



# Education Resources

# improve

## Resource Plan

**Performance Report 2021-22**

**Quarter 2 : April 2021 - September 2021**

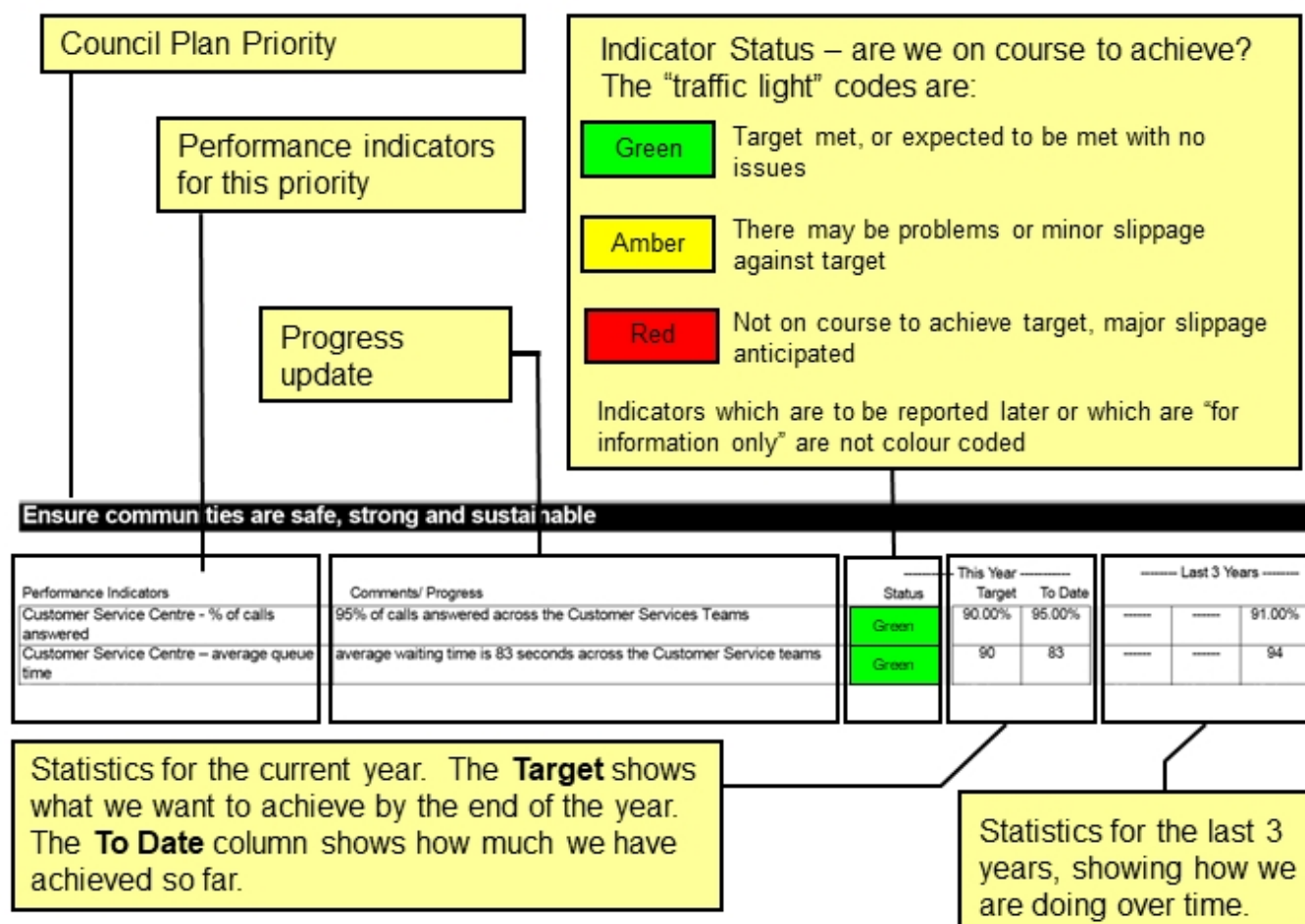
(This represents the cumulative position to September 2021)

Summary - number of measures green, amber and red under each Council Plan Priority / Theme

Council Priority/ Theme	Green	Amber	Red	Report later / Contextual	Total
Promote sustainable and inclusive economic growth and tackle disadvantage	4			6	10
Get it right for children and young people	1			4	5
Improve health, care and wellbeing	4			1	5
Ensure communities are safe, strong and sustainable	1			1	2
<i>Delivering the plan and achieving best value</i>					
<b>Total</b>	<b>10</b>	<b>0</b>	<b>0</b>	<b>12</b>	<b>22</b>

## Guide to the Performance Indicators report

Each of the performance indicators is shown in the following pages of this report. The graphic below explains how the report is laid out and what information is presented.



**Get it right for children and young people****Raise standards in literacy, numeracy and close the poverty-related attainment gap**

Performance Indicators	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
		Status	Target	To Date	2018/19	2019/20	2020/21
Percentage of pupils gaining 5 awards at SCQF Level 5 or better	Report to be provided at Quarter 4.	Report Later	65.8%	-----	63.8%	64.9%	68.8%
Percentage of pupils gaining 5 awards at SCQF Level 6 or better	Report to be provided at Quarter 4.	Report Later	38.2%	-----	36.7%	37.2%	40.6%
Percentage of P1, P4 and P7 pupils attaining the appropriate Curriculum for Excellence level for their stage or better in Literacy	Report to be provided at Quarter 4.	Report Later	72.0%	-----	0.0%	0.0%	0.0%
Percentage of P1, P4 and P7 pupils attaining the appropriate Curriculum for Excellence level for their stage or better in Numeracy	Report to be provided at Quarter 4.	Report Later	79.0%	-----	0.0%	0.0%	0.0%
Improve the attendance of children and young people at school	The overall attendance rate for Primary, Secondary and ASN schools in session 2020/21 as at 30 September 2021 was 92.0%. This must be considered in the context of the ongoing impact on attendance of Covid-19 .	Green	92.8%	-----	92.8%	92.9%	92.8%

**Improve health, care and wellbeing****Improve health and wellbeing to enable children and families to flourish**

Performance Indicators	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
		Status	Target	To Date	2018/19	2019/20	2020/21
Number of staff who have completed level 1 and level 2 awareness training to support the implementation of the Attachment strategy	As at Quarter 2, 6,636 employees have logged on to Teams to undertake Level 1 and 2 Awareness Training. This figure includes 228 Newly Qualified Teachers (NQT's).  The training has also been made available on the Learn On Line platform and an additional 271 employees have completed the modules.	Green	-----	6,907	0	0	0
Number of schools involved in 'Counselling through Schools' programme for children aged 10 and over in line with the Scottish Government Framework	All schools in South Lanarkshire have support and guidance to access the Counselling through Schools service, if required.	Green	-----	43	0	0	0

**Improve health, care and wellbeing****Improve health and wellbeing to enable children and families to flourish**

Performance Indicators	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
		Status	Target	To Date	2018/19	2019/20	2020/21
Achieve a positive destination rate for care experienced young people completing youth employability service programmes	At Quarter 2, the positive destination rate for care experienced young people completing youth employability service programmes is 77%.	Green	65.0%	77.0%	0.0%	0.0%	0.0%
Reduce the gap for positive destination outcomes for care experienced young people	Report to be provided at Quarter 4.	Report Later	6.5%	-----	6.4%	4.1%	9.1%
Average number of young people attending Breakfast Clubs on a weekly basis	At Quarter 2, the average weekly figure for pupils attending a breakfast club is 7,135.	Green	3,000	7,135	0	0	0

**Promote sustainable and inclusive economic growth and tackle disadvantage****Raise standards in literacy, numeracy and close the poverty-related attainment gap**

Performance Indicators	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
		Status	Target	To Date	2018/19	2019/20	2020/21
Percentage of pupils from deprived areas gaining 5 awards at SCQF Level 5 or better	Report to be provided at Quarter 4.	Report Later	45.3%	-----	41.8%	0.0%	48.8%
Percentage of pupils from deprived areas gaining 5 awards at SCQF Level 6 or better	Report to be provided at Quarter 4.	Report Later	19.8%	-----	18.1%	19.3%	22.0%
Number of learners engaging in Adult Literacy and Numeracy classes through Youth Family and Community Learning	In Quarter 2 there continues to be 156 literacy and numeracy learners that have accessed a wide range of classes and provision currently delivered online, including creative writing, ICT classes, employability support, and SQA in Communication. This is an increase from 117 in the whole of last year.  During Quarter 2 101 learners have improved their literacy skills and an additional 20 English for Speakers of Other Languages (ESOL) learners have improved their literacy skills. 47 Have improved their numeracy skills, and 75 have improved IT skills.	Green	-----	156	0	0	0

**Support children and young people to develop their skills for learning, life and work**

Performance Indicators	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
		Status	Target	To Date	2018/19	2019/20	2020/21
Percentage of pupils entering positive destinations	Report to be provided at Quarter 4.	Report Later	95.6%	-----	96.4%	95.7%	94.8%

**Promote sustainable and inclusive economic growth and tackle disadvantage****Support children and young people to develop their skills for learning, life and work**

Performance Indicators	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
		Status	Target	To Date	2018/19	2019/20	2020/21
Reduce the gap for positive destination outcomes for those pupils in the most deprived 20% data zones	Report to be provided at Quarter 4.	Report Later	3.4%	-----	3.2%	2.7%	4.3%
Provide up to 400 Foundation Apprenticeship opportunities at Level 6 and 150 at Level 4/5 to young people in the senior phase	348 young people were registered at level 6 in September 2021 and 238 at level 5.	Green	400	586	0	0	0
Achieve a positive destination rate of 70% for young people participating on Aspire	Positive destination rate of 88% for young people participating on Aspire.	Green	70.0%	88.0%	0.0%	0.0%	0.0%
Achieve a positive destination rate of 85% for young people participating on GradU8	Update will be provided at quarter 4 based on school leaver destinations for 2021/22	Report Later	85.0%	-----	0.0%	0.0%	0.0%
Achieve a positive destination rate of 90% for young people participating a Foundation Apprenticeship	Update will be provided at quarter 4 based on school leaver destinations for 2021/22	Report Later	90.0%	-----	0.0%	0.0%	0.0%

**Ensure inclusion and equality are at the heart of what we do**

Performance Indicators	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
		Status	Target	To Date	2018/19	2019/20	2020/21
Increase the number of learners participating in nationally recognised awards through participation in Youth Family and Community Learning programmes by 1%	A further 531 learners achieved a range of awards during Quarter 2 including Duke of Edinburgh awards, John Muir awards, and SQA awards such as SQA in Communication and ICT. The summer hub provision led by Youth Family and Community Learning across 15 schools and 9 Universal Connections facilities led to 375 Hi-5 awards.	Green	800	616	0	0	0

**Ensure communities are safe, strong and sustainable****Ensure inclusion and equality are at the heart of what we do**

Performance Indicators	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
		Status	Target	To Date	2018/19	2019/20	2020/21
Maintain number of learners engaging in English as a Second or Other Language classes	The number of learners engaged in English as a Second or Other Language classes (Beginners, Intermediate, and Elementary) has risen to 95 at Quarter 2. These classes are still currently being delivered online due to restrictions, but the learners continue to have a positive experience and all 95 have improved their English language skills as well as reporting improved health and well-being outcomes.	Green	85	95	0	0	0
Expand young people's involvement in the Scottish Youth Parliament Elections by 5% by December 2021	Report to be provided at Quarter 4.	Report Later	5.0%	-----	0.0%	0.0%	0.0%

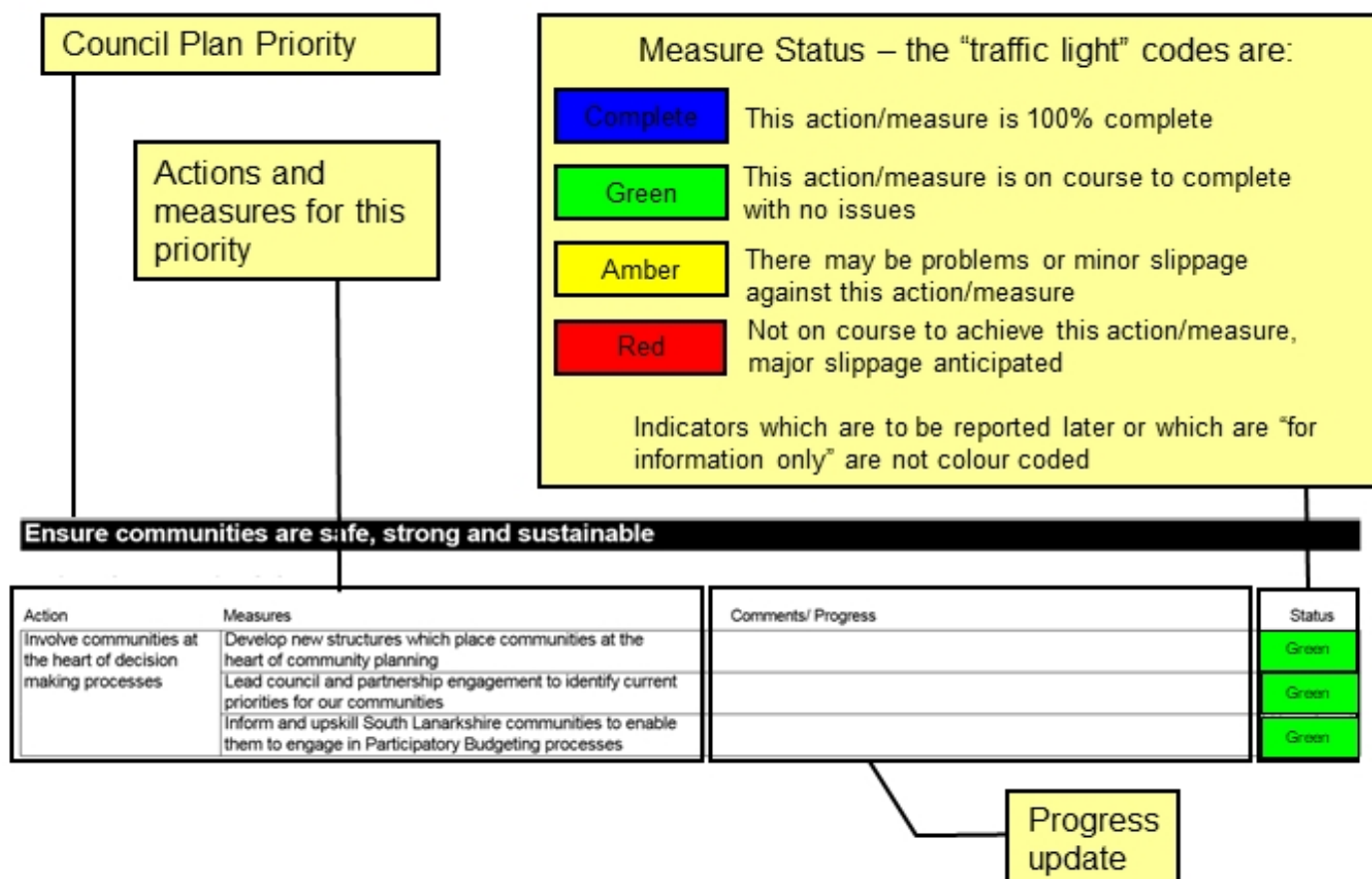


Summary - number of measures complete, green, amber and red under each Council Plan Priority / Theme

Council Priority/ Theme	Complete	Green	Amber	Red	Report later	Total
Promote sustainable and inclusive economic growth and tackle disadvantage		6				6
Get it right for children and young people	2	18	2			22
Improve health, care and wellbeing		6				6
<i>Ensure communities are safe, strong and sustainable</i>						
<i>Delivering the plan and achieving best value</i>						
<b>Total</b>	<b>2</b>	<b>30</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>34</b>

## Guide to the Performance Measures report

Each of the performance measures is shown in the following pages of this report. The graphic below explains how the report is laid out and what information is presented.



## Get it right for children and young people

### Raise standards in literacy, numeracy and close the poverty-related attainment gap

Action	Measures	Comments/ Progress	Status
Implement National Improvement Framework priorities by ensuring that every child achieves the highest standards in literacy and numeracy	Develop a Literacy Strategy to support schools to understand how to develop their literacy curriculum to recover from impact of Covid-19 lockdown	<p>From an analysis of a range of data, both national and local, the following areas have been identified as priorities for Literacy 2021-2022.</p> <p>Writing: Over 200 primary teachers have attended introductory Talk for Writing training for fiction writing. Evaluations are positive with an average of 3.9/4.</p> <p>Reading: Over 75 SLC schools have registered for Reading Schools accreditation with Scottish Book Trust. This includes 14/17 secondary schools. Primary 2 and 3 Read Write Count Family Bags (Scottish Book Trust) have been delivered to all SLC primary schools. Primary 1 Book Bug Family Bags will be delivered to all SLC primary schools before November 15th. SLC Secondary Teachers Reading Group in conjunction with OU/UKLA is underway and oversubscribed with 33 participants. SLC Primary Teachers Reading Groups in conjunction with OU/UKLA have been advertised and will begin in October.</p> <p>Supporting Literacy Difficulties: Working towards a consistent approach - SLC Literacy Pathway and supporting materials have been designed to support implementation of a the ASN Literacy Framework. Over 100 Primary Literacy and ASN Cp-ordinators recently attended an introduction to the Literacy pathway training session (online live and recorded). Evaluations highlighted a consensus around the need for a consistent SLC approach. Further responsive training and support materials will be planned in the course of 2021-2022.</p> <p>Refresh of SLC Literacy Strategy: Primary and Secondary audits are currently in draft format with a view to sharing with staff in both sectors, before December 2021.</p> <p>Literacy Hub (Google Site): Preparation for the set up of a Literacy-specific repository for SLC staff to access, is underway.</p>	Green



**Get it right for children and young people****Raise standards in literacy, numeracy and close the poverty-related attainment gap**

Action	Measures	Comments/ Progress	Status
	Develop a Numeracy Strategy to support schools to understand how to develop their numeracy curriculum to recover from the impact of Covid-19 lockdown	<p>A strategy to support schools has been identified and conveyed to Head Teachers.</p> <p>A Framework for Numeracy and Mathematics has been distributed to schools across the authority. This framework includes information to support schools as they devise their Numeracy Curriculum to recover from the impact of Covid-19 lockdown. This has been supplemented by a Learning, Teaching and Assessment manual that gives schools practical support and guidance to achieve this.</p> <p>Training is planned throughout the session to support this strategy.</p>	Green
	Develop and deliver a tracking, monitoring and reporting system to improve the learning outcomes for children with additional support needs by June 2022	Every ASN Primary Base and Standalone ASN Primary and Secondary has been trained in and installed with B Squared Connecting Steps and Evisense which allows setting, tracking and monitoring as well as reporting of smaller milestones and Es and Os from Early to Third and SQA. This supports the pace of learning in ASN and shows accurate progress in the sector.	Green
	Complete the implementation of Phase 5 of the rollout of additional hours for Early Learning and Childcare 1140 hours nursery establishments	The implementation of Phase 5 of the rollout of additional hours for Early Learning and Childcare 1140 hours nursery establishments was delivered for all eligible children August 2021.	Complete

**Get it right for children and young people****Raise standards in literacy, numeracy and close the poverty-related attainment gap**

Action	Measures	Comments/ Progress	Status
	Implement the action plan for full delivery of 1140 hours and beyond in line with Scottish Government funding allocation	The action plan for full delivery of 1140 hours and beyond, in line with Scottish Government funding allocation, was fully implemented August 2021.	Complete
Close the equity gap and improve learner outcomes	Develop an Equity Strategy to support schools to understand how to develop their equity plans to recover from impact of Covid-19 lockdown	Equity Team have devised a clear equity strategy for 21-22, which has 4 overarching priorities/themes: data analysis strategy; PEF and SAC accountability; Raising attainment and engagement; and Tackling Poverty. Significant progress has been made with this already including: data analysis; PEF and SAC reporting analysis; PEF Participatory Budgeting; Winter Clothing Campaign; Core Curriculum Charges; Community Wellbeing Pilot; and update on FSM payments and other financial supports for families. The Equity Team have developed a clear communication strategy via online channels such as Teams and Google Classroom, as well as through the @SLCEquity Twitter feed, which is currently being implemented. Schools are responding well to this revised approach, with schools retweeting and sharing information given with their school communities. The Equity Team have begun to undertake equity school visits to identified schools to provide support and challenge, and help schools maximise impact. Progress on PEF Participatory Budgeting has been reported at Area Committee meetings.	Green

**Get it right for children and young people****Raise standards in literacy, numeracy and close the poverty-related attainment gap**

Action	Measures	Comments/ Progress	Status
	Use information and intelligence gleaned through centrally developed comprehensive auditing processes to develop plans to support schools with Equity Recovery Strategy	Analysis of PEF Profile of Spends and Equity part of School Improvement Plans is underway, and near completion. Plans to support identified schools refine their equity outcomes and measures has been agreed and will be communicated with schools post September weekend. Timeline on PEF reporting requirements for 21-22 will be shared with HTs at next HT business meeting. Analysis of schools' ACEL data is underway to look at SLC and individual school progress with closing the poverty-related attainment gap for reading, writing, listening and talking and numeracy. Gap graphs are being produced to support self-evaluation with attainment data using both national measure (Q1 vs Q5) and SLC measure (SIMD 1+2+FSM vs SIMD 3-10 no FSM). Attendance data will be addressed thereafter. HT and staff CQIS questionnaire results is informing the Equity CLPL programme for 21-22, which is currently in development.	Green

**Get it right for children and young people****Raise standards in literacy, numeracy and close the poverty-related attainment gap**

Action	Measures	Comments/ Progress	Status
	Self-Evaluation of programme and Strategy to ensure it is dynamic and responsive to evolving need	Participatory Budgeting information has been collated for each area and is being shared with area committees on an ongoing basis. Newly developed PB Lead and Equity Lead Teams pages are providing the equity team with direct feedback from colleagues in schools on successes/challenges. This ongoing feedback will continue to shape the equity programme within SLC. The Equity Team are supporting enquiries and actively sharing good practice. Intelligence from CQIS survey is informing the Equity CLPL programme for 21-22 which is currently being developed. Further information on core curriculum costs is being sought for secondary schools to help inform the SLC approach to mitigating core curriculum charges. Programme of Equity visits is being planned to offer support to schools who have requested this or who have been identified through our ongoing analysis as needing support with this agenda.	Green
Develop digital recovery strategy to support ongoing response to Covid-19 and the possibility of need to revert to remote learning	Audit, assess and map learner access to digital devices, respond to need where possible	Following on from the successful distribution of devices and connectivity last year during the period of home learning, consultation has taken place with schools regarding the renewal of contracts for Mifi devices to extend these for priority families for a further year. Ongoing work with RM enables us to identify devices that are currently not being used.  We have recruited a part time Digital Inclusion Development Officer who will link directly with families to ensure that barriers to using the devices are overcome and who will support schools with further training and resources.	Green

**Get it right for children and young people****Raise standards in literacy, numeracy and close the poverty-related attainment gap**

Action	Measures	Comments/ Progress	Status
Use digital technology to engage with learners and families engaging with Youth Family and Community Learning	Maintain numbers of learners engaging with online learning programmes and social media through Youth Family and Community Learning	Most Youth Family and Community Learning programmes and activities are now face to face again, with the exception of Adult Literacy and Numeracy (ALAN) and English for Speakers of Other Languages (ESOL) classes that continue to be delivered online engaging with approximately 200 learners.  Innovative practice that was developed during the pandemic period has continued, particularly in relation to STEM and plans to utilise Virtual Reality learning programmes are being developed.	Green
Develop professional networks as a vehicle to extend leadership learning opportunities for employees	Evaluate existing professional networks using the outcomes to support and expand leadership learning opportunities	Planning is underway to provide a programme of sessions for Aspiring Primary Principal Teachers and Depute Head Teachers (DHTs), which will be delivered by Secondary DHTs.  Discussions to provide a programme to develop Scottish Catholic Leadership in underway with Diocese.	Amber
	Build capacity within learning networks to develop functionality and support the move towards a self-sustaining model	Planning is underway to provide a programme of sessions for Aspiring Primary Principal Teachers and Depute Head Teachers (DHTs), which will be delivered by Secondary DHTs.  Discussions to provide a programme to develop Scottish Catholic Leadership in underway with Diocese.	Amber
	Develop opportunities for certification/qualification for existing networks	Masters funding has been agreed for a number of teachers across sectors to undertake University course programmes, resulting in Post Graduate or Masters level certificates.	Green

**Get it right for children and young people****Improve health and wellbeing to enable children and families to flourish**

Action	Measures	Comments/ Progress	Status
Develop a Health and Wellbeing Curriculum Strategy to support schools to understand how to develop their HWB curriculum to recover from impact of Covid-19 lockdown	Use information and intelligence gleaned through centrally developed comprehensive auditing processes and West Partnership activity to develop plans to support schools with Health and Wellbeing Curriculum Strategy	Curriculum and Quality Improvement Service continue to provide curricular support for the delivery of HWB & PSE across learning in the Broad General Education and Senior Phase. An increased number of schools are working with our partner agencies and utilizing the recommended resources to support curriculum delivery. Examples of effective tracking around holistic Health & Wellbeing outcomes has been highlighted and shared with schools and network co-ordinators.	Green
	Self-Evaluation of programme and Strategy to ensure it is dynamic and responsive to evolving need	To allow for time to deliver and measure impact, a comprehensive review will be created later in the session and used to evaluate progress of the Health and Wellbeing strategy.	Green
	Build Career Long Professional Learning programme to support Health and Wellbeing strategy to support schools	Curriculum & Quality Improvement Service have created a HWB & PSE Career Long Professional Learning Programme for schools which includes partnership working and delivery. In collaboration with the West Partnership, plans are being made to help create further opportunities for a series of remote professional learning activities for HWB/PSE coordinators which will help support the delivery of high-quality learning experiences in schools.	Green



**Get it right for children and young people****Improve health and wellbeing to enable children and families to flourish**

Action	Measures	Comments/ Progress	Status
Ensure effective delivery of tackling poverty policy and raise awareness of the priorities contained in the Local Child Poverty Action Report (LCPAR) across all partner organisations	Produce and publish a refreshed Local Child Poverty Action Report and summary (LCPAR) by August 2021	<p>The Local Child Poverty Action Report and Summary have been produced within the timescale, however they have and only recently signed off by NHS Lanarkshire Board at the end of September (due to the NHS Board wishing to consider South Lanarkshire's and North Lanarkshire's plans together).</p> <p>This has delayed the publication of our plan, which will now be published and submitted to the Scottish Government and the Improvement Service for their feedback. We have been working closely with the Improvement Services to ensure that the key messages and content of the actions are complementary to the national Child Poverty Strategy (Every Child Every Chance).</p>	Green
Implement the roll-out of the Attachment strategy to staff in schools and services	Assess and report on the impact of the Attachment Strategy in terms of the change to practice and the benefits for learners and families	<p>There are currently 236 staff from 83 establishments signed up to be Attachment Leads and Ambassadors.</p> <p>A networking event is taking place on 21st October to share current good practice in establishments following the training and consider ways to embed new practice and measure change at the establishment level. The outcome of this meeting will be reported on next quarter.</p>	Green

**Get it right for children and young people****Ensure inclusion and equality are at the heart of what we do**

Action	Measures	Comments/ Progress	Status
Develop a post Covid-19 Sustainability Plan to support educational settings	Provide guidance and support to empower schools and settings to develop their own Sustainability Plan taking account of Covid-19 recovery activities	Schools are currently being empowered to lead their sustainability plan in a range of ways, one of which is via the Young Person's Sustainability Forum and the Climate Emergency Newsroom. Both mechanisms are lead by young people who are then provided with opportunities to take their learning and leadership skills back to their learning communities and lead initiatives in the context of their local area.	Green
	Empower the involvement of children and young people in COP26 activities including a forum for young people's voices to be heard	The Young People's Sustainability Forum has been established and office bearers appointed. The Forum meets on a monthly basis to discuss how they can lead on aspects of climate change and sustainability within the school curriculum but also how they can influence decision making across the authority. The Climate Emergency Newsroom (an offshoot of the Forum) has also been a big success throughout COP26, reporting on events and decision making to their primary school audience. The blog has now been accesses across the world.	Green

**Get it right for children and young people****Ensure inclusion and equality are at the heart of what we do**

Action	Measures	Comments/ Progress	Status
Raise awareness of the implications of the Children's Rights Bill across the children's services workforce	Produce a Children's Rights Handbook by June 2021 to support staff develop children's rights activity and increase understanding of children's rights	Children's Rights guidance materials have been produced by a national working group led by the Scottish Government. These materials have been circulated for consultation and comment and feedback from South Lanarkshire partners indicate that the materials are helpful and useful to staff and would provide the support and information that the intended handbook would do. With this in mind we will consider endorsing the nationally produced materials instead of producing a bespoke South Lanarkshire version. This proposal will be considered by the Children's Services Strategy Group in the first instance.	Green
	Incorporate a children's rights section into the annual report of the Children's Services by June 2021	The Children's Services Annual Report has been published and submitted to the Scottish Government. It contains a bespoke Children's Rights section which builds on similar models of presentation as in previous annual reports. Our reporting of Children's Rights activity is now an annual task and prepares us well for the incorporation of the UNCRC into domestic law and the new duties that will come with it. We have also incorporated a Children's Rights and Participation section into our refreshed Children's Services Plan 2021-23, which highlights recent rights based activity and sets of actions and commitments for children's rights over the next two years.	Green

**Improve health, care and wellbeing****Improve health and wellbeing to enable children and families to flourish**

Action	Measures	Comments/ Progress	Status
Continue to support the safe reopening of all educational establishments in line with Scottish Government and Public Health advice	Support schools, settings and services in providing a safe environment for all learners, employees and visitors via effective risk assessment and safe systems of work	Risk assessments, SSOW and other guidance relating to Covid19 have been regularly updated in line with Scottish Government guidance. A full review of all other operational RAs and SSOWs is nearing completion. RAs / SSOW for new areas of risk continue to be developed in partnership with corporate colleagues and trade union partners.	Green
Develop guidance for schools to support implementation of a whole school approach to mental health and wellbeing	Launch and support implementation of guidance through awareness raising activities and delivery of professional learning activities	Continuing to liaise with Inclusion colleagues on a range of awareness raising and professional learning activities for teaching staff and SSAs.	Green
	Roll-out the counselling programme for children 10 and over in line with the Scottish Government Framework	<p>Collated data from counselling providers, school staff and young people. Report available.</p> <p>Used data to make changes/amend guidance for schools to maximise further implementation.</p> <p>Secondary Counselling Through Schools quality assurance visits planned for all mainstream secondary schools.</p> <p>Whole school approach framework for schools to support children and young people's mental health and wellbeing - presented at Education Resources Inclusion Conference.</p>	Green

**Improve health, care and wellbeing****Improve health and wellbeing to enable children and families to flourish**

Action	Measures	Comments/ Progress	Status
Extend the development and delivery of outdoor learning in Early Years	Children and young people have daily access to outdoor play and they regularly experience outdoor play in a natural environment	All settings are aware of the requirement to ensure that all children have the opportunity for daily outdoor learning experiences. Settings have been given additional monies to support them to develop outdoor learning as well as the clothing previously provided. Outdoor learning guidance is currently with graphics in final draft and further outdoor learning training is currently being developed.	Green
Provide a caring and secure base and safe haven for young people through the Pathfinder Programme	Provide places and support for pupils through the Pathfinder programme in Cambuslang and Rutherglen secondary schools	<p>The Pathfinder initiative continues to be delivered in the Camglen area across all high schools, and Junior Pathfinders is now being delivered in 2 primary schools. This will be extended in Quarter 3 to a further 2 High Schools in East Kilbride and Clydesdale.</p> <p>There are currently 267 engaged in learning programmes. The referrals for young people, that are made through Joint Assessment Team (JAT) meetings (House meetings in Cathkin HS) are for a variety of reasons that include: attendance; peer influence; poverty/financial; ASD; offending in the community; anger management; drugs and alcohol; and general health and well being. Support is bespoke and provided through individual and group support. Home visits and parental engagement is a key part of the role. Pathfinder staff are well connected to key partners in the wider community to ensure appropriate referrals into and out of the provision. Community Learning and Development approaches are utilised to ensure a non judgemental and non- statutory engagement with service users. Independent research has also been conducted that has evidenced the impacts and benefits that the Pathfinders Project has had on learners and families.</p>	Green

**Improve health, care and wellbeing****Ensure inclusion and equality are at the heart of what we do**

Action	Measures	Comments/ Progress	Status
Provide opportunities for learners to be actively engaged in activities that empower them to influence and shape policy	Develop 'Youth Strategy' in consultation with young people and published by National Youth Work Week (November 2021)	<p>Work continued on the 'Youth Strategy' during Quarter 2 with young people and other stakeholders with publication now expected to be in January 2022. The finished draft youth strategy priorities will be circulated to the Youth Partnership Board/ Corporate Connections Board members for comment in December, including a new key priority on the Environment.</p> <p>3 South Lanarkshire Youth Council members are now ambassadors for the West Partnership.</p> <p>Members are continuing to attend partner meetings and consultations to represent the views of South Lanarkshire's young people. These include – Tenants Information service on housing, South Lanarkshire Sustainability and carbon emissions strategy, school's young person's sustainability forum. Community links smoke free role models program and Scottish Youth Parliament national campaigns.</p>	Green

**Promote sustainable and inclusive economic growth and tackle disadvantage****Support children and young people to develop their skills for learning, life and work**

Action	Measures	Comments/ Progress	Status
Support care experienced young people aged 16-24 to develop their skills and experiences to achieve sustained positive destinations	Implement a further roll out of the 'care experienced employability pilot' to increase employment opportunities across the council and with Community Planning Partnership partners by June 2022	As part of the transformational review of employability a CMT paper will be presented in October 2021 which sets out the next stage of the pilot with a focus on increasing care experienced young people into SLC apprenticeships through pre-apprenticeship funded placements and flexible recruitment practices.	Green



**Promote sustainable and inclusive economic growth and tackle disadvantage****Support children and young people to develop their skills for learning, life and work**

Action	Measures	Comments/ Progress	Status
Provide opportunities for young people to participate in vocational and employability learning opportunities in the senior phase	Deliver Foundation Apprenticeship and Gradu8 programmes in partnership with South Lanarkshire College, New College Lanarkshire and Glasgow City College by June 2022	From September 2021 a full programme of Foundation Apprenticeship (FA) delivery commenced. This included delivery through the SL consortium between the council and SL College, the Glasgow FA consortium and additional places funded by Scottish Funding council and delivered by SL College and New College Lanarkshire. Hubs have been established in SLC secondary schools and physical work placements have been re-established.	Green

**Promote sustainable and inclusive economic growth and tackle disadvantage****Support children and young people to develop their skills for learning, life and work**

Action	Measures	Comments/ Progress	Status
Support young people to develop their skills to achieve positive outcomes	Continue to use and share up to date local data to ensure learners are being supported to make informed decisions regarding future careers and course choices	<p>Schools continue to be supported in use of Developing the Young Workforce (DYW) additional funding and reporting of KPIs. KPI reporting period 2 reports submitted by all South Lanarkshire secondary schools and will be collated and sent to DYW Regional Group.</p> <p>'Career Ready' pilot with the 3 East Kilbride secondary schools will run during session 2021-22. School coordinators have met with South Lanarkshire Council (SLC) central team and a new cohort of S5 learners to be identified by end of September. Mentor recruitment campaign has run on SLC intranet - 10 mentors required ideally internally within SLC.</p> <p>'MCR Pathways' – continue to support the 6 schools currently in the programme; communication of expansion plans sent to Service manager for approval. Job validation exercise being carried out by project Co-ordinator and 6 school co-ordinators; extension to or new contracts to be completed by 31 December 2021.</p> <p>Ongoing support continues to be provided for Gradu8 Work Experience which will commence October 2021 with Youth Employability Team.</p> <p>Access to Engineering - increase in number of young people engaging with the programme this year.</p>	Green

**Promote sustainable and inclusive economic growth and tackle disadvantage****Support children and young people to develop their skills for learning, life and work**

Action	Measures	Comments/ Progress	Status
	The Aspire service to provide one to one support for young people in the last 6 months of school and up to 19 years old (24 if care experienced) with individual action plans	During Quarter 1 and 2, physical delivery of Aspire programmes has recommenced including groupwork and work placements. The AspireWorks service has been established and provides young people at stage 3 of the employability pipeline with funded work placements and employability skills training to progress to employment.	Green
Empower young people to gain nationally recognised awards through Youth Family and Community Learning programmes	Extend the range and pathways for young people to receive accreditation through national awards	There are a range of accredited awards delivered through Youth Family and Community Learning, with a number of progression routes to support learners whether they are involved in youth work, family learning, adult learning, or capacity building activity. These include Duke of Edinburgh (DOE) awards (across all levels), Award Scheme Development and Accreditation (ASDAN) Awards, SQA Awards, and Youth Achievement Awards.	Green

**Ensure inclusion and equality are at the heart of what we do**

Action	Measures	Comments/ Progress	Status
Implement agreed climate change actions across Education Resources	Engage with schools, services, children and young people to build a portfolio of good practice on climate change actions which are making a difference	A sustainability survey has been recently returned from our high schools illustrating the projects / initiatives being taken forward locally. The results are being shared across schools through the new Youth Forum meetings, allowing our young people to discuss and take back ideas to their own establishments. This survey will be evaluated and it is anticipated that this will then be circulated for primary schools to participate at a future date.	Green