

Education Resources

improve

Resource Plan

Performance Report 2020-21

Quarter 2 : April 2020 - September 2020

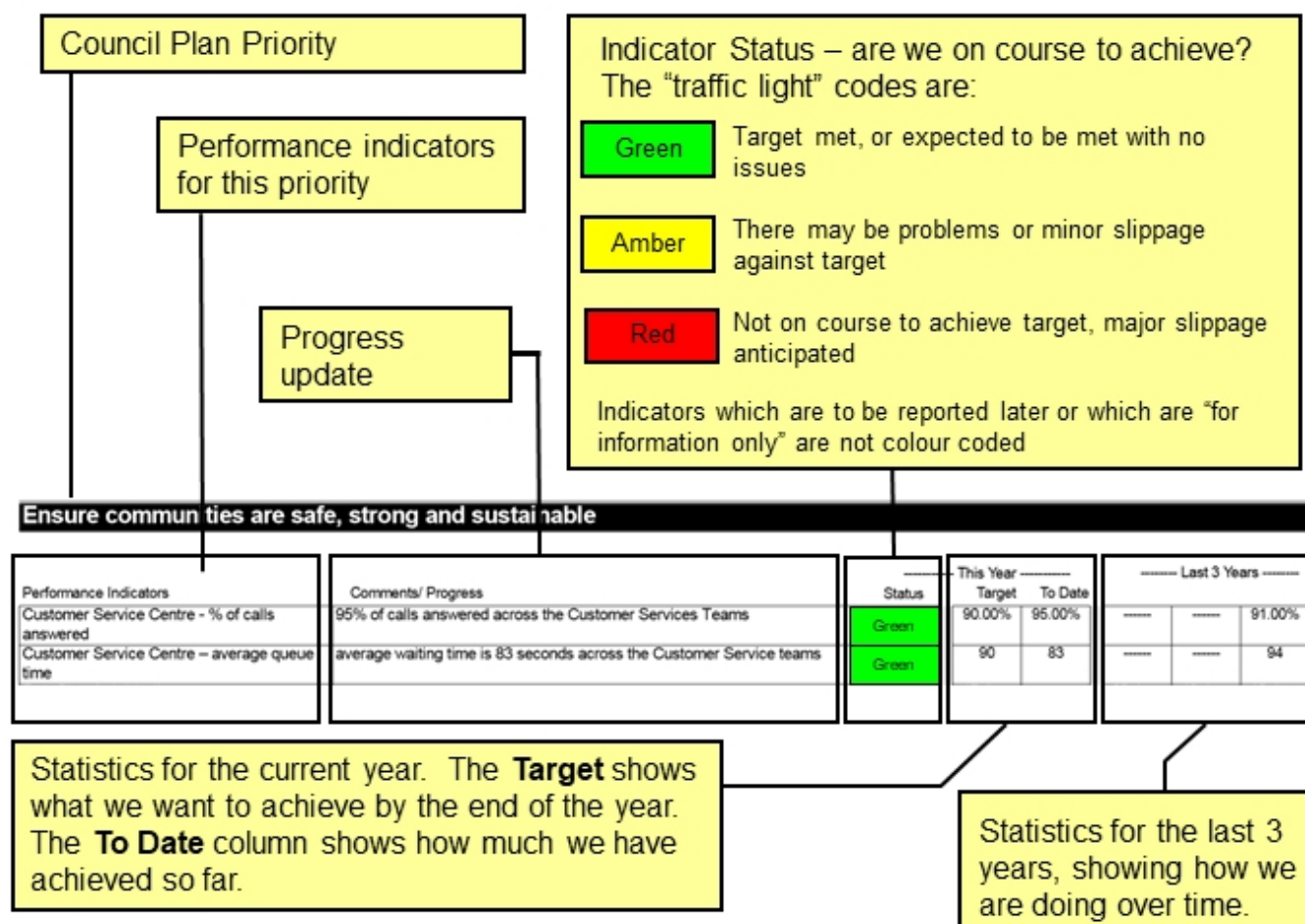
(This represents the cumulative position to September 2020)

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	4
Get it right for children and young people	3	3		7	13
Improve health, care and wellbeing	1				1
<i>Ensure communities are safe, strong and sustainable</i>					
<i>Delivering the plan and achieving best value</i>					
Total	4	3	0	11	18

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	2017/18	2018/19	2019/20
Percentage of schools able to stay open after the re-start in August 2020	All schools have remained open from the re-start in August until the end of Quarter 2.	Green	100.0%	100.0%	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 11 September 2020 was 91.9%. This must be considered in the context of the ongoing Covid-19 crisis.	Green	93.1%	91.9%	93.4%	92.8%	92.9%
Increase the % attendance of looked after children	The overall attendance rate for Looked After Children in Primary, Secondary and ASN schools in session 2020/21 as at 11 September 2020 was 87.9%. This must be considered in the context of the ongoing Covid-19 crisis.	Green	89.7%	87.9%	89.9%	90.9%	89.6%
Reduce the number of exclusions (openings per 1,000 pupils) of care experienced children and young people	Report to be provided at Quarter 4.	Report Later		-----			
Reduce the number of exclusions (openings per 1,000 pupils) of children and young people in all schools	Report to be provided at Quarter 4.	Report Later		-----			
Percentage of pupils gaining 5 awards at SCQF Level 5 or better	Report to be provided at Quarter 4.	Report Later	64.4%	-----	64.4%	63.8%	64.9%
Percentage of pupils gaining 5 awards at SCQF Level 6 or better	Report to be provided at Quarter 4.	Report Later	36.7%	-----	36.2%	36.7%	37.2%
Numbers of learners who achieve the Curriculum and Excellence levels	Data not collected for 2019/20. The next data collection is scheduled for June 2021.	Report Later	-----	-----			

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	2017/18	2018/19	2019/20
Percentage of pupils entering positive destinations	Report to be provided at Quarter 4.	Report Later	95.0%	-----	95.8%	96.4%	95.7%

Get it right for children and young people**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	2017/18	2018/19	2019/20
Increase the numbers of young people involved in the Foundation Apprenticeship Scheme at National 4/National 5 level by June 2021	Report to be provided at Quarter 4.	Report Later	-----	-----			
Increase the uptake of young people on work-based learning through the GradU8 programme by June 2021	<p>Prior to Covid the youth employability team had secured over 1000 places on GradU8 for senior phase pupils across a wider subject choice and had developed a new timetable model to allow increased take up.</p> <p>However to achieve physical distancing in colleges and allow young people to safely take part it was necessary to reduce the courses offered and places available. In October 488 young people started on the programme.</p>	Amber		-----			
Number of young people taking up the offer of foundation apprenticeships	<p>Due to the challenges around Covid-19 and limits on the numbers of young people able to attend college due to physical distancing the delivery South Lanarkshire Foundation Apprenticeship (FA) consortium programme was moved from college to newly established hubs in South Lanarkshire Council schools. This reduced the capacity of the programme but allowed those young people who took up the option to be taught in-person without the need for blended learning. 180 young people started the programme in October.</p> <p>The Glasgow FA consortium programme, which South Lanarkshire pupils can access is delivered online for 2020/21 due to the challenges around Covid. 154 pupils commenced in October 2020.</p>	Amber					
Number of young people taking up the offer of work-based learning and qualifications through the GradU8 programme	488 young people started on GradU8 in October 2020. All young people are working towards qualifications at SCQF level 4 or 5 including a pilot delivery of the new Level 4 /5 Foundation Apprenticeship in construction which is being delivered as part of the GradU8 programme. The number of starts is less than the target due to the impact of covid-19 which has reduced the number of spaces available in order to achieve physical distancing within colleges.	Amber					

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	2017/18	2018/19	2019/20
Percentage of pupils from deprived areas gaining 5 awards at SCQF Level 5 or better	Report to be provided at Quarter 4.	Report Later	46.0%	-----	0.0%	0.0%	0.0%
Percentage of pupils from deprived areas gaining 5 awards at SCQF Level 6 or better	Report to be provided at Quarter 4.	Report Later	20.0%	-----	0.0%	0.0%	0.0%

Improve health and wellbeing to enable children and families to flourish

Performance Indicators	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
		Status	Target	To Date	2017/18	2018/19	2019/20
Reduce the gap for positive destination outcomes for care experienced young people	Report to be provided at Quarter 4.	Report Later	4.0%	-----	8.0%	6.4%	4.1%

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	2017/18	2018/19	2019/20
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	3.1%	-----	3.5%	3.2%	2.7%

Improve health and wellbeing to enable children and families to flourish

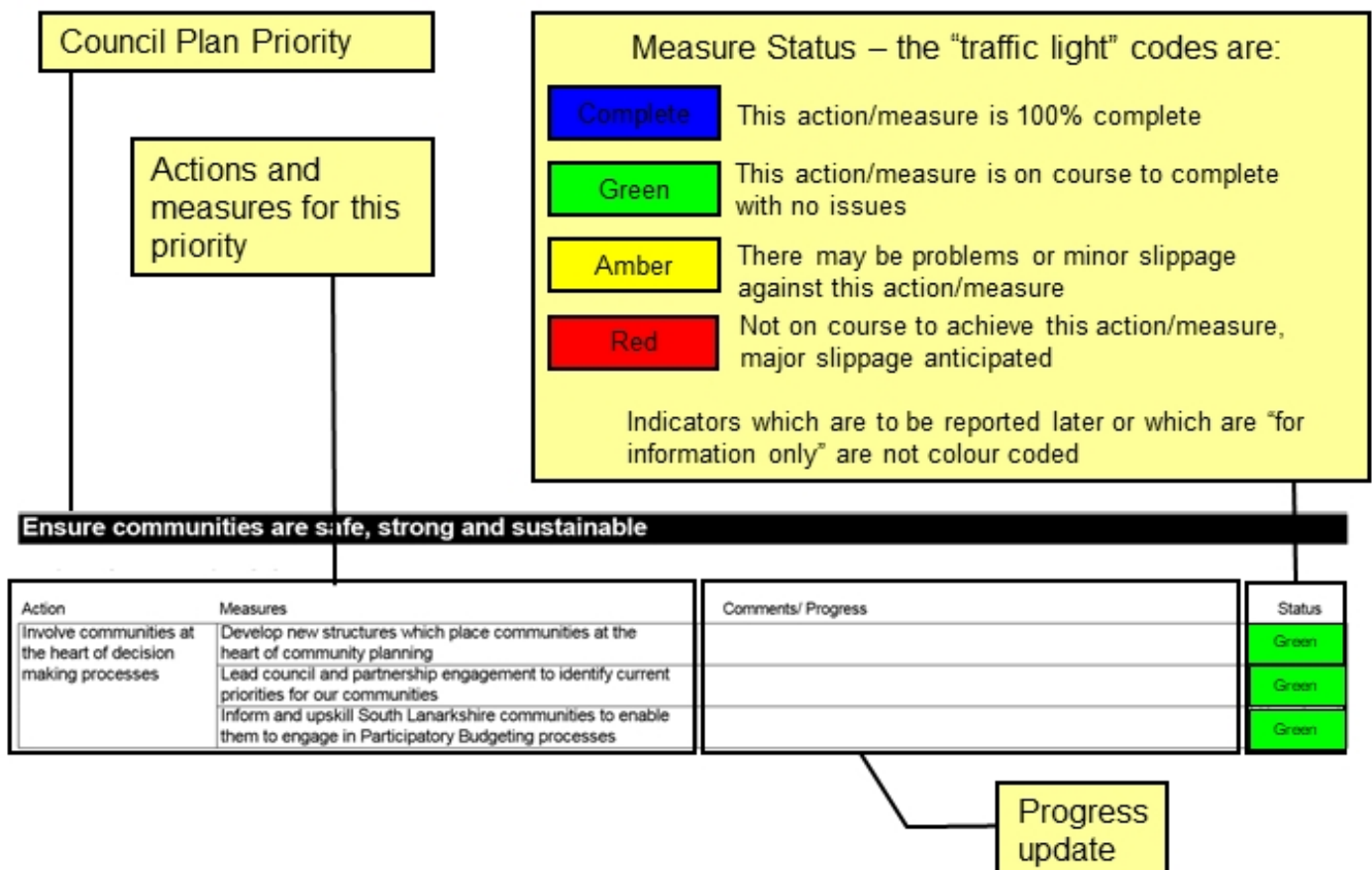
Performance Indicators	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
		Status	Target	To Date	2017/18	2018/19	2019/20
Numbers of young people participating in and benefitting from nurturing programmes	<p>An audit was undertaken at the end of August 2020 within schools in South Lanarkshire. Results showed that as at the end of Quarter 2, 318 young people were participating and benefitting from nurturing programmes within South Lanarkshire.</p> <p>This is a new measure for 2020/21 and will set the benchmark for measuring future performance.</p>	Green	-----	318.0	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	1			7
Get it right for children and young people		13				13
Improve health, care and wellbeing		6				6
Ensure communities are safe, strong and sustainable		2				2
<i>Delivering the plan and achieving best value</i>						
Total	0	27	1	0	0	28

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
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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
Continue to raise attainment in literacy and numeracy across learning in the Broad General Education and in the Senior Phase	Provide support, guidance and challenge to schools through training, sharing of best practice and through the development of self-improving networks	<p>All establishments were provided with a Local Authority Recovery Guidance Framework for blended learning in June and for a full return in August. These documents covered both operational guidance and a framework for curriculum planning and support for classroom teachers to plan for Learning, Teaching and Assessment.</p> <p>A consultation process took place with schools within which individual establishments were asked to consider their own recovery plans. The consultative group consisted of Head Teachers who were able to provide a perspective informed by national discussion and from a variety of school contexts.</p> <p>The School Improvement Plan was revised to take account of recovery advice and schools submitted their recovery plans under three main headings of: Continuity of Learning, Equity and Health & Wellbeing. Three Curriculum & Quality Improvement Service (CQIS) Boards have now been established under the same headings to support the work of schools in these areas. The Boards are the main vehicles for decision making and formulating policy around Lead Officer workstreams. They will act as a safeguarding vehicle to make sure the direction of travel is clear and joined up and inform the strategic direction of Education Management Team.</p> <p>Schools have submitted a Learning Community return outlining their plans for Continuity of Learning should they be required to return to either a blended or full time model of working from home in line with the South Lanarkshire Council definition of Continuity of Learning as follows; continuation of educational experience in the event of an individual or group self-isolation absence in response to instruction from NHS Lanarkshire. It is a critical component of school emergency management, as it promotes the continuation of teaching and learning despite circumstances that interrupt normal school attendance for one or more learners. A set of guiding principles were issued to schools to support their own framework in order to respond to individual or group self-isolation.</p> <p>School leaders have responded confidently to the needs of their school community and are well placed to react to any change with the support of the CQIS.</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
Take forward Curriculum for Excellence in schools and establishments	Provide professional learning activities which support learning and teaching in line with the National Improvement Framework and which will deliver better outcomes for learners	A recovery focussed programme of learning and teaching professional learning continues to evolve to meet need. This work is led by a Lead Officer with an appropriately focussed remit. All of the work of the Curriculum & Quality Improvement Service (CQIS) team is aligned to the National Improvement Framework (NIF) drivers but is currently focussed on recovery.	Green
Progress implementation of a consistent tracking, monitoring and reporting system across ASN provision	Assess the attainment of children and young people in ASN provision through the tracking and monitoring system to effect improvement	Working Group has identified a specific, bespoke and unique IT system that measures ASN Individual Milestones, pre Early to Third level, with an evidence bank and a bolt on option across the whole ASN estate. This system was presented to the Education Management Team, 16 September 2020, and has been agreed and will now go to procurement for checks. This will allow equity and Equality across the ASN estate for measuring progress.	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
Continue to explore the roll-out of remote/distance learning and virtual learning environments to improve learning outcomes	Ensure schools have access to appropriate support to access and develop new digital technologies to support learning	<p>The Staff Learning Centre website was created in June to support continuity of learning. A large section of this site is devoted to digital support. A number of webinars and resources for digital learning have been made available for colleagues in schools to access. There is weekly training, help guides, instruction booklets and advice for using different platforms. This is regularly updated based on requests for support from teachers across the authority.</p> <p>In July South Lanarkshire Council made a successful bid to Scottish Government to support their digital inclusion agenda and received over £1.4m. This has resulted in the planned procurement of over 3,500 Chromebooks, 750 mobile devices to access the internet and the recruitment of a member of staff to support families by removing barriers to digital learning. Almost all of these Chromebooks have been distributed to schools who are linking directly with families and all current requests for mobile internet access have been met.</p> <p>The next steps after priority requests have been met, is to widen access across South Lanarkshire Council to ensure all pupils can access suitable digital devices to carry out learning at home.</p>	Green
Deliver on the legislative actions in the Learning Together Action Plan	Provide opportunities for parents/carers to be active participants in their children's learning	The Parental Involvement and Engagement Strategy provides examples of how parent/carers support children's learning. With the current pandemic support is being provided through digital engagement as families are not able to visit schools or nurseries.	Green
	Take forward the learning community model of engagement with parents/carers in line with the Parental Involvement Strategy (SLC 2019)	The Parental Involvement and Engagement Strategy focuses on the importance of the health and wellbeing and attachment and these are the core focus of schools and nurseries at present.	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 reach and engage with parent councils/forums	Establish 4 on-line forums for parent council/forums on a locality basis to support a more inclusive approach of engagement	Over 100 parents/carers have attended the locality based on-line Q&A meetings with the Executive Director with another planned for December 2020.	Green
Ensure the requirement by the General Teaching Council for Scotland's professional, review and development and professional update is met	Continue to ensure professional, review and development and professional update takes place in all schools in line with GTCS standards	The General teaching Council have extended the 2019-2020 update submission date to December 2020.	Green

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

Action	Measures	Comments/ Progress	Status
Implement the delivery of 1140 hours early learning and childcare in line with the revised Scottish Government timetable for 2020-21	Restart of the 1140 hours early years and childcare capital programme line with Scottish Government expectations in partnership with council services	Allocation of admissions for eligible 2-5 year olds has delivered 83% of eligible children receiving 1140 hours. Recruitment of staff for the 1140 has been achieved. All eligible children attending funded providers are receiving 1140 hours funding. 45% of the Scottish Government target for eligible 2 year olds has been achieved. The first of the new builds - Woodhill opened 14 September 2020. Glengowan Nursery Class, Milburn Kirkstyle and Rooftop are on target to open during Quarter 3.	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
Implement the delivery of 1140 hours early learning and childcare in line with the revised Scottish Government timetable for 2020-22	Engage with partner providers to further support the roll-out of 1140 hours of early learning and childcare and to meet the needs of communities	<p>Procurement process completed. 108 funded providers. Funding planned and delivered every 4 weeks in advance. Programme of support including COVID support, training and development being delivered.</p> <p>All children attending funded providers receiving 1140 hours free Early Learning and Childcare.</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
Engage with children and young people to empower them to influence and contribute to policy and guidance that impacts on them	Provide opportunities for children and young people to be actively engaged in activities that empower them to influence and shape policy and guidance	<p>To ensure that the views of South Lanarkshire's young people are fully represented both locally and nationally, South Lanarkshire Youth Council (SLYC) and Members of the Scottish Youth Parliament (MSYP) have continued to participate in a range of activities through platforms such as Zoom.</p> <p>SLYC chair has hosted monthly board meetings with members looking at a wide range of issues that affect young people.</p> <p>SLYC chair in partnership with YFCL staff has chaired weekly meetings to involve members in looking at a refresh of South Lanarkshire's Youth Strategy to make sure it is currently viable to the needs of young people and changed to reflect current needs. This process has been informed by the Youth Survey and the views of 286 participants.</p> <p>SLYC and MSYP members supported the development and distribution of the Psychological Services COVID 19 survey resulting in 1563 S1-S6 pupils responding.</p> <p>464 young people engaging through the summer childcare provision developed their understanding of influencing and shaping through exploring and agreeing the wide and diverse programme that they participated in.</p> <p>Digital technologies such as Instagram and Facebook were explored to develop methods of engagement with young people and to promote and participate in opportunities.</p> <p>Approximately 5000 food and activity bags were distributed to vulnerable learners and families across the authority during Quarter 1 and Quarter 2, and the contents were determined through consultation and discussion with those learners and families to ensure it was appropriate for needs.</p>	Green

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

Action	Measures	Comments/ Progress	Status
Consolidate and extend the range of vocational programmes designed to support the learner journey	Provide opportunities for young people to receive accreditation through Youth, Family and Community Learning programmes by June 2021	<p>During the periods of restriction and particularly during the initial lockdown period research was undertaken to expand the range of awards that we support and how best to implement these.</p> <p>Toolkits developed by Youth Scotland to encourage young people to engage with Hi5, Dynamic Youth and Youth Achievement Awards at home were distributed.</p> <p>Duke of Edinburgh participants were encouraged to continue with their volunteering, physical and skills sections. In some cases, participants have had to change their plans to activities that can be done in or around their own homes. Since 23 March 2020 there have been 36 Bronze, 16 Silver and 10 Gold awards have been completed and a total of 96 participants.</p> <p>Overall, despite the multiple barriers as a result of the pandemic a total of 513 young people and adults benefitted from achieving a range of accredited awards including SQA Core Skills in ICT, HI-5 awards, Dynamic Youth Awards, Youth Achievement Awards, and Duke of Edinburgh awards. From this 418 learners in total gained an accredited Dynamic Youth or HI-5 award through the 'summer sessions' programme outlined below. The impact of recognition of achievement sees improvement in self-esteem and self-belief in learners and raises aspirations.</p>	Green
Take forward with schools the Developing Scotland's Young Workforce actions	Implement the actions in the Developing Scotland's Young Workforce report designed to improve outcomes for learners on a school by school basis	Provision for vocational qualifications to be increased further, either as direct providers or as part of bespoke programmes such as Foundation Apprenticeships, Senior Phase Curriculum, GradU8, Aspire & RISE – ongoing work with Youth Employability, Skills Development Scotland and colleges to support young people in these areas and with any possible Covid-19 measures affecting delivery/participation.	Green

Improve health, care and wellbeing**Raise standards in literacy, numeracy and close the poverty-related attainment gap**

Action	Measures	Comments/ Progress	Status
Continue to support the reopening of schools/establishments in line with Scottish Government and Public Health guidance	Deliver safe environments for the new session in August 2020, and beyond, by completing a dynamic review of risk assessments and safe systems of work, and putting in place hygiene and cleaning practices in partnership with council services	Risk assessment and safe systems of work have been introduced to all education establishments. They follow government guidance and we have had full consultation with our trade union partners. They have also been agreed by our corporate health and safety team. Each head of establishment has adapted the risk assessment for their own establishment and published this on their website. We have reviewed the risk assessment and safe systems of work following further guidance from the government and the updated documents are currently with our trade union partners for comment before being reissued to all heads of establishment.	Green

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

Action	Measures	Comments/ Progress	Status
Continue to roll-out awareness raising and training to support the implementation of the Attachment strategy	Deliver further awareness raising and training on attachment, to achieve a consistent approach and to ensure children and young people feel schools and establishments are safe and supportive environments by May 2021	The Psychological Service delivered remote awareness-raising sessions within learning community meetings to all heads of establishments in May 2020. They also delivered remote awareness raising sessions to practitioners in June 2020. These sessions were attended by over 2000 staff. Level 1 attachment training is now written and ready for implementation. Following feedback, the Level 1 training will be delivered to all schools either in November or the February inset days. This is a wider timescale than was initially planned, but offers schools flexibility given the impact of Covid-19 and the demands placed on them.	Green

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

Action	Measures	Comments/ Progress	Status
Further embed the principles of attachment and resilience across establishments and with families to support the care and wellbeing of learners	Continue to promote and share best practice on attachment to support and build the resilience of learners	The Psychological Service produced attachment informed recovery guidance which has been distributed to all primary and secondary schools.	Green

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

Action	Measures	Comments/ Progress	Status
Progress review of Getting it Right for Every Child multiagency planning processes	Ensure child protection and wellbeing practices are being applied consistently in schools and settings to help deliver positive outcomes for children and young people	<p>Use of the Wellbeing application and Wellbeing assessments has been fully implemented and consistently applied across key processes within Education Inclusion. This is supporting well informed decision making and delivery of positive outcomes. Protocols are in place with Social Work to transfer child protection information in a timely and secure manner. Multi- agency processes with Police Scotland, NHS Lanarkshire and the voluntary sector provide a robust framework to consider the needs of children in need of support and protection.</p> <p>A survey for all Joint Assessment Team (JAT) meeting participants was created by the Review group and has 100 responses. This will now be analysed. Focused groups are planned for Clydesdale to scope the Clydesdale JAT fully. A summary report will highlight key themes and considerations for actions.</p>	Green

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

Action	Measures	Comments/ Progress	Status
Implement Counselling through schools for children aged 10 and over in line with the Scottish Government framework	Assess the impact of the involvement of young people aged 10 and over in the 'counselling service in schools' programme by June 2021	<p>Educational Psychological Services produced South Lanarkshire Framework for the Delivery of Counselling through Schools which was issued to all schools. Quality Improvement Officer (QIO) for Counselling liaised with them to rigorously assess all applications from counselling providers. This is an ongoing process as the application process is still open</p> <p>List of appropriate counselling providers is now in place.</p> <p>QIO researched examples of good practice to produce templates, flowcharts and operational guidance to support schools.</p> <p>Detailed operational guidance and support is due to be distributed to schools during October/November 2020.</p>	Green
Continue to develop approaches to health and wellbeing with a focus on mental health strategies	Assess the impact of health and wellbeing strategies on learners and staff during the recovery phase, in partnership with the educational psychologist team to determine what works well	<p>The service has worked collaboratively to deliver large scale surveys for stakeholders, and summarise and disseminate findings to Education Management Team and stakeholders. The findings have been used to support recovery planning. Over 5000 parents and 3000 children and young people took part. A Head Teacher survey is now planned.</p> <p>A range of advice and guidance has been developed during this period that supports the wellbeing of learners and staff.</p>	Green

Ensure communities are safe, strong and sustainable**Raise standards in literacy, numeracy and close the poverty-related attainment gap**

Action	Measures	Comments/ Progress	Status
Deliver on the legislative actions in the Learning Together Action Plan	Ensure that the legislative actions in respect of parental involvement and engagement are met to improve support for Parent Councils/groups	Parent Councils are being supported to meet on-line via teams and zoom meetings and to continue to be involved in the appointment process for Head Teachers/Depute Head Teacher posts.	Green

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

Action	Measures	Comments/ Progress	Status
Embed climate change awareness and sustainability more widely in schools and educational settings	Promote curricular programmes on climate change through Curriculum for Excellence including further engagement with young people to help shape and influence the next steps	A centrally coordinated 'Climate Change' strategy group has been established. Initial next steps have been agreed. A learner participation committee of young people will be created to inform curriculum planning. The committee will promote approaches and activities in schools designed to mitigate the effects of climate change and improve teaching and learning in the principles of climate change. Schools will be required to audit their current curriculum provision of sustainability and climate change and identify next steps and areas for further support. The Curriculum & Quality Improvement Service (CQIS) Sway will signpost initiatives and programmes from partners and third sector organisations to support establishments. In preparation for the climate change conference, COP26 in Glasgow November 2021, scoping activities are underway for South Lanarkshire's schools to engage with a conference of significant international importance, including potential partnerships with universities.	Green

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

Action	Measures	Comments/ Progress	Status
Support vulnerable groups and learners living in deprived areas to help close the poverty related attainment gap taking account of the impact of Covid-19	Assess the impact of pupil equity support for the most vulnerable groups and learners living in deprived areas and report on progress made in terms of closing the poverty related attainment gap	All schools submitted a Pupil Equity Fund (PEF) Profile of Spend for 2019-20 and for 2020-21. These have been analysed and any queries are currently being raised with Head Teachers. All 20 Scottish Attainment Challenge (SAC) schools have submitted their end of year evaluations for 2019-20 and they will be submitted to the Scottish Government 30th October 2020. Support around recovery with regards to equity has been given through the Recovery School Improvement Plan (SIP) documentation, the Equity Post, equity FAQs and through regular contact with schools (phone calls, emails, visits). Updated guidance on the use of staffing through PEF/SAC funding has been revised and disseminated to schools. All schools are altering their PEF/SAC plans to take account of Covid-19 and further Career Long Professional Learning (CLPL) around this will be provided for schools in the coming months, as requested by schools in the recent Equity CLPL consultation.	Green
Increase opportunities for English for speakers of other languages (ESOL)	Provide programmes in local communities to enable learners to develop their language skills	Due to current restrictions in working with adult learners 89 English for Speakers of Other Languages (ESOL) learners across the service continue to be engaged through digital media, including ongoing groupwork through Zoom. 78 participants have reported an improvement in their language skills and 46 feel more able to support their child's learning. A further 57 have reported an increase in their confidence and self-esteem and 46 have improved their social skills.	Green

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

Action	Measures	Comments/ Progress	Status
Take forward actions that will help to address the 'cost of the school day'	Implement actions from the Child Poverty Action Plan which will help to reduce the financial impact on families with sending their child to school	Over 1000 physical resource packs and over 100 sanitary product packs were delivered to our most vulnerable primary pupils during the school closure period. Secondary schools delivered similar packs to secondary pupils. Schools have signposted to Cost of the School Day guidance and supports through the SIP Recovery Plan guidance, @SLCEquity Twitter Feed and through the Equity Post. There is evidence that schools are signposting financial supports and looking at Cost of the School day, e.g. in schools' Twitter feeds and on websites. Digital inclusion has been addressed through the SG IT device scheme with a number of Chromebooks and MI-fi devices being distributed to our most disadvantaged learners. A number of schools are also lending out IT devices in addition to this to further mitigate any digital barriers to learning.	Green
Provide free emergency sanitary products within schools and educational settings	Continue to maintain the provision of free emergency sanitary products for access by young	The provision of free emergency sanitary products for access by young people continues across all schools.	Green

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

Action	Measures	Comments/ Progress	Status
Deliver a summer programme of activities for children and young people	Provide a 'summer programme' to meet the help reduce food poverty amongst families	During Quarter 2, as part of the Emergency Childcare for key workers, approximately 450 participants accessed the Summer Sessions which ran within 10 locations across South Lanarkshire. Participants had access to free nutritious meals – breakfast, lunch and an afternoon snack. A total of 6229 free meals were provided across the duration of the programme. This encouraged participants to try out healthy food options, as well as, setting a positive impact on their daily eating routines.	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
Further develop the employability skills of young people	Continue to build and sustain the strategic partnerships with colleges, universities, business partners to widen the employability opportunities for learners in the senior phase	Provision for wider achievement qualifications are increased by all secondary establishments such as Access to Engineering Academy, NC/HNC dual delivery with Further Education partners - SQA National Progression Award in Criminology taking place with young people from Calderside and delivered virtually, Access to Engineering Academy taking place across 7 schools and again delivered virtually.	Green

Improve health and wellbeing to enable children and families to flourish

Action	Measures	Comments/ Progress	Status
Continue to provide breakfast clubs when safe to do so	Provide breakfast clubs when safe to do so to support families and to help close the poverty related attainment gap	A risk assessment has been completed to restart breakfast clubs , however due to the increase in national and local cases and the impact on close contacts self isolating we have not been able to restart this service. We will continue to monitor the situation and will restart this provision whenever it is safe to do so.	Amber