



Council Offices, Almada Street  
Hamilton, ML3 0AA

Monday, 26 February 2024

Dear Member

## **Education Resources Committee**

The Members listed below are requested to attend a meeting of the above Committee to be held as follows:-

**Date:** Tuesday, 05 March 2024

**Time:** 10:00

**Venue:** Hybrid - Committee Room 1, Council Offices, Almada Street, Hamilton, ML3 0AA

The business to be considered at the meeting is listed overleaf.

Yours sincerely

**Paul Manning**  
**Chief Executive**

### **Members**

Lynsey Hamilton (Chair), Gavin Keatt (Depute Chair), Joe Fagan (ex officio), Alex Allison, John Anderson, Ross Clark, Margaret Cowie, Allan Falconer, Grant Ferguson, Elise Frame, Alistair Fulton, Geri Gray, Cal Johnston-Dempsey, Susan Kerr, Ross Lambie, Richard Lockhart, Eileen Logan, Katy Loudon, Julia Marrs, Ian McAllan, Mark McGeever, Mo Razzaq, Graham Scott, Bert Thomson, Margaret B Walker, David Watson

### **Substitutes**

Margaret Cooper, Maureen Devlin, Mary Donnelly, Graeme Horne, Martin Hose, Hugh Macdonald, Monique McAdams, Kenny McCreary, Lesley McDonald, Carol Nugent, Norman Rae

### **External Members**

#### **Religious Representatives**

Gillian Coulter, John Mulligan

#### **Teacher Representatives**

Jennifer Gaffney, Joan Lennon

#### **Parent Council Representatives**

Christine Hall, Naomi Baxter

## BUSINESS

1 **Declaration of Interests**

- 2 **Minutes of Previous Meeting** 5 - 14  
Minutes of the meeting of the Education Resources Committee held on 5 December 2023 submitted for approval as a correct record. (Copy attached)

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### Monitoring Item(s)

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- 3 **Education Resources - Revenue Budget Monitoring 2023/2024** 15 - 18  
Joint report dated 22 January 2024 by the Head of Finance (Strategy) and Executive Director (Education Resources). (Copy attached)
- 4 **Education Resources - Capital Budget Monitoring 2023/2024** 19 - 22  
Joint report dated 15 February 2024 by the Head of Finance (Strategy) and Executive Director (Education Resources). (Copy attached)
- 5 **Education Resources - Workforce Monitoring October to December 2023** 23 - 30  
Joint report dated 1 February 2024 by the Chief Executive and Executive Director (Education Resources). (Copy attached)

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### Item(s) for Decision

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- 6 **Cost of the School Day Guidance for Schools and Early Years Establishments** 31 - 74  
Report dated 12 February 2024 by the Executive Director (Education Resources). (Copy attached)

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**Item(s) for Noting**

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- 7 **Education Digital Futures; ICT Supply and Support from October 2025** 75 - 86  
Report dated 13 February 2024 by the Executive Director (Education Resources). (Copy attached)
- 8 **Equity-Strategic Equity Fund (SEF)** 87 - 176  
Report dated 12 February 2024 by the Executive Director (Education Resources). (Copy attached)
- 9 **Framework for Developing an Anti-Racist and Decolonised Curriculum** 177 - 196  
Report dated 15 February 2024 by the Executive Director (Education Resources). (Copy attached)
- 10 **Scottish Youth Parliament Elections 2023** 197 - 206  
Report dated 7 February 2024 by the Executive Director (Education Resources). (Copy attached)
- 11 **Underage Use of e-Cigarettes and Vaping** 207 - 222  
Report dated 12 February 2024 by the Executive Director (Education Resources). (Copy attached)
- 12 **Celebrating Success** 223 - 226  
Report dated 14 February 2024 by the Executive Director (Education Resources). (Copy attached)

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**Urgent Business**

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- 13 **Urgent Business**  
Any other items of business which the Chair decides are urgent.

***For further information, please contact:-***

Clerk Name:	Pauline MacRae
Clerk Telephone:	07385 370044
Clerk Email:	pauline.macrae@southlanarkshire.gov.uk



## EDUCATION RESOURCES COMMITTEE

2

Minutes of meeting held via Confero and in Committee Room 1, Council Offices, Almada Street, Hamilton on 5 December 2023

### **Chair:**

Councillor Lynsey Hamilton

### **Councillors Present:**

Councillor Alex Allison, Councillor John Anderson, Councillor Ross Clark, Councillor Maureen Devlin (*substitute for Councillor Margaret Cowie*), Councillor Mary Donnelly (*substitute for Councillor Mark Horsham*), Councillor Allan Falconer, Councillor Grant Ferguson, Councillor Alistair Fulton, Councillor Geri Gray, Councillor Cal Johnston-Dempsey, Councillor Gavin Keatt (Depute), Councillor Susan Kerr, Councillor Ross Lambie, Councillor Richard Lockhart, Councillor Eileen Logan, Councillor Katy Loudon, Councillor Ian McAllan, Councillor Mark McGeever, Councillor Mo Razzaq, Councillor Graham Scott, Councillor Bert Thomson

### **Councillors' Apologies:**

Councillor Margaret Cowie, Councillor Joe Fagan (ex officio), Councillor Elise Frame, Councillor Mark Horsham, Councillor Margaret B Walker, Councillor David Watson

### **External Members Present:**

Naomi Baxter, Jennifer Gaffney, John Mulligan

### **External Members' Apologies:**

Gillian Coulter, Christine Hall, Joan Lennon

### **Attending:**

#### **Education Resources**

C McKenzie, Executive Director; D Dickson, Operations Manager; A Donaldson, Head of Education (Inclusion); D Hinshelwood, Support Services Manager; S Nicolson, Head of Education (Senior Phase)

#### **Finance and Corporate Resources**

L Harvey, Finance Manager (Resources); P MacRae, Administration Adviser; K McLeod, Administration Assistant; E McPake, Human Resources Business Partner; L O'Hagan, Finance Manager (Strategy); M M Wilson, Legal Manager

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## **1 Declaration of Interests**

No interests were declared.

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## **2 Minutes of Previous Meeting**

The minutes of the meeting of the Education Resources Committee held on 26 September 2023 were submitted for approval as a correct record.

**The Committee decided:** that the minutes be approved as a correct record.

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## **3 Education Resources - Revenue Budget Monitoring 2023/2024**

A joint report dated 27 October 2023 by the Executive Directors (Finance and Corporate Resources) and (Education Resources) was submitted on the actual expenditure measured against the revenue budget for the period 1 April to 6 October 2023 for Education Resources.

As at 6 October 2023, there was a breakeven position against phased budget. However, areas of financial risk had been identified in respect of Education Resources' budget as follows:-

- ◆ cost of transport
- ◆ Scottish Government funding in respect of the maintenance of teacher numbers

Variance explanations were outlined in Appendix A of the report. Virements were proposed to realign budgets across budget categories and with other Resources and those were also detailed in Appendix A of the report.

**The Committee decided:**

- (1) that the breakeven position on Education Resources' revenue budget, as detailed in Appendix A of the report, be noted; and
- (2) that the proposed budget virements be approved.

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#### **4 Education Resources – Capital Budget Monitoring 2023/2024**

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A joint report dated 16 November 2023 by the Executive Directors (Finance and Corporate Resources) and (Education Resources) was submitted providing information on the progress of the capital programme for Education Resources for the period 1 April to 6 October 2023.

The 2023/2024 capital programme for Education Resources amounted to £19.333 million. There had been no change to the budget since the last report to Committee. The financial position for Education Resources was outlined in Appendix A of the report.

Anticipated spend to date was £7.718 million and spend to 6 October 2023 amounted to £7.674 million, resulting in spend being behind programme by £0.044 million. This related, in the main, to the new Wooddean Early Learning Centre, Bothwell.

**The Committee decided:** that the Education Resources' capital programme of £19.333 million, and expenditure to date of £7.674 million, be noted.

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#### **5 Education Resources – Workforce Monitoring – August and September 2023**

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A joint report dated 26 October 2023 by the Executive Directors (Finance and Corporate Resources) and (Education Resources) was submitted on the following employee information for Education Resources for the period August and September 2023:-

- ◆ attendance statistics
- ◆ occupational health statistics
- ◆ accident/incident statistics
- ◆ discipline, grievance and Dignity at Work cases
- ◆ analysis of leavers and exit interviews
- ◆ staffing watch as at 9 September 2023

Officers responded to members' questions on:-

- ◆ accident/incident statistics, specifically incidents of a violent nature
- ◆ provision of staffing watch figures on a "year on year" basis

**The Committee decided:** that the report be noted.

*[Reference: Minutes of 26 September 2023 (Paragraph 5)]*

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## **6 Provision of LGBT+ Inclusive Education in South Lanarkshire Schools**

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A report dated 14 November 2023 by the Executive Director (Education Resources) was submitted:-

- ◆ informing members of the detail of the provision of LGBT+ Inclusive Education in South Lanarkshire schools
- ◆ seeking support for the next steps proposed to ensure LGBT+ Inclusive Education was embedded across schools in South Lanarkshire

Education in South Lanarkshire was based on an inclusive ethos which ensured that all learners experienced learning environments where diversity was valued, where all learners were treated fairly, had equality of opportunity and experienced a sense of belonging. A range of legislative and policy frameworks supported the equality and diversity agenda in relation to LGBT+ issues across education contexts. Overall, the current equalities legislation in Scotland addressed the inclusion of LGBT+ individuals in the education system by providing legal protection against discrimination, prompting inclusive policies and procedures and offering guidance for schools to foster a supportive and inclusive environment for all learners.

Details were given on the provisions of the following:-

- ◆ The Equality Act 2010
- ◆ The Children and Young People (Scotland) Act 2014
- ◆ The Equally Safe Strategy
- ◆ Supporting Transgender Young People: Guidance for Schools in Scotland

Details were also given on national developments in advancing LGBT+ Inclusive Education in all schools, together with a wide range of local developments. Those included:-

- ◆ training delivered by the charity, Time for Inclusive Education (TIE), on behalf of the Scottish Government, to support school staff in delivering an LGBT+ Inclusive curriculum
- ◆ the establishment of a working group with membership from Education Resources which would include representation from schools, the Educational Psychology Service and the Youth, Family and Community Learning Service to examine the actions to be taken to further support schools to embed LGBT+ Inclusive Education in their practice. The working group would consider a broad range of issues arising from the showcase event presented by TIE, including consultation with pupils, parents and carers

Through promotion and provision of continuous professional development opportunities which focussed on equity, equality and diversity, the Council would continue to develop education environments where difference was celebrated and staff were well-equipped to make this a proactive part of the curriculum.

There followed a full discussion during which officers:-

- ◆ responded to members' questions on various aspects of the report
- ◆ gave assurances on the provision of updates to the Committee on work in relation to equalities and protected characteristics

### **The Committee decided:**

- (1) that the range of activities in place to support the delivery of LGBT+ Inclusive Education across South Lanarkshire schools be noted; and
- (2) that the action proposed to further embed LGBT+ Inclusive Education across South Lanarkshire schools be approved.

*In terms of Standing Order No 14, the Chair adjourned the meeting at 11.00am for a 5 minute period. The meeting reconvened at 11.05am without the attendance of Councillors Logan and Razzaq*

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## **7 Primary Raising Attainment and Achievement of Curriculum for Excellence Levels (ACEL) Data**

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A report dated 18 October 2023 by the Executive Director (Education Resources) was submitted providing an:-

- ◆ overview on the Curriculum and Quality Improvement Service's (CQIS) updated Raising Attainment strategy for primary schools
- ◆ update on the provisional Curriculum for Excellence (CfE) levels for South Lanarkshire Council for 2022/2023

Achievement of Curriculum for Excellence Levels (ACEL) data published for session 2021/2022 evidenced a national attainment dip at Primary 4 (P4) in both literacy and numeracy. Nationally, attainment in writing remained the lowest of all literacy and numeracy organisers for P1, P4 and P7. The Council's data mirrored the national position and, taking account of this, there was a need to refresh the attainment strategy for primary schools with a view to further upskilling them to collect and manage robust data and enable a continued, collective effort to improve outcomes and raise attainment.

Details were given on initiatives in place to raise attainment in South Lanarkshire schools during the 2022/2023 session including:-

- ◆ improvement projects such as Maths Recovery, Nuffield Early Language Intervention, Talk 4 Writing, Foundations of Literacy in Primary 1 Programme (FLIPP) and Play Pedagogy
- ◆ developing pedagogy to advance the robustness of data and teacher professional judgement (TPJ)
- ◆ teacher participation in the Improving Our Classrooms professional learning programme, focusing on the use of data and targeted interventions
- ◆ provision of additional staffing, as part of COVID-19 recovery, which enabled schools to provide targeted support to raise attainment in literacy and numeracy as well as supporting health and wellbeing

The refreshed strategy renewed the Council's commitment to achieving the highest outcomes for all as well as taking account of the national picture and current thinking.

Additionally, it was proposed to:-

- ◆ develop capacity and skill in all schools and, as such, a Lead Officer with a specific remit for raising attainment across the primary sector had been appointed
- ◆ build on the existing use of SEEMIS, Focus, Headteacher Data Portal, the BGE Tracking and Monitoring Tool and the new Standards and Quality Improvement Plan (SQIP) to promote a consistent approach to data interrogation at all levels
- ◆ ask schools to track progress towards achievement of a level for all learners in P1/P4/P7 3 times per year through SEEMIS Progress and Achievement



- ◆ use data collection and analysis to inform improved dialogue around excellence and equity at school and local authority level

Raising attainment required a focus on both excellence and equity and data would be interrogated to increase the pace of change in closing the poverty related attainment gap. Provisional data for Primary Literacy and Numeracy demonstrated that the attainment gap had, between 2021/2022 and 2022/2023, improved by 2.1% and 1% points respectively but was not yet back to pre-pandemic levels. It was anticipated that the gap would continue to close in session 2023/2024.

The data for Curriculum for Excellence level of achievement in South Lanarkshire showed continued recovery from the pandemic, with positive progress being made across all indicators and school stages. Education Resources would maintain support for schools to allow them to continue to raise attainment.

**The Committee decided:**

- (1) that the plan outlined for raising attainment be noted; and
- (2) that the internal achievement of Curriculum for Excellence levels for 2022/2023, based on teacher professional judgement, be noted.

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## **8 Secondary Raising Attainment Strategy**

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A report dated 20 November 2023 by the Executive Director (Education Resources) was submitted providing:-

- ◆ an overview of the secondary school raising attainment strategy
- ◆ a high-level overview of September 2023 Senior Phase attainment

Raising attainment was an ongoing priority for Education Resources with a number of initiatives in place to support secondary schools. The following 6 key areas supported raising attainment and closing the poverty related attainment gap:-

- ◆ high quality learning, teaching and assessment
- ◆ learner pathways and wide range of accreditation opportunities, qualifications and courses
- ◆ curriculum design and offer
- ◆ performance improvement
- ◆ leadership
- ◆ professional development and career long professional learning

Details were given on initiatives to support those identified key areas.

Schools would continue to be supported to pursue excellence and equality through interventions offered at local authority level through existing Strategic Equity Fund projects continuing from session 2022/2023. Education Resources and schools would continue to focus on and interrogate data to increase the pace of change in closing the poverty related attainment gap.

3 local benchmarking measures which related to secondary school attainment were:-

- ◆ improving attainment in literacy and numeracy
- ◆ improving attainment for all
- ◆ tackling disadvantage by improving the attainment of lower attainers relative to higher attainers

Information on the performance of stage based cohorts, S4, S5 and S6, at September 2023, was provided in the report and in appendices 2, 3 and 4 to the report respectively.

Areas of key strength included:-

- ◆ schools increasingly adding value as young people progressed through the Senior Phase
- ◆ increased focus on data for improvement resulting in more robust school and local authority level improvement planning
- ◆ closing of the attainment gap in almost all measures
- ◆ significant improvement in outcomes for Q1 learners in most areas
- ◆ reduced impact of COVID-19 on Q1 learners in South Lanarkshire compared to other areas in Scotland

Areas for ongoing consideration included:-

- ◆ focus in all schools on reduction in numbers of young people leaving school after S4 and in Christmas of S5
- ◆ increasing the range of qualifications on offer to young people outwith the core National Qualifications
- ◆ enhanced mentoring work to support young people in making more informed decisions around course and career choices

The poverty related attainment gap remained a challenge across Scotland, however, early indications suggested that the Council's data compared favourably to national data. Education Resources would maintain support for schools to allow them to continue to raise attainment.

**The Committee decided:**

- (1) that the overview of the secondary school raising attainment strategy be noted; and
- (2) that the high-level overview of September 2023 Senior Phase attainment be noted.

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## **9 Summer Holiday Provision 2023 - Update**

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A report dated 14 November 2023 by the Executive Director (Education Resources) was submitted providing an update on the successful delivery of the Council's provision during summer 2023 for children, young people and their families.

The Scottish Government announced in June 2023 that funding of £4 million, a reduction from the previous allocation of £10 million, would be distributed to local authorities to target provision of a summer 2023 holiday programme offering co-ordinated access to activities, childcare and food for children aged 5 to 14 years from low income families. This funding was added to existing Council funding and enabled continuation, on a reduced basis, of the Council's 'Sensational Summer Sessions' provision.

Details were given on:-

- ◆ target groups for inclusion in the programme
- ◆ voluntary sector partners actively engaged in delivering the programme
- ◆ the range of activities on offer
- ◆ resources and equipment available

**The Committee decided:**

- (1) that the breadth and scale of delivery through the 2023 funded summer programme be noted; and
- (2) that it be noted that the Council had delivered this programme with the support of a variety of Third Sector Partners and organisations.

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## **10 Pathfinders Initiative Care Experienced Children and Children on the Edges of Care**

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A report dated 14 November 2023 by the Executive Director (Education Resources) was submitted on the ongoing work of the Pathfinders Initiative to support care experienced young people and children on the edge of care.

The Pathfinders pilot project was established in the Cambuslang and Rutherglen locality in April 2019 and aimed to deliver support, across 52 weeks, targeting critical periods where disengagement from school could become a significant issue for certain children and their families. Support was provided holistically across the settings of school, community and home. The project had since been extended and, currently, Pathfinders were deployed in 7 schools within South Lanarkshire, funded through the Whole Family Wellbeing Fund (WFWF), Pupil Equity Funding and Learning Recovery monies.

Details were given on:-

- ◆ engagement with young people and their families
- ◆ support offered
- ◆ impacts and benefits recorded

Support through individual and group support, home visits and parental engagement were key elements of the role. Pathfinder staff were well connected to key partners in the wider community to ensure appropriate referrals into and out of the provision and those were detailed in Appendix 1 to the report.

A 4-year research report was commissioned by Education Resources and Social Work Resources and findings were detailed in Appendix 2 to the report. The focus of the research was Youth, Family and Community Learning (YFCL) Pathfinder Initiative and the work with young people, families, schools and partners. Details of the key findings of the research were outlined in the report.

Since November 2021, the Pathfinder team had:-

- ◆ participated in a collaborative enquiry in relation to youth work's contribution to reducing the attainment gap
- ◆ hosted a visit from representatives of Northern Ireland Youth Services and Education team
- ◆ contributed positively to the Stonelaw High School HMIE inspection
- ◆ distributed £40,500 of Whole Family Wellbeing funding directly to families who were experiencing hardship
- ◆ successfully secured £92,300 from UNCRC Innovation fund to develop a youth led consultation process that would support the further development of youth voice in relation to developing appropriate interventions and support

**The Committee decided:**

- (1) that the content of the Longitudinal Research report, as detailed in Appendix 2 of the report, be noted;

- (2) that the research findings showing the impact and benefit of the Pathfinder Initiative, as detailed in Appendix 2 of the report, be noted; and
- (3) that the ongoing development of the Initiative be noted.

*[Reference: Minutes of 31 August 2021 (Paragraph 9)]*

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## **11 Update of the Education Resources' Risk Register and Risk Control Plan**

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A report dated 17 November 2023 by the Executive Director (Education Resources) was submitted providing an update on the Education Resources' Risk Register and Risk Control actions.

Education Resources had followed Council guidance in developing, monitoring and updating its Risk Control Register on an ongoing basis. The Register had been developed to ensure that the Resource:-

- ◆ was fully aware of the top risks
- ◆ was able to prioritise those risks
- ◆ had controls in place to eliminate or minimise the impact of the risk

The risks were scored in accordance with the Council's scoring mechanism based on likelihood and impact of risk. This resulted in risks being scored between 1 to 25 (low to very high). Risks were scored on their inherent risk (risk if nothing was done) and their residual risk (risk after applying controls). The Risk Register for the Resource had been developed and was monitored on an ongoing basis by the Resource Risk Management Group to add new risks and to review the score of existing risks. The main changes to the Risk Register were summarised in the report.

Information on the risk scoring matrix together with definitions for likelihood and impact was attached as Appendix 1 to the report.

Details of all risks which had scored very high and high were provided in Appendix 2 to the report. Risks evaluated as being medium or low risk would be monitored to ensure that they continued to be adequately managed.

Appendix 3 to the report provided a comparison of risk scores for 2022 and 2023 and detailed changes in risk descriptions.

Outstanding actions to mitigate risks within the Risk Control Plan would be progressed by the relevant officers.

### **The Committee decided:**

- (1) that the contents of the Resource Risk Register be noted; and
- (2) that it be noted that the outstanding Risk Control Actions would be progressed by relevant officers.

*[Reference: Minutes of 15 November 2022 (Paragraph 14)]*

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## **12 Education Resources - Notification of Contracts Awarded 1 April to 30 September 2023**

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A report dated 6 November 2023 by the Executive Director (Education Resources) was submitted on contracts awarded by Education Resources during the period 1 April to 30 September 2023. In terms of Standing Order Nos 21.8 and 22.5 of the Council's Standing Orders on Contracts, Resources were required to notify the relevant Committee of contracts awarded above the sum of £50,000.

Details of the contracts awarded by Education Resources were provided in the appendix to the report.

**The Committee decided:**                      that the report be noted.

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## **13 Urgent Business**

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There were no items of urgent business.



# Report

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Report to:	<b>Education Resources Committee</b>
Date of Meeting:	<b>5 March 2024</b>
Report by:	<b>Head of Finance (Strategy) Executive Director (Education Resources)</b>

Subject:	<b>Revenue Budget Monitoring 2023/2024 - Education Resources</b>
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## 1. Purpose of Report

1.1. The purpose of the report is to:-

- ♦ provide information on the actual expenditure measured against the revenue budget for the period 1 April 2023 to 28 December 2023 for Education Resources
- ♦ provide a forecast for the year to 31 March 2024

## 2. Recommendation(s)

2.1. The Committee is asked to approve the following recommendation(s):-

- (1) that the forecast to 31 March 2024 of an overspend of £0.295m as detailed in Appendix A of the report be noted;
- (2) that an overspend of £0.188m as at 28 December 2023 as detailed in Appendix A of the report be noted; and
- (3) that the proposed budget virements be approved.

## 3. Background

- 3.1. This is the fourth revenue budget monitoring report presented to the Education Resources Committee for the financial year 2023/2024.
- 3.2. The Resource has completed its formal probable outturn exercise for the year. This exercise identifies the expected spend to 31 March 2024. Details are included in section 6.
- 3.3. The report details the financial position for Education Resources in Appendix A, along with variance explanations.

## 4. Scottish Attainment Challenge Funding

- 4.1. The current budget for Education contains £9.866m awarded for Pupil Equity Funding (PEF) and £1.473m for Strategic Equity Funding (SEF). Total budget for 2023/24 is £11.339m and this is contained within this reported position.
- 4.2. In relation to PEF funding, the £9.866m represents £0.905m 2022/2023 carry forward, plus a previous year adjustment of £0.012m and £8.949m for the 2023/2024 allocation. Spend and commitment to date as at 28 December 2023 is £7.384m, with £2.482m still to spend. This includes known staff costs for the period April 2023 to March 2024. The anticipated 2023/2024 PEF underspend is £0.400m. This underspend is being used to help fund the Council's pay award in 2023/2024, however, this will not be to

the detriment of schools and schools will receive their 2023/2024 carry forward balance over the life of the PEF programme.

- 4.4. In relation to SEF funding, spend and commitment to date is £1.391m with £0.082m still to spend. Known staff costs to 31 March 2024 are reflected within this position, and, as this is a specific grant allocation, funding is received based on actual spend.
- 4.5. Committee will continue to be updated with the spend position for 2023/2024 throughout the year for both Scottish Attainment Challenge funded areas.

## **5. Employee Implications**

- 5.1. None

## **6. Financial Implications**

- 6.1. **Probable Outturn:** Following the council's probable outturn exercise, the Resource is reporting an overspend of £0.295m. There are no proposed transfers to reserves. The Resource position is outlined in Appendix A. This is the net effect of underspends in Early Years' core budget offset by overspends relating to mainstream transport costs and school placements which are demand led. There is also an overspend on Teacher costs due to cover which is being offset by an underspend on Early Years staff costs due to vacancies and turnover.
- 6.2. **Cost of Transport:** In relation to mainstream transport costs, the previous report to committee outlined the significant increase in spend on transport by Strathclyde Passenger Transport (SPT) for school transport after contract renewals. This was quantified at £4.328m overspend this financial year and is being managed within the overall Resource position, including through some reserve funds available.
- 6.3. **Teacher Numbers:** Following the conclusion of the pupil teachers census 2023, teacher numbers have been maintained at last year's levels. Pupil support numbers are not yet available from the Scottish Government for reporting. It is anticipated that grant levels will not be reduced for 2023/24 financial year and withheld grant of £2.934 million will be forthcoming.

In relation to 2024/2025, the Council has now received notification that the allocation of funding for teacher numbers of £145.5 million for 2024/2025 will be distributed via Specific Resource Grants, and those grants will be conditional on councils agreeing at the outset to maintain teacher numbers. Further information on the conditions of this grant is awaited.

- 6.4. **Position as at 28 December 2023:** The Resource position as at 28 December 2023 is an overspend of £0.188m. Detailed variance explanations are outlined in Appendix A.
- 6.5. Virements are also proposed to realign budgets across budget categories and with other Resources. These movements have been detailed in Appendix A to this report.

## **7. Climate Change, Sustainability and Environmental Implications**

- 7.1. There are no implications for climate change, sustainability or the environment in terms of the information contained in the report.

## **8. Other Implications**

- 8.1. The main risk associated with the Council's Revenue Budget is that there is an overspend. There are inflationary and budget pressures, including utilities, this year which increase the risk of overspend, however, we have mitigated this going forward



by providing additional funds in the budget strategy and, in this year, through some reserve funds available.

- 8.2. The risk is managed through four weekly Budget Monitoring Meetings at which any variance is analysed. In addition, the probable outturn exercise ensures early warning for corrective action to be taken where appropriate.

**9. Equality Impact Assessment and Consultation Arrangements**

- 9.1. This report does not introduce a new policy, function or strategy or recommend a change to an existing policy, function or strategy and, therefore, no impact assessment is required.
- 9.2. There is also no requirement to undertake any consultation in terms of the information contained in the report.

**Jackie Taylor**  
**Head of Finance (Strategy)**

**Carole McKenzie**  
**Executive Director (Education Resources)**

22 January 2024

**Link(s) to Council Values/Priorities/Outcomes**

- ◆ Accountable, effective, efficient and transparent

**Previous References**

- ◆ None

**List of Background Papers**

- ◆ Financial ledger and budget monitoring results to 28 December 2023

**Contact for Further Information**

If you would like to inspect the background papers or want further information, please contact:-

Louise Harvey

Ext: 2658 (Tel: 01698 452658)

E-mail: [louise.harvey@southlanarkshire.gov.uk](mailto:louise.harvey@southlanarkshire.gov.uk)

## SOUTH LANARKSHIRE COUNCIL

## Revenue Budget Monitoring Report

Education Resources Committee: Period Ended 28 December 2023 (No.10)

## Education Resources Summary

Budget Category	Annual Budget	Forecast for Year	Annual Forecast Variance	Budget Proportion 28/12/23	Actual 28/12/23	Variance 28/12/23		% Variance 28/12/23	Note
	£000	£000	£000	£000	£000	£000			
Employee Costs	344,471	344,485	(14)	250,453	250,450	3	under	0.0%	1, a, c, d, e, f, g
Property Costs	36,423	36,429	(6)	27,699	27,728	(29)	over	(0.1%)	a, b, f, g
Supplies & Services	11,574	11,887	(313)	7,624	7,874	(250)	over	(3.3%)	2, b, d, e, f, g
Transport & Plant	16,485	19,229	(2,744)	11,988	14,104	(2,116)	over	(17.7%)	3, c, f, g
Administration Costs	1,657	1,578	79	1,421	1,356	65	under	4.6%	4, f, g
Payments to Other Bodies	32,007	32,074	(67)	22,576	22,670	(94)	over	(0.4%)	5, c, f, g
Payments to Contractors	44,116	43,875	241	28,736	28,495	241	under	0.8%	g
Transfer Payments	2,866	2,543	323	2,734	2,434	300	under	11.0%	6, g
Financing Charges	377	356	21	214	198	16	under	7.5%	g
<b>Total Controllable Exp.</b>	<b>489,976</b>	<b>492,456</b>	<b>(2,480)</b>	<b>353,445</b>	<b>355,309</b>	<b>(1,864)</b>	<b>over</b>	<b>(0.5%)</b>	
<b>Total Controllable Inc.</b>	<b>(50,267)</b>	<b>(52,452)</b>	<b>2,185</b>	<b>(39,842)</b>	<b>(41,518)</b>	<b>1,676</b>	<b>over recovered</b>	<b>4.2%</b>	<b>7, f, g</b>
<b>Net Controllable Exp.</b>	<b>439,709</b>	<b>440,004</b>	<b>(295)</b>	<b>313,603</b>	<b>313,791</b>	<b>(188)</b>	<b>over</b>	<b>(0.1%)</b>	

Variance Explanations

- The position represents the net effect of an underspend in Early Years staff costs due to vacancies and turnover offset by an overspend in Teacher costs due to cover.
- The overspend is due to the additional cost of per capita expenditure reflecting the growth in pupil numbers and the increased demand for equipment required by children with additional support and complex needs.
- The overspend is mainly due to the cost of school transport for mainstream schools.
- The underspend relates to Early Years core conferences spend being lower than anticipated.
- This overspend reflects the increased cost of placements for pupils with additional support needs in Independent Schools partially offset by less than anticipated core Early Years spend to date including cross boundary charges to other local authorities.
- The underspend is due to spend on footwear and clothing grants reflecting current demand.
- The over recovery of income relates to increased income from Early Years fees and Other Local Authorities income for placements within South Lanarkshire Council establishments.

Budget Virements

- Transfer from corporate items in relation to funding for utilities and pay award. Net Effect £14.250m: Employee Costs £11.420m and Property Costs £2.830m.
- Removal of budget in respect of procurement savings. Net Effect (£0.113m): Property Costs (£0.039m) and Supplies and Services (£0.074m).
- Transfer from reserves for Teachers, School Transport and Independent Schools. Net Effect £3.059m: Employee Costs £0.262m, Transport £1.397m and Payments to Other Bodies £1.400m.
- Establish budget to reflect general revenue grant funding in relation to Psychologists, Teacher Induction Scheme and Pupil Equity Fund. Net Effect £1.936m: Employee Costs £2.271m and Supplies and Services (£0.335m).
- Realignment of budget to reflect Strategic Equity Fund and Pupil Equity Fund programme delivery. Net Effect £0.000m: Employee Costs £0.288m and Supplies and Services (£0.288m).
- Realignment of budget to reflect current service delivery. Net Effect £0.000m: Employee Costs £0.476m, Property Costs (£0.032m), Supplies and Services £0.395m, Transport Costs £0.773m, Administration Costs £0.022m, Payments to Other Bodies £0.438m and Income (£2.072m).
- Realignment of Education Maintenance Allowance budget and DMS. Net Effect £0.000m: Employee Costs £0.160m, Property Costs £0.120m, Supplies and Services (£0.914m), Transport Costs £0.095m, Administration Costs £0.261m, Payments to Other Bodies £0.264m, Payments to Contractors £0.001m, Transfer Payments £0.223m, Financing Charges (£0.006m) and Income (£0.204m).

# Report

4

Report to:	<b>Education Resources Committee</b>
Date of Meeting:	<b>5 March 2024</b>
Report by:	<b>Head of Finance (Strategy) Executive Director (Education Resources)</b>

Subject:	<b>Capital Budget Monitoring 2023/2024 - Education Resources</b>
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## 1. Purpose of Report

1.1. The purpose of the report is to:-

- ♦ provide information on the progress of the capital programme for Education Resources for the period 1 April 2023 to 28 December 2023

## 2. Recommendation(s)

2.1. The Committee is asked to approve the following recommendation:

- (1) that the Education Resources capital programme of £14.268 million, and expenditure to date of £9.810 million, be noted; and
- (2) that the projected outturn of £14.3 million be noted.

## 3. Background

3.1. This is the fourth capital monitoring report presented to the Education Resources Committee for the financial year 2023/2024.

3.2. The revised budget for Education Resources is £14.268 million. This reflects the budget of £19.333 million reported to the last meeting of this Committee in December 2023, adjusted to reflect a change totalling a decrease of £5.065 million which was approved by the Executive Committee on 24 January 2024. The details of this amendment are shown in Appendix A.

3.3. The report details the financial position for Education Resources in Appendix A.

## 4. Employee Implications

4.1. There are no employee implications as a result of this report.

## 5. Financial Implications

### 5.1. 2023/2024 Budget

The total capital programme for Education Resources is £14.268 million, as detailed in Section 3.2.

### 5.2. 2023/2024 Outturn

Work has been ongoing to monitor the predicted spend position for this financial year and current estimates from Education Resources suggest an outturn on budget of around £14.3 million will be achieved.

### **5.3. Period 10 Position**

Anticipated spend to date was £9.977 million and spend to 28 December 2023 amounts to £9.810 million. The spend is, therefore, behind programme by £0.167 million reflecting timing issues only, most notably the new Wooddean Early Learning Centre (formerly Clyde Terrace), Bothwell (£0.328 million) which is still scheduled to handover in April 2024, and the First Steps Community Nursery Extension and Adaptations, Hamilton project (£0.199 million), which is scheduled to handover in June 2024.

- 5.4. These underspends have been offset by adaptation works at Uddingston Grammar School (£0.443 million), where the funding requirement for this project had originally been anticipated for 2024/2025.

### **6. Climate Change, Sustainability and Environmental Implications**

- 6.1. There are no implications for climate change, sustainability or the environment in terms of the information contained in this report.

### **7. Other Implications**

- 7.1. The main risk associated with the Council's Capital Programme is that there is an overspend. The risk has been assessed as low given the detailed project management plans prepared and monitored for each project. The risk of overspend is managed through four weekly Investment Management Meetings.

### **8. Equality Impact Assessment and Consultation Arrangements**

- 8.1. This report does not introduce a new policy, function or strategy or recommend a change to an existing policy, function or strategy and, therefore, no impact assessment is required.
- 8.2. There is also no requirement to undertake any consultation in terms of the information contained in the report.

**Jackie Taylor**  
**Head of Finance (Strategy)**

**Carole McKenzie**  
**Executive Director (Education Resources)**

15 February 2024

### **Link(s) to Council Values/Priorities/Outcomes**

- ◆ Accountable, effective, efficient and transparent

### **Previous References**

- ◆ Education Resources Committee, 5 December 2023
- ◆ Executive Committee. 24 January 2024

### **List of Background Papers**

- ◆ Financial ledger to 28 December 2023

### **Contact for Further Information**

If you would like to inspect the background papers or want further information, please contact: Lorraine O'Hagan, Finance Manager (Strategy)

Ext: 2601 (Tel: 01698 452601)  
E-mail: [lorraine.o'hagan@southlanarkshire.gov.uk](mailto:lorraine.o'hagan@southlanarkshire.gov.uk)

**South Lanarkshire Council  
Capital Expenditure 2023-24  
Education Resources Programme  
For Period 1 April 2023 – 28 December 2023**

<b><u>Education Resources</u></b>	Base Budget £000	Budget Adjustments £000	Slippage/ Acceleration £000	Total Budget £000	Budget to Date £000	Actual Expenditure £000
Growth / Accommodation Pressures	6,691	594	(192)	7,093	6,679	6,986
1,140 Hours	3,280	-	-	3,280	2,037	1,706
ICT Developments	2,035	20	-	2,055	844	826
Free School Meals	6,671	(5,065)	-	1,606	406	281
Inspiring School Age Childcare Spaces Programme		234	-	234	11	11
<b>TOTAL</b>	<b>18,677</b>	<b>(4,217)</b>	<b>(192)</b>	<b>14,268</b>	<b>9,977</b>	<b>9,810</b>

For Information Only

*Budget Adjustments approved by Executive Committee, 24 January 2024:*

**Budget Adjustments**

Free School Meals – 2023/2024 Initial Allocation (£5.065m)

**Total Budget Adjustments (£5.065m)**

# Report

5

Report to: **Education Resources Committee**  
 Date of Meeting: **5 March 2024**  
 Report by: **Chief Executive and Executive Director (Education Resources)**

Subject: **Education Resources – Workforce Monitoring –  
October to December 2023**

## 1. Purpose of Report

1.1. The purpose of the report is to: -

- ◆ provide employment information for October to December 2023 relating to Education Resources

## 2. Recommendation(s)

2.1. The Committee is asked to approve the following recommendation(s):-

(1) that the following employment information for October to December 2023 relating to Education Resources be noted:-

- ◆ attendance statistics
- ◆ occupational health
- ◆ accident/incident statistics
- ◆ discipline, grievance and Dignity at Work cases
- ◆ analysis of leavers and exit interviews
- ◆ staffing watch as of 9 December 2023

## 3. Background

3.1. As part of the Council's performance management arrangements, regular workforce monitoring reports are submitted to Committee. This report for Education Resources provides information on the position for October to December 2023.

## 4. Monitoring Statistics

### 4.1. Attendance Statistics (Appendix 1)

Information on absence statistics is analysed for the month of December 2023 for Education Resources.

The Resource absence figure for December 2023 was 6.3%. This figure has increased by 0.7% when compared to the previous month and is 0.3% lower than the Council-wide figure. Compared to December 2022, the Resource absence figure has decreased by 0.5%.

Based on the absence figures at December 2023 and annual trends, the projected annual average absence for the Resource for 2023/2024 is 4.4%, compared to a Council-wide average figure of 5.3%.

Managers follow the procedures outlined in the Maximising Attendance Policy to support employees to remain at work, or to return to work after a sickness absence. There are comprehensive employee supports in place and, additionally, Personnel Services work in close partnership with line managers and Resource Management Teams on a case management basis to ensure that appropriate actions are taken.

**4.2. Occupational Health (Appendix 2)**

In terms of referrals to occupational health, which include medical examinations and physiotherapy, overall, 530 referrals were made this period. This represents a decrease of 29 when compared with the same period last year.

**4.3. Accident/Incident Statistics**

There were 438 accidents/incidents recorded within the Resource this period, an increase of 26 when compared to the same period last year.

**4.4. Discipline, Grievance and Dignity at Work (Appendix 2)**

During the period, 4 disciplinary hearings were held within the Resource, a decrease of 1 when compared to the same period last year. One appeal was heard by the Appeals Panel. One appeal was pending and 1 appeal was withdrawn. No grievance hearings were raised within the Resource and this figure has decreased by 1 when compared to the same period last year. No Dignity at work complaints were raised within the Resource; this figure remains unchanged when compared to the same period last year.

**4.5. Analysis of Leavers (Appendix 2)**

There were a total of 47 leavers in the Resource this period eligible for an exit interview. This figure has increased by 10 when compared with the same period last year. Eighteen exit interviews were conducted in this period; this figure remains unchanged when compared to the same period last year.

**4.6. When processing an employee termination, managers were asked to identify whether they intended to replace the employee who had left the Council. If they indicated that they did not intend to replace the employee, they were asked to select from the following options:**

- ◆ plan to hold for savings
- ◆ fill on a fixed term basis pending savings
- ◆ transfer budget to another post
- ◆ end of fixed term post

**4.7. Appendix 2a provides a breakdown of vacant posts and whether these are being replaced or held for savings. In the period October to December 2023, 79 employees (56.18 FTE) in total left employment. Managers indicated that 77 posts (54.64 FTE) were being replaced, 2 posts (1.54 FTE) are being held pending service reviews.**

**5. Staffing Watch**

**5.1. There has been an increase of 5 in the number of employees in post from 9 September 2023 to 9 December 2023.**

**6. Employee Implications**

**6.1. There are no implications for employees arising from the information presented in this report.**

**7. Financial Implications**

**7.1. All financial implications are accommodated within existing budgets.**



## **8. Climate Change, Sustainability and Environmental Implications**

- 8.1. There are no climate change, sustainability and environmental implications in terms of the information contained within this report.

## **9. Other Implications**

- 9.1. There are no other implications in terms of the information contained within this report.

## **10. Equality Impact Assessment and Consultation Arrangements**

- 10.1. This report does not introduce a new policy, function or strategy or recommend a change to an existing policy, function or strategy and, therefore, no impact assessment is required.
- 10.2. There was no requirement to undertake any consultation in terms of the information contained in this report.

**Paul Manning**  
**Chief Executive**

**Carole McKenzie**  
**Executive Director (Education Resources)**

1 February 2024

### **Link(s) to Council Values/Priorities/Outcomes**

- ◆ Accountable, effective, efficient and transparent
- ◆ Fair, open and sustainable
- ◆ Ambitious, self aware and improving
- ◆ Excellent employer
- ◆ Focused on people and their needs
- ◆ Working with and respecting others

### **Previous References**

- ◆ Education Resources – 5 December 2023

### **List of Background Papers**

- ◆ Monitoring information provided by Finance and Corporate Resources

### **Contact for Further Information**

If you would like to inspect the background papers or want further information, please contact: -

Elaine Maxwell, HR Business Manager

Ext: (Tel: 01698 454647)

E-mail: [Elaine.Maxwell@southlanarkshire.gov.uk](mailto:Elaine.Maxwell@southlanarkshire.gov.uk)

## Absence Trends - 2021/2022, 2022/2023 &amp; 2023/2024

## Education Resources

Education Resources																			
APT&C				Teachers				Resource Total				Council Wide							
	2021 / 2022	2022 / 2023	2023 / 2024		2021 / 2022	2022 / 2023	2023 / 2024		2021 / 2022	2022 / 2023	2023 / 2024		2021 / 2022	2022 / 2023	2023 / 2024				
	%	%	%		%	%	%		%	%	%		%	%	%				
April	4.8	5.5	5.0	April	2.5	2.7	2.8	April	3.5	4.0	3.8	April	4.3	5.6	5.1				
May	5.7	5.5	5.4	May	3.2	3.6	3.2	May	4.4	4.5	4.2	May	4.9	5.4	5.1				
June	4.7	5.1	4.8	June	2.6	2.6	2.2	June	3.5	3.7	3.4	June	4.7	5.3	4.7				
July	3.4	3.8	3.4	July	1.1	1.4	1.1	July	2.1	2.5	2.2	July	4.0	4.6	3.8				
August	3.8	3.6	4.0	August	2.0	1.4	1.3	August	2.8	2.4	2.5	August	4.7	4.4	4.1				
September	6.4	5.8	5.9	September	4.4	2.8	2.9	September	5.3	4.1	4.3	September	6.4	5.4	5.3				
October	6.6	6.5	5.5	October	4.1	3.4	2.7	October	5.2	4.8	4.0	October	6.3	5.8	5.1				
November	8.0	7.9	7.1	November	5.6	4.7	4.3	November	6.7	6.2	5.6	November	6.9	6.5	6.2				
December	8.0	8.5	8.1	December	6.1	5.3	4.8	December	7.0	6.8	6.3	December	6.9	7.0	6.6				
January	8.1	6.1		January	3.9	4.3		January	5.8	5.1		January	7.0	5.8					
February	7.2	6.8		February	3.7	4.1		February	5.3	5.4		February	6.6	5.9					
March	9.5	7.0		March	4.3	4.6		March	6.7	5.7		March	7.9	6.4					
Annual Average	6.4	6.0	5.8	Annual Average	3.6	3.4	3.2	Annual Average	4.9	4.6	4.4	Annual Average	5.9	5.7	5.3				
Average Apr-Dec	5.7	5.8	5.5	Average Apr-Dec	3.5	3.1	2.8	Average Apr-Dec	4.5	4.3	4.0	Average Apr-Dec	5.5	5.6	5.1				
No of Employees at 31 December 2023				3491	No of Employees at 31 December 2023				4012	No of Employees at 31 December 2023				7503	No of Employees at 31 December 2023				16185

Appendix 2		
EDUCATION RESOURCES		
	Oct - Dec 2022	Oct - Dec 2023
<b>MEDICAL EXAMINATIONS</b>		
Number of Employees Attending	103	77
<b>EMPLOYEE COUNSELLING SERVICE</b>		
Total Number of Referrals	40	36
<b>PHYSIOTHERAPY SERVICE</b>		
Total Number of Referrals	172	159
<b>REFERRALS TO EMPLOYEE SUPPORT OFFICER</b>	243	256
<b>REFERRALS TO COGNITIVE BEHAVIOUR THERAPY</b>	1	2
<b>TOTAL</b>	559	530
<b>CAUSE OF ACCIDENTS/INCIDENTS</b>	<b>Oct - Dec 2022</b>	<b>Oct - Dec 2023</b>
Over 7 day absences	1	2
Over 3 day absences**	0	2
Minor	10	14
Near Miss	1	7
Violent Incident: Physical****	391	368
Violent Incident: Verbal*****	9	45
<b>Total Accidents/Incidents</b>	412	438
*A Specified Injury is any fracture (other than to the fingers, thumbs or toes), amputation, loss of sight, serious burns, crushing injury, scalping, loss of consciousness caused by asphyxiation/ head injury, a chemical or hot metal burn to the eye or penetrating injury as defined by the HSE.		
**Over 3 day / over 7day absence is an injury sustained outwith specified injury category that results in a period of absence of absence as defined by the HSE.		
***Near Miss - Any unexpected, unplanned occurrence (except Dangerous Occurrences) that does not lead to injury of persons, damage to property, plant or equipment but may have done so in different circumstance.		
****Physical violent incidents are included in the "Specified" figures, where applicable, to provide the "Total Specified" figures.		
****Physical violent incidents and ***** Verbal Violent Incidents are included in the "Over 3-day or Over 7-day" figures, where applicable, to provide the "Total Over 3-day or Over 7-day" figures.		
****Physical Violent Incidents and ***** Verbal Violent Incidents are included in the "Minor" figures, where applicable, to provide the "Total Minor" figures.		
<b>RECORD OF DISCIPLINARY HEARINGS</b>	<b>Oct - Dec 2022</b>	<b>Oct - Dec 2023</b>
Total Number of Hearings	5	4
Total Number of Appeals	1	1
Appeals Pending	0	1
<b>Time Taken to Convene Hearing October - December 2023</b>		
	<b>4-6 Weeks</b>	<b>Over 6 Weeks</b>
0-3 Weeks 3	0	1
<b>RECORD OF GRIEVANCE HEARINGS</b>	<b>Oct - Dec 2022</b>	<b>Oct - Dec 2023</b>
Number of Grievances	1	0
Number Resolved at Stage 2	1	0
<b>RECORD OF DIGNITY AT WORK</b>	<b>Oct - Dec 2022</b>	<b>Oct - Dec 2023</b>
Number of Incidents	0	0
<b>ANALYSIS OF REASONS FOR LEAVING</b>	<b>Oct - Dec 2022</b>	<b>Oct - Dec 2023</b>
Career Advancement	9	9
Disatisfaction with terms and conditions	0	1
Further Education	1	0
Moving outwith area	3	3
Personal Reasons	3	5
Travelling difficulties	1	0
Other	1	0
<b>Number of Exit Interviews conducted</b>	18	18
<b>Total Number of Leavers Eligible for Exit Interview</b>	37	47
<b>Percentage of interviews conducted</b>	49%	38%

Appendix 2a				
Reason	October - December 2023		Cumulative total	
	FTE	H/C	FTE	H/C
Terminations/Leavers	56.18	79	440.40	551
Being replaced	54.64	77	432.22	540
Filling on a temporary basis	0.00	0	2.48	3
Plan to transfer this budget to another post	0.00	0	0.00	0
End of fixed term contract	0.00	0	2.03	3
Held pending service Review	1.54	2	2.14	3
Plan to remove for savings	0.00	0	1.53	2

**JOINT STAFFING WATCH RETURN  
EDUCATION RESOURCES**

As at 9 December 2023

	MALE		FEMALE		TOTAL					
	F/T	P/T	F/T	P/T						
Teachers	698	81	2217	919	3915					
Other	125	96	668	2420	3309					
Total Employees	823	177	2885	3339	7224					
*Full - Time Equivalent No of Employees										
Salary Bands										
	Chief Officer	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Fixed SCP	Teacher	TOTAL
Teachers	0.00	0.00	0.00	0.00	0.00	1.00	0.00	6.60	3520.85	3528.45
Other	4.00	1184.67	959.54	143.27	46.00	11.00	0.00	62.66	4.80	2415.94

As at 9 September 2023

	MALE		FEMALE		TOTAL					
	F/T	P/T	F/T	P/T						
Teachers	700	81	2235	907	3923					
Other	130	94	672	2400	3296					
Total Employees	830	175	2907	3307	7219					
*Full - Time Equivalent No of Employees										
Salary Bands										
	Chief Officer	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Fixed SCP	Teacher	TOTAL
Teachers	0.00	0.00	0.00	0.00	0.00	1.00	0.00	6.60	3532.35	3539.95
Other	4.00	1185.77	951.66	144.40	49.60	10.00	0.00	62.46	6.80	2414.69



# Report

6

Report to:	<b>Education Resources Committee</b>
Date of Meeting:	<b>5 March 2024</b>
Report by:	<b>Executive Director (Education Resources)</b>

Subject:	<b>Cost of the School Day Guidance for Schools and Early Years Establishments</b>
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## 1. Purpose of Report

1.1. The purpose of the report is to:-

- ♦ provide an update on the work of Education Resources to support Cost of the School Day (CoSD) across South Lanarkshire schools and Early Years establishments

## 2. Recommendation(s)

2.1. The Committee is asked to approve the following recommendation(s):-

- (1) that the work undertaken by Education Resources on the Cost of the School Day be noted; and
- (2) that the proposals contained in South Lanarkshire Council's (SLC) Cost of the School Day Guidance for schools and Early Years establishments, as detailed in section 5.2 and Appendix 1 of the report, are approved.

## 3. Background

3.1. Article 28 of the United Nations Convention on the Rights of the Child (UNCRC) states that Primary education should be free and compulsory. Education in Scotland is free at entry, but evidence shows that there can be off costs as many aspects of the school day cost families money.

3.2. The most recent figure (June 2023) indicates that 'just over 14,000, 23%, of children in South Lanarkshire live in relative poverty once housing costs have been taken into account'. Campaign to End Child Poverty/End Child Poverty Coalition (ECPC).

3.3. In South Lanarkshire Council Schools

- ♦ 19.7% of learners live in Scottish Index of Multiple Deprivation (SIMD)1 or SIMD2 areas (2023/2024)
- ♦ 21.5% are entitled to Free School Meals (based on P6-7 pupils for 2023/2024)

This compares Nationally to

- ♦ 22.7% of learners live in SIMD1 or SIMD2 areas (2022)
- ♦ 21.4% are entitled to Free School Meals (based on P6-7 pupils only-Healthy Living Survey 2022)

3.4. South Lanarkshire Council has been working for several years now to reduce the amount families are charged regardless of their economic status. Our schools and

centres actively support families living in poverty to ensure they are protected from any school charges and signposted to other agencies and organisations who may be able to help them.

#### **4. Cost of the School Day in South Lanarkshire Council**

- 4.1. Prior to the pandemic, every South Lanarkshire Council school was required to produce a Position Statement on the Cost of the School Day in their establishment using guidance produced by Education Resources. As part of the guidance issued to schools, they were asked to reflect on all costs incurred by families as well as the frequency of these charges. This included the cost of school uniforms and all other aspect of education which came with a cost e.g. school trips, fun events, school lunches.
- 4.2. Training on Cost of the School Day has been available to schools since 2019, but it was recognised that many of our schools struggled to appreciate the need to reduce costs as they had no lived experience of poverty. A Poverty Awareness course was then developed and delivered by a central officer with a remit specific to Cost of the School Day.
- 4.3. Evaluations for these events were consistently high, however, it became clear that robust guidance was required to ensure all establishments were able to offer the same provision to children, young people and their families, regardless of the demographic of the school.
- 4.4. Education Resources have been reviewing the historic nature of overseas and residential excursions with the new guidance being provided to schools and services on looking at the implications of the costs of these excursions in light of CoSD and affordability.
- 4.5. In January 2020, Head Teachers from across South Lanarkshire Council came together for our first Cost of the School Day Conference. Delegates heard from Sara Spencer of the Child Poverty Action Group and from David Harkness of Money Matters. The conference ended with schools making pledges on how they would reduce costs for their families. These pledges were revisited later as part of a Learning Community meeting.
- 4.6. Biggar High School, St John Ogilvie High School and Rigsides Primary featured in the Child Poverty Action Group Scotland's (CPAG) [Talking About Costs and Money at School](#) national resource. These schools were identified as having good practice in relation to Cost of the School Day and their communication around this with pupils and families. St John Ogilvie High School and Rigsides Primary School also presented their work at a CPAG national event in 2021. St John Ogilvie's Cost of the School Day lessons generated particular interest and are being shared nationally.
- 4.7. Work also continues with Money Matters and the Whole Family Wellbeing Fund through the supports offered by the Family Support Hubs. Schools are encouraged to access these services and direct families for advice. This work is a key feature of the SLC Child Poverty Plan and the Child Services Plan.
- 4.8. In addition to the guidance issued to schools, Education Resources completed an initial audit in 2019 on charges associated with extra-curricular trips. Findings from the audit highlighted that trips could cost as much as £1,800 per pupil, with one trip costing £3000. Advice on charges associated with extra-curricular activity is now included in the guidance to ensure equity for all children, young people and their families.



- 4.9. Further information will be provided to schools following publication of the guidance on operating procedures to support the planning and organisation of educational excursions, taking account of the principles of equity and Cost of the School Day.

## **5. Cost of the School Day – 2023/2024**

- 5.1. A Cost of the School Day Working Party was established in 2022 with the remit to produce Cost of the School Day Guidance to support schools in moving from an initial Cost of the School Day position statement to policy. The Working Party consisted of school leaders from each of the four SLC localities and included both Primary and Secondary practitioners. The draft guidance can be found in **Appendix 1**.

- 5.2. The completed Guidance contains ten SLC Proposals to reduce the cost of the school day in all of our schools and Early Years Establishments alongside advice on communicating with families. The proposals are:-

- ◆ WE PROPOSE: All South Lanarkshire schools will promote the use of affordable, inclusive and flexible uniforms for children and young people,
- ◆ WE PROPOSE: South Lanarkshire Schools will encourage and support young people to apply for their Under 22 free bus pass,
- ◆ WE PROPOSE: No child or young person will need to pay for any aspect of their core curriculum/education,
- ◆ WE PROPOSE: All South Lanarkshire schools will take part in the annual Challenge Poverty Week to raise awareness among our children and young people,
- ◆ WE PROPOSE: Cost will never prevent any South Lanarkshire pupil attending an Educational Excursion held during the school day,
- ◆ WE PROPOSE: All children and young people within South Lanarkshire schools will be encouraged to maintain healthy eating habits in line with the Schools Act (Health Promotion and Nutrition) (Scotland ) Act 2020,
- ◆ WE PROPOSE: All South Lanarkshire schools/Early Years Establishments will complete a Cost of the School Day calendar at the start of each year to ensure fun events are spread evenly through the year and include cost-free events,
- ◆ WE PROPOSE: every child or young person will be able to take part in at least one free extracurricular club each school year.
- ◆ WE PROPOSE: no learning at home activity will have financial implications for families
- ◆ WE PROPOSE: All South Lanarkshire Schools and Early Years Establishments will have a Cost of the School Day Policy which will be:-
  - ◆ Regularly reviewed
  - ◆ Recognised within the Equity section of Establishment Improvement Plans
  - ◆ Written in consultation with all stakeholders
  - ◆ Shared annually with staff during the first in-service day and available to families through usual communication methods

- 5.3. The guidance also includes:-

- ◆ Departmental Guidance for secondary schools
- ◆ suggestions for grants/funding available to support Cost of the School Day activity in establishments
- ◆ advice on low/zero cost curricular trips
- ◆ a step-by-step guide to help increase the uptake of Free School Meals

- ◆ a Cost of the School Day Audit Tool for schools to work on with their staff, pupils and partners
- ◆ an exemplar of a CoSD Policy along with an example of a parent-friendly Policy
- ◆ examples of good practice from four SLC schools

5.4. Additional resources to support establishments can be found on the Cost of the School Day sections on the SLC Staff Learning Centre and the Equity Hub. Resources include, exemplars, materials from the CoSD Conference, resources to help consult with pupils, staff and parents/carers, self-evaluation and professional learning materials and examples of good practice from SLC Schools.

5.5. The section on 'eating' in schools, which can be found on page 8 of the guidance, was presented to staff from the Facilities Service to ensure the messages within the Guidance are consistent in every school.

## **6. Cost of the School Day and the Scottish Attainment Challenge**

6.1. Cost of the School Day has been included in our Scottish Attainment Challenge Strategic Equity Fund plan for the last two years as one of our core plus measures. Our measure is that by June 2024, all South Lanarkshire schools will move from a Position Statement on Cost of the School Day to an establishment Policy. We are currently on track to achieve this measure.

6.2. Each establishment's completed policy will then be available on their websites. Establishments should also continue to support families to access all financial supports and entitlements. This includes working to increase the uptake of Free School Meals and Clothing Grants by all who are entitled and signposting families to other agencies when required.

## **7. Planned Outcomes for Cost of the School Day**

7.1. Establishments will:-

- ◆ deliver CoSD messages at the start of each school year
- ◆ appoint a CoSD Lead in each establishment
- ◆ maintain a CoSD Calendar which will be shared with all partners
- ◆ keep an annual record of any money asked for from families and work to reduce this figure year on year
- ◆ follow the best practice examples under each SLC Proposal wherever possible
- ◆ by removing as many cost barriers to engagement and participation as we can, hope to succeed in our mission to not only close the poverty-related attainment gap but provide the best possible experience for all children and young people in South Lanarkshire.

## **8. Next Steps**

8.1. The new Cost of the School Day Guidance and supporting materials will be presented to Head Teachers at a CoSD Conference in March 2024. Awareness of the 'hidden' costs that can occur will be shared, so that there is a better understanding of the need to consider these factors during the planning and assessment process.

## **9. Employee Implications**

9.1. None

## **10. Financial Implications**

10.1. There are no financial implications in terms of the information contained within this report.

## **11. Climate Change, Sustainability and Environmental Implications**

11.1. There are no significant implications for climate change, sustainability and the environment arising from the recommendations in this report.

## **12. Other Implications**

12.1. There are no risk implications in terms of the information contained within this report.

## **13. Equality Impact Assessment and Consultation Arrangements**

13.1. This report does not introduce a new policy, function or strategy or recommend a change to existing policy, function or strategy and, therefore, no impact assessment is required.

13.2. Consultation, dialogue and engagement has taken place with schools, headteachers, teachers, other services, Education Scotland and the Corporate Management Team. Support has been provided through professional learning at school and learning community level.

**Carole McKenzie**

**Executive Director (Education Resources)**

12 February 2024

## **Link(s) to Council Values/Priorities/Outcomes**

- ◆ Education and learning: inspiring learners, transforming learning, strengthening partnerships

## **Previous References**

None

## **List of Background Papers**

- Cost of the school day guidance

## **Contact for Further Information**

If you would like to inspect the background papers or want further information, please contact:-

Jacqueline Wallace, Head of Education (Early Years and Primary)

Ext: 4468 (Tel: 01698 454468)

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**APPENDIX 1**

SOUTH LANARKSHIRE  
COUNCIL  
COST OF THE SCHOOL DAY  
GUIDANCE FOR SCHOOLS  
AND EARLY YEARS  
ESTABLISHMENTS

## **Cost of the School Day Guidance for Schools in South Lanarkshire**

As Executive Director of Education, I am delighted to endorse this piece of work, which I believe is both crucial and ground-breaking.

When I started as a teacher back in 1992, I was given a job in Easterhouse, an area of high socio-economic deprivation. Coming from a middle-class background and having trained in Edinburgh, this was an eye-opener for me. I witnessed for the first time the direct effects that poverty can have on children, their families and their life chances. With subsequent teaching posts in Castlemilk and finally as a Head Teacher in Glasgow's East End, I made a commitment that one day I would be able to have a wider influence around policy that helped our children to help overcome disadvantage. Our work on "Cost of the School Day" has been a focus for several years and is now culminating in this guidance document for schools. The document has been informed by those individual schools who, again and again, go "above and beyond" to ensure that school never becomes a barrier to achievement or experience in terms of cost. It has been exceptionally well led by our dedicated "Cost of the School Day" officer who has provided high-quality training and advice to dozens of schools across South Lanarkshire Council.

The ask, I think, is simple. It requires schools, teachers, and the centre to make decisions that involve a financial ask through the lens of genuine empathy. It asks us to put ourselves in the shoes of families who may be struggling to make ends meet and to ensure that no decision we make can directly or inadvertently increase disadvantage. I thank all schools, and the Cost of the School Day working party, who have led the way and am delighted this document showcases some of our best practise.

I commend this piece of work to you.

**Carole McKenzie**

**Executive Director of Education Resources**

February 2023

## **Introduction**

Article 28 of the UNCRC states that children and young people have the right to education no matter who they are: regardless of race, gender or disability; if they're in detention, or if they're a refugee. It states that Primary education should be free and compulsory.

While 'education' may be free, school is so much more than acquiring knowledge. The Curriculum for Excellence makes clear that to develop the whole child and enable them to become Confident Individuals, Successful Learners, Effective Contributors and Responsible Citizens schools need to offer a wide range of experiences and opportunities.

We acknowledge that the reality is there can be many aspects of the school day which *do* cost families, even in Primary. In South Lanarkshire Council our vision is that *all* children and young people will receive the same opportunities in their educational journey regardless of their social-economic background.

## **Sharing the Vision**

Every school and Early Years setting has a clear focus on Cost of the School Day and should have a designated Lead for this work. Pupil Equity Funding within schools is used to support Cost of the School Day (CoSD) initiatives as appropriate. In addition, as part of schools' Pupil Equity Funding a portion of the funding is subject to a Participatory Budgeting process. This allows pupils, families, and staff to vote on how funds should be spent within their school. Schools should consider Cost of the School Day initiatives to support families during the Participatory Budgeting process each year.

Within their own individual structures, schools/EY settings will decide where responsibility for Cost of the School Day best fits with other initiatives. The Lead will take responsibility for aspects such as:

- Coordinating the school CoSD timetable
- Supporting staff with CoSD ideas and approaches
- Contributing to the completion of an annual audit of costs
- Ensuring information is shared with all families while also targeting families as required
- Auditing of the cost of the school uniform in relation to the Clothing Grant allowance

By June 2024 South Lanarkshire Schools and standalone Early Years Establishments will have a Cost of the School Day Policy which will be:

- Regularly reviewed
- Recognised within the Equity section of School Improvement Plans
- Written in consultation with all stakeholders

- Shared annually with staff during the first in-service day and available to families through the usual communication methods

### Understanding and Compassion

All staff working in South Lanarkshire schools and Early Years Establishments should have an awareness of the issues surrounding poverty and the need to reduce or remove costs related to all aspects of the school day. Training on this subject is available through the Curriculum Quality Improvement Service (CQIS) and from August 2024, Cost of the School Day will be a standing item on the Annual Checklist for Head Teachers, ensuring that all staff receive a briefing at the start of each school year.

We expect all staff to show empathy and compassion to any child or young person who is struggling with attendance, attainment, participation and/or engagement in education caused by or exacerbated by poverty. Poverty can be a barrier to learning for many children and young people, and therefore should be seen and dealt with in a similar way to any specific learning difficulty where there are clear interventions put in place to mitigate the impact of that difficulty.

Since one of the Priority Groups in reducing Child Poverty are families with a child under one and another relates to young mothers (mothers under the age of 25), it is particularly important for our nursery classes and Early Years Settings to be Poverty Aware and reduce costs to families as much as they can.

### Support for All

Many families will hide the fact they are living in poverty. Advice on financial support should be available for *all* families and clearly communicated. Families should not have to search for information. It should be noted that schools are not responsible for helping families with every aspect of their life but can facilitate in signposting them to the most appropriate help available.

Large families (3+ children) will receive financial assistance for any whole school event (e.g. panto) without having to ask and schools will offer subsidies for twins/triplets.

As a core principle, consideration will also be given to avoiding the stigma of parents having to ask for help and/or having to provide evidence of their financial circumstances. **See Appendix 1** for ideas/best practice.

### Involving Parent Councils and Parents Management Groups/Committees

It is vital to keep Parent Councils and Parent Management Groups in the Early Years setting, involved in Cost of the School Day to help share information with other parents and to help them understand the need for fundraising through different



methods. It is also important to hear from parents about any ongoing or developing community issues which may have an impact on the CoSD.

'Cost of the School Day' should be kept as a regular item on the Agenda of these meetings.

[A Parent Toolkit from the Child Poverty Action Group](#) is a useful resource for Parent Councils and a presentation is available to schools on the South Lanarkshire Council Equity Hub.

## School Uniform

School uniform is the biggest expense for families outside of school trips. While we recognise that there is no legal requirement to wear a uniform, it can and often does add to the creation of a positive school ethos and sense of belonging. It brings with it a sense of pride and ownership amongst the vast majority of children and young people. A positive ethos is made up of so much more than clothing, however, and schools must recognise that an overly strict and prescriptive uniform can place undue financial pressure and stress on families. It is therefore vital that schools adopt a flexible and inclusive policy regarding uniform and are understanding and compassionate in support of any child or young person who may, for whatever reason, come to school without wearing a uniform.

Any school policy on uniform must be written in consultation with parents, carers, the Parent Council and children and young people. Policies should always be underpinned by the values of inclusion, equity and sustainability. They should also be cognisant of the [United Nations Convention on the Rights of the Child](#) (UNCRC) and in particular Article 2 (Non-discrimination), Article 12 (Right to express views), Article 13 (Freedom of expression) and Article 28 (Right to education).

Schools should avoid having compulsory badged or branded items of uniform as these are more expensive. It is important that if a school does include a badged option, these items are available in more than one outlet unless there has been a tendering process and a written contract is in place. Any tendering process must be repeated at least every 5 years. Any savings from a particular supplier must be passed back to the family and schools will not enter into any 'cashback' agreement with a uniform supplier.

Similarly, schools should resist pressure which may come from outside the school to introduce new, more expensive items of uniform such as kilts just because they look more attractive than the plainer alternative. This could very quickly ensure a 'two tier' uniform where families who can afford it can have a 'better' uniform while those who can't immediately look different and their poverty will be visible for all.

## **South Lanarkshire PROPOSALS:**

### ***Getting Dressed***

**WE PROPOSE: All South Lanarkshire schools will promote the use of affordable, inclusive and flexible uniforms for children and young people**

#### **Best Practice:**

- In order to promote a sense of belonging and pride in their school, all children and young people will be encouraged to wear an affordable school uniform.
- Schools will ensure the cost of their uniform does not exceed the funding from the Clothing Grant (£130 in Primary, £150 in Secondary as per 2023).
- Schools will have 'pre-loved/recycled' uniforms available for all and these will be promoted regularly throughout the year.
- Schools will promote non-badged or 'branded' items in the same way they do badged uniforms i.e. on the school website and induction leaflets. They will avoid words such as 'acceptable'.
- Where badged items are an optional choice, schools and EY settings will consider offering a sew-on or iron-on on badge which would be more affordable and could be re-used.
- Rural schools will be particularly aware that families may be unable to shop locally so uniforms should be available online at a reasonable cost.
- Children or young people who join a school mid-year will be automatically offered a pre-loved uniform if available in their size. This is particularly important for Care Experienced children and young people to avoid any discrimination and to help them feel they belong in their new school.
- Schools will limit the number of shoes a child/young person requires.
- Schools will not insist on a bespoke PE kit unless this is supplied.
- Schools and EY settings will offer support to complete the Clothing Grant application if required for cross-boundary pupils.
- Children and young people will be supported should they attend school in clothing other than the expected school uniform.
- Young children in EY settings will be able to wear their own clothes.
- Blazers and other 'branded' items of uniform will only be promoted as an optional item and will not be compulsory. This message will be clearly communicated with parents and carers.
- Schools will not use braiding or different styles or colours of clothes to differentiate between stages or responsibilities in school.
- Where schools want to differentiate between pupils for whatever reason, they will use low-cost options such as badges or lanyards.

### ***Travelling***

- **WE PROPOSE: South Lanarkshire Schools will encourage and support young people to apply for their Under 22 free bus pass.**

#### **Best Practice:**

- Schools will consider and mitigate the potential financial impact on all families when offering extra-curricular activities including Supported Study.

- Where possible, Easter Study Schools will be delivered online to allow all to attend or offer a hybrid model if it is thought young people need a quieter place to study than at home e.g in a department in school.
- EY settings will support parents to apply for their Under 22 free bus pass should this be suitable for them.

### *Learning*

**WE PROPOSE: No child or young person will need to pay for any aspect of their core curriculum/education**

#### Best Practice:

- Secondary schools will have no curricular charges for timetabled classes.
- Stationery will be readily available in all primary classes and Early Years play rooms for children to access without requiring to ask.
- In Secondary schools, stationery stations will be available for young people to take equipment as and when they require it
- If extra resources are required for learning at home schools will either provide or allow the work to be completed in school.
- Information and Communication Technology (ICT) resources will be utilised where possible to support learning at home. Schools should check that all children and young people have access to resources as required.
- **See Appendix 2** for Departmental Guidance on where financial supports are available.

### *Friendships*

**WE PROPOSE: All South Lanarkshire schools will take part in the annual Challenge Poverty Week to raise awareness among our children and young people**

#### Best Practice:

- Poverty Awareness will be taught as part of PSE in secondary schools.
- Poverty related bullying will be treated as seriously as any other form of bullying and logged appropriately.
- All Early Years Establishments and Primary schools will discourage additional stigma through the limiting of 'non-uniform' days or days with a particular focus where families may feel a pressure to buy new clothing (e.g. Wear pyjama day & World Book Day)
- All secondary schools will discourage additional stigma through the limiting of 'non-uniform' days.
- Parent Councils and Parent Management Groups in the Early Years setting will be reminded of the Cost of the School Day through inclusion as a standing item on Agendas.
- School Excursions advice (below) should be followed.

## **School Excursions**

**WE PROPOSE: Cost will never prevent any South Lanarkshire pupil attending an Educational Excursion held during the school day.**

### Best Practice for Day Excursions:

- No excursion during the school day which is considered to be important for the education of a particular class or year group should have *any* charge.
- All pupils will be offered a school packed lunch to take on school excursions – these can be pre-ordered and packed for pupils leaving for a trip (P1 – P5 free and P6/P7 and secondary FSM eligible pupils)
- Schools will consider potential ‘hidden’ costs to trips such as specialist clothing, casual clothing, , passports, and spending money
- During Educational Excursions school uniform will be worn and visits to gift shops will be avoided unless there is a very good reason.
- Schools will walk where local trips are within 1 mile of the school, being mindful of safe routes.
- See Appendix 3 for suggestions of grants.
- See Appendix 4 for suggestions of cost-effective trips for all pupils.

### Best Practice for Residential Excursions

- Schools should not organise a school trip unless there is a way to provide it for free for any pupil who would not be able to pay and subsidies should be available for all families who need one.
- In partnership with parents, schools will develop communication methods which families find acceptable so they feel there is no stigma and which will allow them to request financial help e.g. Google Form.
- Organisers will ‘shop around’ the list of SLC approved providers (including transport companies) instead of automatically going back to the same place/provider.
- For residential trips, there must be enough notice for families to ‘pay up’ **no more than** £20 a month. If a trip costs more than this the school will fund the difference.
- Schools will consider potential ‘hidden’ costs to trips such as specialist clothing, casual clothing, sleeping bags, passports, toiletries and spending money
- Schools will always consider alternatives to an overseas/out of Scotland trip e.g. skiing in Scotland instead of elsewhere in Europe, theatre in Edinburgh rather than London.
- Schools will explore external funding whenever possible before they ask families for money.
- See Appendix 3 for suggestions of grants

## **Eating**

**WE PROPOSE: All children and young people within South Lanarkshire schools will be encouraged to maintain healthy eating habits** in line with the Schools Act (Health Promotion and Nutrition) (Scotland ) Act 2020.

### Best Practice:

- No child will start lessons hungry.
- Any vulnerable pupil who arrives late for breakfast can access fruit from the kitchen.
- All young people will be able to access the dining room before the school day in Secondary Schools.
- School meals for all children and young people will be promoted and those eligible will be encouraged to take up their free-school-meal entitlement. **See Appendix 5** for flow chart to encourage FSM uptake.
- All children and young people will be actively encouraged to eat their school lunch and be able to access surplus fruit from the dining hall if required.
- Following lunchtime service, any surplus fruit will be collected, washed by catering staff and redistributed via the school office.
- In primary schools, all children will be offered any surplus menu items during the lunchtime period (including vegetables and salad) to be eaten in the dining room.
- In secondary schools young people will be able to access the “Still Fresh” (surplus cold food) initiative.
- Schools will offer support to complete the Free Meal Entitlement application if required for cross-boundary pupils.
- Schools will be encouraged to develop a school food policy, where one does not already exist. This will allow the school to further develop and embed healthy choices and informed decisions by learners around food and health and promote healthy snacks being brought in from home.

### **Fun Events**

**WE PROPOSE: All South Lanarkshire schools/Early Year Establishments will complete a Cost of the School Day calendar at the start of each year to ensure fun events are spread evenly through the year and include cost-free events**

### Best Practice:

- There will always be free activities at a Christmas or Summer Fayre.
- Schools taking part in Christmas Jumper days or Halloween Discos will have swap shops/recycling racks of clothing prior to the event to allow families free access to enable full participation from the young person.
- Charity and/or fun events will be planned in advance, and communicated timeously with families, and children will be able to take part without spending or donating money.
- Learning and teaching around supporting charities will be taught without asking the children/young people for money.
- CoSD calendars will be shared between EY settings, primary and secondary schools to ensure families are able to budget for events and trips.
- No ‘fun event’ in school should cost a *family* more than £5.
- Office staff will be supported to provide communications for Parent Pay to avoid any stigmatising or pressurising inferences.
- Money will not be collected from individuals, instead ‘chuck it in the bucket’ type collections / anonymous donations will be encouraged.

### Best practice for Prom

- Primary Schools will not have a Prom or similar event but rather focus on a social event e.g ceilidh or games night.
- Secondary Schools will 'cost' their Prom to ensure they are aware of the overall total cost for families.
- Schools will encourage the use of 'pre-loved' dresses, suits and accessories as a more sustainable and cost-effective way of dressing.
- Schools will encourage staff and students to use their talents to help young people prepare for Prom e.g staff helping with make-up, nails and hair.
- Prom should be organised with enough time for young people to pay up for tickets.
- Rather than a professional photographer, schools should ask for a volunteer from parents or staff to take photographs which can be sent digitally.
- Schools will encourage pupils to minimise transport costs, for example travelling together by coach.
- Schools will consider having the prom take place in the school instead of a more expensive venue.

### ***School Clubs***

**WE PROPOSE: every child or young person will be able to take part in at least one free extracurricular club each school year.**

#### Best Practice:

- If children/young people are transported to school there will be some lunchtime clubs to ensure these pupils can still take part in extra-curricular activities.
- If school staff take the clubs/activities these will be provided to pupils for free.
- Schools should only consider charging pupils if they need to pay for a coach that cannot fund through other means.
- Children and young people will not be charged more than £1 for an extra-curricular activity.
- If a special kit is required (e.g. school football strip), then this will be provided as required for loan or free of charge.
- For lunchtime clubs all pupils participating should have access to a school lunch/packed lunch from the dining room,
- 

### ***Learning At Home***

**WE PROPOSE: no learning at home activity will have financial implications for families**

#### Best Practice:

- Schools will provide children and young people with any and all resources they need to complete homework.
- If pupil work needs to be printed then staff will ensure this can be done in school.
- There will be an area in the school where pupils can complete their homework for an hour before or after school. This could support families with costs associated

with electricity or Wi-Fi etc. if this is a barrier for them. This may not be possible in all schools as it will require suitable adult supervision but may be possible on designated days.

- Any pupil not submitting homework will have a supportive conversation to find out what support can be provided to help them complete homework.

### ***Attitudes to Poverty***

**WE PROPOSE: All South Lanarkshire Schools and Early Years Establishments will have a Cost of the School Day Policy which will be:**

- **Regularly reviewed**
- **Recognised within the Equity section of establishment Improvement Plans**
- **Written in consultation with all stakeholders**
- **Shared annually with staff during the first in-service day and available to families through usual communication methods**
- **See Appendix 6** for a CoSD Audit Tool to help on writing the Policy.
- **See Appendix 7** for an Exemplar of a CoSD Policy.
- **See Appendix 8** for an Exemplar of a Parent Friendly CoSD Policy.
- **See Appendix 9** for some examples of good practice for more please see the Equity Hub

By removing as many cost barriers to engagement and participation as we can, we hope to succeed in our mission to not only close the poverty-related attainment gap but provide the best possible experience for all children and young people in South Lanarkshire.



## **Appendix 1 - Communication with Parents/Families**

RELATIONSHIPS – without good relationships you are not going to be able to engage with your families. Make sure SLT are visible before and after school to potentially allow for informal contact with families – if you appear accessible to families then they will be more likely to engage.

Make sure any letter/communication that goes out asking for money also includes information about how a family can receive support if they require it and what they can do if they simply can't afford what is being asked.

Keep a universal approach – if you only target families who are entitled to free school meals or live in particular postcodes, other families who are struggling may not feel that they can reach out. Children and young people will take help offered if it is offered to everyone. For example, snack tables/boxes available for all.

Use non-stigmatising language e.g. 'We are all struggling right now but we don't need to struggle alone. There are a range of supports available to our school community so please take any help needed.'

Make sure any support is visible and constantly communicated. Use your social media presence, posters, texts and phone calls. The more this is seen as normal, the more people will take the help when it is offered.

Constant vigilance – if you have a box for snacks or stationery equipment, ask staff to keep an eye on who does use it, they may notice a child or young person who is suddenly accepting help who hasn't needed it before. If their name is then passed on to the Equity lead in the school, a supportive phone call could be made to that family to check if they need other support.

Parent Pay – ensure a member of SLT or Equity Team have seen any message on Parent Pay regarding a trip or activity prior to distribution.

Find ways for parents to ask for help without having to come in to school as some will find this too difficult. Some schools have found success by using Google Forms. With any form, please be aware that parents don't need to be asked lots of questions – their name/contact details and support required should be enough.

Ask your families what they think would be the best way to communicate.



## Appendix 2 - Departmental Guidance

The removal of core curriculum charges includes class based activities within the eight core curriculum areas in the broad general education in primary and secondary school. This includes activities associated with preparation for SQA qualifications in the senior phase.

This includes (but is not limited to):

### Home Economics

All ingredients and materials required.

*Example of costs in 2022/23*

*S1 - £36 pp*

*S2 - £36 pp*

*S3 - £45 pp*

*National Hospitality - £40.50*

*National Cake Craft - £56.25*

### Technical Education

All materials required for design, manufacture and technology subjects.

*Example of Costs in 2022/23:*

*S1 – £2.13*

*S2 - £2.55*

*S3 Practical Woodwork – 17.22*

*S3 Design and Manufacture - £9.28*

*National Practical Woodwork - £65.28*

*National Design and Manufacture - £20.40*

*Short courses - £12.82*

### Art and Design

All art materials, for example for sketchbooks, specialist art materials and the costs of returning folio work from SQA.

*S1 – £1*

*S2 - £2*

*S3 - £1.67*

*AH Art - £5*

*Folio Return - £3.91*

**Masterclass - £1**

### Curricular equipment

The purchase of musical instruments where this is required for a class-based learning experience in primary schools.

Scientific calculators for secondary school pupils.

*Example cost in 2022/23 - £7.99 per person*

Provision of specialist equipment to support classroom learning during themed weeks (e.g. STEM week).

### Curricular Trips

Theatre trips associated with SQA drama performances.

*H and AH Drama - £30 per pupil or £695 for membership of Digital Theatre Plus*

Geography trips associated with SQA qualifications.

The following are outwith the scope of this policy:

After school clubs, including associated transport.

School trips that do not fall into the definition above.

School uniforms and PE kit, covered under a separate manifesto.

Access to devices, which is covered under a separate manifesto.

Optional instrumental music tuition, which is covered under a separate manifesto.

## Appendix 3 - Suggestions of grants/funding

Visit [www.southlanarkshire.gov.uk/find-funding](http://www.southlanarkshire.gov.uk/find-funding) – this site works with SCVO Funding Scotland and allows you to filter your search parameters. Note that this is mostly for community grants so your bids must have a community element. Use the filter to search for grants available to non-charities unless you have charitable status.

The Loaningdale School Company – provides grants for schools in Clydesdale. Go to [www.loaningdale.org.uk](http://www.loaningdale.org.uk) - R Stewart checking with Loaningdales

Windfarm Community Fund – one of its aims is to relieve or prevent poverty, advance education and other social purposes beneficial to a community. Search for 'SSE Clyde Wind Farm Fund'

Awards For All from the National Lottery

SportsScotland have grants for equipment schools can use – normally your Active School Coordinator will be happy to apply for you.

Supermarket community funds – most big supermarkets have grants for their local area. Aldi, Tesco, Morrisons, Sainsburys all do. Contact your local store direct. Many have 'community champions' who will work with local schools directly.

Warburtons – donate bread and other supplies

Greggs – breakfast club (Primary Schools)

Borders Biscuits – Lanark only

SSE Energy – over £10,000

Ford Britain Trust

JHP Transport

Aberlour Fund – support for families for Christmas

Rotary Club

Development Trusts

Community Councils

Please note that when accepting food donations consideration must be given to Nutritional Requirements for Food and Drink in Schools (Scotland) Regulations 2020. This is not necessary if the food is being donated for a Food Bank.

[Nutritional Guidance for 0 – 5](#) (Setting The Table)

[14 nutritional standards for Primary Schools](#)

[14 nutritional standards for Secondary Schools](#)

## **Appendix 4 - Cost Effective School Trips**

Register with GreatBritishSchoolTrip.com and search for venues in Scotland. This site is sponsored by Hyundai and offers a bursary for many Scottish venues. Check to see if your visit is there and then apply for their bursary.

Historic Environment Scotland offer Free Learning Visits. There is a form to apply for a visit on their website. You can also apply for a School Visits Travel Subsidy – priority is given to schools in an area of deprivation. They offer 75% back on the cost of your bus.

Museums are generally free if you are leading the group yourself and don't require Museum guides. Please make sure you book though to allow the museum notice of a large group. A 'supported' self led booking will have a small charge (e.g £25 per class) but may provide useful resources.

Summerlee Museum of Scottish Industrial Life is free (although you need to prebook when in a large group). They often have special events on so keep an eye on their website.

David Livingston Centre – subsidised travel

Glasgow Science Centre – subsidised travel

Dog's Trust – School visit and talk (free)

Police and Fire – School visit and talk (free)

Local Community Groups, e.g. church, Healthy Valleys,

Local Secondary Schools

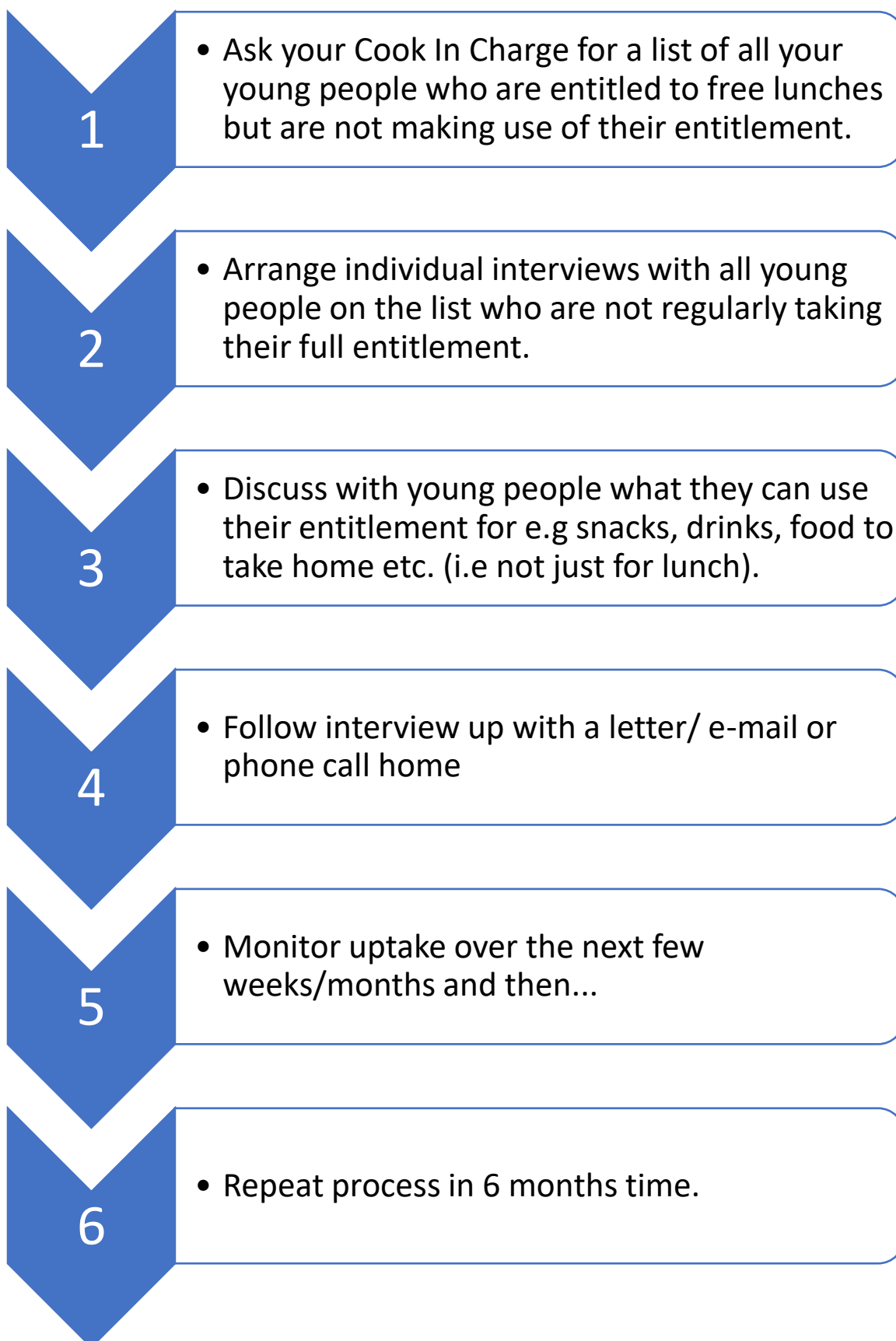
Rock up and Ride Project – Scottish Cycling (free bikes)

Helpful hints:

Wherever you go – please tell families ahead of time that you won't be visiting the shop. This will save the family additional cost, save the leader a lot of anxiety on the day and ensure the young people remember the trip for the right reasons – not for the cool pencil they bought there.

Make sure children/young people know to wear their school uniform. This means they are easier to identify and families don't feel they need to buy new clothes. Teachers should set the example by dressing as they would for a school day.

## Appendix 5 – maximising FME uptake



## Appendix 6 CoSD Audit

Use the questions below to RAG where your school is in these aspects of CoSD. This should inform your School Policy and your Improvement Planning.

AWARENESS AND EMPATHY				
Question	R	A	G	Action
Do you <i>know</i> how much money families were asked for last year?				
Do you ensure annual training/updates are given to all staff?				
Do you have a designated CoSD Lead in the school?				
Do you have a CoSD group which includes parents and pupils?				
Do you complete annual Action Plans, monitor spending, complete annual calendars?				
Do you challenge staff if you hear comments which are insensitive?				

SUPPORT FOR FAMILIES				
Question	R	A	G	Action
Do you have an effective way to signpost families to financial help?				
Do you ensure any support is universal (because not everyone who is struggling is a family you know about)?				
Do you use any other agencies/support groups for your families?				
Are you confident that all messaging is consistent with your ethos (see 'Communication')				

COMMUNICATION WITH FAMILIES				
Question	R	A	G	Action
Do you ensure that any offer of support is delivered to <i>all</i> families or do you only target the families you think you know need help?				
Are you mindful of the fact that CoSD does not only affect families targeted for PEF support?				
Are you, as school leader, aware of the messaging which goes out in all channels? For example – messages on Parent Pay?				

## **Fundraising**

Many schools think that they are no longer allowed to fund raise. This is not the case. What is important, however, is to consider the *ways in which* you fundraise. It is important that you are not asking for money from the very families you are trying to help. In this section please consider what you want your school policy to be on fundraising:

<b>FUNDRAISING</b>				
<b>Question</b>	<b>R</b>	<b>A</b>	<b>G</b>	<b>Action</b>
Do you have a fundraising committee/group?				
Does your group make use of <a href="http://www.southlanarkshire.gov.uk/find-funding">www.southlanarkshire.gov.uk/find-funding</a> to actively and regularly look for grants?				
Do you share information on grants in your learning community?				
Do you take part in community events to fundraise such as bag packing, singing in the local shopping centre etc?				
Do you avoid fundraising with pupil work e.g Christmas Cards? This can put a real emotional toll on families.				
Do you feel you could reduce the amount of charity donations you ask for?				



UNIFORM				
Question	R	A	G	Action
Do you encourage non-badged items or do you use words like 'acceptable'.				
Does your website reflect your statements on Uniform i.e do unbadged items have the same prominence?				
Do you audit your <i>entire</i> uniform against the clothing grant (£130 per year for primary pupils and £150 for secondary)?				
Do you have a uniform bank?				
Is your uniform bank well used? If not why not?				

RESIDENTIAL TRIPS				
Question	R	A	G	Action
Do you currently 'shop around' before choosing a particular provider?				
Have you given thought to how you will pay for a child/young person who cannot pay?				
Do you check what 'kit' a child/young person will need before you book?				
Do you give discounts for large families?				
Do you work in Learning Communities to share equipment e.g sleeping bags, waterproofs?				
Do you consider different modes of transport e.g public transport?				
Do you contact the parents of pupils who say they don't want to go to ensure that money isn't a factor?				
Have you considered going for less days as a way to reduce costs while still having a residential experience?				

## School Lunches

We all work better when we aren't hungry and our body is fuelled. South Lanarkshire Council have an automated system for families to get free school meals meaning that it is only cross-boundary children and young people who would need to actually apply for this.

Families who are not entitled to free school meals may still struggle to feed their children so it is important that this is recognised and systems are in place to support the children and young people who may be going hungry. How does your school do this?

SCHOOL LUNCHES				
Question	R	A	G	Action
Do you monitor the packed lunch area to ensure the children actually have food?				
Do you work with your Cook in Charge share 'left overs' from the school canteen?				
Do you know what your uptake of Free School Meals is?				
Do you encourage children and young people to take up their entitlement for free lunch?				

### Fun Events

Fun is important! Fun should also be free wherever possible and not all fun events need to have additional expense. Consider the fun events you have in school – can you describe how you keep costs low (or non-existent)?

Non-Uniform days are particularly stressful for families on low incomes and it is important to consider carefully your policy around these days. The stress doesn't just come from paying £1 to wear their own clothes, it's the pressure to wear the *right* clothes.

FUN EVENTS				
Question	R	A	G	Action
Do you encourage recycling of Christmas Jumpers and Hallowe'en costumes?				
Do you have activities that don't cost money at Christmas or Summer Fayres?				
Can you avoid having 'pay at the door' to allow families to experience the event without having to pay to be there?				
Prom Questions				
Do you know how much your Prom costs each pupil?				
Have you encouraged your PTA or Parent Council to reduce the cost of Prom?				
Have you tried to use the talents within your school community to reduce costs of hair, make-up, photography etc for the Prom?				
Do you have second-hand clothes available for Prom (suits as well as dresses)?				
So you have any other innovative ways to reduce the costs associated with Prom?				

## Appendix 7 – Exemplar of CoSD Policy

### **Any-School Primary Cost of the School/Nursery Day Policy**

#### **Rationale**

The impact that poverty makes on a child/young person's education is well documented. Living in poverty is hard and can affect all aspects of a child or young person's wellbeing, achievement, and attainment. While our school cannot change the financial situation anyone finds themselves in, we can ensure that what happens in our school doesn't negatively affect the pockets of our families.

#### **Aims**

In Any-School Primary we aim to ensure that all of our pupils have the same opportunities and expectations in life. Money should pay no part in how any of our children/young people achieve and experience their education. We aim to pay close attention to the Cost of the School Day. We will be clear with our parents and carers about any possible financial cost which may come up in the course of the school year and ensure that anyone who cannot afford a particular cost e.g for a residential trip, will have our full support in ensuring their child can still take part, regardless of cost. No child/young person will miss out on any aspect of their school life because of a lack of money.

#### **Awareness and Empathy**

At Any-School Primary we ensure all our staff are Poverty Aware. All staff will take part in training on this subject either in person through the CQIS and/or online through the [NHS Child Poverty Learning Hub](#) . All staff will receive an annual update on Cost of the School Day each August from August 2024.

Any-School Primary keeps track of all money requested and ensure that no parent or child is made to feel embarrassment or shame if they cannot afford to contribute to any event. This will never exclude them from participating. We will aim to reduce the amount of the school day each year.

At the start of each year our school will issue a Cost of the School Year plan to our parents so that they can see immediately when there will be events which may have a cost. This will allow families to budget if they are able, or to contact the school if they require assistance.

Families will never need to prove their financial circumstances before help is given. Our staff always keep at the front of their minds that we are here to help the children in our care.

If any parent/carer requires help in paying for anything in school they can contact any member of the Management Team or Mr. Bank who is our Cost of the School Day Lead.

### **Support for Families**

Any-School Primary website has details of agencies who may be able to help families struggling with finances e.g [Money Matters](#). We also signpost using the resource [Money Is Not The Only Problem](#).

Any parent who needs support to pay for any trip or extra curricular experience should contact Mr. Bank who will deal with them with complete confidentiality and compassion.

While our school is not responsible for all aspects of a families life, we will try to help out when we can. If anyone is struggling we would always encourage them to speak to us so that we can try and point them in the right direction for the most appropriate help. If you family is under stress this will be affecting how your child is managing at school so it is important that we can work together.

### **Communication with Families**

We try very hard to be non-stigmatising in all our communications and do not presume that we know all the families who may be in need of help. We would encourage anyone to contact us in person, through email or telephone if they need help or advice on any matter.

We try and ensure that all messages are appropriate whether on our website, app, Parent Pay or email. If anyone finds any of our messaging offensive, they should contact us immediately. We would never deliberately upset any member of our school community.

### **Fundraising**

Our Cost of the School Day/Participatory Budget Group, led by Mr. Banks works with our PTA to ensure that we do not have too many events that cost our families money. For school discos or fun events where there may be a cost, this will be collected in a 'chuck it in the bucket' manner so that any child who may not have enough money is not shamed by having to say they can't pay.

We will only have one non-uniform day in any school year as we recognise this can be difficult for some children or young people who may feel under pressure to wear 'trendy' clothes. Again, any money collected will not be done by targeting individuals.

We do not fundraise by selling your child's work as we recognise the pressure this can place on parents.

We will try and access grants from charities and commercial organisations rather asking parents for funds. If any parent works for an organisation who offers grants we are grateful when they let us know and we welcome any parent who is willing to help complete bids.

## **The Cost of the School Day**

### **Uniform**

Our school uniform consists of black trousers or skirts and a red sweatshirt/jumper with a white shirt or polo shirt. We do not have a separate gym kit but note that football strips/colours are not acceptable in any South Lanarkshire school.

We have good quality second-hand uniforms available and would encourage all families to make use of these to ensure we are recycling as much as possible. If any child has grown out of their uniform while it is still in good condition, we would be very grateful for the donation.

### **Travelling to school**

Some of our children are brought to school by bus. Because of this we try to ensure that some extra-curricular clubs take place at lunchtime.

### **Breakfast Club**

Our Breakfast Club takes place in the school dinner hall and is open from 8.30am until 9am and is free for all.

### **Learning at School**

While we recognise that some children are given pencil cases as gifts and enjoy bringing them to class, our children are not encouraged to bring their own stationery to school as everything is provided and all the children are therefore the same.

### **Friendships and attitudes to poverty**

We take part in Challenge Poverty Week each year. This gives us the opportunity to talk about poverty and the impact it can have on families. We are aware of the fact that poverty can form a basis of bullying and our staff are vigilant to this and treat all bullying in the same manner as outlined in our Anti Bullying Policy.

### **Break time**

During break we have a Snack Shack available where any child who has forgotten to bring a snack with them can help themselves to a piece of fruit.

### **School trips**

Any trip that takes place during the school day and is linked to the curriculum will not have any charge.

We may occasionally ask for a donation to help with the cost of transport for a whole school trip e.g to the Pantomime but this will be done through Parent Pay and no child will miss out because a donation has not been given.

For the senior Residential trip we will always give enough notice to ensure that parents/carers can 'pay up' small amounts of money each month. For families where this would be difficult, we will find another way for the child to go on the trip. No child will miss out on the Residential Experience because of money.

We are aware that there can be 'hidden costs' to trips and work hard to avoid these wherever possible.

Trips during the school day will normally involve children wearing their school uniform and there should not be a visit to any shop.

For residential trips we will have a second hand 'swap shop' in the months leading up to the trip to ensure that clothing is not a barrier to participation.

At Any-School Primary School we will always 'shop around' before booking any school trip to ensure we get good value for money.

### **School Lunches**

We all work better when we aren't hungry and our body is fuelled. South Lanarkshire Council have an automated system for families to get free school meals meaning that it is only children and young people who live in another Authority who would need to actually apply for this.

We are aware, however, that there are still families struggling who may not qualify for free school meals and we encourage families to speak to us if they are struggling to provide a lunch. We will never see a child go hungry.

As with all South Lanarkshire primary schools, our Cook in Charge shares any food that has not been used. Any left over fruit will be used either at lunchtime or collected by the school to use for snacks.



### Fun Events

At Any-School Primary we believe fun should be free wherever possible and not all fun events need to have additional expense. We want to make sure our children don't miss out on fun things so we still take part in special events. Each year we will take part in World Book Day but this will not involve dressing up since fancy clothes have nothing to do with reading. We will celebrate the joy of books by having fun reading activities instead.

Each year we will have a Halloween Disco but during the week before Halloween we will encourage our families to hand in old costumes that no longer fit and allow our children to swap for a different costume. We are also supported by our local supermarket who often donate Halloween stock.

For Christmas Jumper Day we do not take part in the charity fundraising but we do have fun in our seasonal jumpers. Again, we will have a 'swap shop' to allow parents to recycle jumpers that no longer fit.

### School Clubs

None of our after-school or lunch time clubs cost.

### Learning at Home

We will never give homework that requires our families to use additional resources. We use Google Classroom most days and for families who do not have a computer/laptop, one can be borrowed from the school. If any family has difficulty due to lack of Internet access, they can come to the school between 3pm and 4pm to use the school computers, as long as a parent is there to supervise. We also run a Homework Club at lunch time on a Thursday for any child who needs to use the school computers to complete homework.

### Conclusion

We believe all of our children should have the same experiences at school and are determined to make this a reality. Money will never be the reason a child does not achieve or experience all the benefits of their time at Any-School Primary. Partnership between home and school and the relationships we build together are vital for everyone and we believe that when we have open and honest communication everyone succeeds.



## **COST OF THE SCHOOL DAY POLICY**



Reducing Cost of the School Day and tackling Child Poverty is a top priority within South Lanarkshire Council. The importance of this is highlighted in the Education Resources plan and Local Child Poverty Action Plan. Across Scotland almost 1 in 4 children and young people are living in poverty, most of whom are in a family with at least one working parent. We understand that living in poverty is hard and can affect all aspects of a child or young person's wellbeing, achievement, and attainment. While our school cannot change the financial situation anyone finds themselves in, we can ensure that what happens in our school doesn't negatively affect the pockets of our families.

### **Our school**

In Any-School we want all of our pupils to have the same opportunities and expectations in life. Money should play no part in how any of our children/young people achieve and experience their education. We pay close attention to the Cost of the School Day. We will be clear with our parents and carers about any possible financial cost which may come up and ensure that anyone who cannot afford a particular cost e.g for a residential trip, will have our full support in ensuring their child can still take part, regardless of cost. No child/young person will miss out on any aspect of their school life because of a lack of money.

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### **Fundraising**

Our Cost of the School Day/Participatory Budget Group, led by Mr. Banks works with our PTA to ensure that we do not have too many events that cost our families money. For school discos or fun events where there may be a cost, this will be collected in a 'chuck it in the bucket' manner so that any child who may not have enough money is not shamed by having to say they can't pay. We will *never* collect money from individual pupils.

We will only have one non-uniform day in any school year as we recognise this can be difficult for some children or young people who may feel under pressure to wear 'trendy' clothes. Again, any money collected will not be done by targeting individuals.

We do not fundraise by selling your child's work as we recognise the pressure this can place on parents.

We will try to access grants from charities and commercial organisations rather asking parents for funds. If any parent works for an organisation who offers grants we are grateful when they let us know and we welcome any parent who is willing to help complete bids.



### Uniform

Our school uniform consists of black trousers or skirts and a red sweatshirt/jumper with a white shirt or polo shirt. We do not have a separate gym kit but note that football strips/colours are not acceptable in any South Lanarkshire school.

We have good quality second-hand uniforms available and would encourage all families to make use of these to ensure we are recycling as much as possible. If any child has grown out of their uniform while it is still in good condition, we would be very grateful for the donation.



### Travelling

The majority of our children travel to school by car because of this we try to have some extra curricular clubs at lunchtime, We actively encourage walking, cycling or 'parking and striding' to school in order to minimise congestion. This also promotes healthy living.

Children and families are encouraged to apply for the Under 22 free bus travel -

<https://www.southlanarkshire.gov.uk/nec/>



### Learning

Children at our school do not need to pay for any core learning activity. Stationery is provided and young people do not need to bring their own equipment. Children have access to all required resources and equipment when at school..



### Friendships

As a nurturing school, all of our children are included and our 'Vision, Values and Aims' promotes a very positive message where we all must work together to ensure everyone feels happy, healthy and nurtured within our school.

We ensure that any pupil experiencing poverty-related bullying has a way of reporting this in confidence. Pupils will be encouraged to share any concerns during our daily nurture and Health and Wellbeing activities. We teach young people about poverty related issues as part of our HWB programme. We take part in Challenge Poverty Week each year to help share the message.

## THE COST OF THE SCHOOL DAY



### School Trips

that takes place during the school day and is linked to the curriculum will not have any charge.

We may occasionally ask for a donation to help with the cost of transport for a whole school trip e.g to the Pantomime but this will be done through Parent Pay and *no* child will miss out because a donation has not been given.

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We are aware that there can be 'hidden costs' to trips and work hard to avoid these wherever possible.

Trips during the school day will normally involve children wearing their school uniform and there should not be a visit to any shop.

For residential trips we will have a second hand 'swap shop' in the months leading up to the trip to ensure that clothing is not a barrier to participation.

At Any-School we will always 'shop around' before booking any school trip to ensure we get good value for money.



### Eating

We all work better when we aren't hungry, and our body is fuelled. South Lanarkshire Council have an automated system for families to get free school meals meaning that it is only children and young people who live in another Authority who would need to actually apply for this.

We are aware, however, that there are still families struggling who may not qualify for free school meals and we encourage families to speak to us if they are struggling to provide a lunch. We will never see a child go hungry.

As with all South Lanarkshire primary schools, our Cook in Charge shares any food that has not been used. Any left over fruit will be used either at lunchtime or collected by the school to use for snacks.



### Learning at Home

We will never give homework that requires our families to spend money. We use Google Classroom most days and for families who do not have a computer/laptop, one can be borrowed from the school. If any family has difficulty due to lack of Internet access, they can come to the school between 3pm and 4pm to use the school computers, as long as a parent is there to supervise. We also run a Homework Club at lunch time on a Thursday for any child who needs to use the school computers to complete homework.



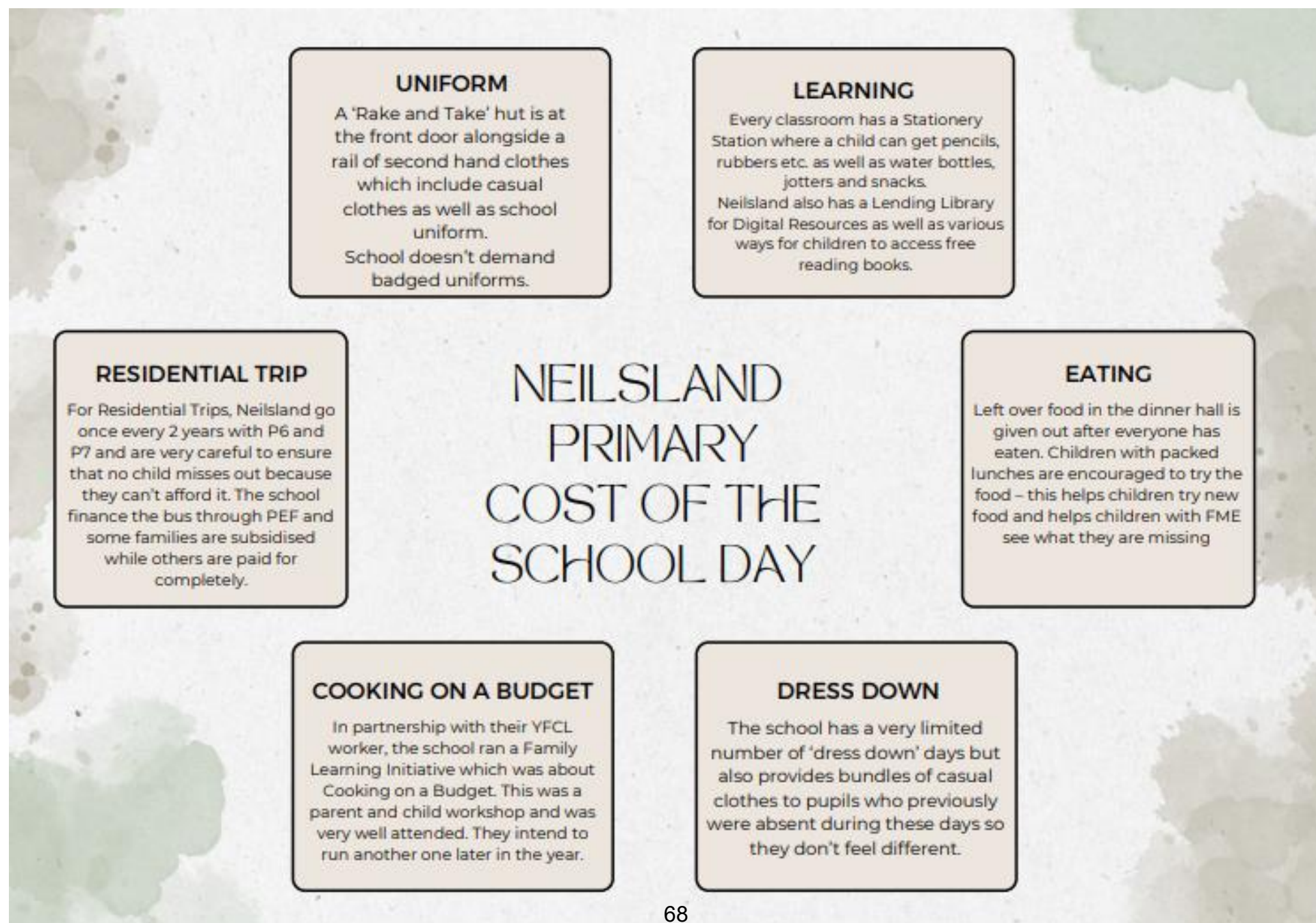
### Fun Events

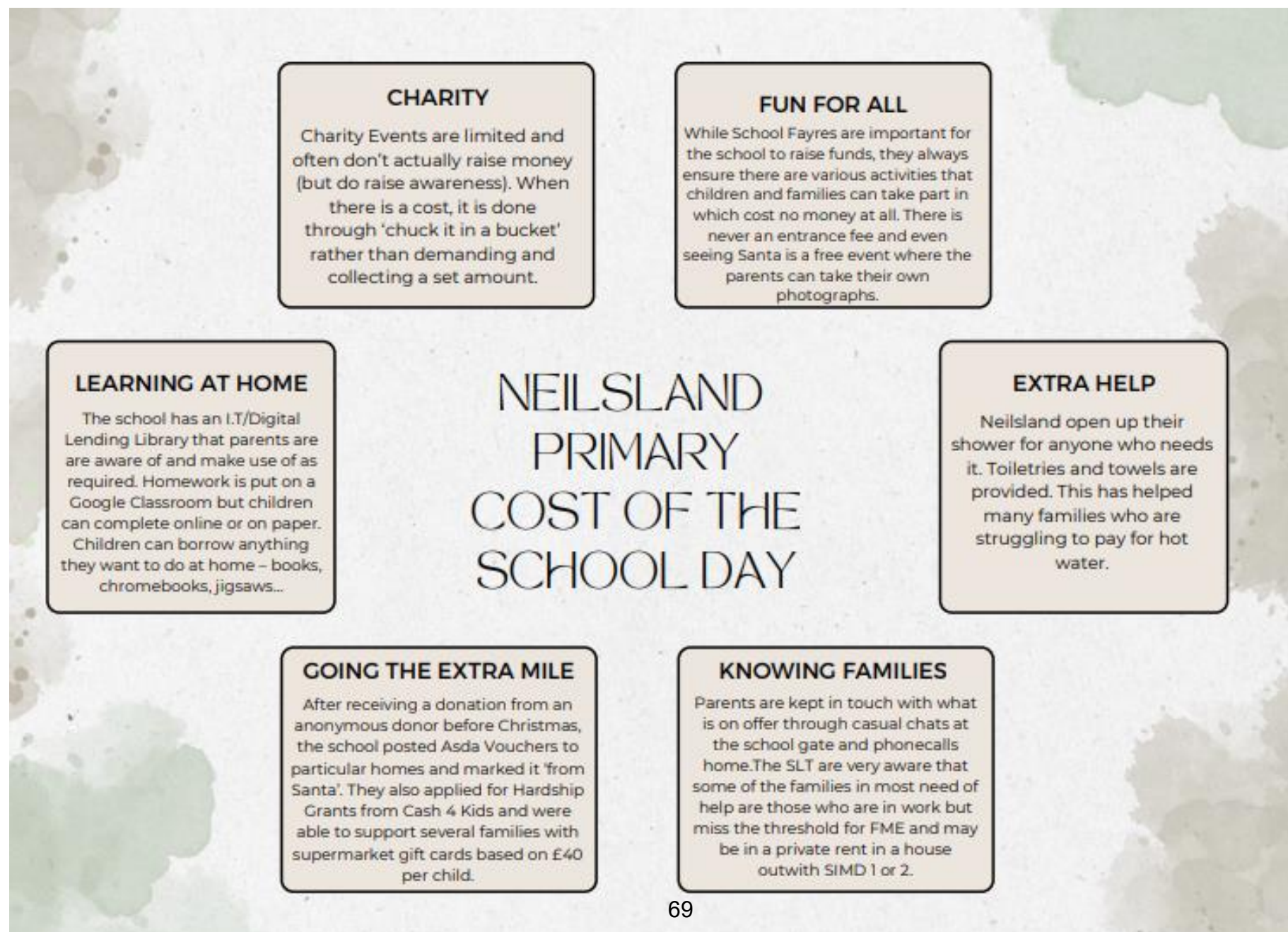
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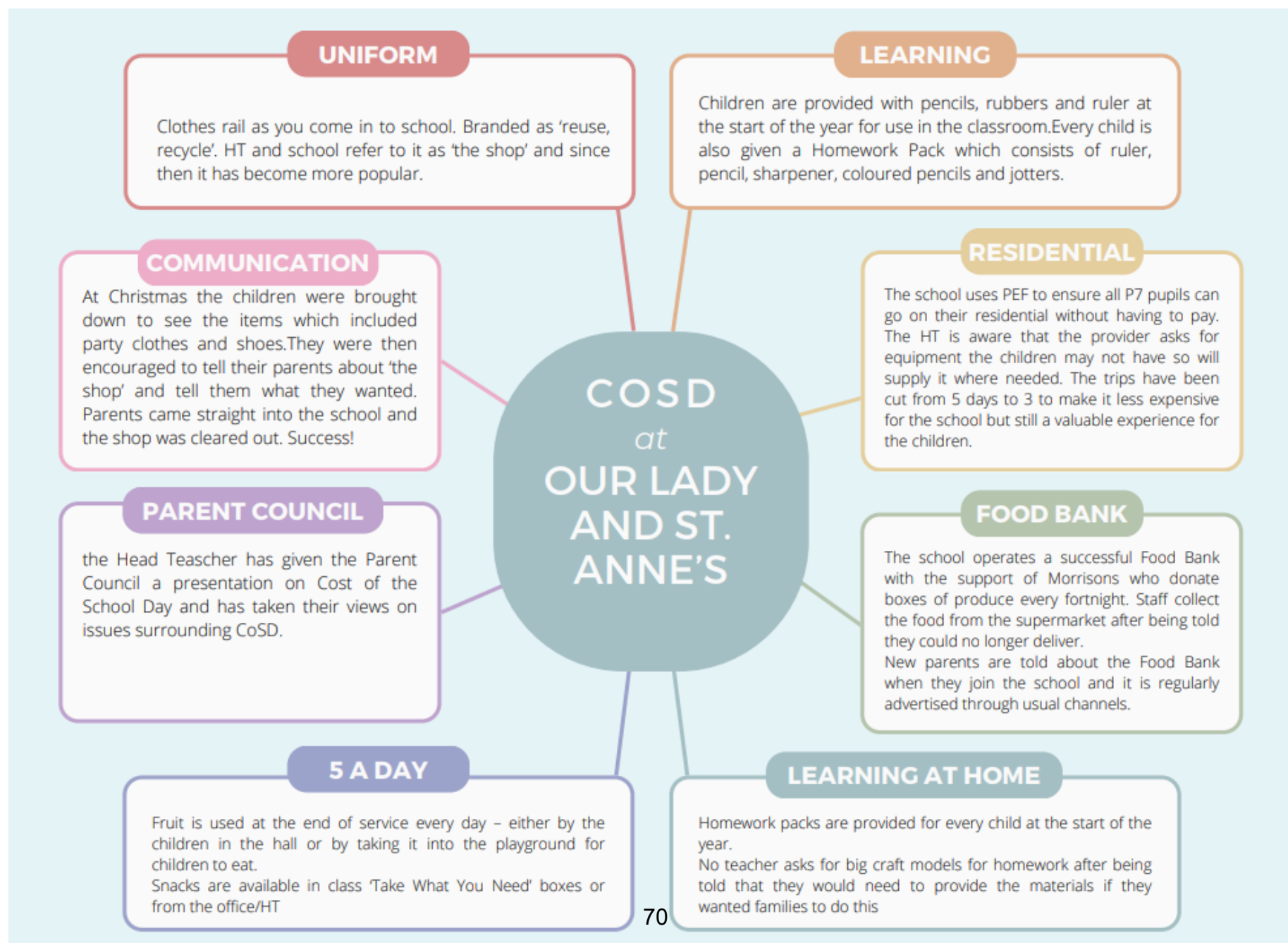
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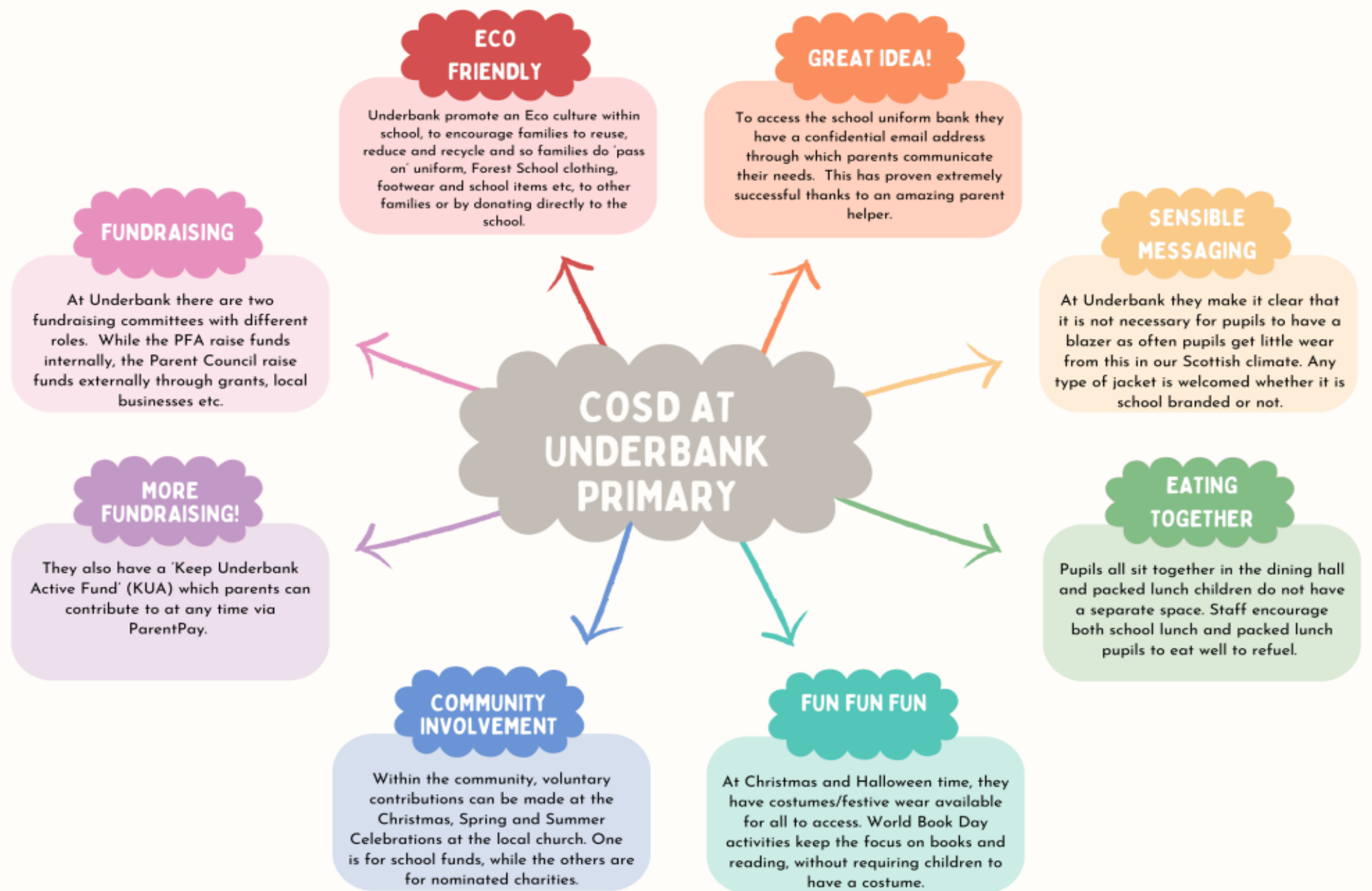












# Cost of the School Day at Carluke High

Carluke High School pride themselves on how they help their families and students. Here is just some of their work on Cost of the School Day.

## Uniform

Freshly laundered preloved uniforms are available in the school foyer – including non-uniform items (winter coats etc). Carluke are moving to using Uniformerly through an App that parents can use.

Carluke uses Group Call and their school app to regularly remind families there are uniforms available.

Community support is strong with some parents handing in brand new shirts/ties etc. to help others.

School had vouchers donated and used these to buy a stock of new leggings and tights. Also used for buying emergency supplies for pupils who need them e.g shoes.

Every 1st year is gifted a top for P.E as part of their Welcome Pack.

Blazers are available as part of the uniform but not compulsory. Some families put braiding on for senior pupils but, again, this is not asked for by the school and not enforced.

## Learning Resources

The school has a list of FME pupils as well as FLP (Families living in poverty). They ensure these pupils are catered for and have everything they need. Staff are aware that if a pupil needs anything they will be given it without making them feel any sense of stigma/shame.

School has a stock of stationary items in DHT room and with Pupil Support – much donated from local supermarkets.

Young people will either ask their teacher or drop in to DHT room to get equipment they need.

Across the school the message is clear – there should be £0 cost to the school day.

## Eating at Carluke

Cook in Charge gave the SMT a print out of all the young people entitled to FME. They then spoke to each person individually and spoke to them about the money they are entitled to and strongly encouraged them to use it – even if just for drinks/snacks. Strong message that this is THEIR money. Following this approach there was a huge uptake. This process will be repeated this term. All 1st years are given a water bottle as part of their Welcome Pack.

On school trips young people with FME have been given Gregg's vouchers when they are available to ensure they don't look different.

Carluke have just started a free Breakfast Club through donations from local supermarkets. This will be targeted and universal.

## Friendships

Challenge Poverty Week is done every year and is part of annual calendar. There are Equity Ambassadors as part of the Senior Leadership Programme.

Fairness and equity are taught explicitly through the PSE curriculum.



# Cost of the School Day at Carluke High continued...

## Participatory Budget

Participatory Budgeting was a great success – the young people were very open and honest about their lived experience and this changed the direction of a lot of thinking of staff. This is launched each year with an assembly.

### Prom!

Prom – all pupils should be able to attend prom and money is not a barrier. The school has a stock of dresses and suits and these are available for the young people to borrow or keep. They also provide a full 'prom package' where the girls can get their hair, makeup and nails done. Last year this benefited 3 boys and 4 girls. The teachers will also wear the dresses at Prom to show how good they are and that there should be no stigma attached to borrowing them.

### Winter Clothing

Winter Clothing is also done really well and the young people get to choose what jackets they want – staff are struck by the fact they don't look at trendy labels – they very much want warmth and comfort.

## Learning at Home

During the Covid lockdowns, chromebooks were provided and others have been provided since.

Carluke are part of the Virtual Schools for non-attending young people and devices are provided.

Through Participatory Budgeting ICT was identified as something that should be available for all who need it who have FME or have an identified. Additional Support Need. A whole suite of chromebooks were purchased.

If a pupil needs access to printing this will be provided.

## Fundraising/Fun Events

Carluke do not fundraise for their own funds. They do raise for St. Andrew's Hospice and the local food bank but this is limited. The school have cut down on the number of non-uniform days as they are aware of the pressure this puts on families who are living in poverty.

For trips staff have to go through the DHT who will check with whole school calendar before allowing any trips to be booked. Staff also have to identify the FME and FLP young people and how they will be supported to attend.

## Clubs

All clubs are free.


For football, strips are provided and buses to events are free although this is becoming more difficult.

The young people who are bussed to school are provided transport for after school activities and for Supported Study on a Friday they are also given a lunch

# **COST OF THE SCHOOL DAY AT TRINITY HIGH SCHOOL**

## **UNIFORM**

This work is merged with the Sustainability Group so they are focusing on saving the planet, not saving the pennies.

The school used the Unpaid Workforce to launder and sort uniforms and everything is held centrally and recorded on a spreadsheet to ensure they know exactly what is there if anyone asks. 

## **LEARNING RESOURCES**

S1 Welcome Pack includes a scientific calculator, pen, pencil, water bottle - all held in a drawstring bag which can then hold their PE kit. It also includes a CoSD leaflet which shares important information and ask for suggestions of anything more the school can do to support this agenda.




## **FUNDRAISING**




Young people worked on a CoSD calendar using information from the previous year. They also changed practice e.g making sure people don't have to pay for fun events if they can't or if they have a sibling who has paid. Trinity have reduced non-uniform days and don't have collection buckets in classes.

## **SUPPORTED STUDY THAT TRULY SUPPORTS**

Stationery packs are given to targeted pupils in S4 Supported Study. These young people go to a cooking club straight after school to ensure they have something hot to eat – they get to take home any leftovers. Then they go to their English or Maths classes ready to learn. 

## **READY TO LEARN?**

Trinity no longer equate 'having the right equipment' with being 'ready to learn'. They award Merits for attitude to learning rather than having a pencil. 



## **LISTENING TO THE PUPIL VOICE**

Trinity High *really* listen to what their young people have to say and because of this the young people feel empowered to make real changes which makes life better for everyone in the school. 'Cost of the School' day is more than a label here - it's a way of life.

# Report

7

Report to:	<b>Education Resources Committee</b>
Date of Meeting:	<b>5 March 2024</b>
Report by:	<b>Executive Director (Education Resources)</b>

Subject:	<b>Education Digital Futures; ICT Supply and Support from October 2025</b>
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## 1. Purpose of Report

1.1. The purpose of the report is to:-

- ◆ provide an update on ICT Supply and Support following the end of the current ICT Managed Service Contract with RM Education, known as 'Education Digital Futures'

## 2. Recommendations

2.1. The Education Resources Committee is asked to approve the following recommendations:-

- (1) that it be noted that digital learning and inclusion is a priority for schools and services to deliver the curriculum, develop young people's skills and improve the outcomes for learners;
- (2) that the council's commitment to provide schools and services with a Managed Service model and the benefits which have accrued from this investment by the council, as highlighted in paragraphs 4 and 5, be noted;
- (3) that the steps being taken to proceed with the procurement of a managed service for the provision of digital services and ICT supply for schools and services from October 2025, following the end of the current Managed Service Contract with RM Education on 30 September 2025, be noted; and
- (4) that the risk factors in paragraph 3.8 and the mitigation in paragraph 3.9 along with the budget that has been set and the potential implications for the service and for the procurement process are noted.

## 3. Background

- 3.1. The Council awarded a 7-year contract to RM Education for an ICT Managed Service for Education and SLLC (South Lanarkshire Leisure and Culture SCIO) which commenced on 1 October 2013, and which was subsequently extended for 5 years until 30 September 2025. The value of this extension is £27.2m.
- 3.2. The Council has previously engaged with RM to provide ICT services in 1998 (ICT provision for Secondary schools), 2000 (WAN), 2003 (ICT Managed Service contract for all Education establishments, public libraries and LAACs (Looked After and Accommodated Childrens units) which was extended from 2010 to 2013). Each contract was awarded through OJEU (Official Journal of European Union) procurement exercises.

- 3.3. RM has proven to be a highly performant and responsive supplier who has worked in true partnership with the Council to deliver a service which is widely appreciated with high rates of user satisfaction and solutions which are actively transforming learning and teaching.
- 3.4. Supply and support for Education ICT has never been delivered by an in-house team in SLC.
- 3.5. A Project Board has been established to consider the provision of digital services for Education from October 2025, noting the time required for procurement and for transition arrangements should a new provider be awarded the contract.
- 3.6. Following consultation with stakeholders, an options appraisal was undertaken which considered a range of delivery models and the implications of the available budget on the level of provision for schools and on the approach to procurement.
- 3.7. Having considered the merits and demerits of the options, it was agreed that:-
  - ◆ the Council would proceed with the procurement of a managed service for the provision of digital services for education from October 2025
  - ◆ the contract would be for an initial period of 7 years
  - ◆ the core revenue budget provided would be around the same as was provided for the current contract extension period, however capital funding is subject to capital budget approvals and may reduce given overall Council grant levels. Additional one-off funding provided for the current extension period would also not be replaced and therefore the overall contract value will be reduced.
  - ◆ given the financial pressures, an alternative procurement method be employed to allow for negotiation with applicants, acknowledging that it is unlikely that the new contract will be able to match the provisions of the existing contract
- 3.8. Given the limited budget and the hard deadline for the end of the current contract, there is a risk that there will not be a contract in place for 1 October 2025 either by failing to secure a bid that will meet service/budget requirements or by failing to have sufficient time/resource to allow for transition to a new contract.
- 3.9. To mitigate the financial risk, the Council's external Legal Advisors provided advice on the procurement options and recommended the Council consider the Competitive Procedure with Negotiation (CPN), rather than an Open or Restricted Procurement, as the preferred route to market. The procurement exercise is now underway on that basis and a further report will be provided to update Committee on the outcome.
- 3.10. It is noted that CPN will result in a lengthened tender process, which is a risk in itself in terms of allowing sufficient time for contract exit and transition. However, the ability to negotiate with bidders was deemed a significant benefit, reducing the risk of failing to secure an acceptable bid.

#### **4. The Current Role of Digital in Education**

- 4.1. The focus of the SLC Education ICT Managed Service has been to enhance learning and teaching and to support the efficient use of teacher time in schools in areas such as reporting to parents. While this continues to be a priority, the role and requirement for digital devices, infrastructure and services has changed significantly as it has in all aspects of people's lives, including the workplace.

Digital technologies form an integral element of:-

- ◆ the infrastructure for learning
- ◆ communication and engagement with partners and stakeholders including parents/carers
- ◆ the secure management of data and information
- ◆ supporting school improvement
- ◆ inclusion and accessibility
- ◆ an increasing element of curricular courses and programmes
- ◆ support for digital assessment
- ◆ providing solutions and support through Google classrooms and online platforms

4.2. As a result, the requirement to have the right digital tools in sufficient numbers and appropriately supported has grown. This has been further accelerated by the requirements for remote learning, remote access to resources and for remote live teaching, particularly within the digital inclusion agenda.

4.3. The national focus on raising attainment and closing the gap has resulted in an increasing requirement for and reliance upon digital technologies to transform and enhance learning and teaching across all sectors and to support schools in their ambitions to improve the learning experience and outcomes for every child.

4.4. An increasing number of NQ Courses include a mandatory IT element.

4.5. The impact of digital technologies is an important element of HMIE inspections. The digital offer in SLC schools supports the positive inspections our schools have achieved. Appendix 1 (a,b,c) includes extracts from recent HMIE reports, Digital Schools Awards and good practice examples.

4.6. There is growing momentum for digital assessments and the demand for Additional Assessment Arrangements for pupils sitting SQA examinations is growing year by year. Innovative, inclusive solutions are evolving to allow pupils independent access to digital tools in the classroom and for assessment. For example, digital readers and speech to text functionality have proved an effective and affordable alternative to providing support assistants and teachers to act as reader/scribes.

4.7. Nationally, 33% of all pupils had additional support needs recorded in 2021 and digital solutions help to bridge the accessibility gap and allow for independent working.

## **5. Provisions in the Existing Managed Service Contract**

5.1. The current contract delivers:-

- ◆ a fully managed ICT platform/service for all SLC schools and nurseries, Youth Learning establishments, plus SLLC public libraries, LAAC units and Older Peoples' Homes
- ◆ network connectivity and infrastructure, Wide Area Networks, local and wireless networks
- ◆ servers, cloud hosting, network filtering, web space and a full range of security services to over 200 establishments
- ◆ a core provision of desk top stations, mobile devices
- ◆ core software including Microsoft licensing
- ◆ training

- ◆ whole class teaching screens

There are around 25,000 devices on the service and over 50,000 service users.

- 5.2. This managed service provision has also successfully enabled delivery of all ICT solutions for the Schools Modernisation programme.
- 5.3. Monitoring arrangements are in place which demonstrate strong performance in terms of customer feedback and service level agreements.
- 5.4. Detailed stakeholder engagement has been carried out and Appendix 2 provides a summary of responses:-
  - ◆ Stakeholder satisfaction is high
  - ◆ Users have access to a robust, performant and modern range of digital tools which meet their evolving needs
  - ◆ There is strong evidence of digital tools having a direct impact on learning, outcomes and engagement

As a result, Education Resources, together with the SLLC and Social Work establishments which are included in this Managed Service Contract, are in a position of strength.

## 6. Project Governance

- 6.1. This project is on the IT Service Plan for Education Resources.
- 6.2. A Project Review Board and Project Steering Group have been established along with several working groups, as shown in Appendix 3.
- 6.3. A Scrutiny Board has been convened to oversee the procurement exercise.

## 7. Financial Implications

- 7.1. The financial commitment is being explored to quantify deliverables given the currently available budget of £4.388m per year, subject to approval for the capital element.

	<b>Annual Budget £m</b>
Contribution from capital *	<b>1.600</b>
Contribution from Education Revenue	2.665
Contribution from Social Work	0.035
Contribution from Leisure	0.088
<b>Total recurring Funding</b>	<b>4.388</b>
<b>5 years *</b>	<b>21.940</b>
<b>7 years *</b>	<b>30.716</b>

\* £1.6m is confirmed for 24/25, Figures beyond this date are not yet confirmed. 5 and 7 year funding levels are based on 2024/25 level continuing

The procurement exercise will be subject to review by the Council's Procured Spend Review Group to ensure efficiencies are identified.

- 7.2. The Council's external Legal Advisors were initially required to develop the Contract, due to resource shortages within the internal Legal team. They will also be required to support the Competitive Procedure with Negotiation process due to its specialised nature. It should be noted that this will result in additional cost which will be monitored by the internal Legal team.

## **8. Employee Implications**

- 8.1. Significant resources from Education Resources and Finance and Corporate Resources (IT Services, Legal Services, Procurement Services, Finance Services) are required at all stages of this project.

## **9. Climate Change, Sustainability and Environmental Implications**

- 9.1. There are no significant implications for climate change, sustainability and the environment arising from the recommendations in this report.

## **10. Other Implications**

- 10.1. A Project Board has been established to consider the provision of digital services for Education from October 2025, noting the time required for procurement and for transition arrangements should a new provider be awarded the contract.

- 10.2 The risk factors associated with this procurement process are highlighted in paragraph 3.8 with mitigations highlighted in paragraph 3.9.

## **11. Equality Impact Assessment and Consultation Arrangements**

- 11.1. This report does not introduce a new policy, function or strategy or recommend a change to existing policy, function or strategy and, therefore, no impact assessment is required.

- 11.2 Consultation, dialogue and engagement has taken place with legal services, the procurement service, the Project Board, the Corporate Management Team, Finance and IT services, schools, headteachers and other services to look at the options, budget and the steps to be taken to secure a new managed contract.

**Carole McKenzie**

**Executive Director (Education Resources)**

13 February 2024

## **Link(s) to Council Values/Priorities/Outcomes**

- ◆ Education and learning: Inspiring learners, transforming learners and strengthening partnerships

## **Previous References**

- ◆ Executive Committee Report - 13 February 2013

## **List of Background Papers**

- ◆ None

**Contact for Further Information**

If you would like to inspect the background papers or want further information, please contact: - Stewart Nicolson, Head of Education

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## 2020-22 Education Scotland Inspection Report (extracts from South Lanarkshire schools and nurseries)

**Source:** <https://education.gov.scot/education-scotland/inspection-reports>

### **Coulter Primary School**

Teachers use technology very well to enrich learning experiences. Children record their learning using digital cameras and access a range of interactive tasks using virtual learning platforms. Recently, children created podcasts for the local community to showcase their learning. Children's digital literacy skills are developing well because of this approach.

Children have daily and weekly check-ins using digital platforms. This helps manage their emotions and regulate their behaviours successfully. Staff use this information effectively to monitor children's wellbeing and respond quickly and sensitively to any worries and concerns.

### **Milton Primary School**

The school has recently been awarded the 'Digital Schools Award Scotland'. This is in recognition of the effective approaches teachers take to integrating digital technologies in learning and teaching. The headteacher highlights the hard work and commitment of all staff to improving their digital skills during the pandemic. Commendably, all staff continue to build on these skills to enhance the quality of learning and teaching.

### **Loch Primary**

Practitioners made effective use of digital technologies to support continuity of learning well during the pandemic. Parents received support and information through the school app. Practitioners shared ideas for parents to play and learn with their child at home.

### **St Cadoc's Primary**

Teachers make good use of the school campus to deliver learning which is interesting and motivating. This includes making good use of open spaces and digital resources to capture children's interest. This results in children being eager to learn and engaging well in their learning in most lessons.

### **St Mark's Rutherglen**

Following successes in remote learning and teaching, groups of staff now collaborate to develop the technologies curriculum across all stages. During periods of remote learning, members of the senior leadership team and class teachers regularly communicated with parents. This helped sustain engagement in learning for all children. As a result, staff have improved relationships with parents and engage them more effectively in their child's learning and progress during this challenging time.

### **Hareleeshill Primary and Nursery Class**

Children benefit from using digital technology, visual prompts and signing to support their communication. Digital technology is a positive feature of almost all classes. Most teachers use this successfully to enhance learning and teaching and support learners to evidence their learning. In addition, teachers use technology well to reduce communication barriers and reflect better children's prior learning and successes in learning. Children can create and record imaginative stories very well using digital media. This creative approach has removed barriers to communicating their ideas. They are proud of their stories and are excited to share them. The use of digital media allows the children to return to their story and quickly see it as a moving image.

### **Larkhall Academy**

The school has a clear strategy in place to make better use of digital technology. The widespread and considered use of a virtual learning environment has encouraged improvements in approaches to revision, learning and homework. Staff and learners have used software well to promote motivation and inclusion. By helpful use of a video-sharing platform, voice recognition and text technology, young people show a greater level of engagement and are encouraged to research and submit work more readily. In more than a few classes, learners are benefiting from the use of this digital technology that is enhancing learning.

## Summary Comments of Digital Schools Awards

### Milton Primary – May 2022

The emphasis on developing self-aware and responsible digital citizens was apparent from discussions with staff and pupils. Teachers clearly feel empowered to innovate and share how they use software and hardware to support learning and teaching. Differentiation is used to ensure that all learners are challenged and enthused. Those with high motivation and attainment were able to show how ICT supported and enhanced their learning. It should also be noted that the school ensures equitable approaches to digital technologies to meet the needs of all pupils.

The variety of technologies and software used effectively by the school helps to ensure that every pupil has an opportunity to become a confident individual. Furthermore, during my discussions with staff it was apparent that they saw digital technologies as embedded in the curriculum and they used it effectively to enhance the learning experiences of all pupils.

### Calderglen High School – December 2022

Tracking engagement through Google Classroom allowed for early interventions. In addition, the use of Google Classroom for homework assignment, tracking through the platform to directed study or revision, allowed for bespoke provision to be provided. Google Classroom and other digital supports such as virtual jotters and audio feedback to support individuals and groups of learners, led to increased feedback by teachers digitally, verbally and written and was recognised in surveys as being highly effective. School staff are given the opportunity to engage in professional development programmes to enhance learning and teaching through the use of ICT/digital technology. The school evaluates the impact that its CPD provision in digital technology has on teacher confidence and makes changes to it accordingly. A Sway has been created to support staff employee review and development. The school encourages teachers to be innovative and self-directed and to share ideas within and beyond the school, and teachers routinely explore new digital technologies and have the confidence to take the lead in digital initiatives.

### Cathkin High School - December 2022

Faculty staff seek out and employ appropriate resources to diminish potential disadvantage. School leaders were keen to point out that the school has yet more to achieve in their digital journey but are highly enthusiastic and rightly proud of progress to date. Participants took time to cite the contributions of colleagues rather than themselves, indicating the level of collaborative working in digital technologies. There was a shared drive for growth in digital skills and recognition of the value of peer tuition and support. Staff who lack confidence have ongoing, discreet, drop in CLPL opportunities so that the vision becomes attainable for all. This sensitive approach has enabled colleagues to overcome difficulties, increase skills and explore potential new avenues in curriculum delivery. This is how a school vision for pedagogically based digital technologies becomes a reality.

Digital technologies are embraced by the school community, with enthusiastic engagement throughout. The school digital culture is very strong and digital skills are applied appropriately.

### Underbank Primary – June 2022

There is a strong sense of equity through the deployment of both devices and access to appropriate accessibility applications. Pupils are provided with the tools they need to be successful digital citizens. The journey into inclusive technology is relevantly new within the school but already staff and learners are reaping the benefits. The technology being used is a tool to help unlock so much potential within a number of pupils for whom traditional teaching methods are often producing limited results. It was a joy to hear the enthusiasm from the learners who have experienced these benefits already. Differentiation is used to ensure all learners are challenged and those pupils who are highly motivated by technology are encouraged to use their skill set in a variety of creative ways.

Digital technologies were a big area of focus when the school moved to their new building. The infrastructure was planned in such a way that allowed for a complete modernisation in the way devices were used. Wifi is available in the outside courtyard area of the playground which has enabled the school to really embed their use of technology in their outdoor learning curriculum. The opportunities this has lent to the staff and pupils to creatively engage new ways of learning were clear to see. Pupils spoke enthusiastically about the various projects they have been part of such as their award winning anti-bullying video.

Underbank Primary clearly demonstrates that it has a strong digital presence throughout the school. Staff and pupils have grown in confidence with the digital technologies available to them and key staff and the pupil Digital Leaders, ensure that the school keeps up to date with new developments and lead change. In discussions with staff, it was clear that a well formulated digital culture has been embedded in the curriculum. Pupils spoke enthusiastically about tasks that they had/were undertaking using digital technologies and how they felt that it had enhanced their learning.

### Coalburn Primary June 2021

All classes are mature digital learning environments with a range of fixed and mobile devices readily available to learners. These devices are used extensively and result in creative, media rich outcomes. Coalburn PS has made good use of existing stock and has continued to invest in additional devices to support digital technologies across the curriculum. Formerly timetabled, resources now are widely deployed across the classes, and some have been given to disadvantaged families to ensure ease of accessibility, especially during periods of lockdown. A mix of cloud and network facilities are used to record, store and share learning. A range of digital tools are used to support learners with many applied to assess progress. Diagnostic features of software is used to complement teacher judgement and inform next steps in learning.

### **Duncanrig Secondary – April 2021**

The school is well resourced, and the school's infrastructure can support the full range of activities happening in classes. There is a range of programs in use, and pupils are given opportunities to learn skills and apply these across the curriculum. School staff and pupils are making highly effective use of the productivity tools available to them. The school is a strong and innovative user of all tools in the Google Ecosystem. Microsoft 365 tools are also used. Learning skills across platforms widened the pupils' knowledge of software capabilities and enabled pupils to select the most appropriate tool for the task at hand.

Teachers who were unable to speak with me on the day of my visit recorded videos to give me a flavour of their creative use of digital technology, and I was in awe of the range of digital tools they were using in the most creative ways.

## **Appendix 1c**

### **Current Initiatives Showcasing ICT**

- Video conferencing solution to deliver Consortium arrangements, with the objective of delivering high quality lessons to provide individualised and personalised learner pathways and widen access of opportunity to high quality learning and teaching to all learners, regardless of the school attended. This relies not only on robust technology, but digital skills and expertise of staff and pupils. This opens up opportunities to pupils which would not otherwise be available.
- The ability across all schools to book and host parents' evenings online.
- Vast numbers of Google Classroom users (30k users weekly), where lessons and materials can be posted online for completion, and teachers can deliver remote support for example for exam preparation and study schools.
- Robust and growing network of Google certified trainers, which promotes the sharing of skills and use of modern, innovative and free classroom tools.
- Rural schools collaboration, sharing of pedagogy and a shared digital strategy to support small and remote schools and allow pupils to socialise and collaborate on shared work. This is particularly beneficial for pupils in very small schools to grow their social network, work on projects with pupils in other schools, benefit from expertise of teachers in another school, and can smooth transition to high school.
- Digital ambassadors where pupils provide and lead on digital support and grow their own expertise and a range of other organisational, social and technical skills.
- Rollout and uptake of Texthelp accessibility tools, for pupils and staff, which allows for a real shift in promotion of independent learning and dignity and builds transferrable skills which can move with the pupil into the workplace. It also reduces the need for scribes at exam time and makes digital exam papers a viable option.
- Migration of schools to a Microsoft cloud solution, which can be accessed remotely, and removes the need for local server storage. This is a direct outcome of our learning from the pandemic and the real need for teachers to have better and more robust access to tools and data. It also reflect the reality of the desire universally to work more flexibly while maintaining security.

### Consultation for Education Digital Futures

As part of the options appraisal process, significant stakeholder consultation has been carried out with all services in Education Resources (plus Social Work and SLLC) in a variety of ways, including a large face to face gathering of key stakeholders, an online survey and short life working groups for each sector to gather requirements.

The importance of digital provision is very clearly highlighted in stakeholder statements:

- 'ASN interventions are done daily on a range of hardware which make a direct impact on pupil attainment'.
- 'The technology has been transformative in so many. Attainment has risen across the board in many areas and it has been used successfully for targeted interventions as well as for other activities where the children have personalisation and choice'.
- 'Technology has been used by our school to engage learners that have issues with attendance. They are able to access materials at home and continue working towards qualifications. We have had numerous pupils leave school with qualifications that they otherwise would not have achieved without the use of digital technology'.
- 'We believe that the provision and use of ICT is at the heart of teaching and learning – not using computers to do the same things more efficiently but changing the process of learning through digital media itself. Access to ICT is as fundamental as access to a pencil and jotter'.

Key elements from the stakeholder consultation process include:

- The current service provision is valued very highly across the board.
- Performance of the current supplier (RM) is also rated very highly, including technical staff, project planning and performance, sales and account management. The fact that there is a single point of contact/service desk is an invaluable element of the solution.
- Stakeholders note that they rely heavily on technical ICT components, that they have high expectations of connectivity, security, filtering, device performance. Overall, they agree that the ICT service provision is successful, in that it 'just works' and gives them time to teach.
- Reduction of supplier performance, or reduction of what stakeholders currently get in the way of provision and response, would be unwelcome – there is nothing in the current service provision that they do not need or want. In fact, demand continues to grow exponentially, for more and varied devices, faster connectivity anytime, anywhere, and for access to a vast range of resources and tools.
- Generally, demand for increased volumes of devices for both staff and pupils.
- Review device replacement terms, try to retain devices for longer, longer support terms.
- Review range of devices, esp tablets for younger pupils
- Whole class teaching devices for all sectors – replace projectors, replace old smartboards and e-beams, interactive screens for large numbers of classrooms.
- Role of ICT Coordinator and time commitment/expertise required.
- Connectivity, filtering, security and wifi vital. Infrastructure needs to support seamless usage and there can be no degradation. Where there are issues around connectivity or coverage, these are seriously service impacting.
- Investment in improving staff skills to make best use of the technology.
- There is nothing in the current provision that stands out as not being required or valued. There are no major criticisms of how the contract is structured or what it delivers – issues raised are all around scope and budget.
- External wifi provision – particularly for Early Years.
- Curricular software, subscriptions to services (eg Learning Journals, Tig Tag, Sumdog, IDL)
- Peripherals – speakers, DVD drives, Bluetooth mice,
- MDM for iPads – can this be delivered differently, and at lower/no cost
- Specialist ASN equipment
- Improve eco credentials
- Sharing learning with parents
- Bookable shared resources eg Virtual Reality
- The role of Glow – vital to continue!
- Online access to Seemis/ ability to access from a range of devices

## Project Governance

Group	Members
Project Review Board	Stewart Nicolson (project sponsor), Murray Husband, Fiona Leggate, Karen MacLeod, Andy Smith, Joanne Sturgeon, Steve Duffy, Isabelle Murray, Fiona Clelland, Elaine Fitzpatrick, Maria Neil, Alan Russell, Carol Wright, Louise Harvey, David Hinshelwood, Claire Rogers, Irene Peacock, Anne Walker
Project Steering Group	Colin MacLeod (chair), Karen MacLeod, Emma Dobinson, Mary Hunter, Claire Reid, Frank Thomson, Mairead Maxwell, Claire Docherty, John Rimmer, Lesley Marshall, Paul Telfer, Derek Brown, Elspeth Blair, Jen Graham, Maureen Waddell, Lesley Yule.
Primary Working Gp	Claire Reid, John Rimmer, Emma Dobinson, Jill Kennedy, Deborah Lee-King, Yvonne McKegney, Robbie O'Neill, Annabel Rodger, Frances Welsh, Karen MacLeod
Secondary Working Gp	Colin MacLeod, Lesley Marshall, Barry Jack, Leesa McCabe, Kevin Prentice, Anne Walker
ASN Working Gp	Jennifer Graham, Elspeth Blair, Maria Neil, Paul Telfer, Julie Brown, Gillian McCallion, Martin Dornan, Kat Morrison, Elaine Simmons
Early Years Working Gp	Mairead Maxwell, Stephen Mungall, Deborah Shaw, Tammy Henderson, Martin Hughes, Claire McQuoney, David Cairns, Mary Hunter
SLLC	Mark Wakefield, Heather MacLean
Social Work	Angela Walker, Mary Tedford, Laura Arthur



# Report

**8**

Report to:	<b>Education Resources Committee</b>
Date of Meeting:	<b>5 March 2024</b>
Report by:	<b>Executive Director (Education Resources)</b>

Subject:	<b>Equity-Strategic Equity Fund (SEF)</b>
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## 1. Purpose of Report

1.1. The purpose of the report is to:-

- ♦ provide an update on South Lanarkshire Council's Strategic Equity Fund (SEF) plan for 2022/23
- ♦ provide an overview on South Lanarkshire Council's Strategic Equity Fund plan for 2023/24 and a more general update around work designed to close the poverty related attainment gap

## 2. Recommendation(s)

2.1. The Committee is asked to approve the following recommendation(s):-

- (1) that the progress made during year, 2022/2023 on the use of the Strategic Equity Fund to reduce the poverty related attainment gap be noted; and
- (2) that the plan outlined for year 2, 2023/2024, on the use of the Strategic Equity Fund to enable schools and services to continue to take forward the challenge of reducing the poverty related attainment gap experienced by some pupils, is noted.

## 3. Background

3.1. It is an established fact that poverty has an impact on school attainment. The most recent figure (June 2023) indicates that 'just over 14,000, 23%, of children in South Lanarkshire live in relative poverty once housing costs have been taken into account'. Campaign to End Child Poverty/ End Child Poverty Coalition (ECPC).

3.2. In South Lanarkshire Council Schools:-

- ♦ 19.7% of learners live in SIMD1 or SIMD2 areas (2023/24)
- ♦ 21.5% are Free School Meal entitled (based on P6-7 pupils for 2023/24)

This compares nationally to:-

- ♦ 22.7% of learners live in SIMD1 or SIMD2 areas (2022)
- ♦ 21.4% are Free School Meal entitled (based on P6-7 pupils only - Healthy Living Survey 2022)

3.3. Education Resources is firmly committed to supporting young people overcome any disadvantage which arises as a result of being born into poverty, not just in attainment, but in their everyday lives. Education Resources recognise it is part of a much wider Council ambition to help children and young people and their families.

- 3.4. The Scottish Attainment Challenge (SAC) was established in February 2015 by the Scottish Government to promote equity in education through streams of additional funding. SAC is an umbrella term used to describe the full allocation of monies provided to schools and other agencies to help tackle the poverty related attainment gap. The part of this funding model which directly supported local authorities was reviewed during Session 2021/2022 and was re-launched on 30 March 2022 with a new title of Strategic Equity Funding (SEF). It described the fund of £43 million to be shared by all 32 local authorities to invest in approaches to achieving the mission of the Scottish Attainment Challenge.
- 3.5. Funding from SEF is an addition to the overall Education Resources budget. However, it can, and should not, be viewed in isolation from existing plans, policies and resource allocations e.g. additional staffing through recovery monies.
- 3.6. This Committee paper refers to a more comprehensive document attached as **Appendix 1, South Lanarkshire Council's Strategic Equity Fund 2023**, which is a comprehensive plan written by Education Resources to support the planning and implementation of SEF.

#### **4. Funding Landscape Prior to April 2022**

- 4.1. Prior to April 2022, there have been two funding streams pertinent to schools, one being the Schools' Programme (SAC) and the other being Pupil Equity Funding (PEF). In addition, some Local Authorities (but not South Lanarkshire Council) were deemed "Challenge Authorities" and received central funding, more in line with the new policy. A separate but related fund to support Care Experienced Young People was also allocated to each local authority.
- 4.2. Scottish Attainment Challenge (SAC)  
20 South Lanarkshire Schools were directly supported by funding from the SAC Schools' Programme over a five-year period, up to and including session 2021/2022. These schools made bids directly to the Scottish Government for a share of SAC Programme funding. In session 2021/2022, a total of £1,772,404 was allocated across these 20 schools with an additional £179,725 allocated centrally to support the programme.
- 4.3. Pupil Equity Funding (PEF)  
Since 2017, PEF funding has been a source of direct funding to almost all schools across Scotland. Within South Lanarkshire Council, 99% of schools receive yearly PEF allocations based on the percentage of children on their roll who are entitled to Free School Meals. A small percentage of each school's PEF allocation is allocated using the principles and practices of Participatory Budgeting (PB). There are no changes to National Policy on the allocation and use of PEF monies.

#### **5. Funding Landscape Post April 2022**

- 5.1. The SAC Schools' Programme ceased in April 2022 and was replaced by a new funding model, known as the Strategic Equity Fund (SEF) which distributes SAC funding across all local authorities in Scotland in line with Children in Low Income Families data. This new approach was formally launched on the 30 March 2022 with accompanying support materials for schools and local authorities.
- 5.2. Each local authority was given details of the funding that would be allocated to them for the next four years through a grant model. South Lanarkshire Council received £1.47M central SEF funding for session 2022/2023. This is the allocation for 2023/24 also, after which it increases by 26% in 2024/2025 with a further increase of 33% for



2025/2026 taking the total funding for the year to £2,274,577. **Appendix 1, page 52** gives further details on the funding landscape for session 2023/2024.

## **6. SEF Planning from April 2022**

- 6.1. Given the information above on the national change to the funding landscape, there was a requirement to carefully plan for, deliver, spend and report on our SEF allocation from April 2022 and beyond.
- 6.2. Working within our existing planning structures, Education Resources needed to take a more centralised approach and extend the reach and impact of the available monies through judiciously planned projects, funded by SEF. The overall aim was to make the biggest difference to our children and young people who are most disadvantaged by poverty. In doing so, new National Guidelines on the parameters set around SEF have been referenced and followed, details provided in link below:  
[Strategic Equity Fund -National Operational Guidance 2023](#)

## **7. Project planning**

- 7.1. A full Strategic Equity Fund Plan was written for 2022/2023 which aligned with the Scottish Government guidance. The plan was centred around 5 key workstreams;
- ◆ Pedagogy
  - ◆ Learner Engagement
  - ◆ Strengthening Relationships
  - ◆ Curriculum
  - ◆ Learner Pathways
- 7.2. A full Strategic Equity Fund Plan, detailed in **Appendix 1**, has now been written for year 2 and builds on the work of our year 1 plan. The plan continues to be centred around the same 5 key workstreams. Details of the year 2 projects to support each workstream can be found within **Appendix 1 pages 18-50**.

## **8. South Lanarkshire Progress During 2022/2023**

- 8.1. Stretch aims for primary school data (Achievement of a Curriculum for Excellence Level (ACEL)) were initially set for 2022/2023 as part of the year 1 Strategic Equity Fund plan. Progress to date using local and national data, including published Curriculum for Excellence Levels (ACEL) from December 2023, demonstrate that:-

### P1/4/7 Literacy Combined

- ◆ South Lanarkshire Council performed as 15<sup>th</sup> out of 32 local authorities in Scotland
- ◆ At 73.4% we are above the national average of 72.7% for P1/4/7 literacy
- ◆ This demonstrates a year on year improvement and is our highest performing year since the pandemic (**Appendix 2**)
- ◆ We have overtaken our planned stretch aim for 2022/2023 of 71.8% for P1/4/7 literacy
- ◆ The literacy gap between pupils from the most (Quintile 1) and least deprived areas (Quintile 5) who achieved their expected level in literacy has narrowed and is at our lowest since 2020/2021 and since the pandemic (**Appendix 2**)

### P1/4/7 Numeracy

- ◆ South Lanarkshire Council performed as 12<sup>th</sup> out of 32 local authorities in Scotland
- ◆ At 81.6% we are above the national average of 79.6% P1/4/7 numeracy
- ◆ This demonstrates a year on year improvement and is our highest performing year since the pandemic (**Appendix 3**)

- ◆ We have overtaken our planned stretch aim for 2022/2023 of 80% for P1/4/7 numeracy
- ◆ The numeracy gap between pupils from the most (Quintile 1) and least deprived areas (Quintile 5) who achieved their expected level in numeracy has narrowed and is at our lowest since 2020/2021 and since the pandemic (**Appendix 3**)

8.2. Although initial cohort based SQA data looks positive, Senior Phase Stretch Aims can only be updated in March 2024, when 2022/2023 school Leavers' data is published. Senior Phase Stretch Aims will be reported along with the annual Insight Update.

8.3. In addition to setting stretch aims and to support closer monitoring of our project plans, we also set our own internal outcomes and measures for 2022/23. Outcomes and measures were set for each project to support monitoring of impact. Evaluation for the 2022/2023 outcomes and measures can be found in **Appendix 1, pages 55-71**.

## **9. Strategic Equity Fund Stretch Aims for 2023/24**

9.1. The stretch aims for 2023/2024 are now required to set out ambitious year on year targets for progress by the end of the three year period of 2023/2024 to 2025/2026. Core and National measures continue to be in place for session 2023/24. Further information can be found in the following document:

[Framework for Recovery and Accelerating Progress 2023](#)

9.2. For session 2023/2024 our Core measures (set Nationally) are as follows:

- ACEL Primary – literacy – P1, P4 & P7 combined
- ACEL Primary – numeracy – P1, P4 & P7 combined
- SCQF level 5 or above – All SCQF Awards
- SCQF level 6 or above – All SCQF Awards
- Leavers Positive Destinations (Participation measure)
- HWB measure (attendance)

In addition, our Core Plus measures (set locally) are

- Initial Positive Destinations
- Reduction in number of S4 leavers
- Cost of School Day measure

Further information on these measures, including details of our stretch aims for 2025/2026 are detailed within **Appendix 1 pages 10-15**.

9.3. Outcomes and measures have again been set for 2023/2024 and will help with our ongoing evaluation of the workstreams and support our planning purposes for Year 3 of our SEF plan. The outcomes and measures for 2023/2024 can be found in **Appendix 1, pages 72-76**.

## **10. Planning and Reporting**

10.1. It is important that we are clearly accountable to both our internal and external stakeholders. Consultation and engagement with schools is integral to this process as is the need to report both on a local and National level. Our governance structure for Strategic Equity Funding can be found in **Appendix 1 page 77**.

10.2. Planning and reporting are integral to supporting the work of the plan. A planning and reporting cycle has been outlined by Scottish Government which offers ongoing local and National support and challenge towards our stretch aims. In order to ensure we are closely monitoring our plan improving outcomes for children and young people

impacted by poverty we also have our own internal mechanism for planning and reporting as outlined below:-

- ◆ Project leads meet with the Head of Education (Primary and Early Years) and Project Co-ordinator every 8 weeks
- ◆ The Head of Education (Primary and Early Years) reports back to the SEF Core Group
- ◆ Head of Education (Primary and Early Years) reports back to Resource Management Team
- ◆ Report to Scottish Government via Standards and Quality Report

## **11. Pupil Equity Funding**

- 11.1. For 2023/2024, South Lanarkshire Council schools have been allocated £9.9M in PEF money. This is allocated to 146 out of 148 SLC schools. Jackton Primary School is not currently included in these figures. Schools continue to have direct control over their PEF monies and how this is spent. Schools take into account their individual context and consult and engage with stakeholders and partners to ensure the monies are spent to secure maximum impact for the children and families in most need.
- 11.2. All schools with Pupil Equity Funding submit two Profiles of Spend; one outlines how they intend to spend their allocation and the other outlines the actual spend of their allocation at year-end. Schools also report in more detail on how they utilise their PEF via their School Improvement Plan. A final impact report is outlined in the schools' Standards and Quality Report. School PEF planning and spend is scrutinised to ensure the funds are being spent appropriately and having direct impact on pupils affected by poverty.

## **12. Cost of the School Day and Poverty Awareness**

- 12.1. One of our core plus measures is a Cost of the School Day measure. By June 2024, all South Lanarkshire schools will move from a Position Statement on Cost of the School Day to a school Policy document which should be available on school websites and be focused on taking practical steps to support families. Schools should also support families to access all financial supports and entitlements. This includes working to increase the uptake of Free School Meals and Clothing Grants by all who are entitled and signposting families to other agencies when required.
- 12.2. A central Curriculum and Quality Improvement Service (CQIS) officer is actively supporting this aspect of the equity agenda through the delivery of Poverty Awareness and Cost of the School Day training and professional learning. A Cost of the School Day working Party has been established to provide guidance and exemplars on establishing a Cost of the School Day policy that will be shared with schools on 25 March at the Cost of the School Day Conference. By removing as many cost barriers to engagement and participation as we can, we hope to succeed in our mission to not only close the poverty-related attainment gap but provide the best experience for all children and young people in South Lanarkshire.

## **13. Employee Implications**

- 13.1. A number of temporary central officer posts have been created which will help drive forward the work of our SEF workstreams. These are funded from SEF. More details can be found in **Appendix 1, page 52**.

## **14. Financial Implications**

- 14.1. Funding for the Strategic Equity Fund has been committed until 2025/2026 to allow for sustainability and future planning.

## **15. Climate Change, Sustainability and Environmental Implications**

15.1 There are no significant implications for climate change, sustainability and the environment arising from the recommendations in this report.

## **16. Other Implications**

16.1. There are no other implications in terms of the information contained within this report.

## **17. Equality Impact Assessment and Consultation Arrangements**

17.1 There is no requirement to undertake a specific equality impact assessment for this report. The report highlights a range of consultation and engagement activities and highlights the effective impact of parents/carers and pupils in the participatory budget process and the difference this is making.

**Carole McKenzie**

**Executive Director (Education Resources)**

12 February 2024

### **Link(s) to Council Values/Priorities/Outcomes**

- ♦ Education and learning: inspiring learners, transforming learning, strengthening partnerships

### **Previous References**

- ♦ Education Resources Committee – 15 November 2022

### **Contact for Further Information**

If you would like to inspect the background papers or want further information, please contact:-

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# STRATEGIC EQUITY FUND PLAN 2023/24

South Lanarkshire Council

Curriculum and Quality Improvement Service

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## Introduction

The Scottish Attainment Challenge (SAC) is an umbrella term used to describe the full allocation of monies provided to schools and other agencies to help tackle the poverty related attainment gap aligned to National policy. This policy was reviewed during Session 2021/22 and was re-launched on 30<sup>th</sup> March 2022 with the focus on a new central funding model for Local Authorities, known as Strategic Equity Funding (SEF).

Strategic Equity Funding (SEF) is a fund of £43 million to be shared by all 32 local authorities to invest in approaches to achieving the mission of the Scottish Attainment Challenge.

In November 2021, the Cabinet Secretary for Education and Skills detailed plans for a refreshed Scottish Attainment Challenge from April 2022.

The mission of this refreshed Challenge was clearly set out, namely to *“use education to improve outcomes for children and young people impacted by poverty, with a focus on tackling the poverty-related attainment gap.”*

The purpose of this document is to set out South Lanarkshire Council’s response to the first year of the new policy and to detail our strategy for 2023/24.

It gives some background context and an overview of how the new guidelines will dovetail with existing Education Resource priorities. It provides links to National Policy documents and guidelines, from which our internal strategy is closely linked to.

## Funding Landscape prior to April 2022

Up to this point, there have been two funding streams pertinent to schools, one being the Schools’ Programme (SAC) and the other being Pupil Equity Funding (PEF). In addition, some Local Authorities (but not South Lanarkshire Council) were deemed “Challenge Authorities” and received central funding, more in line with the new policy. A separate but related fund to support Care Experienced Young People was also allocated to each Local Authority.

20 South Lanarkshire Schools have been directly supported by funding from the SAC Programme over the last four years, up to and including Session 2021/22. These schools are situated within some of the most deprived areas of the Council. These schools have bid directly to the Scottish Government for a share of SAC Programme funding. In session 2021/22, a total of £1,772,404 was allocated across these 20 schools with an additional £179,725 allocated centrally.

PEF funding, since its inception in 2017 has been a source of direct funding to almost all schools across Scotland. Within South Lanarkshire Council, 99% of schools have received yearly PEF allocations, based on the percentage of children on the roll who are entitled to Free School Meals. Schools plan for, and measure the impact of, this spend which is designed to support children directly affected by poverty. A small percentage of each school's PEF allocation is spent using the principles and practises of Participatory Budgeting (PB)

## Funding Landscape post April 2022

In the last year the Scottish Government undertook a national review of the Scottish Attainment Challenge and, on 23 November, announced a refresh of the Scottish Attainment Challenge funding and the way it would be allocated.

The SAC Schools' Programme ceased from April 2022 and was replaced by a new funding model, known as the Strategic Equity Fund (SEF) which distributes SAC funding across all local authorities in Scotland in line with Children in Low Income Families data. This new approach was formally launched on the 30<sup>th</sup> March 2022 with accompanying support materials for schools and Local Authorities.

Each Local Authority was given details of the funding that would be allocated to them for the next four years.

South Lanarkshire Council received £1.47M central SEF funding for session 2022/23. This is the allocation for 2023/24 also, after which it increases by 26% in 2024/25 with a further increase of 33% for 2025/26 taking the total funding for the year to £2,274,577.

It is recognised that the new funding model and accompanying National Policy has resulted in our existing 20 SAC schools losing their direct source of funding. These schools continued to be supported through the new central allocation until June 2022, in order that exit plans could be prepared and implemented.

**Appendix 1** provides further details of the funding landscape for session 2023/24

## Pupil Equity Funding (PEF)

There is no change to National policy around PEF. South Lanarkshire Council's schools will still have ownership of this direct source of funding, to be planned for,



spent and reported on according to both local and National guidelines. A minimum of 5% of each school's PEF allocation will continue to be planned for using the principles of Participatory Budgeting (PB)

[Pupil Equity Funding National Operational Guidance 2023](#)

[SLC PEF Guidance](#)

[SLC PB Guidance](#)

### **Care Experienced Funding**

Funding is provided to local authorities annually to support care experienced children and young people at a figure of £1,200 per looked after child aged 5-15, as outlined in the Children's Social Work Statistics Scotland, 2020/21. This is the same methodology as used for allocation in previous years.

[Care Experienced Children and Young People Fund: National Operational Guidance 2022](#)

(All supporting documents can be located in the SLC Equity Hub)

### **Education Resources Priorities**

This funding is a much-welcomed addition to the overall Education Resources budget of £407,000,000. However, It can and should not be viewed in isolation from existing plans, policies and resource allocations e.g. additional staffing through recovery monies.

During Session 2022/23, Education Resources consulted on a set of refreshed priorities for the service. These were launched at Headteacher meetings and inform all the work of the resource, both at central and school level.

These priorities are:

- To improve Health and Wellbeing to enable children and families to flourish
- Ensure inclusion, equity and equality are at the heart of what we do
- Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy
- Support children and young people to develop their skills for learning, life and work
- Empower learners to shape and influence actions on sustainability and climate change

**Appendix 2** gives a graphical representation of the refreshed priorities for Education Resources.

## SEF Planning from April 2023

Given the information above on the national change to policy, there was a requirement to carefully plan for, deliver, spend and report on our SEF allocation from April 2023 and beyond. Scottish Government Guidelines state that

*“Strategic Equity Funding must be used to deliver targeted activities, approaches or resources which are clearly additional to universal local improvement plans.”*

Working within our existing planning structures, Education Resources now need to take a more centralised approach and extend the reach and impact of the available monies through judiciously planned projects, funded by SEF, and built on the success of our year 1 plan. The overall aim is to make the biggest difference to our children and young people who are most disadvantaged by poverty. In doing so, new National Guidelines on the parameters set around SEF will be referenced and followed.

### [Strategic Equity Fund -National Operational Guidance 2023](#)

[The Scottish Attainment Challenge Logic Model](#) gives details of the National “logic models” which set out key roles and responsibilities for all stakeholders within this revised policy. These will inform our planning, evaluation, and programme management arrangements.

## Stretch Aims

A new feature of the National strategy is the requirement for Local Authorities to set stretch aims for both excellence and equity. Stretch aims are required to set out ambitious year on year targets for progress by the end of the three year period of 2023/24 to 2025/26.

During 2022/23 the National guidelines ask us to adopt a “Core Plus” model. This means that there are a National suite of measures which form the “Core” of the target-setting approach and can be supplemented by additional local measures. Core and National measures continue to be in place for session 2023/24.

Further details of these “stretch aims” can be found in the following document:

### [Framework for Recovery and Accelerating Progress 2023](#)

For session 2023/24 our Core measures (set Nationally) are as follows:

- ACEL Primary – literacy – P1, P4 & P7 combined
- ACEL Primary – numeracy – P1, P4 & P7 combined
- 1 or more SCQF level 5 or above – All SCQF awards
- 1 or more SCQF level 6 or above – All SCQF awards
- Leavers Positive Destinations (Participation Measure)
- Health and Wellbeing measure (attendance)

In addition, our additional measures (set locally) are

- Reduction in number of S4 leavers
- Initial Positive Destinations
- Cost of School Day measure

## Progress to date - Stretch Aims for 2022/23

*\*All ACEL data in these tables is provisional until final publication in December 2023\**

### ACEL Data - Primary Literacy and Numeracy

Stage	Organiser	2022/23	2022/23 vs 2021/22	2022/23 Stretch Aim Target	2022/23 vs Stretch Aim Target
P1/4/7	Numeracy	81.6	2.5	80	+1.6
P1/4/7	Literacy	73.4	2.1	71.8	+1.6

Our provisional data indicates that we have overtaken our 2022/23 stretch aim in both literacy combined and numeracy at P1,4 and 7 by 1.6 percentage points (pp) for each. We have also made progress compared to our 2021/22 data.

Stage	Organiser	Measure	2022/23	2022/23 vs 2021/22	2022/23 Stretch Aim Target	2022/23 vs Stretch Aim Target
P1/4/7	Literacy	Quintile 1	61.0	3.1	62.33	-1.3
P1/4/7	Literacy	Quintile 5	83.3	1.0	82.05	1.3
P1/4/7	Literacy	Gap	-22.3	2.1	-19.72	-2.6
P1/4/7	Numeracy	Quintile 1	72.4	2.8	72.1	0.3
P1/4/7	Numeracy	Quintile 5	90.0	1.9	88.5	1.5
P1/4/7	Numeracy	Gap	-17.6	1.0	-16.4	-1.2

Our provisional closing the gap data indicates that we have continued to close the gap from 2021/22 but have not yet closed the gap by as much as anticipated in our stretch aim target.

The ACEL data above has been used to inform our plan for year 2 as well as our stretch aims for the period 2023/24-2025/26 as outlined in the following section.

## Senior Phase

### Progress

1 @5 (All SCQF)	Overall	Q1	Q5	Gap
September 2023 Stretch Aim	91.4	80.42	97.02	-16.6
2023 Data (2021/22 Leavers)	90	80.6	97	-16.4
Difference	-1.4	0.18	-0.02	0.2

Although we did not meet our overall stretch aim for this measure, we exceeded our Q1 aim and just met our Q5 aim. This means that our gap has closed to -16.4pp which is 0.02pp better than we had set as a target or anticipated, based on internal data.

1 @6 (All SCQF)	Overall	Q1	Q5	Gap
September 2023 Stretch Aim	72.5	52.88	87.89	-35.01
2021/22	68.9	49.3	87	-37.7
Difference	-3.6	-3.58	-0.89	-2.69

Although we fell short of stretch aims for overall and Q1 and almost met our stretch aim for Q5, data for this measure has still shown improvement since pre pandemic levels. Data (including the gap) shows us that Q1 learners performed better during ACM years, perhaps due to the ongoing assessment opportunities rather than the demands associated with high stakes exams. This will make this current year's data look disproportionately negative compared to 2020/21 and 2019/20.

Destinations	Overall	Q1	Q5	Gap
September 2023 Stretch Aim	96.5	93.5	98	-4.5
2021/22	96.22	92.48	98.58	-4.43
Difference	-0.28	-1.02	0.58	8.93

Although we fell short of our very ambitious overall and Q1 stretch aims, we were able to overtake our Q5 stretch aim and close the gap to -4.43pp. Our target gap was -4.5pp.

Participation Measure	Overall	Q1	Q5	Gap
September 2023 Stretch Aim	93	88.2	96.9	-8.7
2021/22	95	90.1	98.1	-8
Difference	2	1.9	1.2	0.7

With increased partnership working with SDS and other external bodies we were able to support organisations to record and report data more accurately. This has resulted in an improvement overall, for Q1, Q5 and the gap.

## Health and Wellbeing Data-Attendance

<b>Primary Attendance</b> *2022-23 figures provisional				
	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 – Q5)
2022-23 SA	94.5	92.35	96.4	-4.06
2022-23	92.56	89.82	94.84	-5.02

Primary attendance levels overall have declined by 1.44pp since 2020/21 and have not yet reached our stretch aim of 94.5%. SIMD Q1 levels have decreased slightly since 2020/21, by 1.08pp and SIMD Q5 by 1.56pp. The gap has widened marginally by 0.48pp since 2021 which is a more positive trend but not yet by as much as our stretch aim target of -4.06pp.

<b>Secondary Attendance</b> *2022-23 figures provisional				
	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 – Q5)
2022-23 SA	90.5	86.3	93.78	-7.48
2022-23	87.34	86.67	93.09	-6.42

Secondary attendance levels overall have declined by 4.02pp since 2020/21 and have not yet reached our stretch aim of 90.5%. SIMD Q1 levels have decreased slightly since 2020/21, by 0.75pp and SIMD Q5 by 1.05pp. The gap has widened marginally by only 0.3pp since 2021 which a more positive trend but not yet by as much as our stretch aim target of -7.48pp.

The outcomes and measures included in **Appendix 3** also demonstrate the very positive improvements we have made during year 1 of our Strategic Equity Plan across all workstreams. We are confident that our continued and relentless focus on the areas identified in our initial plan, will lead to further gains both in attainment, attendance and positive outcomes for the children and young people of South Lanarkshire.

## Stretch Aims for session 2023/24 – Primary

<b>ACEL Literacy combined P1, P4 &amp; P7</b>				
Annual Trajectory	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 – Q5)
2023-24	71.5 – 75	62.5 – 66	83.5 - 85	-22.5 – -17.5
2024-25	73.5 - 77	64.5 – 67.5	84.5 - 86	-21.5 – -17
2025-26 Stretch aim	Overall levels	SIMD quintile 1	SIMD quintile 5	Gap (Q1 – Q5)
	77.2	70.3	86.3	-16.0

It is anticipated that overall ACEL levels will rise for a second consecutive year, and have accelerated to exceed the 2022/23 stretch aim, when data is officially published in December 2023 as previously outlined in the stretch aims tables for 2022/23. Q1 learners are anticipated to have made significant gains of over 3 percentage points (pp), which although will be the biggest annual gain on record, may still have fallen short of the very ambitious 2022/23 aim of 62.33%. Q5 learners are expected to have exceeded the stretch aim to a record high level. The gap is expected to have narrowed to near -22pp despite the gains made by Q5 learners.

Overall aims for 2025/26 reflect an annual average improvement rate of 1.6pp reaching 77.2% by 2025/26. This would mark 7pp recovery and progress since 2021. The expected positive gains made by Q1 learners in 2022/23 is set for forthcoming years would see at least a 3pp annual gain resulting in a stretch aim of 70.3%, a notable 12.6pp recovery and progress rate since 2021. With an average increase in the past two years for Q5 learners of around 1pp are applied annually then the 2025/26 stretch aims of 86.3% is the target. The gap would, in this case narrow from -24.4pp during the pandemic to -16.0pp in 2025/26, a 8.4pp reduction.

<b>ACEL Numeracy combined P1, P4 &amp; P7</b>				
Annual Trajectory	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 – Q5)
2023-24	80.5 – 83	72 - 75	89 – 91.5	-20.1 – -14.0
2024-25	82 – 84.5	74.5 – 78	90 – 92.5	-18.0 – -12.0
2025/26 Stretch aim	Overall levels	SIMD quintile 1	SIMD quintile 5	Gap (Q1 – Q5)
	84.9	79.6	93.6	-14.0

It is anticipated that overall levels will rise for a second consecutive year, and have accelerated to exceed the 2022/23 stretch aim, when data is officially published in

December 2023 as previously outlined in the stretch aims tables for 2022/23. Q1 learners are anticipated to have made significant gains of around 2.8pp, which will be the biggest annual gain on record and have exceeded the very ambitious 2022/23 aim of 72.1%. Q5 learners are expected to have exceeded the stretch aim to a record high level of approximately 90%. The gap is expected to have narrowed by 1.0pp to just over -17.5pp, thereby making accelerated progress towards pre-covid levels.

Overall aims for 2025/26 reflect an annual average improvement rate of 1.3pp reaching 84.9% by 2025/26. This would mark 7pp recovery and progress since 2021. The expected positive gains made by Q1 learners in 2022/23, when in the context of data over time, would result in an average 2.44pp annual gain resulting in a stretch aim of 79.6pp, a notable 12.2pp recovery and progress rate since 2021. With an average increase in the past two years for Q5 learners of around 1.2pp are applied annually then the 2025/26 stretch aims of 93.6% becomes the target. The gap would, in this case narrow from -19.2pp during the pandemic to -14.0pp in 2025/26, a 5.2pp reduction.

For both literacy and numeracy, we are aspiring to continue to regain ground lost and return to figures in line with our pre-COVID averages. We also continue to have an added focus on closing the gap which results in realistic, and data evidenced targets for our Q5 learners this year based on our data gathered from 2022/23.

## Primary and Secondary Stretch Aims-Attendance

\*This data is provisional as the Attendance, Absence and Exclusion Census 2022-23 is not submitted to SG until the end of August and therefore subject to change.

<b>Primary Attendance</b> *2022-23 figures provisional				
Annual Trajectory	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 – Q5)
2023-24	92.0-93.5	89.8-92.0	94.5-95.2	-5.4 – -2.5
2024-25	93.0-94.0	91.6-92.8	95.0-96.2	-4.6 – -2.2
2025/26 Stretch aim	Overall levels	SIMD quintile 1	SIMD quintile 5	Gap (Q1 – Q5)
	94.6	93.1	96.5	-3.4

Our overall attendance levels for primary have decreased by 2.54pp since 2016/17.

For Q1 learners our attendance data has decreased by 3.28pp since 2016/17. We are therefore aiming to make accelerated progress to return us to our highest level on record.

For Q5 learners our attendance data has decreased by 1.96pp since 2016/17, but by less than quintile 1 and our data overall. We are aiming to recover to pre-covid levels 2018-19 that recognises a continual decline since 2016/17. This is in line with the national picture.

Narrowing the gap to -3.4pp would be the narrowest on record and ambitious when considering the pattern of decline over the period of data presented.

We are aspiring to regain ground lost and return to figures in line with our pre-COVID averages. We have an increased focus on our closing the gap data which results in realistic, and data evidenced targets for our Q5 learners this year.

<b>Secondary Attendance</b> *2022-23 figures provisional ** from published 2021 data and not 2022 LA.				
Annual Trajectory	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 – Q5)
2023-24	88 - 90	83 - 86	92 - 93	-9.0 – -7.0
2024-25	89 - 92	85 - 88	93 - 94	-8.0 – -6.0
2025/26 Stretch aim	Overall levels	SIMD quintile 1	SIMD quintile 5	Gap (Q1 – Q5)
	93	90	95	-5

Overall Levels fell by 0.86pp from 2021 and have declined annually since 2017. The ambitious stretch aim would have seen a 2.3pp increase on 2021 levels and now sits 3.16pp from the 2023 stretch aim.

With reference to local data, the 2023 Q1 level now sits 0.37pp better than the 2023 stretch aims and the 2019 level too. Our 2022-23 stretch aim of 3.3pp was exceeded



and is the biggest rise on record. The 2018 level of 87.1 is our shorter term aim which would result in a further 0.43pp rise.

With reference to local data, the 2023 Q5 Levels rose by 1.09pp, just short of the 2023 stretch aim of 1.78pp.

The gap has narrowed by 2.58pp from 2021 and exceeded the 2023 stretch aim by 1.52pp (1.06pp better than aimed for). The aim is that the gap continues to close to -5pp by 2026.

## Stretch Aims for session 2023/24 – Secondary

Stretch aims and planning for improvement in data is still proving difficult in the secondary sector due to lack of progressive datasets to make predictions. The ACM years (2019/20, 2020/21) provided a wider range of assessment opportunities for learners to demonstrate their learning and this benefitted learners, particularly in Q1 and Q2. However, stretch aims for 2026 are still exceptionally ambitious and significantly overtake pre pandemic data and meet and sometimes overtake the high levels of attainment achieved during ACM.

There is no interim data available to comment on progress towards this tranche of secondary stretch aims at this stage.

Annual Trajectory	1 @ SCQF Level 5 (All SCQF)			
	Overall Levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1-Q5)
<b>2023/24</b>	90.2 - 90.8	81.5 - 82.2	97.0 - 97.2	-15.7 – -14.8
<b>2024/25</b>	90.6 - 91.2	83.0 - 83.7	97.1 - 97.3	-14.3 – -13.4
<b>2025/26 Stretch Aim</b>	<b>91.5</b>	<b>86</b>	<b>97.3</b>	<b>-11.3</b>

Annual Trajectory	1 @ SCQF Level 6 (All SCQF)			
	Overall Levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1-Q5)
<b>2023/24</b>	69.5 - 70.5	50.3 - 52.3	86.9 - 87.4	-37.1 – -34.6
<b>2204/25</b>	70.5 - 71.5	52.3 - 54.3	87.3 - 87.8	-35.5 – -33.0
<b>2025/26 Stretch Aim</b>	<b>72</b>	<b>57</b>	<b>88</b>	<b>-31</b>

Annual Trajectory	Initial Positive Destinations			
	Overall Levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1-Q5)
<b>23/24</b>	95.8 - 96.3	92.0 - 93.5	98.0 - 98.5	-6.0 – -5.0
<b>24/25</b>	96.1 - 96.6	93.0 - 94.5	98.2 - 98.7	-5.2 – -4.2
<b>2025/26 Stretch Aim</b>	<b>97</b>	<b>96</b>	<b>99</b>	<b>-3</b>

Annual Trajectory	% S4 Leavers			
	Overall Levels (S4 as % of total)	SIMD Quintile 1 (S4 Q1 as a % of total S4)	SIMD Quintile 5 (S4 Q5 as a % of total S4)	Gap (Q1 - Q5)
<b>2023/24</b>	11.0 - 10.0	37 - 32	8.0 - 12.0	-29 – -20
<b>2024/25</b>	10.8 - 9.8	35 - 30	10.0 - 14.0	-25 – -16
<b>2025/26 Stretch Aim</b>	<b>9</b>	<b>29</b>	<b>15</b>	<b>-14</b>

Annual Trajectory	Participation Measure			
	Overall Levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 - Q5)
<b>2023/24</b>	93 - 94	90 - 91	97.0 - 97.5	-7.0 – -6.5
<b>2024/25</b>	94 - 95	91 - 92	97.5 - 98.0	-6.5 – -6
<b>2025/26 Stretch Aim</b>	<b>95.5</b>	<b>93</b>	<b>98.5</b>	<b>-5.5</b>

## Outcomes and Measures

Outcomes and measures were set for each project for session 2022/23 to support the monitoring of impact. These outcomes and measures were additional to the stretch aims to ensure we can identify and report on the difference made by each individual project, and to inform year 2 plans.

New outcomes and measures have been set for session 2023/24 to further support the monitoring of impact.

Information on SEF Outcomes and Measures can be found in **Appendix 4**

## Governance

It is important that we are clearly accountable to both our internal and external stakeholders. Consultation with schools is integral to this process as is the need to report both on a local and National level.

Our governance structure for Pupil Equity Funding can be found in **Appendix 5** and our reporting documentation in **Appendix 6 and Appendix 7**.





## Project Planning

Each of the Scottish Government **five core measures**, along with our local measures, will be continue to be addressed through the five workstreams outlined below, based on the positive finding from our outcomes and measures set during period 2022/23.





# Workstream 1 Pedagogy

Project Lead(s): Linda Gardner



## Workstream 1 - Pedagogy

### Scottish Government Core Measures:

ACEL Primary – literacy – P1, P4 & P7 combined

ACEL Primary – numeracy – P1, P4 & P7 combined

**SLC Theme:** Pedagogy

### South Lanarkshire Council Strategic Equity Fund Project Plan

<p><b>Name of Project: Play Pedagogy</b> <b>Project Lead: Linda Gardner and DO</b> <b>Link to SLC Equity Workstream</b></p> <ul style="list-style-type: none"><li>• Pedagogy</li><li>• Learner Engagement</li><li>• Strengthening Relationships</li><li>• Curriculum</li><li>• Learner Pathways</li></ul>	<p><b>Breakdown of costings:</b></p> <p>Cohort 4 34 staff June 23 – Nov 23 £3763 Dev play 34 staff June 23 – Nov 23 £2731 Venue per cohort – approx. £950</p> <p>Development Officer £70,000 per year</p> <p><b>Total Costing for 2023/24: £77,444</b> <b>Total costs for the project if known: TBC</b></p>		
<p><b>Link to Scottish Government Core Measure(s) and/or SLC Local Measure(s)</b></p> <ul style="list-style-type: none"><li>• ACEL Primary – literacy – P1, P4 &amp; P7 combined</li><li>• ACEL Primary – numeracy – P1, P4 &amp; P7 combined</li><li>• 1 or more award at SCQF level 5 based on Insight (All SCQF Awards)</li><li>• 1 or more award at SCQF level 6 based on Insight (All SCQF Awards)</li><li>• Leavers Positive Destination (Participation measure)</li><li>• HWB measure (attendance)</li><li>• Initial Positive Destinations</li><li>• Reduction in number of S4 leavers</li><li>• Cost of School Day measure</li></ul>	<p><b>Link to SLC priorities</b></p> <ul style="list-style-type: none"><li>• Improve Health and Wellbeing to enable children and families to flourish</li><li>• Ensure inclusion, equity and equality are at the heart of what we do</li><li>• Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy</li><li>• Support children and young people to develop their skills for learning, life and work</li><li>• Empower learners to shape and influence actions on sustainability and climate change</li></ul>		
<p><b>Outline of the project plan- Briefly detail under the following prompts:</b> Who are the target group(s)? Who else will be involved and what will their role be? What is the timescale for delivery? What resources, time or support will be needed?</p>			
<p><b>Pre Project</b></p> <p>24 schools engaged Deirdre Grogan training</p>	<p><b>Year 1</b></p> <p>Play Development Officer - to support with implementing key theories and facilitating themed support sessions (environment, resources, managing play, reporting, developing planning, tracking, paperwork)</p>	<p><b>Year 2</b></p> <p>30 schools engaged</p> <ul style="list-style-type: none"><li>• Maintain Training Programme</li></ul>	<p><b>Years 3 and 4</b></p> <p>→</p>



Few schools embedding play Appetite for development / direction	<ul style="list-style-type: none"> <li>• 46 FTE Early Level Practitioners – key training to be given so consistency of approach across Early Level</li> <li>• Training prog established – combination of Deirdre Grogan, EY Team, QLO / DO</li> <li>• Play Resource Starter Pack Kit List</li> <li>• Sample timeframe for implementation relevant to starting points for schools</li> <li>• Input to NQT programme</li> <li>• Data gathered for impact</li> <li>• SLC Play Strategy developed and launched</li> </ul>		<ul style="list-style-type: none"> <li>• Embed Play Strategy</li> </ul>
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#### **Anticipated Outcome (insert stretch aim table)**

What change do you want to see for learners?

- Enhanced staff knowledge of impact of play pedagogy – Jan 24 and Jun 24
- Increased confidence in responding to learners' needs at Early Level – June 24
- Improved transition from nursery to P1 – Sep 24
- Increased engagement for learners in Early Level – June 24

#### **How will we know if we are having the desired impact?**

(How progress will be measured and tracked-indicators of progress and overall stretch aim)

- Collaborative Action Research / Practitioner Enquiry to evidence improvement with target group
- Pre and post CLPL audit of confidence level with staff – not sure if carried out prior to cohort 4 starting in June?
- Leuvan scale to measure engagement before and after changes to approach implemented
- Clear identification of P1s not on track - August 2023 - P1 Baseline
- Improved phonological awareness - Dec 2023 - Letter sound assessment and PAST, implementation of FLIPP
- May 2024 - P1 SNSAs





# Workstream 2

## Learner Engagement

Project Lead(s): Leeanne Kelly



## Workstream 2 – Learner Engagement

**Scottish Government Core Measure:** HWB measure (attendance)

**SLC Theme:** Learner Engagement

### South Lanarkshire Council Strategic Equity Fund Project Plan 2023/24

<p><b>Name of Project:</b> Attendance  <b>Project Lead:</b> Leeanne Kelly &amp; DO  <b>Link to SLC Equity Workstream</b></p> <ul style="list-style-type: none"> <li>• Pedagogy</li> <li>• <b>Learner Engagement</b></li> <li>• Strengthening Relationships</li> <li>• Curriculum</li> <li>• Learner Pathways</li> </ul>	<p><b>Breakdown of costings:</b></p> <p>CLPL charges = room costs; catering costs; supported study hours to enable staff to undertake relevant work/tasks/research out-with school time - <b>£4500</b></p> <p><b>Total Costing for 2023/24:</b> £4500  <b>Total costs for the project is known:</b> estimate is similar to last year but with slight increase reflecting increase in participant numbers and room costs.</p>
<p><b>Link to Scottish Government Core Measure(s) and/or SLC Local Measure(s)</b></p> <ul style="list-style-type: none"> <li>• ACEL Primary – literacy – P1, P4 &amp; P7 combined</li> <li>• ACEL Primary – numeracy – P1, P4 &amp; P7 combined</li> <li>• All SCQF level 5 or above – All SCQF Awards</li> <li>• All SCQF level 6 or above – All SCQF Awards</li> <li>• Participation measure</li> <li>• <b>HWB measure (attendance)</b></li> <li>• Reduction in number of S4 leavers</li> <li>• Cost of School Day measure</li> </ul>	<p><b>Link to SLC priorities</b></p> <ul style="list-style-type: none"> <li>• <b>Improve Health and Wellbeing to enable children and families to flourish</b></li> <li>• <b>Ensure inclusion, equity and equality are at the heart of what we do</b></li> <li>• Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy</li> <li>• Support children and young people to develop their skills for learning, life and work</li> <li>• Empower learners to shape and influence actions on sustainability and climate change</li> </ul>
<p><b>Outline of the project plan- Briefly detail under the following prompts:</b>          Who are the target group(s)? Who else will be involved and what will their role be? What is the timescale for delivery? What resources, time or support will be needed?</p> <p><b>Project Plan: Year 2 (2023-24)</b></p> <p><b>Overview:</b>          A group of 11 primary schools and 5 secondary schools have agreed to continue to be part of an attendance test of change group that will meet in sector specific groups to develop the implementation of their attendance test of change activity initiated in 2022-23. QLO Equity will be the project lead supported by Education Scotland's Attainment Advisor, SLC Educational Psychologist and Scottish Government Improvement Advisor. In addition, this year a further 10 primary schools have agreed to be part of a cohort 2 group that will be in part supported by cohort 1 participating schools. The team outlined will facilitate 3 half-day sessions for each sector between October 2023 and June 2024 to support Cohort 2 schools. 3 key themes for improvement, which will be addressed as part of the three sessions include an inclusive ethos; practice which builds motivation and recognizes agency; and effective processes that reduce barriers and make learning accessible. Further coaching support, capacity allowing, will also be provided in between sessions by the Attendance team. The following outlines the timescales and intended content of each session:</p> <p><b>Cohort 2</b></p> <ul style="list-style-type: none"> <li>• Session 1 – October 2023              Drilling-down data and identifying the scope for improvement. Baselines identified and clear aims for the year set. Team will connect schools into smaller sub-groups, to encourage peer-support.</li> </ul>	

- Session 2 – November 2023  
Analysis of the push and pull factors for targeted group of pupils identified. Planning test of change activity to implement in school.
- Session 3 – January 2024  
Check-in on successes and challenges. Refine approaches - adopt, abandon, adapt.  
Begin to consider transitions (nursery-primary and primary-secondary) and identify schools willing to work on a transition test of change activity, which will feed into Year 2.
- Session 4 – March 2024  
Check-in on successes and challenges. Refine approaches - adopt, abandon, adapt.  
Discuss how learning can be upscaled and shared in school and across SLC. Transition planning for transition pilot schools.
- Showcase – May 2024  
Sharing of what has worked well and also not so well during 2023-24.

### Cohort 1

Ten primary schools will be provided with refreshed training input from the project team and encouraged to develop their year 1 projects with a specific focus on targeted groups of individual learners. Modification to driver diagrams will be supported to help embed the best practice from their year 1 engagement. A critical role for cohort 1 participating schools will be that they will develop attendance leadership skills by mentoring schools in cohort 2. This culture and ethos of support and challenge is more likely to bring about the accelerated improvements that the SAC programme outlines in the Framework for Recovery and Accelerating Progress.

### Cohort 1

- Session 1 – October 2023  
Analysis of feedback from 2022-23 and of data which will allow for the identification of improvements made. Identified areas for year 2 work to be considered with a plan to set clear aims for this academic year. Team will connect schools into smaller sub-groups, to encourage peer-support.
- Session 2 – November 2023  
As a result of data and contextualized analysis schools will have a clear plan for 2023-24 and will have set appropriate aims for identified groups of learners in the context of their whole school.
- Session 3 – January 2024  
Check-in on embedding year 1 areas of focus along with emerging successes and challenges form year 2. Refine approaches - adopt, abandon, adapt. Between session 2 and 3 schools in this cohort will be paired to those in cohort 2 and encouraged to set-up interim meetings of support.
- Session 4 – March 2024  
Check-in on successes and challenges. Refine approaches - adopt, abandon, adapt.  
Discuss how mentoring cohort 1 is progressing and identifying potential changes as we consider moving into year 3.
- Showcase – May 2024  
Sharing of what has worked well and also not so well during 2023-24.

The following will also be considered as part of the work for **both cohorts**:

- Communication around attendance in our schools
- Tracking and monitoring of attendance and attendance policies
- Transitions and early identification
- Patterns of attendance with large family groups and EAL pupils (priority groups outlined within PEF National Operational Guidance 2023, p7)
- Ruralty issues
- Connections with siblings and study leave
- Attendance panel to provide support for chronic non-attenders

Aim is to drill down with schools to ascertain, what work is having the highest impact. Effective work within the targeted group will be capitalised upon and shared with all SLC schools as part of drive to close the poverty-

related attendance gap. An Attendance Gap suite of resources will be refreshed and published on SLC Equity Hub by June 2024. This will include good practice exemplars, videos/recordings/PP of key messages, audit tools, etc. Links will continue to be made with Clydesdale's digital solution pilot.

A showcase event in May/June 2024 will be planned to showcase the work taken place for both cohort 1 and 2 thereby facilitate the sharing of good practice between and beyond the target schools.

#### **Years 3-4:**

- Year 3 will focus more on embedding sustainable practice
- Highlight and share the most effective work across the schools engaged in the programme throughout SLC and beyond
- Key staff from Year 1&2 schools to support potential new cohort of schools in 2024-25
- Upscaling of successful approaches, e.g., digital solution, attendance panel, etc.
- Potential development of third sector involvement in year 3.

#### **Anticipated Outcome**

What change do you want to see for learners? By when?

SLC HWB (attendance) Stretch aim trajectories outlined in the SEF plan 2023-24 to be achieved by June 2024 with a view to meeting 2025-26 published stretch aims for HWB - attendance, with an ambitious sub-aim of exceeding those for participating schools.

All participating schools involved in the targeted group project will set their own individual school aims, and/or targeted group aims, to be achieved by June 2024. Schools will develop and set these by the end of Session 2.

#### **How will we know if we are having the desired impact?**

(How progress will be measured and tracked-indicators of progress and overall stretch aim)

- Stretch aim data checked at key points (baseline in August 2023, mid-point in January 2024 and end point in June 2024)
- School aims reviewed at the following sessions – November 2023 (baseline), Jan 2024 (mid-point 1), March (mid-point 2) and May/June (end point).
- Updated attendance custom report will support target schools with this. This will be shared with all participating SLC schools, they will be encouraged to use this regularly to track progress with attendance and use the info to plan appropriate next steps in their school. Assistance will be required to gather monthly attendance data for all participating schools in this programme (input required from data officer).

## South Lanarkshire Council Strategic Equity Fund Project Plan

<p><b>Name of Project:</b> Clydesdale Virtual School  <b>Project Lead:</b> B Lee + G Smith  <b>Link to SLC Equity Workstream</b></p> <ul style="list-style-type: none"> <li>• Pedagogy</li> <li>• <b>Learner Engagement</b></li> <li>• Strengthening Relationships</li> <li>• Curriculum</li> <li>• Learner Pathways</li> </ul>	<p><b>Breakdown of costings:</b>  Staffing agreed for Session 2023-24: 0.2FTE in Biggar High School, Carluke High School and Lanark Grammar School; 0.4FTE in Lesmahagow High School</p> <p><b>Materials for students:</b> £5,000 for materials to support pupils within the Clydesdale Virtual School project (as in 2022-23, supplemented as required from other budgets).</p> <p><b>Proposal:</b> 0.2FTE additional staffing per school home learning teacher to support families with online learning with the Clydesdale Virtual School (outreach visits)</p> <p><b>Level 5 and Level 6 qualifications:</b> approximately £150 per pupil for Level 5 or Level 6 First Aid course or equivalent.</p> <p><b>Total Costing for 2023/24:</b> 1.0FTE (or 1.8FTE, with additional home learning teacher), plus £5,000 for materials, and potentially £4,800 to support certification of SCQF short courses. Total costs for the project if known: 2.0FTE (or 2.8FTE, with additionality) and £10,000/ £15,000 for materials and certification of courses.</p>
<p><b>Link to Scottish Government Core Measure(s) and/or SLC Local Measure(s)</b></p> <ul style="list-style-type: none"> <li>• ACEL Primary – literacy – P1, P4 &amp; P7 combined</li> <li>• ACEL Primary – numeracy – P1, P4 &amp; P7 combined</li> <li>• <b>1 or more award at SCQF level 5 based on Insight (All SCQF Awards)</b></li> <li>• 1 or more award at SCQF level 6 based on Insight (All SCQF Awards)</li> <li>• Leavers Positive Destination (Participation measure)</li> <li>• <b>HWB measure (attendance)</b></li> <li>• Initial Positive Destinations</li> <li>• Reduction in number of S4 leavers</li> <li>• Cost of School Day measure</li> </ul>	<p><b>Link to SLC priorities</b></p> <ul style="list-style-type: none"> <li>• <b>Improve Health and Wellbeing to enable children and families to flourish</b></li> <li>• Ensure inclusion, equity and equality are at the heart of what we do</li> <li>• Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy</li> <li>• <b>Support children and young people to develop their skills for learning, life and work</b></li> <li>• Empower learners to shape and influence actions on sustainability and climate change</li> </ul>
<p><b>Outline of the project plan- Briefly detail under the following prompts:</b></p>	

Who are the target group(s)? Who else will be involved and what will their role be? What is the timescale for delivery? What resources, time or support will be needed?

**Target group**

- S4 Quintile 1/ FME interrupted learners
- S3 Quintile 1/ FME interrupted learners
- Other identified interrupted learners in each of our 4 schools who need additional support, including S5 winter leavers and care experienced students (quintile 1/FME).

**Staff involved.**

G Sim (Carluke)  
H. Reid (Biggar)  
C. Neeson (Lanark)

**Timescale**

Outcome 1+2 will be achieved by December 2023  
Outcome 3+4 will be achieved by June 2024

**Anticipated Outcome (insert stretch aim table)**

What change do you want to see for learners?

1. **By December 2023**, 100% of young people involved will be engaged in at least one subject/award; 90% or more young people involved will be engaged in at least three subjects/awards; and 80% or more young people involved will be engaged in at least five subjects/awards.
2. **By December 2023**, Attendance measure- 80% of young people involved will demonstrate improved attendance\*
3. **By June 2024**, 100% of young people involved will have achieved at least one award at level 3 or above; 90% or more of young people involved will have achieved at least three awards at level 3 or above; and 80% or more of young people involved will have achieved at least five awards at level 3 or above.
4. **By June 2024**, all involved young people will have the opportunity to achieve 1 or more award at SCQF level 5 based on Insight (All SCQF Awards)

\*Attendance includes attendance in Virtual Classroom.

**How will we know if we are having the desired impact?**

(How progress will be measured and tracked indicators of progress and overall stretch aim)

1. Data from tracking reports, observations and feedback from class teachers and parents/carers.
2. SQA and other awarding body data, insight data.



## Workstream 3 Strengthening Relationships

Project Lead(s): Maureen Farr,  
Susan Tullett, Barbara Lee, Sam  
March



## Workstream 3 – Strengthening Relationships

**Scottish Government Core Measures:** HWB measure (attendance)

**Local measure:** Cost of the School Day

**SLC Theme:** Strengthening Relationships

### South Lanarkshire Council Strategic Equity Fund Project Plan

<b>Name of Project:</b> Nurture <b>Project Lead:</b> Susan Tullett <b>Link to SLC Equity Workstream</b> <ul style="list-style-type: none"> <li>• Pedagogy</li> <li>• Learner Engagement</li> <li>• <b>Strengthening Relationships</b></li> <li>• Curriculum</li> <li>• Learner Pathways</li> </ul>	<b>Breakdown of costings:</b> 0.5FTE Development Officer Neilsland Hub use for courses Photocopying of course materials Printing costs for Nurturing Interventions Toolkit  <b>Total Costing for 2023/24: £35,000</b> <b>Total costs for the project if known:</b>
<b>Link to Scottish Government Core Measure(s) and/or SLC Local Measure(s)</b> <ul style="list-style-type: none"> <li>• ACEL Primary – literacy – P1, P4 &amp; P7 combined</li> <li>• ACEL Primary – numeracy – P1, P4 &amp; P7 combined</li> <li>• 1 or more award at SCQF level 5 based on Insight (All SCQF Awards)</li> <li>• 1 or more award at SCQF level 6 based on Insight (All SCQF Awards)</li> <li>• Leavers Positive Destination (Participation measure)</li> <li>• HWB measure (attendance)</li> <li>• Initial Positive Destinations</li> <li>• Reduction in number of S4 leavers</li> <li>• Cost of School Day measure</li> </ul>	<b>Link to SLC priorities</b> <ul style="list-style-type: none"> <li>• <b>Improve Health and Wellbeing to enable children and families to flourish</b></li> <li>• <b>Ensure inclusion, equity and equality are at the heart of what we do</b></li> <li>• Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy</li> <li>• Support children and young people to develop their skills for learning, life and work</li> <li>• Empower learners to shape and influence actions on sustainability and climate change</li> </ul>
<p>Outline of the project plan- Briefly detail under the following prompts:  Who are the target group(s)? Who else will be involved and what will their role be? What is the timescale for delivery? What resources, time or support will be needed?</p> <p><b>Target group</b> – Early Years, Primary, Secondary, ASN provision, partners who work in our establishments (i.e. Pathways, Specialist Support Team, Youth and Family Community Workers, etc.)</p> <p><b>Project Plan</b></p> <ul style="list-style-type: none"> <li>• Deliver core training courses on a rolling programme over the whole academic year– Boxall Profile Training, Nurturing Interventions Overview, Leading Nurturing Interventions</li> <li>• Deliver establishment-based training as need is identified– 6 Nurture Principles and Restorative Practice</li> </ul>	



- Teams Nurture Drop Ins – provide a space for practitioners to ‘drop in’ for information and support as well as a little input each time on a particular part of nurturing interventions – approximately every 6 weeks
- Provide bespoke consultancy for schools around development of nurturing interventions and application of Attachment Strategy in their location, as need is identified
- Continue to build Nurture Resources Power Point, located on the Staff Learning Centre tile on Glow, pointing establishments to useful resources and links
- Continue to sit on AIP steering group and assist as we move towards accrediting our first establishments in AIP
- Sit on the IWS Implementation Group
- Publish and distribute the Nurturing Interventions Toolkit

#### **Anticipated Outcome (insert stretch aim table)**

What change do you want to see for learners?

Staff will become more knowledgeable about attachment-informed, trauma sensitive, nurturing practice as well as in providing nurturing interventions to meet the specific needs of identified learners (particularly those in Q1).

Establishments will become more attachment-informed, trauma sensitive and nurturing places resulting in reduced anxiety for learners, reduction in barriers to learning (particularly for Q1 learners).

#### **How will we know if we are having the desired impact?**

(How progress will be measured and tracked-indicators of progress and overall stretch aim)

A greater number of establishments will engage in training or with the Nurture DO to increase knowledge and skill of staff.

Establishments will begin to engage with the AIP Accreditation process.

## South Lanarkshire Council Strategic Equity Fund Project Plan

<p><b>Name of Project: Cost of the School Day</b>  <b>Project Lead: Maureen Farr</b>  <b>Link to SLC Equity Workstream</b></p> <ul style="list-style-type: none"> <li>• Pedagogy</li> <li>• Learner Engagement</li> <li>• <b>Strengthening Relationships</b></li> <li>• Curriculum</li> <li>• Learner Pathways</li> </ul>	<p><b>Breakdown of costings:</b></p> <p>Admin costs  0.6FTE Lead Officer</p> <p><b>Total Costing for 2022/23: £70,000</b>  <b>Total costs for the project is known:</b></p>
<p><b>Link to Scottish Government Core Measure(s) and/or SLC Local Measure(s)</b></p> <ul style="list-style-type: none"> <li>• ACEL Primary – literacy – P1, P4 &amp; P7 combined</li> <li>• ACEL Primary – numeracy – P1, P4 &amp; P7 combined</li> <li>• SCQF level 5 or above – All SCQF Awards</li> <li>• SCQF level 6 or above – All SCQF Awards</li> <li>• Participation measure</li> <li>• HWB measure (attendance)</li> <li>• Initial Positive Destinations</li> <li>• Reduction in number of S4 leavers</li> <li>• <b>Cost of School Day measure</b></li> </ul>	<p><b>Link to SLC priorities</b></p> <ul style="list-style-type: none"> <li>• <b>Improve Health and Wellbeing to enable children and families to flourish</b></li> <li>• <b>Ensure inclusion, equity and equality are at the heart of what we do</b></li> <li>• Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy</li> <li>• Support children and young people to develop their skills for learning, life and work</li> <li>• Empower learners to shape and influence actions on sustainability and climate change</li> </ul>
<p><b>Outline of the project plan- Briefly detail under the following prompts:</b>  Who are the target group(s)? Who else will be involved and what will their role be? What is the timescale for delivery? What resources, time or support will be needed?</p> <p>In her paper, <a href="#">‘Falling Through the Cracks: The Cost of the School Day for Families Living in In-Work and Out-of-Work Poverty’</a> (2018), Morag Treanor made the following recommendations to alleviate the impact of poverty on children’s education in Scotland:</p> <ul style="list-style-type: none"> <li>• Local Authorities provide guidance to schools on best practice,</li> <li>• Limits imposed on how expensive trips can be and/or the requirement for schools to subsidise trips more fully,</li> <li>• Provide teachers with high quality CPD on the nature, causes and consequences of poverty, and,</li> <li>• Sharing of information on successful and unsuccessful initiatives to alleviate the impact of poverty.</li> </ul> <p>This project will deal with all of these recommendations. The target group will be school leaders and their staff. All schools will be encouraged to undertake training in Poverty and the Cost of the School Day which could be delivered in person or virtually by the project lead.</p> <p>As part of the training, school staff will be taught about the impact Poverty can have on the brain and how that then impacts learning. They will learn strategies to mitigate these developmental issues. Training will then move on to how we reduce/remove costs of the school day.</p>	

Despite several SLC schools having completed previous CoSD training, there are still disagreements around what schools can and cannot charge for, therefore it is vital that a South Lanarkshire Policy on this is created in consultation with school leaders, stakeholders and EMT.

It is intended that a Working Party is created which will gather views on the various aspects of the Cost of the School Day and a Policy Statement written which will give schools definitive guidance.

Best practice and successful initiatives will be gathered and then shared through the SLC Equity Hub/Toolkit/Site.

All of the above work will be done by the Lead Officer who is financed through SEF. The only additional costs will come from photocopying and hiring of venues for training.

Timelines – Working Party to be established and first meeting convened by December 2022. Policy ready for consultation by September 2023 and published by October 2023.

Training will be ongoing from August 2023 with schools aware of the opportunity to 'book' for Inservice before the end of June 2023.

#### **Anticipated Outcome**

What change do you want to see for learners?

The Cost of the School Day in every SLC school will be reduced by a figure chosen by the individual school. This will need to be an individual target depending on where they are on their 'journey'.

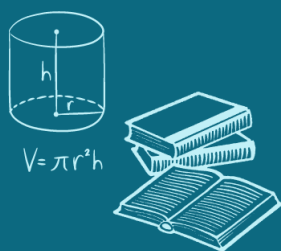
Schools will be asked to move from a 'Position Statement' to a 'School Policy'.

By when? Costs should be reduced year on year. Policy work should start this year with an aim for at least 100% of schools having completed one. By June 2024 we would expect all SLC schools to have their own Policy.

#### **How will we know if we are having the desired impact?**

(How progress will be measured and tracked-indicators of progress and overall stretch aim)

Schools will see an increase in their participation and attendance figures.



# Workstream 4 Curriculum

Project Lead(s): Andy Gray and  
Leigh Miller



## Workstream 4 – Curriculum

### Scottish Government Core Measures:

ACEL Primary – literacy – P1, P4 & combined

ACEL Primary – numeracy – P1, P4 & P7 combined

**SLC Theme:** Curriculum

### **South Lanarkshire Council Strategic Equity Fund Project Plan**

<p><b>Name of Project: Effective Pedagogical Practice in Mathematics and Numeracy</b>  <b>Project Lead: Andy Gray</b>  <b>Link to SLC Equity Workstream</b></p> <ul style="list-style-type: none"> <li>• Pedagogy</li> <li>• Learner Engagement</li> <li>• Strengthening Relationships</li> <li>• Curriculum</li> <li>• Learner Pathways</li> </ul>	<p><b>Breakdown of costings:</b></p> <p>Maths Recovery training</p> <p><b>Total Costing for 2023/24: £83,124</b>  <b>Total costs for the project is known:</b></p>
<p><b>Link to Scottish Government Core Measure(s) and/or SLC Local Measure(s)</b></p> <ul style="list-style-type: none"> <li>• ACEL Primary – literacy – P1, P4 &amp; P7 combined</li> <li>• ACEL Primary – numeracy – P1, P4 &amp; P7 combined</li> <li>• SCQF level 5 or above – All SCQF Awards<sup>1</sup> or more on leaving school</li> <li>• SCQF level 6 or above – All SCQF Awards<sup>1</sup> or more on leaving school</li> <li>• Participation measure</li> <li>• HWB measure (attendance)</li> <li>• Initial Positive Destinations</li> <li>• Reduction in number of S4 leavers</li> <li>• Cost of School Day measure</li> </ul>	<p><b>Link to SLC priorities</b></p> <ul style="list-style-type: none"> <li>• Improve Health and Wellbeing to enable children and families to flourish</li> <li>• Ensure inclusion, equity and equality are at the heart of what we do</li> <li>• Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy</li> <li>• Support children and young people to develop their skills for learning, life and work</li> <li>• Empower learners to shape and influence actions on sustainability and climate change</li> </ul>
<p><b>Outline of the project plan- Briefly detail under the following prompts:</b></p> <p><b>Who are the target group(s)?</b>  All Primary teachers, appropriate Secondary teachers, and support staff.</p> <p><b>Who else will be involved and what will their role be? What is the timescale for delivery? What resources, time or support will be needed?</b>  There are two key approaches to delivering this project.  The long-term plan is to train a team of teachers within South Lanarkshire in the pedagogy of Maths Recovery, with a view of developing a self-sustaining network to train all teachers within South Lanarkshire in Maths Recovery and the other aspects of 'Conceptual Number Training'.</p> <p>During session 2021 - 2022, 20 teachers enrolled in intensive Maths Recovery training, 'The Learning Framework in Number'.</p>	

Once complete we aim to have at least 5 trained teachers to gain accreditation and progress onto the Trainer programme.

Those who do not progress onto the trainer programme will support the roll out of Maths Recovery within their establishments.

During session 2022 - 2023, the 5 teachers who progressed onto the trainer programme supported training sessions to another cohort, which was delivered by Maths Recovery trainers.

From session 2023 - 2024, the 5 teachers who progressed onto the trainer programme are delivering training sessions to another cohort, supported by Maths Recovery trainers.

From session 2024 – 2025, these teachers will deliver Maths Recovery training to colleagues within South Lanarkshire Council.

Once trained these teachers will be able to deliver the full range of Maths Recovery training listed below:

- The Learning Framework in Number (Specialist intervention course)
- Teaching Number in the Classroom with 4 – 8-year-olds (Whole class or group teaching course)
- Developing Number knowledge, Assessment, Teaching and Intervention for 7-11-year-olds (Whole class or group teaching course).

The plan would be to use this team of trainers to systematically train all appropriate staff in the two whole class teaching courses as well as a further cohort on the specialist intervention course.

In addition to this a group of ASN specialist will develop appropriate training using Maths Recovery's 'Numeracy for all Learners: Teaching Mathematics to Students with Special Needs' course.

As an extension of this, I am considering appropriate training for Early Years and School support staff.

This will ensure that there is a consistent pedagogy within all establishments across South Lanarkshire as well as adding to the team of trainers.

In addition to this programme of training, we will continue to offer training on:

- Teaching Number in the Classroom with 4 – 8-year-olds (Whole class or group teaching course)
- Developing Number knowledge, Assessment, Teaching and intervention for 7-11-year-olds (Whole class or group teaching course).

This training will be delivered by trainers from Maths Recovery.

Schools will be identified for this training through data and other intelligence.

**Anticipated Outcome****ACEL Numeracy combined P1, P4 & P7**

\*2022-23 figures provisional

Annual Trajectory	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 – Q5)
2023-24	80.5 – 83	72 - 75	89 – 91.5	20.1 – 14.0
2024-25	82 – 84.5	74.5 – 78	90 – 92.5	18.0 – 12.0
2025/26 Stretch aim	Overall levels	SIMD quintile 1	SIMD quintile 5	Gap (Q1 – Q5)
	84.9	79.6	93.6	14.0

(How progress will be measured and tracked-indicators of progress and overall stretch aim)

To measure the impact of the training, staff will complete a questionnaire before and after, on their knowledge and understanding of the concepts being delivered through the training. The data and information collected by participants during the course will also be used to measure impact. It is anticipated that the training will have an immediate and long-term impact on Numeracy ACEL data, initially within the schools of the staff being trained, and then across the authority as training is rolled out.

### South Lanarkshire Council Strategic Equity Fund Project Plan

<p><b>Name of Project:</b> Nuffield Early Language Intervention NELI Year 2</p> <p><b>Project Lead:</b> Leigh Miller</p> <p><b>Link to SLC Equity Workstream</b></p> <ul style="list-style-type: none"> <li>• Pedagogy</li> <li>• Learner Engagement</li> <li>• Strengthening Relationships</li> <li>• Curriculum</li> <li>• Learner Pathways</li> </ul>	<p><b>Breakdown of costings:</b></p> <p><b>Training costs</b></p> <ul style="list-style-type: none"> <li>• Approx cost per school= £870-£1290 (roll- related)</li> <li>• Cost for 124 schools= £107 880- £159 960</li> <li>• 78 schools engaging with NELI (exact costs to be confirmed)</li> <li>• Consider 'Additionality' (staff/ funding) in schools to support the rollout of the training (including cover costs).</li> </ul> <p><b>Central Admin costs</b></p> <ul style="list-style-type: none"> <li>• Central support for co-ordination of training and correspondence with schools/NELI Teams.</li> <li>• Central support (data expert) with collection and comparison of NELI assessment data and P1 ACES data Quintile 1 v Quintile 5. <b>Unsure of cost</b></li> </ul> <p><b>Total Costing for 2023/2024:</b> Sign up of a further 20-30 establishments. (Costing will depend of size of schools, still to confirm)</p>
<p><b>Link to Scottish Government Core Measure(s) and/or SLC Local Measure(s)</b></p> <ul style="list-style-type: none"> <li>• ACES Primary – literacy – P1, P4 &amp; P7 combined</li> <li>• ACES Primary – numeracy – P1, P4 &amp; P7 combined</li> <li>• SCQF level 5 or above – All SCQF Awards</li> <li>• SCQF level 6 or above – All SCQF Awards or more on leaving school</li> <li>• Participation measure</li> <li>• HWB measure (attendance)</li> <li>• Initial Positive Destinations</li> <li>• Reduction in number of S4 leavers</li> <li>• Cost of School Day measure</li> </ul>	<p><b>Link to SLC priorities</b></p> <ul style="list-style-type: none"> <li>• Improve Health and Wellbeing to enable children and families to flourish</li> <li>• Ensure inclusion, equity and equality are at the heart of what we do</li> <li>• Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy</li> <li>• Support children and young people to develop their skills for learning, life and work</li> <li>• Empower learners to shape and influence actions on sustainability and climate change</li> </ul>
<p><b>Outline of the project plan</b></p> <p>After successful Pilot from Jan-June 2023, the NELI programme will continue.</p> <p>NELI intervention is a 20- week programme. Three 30-minute sessions per week are delivered to groups of five children from October 23 –February 24 (20 weeks). Children also attend an additional <b>two 15-minute individual sessions per week</b>. All sessions focus on listening, narrative and vocabulary skills.</p>	



### Target groups

P1 learners in Quintile 1 identified through ongoing formative and summative assessment during the FLIPP programme, and low scores in the NELI pre-assessments tool. The pre assessment tool allows strength/weakness in oral language and communication to be identified. Pre and post Screening tools (NELI) will measure a child's language development in 4 key areas:

1. Expressive Language
2. Listening Comprehension
3. Receptive Vocabulary
4. Sentence Repetition

### School Team

Similar to Catch Up Literacy model in SLC, schools would nominate an in-school NELI Team eg. NELI Lead, P1 teacher, SSA or teacher (who would deliver the programme). Regular progress meetings would be co-ordinated by the NELI Lead.

### NELI Training and School Support

1. Online staff training and support
2. Access to a tablet-based language screening tool (called Language Screen)
3. Printed resources e.g. programme handbook and flashcards

#### Overview of training and support

All training and support to deliver the programme is provided online, meaning it can be easily and flexibly accessed by all schools. The online training is hosted on the FutureLearn platform and involves three linked courses which school staff can access, work through and digest at their own pace. In other words, training can be flexible.

#### Course 1 – Language Fundamentals

#### Course 2 – Delivering the Nuffield Early Language Intervention

#### Course 3 – Teaching letter/sounds and phonological awareness

The member of staff who will deliver the NELI group sessions is required to complete all three courses which usually takes approximately 10 – 12 hours. Course 1 and course 2 are undertaken before starting the NELI activities with the children. Course 3 needs to be completed before delivering the 11<sup>th</sup> week of programme materials to children.

P1 class teachers for NELI pupils are required to complete course 1 and can choose to complete course 2 and 3 if they wish.

Each school's nominated NELI lead for the programme can opt-in to receive access to the training.

All the online courses promote social learning. NELI trainees can communicate with fellow trainees in other schools, can ask questions, add comments and are monitored by a group of expert mentors, with experience in delivering NELI, who can quickly respond to queries. An online NELI Delivery Support Hub, also hosted on the platform FutureLearn, is accessible throughout and provides additional materials such as videos of NELI sessions, a forum for trainees to discuss approaches, ask NELI experts questions and connect with colleagues in other schools also delivering NELI.

### Central Monitoring and Tracking

1. Central tracking communication between in-school NELI Leads and SLC Lead would be required. This would include an electronic tracking system with an overview of progress easily accessible by both parties and will allow tracking of the 4 areas of language development.
2. Collection and comparison of ACEL data for SIMD QUINTILE 1 V SIMD 5 for session 2023/2024, 2022/23, 2021/22, 2020/2021 in Primary 1 Reading.

**Anticipated Outcome (insert stretch aim table)**

<b>ACEL Literacy combined P1, P4 &amp; P7</b> *2022-23 figures provisional				
Annual Trajectory	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 – Q5)
2023-24	71.5 – 75	62.5 – 66	83.5 - 85	-22.5 – -17.5
2024-25	73.5 - 77	64.5 – 67.5	84.5 - 86	-21.5 – -17
2025-26 Stretch aim	Overall levels	SIMD quintile 1	SIMD quintile 5	Gap (Q1 – Q5)
	77.2	70.3	86.3	-16.0

**What change do you want to see for learners?**

By intervening early to support children's oral language and communication- the foundation for reading and writing success- we would expect to see more children in Quintile 1 make greater progress in early reading and writing.

**By when?** June 2024

**How will we know if we are having the desired impact?**

(How progress will be measured and tracked-indicators of progress and overall stretch aim)

**Year 1:**

**Jan-June 2023**

Several robust evaluations has led to NELI being the most well-evidence early language programme available to schools in England. SLC schools will use the NELI screening tool to track and measure progress of individuals/groups pre and post and throughout the period of the intervention.

**March 2023**

Assessment of targeted learners decoding skills using SLC's Regular Word Reading Assessment.

Assessment of targeted learners encoding skills.

Targeted learners' ACEL predictions in reading and writing.

**June 2023**

Targeted learners ACEL in reading and writing.

**Year 2:**

**August – May 2024**

All P1 pupils will undertake the SLC FLIPP programme for the initial 6 weeks of term. A new targeted group of pupils will be established using NELI pre assessment to provide information on strengths/ weakness in oral language skills after this initial 6 week immersive literacy period.

Intervention will then be planned, post assessment after intervention will show improvement in children's language development in the 4 key areas: Expressive Language, Listening Comprehension, Receptive Vocabulary and Sentence Repetition.

Targeted learners ACEL predications and Data in reading and writing will act as further measure.

A further cohort of schools will beginning training for implementation from November onwards.

**Outcome:** By June 2024, most P1 learners in sample schools (10% of schools engaging with NELI) will have improved early language skills.

**Measure:** Pre and Post Assessments/ ACEL data

**Outcome:** By June 2024, most staff for the participating primary schools will have increased knowledge and confidence in developing children's early oral language skills.

**Measure:** Post training Evaluation

## South Lanarkshire Council Strategic Equity Fund Project Plan

<p><b>Name of Project:</b> <i>SLC Refreshed Curriculum Narrative</i></p> <p><b>Project Lead:</b> Leigh Miller &amp; Andy Gray <b>Link to SLC Equity Workstream</b></p> <ul style="list-style-type: none"> <li>Curriculum</li> </ul>	<p><b>Breakdown of costings:</b></p> <ul style="list-style-type: none"> <li>Seconded Lead officers for Curriculum x 1</li> <li>0.4 staffing allocation for 8 schools to allow Lead HTs to be released to support schools and develop aspects of curriculum.</li> </ul> <p><b>Total Costing for 2023/24:</b> <b>Total costs for the project if known:</b></p>
<p><b>Link to Scottish Government Core Measure(s) and/or SLC Local Measure(s)</b></p> <ul style="list-style-type: none"> <li>ACEL Primary – literacy – P1, P4 &amp; P7 combined</li> <li>ACEL Primary – numeracy – P1, P4 &amp; P7 combined</li> <li>SCQF level 5 or above – All SCQF Awards</li> <li>SCQF level 6 or above – All SCQF Awards1 or more on leaving school</li> <li>Participation measure</li> <li>HWB measure (attendance)</li> <li>Initial Positive Destinations</li> <li>Reduction in number of S4 leavers</li> <li>Cost of School Day measure</li> <li></li> </ul>	<p><b>Link to SLC priorities</b></p> <ul style="list-style-type: none"> <li>Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy</li> <li>Support children and young people to develop their skills for learning, life and work</li> <li>Empower learners to shape and influence actions on sustainability and climate change</li> </ul>
<p><b>Outline of the project plan:</b></p> <p><u><i>SLC Refreshed Curriculum Narrative</i></u></p> <p>In response to recent national reviews and the SLC Primary Curriculum survey, a strategic approach to refreshing the curriculum narrative across our primary setting is needed. Schools need support and direction with evaluating curriculum design, mapping Es and Os and ensure progression pathways guide learners journey across all curriculum areas.</p> <p><b>Target Group:</b> Primary leaders, practitioners and learners will benefit from the support provided. Support materials and tools will support practitioners with planning for learners and tracking learner progress across the curriculum. All 125 primary schools will have access to a curriculum audit tool, CFE design and mapping, and curriculum pathways for all CfE areas. All resources will be accessible on the SLC Staff Learning Centre.</p> <p><b>Who will be involved /what role will they have:</b></p> <p>Lead officers Curriculum role:</p> <ul style="list-style-type: none"> <li>Strategic planning for Curriculum across SLC primary</li> </ul>	

- Creation of formats for all planning tools to ensure cohesive approach
- Curriculum audit design
- Assessing and reviewing a range of planning materials from SLC, West Partnership and beyond.
- Creation of support materials to support schools in reviewing curriculum design

**Lead Head Teachers:**

- To support schools as identified from the curriculum survey/ SQIPS/ QLO intelligence with aspects of curriculum.
- To support development of the curriculum audit tool
- To create progression pathways for allocated areas of the curriculum

**Time Scale:**

**Year 1**

- **Aug-Sept:** Initial strategic planning, collation of good practice from across SLC and beyond
- **Sept-Feb:** Creation of audit tool, planning and support materials.
- **March-May:** Opportunity to pilot materials/ Quality assurance.

*Curriculum work to be shared with colleagues at the SLC Primary Curriculum Conference in May 24*

**Resources/ Support Needed:**

Support needed from Education Scotland, West Partnership colleagues and SLC schools with good practice.

**Anticipated Outcome (insert stretch aim table)**

What change do you want to see for learners?

**ACEL Literacy combined P1, P4 & P7**

**\*2022-23 figures provisional**

Annual Trajectory	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 – Q5)
2023-24	71.5 – 75	62.5 – 66	83.5 - 85	-22.5 – -17.5
2024-25	73.5 - 77	64.5 – 67.5	84.5 - 86	-21.5 – -17
2025-26	Overall levels	SIMD quintile 1	SIMD quintile 5	Gap (Q1 – Q5)
Stretch aim	77.2	70.3	86.3	-16.0

**ACEL Numeracy combined P1, P4 & P7**

**\*2022-23 figures provisional**

Annual Trajectory	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 – Q5)
2023-24	80.5 – 83	72 - 75	89 – 91.5	-20.1 – -14.0
2024-25	82 – 84.5	74.5 – 78	90 – 92.5	-18.0 – -12.0
2025/26 Stretch aim	Overall levels	SIMD quintile 1	SIMD quintile 5	Gap (Q1 – Q5)
	84.9	79.6	93.6	-14.0

**Outcomes:**

- By June 2024, all primary schools will have improved knowledge and understanding of the refreshed Curriculum narrative and access to a range of support materials to assist them in building the curriculum.
- By June 2024, nearly all primary schools SQIPs will have targets linked to the support materials produced.
- By August 24 all schools will be using progression frameworks for all curricular areas and appropriate curriculum maps.
- Clear approaches to planning curriculum and progression pathways will lead to improved learner attainment.

**How will we know if we are having the desired impact?**

(How progress will be measured and tracked-indicators of progress and overall stretch aim)

**Measure:**

- HT evaluations from curriculum conference
- 24/25 establishment SQIP
- Curriculum Audit (session 24/25)



# Workstream 5 Learner Pathways

Project Lead(s): Jill Pringle and  
Kathleen McCormick



## Workstream 5 – Learner Pathways

### Scottish Government Core Measures:

SCQF level 5 or above – 1 or more on leaving school

SCQF level 6 or above – 1 or more on leaving school

Leavers Positive Destinations (Participation measure)

**Local Measure:** Reduction in number of S4 leavers

**SLC Theme:** Learner Pathways

### South Lanarkshire Council Strategic Equity Fund Project Plan

<p><b>Name of Project:</b> SLC Mentoring Programmes  <b>Project Lead:</b> Kathleen McCormick  <b>Link to SLC Equity Workstream</b></p> <ul style="list-style-type: none"> <li>• Pedagogy</li> <li>• Learner Engagement</li> <li>• Strengthening Relationships</li> <li>• Curriculum</li> <li>• <b>Learner Pathways</b></li> </ul>	<p><b>Breakdown of costings:</b>  <b>MCR Pathways:</b>  MCR Pathways Programme – for 2023-24 delivered in 9 secondary schools (Calderside, Stonelaw, Cathkin, Trinity, Hamilton Grammar, St John Ogilvie, Holy Cross, Larkhall, Lanark Grammar): 9 x Pathways Co-ordinators - total costs (including on costs) - £381,671 pa</p> <p><b>Total Costing for 2023/24:</b> £360,594  <b>Total costs for the project is known:</b>  MCR Pathways – 3 years - £1,145,013</p> <p><b>SLC Enhanced Personalised Support Programme:</b>  Enhanced personalised Support Programme– 4FTE mentors (1 per locality: 3 x 1FTE; 1 x 0.4FTE; 1 x 0.6 FTE))</p> <p><b>Total Costing for 2023/24:</b> £169,632&amp; travel costs; 1 x laptop = £171,432  <b>Total costs for the project is known:</b>  <b>Enhanced Personalised Support Programme - £514,296</b></p> <p><b>Total cost of SLC Mentoring = £1,1,659,309</b></p>
<p><b>Link to Scottish Government Core Measure(s) and/or SLC Local Measure(s)</b></p> <ul style="list-style-type: none"> <li>• ACEL Primary – literacy – P1, P4 &amp; P7 combined</li> <li>• ACEL Primary – numeracy – P1, P4 &amp; P7 combined</li> </ul>	<p><b>Link to SLC priorities</b></p> <ul style="list-style-type: none"> <li>• Improve Health and Wellbeing to enable children and families to flourish</li> <li>• <b>Ensure inclusion, equity and equality are at the heart of what we do</b></li> </ul>



<ul style="list-style-type: none"> <li>• 1 or more award at SCQF level 5 (All SCQF Awards)</li> <li>• 1 or more award at SCQF level 6 (All SCQF Awards)</li> <li>• Leavers Positive Destination (Participation measure)</li> <li>• HWB measure (attendance)</li> <li>• Initial Positive Destinations</li> <li>• Reduction in number of S4 leavers</li> <li>• Cost of School Day measure</li> </ul>	<ul style="list-style-type: none"> <li>• Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy</li> <li>• Support children and young people to develop their skills for learning, life and work</li> <li>• Empower learners to shape and influence actions on sustainability and climate change</li> </ul>
<p><b>Outline of the project plan- Briefly detail under the following prompts:</b> Who are the target group(s)? Who else will be involved and what will their role be? What is the timescale for delivery? What resources, time or support will be needed?</p> <p>A key South Lanarkshire Education Resources commitment is for all schools to provide personalised support to learners, with a commitment to providing targeted support to those children and young people who may require it. There are currently two mentoring programmes in SLC:MCR Pathways (delivered in partnership with this organisation) and SLC Enhanced Personalised Support Programme (EPSP).</p> <p><b>MCR Pathways:</b> This project provides mentoring for care-experienced and vulnerable young people with MCR Pathways.</p> <p>9 Pathways Co-ordinators (PCs) will deliver the MCR programme across 9 schools with possibility of extending delivery to other schools over the next 2-3 years using a more peripatetic model. The PCs will deliver group work to targeted S1 and S2 learners who may be care experienced and/or vulnerable or disengaged and facilitate mentored meetings to targeted S3-S6.</p> <p>MCR Pathways is a school-based mentoring programme specifically designed to provide mentoring and personalised support for disadvantaged, vulnerable and/or care experienced young people.</p> <p>Each school will identify learners who meet a well-established range of criteria for the programme. These learners will then be matched with an MCR Pathways mentor by the schools' MCR Pathways Coordinator, supported by MCR Programme Manager. Learners will then be provided with the opportunity to meet with their mentor at an agreed time on a weekly basis. It is expected that the mentors will commit to a regular weekly meeting time, at the learner's school, on an ongoing basis.</p> <p><b>Enhanced Personalised Support Programme:</b> The programme will target learners in S2 and S3 identified by each school who may be at risk of leaving at the end of S4 with no or few qualifications. There will be one mentor who will work across all secondary schools to provide 1-1 personalised and individualised support for these identified learners.</p> <p>The following range of criteria will help to guide schools in identifying those young people who may benefit from regular engagement with a mentor focusing on enhanced personalised support. Learners who:</p>	

- Live in Q1 and in receipt of FME
- May be disengaged in their learning
- Have attendance issues (although not non-attenders)
- Are achieving a significant number of category “4” in the categories of “Progress in Learning” and/or “Skills and Knowledge” in Progress and Achievement
- May have been excluded and who may be acquiring a number of demerits
- May have outside agency involvement
- May have families who are disengaged with their child’s learning or who may have a negative relationship with the school
- Are highlighted in the Risk Matrix of the school

The mentor will undertake a number of tasks and activities with each identified young person, meeting with him/her on a regular basis (details around allocated time in each school TBC). Crucially, the mentor will build a positive relationship with the young person and will support him/her in the following areas:

- **Learning** – 1-1 literacy and numeracy support; support with learning and engagement in other subject areas
- **Future pathways identification and next steps planning** – 1-1 support in next steps planning in liaison with school staff
- **Network building** - signposting and supporting with DYW and careers opportunities, including supporting family involvement and understanding of these
- **Developing skills** - Self-esteem and resilience building
- **Monitoring and tracking** progress using eg attainment, attendance data
- **Working in partnership** with key school staff to identify strengths and next steps

#### **SLC Mentoring Programmes:**

##### **Who else will be involved and what will their role be?**

- *Kathleen McCormick* – *Lead Officer School and Performance Improvement* – strategic leadership and monitoring of project
- *Robert Burgess* – *Project Co-ordinator* - leadership and management of SLC Mentoring Programmes
- *Jen Hamilton* – *Development Officer* – Enhanced Personalised Support programme – supporting programme, including training delivery, ongoing monitoring, 1-1 meetings with mentors, school visits with senior school leaders
- *9 x MCR Pathways Co-ordinators* – in each of the 9 SLC Secondary schools delivering this programme
- *4 FTE EPSP Mentors* – working across in 18 SLC Secondary schools

#### **Anticipated Outcome (insert stretch aim table)**

What change do you want to see for learners?

1. By June 2024 there will be an increase of 1 percentage point of Q1 leavers attaining 1@SCQF level 5

1@5 2021/22 – 90.03% all leavers

- 80.61% Q1
- 96.98% Q5

2. By June 2024 there will be a reduction of S4 leavers across Secondary schools: currently 36.7% from Quintile 1 compared to 9% from Quintile 5.

The figure of 36.7% from Q1 will be reduced by June 2024 to 35%

**How will we know if we are having the desired impact?**

(How progress will be measured and tracked-indicators of progress and overall stretch aim)

Progress will be measured by:

Insight (leavers' data – March 2024)

SSR1&2

Stretch aims associated with SLC Mentoring programmes:

1@5 – detail to be provided

## South Lanarkshire Council Strategic Equity Fund Project Plan

<p><b>Name of Project:</b> SLC Mentoring Programmes  <b>Project Lead:</b> Kathleen McCormick  <b>Link to SLC Equity Workstream</b></p> <ul style="list-style-type: none"> <li>• Pedagogy</li> <li>• Learner Engagement</li> <li>• Strengthening Relationships</li> <li>• Curriculum</li> <li>• <b>Learner Pathways</b></li> </ul>	<p><b>Breakdown of costings:</b>  <b>MCR Pathways:</b>  MCR Pathways Programme – for 2023-24 delivered in 9 secondary schools (Calderside, Stonelaw, Cathkin, Trinity, Hamilton Grammar, St John Ogilvie, Holy Cross, Larkhall, Lanark Grammar): 9 x Pathways Co-ordinators - total costs (including on costs) - £381,671 pa</p> <p><b>Total Costing for 2023/24:</b> £360,594  <b>Total costs for the project is known:</b>  MCR Pathways – 3 years - £1,145,013</p> <p><b>SLC Enhanced Personalised Support Programme:</b>  Enhanced personalised Support Programme– 4FTE mentors (1 per locality: 3 x 1FTE; 1 x 0.4FTE; 1 x 0.6 FTE))</p> <p><b>Total Costing for 2023/24:</b> £169,632&amp; travel costs; 1 x laptop = £171,432  <b>Total costs for the project is known:</b>  <b>Enhanced Personalised Support Programme - £514,296</b></p> <p><b>Total cost of SLC Mentoring = £1,1,659,309</b></p>
<p><b>Link to Scottish Government Core Measure(s) and/or SLC Local Measure(s)</b></p> <ul style="list-style-type: none"> <li>• ACEL Primary – literacy – P1, P4 &amp; P7 combined</li> <li>• ACEL Primary – numeracy – P1, P4 &amp; P7 combined</li> <li>• <b>1 or more award at SCQF level 5 (All SCQF Awards)</b></li> <li>• <b>1 or more award at SCQF level 6 (All SCQF Awards)</b></li> <li>• <b>Leavers Positive Destination (Participation measure)</b></li> <li>• HWB measure (attendance)</li> <li>• <b>Initial Positive Destinations</b></li> <li>• <b>Reduction in number of S4 leavers</b></li> <li>• Cost of School Day measure</li> </ul>	<p><b>Link to SLC priorities</b></p> <ul style="list-style-type: none"> <li>• Improve Health and Wellbeing to enable children and families to flourish</li> <li>• <b>Ensure inclusion, equity and equality are at the heart of what we do</b></li> <li>• Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy</li> <li>• <b>Support children and young people to develop their skills for learning, life and work</b></li> <li>• Empower learners to shape and influence actions on sustainability and climate change</li> </ul>

**Outline of the project plan- Briefly detail under the following prompts:**

Who are the target group(s)? Who else will be involved and what will their role be? What is the timescale for delivery? What resources, time or support will be needed?

A key South Lanarkshire Education Resources commitment is for all schools to provide personalised support to learners, with a commitment to providing targeted support to those children and young people who may require it. There are currently two mentoring programmes in SLC:MCR Pathways (delivered in partnership with this organisation) and SLC Enhanced Personalised Support Programme (EPSP).

**MCR Pathways:**

This project provides mentoring for care-experienced and vulnerable young people with MCR Pathways.

9 Pathways Co-ordinators (PCs) will deliver the MCR programme across 9 schools with possibility of extending delivery to other schools over the next 2-3 years using a more peripatetic model. The PCs will deliver group work to targeted S1 and S2 learners who may be care experienced and/or vulnerable or disengaged and facilitate mentored meetings to targeted S3-S6.

MCR Pathways is a school-based mentoring programme specifically designed to provide mentoring and personalised support for disadvantaged, vulnerable and/or care experienced young people.

Each school will identify learners who meet a well-established range of criteria for the programme. These learners will then be matched with an MCR Pathways mentor by the schools' MCR Pathways Coordinator, supported by MCR Programme Manager. Learners will then be provided with the opportunity to meet with their mentor at an agreed time on a weekly basis. It is expected that the mentors will commit to a regular weekly meeting time, at the learner's school, on an ongoing basis.

**Enhanced Personalised Support Programme:**

The programme will target learners in S2 and S3 identified by each school who may be at risk of leaving at the end of S4 with no or few qualifications. There will be one mentor who will work across all secondary schools to provide 1-1 personalised and individualised support for these identified learners.

The following range of criteria will help to guide schools in identifying those young people who may benefit from regular engagement with a mentor focusing on enhanced personalised support. Learners who:

- Live in Q1 and in receipt of FME
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#### **SLC Mentoring Programmes:**

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- *Kathleen McCormick – Lead Officer School and Performance Improvement* – strategic leadership and monitoring of project
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#### **Anticipated Outcome (insert stretch aim table)**

What change do you want to see for learners?

1. By June 2024 there will be an increase of 1 percentage point of Q1 leavers attaining 1@SCQF level 5

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The figure of 36.7% from Q1 will be reduced by June 2024 to 35%

#### **How will we know if we are having the desired impact?**

(How progress will be measured and tracked-indicators of progress and overall stretch aim)

Progress will be measured by:

Insight (leavers' data – March 2024)

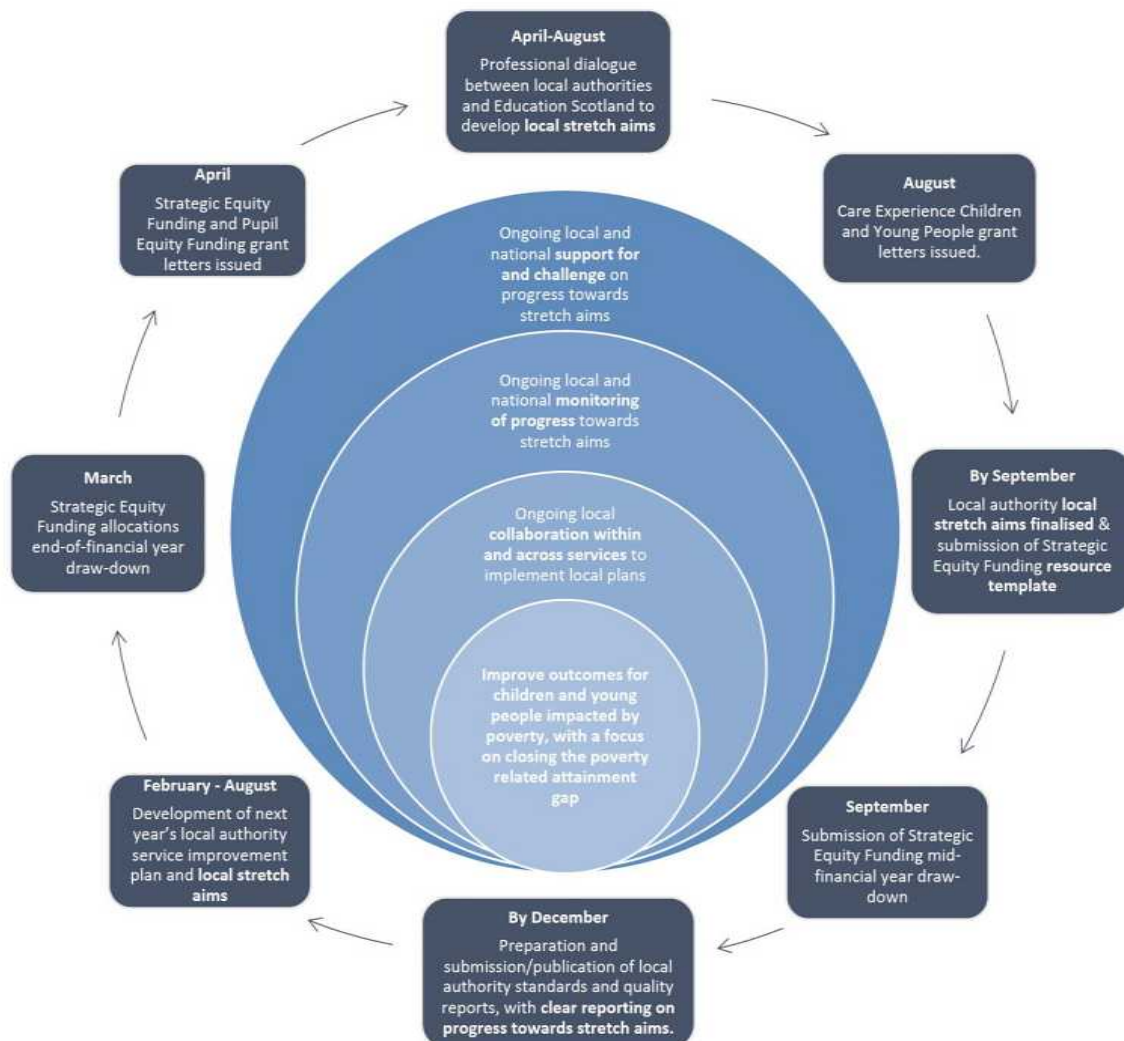
SSR1&2

Stretch aims associated with SLC Mentoring programmes:

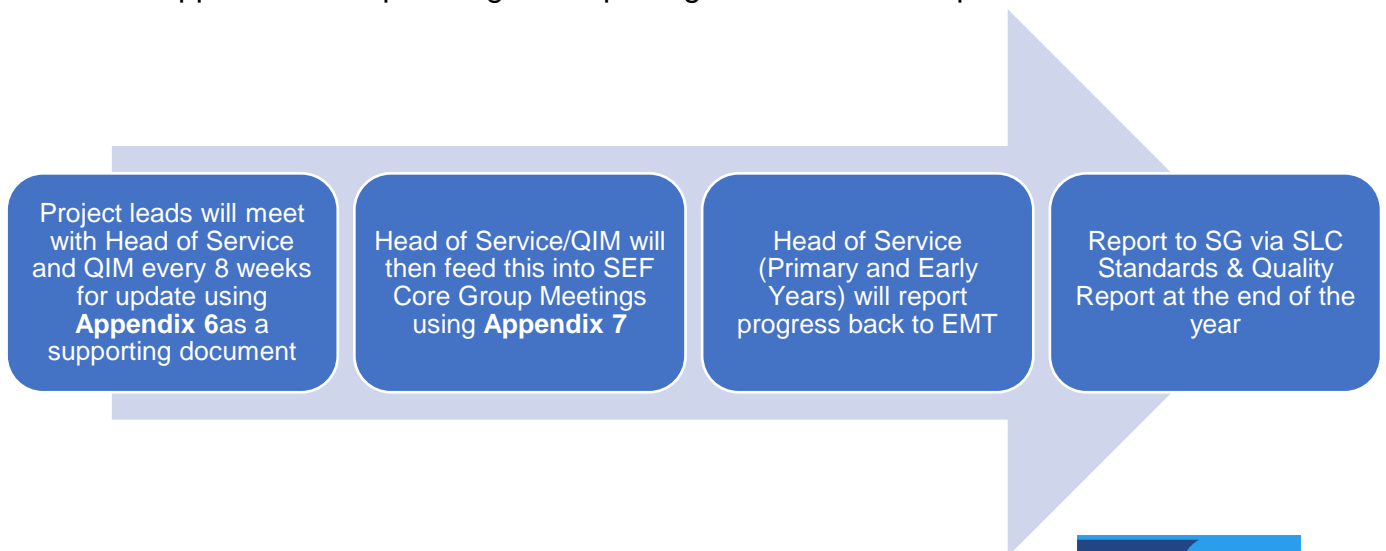
1@5 – detail to be provided

## Reporting

### Scottish Attainment Challenge – Planning and Reporting Cycle



To support our own planning and reporting we will follow the process outlined below:



# Appendices

## Appendix 1 – Funding Landscape

		23/24		
SAC FY allocation	Scottish Government /SLC Measure (s)			1,472,616
<i>Existing Commitments</i>				
Strategic team FY				
0.6FTE QIO		-61,836		
1 x QIO temp		-116,475		
MCR original 5 x SAC secondaries		-212,040		
MCR STJO		-42,408		
MCR 3 x additional secondaries		-127,224		
			-559,982	
				912,634
Balance of funding before Themes				912,634
<b>Theme 1 Pedagogy</b>	<b>1 and 2</b>			
Early Learning & Play DO, CLPL and resources		-69,579		
Resources - Deidre Grogan		-5,000		
<b>Theme 2 Learner Engagement</b>	<b>6</b>			
Clydesdale Digital Project - 4 Clydesdale Secondary Schools - staffing		-91,452		
Clydesdale Digital Project - 4 Clydesdale Secondary Schools - resources		-5,000		
<b>Theme 3 Strengthening Relationships</b>	<b>6</b>			
Nurture DO		-32,973		
Nurture DO Aug to March		-21,774		
<b>Theme 4 Curriculum</b>	<b>1,2,3 and 4</b>			
Numeracy-Maths Recovery training		-80,000		
Literacy- DO to support writing and early level		-26,129		
Literacy- DO to support NELI and early level plus resources		-69,579		
NELI Resources		-20,000		
Lead HT Support Programme		-146,127		
<b>Theme 5 Learner Pathways</b>	<b>3, 4 and 7-11</b>			
Learner Pathways-4 x mentors		-169,632		
Central Digital Officer 0.6 FTE		-15,677		
Central Data Officer Steven Connolly FY (Aug24) PT2		-72,550		
Personalised Support		-43,614		
Equity DO		-43,548		
			-912,634	
Balance of funding to be allocated			-1,472,616	0



## Funding Landscape (cont)

For session 2023/24 our Core measures (set Nationally) are as follows:

1. ACEL Primary – literacy – P1, P4 & P7 combined
2. ACEL Primary – numeracy – P1, P4 & P7 combined
3. 1 or more SCQF level 5 or above – All SCQF Awards
4. 1 or more SCQF level 6 or above – All SCQF Awards
5. Leavers Positive Destinations (Participation Measure)
6. Health and Wellbeing measure (attendance)

In addition, our additional measures (set locally) are

7. Reduction in number of S4 leavers
8. Initial Positive Destinations
9. Cost of School Day measure

## Appendix 2 – Priorities for Education Resources

Our priorities are the building blocks for our Resource Plan, Service Plans and School Improvement Plans



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<https://www.southlanarkshire.gov.uk>



## Appendix 3 - SEF Outcomes and Measures 2022/23 Evaluation

Workstream: Pedagogy			
Project	Outcome	Measure	Evaluation-Successes and impact
Play Pedagogy	<p>By June 2023, most staff participating will have increased knowledge and confidence of play pedagogy at Early Level.</p> <p>For 29 primary schools, the poverty-related attainment gap in literacy will collectively narrow by June 2023.</p> <p>For 29 primary schools, the poverty-related attainment gap in numeracy will collectively narrow and attainment increase by June 2023.</p>	<p>Confidence questionnaire comparing scores Pre and Posts questionnaires.</p> <p>Teachers' Professional Judgement to provide 29 Primary Schools' aggregated P1 combined Literacy ACEL data using SLC Poverty measure (SIMD 1+2+FSM vs SIMD 3-10 no FSM).</p> <p>Teachers' Professional Judgement to provide 29 Primary Schools' aggregated P1 combined Numeracy ACEL data using SLC Poverty measure (SIMD 1+2+FSM vs SIMD 3-10 no FSM).</p>	<p>Play Pedagogy knowledge and confidence of staff rose from 29% to 100% from the 29 participating primary schools.</p> <p>The impact of the play pedagogy SEF project has contributed towards 48% of participating schools having improved attainment for SIMD quintile 1 or FSM learners at early level literacy. 55% of schools have improved attainment for numeracy.</p> <p>The impact of the play pedagogy SEF project has contributed towards 34% of participating schools having narrowed the attainment gap (SIMD Q1 &amp; FSM versus Q3-5) at early level literacy. 38% of schools have narrowed the attainment gap in numeracy.</p>

Workstream: Learner Engagement			
Project	Outcome	Measure	Evaluation-successes and impact
Attendance Test of Change	<p>For the 10 Test of Change primary schools, the poverty-related attendance gap will collectively close by at least 0.2 percentage points (PP) from 4.2 PP to 4.0 PP by June 2023, as per table below:</p> <p>For the 5 Test of Change secondary schools, the poverty-related attendance gap will collectively close by at least 0.4 percentage points (PP) from 7.6 PP to 7.2 PP by June 2023, as per table below:</p>	<p>10 Test of Change Primary Schools' aggregated attendance data using SLC Poverty measure (SIMD 1+2+FSM vs SIMD 3-10 no FSM).</p> <p>5 Test of Change Secondary Schools' aggregated attendance data using SLC Poverty measure (SIMD 1+2+FSM vs SIMD 3-10 no FSM).</p>	<p>For the 11 test of change Primary Schools, attendance has improved for the targeted group by 1.5PP, from 88.6PP to 89.9PP. For the non-target group, attendance has also improved by 2PP, from 92.8PP to 94.8PP. Attendance overall has improved by 2.6PP from 90PP to 92.6PP. The gap has remained the same, however there has been an improvement in data across all indicators. Schools within the test of change project have greater attendance for both target groups than the SLC average. This has been a successful first year for this group, although more work is needed to ensure greater acceleration of progress for the target group to ensure the gap begins to close.</p> <p>Participants' confidence levels have increased as a result of the project. In the post-training questionnaire, 83.3% stated they are 'very' confident tackling attendance in their school, compared to only 42.9% at the</p>

			<p>start of the programme. Participants skills and knowledge scores for all areas also improved.</p> <p>For the 5 test of change secondary schools, attendance has improved for the non-targeted group by 2.3PP, from 89.5PP to 91.8PP. Attendance overall has improved by 1.5PP from 87PP to 88.5PP. The gap has increased by 2.7PP and the target group attend has reduced slightly by 0.3PP. However, schools within the test of change project have better attendance for all indicators than the SLC average. The learning in year one, is that approaches have supported attendance overall, but that more targeted work is required to ensure improvements and more accelerated progress within the targeted group.</p> <p>Not all participants completed the post questionnaire, therefore data is incomparable and not currently available from the secondary group.</p>
Clydesdale Digital Schools	<b>Rationale:</b> In May 2022, tracking reports identified thirty-two young people whose level of engagement with learning put them at risk of leaving school without qualifications.	Data from tracking reports, observations and feedback from class teachers and parents/carers.	100% of the young people participating in the project were engaged in at least one subject, and, where appropriate, gained at least one award; 90% or more young people were engaged in at

	<b>Outcome – all identified pupils:</b> By December 2022, 100% of young people will be engaged in at least one subject/award; 90% or more young people will be engaged in at least three subjects/awards; and 80% or more young people will be engaged in at least five subjects/awards.		least three subjects and, where appropriate, gained at least three awards; and 80% of the young people were engaged in at least five subjects and, where appropriate, gained at least five awards.
<b>Workstream: Strengthening Relationships</b>			
Project	Outcome	Measure	Evaluation-successes and impact
CoSD	<p>By June 2023 there will be an SLC Policy on Cost of the School Day. As a result of this, by June 2023, at least 60% of schools will also have moved from 'Position Statement' to 'Policy' showing commitment to reducing CoSD.</p> <p>By June 2023, at least 60% of schools will have engaged in CLPL on Cost of the School Day and Poverty Awareness and will have greater knowledge and understanding of how to reduce the CoSD in their schools.</p>	<p>Number of school CoSD policies.</p> <p>Training engagement figures and post training questionnaires.</p>	<p>The 'Cost of the School Day' continues to be given a high profile across South Lanarkshire schools. During session 22-23 approximately 240 staff undertook Poverty Awareness and Cost of the School Day training. This number includes our Newly Qualified Teachers who will start their careers with an understanding of why poverty can have such a devastating effect on attainment and positive destinations post-school. A Working Party of experienced school leaders across the 4 localities of South Lanarkshire was created with the task of creating official South Lanarkshire Guidance to schools on Cost of the School Day. This group met 5 times between October and March. Due to</p>

			<p>unforeseen circumstances this task was not completed as planned, although an early Draft has been produced. The Guidance is now expected to be completed by April 2024. While SLC schools were asked to have moved from 'position statement' to 'policy' by June 2023, they were subsequently advised to wait for the official guidance before finalising their Policy so again, all schools will have a suitable Policy in place by June 2024.</p> <p>Several 'good practice' visits were undertaken.</p>
Building Resilience/Bounce Back	<p>By June 2023, most pupils from target group (1000 primary aged children), will have increased resilience and will have greater awareness of how and when to seek further help/support for their mental health and emotional wellbeing as evidenced in Stirling Children's Wellbeing Survey.</p>	<p>Stirling Children's Wellbeing Survey. Baseline – one week before project starts; follow-up one - day after training; follow-up two - 6 months after training.</p>	<p>This academic year, Action for Children delivered Bouncing Back in 2 sessions in 36 Primary schools, which equates to 77 classes. 1831 pupils attended session one and 1784 pupils attended session two. 1610 pupils who attended Bouncing Back completed the feedback questionnaire provided by Action for Children which showed, post-programme, that</p> <ul style="list-style-type: none"> <li>•93% of pupils reported an increase in their confidence</li> <li>•90.6% of pupils reported an increased ability to cope better with difficult/stressful situations</li> <li>•87.5% of pupils reported they would now know when to ask for help</li> </ul>

			<p>•89.4% of pupils reported they would now know who to ask for help.</p> <p>Further data collection was done using pupil-completed Stirling Wellbeing Scales. Of those completed and returned, 744 had complete pre and post Wellbeing Scales. The low number of these was due to unforeseen personnel circumstances centrally and confusion at a school level between Action for Children's feedback questionnaire and the Stirling Wellbeing Scale.</p> <p>When looking at individual schools, although all schools saw a pre to post increase in overall wellbeing (Fig. 1 and Fig.2), the increase was statistically significant in only 3 schools.</p> <p>4 schools submitted 6-month, post-programme data from a third pupil-completed Stirling Wellbeing Scale. Across all 4 schools with 3 timepoints of data collection, the average overall wellbeing score increases slightly shortly after the bouncing back programme but then decreases at the 6 month follow up to an average lower than the initial (pre) measurement (Fig. 3).</p> <p>There appears to have been an immediate post-programme impact but not enough to warrant continuation of spend on this project. The small amount of 6 month post-programme data that</p>
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			was collected, showed that the positive impact made did not appear to last, which further supports the decision to stop providing this programme.
Nurture	<p>By June 2023, most staff attending Boxall Training will have greater knowledge and understanding of how to use nurturing principles and approaches in their schools, with a particular focus on supporting learners in Quintile 1.</p> <p>By June 2023, there will be a clear outline of the key components of effective targeted nurture approaches in the primary sector (leading to more attachment informed schools), leading to rollout in Year 2.</p>	<p>Pre and post questionnaires.</p> <p>Feedback from initial training and school support.</p>	<p>By June 23, 95 people had attended Boxall Profile Training from 61 different establishments/provisions (ASN, Primary, Secondary, Early Years, Specialist Support, Universal Connections, Nurture provision, Pathways Colleagues, Youth and Family Support Workers). Evaluation data from all participants indicate positive changes after participation in the course with 91% of delegates reporting increased confidence in completing a Boxall and 99% of delegates had a post-course confidence level of 4 or above on a 6-point scale. 96% felt that their confidence in target setting to meet identified needs had increased post course; 99% reported a confidence level of 4 or above on a 6-point scale. 96% felt that their confidence in identifying strategies to meet the identified needs had increased and 100% had a confidence level of 4 or above on a 6-point scale. 97% felt that their confidence in evaluating the targets set using Boxall Profile had increased post course, and 98% had a confidence level of 4 or above on a 6-point scale.</p>

			<p>Following Boxall Profile Training 2 further courses were offered to meet the identified next step needs of delegates: Nurturing Interventions Overview and Leadership of Nurturing Interventions. Data collected from delegates shows that of the 85 colleagues who have attended, at least 97% of participants agreed/strongly agreed that their knowledge and understanding of how to use nurturing principles and approaches in their school, and to support Q1 learners, has increased as a result of attending and they now have a clear understanding of the key components of effective targeted nurture approaches in education settings.</p> <p>A Nurturing Interventions Toolkit has been compiled which will further consolidate the clear outline of the key components of effective targeted nurture approaches and ensure dissemination of them to all SLC colleagues. This will be distributed early in the 23/24 session.</p>
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Workstream: Curriculum			
Project	Outcome	Measure	

			Evaluation-successes and impact
Numeracy	<p>By June 2023, most participants will demonstrate improved confidence in planning, delivering and assessing effective learning experiences in numeracy as evidenced in the pre and post questionnaires.</p> <p>By June 2023, most identified schools (schools with high numbers of trained staff in Maths Recovery and in year 2 of implementation) will show early indications of improvement in numeracy attainment.</p>	<p>Pre and Post questionnaires</p> <p>Numeracy ACEL data</p>	<p>The first cohort of staff have already completed training in 'The Learning Framework in Number' course, which is specialist intervention training. The majority of this cohort are currently using the Maths Recovery approaches within their own establishment. Six participants have progressed onto the trainer programme; their journey to becoming an accredited trainer of Maths Recovery will be completed by the end of the 2023-24 session.</p> <p>The long-term plan is to have these six accredited trainers form an internal team of accredited Maths Recovery trainers.</p> <p>This will support the roll out of Maths Recovery to all appropriate staff over the next 4 years, embedding this approach across all establishments.</p> <p>A total of 270 teachers have received training in Maths Recovery to date.</p> <p>The training programme is being evaluated at every stage to ensure that it is meeting the</p>

			needs of our staff. 100% of participants have stated that this training will have a positive impact on their classroom practice. Careful analysis of our data will ensure that we are tracking the progress of our learners and responding to need as necessary.
Literacy	<p><b>NELI</b></p> <p>By June 2023, most staff from participating primary schools will have increased knowledge and confidence in developing children's early oral language skills.</p>	<p><b>NELI</b></p> <p>Post training evaluations</p> <p>Pre and post assessments</p>	<p>78 schools out of 125 are engaging with NELI which is <i>the majority</i> of our schools.</p> <p>Pre-training, 40% staff respondents evaluated themselves as 'somewhat' confident. In the post-training survey, there were no respondents evaluating themselves as somewhat; only very and extremely confident. Post-training, staff evaluating themselves as very confident increased from 40% to 71%. Post-training, staff evaluating themselves as extremely confident rose from 20% to 29%.</p> <p>In the implementation sample schools, all learners improved their early language skills. Across all sample schools the greatest improvement by</p>

	<p>By June 2023, most P1 learners in sample schools (10% of schools engaging with NELI) will have improved their early language skills.</p> <p><b>WRITING UNWRAPPED</b> By June 2023, there will be an understanding of the strengths and areas of development in writing curricula across SLC primary schools.</p>	<p><b>WRITING UNWRAPPED</b> Literacy Survey, ACEL data, Gap data, School visits</p>	<p>learners was in the skill subset of listening comprehension. On average, learners increased their percentile rank by 39 percentiles.</p> <p>93 primary schools out of 124 schools responded to our Literacy Survey. For each aspect of Literacy, survey information provided key data across SLC about the strengths and areas for improvement. Simultaneously, analysis of ACEL data highlighted a dip in Writing attainment at Primary 4 and analysis of Gap data indicated that the poverty-related attainment gap in Writing was greatest at Primary 1.</p> <p>As a result of data analyses, a suite of Early Level Literacy Materials was developed. 150+ practitioners from 93 schools (74% of all primary schools in Year 1) attended a 2-day CLPL programme for the rollout of the SLC 'Foundations of Literacy in Primary 1 Pack' (FLIPP), a curriculum resource which is designed to strengthen early literacy skills, particularly writing skills. The CLPL included input from Allied Health</p>
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			<p>colleagues alongside Education personnel. 127 participants completed SLC feedback and responses demonstrated a 3.86 out of 4 average satisfaction rating.</p> <p>All FLIPP materials, including recorded FLIPP CLPL, are available on the online Literacy Hub which is accessible to all teaching staff. FLIPP contains materials for family learning. Expectation is that FLIPP will be rolled out across all schools from August 2023.</p> <p>In addition, Tools for Writing materials were developed for Early to Second Level. Materials consist of research-informed guidance and Progression Pathways for for Handwriting and Grammar. These were evaluated positively by schools at a soft launch and are now hosted in final form on our digital Literacy Hub.</p>
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Workstream: Learner Pathways			
Project	Outcome	Measure	Evaluation-successes and impact
MCR Pathways	By June 2023, Q1 learners (S3-S6) involved in mentoring will show an improvement in attendance of 5 percentage points	SSR 1 & 2 Attendance statistics	In most of the 9 SLC Secondary schools where the MCR Pathways programme is delivered, the gap between the attendance of Q1 learners participating in MCR Pathways group work or mentoring compared to those in Q5 has decreased from -5% to -3%. Although the overall attendance of Q1 learners has not increased by 5% points, in a few of the 9 SLC Secondary schools delivering the programme there has been an increase in the attendance of Q1 learners by an average of 1% point.
Personalised Support	By June 2023 there will be a reduction of S4 leavers across Secondary schools: currently 37% from Quintile 1 compared to 9% from Quintile 5. The figure of 37% from Q1 will be reduced by June 2023 to 35%	16+ Risk Matrix School level tracking & monitoring processes Attendance statistics SSR 1 & 2	Despite the challenges faced in schools with post Covid non-attendance, low attendance and disengagement of some more vulnerable learners, the overall % of S4 leavers in 2021-22 was 11.4% (a decrease of 1% point from 2020-21). The percentage of Q1 S4 leavers was 36.7%. In 9 SLC Secondary schools we have seen the % of Q1 S4 leavers reduce from 2020-21 from between 2-30% and in 3 of these Secondary schools it

			has been the lowest % of Q1 S4 leavers in 5 years.
Wider Accreditation	<p>By September 2023 there will be an increase of 2 percentage points of Q1 leavers attaining 2@SCQF level 5</p> <p>2@5 2020/21 – 86.83% all leavers</p> <ul style="list-style-type: none"> <li>- 72.36% Q1</li> <li>- 95.79% Q5</li> </ul> <p>2@5 2018/19 – 81.37% all leavers</p> <ul style="list-style-type: none"> <li>- 67.41% Q1</li> <li>- 92.25% Q5</li> </ul>	<p>SSR 1 &amp; 2</p> <p>Insight – breadth and depth leavers, improving attainment of all (national)</p>	<p>We are broadly in line with the targets set for 2022-23 with 72.16% of Q1 leavers achieving 2 qualifications at SQCF level 5. The gap has narrowed between Q1 and Q5 learners achieving 2@5 by 0.2% points.</p> <p>We continue to provide support and guidance to all SLC Secondary schools with the development of a wider curriculum offer for all learners, and in particular for Q1 learners.</p> <p>In 2021-22 there has been a slight increase in 1@5 for Q1 leavers with 80.61% achieving 1@5 compared to 80.17% in 2020-21. The gap has narrowed between Q1 and Q5 learners achieving 1@5 by 0.3% points.</p>
3 <sup>rd</sup> Level Literacy & Numeracy	<p>By June 2023 there will be enhanced teacher confidence in professional judgment of achievement of Third level in Literacy and Numeracy across the targeted schools</p> <p>By June 2023 there will be an improved understanding of school level, ACEL and Insight data for tracking progression from BGE into Senior Phase accreditation of Literacy and Numeracy across the targeted schools</p>	<p>ACEL</p> <p>Insight - Literacy &amp; Numeracy (national)</p> <p>SSR 1 &amp; 2</p>	<p>The evidence we have at the moment of ACEL in Literacy and Numeracy at Fourth level indicate that we will meet the requirements of the targets set, both for the targeted schools as well as overall SLC.</p> <p>Having run CLPL sessions for targeted schools' Literacy and Numeracy co-ordinators/Principal Teachers</p>



			in 2022-23, and having created a series of Insight sessions with a focus on Literacy and Numeracy, attendees' overall confidence in using Insight to identify key areas for improvement in Literacy/Numeracy increased overall from an average of 3/10 to an average of 7/10 by the end of each session.
Accreditation Opportunities in Mental Health and Wellbeing	<p><b>Rationale:</b> 11 secondary schools are not approved/registered to deliver Wellbeing Awards (Level 3-5) and 9 secondary schools are not approved/registered to deliver Mental Health Award (SCQF 4+5). Trends from Insight also show there is a reduction in presentation for both awards over time across SLC.</p> <p><b>Outcome:</b> By June 2023, presentation numbers in both Wellbeing Awards (Levels 3-5) and Mental Health Award (SCQF 4+5) will increase for Q1 learners.</p>	Wellbeing Awards (Levels 3-5) and Mental Health Award (SCQF 4+5) presentation data.	<p>Targeted school visits and work with staff resulted in increased awareness of Health and Wellbeing accreditation opportunities within PSE curriculum.</p> <p>Most lead teachers (PSE) took up the offer of additional CLPL to enhance confidence and improve knowledge on HWB qualification delivery (including opportunities for sharing good practice and resources). Session 2023 recorded highest number of schools presenting young people for accreditation in Wellbeing qualifications (Level 4 and 5), resulting in a direct increase in achievement through SQA and SCQF qualifications.</p>

Equity Digital Support Officer			
Workstream: permeates across all workstreams			
Project	Outcome	Measure	Evaluation-successes and impact
<p>Digital Inclusion</p> <p>Supporting Literacy and Numeracy work in BGE and SP</p>	<p>Improvement in device engagement to support learning and teaching experiences in most schools who have funded enhanced digital provision.</p> <p>Improvement in usage of basic tools including Texthelp and Read&amp;Write across SLC schools, particularly schools with high numbers of Q1 learners.</p> <p>Increased engagement with functionality within Google workspace, in particular Google Classroom and apps, across SLC schools, particularly schools with high numbers of Q1 learners.</p>	<p>Pre and post device engagement levels from RM</p> <p>Pre and post device engagement levels from Texthelp.</p> <p>Feedback from CLPL</p> <p>Pre and post training confidence levels and usage</p>	<p>In response to a review of PEF spend on devices, current Chromebook device use and the number of Quintile 1 learners across SLC primary schools, 3 target Primary Schools were selected to provide bespoke training on Chromebook/iPad functionality, accessibility tools and Read&amp;Write.</p> <p>St Elizabeth's Primary, Spittal Primary and Douglas Primary all received CLPL sessions focused on getting the most out of their devices to support learners. Follow up sessions took place in May 2023, which involved pupil workshops to build children's independence with using Read&amp;Write in the classroom, as well as a staff "round up" session, exploring the extensive bank of resources now available for staff and parents to build capacity in using Read&amp;Write to support all learners. Staff and pupil confidence levels both before and after the sessions were gathered to measure impact.</p> <p>As well as Read&amp;Write Basics training being delivered to the 3 target primary schools, two colleagues from TextHelp visited SLC in March 2023 to deliver pupil workshops and staff CLPL across 4 primary schools and 4 secondary schools to</p>

			<p>increase awareness of Read&amp;Write and build confidence in using this to support learning. Parent Evenings also took place in Biggar High School and Carlisle High School, which involved a chance for parents and their children to explore the toolbar in a practical, hands-on session.</p> <p><b>Impact:</b></p> <ul style="list-style-type: none"> <li>• Comparing March 2023 to March 2022, there has been an increase of 40.9% in active users, and 33.3% increase in active events. Usage has continued on an increased trajectory.</li> <li>• Where previously Read&amp;Write use would be zero over school holidays, usage has risen, indicating pupils are becoming more confident in installing and using Read&amp;Write at home.</li> <li>• Overall staff confidence in using Read&amp;Write to support learners has increased from an average of 2 to 4 (on a 5 point scale).</li> <li>• Pupil confidence in using Read&amp;Write has also increased from an average of 2 to 4 (on a 5 point scale).</li> </ul>
Equity Digital Support Officer will also support Digital Schools Project and Wider Accreditation project. Outcomes and measures for these projects align with the actual projects.			

## Appendix 4 - SEF Outcomes and Measures 2023/24

### SEF Outcomes and Measures 2023/24

Workstream: Pedagogy		
Project	Outcome	Measure
Play Pedagogy	<p>By June 2024, most staff participating will have increased knowledge and confidence of play pedagogy at Early Level.</p> <p>For 30 primary schools, the poverty-related attainment gap in literacy will collectively narrow by June 2024.</p> <p>For 30 primary schools, the poverty-related attainment gap in numeracy will collectively narrow and attainment increase by June 2024.</p>	<p>Confidence questionnaire comparing scores Pre and Posts questionnaires.</p> <p>Teachers' Professional Judgement to provide 30 Primary Schools' aggregated P1 combined Literacy ACEL data using SLC Poverty measure (SIMD 1+2+FSM vs SIMD 3-10 no FSM).</p> <p>Teachers' Professional Judgement to provide 30 Primary Schools' aggregated P1 combined Numeracy ACEL data using SLC Poverty measure (SIMD 1+2+FSM vs SIMD 3-10 no FSM).</p>

Workstream: Learner Engagement		
Project	Outcome	Measure
Attendance Test of Change	<p>SLC Attendance (HWB) Stretch aim trajectories outlined in the SEF plan 2023-24 to be achieved by June 2024 with a view to meeting 2025-26 published stretch aims for HWB - attendance, with an ambitious sub-aim of exceeding those for participating schools.</p> <p>All participating schools involved in the targeted group project will set their own individual school aims, and/or targeted group aims, to be</p>	<p>Stretch aim data checked at key points (baseline in August 2023, mid-point in January 2024 and end point in June 2024)</p> <p>School aims reviewed at the following sessions – November 2023 (baseline), Jan 2024 (mid-point</p>

	achieved by June 2024. Schools will develop and set these by the end of Session 2 (November 2023)	1), March (mid-point 2) and May/June (end point).  Updated attendance custom report will support target schools with this. This will be shared with all participating SLC schools, they will be encouraged to use this regularly to track progress with attendance and use the info to plan appropriate next steps in their school. Assistance will be required to gather monthly attendance data for all participating schools in this programme (input required from data officer).
Clydesdale Virtual Schools	By December 2023, 100% of young people, from the targeted groups, will be engaged in at least one subject/award; 90% or more young people will be engaged in at least three subjects/awards; and 80% or more young people will be engaged in at least five subjects/awards.	Data from tracking reports, observations and feedback from class teachers and parents/carers.
<b>Workstream: Strengthening Relationships</b>		
Project	Outcome	Measure
CoSD	By June 2024 there will be an SLC Policy on Cost of the School Day. As a result of this, by June 2024, 100% of schools will also have moved from 'Position Statement' to 'Policy' showing commitment to reducing CoSD.  By June 2024, at least 60% of schools will have engaged in CLPL on Cost of the School Day and Poverty Awareness and will have greater knowledge and understanding of how to reduce the CoSD in their schools.	

Nurture	<p>By June 2024, most staff, across all sectors, attending Nurturing Interventions Overview training, Leading Nurturing Interventions training and School-based in-service training will have greater knowledge and understanding of how to use nurturing principles and approaches in their schools, with a particular focus on supporting learners in Quintile 1.</p> <p>By June 2024, most staff, across all sectors, attending Boxall Profile Training will have a greater understanding of identifying needs, selecting appropriate targets, strategies and resources for meeting identified needs and for evaluating the success of their chosen strategy.</p> <p>By January 2024, there will be a clear outline of the key components of effective targeted nurture approaches in the Early Years, primary, secondary and ASN sector (leading to more attachment informed schools).</p>	<p>Questionnaires</p> <p>Feedback from initial training and school support.</p> <p>Increased number of establishments presenting staff for training.</p> <p>Pre and Post questionnaires.</p> <p>Published Nurturing Interventions Toolkit distributed to all establishments and available online.</p>

Workstream: Curriculum		
Project	Outcome	Measure
Literacy	<p>By June 2024, most staff from participating primary schools will have increased knowledge and confidence in developing children's early oral language skills.</p> <p>By June 2024, most P1 learners in sample schools (10% of schools engaging with NELI) will have improved their early language skills.</p>	<p>Post training evaluations</p> <p>Pre and post assessments</p>
Numeacy		Pre and Post questionnaires

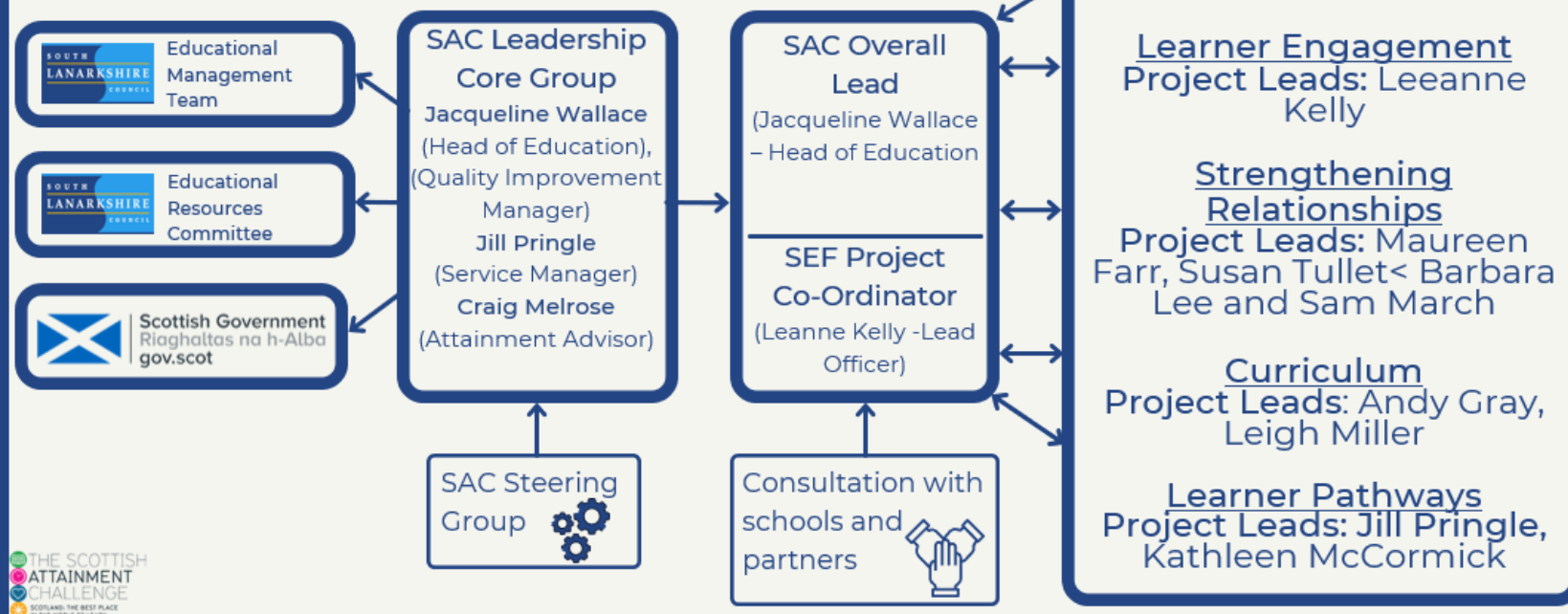
	<p>By June 2024, most participants will demonstrate improved confidence in planning, delivering and assessing effective learning experiences in numeracy as evidenced in the pre and post questionnaires.</p> <p>By June 2024, most identified schools (schools with high numbers of trained staff in Maths Recovery and in year 2 or 3 of implementation) will show early indications of improvement in numeracy attainment.</p>	Numeracy ACEL data
Lead Head Teachers	<p>By June 24 all Lead HTs will have provided support to schools as identified from the curriculum survey/ SQIPS/ QLO intelligence with aspects of curriculum.</p> <p>By Nov 23 all lead HTs will have contributed to the development of the curriculum audit tool</p>	<p>Post evaluations of support from Lead HTs and Supported Schools.</p> <p>Completed audit tool</p>
Curriculum	<p><b>SLC Refreshed Curriculum Narrative</b></p> <p>By June 2024, all primary schools will have improved knowledge and understanding of the refreshed Curriculum narrative and access to a range of support materials to assist them in building the curriculum.</p> <p>By June 2024, nearly all primary schools SQIPs will have targets linked to the support materials produced.</p> <p>By August 24 all schools will be using progression frameworks for all curricular areas and appropriate curriculum maps.</p> <p>Clear approaches to planning curriculum and progression pathways will lead to improved learner attainment.</p>	<p>HT evaluations from curriculum conference</p> <p>2024/2025 establishment SQIP</p> <p>Curriculum Audit (session 2024/25)</p>

Workstream: Learner Pathways		
Project	Outcome	Measure
SLC Mentoring (MCR Pathways and Enhanced Personalised Support programmes)	<p>By June 2024 there will be an increase of 1 percentage point of Q1 leavers attaining 1@SCQF level 5</p> <p>1@5 2021/22 – 90.03% all leavers</p> <ul style="list-style-type: none"> <li>•80.61% Q1</li> <li>•96.98% Q5</li> </ul> <p>By June 2024 there will be a reduction of S4 leavers across Secondary schools: currently 36.7% from Quintile 1 compared to 9% from Quintile 5.</p> <p>The figure of 36.7% from Q1 will be reduced by June 2024 to 35%</p>	Insight SSR1&2
Wider Accreditation	<p>By June 2024 there will be an increase of 1 percentage point of Q1 leavers attaining 2@SCQF level 5</p> <p>2@5 2021/22 – 85.23% all leavers</p> <ul style="list-style-type: none"> <li>•72.16% Q1</li> <li>•95.37% Q5</li> </ul>	Insight SSR1&2



## Appendix 5 – SEF Governance Structure

### South Lanarkshire Council Strategic Equity Fund Governance Structure



## Appendix 6 – Blank SEF Highlight Report

# Strategic Equity Fund (SEF)

## Highlight Report

<b>Workstream</b> Pedagogy Learner Engagement Strengthening Relationships Curriculum Learner Pathways		<b>Lead-</b>	<b>Name of Project-</b>	
<b>Date</b>			<b>Period</b>	
<b>Progress and impact made this period</b>  (Bullet point summary of key achievements, impact and challenges)	•			
<b>Work planned for next period, including any deadline</b>	•			
<b>Decisions/Actions required from SEF Core Group/EMT</b>	•			
<b>RISK/ISSUES</b>	•			
<b>Authors Contact Details</b>		<b>Additional reports or information papers (Embedded)</b>		
<b>Allocated Funds</b>		<b>Spend to Date</b>	<b>Underspend/ Overspend projected</b>	

## Appendix 7 – SEF Reporting Core Group Update

### SEF Planning and Reporting-Core Group Highlight Report Period-

Project	Progress and impact made this period	Work planned for next period	Decisions/Actions required from SEF Core Group/EMT	Financial	Comments
<b>PEDAGOGY</b>					
Project	Progress and impact made this period	Work planned for next period	Decisions/Actions required from SEF Core Group/EMT	Financial	Comments
<b>LEARNER ENGAGEMENT</b>					
Project	Progress and impact made this period	Work planned for next period	Decisions/Actions required from SEF Core Group/EMT	Financial	Comments
<b>STRENGTHENING RELATIONSHIPS</b>					

Project	Progress and impact made this period	Work planned for next period	Decisions/Actions required from SEF Core Group/EMT	Financial	Comments

## CURRICULUM

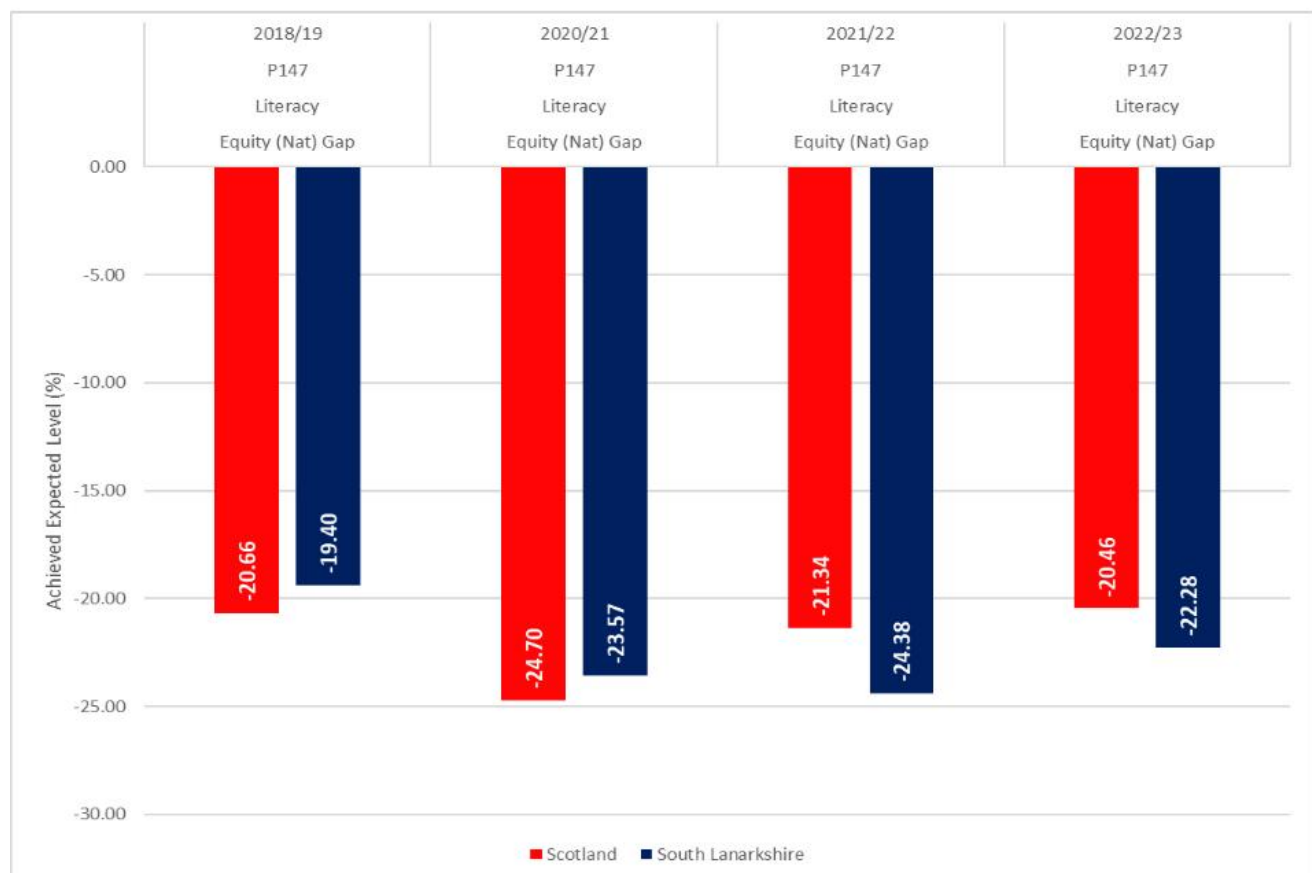
Project	Progress and impact made this period	Work planned for next period	Decisions/Actions required from SEF Core Group/EMT	Financial	Comments

## LEARNER PATHWAYS

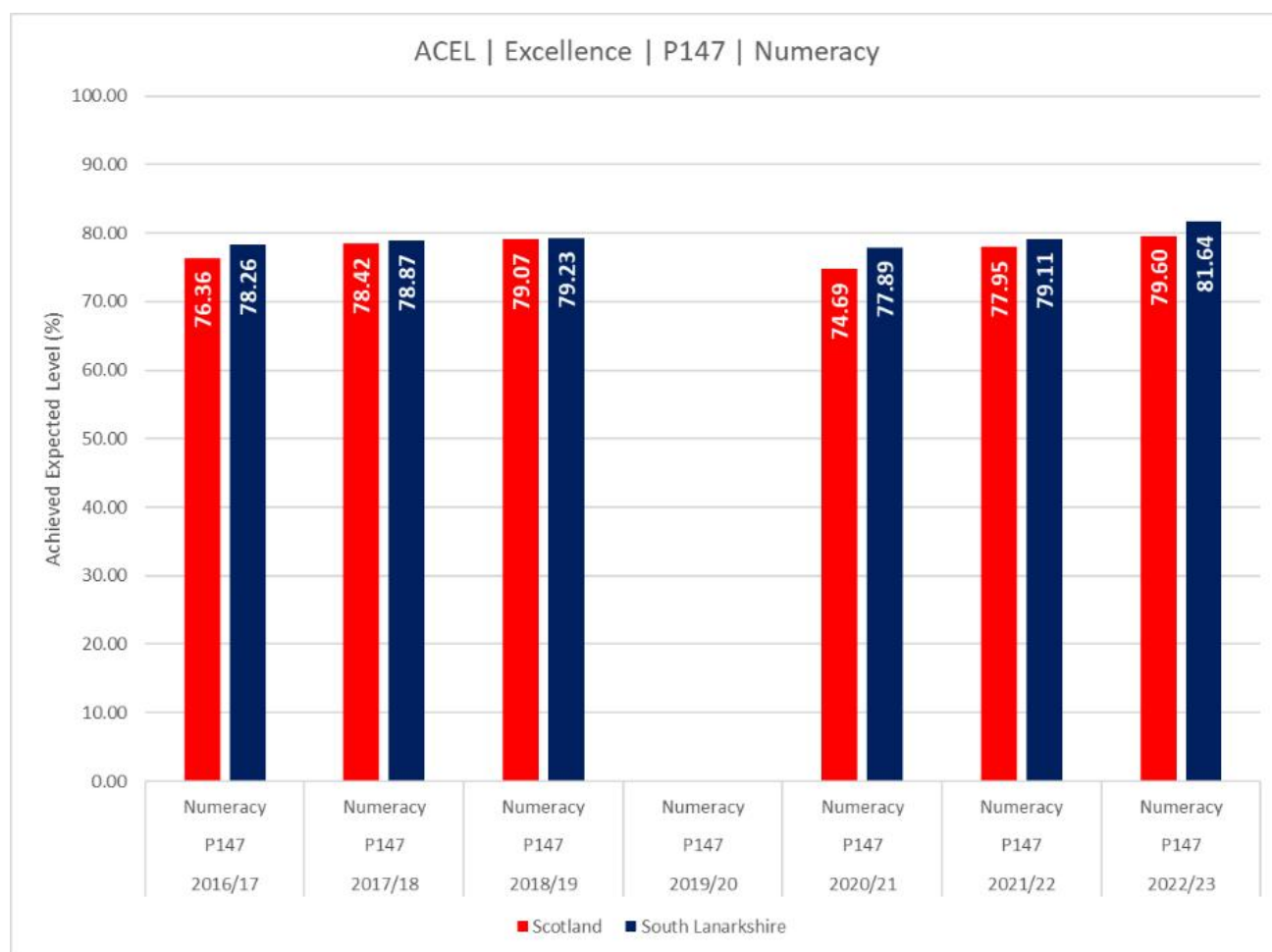





## Appendix 2 P1/4/7 Literacy combined



## Appendix 3 P1/4/7 Numeracy





# Report

9

Report to: **Education Resources Committee**  
Date of Meeting: **5 March 2024**  
Report by: **Executive Director Education Resources**

Subject: **Framework for Developing an Anti-Racist and Decolonised Curriculum**

## 1. Purpose of Report

1.1. The purpose of the report is to:-

- ♦ provide an update on Education Resources' commitment to Anti-Racism in Education and on the new 'Framework for Developing an Anti-Racist and Decolonised Curriculum' resource, launched to schools on 18 January 2024

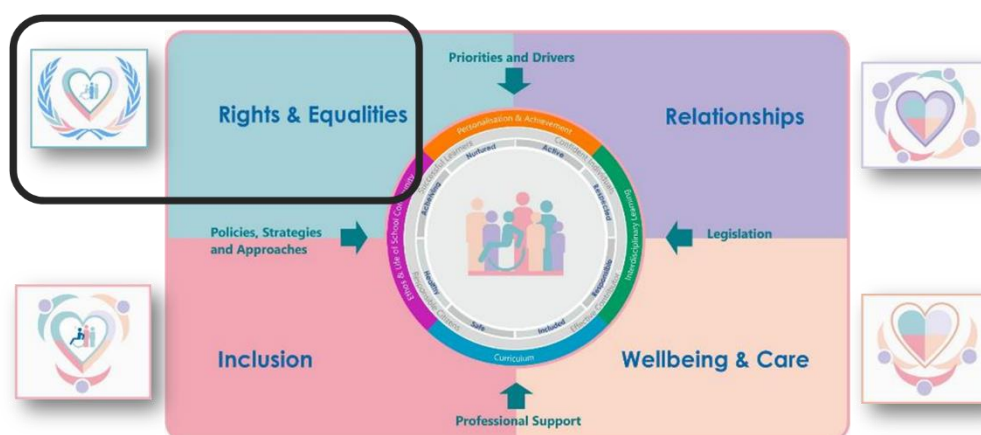
## 2. Recommendation(s)

2.1. The Committee is asked to approve the following recommendation(s):-

- (1) that the new 'Framework for Developing an Anti-Racist and Decolonised Curriculum' resource, launched to schools on 18 January 2024 which is shown in Appendix 1 of this report, be noted; and
- (2) that the 'Framework for Developing an Anti-Racist and Decolonised Curriculum' is recognised as a further commitment by Education Resources in taking forward anti-racist education across schools and services in South Lanarkshire, and this be noted.

## 3. Background

3.1. Equalities



Rights and Equalities is one of 4 key drivers within Education Scotland's Inclusion, Wellbeing and Equalities Professional Learning Framework. Currently accepted as one of the most important priorities in Scottish Schools, Rights and Equalities sits at

the heart of GIRFEC and UNCRC and is, therefore, the responsibility of all practitioners.



As part of this work, Education Scotland explores 6 areas where Inequality can cause greatest impact on wellbeing. Racism is one of the key areas explored through the framework.

- 3.2. Education Resources is committed to placing inclusion and equality at the heart of the strategic planning for South Lanarkshire Council. This being one of the five key priorities for Education Resources (Appendix 2). Ongoing support is available to schools via the Inclusion Education Service. LGBTQ+, ASN and disability, care experienced, equity and closing the gap are regular features in the Resources professional learning offer, supported by national experts such as Hakim Din and Dr Khadija Mohammed, and within the wider health and wellbeing agenda.
- 3.3. To lead work in this area, the Inclusion Education Service (IES) is working in partnership with the Curriculum and Quality Improvement Service (CQIS) to support schools to navigate the 6 areas where inequality can cause greatest impacts. Schools will be asked to consider an area per year and will be provided with supports from the two services to look at both their curriculum plus the more holistic outlook of their school and its ethos in an attempt to tackle inequality and Get it Right for Every Child.
- 3.4. For each of the 6 areas, supports will be provided to schools for:-
  1. Holistic input/Ethos of the school/PSE
  2. Support to evolve the curriculum to better reflect the culture and characteristics of all groups and individuals
  3. Support to build equality networks for learners and staff
  4. Recording/reporting incidents and mechanisms to support people affected by inequality
- 3.5. In response to, and to capitalise on groundbreaking work on Anti-Racism developed by colleagues in Strathaven Academy, it was agreed that 'Anti-Racism and decolonising the curriculum' should be a key priority. One of the staff members responsible for developing the work in Strathaven Academy was seconded to the CQIS and has since developed cross authority guidance in this area.
- 3.6. Scottish Government/Education Scotland Policy Context  
In June 2023, the Scottish Government launched its [Anti-Racist Curriculum Principles](#), arising from the [Scottish Government's Anti-Racism in Education Programme \(AREP\)](#) – one of its Curriculum Reform Workstreams.

- 3.7. [Theme four of the Government's Race Equality Framework for Scotland 2016-2030](#), relates to Education and Lifelong Learning, and outlines the Scottish Government's vision that "Everyone has the opportunity to learn in an inclusive environment without disadvantage in relation to racial inequality or racism."
- 3.8. Anti-Racist Education is seen to be integral to the 4 capacities of Curriculum for Excellence. e.g. to become a responsible citizen, young people must be able to acknowledge their own positionality.
- 3.9. Anti racist education is an Integral part of the Equality Act 2010.
- 3.10. *Teaching in a diverse Scotland: increasing and retaining minority ethnic teachers*, the Scottish Government document, set a target of 4% of teachers from BME background by 2030 (2023 figure was 1.8%). This would equate to hiring 200 BME teachers throughout Scotland each year from August 2022 to 2030. This would equate to almost 12 BME teachers appointed in South Lanarkshire Council each year from 2022.
- 3.11. The General Teaching Council for Scotland (GTCS) revised their Standard for Full Registration to include the following revised statements:-
  - ◆ Respecting the rights of all learners as outlined in the United Nations Convention on the Rights of the Child (UNCRC) and their entitlement to be included in decisions regarding their learning experiences and have all aspects of their wellbeing developed and supported (Social Justice)
  - ◆ Promoting and engendering a rights respecting culture and the ethical use of authority associated with one's professional roles (Trust and Respect)
  - ◆ Challenging assumptions, biases and professional practice, where appropriate (Integrity)
  - ◆ Creating opportunities for learning to be transformative in terms of challenging assumptions and expanding world views (professional skills and abilities)
- 3.12. This level of systemic commitment provides the basis for the Resource to focus on anti-racism in the curriculum as a first step, in line with government policy.
- 3.13. The Resource recognised the need to produce guidance to support schools to develop a context specific Anti-Racist culture and ethos.

#### **4. Research Undertaken**

- 4.1. Education Resources worked closely with specialist colleagues in the Scottish Government and other leading experts to ensure support for South Lanarkshire schools is in line with current national guidance and research.
- 4.2. Using evidence based research as a foundation, a Framework was then developed to provide schools with some background and support/guidance around the implementation of the Anti-Racist Curriculum Principles and the development of anti-racist education more generally.
- 4.3. Education Resources now have a representative on Education Scotland's Curriculum Co-Design group on Social Justice, Rights and Equalities, thus giving the CQIS and IS insight into work being done nationally around equalities. This also developed a contact network for Education Resources across Scotland. It is expected that the Anti-Racist and decolonised curriculum guidance will be extended into other areas to ensure the inclusion agenda is fairly reflected in all aspects of our authority curriculum.

## **5. Supports Around Anti - Racist Curriculum Now in Place for Education Establishments**

- 5.1. A 'Framework for Developing an Anti-Racist and Decolonised Curriculum' was launched to Head Teachers on Thursday 18 January 2024. (Appendix 1).
- 5.2. The framework sets out what anti-racist education is and what 'decolonising the curriculum' means.
- 5.3. The framework was written to be used in partnership with the Resource's Skills Framework.
- 5.4. The Framework has been supplemented by a week long series of professional learning presentations/workshops during Race Equality Week (5 to 11 February 2024). The professional Learning programme features opportunities to hear from local and national experts in Anti-Racist education.
- 5.5. An 'Anti-Racist Education' section has been created within the Resource's digital learning platform the 'Staff Learning Centre' to provide staff with a plethora of supports: a range of diversity texts for children, videos (for pupils and as part of professional learning activities), professional reading documents and a range of lessons and lesson ideas across the curriculum.
- 5.6. Further staff sessions will be provided later in the year as a follow up to those during Race Equality Week.
- 5.7. Schools have been asked to share updates and photos from their Race Equality Week activities on social media using [#SLCRaceEqualityWeek](#)
- 5.8. The work of the CQIS on the anti-racist curriculum principles will be supplemented by the Inclusion Service. A new Resource: The inclusion Hub is available to practitioners on Glow and has a page on Anti-Racist Education. Resources suitable for PSE and, in particular, relating to the Equality Act will be uploaded for schools. Examples of Good Practice from schools on PSE lessons and Equalities Work will be shared.
- 5.9. Schools have been encouraged to set up Pupil Equality Groups. Hamilton Grammar School has been identified as an example of good practice; Pupil Diversity, Equality and Inclusion ambassadors have been appointed. Initial training to this group was delivered by the IS in June 2023. The pupil group now contributes to PSE lessons and have developed a Diversity, Equality and Inclusion calendar with events and causes they would like the school to highlight. This practice was shared during a IES led 'Respectme Session' on Anti-bullying and was attended by over 50 schools. A recording of this work is available for schools to view on the Inclusion Hub.
- 5.10. Hamilton Grammar was the first school in South Lanarkshire to achieve the Respect-me Anti Bullying Award.
- 5.11. Updated guidance to schools on the recording and monitoring of bullying incidents was issued in August 2023. This was to ensure all incidents are recorded on the Seemis Bullying and Equalities module which allows prejudice-based bullying to be monitored. This can be interrogated at Local Authority level and allows senior officers to track the number of racist incidents and support schools accordingly.

## **6. Next Steps**

- 6.1. IES and CQIS to continue to develop guidance and resources to support schools to include equalities in 2024/2025 Improvement Plans.
- 6.2. New National Anti-Bullying Guidance is expected in 2024 with a more robust focus on racism and the recording of racist incidents. The IES will develop an action plan in response to recommendations.
- 6.3. The cross service work will centre around a 'windows and mirrors' approach - windows; children can gain insight into a diverse range of lives, and mirrors; children can see themselves represented in the curriculum.

## **7. Employee Implications**

- 7.1. There are no employee implications associated with this report.

## **8. Financial Implications**

- 8.1. There are no financial implications associated with this report.

## **9. Climate Change, Sustainability and Environmental Implications**

- 9.1. There are no implications for climate change, sustainability and the environment in terms of the information contained in this report.

## **10. Other Implications**

- 10.1. There are no direct risks associated with this report.

## **11. Equality Impact Assessment and Consultation Arrangements**

- 11.1. There is no requirement to carry out an assessment in terms of the proposals contained within this report.
- 11.2. Consultation and engagement on the development of the new Framework document took place with schools, Scottish Government and other partners.

**Carole McKenzie**

**Executive Director (Education Resources)**

15 February 2024

## **Link(s) to Council Values/Priorities/Outcomes**

- ♦ Education and learning: inspiring learners, transforming learning, strengthening partnerships

## **Previous References**

None

## **List of Background Papers**

- ♦ Equality Act 2010.
- ♦ [Anti-Racist Curriculum Principles.](#)
- ♦ [Scottish Government's Anti-Racism in Education Programme \(AREP\)](#)

## **Contact for Further Information**

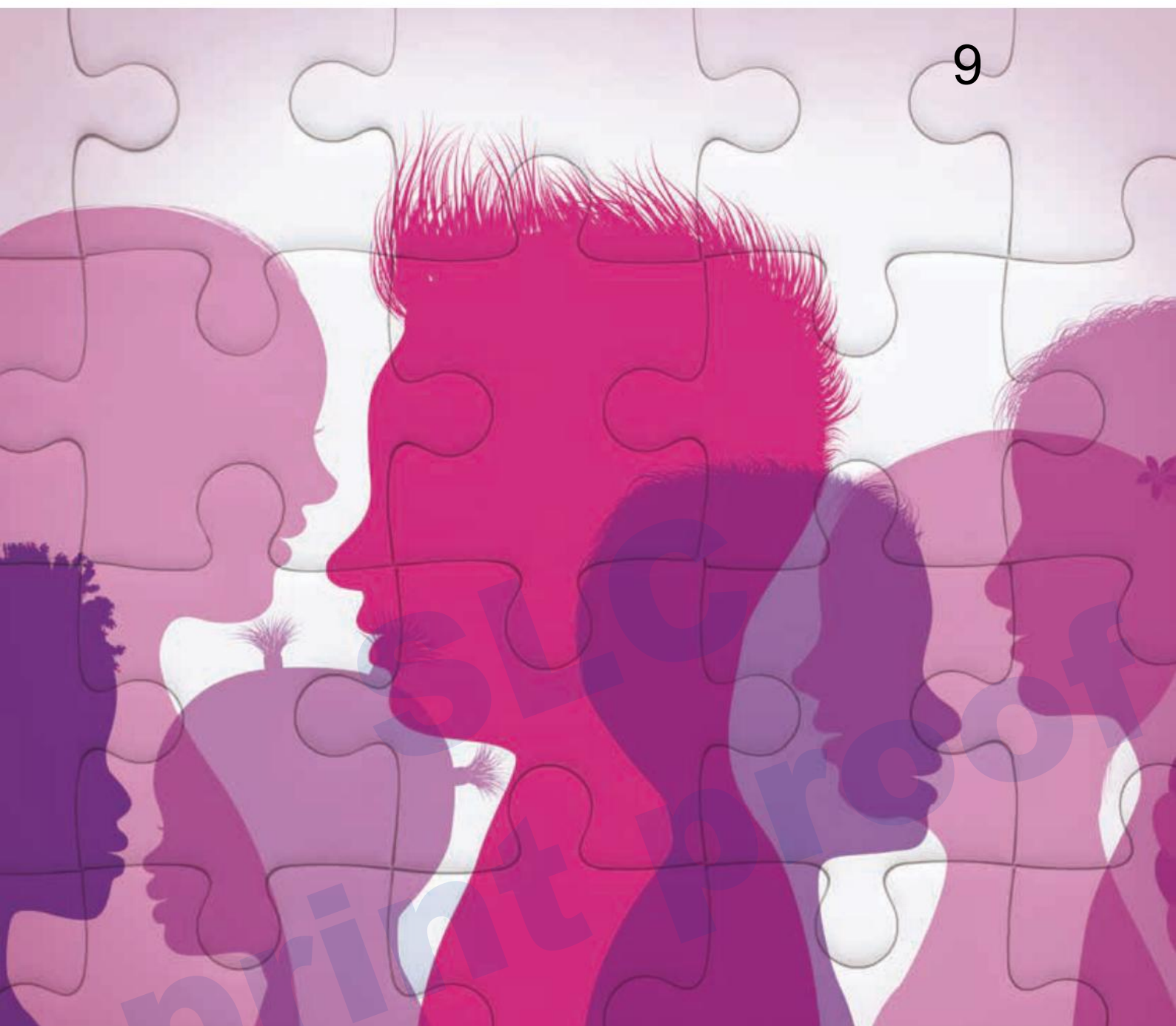
If you would like to inspect the background papers or want further information, please contact:-

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Framework for developing an

# **Anti-Racist and Decolonised Curriculum**

# Vision Statement

In their Race Equality Framework for Scotland 2016-2030, the Scottish Government have developed six themed visions in order to achieve their aim “**to create a Race Equality Framework based on the priorities, needs and experiences of Scotland’s minority ethnic communities.**”<sup>1</sup>

Theme four of this framework relates to Education and Lifelong Learning, and the Government’s vision is that “**Everyone has the opportunity to learn in an inclusive environment without disadvantage in relation to racial inequality or racism.**”<sup>2</sup>

Article 29 on the UN Convention on the Rights of the Child also relates to education. It states that “States Parties agree that the Education of the child shall be directed to: (c) The development of respect for the child’s parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilisations different from his or her own.”<sup>3</sup>

Our responsibility then, as educators in South Lanarkshire is to create schools and classrooms where all our learners feel valued and treated equally. Our commitment to, and approach towards anti-racist education should empower learners to engage with an increasingly diverse Scotland.

This document aims to support schools in delivering an anti-racist approach and therefore, it has attempted to minimise the amount of terminology used, to keep it as straightforward for the user as possible. However, we also recognise that terminology around race, is an area that brings great uncertainty to many practitioners and therefore, would advise looking at The Coalition for Racial Equality and Rights (CRER)’s glossary in Appendix 2 of their *‘Introduction to Anti-Racist Curriculum Development: A guide for teachers’*.<sup>4</sup>

<sup>1</sup> Race equality framework for Scotland 2016 to 2030 - gov.scot (www.gov.scot)

<sup>2</sup> ibid

<sup>3</sup> [https://www.unicef-irc.org/portfolios/general\\_comments/GC1\\_en.doc.html](https://www.unicef-irc.org/portfolios/general_comments/GC1_en.doc.html)

<sup>4</sup> Anti-Racist Curriculum Development - Crer Document.pdf

Please note the definitions used in this glossary is not definitions that everyone will agree with.



# Diversity in Scotland

The 2011 census in Scotland showed that **8.2% of Scotland's population** was made up by **minority ethnic communities**, this equates to **around 450,000 people**.

This is part of a growing trend given that these numbers are considerably higher than those recorded in the 2001 census. So, we can expect the percentage in 2023 to be higher still.

The Annual Data Check for South Lanarkshire Council pupils in 2022-2023 showed that **11.7% of our pupils** come from a **minority ethnic background**, again part of a growing trend.

This framework will use the term 'minority ethnic' as this refers to all people in Scotland who are not part of the majority ethnic group 'white Scottish' or 'white British'.

## What is 'racism'?

Race cannot be understood in scientific terms, in fact, scientists have said that groups that we tend to group under the term race do not actually have any distinct, unifying genetic identities. Race is a social construct, designed by colonialists to justify their immoral treatment of those deemed 'different' to them based on appearance. Racism, however, is very real and affects every student in our schools, whether they are aware of it or not. Despite increased anti-racist legislation, we continue to see a growth in intolerance and racism.

The Coalition for Racial Equality and Rights (CRER) is a Scottish anti-racism charity based in Glasgow.

They define racism in its Scottish context<sup>5</sup>:

“

The term 'racism' is technically most applicable to prejudice or discrimination against groups which have historically been racialised, with implications around skin colour and specific forms of stereotyping. The background to racism in Britain lies in history. During the time of the British Empire, theories that people could be divided into 'racial' groups linked to ethnicity became popular. These theories, although untrue, made it easier for Britain to downplay the brutality of slavery and colonisation. 'Other races' were portrayed as inferior and in need of 'help' from Britain. This impacted the racial stereotypes we see today, where BME people are often treated as though they are 'different' in comparison to the 'normal' white Scottish community. This sense of difference underpins racism.

Racial prejudice can be obvious or hidden, and sometimes the people who hold this prejudice lack the knowledge they need to recognise it in themselves. Someone doesn't have to feel particularly hostile towards people from a BME group in order to have racist attitudes or to act in a racist way. Racism has persisted for so long, and is so tied up with the way society and organisations operate, that it has become embedded across all areas of life in nations like Scotland. We can see its impact through continuing racial inequalities in areas such as employment, income and housing.

”

<sup>5</sup> CRER and respectme's publication Addressing Inclusion: Effectively Challenging Racism in Schools

**The Principles of delivering an anti-racist education (this document will be explained later) also refer to systemic racism, which can be understood as racism that is embedded in laws, systems, policies, practices and beliefs that produce and maintain racial inequality or prejudice.**

## What is anti-racist education?

**Anti-racist education is:**

- Learning that works proactively to prevent and challenge racism that exists within our society.
- A focus that aims to make Scotland the best possible place for our young people to grow up where they will have the opportunity to learn in an environment that is inclusive and supports equality.
- Learning with the UN Convention on the Rights of the Child at its heart.
- Schools developing an ethos and a curriculum that helps everyone to understand the discomfort many minority ethnic young people may face from being constantly noticed in racial terms.
- Learning that incorporates viewpoints outside of the white-Scottish or Eurocentric perspective, integral throughout courses, not an add on.
- A way of ensuring that our schools can help to begin counteracting the disadvantage that minority ethnic young people and their families face, not only in our schools, but also in the wider community.
- Children exploring what they think 'normal' means, abandoning any sense of ethnocentrism, and seeking to challenge the Eurocentric mindset that has become what they tend to constitute as 'normal'.

**Anti-racist education is not:**

- About simply recognising and celebrating diversity, it must provide learners with opportunities to explore stereotypes, prejudice, racism and discrimination.
- Just tackling negative ideas and behaviours around race, but it should actively work to alter young people's negative assumptions around race and things that have even become subconsciously acceptable because they exist as social norms.

## Decolonising the curriculum

Racialisation is an abuse of power and a tool with which to subvert and control people. It is a concept that was accelerated during colonial times where many European nations, largely Britain (with Scotland playing a key role in this), took control of other nations against their will. At the peak of her Empire, Britain controlled around one quarter of the world. The notion of race was used by these European colonists to justify their oppression of people in these colonised countries as sub-human and 'lesser' than the white man colonising them. Western views of race have continued to be influenced along these lines even after the emancipation of these nations. Decolonising the curriculum then, is about moving away from these Eurocentric assumptions and perspectives.

Studying topics such as colonialism, the Transatlantic Slave Trade and migration of Scottish people can help our learners to understand how much these historic events have influenced perspectives, traditions and cultures today. This can be done across the curriculum and not just in History lessons. A Home Economics teacher for example, could build this into a lesson about sugar.

Decolonising the curriculum isn't about completely changing the way things are done in school, it is about integrating a wider range of perspectives into our lessons. This should include building in histories and stories of minority ethnic people in Scotland. It should also aim to build more global narratives into our teaching.

# Guidance for leaders within our establishments

It is crucial that we create a culture of open discussions to allow our young people to work towards developing solutions to racism. Before we can do this, we must create a climate where our staff feel comfortable to talk about issues of race to help develop their capacity and understanding.

Samena Dean carried out a questionnaire of one hundred Muslim children in Edinburgh and found that learner confidence in teachers' ability to deal with racist incidents is low and this often results in learners not reporting incidents of racism (Islamophobia in this instance).<sup>6</sup> It is the case that practitioners within our establishments often do not feel equipped to deal with incidents of racism. Therefore, we must ensure that the staff are confident in talking about racism, by providing professional development opportunities and appropriate platforms for discussion. Staff must be supported to feel well equipped in acknowledging and dealing with incidents of racism, but also to prevent racism occurring in the first instance.

Establishments must create a climate and environment where anti-racist education is supported and can thrive. Curriculum for Excellence (CfE) provides some good opportunities within the curriculum to study race related topics such as the Transatlantic Slave Trade and aspects of migration to Scotland. While these are helpful, we need to go beyond this to create a truly anti-racist approach. We should aim to normalise diverse perspectives throughout the curriculum. This should include opportunities to develop perspectives around current world issues as well as the historical colonial based race related topics.

**The Scottish Government have set out their Principles on delivering an Anti-Racist Curriculum in the document entitled 'Breaking the Mould'.<sup>7</sup> These Principles come in two parts: part one gives Principles for our young people (the framework will look at this later); and part two relates to the role of our educators and leaders.**



<sup>6</sup> Dean, S (2016)'Islamophobia in Edinburgh Schools' Islamophobia in Edinburgh Schools | SACC

<sup>7</sup> Breaking the mould – Our Curriculum must be an Anti-Racist Curriculum (education.gov.scot)



These principles are as follows:

**Our educators and leaders:**

- ▶ Will commit to continual personal and professional learning to develop a high level of racial literacy.
- ▶ Will investigate and actively challenge all manifestations of racism in everyday behaviours, resources, attitudes, practices and processes.
- ▶ Will reflect upon their assumptions and biases, their racial and social identities and those of others, and consider the impact these have on their professional practice.
- ▶ Will feel confident in teaching an anti-racist curriculum and in supporting learners to be anti-racist.
- ▶ Will co-design and enact a curriculum that takes learners' lives and experiences as a starting point, and actively source and introduce a diversity of perspectives, texts, identities and voices.
- ▶ Will foster an anti-racist culture where racism can be discussed openly, honestly and with humility, and with a willingness to take risks and make mistakes while remaining accountable for their actions.
- ▶ Will demonstrate personal and collective leadership across the education system, both in actively promoting an anti-racist culture and in supporting people who experience racism.
- ▶ Will safeguard against racism and discrimination, understanding those as a source of serious harm for learners, colleagues, families, carers and wider community members. Racism will be understood in the context of GIRFEC wellbeing indicators, children's rights and human rights.



Central to this, is developing a curriculum with our young people, and not just for them. Thus, we must find a platform to give young people a voice in the development an anti-racist curriculum.

It is also crucial that practitioners within our establishments feel comfortable and confident in dealing with issues around race and therefore, centres have an obligation to ensure that staff have the necessary training and supports to do this.

Before any establishment can create the desired culture and ethos, they must understand their current culture, in terms of race. An audit of the views of key stakeholders should allow leadership a good overview of their current climate. They would then be able to use the Principles above to inform where areas of change are required. All stakeholders should be consulted and involved throughout this process of change. Once the desired culture is obtained within a school, then teachers can be supported to begin incorporating the first part of the Principles into their day-to-day teaching practice.

Teachers will need supported throughout the process of embedding the Principles into their day-to-day practice and, it is crucial that the Principles are met across the curriculum and as frequently as possible (although this should be naturally occurring). These Principles do not need a system of tracking and monitoring, this should be thought of as a cultural change in the delivery of curriculum, rather than another bureaucratic exercise for teachers.

## The place of anti-racist education in South Lanarkshire Council's Framework for the Curriculum

South Lanarkshire Council Priority for 2022-23, **“Ensure inclusion, equity and equality are at the heart of what we do.”**

When developing our curriculum rationale, it is important to look at the development of our young people under the four capacities. Minority Ethnic young people struggle to develop under the four capacities if they are not represented within the curriculum. For example, one of the attributes of becoming a Confident Individual is Self-Respect. Responsible Citizens need to have respect for others, and this can only be obtained if they have an understanding of ‘others’.

### Guidance for practitioners

Part one of ‘Breaking the Mould’ focuses on what an anti-racist curriculum should look like for our young people. These are not a series of benchmarks that we want to track in our young people, they should be ingrained and evident throughout our courses.



These principles are as follows:

Our children and young people:

- ▶ Will experience a curriculum that meaningfully recognises and fairly represents the rich and diverse communities in Scotland and beyond.
- ▶ Will understand and enquire into Scotland's role in historical world events, including trans-Atlantic enslavement and colonial histories, and their continuing impact today.
- ▶ Will learn about and investigate past and present events in a way that amplifies under-represented perspectives and stories.
- ▶ Will feel safe and confident to co-design their curriculum from their personal perspectives and those of the wider world.
- ▶ Will be critical thinking global citizens that challenge discrimination and prejudice through an understanding and awareness of the behaviours, practices and processes that create injustice in the world.
- ▶ Will learn the difference between individual and systemic racism, their impacts, and how they intersect or connect with other types of injustice.
- ▶ Will be supported to reflect on positionality, privilege and power, and to unlearn bias, prejudice and divisiveness.
- ▶ Will learn that everyone has a right to be safeguarded from racism and discrimination, and will be empowered to challenge any infringement of this right.
- ▶ Be empowered to bring about new ways of being together in the world by valuing and promoting empathy, solidarity and shared humanity that is often disrupted by systemic racism.

## Its place in the Skills Framework

The work that we do in our classrooms to develop an anti-racist curriculum need not be new and should, in fact, link in with all our messages around Curriculum for Excellence. The South Lanarkshire Council Skills Framework is a very useful place to start this journey. By looking at the skills developed within the four capacities we can see how instilling that anti-racist message within our young people, will better prepare them for life in our diverse and ever-changing society.

The following table shows examples of skills that could be developed in the delivery of the anti-racist curriculum Principles as well as the success criteria covered by it.

Please note that these are only examples and not an exhaustive list.

The skills aligning to each Principle will wholly depend on each practitioner's approach and this is not a one size fits all.

The table shows the skills colour coded under the 4 capacities to show that sometimes, as young people progress through the stages, one Principle can cover many skills, depending on the lesson and approach used by the class teacher. **Red** represents the skills covered under 'Successful Learners', **blue** is 'Confident Individuals', **purple** is 'Responsible Citizens' and **green** is 'Effective Contributors'. These examples aim to show that building an anti-racist curriculum can help us to develop skills, at various stages, in learners across the 4 capacities.

Principle	Relevant skill(s)	Success criteria
<b>Our children and young people:</b>		
Will experience a curriculum that meaningfully recognises and fairly represents the rich and diverse communities in Scotland and beyond.	Open minded Giving information	<b>Stage 1</b> I can recall the different Minority Ethnic groups that live in Scotland. <b>Stage 4</b> I can use a range of platforms to give information that represents the variety of Minority Ethnic groups across Scotland.
Will understand and enquire into Scotland's role in historical world events, including trans-Atlantic enslavement and colonial histories, and their continuing impact today.	Higher order thinking Critical thinking Courage	<b>Stage 3</b> I can draw connection between Scotland's role in the trade and immorality of the wealth Glasgow received as a result. <b>Stage 4</b> I can consider the view that Glasgow deserves to keep the wealth that they gained from the slave trade and show present arguments and opinions to justify this, even although I find this position indefensible. <b>Stage 2</b> I can speak out when I see an injustice.

Principle Our children and young people:	Relevant skill(s)	Success criteria
Will learn about and investigate past and present events in a way that amplifies under-represented perspectives and stories.	Receiving information Respect Story telling	<p><b>Stage 4</b> I can analyse/evaluate information that I have received to effectively understand under-represented perspectives.</p> <p><b>Stage 3</b> I can acknowledge the values, opinions and attitudes of different groups within society and compare them to my own.</p> <p><b>Stage 4</b> I can select and tell a story of an under-represented person/people to motivate others.</p>
Will feel safe and confident to co-design their curriculum from their personal perspectives and those of the wider world.	Empathy Recognising reliable sources of information Risk taking Creativity	<p><b>Stage 4</b> I can begin to 'step into another's shoes' to view thoughts and feelings from another perspective.</p> <p><b>Stage 3</b> I can compare more than one article about the same topic to support my own writing.</p> <p><b>Stage 4</b> I can assess, plan for and overcome potential risks that may arise when trying to achieve my goals.</p> <p><b>Stage 1</b> I can use my imagination to create a project/story/model/picture.</p>
Will be critical thinking global citizens that challenge discrimination and prejudice through an understanding and awareness of the behaviours, practices and processes that create injustice in the world.	Critical thinking Develop and maintain relationships Taking responsibility	<p><b>Stage 3</b> I can make decisions based on evidence that I have presented to me.</p> <p><b>Stage 3</b> I can describe negative behaviours and factors that contribute to negative relationships, and how these can create injustice in the world.</p> <p><b>Stage 4</b> I can use my knowledge of injustice and actively take a stance against it.</p>



Principle Our children and young people:	Relevant skill(s)	Success criteria
Will learn the difference between individual and systemic racism, their impacts, and how they intersect or connect with other types of injustice.	Emotional literacy Higher order thinking	<p><b>Stage 2</b> I can describe the influence that people, situations, and events have on people's emotions.</p> <p><b>Stage 2</b> I can explain the difference between concepts like individual racism and systemic racism.</p> <p><b>Stage 3</b> I can explain the connections between racism and other types of injustice like equal opportunities.</p>
Will be supported to reflect on positionality, privilege and power, and to unlearn bias, prejudice and divisiveness.	Courage Curiosity	<p><b>Stage 4</b> I can step out of my comfort zone by challenging my own thinking and the thinking of those around me by reflecting on my position in society and things understood as 'societal norms'.</p> <p><b>Stage 1</b> I can ask interesting questions about my surroundings.</p>
Will learn that everyone has a right to be safeguarded from racism and discrimination, and will be empowered to challenge any infringement of this right.	Integrity Encouraging	<p><b>Stage 2</b> I can demonstrate commitment to anti-racism in my words and actions.</p> <p><b>Stage 2</b> I can use encouraging words to motivate others to stand up against racism.</p>
Be empowered to bring about new ways of being together in the world by valuing and promoting empathy, solidarity and shared humanity that is often disrupted by systemic racism.	Listening Emotional literacy Thinking critically and creatively Imagination Empathy	<p><b>Stage 4</b> I can respond to the views of others by analysing/evaluating information and thinking critically.</p> <p><b>Stage 4</b> I can identify and implement strategies to manage and moderate emotions in increasingly unfamiliar situations.</p> <p><b>Stage 3</b> I can overcome problems I encounter by considering a range of solutions.</p> <p><b>Stage 4</b> I can produce and simulate novel ideas in my mind and apply these to real life situations.</p> <p><b>Stage 4</b> I can begin to 'step into another's shoes' to view thoughts and feelings from another perspective.</p>



## Ideas for activities<sup>8</sup>

Activities that incorporate a number of representatives from a variety of ethnic groups can help combat potential views of the 'in-group' and 'out-group'. "Co-operative learning activities where a diverse group have to work together to achieve a goal, with each person playing their part in this, have been shown to be particularly effective."<sup>9</sup> Using stories of friendship between minority ethnic and majority ethnic groups can also help to break down barrier and challenge ways of thinking. In the same way, using examples of minority ethnic people that are unlikeable can help to reinforce negative ideas.

Further support and lesson ideas will become available on the Staff Learning Centre in due course.

## Glossary

**Minority Ethnic** – refers to all people in Scotland who are not part of the majority ethnic group 'white Scottish' or 'white British'.

**BME** – This is the preferred term used by CRER in Introduction to Anti-Racist Curriculum Development: A guide for teachers' and stands for 'Black and Minority Ethnic'.

**Ethnocentrism** – the assumption that our own ethnic group and its perspectives are more valuable and 'normal' compared to those of other groups.

**Systemic racism** – racism that is embedded in laws, systems, policies, practices and beliefs that produce and maintain racial inequality or prejudice.

**Decolonising the curriculum** – a move away from the Eurocentric ideas and perspectives that are currently embedded in our curriculum.



<sup>8</sup> CRER Anti-Racist Curriculum Development (squarespace.com) p31

<sup>9</sup> ibid p31

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# Report

10

Report to:	<b>Education Resources Committee</b>
Date of Meeting:	<b>5 March 2024</b>
Report by:	<b>Executive Director (Education Resources)</b>

Subject:	<b>Scottish Youth Parliament Elections 2023</b>
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## 1. Purpose of Report

1.1. The purpose of the report is to: -

- ◆ provide an update on the outcome of the South Lanarkshire Scottish Youth Parliament (SYP) elections 2023

## 2. Recommendation(s)

2.1. The Education Resources Committee is asked to approve the following recommendation(s): -

- (1) that the commitment and contribution of South Lanarkshire Youth Council (SLYC) to the youth agenda be noted;
- (2) that the continued contribution and participation in local planning issues be noted;
- (3) that the success of the outgoing Members of the Scottish Youth Parliament be recognised; and
- (4) that the successful candidates, as highlighted in paragraph 4.9, be welcomed to their positions serving their communities for their 2-year term.

## 3. Background

3.1. Members of South Lanarkshire Youth Council and Youth, Family and Community Learning staff, in partnership with secondary schools, colleges, universities, and local youth groups, organised and delivered council wide elections to democratically elect nine South Lanarkshire members of the Scottish Youth Parliament.

3.2. Attached as Appendix 1 is the election process that was undertaken to promote and elect to the nine positions.

## 4. Scottish Youth Parliament Elections 2023

4.1. The elections opened on 6 November 2023 and concluded on 19 November 2023.

4.2. During this time, young people from across South Lanarkshire were encouraged to participate in a paper ballot election process to elect nine MSYPs from a total of 19 candidates.

4.3. Establishments were offered support from staff to discuss how to effectively engage young people in the process of voting and how to create that process within their establishment.

- 4.4. For those young people who were out of the school age range or were not attending mainstream school for specific reasons, the opportunity to vote was presented by visiting their local Universal Connections facility.
- 4.5. The elections for 2021 saw approximately 8,000 votes cast, with the elections for 2019 seeing 7,700 votes cast. The elections for 2023 saw approximately 7,500 votes cast, however, there was no contest for the Rutherglen Constituency which previously returned over 2,000 votes. Taking account of this, an estimated turnout of over 9,500 voters could have been expected, demonstrating a continued increase in voter turnout each election.
- 4.6. Nationally, the voting process was delayed due to an issue with the online voting system. This issue is still affecting some local authorities with some elections expected to conclude as late as March 2024.
- 4.7. Volunteers from St Andrew's and St Bride's High School were supported by staff to conduct the official count that was expertly run under the diligence of South Lanarkshire Council's Electoral Office. The whole process was conducted in 3 hours which included several recounts.
- 4.8. Attached as Appendix 2 is a breakdown of the voting figures for each ward and below is the outcome of the election:
- 4.9. For the Clydesdale Constituency, the following candidates were duly elected:-

- ◆ Joseph MacMillan Seed
- ◆ Louise Smith

For the Hamilton, Larkhall and Stonehouse Constituency, the following candidates were duly elected:-

- ◆ Namatai Chakona
- ◆ Peter Durkin

For the East Kilbride Constituency, the following candidates were duly elected:-

- ◆ Connor MacLeod
- ◆ Nandika Sunny

For the Uddingston and Bellshill Constituency, the following candidate was duly elected:-

- ◆ Olivia Simpson

For the Rutherglen Constituency, the following candidates were duly elected:-

- ◆ Marianna Medina
- ◆ Ava Hamilton

- 4.10. None of the 9 MSYP elects has been an MSYP previously. They will officially take office at the first sitting at the end of March 2024. Crisantos Bonaba Ike will continue in his position, as he is the Convenor of the Diversity and Inclusion Committee, until the AGM in March 2024.

- 4.11. The Scottish Youth Parliament support team in South Lanarkshire is grateful to the outgoing MSYPs for the dedication, passion, and hard work they have put in to representing their constituencies.
- 4.12. Over their 2 years between 2021 and 2023, MSYPs led and participated in several initiatives to progress the youth agenda in South Lanarkshire and add weight to the voices of their peers. This included:
- ◆ Let's Connect – Young People's Mental Health Conference February 2023. Taking a lead role in supporting Educational Psychological Service in the planning of the event, SYP members compered and spoke at the event which had inputs from schools, Stigma Free Lanarkshire, Soundsational (connecting through music), and a theatrical piece written and performed for the conference by the junior cast of Regen:FX Youth Trust's 'The Street'
  - ◆ Launch of South Lanarkshire Youth Strategy 2022 to 2025, recognising the efforts of young people and partners, particularly during COVID lockdown, in ensuring services reached young people and that young people were able to explore and set the priorities for partners for 2022 to 2025. SYP and SLYC members presented the Strategy to their peers and partners demonstrating their own time invested in continuing to develop the Strategy online throughout COVID, to ensure that the youth agenda remained public and present during the challenges to services and communities
  - ◆ Presenting to the Education Management Team, SYP members promoted the importance of continued dialogue, in particular, direct dialogue, with young people to understand and progress the challenges and issues that they experience, growing up in South Lanarkshire
  - ◆ Participation in the Anti-racism in Education Reform Subgroup – Crisantos Bonaba attended this national group on behalf of the Scottish Youth Parliament to review curriculum and develop anti-racist resources to support education in schools across Scotland
  - ◆ Attendance at the South Lanarkshire Partnership Board development session on Climate and Nature Loss, October 2023. Along with members of the South Lanarkshire Youth Forum on Climate Change and Sustainability, Bethany Ivison joined the Youth Forum team to highlight sustainability issues with a focus on fashion
- 4.13. MSYP elects took position on 1 February 2024 and are starting their training with the Scottish Youth Parliament to prepare them in their role prior to the March 2024 sitting. This process begins with an online module entitled "SYP Getting Started". This module provides a link to complete the SYP's Skills Builder and gives additional background information they need about SYP.
- 4.14. In addition to this, support staff in South Lanarkshire will be working with MSYP elects to impart knowledge and experience as well as help them develop their personal and social skills to maximise their time and effort as an MSYP. Several unsuccessful candidates have continued engagement within South Lanarkshire Youth Council.

## **5. Employee Implications**

- 5.1. There are no employee implications associated with this report.

## **6. Financial Implications**

- 6.1. There are no financial implications associated with this report.

## **7. Climate Change, Sustainability and Environmental Implications**

- 7.1. There are no negative implications for climate change, sustainability or the environment in terms of the information contained within this report.

## **8. Other Implications**

- 8.1. There are no implications for risk in terms of the information contained in this report.

## **9. Equality Impact Assessment and Consultation Arrangements**

- 9.1. There are no Equality Impact Assessment or consultation arrangement implications associated with this report.
- 9.2. Consultation continues to be carried out with appropriate stakeholders including young people, youth councillors, Scottish Youth Parliament, Youth Learning Services staff and partners.

**Carol McKenzie**

**Executive Director (Education Resources)**

7 February 2024

## **Link(s) to Council Values/Priorities/Outcomes**

- ◆ Education and learning: inspiring learners, transforming learning, strengthening partnerships

## **Previous References**

- ◆ None

## **List of Background Papers**

- ◆ None

## **Contact for Further Information**

If you would like to inspect the background papers or want further information, please contact: -

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### SYP 2023 elections process

- Every 2 years in November, South Lanarkshire hosts council wide elections for young people aged 12-25 to elect 9 young people to represent them at the Scottish Youth Parliament.
- From July, candidate registration opens online for young people aged 14-25 to stand.
- Candidates are required to complete an online registration and will be automatically sent a confirmation e mail and contact details of the local election co-ordinator.
- The registration process requires candidates to complete a simple online module to ensure they are aware of what the SYP does and the roles and responsibilities of elected MSYPs prior to their registration being accepted.
- From registration opening date, promotion begins. Online posts using appropriate social media sites are uploaded and preparation for visits to schools, youth groups etc., are planned. During this time promotional visits are organised to summer youth groups
- During the new term school visits begin. Promotion includes presentations to school assemblies and classes, break time and lunchtime information stalls and where possible, video presentations for the school TV network.
- Evening visits to identified youth groups throughout South Lanarkshire are arranged to ensure as many young people are informed of this opportunity as possible.
- During these promotional visits, school management and youth group staff are informed the details of the voting process due to take place in March.
- Deadline date for end of registration is flexible but is usually in November. After this date candidates can be registered at our discretion.
- Candidates are then supported to produce a manifesto to help with their campaign for election.
- From the beginning of campaigning until the election voting takes place candidates are grouped into their constituencies and campaign visits are arranged to local schools, colleges and youth groups. These visits are arranged and supported by Youth, Family and Community Learning Service staff.
- Throughout this time discussions are ongoing with partners to arrange the voting process.
- The voting process involves partnership work with South Lanarkshire's election staff to arrange for ballot boxes and polling station resources to be loaned to our service to set up polling stations. Arrangements for South Lanarkshire's printing services are made to print ballot papers for all polling stations, up to 25000 ballot papers can be required.
- Throughout late October the polling station resources, and ballot papers are delivered throughout South Lanarkshire.
- Each polling station is run by local staff in schools, youth facilities and community centres and supported by SLYC members and Youth, Family and Community Learning staff. This requires detailed discussions with partners to identify appropriate people. We encourage young people not involved in the election process to volunteer to help this process and previous years have shown that this encouraged more young people to vote as well as offering a learning opportunity for the volunteers, whose volunteering is recognised and rewarded through Saltire volunteering awards.
- After voting has closed, usually mid-November, the count has to be organised and all ballot boxes are collected and delivered to the count venue.
- The count takes place in East Kilbride Universal Connections games hall, as its large enough to accommodate counting staff and resources.

- The count is organised by South Lanarkshire elections staff and up to 30 young volunteers from a local school. All candidates and their families are invited to observe the process and the final election results. South Lanarkshire's Chief Executive is invited to act as the returning officer.
- Once the results are announced all used ballot papers are stored in a secure place until the next election and all polling station resources are returned to the election staff.
- Throughout December 2023 to February 2024 the new elected MSYPS attend training and workshops on the roles and responsibilities and planning for their first national sitting in March 2024.

# Scottish Youth Parliament Election

# Declaration of Constituency Result

Constituency	<b>Clydesdale</b>	Date of election	Monday 6 November to Sunday 19 November 2023
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Electorate	4,083
Total votes cast	1,912
Turnout %	46.63 %

I, Gordon Stewart, Depute Returning Officer for the Scottish Youth Parliament Election in the Clydesdale Constituency hereby give Notice that the total number of votes polled for each candidate at the election was as follows:-

Candidate	Number of votes	Share
<b>CONNELL</b> Mhairi	154	8 %
<b>FRAME</b> Mitchell	279	15 %
<b>NICOL</b> Ellie	299	16 %
<b>SEED</b> Joseph Macmillan	824	43 %
<b>SMITH</b> Louise	345	18 %
<b>Total Valid Votes</b>	<b>1,901</b>	<b>100%</b>

Reason for rejection	Number of votes	
Lack of official mark or unique identifying mark	0	
Voting for more than one candidate	2	
Writing or mark by which the voter could be identified	1	
Unmarked or void for uncertainty	5	
<b>Total Rejected Votes</b>	<b>8</b>	

The following candidates are duly elected to serve as a Member of the Scottish Youth Parliament for the **Clydesdale Constituency**:-

Name of Candidate	JOSEPH MACMILLAN SEED
Name of Candidate	LOUISE SMITH

**Depute Returning Officer**  
**Thursday 30 November 2023**

# Scottish Youth Parliament Election

# Declaration of Constituency Result

Constituency	<b>East Kilbride</b>	Date of election	Monday 6 November to Sunday 19 November 2023
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Electorate	5,109
Total votes cast	2,588
Turnout	50.66%

I, Gordon Stewart, Depute Returning Officer for the Scottish Youth Parliament Election in the East Kilbride Constituency hereby give Notice that the total number of votes polled for each candidate at the election was as follows:-

Candidate	Number of votes	Share
<b>DURIE</b> Leah	257	10 %
<b>KEOGH-MCLEOD</b> Philippa	531	21 %
<b>LOGAN</b> Caitlin	232	9 %
<b>MACLEOD</b> Connor	811	32 %
<b>SUNNY</b> Nandika	742	29 %
<b>Total Valid Votes</b>	<b>2573</b>	<b>100%</b>

Reason for rejection	Number of votes	
Lack of official mark or unique identifying mark	0	
Voting for more than one candidate	6	
Writing or mark by which the voter could be identified	2	
Unmarked or void for uncertainty	7	
<b>Total Rejected Votes</b>	<b>15</b>	

The following candidates are duly elected to serve as a Member of the Scottish Youth Parliament for the **East Kilbride Constituency**:-

Name of Candidate	CONNOR MACLEOD
Name of Candidate	NANDIKA SUNNY

**Depute Returning Officer**  
**Thursday 30 November 2023**

<b>Scottish Youth Parliament Election</b>
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<b>Declaration of Constituency Result</b>
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Constituency	<b>Hamilton, Larkhall and Stonehouse</b>	Date of election	Monday 6 November to Sunday 19 November 2023
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Electorate	6,926
Total votes cast	2,830
Turnout	40.86%

I, Gordon Stewart, Depute Returning Officer for the Scottish Youth Parliament Election in the Hamilton, Larkhall and Stonehouse Constituency hereby give Notice that the total number of votes polled for each candidate at the election was as follows:-

Candidate	Number of votes	Share
<b>BRAT</b> Andrei	364	13 %
<b>CHAKONA</b> Namatai	872	31 %
<b>DURKIN</b> Peter	728	26 %
<b>MACGREGOR</b> Charles	325	12 %
<b>SZUMINSKI</b> Konrad	508	18 %
<b>Total Valid Votes</b>	<b>2,797</b>	<b>100%</b>

Reason for rejection	Number of votes	
Lack of official mark or unique identifying mark	0	
Voting for more than one candidate	11	
Writing or mark by which the voter could be identified	12	
Unmarked or void for uncertainty	10	
<b>Total Rejected Votes</b>	<b>33</b>	

The following candidates are duly elected to serve as a Member of the Scottish Youth Parliament for the **Hamilton, Larkhall and Stonehouse Constituency**:-

Name of Candidate	NAMATAI CHAKONA
Name of Candidate	PETER DURKIN

**Depute Returning Officer**  
**Thursday 30 November 2023**

## Scottish Youth Parliament Election

## Declaration of Constituency Result

Constituency	<b>Uddingston and Bellshill</b>	Date of election	Monday 6 November to Sunday 19 November 2023
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Electorate	1,231
Total votes cast	201
Turnout	16.32 %

I, Gordon Stewart, Depute Returning Officer for the Scottish Youth Parliament Election in the Uddingston and Bellshill Constituency hereby give Notice that the total number of votes polled for each candidate at the election was as follows:-

Candidate	Number of votes	Share
<b>SIMPSON</b> Olivia	162	82 %
<b>STRONACH</b> Andrew	35	18 %
<b>Total Valid Votes</b>	<b>197</b>	<b>100%</b>

Reason for rejection	Number of votes	
Lack of official mark or unique identifying mark	0	
Voting for more than one candidate	2	
Writing or mark by which the voter could be identified	0	
Unmarked or void for uncertainty	2	
<b>Total Rejected Votes</b>	<b>4</b>	

The following candidate is duly elected to serve as a Member of the Scottish Youth Parliament for the **Uddingston and Bellshill Constituency**:-

Name of Candidate	OLIVIA SIMPSON
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**Depute Returning Officer**  
**Thursday 30 November 2023**

# Report

**11**

Report to:	<b>Education Resources Committee</b>
Date of Meeting:	<b>5 March 2024</b>
Report by:	<b>Executive Director (Education Resources)</b>

Subject:	<b>Underage Use of e-Cigarettes and Vaping</b>
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## **1. Purpose of Report**

1.1. The purpose of the report is to:-

- ◆ provide a progress update on the steps being taken forward by Education Resources and partner agencies to raise awareness amongst children and young people on the potential risk to their health through vaping and the environmental damage being caused due to irresponsible discarding of these products

## **2. Recommendation(s)**

2.1. The Committee is asked to approve the following recommendation(s):-

- (1) that the steps being taken by Education Resources in partnership with NHS Public Health and other partners since the last report to committee in September 2023, to raise awareness amongst children and young people of the effects of vaping, be noted;
- (2) that the proposed actions being put forward by the Scottish Government as part of a national UK campaign be noted; and
- (3) that the proposals as highlighted in paragraph 7 of this report be noted.

## **3. Background**

- 3.1. On the 24 May 2023, the Council considered a motion in terms of Standing Order No 20, submitted on 9 May 2023 which stated that, "South Lanarkshire Council is concerned at the health and environmental harm caused by the increasing use, particularly by young people, of Disposable Nicotine Vapour Products (DNVPs/ vapes).
- 3.2. Research suggests that almost one in five (18%) of adolescents have tried vapes. Zero Waste Scotland estimates that up to 26 million disposable vapes were consumed and thrown away in Scotland in the last year, with 10 per cent being littered and more than half disposed of incorrectly.
- 3.3. The Scottish Government announced, on 5 September 2023 in its Programme for Government, its intent to ban single-use vaping products in response to concerns over their negative environmental and health effects.
- 3.4. In January 2024, the Scottish Government in line with plans by the UK Government announced their intention to ban single use vapes and raise the tobacco age of sale so that no one born on or after 1 January 2009 can ever legally be sold tobacco in Scotland.

- 3.5. Ministers agreed to take forward the recommendations following a consultation on 'Creating a Smokefree Generation and Tackling Youth Vaping' which ran across Scotland, England, Wales and Northern Ireland last year.
- 3.6. The report also recommends that powers are taken to restrict vape flavours, how vapes are displayed in stores, their packaging and product presentation, along with powers to regulate other nicotine products. In addition, it suggests measures which are already underway or in place in Scotland, including restrictions on non-nicotine vapes and powers for local authorities to issue Fixed Penalty Notices for breaches of age of sale legislation for tobacco products and vapes.

#### **4. Next Steps and Actions for Schools and Educational Establishments**

- 4.1. The actions agreed by South Lanarkshire Council on 24 May 2023 were as follows:
- i) the Council welcomes the review of the impact of single-use disposable vapes instructed by the Scottish Government and calls on it to take urgent action to ban their sale. The Council also welcomes the forthcoming publication of the Scottish Government's Tobacco Action Plan, which will consider a range of interventions with an emphasis on reducing smoking and vaping among children and young people.
  - ii) that the Chief Executive writes to the Minister for Green Skills, Circular Economy and Biodiversity to convey the Council's view that a ban on the sale of DNVPs be introduced as soon as is practicable.
  - iii) that a paper is brought forward to a future meeting of an appropriate committee regarding issues which educational establishments are currently experiencing with vaping, the actions which the Council and its partners are taking and could take to reduce the use of vaping products amongst children and young people and the potential of a communications campaign to raise awareness of such issues.
- 4.2. A report on the actions being taken forward by Education Resources, in partnership with NHSL Public Health and other partners, was presented to the Education Resources Committee on 23 September 2023.
- 4.3. In summary, the report presented to committee in September 2023 highlighted the following:-
- ◆ Public health information shows there is increasing e-cigarette use amongst young people across Scotland.
  - ◆ In South Lanarkshire, it is reported that there has been an 18-fold rise in disposable vapes amongst vape users from January 2021 to April 2022.
  - ◆ The National Health and Wellbeing Census showed one in ten 15-year-olds regularly vape, a rate which has tripled in the last five years.
  - ◆ Discarded vapes present a risk of the leak of toxic chemicals which are deemed to be harmful to children, pets, wildlife, and water systems.
  - ◆ Refillable vape kits (which are recyclable), do not have the same environmental impact, but are marketed differently and are less likely to be an impulse purchase made by children and young people.
  - ◆ Disposable vapes, originally introduced to help curtail tobacco and nicotine use, is now being seen, not as a cessation tool for existing cigarette smokers, but as having a higher than proportionate use amongst children and young people.



This, in turn, has the potential to create a whole new generation of children and young people addicted to nicotine products.

- 4.4. Whilst parental and personal responsibility remain the key factors to effect change along with better information on the public health risk, there is, nevertheless, a role for schools to play in raising awareness and helping to be catalysts of change amongst children and young people. The context for this being through the health and wellbeing curriculum supported by a public health information campaign. This would help to open up conversations with children and young people on the potential harm through continued use of vaping products and on the damage to the environment being caused through the discarding of these products on streets and communities.

## **5. Progress Update**

- 5.1. Some key aspects that have and continue to be taken forward by the council, and Education Resources in partnership with NHS Public Health, the Scottish Government and other partners are as follows.

### **Actions by South Lanarkshire Council and Education Resources**

- 5.2. It is worth noting that South Lanarkshire Council did write formally to the Scottish Government asking for actions to be taken to reduce the impact of vaping amongst children and young people and the environmental impact.
- 5.3. Following the Education Resources Committee meeting in September 2023, Education Resources proactively engaged with NHS and Health Protection Scotland to help influence the design and nature of the public health campaign and on whether a local competition at this time would add value. The advice provided was to let the national campaign be the starting point, as this is built around recent evidence-based research (see paragraph 5.7) which centres on the fact that e-cigarettes were introduced as an alternative to tobacco smoking with the aim of 'creating a smoke free generation'.

### **Scottish Government**

- 5.4. A new marketing campaign informing parents, carers and school pupils of the dangers of vaping has been launched by the Scottish Government.
- 5.5. It comes as a new Tobacco and Vaping Framework is published, setting out actions which will be taken to create a tobacco-free generation by 2034.
- 5.6. The Framework for reaching the 2034 goal includes action to raise the age limit for sales of tobacco and plans to improve services to help people quit. In addition, the Scottish Government will continue to review what further action is needed to limit the appeal of vapes to children, young people and non-smokers during the first phase of the framework which will run until November 2025.
- 5.7. The 'Take Hold' marketing campaign will increase awareness of the harms and risks of nicotine addiction associated with vaping, with schools across Scotland provided with digital guidance packs and resources for posters along with radio and outdoor advertising. Its key message is that vapes may quickly become harmfully addictive for children and young people, affecting their concentration, mental health and mood.

### **Public Health Research**

- 5.8. In a study by Smith et al (2023), linked to the UK Government Consultation on 'Creating a Smoke Free Generation', the findings showed, that disposable vapes were designed in such a way as to be attractive to young people. The brightly coloured

products along with the different variety of flavourings, particularly sweet flavourings, encouraged young people to try them. Whilst not being aware of the ingredients of disposable e-cigarettes, the perception was that they were less harmful than cigarettes. They also associated colour with flavour, which should also be considered when looking at the whole product. A copy of the research paper is attached as Appendix 1 to this report and any reference publicly must acknowledge the source.

### **Young People's Views**

- 5.9. When young people were asked in the study by Smith et al, how this could be changed the most common answer was to make them all taste like tobacco.

### **LANDED Vaping Survey 2023/2024**

- 5.10. Following on from [two previous successful surveys](#) on Cannabis and Alcohol. NHS Lanarkshire has commissioned **LANDED**, a young persons' charity based in Lanarkshire, to consult with young people between the ages of 11-25 on Vaping. The results from this survey will be used to shape future services for young people. The survey closed on the 31 January 2024.
- 5.11. To date, three schools have received a free presentation as part of the funding for the survey:-
- ◆ Strathaven Academy
  - ◆ Trinity High School
  - ◆ Duncanrig High School
- 5.12. From these three schools, LANDED got around 2,500 responses to the survey. It now costs around £500 per school to take up the offer of a bespoke presentation from LANDED. LANDED takes an informal approach when working in the classroom and their workshops are suitable for S1 to S6 pupils.
- 5.13. LANDED have also produced a series of posters aimed at children and young people to help them to not to take up vaping as long-term it is likely to lead them moving on to cigarettes and other nicotine products. [www.landed.info/free-vaping-resources](http://www.landed.info/free-vaping-resources).

## **6. Actions by Education Resources**

- 6.1. Education Resources will take the lead on curriculum-based activities:-
- ◆ plans are in place for next session to continue to raise awareness and share good practice across establishments – including new IDL lesson plans being produced by NHS Lanarkshire and other resources which are currently being trialled by the West Partnership
  - ◆ Healthy Schools Programme - designed by teachers from North and South Lanarkshire in collaboration with local NHS and health and social care staff, the framework covers learners from nursery through to the final year of high school and aligns with the Curriculum for Excellence experiences and outcomes. It attempts to address the determinants of unhealthy behaviours and enhance the children's ability to make positive choices
  - ◆ new resources and materials will be highlighted to schools for dissemination amongst learning communities including Head Teacher supports available from Link Officers
  - ◆ planned and appropriate action will be delivered by representatives of CQIS on supporting schools, co-ordinated by the Quality Lead Officer with responsibility for Curriculum (HWB)

- ♦ the active engagement of children and young people through the Youth Council and at individual Pupil Council level will help to shape and influence the way ahead over this school session.

## 6.2. Actions Currently Being Taken Forward by Schools and Services

Actions being taken forward	What will be done
Schools will use the South Lanarkshire Council recommended resource for HWB curricular delivery - 'Healthy Schools'	Within the topic Substance Misuse (3 <sup>rd</sup> Level), vaping and the use of e-cigarettes is covered in detail with resources available for staff to use in the classroom.
HWB co-ordinators in schools will promote the use of new learning materials	e-learning training courses available for staff from partner agency <i>ASH Scotland</i> who support schools in tackling underage misuse of e-cigarettes and tobacco.
Schools will engage with children and young people through pupil voice platforms	Using the voice of pupils to design and create resources which raise awareness of the harm being done by vaping and in identifying preventative steps which they believe will have an impact.

## Preventative Measure

- 6.3. Education Resources have sought to explore what practical measures can be taken to prevent the use of vaping products in and around the school environment with some other local authorities. In Inverclyde, for example, they have embarked on a small-scale pilot with a high school to install monitors in corridors and in toilet areas (similar to smoke detectors) with a wi-fi based app alerting members of the schools senior management team. Prior to introduction, pupils and parents were informed that this was being introduced as a measure to prevent the use of vapes inside the school building. Early indications are that this is having an impact with evidence of less disposable vapes being discarded on school premises. Grant funding was used to offset the costs and a medium to long-term funding option is being considered and assessed in light of the financial pressures on budgets.

## 7. Proposals and Actions for the Council and Partner Agencies

- 7.1. The following proposals are presented for noting:-
- 7.1.2 Education Resources continue to work in partnership with NHSL public health on evidence-based promotional programmes to help raise awareness more widely on the health impact of under 18's and to change the narrative associated with the glamourisation of vaping products.
- 7.1.3 An authority wide poster competition to engage with children and young people in schools and educational settings is carried forward into the new term in August 2024 to enable the national programme to be rolled-out as step one and to ensure any impending legislative changes by the Scottish Government are taken account of.

7.1.4 Education Resources be invited to look at options associated with the introduction of sensors in school, buildings and to take a cost-benefit analysis approach and to present a report on the feasibility, findings and options to a future meeting of the Education Resources Committee.

7.1.5 The council's Trading Standards Team is responsible for any actions on enforcement with regards to the sale of e-cigarettes and vaping products to children and young people in local communities.

## **8. Employee Implications**

8.1. There are no employee implications attached to this report.

## **9. Financial Implications**

9.1. Financial implications will be managed from within existing budgetary resources. Noting that a cost benefit analysis will be undertaken on a proposal to explore the feasibility of introducing sensors into school buildings.

## **10. Climate Change, Sustainability and Environmental Implications**

10.1. Reference is made in this report on the damage to the environment being caused through the discarding of vaping products on streets and in local communities. Zero Waste Scotland in June 2023 has published an equality impact assessment on the use of vaping products in communities.

## **11. Other Implications**

11.1. There are no further risk implications identified other than those contained in the report and noting that a pan Lanarkshire approach with NHSL Public Health and other partners are key players in assessing the risks and identifying appropriate actions.

## **12. Equality Impact Assessment and Consultation Arrangements**

12.1. This report does not present a new strategy, policy or plan and is, therefore, not subject to equality impact assessment.

12.2. There was no requirement to undertake any formal consultation in terms of the information contained within this report although engagement with partners, agencies and the professional associations and trade unions is a key factor if we are to work together to effect change, including direct engagement with children and young people.

**Carole McKenzie**

**Executive Director (Education Resources Resources)**

12 February 2024

## **Link(s) to Council Values/Priorities/Outcomes**

- ◆ Education and learning: inspiring learners, transforming learning, strengthening partnerships

## **Previous References**

- ◆ Education Resources Committee – September 2023
- ◆ Council – 24 May 2023

**List of Background Papers**

- ◆ Study by Smith et al (2023), linked to the UK Government Consultation on 'Creating a Smoke Free Generation'
- ◆ Zero Waste Scotland – environmental impact report (June 2023)

**Contact for Further Information**

If you would like to inspect the background papers or want further information, please contact:-

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# BMJ Open Youth's engagement and perceptions of disposable e-cigarettes: a UK focus group study

Marissa J Smith <sup>1</sup>, Anne Marie MacKintosh,<sup>2</sup> Allison Ford,<sup>2</sup> Shona Hilton <sup>1</sup>

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## ABSTRACT

**Objectives** Evidence suggests that use of flavoured disposable electronic cigarettes (e-cigarettes) is increasing. Considering the growing popularity and rapid evolution of e-cigarettes, we explored youth's perceptions and engagement with disposable e-cigarettes.

**Design** Twenty focus groups were conducted between March and May 2022, with 82 youths aged 11–16 living in the Central belt of Scotland.

**Methods** Youths were asked about smoking and vaping behaviours and disposable e-cigarettes and were shown vaping-related images and videos from social media which were used to stimulate discussion about different messages, presentations and contextual features. Transcripts were imported into NVivo V.12, coded thematically, and analysed.

**Results** Youths described disposable e-cigarettes as 'cool', 'fashionable' and enticing and viewed as a modern lifestyle 'accessory'. Tank models were perceived as being used by older adults. Youths stated that disposable e-cigarettes were designed in a way to target youths and the brightly coloured devices and range of flavourings encouraged youths to want to try the products, particularly sweet flavourings. Participants perceived e-cigarettes to be less harmful compared with combustible cigarettes but noted the uncertainty of ingredients in disposable e-cigarettes.

**Conclusions** Youths distinguish between e-cigarettes with varying characteristics and social perceptions of users. These findings provide evidence that disposable e-cigarettes are attractive to youths. Future research is needed to understand the factors that contribute to youth perceptions of disposable e-cigarettes. Policymakers should work together to design and implement policies and strategies to prevent youth uptake of vaping.

## STRENGTHS AND LIMITATIONS OF THIS STUDY

- ⇒ This research offers timely insights into youths' perceptions about the growing use of disposable e-cigarettes.
- ⇒ It provides an in-depth analysis from interviews with a diverse sample of 82 youths aged 11–16.
- ⇒ Our findings present new evidence on how youths experience targeted e-cigarette marketing via social media content as visual prompts.
- ⇒ Our qualitative thematic analysis of the data allows depth of opinions but cannot offer predictions about the frequency of specific opinions with a wider population.

them to be a breakthrough in harm reduction development.<sup>3–5</sup> Whereas opponents of the e-cigarette harm reduction debate argue that caution should be taken when endorsing e-cigarette products until crucial evidence becomes available.<sup>6</sup> E-cigarettes are often termed a short-term tobacco harm reduction tool, as they do not contain tobacco or tar which are known to cause numerous smoking-related diseases, including cardiovascular disease. A newly published Cochrane review<sup>7</sup> found that nicotine e-cigarettes were superior to placebo e-cigarettes and at least as effective as nicotine replacement therapy (NRT) for smoking cessation, which is consistent with findings from other randomised controlled trials.<sup>8–10</sup> In addition, the review stated that there is moderate certainty in the evidence that nicotine-containing e-cigarettes increase the quit rate compared with NRT and non-nicotine-containing e-cigarettes.<sup>7</sup> Despite differences in opinion within the public health community regarding the value of e-cigarettes in harm reduction for adults, there is broad consensus on the need to protect young people from initiating vaping.<sup>11</sup>

Since the development of the first e-cigarette in 2003, there are now a variety of models or 'generations' available. First-generation e-cigarettes (sometimes referred

## BACKGROUND

The use of e-cigarettes among youths in Great Britain (GB) has increased in 2022 compared with 2021; however, use among never-smokers remains low and mostly experimental.<sup>1 2</sup> Since the development of e-cigarettes, public health researchers and tobacco control advocates have debated the role of e-cigarettes as a harm reduction tool. Proponents of e-cigarette harm reduction believe e-cigarettes can play a role in eliminating smoking-related diseases and consider



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to as 'cigalikes') were disposable and designed to mimic the look and feel of combustible cigarettes.<sup>12</sup> Over time, new e-cigarette types were developed to more effectively deliver nicotine contained in e-liquid. Second-generation e-cigarettes are larger and are generally refillable using e-liquids.<sup>13</sup> Third-generation e-cigarettes (tanks or mods) are much larger than the previous generations and are refillable and rechargeable.<sup>12 14</sup> They are modifiable devices ('mods'), meaning the user can customise the substances in the device<sup>15</sup> and adjust the power of the device to give a stronger throat hit.<sup>16 17</sup> The fourth generation of e-cigarettes is called 'Pod Mod'. They contain a prefilled or refillable 'pod' or pod cartridge with a modifiable 'mod' system ('Pod-Mod').<sup>14</sup>

Recently, disposable e-cigarettes (such as 'Puff-bar', 'Elf-bar' or 'Geek-bar') have started to dominate the market.<sup>18</sup> Disposable e-cigarettes retail for around £5–£7 (US\$7–US\$9) in the UK—about half the price of a pack of 20 cigarettes.<sup>19</sup> In GB, data captured in 2022, found that disposable e-cigarettes have become the most common device type (52.0% compared with 7.7% in 2021), with Elf Bar and Geek Bar being the most popular brands.<sup>1</sup> Despite the popularity of disposable e-cigarettes, little is known about the design, chemical characteristics, or how they may impact health.

Considering the rapid growth and popularity of disposable e-cigarettes, this research aims to explore youth's perceptions and engagement with disposable e-cigarettes, awareness of product characteristics, appeal of products and flavours, perceptions of harm, perceived target group and purchasing behaviours. User-generated and influencer marketing content on social media represents a key influence on young people's understandings of products. It is essential to monitor the content that young people access related to e-cigarettes and through focus groups with youths, so we can understand how young people relate to that content, why e-cigarettes might appeal to youths and why they need protected, which would not be feasible with population surveys.

## METHODS

We conducted 20 focus groups between March and May 2022. Focus groups included between three and five participants (a total of 82 participants). Purposive sampling was used to recruit a diverse sample of youths in terms of sex, socioeconomic background and smoking and vaping status. Eleven groups were recruited through youth workers in local youth organisations. These gatekeepers handed out information sheets and helped achieve the sampling frame in terms of youth demographics and experiences with regard to traditional cigarettes and e-cigarettes. The three organisations that helped with participant recruitment worked specifically with young people from disadvantaged backgrounds in urban areas. This recruitment strategy resulted in the inclusion of a range of participants from more affluent and more deprived backgrounds and with experiences of smoking and

vaping. Seven groups were recruited through the Schools Health and Wellbeing Improvement Research Network (SHINE) Newsletter which is distributed monthly to over 500 schools in Scotland. The remaining two groups were recruited via personal networks directly by MS.

Focus group discussions were facilitated to allow the research team to explore how opinions about disposable e-cigarettes are developed. Friendship groups of 3–5 participants were used to facilitate in-depth insights and promote participant interaction. Each participant was given a £20 shopping voucher as compensation for their time.

Prior to the start of the focus groups, participants completed a short anonymous questionnaire about their age, sex, postcode, smoking and e-cigarette use status. For both traditional cigarettes and e-cigarettes, the questionnaire asked participants to specify whether they had tried or used them in the past or were using them at the time of the study. Based on a review of the literature a topic guide was developed which covered three key areas, including different types of e-cigarette products and flavours, perceptions of harm and purchasing behaviours.

Images of different types of e-cigarettes ('tanks', disposables and pod devices) and e-liquids were used as conversation starters. Group discussions were facilitated by MJS. Ten of the groups were conducted online using Microsoft Teams and 10 were conducted face-to-face. Of these, one of the groups was conducted on the youth organisation's premises, and the other nine were conducted at the school, with representatives of the youth organisation present. Groups lasted between 40 and 66 min. Field-notes reflecting on the focus group and individual issues discussed were written up for each group. All focus groups were audio-recorded with participants' permission and transcribed verbatim. We conducted thematic analysis of the data from the interview transcripts and discussion group minutes. The process followed Braun and Clarke's<sup>20</sup> six-phase framework for thematic analysis. The steps involved were: (1) familiarisation with the data; (2) generating initial codes; (3) searching for themes; (4) reviewing themes; (5) defining and naming themes; and (6) writing the report.<sup>20</sup> The research team read and reread the transcripts to become familiar with the data, and then iteratively constructed a coding frame based on the topic to enable consistent organisation of relevant data. NVivo was used to organise categories on the basis of inductive themes that emerged from close reading of the, capture of both areas of agreement and less typical perspectives across a range of categories. Each transcript was imported into NVivo V.12, coded independently, cross-checked and analysed by MJS and SH. Contradictory cases and group dynamics were discussed, making use of transcripts and field notes. The researcher reflected on her role as researcher, remained constantly aware of her position and took care not to introduce bias throughout the research. To further reduce bias the researcher recorded the focus groups and analysed them some time after they were completed ensuring a more



reflective view point of occurrences. Ethical approval for the study was obtained from the University of Glasgow's Medical and Veterinary Life Sciences Ethics Committee (reference 200210034).

### Patient and public involvement

None.

## RESULTS

### Participant characteristics

Eighty-two youths aged 11–16 years participated (47 females (57%) and 35 males (43%)) in this study. This sample represented a wide diversity in sociodemographic characteristics and smoking-related behaviours. The age distribution within the sample was skewed slightly towards 14–15-year-olds, with 14-year-olds making up the largest subgroup (n=24). While the majority of participants did not currently smoke or use e-cigarettes, the sample

included 10 smokers and 18 youths who used e-cigarettes. [Table 1](#) describes the focus group composition and participants in more detail and [table 2](#) summarises smoking and e-cigarette use among the sample.

### Product characteristics

Youths referred to disposable e-cigarettes as vapes or disposable vapes. Participants described products based on product characteristics including rechargeable/disposable and design (small vs large). Some reported that the disposable variety were not e-cigarettes and the rechargeable were.

They [disposable e-cigarettes] aren't real 'cause they are disposable, they aren't real vapes. (Male, current smoker, current vaper)

Product characteristics such as design were also used to classify products. Participants discussed disposable

**Table 1** Focus group location, participants and their cigarette smoking and e-cigarette use

Group	Area	Sex	Age	Cigarette smoker	E-cigarette use
1	Affluent	Female	13–15	Never	Never
2	Affluent	Female	14–15	Never	Mixed: never (4)/tried (1)
3	Affluent	Female	13–16	Never	Mixed: never (2)/tried (1)
4	Deprived	Mixed: male (3)/female (2)	12–15	Mixed: never (3)/current (2)	Mixed: never (3)/tried (1)/current (1)
5	Deprived	Mixed: male (1)/female (4)	14–16	Mixed: never (2)/tried (2)/current (1)	Mixed: never (2)/tried (2)/current (1)
6	Deprived	Male	12–15	Never	Never
7	Deprived	Male	16	Current	Current
8	Affluent	Mixed: male (2)/female (3)	14	Never	Never
9	Deprived	Male	16	Mixed: tried (1)/current (2)	Current
10	Deprived	Mixed: male (4)/female (1)	14–15	Mixed: never (3)/tried (1)/current (1)	Mixed: never (3)/tried (1)/current (1)
11	Deprived	Mixed: male (3)/female (2)	13–16	Mixed: never (2)/tried (2)/current (1)	Mixed: never (1)/current (4)
12	Affluent	Mixed: male (2)/female (1)	15–16	Tried	Mixed: tried (2)/current (1)
13	Affluent	Female	13–16	Never	Never
14	Deprived	Mixed: male (1)/female (3)	11–12	Never	Never
15	Deprived	Mixed: male (3)/female (1)	11–12	Never	Never
16	Deprived	Mixed: male (2)/female (2)	11–12	Never	Never
17	Deprived	Female	14–16	Mixed: never (4)/tried (1)	Mixed: never (1)/tried (1)/current (3)
18	Deprived	Male	13–16	Never	Never
19	Deprived	Female	14	Never	Mixed: tried (2)/current (1)
20	Affluent	Female	15–16	Never	Tried (3)

**Table 2** E-Cigarette use according to cigarette smoking

Cigarette smoker	E-cigarette use											
	Never			Tried			Current			Total		
	n	(col %)	(row %)	n	(col %)	(row %)	n	(col %)	(row %)	n	(col %)	(row %)
Never	49	98.0	79.0	9	64.3	14.5	4	22.2	6.5	62	75.6	100.0
Tried	1	2.0	10.0	4	28.6	40.0	5	27.8	50.0	10	12.2	100.0
Current	0	0.0	0.0	1	7.1	10.0	9	50.0	90.0	10	12.2	100.0
Total	50	100.0	89.0	14	100.0	14.6	18	100.0	22.0	82	100.0	100.0

e-cigarettes being small colourful products, whereas the rechargeable tank models were bulky.

I think they've been designed differently, so you can tell which ones apart. Like, the electrical ones, the ones that you charge, they're like bigger, and a bit, like, bulkier. (Female, never smoker, never vaper)

Participant views diverged when shown illustrative examples of different types of vaping products, particularly disposable e-cigarettes. Several participants were able to easily recognise disposable e-cigarettes but not other types:

There is definitely like one that I recognise like the small wee pink one with the black top. But I didn't recognise the rest to be honest. (Female, never smoker, never vaper)

Several participants were not able to identify disposable e-cigarettes when shown illustrative examples and often thought they were other products, such as highlighters or lighters.

That's not a vape, it was a highlighter. (Male, never smoker, never vaper)

When I first saw it, it looked like a lighter. (Male, never smoker, never vaper)

Like a tin of mints or something. (Female, never smoker, tried vaping)

### Appeal of products

Participants described several positive attributes of disposable e-cigarettes including the design, as they were portable and discreet.

If you're an underage child vaping you're not going to want to have that big bulky thing 'cause you might get caught with it. Something as small as the thin thing, that could easily fit in your pocket and not have anyone notice. But that thing [tank model], you'd have it sticking out to see. (Male, never smoker, never vaper)

This was also discussed by participants when referring to using the products at school.

Yeah, they are much smaller so, they can hide them when at school." (Female, never smoker, current vaper)

### Appeal of flavours

Participants particularly liked the variety of flavours that are available such as apple and pink lemonade. Several participants discussed that the variety of flavours encouraged users to try other available flavours.

You get like different flavours in sweets and stuff, you might like the taste of blueberry and because in the vape you've got that same taste, that's where it'd be like, oh I really like blueberry, I'd want to see if it is, and then that's what also gets you addicted to it. (Male, tried smoking, current vaper)

Interestingly, when participants discussed flavours, they specifically referred to disposable e-cigarettes, with several participants unaware that e-liquids were available in a variety of flavourings.

Like the range of flavours, and how we were saying about how the disposable vapes had, like, a lot of different flavours. But we weren't aware of the flavours that came with e-liquid ones. (Female, never smoker, never vaper)

Participants associated the colour of disposable e-cigarettes with flavourings, for example, one dual user stated, '*certain flavours would have different designs. Strawberry would have pink or red*' (Male, current smoker, current vaper). While, one nonuser explained, '*the likes of strawberry, that would be red because strawberries are red. And they would do different colours like that, 'cause of the flavours*' (Female, never smoker, never vaper).

### Perceived negative attributes

Disposable e-cigarettes are designed for single use and the environmental impact of the waste was raised by participants.

They [disposable e-cigarettes] are bad for the environment because people just throw them away. (Female, never smoker, current vaper)

Participants also spoke about the products being non-recyclable and that this affects the environment. One participant stated, '*I don't think they're recyclable, either, so it's like a lot more waste*' (Female, never smoker, never vaper), another participant added, '*they [disposable e-cigarettes] take longer to break down, definitely*' (Male, never smoker, never vaper).

One e-cigarette user explained that the environmental impact of using a disposable e-cigarette does not affect his choice to use them.

I like to use the ones which are disposable and not ones which are refillable. It is a collective effort to save the environment, but I don't want to put extra money to save the environment. (Male, tried smoking, current vaper)

### Perceived target audience

The design of the products was further referred to by participants when discussing the target audience of the different types of vaping products. Participant views of users were dependent on the subtype of products used. For example, the larger tank models were perceived to be targeted at and used by users older in age, while disposable e-cigarettes were described as 'cool', 'trendy' and a 'fashion accessory' and were perceived to be targeted at and used by youths.

The disposables are used by like all younger people like aged 15 and 16. But adults, they've got the bigger ones like the rechargeable ones. (Female, tried smoking, tried vaping)

The disposable ones have got different colours, they're brighter, that's probably more aimed at younger people. Whereas, you know, like the big chunky ones are probably more aimed for people who have actually come off smoking. (Female, never smoker, tried vaping)

### Perceptions of harm

Many youths perceived disposable e-cigarettes as less harmful than combustible cigarettes.

They're not as bad as actual cigarettes for you. So, it can cut down the amount of cigarettes that you smoke. (Female, current smoker, current vaper)

Although disposable e-cigarettes were perceived as less harmful compared with tobacco cigarettes, non-user youths who mentioned composition and the ingredients of disposable e-cigarettes, were concerned about the uncertainty of product ingredients and how they could affect their health.

There's like about 40 or 50 chemicals that go into vapes that nobody in this room could name, all cheaply produced. So, see when you're inhaling it deep into your lungs it's obviously not going to be the best for you. (Male, never smoker, never vaper)

I saw a thing on TikTok, Elf bars and Geek bars have got 50 unknown chemicals in them. (Male, never smoker, never vaper)

Just see like the actual vapes instead of the disposables, they've all been tested. I don't think the disposables have been tested. (Male, never smoker, never vaper)

Several participants from different focus groups reported seeing people attempting to reuse the disposable e-cigarettes once they have been discarded.

A lot of people will go and find them. It's weird. It's like people chuck them and other people go and find them and use them. (Male, never smoker, never vaper)

### Purchasing behaviours

Several participants commented on the low cost of disposable e-cigarettes.

Like metal ones, I don't even know, I'm guessing around like 70 or £80, but then the disposable ones are like 6 to 12 or something like that. (Female, never smoker, never vaper)

With some participants commenting favourably on the relatively low cost of disposable e-cigarettes, suggesting that price could be a factor in why youths experiment with the products.

They're cheap and cheerful. (Female, never smoker, current vaper)

That's probably an attraction for young people because they're more affordable. (Female, never smoker, tried vaping)

Participants also described the ease of purchasing disposable e-cigarette products, particularly in corner shops.

Like, I'm 16 and I buy Red Bull in there [corner shop] but I've got such a baby face. Like, I could walk into the shop and go, you're not 16. But if I was to buy a vape they would give me it, loads of folk underage buy them [disposable e-cigarettes] there. (Female, tried smoking, tried vaping)

Several participants discussed the ease of being able to purchase the products online as well.

Some places, some websites online, you don't need to put your age or anything. I've seen a thing on TikTok. Like, they put them [disposable e-cigarettes] in the wee boxes and all that, or you could put them in secret packaging like behind the lashes. Like you can order it off their website and they'll hide it in the packaging, they put a few bits of sweets on top of your vapes so your mum doesn't see it. (Female, tried smoking, current vaper)

## DISCUSSION

E-cigarettes have become increasingly popular and visible in public life and perceptions about e-cigarette users were tied to product characteristics, with tank models being associated with adults and disposable e-cigarettes associated with youths. The design of disposable e-cigarettes was a recurrent topic. Youth discussed the positives of the

compact design of the product as this allowed them to be discretely carried and hidden when in school. We found that youths commonly mistake the products for other everyday products, such as highlighters and tins of mints. This combined with the compact design of the products raises concerns about the way manufactures design the products and if this has been done intentionally to target a younger audience.

E-cigarette users believed that disposable e-cigarettes are less harmful than combustible cigarettes, while non-users reported concerns about the unknown chemical composition of disposable e-cigarettes. It is possible that if e-cigarette users perceive cigarettes as more harmful to their health they will be less likely to take up smoking and this may explain the potential displacement of cigarettes as reported in Williams *et al.*<sup>2</sup> This suggests it is important to track such changes in the population through longitudinal studies to detect and monitor youths perceptions, behaviours and assessment of risk in relation to e-cigarettes versus cigarettes. While e-cigarettes are considered less harmful than combustible cigarettes,<sup>21 22</sup> balanced policies are needed that motivate cigarette smokers to switch to e-cigarettes, yet prevent non-smokers or non-nicotine users from initiating, particularly youths.

The increased popularity of disposable e-cigarettes (such as PuffBar and ElfBar) has resulted in the generation of more single-use plastic waste. Both users and non-users were aware of the negative environmental impact of using disposable e-cigarettes. E-cigarettes remain subject to political and public health debates for various reasons, including the lack of evidence on their long-term health impact, and now there is a new topic in the scientific debate; disposable e-cigarettes are a rising environmental threat.<sup>23 24</sup> Thus, regulation should not only focus on the health effects of e-cigarette products, but may wish to consider their environmental impact.

Consistent with previous research,<sup>25–29</sup> our study found that participants particularly like the variety of disposable e-cigarette flavours and the variety of available flavours is one of the top reasons for experimentation with e-cigarettes among youths. Interestingly, in our study, participants discussed flavours predominately in relation to disposable e-cigarettes, often associating the colour of the product with its flavour. It was perceived from the youths in this study that disposable e-cigarettes are targeted to younger audiences. While rechargeable e-cigarettes (tank models) were perceived by our participants, as products for adults. Several studies<sup>30–33</sup> have recommended banning the sale of all flavoured e-cigarette products to help protect children and youth from the harms of vaping. However, some researchers argue that removing flavours will promote more combustible tobacco use and remove a product that facilitates smoking cessation<sup>34 35</sup> as research has shown that flavourings may help reduce the amount of cigarettes used by adult smokers in the short term.<sup>8</sup> In late 2022, China prohibited the domestic marketing and sales (including online) of flavoured disposable e-cigarettes, meaning e-cigarettes that have

flavourings other than tobacco cannot be sold on the domestic market.<sup>36 37</sup> In addition, they have introduced regulations that all e-cigarette packaging must include warning labels stating that they are harmful to health and must not be used by school children.<sup>36 37</sup> Notably, flavoured disposable e-cigarettes can still be manufactured in China and shipped around the world, including to the UK. The Chinese government have stated that the devices must conform to the regulations of the importing country.<sup>36 37</sup>

More research is needed to determine the most effective means to counter the favourable/positive aspects of e-cigarettes to reduce youths' interest in product trial and use. In addition, more evidence is needed to determine what has contributed to the popularity of disposable e-cigarettes among youths, including, but not limited to, the role of marketing. These findings could inform future policies on e-cigarette prevention.

As with all research, our study has some limitations. First, and consistent with the qualitative design, the sample does not aim to be representative of UK youth, as our study focused on Scottish youths. However, we did have a diverse sample of both sexes. Second, the study's geographical remit has to be considered when interpreting the findings. The UK is considered an international leader in tobacco control policy. It is possible that participants' views may have been influenced by the UK's unique favourable policy approach to e-cigarettes and legal and sociocultural context, including low smoking prevalence. Third, the data were collected in different formats (online and face-to-face), and it is possible that this may have influenced participants' responses. Two of the online groups were conducted in a classroom with a teacher present, and during seven face-to-face groups, a teacher/youth worker was present in the room. It is possible that the presence of a teacher/youth worker may have influenced youth's willingness to answer questions and their responses. Finally, two of the groups were recruited through personal networks and this may have impacted on the youth's responses. Despite these limitations, our study results have implications for public health and policy. Results from our study highlighted that youths positively describe the relatively low cost of disposable e-cigarettes, suggesting that price could be a factor in why youths experiment with disposable e-cigarettes. Raising prices on combustible cigarettes and alcohol has consistently shown to be inversely related to use,<sup>38 39</sup> particularly among younger populations.<sup>40 41</sup> Therefore, policymakers could consider implementing measures to deter youth experimentation with disposable e-cigarettes, while not making the products inaccessible to vulnerable groups who may use them as a smoking cessation option. Our study suggests the growing need for policymakers to work together to develop and implement comprehensive policies to prevent initiation among youths and evaluate the safe recycling and disposal of disposable e-cigarettes. Our study suggests the growing need for policymakers to work together to develop and implement comprehensive



policies to prevent initiation among youths, such as through youth awareness programmes designed to prevent the start of e-cigarette use among youths which could include information on the effects of vaping the body, how to identify false marketing and how to resist peer pressure.<sup>42</sup> In addition, our research suggests policies are required to evaluate the safe recycling and disposal of disposable e-cigarettes (such as requiring manufacturers and retailers to instal collection points inside shops).

## CONCLUSION

We found that youths differentiated between disposable e-cigarettes and larger tank models, for which they had varying perceptions of product users. Our study highlights the need for additional research on e-cigarette subtypes to understand product perceptions more fully; and should be considered in future prevention and regulatory efforts. In addition, while many positive attributes of disposable e-cigarettes were reported, key negative attributes that may discourage use, such as unknown chemical composition and environmental impact, were also described. The findings from our study suggest the growing need for policymakers to work together to develop and implement policies to prevent uptake among youths.

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**Contributors** MJS: guarantor, conceptualisation, data curation, investigation, methodology, validation, visualisation, writing—original draft preparation. AMM: conceptualisation, methodology, Writing—review and editing. AF: conceptualisation, methodology, writing—review and editing. SH: conceptualisation, methodology, validation, writing—review and editing.

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**Competing interests** None declared.

**Patient and public involvement** Patients and/or the public were not involved in the design, or conduct, or reporting or dissemination plans of this research.

**Patient consent for publication** Consent obtained directly from patient(s).

**Ethics approval** Ethical approval for the study was obtained from the University of Glasgow's Medical and Veterinary Life Sciences Ethics Committee (reference 200210034). Participants gave informed consent to participate in the study before taking part.

**Provenance and peer review** Not commissioned; externally peer reviewed.

**Data availability statement** All data relevant to the study are included in the article or uploaded as supplementary information.

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# Report

**12**

Report to:	<b>Education Resources Committee</b>
Date of Meeting:	<b>5 March 2024</b>
Report by:	<b>Executive Director (Education Resources)</b>

Subject:	<b>Celebrating Success</b>
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## **1. Purpose of Report**

1.1. The purpose of the report is to:-

- ♦ advise on the range of high-quality work which takes place in schools, educational establishments and services and to recognise the achievements and awards attained by schools, services, children, young people and staff

## **2. Recommendation(s)**

2.1. The Committee is asked to approve the following recommendation(s):-

- (1) the range of awards and the achievements of children, young people and staff across schools, establishments, and services as highlighted in this report be noted.

## **3. Background**

- 3.1. The wider achievements of children and young people, as well as the good work undertaken by teachers and staff, is something that the Council, through Education Resources, believes should be recognised and celebrated.
- 3.2. It is important to acknowledge the role education has in making a difference to the lives of young people through inspiring learners, transforming learning and the continuous drive to build on and strengthen our partnerships. The commitment and dedication of staff across the Council to provide the best experiences and outcomes possible for all learners in our nurseries, schools and services is the main purpose of this report as well as recognising some significant achievements.
- 3.3. Celebrating and recognising success is a cornerstone in helping to show the positive difference education makes to the lives of many children, young people, and families. Creative and inspirational learning and teaching takes place across our establishments and services every day and, in this report, we take the opportunity to highlight a few examples of this excellent work.

## **4. Celebrating and Recognising Success**

- 4.1. There are numerous examples of the achievements of children and young people being celebrated by nurseries, schools and services through social media on a daily basis. This helps parents, carers, families and the wider community to see what children and young people are achieving through their learning. Some highlights are shown below:-

4.2. **Gold SportScotland Award winners**

- ◆ Burnside Primary School
- ◆ Lamington Primary School

4.3. **The Scottish Book Trust's Reading Schools Initiative**

- ◆ David Livingstone Memorial Primary School - Gold award
- ◆ Lamington Primary - Gold award
- ◆ Trinity High School - Gold award
- ◆ Spittal Primary – Gold award
- ◆ Wiston Primary - Gold award
- ◆ Greenhills Primary- Silver award
- ◆ Coulter Primary – Silver award

4.4. **Holocaust Memorial Event**

On Tuesday 20 January 2024, Strathaven Academy hosted the annual Holocaust Memorial event. Pupils from nine secondary schools across South Lanarkshire as well as the Strathaven Learning Community primary schools' choir helped to showcase, so very movingly, how their voices and messages, matter and can help to influence change.

4.5. **Scottish Anti-Bullying Award**

Hamilton Grammar are the first school in South Lanarkshire to achieve the Respectme anti-bullying award.

4.6. **Trauma Sensitive Pledge Award - 'Act to Make a Difference'**

Congratulations go to the following establishments who are the first to achieve their Attachment-Informed, Trauma Sensitive pledge award **'Act to make a difference'**

- ◆ David Livingstone Memorial Primary School
- ◆ Glenlee Primary School
- ◆ Greenburn School
- ◆ Hamilton Grammar School
- ◆ Hamilton School for the Deaf
- ◆ Neilsland Primary School
- ◆ Tinto Primary School
- ◆ Townhill Primary School
- ◆ Underbank Primary School

4.7. A range of other achievements and awards by children, young people and schools, is also shown below:-

- ◆ Woodlands Nursery Centre received a Success Looks Different Awards in recognition of how they celebrate their pupils with additional support needs.
- ◆ St Bride's Primary (Cambuslang) are the first school in Scotland to win a gold Missio award.
- ◆ St Columbkille's Primary have been awarded £96,000 to fulfil their project on expressive arts from the Clore Duffield Foundation.
- ◆ Biggar Primary School and the ELC received a Digital Schools Award.
- ◆ Craigbank Primary School achieved a £5000 grant from the Digital Xtra Fund to promote STEM activities
- ◆ Glenlee Primary School received a Digital Wellbeing Award
- ◆ Coulter Primary School, Underbank Primary School and Newfield Primary School were successful in renewing their Green Flag Awards for an impressive sixth, seventh and tenth time respectively.



- ◆ Duncanrig Secondary School received a Scottish Credit Qualifications Framework (SCQF) Bronze Award. This success was achieved by the 14 SCQF Pupil Ambassadors, who are now inspired to go on and achieve silver status.
- ◆ Hamilton Grammar ASN Department were the winners in the secondary category for the South Lanarkshire short film competition “The Biodiversity of Your Local Area”.
- ◆ The Lanark Grammar BSL Pupil Leadership Team were highly commended for their work to promote and support sign language through ‘See Hear Network News’.

#### 4.8. **South Lanarkshire’s Instrumental Music Service (IMS)**

The Instrumental Music Service continues to deliver its flagship Youth Music Project for every P5 pupil in South Lanarkshire. The IMS staged numerous showcase events with every child receiving an instrumental music lesson and those in the YMI project showcasing their talents in online events.

#### 4.9. **Youth Family and Community Learning Awards 2023/2024**

The Youth Family and Community Learning awards ceremony will take place on 24 March 2024 where young people will receive recognition for their achievements in:-

- ◆ The Duke of Edinburgh Awards
- ◆ John Muir Award
- ◆ ASDAN
- ◆ Discovery
- ◆ Achievement awards

- 4.10. Education Resources produces a digital bulletin known as ‘SWAY’ which contains articles and updates on education news as well a range of achievements and success stories on a fortnightly basis. This will be circulated to all councillors as a way of sharing information more regularly on education news and updates.

### 5. **Employee Implications**

- 5.1. There are no employee implications attached to this report.

### 6. **Financial Implications**

- 6.1. There are no financial implications attached to this report.

### 7. **Climate Change, Sustainability and Environmental Implications**

- 7.1. There are no significant implications for climate change, sustainability and the environment arising from the recommendations in this report.

### 8. **Other Implications**

- 8.1. There are no implications for risk in terms of the information contained in this report.

### 9. **Equality Impact Assessment and Consultation Arrangements**

- 9.1. This report does not introduce a new policy, function or strategy or recommend a change to an existing policy, function or strategy and, therefore, no impact assessment is required.

- 9.2. This report provides an update on celebrating success which can be widely shared.

**Carole McKenzie**  
**Executive Director (Education Resources)**

14 February 2024

**Link(s) to Council Values/Priorities/Outcomes**

- ◆ Education and learning: inspiring learners, transforming learning, strengthening partnerships

**Previous References**

- ◆ Education Resources Committee – 14 February 2023

**List of Background Papers**

- ◆ None

**Contact for Further Information**

If you would like to inspect the background papers or want further information, please contact: - Des Dickson, Education Resources, Operations Manager

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