delivered a masterclass in 'Closing the Attainment Gap in Literacy' this was attended by all primary and secondary schools and partners.
- The authority Attainment Advisor has provided one-to-one support for all primary Headteachers in analysing CEM, NGRT, TPJ and school assessment results in order

- to measure gaps and set excellence targets. A data tracker has been developed tested successfully in one school and as a result has been rolled out to all schools. Some Headteachers have found data literacy challenging and will be a priority in year three.
- Headteacher Conversation Events took place throughout the year. The events are held four to six times in the academic year and have the focused on each of the National Improvement Framework drivers. Positive feedback from Headteachers, has resulted in increased frequency and lengths of events. The sessions now have additional time for discussion, to enable cluster collaboration and solution-focussed conversations. All Clackmannanshire Headteachers and Early Years Managers attended the events and recently took time to evaluate the Scottish Attainment Challenge in the local authority. The programme was evaluated by commenting on highlights, challenges and ideas for the year three bid. This has facilitated discussion for the Pupil Equity Funding.
- A lecture programme with internationally renowned thought leaders on closing the attainment gap is underway and has been offered to all Clackmannanshire staff.
- A leadership CLPL programme for aspiring Principal Teachers started in September. This is being delivered by a secondary HT and will finish in May 2017. The programme has recently been accredited by SCEL at Level 12.

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

Delay in recruiting an Attainment Challenge Coordinator and the Health and Wellbeing Hub Leader returning to school early has meant a underspend of £60k. This capacity has been used by engagement with the Spark counselling service.

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| 1 | Leadership: evidence on short and medium-term outcomes | |
|---|---|---|
| **Short –term outcomes** | **What short-term outcome(s) does this initiative aim to achieve?** *(Short-term outcomes are often in the form of changed awareness, skills, motivation, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)* | **By when? (estimate) Status** *(completed / ongoing / no progress)* |
| | 1. Improved leadership skills in all establishment<br>2. Leadership will have a clear focus on raising attainment and reducing inequity<br>3. Increased confidence of primary headteachers in using attainment tracking and monitoring tool. | 1. Good progress – ongoing<br>2. Very good progress - ongoing<br>3. Mixed progress - ongoing |

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

1. Literacy, Numeracy and H&WB leaders will provide oral and survey feedback on CLPL sessions and related progress. We have also gathered and analysed feedback from Headteachers on Literacy, Numeracy and Health and Wellbeing Leaders on how this is building capacity in the wider school to raise attainment.
2. Headteachers' feedback and data and in attainment, identifying and closing the inequity gap. This will be a standing item on all school improvement meetings. Via professional dialogue we will explore headteacher assertions via analysis of evidence and impact in a range of settings.
3. Headteacher feedback, oral and written, on how the Data tracker is improving monitoring and tracking.
4. Strathclyde University have recently undertaken an evaluation exercise on the impact of the attainment challenge activities thus far. This has provided additional independent evaluation to help inform what is working, what is not and identify next steps.

**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'.*

1. Improved leadership skills in all establishment
There has been positive impact in some schools, however it has become clear that some of the curriculum leaders need specific development opportunities and further support and guidance to maximise impact.
Collaboration between Headteachers and with the central leadership team is mixed and needs to be strengthened.
A greater emphasis is required on identifying and securing the right people to undertake literacy, numeracy and health and wellbeing leaders.
 "The sense of community and purpose that the Chief Education Officer and her team engender across the authority. They personify the notion of "leadership" as a way of being, not a role and they are a strong team to take Clackmannanshire forward."
(University of Strathclyde's *Evaluation of the Scottish Attainment Challenge in Clackmannanshire*).The report also emphasises that they need to further develop a shared vision and theory of change across all establishments and staff.
There is a need to ensure the networking model is sustainable and more focused and less time-consuming.
2. Leadership will have a clear focus on raising attainment and reducing inequity
The Senior Management Team, since arriving, have provided a consistent and clear

focus at all Headteacher events, School Improvement meetings, staff conferences, CLPL events, partner meetings, PRDs, etc. ensuring that staff are confident and clear of the priorities to raise attainment and reduce inequity. Opportunities to discuss the challenges and solutions have been made available to all staff.

"Many Headteachers spoke warmly of the opportunity to be part of a small authority again and of the positive supportive relationship that has developed with the Chief Education Officer and her Education Managers". (University of Strathclyde's *Evaluation of the Scottish Attainment Challenge in Clackmannanshire*).

3. Increased confidence of primary headteachers in using attainment tracking and monitoring tool.

"Data tracking and analysis tool and support provided to ensure staff use it effectively is a key strength……the successful focus on productive data needs to continue and expand. This requires to take account of the research base on what works for data use". (University of Strathclyde's *Evaluation of the Scottish Attainment Challenge in Clackmannanshire*).

(Please see attached Progress Summaries).

| | **What medium-term outcome(s) does this initiative aim to achieve?** *(Medium-term outcomes are often in the form of changed actions, practice, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)* | **By when? (estimate)** **Status** *(completed / ongoing / no progress)* |
|---|---|---|
| **Medium –term outcomes** | 1. Increase in effectiveness of individual teacher, SMT and collective self-evaluation processes.<br>2. Schools in Clackmannanshire provide leadership opportunities across all levels.<br>3. All establishments are actively engaged in effective Cluster Improvement Planning. | 1. Needs further development<br>2. Mixed progress - ongoing<br>3. Needs further development by June 2017. |
| | **Are you collecting evidence to measure these outcome(s)?** *If so, please specify which type of evidence for which aim (if not, just put 'N/A')* | |
| | 1a. Teacher and Headteacher self-evaluation reports<br>1b. On-going monitoring and tracking of school improvement plans using a variety of data sources.<br>2. Type and number of new leadership opportunities provided at different levels and uptake of opportunities.<br>3. Feedback from Headteacher on the effectiveness of the School Improvement Partnerships. | |

**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. If not, just leave blank.*</u>

1. Increase in effectiveness of individual teacher, SMT and collective self-evaluation processes.
Current evidence is showing that self-evaluation processes needs to be strengthened, with greater involvement of parents and partners.
2. Schools in Clackmannanshire provide leadership opportunities across all levels.
The Hub has facilitated networking, however to promote stronger collaboration and support implementation across staff teams it needs to be 'more focused and less time consuming'.
3. All establishments are actively engaged in a School Improvement Partnership.
The Senior Management Team have recognised that this is a weakness and steps are underway to provide staff development across schools and clusters, in line with the national priorities and involving a wider range of partners. School Improvement Planning requires further support from the central leadership team.

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

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

| 2 | Learning and teaching |
|---|---|

| 2016/17 Allocation | £398,999 |
|---|---|
| 2016/17 Actual Spend | £403,384 |

### Expenditure breakdown

| Staffing: | Total this financial year £279,373 | |
|---|---|---|
| | Costs | Costs |
| Teachers | £240,580 | £ |
| Education/development officers | £ | £ |
| Educational psychologists | £ | £ |
| Data analysis officers | £ | £ |
| Family/home link worker | £ | £ |
| Speech and language therapists | £38,794 | £ |
| Early years professionals | £ | £ |
| Other staff, namely:…………… | £ | £ |

| Non-staffing *please specify type:* | Total costs this fin. Year £124,011 |
|---|---|
| Resources/Pearson Maths | £82,527 |
| Uni/Speechmark | £41,484 |
| Training/Strathclyde Uni/Speechmark | £124,011 |

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

- Schools are beginning to use improvement science methodology to plan for school improvement and have identified targets for excellence and equity.
- All Primary Senior management teams have been trained in Read Write Inc Phonics. A CLPL programme was put in place to train all primary teachers this session. The resources have been provided for all schools.
- The numeracy hub leader has conducted an audit on numeracy approaches and resources across all primary schools. She has identified gaps in approaches and resourcing. The CLPL calendar was created to meet the needs of the staff across the authority.
- The Literacy and Numeracy Progression Pathways have been completed and are currently in schools in draft format. Literacy and Numeracy Leaders and other interested teachers and early years staff were asked to provide feedback by the end of March, once staff have engaged with it, on its content and format. Consultation working groups met to enable collation of feedback. In addition to the main progression pathway, materials are being produced to give practitioners a better understanding of how to support children at these key stages.
- A Raising Attainment in Numeracy and Mathematics GLOW tile has also been created for all practitioners to access. It provides a platform for showcasing best practice and keeping practitioners up to date with upcoming CLPL sessions and ideas for learning and teaching. Literacy and H&WB tiles are currently being set up.
- An audit based on the SSLN teacher questionnaire was distributed to all establishments throughout the authority.
- To date 9 CLPL sessions have been delivered across the authority to all staff, including Mental Agility and Fractions.
- Read, Write, Inc. Phonics – the initial aims of this project were to have the programme implemented in all of our primary schools, and for all staff to be trained. This has been partially met, due to LAs requiring training in many schools. All primary schools are fully resourced and have rolled out this programme to Primary 1 pupils,

- most schools have also implemented this approach in P2 and 3. All teaching staff across P1-7 were trained in the programme over November and February Inservice Days.
- Word Aware/SALT – the project is at its very early stages, with the aim of narrowing the vocabulary gap through a structured teaching approach and whole-school cultures. Initial vocabulary assessments are currently being completed in 10 nurseries across Clackmannanshire, as a baseline. A strategy is in place for the rollout of the Word Aware programme for Year 3.
- Ten teachers took part in a literacy module (Provided by Sue Ellis – Strathclyde University). The module was successfully completed by eight teachers; the remaining two discontinuing the course due to personal circumstances.
- Four Primary Schools were initially supported from Feb 2016—June 2016.  This involved leading on and delivering the tailored 12 week Reading Programme Intervention, and then training staff in each school over a further 6 weeks from Sept ---end Oct, The idea was to create sustainability in each school to enable the Reading Programme to be delivered without the need for targeted Attainment Team Support, in the form of the Attainment Support Teacher. (AST)
- Since December 2016, four new Primary Schools, have been receiving the targeted Attainment Team Support.  The tailored 12 week Reading Programme Intervention in these schools is well underway (6 weeks in) and sample interim assessments are due to be completed soon.
- The Reading Programme Intervention involves the Attainment Support Teacher (AST) supporting schools by delivering reading strategies to small groups of pupils who have been targeted based on data highlighting a reading age / chronological age gap. These strategies which support an improvement in attainment are delivered through 24 lessons over 12 weeks. Each lesson lasts approx. 40 minutes.
- The Numeracy Hub Leader is currently attending a Maths Recovery course to be a Maths Recovery Trainer with the aim of delivery CLPL sessions next session with practitioners, support for learning teachers and learning assistants. In addition, to this a 2-day Maths Recovery Event has been organised for Thursday 27th and Friday 28th April for 22 Numeracy Leaders.

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

No major slippage.

| 2 | Learning and teaching: evidence on short and medium-term outcomes | |
|---|---|---|
| –term outco | **What short-term outcome(s) does this initiative aim to achieve?** *(Short-term outcomes are often in the form of changed awareness, skills, motivation, etc. Please be specific in the target group: does it involve all* | **By when? (estimate) Status** |

| | | |
|---|---|---|
| | *teachers, parents or pupils, or a particular sub-set?)* | |
| | 1. Year 1 professional learning programme is evident in classroom practice. <br> 2. Increased consistency in the quality of learning and teaching at school level. <br> 3. Headteachers are working with class teachers to use the data tracker to track and monitor pupil progress. <br> 4. Schools effectively use data to meet learners' needs through robust identification and action planning for those at risk. | 1. Mixed progress - ongoing <br> 2. Needs further development <br> 3. Mixed progress - ongoing <br> 4. Mixed progress - ongoing |

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

The authority leadership team will gather evidence on:
1. Teacher survey feedback from professional learning sessions and updated reports on progress made.
2. Headteacher quality assurance of learning and teaching in their school.
3. Feedback from teachers and headteachers on how tracker is being used a class and school level.
4. Number and quality of individual education plans resulting from data analysis.

**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'.*

1. Year 1 professional learning programme is evident in classroom practice. Evidence suggests increased consistency in the teaching of literacy and numeracy. However, we have recognised that health and wellbeing requires an overarching strategic direction. A health and wellbeing strategy is currently in development and professional learning opportunities are planned.
2. Increased consistency in the quality of learning and teaching at school level. This is a key area for further development. Teachers have highlighted the need for further support. In response to a question, asking participants asking teachers to tell us what would improve the quality of their teaching, the top comments were:
- Opportunities to visit schools, engage in peer observation and discuss good practice;
- High quality CLPL;
- Consistency across schools;
- Time and space to think and try new ideas;
- More focus on assessment and moderation;
- Professional confidence.
"This perhaps reflects a strong preference in Clackmannanshire teachers for

| | |
|---|---|
| | programmes and resource-driven teaching". The Senior Management Team will address this as they take forward the National Improvement Framework, particularly the Teacher Professionalism driver. Plans are being discussed with the University of Stirling to ensure co-construction of the curriculum to meet the needs of Clackmannanshire's context.<br><br>3. Headteachers are working with class teachers to use the data tracker to track and monitor pupil progress.<br><br>"The successful focus on productive data needs to continue and expand. This requires continuing to take account of the research base on 'What Works for Data Use'". (University of Strathclyde's *Evaluation of the Scottish Attainment Challenge in Clackmannanshire*).<br><br>"We always did have a lot of data, but I think the Attainment Challenge has made us more focused on how we analyse that data. We did have the data, but we just stuffed it in the drawer". (University of Strathclyde's *Evaluation of the Scottish Attainment Challenge in Clackmannanshire*).<br><br>4. Schools effectively use data to meet learners' needs through robust identification and action planning for those at risk.<br><br>Although there has been a promising start, the data tracking and analysis tool requires ongoing support and direction. |

| | | |
|---|---|---|
| **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)** <br> **Status** *(completed / ongoing / no progress)* |
| | 1. Increased practitioner knowledge and skills lead to high quality learning and teaching.<br>2. Learner's engagement and motivation have improved. Evidence of personalisation and choice in learning.<br>3. Schools build family partnerships resulting in improved collaborative learning opportunities.<br>4. Speech and Language Therapists (SALT) are conducting a needs analysis for nursery/P1 transition. They are working directly in schools to build on year1 learning. | 1. Mixed progress - ongoing<br>2. Needs further development<br>3. A priority – limited progress to date<br>4. Good progress - ongoing |
| | **Are you collecting evidence to measure these outcome(s)?** *If so, please specify which type of evidence for which aim (if not, just put 'N/A')* | |
| | The authority leadership team will gather evidence from<br>    1. School QA, VSE and School Improvement meetings<br>    2. Feedback from pupils<br>    3. Feedback from parents/carers<br>    4. Feedback from SALT team | |

**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'.*

1. Increased practitioner knowledge and skills lead to high quality learning and teaching.

As above.

2. Learner's engagement and motivation have improved.  Evidence of personalisation and choice in learning.

From recent inspection reports and quality assurance visits, the engagement and motivation is an improving picture across Clackmannanshire. However, personalisation and choice in learning requires further development.

3. Schools build family partnerships resulting in improved collaborative learning opportunities.

"Everyone, to whom we spoke, displayed an understanding of their communities and their families. In describing the impact of these challenges, many point first to parental involvement and long-term issues around buy-in from the community". (University of Strathclyde's *Evaluation of the Scottish Attainment Challenge in Clackmannanshire*).

As we go forward in Year 3, more emphasis needs to be placed on how we take the learning and teaching to parents, rather than the expectation that they should become involved.

4. Speech and Language Therapists (SALT) are conducting a needs analysis for nursery/P1 transition. They are working directly in schools to build on year1 learning.

See appendix.

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**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?**
Teachers need to be supported to evidence improved engagement in learning. We recognise that we need to do more to evidence impact in the classroom.

| 3 | Families and communities | |
|---|---|---|
| 2016/17 Allocation | £325,300 | |
| 2016/17 Actual Spend | £378,006 | |
| **Expenditure breakdown** | | |
| **Staffing:** | | Total this financial year £258,343 |

|  | FTE | Costs |
|---|---|---|
| Teachers | 2.3 | £70,823 |
| Education/development officers |  | £ |
| Educational psychologists | 1.1 | £46,703 |
| Data analysis officers |  | £ |
| Family/home link worker |  | £ |
| Speech and language therapists |  | £ |
| Early years professionals | 3.5 | £106,459 (not including SPARK) |
| Other staff, namely: Sports | 1.4 | £34,358 |
| **Non-staffing** *please specify type:* | | Total costs this fin. Year £119,663 |
| SPARK | | £64,200 |
| Ccafe (Action for Children) | | £37,452 |
| NME/DDP/PEPASS | | £18,011 |

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

1. **CCAFE Project**

An early intervention approach which brings parents and carers, children and young people, partners and agencies and the wider community together to ensure that whole families get the support they need to fulfil their potential both within school and beyond.

A draft programme overview was created, based on the "Test of Change" model. This includes aims and objectives, a programme descriptor, notes and templates for family permissions and assessments, an outline of weekly sessions and the projected programme costs.

A Steering Group was established to monitor and review progress, made up of third-sector partners, Education and Youth Services. The Group will meet monthly to support the Pilot Programme and ensure that identified objectives are being met.

Staff recruited from existing agencies who already engage with our local communities:

0.5FTE - Youth Services

0.5FTE - Action for Children

The Head Teacher of ▮▮▮▮▮▮▮▮ Primary has engaged with a number of families who have agreed to participate in the pilot. Two school-based staff members have been nominated to support the programme and will provide on-going feedback to the Steering Group.

A timeline outlining the key features and inputs of the 8 week programme has been developed.

2. **Neuro-sequential Model in Education (NME)**

The project team are on target to meet all of their aims for the academic session 2016/17. These aims include:

- All project team members completing the training materials.
- Training materials developed and refined for both staff and pupils.
- Staff training complete in 4 pilot primaries
- Pupil training complete in 3 primary pilot classes.
- Baseline data using a range of measures collected and inputted on a range of pilot populations.
- Initial descriptive data analysis will be complete by end April/start of May.
- Just under 500 teaching and support staff have been trained in the approach since September 2016.

### 3. Counselling Service

The ▮▮▮▮ primary school programme provides counselling and listening to support children's health and wellbeing to develop essential resilience skills. Aimed at helping children from P5- P7 who are struggling with emotional and wellbeing difficulties, Th ▮▮▮▮ approach aims to:
- Provide a supportive relationship to children.
- Provide 1-1 counselling with a trained worker.
- Provide a safe environment where a child can improve social skills, self-awareness and learning capacity.
- enhance the overall emotional health and mental wellbeing of the child

Th ▮▮▮▮ is engaging with 11 schools ( 9 of the Scottish Attainment Challenge schools with 2 additional schools identified as having highlighted need).

Schools have been asked to complete an evaluation based on the primary and secondary drivers of their driver diagram. A meeting is planned with all key leads to discuss the pilot and review key objectives and evidence in April 2017.

The ▮▮▮▮ will summarise the number and range of supports offered to provide data for an impact assessment. This will be collated in April 2017.

### 4. Health and Wellbeing Leaders and Health and wellbeing Career Long Professional Learning

All schools across Clackmannanshire have identified a Health and Wellbeing Leader with responsibility for co-ordinating and facilitating the improvement objectives within Flourishing Communities.

A Glow Group has been established to share knowledge and good practice between leaders and to highlight their contribution to raising attainment.

Three professional learning session have been delivered to leaders. They have provided an overview of Improvement Methodology, the effective use of data analysis and have set the scene by using the Challenge Questions within How Good is Our School 4. Leaders worked in trios to begin an audit of current health and wellbeing practice across their schools.

A series of Focus Sessions for all teachers were developed to raise awareness of the

importance of health and wellbeing data use to define the context within which schools operate, and support the creation of a clear rationale. The most recent Focus Session was on "Nurturing Approaches".

5. **The development of a Health and Wellbeing Curriculum Framework that aligns with local and national priorities and has a clear focus on raising attainment and reducing inequality**

Current curriculum frameworks are being reviewed with support from colleagues at NHS Health Promotion. These include Relationships, Sexual Health and Parenthood, Substance Misuse, Food and Health and PEPAS. These will be available for staff in December to align with developments in National Benchmarking.

A multi-agency group has been established to explore resources to support Mental Emotional Social and Physical Wellbeing. Opportunities for development will be identified within this group and key actions allocated.

A draft Health and Wellbeing Strategy is being created with the help of key local partnerships and agencies to support the effective delivery of Health and Wellbeing.

6. **Flourishing Communities, PEPASS**

The aim of the project was to improve parental understanding of the health and developmental benefits to children and families of the participation in physical activity and sport.

The Headteacher of Coalsnaughton Primary School, the Primary PE Teacher and the Active Schools Co-ordinator have been working together to increase pupil participation in afterschool sports clubs, sports festivals and competitions. The result has been a continued increased uptake from pupils in their programme of after school clubs at Coalsnaughton Primary.

As a result of a series of pupil consultation exercises and the formation of a School Sport Award committee, the range of activities has increased and the number of pupils attending the Clackmannanshire Primary Schools Sports Association annual programme has increased in both pupil numbers and events attended. There have been additional activities set up as part of the PEPASS approach such as Judo, Bikeability, international athlete talks, attending a national event and leadership training.

The dialogue and engagement with parents and families has been a significant part of this process

How do we know? (evidence, data – qualitative & quantitative)

CPSSA annual programme pupils attended 4 events out of a possible 16 in 2014/15
CPSSA annual programme pupils attended 14 events out of a possible 16 in 2015/16
So far pupils have attended all events in the CPSSA programme for 2016/17
In term 1 of 2015/16 64% ( 16 male and 21 female ) participated in afterschool clubs and by

the end of 2015/16 the participation had increased to 98% of school role.
The School Sports Award committee submitted their application to SportScotland in June 2016 and in August 2016 Coalsnaughton had achieved the Gold Award. This will be formally presented to the school by SportScotland.

## 7. Early Intervention Team

The project team are on target to meet all of their aims for the academic session 2016/17. These aims include:

- To appoint Early Years Workers to the Early Intervention Team (3 staff across 6 schools, working with P1-3 and families)
- Targeted programmes aimed at improving Health and Wellbeing of pupils in schools with highest levels of deprivation and poverty including support to families and schools.
- Offer a range of nurturing activities which support active engagement with education including promoting imaginative play, therapeutic activities, relaxation, building positive relationships, strategies for staff, strategies for parents and activities to promote healthy lifestyles.

## 8. Growth Mindset

1. Raising awareness;
   - A project leader has been appointed. We are working in partnership with Winning Scotland Foundation, who are driving the national project for Growth Mindset across Scotland, to bring Growth Mindset into Clackmannanshire schools.
   - The project leader has delivered localised introductory workshops to introduce the Growth Mindset concepts, raise awareness of the potential benefits to pupils staff and parents and encourage their buy-in.
   - The project leader has developed a framework and toolkit for school based staff contained in an A4 manual called Teacher's Starter Toolkit
   - The project leader has created a brand which ensures identity and consistency of approach for Growth Mindset
   - The project leader has sourced and shared relevant research with school staff as evidence of the potential impact of Growth Mindset on pupil learning
   - Head Teachers who wanted to engage their school in the Growth Mindset concepts were asked to ensure Growth Mindset was included in their school development plans.

2. Staff development;
   - As a result of school buy-in, Head Teachers were asked to nominate a "lead driver" from their school staff to bring the Growth Mindset project to their school, customise to their setting and embed into their ethos and culture.
   - The lead drivers were asked to attend Growth Mindset training, regular meetings, create school action plans and share best practice.
   - The project leader is working with all participating schools to roll out their Growth Mindset action plans.
   - There are currently 6 primary schools in the Lornshill community and 6 primary schools in the Alva community engaged in Growth Mindset and 432 staff have attended customised workshops.
   - The project leader has used GLOW for staff to access information, materials

| and resources as well as share experiences on their Growth Mindset journey. |
| --- |

| **Slippage from plans:** *Please comment on slippage from your original plans for implementing activities in the year 2016/17* |
| --- |
| The curriculum frameworks were reviewed, however the benchmarks for Health and Wellbeing are not finalised. A team of Health and Wellbeing Leaders will develop the progression pathways to meet the benchmarks in April 2017. |

| 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?** *(Short-term outcomes are often in the form of changed awareness, skills, motivation, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)* | **By when? (estimate) Status** *(completed / ongoing / no progress)* |
| | 1. There will be increased partnership working between school, parents and community partners.<br><br>2. There will be increased participation in sport and dance events.<br><br>3. Reduced levels of trauma and anxiety will be evident in identified children, in order to increase on-task behaviours and access to learning in the classroom. | December 2016<br><br>November 2016<br>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')* | |
| | 1. A pre and post evaluation using Action for Children's Family Star is being adapted for use with the identified Families in CCafe project.<br><br>2. Health and Wellbeing Leaders are focussing on a number of identified Challenge questions from How Good is our School 4 to create a focused context for self evaluation.<br><br>3. Pre and post evaluation data. | |

| | |
|---|---|
| | **What does this evidence show on the extent to which the above outcomes have been achieved to date?** *Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'.* <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> |
| | 1. There will be increased partnership working between school, parents and community partners.<br>There has been limited progress in partnership working between schools, parents and community partners. "Everyone to whom we spoke, whether heads, leads or classroom teachers, displayed an understanding of their communities and the challenges faced by the pupils and their families." (University of Strathclyde's *Evaluation of the Scottish Attainment Challenge in Clackmannanshire*). However, the development of an overarching family engagement strategy, supported by work around schools improvement is required to help raise the profile and outline a coherent approach.<br><br>2. There will be increased participation in sport and dance events.<br>In one primary school, from September 2016 – March 2017 there has been a 11% increase in participant sessions (no of pupils attending x number of weeks) from the full 15-16 academic year data. 100% of boys and 82.5% of girls have attended extracurricular clubs since August 2016 with more of them attending multiple clubs per term. However, building capacity is required to engage in a meaningful way with parents and families. Girls' participation rates have increased by 4% compared to the same timeframe last year.<br><br>3. Reduced levels of trauma and anxiety will be evident in identified children, in order to increase on-task behaviours and access to learning in the classroom.<br>Headteachers are reporting that pupils trained in the approach have responded positively. Training feedback has largely been positive, with comments from staff indicating there is a high level of relevance and interest in the content. |

| | | By when? (estimate)<br>**Status** *(completed / ongoing / no progress)* |
|---|---|---|
| Medium –term outcomes | **What medium-term outcome(s) does this initiative aim to achieve?** *(Medium-term outcomes are often in the form of changed actions, practice, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)* | |
| | 1. Children will demonstrate increased resilience and motivation<br>2. Parental involvement and engagement increases at school level with disengaged parents.<br>3. Health and Wellbeing Leaders have greater awareness of community context, school culture, ethos and environment and it's impact on wellbeing and attainment.<br>4. The development of the Health and Wellbeing curriculum framework which allows progressive, coherent planning based on context and need | Ongoing<br>\Limited progress<br>Ongoing<br><br><br>Ongoing – June 2017 |

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

1. Pupils survey feedback
2. Family Star Evaluation for practitioners, parental feedback and mid and post interviews and evaluations from all stakeholders
3. H&WB Project Leads monthly reports
4. Written evaluations from teachers and headteachers on the curriculum frameworks.

**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>

1. Children will demonstrate increased resilience and motivation

Feedback from the Early Intervention Team approach is positive and will be expanded in the Year 3 bid.

2. Parental involvement and engagement increases at school level with disengaged parents.

See above

3. Health and Wellbeing Leaders have greater awareness of community context, school culture, ethos and environment and it's impact on wellbeing and attainment.

See above

4. The development of the Health and Wellbeing curriculum framework which allows progressive, coherent planning based on context and need

See above

**<u>Primary CCafe</u>**

▮▮▮▮▮▮▮ pilot took place during Oct 2016 - Jan 2017 with ▮ families. This was a pilot supporting collaborative and partnership work based on a group prepared family meal and structured sessions for parents, carers and children, providing practice, routines and rituals that are powerful organisers of family life. Weekly de-brief templates and evaluations of the "Family Star" tool indicated that all the children who participated showed :

• Increased social skills and wellbeing
• Improved behaviours at home
• More positive interactions

- Decreased anxiety, stress and levels of depression
- Improved relationships

Evidence captured using photographic evidence and the "Daily Hassles Tool"( pre and post pilot) indicate that all parents/carers showed:
- Improved parent-child relationships
- Improved family functioning
- Increased social community relationships
- Increased confidence in parenting
- Improved self esteem
- Empowerment to support their child's learning

School feedback indicated:
- Increased collaboration and co-operation between families and schools
- Improved parent/community /school trust, particularly with Class Teacher
- Improved relationships with Class Teachers and children

Although the feedback has been very positive, this was a very small pilot and █ of the ████ families have elected to continue with the sessions. The programme has been extended to another primary school and the findings are being used by the Secondary programme.

**Neuro-sequential Model in Education (NME)**

- Training feedback has largely been positive, with comments from staff indicating there is a high level of relevance and interest in the content.
- Staff have highlighted that pupils trained in the approach have responded positively.
- Staff who have begun implementing the approach are reporting positive accounts of children becoming more engaged in learning tasks, more settled etc.
- Baseline data is giving us a better understanding of our population from the perspective of their ability to self-regulate, to how they relate in a classroom setting and how emotionally ready for learning they are (or in other words, ER4L). This data has shown some interesting features (e.g. 28% of one class displaying a disorganised relational style, against a predicted national average of approximately 5-10%).

**Counselling Service**

Anecdotal evidence highlights that the work of the Counsellors is supporting a wide range of children with issues such as loss, friendships and anxiety.

**PEPASS**
The project team are on target to meet all of their aims for the academic session 2016/17. These aims include:

- Increased pupil participation in after school clubs and programme of festivals and sports events in ███████ and ███████ Primary Schools.

- Raised profile for PEPASS and its impact acros ███████ and ███████ Primary Schools.

Coalsnaughton

- School Sport Committee – formal application and interview process has led to a proactive and engaged group of 7 pupils supporting and leading the PEPASS agenda in their own school. They have ownership of specific tasks/projects within the school which are wider than just competitions and extracurricular clubs, for example, planning the Health Week for June 2017.
- The school has attended every CPSSA event so far this academic year and in addition pupils have taken part in the Indoor Bowls, Gymnastics, Boccia and Badminton competitions. The schools' target is attendance at all 15 CPSSA events by June 2017.

Deerpark

- Pupil participation in extra curricular clubs has increased by 5% from 2015/2016. This increase is due to additional clubs being added and to the introduction of the new P7 young leaders clubs.
- SIMD and extracurricular club data was used to highlight a group of pupils to take part in a nurture Top Activity group. 17 pupils are attending this group which started on the 8th March.

The learning from the primary schools is being used to work with parents and families in other schools. The team meet on a regular basis and discuss learning on how to engage parents and families.

**Early Intervention Team**

Children are more confident at discussing their feelings and are relating their own experiences; gaining skills and strategies through programmes they have been involved in. This has been evident through discussions with the children, parents and staff, the class dojo system and at children's review meetings.

Children are transferring skills they've learned in programmes into their daily routines, for example, thinking more about their behaviour and how they can manage it by using strategies like taking some timeout to calm down, and by using breathing techniques. These strategies have also had an impact on pupils' concentration. The development of fine and gross motor skills have helped to improve handwriting and has increased confidence in taking part in group games in the playground or at gym time.

Having small groups has helped social interactions with peers, as pupils are working with children they might not socialise with, they feel valued and included and more confident at discussing things than they would do in a larger group. Staff are commenting on the increase in confidence levels of pupils, as they return to the class.

**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?**

**CCafe**

**Communication** - Effective communication channels and mechanisms were assumed. It was necessary in week 2 to clarify key communication protocols and create a pathway for all stakeholders who reinforced the importance of sharing information with only those who needed to know and seeking support from each partnership line manager before progressing with any action.

**Expectations** - as a pilot approach, all stakeholders aim high and are truly committed to the CCAFE, particularly with regard to the impact of such an approach on young people's learning. The programme needed to be constantly tweaked and adjusted to take account of the wide ranging and complex needs of each family and the short timescale offered by the pilot. It is for this reason that the ▮▮▮▮▮▮ families are continuing with the programme in 2017

**Timing** - the CCAFE sessions were planned as a 2 hour slot immediately after school. It soon became apparent that this did not provide enough time to complete the agreed activities. Extra time and capacity was made available by the partners to accommodate this.

**Linking to Learning** - while clear improvements in social and emotional wellbeing were captured within the Pilot Programme, it has been difficult to establish if there has been a transference of skills, knowledge and attitudes to the school setting for the children and young people. There has been no clear evidence or relevant data available to show the impact of the Programme on attainment or achievement during the 8 week pilot. This is being reviewed to incorporate into the Year 3 Plan.

**Growth Mindset**
- Evaluation of training has been positive.  63 responses were collated using a Google form survey:
  - 73% staff rated the training as excellent and 27% as very good
  - 84% of staff reported that they strongly agreed (16% agreed) that the training would be useful in their work
  - 66% of staff strongly agreed (34% agreed) that the topics covered were relevant to them

- The audit of all Clackmannanshire teaching staff who had been through awareness raising and/ or follow on training produced 73 responses and revealed the following:
  - 100% staff reported that Growth Mindset is being developed in their setting
  - 93% of staff have seen improvements as a result of Growth Mindset input
  - 88% of staff believe things have improved in the way they are with children as

a result of Growth Mindset input
- o 56% of staff believe things have improved in their personal life as a result of Growth Mindset input

| 4 | Programme costs |
|---|---|

| 2016/17 Allocation | £5,900 |
|---|---|
| 2016/17 Actual Spend | £8,200 |

| 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, :Programme manager | | £ 8,200 |

| Non-staffing *please specify type:* | Total costs this fin. Year£ 8,200 | |
|---|---|---|
| | £ | |
| | £ | |
| | £ | |

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

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

|   |   |
|---|---|
|   |   |

| 4 | Programme costs: evidence on short and medium-term outcomes | |
|---|---|---|
| **Short –term outcomes** | **What short-term outcome(s) does this initiative aim to achieve?** *(Short-term outcomes are often in the form of changed awareness, skills, motivation, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)* | **By when? (estimate)** <br> **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 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)** <br> **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 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?**

| 5 | Overall progress towards long-term outcomes and reflections |
|---|---|
| Long –term outcomes | *The long-term outcomes of the Attainment Scotland Fund are to:*<br>*a. Improve literacy and numeracy attainment*<br>*b. Improve health and wellbeing*<br>*c. Close the attainment gap between pupils from the most and least deprived areas.*<br>**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)* |
| | Analysis of the following data to identify long—term trends and improvement in attainment achievements<br>• Standardised Assessment<br>• Teacher professional judgments<br>• Insight data<br>• Health trend data<br>   ○ Focus on mental health<br>• Exclusion and attendance<br>• Vulnerable Person Database Entries<br>• Trends in Looked After Children data<br>• Analysis of Staged intervention<br>• Early identification on need using 27 to 30 month health check<br>• Health visitor referrals<br>• Speech and Language referrals |
| | **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> |
| | Data from 2016 CEM assessments, SALT survey, teacher professional judgement survey and broader health and wellbeing data all continue to show that significant gaps exist between Clackmannanshire and national comparators. There is some evidence that the poverty-related attainment gap is narrowing, but only in some specific areas. A continued and relentless focus through Clackmannanshire's Attainment Challenge hopes to address this. |

**Can you share any learning on what has worked well in your overall strategy to achieve impact?**
- Feedback and anecdotal evidence suggests that the literacy/numeracy support service, NME and the PEPASS initiatives are seen to add value and change children's futures. The additional staff associated with early intervention to support health and wellbeing has worked well. The additional classroom staff facilitate both

child and professional learning. The professional events that connect Clackmannanshire teachers and Headteachers to wider professional networks within and outwith Scotland have worked well.

**Can you share any learning on what has worked less well or could be improved?**
- Focus on health and wellbeing is widely welcomed as both necessary and timely, however, it needs to be extended and at a quicker pace.
- Staff need to design equity in to the fabric of teaching and learning, requiring them to reflect on their expectations of parents and the relationship of the school/curriculum to home, families and the wider community.
- The implications of setting and streaming (as a result of Read, Write, Inc) need to be discussed with teachers and Headteachers. This requires everyone to note which children end up in bottom sets and the extent to which it enshrines the attainment gaps rather than addresses it.
- The focus on productive data needs to continue and expand. This requires continuing to take account of the research base on 'What works for data use'.

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

| **Reporting Period** | April 2015 – March 2016 Annual Report |
|---|---|
| **Local Authority** | Clackmannanshire Council |
| **Key Contact at Authority** | |
| **Attainment Advisor** | |

# Agreed Improvement Plan

| 1 | Enabled Leadership | | | |
|---|---|---|---|---|
| 2015/16 Allocation | £252,920 | Planned Quarterly Spend | | |
| 2015/16 Actual Spend | | Actual Quarterly Spend | | |
| **Staff Resources:** Teachers Others (please state type of resource): | Agreed in Plan: 1.0 FTE Coordinator 1.0 FTE System Leaders 0.5 FTE Admin | Secured this quarter: | 0.5 FTE Admin | |
| | | Secured in total: | 1.0 FTE Coordinator 0.6 FTE System Leaders 0.5 FTE Admin 0.05 FTE Finance | |

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

**Development of leadership capacity at all levels:**

- An **Attainment Challenge Team (ACTeam)** has been established to lead and support the Attainment Challenge across Clackmannanshire. The ACTeam works closely with headteachers and schools to implement universal and targeted interventions. The ACTeam consists of:

  - Attainment Challenge Coordinator (1.0 FTE) – Seconded Headteacher
  - Literacy Hub Leader (1.0 FTE) – Seconded Class Teacher
  - Attainment Support Teachers (1.3 FTE) - Seconded Class Teachers
  - Hub Administrator (0.5 FTE) – Modern Apprentice

  In addition, Scottish Government allocated an Attainment Advisor to Clackmannanshire. Our initial Attainment Advisor, returned to school in December 2015.
  Within the initial plan, the intention had been to recruit a larger team. However, it was recognised that any further secondments could result in vacancies across Clackmannanshire which may prove difficult to fill. Therefore, a decision was taken that for Year 1 the ACTeam was complete.

- The ACTeam and schools are also working with a range of **officers and teams** within Clackmannanshire, such as Educational Psychology, Community Learning & Development, Sports' Development and Communications to implement the Challenge. Work is underway to enhance and extend partnership working, including with third sector.

- 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 (Acting Headteacher). The draft programme was shared with all headteachers at our Working Together Day on 19 February 2016. The detail of the programme is now being finalised

and organised, ready for implementation in August 2016. SCEL endorsement is being explored.

**Development of a collaborative self-improving school system:**

- A programme of **Validated Self-Evaluation (VSE)** is being developed. A working group has been established, led by a system leader (Acting Headteacher). A draft policy was shared with all headteachers at our Working Together Day on 19 February 2016. This is now being finalised and will be piloted in April - May 2016, ready for implementation in August 2016.

- 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 developing their curriculum rationale. All schools are currently self-evaluating 2.4 Personalised support. Training has been provided to increase awareness of HGIOS 4 and, in particular, 2.2 Curriculum and 2.4 Personalised support. A toolkit has been developed to assist the self-evaluation process.

- **Improvement Partners** (peer headteachers) have worked with five focus schools to support school improvement. Action plans have been developed and implemented. Each focus school has received 0.1 FTE additional staffing to support improvement.

**Development of a community of school leadership across Clackmannanshire:**

- Three very successful **Leadership Conversation Events** have been held. A fourth event is organised. These events have also allowed for opportunities to share practice and to update on the Attainment Challenge in Clackmannanshire.

- Five establishments are implementing plans to use **technologies to enhance communication and networking** across schools. Three schools are undertaking a joint literacy project with the aim of increasing pupil engagement in reading through the use of ipads as communication tools. In a second project, three schools as partaking in 'Digital Ninjas' to engage pupils in digital literacy and communication. Pupils and teachers will become up skilled, with the ultimate aim of running community workshops to aid others and to build enterprising links with parents, businesses and organisations.

- The ACTeam have continued to **communicate the aims, progress and impact** of the Challenge with in a range of ways:

    - Regular meetings and communications with headteachers, including ACTeam input at all Learning Community meetings.
    - Working with pupils, a powerpoint was developed to explain the Scottish Attainment Challenge to pupils. This is being used in all schools.
    - Clackmannanshire Attainment Challenge leaflets were developed and distributed to parents of all primary pupils.
    - A pupil newsletter has been established, with the first edition published and shared.

- Clackmannanshire Attainment Challenge leaflets were developed and distributed to all primary staff.
- An Attainment Challenge webpage has been set up on ClacksWeb. GLOW groups are in use by headteachers and Literacy Leaders. The @ACT_clacks twitter feed is active and schools are using this to share their developments.
- The Attainment Challenge have featured in local publications and news.
- Briefings and presentations have been provided to teams within Clackmannanshire Council, Parent Councils, third sector and community groups.

- Individual schools are providing **Profile and Progress Reports** on a term by term basis. These are being used to report on the progress of the Challenge and to provide evidence of impact.

- A **Strategic Management Group** monitors and oversees the aims, progress and impact of the Challenge in Clackmannanshire. The group is Chaired by a Senior Manager form the Education Service and includes the AC Coordinator, Service Manager School Improvement, a headteacher from each Learning Community, Principal Educational Psychologist and Service Manager CLD. The Group meets quarterly and a written report is provided. The Learning Community headteachers then share the report with all headteachers. There are also monthly meetings with the Finance Team and procedures have been established for the management of funding.

**Evaluation:**

- Led by the ACTeam, a thorough **evaluation** has been undertaken of the Attainment Challenge in Clackmannanshire, Year 1. This has identified effective progress with a range of universal and targeted interventions. Strong foundations have been laid on which to build an Attainment Challenge that makes a real difference in the lives of children and families in Clackmannanshire. The evaluation is informing Year 2 planning.

- The ACTeam continue to meet with officers from the Finance Team to monitor **spending**. The total agreed grant for 2015/16 was £718,109.

  The grant claimed in in Quarter 2 (to end September 2015) was £21,974. This claim was small as spending begun at the start of the new school session in August 2015.  The grant claimed for Quarter 3 (October - December 2015) was £243,460 and the projected grant claimed for Quarter 4 (January – March 2016) is £200,000.

  Therefore, the projected grant claim for 2015/16 is £465,434. There is a projected underspend of £252,675. The underspend relates to various aspects of the Challenge, however, difficulties recruiting staff is a significant factor.

**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?

- Awareness of the Attainment Challenge in Clackmannanshire has grown with headteachers, teachers, support staff, pupils, parents and community.
- All schools (nursery, primary, secondary and ASN) in Clackmannanshire have developed a key focus on raising attainment and addressing the poverty inequity gap.
- Schools are implementing a range of universal and targeted approaches to raise

attainment and close the gap.

- Schools are sharing practice to support raising attainment and closing the gap through a range of methods, including digital technology.
- School leaders have gained strategic awareness and experience through leading areas of the Attainment 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 has formed across Clackmannanshire.
- The Attainment Challenge Team is effectively leading and supporting the Challenge.
- A range of strong systems and processes have been established to support the work of the Attainment Challenge over the next 3 years.

**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.

Progress and impact measured as part of ongoing evaluations and final evaluation and includes evidence, data and feedback.

**Development of leadership capacity at all levels:**

Every primary establishment has at least one member of staff actively leading an aspect of the Attainment Challenge (includes Literacy Leaders).

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

*'I feel being a literacy leader has been useful to myself, my pupils and staff I have worked with. I am able to confidently go back to my school and share my learning with a larger group which is helping us to change things, to help us to raise the attainment of our pupils.' (Literacy Leader)*

Members of the ACTeam have developed leadership skills which they will take back to establishments and utilise in future careers.

*'Through my role as Hub Leader, I have developed my leadership skills and competencies in a number of ways. I have gained a broader insight into our Clackmannanshire context and the variety of approaches used by schools in their curricular development, alongside adding depth to my knowledge of current policy. Adding to this, I have developed my capacity to think strategically in contributing to authority-wide decisions. I have been given the opportunity to develop my abilities in planning, delivering, developing and evaluating CLPL through overseeing the work of the literacy leaders and the literacy focus session workshops for all staff. I have developed my abilities and confidence in co-ordinating projects and in guiding and supporting other members of staff through working with literacy rich environments and through developing communications. I have also become equipped with the knowledge not only to use The Model for Improvement, but to support others in this process. Overall, my role as hub leader has provided me with the opportunity to gain from ongoing supported leadership progress.' (Hub Leader)*

**Development of a collaborative self-improving school system:**

Seven headteachers/ acting headteachers involved in system leadership, including as members of Strategic Management Group.

Headteachers have expressed increased confidence in self-evaluation leading to self-improvement.

*'Working in a supportive partnership has increased my confidence in self-evaluation and I have a clearer understanding of where my school is. ' (Headteacher)*

**Development of a community of school leadership across Clackmannanshire:**

*'Headteacher Conversation Events are developing collegiality. Inspirational speakers.' (Headteacher)*

Evidence:
EL1: Leadership of Learning Programme (draft)
EL2: Validated Self-Evaluation Programme (draft)
EL3: School Improvement Partnerships
EL4: Overview of communication of aims, progress, impact
EL5: School Profile and Progress Reports

| 2 | Literacy and Numeracy Rich Learning | | | |
|---|---|---|---|---|
| 2015/16 Allocation | | £276,800 | Planned Quarterly Spend | |
| 2015/16 Actual Spend | | | Actual Quarterly Spend | |
| **Staff Resources:** Teachers | Agreed in Plan: 2.0FTE Hub Leaders | | Secured this quarter: | 1.3FTE Attainment Teachers |

| Others (please state type of resource): | 2.0FTE Attainment Teachers 2.5FTE teachers 1.0fte DIO | Secured in total: | 1.0fte Hub Leader 1.3fte Attainment Teachers 1.8 FTE teachers |
|---|---|---|---|

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

- The **Literacy Leader** role continues to grow and develop within all 18 of our Primary schools, 2 standalone Nurseries, ASN provisions and 3 Secondaries. **Improvement Science** is/has been a key feature of our full day training/collaboration sessions. This has included input from Improvement Advisors, co-designing our **Authority Driver Diagram** around **reading** and creating individual school Drivers. In our final session for this school year there will be a focus on **measurement** as part of this development. Attendance at the initial half day and the 3 full days has been very high.
  Session1: 22/25
  Session2: 21/25
  Session3: 21/25
  Session4: 20/25

- Literacy Leaders have been organised into **Improvement Partnership Trios** and have had opportunities to share practice and experiences during collaboration/training sessions. This work is at an early stage and will continue to grow into year 2.

- **Literacy Rich Environments** continue to be a focus for improvement within and across all establishments. Individual teachers, classes and schools are at different levels of awareness, progress and development in this area. For example in one school a high quality communal library has been created. Literacy Leaders will be key in growing this area of improvement.

- **Hub leader** has continued to support **partnership working** between Park Primary and Alloa Academy. The **Reading Buddies Library Project** included primary parents and P3/4 children in addition to P6 and S3 during Book Week in March. This project continues to grow to include other age groups and schools and home school links around development of vocabulary. There are also initial discussions around rolling this out to other secondary and primary schools.

- **Hub Leader** continues to work directly with Literacy Leaders and design/coordinate collaboration/training sessions and support activities/interventions within schools. These opportunities are also used to facilitate professional dialogue and development. **Communication** is emerging as a key role of the Hub Leader. This includes consultation and coordination of our first **Children's Newsletter.** Coordination and management of protocols around ACTeam **Twitter.** Coordination of **Press Releases** and coordination of an Attainment Challenge Clacks DVD. On-going liaison with our corporate communication team is vital in this work and the Hub Leader is the link between the work of the attainment Challenge and the Comms Team.

- Direct support to schools and liaison with GL assessments have also been key roles for the Hub Leader in relation to **NGRT.** We have set a deadline of 14 March 2016 for the completion of all NGRT assessments. Schools have experienced specific difficulties (some significant) around administering these assessments in relation to IT hardware and connectivity.

- Our second and third **Learning Community Literacy Focus Events** have now taken place. There are no more sessions planned for this school year. Workshops were designed and delivered, where possible, alongside classroom practitioners. Evaluation forms from the workshops have been collated according to learning communities and shared back to Headteachers. Headteachers have welcomed this information and have highlighted the need to ensure that individual WTAs and CAT calendars have both the flexibility and capacity needed to use this information as effectively as possible. Very high attendance levels were again achieved at our Events:
  Event 1: 201/235 staff
  Event 2: 202/235 staff
  Event 3: 200/235 staff

  All workshop presentations have been made available on GLOW.

- **Read Write Inc,** a P1-3 phonics and reading resource, has been purchased for all primary schools. A very comprehensive training programme will be provided to support this resource and its effective use in year 2. This training will involve all primary classroom practitioners.

- A **library** of Literacy and Literacy Assessment resources is being established within the Hub. The ACTeam and school staff across Clackmannanshire have access to these.

- An **Attainment Support Teacher Literacy (**1.0fte**),** has been in post and working in Primary schools since January 2016. Small groups of P3-7 pupils were identified through interrogation of INCAS data and in consultation with school staff. PM Benchmarking Toolkit has been used to provide a baseline assessment for this work and inform initial planning. In addition to this, collaboration between our **Attainment Support System Leader**, Attainment Support Teacher and school staff is built into this intervention to ensure consistency and sharing of good practice and expertise**. Pupil confidence** is being tracked as part of this intervention.

- An **Attainment Support Teacher Numeracy** (0.3fte) has been in post and working in primary schools since January 2016. Initial interrogation of INCAS results and discussions with school staff has led to the identification of groups of P6-7 pupils in two school, who are supported in small groups twice per week. In addition to this, collaboration between our **Attainment Support System Leader**, Attainment Support Teacher and school staff is built into this intervention to ensure consistency and sharing of good practice and expertise. 'Basic Number Screening Test, Hodder Education' was used as a Base line assessment. Initial plans were completed on the basis of this assessment. **Pupil confidence** is being tracked as part of this intervention.

- **CGI Numeracy Module** has now been completed (March 2016) by all 12 participants who will have a key role in year 2 planning and actions in relation to numeracy. An **audit/ self-evaluation tool** (maths/numeracy) planned to be implemented this quarter has not been actioned due to re-prioritising following the appointment of 0.3fte attainment support teacher.

**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?

- Schools are continuing to develop their curriculum to support improvements in reading with an increased awareness of both equity and excellence.
- Schools are beginning to use improvement science to guide and measure the success of reading interventions being implemented.
- Additionality for Literacy Leaders in schools has provided opportunities to drive improvements forward in a cohesive manner across the Authority.
- CLPL workshops have supported increased awareness and understanding of barriers to equity and excellence in Literacy. This is being transferred to classroom practice.
- Introduction of Literacy Leader trio improvement partnerships provides further, focussed opportunity for professional dialogue and networking across Learning Communities
- 

**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.

**Pupil voice**
We have worked in partnership with groups of pupils in different schools to take forward specific aspects of the Attainment Challenge including:
- Creation of pupil powerpoint; this provided qualitative data about the level of awareness of the Challenge for pupils and the kind of information they would be interested in. Final analysis of how many schools have used this powerpoint and its impact is still to be finalised.
- Creation of Children's Newsletter; Consultation with children was used to determine the final design of the Children's Newsletter. The success of the newsletter will be measured by the response to the competition element and contact made with the ACTeam as a direct result of the Newsletter.
- Attainment Support Groups; all pupils are completing runcharts measuring effort. A final analysis of this will be completed at the end of the 12 week block.

**LN 1: Children's Newsletter**


**Literacy Leader Evaluations**
Evaluations have been collated for all full day sessions. Key themes coming through these evaluations include:
- The value placed on the opportunity to develop individual skills and take forward improvement at a group, class and school level
- The recognition of professional dialogue with peers and its impact on individual classroom practice and across a school
- The value placed on having dedicated time to focus on the Learning, Teaching and Assessment of reading
- The value placed on a whole Authority focus/theme which provides cohesion and a common purpose

**LN 2: Literacy Leader Day 4 Evaluations**


**Case Studies**
We have a number of case studies from our schools which provide a mixture of qualitative and quantitative data. This has highlighted where schools are able to use Improvement Science with some confidence and others who need further support with this.

**LN 3: Park/Alloa Library project photographs**

**CLPL Evaluations**
These have been collated throughout the session and used to guide and direct future workshops. Collation have been shared with Learning Communities at HT level. A key focus moving forward will be to capture the impact of this and future CLPL opportunities within classrooms through a robust measurement plan.

**LN 4: Collated February Learning Community Literacy Focus Workshops**

**HT Conversation Event Evaluations**
Evaluation information from these events indicates the value in:
- having a common purpose and sense of cohesion across all Clackmannanshire Establishments Nursery – Secondary
- providing dedicated time to focus on Raising Attainment and Closing the Gap
- opportunities to hear from invited speakers out with our Authority

**Learning Community Evaluations (HT)**
Learning Communities have been asked to collectively complete an evaluation of key elements of year 1. This information is currently being collated.

**LN 5 Learning Community Evaluation Grid**

**HT/DHT evaluation/consultation group**
A group of 6 HTs/DHTs have met with the Attainment Challenge Coordinator to identify key strengths and Barriers to Year 1. A second meeting is scheduled for 21 March. Once collated this information will be used to inform Year 2 planning. Key emerging themes include:
- Literacy Leader additional time to move projects and improvement forward in schools has been very successful
- Momentum created in Year 1 should continue into of the Literacy work in year 2
- The successful Literacy model should be used to support Numeracy Improvements in Year 2
- CLPL across Learning Communities and for Literacy Leaders has linked effectively and can be further built upon in year 2

| 3 | Flourishing Communities | | |
|---|---|---|---|
| 2015/16 Allocation | £188,389 | Planned Quarterly Spend | |
| 2015/16 Actual Spend | | Actual Quarterly Spend | |

| Staff Resources:<br>Teachers<br>Others (please state type of resource): | Agreed in Plan:<br><br>1.0 FTE EP<br>2.0 FTE teachers<br>Prog manager (Growth Mindsets)<br>Coach (PEPAS) | Secured this quarter: | 4.0FTE Support Workers |
| --- | --- | --- | --- |
| | | Secured in total: | 1.0 FTE EP<br>4.0 FTE Support Workers<br>Prog Manager (Growth Mindsets)<br>Coach (PEPAS) |

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

- Monthly meetings continue to take place at the Attainment Hub with the **key leads for Flourishing Communities**. These meetings provide regular updates on progress (written updates are submitted), on slippage from the plan as well as providing an opportunity to explore measurement and evaluation of outcomes.

- Two briefing sessions for **Allied Health Professionals/Statutory Partners and Third Sector** partners took place on 18th February to give an overview of the Attainment Challenge and of Flourishing Communities. Feedback was positive with partners eager to contribute and to develop a multi-agency steering group to lead the key change area of Flourishing Communities across its three improvement themes

- There are now four Early Years Workers appointed to the **Health and Wellbeing Outreach Team**. They have completed the first part of the Triple P training programme along with two other members of staff from the outreach team. The team will run two Triple P parenting groups in the summer term, running one in Alloa and one in Tullibody. Meetings are arranged with identified schools to discuss interventions and support with a focus on improving mental health and building resilience. The team are due to receive input from the programme manager for the Early Years Collaborative on improvement methodology in order to support tests of change in the identified schools.

- Two members of staff from a specialist primary school are undergoing training in Triple P and will complete the training in Stepping Stones, which has a more specific focus on **parenting** children with additional support needs. The Head Teacher wants to start a group within the school, with the intention of all the parents accessing this group at some point during their child's primary school years.

- 3 EPs and 2 outreach workers have started the 55 hour online training for the **Neuro-Sequential Model of Education (NME)**. They have started to work through the core concepts of brain organisation, brain development and the impact of trauma and neglect on children. Access to a number of resources and current research can be accessed by the team online. The team of five will be the first team in Scotland to train in NME. It is intended that the team will become the local 'experts' in NME, working collaboratively with school staff to build capacity with the school's own systems and community. A meeting is planned with the team in March to share practice, discuss progress, liaise with the supervisor from the Child Trauma Academy in America and to plan implementation of NME in the 2 identified schools.

- The **Trauma Service** for primary aged children who have suffered loss and trauma is underway. Three referrals have been made through the link school EPs, from 3 separate primary schools (a Primary 2, Primary 3 and Primary 7 child). The children are displaying separation anxiety as a result of bereavement, family separation and domestic violence. Each child has their parent attend therapeutic sessions as a 'therapy partner'. Pre-test screening data currently suggests that the children experience high levels of post-traumatic distress. The children are still in the early stages of assessment and resource work. The lead EP receives monthly supervision from an accredited EMDR supervisor.

- Work continues within primary schools with regards to **Growth Mindsets**. All staff (including support staff) have had a raising awareness session. Educator toolkits have been developed and are now being used by schools to carry out their implementation plans. A Lead group has been set up within the Learning Community. A GLOW group has been established which offers an opportunity to communicate on a regular basis and to share resources. Each school has their own implementation plan.

- The **Nurture Steering Group** is in the process of finalising the strategy for nurturing approaches, with Clackmannanshire leads outlining the local context. There has been slippage in this area in terms of the implementation of an audit across all primary schools due to staffing capacity however the audit will be taken forward by April to provide the foundation for evaluating current nurturing practice and supporting further implementation of the strategy.

- A meeting with a primary head Teacher and an initial discussion with parents has taken place as part of the programme developed to increase **parental engagement**. A draft programme of workshops has been prepared by partners and a member of staff identified to lead the programme. The recruitment of parents will run into April with an introductory session due to begin on 25th April. The programme will run until the end of June. The focus will be on raising the self-esteem and confidence of parents, which is key to supporting children's learning and supporting their attainment.

- The **PEPAS** intervention at a Primary continues and the Head Teacher, Primary PE and Active Schools Coordinator are working well to increase participation in the CPSSA annual programme of Festivals and the uptake of after school clubs. There are increased pupil opportunities in physical activity and sport and parental understanding of the health and developmental benefits to children and families has been developed.

**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?
- Trauma Service – one parent reported that after one of the sessions her child looked 'as if a weight had been lifted from her' whilst another parent admitted to wanting to cancel the session as she didn't want to talk to anyone about events that had happened that week however after the session she reported 'I can't believe it but I am so glad I came. I feel much better after talking to you.'
- Trauma Service – schools are very responsive to this specialist intervention being available for the most vulnerable and at risk children. They are asking if the service can be expanded due to the likely increased demand for input.

- NME – there is a lot of interest from schools in this targeted, classroom approach, taking account that it is essentially a capacity building process that can be used in everyday educational settings, which can contribute to longer term sustainability. Feedback from the team regarding the online course includes 'the content is highly relevant to the population that we are working with. The introductory sessions would be useful for all staff to work through in order to provide them with a good basic grounding in the theory and approach of NME' and 'I think every school staff should do the 5 hour introductory sessions due to the excellent content on brain development and trauma.'

- Triple P parenting course – the Head Teacher from ██████ School who is currently undertaking the course has reported that the 'cours████████ lent and absolutely worthwhile' and feels that other staff from specialist provisions should train in the programme to increase capacity and to reach a wider population.

- Growth Mindsets – schools have displayed an increased interest in Growth Mindsets and the importance of the use of language. Teachers in ████████████ report that

children 'quickly add 'yet' to the end of an 'I can't do this' statement.' Children are talking more about their brains and how they are 'growing' in various lessons. One school reported that 'staff are turning negative conversations about behaviour etc. to more positive ones.'

- Parental Engagement programme – the Head Teacher reports that the programme will be a positive start to breaking down the difficulties that are faced by parents and families. Similar programmes such as THRIVE, has resulted in positive outcomes such as improved wellbeing and increased parental confidence, reduction in stress, improved ability of parenting to support their children's learning.

- PEPAS – the school is progressing to the Gold Award for the Sport Scotland school sports awards.

**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.

- Trauma Service – we will use specific pre and post test measures using the LITE and CROPS checklists. These will be used to review suitability for the service and also progress. The pre-test measures highlighted that the children who access the service currently are displaying separation anxiety as a result of bereavement, family separation and domestic violence.

- NME – there are specific measurements identified for this with the use of multimedia mind maps, which outlines progress in areas such as self-regulation. Qualitative information will also be used when implemented in schools.

- Growth Mindsets – checklists have been used and questionnaires to gather feedback from staff and pupils etc. have been collated regarding training input and on mindsets. Visual evidence has been collated such as photographic. The SDQ will also be used as a pre and post test measure at identified stages throughout schooling.

- Through Triple P parenting, parent questionnaires are administered pre and post the programme. These will be implemented for the parent groups which will be set up. The THRIVE programme will use similar measures e.g. parental confidence, self-esteem.

- PEPAS has gathered qualitative information, numbers of participants such as the extra-curricular club attendance has increased to 88% of school population (51 children). In 2014-2015 the school attended only 4 events however in September 2015-March 2016 school has attended 9 out of 11 possible events. In 2014-2015 the school was awarded Silver level however in October 2015 school achieved Gold level. A pupil led committee are currently gathering evidence to support award by using surveys, interviews, photographs etc.

**OVERALL REFLECTIONS ON YEAR 1**

| 4 | Reflections on Year 1 |
|---|---|

What progress towards impact has your **overall strategy** had across your schools in Year 1? What is working well?

Every primary school in Clackmannanshire is involved in the work of the Attainment Challenge and has demonstrated a commitment to raising attainment and closing the equity gap. Nurseries, ASN and secondaries have also been successfully involved in the Attainment Challenge in Clackmannanshire.

Our strategy of universal, targeted and specialist approaches has enabled a shared sense of purpose across all of our schools whilst targeted and specialist approaches support our work in addressing issues of equity.

A clear focus on reading is leading to improvements in pupils' learning experiences in this aspect of literacy. Developments in this area need to continue and embed, whilst improvements are rolled out to numeracy and health and wellbeing.

Schools have a much greater awareness of the need to base improvement in self-evaluation, research and evidence. The role of data in our schools is increasing as staff become more familiar with a tracking and monitoring database tool.

Providing opportunities for robust professional dialogue and collaboration has been very positive within the Authority and will be grown to out with the Authority in Year 2.

What overall improvements do you feel have been made as a result of your involvement in the Scottish Attainment Challenge in the following areas:

## 1) Leadership

Leadership has been a cross-cutting theme and Year 1 has provided a number of opportunities for this.

Secondments to the ACTeam have provided individuals opportunities to develop leadership in a new and exciting context, including working more closely with Education Scotland.

In schools the role of the Literacy Leader has been very successful and this model will be grown in Year 2. The additionality provided to schools to support Literacy leaders was an important aspect of this.

## 2) Learning and Teaching

The Literacy Focussed CLPL events provided opportunities for all class teachers across Clackmannanshire to access quality workshops and sessions focussed on effective learning, teaching and assessment of reading. This linked directly with Literacy Leader opportunities and ensured a cohesive approach. The Local Authority wide Phonics resource purchased for all schools will further support this cohesion into Year 2. Pre-reading skills, and programmes to support the development of these skills, have also been shared with schools.

The Attainment Challenge focus on reading has instigated professional dialogue within and across schools about effective pedagogies and supporting policy which

will support raising attainment and closing the equity gap.

### 3) Families and Communities

Providing a trauma service is positively supporting █children at this time.
The capacity of key staff has been increased and developed through NME training and training in parenting programmes. This will result in a skilled workforce more able to meet the needs of children and families across Clackmannanshire.

We have been able, through sport and physical activity, to build the identity and develop the confidence of a school community resulting in much greater participation.

A Nurturing Strategy for Clackmannanshire is being created which will provide all establishments with clear guidance and direction linking current key national drivers.

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?

It has taken time to set up an Attainment Challenge Team and difficulties with recruitment of additional staff to support the Challenge has not been straightforward. Into Year 2 we know that identifying additional teachers will continue to be a challenge and therefore unwise for our plan to rely on unrealistic numbers. Work is underway to include attainment staffing in the overall staffing exercise. It has been important to maintain stability within schools, and staff the Attainment Challenge.

In Year 1, although provided with information as soon as possible, schools had begun to complete their Improvement Plans, WTA and Collegiate Calendars before the plan and funding was agreed. Moving forward to year 2 HTs have agreed that the Attainment Challenge will provide the content for their individual improvement plans which will be contextualised by each establishment. This should provide better ownership and cohesion across all 3 Attainment Challenge Improvement areas in schools.

Timescales of the Financial Year rather than the school year have not been practical at times. Plans for Year 2 will be submitted at the end of the financial year and shared with schools for inclusion in their Improvement Plans, however establishment improvement Plans run on a school year cycle.

The complexities of our Flourishing Communities plan combined with a number of staffing issues meant this area did not progress at the rate expected. In year 2 this area of the plan needs to have far greater cohesion and clarity. Discussions about how this could be achieved are already underway and are likely to result in proposed changes to the original detail in year 1.

A Driver Diagram developed at Local Authority Level for Reading Improvement was successful and this approach will be used across all elements of the Attainment Challenge in Year 2. Providing a specific and robust Measurement Plan to schools will support our analysis of and measure of success.

A further diagram is also being created to illustrate support at:
- Universal
- Targeted
- Specialist Levels

Across the 3 Improvement Areas of:
- Literacy and numeracy
- Flourishing Communities
- Enabled Leadership

Across 3 aspects of a Child's world:
- Child/family
- School
- Community

Capturing effectively all of the work going on across our schools will be prioritised into Year 2. Discussions and work are underway to capture the work of the Attainment Challenge in Clacks visually; making it accessible to all.

| 5 | Sustainability |
|---|---|

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

As we continue to grow staff capacity and ownership, this will support long term sustainability. In the short term we will be focussing on growing and embedding work started in Year 1 whilst phasing in further improvements in Year 2.

As Clackmannanshire moves towards building a new Education Service sustainability will remain a key element at this time of change.

**Renfrewshire**

## Year 2 Mid Year

Scottish Attainment
Challenge - Challenge

## Year 2 Q3 Highlights and Challenges Primary & Secondary

Renfrewshire -
Highlights and Challen

## Year 2 EOY Primary & Secondary

Renfrewshire - End       Renfrewshire - End
Year Report - Primary   Year Report - Second

# Key findings survey Attainment Scotland Fund
## Learning Analysis, June 2016

Learning Analysis sent a short online survey to heads of education and project leads in the seven local authorities receiving Attainment Scotland Funding, to ask for their overall experiences so far. Below is a summary of the key findings.

One response was asked for each authority but respondents could discuss the questions with colleagues before answering. We received responses from six out of seven authorities. Most responses were received in April 2016, and thus do not take into account developments since then, such as the move to six-monthly instead of quarterly progress reports.

### 1. What is working well in working with the SG and ES

Respondents were asked about their overall experiences in working with the SG, ES and/or Attainment Advisors (AAs). In relation to working with the SG and ES the following three key themes were mentioned as working well:

- **Communication opportunities:** Open communications structure between SG and LA senior officers, the quarterly progress meetings and other opportunities for them to communicate with ES and SG
- **Feedback and advice**: The feedback received from ES and SG and being offered constructive advice and support
- **Strengthening networks**: The strengthening of inter-authority and national networks

### 2. What is working well in working with the Attainment Advisors

Key themes mentioned as working well with the Attainment Advisors were:
- **Support:** The guidance and support provided by AAs, for example for identifying appropriate interventions, organising interventions, delivering professional development, analysing data, and self-evaluation.
- **Networks:** AAs having and using their networks, and supporting networking of school or authority staff
- **Knowledge and experience:** The AA having good knowledge of local context, and being credible with everyone involved because of their experience in education
- **Working relationship:** Having developed a productive and good working relationship with the AA.

### 3. Suggestions for improvement

When asked what could be improved in working with the Scottish Government, Education Scotland and/or Attainment Advisors, the key themes mentioned were:

- **Paperwork:** the most frequently mentioned topic was the paperwork requirements; being too time-consuming and having too tight deadlines. One respondent mentioned that exemplars would have been helpful.

- **Timescales:** Another repeated suggestion was that different timescales for submitting plans and reports would be better for staff recruitment. One respondent specifically suggesting aligning timescale with the school year instead of financial year, another having plans signed off in March ready to start the new financial year.
- **Knowledge exchange:** respondents made different suggestions related to knowledge exchange: more opportunities to work with colleagues from other challenge authorities at the level of project leaders, making #SAC community more intuitive and creating forums to share practice across the country.
- **Clarity and transparency:** there were also a number of different suggestions related to clarity and transparency:
  - More visible communication showing who is involved in the Challenge (e.g. a Roles and Responsibilities paper or graphic).
  - More clarity on the role, purpose and governance of AAs, preferably in consultation with LAs to ensure AAs are used as effectively as possible.
  - Being allowed access to the AA report, because the current practice is found inconsistent with the principles of transparency and partnership working.
  - Being given an overview of AAs Professional Development Programme so LAs can tap in to it.

## 4. Unintended positive consequences

When asked what, if any, *unintended* positive consequences there have been from taking part in the Attainment Scotland Fund, respondents mentioned:
- **Spread to other schools:** a shift in emphasis across the whole authority, not just the focus schools, with staff being keen to know more about professional learning opportunities to support raising attainment.
- **Collaboration:** in part as a consequence of not being able to recruit sufficient teachers, there has been an increase in working in partnership with different types of professionals (health, social care, third sector, etc), which has brought innovative approaches. Others mentioned a fostering of relationships between schools or authorities to share practice and learn from each other, which has proved beneficial.
- **Higher profile:** One representative commented that the authority has enjoyed a higher profile through the Attainment Challenge and has benefited from national recognition of the work taking place.

## 5. Unintended negative consequences

As unintended negative consequences respondents mentioned:
- **Backfilling staff:** a number of respondents mentioned being unable to secure backfill for staff seconded to attainment challenge work, which destabilised or otherwise impacted on schools.
- **Cuts vs. funding:** One respondent mentioned having to balance the tension between having to make staffing cuts or other efficiencies in certain areas while having additional funding for attainment challenge positions.
- **Lots of interest:** One respondent mentioned that many services in the council (e.g. voluntary sector) saw an opportunity for funding through the Attainment Challenge, and that they have had to be rigorous to hold to their planned priorities.

**6. Sustainability**

Respondents were asked to what extent they think the improvements they are making as part of the Attainment Scotland Fund are sustainable beyond the four years of the funding, and why. All respondents said their improvements were sustainable, and the following themes were mentioned as reasons:

- **Ethos/changing practice:** the work being developed is about changing a culture, ethos, or practice, which should be able to continue after the four years of the fund. Examples of changing practice mentioned were increased professional dialogue, increased collaboration, self-evaluation and self-improvement, and changed understanding of leadership responsibilities and practices.
- **Workforce skills**: a focus on up-skilling teachers (in terms of e.g. teaching skills, data skills, leadership skills and self-evaluation skills) should have a lasting impact
- **Posts:** Some respondents mentioned commitment to continue any posts created as part of the Attainment Challenge beyond the four years of the fund.

**7. Time to develop**

Respondents were asked if there was anything else they'd like to share about their experiences so far. The one theme repeatedly coming up which hasn't yet been discussed was:
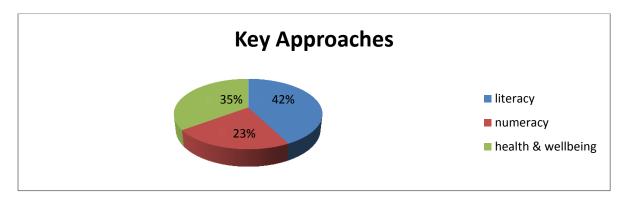
- **It takes time** to create lasting impact. Respondents said that that it takes a huge amount of time to identify partners, communicate aims and change practice, and that it may be several years before they see any real sustained impact from the work. One respondent commended ES for being realistic about time frames for evaluation and impact.

**Literacy / Numeracy / Health & Wellbeing Review
Schools' Programme Year 1 & 2 Plans**

The following information is taken from year 1 reports and year 2 proposals submitted by the 57 schools included in the Schools' programme as of June 2016.

The purpose of the analysis is to provide an overview of the Schools Programme year 1 reports and year 2 proposals and to support collaboration between schools and local authorities. The 'Key Approaches' outlined by the schools consist of a range of commercially produced resources, approaches developed by local authorities and bespoke programmes devised by individual and groups of schools as key approaches to achieve the aims of the Scottish Attainment Challenge.



**Key Findings:**

- Overall, the quality of year 2 plans is better than the initial year 1 plans.
- From the information available there is an emphasis on using commercially produced resources as a key approach.
- 262 key approaches to literacy, numeracy and health and wellbeing are identified in year 1 reports and year 2 proposals which were submitted by the 57 schools involved in the 'Schools' Programme'.
- Literacy continues to be the most common area identified for improvement within the plans.
- In total, 111 key literacy approaches to raising attainment were identified from the Year 1 reports and year 2 proposals submitted by 56 of the schools. (June 2016)
- In total, 92 key health and wellbeing approaches to raising attainment were identified from the Year 1 reports and year 2 proposals submitted by 53 of the 57 schools.
- In total, 59 key numeracy approaches to raising attainment were identified from year 1 reports and year 2 proposals submitted by 45 of the 57 schools. 21% of schools did not submit plans for numeracy either in year 1 or 2. (June 2016)
- 30% of the approaches are evident in both a Schools' year 1 report and year 2 proposal. Other schools may be continuing with Year 1 approaches but

have not outlined these in Year 2 proposals as they are not requesting additional resources or support.

- A range of evaluations and measures were used by schools to support the implementation of approaches.  81 evaluations and measures were outlined for literacy; 30 evaluations and measures were outlined for numeracy; and 51 evaluations and measures for health and wellbeing.

**Literacy**

- In total, 111 key literacy approaches to raising attainment were identified from the Year 1 reports  and Year 2 proposals submitted by 56 of the 57 schools involved in the 'Schools' programme'.

- Of these, 50 approaches (45%) identified in year 1 were continuing into year 2.

-  Of the 56 schools, 86% are planning a new approach for literacy in Year 2.

- The most frequently cited approaches to support literacy which were detailed in the Year 1 reports and Year 2 proposals included:

  - Support of speech and language therapists (9 LAs, 20 schools)
  - Storytellers (6 LAs, 17 schools)
  - North Lanarkshire's Active Literacy approach (4 LAs, 15 schools);
  - Novel studies (4 LAs, 13 schools);
  - Higher order approaches in reading (6 LAs, 11 schools);
  - Paired Reading/Reading Buddies (5 LAs, 10 schools);
  - Outdoor literacy (3 LAs, 13 schools);

- There is a range of universal and targeted approaches highlighted in the reports.  It is likely that many of the approaches focused on both, but there were also 15 (13%) approaches outlined that are known to be specifically targeted approaches, eg. Reading Recovery, Toe by Toe.

**Numeracy**

- In total, 59 key numeracy approaches are identified from year 1 reports and year 2 proposals submitted by 45 of the 57 schools involved in the 'Schools' programme.  21% of schools did not submit plans for numeracy either in year 1 or 2. (as of June 2016)

- Of these, 18 approaches (31%)  identified in year 1 were continuing into year 2.

- There are 43 new approaches (73%) identified in year 2 proposals.

- 10 authorities are implementing at least one new approach to numeracy in year 2 in at least one of their schools.

- There was a diverse range of approaches to supporting numeracy and not a great deal of overlap.  The most frequently cited approaches included:
    - Number Talks (4 LAs, 7 schools);
    - Outdoor Numeracy (3 LAs, 7 schools);
    - Parent workshops (4 LAs and 6 schools)
    - SEAL (3 LAs, 6 schools)

- There is a limited focus on specific targeted approaches highlighted in the reports, 4 (6.4%) approaches outlined targeted approaches, eg. Maths Buddies and Maths Recovery.

## Health and wellbeing

- In total, 92 key health and wellbeing approaches to raising attainment were identified from the year 1 reports  and year 2 proposals submitted by the 53 of the 57 schools involved in the 'Schools' Programme'.

- Of these, 28 approaches (30%) identified in year 1 were continuing into year 2.

- There are 60 new approaches (65%) identified in year 2 proposals.

-  Of the 53 schools, 65% are planning a new approach for health and wellbeing in Year 2.

- All 14 authorities are implementing at least one new approach to health and wellbeing  in year 2 in at least one of their schools.

- The most frequently cited approach within Health and Wellbeing was Nurture and Nurturing Approaches. Schools detailed either developing a whole school nurturing approach, a nurture class or room, nurture and outdoor learning, Nurture stay and play or having training in nurturing approaches. In all, 12 out of 14 Local Authorities and 32 out of 53 schools described some type of Nurture approach (60%).

- Other frequently cited approaches in Health and wellbeing included:
    - Growth mindset (5 LA's, 9 schools)
    - the use of home link workers (6 LAs, 14 schools)

## Family Learning and Community Opportunities

Family learning and community continues to be a key priority within the Scottish Attainment Challenge.

- There are 86% of schools (50 out of 57) who have highlighted family learning and community opportunities within literacy, numeracy or health and wellbeing either in year 1 and year 2. These schools are spread across all 14 of the Local Authorities in the Schools Programme.
- 49 of the schools have highlighted family learning and community opportunities in year 2. Of these, 78% have taken it forward from year 1 (38 out of 49).
- In literacy, 50% of schools outline family learning and community opportunities as part of their literacy approach in year 2 proposals (28 out of 56 schools)
- In numeracy, 29% of schools outline Family Learning and community opportunities as part of their numeracy approach in year 2 proposals (13 out of 45 schools)
- In health and wellbeing, 66% of schools outline family learning and community opportunities in year 2 proposals (35 out of 53 schools)

Further detail on the range of family learning and community opportunities can be found in the tables included in **Appendix 1.**

## Professional Learning

All reports outlined some type of professional learning with a number of reports highlighting specific professional learning approaches. Professional learning approaches were identified including those that involved all staff training and improvement methodology. There was an increased focus on professional learning and enquiry, including Collaborative Action Research with improvement methodology approaches including: Improvement Science; Professional Learning Trios and Lesson Study. Tapestry was also mentioned by 4 schools as an approach to supporting literacy and by one school as an approach to supporting numeracy. For health and wellbeing no specific methodological approaches were highlighted as part of professional learning.

## Partnership opportunities

Partnership collaboration is featuring strongly across the plans. The partnerships outlined include those between agencies, schools, authorities and 3rd sector parties. The information highlighted the creation of new partnerships and does not include partnerships already in place in schools..

- There are 93% of schools (53 out of 57 of the schools within the schools programme) who have highlighted partnership opportunities within literacy, numeracy or health and wellbeing either in year 1 and year 2. These schools are spread across all 14 of the Local Authorities in the Schools Programme.
- In literacy, 73% of schools outline partnership opportunities as part of their literacy approach in year 2 proposals (41 out of 56 schools)
- In numeracy, 29% of schools outline partnership opportunities as part of their numeracy approach in year 2 proposals ( 13 out of 45 schools)

- In health and wellbeing, 90% of schools outline partnership opportunities in year 2 proposals ( 43 out of 48 schools)
- There were a number of partnerships working across more than one of the areas of literacy, numeracy and health and wellbeing. These included Tapestry, the Fife Pedagogy Team and Life Coach.

Further detail on the range of partnership opportunities can be found in the tables included in **Appendix 2.**

## Evaluation and measurement

**Literacy** - In all 81 different evaluations and measures were outlined in proposals. Different evaluations and measures in literacy were outlined in proposals. The most frequently cited evaluations and measures which we reported were:
CEM (including PIPS and InCAS) – (32)
Learning rounds/observations and monitoring – (22)
New Group Reading Test – (18)
POLAAR Assessment – (18)
CfE Attainment Data/Achievement of a Level – (15)
GL Assessment – (15)
Improvement science – (15)

**Numeracy** - In all 30 different evaluations and measures were outlined in proposals. The most frequent cited evaluations and measures which were reported:
CEM (including PIPS and InCAS) – (20)
Improvement science – (14)
CfE Attainment Data/ Achievement of a level – (10)

**Health and wellbeing** - In all 51 different evaluations and measures in health and well being were outlined in proposals. The most frequently cited evaluations and measures which were reported were:
Participation in events – (25)
Boxall Profiles – (20)
Parents views and feedback – (19)

**Next steps**

- Attainment Advisors will be working with schools to help clarify the improvement methodologies being used. There now needs to be a greater focus on schools outlining their improvement methodology for taking approaches forward more explicitly. Providing an outline of methodology would support continuous improvement across classroom, school and local authority boundaries.
- In addition it would be helpful for schools to outline their rationale for choosing a specific approach over others and provide some detail as to how different approaches are being applied and developed in local contexts.
- Attainment Advisors will use the information from this analysis to support schools to link up with others who are taking a similar approach.

- It would be interesting to establish the reason as to why schools didn't undertake as many approaches to support numeracy as the other areas, eg. whether it was related to need or was due to lack of confidence in this area. Given that the SSLN results show a decrease in numeracy skills overall from 2011-2013 and an even larger gap in numeracy skills between least and most deprived areas by S2 ( a 27% gap between the least and most deprived areas) than in literacy. A recent OECD report also highlighted the need for interventions in numeracy (*Improving Schools in Scotland: An OECD perspective)*.
- Attainment Advisors will explore in more detail how schools are engaging families and communities and partnerships within literacy, numeracy and health and wellbeing as limited information is provided within current reports and proposals.

## Family Learning and Community Opportunities

**Literacy**

| Project | New to YR2? | School (or number of) | Authority |
|---|---|---|---|
| **Bug Club (online)** | ✗ ✓ ✓ | St Catherine's<br>Logan<br>St Thomas | Edinburgh<br>East Ayrshire<br>West Lothian |
| **Book Festival** | ✓ ✓ | Bridgend<br>Rigside | West Lothian<br>South Lanarkshire |
| **Breakfast Club** | ✓ ✓ ✓ ✓ | Raploch<br>Logan<br>Beckford<br>Rigside | Stirling<br>East Ayrshire<br>South Lanarkshire<br>South Lanarkshire |
| **Adult Literacy – Pizza reading** | ✗ ✓ | St Fergus<br>Glencoats | Renfrewshire<br>Renfrewshire |
| **Families First** | ✓ | St Fergus, Glencoats, St Catherine's | Renfrewshire |
| **Family Learning Programme** | ✓ ✓ ✗ ✓ ✓ ✓ ✓ | St Margaret's<br>St Thomas<br>Auchinraith<br>Beckford<br>St Kenneth's<br>Robert Smillie<br>St David's | Scottish Borders<br>West Lothian<br>South Lanarkshire<br>South Lanarkshire<br>Fife<br>South Lanarkshire<br>Renfrewshire |
| **Help your Child to Read** | ✗ | Robert Smillie | South Lanarkshire |
| **Homework Club** | ✓ ✓ ✓ | Cathkin<br>James Aiton<br>Rigside | South Lanarkshire<br>South Lanarkshire<br>SouthLanarkshire |
| **Parent & Child Book group / Collective Reading** | ✓ ✓ ✗ | James Aiton<br>Raploch<br>Castleview | South Lanarkshire<br>Stirling<br>Edinburgh |
| **Parent Librarian** | ✓ | Carstairs | South Lanarkshire |
| **Parent Early Education Partnership (PEEP)** | ✓ | Bridgend | West Lothian |
| **Peers Early Education Partnership** | ✗ | Pathhead | Fife |
| **Parent Support Programme** | ✓ | Burnfoot | Scottish Borders |

| | | | |
|---|---|---|---|
| **Parent Workshops** | ✓ | James Aiton | South Lanarkshire |
| | ✓ | Beckford | South Lanarkshire |
| | ✗ | Loch | South Lanarkshire |
| | ✗ | Auchinraith | South Lanarkshire |
| | ✓ | St Paul's | South Lanarkshire |
| | ✓ | Burgh | South Lanarkshire |
| | ✗ | Warout | Fife |
| | ✗ | Milton | Highland |
| | ✗ | South (Newton Park) | Highland |
| | ✗ | Canal View | Edinburgh |
| **Story Sacks** | ✗ | St Thomas | West Lothian |
| **Home School Partnership** | ✓ | Rigside, Auchinraith, St Paul's | South Lanarkshire |
| **Wee Can Read** | ✗ | Langlees | Falkirk |

## Numeracy

| Project | New to YR2? | School (or number of) | Authority |
|---|---|---|---|
| **Stay & Learn Sessions** | ✓ | Shortlees | East Ayrshire |
| **Homework Club** | ✓ | Cathkin | South Lanarkshire |
| **Homework Workshops** | ✓ | Bellsbank | East Ayrshire |
| | ✓ | Bridgend | West Lothian |
| | ✓ | St Paul | South Lanarkshire |
| **Parent Workshops** | ✓ | Cathkin, Loch, St Paul | South Lanarkshire |
| | ✓ | St Kenneth, St Thomas | Fife, West Lothian |
| **Family Challenge** | ✓ | Robert Smillie | South Lanarkshire |
| **Family Friday's / After School** | ✗ | Pathhead | Fife |
| **Learning at Home** | ✓ | Burgh | South Lanarkshire |
| **Home / School Partnership** | ✓ | St Paul | South Lanarkshire |
| **Play along Maths / Numeracy Sacks** | ✓ | Bridgend | West Lothian |
| | ✓ | St Thomas | West Lothian |
| | ✓ | Cathkin | South Lanarkshire |
| **Glow** | ✓ | Bellsbank | East Ayrshire |
| | ✓ | Hillhead | East Ayrshire |
| | ✓ | St Xavier's | East Ayrshire |
| | ✓ | Shortlees | East Ayrshire |

## Health and Wellbeing

| Project | New to YR2? | School (or number of) | Authority |
|---|---|---|---|
| **Bespoke Parenting** | ✓ | St Francis | Edinburgh |

| | | | |
|---|---|---|---|
| **Breakfast / After School Club** | ✓<br>✓<br>✗<br>✗<br>✗ | St Catherine's<br>Milton<br>Kelloholm<br>Langlees<br>Pathhead | Edinburgh<br>Highland<br>D&G<br>Falkirk<br>Fife |
| **Extended Curricular** | ✓<br>✓<br>✓<br>✓<br>✓<br>✓<br>✓<br>✓<br>✓<br>✓<br>✗ | St Xavier's<br>Shortlees<br>Carstairs<br>Rigside<br>Auchinraith<br>Hareleeshill<br>Beckford<br>Raploch<br>Burnfoot<br>Langlees<br>St Serf's | East Ayrshire<br>East Ayrshire<br>South Lanarkshire<br>South Lanarkshire<br>South Lanarkshire<br>South Lanarkshire<br>South Lanarkshire<br>Stirling<br>S Borders<br>Falkirk<br>Fife |
| **Families And Schools Together (FAST)** | ✓<br>✓ | St Margaret<br>St David's | Scottish Borders<br>Renfrewshire |
| **Families First** | ✗ | St Catherine | Renfrewshire |
| **Family Education Programme** | ✓<br>✓ | Logan, St Xavier, Shortlees<br>St Paul, Beckford | East Ayrshire<br>South Lanarkshire |
| **Glow** | ✓ | St Xavier | East Ayrshire |
| **Home Link** | ✓<br>✓<br>✓<br>✓<br>✓<br>✓<br>✓<br>✓<br>✓<br>✗<br>✗<br>✗<br>✓ | Hareleeshill<br>Merkinch<br>Milton<br>Coulhill<br>Rosneath<br>Bramble Brae<br>Manor Park<br>Riverbank<br>Tullos<br>Dalmilling<br>Braehead<br>Newton<br>Bishops Eden | South Lanarkshire<br>Highland<br>Highland<br>Highland<br>A&B<br>Aberdeen<br>Aberdeen<br>Aberdeen<br>Aberdeen<br>South Ayr<br>South Ayr<br>South Ayr<br>Highland |
| **Homework Club** | ✓ | Rosneath | Argyll & Bute |
| **Nurture Family Network Group** | ✓<br>✗ | Robert Smillie<br>Rigside | South Lanarkshire<br>South Lanarkshire |
| **Nurture Stay & Play** | ✓ | Langlees | Falkirk |
| **Cookery / Food Club** | ✗<br>✓ | Canal View<br>Rosneath | Edinburgh<br>Argyll & Bute |
| **Parent & Child Programme** | ✓ | St Paul | South Lanarkshire |
| **Parent Forum / Council** | ✗ | St Margaret<br>Carstairs | Scottish Borders<br>South Lanarkshire |
| **Parent Workshops** | ✓ | Harleeshill, Carstairs,<br>St Marks,Beckford Cathkin, | South Lanarkshire |
| **Summer Programme** | ✗<br>✓ | Raploch | Stirling |

| **Delivery** | ✓ | Dalmilling | South Ayr |
| | ✓ | Braehead | South Ayr |
| | | Newton | South Ayr |

**Partnership opportunities**

| Literacy | Numeracy | Health & Wellbeing |
|---|---|---|
| **Arts / Drama** | **STEM** | **Active Schools** |
| **Community learning** | **Secondary Collaboration** | **Columba 1400** |
| **Families first** | **Glow** | **Dance Academy / Drama** |
| **Scottish Book Trust (IT)** | **Numeracy Academy** | **Lego- Build to Express** |
| **Pedagogy Team** | **Numeracy Network** | **FISCHY music** |
| **Network Group** | **Working / Satellite group** | **Glow** |
| **Learning Trios** | **Growth Mindset** | **Park & Community Facilities** |
| **Tapestry** | **Tapestry** | **Summer Programme (active Schools / Barnardo's)** |
| **Cognitive Action Research** | **Science Improvement Model** | **Positive Coaching Scotland** |
| **Creative Residency Programme** | **SEAL (Numeracy)** | **Growth Mindset** |
| **Education Psychologist** | **Life Coach - Numeracy** | **Key Partnership Working** |
| **Extended Library Facility** | **Pedagogy Team** | **National Nurturing School's Prog.** |
| **Life Coach / Reading Patron** | | **Nurture School's group network** |
| **SALT** | | **Progression Framework pack (ICE)** |
| **Early Learning & Childcare Provision** | | **Fab Families / Fighting Chance / Relax Kids** |
| | | **PSD Materials** |
| | | **RPS Training Programme** |
| | | **Science Improvement Model** |
| | | **SEAL** |
| | | **Educational Psychologist** |
| | | **Interpreter Services** |
| | | **Life Coach – Raising aspirations** |
| | | **SALT** |

| | |
|---|---|
| **Reporting Period** | November 2016 – March 2017 |
| **Local Authority** | Renfrewshire |
| **Key Contact at Authority** | |
| **Attainment Advisor** | |

## Summary of Spend

| Intervention | 2016/17 Allocation | 2016/17 Amount Spent |
|---|---|---|
| Leadership | **£80,500** | **£44,400** |
| Learning and teaching | **£504,500** | **£206,956** |
| Families and communities | **£95,900** | **£45,000** |
| Programme Costs | **£231,340** | **£79,716** |
| 5 Original Primary Schools | **£266,310** | **£298,730** |
| **Total** | **£1,711,919** | **£674,802** |

## Agreed Improvement Plan

| 1 | **Leadership** |
|---|---|

| 2016/17 Allocation | £80,500 |
|---|---|
| 2016/17 Actual Spend | £44,400 |

| **Expenditure breakdown** | | |
|---|---|---|

| **Staffing:** | Total cost 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:* | Costs this financial year |
|---|---|
| Drummond international – Step back | £36,000 |
| Aspiring Leaders Programme | £8,400 |

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

Leadership features strongly in the authority plan and a number of planned activities have been successfully implemented.

Planned activity A: to develop a head teacher leadership programme in partnership with Drummond International to support 'stepping back to close the gap'.
Three 2 day workshops have taken place involving head teachers from across all sectors (38 in total). This involved engagement in a variety of activities looking at leadership styles and co-coaching approaches. Through the co-coaching approach, head teachers have been encouraged to reflect on and discuss further leadership approaches and implications in closing the poverty related attainment gap.
Impact so far:

- co-coaching relationships are growing and pairs are supporting each other in a variety of ways;
- head teacher evaluations indicate that they feel more supported not only by their co-coaching relationships but by the local authority due to the opportunity to engage with senior local authority staff on the 2 day sessions;
- head teachers have reflected on their leadership style and are creating time and space to ensure reflection on strategies, resources and policies which make the biggest difference to outcomes for children and young people;
- head teachers have a better understanding of other sectors and the challenges they face in closing the poverty related attainment gap. Enhanced relationships across sectors; and
- a real desire and commitment from  head teachers to build on the work during the 2 day sessions. A working group is planned for April 2017 to look at how this can be continued.

Planned activity B: establish and facilitate head teacher learning sets.
Two aspiring/acting head teacher learning sets have been established (26 primary staff in total). This has been facilitated by external providers who have focussed on topics including leadership styles, self-evaluation, managing change, education and the law and finance.
Impact so far:

- evaluations indicate that the vast majority of participants have increased significantly their knowledge, understanding and confidence in the areas covered;
- applications for permanent head teacher posts have been received from a number of learning set participants – still to be interviewed;
- two participants have moved into headship positions; and
- two participants have applied to undertake the Into Headship qualification.

Planned activity C: extend coaching and mentoring professional learning to a much wider range of staff.
Two sessions have been delivered to support those who facilitate annual PRD meetings in adopting a coaching/mentoring approach (62 participants). Active listening and the language of coaching, including key questions, have been explored. Participants were provided with opportunities to coach in real situations and have received feedback.

| Impact so far: |
|---|
| Course evaluations indicate enhanced knowledge, understanding and confidence in using a coaching approach. |

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

| **1** | **Leadership: evidence on short and medium-term outcomes** | |
|---|---|---|
| | **What short-term outcome(s) does this initiative aim to achieve?** *(Short-term outcomes are often in the form of changed awareness, skills, motivation, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?* | **By when? (estimate)** Ongoing |
| Short –term outcomes | Target group – head teachers. Planned activity A: <ul><li>increased awareness of need to link school improvement priorities to Scottish Attainment Challenge outcomes;</li><li>increased awareness of importance of effective monitoring and tracking of the attainment of the children who may experience greater challenge;</li><li>increased enthusiasm for looking outwards and reading research and case studies related to the SAC; and</li><li>increased awareness and understanding of the analysis of attainment data.</li></ul> Target group – teachers Planned activity B: <ul><li>more staff applying for promoted positions; and</li><li>more staff applying to carry out further study such as the Into Headship qualification.</li></ul> Target group – promoted staff Planned activity C: <ul><li>in an increased number of schools, the PRD process is supported through using a coaching approach.</li></ul> | June 2017 |
| | **Are you collecting evidence to measure these outcome(s)? If so, please specify which type of evidence for which aim** *(if not, just put 'N/A')* | |
| | Planned activity A: <ul><li>participant evaluations; and</li><li>school data.</li></ul> Planned activity B: <ul><li>numbers applying for/attaining promoted posts following participation.</li></ul> Planned activity C: <ul><li>annual PRD survey.</li></ul> | |

| | What does this evidence show on the extent to which the above outcomes have been achieved to date? *Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.* |
|---|---|
| | • Head teachers who have participated in the Drummond International development programme indicate that they feel more supported and valued by the local authority. |

| | What medium-term outcome(s) does this initiative aim to achieve? *(Medium-term outcomes are often in the form of changed actions, practice, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)* | By when? (estimate) |
|---|---|---|
| Medium –term outcomes | As per short-term outcomes above – this section will be updated as the challenge authority plan develops into year 2. | Ongoing |
| | Are you collecting evidence to measure these outcome(s)? *If so, please specify which type of evidence for which aim (if not, just put 'N/A')* | |
| | | |
| | What did this evidence show? *Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.* | |
| | | |

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

- In carefully selecting the participants for the first cohort of head teachers attending the Drummond International development sessions, we were able to encourage others to put themselves forward for this opportunity;
- attendance of senior leaders from the local authority at the Drummond International two day sessions has helped strengthen relationships with head teachers and resulted in them feeling highly valued;
- including staff from across sectors in both the Drummond International sessions and the coaching sessions promoted wider discussion of strategies, opportunities and challenges; and
- aspiring/acting head teacher learning sets were very highly evaluated by those attending. We are keen to use this approach again with secondary staff.

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

- Inclusion of Early Learning Heads in cross-sectoral leadership opportunities.

| 2 | Learning and teaching | |
|---|---|---|
| 2016/17 Allocation | £504,500 | |
| 2016/17 Actual Spend | £206,956 | |

| Expenditure breakdown | | |
|---|---|---|
| **Staffing:** | Total cost this financial year | |
| | FTE | Costs |
| Teachers | 2.5 | £40,456 |
| 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 financial year | |
| Exploring pedagogy | £36,500 | |
| Design the writing curriculum | £50,000 | |
| Reading resources | £11,000 | |
| SEAL training | £9,000 | |
| Extend PATHS programme | £60,000 | |
| | | |

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

In order to support head teachers in further engagement with the local authority plan, funding was used to create additional leadership capacity in schools through the allocation of teacher FTE. This was used to release head teachers and depute head teachers to meet in clusters and with education managers to continue dialogue and collaboration in terms of progressing areas within the learning and teaching section of the plan.

All schools involved in the programme are focussing on a range of learning and teaching approaches and planned activities.

Planned activity D: Partnership working with University of Strathclyde.
The Literacy Development Programme has continued to progress at a pace. The provision of additional teachers to provide cover within each of our primary schools has been a key resource in supporting schools to implement aspects of the Primary Literacy Coaching Programme. Flexible use of this cover has allowed schools to identify their own strengths and areas for development as identified in our depth of implementation surveys. By creating time for our school leaders and literacy champions, we have been able to provide in-depth training based on 'Developing a Knowledge-Rich, Literacy-Rich Curriculum' to eight of our

schools with the highest number of pupils in SIMD 1 and 2.  This has also been scaled up to all primary schools across Renfrewshire using our initial eight schools to model this approach effectively.  We have also provided resources to support our network schools who welcome visitors to see good practice of the coaching approaches to reading which has extended the pace and scope of our work.  In addition to our planned programmes, our team of literacy supply teachers have supported schools with the implementation of the Renfrewshire Literacy Checklist which underpins our revised approaches to the teaching of reading.

Planned activity E: Exploring Pedagogy in Primary 1
We have engaged with colleagues from University of Strathclyde to co design and develop a programme of professional learning targeted at those teachers teaching within Primary 1 classrooms. The programme, Exploring Pedagogy in Primary 1, aims to continue to support the implementation of positive interventions that improve reading attainment (through the Primary Literacy Coaching Programme), increase teacher confidence when planning a literacy rich curriculum in P1 and P2 and enhance the learning experiences of children as they move from early years in to primary school.

Eleven Phase 1 schools (33 teachers) have participated in the eight twilight sessions and support visits to establishments so far.

Support surgeries are included in the programme to allow teachers to seek further support if required.

Planned activity F: Conduct a review of numeracy and mathematics teaching approaches across Renfrewshire and provide teacher training in SEAL.

Currently 91 teachers have been directly trained in SEAL approaches. By the end of June 2017, this number will rise to at least 151 who have completed the training. 28 Early Years Teachers who work peripatetically have been trained in the Emergent Level of SEAL and are working to model and coach the approach to Early Years Officers.

Each school taking part in the SEAL training has been given a 'P1 Box' which contains teaching resources that support the Emergent and Perceptual Level for teaching. Providing these items has allowed teachers to go back after sessions and try the approach. The aim was to support teachers in using the approach very quickly and to demonstrate the commitment that Renfrewshire has in embedding this training into every day practice.

Resources have been purchased to continue and develop the roll out of PATHS programme. This programme aims to promote emotional intelligence and resilience in children. All schools are at different points of implementation of this programme. This sits very well with the work that Renfrewshire are involved in regarding nurturing schools.

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

| 2 | Learning and teaching: evidence on short and medium-term outcomes | |
|---|---|---|
| | **What short-term outcome(s) does this initiative aim to achieve?** *(Short-term outcomes are often in the form of changed awareness, skills, motivation, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)* | **By when? (estimate)** |
| **Short –term outcomes** | Planned activity D: <br> • increased knowledge and awareness of reading strategies that increase the reading skills of children who experience greater challenge in engaging in school life; <br> • increased teacher confidence in the teaching of reading; <br> • increased teacher confidence in assessment of reading through running records and data collection; and <br> • a consistent approach of teaching reading across Renfrewshire. <br><br> Planned activity E: <br> Encourages and supports participating teachers to: <br> • think about, audit, and evaluate their learning environments; <br> • plan effective learning experiences through observing children's engagement and setting possible progression; <br> • reflect on key interactions with children using the model of sustained shared thinking; <br> • explore the role of the child as an author of their own learning; and <br> • identify targets for development. <br><br> Planned activity F: <br> • so far the impact is anecdotal as the approach is still in the early stages of implementation. In terms of teacher confidence in teaching developing number sense at early level, teachers have reported positively; <br> • many teachers have reported that they have started using the approaches and have already observed a positive impact. Additionally, teachers have commented on the micro teaching steps and have said that they often missed out some of these steps because they didn't think to focus on them and that they didn't identify them as important steps; and <br> • overall, there has been a greater awareness on the concept of 'concrete-visual-abstract' as pedagogy. | Ongoing |
| | **Are you collecting evidence to measure these outcome(s)? If so, please specify which type of evidence for which aim** *(if not, just put 'N/A')* | |
| | The University of Strathclyde is evaluating the work of our literacy programme. We are expecting the final evaluation in June 2017. <br><br> The University of Strathclyde has engaged a research assistant to evaluate the work of our Primary 1 Pedagogy programme. Classroom observations, classroom environment plans and teacher evaluations will form part of her impact report. We will receive this in June 2017. | |

| | With regards to SEAL training, participant evaluations were implemented. |
|---|---|
| | **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> |
| | Planned activity D: Head teachers are reporting an increase in children's reading attainment levels and class teachers are more confident in the teaching of reading. Planned activity E: Responses from both practitioners and head teachers in the 11 Phase 1 schools have been overwhelmingly positive so far and, following a formal evaluation of the learning/course, we hope to run further courses next session. Planned activity F: SEAL training is at the very early stages and we plan to extend the scope and pace of this training. |

| | **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)** |
|---|---|---|
| | Planned activity D: <br> • enhanced Primary 1 learning environments; and <br> • children leading and planning their own learning. <br> Planned activity E: <br> • enhanced staff knowledge and understanding of pedagogy. <br> Planned activity F: <br> • increase capacity in early years staff and ensure that the approaches are introduced from the beginning of Early Level. | Ongoing |
| | **Are you collecting evidence to measure these outcome(s)?** *If so, please specify which type of evidence for which aim (if not, just put 'N/A')* | |
| Medium –term outcomes | Formal evaluation reports from University of Strathclyde and establishment visit records are being used as evidence of progress and to support the identification of next steps. | |
| | **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> | |
| | The literacy programme evidence shows significant positive progress on the above. However, the other planned activities are at early implementation stages and it is too early to report on impact. | |

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

Planned activity D and E:

Our engagement with academic colleagues and research has proved to be invaluable in terms of high quality professional learning. All involved report on the positive impact of professional dialogue and collaboration. Renfrewshire senior leaders and teachers have developed a better understanding of the impact of poverty on educational attainment and are implementing approaches that overcome some of the barriers our children and young people face. The support visits to staff in their own settings has enabled individual and personalised discussions around learning and teaching approaches and has created opportunities for challenge and professional debate.

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

- Research assistant was not identified at the outset – this has made it very difficult regarding communication and she has had a lot of catching up to do. It also resulted in some data being gathered after the course had started.

| 3 | Families and communities |
|---|---|

| 2016/17 Allocation | £95,900 |
|---|---|
| 2016/17 Actual Spend | £45,000 |

| **Expenditure breakdown** |||
|---|---|---|
| **Staffing:** | Total cost 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: Community Support Coordinator | | £ |
| **Non-staffing** *please specify type:* | Costs this financial year ||
| Family learning resources | £20,000 ||
| Cost of the school day | £25,000 ||
| | £ ||

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

Planned activity F – Family learning resources

Resources have been purchased to support the delivery of family learning Pizza Reading programmes. This includes books to support Primaries 1, 2 and 3 that have been specifically chosen to support families to learn together and inspire a love for reading. The books are bright and colourful and the illustrations provide clear imagery for the children to correspond to the storyline.  There are also activities that go along with the book to support the story which helps build language and reading skills. Other resources include arts & crafts and games that expand the books storylines and supports greater depth of learning.  This approach helps break down barriers to learning and reading and enables the staff to devise and develop a variety of group activities.

A new Family Learning Co-ordinator has been recently appointed to support the development and delivery of the programme and we expect the successful candidate to join the team by the beginning of April 2017. The Family Learning Co-ordinator will be directly involved in the recruitment of new family learning workers and training.

Two new Family Learning Community Learning Officers posts are currently with recruitment and will be advertised over the following weeks.  These posts have a remit to engage some of the most marginalised and vulnerable families in our communities and will be dedicated to supporting the project in specific areas such as engaging families who have looked after children at home.

Planning activity G -Cost of the School Day

Funds to support families with the cost of the school day have been extremely well received by both parents and school staff.  Key areas of spending have been identified as uniform, other clothing including P.E kits and appropriate winter jackets, food, trips and outings and curricular expenses e.g cooking in home economics.  By carefully monitoring spending and identifying key areas of spend, this has allowed us to consider Council policies more widely in order to seek sustainable approaches to providing support with the cost of the school day. This includes revising the application arrangements to receive free school meals and school transport and reviewing the current school clothing grant to determine if this remains sufficient.  School staff have used their own knowledge of children and families to ensure maximum impact.

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



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

| | Planned activity F and G: | Ongoing |
|---|---|---|
| | <ul><li>parents engaged and involved in their child's learning and working as part of the school community;</li><li>parents feel supported by the assistance offered regarding personal finance ( cost of the school day);</li><li>the Pizza reading programme is showing increased engagement with parents.</li></ul> | |
| | **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'.* <mark>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.</mark> | |
| | . | |
| 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)** |
| | As above | Ongoing |
| | **Are you collecting evidence to measure these outcome(s)?** *If so, please specify which type of evidence for which aim (if not, just put 'N/A')* | |
| | | |
| | **What does this evidence show?** *Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'.* <mark>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.</mark> | |
| | | |

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

Evaluations by our head teachers report an increase in participation in P.E through provision of appropriate kit and in wider school events including trips, after school clubs and supported

study sessions.

Overall, this has led to increased parental engagement with schools and less pressure on parents for whom the costs associated with the school day present a real challenge. In addition, this has also encouraged school staff to consider the hidden costs associated with attending school and to be mindful that poverty is a very real issue for some of our pupils and parents.

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

Challenges over recruitment have meant progress in some areas has been delayed.

| 4 | Programme costs |
|---|---|

| 2016/17 Allocation | £231,340 |
|---|---|
| 2016/17 Actual Spend | £79,716 |

| **Expenditure breakdown** | | |
|---|---|---|
| **Staffing:** | Total cost this financial year | |
| | FTE | Costs |
| Teachers | | |
| Education/development officers | 3 | £62,433 |
| Educational psychologists | 1 | £17,283 |
| Data analysis officers | | £ |
| Family/home link worker | | £ |
| Speech and language therapists | | £ |
| Early years professionals | | £ |
| Other staff, namely:…………… | | £ |
| **Non-staffing** *please specify type:* | Costs this financial year | |
| | £ | |
| | £ | |
| | £ | |

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

Three development officers were appointed on a temporary basis in January (Literacy, Numeracy and Transition) to support the continued engagement process with head teachers. The development officers have been fully involved in the implementation of the literacy development programme, the implementation of SEAL training, engaging with transition teachers to discuss and draw up an action plan and attending national conferences and training.

Two educational psychologists (EPs) have been recruited to one post. They have been in post since 1st February 2017. Each works part time to make up 1fte.

The primary role has been to support whole-school nurture within the context of the existing nurturing relationships strategy. The EPs will have a specific focus on the development and refinement of impact evaluation measures in schools who are developing whole-school nurture. A secondary role has been the development of EPAST (Educational Psychology

Attainment Support Team). This has been created to enhance the role EPs play in providing support to schools as they implement and evaluate approaches related to the Scottish Attainment Challenge. The EPs provide the following functions:

- literature reviews of evidence-based practices related to raising attainment;
- research and evaluation support for schools and individual practitioners; and
- consultation to provide advice on effective practice for raising attainment.

The EPAS team has already provided advice and support to schools in relation to:

- raising attainment in numeracy;
- evaluating whole school nurture; and
- integrating attainment challenge initiatives into school improvement.

| **Slippage from plans:** *Please comment on slippage from your original plans for implementing activities in the year 2016/17* |
| --- |
| We have advertised the posts and plan to recruit the other members of the project delivery team by the end of March and those members of staff will take up their new posts in June/August 2017. |

| **4** | **Programme costs: evidence on short and medium-term outcomes** | |
| --- | --- | --- |
| | **What short-term outcome(s) does this initiative aim to achieve?** *(Short-term outcomes are often in the form of changed awareness, skills, motivation, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)* | **By when? (estimate)** |
| | NA | |
| | **Are you collecting evidence to measure these outcome(s)? If so, please specify which type of evidence for which aim** *(if not, just put 'N/A')* | |
| | NA | |
| | **What does this evidence show on the extent to which the above outcomes have been achieved to date?** *Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.* | |
| | NA | |

Note: The left side of the table (rows below row 4) is labelled vertically: **Short –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) |
|---|---|---|
| Medium –term outcomes | NA | |
| | **Are you collecting evidence to measure these outcome(s)?** *If so, please specify which type of evidence for which aim (if not, just put 'N/A')* | |
| | NA | |
| | **What 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?**

As above.

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

| 5 | 5 original primary schools |
|---|---|

| 2016/17 Allocation | £266,310 |
|---|---|
| 2016/17 Actual Spend | £298,730 |

| **Expenditure breakdown** | | |
|---|---|---|

| **Staffing:** | Total cost this financial year | |
|---|---|---|
| | FTE | Costs |
| Teachers | 4.4 | £116,102 |
| Education/development officers | | £ |
| Educational psychologists | | £ |
| Data analysis officers | | £ |
| Family/home link worker | | £ |
| Speech and language therapists | | £ |
| Early years professionals | | £ |
| Other staff, namely:Nursery officers, classroom asst, community learning co-ordinator | 6.55 | £108,978 |

| **Non-staffing** *please specify type:* | Costs this financial year |
|---|---|

| Materials & resources | £73,650 |
|---|---|
| | £ |
| | £ |

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

The five original challenge schools are continuing with their individual action plans and this work will continue in conjunction with the proposals being developed within the authority plan.

Progress to date:

**1.0   Engaging with Families and Communities**

1.1   Strategies:
- the Families and Schools Together Programme (Save the Children UK);
- pizza Reading sessions (Adult Learning and Literacies Service);
- a 'soft exit' to the school day has been adopted for P1 children in one school so that parents can come into the school 10 minutes before the end of the school day to collect their children and discuss learning with the P1 collaborative team;
- a variety of approaches such as Reading Cafés; and
- the five schools continue to work closely with the Families First Teams.  Targeted individual supports range from income and benefits advice, energy advocacy support, employability input to practical and emotional support.

1.2   Impact so far:
- significant increase in parental engagement at all stages and a marked improvement in attendance at parents' nights.

**2.0   Literacy**

2.1   Strategies:
- the Primary Literacy Coaching Programme (University of Strathclyde) is in place in all schools;
- tracking and monitoring information has facilitated focused interventions and establishment of individualised pathways;
- the attainment teachers have been working closely with specific children throughout the schools . They have tracked their performance and made adjustments to programmes as necessary;
- an Enriching Early Learning  (EEL) team for P1 is well established in one school; and
- classroom assistants and nursery officers have undertaken professional learning activities and have worked alongside the attainment teachers.

2.2   Impact so far:
- teachers note that previously reluctant readers are developing an interest in books and identifying themselves as being a reader;
- children are more able to contribute to class discussions about reading and books;
- the impact on attainment will be determined by the professional judgement data that is submitted in June;
- predictions for attainment information at the end of June show an increase the percentage of pupils achieving the appropriate level in reading and writing.  In one school 30% of children in P2-P7 have already increased their reading age beyond what would previously been expected; and
- class libraries have been enhanced and are being used more.

**3.0     Numeracy**

3.1     Strategies:
- Renfrewshire Maths Pathways are providing an effective framework for professional learning activities;
- SEAL and Number Talks are providing a vehicle for enhancing  the quality of teaching;
- the school Numeracy Champions are ensuring that these approaches are implemented across the schools; and

3.2     Impact so far:
- pupils are responding positively to the approaches;
- teachers are able to focus on learning and teaching now that the pathways are in place; and
- specific impact in terms of attainment will be measured following the analysis of the professional judgement data and GL assessment data in June 2017.

**4.0     Health and Wellbeing**

4.1 Strategies:
Nurture
- The additional class teachers and nursery officers have been supporting vulnerable children with a focus on increasing self-esteem, confidence and developing strategies to overcome perceived learning obstacles;
- establishment of nurture group; and
- enhancing partnerships with parents.

4.2 Impact so far:
- improvement in class records regarding positive behaviour;
- improved timekeeping; and
- in one school tracking data (Boxall Profile, Myself as a Learner Scale) indicates improved scores in collaborating with other pupils; development of spoken language and memory skills; and ability to engage with and complete tasks.

**5.0     Leadership**

The schools have participated in the Renfrewshire Leadership Programme as follows:
- three of the head teachers have attended the Drummond International Leadership course: and
- a Depute Head teacher and an acting head teacher have attended the Aspiring HT training sessions and seven class teachers have attended the Aspiring PT training sessions.

6.1     **Learning and Teaching**

6.1     Strategies:
- Tapestry 'Great Teaching - Great Learning' programme;
- SEAL (Stages of Early Arithmetic Learning) training; and
- the Primary Literacy Coaching programme.

6.2     Impact so far:
- Tapestry.  The feedback from practitioners regarding impact on the classroom has been mixed;
- SEAL. Very positive feedback from class teachers who have taken part in the training

and have adopted the approaches.  There are plans to upscale and extend the training: and
- the Primary Literacy Coaching programme.  As mentioned in section 2.2.

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

In three of the schools, the setting up of an effective tracking and monitoring system has taken longer than anticipated.

In one school, the FAST (Save the Children) project has not taken place due to a lack of teachers able to participate.

| 5 | 5 original primary schools: evidence on short and medium-term outcomes | |
|---|---|---|
| **Short –term outcomes** | **What short-term outcome(s) does this initiative aim to achieve?** *(Short-term outcomes are often in the form of changed awareness, skills, motivation, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)* | **By when? (estimate)** |
| | In the five challenge schools, the parents, teachers and staff are aware of the Attainment Challenge and the individual school plans. | |
| | **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')* | |
| | Discussions with head teachers and class teachers. See below. | |
| | **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'.* | |
| | As detailed in previous section | |
| **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)** |
| | Medium Term Outcome: Articulation of individual school plans to the Renfrewshire Challenge Authority Action Plan and school PEF plans.<br><br>The five schools will now be in phase two of the authority challenge plan and in addition through their own PEF plans. Their outcomes will be measured against the milestones set within the plan.<br><br>The work that the individual schools have begun will continue within the | |

work streams of: Leadership; Learning and Teaching; and Families and Communities.

In addition, each school will continue their work through the PEF funding and 'top up' as agreed through the no deficit model.

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

The tracking and monitoring systems within the individual schools have been strengthened and this work is ongoing. The use of data within the authority is a key feature of the local authority challenge plan.

**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'.*

N/A

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

- An introduction to the benefits of use of data to further support effective monitoring and tracking.
- Professional dialogue between staff to decide individual pathways and interventions.
- Focus on pedagogy (literacy programme).

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

## OVERALL PROGRESS AND REFLECTIONS

| 6 | **Overall progress towards long-term outcomes and reflections** |
|---|---|
| Long –term outcomes | *The long-term outcomes of the Attainment Scotland Fund are to:* <br> *a. Improve literacy and numeracy attainment* <br> *b. Improve health and wellbeing* <br> *c. Close the attainment gap between pupils from the most and least deprived areas.* <br> **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)* <br><br> **Reflections on progress to date**: **Can you share any learning on what has worked well in implementing this initiative?** <br><br> Our vision for children and young people in Renfrewshire is summarised in our vision statement: <br> "*Working together to get it right for children, families and communities- protecting,* |

*learning , achieving and nurturing."*

We are highly aspirational and we have made a strong commitment to tackling the effects of poverty on the outcomes of our children, young people and their families. Our strategy has been to ensure all of our educational establishments and, in particular, certain targeted schools, are ambitious, promote high expectations and provide opportunities for the children to develop and achieve.

We are making progress across all work streams. However, it is important to note that we have faced challenges regarding recruiting and setting up the delivery team. This was shared with Scottish Government in our Highlight and Challenges report recently. We have been frustrated by the slower pace of expected progress but we are aware this will increase significantly as we move forward.

We have made significant progress in extending the scope and pace of the partnership work with the University of Strathclyde. The focus has been firmly on raising attainment in reading and writing and in building leadership capacity and expertise at all levels in our establishments. The work with academic colleagues has had a significant impact on building teacher knowledge and expertise in these areas. For example, the work in exploring P1 pedagogy has been well received and teachers are reflecting on existing practice in this area and are trying out different routines, work programmes and approaches across the targeted schools.

The role of leaders and the functions of leadership have been shared and opportunities for head teachers to be engaged in the wider team in the authority has been welcomed and highly evaluated. A team approach and collaborative working is evident.

Leaders at all levels are beginning to better understand the value and power of data which is used effectively to support next steps. The appointment of a data officer will support and enhance this approach.

A number of resources have been purchased to support schools with the literacy development programme and to support the SEAL training. A significant amount of funding was downloaded to schools regarding cost of the school day and as above has been reported to be very successful and has had a positive impact on our children and families.

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

Recruitment issues.
However, we are now making significant progress to overcome  the initial challenges.

**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.  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.*

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

As above

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

As above

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

As above

The following progress report only relates to the five Renfrewshire establishments involved in the schools programme.  As they have already reported for the period from April to July this only covers July to September 2016.  As a consequence of this 2016/17 allocations have not been included with spend only relating to the schools programme.

| Reporting Period | July – September 2016 |
|---|---|
| Local Authority | Renfrewshire |
| Key Contact at Authority | |
| Attainment Advisor | |

**Agreed Improvement Plan**

| 1 | **Leadership** |
|---|---|

| 2016/17 Allocation | £ | Planned Quarterly Spend | £ |
|---|---|---|---|
| 2016/17 Actual Spend | £ | Actual 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*

No targets are directly linked to leadership within the schools programme.

The challenge authority proposals will provide a range of activities over the coming months focussing on leadership development of our heard teachers and staff.  These will be reported in the next period.

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

There is no funding/staffing directly linked to leadership within the schools programme.

| 1 | Leadership: evidence on short and medium-term outcomes | |
|---|---|---|

| | **What short-term outcome(s) does this initiative aim to achieve?** *(Short-term outcomes are often in the form of changed awareness, skills, motivation, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?* | **By when? (estimate)** |
|---|---|---|
| **Short –term outcomes** | Leadership features strongly in the authority proposals which have just been agreed. As a result it is worth noting the following points: <br> 1. Increased awareness of need to link school improvement priorities to Scottish Attainment Challenge outcomes. <br> 2. Increased awareness of importance of effective monitoring and tracking of the attainment of the children who live in challenging communities. <br> 3. Increased enthusiasm for looking outwards and reading research and case studies related to the SAC. <br> 4. Increased awareness and understanding of the analysis of attainment data. <br> 5. More unpromoted staff taking on leadership roles regarding literacy, numeracy many other aspects of the curriculum. | June 2017 |
| | **Are you collecting evidence to measure these outcome(s)? If so, please specify which type of evidence for which aim** *(if not, just put 'N/A')* | |
| | NA | |
| | **What does this evidence show on the extent to which the above outcomes have been achieved to date?** *Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'.* 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. | |
| | NA | |

| | **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)** |
|---|---|---|
| **–term outcome** | | |

| | As per short-term outcomes above – this section will be updated as the challenge authority priorities start to be implemented over the coming months. | tbc |
|---|---|---|

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

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

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

The schools involved the programme to date have made very good progress in relation to their current actions.  Although it is very early in the implementation of these plans it is clear that it will be important to share this learning across the authority.

One of our head teachers has already shared her experience at the national networking event for the schools programme.

| 2 | Learning and teaching | | | | |
|---|---|---|---|---|---|
| 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 | | 4.6 | £51207.20 | | £ |
| 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*

The schools involved in the programme are focussing on a range of learning and teaching approaches:

- Literacy coaching programme (University of Strathclyde)
- Literacy rich curriculum P4-7 (University of Strathclyde)
- Play-based curriculum for P1
- Enhanced transitions for P1
- Enhanced partnership with parents (including Families First and FAST)
- Tapestry programme
- Targeted support for underachieving middle groups in p2/3 numeracy
- Further development of outdoor learning
- Discussions around monitoring and tracking of individual children.

Good progress is being made across each of these strands.

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

NA

| 2 | Learning and teaching: evidence on short and medium-term outcomes | |
|---|---|---|
| | **What short-term outcome(s) does this initiative aim to achieve?** *(Short-term outcomes are often in the form of changed awareness, skills, motivation, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)* | **By when? (estimate)** |
| Short –term outcomes | 1. Increased knowledge and awareness of reading strategies that increase the reading skills of children who live in challenging communities. <br> 2. A great start for p1 pupils <br> 3. Parents engaged and involved in their child's learning and welcomed as part of the school community <br> 4. Increased awareness among teaching staff of the classroom strategies that make a difference. <br> 5. Increased awareness of the effectiveness of targeted support | ongoing |

| | | |
|---|---|---|
| | **Are you collecting evidence to measure these outcome(s)? If so, please specify which type of evidence for which aim** *(if not, just put 'N/A')* | |
| | The University of Strathclyde is evaluating the work of our literacy programme.  We are expecting a first draft of their year one evaluation shortly.<br><br>Individual records provide details of ongoing evaluation in each of the five 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 interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. <mark>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.</mark>* | |

Linked to points 1-5 above:
1. The HT and one classroom teacher from each primary school has been involved in the literacy programme so far.
2. Increased number of parents involved in induction programme for P1 children.
3. Positive feedback from parents regarding the Pizza Reading programme.
4. The feedback from the Tapestry programme is reasonably positive.  The teachers have only attended two sessions to date so we are still at the early stages of the programme.
5. Data from one school shows that targeted support is having an impact. 34% of targeted P3 pupils have shown an increase in reading age of greater than 6 months over a six month period. This is more than previously expected.
   Data from another school with over 90% children living in deciles 1 and 2 indicates that in P7 maths, the pupils living in deciles 1 and 2 have performed better than schools with considerably less children from challenging communities. This is evident in both standardised assessment results and teacher professional judgement.

| | | |
|---|---|---|
| **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)** |
| | As above | ongoing |
| | **Are you collecting evidence to measure these outcome(s)?** *If so, please specify which type of evidence for which aim (if not, just put 'N/A')* | |
| | Teacher professional judgement and standardised assessments are being used to gather baseline data.  In addition, the New Group Reading Test (NGRT) is currently being undertaken in P2 and P3 across all Renfrewshire schools. | |

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

**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?**
The schools that are showing positive results at this early stage have effective processes regarding monitoring and tracking the attainment of individual children.  There is a clear focus on the pace of learning and the quality of learning and teaching.

The ongoing shortage of supply teachers is having an impact on learning and teaching in some schools. Steps are being taken to employ additional staff on a permanent basis in order to mitigate this issue.

| 3 | **Families and communities** | | | | |
|---|---|---|---|---|---|
| 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:Community Support Coordinator | £3375 | | £ | |

| Non-staffing *please specify type:* | Costs this quarter | Total costs this fin. year |
|---|---|---|
| Community Support Coordinator | £ | £ |
| | £ | £ |
| | £ | £ |

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

As mentioned earlier:
(Enhanced partnership with parents (including Families First and FAST))

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

NA

| 3 | Families and communities: evidence on short and medium-term outcomes | |
|---|---|---|
| | **What short-term outcome(s) does this initiative aim to achieve?** *(Short-term outcomes are often in the form of changed awareness, skills, motivation, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)* | **By when? (estimate)** |
| Short –term outcomes | • Parents engaged and involved in their child's learning and working as part of the school community<br>• Parents feel supported by the assistance offered regarding personal finance etc (Families First programme)<br>• The Pizza reading programme is showing increased engagement with parents. | ongoing |
| | **Are you collecting evidence to measure these outcome(s)? If so, please specify which type of evidence for which aim** *(if not, just put 'N/A')* | |
| | Various records | |

| | **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'.* <mark>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.</mark> |
|---|---|
| | Each school is collecting their own evidence.<br>An example of impact in one school would be the number of parents who attended the parents' evening has increased from 86% to 94.5% in one year. |

| | **What medium-term outcome(s) does this initiative aim to achieve?** *(Medium-term outcomes are often in the form of changed actions, practice, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)* | **By when? (estimate)** |
|---|---|---|
| **Medium –term outcomes** | • Parents engaged and involved in their child's learning and working as part of the school community<br>• Parents feel supported by the support offered regarding personal finance etc | ongoing |
| | **Are you collecting evidence to measure these outcome(s)?** *If so, please specify which type of evidence for which aim (if not, just put 'N/A')* | |
| | Various checklists | |
| | **What does this evidence show?** *Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'.* <mark>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.</mark> | |
| | | |

**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?**
- One school reports that the attendance of parents at parents' meetings has increased from 86% to 94.5% in one year. This has been achieved by relentless targeting by the teachers, classroom assistants and nursery officers.
- One school has implemented a 'soft pick-up' to the end of the school day for P1 children. This means that the parents are encouraged to come into the school from 10 minutes before the end of the day to talk to the teacher, classroom assistants and nursery officers about their child's learning and experiences. This has greatly increased the amount of dialogue between the school-based team and the parents. Only problem is, more space is needed for all the buggies!
- Families are accessing a range of services through the Families First initiative. We are unable to say at this stage whether this initiative is impacting on attainment.
- The Pizza reading programme is showing increased engagement with parents.

| 4 | Programme costs | | | |
|---|---|---|---|---|
| 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*

Up until this stage there have been no programme costs. As we start to implement the recently agreed programme this will be updated.

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

N/A

| 4 | Programme costs: evidence on short and medium-term outcomes | |
|---|---|---|
| Short –term outcomes | **What short-term outcome(s) does this initiative aim to achieve?** *(Short-term outcomes are often in the form of changed awareness, skills, motivation, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)* | **By when? (estimate)** |
| | N/A | |
| | **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')* | |
| | 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'.* <mark>*This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.*</mark> | |
| | | |
| **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)** |
| | N/A | |
| | **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')* | |
| | 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'.* <mark>*This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.*</mark> | |
| | | |

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

Not at this stage

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

N/A

# OVERALL PROGRESS AND REFLECTIONS

| 5 | **Overall progress towards long-term outcomes and reflections** |
|---|---|

<table>
<tr>
<td rowspan="4" style="vertical-align: middle;">Long –term outcomes</td>
<td><em>The long-term outcomes of the Attainment Scotland Fund are to:</em><br>
<em>a. Improve literacy and numeracy attainment</em><br>
<em>b. Improve health and wellbeing</em><br>
<em>c. Close the attainment gap between pupils from the most and least deprived areas.</em><br>
<strong>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</strong> <em>(if not, just leave blank)</em></td>
</tr>
</table>

Each of the five schools involved in the schools Programme is gathering evidence as per their agreed plans.

At authority level we have already agreed a contract with GL and have undertaken a first round of testing at P4 and 7 in English and maths.

Individual schools have a variety of additional sources of data such as reading and spelling tests.

The sources of evidence outlined in the authority plan will developed further for implementation in the next reporting period.

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**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?**

Families and Communities:
- Increased number of parents involved in induction programme for P1 children.
- Positive feedback from parents regarding the Pizza Reading programme.
- One school reports that the attendance of parents at parents' meetings has increased from 86% to 94.5% in one year. This has been achieved by relentless targeting by the teachers, classroom assistants and nursery officers.
- One school has implemented a 'soft pick-up' to the end of the school day for P1 children. This means that the parents are encouraged to come into the school from 10 minutes before the end of the day to talk to the teacher, classroom assistants and nursery officers about their child's learning and experiences. This has greatly increased the amount of dialogue between the school-based team and the parents. Only problem is, more space is needed for all the buggies!
- Families are accessing a range of services through the Families First initiative. We are unable to say at this stage whether this initiative is

impacting on attainment.
- The Pizza reading programme is showing increased engagement with parents.

Learning and Teaching:
- Data from one school shows that targeted support is having an impact. 34% of targeted P3 pupils have shown an increase in reading age of greater than 6 months over a six month period. This is more than previously expected.
- Data from another school with over 90% children living in deciles 1 and 2 indicates that in P7 maths, the pupils living in deciles 1 and 2 have performed better than schools with considerably less children from challenging communities. This is evident in both standardised assessment results and teacher professional judgement.

**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.* *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.*

**Can you share any learning on what has worked well in your overall strategy to achieve impact?**
**Can you share any learning on what has worked less well or could be improved?**

As mentioned in earlier sections.

**Is there anything else you'd like to share or give feedback on?**
Having just received approval for our authority plans Renfrewshire is now at a transition point moving from a focus of the five schools within the Schools Programme to extending the reach, in year 1, to a further fifteen primary schools and 9 secondary schools. These will be developed and implemented further in the next reporting period.

| Reporting Period | October - December 2016 |
|---|---|
| **Local Authority** | Renfrewshire |
| **Key Contact at Authority** | |
| **Attainment Advisor** | |

**Financial Expenditure Reporting**

| 1 | **Project Delivery** | | |
|---|---|---|---|
| 2016/17 Allocation | £231,340 | Planned Quarterly Spend | £115,670 |
| 2016/17 Actual Spend | £0 | Actual Quarterly Spend | £0 |
| **2** | **Learning and Teaching** | | |
| 2016/17 Allocation | £504,500 | Planned Quarterly Spend | £252,250 |
| 2016/17 Actual Spend | £11,000 | Actual Quarterly Spend | £11,000 |
| **3** | **Families and Communities** | | |
| 2016/17 Allocation | £95,900 | Planned Quarterly Spend | £47,950 |
| 2016/17 Actual Spend | £0 | Actual Quarterly Spend | £0 |
| **4** | **School Leadership** | | |
| 2016/17 Allocation | £80,500 | Planned Quarterly Spend | £40,250 |
| 2016/17 Actual Spend | £0 | Actual Quarterly Spend | £0 |
| **5** | **5 initial primary schools ( April – December )** | | |
| 2016/17 Allocation | £266,310 | Planned Quarterly Spend | £199,732 |
| 2016/17 Actual Spend | £182,244 | Actual Quarterly Spend | £182,244 |
| **6** | **Secondary Schools** | | |
| 2016/17 Allocation | £533,369 | Planned Quarterly Spend | £266,684 |
| 2016/17 Actual Spend | £0 | Actual Quarterly Spend | £0 |

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| 7 | Staffing |
|---|---|

| Staffing secured this quarter: **2** | Staffing secured in total: |
|---|---|

| Class Teacher | Nursery Officer | Classroom Assistant | Community Learning Officer | Development Officer |
|---|---|---|---|---|
| **4.6** | **4** | **3** | **1** | **2** |

| How many GTCS registered teachers is this funding supporting? | 4.6 |
|---|---|
| How many other staff is this funding supporting? | 10 |
| Number of schools supported by this funding? | 5 |
| How many pupils are benefiting from this funding? | |

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?

We are able to report on the original five challenge schools who are making continued progress since the implementation of their year 2 plans in August 2016. Although their work is in its infancy, there are already positive signs of progress. This will allow these schools to continue to plan effectively to meet the needs of all pupils and demonstrate impact through the measurement of progress in the short, medium and longer term.

The wider authority attainment challenge is progressing rapidly after an initial decision to wait for the new Assistant Director (Education) to take up post in December 2016. As a result, a number of key decisions were taken in December/January regarding recruitment. These are now being progressed to ensure a clear focus on priorities for year 2. This planning runs parallel with pupil equity funding to ensure both funds will be fully utilised and maximum pace and impact will be achieved.

Resources agreed by Scottish Government from our approved plan are being distributed and targeted appropriately from January to March and this is reflected in the projected spend.

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

The Schools Programme is continuing with the initial five challenge schools implementing their individual action plans and this work will continue in conjunction with the proposals being developed within the authority's year 2 plan. Although these schools are at a very early stage of implementation, there are already signs of positive impact as indicated in each school's end of year report.

**Highlights: The Five Challenge Schools**

XXXX Primary School

Through implementing early intervention strategies to develop literacy skills, there has been a significant increase in reading attainment across the school. Tracking data indicates that 23% of children across all stages have achieved beyond the expected outcomes. This is measured using running records which the class teacher can use to judge the accuracy of a child's reading. Alongside this there has been a significant increase in parental engagement at all stages. The additional member of teaching staff, funded by the SAC, has facilitated this by leading the Reading Cafe initiative.

XXXX Primary School

The P1 curriculum and the learning environment has been re-arranged to directly suit the needs of the children in line with evidence-based approaches. This has involved an adaptive play-based curriculum with nurture at its centre. All primary one children have settled into their learning earlier than expected as a result. The work of the nursery officer, classroom assistant and additional teacher has enabled an effective partnership with the existing class teachers to take place. Impact has been measured using the Leuvian scale indicators and this will link directly to the GIRFEC wellbeing indicators

XXXX Primary School

In literacy and numeracy there has been an increase in attainment in P1/2 due to targeted individual and small group support. There has been a strong focus on gathering data and assessing pupil need resulting in appropriate programmes of support. Recent GL assessments and professional judgement data in literacy and numeracy show greater attainment than other similar establishments.

XXX Primary School

There has been increased parental engagement due to the many programmes in place. Pizza Reading, Pizza Maths and Pizza Skills are attracting parents and their children. The above programmes involve equipping parents with knowledge and skills to support their children in the learning of literacy and numeracy. The welcoming ethos of the school and support from the Community Learning and Development team have been contributing factors to the success of this work.

XXX Primary School

Recent GL assessments and professional judgement data in literacy and numeracy show greater attainment than other similar establishments. The school's monitoring and tracking system is a model of good practice. A robust system has been developed and involves all staff contributing to data input followed by professional discussion which leads to collaborative planning and improved outcomes for children.

**Staffing: The Five Challenge Schools**

The five challenge schools have recruited the following staff:

| School | Class Teacher | Nursery Officer | Classroom Assistant | Community Learning Officer |
|--------|---------------|-----------------|---------------------|----------------------------|
| | 1 | 1 | 1 | |
| | 1 | 1 | 1 | |
| | 1.2 | 1 | | |
| | 0.4 | | | 1* |
| | 1 | 1 | 1 | |

\* The Community Learning Officer is a member of the Adult Learning and Literacies Service who creates programmes, such as Pizza Reading, and works with families and staff to deliver sessions.

**Progress from August to January**

The work of the Literacy Development Officer (funded by the SAC) has included:

- linking with the University of Strathclyde and Professor Sue Ellis;
- coordinating literacy teachers and champions;
- supporting head teachers with resourcing and providing advice with regards to targeted intervention;
- supporting schools with the implementation of key strategies from the Primary Literacy Coaching Programme;
- development of a series of films that capture the work of the Renfrewshire Literacy Approach. The films will be used to enhance professional learning and strengthen the impact of the programme as Renfrewshire sets the scene for the next year of the programme. The films were 'premiered' at an event in January attended by class teachers and support staff from across the authority.

A number of visits to primary schools within phase one of our attainment challenge plan have taken place.  These involved a team from the centre visiting the head teacher and senior management team to gather information regarding:

- school improvement planning and self-evaluation;
- monitoring and tracking systems;
- progress in terms of the literacy development programme,
- readiness to embrace the challenge of closing the poverty attainment gap and raising attainment for all.

This information is being collated to provide an evaluation report for the authority which will identify both good practice and support and challenge needs.  In addition, this will help to support future planning through the identification of next steps and inform the Scottish Attainment Challenge year 2 plan.

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

<u>Staffing</u>

There are ongoing staffing issues, mainly in recruitment, due to the current national teacher shortage. Due to the fact that these posts are advertised as temporary posts and secondments can result in positions being difficult to fill.

<u>Data Analysis</u>

Currently our schools have access to GL, INCAS, PIPS and teacher professional judgement data regarding attainment. There are challenges around collection and analysis of this data due to test administration issues and a lack of consistent moderation processes across our schools. This will be a focus in our year 2 plan and will be supported by a central data team. Support to schools will include identifying trends in attainment data over time and understanding of gaps in attainment.

<u>Slippage</u>

There has been a delay in the implementation of the Challenge Authority plan due to the start date for the new Assistant Director.

A clear timeline of reporting dates would be very helpful in planning our own timelines for the collection of all relevant data to inform such reports.