

To: Education and Children Policy Board

On: 3 November 2016

Report by: Director of Children's Services

Heading: Scottish Attainment Challenge

1. Summary

- 1.1. The Scottish Attainment Challenge was announced by the Scottish Government in 2015. Its focus is to raise attainment for all children and young people and to close the attainment gap between those in the most affluent of backgrounds and those living in the most deprived. Seven local authorities were identified in the first phase of the government's £100m fund over a four year period. The selection of these local authorities was based on the percentage of primary school and children living in SIMD deciles 1 and 2. Renfrewshire was not included in this first phase of funding.
- 1.2. In October 2015 there was an extension of the attainment fund to 57 primary schools across Scotland where more than 70% of children were living in SIMD deciles 1 and 2. Five schools in Renfrewshire were included in this phase of funding. Each school has an agreed action plan and is making very good progress towards meeting their short term targets.
- 1.3. In June 2016 a further announcement was made which increased the fund to a total of £750m over the next five years and extended the scope to include secondary schools and two further local authorities: East Ayrshire and Renfrewshire. As a result of this announcement proposals for action have been developed involving a broad range of stakeholders.
- 1.4. Proposals were submitted to Scottish Government for review on 16 September 2016. These have now been agreed for 2016/17 and are attached as an appendix to this report. Future years funding will be agreed on an annual basis.
- 1.5. The purpose of this report is to provide elected members with an opportunity to consider and approve the proposals which are attached to this report.
- 1.6. Regular monitoring of the implementation of the proposals is a requirement of the funding. As such regular reports will be provided to this board on progress.

2. Recommendations

- 2.1. The education and children policy board is asked to agree implementation of the attached proposals.
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3. Background

- 3.1. Renfrewshire Council has a strong track record in ensuring all our children get the best start in life. There is a significant evidence of inclusion, equity, empowerment and social justice across all services.
- 3.2. Three particularly ground breaking approaches highlight this very clearly and provide the basis for our bid as we move forward with the attainment challenge.
- 3.3. The council's early years strategy has demonstrated a clear understanding that children attain better in school when we support the whole child in the context of the whole family. This has been confirmed through external evaluation carried out by Glasgow University. This strategy has been gathering significant interest on a national level and very positive external evaluation.
- 3.4. Secondly, the council established a Tackling Poverty Commission in 2014, where experts were brought together from a range of fields to assess the evidence around poverty in Renfrewshire, and recommend a strategic and coordinated response. The commission was the first of its kind to specifically look at child poverty at a local level in Scotland, and received and continues to receive significant national interest. Following this, the Council made a £6million investment in kick starting the recommendations and this investment forms the basis of our ambitious Tackling Poverty Programme.
- 3.5. Finally, Paisley is bidding to be the UK City of Culture 2021 as part of ambitious plans to use the town's internationally-significant collection of heritage and cultural assets to transform its future. Social regeneration through culture is a significant driver for improvement and provides a very strong commitment to improving the life chances for all our children both in Paisley and the rest of Renfrewshire.
- 3.6. It is the intention of the Scottish Government that schools and local authorities involved in the Scottish Attainment Challenge will benefit from greater access to expertise and resources – such as additional teachers, materials for classrooms or resource to develop new out of school activities. National and local partners will work together to identify the specific work that can be implemented successfully in classrooms and which will have a significant impact on the attainment of children from deprived communities. A bespoke improvement plan, appropriate to local circumstances, will be agreed for each school or cluster of schools. This will include an agreement to gather, in a proportionate way, the data that will be required to measure the impact of the interventions supported.

Tackling Poverty and Challenge Authority Status

- 3.7. Renfrewshire Council has undertaken ground breaking development work through its Tackling Poverty Commission to develop strategies which seek to close the poverty attainment gap for children and young people in Renfrewshire. The partnership with Strathclyde University has been key to this work and the literacy development programme is already showing positive impact for our children.
- 3.8. Following the announcement by the Scottish Government on 9 June 2016, Renfrewshire Council will now be included in the Scottish attainment challenge and will benefit from additional resources for the next five financial years (including 2016/17). The focus of these resources will be to extend the scope of our existing good practice, raise attainment and to close the poverty attainment gap in primary schools and S1-3 of secondary schools.
- 3.9. The themes being developed focus on:
- Learning and teaching (literacy, numeracy and health and wellbeing);
 - Families and communities and
 - School leadership.
- 3.10. The proposals for action outlined in the appendix to this report provide detail of how the Scottish Attainment Challenge will be implemented in Renfrewshire. These proposals have been reviewed by an expert panel and will be subject to regular ongoing monitoring and evaluation.

Implications of this report

1. Financial Implications

It is expected that additional resources will support improvement in each of the next five years as a result of the Scottish Attainment Challenge.

2. HR and Organisational Development Implications

A number of posts will be created to support the implementation of the action plan.

3. Community Plan/Council Plan Implications

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|---------------------------------------|---|
| Children and Young People | - Improvement attainment and closing of the poverty related attainment gap for children living in SIMD 1 and 2. |
| Community Care, Health and Well-being | - All children will have access to a nurturing approach which will support their well being needs. The levels of physical and mental health of children in low income families will improve. |
| Empowering our Communities | - Teachers, nursery officers and classroom assistants will have access to high quality professional learning. Parents and communities will be engaged in activities which will support family learning. |

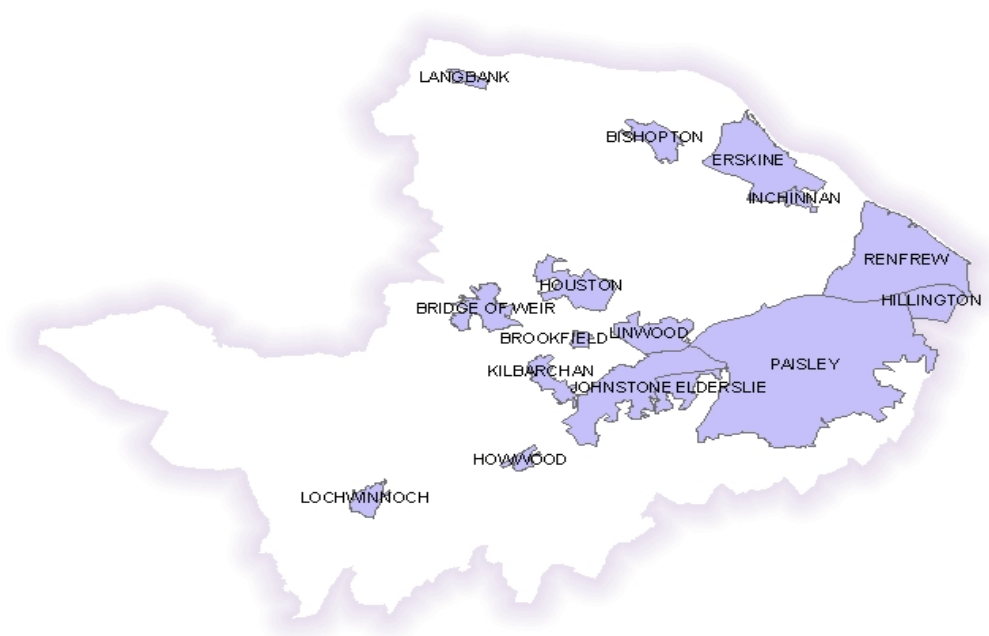
4. **Legal Implications**
None.
 5. **Property/Assets Implications**
None.
 6. **Information Technology Implications**
None.
 7. **Equality and Human Rights Implications**
The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No 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 for example 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 and Safety Implications**
None.
 9. **Procurement Implications**
None.
 10. **Risk Implications**
None.
 11. **Privacy Impact**
None.
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List of Background Papers

- (a) Scottish Attainment Challenge ECPB 18 August 2016

The foregoing background papers will be retained within children's services for inspection by the public for the prescribed period of four years from the date of the meeting. The contact officer within the service is Gordon McKinlay 0141 618 7194 / gordon.mckinlay@renfrewshire.gcsx.gov.uk

Renfrewshire's Attainment Challenge



Proposals for Action

September 2016



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Introduction

Our vision for children and young people in Renfrewshire is summarised in our vision statement:

“Working together to get it right for children, families and communities – protecting, learning, achieving and nurturing.”

We have a long culture and history in weaving and thread making in Renfrewshire. In the following proposals, we share our vision of weaving a new pattern across Renfrewshire. We are highly aspirational and the council’s administration has made a strong commitment to tackling the effects of poverty on the outcomes of our pupils and their families. Over a number of years, highly effective leadership has focussed on putting in place policies and strategies which are evidence-based and make the biggest difference to outcomes for our children and young people.

We know that our workforce is our strongest asset. As such we have invested significantly in career- long professional learning, recognising that sustainable approaches to improvement must focus on those who deliver those services and support our children through their journey from birth to a sustained destination.

It is our aspiration to weave this new pattern through a cultural shift in how we mitigate the impact of poverty on attainment for our children and young people over the next ten years. Building on strong foundations, we welcome the opportunity of becoming a Challenge Authority within the Scottish Attainment Challenge and believe that the proposals contained in this report show a clear understanding of what we can and must do to make the positive, sustained difference we strive to achieve.

These proposals have been developed during the summer of 2016 for review and approval by Renfrewshire Council's education and children policy board and the Scottish Government. They reflect the current professional views of a range of stakeholders gathered across a series of workshops and discussions. It is recognised, however, that effective implementation will require much further engagement with the workforce, academic research, professional organisations, parents, children and other partners over the coming months. This engagement has been incorporated in to the timeline for implementation.

The learning experience of our children and young people is based on a number of threads being brought together to create a unique Renfrewshire pattern. As such our proposals will focus on:

- ensuring the quality of learning and teaching is central to improvement and professional learning in relation to pedagogy as a key component of these proposals;
- extending the scope and pace of our literacy development programme in partnership with the University of Strathclyde;
- developing effective approaches to improving outcomes in numeracy;
- further improving health and wellbeing through evidence-based programmes in resilience, emotional intelligence and nurture;

- extending approaches recognising the importance of families and communities in learning
- highlighting the key role of school leadership in facilitating cultural change in education; and
- developing partnerships for improvement within Renfrewshire through the recently established inter-authority partnership and with external partners such as the University of Strathclyde.

Our Story So Far

Over a number of years, we have demonstrated a strong commitment to ensuring all of our children and young people get the best start in life. Our record of inclusion, equity, empowerment and social justice is evident across all services.

The formation of Children's Services within Renfrewshire Council has been a strong signal of our intent to ensure the best outcomes for all young people - whatever their background or circumstances. The child's journey from birth to sustained destinations is key to our approach to all planning and service delivery.

Three of our groundbreaking approaches highlight this very clearly and provide the basis for our proposals as we progress with the Scottish Attainment Challenge.

Our Early Years Strategy has demonstrated an understanding that children's attainment in school is better when we support the whole child in the context of the whole family. This has been confirmed through external evaluation carried out by Glasgow University¹. By empowering parents to do the best for their own children through walking with them, this strategy has been gathering significant interest on a national level.

Secondly, the council administration established a Tackling Poverty Commission in 2014, which brought together experts from a range of fields to assess the evidence around poverty in Renfrewshire, and recommend a strategic and coordinated response. The Commission was the first of its kind in Scotland to specifically look at child poverty at a local level and continues to receive significant national interest.

Following this, the Council made a £6million investment to facilitate the recommendations of the Commission and this investment forms the basis of our Tackling Poverty Programme². This ambitious strategy, established since 2015 is due to conclude in 2017. This provides us with a robust evidence base of what really works in Renfrewshire.

Finally, Paisley is bidding to be the U.K City of Culture in 2021 as part of aspirational plans to use the town's internationally-significant collection of heritage and cultural assets to transform its future. Social regeneration through culture is a significant driver for improvement and provides a very strong commitment to improving the life chances for all of our children and young people, both in Paisley, and across Renfrewshire.

These threads are woven together across our service delivery and we believe we are able to build on these to deliver significant improvement for our communities by extending the scope and pace of current work throughout Renfrewshire. In addition, we know that the attainment gap has persisted for many years and, as a result, our bid must focus on making the biggest difference for children living in SIMD deciles 1 and 2. While we will continue to adopt a universal approach, where required, we also need to target intervention specifically where it is most needed.

¹ Renfrewshire Families First Evaluation, The Robert Owen Centre for Educational Change, April 2015

² Tackling Poverty in Renfrewshire Strategy 2015-2017, Renfrewshire Council, March 2015

Challenge Schools

Our five Challenge Schools have the highest proportion of children living in SIMD deciles 1 and 2. The individual action plans for these schools have already been agreed with the Scottish Government and their work will continue in conjunction with the proposals being developed within this authority action plan. Although these schools are at a very early stage of implementation, there are already signs of positive impact reported in each schools' end of year report.

The Challenge Schools will participate in the Tapestry 'Great Teaching - Great Learning' programme in order to further enhance their focus on improving learning and teaching strategies for pupils living in SIMD deciles 1 and 2. This professional learning will help us to transform the culture in a range of schools , ensuring transformation across Renfrewshire.

Innovation Funding

In June 2016, we were successful in our bid for Innovation Funding from the Scottish Attainment Fund. Two projects have been funded for financial year 2016/17. The first of these is allowing us to continue to build on innovative approaches already making a difference in Renfrewshire as a result of our Early Years and Tackling Poverty strategies. We are establishing and extending family learning projects in schools together with external partners. This project aims to have a positive impact on approximately half of our primary and ASN schools. School projects are focussed on raising attainment in Literacy, Numeracy and Health and Wellbeing through engagement with families utilising a range of evidence-based projects. Each of these strands is focusing on improving how we support parents to engage with their children's learning - both at school and at home.

Our second project aims to address key areas of difficulty that young people from low socio-economic backgrounds experience as they move through the early stages of secondary school. This is building on the innovative approaches to literacy development within our Tackling Poverty Strategy. A separate action plan for each secondary school is currently being developed outlining plans for taking the innovation project forward.

Like the Challenge Schools, we will ensure that the learning from these projects forms part of the cultural shift we wish to develop over the next ten years.

About Our Children

Renfrewshire is the ninth largest council area in Scotland, with a population of 174,310. Most of the population live in the three large urban areas of Paisley, Johnstone and Renfrew and the two smaller towns of Linwood and Erskine. There are also a number of more rural villages. Renfrewshire has a small, but growing, ethnic minority population - 2.7% of the population had a minority ethnic background at the time of the 2011 Census compared to 4.1% for Scotland.

One in five of Renfrewshire's children live in poverty. In some places in Renfrewshire this rises to more than 1 in 3 and this prevents young people from achieving their full potential. A boy born in Bishopton, one of our affluent villages, will live on average over 16 years longer than a boy born in Ferguslie Park – the most deprived datazone in Scotland. We know that most of the children living in poverty in Renfrewshire are living in working households and that poorly paid, insecure and low quality work with limited progression are becoming familiar features in our labour market.

As part of our analysis we have considered a range of data related to poverty as outlined below.

Scottish index of Multiple Deprivation (SIMD)

There are a variety of ways that we could use SIMD data in order to ensure appropriate targeting of resources available through the Scottish Attainment Challenge. Percentages are helpful but do not show the full picture. As we have reviewed this data, it has become apparent that the percentage of children living in SIMD deciles 1 and 2 does not always reflect the number of children in a particular school. For example, in 2015, 73% of children at St David's Primary - 45 children - were in SIMD deciles 1 and 2 and which qualified it as a Challenge School. By contrast, West Primary School had 46% of pupils in SIMD deciles 1 and 2 which meant that it did not qualify as a Challenge School, despite this equating to 222 children.

Therefore, our approach aims to ensure that, we have utilised the percentage of children within a school who reside in SIMD deciles 1 & 2 whilst ensuring that we target as many children as possible across Renfrewshire from these deciles.

To this end, our proposed approach is that we will split our primary schools in to three phases as shown in the tables below.

Phase 1	Total Number SIMD 1 & 2 Pupils	Percentage of SIMD 1 & 2 Pupils
Glencoats Primary School	235	95.92%
St Fergus' Primary School	128	93.43%
Gallowhill Primary School	200	78.13%
St David's Primary School	47	73.44%
St Catherine's Primary School	121	70.35%
St Paul's Primary School	106	63.86%
Cochrane Castle Primary School	116	63.39%
Heriot Primary School	156	61.18%
St Margaret's Primary School	129	60.56%
Woodlands Primary School	180	57.51%
Fordbank Primary School	103	53.37%
West Primary School	237	52.09%
St James' Primary School - Paisley	75	48.70%
Brediland Primary School	130	47.79%
Mossvale Primary School	94	47.00%
St Mary's Primary School - Paisley	108	45.00%
Williamsburgh Primary School	187	42.21%
Thorn Primary School	85	37.61%
Kirklandneuk Primary School	169	36.58%
St Charles' Primary School	139	35.82%
Todholm Primary School	127	31.59%
St James' Primary School - Renfrew	146	26.12%
Total	3018	

Phase 2	Total Number SIMD 1 & 2 Pupils	Percentage of SIMD 1 & 2 Pupils
Auchenlodment Primary School	56	31.64%
St Anthony's Primary School	60	30.15%
Our Lady of Peace Primary School	67	29.39%
St John Ogilvie Primary School	48	27.12%
Langcraigs Primary School	78	26.80%
St Peter's Primary School	55	25.23%
Lochfield Primary School	56	22.76%
Bushes Primary School	68	18.94%
Total	634	

Phase 3	Total number SIMD 1&2 pupils	Percentage of SIMD 1&2 pupils
East Fulton Primary School	33	14.47%
Kilbarchan Primary School	33	13.31%
Newmains Primary School	32	8.65%
Ralston Primary School	29	7.36%
Wallace Primary School	*	6.76%
Langbank Primary School	6	5.50%
Arkleston Primary School	15	4.98%
St Fillan's Primary School	16	4.75%
St John Bosco Primary School	*	3.97%
Howwood Primary School	*	2.69%
Barsail Primary School	*	1.57%
Inchinnan Primary School	*	1.27%
Houston Primary School	*	0.98%
Bargarran Primary School	*	0.91%
Bridge of Weir Primary School	*	0.72%
Lochwinnoch Primary School	*	0.41%
Bishopton Primary School	*	0.38%
Rashielea Primary School	*	0.00%
St Anne's Primary School	*	0.00%
Total	197	

(* denotes where there are five children or less)

The table below shows the secondary schools with the highest levels of deprivation which will be in scope for the attainment challenge. (Note that these figures are for the whole school population)

Phase 1	Total number SIMD 1&2 pupils	Percentage of SIMD 1&2 pupils
Castlehead High School	263	39.61%
St Andrew's Academy - Paisley	543	38.73%
Paisley Grammar School	321	37.90%
St Benedict's High School	220	33.85%
Trinity High School	231	31.64%
Linwood High School	127	30.31%
Gleniffer High School	341	29.76%
Johnstone High School	264	28.18%
Renfrew High School	142	18.21%
Total	2452	

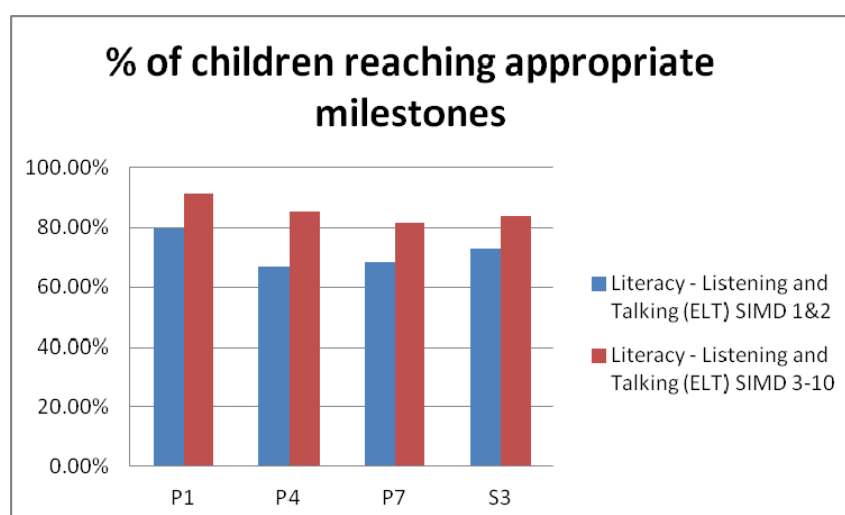
This leaves two of our secondary schools which although not part of the targeted support, will still benefit from the universal support from the authority.

	Total number SIMD 1&2 pupils	Percentage of SIMD 1&2 pupils
Park Mains High School	22	1.63%
Gryffe High School	14	1.49%
Total	36	

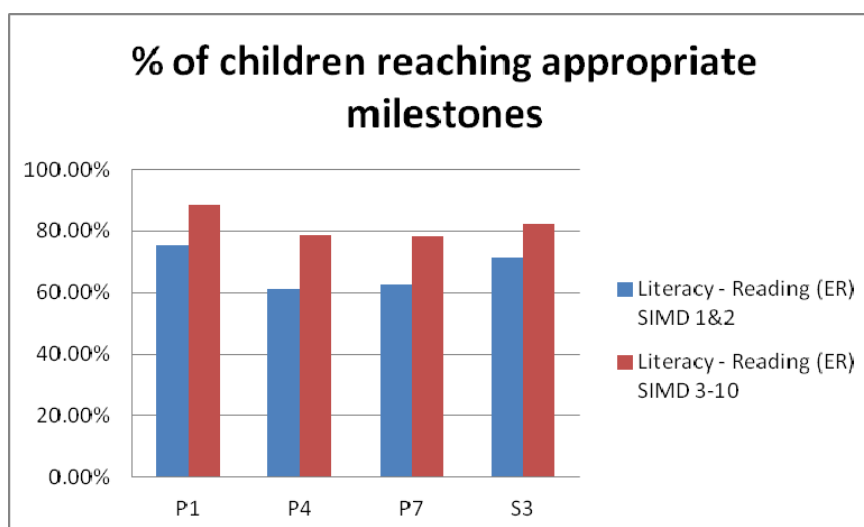
Attainment

Attainment data based on teacher judgement is now being collected on an annual basis in Literacy and Numeracy at P1, P4 and P7. The graphs below show the percentage of children reaching the appropriate milestones across all schools in June 2016.

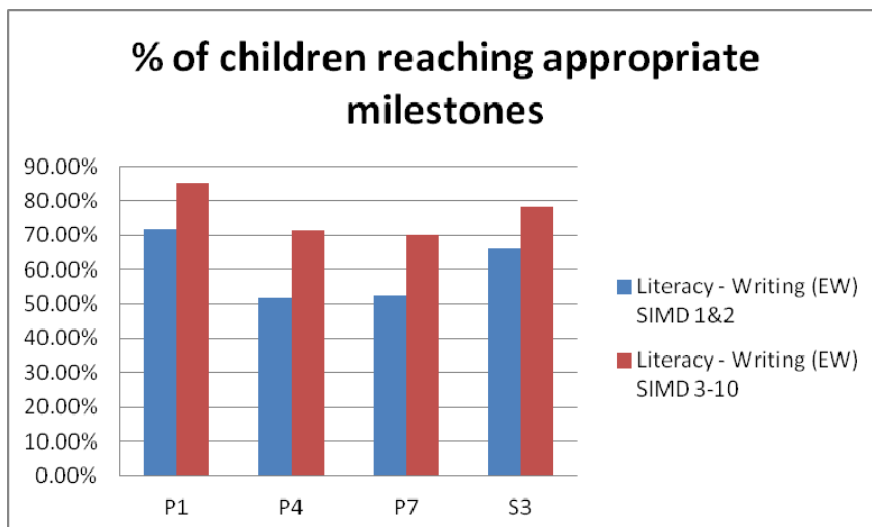
Graph 1 : Literacy – listening and talking



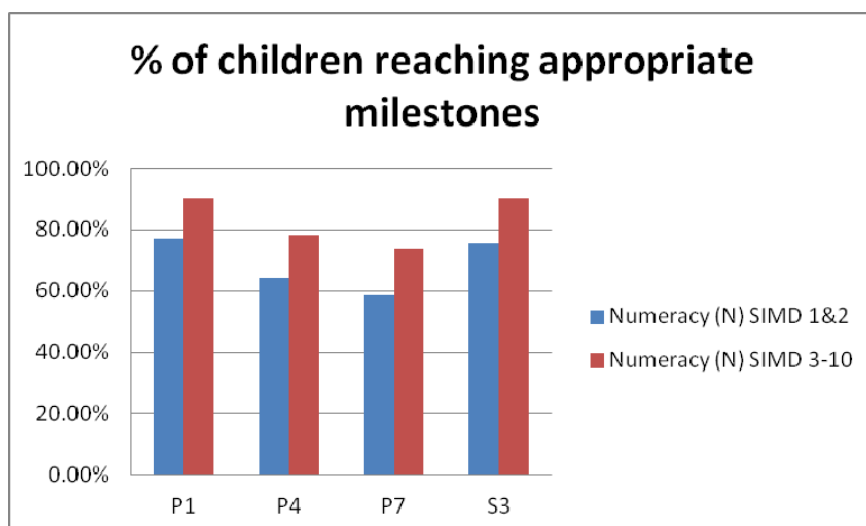
Graph 2 : Literacy – reading



Graph 3 - Literacy – writing



Graph 4 - Numeracy

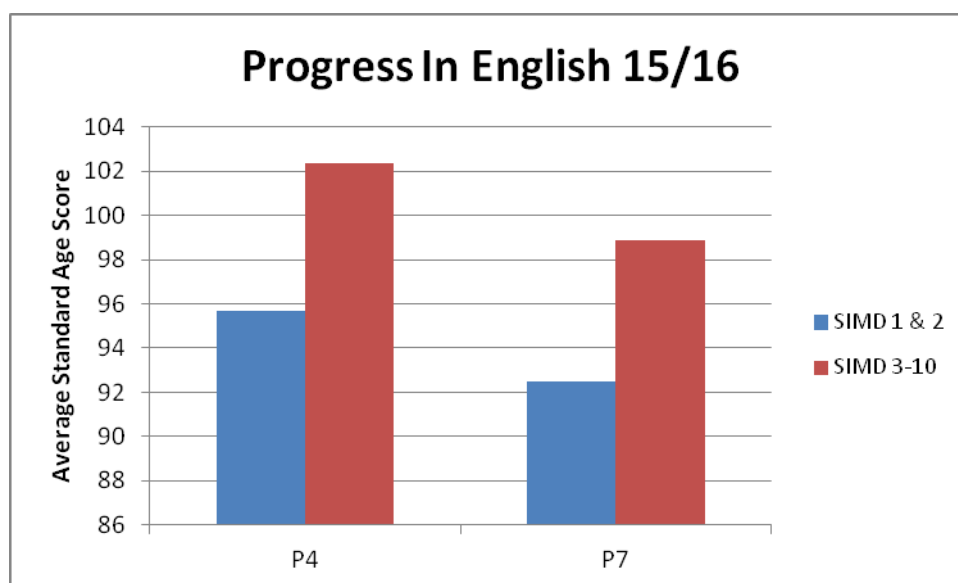


The graphs above show that a significant gap exists in the attainment of children in SIMD deciles 1 & 2 compared to SIMD deciles 3 to 10. This is particularly striking in relation to literacy at P4.

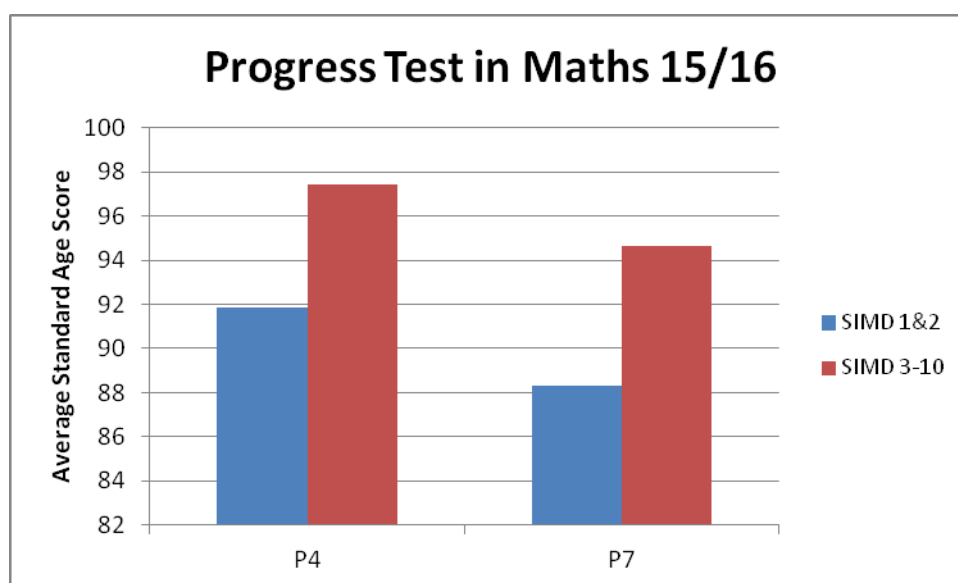
In academic session 2015/2016 we have strengthened our approach to the use of standardised assessment in primary schools. In May 2016, over 5,000 of our children undertook standardised assessments in English and Maths and we are currently analysing this by SIMD decile.

The graphs below show attainment in P4 and P7 for English and Maths.

Graph 5 – progress in English (standardised assessments)



Graph 6 – progress in mathematics



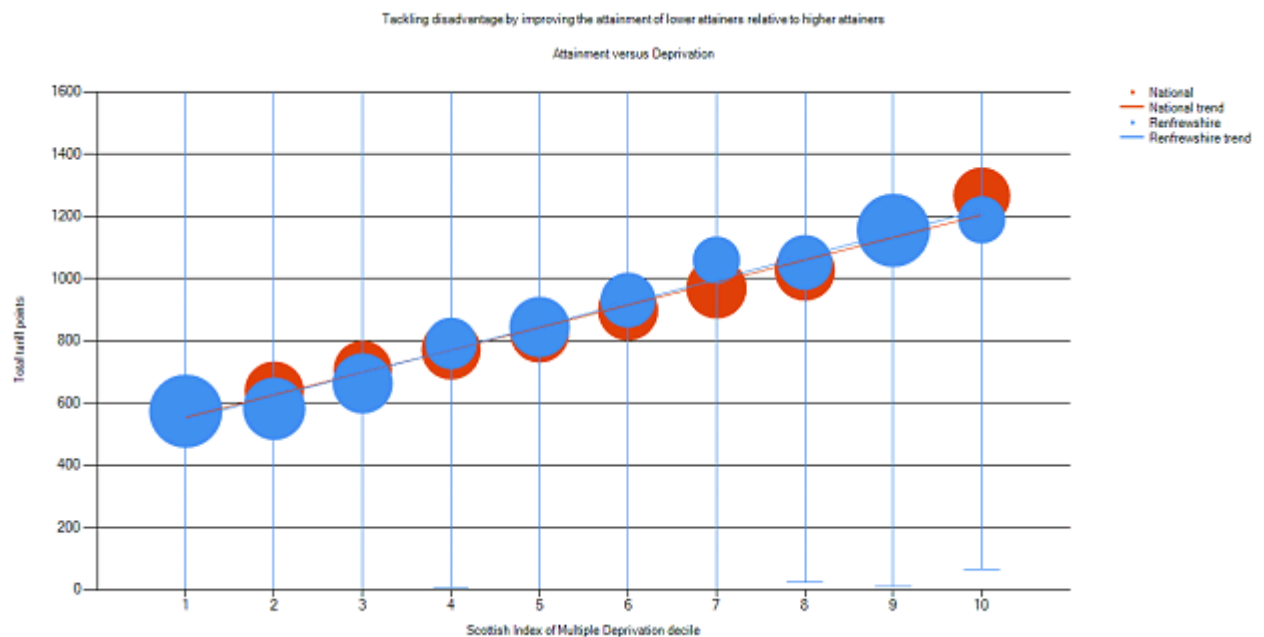
Initial analysis has shown that the most significant poverty attainment gap is in mathematics at P7.

- Overall, Renfrewshire was in line with the national average for English at P4 and slightly below average in English at P7;
- Attainment in mathematics was less positive with the overall Renfrewshire figure below average in P4 and P7;

- A poverty related attainment gap exists in both P4 and P7 in English and mathematics. The most significant gap is in P7 mathematics, between schools which have a high level of pupils in SIMD 1&2 and those who do not. Here there is a difference of 23.1 in the standardised age score.

It has recently been agreed that standardised assessment will also take place in S2 in order to allow tracking of progress over time, and in due course in S1 and S3 also.

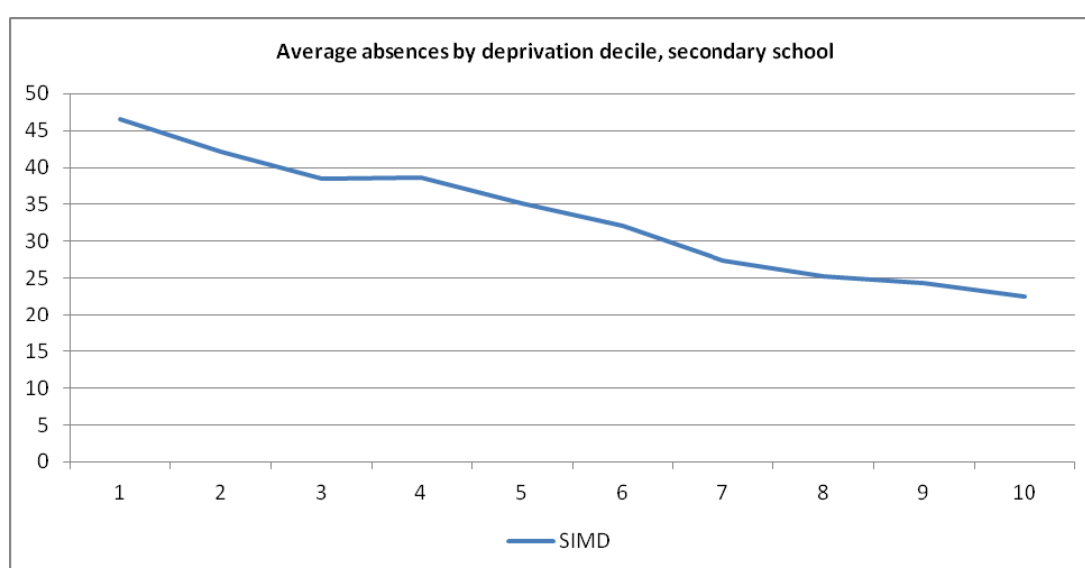
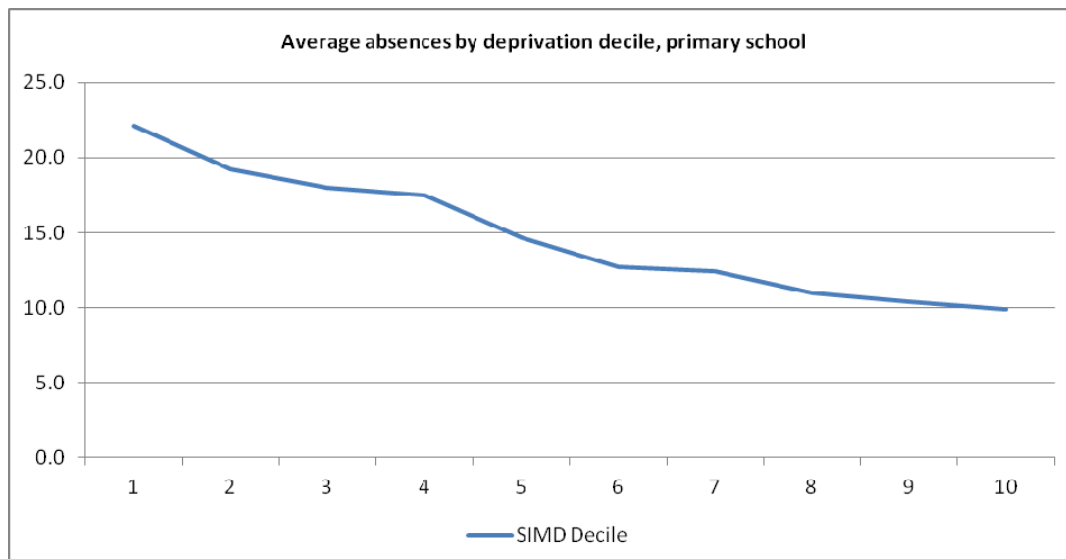
The following chart shows the national benchmark data from Insight as it relates to tariff scores for young people leaving school.



This chart shows that a significant gap exists between those young people in SIMD deciles 1 & 2 and SIMD deciles 9 & 10. However, we also note that the total tariff points of young people living in SIMD decile 1 in Renfrewshire has increased from 509 in 2014 to 573 in 2016. We want to continue to build on this improvement.

School Attendance

The charts below combine all the deprivation domains and shows the overall deprivation ranking. Our data clearly shows that absence from school is directly linked to living in poverty. There is a strong correlation between the level of deprivation and the average number of absences (half days) for all domains except geographic access (as would be expected given the more geographically remote communities in Renfrewshire tend to be more affluent).



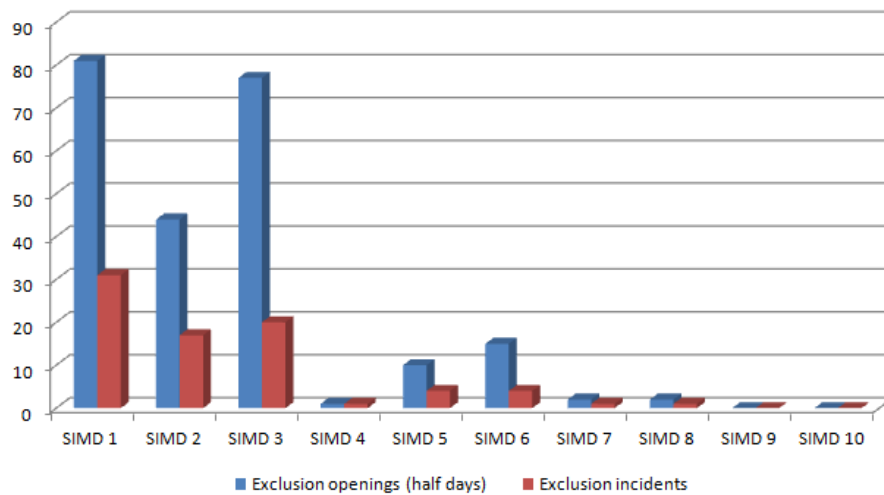
There is very little difference between the other domains but that which has the most impact on absence is the education, skills and training domain. No particular conclusions should be drawn from this but it may be a very crude indication that there is a link between the educational outcomes of families and attitudes towards, and engagement with, schools.

Equally valid, is the correlation between poor health and education, skills and training. Within Renfrewshire, 80% of people in the 10% most deprived EST decile are also within the most deprived 10% for health; the remaining 20% are in decile 2 for health. This is just one of many relationships which could be highlighted to demonstrate the complexity of deprivation.

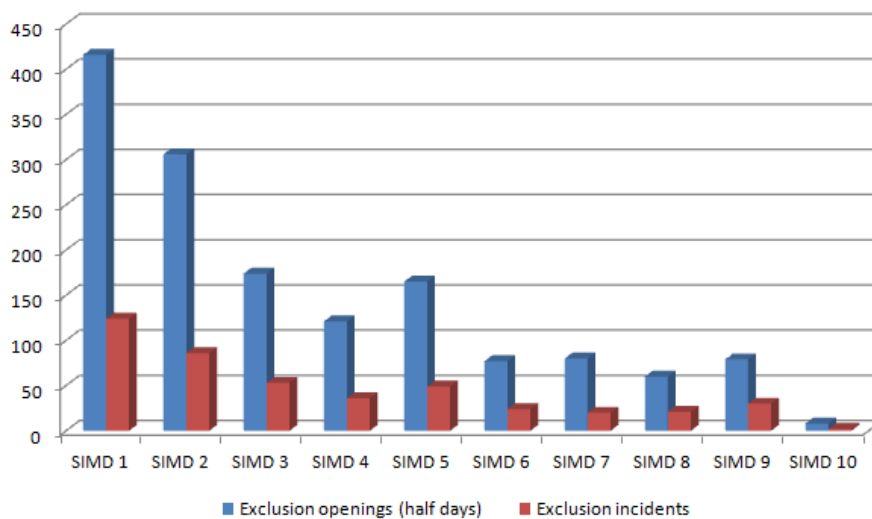
School Exclusions

Although we have been successful in significantly reducing the number of exclusions in primary and secondary schools over the past several years, our data shows that children and young people who live in SIMD deciles 1 to 3 are much more likely to be excluded from school than those who live in less deprived areas.

Primary school exclusions, by SIMD 2012 decile



Secondary school exclusions, by SIMD 2012 decile



Looked After Children

Looked After Children are predominantly from the poorest areas of Renfrewshire. As of July 2016, 67% of LAC (436 out of 652) have a home address in an area within SIMD deciles 1 & 2. This rises to 69% for employment deprivation and 73% for health deprivation. This equates to 447 and 473 children respectively. Only 5% of LAC live in SIMD deciles 6-10 for income, employment, health or housing.

Main Focus

As a local authority, we have demonstrated clear ambition in tackling the root causes of poverty and making the biggest impact on improving outcomes for all of our children and young people. Our approach has been to use the best evidence to inform our thinking and to focus on those things that will make the biggest difference.

It is our intention to continue with this relentless focus and to utilise the opportunity afforded by the Scottish Attainment Challenge to build on this work and to extend the scope and pace of these current priorities.

Research has clearly demonstrated that there are bigger differences between classes within a school than there are across schools. As a result our proposals as outlined in the following sections seek to ensure a universal approach across every classroom while targeting resources and support where they are needed the most.

Primary Schools

Within the primary sector we intend allocating schools into one of four groups for phased support:

- Our five challenge schools will continue with the targeted approaches already agreed while being supported with additional approaches being developed;
- Phase 1 schools (15 schools) will work alongside challenge schools in our first year of implementation (2016/17) to focus on Literacy development and gaining a clearer understanding of the leadership challenges being faced by schools;
- In our second year of implementation (2017/18) the phase 2 schools (10 schools) will each be partnered with a school from the first year cohort to further develop approaches and ensure collaboration; and
- As part of our universal approach the remaining schools will be matched to schools already involved to create leadership triads to ensure all children living in deciles 1 and 2 have improved outcomes.

Secondary Schools

We propose that 9 of our 11 secondary schools will be targeted due to the percentage and numbers of pupils living in SIMD deciles 1 & 2. Links will be maintained with the other two secondary schools to ensure this universal approach continues to support all children.

Practice over many years in Renfrewshire has sought to ensure learning and teaching is seen as a continuum from 3-18. As such the proposals specifically relating to secondary schools are embedded within the body of this plan.

Our Proposals

Our five Challenge Schools have the highest proportion of children living in SIMD deciles 1 and 2. The action plans for these schools have already been agreed with the Scottish Government and their work will continue in conjunction with the proposals currently being developed.

The following proposals will therefore focus on schools where there is a larger number of children living in SIMD deciles 1 and 2. We will extend the scope and pace of current innovative work, learn from the five Challenge Schools and ensuring the impact of each intervention can be measured.

In order to effectively manage this work, the phasing of schools outlined above will be used to ensure we implement and measure impact in a robust manner.

We have already invested extensively in evidence-based programmes and approaches that we know will make a difference in both raising attainment and closing the gap. We will continue to build on the strong foundations already in place. Although funding will be for five years, we consider the timeline a ten year approach to changing the culture of learning across all sectors. This will allow us to ensure sustainability.

Where appropriate, we have sought to weave the proposals for secondary schools in to each of the following sections. This ensures consistency of approach and will build on the importance we place in viewing education as a single continuum.

Learning and Teaching

We know that the quality of learning and teaching matters. The difference in the quality of learning between classes within schools is often greater than the differences between schools. We need all staff to believe that they can make a difference. To do this, we need to give staff direction, support and time to reflect. Over many years we have invested in supporting high quality professional learning for our workforce. In order to achieve the outcomes we wish to see, we will continue to focus on improving the quality of learning and teaching with a specific focus on literacy, numeracy and health and wellbeing.

Literacy

We will:

- ***extend the scope and pace of our primary literacy coaching programme;***
- ***develop professional learning in exploring pedagogy in primary 1;***
- ***design a writing curriculum in targeted schools;***
- ***extend locally written reading resources to develop our children's cultural capital; and***
- ***further develop disciplinary literacy in secondary schools.***

The literacy development programme³, operating in partnership with the University of Strathclyde, is about to move in to its second year of implementation. Our evaluation of year 1 clearly indicates positive impact on three areas:

- attainment
- curriculum and pedagogy
- staff development and leadership.

These developments present clear challenges for us if change is to be sustained and become deeply embedded. Actions must maintain the focus, actively promote depth and breadth in implementation and involve monitoring attainment to evidence cross-authority gains in Literacy and progress towards closing the gap. To this end, we propose to continue to work in partnership with the University of Strathclyde in order to further develop the teaching of literacy in both primary and secondary schools.

Our continued partnership with the University of Strathclyde will aim to extend the reach of the primary literacy coaching programme by providing high quality professional learning for an increased number of teachers in schools. To ensure a consistent and coherent approach across those schools, training of support staff will be included in this programme.

Strong collaborative, focussed networks of learning that have been established will continue and develop further to support full implementation of the literacy development programme and increase focused support and challenge discussions with senior management to encourage schools to use teacher-to-teacher learning, to use the coaching and reader response/engagement networks, the video material, classroom visits and head teacher-teacher progress meetings for staff development on literacy.

By identifying and addressing key areas of difficulty that young people from low socio-economic backgrounds experience as they move from primary school through lower secondary school, we will build on and up-scale the innovative approaches to literacy development that we have engaged in within the secondary sector. These have been well received and have shown early indications of having a positive impact. For example, the disciplinary learning approach to literacy which recognises that literacy requirements vary from subject to subject and supports subject specialists to integrate such literacy into their lessons so that young people are explicitly taught how to strategically and critically read a range of different texts. This would also see collaborative networks of staff established both within discrete subjects and on a whole school basis. Upscaling and extension of this aspect of our engagement with the University of Strathclyde would be facilitated by our secondary literacy coordinator.

Teachers in primary schools who have already been involved in the literacy coaching programme will be now undertake professional learning in exploring pedagogy in primary 1. This programme aims to continue to support the implementation of positive interventions that improve reading attainment, increase teacher confidence when planning a literacy rich curriculum in P1 and P2 and enhance the learning experiences of children as they move from early years in to primary school. Additional resources and materials will be purchased to support this programme and enhance existing library areas and classroom spaces making them more appealing and motivating for young children.

³ Literacy Development Programme – Additional Information

To support literacy development within the secondary sector, the key focus will be the provision of high quality professional learning opportunities for secondary subject staff around how young people learn to read. Following further consultation and guidance from our partners at the University of Strathclyde, decisions will be made on which research-based strategies are most likely to enhance staff capacity to assist struggling readers and ultimately improve literacy.

In targeted primary schools where interventions are showing early indications of impact on raising attainment in reading of our children in SIMD deciles 1 and 2, a programme will be developed to design a writing curriculum that makes better links with children's lives outside school, that makes teaching more responsive and that results in children who are writers, rather than just children who can write. The ultimate aim is to raise attainment by showing teachers how to teach writing well, while showing children that writing can be a social and enjoyable as well as a good way to get what you want/need.

We know that it can be very challenging to understand the implications of the cultural and social capital children bring from home. However, we know that children will improve their confidence in reading when they are able to access a broad and culturally rich range of reading material.

As part of our literacy programme and our City of Culture bid, we aspire to both extend the reading resources available to children and to commission local authors to develop an exciting range of accessible and age appropriate texts that will build on the experiences and cultural capital of our children. This range of books will contain pictures, language and references which will be familiar to our young people across all sectors and will enable them to engage more fully with more meaningful and relevant texts.

Numeracy

We will:

- ***explore and interrogate numeracy and mathematics related data;***
- ***conduct a review of numeracy and mathematics teaching approaches across Renfrewshire;***
- ***develop a numeracy action plan for Renfrewshire***

The completion of recent standardised assessments confirmed teacher judgement that attainment in numeracy is not as good as it should be. We see a significant gap in this curricular area. This is in line with the national picture from the recently published results of the Scottish Survey of Literacy and Numeracy (SSLN). An analysis of performance in SQA qualifications across the authority indicates a parallel situation. In response, it is recognised that an approach that mirrors the coherent steps already embarked upon in regard to literacy development within the authority is required for numeracy.

Accordingly our intention is to conduct a review of numeracy across the authority. The findings of this review will inform a numeracy action plan for Renfrewshire, with inter authority collaboration taking place, where possible. Resources would be allocated to support professional learning to extend the skill and expertise of all in delivering numeracy across the curriculum as well as providing planning guides and curriculum advice based on the recently published benchmarks.

We will, therefore, develop further evidence-based programmes, informed by academic research, in order to raise attainment in numeracy and mathematics for children and young people who live in SIMD deciles 1 and 2.

Currently, all primary schools have been supported through the introduction of a revised numeracy framework to develop strategies to ensure that all children develop high levels of progressive Numeracy skills. These numeracy skills are developed through learning across the curriculum and built upon a shared understanding amongst staff of how children and young people progress in numeracy and of good learning and teaching in numeracy.

We are committed to full participation in the national numeracy champion hub initiative which included a numeracy development action plan for session 2015/16 and 2016/17 along with the nomination of a numeracy champion in each school.

The provision of high quality professional learning opportunities and the support materials have resulted in early signs of positive impact on teachers attitudes and confidence in the implementation of new teaching approaches in numeracy and mathematics. We will review our existing Numeracy Framework in light of the best research evidence and observations from those schools which are making a significant difference in this area.

We will build on the significant progress already made in session 2015/16 through delivery of additional professional learning opportunities in assessment via the significant aspects of learning, numeracy /IDL approaches, mental agility and 'Number Talks'. In addition, following scrutiny of the GL numeracy assessment data, professional learning opportunities will be developed to address teacher attitudes and confidence. Stages of Early Arithmetic Learning (SEAL) training will also be provided for teachers within the targeted schools.

The key transition point of moving from primary to secondary school can be challenging for many young people, especially those from the most disadvantaged backgrounds. We recognise that specific focus is needed to ensure continuity of learning and progress at this juncture. Practitioners skilled in analysing pupil data, recognising difficulties and identifying appropriate strategies will be appointed to monitor and track the learning of young people and respond when necessary. Staff members appointed will work within their school clusters.

We will:

- ***extend evidence based approaches to the promotion of resilience and emotional intelligence;***
- ***extend our nurturing relationships strategy;***
- ***enhance the transition from primary to secondary for targeted young people;***
- ***provide a P4-7 music intervention for children in primary schools.***

Further work is being undertaken to analyse the SIMD health domain within deciles 1 and 2 in order to identify potential barriers to learning. The outcome of this may include further engagement with Speech and Language Therapy and other key partners.

As part of our Nurturing Relationships Strategy, and in partnership with Barnardos and Kate Cairns Associates, we have successfully developed and implemented the Five to Thrive programme in the early years. There is strong evidence that the programme has had a significant and positive impact on staff, parent and child relationships and a clear indication that parental involvement has increased in our nursery settings. This provides an opportunity to further develop positive parental engagement and ensure sustainable partnerships with parents into the primary school.

Recognising the importance of effective home school partnership, but also the challenge of achieving this with some of the young people we seek to support within the scope of this plan, in each of our targeted secondary school clusters we will appoint a health and wellbeing support worker. These key workers would focus on and work with families living in SIMD deciles 1 & 2 in order to overcome barriers that can prevent young people from disadvantaged backgrounds from attaining and achieving to the same degree as their better off peers. It is intended that this will address such trends as higher absence and exclusion rates amongst our targeted pupils. They would also help to enable parents to support their children's learning by supporting our secondary parents in partnership (PIP) project. This ambitious and exciting initiative is currently part of our tackling poverty programme. Following an initial pilot in one of our schools, it is being rolled out to others and we are working in partnership with the Centre for Excellence for Looked after Children in Scotland (CELCIS) to have the programme fully evaluated and short term impact monitored in three schools. Based on evidence from the earlier pilot of this model, it is evident that the approach has potential to effect positive change in our engagement with some of our most difficult to reach parents and building on this project can only be of advantage.

Emotional intelligence and resilience are key to a positive attitude to learning. We will provide an opportunity for further investment in equipping children and staff to develop an optimistic outlook on their learning e.g through developing a growth mindset. A number of schools in Renfrewshire have implemented evidence-based programmes to promote emotional intelligence and increase resilience in children and young people including PATHs and BounceBack. The Attainment Challenge offers the opportunity to extend these programmes to all targeted schools.

It is increasingly recognised that a nurturing approach within a school can have a positive impact on relationships, wellbeing and attainment. Renfrewshire's Nurturing Relationships Strategy has been developing nurture approaches in educational establishments since 2014. Many schools have nurture classes and have developed nurturing approaches. Every pre 5 establishment has a Nurture Champion and the impact of the approach has been greatly enhanced in partnership with Barnardo's '5 to Thrive' facilitators.

This session, the Educational Psychology Service is leading phase three of the strategy which involves the introduction of whole school nurture approaches in two secondary and three primary "pathfinder" schools using implementation science to ensure impact and sustainability.

The Nurturing Relationships Strategy is a universal approach which aims to improve outcomes for all children. We intend to extend the initiative and introduce a targeted support element for children and young people living in SIMD deciles 1 and 2. We plan to appoint four teachers to the posts of Nurturing Attainment Coach. These teachers will be part of the Attainment Challenge team and will work in primary and secondary schools who are developing whole school nurture. Their remit will be to work with staff to improve the attainment of children and young people living in SIMD deciles 1 and 2. They will be trained in attachment, nurture and evidence-based implementation of social and emotional resilience methods. They will adopt a 'coach-consult' model in their work with teachers and groups of staff to support effective learning and teaching with targeted pupils. They will be integral members of the schools' nurture implementation core group and will work closely with the Educational Psychology Service. Where appropriate, they will be able to support the school to introduce evidence-informed approaches to social and emotional learning and resilience for children and young people living in SIMD deciles 1 and 2.

Additionally, we will be involved in the pilot of the National Primary Nurturing Approaches Professional Learning Resource. The purpose of this pilot is to determine whether the resource is a good fit for the needs of primary schools and to give them an opportunity to offer constructive feedback on how it might be improved. In line with implementation science, schools will be invited who have already indicated an interest and readiness to develop nurturing approaches. Renfrewshire's inclusion in this additional initiative will add to the overall capacity of schools to develop nurturing approaches and enable Renfrewshire teachers and other professionals to shape national guidance in this area.

Studies in neuroscience show how music affects our mental and physical wellbeing. We plan to provide whole class intervention in primaries 4-7 in primary schools to increase their self esteem, cultural capital and confidence. We will employ a full time music teacher to deliver a programme which will offer a different musical discipline in each school; brass, woodwind, strings, guitar and voice.

Families and Communities

We will:

- ***extend the scope of our family learning project;***
- ***strengthen support for looked after children living in poverty; and***
- ***continue to develop the effectiveness of our cost of the school day fund***

Our experience with our early years strategy has provided very strong evidence of the impact of intervening early with families who are just coping. Having the right support in place for families is vital if we are to ensure positive outcomes for our children. We propose to carry on exploring how the work already ongoing in this area can be continued and extended to allow us to embed sustainable models for the future.

The Family Learning Project works with adults and children focussing on intervention methods around Reading, Writing, Numeracy, self esteem and life skills. Using a social practice approach helps to support parents to develop confidence and self belief while encouraging them to support their children to learn.

Creating a non-threatening learning environment enables families to interact and bond together. The pace of change in children's education means that parents often perceive that they lack the ability or knowledge to support their child to learn. Building capacity in families takes time; building trust between group workers and families is an essential component to the family learning experience, as families must feel supported and included for meaningful learning to take place.

We propose to further develop the Family Learning Project with those schools with the highest concentration of children living in SIMD 1 and 2. We will work with families with children in primaries 1 to 3 to support the development of early Literacy. Parents and children will learn and work together to identify and address individual learning needs in a fun, motivating and vibrant environment.

Family learning makes learning accessible and helps to shape attitudes towards learning. This initiative provides opportunities and experiences which strengthens the belief that learning is valuable and will benefit all of the family. Encouraging families to have a positive outlook on learning and attainment will create a cultural legacy that will enhance the life of children and the family unit as a whole.

Having the right support in place for families is vital if we are to ensure positive outcomes for our children. We propose to continue to explore how the work already ongoing in this area can be continued and extended to allow us to embed sustainable models for the future.

Children who are looked after at home often face particular challenges in relation to attainment. Our looked after children face specific challenges in relation to attainment and achievement. The vast majority of these children live in poverty, often face disjointed educational experiences and very poor attainment outcomes. As a result, we propose specific intervention in relation to this group in partnership with CELCIS.

Family learning is a key area which schools need to continue to develop. We propose to develop this further by deploying two family support workers to engage directly with these children and their families.

The Cost of the School Day funding initiative within our Tackling Poverty programme has provided a substantial focus for schools to ensure no child is excluded from vital learning opportunities. This funding ceases in March 2017. We propose to continue developing this approach with a clear focus on attainment in our targeted schools. The funding will be used to support children to access learning opportunities that otherwise they would not be able to access due to limited family income. We will ensure that our targeted children have access to a wide range of cultural experiences.

School Leadership

We will:

- **extend our Aspiring Leaders programme to include a wider range of staff, including aspiring secondary head teachers and aspiring deputy head teachers from all sectors;**
- **develop a head teacher development programme with Drummond International to support them in ‘stepping back to close the gap’;**
- **further develop leadership capacity within secondary schools;**
- **establish and facilitate head teacher Learning Sets;**
- **develop a programme of training to build confidence in leadership capacity of our support staff;**
- **extend coaching and mentoring professional learning to a much wider range of staff;**
- **extend and strengthen inter-authority partnership working to build leadership capacity.**

High quality school leadership is vital if we are to see the systemic changes we need to embed over the coming years. Our education workforce needs to understand the role that they play in closing the gap. Within Renfrewshire, we have developed a sustainable Leadership Strategy for staff at every level. ‘Leading and Learning Together’, July 2014, realises this and builds on our current strengths, expertise and skills. The strategy emphasises the impact of high quality professional learning at its centre. Professional learning opportunities provide a focus for ensuring all our staff understand the role they play in achieving our priorities. This then needs to lead to direct action in all classrooms. It has been recognised that part of the challenge for schools relates to the freeing up of time for professional learning and reflection. Our proposals will include an increase in capacity in targeted primary and secondary schools to allow staff the time they need to collaborate more effectively and to learn from others, based on research evidence, about effective interventions that contribute to closing the gap.

We know that we will have the longest lasting impact if we invest in the quality of our workforce. The approaches outlined in our proposals provide a framework for sustainable improvement.

Professional development can boost attainment but needs to be evidence-based, intensive, long-term, contextualised, and incorporate systematic monitoring of impact and continued support for teachers.

Ellis, S. and Sosu, E. (2014).

Closing the Attainment Gap in Scottish Education. York: Joseph Rowntree Foundation.

Our Aspiring Leaders programme currently provides scope for high quality professional learning for a large number of staff. We wish to extend this to ensure as many as possible are fully involved and capable of leading the learning which will address the attainment gap of our children and young people in SIMD 1 & 2. Our proposals will include developing a package of sustainable training and mentoring support, for a range of staff, including aspiring secondary head teachers and aspiring deputy head teachers from across all sectors. We will base this on our successful existing model used to support our primary head teachers and all sector principal teachers.

Following a highly successful programme with Drummond International, we would like to grow this work by developing a programme with head teachers and Drummond International to allow them to consider stepping back to close the gap. In addition, to allow our head teachers the time to learn from one another and engage with research evidence on strategies and programmes which positively address the attainment gap, we propose establishing and facilitating head teacher Learning Sets.

The five Challenge Schools, plus one additional school, Cochrane Castle, will take part in Tapestry's 'Great Teaching - Great Learning' programme. This programme will focus on improving learning and teaching and will feature master classes, by educationalists such as Tim Brighouse, and follow up support sessions.

The Tapestry programme complements and enhances current career-long professional learning (CLPL) opportunities such as the University of Strathclyde Literacy Development Programme and the Aspiring Leaders Programme. All of these programmes focus on improving the quality of learning and teaching, particularly for those children and young people who live in deprived communities.

In order to allow our support staff to effectively lead Literacy and Numeracy developments linked to those projects already outlined and, build confidence in leadership capacity, our proposals will develop a programme of training targeted specifically at this invaluable group of staff across all sectors.

Over the last two years, we have delivered a variety of training to promoted groups of staff focused on coaching and mentoring techniques. Our aim would be to make real and lasting changes to strategies linked to raising the attainment of our SIMD deciles 1 & 2 children by extending and embedding this approach to include a much wider group of staff.

To further support leaders to collaborate effectively and learn about effective interventions which contribute to closing the attainment gap, we propose strengthening our inter-authority partnership working. For example through working with East Renfrewshire, Glasgow and Inverclyde on assessment and moderation and with West Dunbartonshire and East Dunbartonshire to support our Into Headship participants.

Outcomes, Impact and Measurement

We will:

- ***use a theory of change methodology to ensure we are measuring the right things;***
- ***implement the new group reading test in each year group from P2-S3;***
- ***monitor attendance and exclusion data;***
- ***use the public sector improvement methodology to monitor the impact of small tests of change across each project;***
- ***ensure effective monitoring and tracking of individual pupil progress is in place for all children living in SIMD 1 & 2;***
- ***develop an overall impact strategy using action research managed by our Education Psychology Service.***

Across Scotland, the quality and quantity of attainment data for primary and early secondary school pupils vary widely. This makes data-driven project design and evaluation difficult. Many schools and local authorities pay for external assessments of literacy and numeracy, but sometimes results arrive too late to be useful.

These are major limitations. More reliable – and easily accessible – evidence is needed.

Ellis, S. and Sosu, E. (2014).

Closing the Attainment Gap in Scottish Education. York: Joseph Rowntree Foundation

The relationship between poverty and attainment is a complex one. We are developing a range of interventions which aim to extend the scope and pace of our relentless focus on closing the gap. As we do so we have to take cognisance of the fact that no single factor will result in the outcome we are seeking.

Outlined below is the proposed range of data we will gather to provide evidence of impact. We are mindful, however, of the fact that quantitative output data such as this only tells part of the story. This data should not be directly extrapolated to infer impact of outcomes for our young people.

To this end it is our intention to model the evidence of impact using a theory of change methodology. We will develop a collaborative model between academic research, data obtained and observation made through engagement with stakeholders. This will, therefore, include evidence which is both quantitative and qualitative in nature.

In order to ensure this model is developed appropriately, an initial half day workshop has been facilitated by the University of Strathclyde in partnership with Liz Todd of the Research Centre for Learning and teaching at Newcastle University. This will be developed further to ensure a fully comprehensive impact evaluation is carried out across this complex area.

The public sector improvement methodology as developed within the Early Years Collaborative (EYC) and Raising Attainment for All (RAfA) strategies provide an important mechanism for measuring the impact of small tests of change. This methodology is already well embedded in a number of schools through the work of our primary and secondary RAfA coordinators and will be developed further to ensure robust measurement of the impact made as a result of specific intervention.

Schools will be expected to have an effective monitoring and tracking system in place for all pupils with a focus on those pupils who live in deprived communities. This will enable class teachers and school leaders to maintain a sharp focus on those children and young people who are at risk of under-achieving and to ensure that resources and strategies are deployed effectively. There will be a specific member of staff in the school who is responsible for this with the extended leadership capacity within schools ensuring that there is rigorous, robust and routine monitoring and tracking and prompt action and intervention when expected targets are not met.

In addition to conducting baseline and follow-up assessments in P1 and progress tests in English and Maths in P4 and P7, we will also begin to use the New Group Reading Test (NGRT) in P2 and P3 to measure the impact of our interventions in improving the teaching of Literacy.

Overall, the impact of the attainment challenge interventions will be evaluated by the educational psychology service. 1 fte educational psychologist and 1 fte research assistant will be recruited to lead the evaluation. These staff will link closely with the project leader, attainment adviser and the delivery team to develop an evaluation strategy for the initiative. This will build on the theory of change methodology mentioned above. The aim will be to ensure a robust and fully comprehensive impact evaluation which will clearly report on the outcomes and impact of the initiative.

Through the engagement of our head teachers we have agreed that by 2026:

- all children in SIMD 1 & 2 will achieve the expected curriculum for excellence level in literacy and numeracy by the end of P4, P7 and S3;
- all young people will leave school with qualifications in literacy and numeracy at SCQF level 4;
- increase the average tariff score by 50% for young people living in SIMD 1 & 2;
- there will be no difference in levels of attendance between SIMD deciles;
- we will have reduced the number of exclusions by 50%, of those children who are living in SIMD areas 1 – 3; and
- All children from SIMD 1-2 will move on to a positive destination when they leave school.

Sustainability

We will reach for the tipping point when in all Renfrewshire schools the background that a child or young person comes from does not determine their educational outcomes.

We will achieve this by:

- ***improving the use of attainment information;***
- ***building capacity of our school communities;***
- ***collaborating with partners; and***
- ***Changing the culture.***

In order to ensure that the impact of our improvement strategies continue beyond the funding period we will:



Costs

The following tables provide details of the funding required to deliver the proposals outlined. These are highlighted for the remainder of financial year 2016/17 (October to March) and for the full financial year 2017/18.

Project Delivery Team

Proposal	Resources required	Cost (part year - 2016/17)	Cost (full year 2017/18)
Project support	1 x programme leader (QIO scale)	£32,304	£64,608
	1 x project manager (GRM)	£29,451	£58,901
	1 x educational psychologist	£29,340	£58,068
	1 x research assistant	£13,365	£26,929
	5 x development officer	£126,880	£253,765
	TOTAL	£231,340	£462,271

Learning and Teaching

Proposal	Resources required	Cost (part year - 2016/17)	Cost (full year 2017/18)
Delivering capacity in schools	Additional teaching resources to ensure professional development (5 fte in year 1, 7.5fte in year 2)	£210,000	£525,000
Extending the scope and pace of the Literacy Programme	Extended programme with the University of Strathclyde - 1. Primary Literacy Coaching Programme	£0	£85,000
	2. Exploring pedagogy in P1	£50,000	£100,000
	3. Design the writing curriculum	£80,000	£100,000
Extending the range and quality of reading materials in schools	Reading resources for 20 schools	£10,000	£20,000
Development of culturally sensitive and locally relevant banded reading material	Commissioning local author	£10,000	£20,000
Extending training in the numeracy framework	SEAL Training for teachers in 30 schools	£7,000	£10,000
Nurture strategy extension	4 fte teachers to support and develop programme	£86,000	£172,000

Extend PAThS programme	Additional resources and professional development	£30,000	£60,000
Music initiative	1fte teacher	£21,500	£43,000
	TOTAL	£504,500	£1,135,000

Families and Communities

Proposal	Resources required	Cost (part year - 2016/17)	Cost (full year 2017/18)
Looked After Children	2 fte family support workers	£37,500	£75,000
Family Learning	1fte Family Learning Coordinator Sessional Staff Family Learning Resources	£10,400 £ 3,000 £20,000	£41,500 £84,000 £10,000
Cost of the school Day	Allocation to support engagement activities	£25,000	£75,000
	TOTAL	£95,900	£285,500

School Leadership

Proposal	Resources required	Cost (part year - 2016/17)	Cost (full year 2017/18)
Step Back to Close the Gap	Professional Learning opportunity in partnership with Drummond International	£50,000	£0
Head teacher learning sets	Learning set coaching resource	£5,500	£40,000
Support staff training in literacy programme	Professional learning resources	£5,500	£25,000
Coaching and mentoring	Professional learning resources	£7,500	£10,000
Inter authority collaboration	Professional learning resources	£12,000	£20,000
	TOTAL	£80,500	£95,000

Secondary Schools ⁴

Proposal	Resources required	Cost (part year - 2016/17)	Cost (full year 2017/18)
Curricular transitions	4 FTE secondary teachers to work on a cluster basis focusing on curricular transition and pupil progress within the broad general education stage in secondary with specific attention to Literacy and numeracy	£ 91,787	£176,328
Leadership capacity	PT Attainment Challenge (4.5 FTE (PT Point 2) to provide enhanced leadership capacity to analyse data, monitor and track progress, and ensure prompt action and intervention when expected targets are not met.	£137,462	£274,923
Overcoming barriers to learning	HWB Support Workers (9 in total): key workers who will work in each of the 9 clusters of our targeted secondary schools to focus on families within SIMD 1 and 2 in order to overcome barriers to learning	£114,120	£ 228,240
Professional learning		£100,000	£200,000
Teaching resources		£67,500	£135,000
Parents in Partnership		£22,500	£45,000
TOTAL		£533,369	£1,059,491

⁴ Attainment Scotland Fund - Secondary Schools Programme - guidance and template for CA plans

Summary Costs

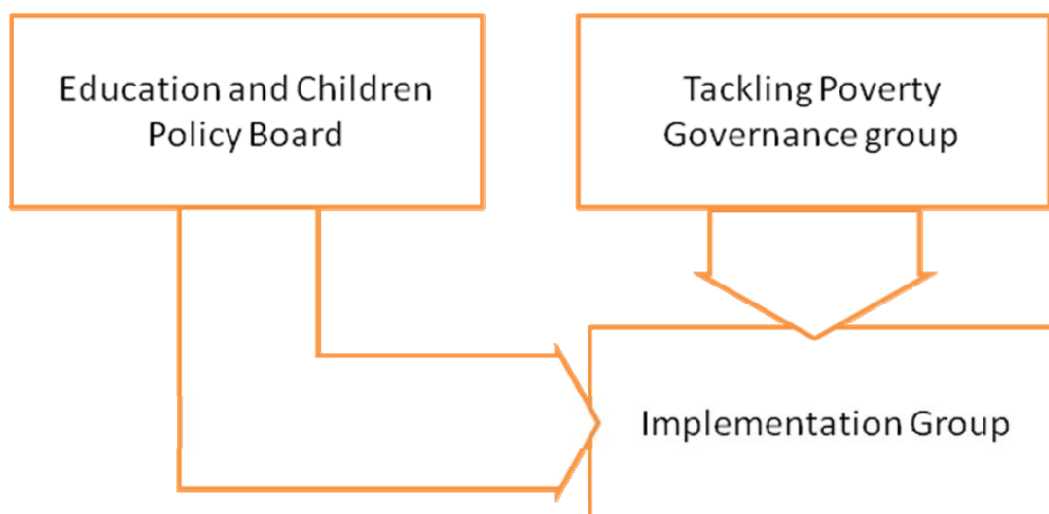
In summary, the total proposed costs are as follows:

It should be noted that costs associated with secondary schools is allocated separately for ease of

Area	Cost (part year - 2016/17)	Cost (full year 2017/18)
Project Delivery	£231,340	£462,271
Learning and Teaching	£504,500	£1,135,000
Families and Communities	£95,900	£285,500
School Leadership	£80,500	£95,000
Secondary schools	£533,369	£ 1,059,491
TOTAL	£1,445,609	£3,037,262

Governance

Project management approaches are very well developed within Renfrewshire. These ensure a well managed structure of support and challenge around major programmes of work.



The tackling poverty governance group currently has responsibility for monitoring the impact of the council's tackling poverty strategy. It is proposed that this group continues to undertake this role for the Scottish Attainment Challenge alongside our normal policy board..

Implementation Group

The implementation group will manage the ongoing work of the programme on a regular basis providing strategic direction for each of the workstreams.

Officer	Role
TBC	Assistant Director (chair)
Gordon McKinlay	Head of Schools
John Trainer	Acting Head of Early Years and Inclusion
Laura McAllister	Education Manager
Tony McEwan	Education Manager
Amilia Hall	Education Manager
Angela Conboy	Education Manager
Julie Colquhoun	Education Officer
Trevor Gray	Education Officer
Pat Scullion	Attainment Adviser
TBC	Programme Leader
TBC	Project Manager
TBC	Development Officers