

Scottish Attainment Challenge
Challenge Authorities Programme 2017/18

Local Authority	Dundee Council
Project Lead/Contact	Audrey May

Profile to March 2018

Intervention	Allocation	Q2 Claim	Q3 Claim	Q4 Claim	Total Spend to Date
1. Management and governance	£506,776	£172,772	£139,398	£150,360	£462,530
2. General interventions - primary teachers	£1,066,058	£454,198	£189,758	£231,869	£875,825
3. School and family development workers	£388,646	£173,744	£86,683	£85,451	£345,877
4. Primary Interventions 2-5	£1,052,518	£294,512	£264,470	£456,876	£1,015,858
5. Literacy	£211,133	£84,796	£69,742	£39,356	£193,894
6. Numeracy	£561,760	£102,706	£140,786	£241,518	£485,011
7. Health and wellbeing	£1,131,368	£398,225	£178,798	£461,853	£1,038,876
8. Supported Study/Learning	£187,891	£64,535	£24,549	£97,155	£186,239
9. Data Analysis & Support	£75,000	£33,125	£17,250	£18,552	£68,927
10. Pupil support Interventions	£401,655	£168,892	£85,245	£144,070	£398,207
Authority Total	£5,582,805	£1,947,505	£1,196,679	£1,927,060	£5,071,244

Staffing Breakdown	FTE planned	FTE in post	Planned Spend	Total Spend to March 2018
Teachers	33.5	21.5	£1,460,455	£1,218,386
Education/development officers	6	6.6	£360,466	£398,608
Educational psychologists	1.5	1.5	£84,415	£91,605
Data analysis officers	3.6	4.0	£146,853	£131,326
Family/home link worker	13	12.3	£478,246	£420,209
Speech and language therapists	4	4.0	£189,140	£272,429
Early years professionals	44	33.0	£587,891	£534,669
Other: Music and other	8.3	4.8	£322,382	£196,815
Other: Support workers	11.3	12.0	£307,583	£286,545
Other: Wellbeing	22	19.8	£417,164	£400,976

assistants				
Staff Total 2017/18	147.2	119.5	£4,354,595	£3,951,568

Highlights & Challenges to March 2018

Highlights

- School and Family Development Workers (SDFW) continue to provide effective support to our most vulnerable families living in SIMD 1+2 – they have provided support this year as Universal Credit has rolled out in the city - SDFWs have established robust links with third sector providers to enhance support for families, to avert crises and ensure early intervention avoids the need for social work involvement. They have developed family learning programmes and the success of these has resulted in a rollout across SAC schools. Feedback from families indicates much higher levels of confidence in supporting children’s learning, better understanding of positive parenting and improved engagement with school.
- Interventions supporting young people at secondary school such as AIM and Includem are ensuring that targeted support is provided to improve attendance, engagement, participation and attainment. These supports are beginning to show signs of improvement in these areas.
- In Early Years there is continuing success with Early Years Family Workers – this group of staff is responsible for developing stronger, sustainable relationships with vulnerable families and nursery settings, improving positive parenting and learning at home.
- The ongoing, very positive impact of speech and language therapy in Early Years settings has resulted in primary 1 teachers reporting that vulnerable children are starting school with increased levels of vocabulary

Challenges

- We continue to face challenges with procurement and recruitment which impacts on the implementation of many of our projects. Despite making changes to streamline our processes these continue to impact on lead times.

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

Summary of Spend

Intervention	2016/17 Allocation	2016/17 Amount Spent
Management and governance	£346,259	310,580
General interventions – teachers	£829,539	679,201
School and family development	£378,593	378,533
Interventions 2-5	£771,859	578,912
Literacy	£103,173	95,341
Numeracy	£105,659	131,840
Health and wellbeing	£779,523	596,506
Total	£3,314,605	£2,770,911

Agreed Improvement Plan

1	Management and governance	
2016/17 Allocation	£346,259	
2016/17 Actual Spend	£310,580	
Expenditure breakdown		
Staffing:	Total this financial year	
	FTE	Costs
Teachers		£
Education/development officers	2	£100,976
Educational psychologists	1	£55,663
Data analysis officers		£
Family/home link worker		£
Speech and language therapists		£
Early years professionals		£
Other staff – Research Assistant	0.6	£16,336
Staff Tutor	1.0	£44,660

Non-staffing <i>please specify type:</i>	Total costs this fin. Year
Leadership Academy	£32,000
Coaching programme	£40,605
Communication Strategy	£20,340

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

Governance

The Dundee Attainment Challenge Strategic Board continue to meet to have the overview of the Attainment Challenge in Dundee. With the development of the secondary aspect of the AC a project lead for secondary (to be appointed) will join the strategic board. Both primary and secondary lead officers will manage the operational group, consisting of Headteachers of Attainment Challenge schools and have the overview of the various workstreams.

The focus of the operational group is to:

- share practice
- facilitate professional learning and alliance models
- support analysis, evaluation and review the impact of their work.

We also provide local and national updates at this meeting. Headteachers are now more confident in leading their own staff to collectively distribute the approaches.

We continue to report to the Dundee Partnership Management Group providing updates on progress.

The University of Dundee Research Team is represented on the strategic board and this has aided both evaluation and the sharing of findings. Other agencies and partners are represented on this strategic board, to date there has been no HT representation, it has been agreed to include representatives of Headteachers (EYs, primary and secondary) in the future.

Our team of researchers and data analysts are now in place and bring together internal and external data to support analysis and evaluation to help plan next steps. In addition they are able to draw together effective and informative evaluation reports generated for our service to support self-evaluation. This is also supporting positive joint work across our DEPS and Dundee University and informing our consideration to include 5 additional schools in year 3 based on our original criteria. This will provide targeted support for a further 1400 pupils whose attainment is affected by deprivation. This will impact positively on our poverty-related attainment gap.

The Research Assistant has supported the creation of a spreadsheet to list and record the impact of each of the interventions that is taking place across the authority. This has been sent to the head teacher of every Attainment Challenge setting in Dundee. We have attached the spreadsheet along with the return to provide further details of our interventions.

Dundee Educational Psychology Service (DEPS) has provided additional support to Attainment Challenge schools and nurseries. The aim of their involvement is to enhance the learning conversations taking place throughout schools guided by their advice to help enhance the nurturing environment within each setting. In addition, educational psychologists (EPs) have supported schools with their use of CAR and helping teachers and practitioners to understand and analyse their data to decide on next steps. EPs have also

	<p>What does this evidence show on the extent to which the above outcomes have been achieved to date? <i>Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.</u></i></p> <ul style="list-style-type: none"> The evidence gathered to date has highlighted the importance of implementation methodology at school and cluster level. Schools which are more confident in using this, and in triangulating their evidence of small scale changes, are better able to describe impact; and to identify how they would scale up their interventions. Examples include the use of PDSA for: precision teaching used in improvements in children’s numeracy; home learning which improved pupils’ sight vocabulary; and a gardening club which has improved pupils’ oral vocabulary and listening skills. 	
Medium –term outcomes	<p>What medium-term outcome(s) does this initiative aim to achieve? <i>(Medium-term outcomes are often in the form of changed actions, practice, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</i></p>	<p>By when? (estimate)</p> <p>Status <i>(completed / ongoing / no progress)</i></p>
	<ul style="list-style-type: none"> The interventions spreadsheet is being used as a record by schools, allowing them to monitor the impact and progress of the interventions they are using. This is then forwarded to the Children and Families service to allow the department to quality assure which interventions are having the most impact in the authority; and the effectiveness of implementation methodology. This will also facilitate the sharing of practice across other schools and nurseries Staff are reporting increased confidence in their interactions and learning conversations with children. All staff are able to articulate issues confidently and consistently relating to the poverty related attainment gap and use this to improve outcomes for pupils. 	<p>ongoing</p> <p>ongoing</p> <p>Ongoing</p>
	<p>Are you collecting evidence to measure these outcome(s)? <i>If so, please specify which type of evidence for which aim (if not, just put 'N/A')</i></p>	<ul style="list-style-type: none"> The level of detail provided by head teachers in the spreadsheet provides evidence of the medium term aims. The same tools as the short term outcomes. Learning conversations with staff. Learning experiences for pupils and families reflects an understanding of this agenda.
	<p>What did this evidence show? <i>Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.</u></i></p>	

- The evidence gathered to date has highlighted the importance of implementation methodology at school and cluster level. Schools which are more confident in using this, and in triangulating their evidence of small scale changes, are better able to describe impact; and to identify how they would scale up their interventions. Examples include the use of PDSA for: precision teaching used in improvements in children’s numeracy; home learning which improved pupils’ sight vocabulary; and a gardening club which has improved pupils’ oral vocabulary and listening skills.

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?

We have identified that staff need to use a core set of measures for small tests of change. Having too wide a range of measures associated with different tests of change has been a barrier to recording and collating data at scale. We have therefore identified a core set of measures which schools can use for literacy, numeracy, health & wellbeing.

2	General interventions – teachers	
2016/17 Allocation	£829,539	
2016/17 Actual Spend	£679,201	
Expenditure breakdown		
Staffing:	Total this financial year	
	FTE	Costs
Teachers	23.6	£679,201
Education/development officers		£
Educational psychologists		£
Data analysis officers		£
Family/home link worker		£
Speech and language therapists		£
Early years professionals		£
Other staff, namely:.....		£
Non-staffing <i>please specify type:</i>	Total costs this fin. year	
		£
		£
		£

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

General Interventions – Transition Teachers

Effective transitions are vital to support young people in their learning journey. Children from our Attainment Challenge schools are being identified and targeted for support in their transitions across the school and into S1. The creation of dedicated transition teachers was universally welcomed by our schools. They are working as part of our wider Attainment Challenge teams, with our wellbeing assistants and School Family Development Workers, which is also supporting improved family engagement. This will be a particular focus as we move into year 3.

We are already seeing some evidence of effective and positive impact of our transitions teachers working in our targeted schools. For example, where our Fresh Start literacy intervention programme is delivered by our transition teachers in primary, this has resulted in young people being more ready to access mainstream literacy classes in S1. Our transition teachers are also building capacity in secondary maths and English depts. As they share effective pedagogy from the primary schools they are working with and begin to implement precision teaching.

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

2	General interventions – teachers: evidence on short and medium-term outcomes	
Short –term outcomes	<p>What short-term outcome(s) does this initiative aim to achieve? <i>(Short-term outcomes are often in the form of changed awareness, skills, motivation, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</i></p>	<p>By when? (estimate)</p> <p>Status <i>(completed / ongoing / no progress)</i></p>
	<ul style="list-style-type: none"> Targeted groups of pupils will have been supported by a link transition teacher from their associated secondary school in the areas of literacy, numeracy and health and well-being. Primary schools have identified the pupils and staff are building positive relationships with the young people. The Transition teachers will develop programmes of activity and support to enhance the readiness for transition. Increased confidence levels for our most vulnerable young pupils when going through transition to Secondary school. The use of precision teaching has a positive impact on attainment in literacy and numeracy. 	<p>Dec 2016</p> <p>Oct 2016</p> <p>Ongoing</p>

	<p>Are you collecting evidence to measure these outcome(s)? If so, please specify which type of evidence for which aim (if not, just put 'N/A')</p>	
	<p>CAR and other improvement methodologies such as RAFA/EYC are being implemented and supported in every educational setting.</p>	
	<p>What does this evidence show on the extent to which the above outcomes have been achieved to date? Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.</u></p>	
	<p>The implementation of the JASS Awards in one cluster has been a positive experience and has had a positive impact on young people recognising their achievements.</p> <p>Precision teaching has been used in some schools and head Teachers are reporting an impact on increased attainment as a result.</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Medium –term outcomes</p>	<p>What medium-term outcome(s) does this initiative aim to achieve? (Medium-term outcomes are often in the form of changed actions, practice, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</p>	<p>By when? (estimate) Status (completed / ongoing / no progress)</p>
	<ul style="list-style-type: none"> • Transition for targeted pupils will be a seamless and smooth process with minimum interruption in learning • Progression in learning is coherent and well managed from P7 to S1 	<p>June 2017 Aug 2017</p>
	<p>Are you collecting evidence to measure these outcome(s)? If so, please specify which type of evidence for which aim (if not, just put 'N/A')</p>	
	<p>As above</p>	
	<p>What does this evidence show? Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.</u></p>	
<p>As above</p>		
<p>Reflections on progress to date: Can you share any learning on what has worked well in implementing this initiative?</p> <p>This is in its early stage of development and has had some challenges in clearly defining the role whilst being appropriate for the different contexts of each cluster across Dundee. The JASS awards project has been very well received in the Braeview cluster and has had a positive impact on the aspirations and confidence of the young people prior to moving to Secondary school.</p>		

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

In moving forward, the role will be re-visited and clarified. There are also plans to share the work of the Transition teachers to identify interventions that have worked and had a positive impact to implement in other contexts.

Precision teaching to be extended to work with Primary 6 pupils.

Information sharing for transition is an area for development.

3	School and family development	
2016/17 Allocation	£378,593	
2016/17 Actual Spend	£378,533	
Expenditure breakdown		
Staffing:	Total this financial year	
	FTE	Costs
Teachers		£
Education/development officers		£
Educational psychologists		£
Data analysis officers		£
School and Family Deve. worker	11	£378,533
Speech and language therapists		£
Early years professionals		£
Other staff, namely:.....		£
Non-staffing <i>please specify type:</i>	Total costs this fin. year	
		£
		£
		£
<p>Activities: <i>Please comment on progress in implementing your planned activities in the year 2016/17</i></p> <p>Schools have a variety of programmes in place to support families and improve engagement with school.</p> <p>Activities include;</p> <ul style="list-style-type: none"> • Stay and play sessions – children, staff and family members play together whilst staff promote positive parenting through play and active, healthy lifestyles. • PEEP sessions using the ORIM framework • Family Movie nights run by School Family Development Workers in the local community centre 		

- Parents group - Weekly drop-in on Friday mornings for parents with inputs from visitors.
- Family cooking group - ensuring children and families can access activities that support & promote good nutrition and active healthy lifestyles. Including the development of numeracy skills and social interactions during the activity.
- Financial education – budgeting examples
- Targeted sibling time - Following training staff delivered weekly sessions around positive parenting skills with time for parents to reflect and identify next personal steps.
- Parent and family transition group – A programme of activities throughout the year for P7 children with involvement of their families to allow a truly enhanced transition to secondary school.
- Home learning packs - Parents were provided with a home learning pack and brought into school for a 1:1 meeting with staff to discuss how to use this.
- Support for individual families – Providing tailored support for families who need help from partner agencies
- Gardening club – Weekly sessions were delivered with parents. Supporting children in their learning of nature and how growing can improve health and wellbeing.
- Contact for Primary school pupil absence – Making contact with family if child absent from school.

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

3	School and family development: evidence on short and medium-term outcomes	
Short-term outcomes	<p>What short-term outcome(s) does this initiative aim to achieve? <i>(Short-term outcomes are often in the form of changed awareness, skills, motivation, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</i></p>	<p>By when? (estimate) Status <i>(completed / ongoing / no progress)</i></p>
	<p>The short-term outcomes were to design suitable activities and identify targeted groups and families who would benefit from the planned activities. The interventions were mainly delivered by school and family development workers, wellbeing assistants and early year’s educators (families) whilst the recipients were parents/carers/families and young people.</p> <ul style="list-style-type: none"> • Identifying useful topics to be discussed e.g. healthy eating • Engaged families through leaflet drop to attend weekly family cooking sessions. Support them to work together to create healthy meals whilst encouraging the children to develop their numeracy skills, social interactions and taking responsibility. • Children are getting an early years’ experience of banking • Families were identified who have children in the school with younger siblings who may benefit from receiving support to develop more appropriate interaction skills. 	<p>ongoing</p>

	<ul style="list-style-type: none"> • Identify vulnerable P7 children and plan and enhanced transition for them – partnership working between the SFDW, the Transition teachers and the Guidance staff at the Secondary school. • Follow up home visits were carried out with parents who may need further support, develop their understanding and increase their confidence. • Families were invited to attend holiday activity sessions run by local partners. • Identifying families who need help to contact other agencies for support. • Families were invited who may benefit from relaxation time. • Identified children who are absent from school and liaise with the family to improve attendance levels. 	
	<p>Are you collecting evidence to measure these outcome(s)? If so, please specify which type of evidence for which aim (if not, just put 'N/A')</p>	
	<p>CAR and other improvement methodologies such as the PDSA model promoted through RAFA/EYC are being implemented and supported in every educational setting.</p> <p>Attendance data is being closely monitored and tracked for improvement.</p>	
	<p>What does this evidence show on the extent to which the above outcomes have been achieved to date? <i>Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.</u></i></p>	
	<ul style="list-style-type: none"> • The evidence gathered to date has highlighted the importance of implementation methodology at school and cluster level. Schools which are more confident in using this, and in triangulating their evidence of small scale changes, are better able to describe impact; and to identify how they would scale up their interventions. Examples include the use of PDSA for: precision teaching used in improvements in children's numeracy; home learning which improved pupils' sight vocabulary; and a gardening club which has improved pupils' oral vocabulary and listening skills. 	
<p>Medium –term outcomes</p>	<p>What medium-term outcome(s) does this initiative aim to achieve? <i>(Medium-term outcomes are often in the form of changed actions, practice, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</i></p>	<p>By when? (estimate) Status <i>(completed / ongoing / no progress)</i></p>
	<p>Participation – families are attending sessions. The interventions were mainly delivered by school and family development workers, wellbeing assistants and early year's educators, early year's educators (families) whilst the recipients were parents/carers/families and young people.</p>	<p>Ongoing</p>

	<ul style="list-style-type: none"> • Children’s behaviour in both the class and playground greatly improved meaning less time lost in learning and teaching. • Improved understanding of finances • Improvement in social interactions between parents. Children learning about numeracy and science. Increases in staff confidence. • Parents feel a sense of planning for the future of their child’s life. • Parents have improved skills and confidence in how to interact with their children. • P7 children and families report that they feel more confident and knowledgeable about the transition from P7 to S1 • Improvements in literacy levels • Improved well-being, families feeling less stressed • Arranging food parcels, transportation, applying for grants, sign posting to agencies for families in need of extra help. • Improvements in wellbeing as families benefit from peer support. • Reduced absence rates 	
<p>Are you collecting evidence to measure these outcome(s)? <i>If so, please specify which type of evidence for which aim (if not, just put ‘N/A’)</i></p>		
<p>Repeat of short-term measures and some interventions also have the following additional measures;</p> <ul style="list-style-type: none"> • Support for learning staff used video as a tool for feeding back to other staff members. Questionnaires were also given to parents and children. • Feedback from parents and incidental staff observations. • Feedback from pupils, parents/ carers and staff • TOWRE assessment carried out monthly in order to track progress • Evaluations from parents/carers , attendance figures, feedback from partners • Evaluations with participants and parental attendance. 		
<p>What does this evidence show? <i>Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put ‘N/A’. <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.</u></i></p>		
<ul style="list-style-type: none"> • SFDWs are having a positive impact on engaging families and targeting support at the most vulnerable pupils • Attendance figures are improving where targeted interventions have been implemented • Schools reporting increased attendance and enhanced support for pupils with poor attendance, providing a valuable link between home and school • PEEP programmes are having a positive impact on family learning 		
<p>Reflections on progress to date: Can you share any learning on what has worked well in implementing this initiative?</p> <p>Families welcome support from staff who are not teaching staff but are school based. The link between home and school is being strengthened and the SFDWs are building a good rapport with families.</p> <p>Feedback from staff in schools, parents and pupils is that this valuable work should continue and that a move to increasing the capacity</p>		

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

Gathering of measures and data to evaluate impact is mainly subjective and qualitative rather than quantitative. An increase in the CAR or PDSA models to gather data on small tests of change will improve the evidence of impact and will support the scaling up of such interventions.

The SFDW resource could be increased in terms of workers and hours available to ensure a greater and wider impact.

4	Interventions 2-5	
2016/17 Allocation	£771,859	
2016/17 Actual Spend	£578,912	
Expenditure breakdown		
Staffing:	Total this financial year	
	FTE	Costs
Teachers	4	£134,450
C&F EY Link Workers	6	£123,219
Educational psychologists		£
EI Early Years Educators	4	£88,219
Family/home link worker		£
Speech and language therapists	4	£179,739
Early years modern apprentices/	6	£35,060
Other staff, namely:.....		£
Non-staffing <i>please specify type:</i>	Costs this quarter	
Professor Law	£2,200	
Training	£16,025	
	£	
Activities: <i>Please comment on progress in implementing your planned activities in the year 2016/17</i>		
Intervention one		
Deliver nurturing approaches and attachment		
Provide additional support for small group work and one to one work in collaboration with families		
Activities		
<ol style="list-style-type: none"> 1. Nurturing Nature – nurseries working with Grounds for Learning and nursery parents to encourage them to spend time in local woodlands areas and outdoors with their children. 2 nurseries are running their second sessions and a staff member from 2 further nurseries will shadow these sessions so that they can then run their own sessions with their own children and parents. 		

2. Regular stay and play sessions – now more focussed to support play and positive parenting
3. 6 modern apprentices have been appointed, so far all are on track and working towards their qualification.
4. Breakfast Blether – staff facilitate breakfast and play sessions for parents/children prior to start of the nursery day.
5. Use HNIOS to identify strengths and areas for development
6. Each nursery and school has a link Educational Psychologist who will be the main point of contact for Nurture and Wellbeing planning with staff; and in facilitating training; use of CAR and VERP.
7. Identify children with attendance below 80%. Introduce text message service. Track weekly attendance and respond appropriately

Intervention two

Increase staff capacity to improve children's early language and communication abilities through staff training , the introduction of Literacy Leaders in nursery

Activities

1. Increase staff capacity to improve children's early language and communication abilities through staff training , the introduction of Literacy Leaders in nursery
2. Teddy Tales – adapted bedtime stories in collaboration with Speech and Language Therapy to support parents/children whilst on waiting list for Speech and Language Therapy.
3. Makaton Singing Group PDSA
4. Provide ongoing support for parents/carers who participate in Makaton Sessions
5. New nursery rhyme practiced every day in nursery for a full week. Nursery rhyme sent home each Monday.
6. DEPS input to introduce and sustain introduction to VERP.
7. Peer buddy/mentoring system established in some settings.
8. Literacy leader training developing confidence and capacity across team.

Intervention three

Introduce dedicated Children and Family Early Years Link Workers to help families use appropriate strategies to support their child's learning

Activities

1. 6 EYE Family workers undertook Peep Learning Together training in June 2016. These staff are currently working towards to their City and Guilds accreditation.
2. Family Book Bug sessions - Modelled for parents/carers how to sing, play, interact and connect with their child in order to promote their child's emergent literacy.
3. Family lending library
4. Network meetings– topics covered, Bookbug, logic models, writing outcomes and indicators, writing case studies, measuring tools and methods.
5. A report writing workshop will be held on 22.03.2017

Intervention 4

Children who require additional support will be identified and targeted.

Activities

1. Children who require additional support will be identified and targeted.
2. Teaching Talking profiles and in-house screening tool identify children who need support with social, emotional and behavioural barriers.
3. Developing strategies to support a child to access nursery
4. Development of screening tool to identify children's strengths and areas for development leading to targeted support– electronic app being developed
5. Enhanced transition work through "Fred Goes to School"- PDSA
6. DEPS support – staff training in ABLe planning.
7. Self-Regulation training and work with children PDSA

Intervention 5

Development of oral communication skills in pre –school children by:

Increasing the amount of preventative universal and targeted work within the speech and language therapy intervention.

Increasing staff knowledge, awareness and confidence regarding children with speech, language and communication difficulties either due to a specific difficulty or due to a general delay in talking and listening

Improving language and communication skills of children in nursery.

Improving vocabulary ability between the ages of 2 and 5 yrs.

Direct targeted support of children identified as being at risk of communication delay
Supporting development of communication rich environments at home and in nursery
Increasing parental confidence to support development of their children's communication skills

Activities

1. **Toddler Talk (TT) approach** - SLT work alongside staff in the two years nursery to upskill and support them to deliver this programme to the children and parents
2. **Teaching Children to Listen (TcTL)** - Speech and language therapists (SLTs) work alongside nursery staff to train them to deliver this evidence based programme to the children and parents in nursery. Weekly sessions delivered by SLTs observed by staff followed by staff gradually taking over an increasing number of activities supported by SLTs. Finally staff running the groups with decreasing support from SLTs.
3. **Word Aware (WA)** - SLTs to work alongside nursery staff to train them in this approach to word learning with decreasing support from SLT.
4. **Nursery Narrative (NN) Programme** - SLTs work alongside nursery staff to upskill and support them to deliver this evidence based approach to the children and parents with decreasing support from SLT

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

4	Interventions 2-5: evidence on short and medium-term outcomes	
Short-term outcomes	<p>What short-term outcome(s) does this initiative aim to achieve? <i>(Short-term outcomes are often in the form of changed awareness, skills, motivation, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</i></p>	<p>By when? (estimate) Status <i>(completed / ongoing / no progress)</i></p>
	<p>Intervention one</p> <p>Nurturing nature</p> <p>Increase in children’s early social, emotional and behavioural competencies Increase in staff confidence and skills to identify and work with children with behavioural, social and emotional difficulties Enhanced parent/child relationships and attachments. Enhanced Parents’ confidence and skills. Use of local communities.</p> <p>Stay and Play</p> <p>Engagement in low cost play experiences. Increased parental engagement in nursery.</p> <p>Modern apprentices</p> <p>Develop skills and confidence</p> <p>Breakfast blether</p> <p>Developing relationships and confidence</p> <p>Use HNIOS</p> <p>Increase in staff awareness of strengths and areas for development</p> <p>Attendance</p> <p>Text messaging will motivate families to bring children to nursery</p> <p>Intervention two</p> <p>Improved language and communication skills of children in nursery Improvement in vocabulary ability between the ages of 2 and 5 yrs</p>	ongoing

	<p>Skilled and confident workforce supporting children's literacy development</p> <p>Teddy Tales Staff will deliver 6 sessions to introduce strategies to support children's language and communication</p> <p>Makaton signing group Engage parents/carers positively in Makaton sessions</p> <p>New rhymes Increase in children's awareness and knowledge of popular nursery rhymes. Increase in children's awareness and understanding of rhyme.</p> <p>VERP Video Enhanced Reflective Practice (VERP) – helps adults to analyse what the adult does and impact on the child using Collaborative Action Research (CAR) prompt.</p> <p>Buddy mentoring Areas of good practice identified and shared Literacy leader training Literacy leader developing confidence and capacity across team</p> <p>Intervention three</p> <p>Family workers Increased confidence of parents to support the development of children's social/ emotional and behavioural skills. Parents are more confident in their parenting skills Increased family engagement and understating of how they can support children's early learning. Staff will be delivering Peep sessions in their settings. Staff will be undertaking development activities for their City & Guilds portfolio. Family Bookbug</p> <p>Increased number of family learning activities and reading engagement activities e.g. Bookbug, Play at Home, PEEP groups Increased support to improve the quality of the home learning experiences for children. Increased interdisciplinary work to build staff and parental capacity to address the risk factors associated with deprivation in the early years. Early years educator (families) to use songs and stories to enhance literacy, numeracy and positive communication skills to help improve parent's confidence skills and promote learning through play.</p> <p>Network meetings EYE family workers are clearer about the link between their planned pieces of work and the long term goals of the attainment challenge. EYE family workers have begun to plan more focused pieces of work</p>	
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	<p>with intended outcomes identified. EYE family workers have begun to experiment with ways to measure the impact of their work with families.</p> <p>Intervention 4</p> <p>Teaching Talking Profiles Children's needs are identified earlier and targeted assessment and support accessed</p> <p>Strategies to support individual children's ability to access nursery Pdsa shows which strategies are making a difference</p> <p>Development of screening tool Children's needs are identified earlier and targeted assessment and support accessed</p> <p>Self - regulation and executive function training Staff will have an underpinning knowledge of how executive function and self-regulation skills are the mental processes that enable us to plan, focus attention, remember instructions, and juggle multiple tasks successfully. The development of self-regulation is the underlying skill that makes learning possible. It is a deep internal mechanism that enables children and adults to engage in mindful, intentional and thoughtful behaviours. This underpinning knowledge will support staff to support children's behaviours and learning.</p> <p>Intervention 5</p> <p>TT- Building staff skills in delivering the Toddler Talk approach. Increasing knowledge and understanding of early communication and providing strategies for parents to support these emerging skills. Children in the two years provision will attend these sessions along with a parent or carer. TCtL - To build staff skills in TCtL programme and increase knowledge and understanding of the communication skills of all 3-4 year olds within group sessions and how to support them WA -Building staff skills in the Word Aware programme and increasing knowledge and understanding of word learning and how to support this. For staff to be able to use the principles of Word Aware confidently in every day settings. All children within the nursery attended sessions. NN- Building staff skills in the Nursery Narrative programme and increasing knowledge and understanding of the principles of storytelling and understanding of stories. Children in their pre-school year attend the sessions.</p>	
	<p>Are you collecting evidence to measure these outcome(s)? If so, please specify which type of evidence for which aim (if not, just put 'N/A')</p>	
	<p>Feedback from parents/ carers and staff</p> <p>Evaluations from parents/carers , attendance figures</p>	

	See also medium term outcomes	
	<p>What does this evidence show on the extent to which the above outcomes have been achieved to date? <i>Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.</u></i></p>	
	<p>Self –Regulation and Executive Function Staff understanding of self-regulation is developing. PDSAs are being developed.</p> <p>Modern Apprentices All MAs are making good progress towards their SVQ 2 or 3. Their confidence and understanding of good practice in early learning and childcare is developing.</p> <p>The MAs are being well supported in their placement.</p> <p>This could be scaled up to support the need to expand the workforce for the introduction of the 1140 hours and could potentially attract more mature candidates as you can earn as you learn.</p>	
Medium –term outcomes	<p>What medium-term outcome(s) does this initiative aim to achieve? <i>(Medium-term outcomes are often in the form of changed actions, practice, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</i></p>	<p>By when? (estimate) Status <i>(completed / ongoing / no progress)</i></p>
	<p>Intervention one</p> <p>Nurturing nature Increase in children’s early social, emotional and behavioural competencies</p> <p>Parents who volunteer will have improved confidence in engaging families in outdoor activity</p> <p>Children and their parents will enjoy outdoor activity in Woods</p> <p>Families will use the woods independently after the project</p> <p>Families will report improved sense of wellbeing for themselves and their children</p> <p>Lead EYP and additional early years staff will have improved confidence in delivering Nurturing Nature</p> <p>Stay and Play</p>	<p>ongoing</p>

	<p>Increased parental engagement in children's play at home.</p> <p>Modern apprentices</p> <p>Improved practice and understanding of high quality early learning and childcare.</p> <p>Breakfast blether</p> <p>Developing relationships and confidence lead to targeted support for families and children</p> <p>Use HNIOS</p> <p>Increased consistent application of nurturing approaches</p> <p>Attendance</p> <p>All children will reach 80% or more attendance and have increased attendance at nursery</p> <p>Intervention two</p> <p>Teddy Tales</p> <p>Parents understand the importance of regular bedtime story telling and read more regularly</p> <p>Makaton signing group</p> <p>Families whose children have speech and language difficulties have improved skills and confidence in signing and interacting with their children.</p> <p>New rhymes</p> <p>Nursery rhymes are shared regularly at home</p> <p>VERP</p> <p>VERP leads to increased positive adult- child interactions</p> <p>Buddy mentoring</p> <p>Areas of good practice are embedded in agreed nursery policy</p> <p>Literacy leader training</p> <p>Strategies are identified and observed in practice</p> <p>Intervention three</p>	
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	<p>Family workers</p> <p>Staff confidence and skills to deliver Peep will increase.</p> <p>Family Bookbug</p> <p>Improved interactions in the home setting</p> <p>Parents feeling more confident in trying activities with children at home, and able to form positive relationships</p> <p>Parent's confidence improves, enabling them to communicate with each other and share ideas.</p> <p>Network meetings</p> <p>EYE Families workers will become more confident and skilled at planning, delivering and measuring the impact of work with families.</p> <p>Intervention 4</p> <p>Teaching Talking Profiles</p> <p>Increased consistency in ABL and assessment planning, processes (Teaching Talking) and support strategies for children with ASN</p> <p>Strategies to support individual children's ability to access nursery</p> <p>Consistent approaches used by adults to support individual children</p> <p>Development of screening tool</p> <p>Increased parental involvement in planning/assessment process</p> <p>Enhanced transition</p> <p>Children starting Primary 1 are confident and ready to learn when they start school and their parents/carers are confident in their role as their child's primary educator.</p> <p>Self regulation training</p> <p>It is intended this approach will have a positive impact on the self-regulation and wellbeing of children</p> <p>Families will be well informed about this approach to responding to behaviour and will feel supported.</p> <p>Intervention 5</p>	
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<p>Children will benefit from the intervention during staff training as they will be attending interventions by staff who are trained and supported by SLTs.</p> <p>Families are encouraged to learn about their child's communication development and how to support this at home through parent sessions and ongoing discussions with staff.</p>	
<p>Are you collecting evidence to measure these outcome(s)? <i>If so, please specify which type of evidence for which aim (if not, just put 'N/A')</i></p>	
<p>Types of evidence for which aim?</p> <p>Intervention one</p> <p>Parental comments</p> <p>Athena Data App</p> <p>Questionnaires</p> <p>Twitter feedback</p> <p>Confidence scales for staff, parents and children</p> <p>Portfolio and tutor/ mentor feedback</p> <p>Anecdotal feedback</p> <p>Attendance register- analysis</p> <p>HNIOS self- evaluation and action plan</p> <p>Register of attendance</p> <p>Number of telephone calls and text messages</p> <p>Intervention 2</p> <p>PDSA in progress</p> <p>number of parents/carers who attend the Makaton group</p> <p>number of parents/carers reporting increased use of signing</p> <p>number of positive comments about the Makaton session & corresponding reduction in suggested improvements</p> <p>use of personalised confidence scale for EYE engaging with Makaton sessions</p> <p>use of personalised confidence scale for EYE Group Leader and developing parent/carer led groups</p> <p>Screening tool at beginning and end</p>	

Observations from staff

Feedback from parents verbally, through journals/profiles and through Twitter

Small tests of change

Nursery ABC and Beyond Plans

Nursery observations

Intervention 3

Parent Services Development Officers observations and support visits. Peep observation by EYE family worker line manager. Portfolios in progress. Parent feedback questionnaires. Peep practitioner reflections.

Development of small tests of change

PEEP groups - feedback forms

Parental confidence questionnaires/scales

EYE family workers planning documents, reflections and in some cases reports demonstrate an increased understanding.

Intervention 4

Children who require additional support will be identified and targeted.

Interventions will be planned and monitored as per Child's Plan/ ABLe plans, group plans, staff observations and professional discussion with key workers.

Teaching Talking profiles and in-house screening tool identify children who need support with social, emotional and behavioural barriers.

Children's needs are identified earlier and targeted assessment and support accessed

Increased consistency in ABLe and assessment planning, processes (Teaching Talking) and support strategies for children with ASN

Observations

Children's journals

TATC action plans

Curriculum plans

Developing strategies to support a child to access nursery Pdsa shows which strategies are making a difference

Consistent approach by adults

Development of small tests of change

SHANNARI wheels used to demonstrate children's developing well-being

Tracking and monitoring data

Development of screening tool to identify children's strengths and areas for development leading to targeted support– electronic app being developed

Children's needs are identified earlier and targeted assessment and support accessed

Increased parental involvement in planning/assessment process

Enhanced transition work through "Fred Goes to School"- PDSA

DEPS support – staff training in ABLe planning.

Enhanced transition

Children starting Primary 1 are confident and ready to learn when they start school and their parents/carers are confident in their role as their child's primary educator.

number of pre-school children who take part in Fred Goes to School, including number of sessions attended

number of parents/carers who take part in Fred Goes to School, including number of sessions attended

number of children experiencing increased confidence about going to school (staff observation)

number of parents/carers who report increased confidence about their child going to school

number of parents/carers who report increased awareness of and confidence in supporting their child's learning (all parents/carers?)

Early Years staff member will report increased confidence in co-delivering Fred Goes to School

Self regulation

Nursery audits. Self-Regulation training and work with children. PDSAs.

Staff will have an underpinning knowledge of understanding challenging behaviours and the background to restorative practice. It is intended this approach will have a positive impact on the self-regulation and wellbeing of children

Families will be well informed about this approach to responding to behaviour and will feel supported.

Intervention 5

TT - Confidence scale measures with nursery staff and parents

	<p>TCtL - Pre and post rating scale for the 4 skills of listening: Sitting still, Staying quiet, Looking at the person who is talking, Listening to all the words.</p> <p>NN- Use of Renfrew Action Picture Test to measure individual children's use of language before and after the nursery narrative programme.</p> <p>Across all 4 programmes - development of small tests of change</p> <p>For all 4 programmes combined - British Picture Vocabulary Test at 2 yrs, 3yrs, 4yrs- research cohort group</p>
	<p>What does this evidence show? <i>Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.</u></i></p>
	<p>The evidence gathered to date has highlighted the importance of implementation methodology at nursery level. Staff are becoming more confident in using PDSA improvement model, and in triangulating their evidence of small scale changes and are better able to describe impact</p>
<p>Reflections on progress to date: Can you share any learning on what has worked well in implementing this initiative?</p> <p>Embedding the SLTs in nursery settings has created a very close working, collaborative partnership between parents, nursery staff and SLTs. At this point we note that these relationships take time to build and this time has been valued by all involved.</p> <p>SLT and nursery management producing a plan for the cascading of knowledge and experience of the four programmes for nursery staff.</p> <p>Discussion with staff and observation of staff using strategies in everyday settings and nursery activities.</p> <p>Early Years Educators(Families) have provided additional support to families either on a one to one basis or in small groups. As they are supernumerary, they can work flexibly and be responsive to families.</p> <p>Can you share any learning on what has worked less well or could be improved?</p> <p>Toddler Talk – take up of parents attending has been inconsistent. Plan is to trial options to increase consistent uptake.</p> <p>Modern Apprentices- need a longer transition period before embarking on SVQ.</p>	

5	Literacy	
2016/17 Allocation	£103,173	
2016/17 Actual Spend	£95,341	
Expenditure breakdown		
Staffing:	Total this financial year	
	FTE	Costs
Teachers		£
Education/development officers	1	£53,462
Educational psychologists		£
Data analysis officers		£
Family/home link worker		£
Speech and language therapists		£
Early years professionals		£
Other staff, namely:.....		£
Non-staffing <i>please specify type:</i>	Total costs this fin. year	
Training	£41,879	
	£	
	£	
<p>Activities: <i>Please comment on progress in implementing your planned activities in the year 2016/17</i></p> <ul style="list-style-type: none"> • Improving vocabulary through play – small groups of children are using play based activities to develop their vocabulary and this now being extended across schools • Fred goes to school programme - delivered over 6 weeks for a group of 10 parents and their children (including younger siblings) • Red word training for Reading Leaders - cascade model • Read Write Inc Fresh Start - developing knowledge of phonics to aid reading skills all schools now have this resource • 1:1 support – developing fluency and accuracy in reading to aid comprehension • The First Minister's Reading Challenge - supporting parents/carers to encourage reading for enjoyment at home and in school • Literacy support in upper school – developing a metacognitive approach to teaching comprehension across schools and clusters • Close reading skills - pupils introduced to close reading skills as a means of providing further challenge in comprehension skills. • Group support for P6&7 – small groups work on learning 1 new word per week, encouraging children to question the meaning of words • PDSA approach to evaluating the impact of the consistent implementation of the ABC and Beyond strategies for developing children's vocabulary and emergent literacy skills – this compliments the Word Aware approach. • Redesign of tracking tool in line with updated Read Write Inc assessments • Development of framework for practitioners/FAQs for parents of children experiencing difficulties with literacy and dyslexia • Development of an accessible Literacy Strategy with all stakeholders • Vocabulary training with targeted group of practitioners - Reading Leaders • 3 days of alliance school development work with Read Write Inc trainers • Fresh Start resources available to all schools 		

- All schools have access to National Literacy Trust and its resources
- All nurseries will have a Literacy Leader to ensure that children's emergent literacy is a priority and that ABC and Beyond strategies are delivered consistently.

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

5	Literacy: evidence on short and medium-term outcomes	
Short –term outcomes	<p>What short-term outcome(s) does this initiative aim to achieve? <i>(Short-term outcomes are often in the form of changed awareness, skills, motivation, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</i></p>	<p>By when? (estimate) Status <i>(completed / ongoing / no progress)</i></p>
	<ul style="list-style-type: none"> • Wellbeing assistants delivering interventions to pupils requiring additional support in literacy and those with low PIPS/InCAS scores across most schools • Wellbeing assistants supporting identified P5-7 pupils with difficulties in literacy to support achievement of second level by the end of P7 • Delivery of RWI Fresh Start modules for P6 & 7 pupils who have been identified as having a reading age of at least 1 year below their chronological age to support achievement of second level by the end of P7 • Speech and language therapists are working with pupils who have been identified as needing to improve their vocabulary.to support improvements in reading and comprehension • WBA provide 1:1 tuition on a daily basis to identified children. Sessions focus on speed reading of both real and 'nonsense' words, and on the speed reading of short passages to improve comprehension • Redesigned tracking tool supporting staff to make better judgements and early identification of children with difficulties in phonics • Literacy leader training is developing confidence and capacity across nursery teams. 	<p>Oct 2016</p>
	<p>Are you collecting evidence to measure these outcome(s)? If so, please specify which type of evidence for which aim <i>(if not, just put 'N/A')</i></p>	

	<ul style="list-style-type: none"> • CAR and other improvement methodologies such as RAFA/EYC are being implemented and supported in every educational setting. • Learning walks in all schools • Literacy leader training developing confidence and capacity across tea • Nursery ABC and Beyond Plans • Nursery observations • Nursery impact evaluations • Nursery staff confidence surveys 								
	<p>What does this evidence show on the extent to which the above outcomes have been achieved to date? <i>Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.</u></i></p>								
	<ul style="list-style-type: none"> • Staff confidence is growing and the 3 Read strategies are being delivered more consistently which is having a positive impact on children’s vocabulary. 								
<p>Medium –term outcomes</p>	<table border="1"> <tr> <td data-bbox="284 992 1254 1227"> <p>What medium-term outcome(s) does this initiative aim to achieve? <i>(Medium-term outcomes are often in the form of changed actions, practice, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</i></p> </td> <td data-bbox="1254 992 1431 1227"> <p>By when? (estimate) Status <i>(completed / ongoing / no progress)</i></p> </td> </tr> <tr> <td data-bbox="284 1227 1254 1720"> <ul style="list-style-type: none"> • Increase in vocabulary across all stages • Improved standardised scores of all children involved • Increased confidence in reading leaders to deliver bespoke training in their school context • Well attended training sessions - sessions targeting all schools • Increase in reading age • Improvements in staff knowledge of pupils’ reading habits across all schools • Staff across primary schools with an increased depth of knowledge of comprehension and analysis skills • Staff across primary schools with increased knowledge of the use and analysis of data • ABC and Beyond strategies for developing children’s emergent literacy are leading to positive outcomes in early literacy. </td> <td data-bbox="1254 1227 1431 1720"> <p>Dec 2016</p> </td> </tr> <tr> <td colspan="2" data-bbox="284 1720 1431 1794"> <p>Are you collecting evidence to measure these outcome(s)? <i>If so, please specify which type of evidence for which aim (if not, just put 'N/A')</i></p> </td> </tr> <tr> <td colspan="2" data-bbox="284 1794 1431 2009"> <p>Repeat of short-term measures and some interventions also have the following additional measures;</p> <ul style="list-style-type: none"> • Attainment data • Parents evaluations and attendance levels • TOWRE testing before intervention. 300 test and TOWRE 2 testing at the end of the year to measure progress. </td> </tr> </table>	<p>What medium-term outcome(s) does this initiative aim to achieve? <i>(Medium-term outcomes are often in the form of changed actions, practice, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</i></p>	<p>By when? (estimate) Status <i>(completed / ongoing / no progress)</i></p>	<ul style="list-style-type: none"> • Increase in vocabulary across all stages • Improved standardised scores of all children involved • Increased confidence in reading leaders to deliver bespoke training in their school context • Well attended training sessions - sessions targeting all schools • Increase in reading age • Improvements in staff knowledge of pupils’ reading habits across all schools • Staff across primary schools with an increased depth of knowledge of comprehension and analysis skills • Staff across primary schools with increased knowledge of the use and analysis of data • ABC and Beyond strategies for developing children’s emergent literacy are leading to positive outcomes in early literacy. 	<p>Dec 2016</p>	<p>Are you collecting evidence to measure these outcome(s)? <i>If so, please specify which type of evidence for which aim (if not, just put 'N/A')</i></p>		<p>Repeat of short-term measures and some interventions also have the following additional measures;</p> <ul style="list-style-type: none"> • Attainment data • Parents evaluations and attendance levels • TOWRE testing before intervention. 300 test and TOWRE 2 testing at the end of the year to measure progress. 	
<p>What medium-term outcome(s) does this initiative aim to achieve? <i>(Medium-term outcomes are often in the form of changed actions, practice, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</i></p>	<p>By when? (estimate) Status <i>(completed / ongoing / no progress)</i></p>								
<ul style="list-style-type: none"> • Increase in vocabulary across all stages • Improved standardised scores of all children involved • Increased confidence in reading leaders to deliver bespoke training in their school context • Well attended training sessions - sessions targeting all schools • Increase in reading age • Improvements in staff knowledge of pupils’ reading habits across all schools • Staff across primary schools with an increased depth of knowledge of comprehension and analysis skills • Staff across primary schools with increased knowledge of the use and analysis of data • ABC and Beyond strategies for developing children’s emergent literacy are leading to positive outcomes in early literacy. 	<p>Dec 2016</p>								
<p>Are you collecting evidence to measure these outcome(s)? <i>If so, please specify which type of evidence for which aim (if not, just put 'N/A')</i></p>									
<p>Repeat of short-term measures and some interventions also have the following additional measures;</p> <ul style="list-style-type: none"> • Attainment data • Parents evaluations and attendance levels • TOWRE testing before intervention. 300 test and TOWRE 2 testing at the end of the year to measure progress. 									

	<ul style="list-style-type: none"> • Pre and post BPVS, staff observations and feedback • TOWRE assessment carried out monthly in order to track progress • Redesigned tracking tool to capture recently updated Read Write Inc assessments
	<p>What does this evidence show? <i>Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.</u></i></p>
	<p>Initial evidence from cycle one of the PDSA for Sparkle Words indicates that nursery children’s vocabulary development is being supported by this consistent approach.</p> <p>Staff are more confident in the consistent delivery of the ABC and Beyond 3 Reads approach to developing nursery children’s emergent literacy and language.</p> <p>Nursery children are able to re-tell stories in sequence, in more detail, using more appropriate vocabulary. Children are developing their knowledge of the conventions of books and print and phonological awareness. Children are able to discuss things like character, setting, problems arising, actions and resolutions.</p>
<p>Reflections on progress to date: Can you share any learning on what has worked well in implementing this initiative?</p> <p>The Education Support Officers have continued to evaluate their work, interventions and training on a regular basis and this has allowed them to develop training and support that is responsive to the needs of schools, children and staff.</p> <p>The ESOs work collaboratively with partners to engage schools in CAR and to encourage the sharing of good practice so that successful initiatives are scaled up within schools and shared across schools.</p> <p>Regular specific training for nursery literacy leaders has supported the implementation process and practitioners understanding.</p> <p>Can you share any learning on what has worked less well or could be improved?</p> <p>Successful interventions occur where there are shared, clear guidelines and support from school leaders to ensure that outcomes are achieved.</p>	

6	Numeracy	
2016/17 Allocation	£105,659	
2016/17 Actual Spend	£131,840	

Expenditure breakdown		
Staffing:	Total this financial year	
	FTE	Costs
Teachers		£
Education/development officers	1	£71,408
Educational psychologists		£
Data analysis officers		£
Family/home link worker		£
Speech and language therapists		£
Early years professionals		£
Other staff, namely:.....		£
Non-staffing <i>please specify type:</i>	Total costs this fin. year	
Training	£60,432	
	£	
	£	
Activities: <i>Please comment on progress in implementing your planned activities in the year 2016/17</i>		
<ul style="list-style-type: none"> • Staff Tutors employed • Training for staff in Conceptual Understanding in Number (CUiN) being delivered to 9 out of the 11 attainment challenge schools and providing coaching in context /team teaching where appropriate. • Increase staff understanding and use of the Numeracy Progression Framework. This is being delivered through delivery of the Dundee Standard and included in the CUiN course. • Numeracy Pioneer network established and have started looking at moderation across the city • Targeted numeracy support groups – Small groups were targeted by teachers for numeracy support using weekly kit bag sessions in the family room. • P7 numeracy support – Transition teachers working with pupils to build on their skills before they move to secondary school. • Numeracy support for pupils with poor attendance – Health and wellbeing assistants working with children who have been absent from school • 		
Slippage from plans: <i>Please comment on slippage from your original plans for implementing activities in the year 2016/17</i>		

6	Numeracy: evidence on short and medium-term outcomes
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Short –term outcomes	<p>What short-term outcome(s) does this initiative aim to achieve? <i>(Short-term outcomes are often in the form of changed awareness, skills, motivation, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</i></p>	<p>By when? (estimate) Status <i>(completed / ongoing / no progress)</i></p>
	<ul style="list-style-type: none"> As a result of assessment data, children were identified as requiring an intervention based on their PITFALLs results and teacher observations. All teaching staff to further develop practice whilst improving knowledge and understanding in maths and numeracy for pupils. Children identified by class teacher as needing support in numeracy in order to achieve second level by end of P7 Supporting pupils with poor attendance to bridge gap in numeracy knowledge and understanding Improved progression across Numeracy in primary More consistent effective learning and teaching 	Ongoing
	<p>Are you collecting evidence to measure these outcome(s)? If so, please specify which type of evidence for which aim <i>(if not, just put 'N/A')</i></p> <p>CAR and other improvement methodologies such as RAFA/EYC are being implemented and supported in every educational setting. Learning walks in schools Teachers talking more knowledgably about progression when in dialogue with staff tutors, leaders and other colleagues</p>	
	<p>What does this evidence show on the extent to which the above outcomes have been achieved to date? <i>Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.</u></i></p>	
Medium –term outcomes	<p>What medium-term outcome(s) does this initiative aim to achieve? <i>(Medium-term outcomes are often in the form of changed actions, practice, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</i></p>	<p>By when? (estimate) Status <i>(completed / ongoing / no progress)</i></p>
	<ul style="list-style-type: none"> CAR and other improvement methodologies such as RAFA/EYC are being implemented and supported in 60% of educational settings. Learning walks have taken place in 35% of schools. Teachers engaged in small tests of change now talking more knowledgably about progression when in dialogue with staff tutors, leaders and other colleagues. 	

	<ul style="list-style-type: none"> • Skilled and confident workforce using conceptual understanding theory to support children’s Numeracy development (Teachers and Leadership teams) • All staff in early years and primary to use the Numicon approach to implement conceptual understanding effectively. • More rigorous and well established subject knowledge base • Evidence of transferable Numeracy skills and greater relevance for young people (Teachers and pupils) • Increased engagement and motivation of teachers and pupils in numeracy and mathematics. • Improvement in self regulation impacting on children's learning i.e. being in class more leading to increased learning and self esteem. Link outcomes from floor books to CFE. • Increase confidence and progress in learning in order to close the poverty related attainment gap. • Raised confidence in teacher judgement around Achievement of a Level. • CAR and other improvement methodologies such as RAFA/EYC are being implemented and supported in all educational settings. 	June 2019
<p>Are you collecting evidence to measure these outcome(s)? <i>If so, please specify which type of evidence for which aim (if not, just put 'N/A')</i></p>		
<p>Repeat of short-term measures and some interventions also have the following additional measures;</p> <ul style="list-style-type: none"> • Class attendance, children's feedback verbally and in floor book, as well as feedback from parents and teachers. • Measuring pupil progress on a daily basis using run charts to maximise achievement and pupil gains in self esteem. • Feedback from Numicon and conceptual understanding training. 		
<p>What does this evidence show? <i>Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.</u></i></p>		
<ul style="list-style-type: none"> • Education Scotland identified areas of good practice to share. These are now posted on the National Numeracy and Mathematics Hub. 		
<p>Reflections on progress to date: Can you share any learning on what has worked well in implementing this initiative?</p> <p>Both staff tutors are trained Numicon affiliates. This has allowed them to start the process of introducing Numicon and support teachers to use evidence based, informed strategies to increase attainment.</p>		

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

Where school leaders have adopted strategic responsibility for ensuring full engagement of all practitioners in developing their pedagogy of effective learning and teaching in numeracy and mathematics, there has been an increase in attainment and achievement results. As part of our numeracy strategy this is an area that we will now be looking at in more depth.

7	Health and wellbeing	
2016/17 Allocation	£779,523	
2016/17 Actual Spend	£596,506	
Expenditure breakdown		
Staffing:	Total this financial year	
	FTE	Costs
Teachers		£
Staff Tutor – Health and Wellbeing Assistants	1	£51,914
Wellbeing Assistants	21.8	£352,589
Dance Development officers	2	£20,196
Family/home link worker		£
Speech and language therapists		£
Early years professionals		£
Music Instructors :.....	3	£84,609
Non-staffing <i>please specify type:</i>	Total costs this fin. year	
Dundee University – Aspire research	£19,400	
Dundee Rep – Aspire programme	£24,705	
Resources	£43,093	
Activities: <i>Please comment on progress in implementing your planned activities in the year 2016/17</i>		
<ul style="list-style-type: none"> • The Wellbeing Assistants have continued to support the implementation of Nurturing Approaches in their schools. Small cycles and measures of change show improvements in Wellbeing and Relationships; improved attendance and self-regulation/behaviour. • Child-Led Play sessions for all Wellbeing Assistants trained by the service’s Play Therapist. Staff report improved attunement in their interactions during play with 		

children. In time this will lead to improved relationships and wellbeing; and in children's vocabulary.

- The use of VERP for targeted activities, such as numeracy, is providing some evidence of how attuned interactions and 'learning conversations' are improving children's conceptual understanding in numeracy.
- EPs are supporting AC provisions to use VERP e.g. coaching and consultation within a PDSA model. Work is ongoing but early indications for some of the small tests of change indicate that staff are using approaches more consistently.
- After-school club challenge activities with Wellbeing Assistants show a sustained uptake/engagement with children
- Nurturing Nature groups - 8 week programme working with children and families within local woods. Focus on nurturing relationships through exploration in nature.
- Aspire – Music specialist teachers were recruited to give pupils the opportunity to develop their music and performance skills incorporating dance, music and drama in a creative and immersive manner across and beyond the school curriculum to increase and develop pupils' health and wellbeing, self-confidence and self-esteem, learning and skills development whilst challenging inequalities.
- Staff training in mindful techniques - series of training modules
- Staff Tutor and DEPS trained on Education Scotland Whole School Nurture approaches. Set up of Implementation Group to plan and develop roll out to schools.
- Engagement with partners to plan and deliver curricular input on substance misuse. In particular early discussions around developing a progressive 3-18 framework for substance misuse.
- Development of Mental Health and Wellbeing Framework has taken place and revised in light of ongoing work with schools and partners.
- Training programme is underway to support the implementation of the framework, the outcome of which is to build capacity and understanding at universal and targeted level.
- The Growth Mindset project has continued to support schools (and nurseries) around raising awareness to staff, parents, pupils and the wider community.
- Staff CLPL sessions have been delivered in 5 AC schools (and 3 nurseries).
- Focus groups have been developed supporting pupils with additional needs.
- The use of improvement methodology has provided evidence of positive outcomes for a P7 class in relation to engagement levels in maths.
- A range of resources have been developed to support staff to embed Growth Mindset Techniques in the classroom, lessons and curricular areas.

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

Delay in appointing Modern Apprentice – Creative and Digital Media with Dundee and Angus College to support ASPIRE Dundee programme. Will be appointed in May 2017.

7	Health and wellbeing: evidence on short and medium-term outcomes
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Short – term outcomes	<p>What short-term outcome(s) does this initiative aim to achieve? <i>(Short-term outcomes are often in the form of changed awareness, skills, motivation, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</i></p>	<p>By when? (estimate) Status <i>(completed / ongoing / no progress)</i></p>
	<ul style="list-style-type: none"> • Improved interactions and relationships between children and parents. Improved self-esteem and skill of some parents. Improved interactions between nursery staff and parents. More use of local community woodlands. • Children showing increased responsibility for learning and relationships – improved self-regulation across different settings for targeted children • Improved staff confidence in responding to wellbeing needs of children • Staff have a better understanding of the impact that their behaviour and interactions have on a child’s development; and how to be more attuned to children. All staff will have identified the use of VERP (Video Enhanced Reflective Practice) as a tool to support them with improving their skills in learning experiences with children which has been measured through video analysis and triangulated measures including Boxall profiles; literacy skills etc. • Targeted schools and nurseries, using the CAR approach, have developed their understanding and implementation skills in relation to Wellbeing outcomes for children. • Deployment of the Wellbeing Assistants is being planned within the EFF recommendations to identify how they will support targeted children alongside others in the school, e.g. class teachers • Wellbeing Assistants report that they are more attuned to their interactions during children’s play as a result of Child-Led Play training with the service’s Play Therapist. • Children have increased awareness and staff have increased confidence in substance misuse education and interventions. • Increased parental engagement on substance misuse education • Staff are more aware of Growth Mindset • Staff are more engaged in the development of growth mindset in their setting • Staff have evidence of improvements as a result of the work around growth mindset • Pupils show increased engagement in their learning as a result of growth mindset interventions • Staff report enhancements in their personal life as a result of Growth Mindset <p>ASPIRE Dundee ATTITUDES AND APTITUDES TOWARDS SCHOOL AND LEARNING</p> <p>Q1 - I concentrate hard at school The positive responses to this question remained consistent between 2015 and 2016, with 81.5% of the pupils surveyed answering “usually” or “nearly always” to this question.</p>	<p>Ongoing</p>

Q2- I try to answer questions the teacher asks

Responses to the question were more positive in 2016 (69.9%) than in 2015 (65.2%) 12

Q3- If I make mistakes, I work until I have corrected them

Responses in 2016 showed a marked improvement, with 89.9% of pupils responding positively compared with 79.3% in 2015. This shows a marked increase in pupil resilience (10.6%), which would support the notion of the “growth mindset” that has been implemented in Dundee City schools.

Q4- If I can't work something out, I keep trying different ideas

69.2% of pupils gave positive responses to this statement in 2016, compared with 67.9% in 2015. This further endorses the concept of the “growth mindset” .

Q5- I really make an effort in school

83.8% of pupils responded positively to this statement in 2016, compared with 83.2% in 2015. Although the increase in positive responses here is small, it does show progressive movement in relation to the aims of the project.

Q6- I try to link new ideas with things I already know

62.8% of pupils agreed with this statement in 2016, while in 2015 the score was 57.6%. This is a significant improvement, with the responses to this statement, like the previous two, reflecting the impact of the introduction of teaching towards a “growth mindset”

Q10 – I am interested to learn new things

In 2016, 87.8% of pupils responded positively to this statement, compared with 80.3% in 2015. This improvement of 7.5% in one year shows a significant increase in pupil attitude and aptitude towards school and learning in general.

Q11- In school you get rewards for your efforts

At 81.5% positive, the responses to this statement have remained stable between 2015 and 2016. The significant movement in relation to the responses to this statement is that fewer pupils are responding negatively, with an increase towards a more neutral position.

Q13 - Learning is fun

Pupil agreement with this statement was already high in 2015, at 69%, and this has continued to grow in 2016, to 73.9% - an improvement of almost 5%.

Q15- School is boring

Fewer pupils responded that they think school is boring in 2016 (19.1%) than in 2015 (23.8%). The consequence of this is that more pupils agree that school is NOT boring (67.2% compared with 57.7%. This represents an improved score of 9.5%)

CONFIDENCE AND COMPETENCE**Q7- I get good results in school**

The responses to this statement evidence an improvement in pupil confidence, with 74.9% in 2016 compared with 71.1% in 2015 responding positively.

Q8- I know I can handle difficulties

The responses to this statement show evidence of an improvement in resilience, with 63.8% of pupils responding positively in 2016, compared with 60.25 in 2015.

Q9 – I am confident in my learning

	<p>Pupil responses to this statement showed the most marked improvement overall, with an increase in positive responses from 69% in 2015 to 80.1% in 2016. This represents a growth of 11%.</p> <p>Q12- I get a sense of satisfaction when I work something out 61.9% of pupils responded positively to this statement in 2015, with an increase of 8.1% in 2016, taking the total percentage of positive responses to 70%. This demonstrates an increase in pupil recognition of self-competence, which in turn impacts on confidence and endorses pupil understanding of the “growth mindset”.</p> <p>Q14- I am good at school work 69.9% of pupils in 2015 had positive self-perceptions of competence, and this figure grew in 2016 to 76.7%, a positive increase of 6.8%. This further supports the conclusions drawn by the responses to Q12, reported above, in relation to competence and confidence.</p>	
<p>Are you collecting evidence to measure these outcome(s)? If so, please specify which type of evidence for which aim (if not, just put 'N/A')</p>		
<p>CAR and other improvement methodologies such as RAFA/EYC are being implemented and supported in every educational setting.</p> <p>Nurturing Nature Number of families participating each session (no of children, no of parents) Number of sessions attended by each family Feedback from parent volunteers and new families noting improved wellbeing Photos of activities and individual family stories</p> <ul style="list-style-type: none"> • authority wide baseline survey on confidence and awareness of staff surrounding mental health and wellbeing and its associated support services and resources <p><i>Growth Mindset - Anecdotal evidence, Staff knowledge of children, Observations, Case Studies, Staff Survey,</i></p> <p>From a recent survey completed by staff from schools with 138 responses:</p> <ul style="list-style-type: none"> • 95% of staff reported that they are aware of Growth Mindset • 93% of staff feel they are fully engaged or somewhat engaged in the development of growth mindset in their setting • 73% of staff have seen improvements as a result of this work • P7 Class in one school increasing engagement in maths via use of Conceptual Understanding of Maths • 68% of those responsible for a child/children in their personal life believe that things have improved as a result of Growth Mindset • 54% of staff believe that things have improved in their personal life as a result of growth mindset <p>ASPIRE Dundee</p>		

All areas have either shown growth, or, in the case of a minority, remained stable. Those which have shown the most significant growth, each one showing an increase of >5% are as follows:

- Q3, 10 and 15, which relate to **attitudes and aptitudes towards school and learning in general**:
- Q3- If I make mistakes, I work until I have corrected them (10.6% improvement)
- Q10 - I am interested to learn new things (7.5% improvement)
- Q15- School is boring (9.5% improvement as measured on a negative scale, i.e. this question was deliberately phrased in negative terms in order to ensure reliability of pupil response)

- Q9, 12 and 14, which relate to **pupil confidence and perceptions of competence**:
- Q9 – I am confident in my learning (11%)
- Q12- I get a sense of satisfaction when I work something out (8.1%)
- Q14- I am good at school work (6.8%)

It is safe to say that, drawing on the evidence from the pupil surveys conducted in 2015 and 2016, there has been a measurable improvement in **pupils' attitudes and aptitudes towards school and learning** in general terms, and in their **confidence and perceptions of competence** overall. Confidence and resilience in their learning, each of which areas showed an improvement of more than 10%, are especially highlighted. The work being carried out in schools in relation to the "growth mindset" may well be a factor in this positive movement.

- i. Teacher Confidence
- ii. Teacher Competence

Confidence

- In the ASPIRE schools, an overwhelming majority of teachers noted that they like music/dance/drama. Of this group, only teachers in the ASPIRE Drama schools were less than unanimous, although the large majority agreed that they "liked" Drama.
- Although the non - Aspire group who agreed that they liked these subjects showed a majority, this was not nearly such a significant one as in the ASPIRE group. Under half of the non-ASPIRE teachers agreed that they liked Drama, and there was a large disparity between the two groups in relation to this subject.
- This suggests that teachers in ASPIRE schools are very much more positive about teaching music/dance/drama, with drama in particular presenting more of a challenge than the other subjects. Further, the returns indicate that in the ASPIRE schools, attitudes towards drama remain largely positive overall, while in the non-ASPIRE schools, positive attitudes towards drama are in the minority.
- Over half of the ASPIRE teachers agreed that engagement in the project had increased their confidence in teaching performing arts subjects. Only 4 teachers disagreed with this. Without speaking to these teachers individually, it is not possible to know if this is because their confidence in these subject was already secure, or if there were other reasons for this response.

Competence

- Self-reported competence across the performing arts subjects in ASPIRE schools shows that almost half of those teachers in ASPIRE schools feel an overall competence in these subjects. Within this group, competence in dance is least evident, while teachers indicate a greater degree of competence in music.
- Among the non-ASPIRE teachers, a significant minority agreed they were good at these subjects, and of these only a quarter agreed they were good at music. The returns indicate a self-reported differential of almost double the ASPIRE teachers compared to the non-ASPIRE teachers in overall competence, with a greater positive skew within the ASPIRE group in relation to music.
- In relation to perceived knowledge of specific aspects of performing arts subjects, there was a marked difference between the perceived competence of ASPIRE and non-ASPIRE teachers. Three times as many of the non-ASPIRE teachers acknowledge a lack of conceptual knowledge in relation to the arts subjects compared with the ASPIRE teachers. Almost all ASPIRE teachers agreed that they were competent in relation to teaching subject-specific concepts in the arts. This suggests that ASPIRE is upskilling class teachers in relation to knowledge and understanding in performing arts subjects.
- Overall, three-quarters of the ASPIRE teachers agreed they felt competent to teach the three performing arts subjects, with all teachers surveyed agreeing they felt competent in music. In the non-ASPIRE group, this figure drops to just over half of the non-ASPIRE teachers who feel competent in overall, with the music figure dropping by a third. This suggests that ASPIRE is supporting skills competence amongst teachers.

Discussion and Perspectives

- Significantly more ASPIRE teachers agreed that classroom teachers should have conceptual knowledge and understanding in the performing arts subjects, compared with the non-ASPIRE teachers, demonstrating a markedly more positive attitude towards professional understanding in these subjects.
- Three quarters of the ASPIRE teachers agreed that classroom teachers should be able to teach performing arts subjects compared with less than half of the teachers surveyed in the non-ASPIRE group. This shows a markedly more positive attitude towards the teaching of performing arts subjects amongst the ASPIRE teachers.
- Almost half of the ASPIRE group agreed that teachers themselves should be participants in the performing arts, compared with just over one third of the non-ASPIRE group. This difference was most evident amongst teachers in relation to music, where only a small minority of the non-ASPIRE teachers felt that teachers should take part in musical activities. This demonstrates an increased level of enthusiasm towards and immersion in dance/drama/music amongst the ASPIRE teachers.
- An overwhelming majority in both groups agreed that teaching the performing arts subjects can support learning in other subjects. There was little difference between the two groups in relation to this statement.
- Almost all ASPIRE teachers agree that the three subjects merited content specific teaching. Only 2 of the ASPIRE teachers disagreed. In the non-ASPIRE group, the proportion agreeing with this fell by one third, although no-one in this group disagreed (with the remainder offering a neutral response). This shows a level of uncertainty amongst the non-ASPIRE group which could be attributable to their own confidence/competence in these subjects.

	<p>What does this evidence show on the extent to which the above outcomes have been achieved to date? <i>Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.</u></i></p> <ul style="list-style-type: none"> Increased confidence and self-esteem in young people, increased co-ordination and fine motor skills, increased motivation for learning, higher level of skills development, pride and sense of achievement, improved relationships, greater resilience, increased attendance, reduced exclusions, fewer instances of disruptive behaviour, improved concentration, better parental involvement and increased aspirations. The evidence gathered to date has highlighted the importance of implementation methodology at school and cluster level. Schools which are more confident in using this, and in triangulating their evidence of small scale changes, are better able to describe impact; and to identify how they would scale up their interventions. Examples include the use of PDSA for: precision teaching used in improvements in children’s numeracy; home learning which improved pupils’ sight vocabulary; and a gardening club which has improved pupils’ oral vocabulary and listening skills. An increase in meaningful parental engagement with the nursery, with their children and with the outdoor environment. Increased parental confidence to repeat these experiences out with nursery time with their children in local community woodlands. Increase in children’s engagement with and enjoyment of the outdoor environment. This is having a positive impact on children’s health and wellbeing. <p>The evidence is clearly highlighting that there has been a range of positive changes as a result of Growth Mindset being used in each setting. Staff are reporting children using different language, engaging in learning with increased confidence, parents using consistent language back at home, children frequently relaying messages appropriately through their play.</p> <p>Staff are also highlighting that although there has been many positive examples of change, some feel that it will take more time and consistent input from fellow colleagues and parents for growth mindset to take effect.</p>	
Medium –term outcomes	<p>What medium-term outcome(s) does this initiative aim to achieve? <i>(Medium-term outcomes are often in the form of changed actions, practice, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</i></p>	<p>By when? (estimate) Status <i>(completed / ongoing / no progress)</i></p>
<ul style="list-style-type: none"> Families using Middleton Wood with their child once a week, Families agreeing that the group has a positive impact on themselves and their children. Parents who volunteer will have improved confidence in engaging families in outdoor activity. Children and their parents will enjoy outdoor activity in Woods. Families will use the woods independently after the project. Families will report improved sense of wellbeing for themselves and their 	<p>Jul 2017</p>	

	<p>children. Practitioners will have improved confidence in delivering Nurturing Nature.</p> <ul style="list-style-type: none"> • To firmly embed and establish the ASPIRE Dundee model of practice with key partners and stakeholders to be a sustainable and locally led intervention demonstrating a 'smarter spend' and more effective allocation of existing resources • Staff feel more equipped to evaluate their own mental, emotional, social and physical wellbeing and to use the tools explored to develop their skills in becoming more balanced. • The evidence is clearly highlighting that there has been a range of positive changes as a result of Growth Mindset being used in each setting. Staff are reporting children using different language, engaging in learning with increased confidence, parents using consistent language back at home, children frequently relaying messages appropriately through their play. <p>Staff are also highlighting that although there has been many positive examples of change, some feel that it will take more time and consistent input from fellow colleagues and parents for growth mindset to take effect.</p> <p>ASPIRE Dundee</p> <table border="0"> <thead> <tr> <th data-bbox="312 1070 778 1205">Analysis Of Categories Of Response In Parent Focus Group Interviews, Cross-Referenced To Project Aims Project Aims</th> <th data-bbox="847 1070 976 1104">Category</th> </tr> </thead> <tbody> <tr> <td data-bbox="312 1205 778 1272">Perceived Improved Physical And Mental Wellbeing Of Pupils (31)</td> <td data-bbox="847 1205 1166 1473">Increased Opportunities(4) Confidence (6) Transitions (1) Positive Attitudes(3) Enjoyment (10) Personal Hwb(4) General(4)</td> </tr> <tr> <td data-bbox="312 1473 778 1541">Strategic Partnership Working Responsive To Local Needs (20)</td> <td data-bbox="847 1473 1166 1877">Extending Opportunities (4) Responding To Parental Needs (10) Provision Of Resources (2) Parental Engagement (1) Primary-Secondary Links (1) Mitigation Of Financial Constraints(2)</td> </tr> <tr> <td data-bbox="312 1877 778 1939">Raised Attainment(7)</td> <td data-bbox="847 1877 1166 1939">General (3) Transferrable Skills(4)</td> </tr> </tbody> </table>	Analysis Of Categories Of Response In Parent Focus Group Interviews, Cross-Referenced To Project Aims Project Aims	Category	Perceived Improved Physical And Mental Wellbeing Of Pupils (31)	Increased Opportunities(4) Confidence (6) Transitions (1) Positive Attitudes(3) Enjoyment (10) Personal Hwb(4) General(4)	Strategic Partnership Working Responsive To Local Needs (20)	Extending Opportunities (4) Responding To Parental Needs (10) Provision Of Resources (2) Parental Engagement (1) Primary-Secondary Links (1) Mitigation Of Financial Constraints(2)	Raised Attainment(7)	General (3) Transferrable Skills(4)	Dec 2016
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<p>Are you collecting evidence to measure these outcome(s)? <i>If so, please specify which type of evidence for which aim (if not, just put 'N/A')</i></p>		
<p>Repeat of short-term measures and some interventions also have the following additional measures;</p> <ul style="list-style-type: none"> • Parent feedback through Athena testing, informal feedback and parent attendance • Yes, PDSA • Staff Questionnaires at the beginning of the program and then at the end, plus staff absence records • Growth Mindset <i>Case Study, Staff Observations, Staff Survey,</i> <p>ASPIRE Dundee</p> <p>58 statements were cross-referenced to the aims of the project. The initial aims were extended to include Raising Attainment, as this has become a focus for the Local Authority (and indeed, across Scotland). It is most gratifying to see from the above table that many participants, both teachers and pupils, spontaneously referred to outcomes that directly relate to the project aims. What follows is a selection of qualitative statements drawn from these interviews.</p> <p>vii) IMPROVED PHYSICAL AND MENTAL WELLBING OF PUPILS</p> <p>This aim was the one that was most clearly recognised as being met by both sets of parents, clearly showing that this is the area in which ASPIRE is having the greatest impact. This aligns closely with the responses of teachers and pupils, who also identified this as the most significant outcome of the project.</p> <p>Specific comments from parents in this category include:</p> <ul style="list-style-type: none"> • “You seen them having fun and kinda letting loose and their arms were all over the place, and they seemed to be really enjoying what they were doing.” • “My daughter, it’s been a great help to her. I think it’s built her confidence up and helped her.” • “Some of them can be quite shy and that’s their way of opening up and expressing themselves, and they can make new friends and not being scared to make a mistake and things ‘cos it’s fun.” <p>viii) STRATEGIC PARTNERSHIP WORKING RESPONSIVE TO LOCAL NEEDS</p>		

Parents recognised the positive impact of the project on partnership working, including recognition of themselves as partners in the project. They also recognised the wider parent community as beneficiaries of the project in relation to the provision of opportunities and resources that they might not have been able to support otherwise. Mention was made of partnerships with secondary schools 26

- “We’re kept up to date with everything that the Aspires been doing with them. What they’ve been doing outside school what they’ve been doing inside school.”
- “When our children were in primary 3 we were able to come in and watch them and it was good.”
- “She’s going to be in secondary after the summer and she’s that confident, you know, I think she’ll be fine now that she’s had that behind her.”
- “It is good that it’s there, it’s a good resource I think, for kids that don’t have that chance.”
- “A lot of dance things, yeah, cost a lot of money to send your child to dancing, or the instruments as well, yeah, that’s right - cost a lot of money.”

ix) RAISING ATTAINMENT

Parents were less likely to refer to raised attainment as an outcome of the project that either the parent or the pupil groups, and any comments made in relation to this tended to be general in nature:

- “It’s giving them other life skills other factors.”
- “It’s given her a lifeline of where she can mebbe go, you know.”
- “He’s never seen the point before he’s always said what’s the point in trying I’m not gonna be able to, but he has he’s stuck in and he’s been given a lot.”
- “I mean, yeah, it’s bringing her on.”

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.*

Growth Mindset

The case study on the P7 class from St. Luke’s & St. Matthews looking at the use of Mathematical Mindset has found:

- Using conceptual maths techniques encouraged the class teacher to be a more reflective practitioner;
- Taking part in the project helped the teacher to maintain a focus on conceptual maths;
- Conceptual maths techniques improved pupil engagement and enjoyment of maths;
- Flexible grouping combined with conceptual maths allowed all pupils to attempt challenging work, with dramatic results for some;
- Pupils were able to explain their thinking using mathematical language;
- Pupils enjoyed their maths lessons, and were keen to take part

The parent event found that staff could visibly see the parents engage and understand as the event went on. They really enjoyed finding out about how their child learns. It was really clear that all of the parents and carers were there to see how they could help their children.

ASPIRE Dundee

Drawing on the above data, it can be confidently noted that teachers in ASPIRE schools:

1. are more positive towards professional understanding in the performing arts subjects;
2. are more positive towards the teaching of performing arts subjects ;
3. are more enthusiastic towards and more immersed in performing arts subjects;
4. are more certain that performing arts subjects merit subject-specific teaching.

Based on this, it can be concluded that the ASPIRE project is having a **positive impact on the teaching staff in the ASPIRE schools**, and they are being **supported in their professional development** by the project. This has very positive implications for the upskilling of the teaching force within Dundee City (and further afield), and for the **sustainability of the project itself in the longer term**. It might additionally be noted that as a means of delivering CPD for teachers, this is **cost-effective** in that no additional resources have had to be put in place to meet the aim of staff development.

- Overall, then, it can be seen from the comments above that the two areas most positively impacted by ASPIRE are the **Physical and Mental Wellbeing of Pupils**, and **Strategic Partnership**. The parents interviewed referred to these outcomes more often than any others during the course of the interviews. This result differs slightly from that of the teachers and pupils, as is to be expected. These different groups have differing priorities, and it is evident from the data that the specific needs of the separate groups are being met.
- Three of the Project Aims, as noted above, elicited no commentary from the parent focus group:
- To increase skills for teachers and support staff

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

Using the link Educational Psychologist to coach-consult on use of implementation methodology such as PDSA to achieve consistency in how interventions are implemented and reviewed within the ongoing cycle of improvement.

Supporting staff, parents and pupils to develop appropriate materials to embed Growth Mindset beyond initialising awareness raising activity provides schools to embed GM more effectively. Focusing on one area of school life and testing rigorously allows schools to develop other areas more coherently and effectively.

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

Thorough planning and needs analysis prior to exposing staff to Growth Mindset allows schools to put the approach into context i.e. School Improvement Plan, priority areas

OVERALL PROGRESS AND REFLECTIONS

8	Overall progress towards long-term outcomes and reflections
Long –term outcomes	<p><i>The long-term outcomes of the Attainment Scotland Fund are to:</i></p> <p><i>a. Improve literacy and numeracy attainment</i></p> <p><i>b. Improve health and wellbeing</i></p> <p><i>c. Close the attainment gap between pupils from the most and least deprived areas.</i></p> <p>Are you collecting any evidence to measure these long-term outcomes in your authority? If so, please specify the type of evidence you are collecting (if not, just put 'N/A')</p>
	<p>Attainment data – CfE Achievement of a level data and standardised assessment data – PIPS and INCAS, YARC and tracked alongside SIMD data</p> <p>CAR and other improvement methodologies such as RAFA/EYC</p> <p>IIR – Used by head teachers as well as the Children and Families service to monitor the progress towards closing the attainment gap within schools and across Dundee.</p> <p>Research through Professor James Law, Newcastle University, Dundee University evaluation and Robert Owen Centre, Glasgow University</p>
	<p>What did this evidence show so far? <i>Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just leave blank. <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.</u></i></p>
	<p>An increase in meaningful parental engagement with the nursery, with their children and with the environment.</p>
	<p>Increased parental confidence to repeat these experiences out with nursery time with their children.</p>
	<p>Increase in children’s engagement with and enjoyment of the outdoor environment. This is having a positive impact on children’s health and wellbeing.</p>
	<p>A key area for professional development is to build capacity, confidence and shared understanding of staff in relation to their professional judgement of achievement of a level through moderation.</p>
<p>Can you share any learning on what has worked well in your overall strategy to achieve impact?</p>	
<p>Can you share any learning on what has worked less well or could be improved?</p>	

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



SurveyMonkey looking at experiences of Family Groups
 Ongoing oral feedback on input at Family Groups
 Partnership working records

CEM:
 Monitoring & Tracking across authority
 Support to schools on M&T database
 Building capacity for school self-evaluation

VERP Literacy
 • Pre- & post filming in schools (4 experimental & 4 control)

Contribution Analysis
 • Year 1 baseline completed March 2016
 • Year 2 scheduled for January 2017 onwards

Leadership

Monitoring & Tracking

Literacy

Impact of SLT

Active Literacy
 426 YARCs administered May 2016 & comparison with last year
 Ongoing training evaluations



VIG
 • On-going collation of trainee's evaluative data
 • Video Coding

Nurture

Physical & Active Health

Input of CLD staff

Resilience Toolkit (Action Enquiry)
 • Baseline measures carried out with staff & pupils in 5 experimental and 4 control schools
 • Link with CEM data
 • Video coding of staffs VERP videos

Numeracy

Better Movers & Thinkers
 • Pre & post standardised assessment with 3 P6 classes (and 3 control classes)
 • Qualitative feedback from pupils participating, teachers and parents on implementation of programme
 • Focus groups

Baseline
 • SDQs & MCI completed in March 2016. Teacher views & child's views gathered. Post test TBC

Numeracy Action Enquiry
 • VERP in conjunction with numeracy
 • Developmental pathway input
 • Video coding & other pre/post measures TBC

Number Talks
 • Pre & post standardised assessment with 6 pupils per class
 • Pre & post numeracy attitudes questionnaire with pupils and teachers
 • Pre & post teacher judgement
 • Focus groups

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

Agreed Improvement Plan

1	Professional Learning Academy			
2016/17 Allocation	£1,789,918	Planned half year Spend	£333,653	
2016/17 Actual Spend	£381,339	Actual half year Spend	£381,339	
Staffing secured this quarter:		Staffing secured in total:		
1 x PLA Lead 4 x Principal Teachers 2 x Teachers 1 x Education Psychologist 1 x Research Assistant 1 x Speech and Language Therapist 2 x Senior Early Years Practitioners 1 x Clerical Assistant		1 x PLA Lead 4 x Principal Teachers 2 x Teachers 1 x Education Psychologist 1 x Research Assistant 1 x Speech and Language Therapist 2 x Senior Early Years Practitioners 1 x Clerical Assistant		
Expenditure breakdown				
Staffing:	These 6 months		Total this financial year	
	FTE	Costs	FTE	Costs
Teachers/PTs	6.0	£189,771	6.0	£189,771
PLA Lead	1.0	£38,105	1.0	£38,105
Educational psychologists	1.0	£12,031	1.0	£12,031
Research Assistant	1.0	£12,647	1.0	£12,647
Family/home link worker	0	£0	0	£0
Speech and language therapists	1.0	£13,898	1.0	£13,898
Senior Early years professionals	2.0	£87,388	2.0	£87,388
Clerical Assistant	1.0	£8,604	1.0	£8,604
Non-staffing <i>please specify type:</i>	Costs these 6 months		Total costs this fin. year	
Resource Materials	£18,683		£18,683	
Stationery	£212		£212	
	£0		£0	

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

- We have appointed 3 class teachers (2 primary and 1 secondary), 2 Senior Early Years' Practitioners, 1 secondary Science teacher and 1 Digital Learning teacher.
- The appointment of an administrative assistant has enabled the focus of team to be on the development of professional learning for teachers and practitioners.
- 46 out of 50 schools have released a teacher for the *Teacher Leadership in Numeracy* training programme. Teachers attend the Professional Learning Academy on 5 dates and they will take forward Numeracy development within their schools on another 11 days (plans in place until Dec 2016).
- This session, we have devised and delivered three *Teacher Leadership in Numeracy* days. Plans are in place for these teachers to take forward numeracy development within their schools. These teachers were placed in 3 network groups to support them in their leadership of numeracy across their schools, including targeted intervention - part of our approach to 'looking inwards outwards and forwards' (HGIOS 4). The smaller numbers have enabled small group teaching of teachers.
- There have been significant opportunities for professional learning and in-school support (for schools with highest levels of children and young people living in SIMD 1 and 2).
- In collaboration with the NHS, a Speech and Language Therapist post is advertised and interviews planned for October 2016.
- Similarly, a Research Assistant post was advertised and interviews planned for late October/Early November 2016.

Slippage from plans: Please comment on slippage from your original plans for implementing a

Recruitment of staff has proved difficult for a number of reasons, including lack of supply staff to backfill planned posts. We were unable to appoint a secondary maths or literacy teacher, an ASN teacher or an early years' science practitioner. We have recruited two senior early years' practitioners. This represents a change from the original planned bid for 1.0 FTE Senior Early Years Practitioner. Paperwork regarding this change is currently being processed.

1	Learning Academy: evidence on short and medium-term outcomes	
#Short –term outcomes	What short-term outcome(s) does this initiative aim to achieve? <i>(Short-term outcomes are often in the form of changed awareness, skills, motivation, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</i>	By when? (estimate)
	<ol style="list-style-type: none"> 1. PLA building is complete and equipped to provide inspiring learning. 2. PLA Team is established to provide high quality training. 3. Numbers of teachers and Early Years Practitioners accessing opportunities for training. 4. Training will be extended to the Private and Voluntary sector for Early Years – practitioners will attend and have increased awareness of approaches to Early Numeracy. 5. Increased confidence and skill amongst all teachers and early years' practitioners in meeting the needs of children and young people in Numeracy. In Reading, we have concentrated on 10 	<p>Complete ongoing Sept 2016 Sept 2016 Numeracy –Dec 2016 Reading –</p>

	<p>schools from the focus 16 and, in Writing, on 4. Two schools are receiving SALT intervention and this has been determined by the individual needs of each school through consultation and analysis.</p> <p>6. Increased skills in the teaching of listening and talking through Professional Learning Network.</p> <ul style="list-style-type: none"> The impact of these areas will be measured at key points throughout the year. 	<p>Feb 2017 Writing June 2017</p> <p>L&T - ongoing</p>
<p>Are you collecting evidence to measure these outcome(s)? If so, please specify which type of evidence for which aim (if not, just put 'N/A')</p>		
<p>1. The PLA building is being utilised on a daily basis. An official opening date to be agreed.</p> <p>2. Staff evaluation forms – there will be formal PLA evaluation forms. However, we will also use other dual purpose methods. These will model how we can effectively collect useful data in the classroom as well as providing evaluative data regarding the impact of our professional learning sessions. Each Principal Teacher lead will be responsible for maintaining a 'Learning Book' which will evidence the quality of learning and impact (measured) on participants.</p> <p>3. Attendance levels at training courses and CLPL Programmes e.g. 221 teachers and early years' practitioners have received training in the past 5 weeks.</p> <p>4. The number practitioners, and partners, accessing support. Recall sessions with impact statements. PLA Raising attainment paperwork focusing on impact on pupils. The PLA are currently using baseline measures, against which children's progress will be measured over time.</p> <p>5. PLA pilot study will provide evidence through evaluation of baselines/questionnaires (6 schools on Numeracy/Reading & Writing still to be confirmed) which will reflect increased confidence and skills.</p> <p>6. PLA Raising attainment paperwork focusing on impact on pupils. There is an Improvement Plan for each area e.g. Numeracy, Reading, Writing and SALT intervention. These will be evaluated periodically throughout the session.</p>		
<p>What does this evidence show on the extent to which the above outcomes have been achieved to date? <i>Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.</u></i></p>		
<p>2&3 To date, 100% of the 328 teachers and early years practitioners trained have reported increased knowledge and skills following attendance at our Early Level Numeracy Progression Framework training.</p>		

	<p>5. Since August 2016, 12 primary schools who have attended part 1 of the First Level Numeracy Progression Framework provided highly positive feedback on the content, delivery and increase in skills base this has provided to date. Increased curricular and pedagogical leadership opportunities for staff across 46 primary schools.</p> <p>6. Positive impact of numeracy interventions within 46 primary schools with targeted groups based on pupils living in SIMD 1 and 2. (From Jan-June 2017, these will be focused on literacy).</p>	
Medium –term outcomes	<p>What medium-term outcome(s) does this initiative aim to achieve? <i>(Medium-term outcomes are often in the form of changed actions, practice, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</i></p>	<p>By when? (estimate)</p>
	<ol style="list-style-type: none"> 1. Increased quality of teaching amongst teachers in all schools for raising attainment in Numeracy at First Level. 2. Increased quality of teaching amongst teachers in targeted schools for Reading and Writing. 3. Systematic approaches to working within, across and beyond establishments are increasingly embedded within the culture. 4. Increased quality of play based experiences which naturally embed literacy and numeracy in the Early Years. 5. Increased curricular and pedagogical leadership opportunities for staff across 46 primary schools. 6. Positive impact of numeracy interventions within 46 primary schools with targeted groups based on pupils living in SIMD 1 and 2. (From Jan-June 2017, these will be focused on literacy.) 7. Positive feedback from parents on approaches to engage them in pupils' learning in Numeracy & Literacy. 	<p>June 2017 for all areas.</p>
	<p>Are you collecting evidence to measure these outcome(s)? <i>If so, please specify which type of evidence for which aim (if not, just put 'N/A')</i></p> <ol style="list-style-type: none"> 1. Feedback from Head Teachers, Stakeholder outcomes (pupils, parents and staff) as a result of pilot studies in Numeracy. 2. As above. 3. An increased number of schools in Professional Learning Networks, specifically with the highest concentration of pupils living in SIMD 1 and 2. Report on SALT intervention in two schools with significant numbers of pupils living in SIMD 1 and 2. 4. Targeted Early Years Classes/Centres based on SIMD criteria – impact statements, observation analysis, measurement of progress data. 5. Quantity of schools sustaining leadership opportunity and impact of additional time – ‘Impact Learning Book’ to collate evidence of impact. 6. Leaders of Numeracy will collect baseline assessment with their targeted group and conduct a 9-week intervention. PLA Raising Attainment documentation will evidence impact. 7. Parent interviews, brief questionnaires and comments following workshop intervention on new approaches to raising attainment in Literacy & Numeracy. 	

The Robert Owen Centre will be conducting a study into the impact of the PLA. We have formulated research questions and agreed a process over the session 2016/17. This will include e.g. qualitative feedback on the impact of in-school support.

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.*

To date, it is too early to comment. However, feedback from HTs is highly positive. Comments have surrounded increased motivation of staff in delivery of programmes and the high quality of support provided to increase provision for pupils. Interestingly, we have found that schools, from all sectors, are contacting us to request support and professional learning sessions are consistently over- subscribed.

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

- Focus on whole school provision of high quality professional learning is significantly more effective than one person attending training and endeavouring to cascade. All workshops on Numeracy and Literacy frameworks require to be attended by a whole primary school including HT and SMT to ensure consistency of practice and clear expectations.
- Our 'evaluation, evaluation, evaluation' approach where participants require to attend a workshop, at least, on 2 occasions and provide evidence of impact whilst trainers build on and extend professional learning based on needs of staff.
- Devising frameworks underpinned by clear research and literature to demonstrate progression – staff feedback has been incredibly positive in terms of our vision of consistency and impact in schools.
- After training, PLA staff hold an evaluative session to identify aspects that went well and aspects that could have been improved in order to influence our next steps.
- The agenda is driven by the staff within the local authority therefore our high level of consultation has generated significant interest and commitment to our raising attainment agenda.
- Three secondary schools have contacted the PLA to work with them on teaching and learning. This is highly positive and is an indicator of the impact of our initial success. As a result, we will be setting aims for working with secondary schools on pedagogy. Priority will be for schools where the highest concentration of pupils live in SIMD 1 and 2.

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

It was challenging not having a building for training and time was lost due to travelling and transporting resources. However, this is now resolved and, already, we notice a considerable difference in terms of productivity and flow of delivery. Our building also supports modelling of an effective learning environment.

2	Robert Owen Centre			
2016/17 Allocation	£40,000	Planned six monthly spend	£0	
2016/17 Actual Spend	£0	Actual six monthly spend	£0	
Expenditure breakdown				
Staffing:	These 6 months		Total this financial year	
	FTE	Costs	FTE	Costs
Teachers	n/a	£0	n/a	£0
Education/development officers	n/a	£0	n/a	£0
Educational psychologists	n/a	£0	n/a	£0
Data analysis officers	n/a	£0	n/a	£0
Family/home link worker	n/a	£0	n/a	£0
Speech and language therapists	n/a	£0	n/a	£0
Early years professionals	n/a	£0	n/a	£0
Other staff, namely:.....	n/a	£0	n/a	£0
Non-staffing <i>please specify type:</i>	Costs these 6 months		Total costs this fin. year	
	£0		£0	
	£0		£0	
	£0		£0	
Activities: <i>Please comment on progress in implementing your planned activities in the first six months of 2016/17</i>				
<p>The Robert Owen Centre will be conducting a study into the impact of the PLA. We have formulated research questions and agreed a process over the session 2016/17. This will include qualitative feedback on the impact of in-school support.</p> <p>Consultations have taken place with ROC and North Ayrshire Council and a draft paper is now in place and available upon request.</p>				
Slippage from plans: <i>Please comment on slippage from your original plans for implementing activities in the first six months of 2016/17</i>				
n/a				

2	Robert Owen Centre: evidence on short and medium-term outcomes	
Short –term outcomes	What short-term outcome(s) does this initiative aim to achieve? <i>(Short-term outcomes are often in the form of changed awareness, skills, motivation, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</i>	By when? (estimate)
	The short-term outcomes are not appropriate at this stage.	

	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)
	Medium-term outcomes are not appropriate at this stage. The outcomes for the Robert Owen Centre will be long-term and detailed in the end of year report.	
	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 – Long-term evidence will be provided by ROC.	
	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>	
	n/a	
Reflections on progress to date: Can you share any learning on what has worked well in implementing this initiative?		
n/a		
Can you share any learning on what has worked less well or could be improved?		
n/a		

3	Nurture Groups			
2016/17 Allocation	£1,281,564	Planned half year Spend	£566,139	
2016/17 Actual Spend	£440,019	Actual half year Spend	£440,019	
Staffing secured this quarter:		Staffing secured in total:		
1 x Principal Teacher Nurture 15 x Nurture Teachers 15 x Nurture Assistants 0.5 x Research Assistant		1 x Principal Teacher Nurture 15 x Nurture Teachers 15 x Nurture Assistants 0.5 x Research Assistant		
Expenditure breakdown				
Staffing:	These 6 months		Total this financial year	
	FTE	Costs	FTE	Costs
Teachers/PT	16.0	£341,354	16.0	£341,354
Education/development officers		£		£
Educational psychologists		£		£
Research Assistant	0.5	£2,232	0.5	£2,232
Family/home link worker		£		£
Speech and language therapists		£		£
Early years professionals		£		£
Nurture Assistants	15.0	£84,178	15.0	£84,178
Non-staffing <i>please specify type:</i>	Costs these 6 months		Total costs this fin. year	
Training Costs	£4,093		£4,093	
Resource Materials	£8,162		£8,162	
	£0		£0	
Activities: <i>Please comment on progress in implementing your planned activities in the first six months of 2016/17</i>				
<p>We have made substantial progress towards making North Ayrshire Council Schools and Directorate a 'Nurturing Authority'.</p> <p>We have successfully established 15 Nurture Groups which are fully operational and providing a high quality service for identified children and families in North Ayrshire. In June 2016, 56 children from primary 1-3 were attending the core Nurture Groups and receiving 15 hours of quality relationships based support to enhance their wellbeing.</p> <p>Currently 67 children from primary 1-3 are attending the core Nurture Group and are receiving 15 hours of quality relationships based support to enhance their wellbeing. Boxall profiles were completed for all children and will continue to be used to track children's progress.</p> <p>Of the 67 children whose attendance exceeded one term, analysis has shown that 33 children have successfully transitioned back to their mainstream classes. Boxhall shows positive trends in the success of interventions.</p>				

Currently 125 primary pupils are being supported outwith the core 15 hours. These groups are responsive to the identified needs of individual children within the 15 schools.

All Nurture Group staff have established positive relationships with parents of children attending Nurture. Varying approaches are used to ensure the needs of individual families are considered. This consists of 1-1 targeted support, drop-in sessions and Parent Groups involving the wider community.

Nurture staff meet regularly with parents to agree and share specific targets for children's learning and wellbeing.

All staff working in the Nurture Groups are fully trained and have completed the 4 day Nurture Training course. Out of the 30 nurture staff, 8 (27%) members of staff have achieved full accreditation and the others are working towards this and will submit assignments in November. A further course will take place in September to ensure the sustainability of the provision.

An ongoing comprehensive programme of appropriate training has been delivered to all Nurture Staff to ensure their continuing professional development. A partnership approach has been taken with Educational Psychology, Speech and Language Therapy, Early Years staff and the Nurture PT providing the training.

The Head Teachers of the identified schools have attended termly Nurture Coordinators meetings to ensure consistent implementation of the Nurture model, highlight challenges and share examples of good practice.

We have developed a Quality Improvement Framework for Nurture Groups drawing on indicators in HGIOS 4 and NIF and a programme of quality visits to each school is currently being undertaken. The first visits will be completed by end of October 2016. The focus of these visits has been on planning and effectiveness of staff in analysing Boxhall profiles.

A programme of call-back sessions, supported by Educational Psychology are now in place to ensure that these aims are being met.

A further five schools have been identified and will attend comprehensive four day nurture training at Education Scotland. This will ensure that the 20 most deprived schools in NAC, using SIMD 1 & 2 Data, will place nurture at the heart of their health and well being programme. As a result, dates have been organised for every school in the authority to receive universal nurturing approaches training.

The Boxall profile, BIOs, and SDQ are completed for children entering and exiting nurture groups. Class teachers and Nurture group staff complete separate assessments to facilitate a clear picture of children's progress across the school day.

Data shows that there was a significant positive shift in the BIOs scores i.e. self-esteem of the children as rated by the teachers. The SDQ has shown a reduction in the total difficulties (social and emotional) and a significant increase in pro-social skills as rated by the teachers and parent scores.

Parents complete SDQs and a parental questionnaire at the child's entry and exit of the nurture group to assess their view of their child. Examples of feedback from parents' surveys are: "Lot more happier to go to school", "Happy his behaviour improving, listening more", "Speech is a lot better", "Attention span has got better", "Loads more confident".

A children's questionnaire has been developed to ascertain the child's view of themselves pre and post nurture intervention. Focus groups are now planned as another method of seeking pupils' views.

Head Teacher and class teacher questionnaires have been developed to enable us to gather views from the team working around the child. These will be utilised to gather data in Spring 2017.

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

Whilst all 15 nurture bases are now operational, two groups have been affected by staff absence and Nurture staff are providing support to individual children within classrooms.

Owing to the delayed start of several nurture groups we were unable to collect the full range of quantitative data from all groups which had been anticipated at this stage.

3	Nurture Groups: evidence on short and medium-term outcomes	
Short –term outcome	What short-term outcome(s) does this initiative aim to achieve? <i>(Short-term outcomes are often in the form of changed awareness, skills, motivation, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</i>	By when? (estimate)
	1. Training has been delivered to enhance staffs' knowledge and understanding of attachment related practice.	Oct 2016
	2. Nurture groups have identified the second "phase" of children and begun the pre placement assessments for new children joining the NG .	Oct 2016
	3. Nurture group staff will participate in the first phase of training and the subsequent identification of targets to develop whole school nurturing approaches.	March 2017
	4. Working parties have been established and will address: Parental engagement and measuring impact of the NG work with families; supporting children's development of self-regulation skills; and literacy learning within the nurture group.	June 2017
	5. To support children's development of self-regulation skills. 6. Provide literacy learning within the nurture group.	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. Level of attendance at nurture training courses, calendar and agenda of nurture training package courses which includes staff training evaluations.
2. Boxall profiles, SDQs, range of questionnaires.
3. School Improvement Plans, call back sessions, school targets related to nurture.
4. Working parties to present measures and impact of nurture group work with families and present findings to the larger nurture team.
5. Observations made by staff of children documented through observation records and comments in the child's plan relating to self-regulation.
6. Timetables, success in children meeting their literacy targets within the child's plan. Examples of 'pupil voice'.

Qualitative Data

School staff report that nurture intervention is having a positive impact on children. A number of examples are outlined below:

- Through formal discussions with the PT Nurture, the Strategic Nurture Group and the Nurture Co-ordinators' group, staff have reported examples of children demonstrating improved self-confidence and improved eye contact.
- Nurture group staff report a reduction in the number of incidents of upset amongst previously unsettled children.
- Nurture group staff report children have improved skills in self-regulation and that children are aware they can continue to draw support from nurture group staff following their transitions back to mainstream class.
- Class teachers report children learning and socialising within the class.
- Head teachers report that children's confidence has improved.
- Parental feedback is very positive.

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.*

N/A

Medium –term outcomes	<p>What medium-term outcome(s) does this initiative aim to achieve? <i>(Medium-term outcomes are often in the form of changed actions, practice, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</i></p>	<p>By when? (estimate)</p>
	<ol style="list-style-type: none"> 1. Children will learn within their mainstream classes. 2. Children will develop and maintain positive relationships within their mainstream classes and communities. 3. Nurture group staff will support HT and other key staff members in developing whole school nurturing approaches. 4. Parents will continue to report positive developments in relation to the impact within the home environment. 5. Evaluation of the Quality of the Service provided to young people and their families. 	<p>Following child's 4 term nurture intervention.</p>
	<p>Are you collecting evidence to measure these outcome(s)? <i>If so, please specify which type of evidence for which aim (if not, just put 'N/A')</i></p>	
	<ol style="list-style-type: none"> 1. Evidence of former nurture pupils tracking of attainment progress over time within the mainstream classroom. 2. Teacher, staff and parental feedback of observation of nurture pupils, captured through the staged intervention review process by achievement awards. 3. As per 1 above 4. As per 2 above. 5. Evaluation of the school plan will reflect on the effectiveness of the nurture approach in schools. Self-evaluation activities in relation to the quality improvement framework will be validated by senior manager's discussions with nurture, school and senior school staff. 	
	<p>What does this evidence show? <i>Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.</u></i></p> <ul style="list-style-type: none"> • 32 out of the 33 children who have gone through the transition process back to their classes are learning and socialising well, as evidenced by reports from Head Teachers and school mainstream staff. • One child has been identified as needing learning support input following their return to class. 	
<p>Reflections on progress to date: Can you share any learning on what has worked well in implementing this initiative?</p> <p>The four day training programme has resulted in a consistency of practice in the 6 principles of nurture. This has been observed by senior manager quality improvement visits.</p> <p>The development of guidelines and a quality improvement framework for North Ayrshire's</p>		

nurture groups has facilitated clear expectations and the communication of expected high standard of provision.

The programme of training, delivered to the nurture team, supported by Educational Psychologists and our Speech and Language Therapist has had a positive impact on children in nurture groups.

As a result of Boxhall profiling and observations of children, staff are able to plan more effectively to meet children's needs

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

The national shortage of teachers has impacted on the nurture groups.

4	CAMHS and Place2Be			
2016/17 Allocation	£137,022	Planned half year Spend	£35,404	
2016/17 Actual Spend	£38,452	Actual half year Spend	£38,452	
Staffing secured this quarter:		Staffing secured in total:		
2 x Development Officers		2 x Development Officers		
Expenditure breakdown				
Staffing:	These 6 months		Total this financial year	
	FTE	Costs	FTE	Costs
Teachers		£		£
Education/development officers	2.0	£37,887	2.0	£37,887
Educational psychologists		£		£
Data analysis officers		£		£
Family/home link worker		£		£
Speech and language therapists		£		£
Early years professionals		£		£
Other staff, namely:.....		£		£
Non-staffing <i>please specify type:</i>	Costs these 6 months		Total costs this fin. year	
IT Support	£565		£565	
	£		£	
	£		£	
Activities: <i>Please comment on progress in implementing your planned activities in the first six months of 2016/17</i>				
CAMHS				
Development Officers have been actively engaging with the CAMHS team. Having attended approximately 30 initial assessments and 13 team meetings, there is a greater awareness of CAMHS procedures, time taken to formulate diagnosis, co-morbidity issues etc.				
There is greater clarity around the structures needed to promote positive mental health and wellbeing in our children and young people.				
Interviews with schools, results of survey and CAMHS referrals have highlighted the need for Career Long Professional Learning (CLPL) for teaching staff in ADHD, Autism, anxiety and stress. Progress has also been made in the following areas:				
<ul style="list-style-type: none"> • An updated referral form has been drafted for consideration by CAMHS' Clinical Governance Team. • A variety of on-line resources for both staff and young people has been sourced and 				

uploaded on to GLOW.

- Over 20 primary schools have engaged with officers to advise on their curricular and training needs while helping the officers review curricular materials e.g. Jigsaw Visits have greatly enhanced awareness of the challenges facing schools in their drive to support emotional wellbeing.
- Significant evaluations have taken place on curricular resources e.g. JIGSAW and ICE Pack for use in primary schools.
- Moves towards more effective partnership working, for example CAMHS/Place2Be/CAMHS Development Officers have met to discuss joint training etc. Plans are in place to bring Ed Psych/CAMHS/Education staff together to clarify roles and support more effective partnership working with the child at the centre.
- 8 meetings have been held with NHS Health Improvement to consider joint working on updating resources. Joint working meetings have been convened with Area Inclusion Workers, School Nurses, Head of Outreach Service, CAMHS Head of Service etc. These have proved invaluable in helping joint understand of their respective roles and responsibilities and how they could service the mental health agenda more effectively.

Place2Be

Place2Be services have been established in 6 primary schools for three years. This funding was matched by NHS Ayrshire and Arran. Place2Be raises around 30% of the overall costs itself.

Place2Be is now fully operational in six schools across North Ayrshire:

<u>School Name</u>	<u>Days of Service</u>
[REDACTED]	Mon; Tues; Weds (am)
[REDACTED]	Weds (pm); Thurs; Frid
[REDACTED]	Weds(pm); Thurs; Frid
[REDACTED]	Mon; Tues; Weds (am)
[REDACTED]	Mon (am); Tues; Weds
[REDACTED]	Tuesday; Wed(am); Thurs

A Service Manager manages the cluster in North Ayrshire and supervises each School Project Manager (SPM). The main focus in this initial period has been developing relationships across each community, including CAMHS, local third sector agencies, school staff, parents and children. To achieve this, Place2Be staff have:

- Attended CAMHS meetings to brief local teams on our work.
- Held staff briefing sessions for school staff in each school.
- Attended Parents Council meetings and plan to attend the up and coming parent

meetings in each school.

- Introduced the service and Place2Talk through Whole Class Work, Circle Time Sessions and Assemblies. To date, there have been 22 Circle times, 47 Class Work Sessions and 8 Assemblies.

Place2Be also held a training session for a number of staff on Monday 19 September which focused on supporting children in the playground.

The school based service comprises of three distinct areas; one-to-one support for children who are referred by teachers, parents or external agencies A referral from an external agency is seen as a priority, for children with the most urgent needs.

Place2Talk is a lunch/break time self-referral service that allows each school pupil who has parental consent to visit Place2Be whenever something is worrying them. This aspect of the service proves an invaluable way for Place2Be staff identify potential serious problems which might otherwise go unnoticed, at an early opportunity.

Finally, Place2Be offers teachers and school staff our Place2Think service, a reflective space to review the behaviour of individual children and to provide practical strategies to deal with challenges. To date, there have been 77 Place2Think sessions with school based staff. Some of the issues explored were: understanding communication behind children's behaviour, advice on how to manage/deal with class issues, and support to reflect and manage own emotional responses to child/children/class.

Place2Think and Place2Talk are fully operational across each of the 6 schools and are being well used despite being in the initial phase of operation. To date, there have been 235 children seen in Place2Talk where the key themes emerging are friendships, relationships, managing angry feelings, bullying etc. The service has started the assessment process in each school to begin one-to-one work with individual children, including meeting parents and the one-to-one work has already begun in [REDACTED]

[REDACTED] he remaining schools will commence one-to-one work from October 2016.

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

CAMHS

As a result of working more closely with CAMHS, changes to the original planned assessments and resources have had to be made. More attention and focus to address mental health and emotional well-being within the curriculum has proven necessary.

Place2Be

The progress of this programme has varied due to the timeframes in recruiting key staff.

4

CAMHS/ Place2Be:

Evidence on short and medium-term outcomes		
Short –term outcomes	<p>What short-term outcome(s) does this initiative aim to achieve? <i>(Short-term outcomes are often in the form of changed awareness, skills, motivation, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</i></p>	<p>By when? (estimate)</p>
	<p>CAMHS</p> <ol style="list-style-type: none"> 1. Officers are now more actively engaged with CAMHS team and are much more aware of procedures, time taken to formulate diagnoses, co-morbidity issues etc. 2. Staff in schools are engaging with officers, assisting in the review of curricular materials, advising of training needs etc. 3. Professional contacts and dialogue has taken place to improve joint working. 4. CLPL programme has been planned. <p>Place2Be</p> <p>All schools are fully operational and offering the full service (3 aspects: Place2Talk/Place2Think and Place2Be).</p>	<p>Achieved by Aug 2016</p> <p>by Mid October 2016</p>
	<p>Are you collecting evidence to measure these outcome(s)? If so, please specify which type of evidence for which aim (if not, just put 'N/A')</p>	
	<p>CAMHS</p> <ol style="list-style-type: none"> 1. N/A 2. Feedback from schools, minutes of meetings, evidence of materials changed. 3. Specific meetings taking place with minutes as evidence. 4. CLPL Programme, showing scheduled dates etc. <p>Place2Be</p> <p>Evidence will come from numbers accessing the service and feedback directly from the service users.</p>	
<p>What does this evidence show on the extent to which the above outcomes have been achieved to date? <i>Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.</u></i></p>		
<p>N/A</p>		

Medium –term outcomes	<p>What medium-term outcome(s) does this initiative aim to achieve? <i>(Medium-term outcomes are often in the form of changed actions, practice, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</i></p>	<p>By when? (estimate)</p>
	<p>CAMHS</p> <ol style="list-style-type: none"> 1. Support materials for staff and pupils available on GLOW etc. 2. New curricular resources utilised and evaluated. 3. Work in partnership with NHS health promotion staff to develop PMS materials. 4. Schools participating in CLPL designed to support mental health agenda. 5. Improved partnership working between agencies supporting young people. <p>Place2Be</p> <ol style="list-style-type: none"> 1. As a result of services being utilised, improved outcomes for children and young people is anticipated i.e. improved social and emotional wellbeing and improved engagement. 	<p>Oct 2016</p> <p>Oct 2016</p> <p>Oct 2016</p> <p>Underway Nov 2016</p> <p>Ongoing through the life of the project</p>
	<p>Are you collecting evidence to measure these outcome(s)? <i>If so, please specify which type of evidence for which aim (if not, just put 'N/A')</i></p>	
	<p>CAMHS</p> <ol style="list-style-type: none"> 1. Numbers of hits on GLOW and evidence of classroom use and impact on children and young people. 2. Evaluations will be analysed and reports outlining appropriate actions will be formulated. 3. PMA material developed. 4. CLPL programme in place – monitor numbers attending and evidence of implementation recorded. 5. Improved engagement between agencies e.g. CAMHS/Ed/Ed Psych and better understanding of respective roles through working groups and cross-service meetings. <p>Place2Be</p> <ol style="list-style-type: none"> 1. Evidence through surveys and evaluations from teachers/parents and the users will be gathered. 	
	<p>What does this evidence show? <i>Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.</u></i></p>	
	N/A	

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

CAMHS

The two Development Officers have spent three months working with CAMHS team. In this time they have:

- Been able to access CLPL which has helped them gain a deep understanding of the work of the team.
- Attended assessments and team meetings.
- Begun to understand the structures needed to promote positive mental health and wellbeing in young people across North Ayrshire.
- Engaged more actively with the CAMHS team and are much more aware of the procedures, time taken to formulate diagnoses, co-morbidity issues etc.
- Received more engagement from staff in schools are engaging, assisting in the review of curricular materials, advising of training needs etc.
- Improved joint working through the professional contacts and dialogues which have taken place.

Place2Be

This service is proving to be both popular and enlightening in our 6 target schools. Some Head Teachers report that, after initial parental anxiety, things are now settling well and the users are engaging with the service willingly and thoughtfully, beginning to understand the value and importance of the provision. Feedback from some parents shows that they are finding that their children are now more open and willing to share their thoughts, feelings and emotions at home and initially this was a concern. However, they are now reporting that they are content that their children have more confidence in sharing and feel confident that relationships can only improve as a result.

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

CAMHS

- The enormity of the task has called for continual re-evaluation as new resources, strategies etc. are found and the complexity of the learners' needs becomes clearer.

Place2Be

N/A

5	Community/Parental Engagement			
2016/17 Allocation	£240,001	Planned half year Spend	£8,850	
2016/17 Actual Spend	£20,793	Actual half year Spend	£20,793	
Staffing secured this quarter:		Staffing secured in total:		
1 x Principal Teacher 6 x Family Learning Workers		1 x Principal Teacher 6 x Family Learning Workers		
Expenditure breakdown				
Staffing:	These 6 months		Total this financial year	
	FTE	Costs	FTE	Costs
Principal Teachers	1.0	£3,933	1.0	£3,933
Education/development officers		£0		£0
Educational psychologists		£0		£0
Data analysis officers		£0		£0
Family/home link worker	6.0	£16,860	6.0	£16,860
Speech and language therapists		£0		£0
Early years professionals		£0		£0
Other staff, namely:.....		£0		£0
Non-staffing <i>please specify type:</i>	Costs these 6 months		Total costs this fin. year	
	£0		£0	
	£0		£0	
	£0		£0	
Activities: <i>Please comment on progress in implementing your planned activities in the first six months of 2016/17</i>				
<ul style="list-style-type: none"> All Family Learning Team (FLT) posts have been filled; 1 Principal Teacher, 6 Family Learning Workers and commenced employment at the beginning of Sept 2016. FLT have attended all locality Community Planning Partnership (CPP) meetings to ensure high visibility of the team within allocated areas. They have taken part in a presentation at the Head Teachers meeting and followed up with individual school meetings, creating specific action plans focusing on short/medium/long term impact. Families Connect – 7 schools established as working in SIMD 1 and 2 areas have engaged with the Save the Children initiative and are currently taking this forward with parents of children aged 5 and 6. Families Connect aims to support parents and carers to enhance their child’s learning. The programme provides a series of activities, techniques and games parents and carers can practise with their children, whilst in the home environment. The programme recognises the role parents play in the education of their children and the value in creating a home environment that is conducive to learning. Families Connect focuses on three key areas: social and emotional development, literacy and language development, numeracy and mathematics. Individual baselines have been completed. FLT will also be trained in this programme to ensure sustainability. 				
<p>ed a North Ayrshire Masterclass focusing on impact of poverty on attainment and the positive impact of parental engagement. All schools attended with</p>				

<p>those schools in SIMD 1 or 2 being allocated additional places. All 7 members of the FLT also attended together with representation from the Educational Psychological Service. The research shared on this day and individual schools awareness of impact of poverty on attainment should be used by all schools to inform the work they are undertaking in ‘closing the gap’ and ensuring equity.</p> <ul style="list-style-type: none"> Engaged in preparatory work with Tapestry Partnership – Leading Locality Learning.- A Family Centred Approach (FCA). An initial multi agency scoping meeting took place on the 8th June 2016, with representatives from Education, Police Scotland, 3rd Sector and Health and Social Care Partnership. As a result of this meeting, specific plans for this initiative will be in place by November 2016. Robert Owen Centre – final data gathering meetings have taken place with schools; draft of completed report will be available from October 2016.
<p>Slippage from plans: <i>Please comment on slippage from your original plans for implementing activities in the first six months</i></p> <ul style="list-style-type: none"> Job Evaluations of the Family Learning worker posts required to go through the Human Resources procedures for evaluating new posts. This challenged the pace of the recruitment process and resulted in a delay to the FLT getting underway. As a result of the initial scoping exercise there are significant changes to consider in relation to the Family Centred Approach work with the Tapestry Partnership; focus will be on building resilience, at home parenting and a new way of multi-agency working – this programme is in the early stages of development and a Masterclass is planned for January 2017.

5	Family learning: evidence on short and medium-term outcomes	
Short –term outcomes	<p>What short-term outcome(s) does this initiative aim to achieve? <i>(Short-term outcomes are often in the form of changed awareness, skills, motivation, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</i></p>	<p>By when? (estimate)</p>
	<ol style="list-style-type: none"> Family Learning Team in place (as above). Training and development days have been led by the Principal Teacher. Family Learning Team will undergo appropriate training Confidence of parents/carers and their capacity to support their children’s learning will increase. Initial audit of parents/ school views of parental engagement will be completed within the next quarter. 	<p>Sept. 2016</p> <p>By Dec. 2016</p> <p>“</p> <p>“</p> <p>“</p>

	<p>Are you collecting evidence to measure these outcome(s)? If so, please specify which type of evidence for which aim (if not, just put 'N/A')</p>	
	<ol style="list-style-type: none"> 1. Family Learning Team (FLT) commenced employment at the start of September 2016. 2. FLT have evaluated the impact of their own learning development through self- evaluation and reflection. 3. Training on Tapestry, Save the Children, through engagement with Parent Engagement Toolkit has taken place. 4. Families Connect – individual baseline has been completed and progress will be documented throughout the programme against this baseline. 5. This is informed by the work of the National Parent Forum for Scotland (NPFSS) and links have been established with this team in relation to a survey and findings. 	
	<p>What does this evidence show on the extent to which the above outcomes have been achieved to date? Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.</u></p>	
	<p>N/A – too early in the project.</p>	
<p>Medium –term outcomes</p>	<p>What medium-term outcome(s) does this initiative aim to achieve? (Medium-term outcomes are often in the form of changed actions, practice, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</p>	<p>By when? (estimate)</p>
	<ol style="list-style-type: none"> 1. Parents are more engaged and confident about participating in school life and the number of families involved in the programmes will show a positive outcome for children and young people. 2. A positive trend shows harder to reach families are more engaged 3. Creative approaches have been developed to engage with harder to reach families. 4. Parents and families will have been provided with appropriate strategies and highly structured programmes and materials to support learning at home. 5. There should be a measurable positive impact on pupil engagement and motivation in learning. 6. Schools will feel supported in their work with parents and some schools will acknowledge a change in culture regarding parental engagement in learning. 	<p>By end of school session – June 2017.</p>

	<p>Are you collecting evidence to measure these outcome(s)? <i>If so, please specify which type of evidence for which aim (if not, just put 'N/A')</i></p>	
	<ol style="list-style-type: none"> 1. Quantitative data will be gathered on the number of families involved in the programmes and effectiveness with building parental confidence and capacity 2. &5. Baseline data of SIMD/FME/F&CG and local information held within schools will allow for this positive impact to be measured. 3. &4. Evidence of specific strategies and the materials utilised to support learning at home. 6. Qualitative data will be collected through evaluative feedback i.e. questionnaires, focus groups, surveys from parents, pupils and schools. 	
	<p>What does this evidence show? <i>Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.</u></i></p>	
	n/a	
<p>Reflections on progress to date: Can you share any learning on what has worked well in implementing this initiative?</p> <p>Although only at the initial stages, the Family Learning Team have worked quickly to establish themselves as a team. They have begun to build relationships within their communities and schools as evidenced by the initial visits.</p> <p>Evaluation of training and development days are showing a very positive impact with team building, motivation and skills development.</p> <p>Can you share any learning on what has worked less well or could be improved?</p> <p>Too early in the project to evaluate this.</p>		

6	Assessment and Data Analysis			
2016/17 Allocation	£209,330	Planned Half Year Spend	£57,380	
2016/17 Actual Spend	£52,936	Actual Half Year Spend	£52,936	
Staffing secured this quarter:		Staffing secured in total:		
1 x Data Analyst 1 x Performance Manager		1 x Data Analyst 1 x Performance Manager		
Expenditure breakdown				
Staffing:	These 6 months		Total this financial year	
	FTE	Costs	FTE	Costs
Teachers		£0		£0
Education/development officers		£0		£0
Educational psychologists		£0		£0
Data analysis officers	1.0	£26,027	1.0	£26,027
Family/home link worker		£0		£0
Speech and language therapists		£0		£0
Early years professionals		£0		£0
Performance Manager	1.0	£26,909	1.0	£26,909
Non-staffing <i>please specify type:</i>	Costs these 6 months		Total costs this fin. year	
	£0		£0	
	£0		£0	
	£0		£0	
Activities: <i>Please comment on progress in implementing your planned activities in the first six months of 2016/17</i>				
<p>The suite of data for schools has been extended to include standardised assessment data as well as a further breakdown of performance by SIMD. Further work has begun with a small group of schools on supporting them in further identifying and measuring the attainment gap within their specific contexts as a platform for measuring future impact of intervention.</p> <p>The North Ayrshire Progress Tracker was piloted from April-June within three clusters of schools. Feedback led to further refinements and this has now been introduced across the whole authority for all primary schools. This tool is being used alongside data packs including pivot tables of socio-economic indicators at pupil level to help schools to focus their specific work on particular groups of learners.</p> <p>Data on milestones reached in the Early Years has been collated and shared to support Early Years Centres and schools with their planning processes. In addition, the families of schools concept has been extended from primary to Early Years, using a range of</p>				

deprivation indicators as its basis to create quartile groups. Further work on enhancing milestones data and centres working collaboratively within quartiles is planned for the second half of the year.

In terms of assessment, Improving Teacher Professional Judgement Teacher Learning Communities (TLC) continue to be embedded across the authority with 50 members of staff across 25 schools being trained to lead this within their own establishment. Our NAC BGE Assessment and Data Strategy Group have three workstreams for the coming session; Developing more effective approaches to moderation and standardisation, evidence leading to achievement of a level and reporting to parents (Jan 2017) The use of standardised assessments to support planning for learning and teaching in schools continues to be embedded across our schools.

A data literacy for teachers' framework has been created to support schools in using data to inform approaches to improvement and closing the gap. To support this, data coaches have been identified in every primary school (with initial focused work being directed towards those schools with the highest levels of deprivation). A full training programme will be implemented in the second half of the year. The data literacy framework includes four thematic areas: data culture; professional learning; assessment literacy and implications for learning and teaching.

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

Professional learning activities to support the more effective use of data in schools, starting with the identified data coaches, have been delayed by approximately one month while the design and content of training and support arrangements are finalised.

Work on improving assessment judgements through more robust approaches to moderation has been affected by the publication of new benchmarks and the national approaches to moderation currently being developed. Work within NAC will build on this national model and will support our teachers with standardisation, allowing teachers to be more confident about the achievement of a level and identifying what needs to be done in their classrooms to reduce the poverty-related attainment gap.

6	Data Analysis: evidence on short and medium-term outcomes	
Short –term outcomes	<p>What short-term outcome(s) does this initiative aim to achieve? <i>(Short-term outcomes are often in the form of changed awareness, skills, motivation, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</i></p>	<p>By when? (estimate)</p>
	<ol style="list-style-type: none"> 1. Training needs in terms of data analysis will have been identified and basic data literacy will have been developed for all teaching staff. 2. Data coaches will be appointed and trained in all schools and will have developed plans for building capacity within their establishment. 3. The North Ayrshire Progress Tracker will be being used to support teachers with their professional judgements and planning to raise attainment while closing the gap. 4. School and authority analysis will focus on identifying outcomes gaps for specific groups of learners, based on individual schools' 	<p>By April 2017</p>

	contexts.	
	<p>Are you collecting evidence to measure these outcome(s)? If so, please specify which type of evidence for which aim (if not, just put 'N/A')</p>	
	<ol style="list-style-type: none"> 1. Pre- and post-evaluations of staff, related to professional learning sessions. 2. Data capacity building plans will show desired outcomes at school level. There will be increasing evidence that teachers are aware of the effects of deprivation, the barriers and challenges faced by some of our young people and are clearer about what gaps exist in their context. 3. Teachers will know WHO they are targeting to improve equity of outcome and HOW they are using tracking information to maximise attainment. 4. Feedback from quality improvement visits will confirm the extent to which schools have identified and are working on reducing the outcome gaps. 	
	<p>What does this evidence show on the extent to which the above outcomes have been achieved to date? <i>Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.</u></i></p>	
	N/A	
Medium –term outcomes	<p>What medium-term outcome(s) does this initiative aim to achieve? <i>(Medium-term outcomes are often in the form of changed actions, practice, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</i></p>	<p>By when? (estimate)</p>
	<ol style="list-style-type: none"> 1. There will be an increase in competence levels in terms of data literacy across our establishments. 2. We will see data being used more effectively to plan for improvements. 3. Teachers will have greater ability to identify and create appropriate interventions and/or learning and teaching approaches to improve performance for different groups of learners. 4. Teachers will be clearer about “what works” in their context in terms of simultaneously “reducing the gap and raising the bar”, and will be able to demonstrate progress through data analysis. 5. Teachers will report increased confidence in their professional judgement of achievement of a level in literacy and numeracy. 	By 2018
	<p>Are you collecting evidence to measure these outcome(s)? If so, please specify which type of evidence for which aim (if not, just put 'N/A')</p>	

	<p>For all of the above outcomes, evidence will come from the full range of data analysis and from qualitative evidence from quality improvement visits, standards & quality reports and self-evaluation statements.</p>
	<p>What does this evidence show? <i>Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.</u></i></p>
	<p>N/A</p>
<p>Reflections on progress to date: Can you share any learning on what has worked well in implementing this initiative?</p> <p>Engaging with schools on an individual level and developing (in partnership) approaches to improving data literacy which are tailored to their individual school context and staffing profile. This has ensured ownership and buy-in.</p> <p>Improving Teachers Professional Judgement (ITPJ) is being enthusiastically received by all establishments and the trainers are about to launch their in-school TLCs to share this good practice.</p> <p>The Progress Tracker has been piloted in three clusters as a result of the overwhelming interest shown in the first cluster.</p> <p>Can you share any learning on what has worked less well or could be improved?</p> <p>Attempting to introduce approaches to data literacy on an authority-wide scale simultaneously. We have learned that a more effective approach is a targeted one, gradually building on current expertise levels. A more individualised approach to embedding this in schools, depending on their context, is also proving to be more fruitful.</p>	

OVERALL PROGRESS AND REFLECTIONS

7	<p>Overall progress towards long-term outcomes and reflections</p>
Long –term outcomes	<p><i>The long-term outcomes of the Attainment Scotland Fund are to:</i></p> <p><i>a. Improve literacy and numeracy attainment</i></p> <p><i>b. Improve health and wellbeing</i></p> <p><i>c. Close the attainment gap between pupils from the most and least deprived areas.</i></p> <p>Are you collecting any evidence to measure these long-term outcomes in your authority? If so, please specify the type of evidence you are collecting (if not, just put 'N/A')</p>
	<ul style="list-style-type: none"> • GL Assessments (Baseline Data) • Early Learning Milestones • Pupil tracking in Numeracy/Literacy through use of NAC Pupil Tracker • NGRT - Scottish Government (reading test) • Health and Wellbeing (attitudes to self and school - via PASS) • Teacher Judgement Survey by Scottish Government (P4/P7) • Attendance and Exclusion Levels • Number of teachers, pupils, parent/carers involved in programmes/training and completion rates. • Quality Improvement Framework Nurture • Quality Improvement Framework Visits <p>We are analysing data of groups of learners e.g. utilising SIMD 1&2 or other deprivation indicators, against all pupils to show we are reducing the gap.</p>
	<p>What did this evidence show so far? <i>Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just leave blank. <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.</u></i></p>
	<p>N/A</p>
<p>Can you share any learning on what has worked well in your overall strategy to achieve impact?</p> <ul style="list-style-type: none"> • The success of the Attainment Challenge Project Board, established by the Directorate of Education and Youth Employment, the purpose of which is to govern, support and challenge the work of the workstream groups. Examples of responsibilities are: ensuring the workstream groups are meeting their objectives, milestones and targets, to provide support and guidance on key issues, to manage the high level of risks associated with the project, to oversee the financial performance and workforce planning of the project. 	

- The appointment of a Performance/Project Manager, particularly in relation to the focus on common outcomes and measures across workstreams, otherwise there would be the potential for workstreams to work independently with minimum coherence of the overall project.

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

- Funding being available within appropriate timescales to allow for the period of time required to implement our recruitment and selection procedures.

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

N/A

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

Summary of Spend

Intervention	2016/17 Allocation	2016/17 Amount Spent
Literacy - Assessment and Data Analysis	£100,895	£66,693
Numeracy	£52,882	£0
Health and Wellbeing – Nurture Group	£419,288	£59,447
Community/Parental engagement	£167,150	£9,724
Total	£740,215	£135,864

Agreed Improvement Plan

1	Literacy – Assessment and Data Analysis	
2016/17 Allocation	£100,895	
2016/17 Actual Spend	£66,693	
Expenditure breakdown		
Staffing:	Total this financial year £49,209	
	FTE	Costs
Graduate Analyst	1.0FTE	£20,940
Teacher Cover	1.8FTE	£28,269
Non-staffing <i>please specify type:</i>	Total costs this fin. Year £17,484	
Data Coaches Allowance	£17,484	
Activities: <i>Please comment on progress in implementing your planned activities in the year 2016/17</i>		

Data Coaches have been appointed in all secondary schools and will develop plans for building capacity in their establishment.

Training needs are currently being identified and will be developed for all teaching staff.

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

n/a

1	Literacy – Assessment and Data Analysis: evidence on short and medium-term outcomes	
Short –term outcomes	<p>What short-term outcome(s) does this initiative aim to achieve? <i>(Short-term outcomes are often in the form of changed awareness, skills, motivation, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</i></p>	<p>By when? (estimate) Status <i>(completed / ongoing / no progress)</i></p>
	<ul style="list-style-type: none"> There will be more evidence that teachers at all levels are increasingly aware of the effects of deprivation and the barriers and challenges faced and are clearer about what the ‘gap’ means in their context. Teachers will know what they are targeting to improve equity. 	<p>Ongoing</p> <p>Ongoing</p>
	<p>Are you collecting evidence to measure these outcome(s)? If so, please specify which type of evidence for which aim (if not, just put ‘N/A’)</p>	
	<p>n/a</p>	
	<p>What does this evidence show on the extent to which the above outcomes have been achieved to date? <i>Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put ‘N/A’. <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free.</u></i></p>	
<p>n/a</p>		

Medium –term outcomes	<p>What medium-term outcome(s) does this initiative aim to achieve? <i>(Medium-term outcomes are often in the form of changed actions, practice, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</i></p>	<p>By when? (estimate) Status <i>(completed / ongoing / no progress)</i></p>
	<ul style="list-style-type: none"> • There will be an increase in competence levels in terms of data literacy across establishments. • We will see data being used more effectively to plan for improvements. • Teachers will have a greater ability to identify and create appropriate interventions to improve performance for different groups of learners. • There will be evidence that teachers at all levels are increasingly clear about what works in terms of how to simultaneously ‘close the gap and raise the bar’ 	All ongoing
	<p>Are you collecting evidence to measure these outcome(s)? <i>If so, please specify which type of evidence for which aim (if not, just put ‘N/A’)</i></p>	
	n/a	
	<p>What did this evidence show? <i>Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put ‘N/A’.</i> <u><i>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.</i></u></p>	
n/a		
<p>Reflections on progress to date: Can you share any learning on what has worked well in implementing this initiative? n/a</p> <p>Can you share any learning on what has worked less well or could be improved? n/a</p>		

2	Numeracy	
2016/17 Allocation	£52,882	
2016/17 Actual Spend	£0	
Expenditure breakdown		
Staffing:	Total this financial year	
	FTE	Costs
Teachers		£
Non-staffing <i>please specify type:</i>	Total costs this fin. year	
	£0	
	£0	
	£0	
Activities: <i>Please comment on progress in implementing your planned activities in the year 2016/17</i>		
<p>The Numeracy activity within secondary will be covered by the PLA, with staff being aligned to progress this area. Therefore, the decision has been taken not to fill the post of Secondary Numeracy Lead.</p>		
Slippage from plans: <i>Please comment on slippage from your original plans for implementing activities in the year 2016/17</i>		
n/a		

2	Numeracy: evidence on short and medium-term outcomes	
Short –term outcomes	What short-term outcome(s) does this initiative aim to achieve? <i>(Short-term outcomes are often in the form of changed awareness, skills, motivation, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</i>	By when? (estimate) Status <i>(completed / ongoing / no progress)</i>
	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	
	<p>What does this evidence show on the extent to which the above outcomes have been achieved to date? <i>Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free.</u></i></p>	
	n/a	
Medium –term outcomes	<p>What medium-term outcome(s) does this initiative aim to achieve? <i>(Medium-term outcomes are often in the form of changed actions, practice, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</i></p>	<p>By when? (estimate) Status <i>(completed / ongoing / no progress)</i></p>
	The detail with regard to outcomes will be covered within the PLA reporting procedures.	
	<p>Are you collecting evidence to measure these outcome(s)? <i>If so, please specify which type of evidence for which aim (if not, just put 'N/A')</i></p>	
	n/a	
	<p>What did this evidence show? <i>Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free.</u></i></p>	
	n/a	
<p>Reflections on progress to date: Can you share any learning on what has worked well in implementing this initiative? n/a</p> <p>Can you share any learning on what has worked less well or could be improved? n/a</p>		

3	Health and Wellbeing – Secondary School Nurture Group	
2016/17 Allocation	£419,288	
2016/17 Actual Spend	£59,447	
Expenditure breakdown		
Staffing:	Total this financial year £51,500	
	FTE	Costs
Nurture Teachers	6.0FTE	£39,674
Nurture Support Assistants	6.0FTE	£11,826
Assist Educ. Psychologist	1.0FTE	£0
Research Assistant	0.5FTE	£0
Non-staffing <i>please specify type:</i>	Total costs this fin. Year £7,947	
Resource Materials	£447	
WRAP Training/ICE Packs	£7,500	
	£	
Activities: <i>Please comment on progress in implementing your planned activities in the year 2016/17</i>		
<p>The workstream is in the early stages, with some secondary schools currently participating in training of their nurture teachers and nurture assistants.</p>		
Slippage from plans: <i>Please comment on slippage from your original plans for implementing activities in the year 2016/17</i>		
<p>There has been a delay in the commencement of some nurture teachers due to the lack of backfill teachers available.</p>		

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

	<ul style="list-style-type: none"> Recruitment of Nurture Teachers and Nurture Assistants, as well as support staff. Recruitment of Counsellors for all secondary schools. Training will be delivered for staff. Staff will identify targets to develop whole school nurturing approaches. Working parties will be established to establish parental involvement, measuring and monitoring impact. 	All ongoing
	<p>Are you collecting evidence to measure these outcome(s)? If so, please specify which type of evidence for which aim (if not, just put 'N/A')</p>	
	n/a	
	<p>What does this evidence show on the extent to which the above outcomes have been achieved to date? Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free.</u></p>	
	n/a	
Medium –term outcomes	<p>What medium-term outcome(s) does this initiative aim to achieve? (Medium-term outcomes are often in the form of changed actions, practice, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</p>	<p>By when? (estimate) Status <i>(completed / ongoing / no progress)</i></p>
	<ul style="list-style-type: none"> Children will develop and maintain positive relationships within their mainstream classes and their communities. Whole school nurturing approaches will be developed. Parents will report a positive development within the home environment. An evaluation of the quality of service provided to young people and their families will show a positive trend. Output from 1:1 Counselling will show positive outputs within the class environment and at home. A 'crisis counselling' service for children and young people will be utilised with positive feedback. There will be improved outcomes for young people educationally, emotionally and socially. Staff will feel supported in their learning about good mental health in children and young people, through training CLL activities and developed resources. 	All ongoing

	<p>Are you collecting evidence to measure these outcome(s)? <i>If so, please specify which type of evidence for which aim (if not, just put 'N/A')</i></p>	
	n/a	
	<p>What did this evidence show? <i>Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free.</u></i></p>	
	n/a	
<p>Reflections on progress to date: Can you share any learning on what has worked well in implementing this initiative? n/a</p> <p>Can you share any learning on what has worked less well or could be improved? n/a</p>		

4	Community and Parental Engagement	
2016/17 Allocation	£167,150	
2016/17 Actual Spend	£9,724	
Expenditure breakdown		
Staffing:	Total this financial year	
	FTE	Costs
PT Family Learning	1.0FTE	£0
Family Learning Workers	5.0FTE	£9,724
Non-staffing <i>please specify type:</i>	Total costs this fin. year	
Training Materials	£0	
Production/Publication of materials	£0	
	£	
Activities: <i>Please comment on progress in implementing your planned activities in the year 2016/17</i>		
<p>Due to the timeframes relating to recruitment and selection, our Family Learning Workers have either very recently commenced employment or are still to come on board. Therefore, information relating to activities will be available for the next Highlights and Challenges Report.</p>		
Slippage from plans: <i>Please comment on slippage from your original plans for implementing activities in the year 2016/17</i>		
n/a		

4	Community and Parental Engagement: evidence on short and medium-term outcomes	
Short –term outcomes	<p>What short-term outcome(s) does this initiative aim to achieve? <i>(Short-term outcomes are often in the form of changed awareness, skills, motivation, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</i></p>	<p>By when? (estimate) Status <i>(completed / ongoing / no progress)</i></p>
	<ul style="list-style-type: none"> • Recruitment of Family Learning Workers. • Recruitment of support of volunteers to lead community/parental workshops. • Training and Development for the Family Learning Team. • Initial audit of parents/school views of parental engagement will be completed. 	<p>Complete Ongoing Ongoing Ongoing</p>

	<p>Are you collecting evidence to measure these outcome(s)? If so, please specify which type of evidence for which aim (if not, just put 'N/A')</p> <p>n/a</p>	
	<p>What does this evidence show on the extent to which the above outcomes have been achieved to date? Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free.</u></p> <p>n/a</p>	
Medium –term outcomes	<p>What medium-term outcome(s) does this initiative aim to achieve? (Medium-term outcomes are often in the form of changed actions, practice, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</p>	<p>By when? (estimate) Status <i>(completed / ongoing / no progress)</i></p>
	<ul style="list-style-type: none"> Parents are more engaged and confidence relating to their participation in school life has increased. Harder to reach families are more engaged. Appropriate strategies have been developed to support learning at home. Pupil engagement and motivation is showing a positive trend. Schools will feel supported in relation to parental engagement and learning. 	<p>All ongoing</p>
	<p>Are you collecting evidence to measure these outcome(s)? If so, please specify which type of evidence for which aim (if not, just put 'N/A')</p> <p>n/a</p>	

	<p>What did this evidence show? <i>Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free.</u></i></p>
	n/a
<p>Reflections on progress to date: Can you share any learning on what has worked well in implementing this initiative? n/a</p> <p>Can you share any learning on what has worked less well or could be improved? n/a</p>	

OVERALL PROGRESS AND REFLECTIONS

5	Overall progress towards long-term outcomes and reflections
Long –term outcomes	<p><i>The long-term outcomes of the Attainment Scotland Fund are to:</i></p> <p><i>a. Improve literacy and numeracy attainment</i></p> <p><i>b. Improve health and wellbeing</i></p> <p><i>c. Close the attainment gap between pupils from the most and least deprived areas.</i></p> <p>Are you collecting any evidence to measure these long-term outcomes in your authority? If so, please specify the type of evidence you are collecting (if not, just leave blank)</p>
	<p>We are currently working on the documentation of measures and what evidence will be provided.</p>
	<p>What did this evidence show so far? <i>Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just leave blank. <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free.</u></i></p>
	<p>n/a</p>
<p>Can you share any learning on what has worked well in your overall strategy to achieve impact?</p> <p>The Secondary workstreams are in the early stages and will be in a position to report at the Half Year Progress Report.</p>	
<p>Can you share any learning on what has worked less well or could be improved?</p> <p>As Above</p>	
<p>Is there anything else you'd like to share or give feedback on?</p> <p>n/a</p>	

Glasgow

Year 1 Q3 Progress Report



Scottish Attainment
Challenge - Challenge

Year 2 Mid Year



Scottish Attainment
Challenge Glasgow Ci

Year 2 Q3 Highlights and Challenges Primary & Secondary

[Not submitted]

Year 2 EOY Evaluation Docs



GIC Physical
ActivitySport - Item 3



GIC
LiteracyNumeracy - It



GIC Context - Item
1.pdf



GIC Supporting
Families - Item 4.pdf



GIC Supported Study
- Item 6.pdf



GIC Leadership -
Item 5.pdf

North Ayrshire

Year 1 Q3 Progress Report



North Ayrshire - Q3 2014

Year 1 EOY



North Ayrshire - End of Year Progress Review

Year 2 Mid Year



North Ayrshire - Mid Year Progress Review

Year 2 Q3 Highlights and Challenges Primary & Secondary



North Ayrshire - Scottish Attainment Highlights and Challer Challenge - North Ayr

Year 2 EOY Primary & Secondary



North Ayrshire - End of Year Progress Review North Ayrshire - End of Year Programme Review

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

Financial Expenditure Reporting

1	Literacy - Assessment and Data Analysis		
2016/17 Allocation	£100,895	Planned Quarterly Spend	£0
2016/17 Actual Spend	£0	Actual Quarterly Spend	£0
2	Numeracy		
2016/17 Allocation	£52,882	Planned Quarterly Spend	£0
2016/17 Actual Spend	£0	Actual Quarterly Spend	£0
3	Health and Wellbeing – Secondary School Nurture Group		
2016/17 Allocation	£419,288	Planned Quarterly Spend	£0
2016/17 Actual Spend	£0	Actual Quarterly Spend	£0
4	Community/Parental engagement		
2016/17 Allocation	£167,150	Planned Quarterly Spend	£0
2016/17 Actual Spend	£0	Actual Quarterly Spend	£0
5	Staffing		
Staffing secured this quarter:		Staffing secured in total:	
9 x Data Coaches 1 x Research Assistant		9 x Data Coaches 1 x Research Assistant	
How many GTCS registered teachers is this funding supporting?			9.8FTE
How many other staff is this funding supporting?			26.0FTE

Number of schools supported by this funding?	9
How many pupils are benefiting from this funding?	7805
<p><i>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?</i></p> <p>We have made progress in achieving our short-term outcomes in relation to recruitment and selection. Particularly with the development of role profiles, job evaluation of posts and recruitment of teaching and other staff, details of which are outlined below. A number of vacancy adverts have been placed, albeit actual start dates for staff are not available at this moment but will be in place for Quarter 4 reporting.</p>	

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

Literacy – Assessment and Data Analysis

- Data coaches have been appointed in each secondary school and are currently developing plans for building capacity in their establishments.
- The research assistant has been appointed and liaising with the data coaches in order to provide assistance in analysing data through our approaches and support capacity building.
- A Data Analysis network is being established to co-ordinate the work of the data coaches. This network will support data coaches in developing a positive approach to the use of data in shaping future planning.
- The training needs of teachers will be identified through a pre evaluation which is currently underway. There will be a post evaluation developed in order to measure impact.

Numeracy

- A Numeracy Lead for secondary schools has been advertised but not appointed at present.
- Management time has been given to each secondary school, of 0.1FTE to allow numeracy and mathematics teachers to engage in high quality professional learning. Teachers will be supported to actively lead targeted interventions and improve skills with pupils to support closing the gap.

Health and Wellbeing

- Role profiles have been developed for 9 x Secondary School Counsellor posts and are currently advertised.
- Nurture teachers and nurture classroom assistants are currently being appointed in each of the nine secondary schools.

- The recruitment process is underway for a full time assistant psychologist.
- There is currently a Wellness Recovery Action Planning, (WRAP) pilot programme in one of our secondary schools. This will enable the scoping of exact requirements within North Ayrshire eg;
 - WRAP Train the Trainer course for our two Project Officers
 - Building capacity through staff training
 - Developing training to meet the needs of our children and young people

Community/Parental Engagement

- Recruitment of a Principal Teacher of Family Learning for secondary schools has been advertised.
- Recruitment of 9 x Family Learning Workers is currently in progress and interviews are being scheduled.

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

- Since the grant was approved by the Scottish Government on 30 September 2016, we have continued to find the recruitment of teachers a challenge.
- The lead time from 30 September to the advertising of posts has caused slippage to the timeframes anticipated, this is due to our internal Human Resources Job Evaluation procedures. Role profiles and the submission of job evaluation documentation was completed timeously. Delay has been due to timeframes for processing same and advertising posts. Consequently, the budget spend will be in Quarter 4 rather than Quarter 3.
- The Secondary Numeracy Lead has been re-advertised.
- Slippage on training being implemented for Nurture Teachers until full recruitment has taken place.
- Data coach training has been delayed because of a change of personnel and a change of delivery format. This will now take place in early 2017.
- WRAP training – until our Development Officers are trained, we are unable to commence training of staff, and this will have an impact on spend.

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

Summary of Spend

Intervention	2016/17 Allocation	2016/17 Amount Spent
Professional Learning Academy	£1,055,556	£1,033,627
Robert Owen Centre	£40,000	£59,344
Nurture Groups	£1,205,519	£928,958
CAMHS and Place2Be	£120,274	£169,868
Community/Parental Engagement	£118,700	£132,271
Assessment and Data Analysis	£209,760	£210,990
Total	£2,749,809	£2,535,058

Agreed Improvement Plan

1	Professional Learning Academy	
	2016/17 Allocation	£1,055,556
	2016/17 Actual Spend	£1,033,627
Staffing secured in total:		
1 x PLA Lead 4 x Principal Teachers 48 x Teachers 1 x Education Psychologist 1 x Research Assistant 2 x Speech and Language Therapist 4 x Senior Early Years Practitioners 1 x Clerical Assistant		

Expenditure breakdown		
Staffing:	Total this financial year £983,535	
	FTE	Costs
1 x PLA Lead	1	£76,949
4 x Principal Teachers	4	£227,810
48 x Teachers (6 full-time + various small pointages)	9.4	£343,672
1 x Education Psychologist	1	£39,246
1 x Research Assistant	1	£21,599
2 x Speech and Language Therapist	2	£55,592
4 x Senior Early Years Practitioners	4	£201,459
1 x Clerical Assistant	1	£17,208
Non-staffing <i>please specify type:</i>	Total costs this fin. Year £50,092	
Resource Materials	£50,092	
Activities: <i>Please comment on progress in implementing your planned activities in the year 2016/17</i>		
<p>There has been 50% of pupils in Quartile 1 schools who live within SIMD 1 & 2 who have been directly involved in a targeted intervention. This equates to 1,100 pupils. These interventions are:</p> <ul style="list-style-type: none"> • Early & First Level numeracy framework pilots • Primary 1 maths recovery intervention • Primary 1 & 2 vocabulary development • Primary 4 & 5 reading comprehension <p>Other development currently in progress include:</p> <ul style="list-style-type: none"> • ‘Teacher Leadership in Literacy’ – <i>Supporting individual teachers in each school to identify children within SIMD 1 & 2 within their school, assess their reading skills and implement a specific intervention to raise attainment in literacy and close the attainment gap.</i> • ‘Teacher Leadership in Numeracy’ - <i>Supporting individual teachers in each school to identify children within SIMD 1 & 2 within their school, assess their numeracy skills and implement a specific intervention to raise attainment in numeracy and close the attainment gap.</i> • Nurturing Number Sense – <i>this 3 part training course explored the principles of Maths Recovery with staff. It enabled these teachers to develop a whole class approach to the delivery of numeracy with a focus high quality pedagogy.</i> • Numeracy Teatime Tasters – <i>to provide further depth of understanding to key elements within the Numeracy Frameworks through practical experiences.</i> • Supporting the Family Learning Team in literacy & numeracy – <i>to enable the team to help families within Deciles 1 & 2 in supporting their children in literacy and numeracy using the same vocabulary and strategies being used in schools.</i> • Development of the PLA GLOW site – <i>this will be launched May 2017 and will provide teaching staff with online support in strategies to close the attainment gap, relevant resources and further professional reading.</i> <p>The Early and First Level numeracy frameworks have been produced. Training for the Early Level framework is complete and the rolling programme covers staff new to the authority or</p>		

to Early Level.

Training in the First Level framework takes place over 3 sessions delivered as in-service or twilight sessions. Out of 49 schools, 42 have completed sessions 1 & 2, the remaining schools are on Arran and will be trained over the in-service day in May 2017. This will mean 100% of school staff in the 49 schools are trained by May 2017. The Teacher Judgement Survey helped us identify 5 schools within Quartile 1 who would benefit from further in-class support to enhance teaching and learning in numeracy using the framework. This covered pupils from primaries 2, 3 and 4 and meant that 414 pupils within deciles 1 or 2 were the focus of targeted support. Pre-intervention assessments were carried out and the post-intervention assessment will be complete in May. This will give us clear data around the impact on these pupils' numeracy skills.

Observations by Senior Early Years Practitioners following the implementation of the Early Level Framework have identified that numeracy engagement has increased in the playroom. One Early Years Centre has noted that boys' levels of engagement has increased. Some Early Years establishments have shared the new approach to numeracy learning with their parents and carers and some have adapted their planning to ensure it is linked to the Early Level Framework. All have stated that the numeracy input within playrooms is of a higher quality.

The Speech and Language therapist has worked with P.1 & P.2 staff from two Quartile 1 schools where a particular need in vocabulary development had been identified. This was identified using the results from the Teacher Judgement Survey: in one school 46% of P.1 pupils had not achieved the Early Level in Talking and Listening by the end of P.1. Vocabulary development is a key element within children's skills in Talking and Listening. The intervention impacted 79 pupils across both schools: 84% of these pupils resided within deciles 1 or 2. The RAPT assessment was carried out pre and post interventions. In one school 75% of pupils assessed have shown an improvement in both the quality of spoken information and the grammatical structure used. In the other school 71% of pupils assessed have shown an improvement in the quality of spoken information. 43% of pupils assessed have shown an improvement in the grammatical structure used. Detailed data can be seen in **Appendix 1**. Using qualitative measures from staff around confidence levels, teachers reported a 100% positive increase in their ability to identify specific vocabulary needs. With the appointment of an additional Speech and Language Therapist we have doubled our capacity for the coming year.

Head Teachers considered their Improvement Plan priorities along with the results from the Teacher Judgement Survey. From schools within Quartiles 1 and 2, 9 expressed a need for intervention to support children's skills in reading comprehension. 4 schools became part of Cohort 1 and the further 5 formed Cohort 2. Each school had an initial input on creating a reading culture and then P.4 and 5 were targeted for intervention. These year groups were chosen based on the results of the SSLN which highlighted a dip in attainment from P.4-7; this was confirmed by the Teacher Judgement Survey. PM Benchmarking was used as the tool by which progress was measured, as well as qualitative questions. Results showed that a small majority of pupils made progress, but that the biggest gains were within groups of pupils with average or above average levels of ability. We will use comparative data from cohort 2 upon completion in May 2017 to ascertain whether this trend is repeated and the

intervention approach will be amended accordingly. Staff were questioned on the impact of the training and almost all staff reported that they were using the strategies in their teaching and had identified an improvement in the depth of discussions. Cohort 1 data is available in **Appendix 2**.

There are 45 out of 50 primary schools represented in the 'Teacher Leadership in Literacy' programme and 44 out of 50 in the 'Teacher Leadership in Numeracy' programme. Those schools not involved had difficulties in sourcing cover. Full impact data for these groups will be available in June 2017.

Teatime Tasters have proven popular and have provided depth to the Early and First Level Numeracy framework. Since August 3 different teatime taster sessions have been offered and 55 teachers have attended. 88% of the teachers who attended 'Be slick with a counting stick' strongly agreed that the workshop provided them with useful ideas to take back to the classroom and 83% strongly agreed that the workshop increased their knowledge and understanding of early/first level numeracy. 100% of the teachers who attended 'What the heck is a Rekenrek?' strongly agreed that workshop provided them with useful ideas to take back to the classroom and 83% strongly agreed that the workshop increased their knowledge and understanding of early/first level numeracy. 69% of teachers who attended the 'Beadstring' workshop indicated that they had gained new practical ideas that could be easily differentiated. In year 3 we will adopt a more modular approach with staff trained in implementing a 'Test of Change' to track the impact of strategies on children's attainment.

Commissioned teachers have developed sets of task cards to support the Early and First Level Frameworks. These will be uploaded to the GLOW site and available to all practitioners following the launch in May 2017.

Slippage from plans: *Please comment on slippage from your original plans for implementing a*

Slippage has been identified related to the training of the Private and Voluntary sector on the Early Level Numeracy Framework. Our plans for addressing this include support from the Early Learning and Childcare Team. Training for Modern Apprentices and Childminders is planned for May 2017.

One school had been identified as having concerns around numeracy development. This was identified through professional discussion with the leadership team and the data from GL Assessments. Further investigation and assessment using the Maths Recovery Baseline Assessment confirmed this and a target group of 13 pupils were identified. The pupils predominantly lived within SIMD 1 & 2 and all had identified needs. The intervention is ongoing with progress being tracked and final results are due in May 2017. This model for numeracy intervention will be broadened in Year 3.

Within numeracy interventions, we have worked hard to address slippage issues which were related to lack of staffing capacity. PLA members of staff have now identified specific times across the week where schools can work directly with the team.

Our capacity to delivery our plans for literacy support and interventions has been negatively impacted by staff absence. The key element affected has been our plan for developing approaches and support interventions in writing.

Appointment of backfill staff remains an issue, however with an increased number of probationers being appointed for session 2017/18 we hope to appoint a further 4 class teachers.

1	Learning Academy: evidence on short and medium-term outcomes	
Short –term outcomes	<p>What short-term outcome(s) does this initiative aim to achieve? <i>(Short-term outcomes are often in the form of changed awareness, skills, motivation, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</i></p>	<p>By when? (estimate)</p> <p>Status <i>(completed / ongoing / no progress)</i></p>
	<ol style="list-style-type: none"> 1. PLA building is complete and equipped to provide inspiring learning. 2. PLA Team is established to provide high quality training. 3. First Level Numeracy Framework is introduced to all schools in North Ayrshire. 4. Training will be extended to the Private and Voluntary sector for Early Years – practitioners will attend and have increased awareness of approaches to Early Numeracy. 5. Teachers and Early Years Practitioners report increased confidence, knowledge and skills in teaching Numeracy. 6. Increased skills in the teaching of listening and talking through Professional Learning Network. 7. Intervention to support vocabulary development is designed and piloted in two schools. 8. The reading comprehension intervention pilot project will target 4 schools. Pre and post intervention data will be collected and analysed. 	<ol style="list-style-type: none"> 1. Complete 2. Ongoing 3. Complete 4. Complete 5. Complete 6. Complete 7. Complete 8. Complete
	<p>Are you collecting evidence to measure these outcome(s)? If so, please specify which type of evidence for which aim (if not, just put 'N/A')</p>	<ol style="list-style-type: none"> 1. PLA building completed and opened in August 2016. 2. N/A 3. Attendance record to show numbers of schools/participants who have received training. 4. Attendance record to show numbers of Early Years centres within private and voluntary sectors/participants who have received training. 5. Qualitative feedback from participants. 6. Qualitative feedback from participants. 7. Pre and post assessments using the RAPT assessment. Pre and post qualitative questionnaires on staff knowledge and confidence. 8. Pre and post assessments using the PM Benchmarking assessment. Pre and post qualitative questionnaires on staff knowledge and confidence.

	<p>What does this evidence show on the extent to which the above outcomes have been achieved to date? <i>Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.</u></i></p>	
	<p>See Appendices 1 and 2</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Medium –term outcomes</p>	<p>What medium-term outcome(s) does this initiative aim to achieve? <i>(Medium-term outcomes are often in the form of changed actions, practice, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</i></p>	<p>By when? (estimate)</p> <p>Status <i>(completed / ongoing / no progress)</i></p>
	<ol style="list-style-type: none"> 1. 49/50 North Ayrshire primary schools have completed the 3 module training on the First Level Numeracy Framework. 2. 9 schools will have training around creating a reading culture in order to help sustain and enhance targeted work on reading comprehension interventions 3. The second cohort of schools in the reading comprehension intervention project will complete the programme. Pre and post intervention data will be collected and analysed. 4. Research Assistant appointed and trained to gather, analyse and present qualitative and quantitative data in order to support the team in evaluating the impact of work to close the attainment gap. 5. Within both literacy and numeracy the gap in attainment between learners in SIMD 1 and 2 against those in SIMD 3-10 is reduced. 6. Shared format for data analysis and presentation will be agreed 7. Each school has a leader of literacy and numeracy engaged in training to support their ability to plan and implement a literacy/numeracy intervention designed to assist in closing the gap in attainment. 	<ol style="list-style-type: none"> 1. Completed 2. Completed 3. Ongoing 4. Ongoing 5. ongoing 6. ongoing 7. ongoing
	<p>Are you collecting evidence to measure these outcome(s)? <i>If so, please specify which type of evidence for which aim (if not, just put 'N/A')</i></p>	
<ol style="list-style-type: none"> 1. Evaluations of the training demonstrate the participation of 49/50 schools. 2. Evaluations of the quality of training and of the quality of their reading culture following the training. 3. Pre and post assessments using the PM Benchmarking assessment. Pre and post qualitative questionnaires on staff knowledge and confidence. 4. Data reports are created around the qualitative data collected and also around the pre/post intervention assessments. Staff team are able to analyse these reports and use this analysis to shape further work. 		

5. Analysis of the reduction of the gap in attainment between learners in SIMD 1 and 2 against those in SIMD 3-10 using the GL Assessment data.
6. N/A
7. Attendance and evaluations demonstrate participation in this training. Data around the impact of these interventions will be evidenced through Maths Recovery Assessments and analysis of the SSLN papers.

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.*

See Appendices 1 and 2 for details on findings. However, the majority of evidence will be available in June 2017.

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

Evaluation sessions are held by PLA staff after each training session to ensure continuous improvement. All training sessions are internally quality assured and changes are made in a responsive manner based on feedback from participants.

Recently we have significantly tightened our focus to ensure we use the range of data available to target those young people in SIMD 1 and 2 who require additional support to raise their attainment. This approach runs in parallel to our focus on delivering excellence for all learners in our schools particularly those in areas of greatest deprivation.

A very clear focus on our reframed performance measures has helped us ensure we are gathering appropriate data in a robust and consistent manner.

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

We have worked hard to develop and improve our performance measures and ensure these are shared with all team members. We are working to further develop our approaches to gathering evidence in a consistent and robust manner.

Challenges exist around the type of assessment used relating to reading interventions. In retrospect, the PM Benchmarking tool was not suitable for the PLA purposes. For the next round of reading interventions Wechsler Individual Achievement Test (WIAT) will be used, mainly due to the more robust measures and a clearer link to the content of the intervention.

Challenges around communication have been identified and we have worked hard to overcome these. Specific issues we have addressed include our approach to sharing the work plan for the coming year, consistent approaches to communicating with stakeholders, internal communication and partnership working. We now have a communication strategy in place which was written collaboratively and is agreed by all team members.

2	Robert Owen Centre	
2016/17 Allocation	£40,000	
2016/17 Actual Spend	£59,344	
Expenditure breakdown		
Staffing:	Total this financial year £0	
	FTE	Costs
Not Applicable	0.0	£0
Non-staffing <i>please specify type:</i>	Total costs this fin. Year £59,344	
	£0	
	£0	
	£0	
Activities: <i>Please comment on progress in implementing your planned activities in the year 2016/17</i>		
<p>The Robert Owen Centre continues to support us with the external evaluation of our work to close the poverty-related attainment gap. We are currently formulating research questions and agreeing the focus of this evaluation for year 3. This will include qualitative feedback on the impact of in-school support and an analysis of the impact of our workstreams, particularly the Professional Learning Academy.</p>		
Slippage from plans: <i>Please comment on slippage from your original plans for implementing activities in the year 2016/17</i>		
n/a		

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

	<p>A report will be provided by the Robert Owen Centre relating to the work they have carried out and the evaluation of the PLA.</p>	
	<p>What does this evidence show on the extent to which the above outcomes have been achieved to date? <i>Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.</u></i></p>	
	<p>n/a at this time.</p>	
<p>Medium –term outcomes</p>	<p>What medium-term outcome(s) does this initiative aim to achieve? <i>(Medium-term outcomes are often in the form of changed actions, practice, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</i></p>	<p>By when? (estimate)</p>
	<p>n/a</p>	
	<p>Are you collecting evidence to measure these outcome(s)? <i>If so, please specify which type of evidence for which aim (if not, just put 'N/A')</i></p>	
	<p>As above.</p>	
	<p>What does this evidence show? <i>Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.</u></i></p>	
<p>As above.</p>		
<p>Reflections on progress to date: Can you share any learning on what has worked well in implementing this initiative?</p> <p>External evaluation of the impact of our work will be reported in due course.</p> <p>Can you share any learning on what has worked less well or could be improved?</p> <p>n/a</p>		

3	Nurture Groups	
2016/17 Allocation		£1,281,564
2016/17 Actual Spend		£928,958
Staffing secured in total:		
Teachers Nurture Assistants Principal Teachers Research Assistant		
Expenditure breakdown		
Staffing:		Total this financial year £901,400
	FTE	Costs
Teachers	16	£665,446
Nurture Assistants	16	£170,232
Principal Teachers	1	£50,820
Research Assistant	1	£14,902
Non-staffing <i>please specify type:</i>		Total costs this fin. Year £27,558
Training Costs	£10,882	
Teacher Cover Costs	£2,176	
Resources Support to 15 nurseries @ £500 ea	£7,500	
Boxall Profiles	£4,000	
Pulsion IT Tool	£3,000	
Activities: <i>Please comment on progress in implementing your planned activities in the year 2016/17</i>		
<p>The 15 nurture bases continue to provide a vital, high quality support to 76 children, 20 of those children are identified as LAAC. The children receive 15 hours of teaching and learning to support the development of their wellbeing, enabling them to learn within mainstream classrooms. As of March 2017, a total of 46 children have successfully transitioned back into a mainstream setting. There are currently 20 children going through the transition process and 38 children in total are awaiting a place within their school's nurture room.</p> <p>The nurture groups continue to support children in the afternoon sessions. There are 140 children attending a diverse range of groups. All children attending the afternoon sessions are identified using the Boxall profile and are supported to learn through a focus on developing their wellbeing. One head teacher has commented, "Older children really want to engage, the afternoon groups are really valuable – We can't do without them."</p>		

Time within the week is given to supporting parents and each of the fifteen groups takes an approach best suited to the needs of their particular parents. For example: one group offers a walking group and this means parents meet each other and talk in an informal and supportive way. This has been very successful and other nurture groups plan to try this model. Another group has developed a book lending session to encourage parents to come in to school. Nurture staff meet with parents to share and discuss children's learning targets. All parents are participating in the nurture research through the submission of questions and discussions.

There has been 22 members of the nurture team staff who have completed the Nurture Accreditation. North Ayrshire are developing their own nurture group training for the future as well as developing training looking to support children's development of self-regulation to support sustainability. The nurture team continue to attend regular maintenance training sessions which helps to ensure a high standard of provision as nurture staff have the opportunity to share professional practice and to participate in training sessions provided by other professionals, including Occupational Therapy, Educational Psychology and speech and language therapy. Moderation activities are also planned.

Whole school Primary nurture training has been delivered to every primary school in North Ayrshire. A member of the Senior Management Team, an early adopter and a member of the Early Years class attended the two day training course from each school. A rollout of training for Early Level is the next step in ensuring that there is authority wide understanding of nurture theory and principles. A programme of call backs is being supported and facilitated by Educational Psychological Services.

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

The progress of three nurture groups have been affected by long-term staff sickness absence.

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

		<i>progress)</i>
	<ol style="list-style-type: none"> 1. Training has been delivered to enhance staffs' knowledge and understanding of attachment related practice. 2. Nurture groups have identified the second "phase" of children and begun the pre placement assessments for new children joining the NG . 3. Nurture group staff will participate in the first phase of training and the subsequent identification of targets to develop whole school nurturing approaches. 4. Working parties have been established and will address: Parental engagement and measuring impact of the NG work with families; supporting children's development of self-regulation skills; and literacy learning within the nurture group. 5. To support children's development of self-regulation skills. 6. Provide literacy learning within the nurture group. 	<p>Complete</p> <p>Complete</p> <p>March 2017</p> <p>June 2017</p> <p>June 2017</p> <p>June 2017</p>
<p>Are you collecting evidence to measure these outcome(s)? If so, please specify which type of evidence for which aim (if not, just put 'N/A')</p>		
	<ol style="list-style-type: none"> 1. Level of attendance at nurture training courses, calendar and agenda of nurture training package courses which includes staff training evaluations. 2. Boxall profiles, SDQs, range of questionnaires. 3. School Improvement Plans, call back sessions, school targets related to nurture. 4. Working parties to present measures and impact of nurture group work with families and present findings to the larger nurture team. 5. Observations made by staff of children documented through observation records and comments in the child's plan relating to self- regulation. 6. Timetables, success in children meeting their literacy targets within the child's plan. Examples of 'pupil voice'. <p><u>Qualitative Data</u></p> <p>School staff report that nurture intervention is having a positive impact on children. A number of examples are outlined below:</p> <ul style="list-style-type: none"> • Through formal discussions with the PT Nurture, the Strategic Nurture Group and the Nurture Co-ordinators' group, staff have reported examples of children demonstrating improved self-confidence and improved eye contact. • Nurture group staff report a reduction in the number of incidents of upset amongst previously unsettled children. • Nurture group staff report children have improved skills in self-regulation and that children are aware they can continue to draw support from nurture group staff following their transitions back to mainstream class. • Class teachers report children learning and socialising within the class. • Head teachers report that children's confidence has improved. 	

	<ul style="list-style-type: none"> Parental feedback is very positive. 	
	<p>What does this evidence show on the extent to which the above outcomes have been achieved to date? <i>Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.</u></i></p>	
	<p>See detail at medium-term outcomes and Appendix 3.</p>	
Medium –term outcomes	<p>What medium-term outcome(s) does this initiative aim to achieve? <i>(Medium-term outcomes are often in the form of changed actions, practice, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</i></p>	<p>By when? (estimate) Status <i>(completed / ongoing / no progress)</i></p>
	<ol style="list-style-type: none"> Children will learn within their mainstream classes. Children will develop and maintain positive relationships within their mainstream classes and communities. Nurture group staff will support HT and other key staff members in developing whole school nurturing approaches. Parents will continue to report positive developments in relation to the impact within the home environment. Evaluation of the Quality of the Service provided to young people and their families. 	<p>Following child's 4 term nurture intervention.</p>
	<p>Are you collecting evidence to measure these outcome(s)? <i>If so, please specify which type of evidence for which aim (if not, just put 'N/A')</i></p>	
	<ol style="list-style-type: none"> Evidence of former nurture pupils tracking of attainment progress over time within the mainstream classroom. Teacher, staff and parental feedback of observation of nurture pupils, captured through the staged intervention review process by achievement awards. As per 1 above As per 2 above. Evaluation of the school plan will reflect on the effectiveness of the nurture approach in schools. Self-evaluation activities in relation to the quality improvement framework will be validated by senior manager's discussions with nurture, school and senior school staff. 	

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.*

The measures being used to track children's progress in the nurture groups are the Boxall profile, SDQs and BIOs. Results show a significant shift in all three assessments, See **Appendix 3**.

Primary 1 baseline data is being collected. Schools are tracking children's literacy and numeracy levels.

Qualitative data has also been collected via parent questionnaires and child questionnaires. Nurture teachers, class teachers and head teacher observations and comments have also been sought.

The qualitative data shows that nurture is having an impact on children's school lives – their ability to focus and learn in class, their ability to make and maintain friendships. Analysis of parent questionnaires show that parents value the nurture intervention and recognise that there is a need for wellbeing interventions, "I think this will really help as he loves coming to school. Being in the small group will help and hopefully we will see a change in him for the good,".

Using the North Ayrshire Quality Improvement Framework, a series of Quality Assurance visits have been undertaken. Visit one focused on ensuring continuity of provision and the embedding of the 6 nurture principles across the 15 nurture groups. The evidence collated from visit one showed that the six principles of nurture are not only embedded within our nurture rooms but that nurturing approaches are ceding into the wider school environments. The second round of visits is currently underway, with a focus on teaching and learning. Findings so far show that good quality play is being used to support children's developing wellbeing. Observations of practice within nurture rooms have shown that there are consistent high levels of connectedness and emotional support present across all 15 nurture groups.

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

Through the gathering of qualitative data we are able to demonstrate the positive impact that nurture groups are having on children's learning, their friendships and peer relationships and generally on their lives.

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

Staffing of some nurture bases was delayed in their implementation due to the difficulties in securing backfill staff.

Where sickness absence of staff occurs in nurture bases, there is no sickness absence cover funding and a procedure requires to be adopted to ensure that any bases affected can

continue to run smoothly when these instances occur.

4	CAMHS and Place2Be	
2016/17 Allocation	£120,274	
2016/17 Actual Spend	£169,868	
Staffing secured in total:		
CAMHS Development Officers x 2		
Expenditure breakdown		
Staffing:	Total this financial year £75,943	
	FTE	Costs
Project Officer	0.6	£34,013
Development officer	1.0	£41,930
Non-staffing <i>please specify type:</i>	Total costs this fin. Year £93,925	
Resource Materials	£4,925	
Place2Be	£89,000	
<p>Activities: <i>Please comment on progress in implementing your planned activities in the year 2016/17</i></p> <p>CAMHS Significant progress has been made in facilitating partnership working with Third Sector, Health and Social Care Partnership etc and different agencies within Education and Youth Employment e.g. Family Learning Team and Community Connectors.</p> <p>Guidance Documents on how to make an appropriate CAMHS referral are in place, which include exemplars to assist staff.</p> <p>There has been closer engagement with targeted schools, with areas of need identified and supports agreed.</p> <p>Appropriate resources to promote positive mental health and effect emotional regulation have been identified and this information shared with all schools. Schools are already purchasing new materials e.g. Playback ICE and training is in place.</p> <p>There is a Pilot programme in place relating to 'Mindfulness' which will be evaluated and a further rollout considered.</p> <p>CLPL sessions are underway which has resulted in a clearer understanding of schools' requirements and support from CAMHS team to deliver.</p> <p>Place2Be</p>		

Place2Be services have been established in 6 primary schools for three years of the attainment challenge. This funding was matched by NHS Ayrshire and Arran. Place2Be raises around 30% of the overall costs itself.

Place2Be is fully operational in the following schools

A Service Manager who is an experienced clinician manages the 6 schools in North Ayrshire and supervises each School Project Manager (SPM). The main focus has been developing relationships across each community, including CAMHS, local third sector agencies, school staff, parents and children. To achieve this, Place2Be :

- Attended CAMHS meetings to brief local teams on our work.
- Held staff briefing sessions for school staff in each school.
- Attended Parents Council meetings and attended parents evenings in each school.
- Introduced and then promoted the service and Place2Talk through Whole Class Work, Circle Time Sessions and Assemblies Place2Be also held a training session for a number of staff focused on supporting children in the playground.

The school based service comprises of three distinct areas; **one-to-one** support for children (**Place2Be**) who are referred by teachers, parents or external agencies A referral from an external agency is seen as a priority, for children with the most urgent needs.

Weekly one to one counselling sessions provide support to children who have a sustained need for intense work.

The service uses assessment processes in each school to begin one-to-one work with individual children, including meeting parents and the one-to-one work is now operational in all 6 of the targeted schools

To date, there have been **49** referrals to this service across the six targeted schools. While some of these children's parents declined the service, **43** children are currently attending sessions. Ongoing monitoring and evaluation of this service is robust.

Place2Talk is a lunch/break time self-referral service that allows each school pupil who has parental consent to visit Place2Be whenever something is worrying them. The service provides a quiet place for children to talk and play during a busy school day. It has a permanent presence in the 6 schools and open to all pupils through self referral. This aspect of the service proves an invaluable way for Place2Be staff identify potentially more serious problems which might otherwise go unnoticed, at an early opportunity. This early intervention to support potential mental health difficulties for children should, in the long term, support the avoidance of any need for medical intervention or difficulties for children at a later stage.

To date, in North Ayrshire schools, there have been **356** group sessions held and **423** individual sessions.

Finally, Place2Be offers teachers and school staff **our Place2Think** service, a reflective space to review the behaviour and challenges faced by staff of individual children and to provide practical strategies to deal with challenges. To date (March 2017), there have been **165** consultations/sessions with school based staff. Some of the issues explored were: understanding communication behind children's behaviour, advice on how to manage/deal

with class issues, and support to reflect and manage own emotional responses to child/children/class. As well as issues relating directly to children, staff have benefitted from ongoing advice and updates on self care.

Parent Partnerships

69 parent partnership sessions have been held with parents with children in one to one counselling and 41 sessions held with parents of other children in the schools. Parent partnership work has also involved building relationships with hard to reach families who find it challenging to engage with formal school institutions.

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

Delay in sharing information/guidelines re CAMHS referrals because of introduction of pan-Ayrshire 'Request for Assistance' paperwork.

While the design and structure of the GLOW tile are complete and resources are in place, this is only now ready to go 'live'.

Partnership working with NHS on updating the PMA pack has been postponed due to our involvement in the pilot of WRAP and Greater Glasgow Health Board taking this on.

4	CAMHS/ Place2Be:	
	Evidence on short and medium-term outcomes	
Short –term outcomes	<p>What short-term outcome(s) does this initiative aim to achieve? <i>(Short-term outcomes are often in the form of changed awareness, skills, motivation, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</i></p>	<p>By when? (estimate) Status <i>(completed / ongoing / no progress)</i></p>
	<p>CAMHS</p> <ol style="list-style-type: none"> Officers are now more actively engaged with CAMHS team and are much more aware of procedures, time taken to formulate diagnoses, co-morbidity issues etc. Staff in schools are engaging with officers, assisting in the review of curricular materials, advising of training needs etc. Professional contacts and dialogue has taken place to improve joint working. CLPL programme has been planned and topics identified with CAMHS team on board to assist with delivery. Three sessions on 'What is mental health' delivered, further dates to be agreed. 	<p>Complete</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>

	<p>Place2Be All schools are now fully operational and offering the full service (3 aspects: Place2Talk/Place2Think and Place2Be).</p>	Complete
	<p>Are you collecting evidence to measure these outcome(s)? If so, please specify which type of evidence for which aim (if not, just put 'N/A')</p>	
	<p>CAMHS</p> <ol style="list-style-type: none"> 1. N/A 2. Feedback from schools, minutes of meetings, evidence of materials changed. 3. Specific meetings taking place with minutes as evidence. 4. CLPL Programme, showing scheduled dates etc. <p>Place2Be</p> <p>Evidence will come from numbers accessing the service and feedback directly from the service users about impact and outcomes for individuals. While this evidence is being gathered, the service supports individual children and information will not be shared openly due to data protection considerations. However, Place2Be are now looking to work directly with teachers to ascertain whether we can begin to see clear links between the delivery of the service and improved attainment in pupils accessing Place2Be.</p>	
	<p>What does this evidence show on the extent to which the above outcomes have been achieved to date? <i>Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.</u></i></p>	
	<p>The CLPL Programme has been developed and training dates scheduled.</p>	
<p>Medium-term outcomes</p>	<p>What medium-term outcome(s) does this initiative aim to achieve? <i>(Medium-term outcomes are often in the form of changed actions, practice, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</i></p>	<p>By when? (estimate)</p> <p>Status <i>(completed / ongoing / no progress)</i></p>

	<p>CAMHS</p> <ol style="list-style-type: none"> 1. Support materials for staff and pupils available on GLOW etc. 2. New curricular resources utilised and evaluated. 3. Schools participating in CLPL designed to support mental health agenda. 4. Improved partnership working between agencies supporting young people. <p>Place2Be</p> <ol style="list-style-type: none"> 1. As a result of services being utilised, improved outcomes for children and young people is anticipated i.e. improved social and emotional wellbeing and improved engagement with life and learning. 	<p>Ongoing Complete Ongoing</p> <p>Ongoing through the life of the project.</p> <p>Ongoing through the life of the project</p>
<p>Are you collecting evidence to measure these outcome(s)? <i>If so, please specify which type of evidence for which aim (if not, just put 'N/A')</i></p>		
<p>CAMHS</p> <p>Completion of specific aims/ objectives</p> <p>Face/face meetings with 26 targeted schools highlighted staff development needs/issues re H/WB curriculum/emotional regulation etc.</p> <p>Scheduled meetings with assorted partners – 15 in total - > greater understanding of roles and potential for supporting families</p> <p>Attendance at CLPL sessions/dedicated meetings – all schools represented</p> <p>Place2Be</p> <ol style="list-style-type: none"> 1. Evidence through surveys and evaluations from teachers/parents and the users will be gathered. We are also looking to gather qualitative and quantitative evidence directly from teachers about learner attainment. 		
<p>What does this evidence show? <i>Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.</u></i></p>		
<p>Greater clarity now exists around the authority's mental health agenda and this has been shared with all head teachers.</p> <p>Significant progress has been made in facilitating partnership working with Third Sector, Health and Social Care Partnership etc.</p>		

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

Delivery of presentations to head teachers and staff has encouraged an appreciation of the importance the authority places on promoting positive mental health in children and young people.

Staff have a greater awareness of the role of positive mental health in raising attainment.

Staff have a greater understanding of when a CAMHS referral is/is not appropriate.

Schools are now actively seeking advice/input from CAMHS officers e.g. advice re referrals/delivery of peer support programme, dedicated CLPL.

Partnership working has brought agencies from within Education and Youth Employment, Health and Social Care Partnership etc together to raise awareness of respective roles in supporting children and their families.

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

The expectation on the pace of progress has not been realised due to the gradual nature of knowledge building and implementation.

5	Community/Parental Engagement	
2016/17 Allocation	£118,700	
2016/17 Actual Spend	£132,271	
Staffing secured in total:		
Principal Teacher of Family Learning Family Learning Workers x 6		
Expenditure breakdown		
Staffing:	Total this financial year £128,531	
	FTE	Costs
Principal Teachers	1.0	£29,286
Family Learning Workers	6.0	£99,245
Non-staffing <i>please specify type:</i>	Total costs this fin. Year £3,740	
Resource Materials	£2,145	
Training Materials	£1,595	
	£	
Activities: <i>Please comment on progress in implementing your planned activities in the year 2016/17</i>		
<p>The Family Learning Team arranged meetings with every head teacher from all 25 schools. This was by way of introducing the Team to begin building relationships and to establish the baseline for what was happening in schools by way of parental engagement. The Principal Teacher accompanied Family Learning Workers in 22/25 of these to ensure that collection of data was as standardised as possible.</p> <p>A questionnaire-style document called 'School Prompts' was used to gather information from these meetings. One of the Prompts which was used to gauge family engagement in these schools was "Current parental engagement activities?" It was important to establish what we meant by "engagement" rather than "involvement" to ensure that there was a common understanding of the difference. Most of the data we collected reflected involvement and not engagement.</p> <p>Prompt: Current parental engagement activities? We collected additional data from this exercise which showed that almost all schools demonstrated that they provided many opportunities for 'involvement', these can be captured under 4 broad headings: Curriculum-related, Volunteers, School Events and Parent/Family Groups.</p>		

Curriculum-related activities included:

- Tips on homework
- Curriculum evenings
- Open afternoons
- Meet the teacher etc

Volunteering opportunities included:

- Helping on trips
- Fundraising
- Breakfast clubs
- Support in class etc

School Events included parents attending:

- Assemblies
- School shows
- Transition programmes
- Family Fun Nights (Bingo, Games) etc

Parent/Family Learning Events included:

- Save the Children Programmes in – FAST and Families Connect
- Parent Groups which met weekly
- Centre Stage Bus
- Cooking on a budget etc

Communication

Schools were using a variety of methods to communicate with parents, many schools have 'Twitter' accounts; newsletters were sent out on a variety of different timescales, e.g., monthly or termly and by different groups – sometimes whole-school, departments or classes. Text messages 'drops' are used in most schools to remind parents about forthcoming events or to communicate about school-related matters, with one school sending texts to give facts and tips about class-based learning. Facebook is also used, but is more problematic in its management. Some schools also have their own web-site, but often head teachers reported that it was difficult to ensure that information was always up-to-date. Some head teachers and the senior management in the schools, had introduced opportunities for parents and their children or just the parents to come in and have a cup of tea to meet them.

From this data, we concluded that almost all schools had a high level of parental involvement but that there was far less evidence of opportunities where parents/families and children could learn together. Another prompt asked about the barriers to parental/family engagement, "Barriers school has to parental engagement?".

Prompt: Barriers school has to parental engagement included:

- Fear
- Travelling families
- Use of language e.g. workshop
- Cost involved
- Time
- Literacy levels
- Cultural differences
- Childcare
- Motivation
- Working Parents etc...

In a high proportion of schools, it was reported that food was an important factor when engaging with parents and families. In many of the activities we have therefore persuaded schools to offer hot rolls, snacks and refreshments to encourage as wide a response as possible.

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

The timeframes in recruiting staff has taken longer than anticipated.

One to one targeted support requires further development, with an evaluation tool utilised in future.

5	Family learning: evidence on short and medium-term outcomes	
Short –term outcomes	<p>What short-term outcome(s) does this initiative aim to achieve? <i>(Short-term outcomes are often in the form of changed awareness, skills, motivation, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</i></p>	<p>By when? (estimate) Status <i>(completed / ongoing / no progress)</i></p>
	<ol style="list-style-type: none"> 1. Family Learning Team in place (as above). 2. Training and development days have been led by the Principal Teacher. 3. Family Learning Team will undergo appropriate training 4. Confidence of parents/carers and their capacity to support their children’s learning will increase. 5. Initial audit of parents/ school views of parental engagement will be completed within the next quarter. 	<p>Complete Complete Complete Complete Complete</p>
	<p>Are you collecting evidence to measure these outcome(s)? If so, please specify which type of evidence for which aim (if not, just put ‘N/A’)</p>	
	<ol style="list-style-type: none"> 1. Family Learning Team (FLT) commenced employment at the start of September 2016. 2. FLT have evaluated the impact of their own learning development through self- evaluation and reflection. 3. Training on Tapestry, Save the Children, through engagement with Parent Engagement Toolkit has taken place. 4. Families Connect – individual baseline has been completed and progress will be documented throughout the programme against this baseline. 5. This is informed by the work of the National Parent Forum for Scotland (NPFSS) and links have been established with this team in relation to a survey and findings. 	

	<p>What does this evidence show on the extent to which the above outcomes have been achieved to date? <i>Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.</u></i></p> <p>Please refer to data outlined in medium-term outcomes below.</p>	
<p>Medium –term outcomes</p>	<p>What medium-term outcome(s) does this initiative aim to achieve? <i>(Medium-term outcomes are often in the form of changed actions, practice, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</i></p>	<p>By when? (estimate) Status <i>(completed / ongoing / no progress)</i></p>
	<ol style="list-style-type: none"> 1. Parents are more engaged and confident about participating in school life and the number of families involved in the programmes will show a positive outcome for children and young people. 2. A positive trend shows that more families affected by deprivation are more engaged 3. Creative approaches have been developed to engage with harder to reach families. 4. Parents and families will have been provided with appropriate strategies and highly structured programmes and materials to support learning at home. 5. There should be a measurable positive impact on pupil engagement and motivation in learning. 6. Schools will feel supported in their work with parents and some schools will acknowledge a change in culture regarding parental engagement in learning. 	<p>By end of school session – June 2017.</p>
	<p>Are you collecting evidence to measure these outcome(s)? <i>If so, please specify which type of evidence for which aim (if not, just put 'N/A')</i></p> <ol style="list-style-type: none"> 1. Quantitative data will be gathered on the number of families involved in the programmes and effectiveness with building parental confidence and capacity 2. &5. Baseline data of SIMD/FME/F&CG and local information held within schools will allow for this positive impact to be measured. 3. &4. Evidence of specific strategies and the materials utilised to support learning at home. 6. Qualitative data will be collected through evaluative feedback i.e. questionnaires, focus groups, surveys from parents, pupils and 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'. 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.

(See Appendix 4 for additional information.)

Findings

In developing these activities and programmes, the Team's findings, which have informed how family learning will be taken forward, will be key in promoting successful engagement will be:

1:1 TARGETED SUPPORT

Family Learning Workers have only recently started 1:1 targeted work. There is no official referral system, there has been a mixture of parent and school referrals. The Team is developing an evaluation tool to capture this work. Future ongoing work in this area will provide the data for this and will be measured using the evaluation tool, the pupil candidate number to track the children's progress and also qualitative data gained by talking to the parents involved and school staff.

INCREASE IN ENGAGEMENT OF FAMILIES WITH THEIR CHILD'S LEARNING

A baseline of current schools' evaluation will be established using HGIOS 4, 2.5 Family Learning. In the next round of Senior Manager Meetings, Senior Managers will ask head teachers to measure the school's impact of working with families to improve learning and achievement using a matrix designed by the Family Learning Team.

ADDITIONAL INFORMATION

Community Engagement

As well as developing relationships with all 50 schools in North Ayrshire, the Family Learning Team has promoted and developed further opportunities for parental/family engagement within communities, in North Ayrshire, such communities are found within localities or school clusters. The Team has engaged in and works with partners including; Area Inclusion Officers; Community Nurseries; Early Years Family Link Workers; Active Schools co-ordinators; Beith Trust; Fullarton Community etc.

Social Media

The Family Learning Team promotes its work through its Twitter account. The account has been established for 2 months and has 185 followers who can see and share information about the work done in family learning across schools in North Ayrshire. Education Scotland, Parent Hub and the SPTC follow and engage with us. Regular monitoring the account will be used to measure the impact the Team is having on our 'followers', and to ensure that we are reaching as wide an audience as possible. We are in the process of creating our own Facebook page to create further interest in our work and to promote interaction.

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 team continues to work on reducing the barriers against active engagement, which are perceived by families to exist.

6	Assessment and Data Analysis	
2016/17 Allocation	£209,760	
2016/17 Actual Spend	£210,990	
Staffing secured in total:		
Data Analyst Performance Manager		
Expenditure breakdown		
Staffing:	Total this financial year £105,956	
	FTE	Costs
Data Analyst	1.0	£52,154
Performance Manager	1.0	£53,802
Non-staffing <i>please specify type:</i>	Total costs this fin. Year £105,034	
GL Assessments	£95,000	
Resource Materials	£10,034	
Activities: <i>Please comment on progress in implementing your planned activities in the year 2016/17</i>		
<p>North Ayrshire – Leading Learning - Improving Teacher Professional Judgement Professional Development programme</p> <p>Data Analysis:</p> <ul style="list-style-type: none"> • Data coaches have been appointed in all primary and secondary schools • A data literacy framework has been developed to underpin the work of this workstream • A programme of 4 data literacy training sessions has been co-designed by the data team and senior officers. Delivery of this is currently underway for head teachers and will follow in the coming months for data coaches • Further analytical tools have been developed to support schools with focusing on outcomes of specific groups (including for example bubble charts displaying CfE levels vv SIMD and population size) • Investigation of potential data visualisation solutions to support schools with the analysis of progress is underway • A bespoke professional learning session on data analysis, interpretation and presentation was commissioned and delivered to our secondary head teachers and central senior officers. <p>Twenty four participants in the GTCS accredited Professional Development programme “Leading Learning – Improving Teacher Professional Judgement”, delivered by Tapestry Partnership, successfully completed and met the criteria for GTCS Professional Recognition with respect to the Standard for Career-Long Professional Learning.</p>		

Over the seven sessions participants from both primary and secondary schools completed 14 hours of support session learning demonstrating very high standards aligned to SCQF Level 11 (Masters). Participants maintained a very high quality Professional Learning Log detailing evidence of critical reflection and evaluation of professional reading, research, educational issue papers and relevant web sites and they related this material to their own professional practice. In addition, they recorded and evaluated reflections on related practical assessment tasks taken forward in their own school context. Participants also presented and answered questions on their own learning journey, the impact on their colleagues and the benefits for children and young people as a result of the programme and its practical implementation within schools. This summative assessment for the programme was moderated by representatives of both North Ayrshire council, both officers and Head Teachers, and the Tapestry Partnership. The process was supported and confirmed by the leader of the Tapestry Quality Team.

Assessors were most impressed by the high level of commitment and quality of the work carried out in North Ayrshire schools. They also felt that they were very confident, very able and that the standards of their assessment were very high.

Almost all of the participants were able to demonstrate outstanding levels of impact within their own establishment and very high levels of sustainability of the “Teacher Learning Community” model to take forward future improvements within the school. This will provide a legacy of continued improvements to teacher’s confidence in North Ayrshire schools in terms of judgements they make to support raising attainment.

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

The timing of the in-depth training for data coaches has been delayed because of personnel changes in the leadership of this workstream.

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

	<ol style="list-style-type: none"> 1. Training needs in terms of data analysis will have been identified and basic data literacy will have been developed for all teaching staff. 2. Data coaches will be appointed and trained in all schools and will have developed plans for building capacity within their establishment. 3. The North Ayrshire Progress Tracker will be being used to support teachers with their professional judgements and planning to raise attainment while closing the gap. 4. School and authority analysis will focus on identifying outcomes gaps for specific groups of learners, based on individual schools' contexts. 	<p>Complete</p> <p>Complete</p> <p>Complete</p> <p>April 2017</p>
	<p>Are you collecting evidence to measure these outcome(s)? If so, please specify which type of evidence for which aim (if not, just put 'N/A')</p> <ol style="list-style-type: none"> 1. Pre- and post-evaluations of staff, related to professional learning sessions. 2. Data capacity building plans will show desired outcomes at school level. There will be increasing evidence that teachers are aware of the effects of deprivation, the barriers and challenges faced by some of our young people and are clearer about what gaps exist in their context. 3. Teachers will know WHO they are targeting to improve equity of outcome and HOW they are using tracking information to maximise attainment. 4. Feedback from quality improvement visits will confirm the extent to which schools have identified and are working on reducing the outcome gaps. <p>What does this evidence show on the extent to which the above outcomes have been achieved to date? Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.</u></p>	
Medium –term outcomes	<p>What medium-term outcome(s) does this initiative aim to achieve? <i>(Medium-term outcomes are often in the form of changed actions, practice, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</i></p>	<p>By when? (estimate) Status <i>(completed / ongoing / no progress)</i></p>
	<ol style="list-style-type: none"> 1. There will be an increase in competence levels in terms of data literacy across our establishments. 2. We will see data being used more effectively to plan for improvements. 3. Teachers will have greater ability to identify and create appropriate interventions and/or learning and teaching 	<p>By 2018</p>

	<p>approaches to improve performance for different groups of learners.</p> <p>4. Teachers will be clearer about “what works” in their context in terms of simultaneously “reducing the gap and raising the bar”, and will be able to demonstrate progress through data analysis.</p> <p>5. Teachers will report increased confidence in their professional judgement of achievement of a level in literacy and numeracy.</p>	
<p>Are you collecting evidence to measure these outcome(s)? <i>If so, please specify which type of evidence for which aim (if not, just put 'N/A')</i></p>		
<p>For all of the above outcomes, evidence will come from the full range of data analysis and from qualitative evidence from quality improvement visits, standards & quality reports and self-evaluation statements.</p>		
<p>What does this evidence show? <i>Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.</u></i></p>		
<p>The medium-term outcomes have a target of 2018, full information will be available in due course.</p>		
<p>Reflections on progress to date: Can you share any learning on what has worked well in implementing this initiative?</p> <p>Engagement of head teachers with the data literacy programme has been very positive. This depth of analysis is increasingly reflected in quality improvement visits.</p> <p>Leading Learning - Improving Teacher Professional Judgement Professional Development programme has been successful with all 24 participants meeting the criteria for GTCS Professional Recognition.</p> <p>Can you share any learning on what has worked less well or could be improved?</p>		

OVERALL PROGRESS AND REFLECTIONS

7	Overall progress towards long-term outcomes and reflections
Long –term outcomes	<p><i>The long-term outcomes of the Attainment Scotland Fund are to:</i></p> <p><i>a. Improve literacy and numeracy attainment</i></p> <p><i>b. Improve health and wellbeing</i></p> <p><i>c. Close the attainment gap between pupils from the most and least deprived areas.</i></p> <p>Are you collecting any evidence to measure these long-term outcomes in your authority? If so, please specify the type of evidence you are collecting (if not, just put 'N/A')</p>
	<ul style="list-style-type: none"> • GL Assessments (Baseline Data) • Early Learning Milestones • Pupil tracking in Numeracy/Literacy through use of NAC Pupil Tracker • NGRT - Scottish Government (reading test) • Health and Wellbeing (attitudes to self and school - via PASS) • Teacher Judgement Survey by Scottish Government (P4/P7) • Attendance and Exclusion Levels • Number of teachers, pupils, parent/carers involved in programmes/training and completion rates. • Quality Improvement Framework Nurture • Quality Improvement Framework Visits <p>We are analysing data of groups of learners e.g. utilising SIMD 1&2 or other deprivation indicators, against all pupils to show we are reducing the gap.</p>
	<p>What did this evidence show so far? <i>Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just leave blank. <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.</u></i></p>
	<p>As detailed in the workstreams above.</p>
<p>Can you share any learning on what has worked well in your overall strategy to achieve impact?</p> <p>The implementation of the Attainment Challenge Project Board in monitoring and tracking of the project and sharing of information across workstreams.</p> <p>The focused approach to the development of measures across the workstreams.</p> <p>Can you share any learning on what has worked less well or could be improved?</p>	

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

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
Curricular Transitions	£91,787	£15,543
Leadership Capacity	£137,462	£92,825
Overcoming barriers to learning	£114,120	£0
Professional learning	£100,000	£0
Teaching resources	£67,500	£67,500
Parents in Partnership	£22,500	£0
Total	£533,369	£175,868

Agreed Improvement Plan

1	Curricular Transitions	
2016/17 Allocation	£91,787	
2016/17 Actual Spend	£15,543	
Expenditure breakdown		
Staffing:	Total this financial year	
	FTE	Costs
Teachers	3.3	£15,543
Education/development officers		£
Educational psychologists		£
Data analysis officers		£
Family/home link worker		£
Speech and language therapists		£
Early years professionals		£
Other staff, namely: Admin.....		£
Non-staffing <i>please specify type:</i>	Total costs this fin. year	
	£	

	£
	£
<p>Activities: <i>Please comment on progress in implementing your planned activities in the year 2016/17</i></p> <p>A development officer was appointed on a temporary basis to work with DHTs, PTs and teachers across the schools to develop an action plan with regards to enhancing the transition of our P7 pupils into secondary education. Staff have been working in individual schools and clusters to audit existing good practice and identify areas for development. Plans are now in place and the appointment of the BGE Curriculum/Transition Officer will take this forward in partnership with the teachers involved. Particular attention is on ensuring curriculum data on literacy and numeracy is gathered, shared and used effectively in terms of a smooth and uninterrupted transition from P7 into S1.</p>	
<p>Slippage from plans: <i>Please comment on slippage from your original plans for implementing activities in the year 2016/17</i></p> <p>As detailed in previous correspondence, there is slippage across the plan as the decision was taken not to proceed until the new Assistant Director / Chief Education Officer took up post. Thereafter, time has been required to recruit staff into the agreed posts.</p>	

1	Curricular Transitions – Assessment and Data Analysis: evidence on short and medium-term outcomes	
Short –term outcome	<p>What short-term outcome(s) does this initiative aim to achieve? <i>(Short-term outcomes are often in the form of changed awareness, skills, motivation, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</i></p>	<p>By when? (estimate) Ongoing</p>
	<p>To work effectively with schools to develop action plans on transition.</p>	
	<p>Are you collecting evidence to measure these outcome(s)? If so, please specify which type of evidence for which aim (if not, just put 'N/A')</p> <p>In the first few months of implementation we have worked with schools to identify targeted groups of pupils through better use of data. Over subsequent years pupil progress will be compared against the wider cohort to measure progress into S1 and thereafter.</p>	
	<p>What does this evidence show on the extent to which the above outcomes have been achieved to date? <i>Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free.</u></i></p>	

	At this stage it is clear that there needs to be clear scrutiny of attainment data in order to build capacity and improve consistency across schools.	
Medium –term outcomes	What medium-term outcome(s) does this initiative aim to achieve? <i>(Medium-term outcomes are often in the form of changed actions, practice, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</i>	By when? (estimate) Ongoing
	<ul style="list-style-type: none"> • Effective sharing of data across schools and clusters; • a consistent approach to transition programmes including primary and secondary colleagues; • all children and young people will experience a smooth transition from primary into secondary; and • targeted groups of children, through specific inputs and support will be tracked throughout primary 7 with the specific interventions continued by the same teacher in S1. 	
	Are you collecting evidence to measure these outcome(s)? <i>If so, please specify which type of evidence for which aim (if not, just put 'N/A')</i>	
	As previously detailed and over the longer term data will be compared against the wider cohort to measure progress into S1 and thereafter.	
	What did this evidence show? <i>Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.</u></i>	
NA		
Reflections on progress to date: Can you share any learning on what has worked well in implementing this initiative? <ul style="list-style-type: none"> • Professional discussion with staff involved has proved to be successful; • plans have been put in place; and • plans will be tailored to suit the needs of the children, young people and the context of the school/cluster involved. 		
Can you share any learning on what has worked less well or could be improved? <ul style="list-style-type: none"> • It is very early to comment on improvements as this is now to be implemented 		

2	Leadership capacity	
2016/17 Allocation	£137,462	
2016/17 Actual Spend	£92,825	
Expenditure breakdown		

Staffing:	Total this financial year	
	FTE	Costs
Teachers	11 schools (various)	£92,825
Education/development officers		£
Educational psychologists		£
Data analysis officers		£
Family/home link worker		£
Speech and language therapists		£
Early years professionals		£
Other staff, namely: Admin.....		£
Non-staffing <i>please specify type:</i>	Total costs this fin. Year	
	£	
	£	
	£	
Activities: <i>Please comment on progress in implementing your planned activities in the year 2016/17</i>		
<p>Secondary schools have appointed an additional PT who is currently focussing on the improvement and analysis of performance data. These appointments have been made between January and March with additional FTE time in each school to support the management element of this post.</p> <p>Systems for tracking and monitoring the performance of 'at risk' pupils are being developed and appropriate supports, programmes and interventions are being planned and implemented. Work is taking place across schools to look at existing strategies to determine methods of existing practice which work well. This is now being developed.</p> <p>Some examples of early work include:</p> <ul style="list-style-type: none"> • focus on working with staff across the school to improve level of conversation with pupils through the use of data; • the use of data to identify young people who are at risk of underachieving; • schools beginning to understand and identify groups of young people with characteristics which may suggest they will have additional challenges to overcome; and • a mentoring scheme has been set up in one school as a result of data collection and as a result a better understanding of specific needs of a group of young people. <p>With the recent appointment of a Data Team, this will allow significant progress now to be made within this part of the plan.</p>		
Slippage from plans: <i>Please comment on slippage from your original plans for implementing activities in the year 2016/17</i>		
<p>As previously detailed re appointment of Assistant Director. In addition, the original plan was changed to allow a PT to be appointed in all schools with an allocation of FTE in each school proportionate to the needs of the school. This is now being put in place.</p>		

2	Leadership capacity: evidence on short and medium-term outcomes	
Short –term outcomes	What short-term outcome(s) does this initiative aim to achieve? <i>(Short-term outcomes are often in the form of changed awareness, skills, motivation, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</i>	By when? (estimate)
	<p>Increased awareness within schools of the need to focus on the progress of particular young people and to have effective systems in place to allow them to do this. This aspect of the programme is in its early stages.</p> <p>An early example of impact from effective use of data has allowed one school to focus conversations with Faculty Heads on level of presentation with pupils moving into S4. Coordination of decisions made within each faculty through the use of data and assessment across all curriculum areas should ensure increased attainment in due course.</p>	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')	
	<p>As described in the December report, we will use a variety of data available to measure progress.</p> <p>The forthcoming appointment of the data team will allow us to show this in detail over the coming months.</p>	
	What does this evidence show on the extent to which the above outcomes have been achieved to date? <i>Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free.</u></i>	
–term outcome	What medium-term outcome(s) does this initiative aim to achieve? <i>(Medium-term outcomes are often in the form of changed actions, practice, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</i>	By when? (estimate)
	NA	

	<p>Schools will be able to build a detailed picture of each pupil and in addition groups of pupils. This will be compared across data from the school and across all the schools in Renfrewshire. With this data comes the opportunity for dialogue to ensure individual pupils, classes and cohorts of young people are being stretched to reach their potential.</p> <p>In addition, we will be able to measure where specific groups of pupils are performing best and analyse why this is the case. This will allow other schools the opportunity to learn from existing strong practice. Furthermore, it will allow the central team to direct resources to where there is greatest need.</p>	Ongoing
<p>Are you collecting evidence to measure these outcome(s)? <i>If so, please specify which type of evidence for which aim (if not, just put 'N/A')</i></p>		
<p>As described in the December report, we will use a variety of data available to measure progress.</p> <p>The forthcoming appointment of the data team will allow us to show this in detail over the coming months.</p>		
<p>What did this evidence show? <i>Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free.</u></i></p>		
NA		
<p>Reflections on progress to date: Can you share any learning on what has worked well in implementing this initiative?</p> <p>Can you share any learning on what has worked less well or could be improved?</p> <ul style="list-style-type: none"> It is too early in the programme to be able to comment confidently on this 		

3	Overcoming barriers to learning	
2016/17 Allocation	£114,120	
2016/17 Actual Spend	£0	
Expenditure breakdown		
Staffing:	Total this financial year	
	FTE	Costs
Teachers		£

Education/development officers		£
Educational psychologists		£
Data analysis officers		£
Family/home link worker		£
Speech and language therapists		£
Early years professionals		£
Other staff, namely: Admin.....		£
Non-staffing <i>please specify type:</i>	Total costs this fin. Year	
		£
		£
		£
Activities: <i>Please comment on progress in implementing your planned activities in the year 2016/17</i>		
The appointment of HWB support workers is now taking place. The focus of this work is detailed in Renfrewshire's year 2 submission.		
Slippage from plans: <i>Please comment on slippage from your original plans for implementing activities in the year 2016/17</i>		
There has been a delay in the recruitment of staff in the area.		

3	Overcoming barriers to learning: evidence on short and medium-term outcomes	
Short-term outcomes	What short-term outcome(s) does this initiative aim to achieve? <i>(Short-term outcomes are often in the form of changed awareness, skills, motivation, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</i>	By when? (estimate)
		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')	
It is not possible to report progress on this area at this time.		

	<p>What does this evidence show on the extent to which the above outcomes have been achieved to date? Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free.</u></p>	
	<p>Evidence in this area will be gathered over the next reporting period.</p>	
Medium –term outcomes	<p>What medium-term outcome(s) does this initiative aim to achieve? (Medium-term outcomes are often in the form of changed actions, practice, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</p>	<p>By when? (estimate)</p>
	<p>Are you collecting evidence to measure these outcome(s)? If so, please specify which type of evidence for which aim (if not, just put 'N/A')</p>	
	<p>What did this evidence show? Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free.</u></p>	
<p>Reflections on progress to date: Can you share any learning on what has worked well in implementing this initiative?</p> <p>This will develop in the coming session.</p> <p>Can you share any learning on what has worked less well or could be improved?</p>		

4	Professional learning	
2016/17 Allocation	£100,000	
2016/17 Actual Spend	£0	

Expenditure breakdown		
Staffing:	Total this financial year	
	FTE	Costs
Teachers		£
Education/development officers		£
Educational psychologists		£
Data analysis officers		£
Family/home link worker		£
Speech and language therapists		£
Early years professionals		£
Other staff, namely: Admin.....		£
Non-staffing <i>please specify type:</i>	Total costs this fin. year	
	£	
	£	
	£	
Activities: <i>Please comment on progress in implementing your planned activities in the year 2016/17</i>		
<p>No work was able to take place in this part of the plan. In addition, the focus has been changed and is again fully detailed in Renfrewshire's year 2 submission.</p>		
Slippage from plans: <i>Please comment on slippage from your original plans for implementing activities in the year 2016/17</i>		

4	Professional learning: evidence on short and medium-term outcomes	
Short –term outcomes	What short-term outcome(s) does this initiative aim to achieve? <i>(Short-term outcomes are often in the form of changed awareness, skills, motivation, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</i>	By when? (estimate)
	None to date.	
	Are you collecting evidence to measure these outcome(s)? If so, please specify which type of evidence for which aim (if not, just put 'N/A')	

	<p>This will be done in future years.</p>	
	<p>What does this evidence show on the extent to which the above outcomes have been achieved to date? <i>Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free.</u></i></p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Medium –term outcomes</p>	<p>What medium-term outcome(s) does this initiative aim to achieve? <i>(Medium-term outcomes are often in the form of changed actions, practice, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</i></p>	<p>By when? (estimate)</p>
	<p>None to date.</p>	
	<p>Are you collecting evidence to measure these outcome(s)? <i>If so, please specify which type of evidence for which aim (if not, just put 'N/A')</i></p>	
	<p>What did this evidence show? <i>Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free.</u></i></p>	
<p>Reflections on progress to date: Can you share any learning on what has worked well in implementing this initiative?</p> <p>Progress to date has been slow for reasons outlined elsewhere in this report.</p> <p>Can you share any learning on what has worked less well or could be improved?</p>		

5	Teaching resources	
2016/17 Allocation	£67,500	
2016/17 Actual Spend	£67,500	
Expenditure breakdown		
Staffing:	Total this financial year	
	FTE	Costs
Teachers		£
Education/development officers		£
Educational psychologists		£
Data analysis officers		£
Family/home link worker		£
Speech and language therapists		£
Early years professionals		£
Other staff, namely: Admin.....		£
Non-staffing <i>please specify type:</i>	Total costs this fin. year	
Resources	£67,500	
	£	
	£	
Activities: <i>Please comment on progress in implementing your planned activities in the year 2016/17</i>		
<p>The funding has been used to purchase resources and support that will enhance the learning and performance of young people who are at risk of underachieving due to their home circumstances.</p> <p>Some examples of this include:</p> <ul style="list-style-type: none"> • setting up and running supported study sessions for targeted groups of young people; • the additional funding is being used to purchase additional resources and materials to allow the pupils to have access to these at home. The schools believes that this will impact mostly on those young people who otherwise would not have access to home study resources; • purchase a software package used by the Support for Learning team with vulnerable S1/2 pupils; and • additional funding has been used for targeted supported study (particularly maths) and digital learning resources for English and maths. 		
Slippage from plans: <i>Please comment on slippage from your original plans for implementing activities in the year 2016/17</i>		
NA		

5 Teaching resources: evidence on short and medium-term outcomes		
Short –term outcomes	<p>What short-term outcome(s) does this initiative aim to achieve? <i>(Short-term outcomes are often in the form of changed awareness, skills, motivation, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</i></p>	By when? (estimate)
	<p>Allowing all pupils to have equality of access to resources to help support home study. In addition, a greater equity of support available to children after the school day.</p>	
	<p>Are you collecting evidence to measure these outcome(s)? If so, please specify which type of evidence for which aim (if not, just put 'N/A')</p>	
	<p>At the moment, we have been collecting feedback from each individual school. However, the year 2 submission has changed the focus and this resource will be incorporated into PEF plans.</p>	
	<p>What does this evidence show on the extent to which the above outcomes have been achieved to date? <i>Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free.</u></i></p>	
	NA	
Medium –term outcomes	<p>What medium-term outcome(s) does this initiative aim to achieve? <i>(Medium-term outcomes are often in the form of changed actions, practice, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</i></p>	By when? (estimate)
	<p>Improved engagement in learning due to the necessary resources being available to all pupils such as materials and resources at home and further support through targeted supported study.</p>	
	<p>Are you collecting evidence to measure these outcome(s)? If so, please specify which type of evidence for which aim (if not, just put 'N/A')</p>	
	As above.	

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

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

- Too early to comment

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

6	Parents in Partnership	
2016/17 Allocation	£22,500	
2016/17 Actual Spend	£0	
Expenditure breakdown		
Staffing:	Total this financial year	
	FTE	Costs
Teachers		£
Education/development officers		£
Educational psychologists		£
Data analysis officers		£
Family/home link worker		£
Speech and language therapists		£
Early years professionals		£
Other staff, namely: Admin.....		£
Non-staffing <i>please specify type:</i>	Total costs this fin. year	
		£
		£
		£
Activities: <i>Please comment on progress in implementing your planned activities in the year 2016/17</i>		
<p>Parents in Partnership CELCIS Programme – Pilot programme including XX, XX HS and XX HS took place between August – October 2016. Selected parents and carers of S1 pupils were invited to attend a seven – week programme in school, during which time they had the opportunity to experience 12 of the 16 subjects in BGE. Parents also received advice and information sessions from a range of council run community services as part of a life skills input.</p>		

Parents in Partnership Schools Programme – remaining eight mainstream and two ASN schools to deliver Parent and Partnership Programmes through to March 2017. The schools were given the opportunity to alter the CELCIS delivery model to tailor the programme to the needs of their parent group. XX HS, XX Grammar School and XX HS have completed their programmes with the remaining school programmes ongoing.

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

6	Parents in Partnership: evidence on short and medium-term outcomes	
Short –term outcomes	<p>What short-term outcome(s) does this initiative aim to achieve? <i>(Short-term outcomes are often in the form of changed awareness, skills, motivation, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</i></p>	By when? (estimate)
	<p>Short- term outcomes of the Parents in Partnership programme for parents include:</p> <ul style="list-style-type: none"> • reducing the fear of school as “a scary place”; • increase awareness of a secondary school curriculum; and • increase interaction of parents at school events such as Parent council. <p>Short- term outcomes of the Parents in Partnership programme for pupils include:</p> <ul style="list-style-type: none"> • to allow increased conversations/ engagement at home between parents and their children around school; • improved behaviour; and • better understanding and motivation towards homework with supportive parents. <p>Short- term outcomes of the Parents in Partnership programme for teachers include:</p> <ul style="list-style-type: none"> • getting to know parents who would not normally engage with school; • building relationships with these parents; • sharing expectations with parents around the school curriculum; and • the opportunity to communicate the support provision for the pupils within school. 	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')

Schools involved in the CELCIS pilot will have outcomes measured in the forms of; pre/post questionnaires, staff and teacher feedback forms and parent, teacher and guidance support focus groups. CELCIS will externally evaluate the data and report back to Renfrewshire Council with findings.

The remaining schools will measure outcomes through the form of; pre/post questionnaires, staff feedback sessions and one – to – one meeting with the project lead. In addition, schools have been asked to complete a parents in Partnership evaluation to be returned between end of March – June 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'. This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free.

While some schools are still delivering their programmes, early impact data from the three pilot schools, XX HS, XX HS and XX Grammar indicate that short term outcomes of the Parents in Partnership programmes include:

- an understanding and reassurance around high school life and content for parents;
- parents identify increased levels of communication with their children and school;
- parents gained a better understanding of subjects and the curriculum;
- parents gained a understanding around the expectations and demands on pupils (around homework and the physical and mental demands of the school day on children);
- parents gained a better understanding of support available in school and how to access it;
- parents were less intimidated by Secondary Education;
- parents know more about the pattern of the school day;
- parents know their child's teachers and who to contact; and
- some parents have indicated that their child is getting up easier for school, talking about school and doing homework.

Parents and carers reflected on their own (sometimes negative) school experiences, and emphasised their new understanding of how things have changed since their own school days. Some parents indicated that they felt reassured about high school life and that their children were safe and cared for in school. The increased knowledge and understanding of subjects and school life has enabled parents and carers to have more informed conversations with their children at home.

In addition, from a teachers point of view, short term outcomes highlight that;

- parental engagement has increased dramatically, with full attendance at parent's evenings;
- parents are getting involved with the school (one parent is delivering

	<p>crocheting lessons as part of the Higher class);</p> <ul style="list-style-type: none"> parent – teacher relationships have been enhanced; and some parents are considering putting themselves forward for Parent Council. 	
Medium –term outcomes	<p>What medium-term outcome(s) does this initiative aim to achieve? <i>(Medium-term outcomes are often in the form of changed actions, practice, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</i></p>	<p>By when? (estimate)</p>
	<p>As a result of the Parents in Partnership programme, proposed medium- term outcomes include:</p> <ul style="list-style-type: none"> Impact on pupil attendance post programme; Impact of related pupil attainment post programme; Regular contact with parents at parents night/ attendance at parent council; Building on the programme through further engagement; and Model development to allow for pupil and parents to work together in classroom situations. 	<p>Ongoing</p>
	<p>Are you collecting evidence to measure these outcome(s)? <i>If so, please specify which type of evidence for which aim (if not, just put 'N/A')</i></p>	
	<p>Regular discussions with key contact in schools to monitor attendance and attainment of pupils. This initial development has provided much insight into future engagement and developments which schools are now considering. The ability to track future attainment and attendance will be a key consideration as we move forward.</p> <p>Medium –To allow for the collection and analysis of accurate data on the above in the coming year.</p> <p>Schools will monitor the target group of parents in terms of attendance at parent nights and future engagement around pupil progress.</p>	
	<p>What did this evidence show? <i>Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free.</u></i></p>	
<p>Reflections on progress to date: Can you share any learning on what has worked well in implementing this initiative?</p> <p>The Home link staff in each school are a key first point of contact in reaching the families. The extended transition primary 7 group of pupils have for the most part been the immediate focus of the target groups (SIMD deciles 1 & 2 priority). This initial engagement and communication is key to the success of the programme. Engagement with the hardest to reach parents is a time consuming but essential part of the process.</p>		

Schools have reported that success of the programme is also determined by tailoring input to support the needs of the parents. This may look different in every school. An identified member of staff to link/ meet and greet the parents each week as they arrive is also seen as essential. Support staff to work with parents in classroom situations can also be essential.

Taking time with the parents made them feel like they were being listened to and school was genuinely invested in them.

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

- Schools reported that some of the life skill sessions were not relevant to their needs. Moving forward, it is very clear that parents need to be consulted around this input; and
- The ability to provide a flexible programme which may include evening sessions for working parents is also worthy of consideration.

OVERALL PROGRESS AND REFLECTIONS

7	Overall progress towards long-term outcomes and reflections
Long –term outcomes	<p><i>The long-term outcomes of the Attainment Scotland Fund are to:</i></p> <p><i>a. Improve literacy and numeracy attainment</i></p> <p><i>b. Improve health and wellbeing</i></p> <p><i>c. Close the attainment gap between pupils from the most and least deprived areas.</i></p> <p>Are you collecting any evidence to measure these long-term outcomes in your authority? If so, please specify the type of evidence you are collecting (if not, just leave blank)</p>
	<p>Increased parental engagement from our most hard to reach parents through the Parents in partnership programme</p>
	<p>Plans in place for transition programmes. It is envisaged that the plans submitted for year 2 will allow a dedicated member of staff to work with and track the progress of small groups of identified children throughout P7 and S1. This will allow a greater understanding of need but also give valuable information to secondary staff on what our young people already have shown in terms of capability giving opportunity for quicker progression in S1.</p>
	<p>Increased use of data and moving towards an increased confidence in analysis of data across our schools. A much greater use of data to inform practice within and across our schools.</p>
	<p>Resources are being tailored to suit the context of schools and targeted to meet the needs of individual pupils.</p>
	<p>What did this evidence show so far? Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just leave blank. <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free.</u></p>

As above.

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

This has been discussed throughout this document.

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?

The pace of progress has been slower than anticipated for a number of reasons which include:

- the timescale in appointing an Assistant Director with responsibility for Education and the Attainment Challenge;
- a change of direction with some of the original plan;
- the decision to merge the Attainment Challenge with PEF plans and therefore the need to understand the separate funding mechanisms;
- dialogue and conversation with Head Teachers; and
- the appointment of key staff which will allow the different workstreams and strands to be delivered at the pace required.

These issues have now largely been dealt with and through conversations with senior representatives of the Attainment Challenge group, new plans have been generally agreed in principle and are now being progressed.



Monitoring Agreement and Progress Report

Reporting Period	-	February 2016
Lead Author	-	North Ayrshire Council
Key Contact at Authority	-	[REDACTED]
Attainment Advisor	-	[REDACTED]

Contents

Introduction

1. Professional Learning Academy
2. Nurture/Health and Wellbeing:
 - (a) Establishment of 15 Nurture Bases
 - (b) Health and Wellbeing
3. Community/Parental Engagement
4. Assessment and Data Analysis to Inform Future Practice
5. Physical Activity (Dance, Drama and Sport)

Appendices:

- | | | |
|----------------|---|--|
| Appendix 1.1 | - | PLA Plan |
| Appendix 1.1.1 | - | PLA Project Summary |
| Appendix 1.2 | - | PLA Calendar of Events |
| Appendix 2.1 | - | Data Analysis of SIMD/FME |
| Appendix 3.1 | - | Community/Parental Engagement PID |
| Appendix 4.1 | - | NAC Progress Tracker |
| Appendix 4.2 | - | Families of Schools Data |
| Appendix 4.3 | - | Vulnerable Groups Data Guidance Document |
| Appendix 4.3.1 | - | Distribution by Staged Intervention |
| Appendix 4.3.2 | - | Clothing Grants – numbers |

Introduction

The following monitoring agreement and progress report details the development of the five workstreams agreed as part of the authority Attainment Challenge bid.

Much of the detail at this stage is concentrated on three of the workstreams with a narrative offered for the other two, detailing changes to the original bid and next steps. These changes have already been discussed with Education Scotland / Scottish Government and agreed in principle prior to final funding settlements for year two.

The reports outline the work undertaken against the rationale of universal support across all schools in the authority and the targeted approach of specific initiatives where analysis has shown the greatest need. In determining specific schools, cohorts and groups of children and young people, we have not solely looked at schools with the greatest percentage of children living in SIMD 1 and 2. In addition, we have incorporated factors such as Free Meals Entitlement and Footwear and Clothing Grant. Furthermore, we have used our existing evidence base of CfE levels and initial standardised assessment data.

Each of the reports detail where slippage has occurred from the original plans submitted. Staffing, and in particular the difficulty in recruiting teachers, remains a major obstacle that has to be overcome. The authority is currently looking at ways of addressing this. For example, an internal recruitment process has been launched with the aim of securing probationer and temporary teachers on permanent contracts for session 2016/17. Importantly, this will only be for teachers who we believe are or who have the potential to become very effective practitioners. This recruitment drive, along with an external one at the beginning of March, should help support our current shortfall with regards to initial plans put forward.

The reflections on impact to date are predominantly qualitative in nature given the timescales that the project has been running. In the longer term, we will demonstrate evidence of impact through a range of measures, including: the analysis being conducted by the Robert Owen Centre at the University of Glasgow; standardised assessments; CfE achievement levels; teacher professional judgement surveys and questionnaires and continued analysis around the impact of the five workstreams.

Finally, each workstream has detailed the actual spend to end January 2016 and the projected figure to year end. This has the potential to change slightly dependent on ongoing conversations around changes to the original bid being agreed.

Monitoring Agreement and Progress Report

1	Create a North Ayrshire Professional Learning Academy to lead evidence-based pedagogical practice with a focus on Literacy and Numeracy		
2015/16 Allocation	£1,356,000	Planned Spend to Year End	£141,963
		Actual Spend to 31/01/2016	£88,083
Staff Resources: Teachers Early Years Practitioners Speech and Language Therapist	Agreed in Plan: 35 teachers as Leaders of Learning & Teaching, and other staffing including a Psychologist Assistant	Secured: Four Principal Teachers, 2 Class Teachers and 2 Early Years Practitioners were in place by 2.11.15. A Speech and Language therapist was appointed in January 2016.	
Progress to date (please comment on areas of progress and slippage from plans):			
<p>Strategic Approach National and International research acknowledges that a key intervention within all education systems to effectively drive improvement and increase attainment is the quality and skill of the teacher. Moreover, key messages from established school improvement programmes (that is, those sustained for at least 8 years) include working across schools to build capacity and raise attainment. Launching a Professional Learning Academy with a clear, strategic vision is a critical component of North Ayrshire's attainment challenge which will impact positively on the attainment of our children and young people.</p> <p><i>'To improve schools one must invest in people, support people and develop people.'</i> (Schlacty, 1990)</p> <p>Following a recruitment drive across the authority, The Professional Learning Academy Team, consisting of 6 teachers, 2 Senior Early Years Practitioners and a Speech and Language Therapist are in place. Remits of all staff have been discussed individually and collegially, and agreed. Significantly, all of our work has a clearly agreed rationale and, as such, weekly evaluative and planning sessions occur in order that all of our planned frameworks, delivery, interventions and decisions are based on extensive justification of need. For example, in relation to the summit in Washington in 2014, incorporating 80 school leaders from many countries including the UK, where they highlighted that there is not a widespread understanding of what constitutes effective pedagogy (Strong et al, 2011; Hammer et al, 2009), we conducted sharing practice visits where the PLA team observed lessons in 25 establishments across all sectors (Early Years, Primary and Secondary.) In reporting back, we had a professional dialogue workshop on what</p>			

worked? What didn't? Why? As a result, this influenced our decisions and enabled us to identify key pedagogic points to incorporate within our teaching workshops.

Location

It is known that the physical environment affects motivation and performance and, as such, we fervently support the following assertion made by the Organisation for Economic Co-operation and Development (OECD).

"All individuals have a right to a quality educational facility, a physical space that supports multiple and diverse teaching and learning programmes and pedagogies, including current technologies....."

(The Organisation for Economic Co-operation and Development, 2006)

Because we strongly believe that investment in people is fundamental to ensuring high impact for all, we are in the process of renovating an annex of Auchenhavrie Academy in Saltcoats, North Ayrshire to form the location for the Professional Learning Academy. We will ensure the quality of this learning facility reflects the high standard of educational provision which this centre will deliver. It will be an inspiring learning space where teachers and practitioners from all sectors will expand their current professional knowledge, understanding and skills. The final, planned programme is now complete. The planning for this establishment is fully in line with 'Inspiring Learning Spaces,' funded by Scottish Futures Trust. Appendix 1.1 demonstrates details of plans and Appendix 1.1.1 is the project summary document.

Promotion of Raising Attainment through the PLA

A North Ayrshire Numeracy and Mathematics Early Years Framework has been devised by the Professional Learning Academy with training sessions prepared and delivered. This has been an intensive piece of work which has involved consistent consultation, evaluation and refinement in order that the best framework for children and young people is developed.

Six schools (Early Years Classes) have been identified for pilot projects. The purpose is to measure the impact of our framework on curricular outcomes, including learning experiences, for children and young people. Four of the schools selected have more than 50% of children and young people living in the worst SIMD deprived 20% of datazones; one school with 79%. Children and young people tracked in one school with a low percentage of pupils living in the worst SIMD deprived 20% of datazones will be those who experience high levels of poverty. In this way, we acknowledge that poverty exists across all areas of our authority and aim to address this. It is our intention to track these children and young people within a longitudinal study.

A calendar of events has been agreed with all Head Teachers who have engaged in an initial planning meeting with the Principal Teacher, from the Professional Learning Academy, leading on the Early Level Framework. Permission letters; aims; planning and evaluation forms; baseline assessment guidelines; and pupil, practitioner and parent questionnaires have been devised by the team. An Educational Psychologist engaged with the team as a 'critical evaluator' of the work that has been devised.

Already, the whole staff approach has been provided to two primary schools with integrated Early Years classes. This training is for all staff in the Early Years Class

return in terms of the impact on children and young people. In other cases, we have adapted training to suit our local context.

Consistency of Approach.
We know that a focus on evaluation and re-evaluation is fundamental to raising attainment and therefore this is a significant feature of our approach. At the workshops mentioned previously, participants are asked what actions they will take as a result. We incorporate HGIS 4 and focuses upon the 'inwards, outwards, forwards' concept. Follow-up work is always provided and participants return a few weeks later where the session focuses on how they have implemented the framework and, subsequently, we build on their prior learning.

Consultation – Meeting the Needs of Children and Young People
A Numeracy and Literacy survey has been devised and distributed to all secondary Maths and English teachers, all Primary teachers and all Early Years Practitioners across North Ayrshire. This will establish a baseline around specific issues in order to ensure that needs are met. Moreover, this also ensures that the direction of travel is based on evidence of where schools require support to increase attainment.

Ensuring Cohesion within, across and beyond the education authority

Within the education authority, we have agreed that the 'Professional Learning Academy' will include a focus on leadership. Currently, there is a breadth of leadership opportunities offered within North Ayrshire. The Senior Manager with responsibility for Leadership and the Senior Manager with responsibility for the PLA Team are now working to establish training in response to the needs of Head Teachers. A training needs analysis was conducted. Analysis revealed key areas and there will now be a plan to address these within the PLA. For example, Head Teachers requested training on data analysis and school improvement planning. Whilst some of this has already been undertaken as part of the Data Analysis strand of the Attainment Challenge. Leads across the attainment challenge work streams will work together to devise a workshop for Head Teachers around effective analysis of school data in relation to evidence based practice. This corresponds to productive measures introduced this session in North Ayrshire's new Quality Improvement Framework.

The PLA Lead has met with the probationer lead and mentors and plans are now in place for a significant input into the probationer training for 2016-7.
We have a strong link with the Early Years Co-ordinator and Senior Manager with responsibility for Early Years in order that we establish consistent, clear priorities for the PLA and cross authority work. We have organised monthly meetings with them, to include the PLA team, to ensure consistency and sustainability of practice over time.
A member of the PLA team is on the authority assessment group to ensure that there is coherence in terms of other aspects of the attainment challenge.

Links with universities are being fostered and face-to-face meetings, with the agenda of raising attainment in literacy and numeracy through evidence-based practice, are currently being planned. Universities include Glasgow, Strathclyde, West of Scotland and Stirling. As is good practice in meeting the needs of children and young people.

(as opposed to individual members) and P1 teachers in order to ensure progression and develop collaborative practice across sectors. Professional Learning Academy staff have begun to support establishments through modelling assessments and practice and collaboratively planning and implementing the framework. The level of support a school receives is dependent upon the needs of the school. The calendar of events for the 'pilot schools' Early Level Framework began on Jan 28th 2016 with the final date, at which an evaluative twilight session has been arranged, being June 17th 2016 (Appendix 1.2). Overarching themes will be gathered at this point and adaptations made in accordance with feedback.

The PLA Team is responsive to the needs of the schools and centres. For example, an Early Years Centre in an area of significant deprivation has requested support. The centre conducted a 'test of change' in an area - numeracy - where it was concluded that staff development was required. They also requested a different model in terms of delivery to accommodate their context. As a result, we have altered our suggested interventions to meet their needs and 3 PLA staff will deliver training and support staff in the centre. Evidence, e.g. pre and post planning will be kept to ascertain differences in provision and how this is impacting on progress.

A Head Teacher presentation was prepared and delivered to all Primary Head Teachers. The presentation included a rationale for the Professional Learning Academy in relation to national and international research, our vision and practical implementation. 'Expression of interest' forms were distributed, discussed and analysed in order to influence a strategic plan for 2015-17. A Presentation was also given to Early Years Heads and Head Teachers. At this point a consultation questionnaire was distributed and analysed to inform next steps.

Early indications of consultations reveal that sharing standards between primary and secondary may be a focus area. This was already identified in a cluster in a high area of deprivation and, as such, we have held an initial meeting to identify key aspects of focus to enhance attainment of children and young people. The focus will be on sharing standards across the cluster (focusing on consistency in various aspects); methodology (this can involve practice including differentiation, sharing practice across sectors re. mental agility, etc.); and Numeracy across the Curriculum (application of concepts). This will now be taken forward by the Senior Manager and PLA team.

Three PLA staff will be trained SSLN assessors in Listening and Talking this session and use the knowledge and skills gained to progress the 96% of primary schools who attended the first workshop to another level. We have introduced a Listening and Talking Professional Learning Network, featuring teachers from two clusters who have a significant percentage of children and young people living in the worst SIMD deprived 20% of datazones. They have implemented a cycle of change with a focus on pedagogical practice. This was reported on by the Project Manager, North Ayrshire Change Team, who is also completing her Scottish Improvement Leader course. Achievements and Key Learning Points are exceptionally valuable in setting the future direction of raising attainment work across other areas. Interestingly, 89% of Head Teachers from participating schools have expressed interest in the next round of training, which will be developed. 'Talk your way into writing.'

It is important to state that the PLA team have had training on several key areas and have evaluated thoroughly. In some cases, we have decided not to promote specific

we require to know the prior learning of teachers in order to progress their career long professional learning needs. As a result, we have met – as a team – to formulate key questions to elicit information required to enhance our approach.

PLA staff are devising core workshops and undertaking research on pedagogy. They are looking outwards and linking with external providers such as Maths Recovery England. Whilst they will train PLA staff, the plan is that key aspects of training will be incorporated into our own training thus ensuring sustainability within our model. For example, four members of the PLA are currently undergoing Maths Recovery accreditation in order to be able to establish our own model of training.

The PLA staff are making links with other authorities, e.g., East Ayrshire. In addition, we will be visiting Midlothian in March with our Principal Educational Psychologist to contemplate their 'Visible Learning' interventions and analyse how this could impact attainment in our own context.

Evaluation

An evaluation format has been devised and sent to the Robert Owen Centre for endorsement. Meetings to clarify proposals for external evaluation are currently in place.

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

Through professional dialogue with Senior Management Teams during Quality Improvement visits and in Head Teacher Meetings, it is evident that there is a clear drive to improve standards and work collaboratively with the Professional Learning Academy Team. This is evidenced with overwhelming participation in the first training sessions offered.

- 96% of primary schools, all Early Years Centres and all Additional Support Needs Schools have already sent a member of staff on the Early Years Numeracy Framework training.
- 99% of staff attending training agreed on the relevance of the training for them whilst 97% strongly agreed or agreed that the training was helpful for them.
- Qualitative data was collected to assess participants' perspectives on the workshops and evidence demonstrates that the input of the PLA team is having a positive impact on teaching methodologies which fulfil the principles of CfE. Children and young people will benefit from a more informed, consistent, research based practice delivered by practitioners with enhanced skills.

Comment examples:

'Fantastic presentation! Even though I have been teaching for a very long time, I was enthused and thoroughly enjoyed this course. The presenters were so enthusiastic, explained everything well and, most importantly, were classroom practitioners.'

'This has brought home how we as class teachers (P1-4) need to work more closely with Early Years Classes on planning.'

*'Loved it ladies – very excited about maths tomorrow!
Going home to change my plans! ☺'*

The Senior Manager with strategic lead for the PLA has attended training sessions and spoken with teachers and practitioners. It is evident that the training is having a positive impact. Most notably, teachers and practitioners are reflecting and adapting plans to ensure pedagogic practice meets children and young people's needs and provides depth, challenge and application.

The level of interest in participating in future Professional Learning Academy training and support sessions is exceptional. For example, 97% of primary HTs have requested training for 1st and 2nd level numeracy frameworks for whole staff groups. This response far exceeded our expectations and confirms that our proposed direction of travel to increase attainment by devising and introducing targeted interventions is accurate. More specifically, 94% of schools who have more than 50% of children are young people living in the worst SIMD deprived 20% of datazones have requested support in terms of implementation of the 1st level numeracy frameworks we are currently developing.

Working across sectors on learning (as opposed to transition information) is likely to have significant effect on the learning experiences including the pace of learning for our children and young people.

The effectiveness of our evaluation and re-evaluation approach is evident through the professional dialogue with staff attending our workshops. As a result, schools who request personalised support will be asked to meet with a PLA Principal Teacher who will ask key questions in order to ensure that there is a strategic direction within the school and that measures of impact have been considered. This is part of the process of building capacity within our schools.

Next steps:

- Presentation for Secondary Head Teachers meeting.
- Presentation to private and voluntary sector Heads of Centres.
- Meet with Con Morris, Education Scotland, re. promotion of PLA and sharing of practice areas.
- Lead Listening and Talking professional development network in an examination of 'what works and why?' in the 'Raising Attainment' project work. Establish next steps for phase 2. PLA team to evaluate the impact of the process and consider its value when examining a 'value-added approach' to numeracy.
- Analyse 'Survey Monkey' responses and further develop a strategic plan for targeted interventions. We know that extensively carefully targeted professional development for teachers is a key feature of the successful Ontario system and plan to consistently ensure that we have a clear, shared rationale for targeted intervention. We have already prioritised 6 schools as targeted schools for Numeracy with a clear rationale.
- While we will be focusing predominantly on and prioritising schools with children and young people with a high percentage of children and young people living in the worst SIMD deprived 20% of datazones, some clusters of schools are already asking for support with key aspects – a positive sign, particularly given how early in this journey we are. One cluster of schools has asked to work with us on language development. This will be a collaborative

approach with the PLA teacher, speech and language therapist and schools. While this cluster is situated in an area where the percentage of SIMD deprived children and young people is lower than some of our other clusters, our intention is to monitor the impact on children and young people within these datazones and who have other measures contributing to poverty such as Footwear and Clothing Grants (24% in their largest primary school).

- Establish a cluster network for P7 teachers and secondary Maths teachers in a cluster with predominantly high levels of deprivation and begin short term focused work. The initial emphasis will be analysing recent data from P7-S3 and ensuring that our work will have clear impact on outcomes for children and young people.
- Lead a workshop to devise key questions for HTs who wish their schools supported by PLA.
- Speech and Language Therapy training to be organised for PLA team.
- 2-day Numeracy training to be implemented and feedback session organised.
- Research pedagogical approaches within the 4 themes of Literacy.
- Appoint Educational Psychologist to work across work streams.
- Convene meetings with universities.
- Confirm processes for the overall evaluation of North Ayrshire's Professional Learning Academy by Robert Owen Centre for Educational Change.

Slippage from Plans

As has been alluded to previously in this report, recruitment has been a significant challenge. However, it is our intention to have a further recruitment drive, with posts advertised internally and externally, in order to attract more candidates. A strategic plan for recruitment is already in place within the education authority and we anticipate that this will assist schools to effectively backfill positions.

Monitoring Agreement and Progress Report

2 a)	Nurture - the establishment of 15 Nurture classes in mainstream primary schools across identified areas of deprivation in North Ayrshire and the re-introduction of teacher support for CAHMS and a school counselling service.		
2015/16 Allocation	£590,000	Planned Spend to year end	£254,779
		Actual Spend to 31/01/2016	£111,877
Staff Resources: Teachers (Nurture) Classroom Assistants (Nurture)	Agreed in Plan: 1 Principal Teacher (Nurture) 15 Nurture Teachers 15 Nurture Assistants	Secured: 1 Principal Teacher (Nurture) 15 Nurture Teachers 15 Nurture Assistants	
Progress to date (please comment on areas of progress and slippage from plans):			
<p>Strategic Approach In order to achieve transformational change that will close the attainment gap, we aim to make North Ayrshire Council a nurturing authority. This will be achieved through a 3 tiered approach:-</p> <ol style="list-style-type: none"> 1) Universal Nurturing Approach in all establishments 2) Targeted Nurture Groups created within 16 identified schools 3) Development of Enhanced Nurture Base. <p>Key National Drivers:</p> <ul style="list-style-type: none"> • Better Relationships, Better Learning ,Better Behaviour in Scottish Schools Guidelines 2013 • Children and Young People (Scotland) Act 2014 • National Performance Framework 2011 • National Improvement Framework 2015 <p>Progress: 1)Universal Nurturing Approach in all establishments As a result of working in partnership with Education Scotland, extensive nurture training has been provided to Head Teachers and Senior Managers in all secondary schools and outreach services. This has resulted in each school creating an action plan for Nurture within their school improvement plan. Sustainability will be achieved through Educational Psychologists delivering ongoing training in collaboration with identified school staff. It will complement and enhance the work undertaken through the Attainment Challenge and ensure continuity at transition.</p>			

A whole authority inservice day has been arranged for all primary and early years staff and an ongoing training programme will be organised. This training will incorporate links to other national priorities including GIRFEC. A focus on Restorative Practice and Rights Respecting Schools will enhance the achievement of North Ayrshire becoming a Nurturing Authority.

2)Targeted Nurture Groups Created within 16 Identified Schools
16 schools were identified using data analysis of SIMD/FME (Appendix 2.1), feedback from educational psychologists and knowledge of local need. Other practical considerations had to be taken into account including space available, locality and access to other support services.

A recruitment exercise was carried out to attract appropriate nurture teachers and assistants. A 4 day Nurture Training course was provided, where required, in order to develop their understanding and implementation of the nurture principles. There were two Educational Psychologists involved in the Nurture Training and they will take on the role for Local Authority trainers, delivering sustainable nurture training within the authority in years to come.

The Head Teachers of the identified schools have also received one and a half days training in nurture theory in order that nurturing approaches are extended and adopted within the culture of the school.

A Principal Teacher of nurture has been appointed to support, monitor and evaluate the physical environment, practice and impact of the nurture groups. She has attended the 4 day training and supported staff with individual requests, visited established Nurture Groups and provided guidance and delivered a training session on planning. She is also a member of the Nurture Strategy Group.

A successful application to Access to Education provided each identified school with £5000 to enable them to set up an appropriate nurturing environment within the dedicated Nurture space.

In partnership with Educational Psychologists, we are in the process of deciding on a quality assurance process to ensure consistency in approach across all groups. A programme of visits has been arranged and started in January.

3)Development of Enhanced Nurture Bases
As a result of nurture training, all schools have been working on creating an appropriate Nurture Area within the school. This is an environment which is conducive to meeting the needs of identified children.

4 Nurture groups have been running successfully with starting dates between August and November ~~2015~~ and ~~2016~~. A fifth school, ~~XXXXXX~~ has recently started.

There are 2 Primary Nurture Bases already operating within the authority and children are referred to the bases for outreach support. In order to develop North Ayrshire as a Nurturing Authority additional training has been provided for staff working in these bases. This additional provision will be monitored to ensure it complements and sustains the work undertaken through the Attainment Challenge.

Governance
 An authority Nurture Steering group has been established and is chaired by the Head of Service where all progress is shared and discussed monthly.

A Nurture Co-ordinators group consisting of the 16 nurture Heads, Principal Educational Psychologist and Senior Education Managers has been established to ensure consistency across the workstream.

Assessment
 Nurture staff are confident in using the boxall profile to identify children who will benefit from being included in the Nurture Group.

Boxall profiling has been undertaken to set initial baselines and identify specific needs to be targeted for focussed support. Therefore, reassessment will measure progress in terms of readiness and levels of engagement for successful inclusion within the mainstream classroom.

Staffage from Plans
 Nurture Teachers were recruited initially from within the involved schools, to ensure they had an interest and a knowledge of the children and families they would be working with. Where we were unable to achieve this, internal secondments were offered and then external adverts were placed. There has been a delay in the roll out of the 16 Nurture Bases due to the very low numbers of quality candidates applying to fill the teaching posts vacated by selected nurture teachers. Re-advertisement of posts will continue, where required, with NQTs being targeted as a possible source for backfill to release the nurture teachers. A full explanation of this is offered within the introduction.

Building Modifications and other initiatives
 PS Nurture Base has been delayed due to building modifications and the establishment of a new 2 year old provision. This enabled [redacted] Primary School to be included the Nurture Group development.

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?)

As a result of training, staff have a greater understanding of the learning and development of children. They have enhanced their skills and strategies to build the confidence and self-esteem in children. This has improved the emotional resilience of children and enabled them to access the curriculum with their peers. Staff have a clearer understanding of the role of nurture in the development of children's self-esteem and in bringing about meaningful change in children's ability to learn effectively. This is leading to improved learning environments for all children. Staff are also more engaged in working in partnership with the parents of the children in the Nurture group. They organise regular meetings to discuss children's progress with parents and agree and share strategies to be tried at home.

Primary staff who completed Nurture training were very positive about the impact of the training and in an evaluation over 90% of staff rated the Nurture Training as very worthwhile.

Comment examples:
 "I now have a much deeper understanding of attachment and its' impact on behaviour. I appreciate how the Nurture Principles can be used to improve outcomes for young people."
 "Feel it clearly set out expectations of Nurture within the authority."
 Staff also committed to follow up actions at a personal and establishment level and identified future training needs.

The following impact on children and parents has been recorded by schools:-

[redacted] have had their Nurture Group in place since August 2015 and have made very good progress. Boxall baseline profiles have been completed for 4 boys and 1 girl and they are attending the Nurture Group. All children are becoming more settled and showing enjoyment. There is more positive engagement with 80% of the parents from a more settled environment in the classroom.

Comment examples:
 "As behaviour over the last few days has been FABULOUS!
 I am so very pleased with her progress within the Rainbow Room and hope it continues"
 (Mum)

"I was glad to see tonight that B has been retaining information - during a treat to Burger King where her brother was winding her up. She done Turtle (in the middle of the Isle but who cares - She done it rather than lash out or have a tantrum!)
 YAAAY!"
 (Mum)

"Glad that C is managing to focus on lots of concentrated work! She has coped well with the break and getting back into a routine".
 (Mum)

"I'm doing well with mornings" - long may this continue! We had a family gathering at the weekend, she was very well behaved in the hotel with 26 guests!"
 Child E's last review -
 "I can see such a difference in Child E at home since coming to the Rainbow Room, she listens more and tries to do more for himself".
 (Mum)

"I have seen huge progress in Child F, he is able to tell me about his feelings and uses Turtle if he is feeling angry".
 (Caref)

".....speech and conversation have come on leaps and bounds".
 (Caref)

".....is opening up more about his past".
 (Caref)

"..... is loving learning their new song (Sign to sing) and is showing me the moves!"
(Carer)

"Was really nice to meet you both on Friday, after our meeting I am confident that the Rainbow Room is the best place for Also their good mood has carried on all throughout the weekend, his behaviour has been great and he seems a lot happier."
(Mum)

"..... has been good the past two mornings. He got dressed himself this morning and got himself to school."
(Mum)

"The boys behaviour has improved a lot at home, they play with each other more often instead of fighting. After your advice I bought a chore chart and the boys are doing jobs around the house to earn stickers".
(Mum)

"..... slept all night, I had to wake him up at 7:45am. He dressed himself without any issues (that's a first)"
(Mum)

Primary School -

Boxall baseline profiles have been completed for 10 boys and 3 girls and they are currently attending the Nurture Group. 1 child who initially had no language skills is now able to speak to other children and adults. All children are developing social skills and able to communicate with each other. Children are showing increased levels of independence

Primary School -

Boxall baseline profiles have been completed for 12 boys and 4 girls and they are attending the Nurture group. One child who is a selective mute has gained in confidence and is now starting to speak. This progress is being transferred into the classroom. Other children attending the Nurture Group are demonstrating progress in their speech and children are developing social skills and able to mix with friends in the playground.

Primary School -

Boxall profiles have been completed with 4 girls and 2 boys. They are attending the Nurture Group and are starting to make progress with social skills. 1 parent has contacted the school to comment on the progress made with her child. There are 4 girls and 8 boys are involved in a friendship group in the afternoon with the support of the Nurture staff. This has been working well and the children are showing progress in communication and able to mix and make friends.

Primary School -

The Nurture Group has just been established in this school. 8 boys and 2 girls have been identified and Boxall baseline profiles completed. Children are showing greater enthusiasm for learning and parents have commented positively on their children's behaviour and attitude.

Next steps:

- Remaining schools will establish and operate their Nurture Groups.
- Nurture vision and Strategy to be finalised and shared with North Ayrshire Cabinet Group.
- North Ayrshire Nurture Guidelines to be finalised and shared with staff.
- Quality Assurance process embedded to ensure the impact on children's achievement is recorded.
- Develop Nurture area on Glow and create a Nurture newsletter to share good practice.
- Annual training programme established for Nurture staff.
- Establish a Quality Assurance System for Nurture linking to EVA software to gather data to inform progress and next steps.
- Continue to recruit staff for Nurture and backfill.
- The Attainment Challenge Advisor will establish an inter-authority Nurture Development Group to share and build upon good practice.
- Monitoring and evaluation will be undertaken to gauge the quality of physical environment, practice and impact of Nurture using How Nurturing is our School?
- Programme of Nurture Coordinators Meetings will be established.
- Appointment of Educational Psychologist to support the Nurture and Professional Learning Academy workstreams.

Monitoring Agreement and Progress Report

2 b) Health and Wellbeing – two teachers to support the work of the Child and Adolescent Mental Health Service with a focus on Primary	2015/16 Allocation		£92,000	
	Planned Spend to year end	£44,872	Actual Spend to 31/01/2016	£0
Staff Resources:	Agreed in Plan:		Teachers x 2	
Teachers	Secured:		Teacher 0.5FTE (Advert published, closing date 07 Feb)	
<p>Progress to date (please comment on areas of progress and slippage from plans)</p> <p>Within this proposal, we committed to employing two teachers to work with the CAMHS team to support the attainment and achievement of children and young people with a range of mental health issues.</p> <p>We also committed to implementing a schools counselling service in our schools. As part of this initiative, we will engage a third sector schools counselling provider (Place 2Be) to deliver a targeted counselling service providing children, parents and staff with in house counselling to support their wellbeing.</p> <p>A key aim of both programmes being offered is to build capacity in our practitioners to support the mental health and wellbeing of our children and young people. Career Long Professional Learning (CLPL) will be offered for all practitioners across the authority in addition to the extensive support offered to our targeted schools.</p> <p>There has been initial difficulty in recruiting staff with the right experience to ensure an effective delivery of this programme.</p> <p>However, we now have the services of an experienced practitioner with a recent background in supporting young people with mental health issues. This background, along with extensive school leadership experience, will now support our aims in meeting the priorities established.</p> <p>The next steps include:</p> <ul style="list-style-type: none"> • becoming familiar with the services' supports already in place for pupils with mental health issues in North Ayrshire in primary and secondary schools; • to begin to identify the strengths and weaknesses in current models of delivery by CAMHS, Psychological Services etc.; • to begin to consider the effectiveness of current Health and Wellbeing programmes; and • to identify good practice locally and nationally with a view to establishing a package of training designed to enhance the knowledge and confidence of staff 				

<p>We are in the process of recruiting a second person to support this work supporting young people with mental health issues.</p>	
<p>We have agreed a partnership delivery model with the third service provider Place 2B. Six schools have been identified to participate in this part of the workstream. The selection of the schools has been determined by analysing the data set in Appendix 4.2.</p> <p>Initial work has taken place to introduce the schools to the organisation and the work they will be involved in.</p>	
<p>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?)</p>	<p>None as yet</p>
<p>Next steps:</p>	<p>Initial next steps as already detailed.</p>

Monitoring Agreement and Progress Report

3	Community / Parental Engagement which will reduce inequalities and deliver improved outcomes for children and young people.		
2015/16 Allocation	£152,000	Planned Spend to year end	£0
		Actual Spend to 31/01/2016	£0
Staff Resources: Local Government Staff	Agreed/Proposed in Plan: Principal Teacher x 1 Family Learning Worker x 6	Secured: Still to be confirmed.	
<p>Progress to date (please comment on areas of progress and slippage from plans)</p> <p>A change to the detail of this project was required. We were unable to continue with this project because it intended to utilise Economies and Communities staff who are under consideration as part of North Ayrshire's efficiency savings. We were utilising these staff as they had the appropriate skill set to deliver the activities within the original plan.</p> <p>There were four original outcomes and three continue to be relevant to the new project.</p> <ul style="list-style-type: none"> • Volunteers recruited and trained • Parental workshops in each locality • Individual support to parents <p>The fourth original outcome is now out of scope as it is part of the work being undertaken in response to DSYW.</p> <p>A PID has now been completed, outlining the new project in detail. See Appendix 3.1.</p> <p>The above information was communicated to [REDACTED], Head of Raising Attainment Unit. The Governance group for the Scottish Attainment Challenge considered the request and noted that any spending on this proposal was likely to be in financial year 2016/17. They were supportive of our proposal but informed us that final clearance would come through the process for agreeing the total funding allocation for North Ayrshire for 2016/17.</p>			

<p>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?)</p> <p>Not applicable at this stage.</p>
<p>Next steps:</p> <p>Not applicable at this stage.</p>

Monitoring Agreement and Progress Report

4	Assessment and data analysis to inform future practice
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2015/16 Allocation	£130,000	
Planned Spend to year end	£128,904	
Actual Spend to 31/01/2016		£111,952

Staff Resources:	1 Data Analyst 1 Data Analyst (Dec 2015) 1 Performance Manager	Agreed in Plan: 1 Data Analyst 1 Performance Manager	Secured: 1 Data Analyst (Dec 2015) 1 Performance Manager Additional graduate Intern (Dec 2015) (data analysts) funded by North Ayrshire Council (Feb 2016) for 1 year
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Progress to date (please comment on areas of progress and slippage from plans):

Strategic Approach
"Teachers, schools and parents need a clear, coherent consistent set of evidence and data locally and nationally to help them to self-evaluate and plan further improvements to achieve excellence and equity for every child in their care." National Improvement Framework for Scottish Education 2016

Planned improvement is at the heart of this workstream - working with teachers and schools to develop confidence in the use of a range of evidence, including standardised assessments. A range of evidence will be brought together to inform teachers' professional judgement on children's progress and build an informed understanding of "what works".

Face and challenge will be injected into the current system to encourage Head Teachers to work across schools rather than focussing solely on their own establishment. Shared learning, support and challenge have the potential to significantly improve outcomes across schools, with a particularly targeted focus on specific vulnerable groups e.g. most deprived, SIMD1 and 2, FSM, LAC etc.

Building consistency across the authority in monitoring and tracking, and in the quality of data being gathered, will be a priority. This will allow schools to measure the impact of planned initiatives across the workstreams of the Attainment Challenge, on our most vulnerable school communities and individual families. In the first instance, the workstream will focus on building Senior Leadership Teams and teachers' knowledge, skills and confidence in the gathering and interpretation of data and evidence.

Consultation and communication with key stakeholders - principally pupils and parents - will be built into the approach. Keeping all stakeholders on board with

accurate and timely information will be important. It should be expected that the Scottish Government focus on performance reporting through the National Improvement Framework will drive national and local media attention.

Teachers will become more confident in their assessment and collection of data and its use to inform their practice. There will be greater consistency across the authority in the content and quality of information that is being tracked and monitored, leading to improved understanding and knowledge of what works. Teachers will undertake a learning programme that is designed to support them in improving their professional judgement and give them confidence in gathering and evaluating appropriate evidence. This professional judgement will be informed by a range of rich sources of data, which will support teachers to identify, plan and evaluate programmes designed to maximise outcomes for learners. The professional judgement of teachers will be refined, improved and supported by evidence through a programme of assessment including standardised assessments in literacy and numeracy.

Progress to date:

Strategy Focus Groups have been established with cluster representation from primary and secondary - (1) Monitoring and Tracking in the BGE 2) Monitoring and Tracking in the Senior Phase. Both groups have established their key objectives for the year ahead, roles and responsibilities are explicit and outcomes measurable. The North Ayrshire Progress Tracker is in the final stages of approval across schools and is attached as Appendix 4.1. We have linked with Perth and Kinross Council to share and feed into the National Seem's Working Group. This will provide a strategic overview which will be used across all schools to provide greater consistency. The content of this Progress Tracker will inform professional dialogue between different groups of staff and pupils to inform targeted interventions in terms of learning and teaching.

Presentations have been delivered to Head Teachers around the requirements of the National Improvement Framework and the drivers associated in terms of this workstream i.e. 'Assessment of Children's Progress' and 'Use of Performance Information'. CFE data has been gathered of achievement at Early, 1st and 2nd levels in listening, talking, reading, writing and maths. Further interrogation of this data in terms of SIMD and Education Scotland. Further interrogation of this data in terms of SIMD and vulnerable groups has been undertaken by Senior Managers through the rigorous Quality Improvement visits.

An extensive digital package of standardised assessment has been introduced to all schools - all schools must complete P1 Baseline - Sept/May, Progress Test English (PTE), and Progress Test Maths (PTM) in P3, P6 and S2 in May 2016. To date all schools have completed the P1 baseline and analysis is currently underway. Initial feedback has been provided to all schools both in terms of the performance of the whole cohort and individual learners. Teachers are currently using this rich data source alongside their professional judgement to plan for next steps in learning. Further support will be provided to class teachers in how to use data to maximum effect in the planning process. In addition to this digital package of standardised assessment each school has been set up with a separate account to meet the requirements of the National Improvement Framework in terms of completion of the NGR1 and P4 and P7. All schools have a designated Assessment Co-ordinator who has undertaken training from GL assessment and is leading on these

developments within school.

The 'Tapestry Partnership' are engaged with North Ayrshire Council to co-construct and deliver their programme 'Improving Teacher Professional Judgement' (ITPJ) led by Professor Dylan William. This programme will be launched in March with a Prof Dylan William Masterclass aimed at all schools in North Ayrshire with a particular focus on those schools involved in the programme. There are opportunities within this for leadership in terms of GTCS Professional Recognition. A baseline of current practice in moderation within schools and across clusters has been established but further work needs to be done on the verification processes within these existing moderation systems.

Families of schools have been created across North Ayrshire for all primary schools. These families were grouped together on the basis of a range of socio-economic factors including SIMD profile, footwear and clothing grants and free school meals. The families of schools are attached at Appendix 4.2. The initial support provided by the Professional Learning Academy is focused on the family group with the highest levels of deprivation. In addition, to this, families of schools have also been created for all secondary schools using similar criteria, but across all three Ayrshire areas. Schools have begun to scrutinise their data in family groups in order to identify common areas for focused attention and plan for improvement.

To support the nurture approaches a range of data has been collected which will be used as a baseline. This will enable robust analysis of the impact of the nurture programme when follow-up data is collected later in the session.

In order to maximise impact on learning, it is vital that there is early identification of vulnerable groups of learners to enable steps to be taken to address any issues. A full range of data has been produced for all schools and presented through Excel pivot tables for schools. An example of this is enclosed as Appendices 4.3/4.3.1/4.3.2. This allows schools to drill down to identify groups of learners to focus on, compare progress data and plan for improvement. Training sessions have taken place for Head Teachers in the effective use of this data. This will be extended to all leadership teams in the near future.

A staff confidence questionnaire has been produced, for Head Teachers and management teams, regarding the analysis of data in order to generate baseline data for staff. This will inform the subsequent programme of professional learning.

To support this workstream, the post of data analyst has been created. The post-holder has been appointed and has begun to work on gathering a wide range of data which will be used to analyse the current position, plan for improvements and subsequently evaluate impact. The data analyst has produced a user-friendly pivot table tool for all schools to use in the identification of groups of children and young people for targeted intervention. In addition, the data analyst has started visiting schools to introduce members of the leadership teams to the effective use of management information systems and benchmarking tools.

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?)

Through conversations with SMT during Quality Improvement Senior Manager Visits, staff are already reporting:

- Increased rigour to the professional dialogue regarding progress of individuals with their class teachers and an increased awareness in staff of the range of factors which might be impacting on an individual child or young person's progress.
- Standardised assessments are giving staff an additional confidence in their professional judgements.
- Schools have welcomed the North Ayrshire Progress Tracker and value the consistency of this approach.
- Communication in terms of levels of expectation regarding the gathering of assessment information, and tracking and monitoring pupil progress is much clearer in schools due to the working of the 2 strategy groups.
- The pivot tables produced for all schools allow individual cohorts of children to be more easily identified and tracked, which enables schools to focus in on what they are doing to support improvement for these cohorts.
- Schools have begun to work together collaboratively in their "families" to design targeted approaches to raising attainment based on a range of data showing common areas for improvement.

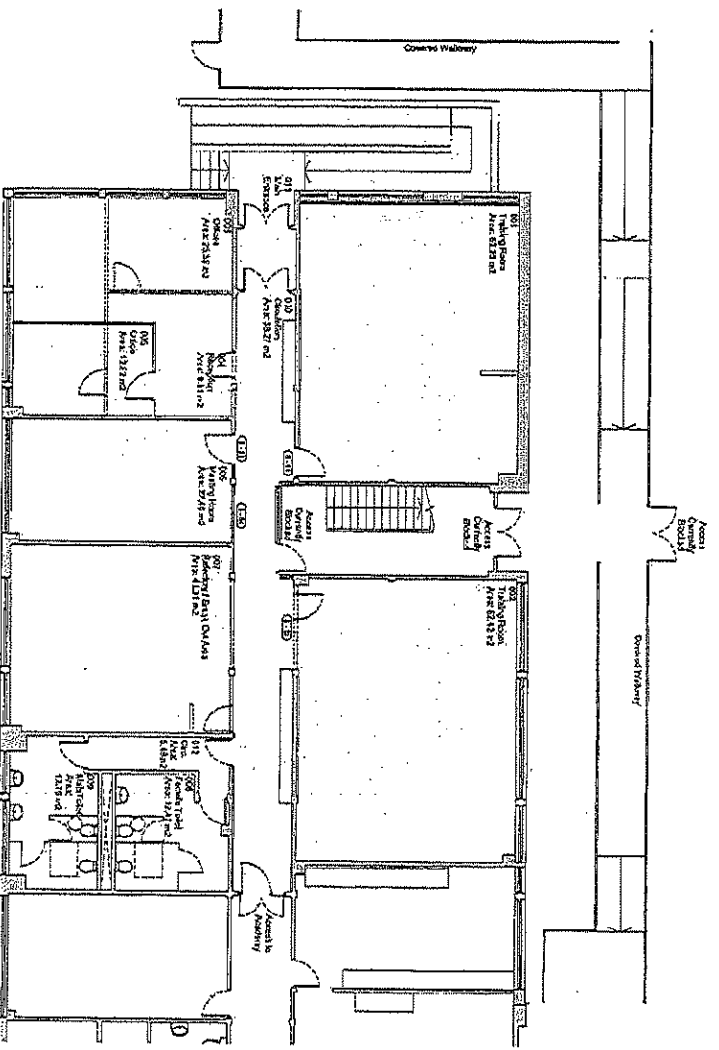
Next steps:

- Further work to be completed in terms of the requirements of the National Improvement Framework driver 'Assessment of Children's Progress' e.g. health and wellbeing surveys, leavers qualifications, positive and sustained destinations
- The North Ayrshire Progress Tracker will now be implemented across all schools and used to generate professional dialogue within and across schools and as the basis of teacher-pupil learning conversations when planning next steps.
- Professional learning sessions will be organised for class teachers on incorporating data and feedback from standardised assessments more effectively into the planning for learning process.
- A full suite of data will be agreed and brought together, based on both universal and targeted approaches to raising attainment for all and for identified groups, to support schools more coherently with the robust evaluation of the various measures that are put in place.
- Data analyst and graduate intern will work with schools to support staff groups with their approaches to effective use of data.
- Further professional learning sessions (for an increasing number of staff) on maximising the use of data, what it tells us about what works, and how it contributes to planning for improvement.
- Early identification of vulnerable groups / SIMD 1,2 etc. at Early Years stage. Combining data from early numeracy and literacy assessments and developmental milestones data to plan a range of early interventions focused on closing the gap.
- Professional learning sessions will take place focusing on a shared

understanding of standards in relation to CFE levels. This will be
complemented by an enhanced approach to moderation across
establishments.

Monitoring Agreement and Progress Report

5	Physical Activity Dance, Drama and Sport		
PID in draft February 2016. This is a year 2 workstream.			
2015/16 Allocation	£0	Planned Spend to year end	£0
		Actual Spend to 31/01/2016	£0
Staff Resources:	Agreed in Plan:	Secured: None at this stage.	
Progress to date (please comment on areas of progress and slippage from plans):			
The Proposal Initiation Document is still in draft form with plans being discussed, shared and negotiated between Education and Youth Employment in partnership with our Economy and Communities Service.			
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?)			
No impact to date. The date of implementation of this workstream is August 2016.			
Next steps:			
Finalisation of PID, including number of officers, training programme and input to targeted schools. Firm plans in place with potential adverts to be placed in early April 2016.			



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 Conference Room
 Meeting Room
 Reception
 Storage
 Restroom
 Break Room
 Elevator
 Staircase
 Access Control

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Overall Status of Project		<input type="checkbox"/> Red	<input checked="" type="checkbox"/> Amber	<input checked="" type="checkbox"/> Green
PROJECT BOARD DATE: 11 January 2016				
PROJECT NAME:	Professional Learning Academy, [REDACTED]	PROJECT DESCRIPTION:	Refurbishment and alteration of existing rooms within Auchinharvie Academy to form new Professional Learning Academy	
CLIENT SERVICE:	Education & Youth Employment	LEAD OFFICER (S):	[REDACTED]	
PROJECT BUDGET:	£400,00 (TBC)	MAIN CONTRACTOR:	[REDACTED] As variation to construction of [REDACTED]	
TIMESCALES / MILESTONES				
Stage 1 – Preparation & Brief		August 2015		
Stage 2 – Concept Design		September 2015		
Stage 3 – Developed Design		October 2015		
Stage 4 – Technical Design		November - January 2016 (to completed within next 2 weeks)		
		Hubb process to be confirmed		
		NAC sign off of design and acceptance of Hubb proposals to be confirmed		
		Tender acceptance: February 2016 (anticipated 3 / 4 week mobilisation period)		
Stage 5 – Construction Start		March 2016 (Under review)		
Stage 6 – Handover & Close Out		April / May 2016 (6 weeks construction)		
Stage 7 – In Use		May 2016		
PROJECT UPDATE				
<u>Progress Update:</u>				
<ul style="list-style-type: none"> The design team, comprising architect, M&E Engineers, Structural Engineer and cost consultant have undertaken surveys and developed technical drawing and specification through discussion at client briefing meetings. At the design team meetings project scope, specification and costs have been reviewed to align the project scope with the confirmed budget at the time. Some changes have been requested on the understanding that additional monies may be made available to fund and have been incorporated by the design team. (e.g glazed screens, sliding doors, wider door openings, tea prep, full refurbishment of male & female toilets.) Further changes such as teaching storage walls and omission of booths to training CO2 have still to be incorporated within the design & cost projections. (Recent request and preliminary design and pricing information had already been sent to Keir Scotland at the time of the change request) Client & Design Team are meeting loose furniture supplier on Friday this week to finalise scope of FF&E. This will also clarify scope of fitted furniture and also confirm FF&E costs / budget. Enabling asbestos survey has been undertaken and some removal works are scheduled to be complete weekend 15-17 January 2016. Agreement and sign off of proposed scope will allow design team to complete information for Building Warrant submission. This information would then be issued to the contractor and the Hubb financial close. 				



<p>process could conclude with NAC agreement.</p> <p><u>Cost Update:</u></p> <ul style="list-style-type: none"> A target price to undertake the works based on preliminary information issued to the contractor December 15 has been provided post-Christmas and has been reviewed by the cost consultant. Based on the returned price the project is now estimated to cost in the region of circa £400k. The cost plan is currently being reviewed by PMI to determine if there are any gaps in allowances. Discussions continue between cost consultant and contractor about rates provided for items, e.g. M&E rates appear higher than previously predicted. A breakdown of the ~£400k total project cost figure can be summarised as:- <ul style="list-style-type: none"> - £292k main contractor (inclusive of bespoke FF&E) - £5k - contingency / other capital - £15k other capital (client orders / removals etc) - 5% Contractor design development risk pot (could reduce if building warrant applied by design team pre financial close) - £25k preliminaries - 4.2% overhead and profit (to be ratified) - 1% post financial close risk - 12% professional fees (£30k) - 0.56% Hubbco fee - £3k allowance for statutory fees (Building Warrant) Significant cost items within the main contractor costs (estimated at £292k) are:- <ul style="list-style-type: none"> - £94k builder works - £93k M&E (under review) - £58k bespoke FF&E (priced by Kcir) which will be reviewed on Friday - £5k asbestos allowance (design team progressing removal schedule beyond what is currently planned for pricing by licensed contractor which will confirm if budget is adequate) - £5k IT budget - IT services have inspected the area of the school and have also been forwarded design proposals to assist in assessing if budget allocation is sufficient - £27k loose furniture allowance which will be reviewed on Friday with costs then updated A savings list has been prepared and issued to E&YE for review. (circa £73k of items) <p><u>Next steps:</u></p> <ul style="list-style-type: none"> - Confirmation of budget - Brief consultants on scope to be progressed to allow them to update drawings and revise the pricing schedule - Design team submit the Building Warrant - Finalise cost & contract arrangements via SW Hubb - Client approval / sign off - Contractor acceptance, mobilisation and construction period - Ordering of loose FF&E, IT works in tandem works - Staff movements to be coordinated in line with works



Programme:		No.		Risk	Mitigating Action	Owner	Target date for completion
1	Changes in client requirements	Design sign off at key milestones, change log to be prepared and implications on costs and programme to be reported	PM	As programme completion			
2	Clarity in budget allocation	Client to confirm budget to allow contractor negotiations to conclude	Client	January 2016			
3	Appointment of staff / accommodation not ready	Staff will be located temporarily within Cunningham House	Client	Until works complete			
4							
ACTIONS REQUIRED TO PROGRESS (for Project Board)							
No.						Lead Officer	Target date for completion
1	Agreement of budget						
2	Sign off of design proposals to allow design team to finalise proposals and allow contractor negotiation to conclude.						
3	To acknowledge the proposed programme.						
AGREED ACTIONS (following Project Board)							
No.							
FINANCIAL SUMMARY							
Original Budget (£)	Revisions (£)	Current Budget (£)	Projected Expenditure (£)	Variance (£)	FO		
£250,000	+ £150,000	£400,000	£400,000				

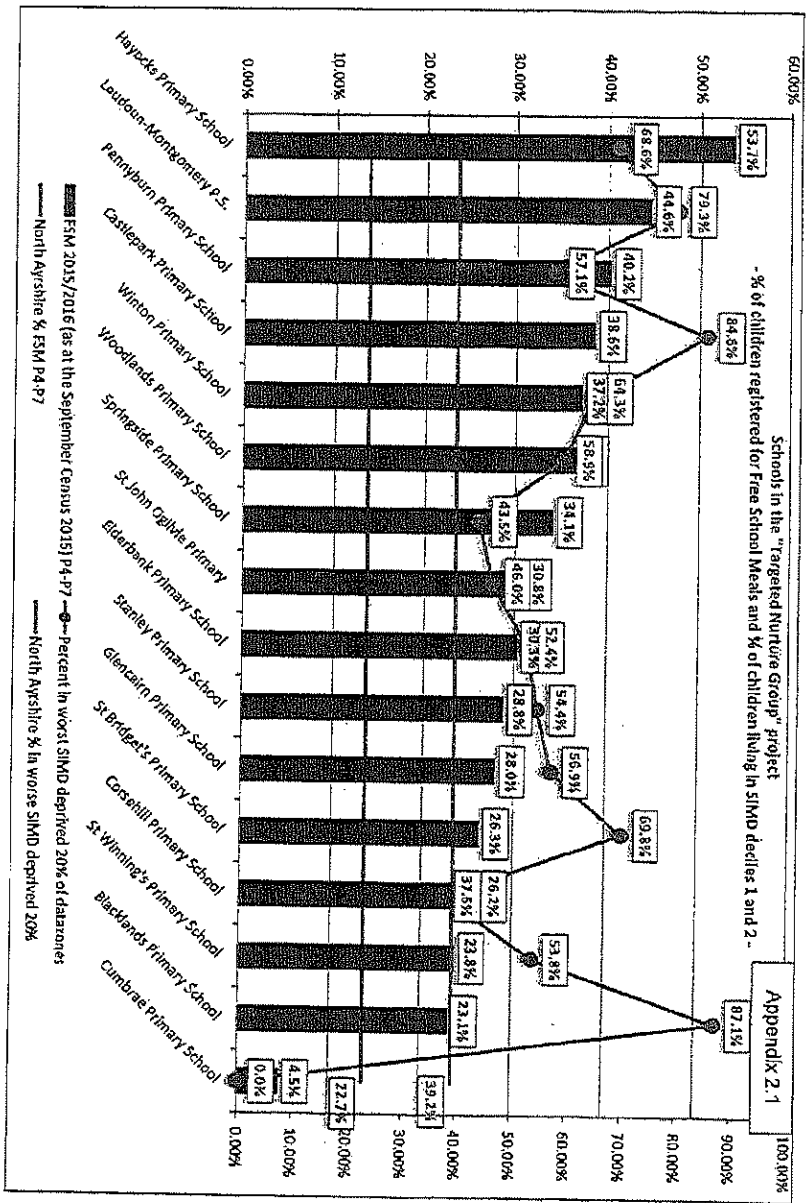
- E&Y originally indicated that it would be preferred if works could perhaps be completed mid - March 2016
 - Once briefed, the Project Manager from Amours prepared an initial programme dated 26 October 15 which indicated that the earliest date which works could complete procuring via the Hubb process would be at the end of March / beginning of April
 - The programme assumed that project scope and contractor tender could be signed off by NAC December 15 with contractor appointed first week in January 16.
 - Through discussions with their it has been advised that the works may take 6 weeks to complete, however a reasonable lead in period of 3-4 weeks will be required to procure materials which have been specified.
 - The Project Manager from Amours has updated the project plan based on the current position and notes that the works may now complete May 16.



Calendar for Early Level Numeracy Pilot Schools/EYC

Activity	Dates
Meeting with HT to introduce the Pilot Project and discuss dates (20 mins)	Jan 28 th – Feb 1 st
Permission slips for pupils handed out (returns will be collected at initial twilight training)	Jan 28 th – Feb 5 th
Introduction to Pilot Project for staff (twilight, 30 mins)	Feb 1 st – Feb 11 th
Baseline assessment of children with support from Professional Learning Academy staff (returns will be collected at initial twilight training)	Feb 17 th – Feb 19 th
Children/Staff questionnaires (returns will be collected at initial twilight training)	Feb 5 th – Feb 11 th
2 x training sessions for staff (twilights, 45mins each): use of Early Level Numeracy Progression Framework	Feb 22 nd – March 4 th
Parent workshops (led by Educational Psychologists in partnership with PLA) morning or afternoon sessions	Feb 22 nd – March 24 th
Time to implement the use of Numeracy Framework into practice	Feb 22 nd – March 24 th
Support period from PLA staff	Feb 22 nd – March 24 th
Further time to develop use of Numeracy Framework in practice	April 13 th – June 3 rd
Support period from PLA staff	May 16 th – June 3 rd
Final child assessment with support from PLA staff (returns will be collected at feedback session)	May 16 th – June 3 rd
Final children/staff/parent questionnaire (returns will be collected at feedback session)	May 16 th – June 3 rd
Feedback Session (twilight 45 mins) (Evaluation of effectiveness of framework)	June 7 th – June 17 th





Author: [REDACTED]
Title: *Project Manager*
Department: *Change Team*
Date: *09 December 2015*
Last updated: *07 February 2016*



NORTH AYRSHIRE
COUNCIL

PROJECT INITIATION DOCUMENT

**PROJECT TITLE: SUPPORTING CHILDREN'S LEARNING
THROUGH PARENTAL AND COMMUNITY ENGAGEMENT
DIRECTORATE: EDUCATION AND YOUTH EMPLOYMENT
PROJECT SPONSOR: [REDACTED]
VERSION: 4.1**

Table of Contents

1 INTRODUCTION.....5

1.1 Purpose of PID.....5

1.2 Background and Overview of Project.....5

1.3 Project Objectives.....6

1.4 Project Aims.....7

1.5 Project Benefits.....7

1.5 Project Benefits.....7

1.5 Project Evaluation.....7

2 PROJECT DEFINITION.....9

2.1 Project Scope.....9

2.2 Approach.....9

2.3 Project Plan.....11

2.4 Stakeholder List.....11

2.5 Project Dependencies.....11

2.6 Key Constraints.....11

3 PROJECT ORGANISATION STRUCTURE.....12

3.1 Project Structure.....12

4 PROGRAMME/PROJECT CONTROLS.....13

4.1 Programme Tolerances.....13

4.2 Change control.....13

4.3 Meetings and Reporting.....13

Document control

Document History:

Version	Issued	Section	Page	Comments
1.0				Prepared as a first draft by D Walkinshaw for comment by A Sutton and C Armes
1.1	2/12/15			Amendments made
1.2	9/12/15			Amendments made
2.0	20/1/16			Issued
3.0	21/1/16			Amendments made.
4.0	28/1/16			Amendments made
4.1	07/2/16			Amendment made

Document Approval:

Name	Designation	Project Role	Signature	Date
[Redacted]	Exec Director	Sponsor		

Distribution:

Name	Designation	Service Group/Service	Project Role
[Redacted]	Head of Service	Education & Youth	Joint Lead
[Redacted]	Senior Manager	Education & Youth	Employment

INTRODUCTION

1.1 Purpose of PID

- This document contains the key information necessary to define the project
- It explains why the project is being undertaken, who is doing it, what the project is aiming to achieve, and when and how it will happen.
- Once approved the Project Initiation Document (PID) will form the baseline against which the project will be monitored.

1.2 Background and Overview of Project

To meet the Council Plan Strategic Objective Priority 3: Ensuring people have the right skills for learning, life and work, the Directorate of Education and Youth Employment has embarked on a programme of transformational change. This aims to ensure that North Ayrshire Council's educational establishments will be places where high quality learning and teaching takes place, delivered by excellent staff. This transformational change will be supported by the wider Council family, the Health and Social Care Partnership, the Community Planning Partnership and Third Sector providers. Transformational change will bring:

- Improved attainment and achievement
- Enhanced opportunities for all to develop skills for learning, life and work
- Improved learning environments for all children and young people including those with additional support needs
- Improved wellbeing of children and young people.

The average North Ayrshire school leaver attains at a lower level than the average national school leaver (see diagram 1). However, data analysis shows the average attainment of a North Ayrshire school leaver from each SIMD decile is comparable or better than the average Scottish school leaver from the same decile (diagram 2).

Diagram 1

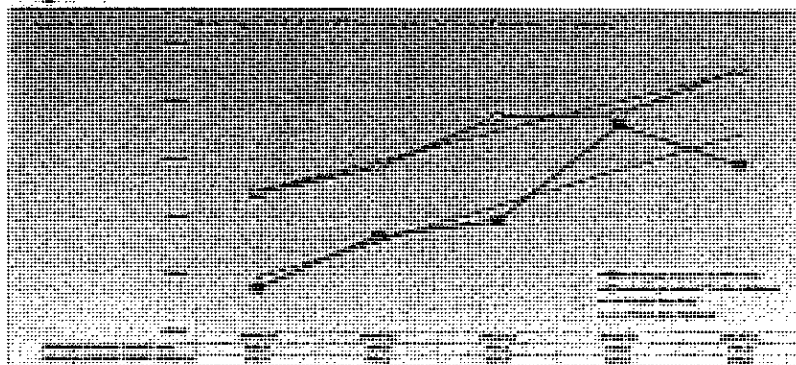
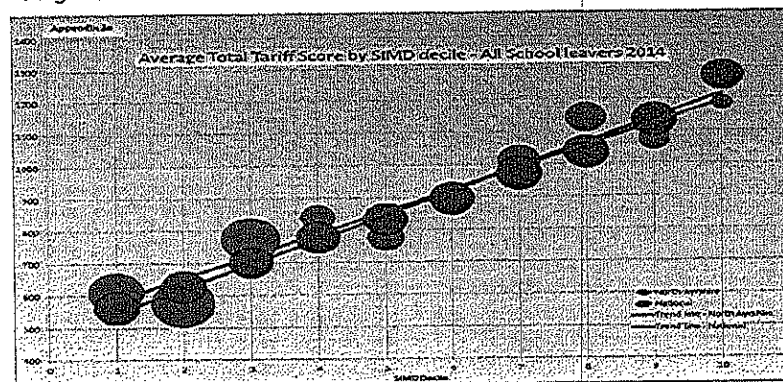


Diagram 2



This analysis tells us that the overall lower performance is due to a much higher proportion of school leavers living in the 30% most SIMD deprived areas. Therefore, reducing the impact of socio-economic deprivation on educational attainment, together with raising aspirations and expectations of children and young people, are the correct priorities for North Ayrshire.

The pattern of attainment in the different deciles has been replicated over a number of years highlighting the challenge of the requirement to tackle the relationship between lower educational attainment and socio-economic disadvantage. Only by dealing directly with this challenge, will the children and young people of North Ayrshire significantly improve their levels of attainment.

The Attainment Challenge

North Ayrshire Council has secured funding from the Scottish Government's National Attainment Challenge which is targeted at local authorities who have the highest concentrations of primary aged children living in deprived areas. The Council will use this funding to drive transformational change and have identified 4 key areas of work. This project document describes one of these key areas – to support North Ayrshire's children's learning through parental and community engagement.

1.3 Project Objectives

This project fits within the Directorate Key Priority:

"We are reducing inequalities and delivering improved outcomes for children and young people"

This project will contribute to this priority through the engagement of parents and families in supporting their children's learning in the home, which will lead to a positive impact on the attainment and achievement of our children and young people.

1.4 Project Aims

- To recruit a small team to direct and support the delivery of 'Family Learning'. This team will comprise of a Principal Teacher and six Family Learning Workers and provide training to identified volunteers within the local area. This team will support families to become more engaged in their child's learning and in the life of the extended school community.
- To build parental confidence and capacity to support their child's learning, and increase their engagement and participation in school life.
- To help parents and families to have a positive impact on their child's attainment and achievement, providing them with appropriate strategies to support their child's learning at home through the use of highly structured programmes and materials leading to the sustainability of this initiative.

1.5 Project Benefits/Outcomes:

- Parents and families will be more engaged in their child's learning.
- They will have a greater understanding of how they can make a positive impact on the level of their child's achievement and attainment
- The 'Family Learning' team, together with trained volunteers will form a sustainable group supporting ongoing parental engagement in schools and local communities.
- Schools will have developed more creative approaches to engaging with harder to reach groups of parents.
- The life chances of those families experiencing particular challenges will be improved as a result of their engagement in family learning.
- Family learning will be supporting families to mitigate the impact of poverty on learning and achievement
- Home-school links will be stronger leading to improving outcomes for learners.
- The information that we gather will inform our knowledge of where parental engagement is strong and where it requires further attention.
- As a result of the evidence we will gather we will be able to evaluate and improve the engagement of parents and families to help their progress in literacy, numeracy and health and wellbeing.
- We will have contributed to the parental engagement activity and support ongoing in North Ayrshire Education and Youth Employment, Health and Social Care Partnership and Economies and Communities.

1.6 Project Evaluation

- The evaluation framework will focus on:
- A baseline understanding of parents' engagement, involvement and levels of satisfaction.
 - As part of the reporting requirements of the National Improvement Framework, we will measure the impact of our work around parental engagement and the effectiveness of the 'Family Learning' team and the related programmes.
 - Qualitative and quantitative data will be gathered to measure e.g. numbers of families involved in programmes, the effectiveness in terms of parental confidence and capacity
 - The attainment and achievements of our most vulnerable children and young people will be tracked and monitored. Progress in literacy and numeracy will be measured.

Project Costs

Initial Assessment of Funding Required (High Level)	Year 1	Total - 4 Yrs
Community and Parental Engagement		
Local Democracy FB Grants (6 Locality Partnerships)	£120K	£480
Principal Teacher Family Learning	£13K	£149K
Family Learning Workers x 6	£38K	£456K
Production and publication of materials	£1K	£5K
Accommodation and Hospitality (training sessions)	£1K	£4K
Total	£173K	£1,094m

2. PROJECT DEFINITION

2.1 Project Scope

2.1.1 In Scope

- Recruitment and support of volunteers to lead community/parental workshops.
- Recruitment training and support of Family Learning Workers x6 – at Grade 5.
- Recruitment of Principal Teacher Family Learning to support the Family Learning workers, as well as providing support to the schools to deliver family learning. This manager will also help the Local Authority to report on Parental Engagement, a requirement of the National Improvement Framework.
- Delivery of numeracy, literacy and other relevant workshops to parents and community volunteers.
- Project evaluation and performance monitoring and reporting on project outcomes.

2.1.2 Out of Scope – n/a

2.2 Approach

Parental consultation and engagement will be key to the success of this project. This project will find new and innovative ways of meeting parents/carers in their current circumstances and taking them on a learning journey that empowers them to become active participants in their child's learning.

Quality assurance, consistency of approach, evaluation and improvement will also be important, as will the recording and reporting of the impacts that are achieved over the four year duration of the Attainment Challenge programme.

There are 3 other interventions that make up the North Ayrshire Attainment Challenge programme. They are:

1. To lead and inspire innovative approaches to learning and teaching through evidence based practice through the creating of a North Ayrshire Professional Learning Academy.
2. To commit two teachers to the Child and Adolescent Mental Health Service (CAHMS) to support the attainment and achievement of young people with complex mental health issues. In addition, a schools counselling service will be introduced to support the general wellbeing of children, parents and staff.
3. To make North Ayrshire a "Nurturing Authority" by building emotional resilience in children and providing training on the use of effective behaviour strategies for teachers. The project will establish 15 nurture classes in mainstream primary schools settings within identified areas of deprivation in order to have children fully prepared to meet the cognitive and social demands of school.

2.3 Project Plan

To be developed.

2.4 Stakeholder List, Analysis and Communication plan

Stakeholder Interest	Level of Interest	Influence /Power	Stakeholder Role	Communication /Engagement
Children	High	High	Beneficiary	Targeted comms, evaluation info.
Parents and Carers	High	High	Contributor	NAC Comms, training courses/events, Letter, targeted comms.
Wider family carers	Medium	High	Contributor	Newsletter
Family Learning Workers	High	High	Contributor	Training information, evaluation info
Schools	High	High	Supporter	Letter
Community	Medium	Low	Supporter	Newsletter, targeted comms
Other council services	Medium	High	Supporter	Targeted comms
Other partners	Medium	High	Supporter	Targeted comms, evaluation info.

****Milestones for the communication plan to be included in the project plan**

2.5 Project Dependencies

As described previously, this project is one of five key projects being delivered within the Attainment Challenge programme. A number of dependencies exist across all five workstreams. These are being managed at project level, overseen by the Programme Board and will be recorded within the project risk register.

2.6 Key Constraints

Projects must operate within the agreed budgets and be delivered according to agreed timescales.

3.0 PROJECT ORGANISATION STRUCTURE

Project Structure

Person	Designation	Role
[Redacted]	Head of Service (Schools)	Chair
[Redacted]	Executive Director (Education and Youth Employment)	Member
[Redacted]	Head of Service (Children and Young People)	Member
[Redacted]	Head of Service (Connected Communities)	Member
[Redacted]	Head of Service (Finance)	Member
[Redacted]	Lead Educational Psychologist	Member
[Redacted]	Attainment Advisor	Member
[Redacted]	Early years (Daily EY Centre)	Member

Programme Board

Person	Designation	Role	High Level Areas of Responsibility
[Redacted]	Head of Service	Joint Lead	
[Redacted]	Senior Mgr	Joint Lead	
TBC	Education Psychologist	Member	
TBC	Teacher - Primary	Member	
TBC	Principal Teacher Family Learning	Member	

Workstream Group

- 4.0 PROGRAMME/PROJECT CONTROLS
- 4.1. Project tolerances:
- Duration: +/- 5% of baseline project plan
 - Cost +/- 0% of budget
 - Scope: No significant deviation that defined at section 2.1
 - Quality: to be defined through monitoring and evaluation framework.
- 4.2 Change control process
- Where projects are likely to exceed tolerances a change request must be sent to the Programme Board.
- 4.3 Meetings and Reporting
- 4.3.1 Meetings

Meeting Name	Purpose	Chair/ Organiser (Responsible for set up and agenda)	Frequency
Programme Board	Review progress of Attainment Challenge and the key workstreams within it.	[Redacted]	Bi monthly
Project Team	Review progress of Workstream actions	[Redacted]	Monthly
Stakeholder Ref Groups	Provide knowledge into design and delivery plan	Principal Teacher Family Learning	Bi - annually

4.3.2 Reporting

Report	Purpose	Distribution	Frequency