

To: Education and Children's Services Policy Board

On: 12 March 2020

Report by: Director of Children's Services

Heading: Mid-year Attainment Challenge report

1. Summary

- 1.1. This board report provides an update on progress in relation to the Scottish Attainment Challenge.
 - 1.2. Renfrewshire became one of nine challenge authorities in 2016. The overall aim of the Attainment Challenge is to close the poverty-related attainment gap. As part of the grant requirements, a report, see appendix 1, is submitted bi-annually to the government which outlines progress towards three long-term outcomes. The outcomes are to improve learning and teaching, improve health and well-being and to close the poverty-related attainment gap.
 - 1.3. As reported by Education Scotland in 2019, we continue to build on the excellent progress made in raising attainment for all while closing the poverty-related attainment gap in Renfrewshire.
 - 1.4. Work-streams continue to deliver high quality, evidence-based approaches which are having a positive impact on the teaching of literacy and numeracy and the health and wellbeing of Renfrewshire children and young people.
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2. Recommendations

- 2.1. The Education and Children's Services Policy Board is asked to note the contents of the report.
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3. Background

- 3.1. There are five main work-streams within the Attainment Challenge. These are data analysis, learning and teaching, families and communities, leadership and care experienced children and young people.

- 3.2. As part of the grant requirements, the authority is required to report to Scottish Government on a quarterly financial basis and bi-annually detailing progress towards outcomes via a narrative style report. This report is also scrutinised by Education Scotland.
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4. Progress

- 4.1. This report summarises the progress made in relation to the three long term outcomes with the full report available in appendix 1.
- 4.2. With regards to raising attainment, Renfrewshire continues to make year-on-year improvements in closing the poverty-related attainment gap across all key indicators in the broad general education across curricular areas.
- 4.3. The poverty-related attainment gap in Renfrewshire is reducing. The authority-wide improvement that we have seen is due to increased attainment of both our most and least deprived pupils. Attainment gaps have reduced as the attainment of our most deprived pupils has increased at a higher rate than least deprived pupils. This pattern is replicated for both individual and area-based measures of deprivation such as clothing grant and free school meal entitlement.
- 4.4. A range of Health and Wellbeing interventions and projects are being delivered across schools to improve the social and emotional health of children, young people and families. Qualitative and quantitative measures are collected from a range of sources including wellbeing wheels, PATHs surveys and Place2Be/Lifelink counselling participation rates and case studies. This data enables us to identify areas of need and target supports effectively.
- 4.5. High quality professional development continues to be offered to staff at all levels. This is delivered in partnership with a range of academic partners such as Strathclyde University, Stanford University and the University of Glasgow and is having a positive impact on the learning and teaching in our classrooms.
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Implications of this report

- 1. Financial**
None

- 2. HR and Organisational Development**
None.

- 3. Community/Council Planning**

Our Renfrewshire is fair - *The appendix details a range of activities which reflect local community planning themes*

Tackling inequality, ensuring opportunities for all - *The appendix details a range of activities which reflect local*

Working together to improve outcomes

- *The appendix details a range of activities which reflect local community planning themes*

4. Legal
None.

5. Property/Assets
None.

6. Information Technology
None.

7. Equality and Human Rights

- (a) 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 and Safety
None.

9. Procurement
None.

10. Risk
None.

11. Privacy Impact
None.

12. Cosla Policy Position
Not applicable.

13. Climate Risk
None.

List of Background Papers

- (a) Background Paper 1: None.



Proposal Period	Financial Year – 2020/21
Local Authority	Renfrewshire
Key Contact at Authority	Steven Quinn
Attainment Advisor	Emma McGill



Guidance:

Please complete the below template, taking note of the following key points:

- The breakdown between primary and secondary costs can be merged and reported as an overall cost where appropriate.
- Any new Interventions should be specified in full, with a robust set of outcomes and measures.
- The proposal should be fairly light touch where there are continuing Interventions. These should, however, include some rationale for continuing each of these pieces of work. Following discussions with Scottish Government /Education Scotland and Attainment Advisors, consideration should be given on whether any changes to either the intervention or its set of outcomes and measures is required.
- Scottish Government/Education Scotland colleagues are happy to discuss and provide further guidance where necessary.

Renfrewshire Attainment Challenge 2020-21

Costings	
Project Delivery	£640,000.00
Learning and Teaching	£2,341,000.00
Families and Communities	£1,126,000.00
Leadership	£464,000.00
Existing Challenge Schools <small>Difference from original funding to PEF funding to allow existing plans to continue (no detriment model)</small> <small>*subject to school PEF allocation</small>	£76,000.00
Total	£4,647,000.00

Challenge Authority Programme - Primary and Secondary Summary

Non-Staff Intervention/Resource	Primary and Secondary Costs	Staffing	Primary / Secondary		
			FTE	COST	
Project Support	£0k	Teachers	41.1	£1770k	
Learning and Teaching	£372k	Principal Teachers	2	£100k	
Families and Communities	£355k	Ed / Development Officers	7	£480k	
Leadership	£464k	Ed Psychologists	2.5	£184k	
Existing Challenge Schools	£76k	Data Analysis Officers	2	£92k	
		Project Manager	1	£60k	
		Family Learning Coordinator	0	£0k	
		Family/home-link workers	12.5	£395k	Total for 2020/21
		Early Years Professionals	6	£188k	
		Research / Support Officers	2	£57k	
		Sessional Staff	13	£54k	
Non-Staff Total 2020/21	£1,267k	Staff Total 2020/21	89.1	£3,380	£4,647k

Proposed Improvement Plan

1.1	Project Delivery: Supporting Functions										
Continuing Intervention from 2019/20 Plans? Y/N		Y									
2020/21 Proposed Funding		£208k									
2020/21 Breakdown of Resource: Please provide a breakdown of what this funding will be used for including details of teachers/others staff.		<table style="width: 100%; border: none;"> <tr> <td style="width: 60%;">Project Manager</td> <td style="text-align: right;">£60k</td> </tr> <tr> <td>Quality Assurance Lead Officer</td> <td style="text-align: right;">£91k</td> </tr> <tr> <td>Research Assistant</td> <td style="text-align: right;">£30k</td> </tr> <tr> <td>Support Officer</td> <td style="text-align: right;">£27k</td> </tr> </table>		Project Manager	£60k	Quality Assurance Lead Officer	£91k	Research Assistant	£30k	Support Officer	£27k
Project Manager	£60k										
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If new for 2019/20 please give details of the plans you have in place to deliver this workstream or provide details of changes to a workstream from 2018/19 No change											

1.2	Project Delivery: Data Analysis		
Continuing Intervention from 2019/20 Plans? Y/N	Y		
2020/21 Proposed Funding	£432k		
2020/21 Breakdown of Resource: Please provide a breakdown of what this funding will be used for including details of teachers/others staff	Management Information Officer	£55k	
	Information Systems Officer	£37k	
	11 x difference from teacher to PT Point 2	£118k	
	4.1 backfill FTE teachers to support management & leadership of PTs	£222k	
If new for 2020/21 please give details of the plans you have in place to deliver this workstream or provide details of changes to a workstream from 2019/20 No change			

2.1	Learning and Teaching: Literacy		
Continuing Intervention from 2019/20 Plans? Y/N		Y	
2020/21 Proposed Funding		£829k	
2020/21 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	£50k
		Literacy Development Officer	£76k
		Resources	£10k
		12fte Literacy and Numeracy teachers	£648k
		Libraries Attainment Team	£45k
<p>If new for 2020/21 please provide information on the rationale for this new workstream, the proposed impact of this workstream in 2020/21 and how that will be measured.</p> <p>Continuation of plan with reduced costings for University of Strathclyde due to focus on sustainability of programme.</p>			

2.2	Learning and Teaching: Numeracy
Continuing Intervention from 2019/20 Plans? Y/N	Y
2020/21 Proposed Funding	£418k
2020/21 Breakdown of Resource: Please provide a breakdown of what this funding will be used for including details of teachers/others staff	Numeracy Development Officer £71k Numeracy Professional Development: (<i>Maths Recovery</i>) £50k Supporting Making Maths Count: £5k Mindset Mathematics Winning Scotland and Stanford University Partnership: £50k Modelling and Coaching Officers: £242k
<p>If new for 2020/21 please provide information on the rationale for this new workstream, the proposed impact of this workstream in 2020/21 and how that will be measured.</p> <p>Continuation of current plan.</p>	

2.3	Learning and Teaching: Curricular Transitions																		
Continuing Intervention from 2019/20 Plans? Y/N	Yes																		
2020/21 Proposed Funding	£807k																		
2020/21 Breakdown of Resource: Please provide a breakdown of what this funding will be used for including details of teachers/others staff	<table> <tr> <td colspan="2">P7 – S1 Transition Project</td></tr> <tr> <td>Curriculum and Transitions Development Officer</td><td>£69k</td></tr> <tr> <td>10fte transition teachers</td><td>£540k</td></tr> <tr> <td colspan="2">Early Level Transitions project</td></tr> <tr> <td>5 Early Years practitioners</td><td>£142k</td></tr> <tr> <td>1 0.8 primary practitioner</td><td>£46k</td></tr> <tr> <td colspan="2">Both transitions workstreams</td></tr> <tr> <td>Training and resources</td><td>£3k</td></tr> <tr> <td>Curriculum P1 Pedagogy</td><td>£7k</td></tr> </table>	P7 – S1 Transition Project		Curriculum and Transitions Development Officer	£69k	10fte transition teachers	£540k	Early Level Transitions project		5 Early Years practitioners	£142k	1 0.8 primary practitioner	£46k	Both transitions workstreams		Training and resources	£3k	Curriculum P1 Pedagogy	£7k
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<p>If new for 2020/21 please provide information on the rationale for this new workstream, the proposed impact of this workstream in 2020/21 and how that will be measured.</p> <p>Continuation of current plan with reduced costs in P1 Pedagogy. Plan detailed below.</p> <p>INQUIRY BASED LEARNING IN PRIMARY 3</p> <p>Rationale: To build on previous Attainment Challenge work ‘Exploring Pedagogy in primary 1’. This model is a development of play within the early years, which has children central to the design of the curriculum. The design of the programme is built on current research and key policy drivers. The work will be delivered in partnership with Strathclyde University.</p>																			

Impact: Develop a community of sharing effective pedagogy in primary three. Enhanced learning environments. Increased involvement of children in planning their own learning. Increased use of creative learning & teaching approaches.

Measures: Support visit notes, teacher evaluations, headteacher evaluations, photographic evidence and poster celebration.

2.4	Learning and Teaching: Assessment and Moderation	
Continuing Intervention from 2019/20 Plans? Y/N	Yes	
2020/21 Proposed Funding	£73k	
2020/21 Breakdown of Resource: Please provide a breakdown of what this funding will be used for including details of teachers/others staff	Development Officer £66k Resources £7k	
<p>If new for 2020/21 please provide information on the rationale for this new workstream, the proposed impact of this workstream in 2020/21 and how that will be measured.</p> <p>Continuation of current plan with a focus on moderation across transitions.</p>		

2.5	Learning and Teaching: Health and Wellbeing
Continuing Intervention from 2019/20 Plans? Y/N	Y
2020/21 Proposed Funding	£214k
2020/21 Breakdown of Resource: Please provide a breakdown of what this funding will be used for including details of teachers/others staff	Health and Wellbeing Development Officer £69k Supporting professional development £10k Place2Be (5 Primary and 2 Secondary schools) £125k Place2Be Training (1 cohort = 8 schools) £10k
<p>If new for 2020/21 please provide information on the rationale for this new workstream, the proposed impact of this workstream in 2020/21 and how that will be measured.</p> <p>Additional tasks to those outlined in Plan 19-20 and ongoing for 20/21:</p> <p><i>Living Life to the Full for Young People (LLTTF: YP) and ‘My Big Life’ (MBL)</i></p> <p>There continues to be a focus on developing the emotional literacy of children and young people by promoting positive wellbeing and healthy lifestyles, whilst ensuring staff are well equipped to support those in need. This session we are piloting LLTTF:YP and MBL in 6 secondary schools and 1 ASN school. This programme has a strong evidence base and focuses on the principles of cognitive behavioural therapy. The planning and implementation process of both the LLTTF and MBL programmes are continually supported by Educational Psychology (EP), with the use of improvement science methodology to monitor and evaluate the impact on young people’s wellbeing. This pilot includes a ‘train the trainer’ model for at least 2 staff from the Pupil Support teams of the schools involved, as well as the link EP, ensuring a sustainable approach and building the confidence and expertise of key staff delivering the programmes. In 20/21, we will extend the programme to remaining secondary schools to participate in a 3-year roll out of LLTTF:YP and MBL, including young people in Flexible Learning provision.</p>	

Personal and Social Education – Local Consultations with Young People

Following the national review of personal and social education, consultations at local level are being conducted with children and young people in selected primary schools (representation from each cluster) and secondary schools. In collaboration with the Youth Services team and Renfrewshire Youth Voice, we are consulting with young people to gain a clear understanding of learning experiences and current practice. Using the national intelligence along with our local findings, we will co-design a 'Framework for PSE' for Renfrewshire Schools to assist with the planning, development and delivery of relevant and progressive HWB courses, suitable for young people living in the 21st century.

Additional Key tasks for the Development Officer

- Coordination of the implementation and evaluation of the LLTTF programme, in partnership with Educational Psychology;
- Continued support for senior management and teams in schools delivering the programme during the pilot;
- Coordination of professional learning and resource allocation to support the delivery of the course(s);
- Share learning and effective practice;
- Use staff and pupil evaluations to plan and coordinate future implementation of LLTTF: YP and MBL programmes in new schools.
- PSE - Organise and lead, in collaboration with the Attainment Adviser, primary children focus groups (P5-7) and work with the Youth Services team to coordinate the training of peer-leaders to facilitate consultations with young people in secondary schools;
- Consult with staff currently delivering PSE to inform development of the PSE framework; and
- Collaborate with research assistant and West Partnership to collate and extrapolate key pieces of information from consultation exercise. Create a short-life working group of key stakeholders and young people to co-create the 'Framework for PSE'.

3.1	Families and Communities: Ready to Learn – Renfrewshire Nurturing Relationships Approach
Continuing Intervention from 2019/20 Plans? Y/N	Yes
2020/21 Proposed Funding	£284k
2020/21 Breakdown of Resource: Please provide a breakdown of what this funding will be used for including details of teachers/others staff	2.5fte Educational Psychologists £184k 2fte Principal Teacher (point 3) £100k
<p>If new for 2020/21 please provide information on the rationale for this new workstream, the proposed impact of this workstream in 2020/21 and how that will be measured.</p> <p>Continuation of current plan. Due to sustainability, PT's will return to school in August 2020.</p>	

3.2	Families & Communities: Supporting Children & Families												
Continuing Intervention from 2019/20Plans? Y/N	Y												
2020/21 Proposed Funding	£632k												
2020/21 Breakdown of Resource: Please provide a breakdown of what this funding will be used for including details of teachers/others staff.	<table> <tr> <td>9FTE Inclusion Support Assistants</td> <td>£274k</td> </tr> <tr> <td>Cost of the School Day</td> <td>£50k</td> </tr> <tr> <td>Families First Programme</td> <td>£150k</td> </tr> <tr> <td>Interpreters Bank Pilot</td> <td>£5k</td> </tr> <tr> <td>PATHs resource</td> <td>£60k</td> </tr> <tr> <td>Parents in Partnership</td> <td>£93k</td> </tr> </table>	9FTE Inclusion Support Assistants	£274k	Cost of the School Day	£50k	Families First Programme	£150k	Interpreters Bank Pilot	£5k	PATHs resource	£60k	Parents in Partnership	£93k
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If new for 2020//21 please give details of the plans you have in place to deliver this workstream or provide details of changes to a workstream from 2019/20 Inclusion support – no change to previous plan Cost of the school day – no change to previous plan Families First clubs – no change to previous plan Interpreters – no change to previous plan PATHS – no change to previous plan Parents in Partnership – reduced costs from previous plan due to staffing reduction													

3.3	Families & Communities: Family Engagement in Learning									
Continuing Intervention from 2019/20 Plans? Y/N	Yes									
2020/21 Proposed Funding	£210k									
2020/21 Breakdown of Resource: Please provide a breakdown of what this funding will be used for including details of teachers/others staff	<table> <tr> <td>2fte Family Learning Workers</td> <td>£77k</td> </tr> <tr> <td>Part time Family Learning Support Workers – 1.5fte</td> <td>£44k</td> </tr> <tr> <td>Sessional Staff including Creche</td> <td>£55k</td> </tr> <tr> <td>Resources</td> <td>£34k</td> </tr> </table>		2fte Family Learning Workers	£77k	Part time Family Learning Support Workers – 1.5fte	£44k	Sessional Staff including Creche	£55k	Resources	£34k
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<p>If new for 2020/21 please provide information on the rationale for this new workstream, the proposed impact of this workstream in 2020/21 and how that will be measured.</p> <p>Continuation of current plan.</p>										

4.1	Leadership	
Continuing Intervention from 2019/20 Plans? Y/N	Y	
2020/21 Proposed Funding	£464k	
2020/21 Breakdown of Resource: Please provide a breakdown of what this funding will be used for including details of teachers/others staff	Aspiring Leaders Programme Drummond International proposal Leadership Collaboration across the primary school Leadership Learning Sets Leadership Sustainability Coaching & mentoring Pupil Leadership DoE	£15k £45K £250k £18k £10k £10k £55k £61k
<p>If new for 2020/21 please provide information on the rationale for this new workstream, the proposed impact of this workstream in 2020/21 and how that will be measured.</p> <p>New for 20/21: Leadership Sustainability Work Rationale: To ensure attainment challenge leadership development work can be made sustainable as funding is reduced. Impact: Leadership developments continue to support staff at all levels. We have a highly skilled workforce that is ready to move into promoted posts, at all levels, as well as ensure that all staff are empowered to lead learning effectively at every stage of their professional careers.</p>		

Measures: Sustainable Leadership Strategy 2020 -2024, numbers of leadership development opportunities.

Duke of Edinburgh

Rationale: To ensure that young people from our most deprived areas have access to Duke of Edinburgh. The DoE award is recognised nationally throughout Universities, colleges and by employers. Achieving an award can enhance positive destinations for our young people. In addition, we want to continue to involve our young people in the decision making process in our schools. DofE is another opportunity to enhance the leadership capacity throughout our schools.

Impact: Through participating in the awards, young people will have improved confidence, self-esteem and leadership skills as well as working towards a nationally recognised award.

Measures: Evaluation will be supported by DoE.

Not new but adapted from previous years:

Drummond International proposal:

It is proposed that a revised programme of head teacher leadership retreats be programmed to focus on building resilience, perseverance and ability to sustain effective leadership over an extended period of time in our head teacher group and provide an opportunity to focus on the mental health and well-being of our senior leaders so that they in turn are then best placed to lead effectively in an empowered system.

Leadership Learning Sets:

As before, but these will focus on deputy head teachers during 2020-21 to further their leadership capacity

Pupil Leadership:

We will further develop our partnership with CANI Coaching to deliver leadership programmes in all of our secondary schools

If new for 2020/21 please give details of the plans you have in place to deliver this workstream or provide details of changes to a workstream from 2019/20.

Leadership Sustainability Work

- Working group will be established to review all leadership development work available through SAC and decide on how this can be taken forward with reduced finances – utilising Renfrewshire expertise
- The above will be incorporated into a new Sustainable Leadership Strategy produced by the working group