

To: Education and Children's Services Policy Board

On: 23 August 2018

Report by: Director of Children's Services

Heading: Renfrewshire Attainment Challenge 2018-19 Strategy

1. Summary

- 1.1 This board report provides an overview of the Renfrewshire Attainment Challenge 2018-19 Strategy. The information presented in section 4 of this report has been summarised from the Renfrewshire Attainment Challenge 2018-19 Strategy (appendix 1) which was submitted to Scottish Government in March 2018.
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2. Recommendations

- 2.1 The education and children's services policy board is asked to approve the Renfrewshire Attainment Challenge 2018-19 strategy.
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3. Background

- 3.1 There are nine Scottish Attainment Challenge authorities including Renfrewshire. There are three aims of the Attainment Challenge. These are to; improve learning and teaching, improve health and wellbeing and reduce the poverty-related attainment gap. Core to the Renfrewshire Attainment Challenge strategy are these three aims.
- 3.2 As part of the grant requirements, the council is required to submit an annual strategy with associated funding requirements to Scottish Government for approval.

- 3.3 The strategy builds on the Year 3 plan (2017-18) and consists of four main Attainment Challenge work-streams; learning and teaching, data analysis, families and communities and leadership. The strategy has been developed through consultation with a range of key stakeholders and through drawing upon the growing positive evidence base that is being collated nationally and locally.
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4. **Progress**

- 4.1 The strategy remains relatively consistent to the 2017-18 plan. However, there have been some changes made in relation to numeracy and health and wellbeing.
- 4.2 Based on discussion and direction from the Scottish Government, the plan for numeracy has been further developed and resource amounts have increased. This will allow us to increase the pace and scope of developments in numeracy across Renfrewshire.
- 4.3 Through direct consultation with stakeholders and due to the findings of the Renfrewshire Youth Assembly, there was a clear need to develop a focused plan on Health and Wellbeing. As such, a plan has been included in the 2018-19 bid to respond to this need.
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Implications of the Report

1. **Financial** – implications are outlined in the Renfrewshire Attainment Challenge 2018-19 Strategy (appendix 1).
2. **HR & Organisational Development** – implications are outlined in the Renfrewshire Attainment Challenge 2018-19 Strategy (see appendix 1)
3. **Community Planning** – implications are outlined in the Renfrewshire Attainment Challenge 2018-19 Strategy (appendix 1)
4. **Legal** – none.
5. **Property/Assets** – none.
6. **Information Technology** – none.

7. **Equality & Human Rights** The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report because it is for noting only. If required following implementation, the actual impact of the recommendations and the mitigating actions will be reviewed and monitored, and the results of the assessment will be published on the Council's website.
8. **Health & Safety** – none.
9. **Procurement** – none.
10. **Risk** –The Attainment Challenge is on the Children's Services Risk Register and the Council Strategic Risk Register. There is also a Governance Board which manages risks.
11. **Privacy Impact** – none.
12. **Cosla Policy Position** – not applicable.

List of Background Papers

- (a) Background Paper 1 – none

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Renfrewshire Attainment Challenge 2018-19

| Workstream | Costings |
|---|----------------------|
| Project Delivery | £553,000.00 |
| Learning and Teaching | £2,467.000.00 |
| Families and Communities | £1,126.000.00 |
| Leadership | £336,000.00 |
| Existing Challenge Schools Difference from original funding to PEF funding to allow existing plans to continue (no detriment model) | £76,000.00 |
| Total | £4,558.000.00 |

Staffing and Non-staff Costing Breakdown

| Non-Staff Intervention/resource | Primary and Secondary Costs are merged | Staffing | Primary/Secondary | | Notes |
|---------------------------------|--|-----------------------------|-------------------|----------------|--------------------------|
| | | | FTE | COST | |
| 1. Project Delivery | 0k | Teachers | 41.1 | £1528k | |
| 2. Learning and Teaching | £748k | Principal Teacher | 2 | £120k | |
| 3. Families and Communities | £336k | Ed / Devt Officers | 7 | £403k | |
| 4. Leadership | £336k | Ed Psychologists | 2.5 | £145k | |
| | | Data Analysis Officers | 2 | £83k | |
| | | Project Manager | 1 | £54k | |
| Existing Challenge Schools | £76k | Family Learning Coord | 1 | £42k | |
| | | Family/home link worker | 13 | £368k | |
| | | Early years professionals | 6 | £174k | |
| | | Research / Support Officers | 4 | £108k | |
| | | PT Management Costs | 0 | 0 | |
| | | Sessional Staff | 13 | £40k | |
| Non-Staff Total 2018/19 | £1,496k | Staff Total 2018/19 | 92.6 | £3,062k | |
| | | | | | Total for 2018/19 |
| | | | | | £4,558k |

Overview of Projects

| Project Title | Continuation | Addition to Continuation | New Programme |
|---|--------------|--------------------------|---------------|
| 1. Project Delivery | | | |
| 1.1. Supporting Functions | ✓ | | |
| 1.2. Data Analysis | ✓ | | |
| 2. Learning and Teaching | | | |
| 2.1. Literacy | ✓ | | |
| 2.2. Numeracy | | ✓ | |
| 2.3. Assessment | ✓ | | |
| 2.4. Curriculum and Transitions | | ✓ | |
| 2.5. Health and Wellbeing | | | ✓ |
| 3. Families and Communities | | | |
| 3.1. Renfrewshire Nurturing Relationships Approach | ✓ | | |
| 3.2. Supporting Children and Families | ✓ | | |
| 3.3. Family Engagement in Learning | ✓ | | |
| 4. Leadership | | | |
| 4.1. Staff | ✓ | | |
| 4.2. Pupils | | | |
| Total | 8 | 2 | 1 |

Proposed Improvement Plan 18-19 Attainment Challenge

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|--|--|--------------------------------|--------------------------|---|
| 1.1 | Project Delivery: Supporting Functions | | Leadership | |
| | | | Learning and Teaching | |
| | | | Families and Communities | |
| | | | Programme Costs | x |
| Continuing Intervention from 2017/18 Plans? Y/N | | Y | | |
| 2018/19 Proposed Funding | | £187k | | |
| 2018/19 Breakdown of Resource: Please provide a breakdown of what this funding will be used for including details of teachers/others staff. | | Project Manager | £54k | |
| | | Quality Assurance Lead Officer | £81k | |
| | | Research Assistant | £27k | |
| | | Support Officer | £25k | |

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| 1.2 | Project Delivery: Data Analysis | Leadership | X |
| | | Learning and Teaching | X |
| | | Families and Communities | X |
| | | Programme Costs | |
| Continuing Intervention from 2017/18 Plans? Y/N | | Y | |
| 2018/19 Proposed Funding | | £ 366k | |
| 2018/19 Breakdown of Resource: Please provide a breakdown of what this funding will be used for including details of teachers/others staff | | Management Information Officer | £49k |
| | | Information Systems Officer | £34k |
| | | 11 x difference from teacher to PT Point 2 | £90k |
| | | 4.1 backfill FTE teachers to support management & leadership of PTs | £193k |

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|--|-------------------------------|---|--|---|
| 2.1 | Learning & Teaching: Literacy | Leadership | | |
| | | Learning and Teaching | | X |
| | | Families and Communities | | |
| | | Programme Costs | | |
| Continuing Intervention from 2017/18 Plans? Y/N | | Y | | |
| 2018/19 Proposed Funding | | £960k | | |
| 2018/19 Breakdown of Resource: Please provide a breakdown of what this funding will be used for including details of teachers/others staff. | | Literacy Projects with University of Strathclyde: £180k 12fte Literacy and Numeracy teachers £564k Libraries Attainment Team £130k Literacy Development Officer £66k Resources £20k | | |
| If new for 2018/19 please give details of the plans you have in place to deliver this workstream or provide details of changes to a workstream from 2017/18 | | | | |
| Continuation of plan. However, we will scale down the support required from the University of Strathclyde and focus on the sustainability of the literacy approach within the authority. | | | | |

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| 2.2 | Learning & Teaching: Numeracy | Leadership | |
| | | Learning and Teaching | X |
| | | Families and Communities | |
| | | Programme Costs | |
| Continuing Intervention from 2017/18 Plans? Y/N | | Y | |
| 2018/19 Proposed Funding | | £406k | |
| 2018/19 Breakdown of Resource: Please provide a breakdown of what this funding will be used for including details of teachers/others staff. | | Numeracy Development Officer £58k Supporting Making Maths Count £20k Numeracy Professional Development (SEAL) £70k <u>Resources</u> £20k | |
| | | Practitioner Enquiry £30k Modelling and Coaching Officers £208k | |
| If new for 2018/19 please give details of the plans you have in place to deliver this workstream or provide details of changes to a workstream from 2017/18 | | | |
| As part of discussion and agreement at review meeting, with Government, we have now scaled up the numeracy workstream. Continuing to have a strategic lead in Numeracy & Mathematics will allow further development of the curriculum across the authority as well as providing a central coordinator for professional development opportunities for all. The strategic lead will also continue to represent Renfrewshire in the West Partnership Numeracy collaborative. | | | |
| The work in 2018/2019 will build on the developments initiated and implemented in 2017/2018. In developing our Numeracy Strategy, we have adapted and adopted a common approach with Literacy in using the 3 Domain Model, established by the University of Strathclyde. This model will ensure there is a consistent approach in supporting children and young people in learning via a holistic approach. This includes consideration of the children's cognitive skills and knowledge about Numeracy and Mathematics, their cultural capital and funds of knowledge and their identity as a mathematician. This approach supports the recommendations of the 'Making Maths Count' final report through embedding the messages and recommendations in practice. | | | |

This approach has been significant in forming Renfrewshire's Numeracy Strategy.

Moving forward, we plan to further increase the level of targeted support to schools, in line with our poverty related analysis of schools. We will do this by utilising Modelling and Coaching Officers to facilitate bespoke, targeted support that reflects the needs of the school whilst promoting and embedding best practice in line with the Renfrewshire Numeracy and Mathematics Strategy. Central to all initiatives is upskilling staff and deepening teacher subject knowledge and pedagogical understanding. As part of this development, there will be a commitment to developing Practitioner Enquiry. There will be a focus on empowering and encouraging teachers to challenge and transform education. Support will be given to help them monitor and develop their own practice, investigate new strategies and initiatives and increase their knowledge of teaching and learning. Consequently, this will enable them to make better professional and autonomous judgements, enhance their self-esteem and professional identity.

In our continued pursuit to build capacity, collaboration and alignment within and across workstreams, we will utilise the position of transition teachers (already in place) to develop and embed cross sector numeracy growth mind-set activities. The team will also develop a tracking/ target setting tool to be used by transition teachers in the first instance, which links to both the literacy and numeracy workstreams and the 3 Domain Model.

Outcomes:

- Improve teacher confidence in delivering Numeracy and Mathematics.
- Increase pace of work and challenge to include depth and understanding for pupils.
- Promote positive attitudes to and build a growth mind-set toward Numeracy and Mathematics learning.
- Increase teacher confidence in identifying rationale underpinning specific approaches to teaching Numeracy and Mathematics.
- Develop teacher knowledge and understanding of Mathematics.

Measures:

- Teacher Judgement Survey Data.
- Scottish National Standardised Assessment Data.
- National Qualification Data.
- Quantitative and qualitative analysis of baselines, surveys and professional dialogue.

As a result of this work, in the longer term we would want to see increased attainment in numeracy, mathematics and other STEM subjects.

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| 2.3 | Learning & Teaching: Assessment | Leadership | | |
| | | Learning and Teaching | | X |
| | | Families and Communities | | |
| | | Programme Costs | | |
| Continuing Intervention from 2017/18 Plans? Y/N | | Y | | |
| 2018/19 Proposed Funding | | £65k | | |
| 2018/19 Breakdown of Resource: Please provide a breakdown of what this funding will be used for including details of teachers/others staff. | | Development Officer Resources | £58k £7k | |
| If new for 2018/19 please give details of the plans you have in place to deliver this workstream or provide details of changes to a workstream from 2017/18 | | | | |
| Continuation of current plan however resources are required in order to deliver primary and secondary moderation and assessment models. | | | | |

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| 2.4 | Learning & Teaching: Curriculum and Transitions | Leadership | | | | | | | | | | | |
| | | Learning and Teaching | X | | | | | | | | | | |
| | | Families and Communities | | | | | | | | | | | |
| | | Programme Costs | | | | | | | | | | | |
| Continuing Intervention from 2017/18 Plans? Y/N | | Y | | | | | | | | | | | |
| 2018/19 Proposed Funding | | £833k | | | | | | | | | | | |
| 2018/19 Breakdown of Resource: Please provide a breakdown of what this funding will be used for including details of teachers/others staff. | | <table border="0"> <tr> <td>Curriculum & Transition Development Officer</td> <td>£60k</td> </tr> <tr> <td>10fte Transition Teachers</td> <td>£473k</td> </tr> <tr> <td><u>Curriculum Pedagogy in Primary 1</u></td> <td><u>£33k</u></td> </tr> <tr> <td colspan="2"> </td> </tr> <tr> <td>Transitions from Early Years to Primary One Pilot</td> <td>£267k</td> </tr> </table> | | Curriculum & Transition Development Officer | £60k | 10fte Transition Teachers | £473k | <u>Curriculum Pedagogy in Primary 1</u> | <u>£33k</u> | | | Transitions from Early Years to Primary One Pilot | £267k |
| Curriculum & Transition Development Officer | £60k | | | | | | | | | | | | |
| 10fte Transition Teachers | £473k | | | | | | | | | | | | |
| <u>Curriculum Pedagogy in Primary 1</u> | <u>£33k</u> | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| Transitions from Early Years to Primary One Pilot | £267k | | | | | | | | | | | | |
| If new for 2018/19 please give details of the plans you have in place to deliver this workstream or provide details of changes to a workstream from 2017/18 <p>The Transition from Primary to Secondary project will continue as per the Year 3 bid. However, given that Barnardo's Five to Thrive work is embedded in engaged schools, this project will end in August and internal capacity will be developed to drive this work forward via the project detailed below.</p> <p>Transition from Early Years to Primary One Pilot</p> <p>The key transition point of moving from nursery to primary school can be challenging for many children, especially those from the most disadvantaged backgrounds. We recognise that specific focus is needed to ensure continuity of learning and progress at this juncture.</p> | | | | | | | | | | | | | |

Across our early years centres and primary schools, there is good pastoral support for our children regarding transition. However, there is a need to develop and improve collaborative planning across the early level to ensure seamless curricular transition from nursery into primary one. We intend to facilitate an early year's programme in four of our early year's centres and associated primary schools, from quartile 1, that will focus on developing a consistent approach to early level curriculum planning and transition. As part of this pilot, practitioners will have access to the P.1 Pedagogy professional development which is an existing Attainment Challenge programme.

In phase 1, six early years practitioners will work with primary 1 teachers to:

- Improve the learning environments to suit needs and interests of children.
- Focus on the transfer of curricular information between nursery and primary one.
- Enhance moderation to share understanding and awareness of benchmarks in literacy and numeracy.
- Develop a tailored curriculum to meet the needs of individual groups of children at early point of transitions.
- Provide opportunities for Early Years practitioners and primary one teacher's to jointly plan for small groups and individual children.

The programme will complement existing Attainment Challenge work, in particular, the Primary 1 Pedagogy programme which focuses on enhancing primary one learning environments and improving pedagogical approaches to learning and teaching . It will also complement Five to Thrive, now embedded in engaged schools, and focuses on the theoretical concepts of transitions and parental engagement at this key stage. This pilot programme will provide high quality professional learning opportunities for early year's practitioners and primary 1 teacher's and enhance the understanding of early level outcomes.

Outcomes:

- Improved early level curricular transition for children.
- Improved curriculum planning between nursery and primary.
- Improved information sharing between nursery and primary so there is a continuum in learning and development across the early level.

Measures:

- Pre / Post staff surveys measuring implementation of training in practice.

- Attainment data.
- Individual children profiles.
- Teacher and Early Years staff judgement data.
- Practitioner focus groups focusing on information sharing, curriculum planning, benefits / challenges of approach.

If new for 2018/19 please give details of the plans you have in place to deliver this workstream or provide details of changes to a workstream from 2017/18

Based on SIMD information, a number of potential early year's centres and primary schools have been identified to take part in the pilot. Planning has taken place centrally to scope how this pilot will be implemented.

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| 2.6 | Learning & Teaching: Health and Wellbeing | Leadership | |
| | | Learning and Teaching | X |
| | | Families and Communities | |
| | | Programme Costs | |
| Continuing Intervention from 2017/18 Plans? Y/N | | N | |
| 2018/19 Proposed Funding | | £203k | |
| 2018/19 Breakdown of Resource: Please provide a breakdown of what this funding will be used for including details of teachers/others staff. | | Development Officer costing £58k Supporting professional development £10k Place2Be (6 primaries)* £125k (Aug-Mar) Place2Be Training (1 cohort = 8 schools) £10k Each cohort consists of 2 senior leaders from 8 schools (16 participants) *to be confirmed pending discussion with Place2Be | |
| If new for 2018/19 please provide information on the rationale for this new workstream, the proposed impact of this workstream in 2018/19 and how that will be measured. The Scottish Government recognises that good health and wellbeing is essential for successful learning and happy lives for children and young people. Findings from the 'Health and Wellbeing: the responsibility of all 3-18' (Sep 2013) curriculum impact report emphasises that <i>"the provision of greater resources, support and professional learning opportunities for staff is needed to address key areas of mental, emotional and social wellbeing."</i> Children and young people are less likely to suffer from serious mental health difficulties in later life if they receive support at an early age. Growing evidence indicates that promoting positive mental health also improves a range of positive school outcomes, including attitudes to learning, better attendance and lower exclusion rates. | | | |

Place2Be provides emotional and therapeutic services based in primary and secondary schools, building children's resilience through talking, creative work and play. Place2Be provides children's mental health services to help them to cope with wide-ranging and often complex social issues including bullying, bereavement, domestic violence, family breakdown, neglect and trauma. The services include work with pupils, staff and parents in the form of intensive 1-1 therapeutic counselling, drop-in sessions, group work and class sessions. Impact based data supports that 82% of children with severe difficulties show improvements in wellbeing after Place2Be Counselling, 79% show an improvement in friendships and for 62% their difficulties have less impact on learning. Place2Be has been piloted successfully in schools in other Challenge Authorities including Glasgow and North Ayrshire who have also reported similar positive impact.

The authority recently carried out a health and wellbeing audit across all primary schools. The findings of this audit suggest that health and wellbeing is a priority for the majority of schools and in particular mental health and substance use education in the curriculum. The recent Youth Assembly also highlighted to the authority that mental health should be a maintained priority. These findings have been further supported through the Dartington Study and engagement with partners in Health and Police Scotland.

As a result, there is a need to support schools with the development of health and wellbeing programmes focusing on the up-skilling of staff in mental and emotional wellbeing and with the development of curriculum progression planners aligned to CfE benchmarks. These will ensure that there is clear progression in learning and teaching through a CfE level from Early to Third level. There will be a focus on developing the emotional literacy of our children and young people and ensuring staff are well equipped to support those with mental and emotional needs.

Key tasks for the Development Officer include:

- Scope and map existing mental health training experiences of teachers and support staff across establishments. This would involve scoping who has been trained, what partners were involved and highlighting the gaps.
- Develop a training plan which would address the gaps in relation to training. This would involve organising and commissioning trainers, developing a training programme, engaging appropriate partners and evaluating the impact of the training.
- Develop Progression Planners to show health and wellbeing progression aligned to the benchmarks from Early to Third Level.
- Coordinate the introduction of Place2Be Counselling service into 6 of our most deprived primary schools and 2 secondary schools.

- Coordinate the accelerated roll-out of PAThs across additional primary schools to support the development of emotional literacy in children.
- Support Health partners to deliver their Relationships and Sexual Health priorities and be the authority lead on LGBTQI strategy group.

Outcomes:

- Better understanding of local health and wellbeing priorities / trends.
- Increase in staff confidence, skill and knowledge in teaching HWB and in particular mental and emotional wellbeing.
- New Progression Planners will support teachers to provide a progressive curriculum for children and young people and enable them to demonstrate progression through CfE levels in all areas of health and wellbeing.
- Place2Be counselling services will provide targeted and universal support to children and young people across the selected schools. Children who have Place2Be's one-to-one counselling will show significant improvement in their emotional wellbeing and peer relationships, with fewer behavioural difficulties. Teachers and parents will report that improvements in these areas have a positive impact on children's classroom learning. A programme of SCEL-endorsed training and consultation will support school leaders to bring about strategic change to create 'mentally healthy' schools.
- PAThs resource, and training through Barnardos, will facilitate the development of self- control, emotional awareness and interpersonal problem-solving skills in children.
- Young people in secondary schools will be signposted to, and access, appropriate supports and services to maintain healthy relationships and sexual health.

Measures:

- Pre and post training evaluations will be conducted via surveys to capture the impact that training has on skill, confidence and knowledge.
- Staff focus groups will be conducted which will focus on how training has impacted on the practice of teachers and their overall understanding of health and wellbeing issues.
- Place2Be Monitoring and Tracking systems. Place2Be termly impact reports. Place2Be pre and post training evaluations.
- Education Managers will visit schools with a specific focus on QI 3.1 'Ensuring wellbeing, inclusion and equality' to have professional dialogue with senior leaders about the impact of interventions. Pupil focus groups.
- Schools and Education Managers will measure the impact on children and young people through learning conversations

and use of assessments such as the wellbeing web and standardised assessments such as GL PASS.

If new for 2018/19 please give details of the plans you have in place to deliver this workstream or provide details of changes to a workstream from 2017/18

This work will build on existing work which has taken place throughout the authority. PAThs is part of the Attainment Challenge strategy and has been implemented in a number of schools throughout the authority and staff have been trained in this approach. The approach will complement our Health and Wellbeing plan and will therefore be coordinated by the Development Officer. Based on funding, we would aim to recruit a Development Officer swiftly to ensure this area of work is effectively coordinated and managed. Initial discussions have taken place with Place2Be to explore their capacity to deliver in Renfrewshire.

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|---|---|---|------------------------|
| 3.1 | Families & Communities: Ready to Learn: Renfrewshire Nurturing Relationships Approach | Leadership | |
| | | Learning and Teaching | |
| | | Families and Communities | X |
| | | Programme Costs | |
| Continuing Intervention from 2017/18 Plans? Y/N | | Y | |
| 2018/19 Proposed Funding | | £291k | |
| 2018/19 Breakdown of Resource: Please provide a breakdown of what this funding will be used for including details of teachers/others staff. | | 2.5fte Educational Psychologist 2fte Principal Teacher (point 3) Research Assistant | £145k £117k £29k |
| If new for 2018/19 please give details of the plans you have in place to deliver this workstream or provide details of changes to a workstream from 2017/18 | | | |
| Continuation of current plan. Additional 0.5fte Educational Psychologist included as per earlier change request that was agreed. | | | |

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| 3.2 | Families & Communities: Ready to Learn: Supporting Children & Families | Leadership | |
| | | Learning and Teaching | |
| | | Families and Communities | X |
| | | Programme Costs | |
| Continuing Intervention from 2017/18 Plans? Y/N | | Y | |
| 2018/19 Proposed Funding | | £625k | |
| 2018/19 Breakdown of Resource: Please provide a breakdown of what this funding will be used for including details of teachers/others staff. | | 9FTE Inclusion Support Assistants £245k Cost of the School Day £50k Families First Programme £150k Interpreters Bank Pilot £10k <u>PAThs resource £60k</u> Parents in Partnership - change to programme £110k | |
| If new for 2018/19 please give details of the plans you have in place to deliver this workstream or provide details of changes to a workstream from 2017/18 | | | |
| Parents in Partnership (PIP) | | | |
| The core Parents in Partnership model will continue as per the original plan. However, a number of further pilots will be conducted this year. This includes a Parent’s in Transition pilot which will be delivered in collaboration with Transition Teachers, and is aimed at earlier engagement with parents. As showcased at the Education Leaders Forum, this project is core to connecting and aligning projects across work-streams and encourages the sharing of information, intelligence and resources to achieve collective impact and reduce duplication for pupils and families. | | | |
| The aim is to increase engagement and impact of the core S1 PIP programme allowing parents to see the importance of engagement and working in partnership with the school to achieve the best outcomes for their children. The pilot clusters have | | | |

been identified and selected due to their involvement in the Five to Thrive programme. This would include 14 primary schools creating strong links with associated secondary schools. A new branch of PIP, in partnership with the Adult Learning and Literacies team, will also focus on the development of parent's own skills and knowledge with the aim of establishing parent ambassadors for the PIP programme.

If new for 2018/19 please give details of the plans you have in place to deliver this workstream or provide details of changes to a workstream from 2017/18

Parents in Partnership will continue to deliver a core model in each Secondary school to support parental engagement. Extensive plans, showcased at the Education Leaders Forum, have been devised to implement pilots in primary schools in conjunction with Transition Teachers. Development sessions have also taken place to map this work out and a number of schools have indicated interest in this pilot.

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| 3.3 | Families & Communities: Family Engagement in Learning | Leadership | |
| | | Learning and Teaching | |
| | | Families and Communities | X |
| | | Programme Costs | |
| Continuing Intervention from 2017/18 Plans? Y/N | | Y | |
| 2018/19 Proposed Funding | | £ 210k | |
| 2018/19 Breakdown of Resource: Please provide a breakdown of what this funding will be used for including details of teachers/others staff | | Family Learning Coordinator 2 Family Learning Workers Part time Family Learning Support workers 2fte (previous sessional budget) Sessional Staff Resources | £42k £69k £54k £40k £5k |
| If new for 2018/19 please give details of the plans you have in place to deliver this workstream or provide details of changes to a workstream from 2017/18 | | | |
| The Family Engagement in Learning programme will continue as per the year 3 bid. | | | |

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|---|--------------------------------------|--|---|
| 4.1 4.2 | Project Delivery : School Leadership | Leadership | X |
| | | Learning and Teaching | |
| | | Families and Communities | |
| | | Programme Costs | |
| Continuing Intervention from 2017/18 Plans? Y/N | | Y | |
| 2018/19 Proposed Funding | | £ 336k | |
| 2018/19 Breakdown of Resource: Please provide a breakdown of what this funding will be used for including details of teachers/others staff | | Aspiring leaders programme £35k Step Back leadership programme £30k Leadership collaboration across primary schools £216k Coaching and mentoring approaches £25k Pupil Leadership Academy £30k | |
| If new for 2018/19 please give details of the plans you have in place to deliver this workstream or provide details of changes to a workstream from 2017/18 Leadership will continue as per the Year 3 bid. | | | |