

STRATEGIC EQUITY FUND PLAN 2023/24

South Lanarkshire Council

Curriculum and Quality Improvement Service

_Introduction	3
Funding Landscape prior to April 2022.....	3
Funding Landscape post April 2022	4
Pupil Equity Funding (PEF)	4
SEF Planning from April 2023.....	6
Stretch Aims	6
Progress to date - Stretch Aims for 2022/23	7
ACEL Data - Primary Literacy and Numeracy	7
Senior Phase	8
Health and Wellbeing Data-Attendance	9
Stretch Aims for session 2023/24 – Primary	10
Stretch Aims for session 2023/24 – Secondary	14
Outcomes and Measures	16
Governance	16
Project Planning	17
Workstream 1 - Pedagogy	19
Workstream 2 – Learner Engagement	22
Workstream 3 – Strengthening Relationships	28
Workstream 4 – Curriculum	33
Workstream 5 – Learner Pathways.....	44
Reporting.....	51
Scottish Attainment Challenge – Planning and Reporting Cycle	51
Appendices.....	52
Appendix 1 – Funding Landscape.....	52
Appendix 2 – Priorities for Education Resources	54
Appendix 3 - SEF Outcomes and Measures 2022/23 Evaluation.....	55
Appendix 4 - SEF Outcomes and Measures 2023/24	72
SEF Outcomes and Measures 2023/24	72
Appendix 5 – SEF Governance Structure.....	77
Appendix 6 – Blank SEF Highlight Report.....	78
Appendix 7 – SEF Reporting Core Group Update	79



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 30th 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 30th 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

Primary Attendance *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.

Secondary Attendance *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

ACEL Literacy combined P1, P4 & P7				
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.

ACEL Numeracy combined P1, P4 & P7				
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.

Primary Attendance *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.

Secondary Attendance *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)
2023/24	90.2 - 90.8	81.5 - 82.2	97.0 - 97.2	-15.7 – -14.8
2024/25	90.6 - 91.2	83.0 - 83.7	97.1 - 97.3	-14.3 – -13.4
2025/26 Stretch Aim	91.5	86	97.3	-11.3

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

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

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)
2023/24	11.0 - 10.0	37 - 32	8.0 - 12.0	-29 – -20
2024/25	10.8 - 9.8	35 - 30	10.0 - 14.0	-25 – -16
2025/26 Stretch Aim	9	29	15	-14

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

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>Name of Project: Play Pedagogy Project Lead: Linda Gardner and DO Link to SLC Equity Workstream</p> <ul style="list-style-type: none">• Pedagogy• Learner Engagement• Strengthening Relationships• Curriculum• Learner Pathways	<p>Breakdown of costings:</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>Total Costing for 2023/24: £77,444 Total costs for the project if known: TBC</p>		
<p>Link to Scottish Government Core Measure(s) and/or SLC Local Measure(s)</p> <ul style="list-style-type: none">• ACEL Primary – literacy – P1, P4 & P7 combined• ACEL Primary – numeracy – P1, P4 & P7 combined• 1 or more award at SCQF level 5 based on Insight (All SCQF Awards)• 1 or more award at SCQF level 6 based on Insight (All SCQF Awards)• Leavers Positive Destination (Participation measure)• HWB measure (attendance)• Initial Positive Destinations• Reduction in number of S4 leavers• Cost of School Day measure	<p>Link to SLC priorities</p> <ul style="list-style-type: none">• 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		
<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>Pre Project</p> <p>24 schools engaged Deirdre Grogan training</p>	<p>Year 1</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>Year 2</p> <p>30 schools engaged</p> <ul style="list-style-type: none">• Maintain Training Programme	<p>Years 3 and 4</p> <p>→</p>

Few schools embedding play Appetite for development / direction	<ul style="list-style-type: none"> • 46 FTE Early Level Practitioners – key training to be given so consistency of approach across Early Level • Training prog established – combination of Deirdre Grogan, EY Team, QLO / DO • Play Resource Starter Pack Kit List • Sample timeframe for implementation relevant to starting points for schools • Input to NQT programme • Data gathered for impact • SLC Play Strategy developed and launched 		<ul style="list-style-type: none"> • Embed Play Strategy
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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>Name of Project: Attendance Project Lead: Leeanne Kelly & DO Link to SLC Equity Workstream</p> <ul style="list-style-type: none"> • Pedagogy • Learner Engagement • Strengthening Relationships • Curriculum • Learner Pathways 	<p>Breakdown of costings:</p> <p>CLPL charges = room costs; catering costs; supported study hours to enable staff to undertake relevant work/tasks/research out-with school time - £4500</p> <p>Total Costing for 2023/24: £4500 Total costs for the project is known: estimate is similar to last year but with slight increase reflecting increase in participant numbers and room costs.</p>
<p>Link to Scottish Government Core Measure(s) and/or SLC Local Measure(s)</p> <ul style="list-style-type: none"> • ACEL Primary – literacy – P1, P4 & P7 combined • ACEL Primary – numeracy – P1, P4 & P7 combined • All SCQF level 5 or above – All SCQF Awards • All SCQF level 6 or above – All SCQF Awards • Participation measure • HWB measure (attendance) • Reduction in number of S4 leavers • Cost of School Day measure 	<p>Link to SLC priorities</p> <ul style="list-style-type: none"> • 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
<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>Project Plan: Year 2 (2023-24)</p> <p>Overview: 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>Cohort 2</p> <ul style="list-style-type: none"> • 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. 	

- 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>Name of Project: Clydesdale Virtual School Project Lead: B Lee + G Smith Link to SLC Equity Workstream</p> <ul style="list-style-type: none"> • Pedagogy • Learner Engagement • Strengthening Relationships • Curriculum • Learner Pathways 	<p>Breakdown of costings: 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>Materials for students: £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>Proposal: 0.2FTE additional staffing per school home learning teacher to support families with online learning with the Clydesdale Virtual School (outreach visits)</p> <p>Level 5 and Level 6 qualifications: approximately £150 per pupil for Level 5 or Level 6 First Aid course or equivalent.</p> <p>Total Costing for 2023/24: 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>Link to Scottish Government Core Measure(s) and/or SLC Local Measure(s)</p> <ul style="list-style-type: none"> • ACEL Primary – literacy – P1, P4 & P7 combined • ACEL Primary – numeracy – P1, P4 & P7 combined • 1 or more award at SCQF level 5 based on Insight (All SCQF Awards) • 1 or more award at SCQF level 6 based on Insight (All SCQF Awards) • Leavers Positive Destination (Participation measure) • HWB measure (attendance) • Initial Positive Destinations • Reduction in number of S4 leavers • Cost of School Day measure 	<p>Link to SLC priorities</p> <ul style="list-style-type: none"> • 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
<p>Outline of the project plan- Briefly detail under the following prompts:</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

Name of Project: Nurture Project Lead: Susan Tullett Link to SLC Equity Workstream <ul style="list-style-type: none"> • Pedagogy • Learner Engagement • Strengthening Relationships • Curriculum • Learner Pathways 	Breakdown of costings: 0.5FTE Development Officer Neilsland Hub use for courses Photocopying of course materials Printing costs for Nurturing Interventions Toolkit Total Costing for 2023/24: £35,000 Total costs for the project if known:
Link to Scottish Government Core Measure(s) and/or SLC Local Measure(s) <ul style="list-style-type: none"> • ACEL Primary – literacy – P1, P4 & P7 combined • ACEL Primary – numeracy – P1, P4 & P7 combined • 1 or more award at SCQF level 5 based on Insight (All SCQF Awards) • 1 or more award at SCQF level 6 based on Insight (All SCQF Awards) • Leavers Positive Destination (Participation measure) • HWB measure (attendance) • Initial Positive Destinations • Reduction in number of S4 leavers • Cost of School Day measure 	Link to SLC priorities <ul style="list-style-type: none"> • 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
<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>Target group – 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>Project Plan</p> <ul style="list-style-type: none"> • Deliver core training courses on a rolling programme over the whole academic year– Boxall Profile Training, Nurturing Interventions Overview, Leading Nurturing Interventions • Deliver establishment-based training as need is identified– 6 Nurture Principles and Restorative Practice 	

- 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>Name of Project: Cost of the School Day Project Lead: Maureen Farr Link to SLC Equity Workstream</p> <ul style="list-style-type: none"> • Pedagogy • Learner Engagement • Strengthening Relationships • Curriculum • Learner Pathways 	<p>Breakdown of costings:</p> <p>Admin costs 0.6FTE Lead Officer</p> <p>Total Costing for 2022/23: £70,000 Total costs for the project is known:</p>
<p>Link to Scottish Government Core Measure(s) and/or SLC Local Measure(s)</p> <ul style="list-style-type: none"> • 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 • Participation measure • HWB measure (attendance) • Initial Positive Destinations • Reduction in number of S4 leavers • Cost of School Day measure 	<p>Link to SLC priorities</p> <ul style="list-style-type: none"> • 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
<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>In her paper, ‘Falling Through the Cracks: The Cost of the School Day for Families Living in In-Work and Out-of-Work Poverty’ (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"> • Local Authorities provide guidance to schools on best practice, • Limits imposed on how expensive trips can be and/or the requirement for schools to subsidise trips more fully, • Provide teachers with high quality CPD on the nature, causes and consequences of poverty, and, • Sharing of information on successful and unsuccessful initiatives to alleviate the impact of poverty. <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'.

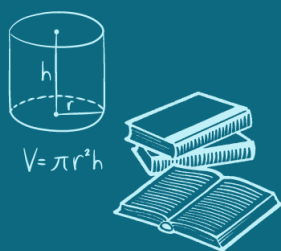
Schools will be asked to move from a 'Position Statement' to a 'School Policy'.

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

Name of Project: Effective Pedagogical Practice in Mathematics and Numeracy Project Lead: Andy Gray Link to SLC Equity Workstream <ul style="list-style-type: none"> • Pedagogy • Learner Engagement • Strengthening Relationships • Curriculum • Learner Pathways 	Breakdown of costings: Maths Recovery training Total Costing for 2023/24: £83,124 Total costs for the project is known:
Link to Scottish Government Core Measure(s) and/or SLC Local Measure(s) <ul style="list-style-type: none"> • ACEL Primary – literacy – P1, P4 & P7 combined • ACEL Primary – numeracy – P1, P4 & P7 combined • SCQF level 5 or above – All SCQF Awards¹ or more on leaving school • SCQF level 6 or above – All SCQF Awards¹ or more on leaving school • Participation measure • HWB measure (attendance) • Initial Positive Destinations • Reduction in number of S4 leavers • Cost of School Day measure 	Link to SLC priorities <ul style="list-style-type: none"> • 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
Outline of the project plan- Briefly detail under the following prompts: Who are the target group(s)? All Primary teachers, appropriate Secondary teachers, and support staff. 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? 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'. During session 2021 - 2022, 20 teachers enrolled in intensive Maths Recovery training, 'The Learning Framework in Number'.	

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>Name of Project: Nuffield Early Language Intervention NELI Year 2</p> <p>Project Lead: Leigh Miller</p> <p>Link to SLC Equity Workstream</p> <ul style="list-style-type: none"> • Pedagogy • Learner Engagement • Strengthening Relationships • Curriculum • Learner Pathways 	<p>Breakdown of costings:</p> <p>Training costs</p> <ul style="list-style-type: none"> • Approx cost per school= £870-£1290 (roll- related) • Cost for 124 schools= £107 880- £159 960 • 78 schools engaging with NELI (exact costs to be confirmed) • Consider 'Additionality' (staff/ funding) in schools to support the rollout of the training (including cover costs). <p>Central Admin costs</p> <ul style="list-style-type: none"> • Central support for co-ordination of training and correspondence with schools/NELI Teams. • Central support (data expert) with collection and comparison of NELI assessment data and P1 ACEL data Quintile 1 v Quintile 5. Unsure of cost <p>Total Costing for 2023/2024: Sign up of a further 20-30 establishments. (Costing will depend of size of schools, still to confirm)</p>
<p>Link to Scottish Government Core Measure(s) and/or SLC Local Measure(s)</p> <ul style="list-style-type: none"> • 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 or more on leaving school • Participation measure • HWB measure (attendance) • Initial Positive Destinations • Reduction in number of S4 leavers • Cost of School Day measure 	<p>Link to SLC priorities</p> <ul style="list-style-type: none"> • 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
<p>Outline of the project plan</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 two 15-minute individual sessions per week. 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 11th 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)

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 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 predication and Data in reading and writing will act as further measure.

A further cohort of schools will begin 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>Name of Project: <i>SLC Refreshed Curriculum Narrative</i></p> <p>Project Lead: Leigh Miller & Andy Gray Link to SLC Equity Workstream</p> <ul style="list-style-type: none"> Curriculum 	<p>Breakdown of costings:</p> <ul style="list-style-type: none"> Seconded Lead officers for Curriculum x 1 0.4 staffing allocation for 8 schools to allow Lead HTs to be released to support schools and develop aspects of curriculum. <p>Total Costing for 2023/24: Total costs for the project if known:</p>
<p>Link to Scottish Government Core Measure(s) and/or SLC Local Measure(s)</p> <ul style="list-style-type: none"> 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 Awards1 or more on leaving school Participation measure HWB measure (attendance) Initial Positive Destinations Reduction in number of S4 leavers Cost of School Day measure 	<p>Link to SLC priorities</p> <ul style="list-style-type: none"> 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
<p>Outline of the project plan:</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>Target Group: 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>Who will be involved /what role will they have:</p> <p>Lead officers Curriculum role:</p> <ul style="list-style-type: none"> Strategic planning for Curriculum across SLC primary 	

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

<ul style="list-style-type: none"> • 1 or more award at SCQF level 5 (All SCQF Awards) • 1 or more award at SCQF level 6 (All SCQF Awards) • Leavers Positive Destination (Participation measure) • HWB measure (attendance) • Initial Positive Destinations • Reduction in number of S4 leavers • Cost of School Day measure 	<ul style="list-style-type: none"> • 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
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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
- 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

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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)

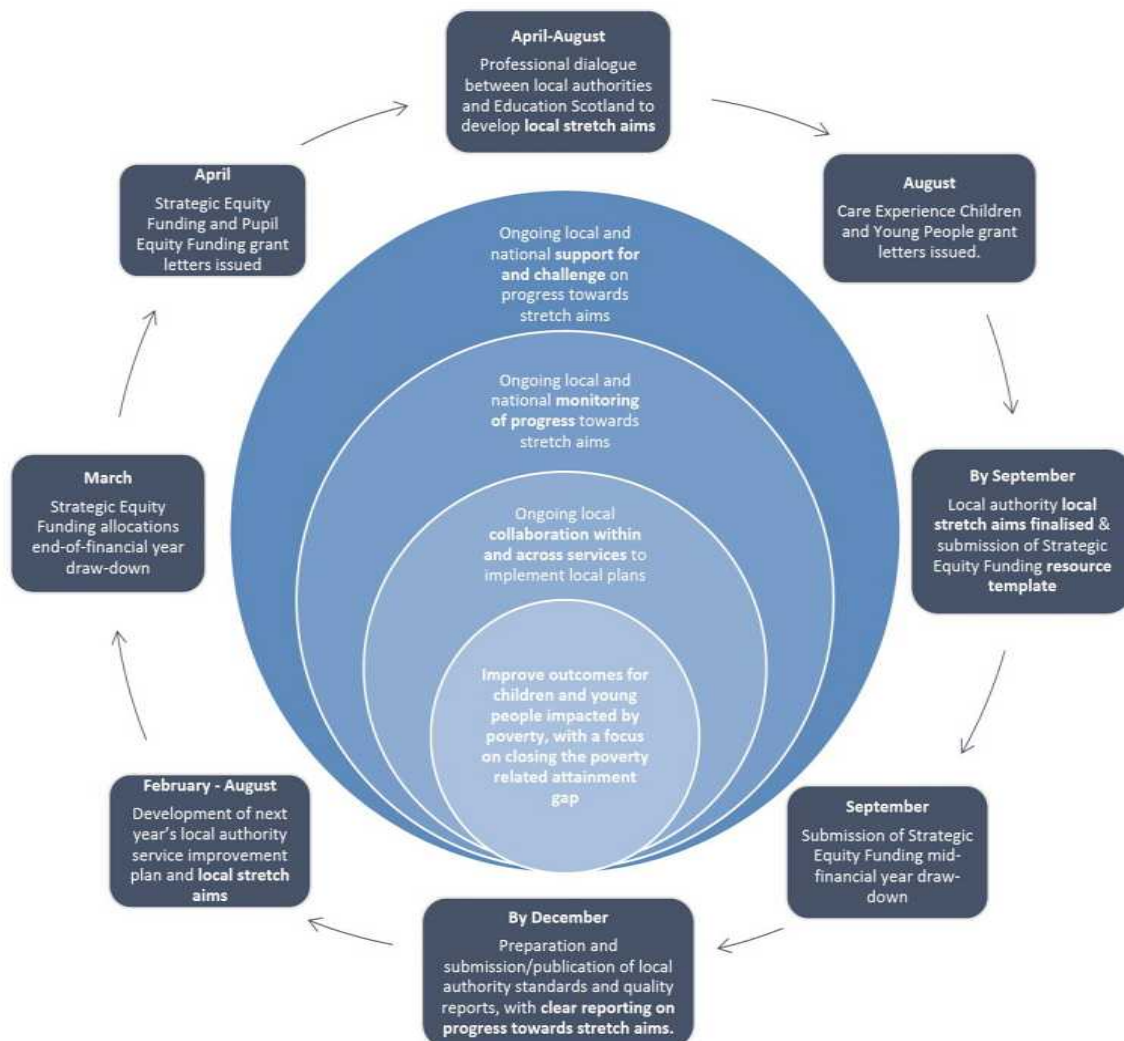
SSR1&2

Stretch aims associated with SLC Mentoring programmes:

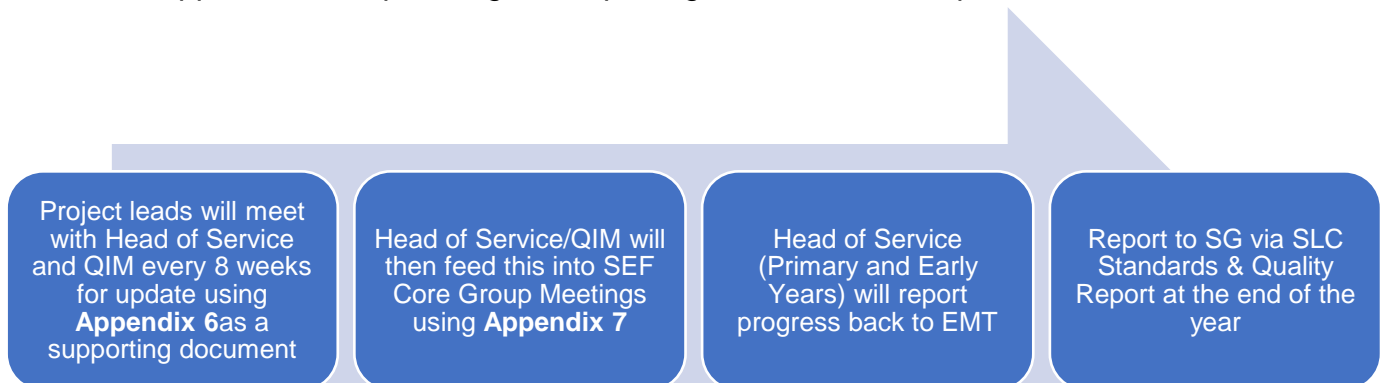
1@5 – detail to be provided

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
Theme 1 Pedagogy	1 and 2			
Early Learning & Play DO, CLPL and resources		-69,579		
Resources - Deidre Grogan		-5,000		
Theme 2 Learner Engagement	6			
Clydesdale Digital Project - 4 Clydesdale Secondary Schools - staffing		-91,452		
Clydesdale Digital Project - 4 Clydesdale Secondary Schools - resources		-5,000		
Theme 3 Strengthening Relationships	6			
Nurture DO		-32,973		
Nurture DO Aug to March		-21,774		
Theme 4 Curriculum	1,2,3 and 4			
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		
Theme 5 Learner Pathways	3, 4 and 7-11			
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



#itsSLC

<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 & 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	<p>Rationale: 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.</p>	Data from tracking reports, observations and feedback from class teachers and parents/carers.	<p>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</p>

	Outcome – all identified pupils: 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.
Workstream: Strengthening Relationships			
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"> •93% of pupils reported an increase in their confidence •90.6% of pupils reported an increased ability to cope better with difficult/stressful situations •87.5% of pupils reported they would now know when to ask for help

			<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>NELI</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>NELI</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>WRITING UNWRAPPED By June 2023, there will be an understanding of the strengths and areas of development in writing curricula across SLC primary schools.</p>	<p>WRITING UNWRAPPED 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"> - 72.36% Q1 - 95.79% Q5 <p>2@5 2018/19 – 81.37% all leavers</p> <ul style="list-style-type: none"> - 67.41% Q1 - 92.25% Q5 	<p>SSR 1 & 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 rd 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 & Numeracy (national)</p> <p>SSR 1 & 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>Rationale: 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>Outcome: 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&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&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&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&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&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&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>Impact:</p> <ul style="list-style-type: none"> • 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. • Where previously Read&Write use would be zero over school holidays, usage has risen, indicating pupils are becoming more confident in installing and using Read&Write at home. • Overall staff confidence in using Read&Write to support learners has increased from an average of 2 to 4 (on a 5 point scale). • Pupil confidence in using Read&Write has also increased from an average of 2 to 4 (on a 5 point scale).
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.
Workstream: Strengthening Relationships		
Project	Outcome	Measure
CoSD	<p>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.</p> <p>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.</p>	

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>

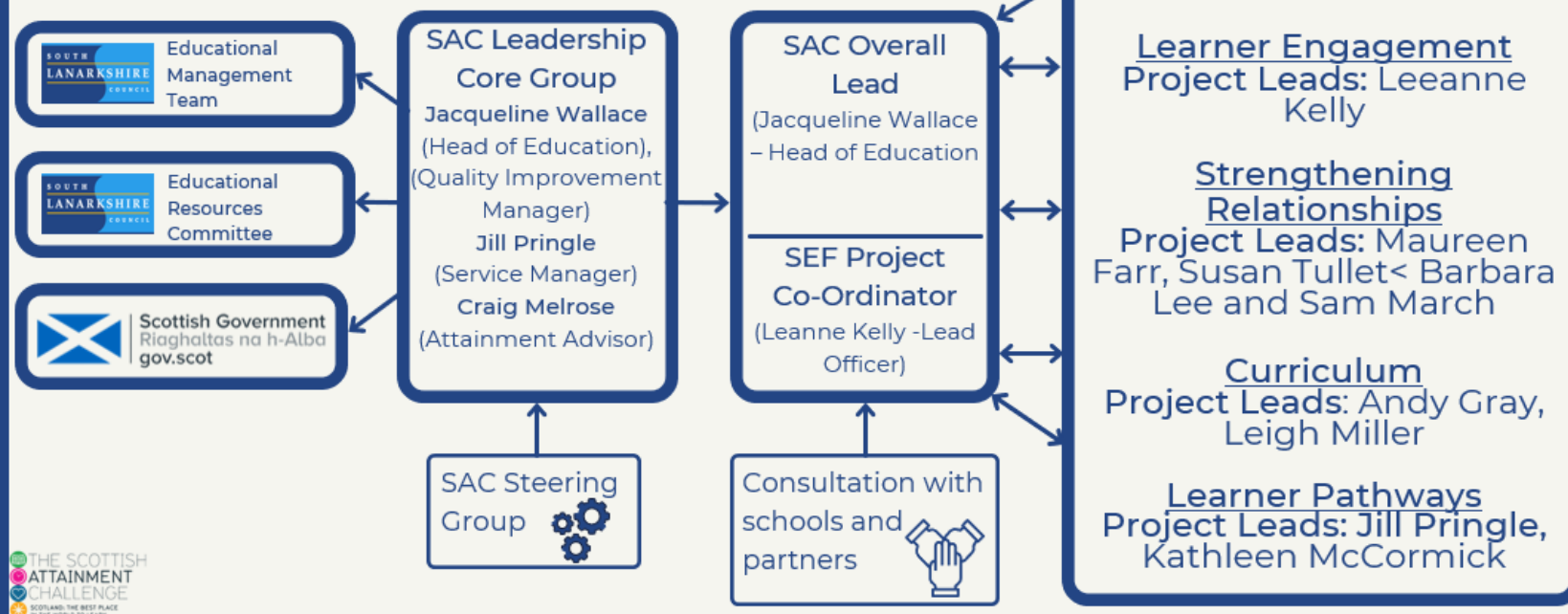
Workstream: Curriculum		
Project	Outcome	Measure
Literacy	<p>By June 2024, most staff from participating primary schools will have increased knowledge and confidence in developing children's early oral language skills.</p> <p>By June 2024, most P1 learners in sample schools (10% of schools engaging with 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>SLC Refreshed Curriculum Narrative</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"> •80.61% Q1 •96.98% Q5 <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"> •72.16% Q1 •95.37% Q5 	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

Workstream Pedagogy Learner Engagement Strengthening Relationships Curriculum Learner Pathways		Lead-		Name of Project-	
Date				Period	
Progress and impact made this period (Bullet point summary of key achievements, impact and challenges)		•			
Work planned for next period, including any deadline		•			
Decisions/Actions required from SEF Core Group/EMT		•			
RISK/ISSUES		•			
Authors Contact Details		Additional reports or information papers (Embedded)			
Allocated Funds		Spend to Date		Underspend/ Overspend projected	

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
PEDAGOGY					
Project	Progress and impact made this period	Work planned for next period	Decisions/Actions required from SEF Core Group/EMT	Financial	Comments
LEARNER ENGAGEMENT					
Project	Progress and impact made this period	Work planned for next period	Decisions/Actions required from SEF Core Group/EMT	Financial	Comments
STRENGTHENING RELATIONSHIPS					

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

