



ATTAINMENT SCOTLAND FUND
SECONDARY SCHOOLS PROGRAMME



August 2016

VISION AND CONTEXT

Inverclyde

Inverclyde is located in West Central Scotland and is one of the most attractive places in Scotland to live and work. The main towns of Greenock, Port Glasgow and Gourock sit on the Firth of the Clyde. The towns provide a contrast to the coastal settlements of Inverkip and Wemyss Bay which lie to the South West of the area and the picturesque villages of Kilmacolm and Quarrier's Village which are located further inland, and offer a further dimension to the area's diversity, particularly in social, economic and physical terms. Inverclyde has an ambitious schools estates programme, which has delivered, and will continue to deliver, new and refurbished schools which are amongst the best built schools in the country. These schools are not only helping to develop a strong sense of community but have been built with innovation and sustainability at the forefront of design.

Nurturing Inverclyde

Inverclyde Council, in partnership with the Inverclyde Alliance, has taken The Scottish Government's *Getting it Right for Every Child* framework a step further and has made a commitment to get it right for every citizen and community. Our focus is on making Inverclyde a place which nurtures all its citizens, ensuring that everyone has the opportunity to have a good quality of life and good mental and physical wellbeing. Nurture is about growth and development both emotionally and economically. There are a number of challenges facing Inverclyde, both currently and for the foreseeable future. Addressing the challenges we face in Inverclyde not only requires a dedicated effort from the Council, but from all partner agencies working within the area. We will nurture all our citizens and communities so that there is no poverty of expectation and no poverty of opportunity. The Scottish Attainment Challenge will contribute to this effort.

The Scottish Attainment Challenge – Context

The Scottish Attainment Challenge will focus and accelerate targeted improvement activity in literacy, numeracy and health and wellbeing in order to close the poverty related attainment gap. The work is set firmly within the context of Curriculum for Excellence which aims to ensure that all children and young people in Scotland develop the attributes, knowledge and skills they will need to flourish in life, learning and work.

There are 217 pupils in Inverclyde secondary schools who are looked after or have previously been looked after.

School	Total	Roll	as a %
Clydeview	21	914	2%
Craigmarloch	10	69	14%
Inverclyde	69	930	7%
Lomond View	9	20	45%
Notre Dame	39	868	4%
Port Glasgow	25	481	5%
St Columba's	19	642	3%
St Stephen's	25	535	5%
Totals	<u>217</u>	<u>4459</u>	

It was decided that all schools should be involved in the Attainment Challenge, with the focus being on pupils in SIMD deciles 1 and 2 and looked after or previously looked after pupils, as every school has a substantial number of pupils in these categories.

Local Vision

The aspirational local vision is to develop practice which is both effective and sustainable. In order to narrow the attainment gap, parental engagement, workforce expertise, meeting learning needs and leadership will be transformed. Our vision is that every school will be a nurturing school, with benefits to the pupils of improved attendance, attainment and well-being. To realise this vision, targeted interventions will be implemented alongside the upscaling of interventions that have been successfully developed as small pilots or tests of change.

The project is based on a sustainable model focussed on upskilling our permanent workforce. This will be achieved by establishing a range of posts with an emphasis on a coaching and mentoring role. Where additional school based staff are being recruited, e.g. family support workers, impact will be closely monitored, and if the role is identified as being a critical element of successfully closing the attainment gap, Inverclyde Council is committed to realigning resources to ensure sustainability. There will be opportunities for leadership development at all levels, recognition of and use of staff skills to develop practice across the community of schools. The programmes implemented for literacy, numeracy and health and well-being will be evidence based. All changes to practice will be monitored for impact and effectiveness. The focus for our eight attainment challenge schools will initially be on improving outcomes for young people in SIMD deciles 1 and 2 particularly in the Broad General Education, looked after pupils and young carers who are at risk of underachieving.

Governance and Local Management

Governance

The governance of the Attainment Challenge will be primarily within existing structures as detailed below:

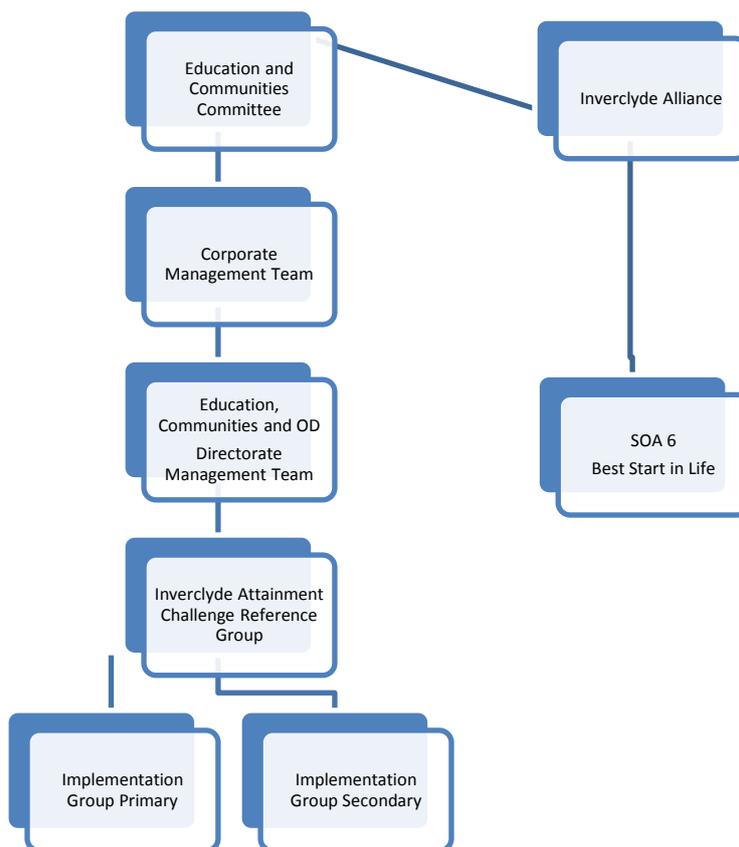


Table 1

Inverclyde Council link to the Inverclyde Alliance Community Planning structure and Single Outcome Agreement 6 ‘Best Start in Life’

Management

The Directorate Management Team will have strategic responsibility for the Inverclyde Attainment Challenge.

The Reference Group will be tasked with overseeing the improvement plan devised by the Implementation Group that will result in an increase in the overall level of attainment in all eight secondary schools, as well as closing the attainment gap in each establishment. The Reference Group will meet once per term to review the progress of the programme.

Individual members of the group may be called upon by the Lead Officer, on occasions to support the work of the Implementation Group. Where appropriate, other partners may be co-opted to provide relevant expertise.

The Implementation Group will be responsible for devising, implementing and monitoring the improvement plan. The Head of Education (Lead Officer) liaises with the Project Leader who will direct the work of the Implementation Group. The group will meet on a fortnightly basis to report on progress, to share successes and to explore solutions to problems encountered.

Reference Group

Officer	Title
Wilma Bain	Corporate Director
Margaret Nash	Acting Principal Educational Psychologist
Alana Ward	Libraries, Museum and Archives Manager
Andrina Hunter	Service Manager, Health Improvement, HSPC
Sharon McAlees	Head of Service, Social Work, HSPC
Anne Glendinning	Service Manager, Social Work, HSPC
John Arthur	Head of Safer and Inclusive Communities
Elsa Hamilton	Quality Improvement Manager
Tom Tracey	EIS Local Officer
Shaun Lundy	Team Leader, Economic Development
Ruth Binks	Head of Education
Mairi McFarlane	Project Lead, primary programme
Cara Cooper	Attainment Advisor, Education Scotland
	Project Leader, secondary programme
Lynne O'Brien	Assistant Director Children's Services, Barnardo's

Implementation Group

Officer	Title
Ruth Binks	Head of Education (Lead Officer)
Grant McGovern	Acting Head of Inclusive Education, Culture and Corporate Policy
Project leader	
Liz Varrie	Quality Improvement Officer
William Todd	Head Teacher Clydeview Academy
Denise Crawford	Head Teacher Inverclyde Academy
Catherine Couttie	(Acting) Head Teacher Notre Dame Academy
Stuart Clark	Head Teacher Port Glasgow High School
Nicola Devine	Head Teacher St Columba's High School
Stephen Parsons	Head Teacher St Stephen's High School
George Walker	Head Teacher Craigmarloch School
David Peden	Head Teacher Lomond View Academy
Paula Dudgeon	Depute Principal Educational Psychologist?
Laurence Reilly	Acting Depute Principal Educational Psychologist?
Louise McVey	Programme Improvement Manager
Neil Campbell	Data Officer
Cara Cooper	Attainment Advisor, Education Scotland
Library rep	
CLD rep	
Research Assistant	Kasia Wojtniak
Barnardo's rep	

School Partnerships

Within the work of the Attainment Challenge, schools will build on their existing supportive partnerships. The eight schools will at times work as one group, with school management coming together regularly to monitor the improvement plan, to discuss effective strategies, identify success

and monitor data. There will be opportunities for staff in schools to come together to share ideas and to improve learning and teaching practices.

Parental and Pupil Involvement

Parent Councils from the eight schools will be invited to a “Setting the Scene” event to share the vision and outline plan for the Attainment Challenge. A number of methodologies will be used to consult and collaborate with parents. The attainment challenge schools will be charged with sharing data and discussing the issues around attainment with parents in a meaningful way. Parents should be able to see positive results from the attainment challenge and be encouraged to enter into discussions with the schools about the important role they have in supporting young people in the school.

Pupils have a key role in identifying their achievements and in discussing how best to measure these. Pupils will have enhanced involvement in planning for their own learning.

Links to National Agencies and Scottish Government

Inverclyde will continue to link to the national developments through Education Scotland and ADES. The Attainment Advisor works collaboratively with the local authority to co-ordinate, plan and support appropriate evidence-based interventions. There is a key role in building the capacity of leaders and practitioners by supporting effective self-evaluation, underpinned by robust evidence of what is working well and what needs further improvement. The Attainment Advisor also co-ordinates appropriate support for schools and the local authority at a local and national level.

DATA

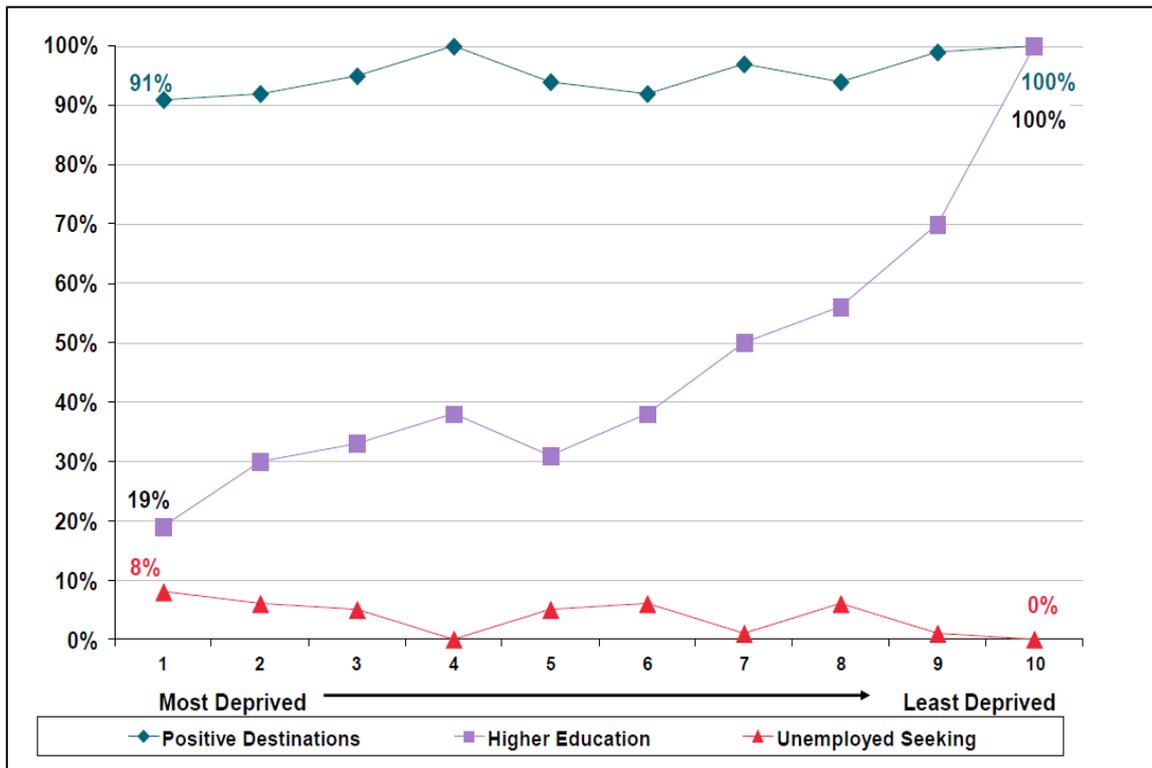
Attainment Challenge

Inverclyde’s Attainment Challenge priorities will be identified and measured by national and local data in relation to family engagement and support, literacy, numeracy and health and well-being. It will also draw on data from key change areas such as poverty and reducing the poverty related attainment gap.

We will establish a baseline and use this to set appropriate targets. The following illustrates the range of data which will be used to measure progress.

Impact of SIMD on Attainment

Within Inverclyde there is an evidenced link between SIMD and attainment, which starts early in a child’s life and continues into his / her adult life. Through the Scottish Attainment Challenge, we will employ targeted interventions in order to address this. Examples of the current impact on positive destinations and attainment in maths and reading are illustrated in the following tables.



Positive Destinations – table 1

The graph below shows that where leavers live could have an effect on their destination on leaving school. For example:

In general, leavers who live in the more deprived areas are less likely to enter positive destinations on leaving school than those from the less deprived areas. This is displayed in the graph which shows there is a 9 percentage point difference in the positive destination percentages in SIMD 1 and SIMD 10. Leavers who live in the less deprived areas are more likely to enter higher education in comparison to leavers who live in the more deprived areas. The proportion of leavers entering HE from SIMD 10 is 100% and in comparison the proportion of leavers entering HE from SIMD 1 is 19%. Leavers from the more deprived areas are more likely to be unemployed seeking than leavers from the less deprived areas. Using SIMD 1, 8% of leavers become unemployed seeking compared to 0% from SIMD 10.

Attainment in Maths and Reading

Inverclyde primary pupils sit standardised tests administered by the Centre for Evaluation and Monitoring, part of Durham University to track progress in maths and reading in P1, P3, P5 and P7. Tests are standardised with an annual average of 50 and 75% getting A – C grades for maths and reading.

Maths and Reading – tables 2,3,4

This table evidences the gap in attainment between the schools in the Attainment Challenge who have the highest number of pupils in SIMD deciles 1 and 2 and those in other schools in Inverclyde.

Pupils in Inverclyde schools are tested using CEM ePIPS in P1, P3, P5 and P7. This data is used by primary schools to inform learning and teaching practice and the P7 data is used in conjunction with a range of assessment information to support transition.

The data is provided below evidences a consistent attainment gap between all pupils and those living in SIMD 1 and 2.

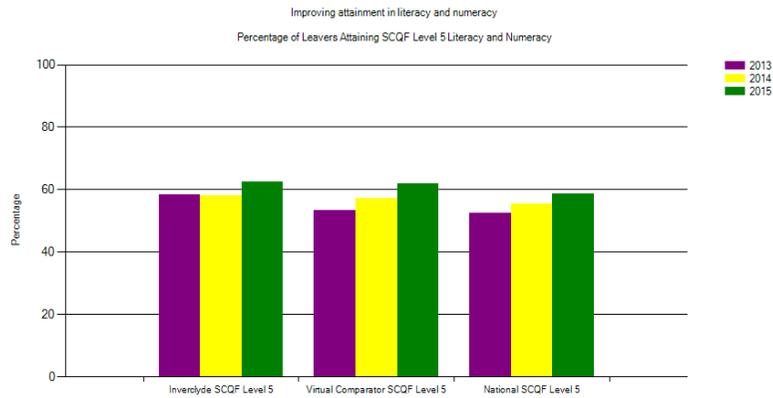
	Stand'd Maths	Stand'd Reading	Maths + Reading	Context	Prior	Picture Vocabulary	Non Verbal Ability	% A - C grades Maths	% A - C grades Reading
	Current S1		P7 in	2015-16					
All pupils	49.34	49.93	98.25	48.38	49.89	49.39	48.19	69.30	78.10
SIMD 1 & 2	45.96	47.00	92.02	45.63	47.18	46.50	46.39	58.00	69.30
	Current S2		P7 in	2014-15					
All pupils	48.80	48.71	97.51	48.53	48.84	47.48	50.11	65.00	77.00
SIMD 1 & 2	46.72	46.67	93.39	46.08	46.45	45.18	47.79	56.30	70.80
	Current S3		P7 in	2013-14					
All pupils	49.26	51.62	100.88	50.33	49.11	50.67	49.95	71.20	80.40
SIMD 1 & 2	46.62	49.32	95.94	48.24	46.26	48.76	48.18	61.30	72.30

Data from the National Group Reading Tests shows the same attainment gap with pupils in SIMD 1 & 2 on average 10 months behind those from all SIMD areas with pupils who are looked after 28 months behind those from all SIMD areas.

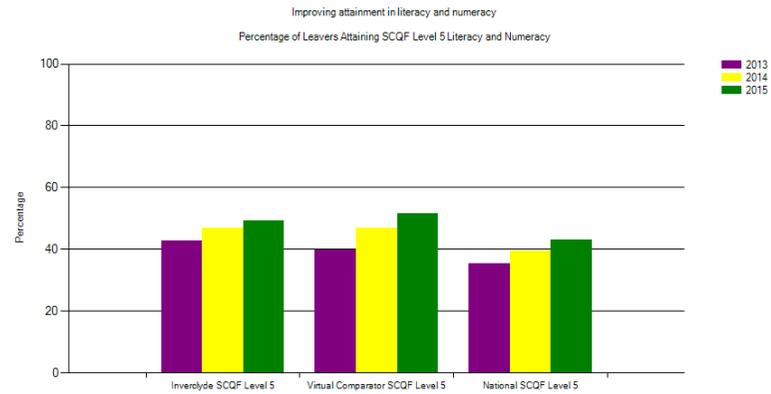
	Average Chronological age at test (in months)	Average Reading age at test (in months)	Average Chronological age at test (in yrs and months)	Average Reading age at test (in yrs and months)
All pupils	138.9	142.6	11 years 7 months	11 years 11 months
Pupils in SIMD 1 & 2	138.8	132.9	11 years 6 months	11 years 1 month
Looked after pupils	140.8	114.7	11 years 9 months	9 years 7 months

This gap in attainment continues to be evident until pupils leave school as evidenced by their literacy and numeracy qualifications on leaving school.

All pupils



Pupils in the lowest 30% of SIMD

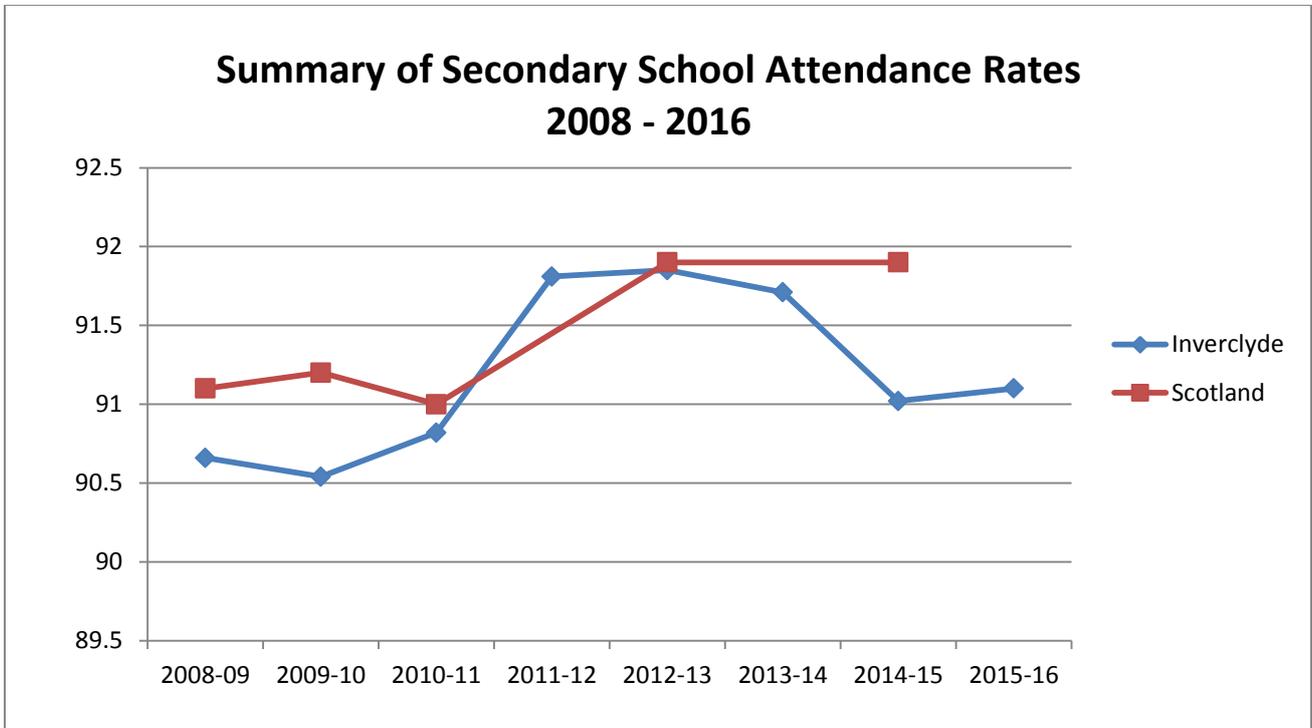


Pupils not making appropriate progress in literacy, numeracy or both will be identified and targeted for interventions.

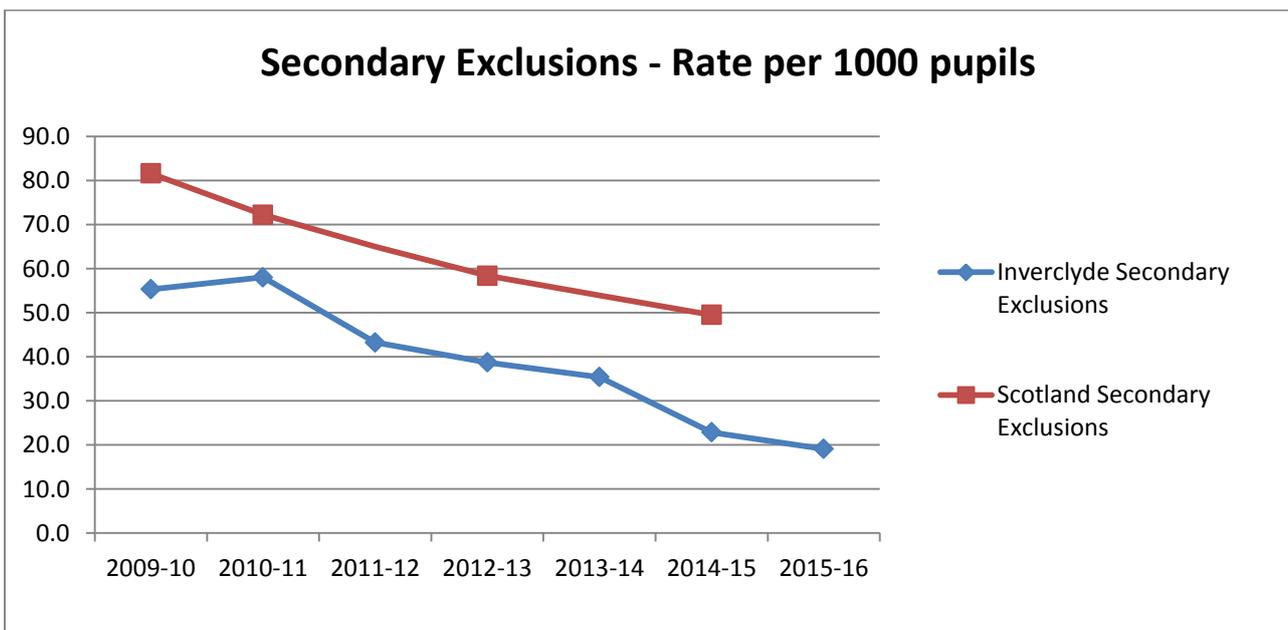
Data for Measuring Improvement

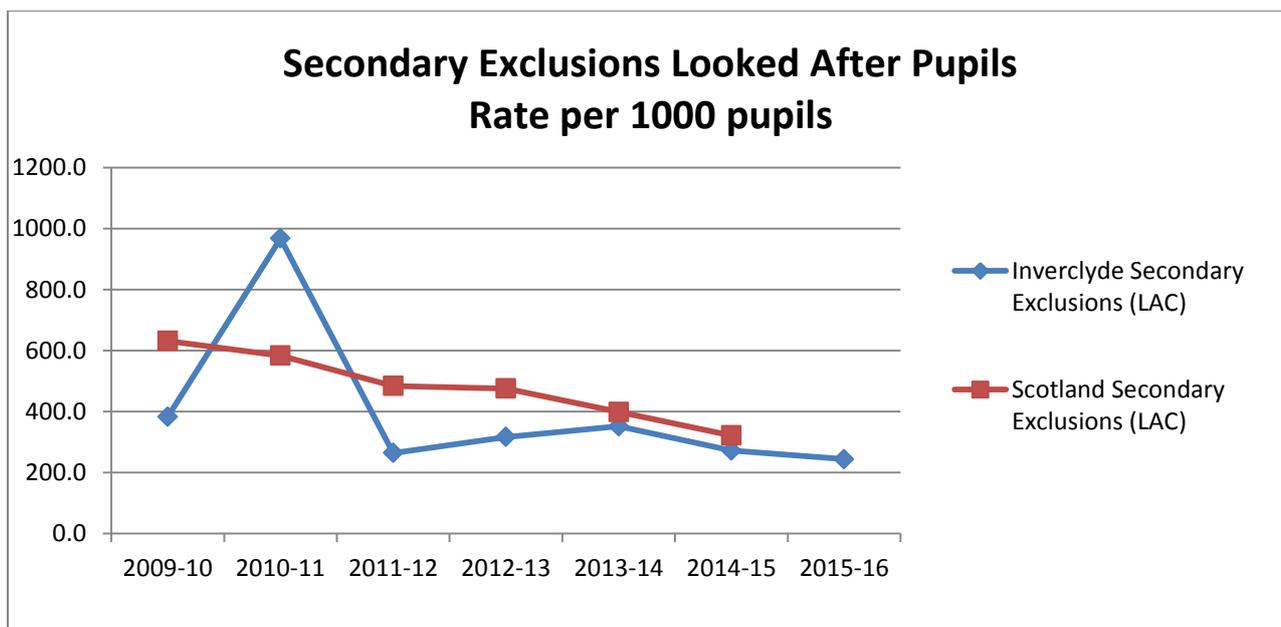
The following tables are measures of attendance and exclusions, which will be used to monitor the effectiveness of the Attainment Challenge Interventions. While this is authority data, we will drill down to school or specific cohort level to evidence improvement.

Attendance Rates – table 5



Secondary School Exclusions – table 6 & 7





In line with national advice and developments across the programme, targets for improvement in literacy, numeracy, health and wellbeing will be identified for schools, classes and individual pupils. Analysis of evidenced base programmes for literacy and numeracy are underway to identify a standardised approach for the 8 schools. Scottish Government's model of improvement will be the main tool used to monitor performance.

The data/SEEMIS officers are part of the larger Attainment Challenge team. These officers will be responsible for identifying and analysing data and improvement at school / Authority level and linking with the other 8 Authorities.

Impact Measurement

A number of targets have been set for the schools engaged in the Attainment Challenge:

Maths and Reading

- To increase the percentage of pupils achieving National 5 Maths or above by the end of S6 from the current 40% (based on leavers in 2015).
- To increase the percentage of pupils achieving National 5 English or above by the end of S6 from the current 60% (based on leavers in 2015).

Health and Wellbeing

Health and Wellbeing can be judged by a number of measures including attendance and exclusions.

Intensive Family Support Packages

To increase improvements in health and well-being and family engagement with support.

Parental Involvement

To increase attendance at parents' evenings, parent council meetings and school events.

Parental Engagement with Young People's Learning

To increase positive engagement with establishments, home learning and achievement.

Strategy / Improvement Plan

Literacy, Numeracy and Health & Wellbeing

The main focus of the Inverclyde Attainment Challenge is to reduce the poverty related attainment gap that exists for children and young people living in our most disadvantaged communities. Work will be concentrated in the areas of Literacy, Numeracy and Health & Wellbeing and will be taken forward through three principal workstreams:

- Families and Communities
- Leadership and Workforce
- Meeting Learning Needs

Through pre-existing work, and our work as a Challenge Authority, Inverclyde will build on and extend aspects of our current work from across the Primary Sector, utilising this opportunity to create a consistent and focused approach across Inverclyde to learning and teaching in Literacy, Numeracy and Health and Wellbeing.

As a result of analysis of data, we know staff will benefit from increased support and professional learning opportunities, as well as access to research, to improve pedagogical knowledge and skills to enable them to effectively improve learning and teaching experiences for children and young people.

The Attainment Challenge will enable Inverclyde to research and evidence-base methodologies, strategies, interventions and activities in detail, in order to identify the most effective aspects of practice which can be introduced across schools. We will develop accessible and effective approaches to evaluation and impact measurement for targeted interventions, improvements in pedagogy and their effect on attainment.

Teaching and Learning

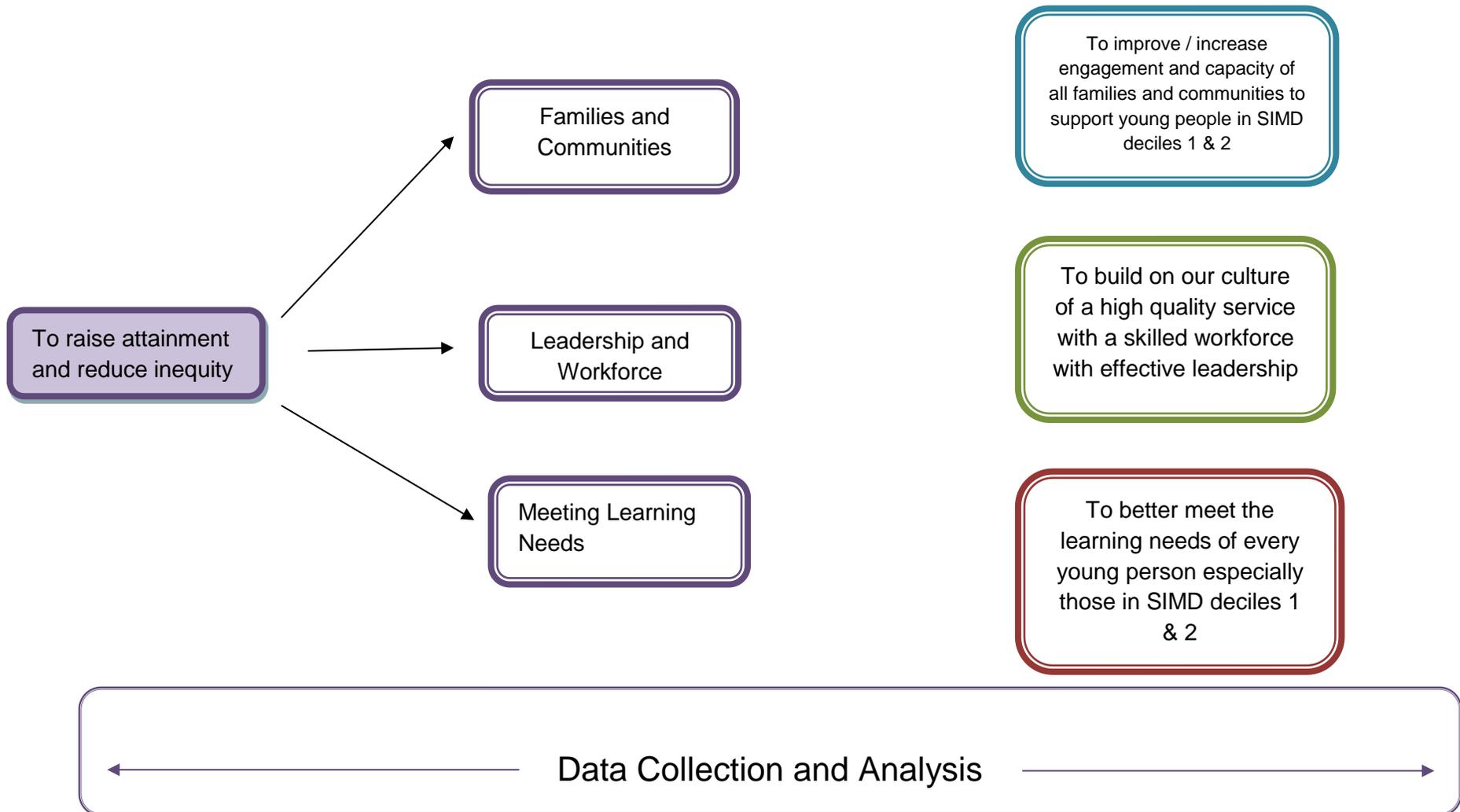
The Attainment Challenge will be based on improving the effectiveness of teaching and learning in order to meet the needs of all learners and close the attainment gap. This will be achieved by developing, reinforcing and extending learning in the target areas. Teachers will increasingly demonstrate an enquiring and critical approach to their professional practice and development and engage in systematic professional dialogue. All staff will be supported to evaluate and adapt their classroom practice rigorously based on the results of data collected.

Consultation

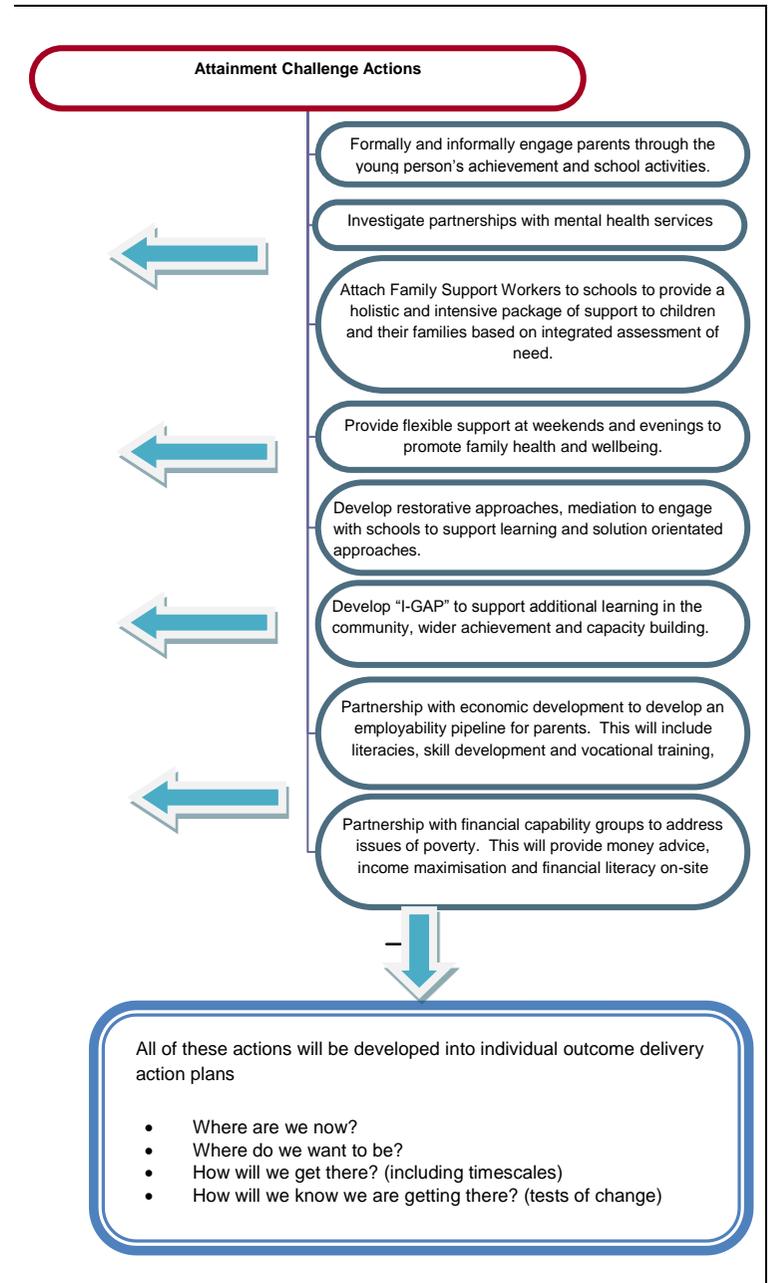
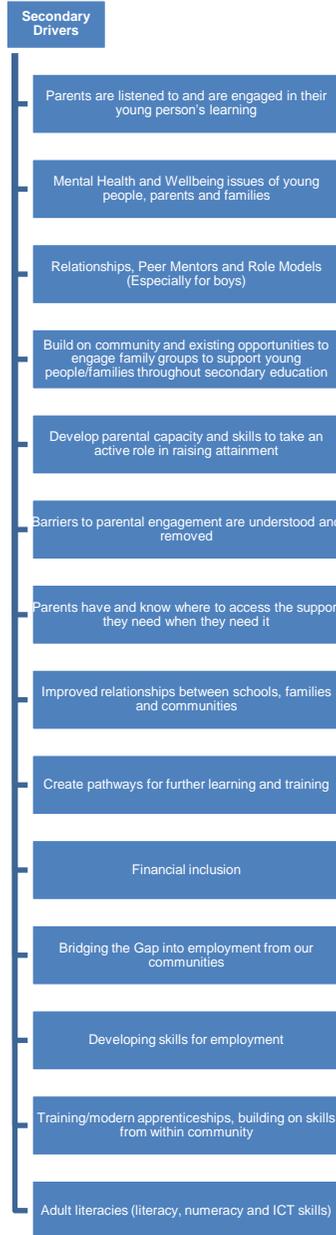
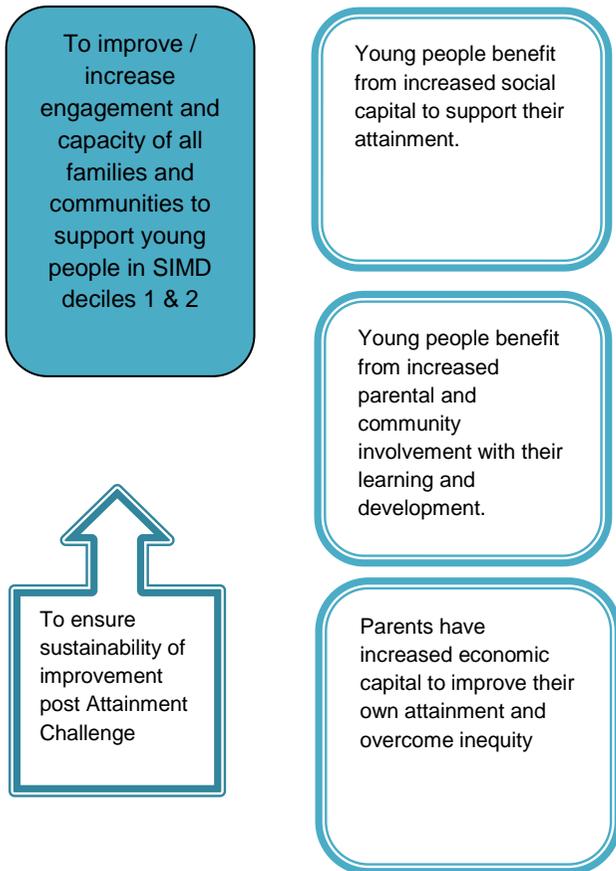
Consultation has taken place with secondary Head Teachers, Community Learning and Development, trade unions and other partner

Attainment Challenge

Initial Driver Diagram



Attainment Challenge Driver Diagram – Families and Communities



Attainment Challenge Drive – Leadership and Workforce

To build on our culture of a high quality service with a skilled workforce with effective leadership

To ensure sustainability of improvement post Attainment Challenge

Transformational Leadership

Culture around change and improvement

High quality skilled workforce

Secondary Drivers

Formal and informal opportunities to share learning

Improved processes that are communicated to all

Taking advantage of technologies available to use

Union Support

Formal research to support data and progress

Formalised coaching and mentoring through local partnerships and universities

Improved teamwork

Communications and collaboration within the cluster areas and across the authority

High quality professional development

Coaching and mentoring

Attainment Challenge Actions

Leadership at all levels will be developed through leadership programmes and opportunities including support for teachers to undertake masters level study. Local and cluster networks will enable sharing of practice and learning.

Develop a professional development plan for all staff to include training, coaching and mentoring on programmes identified to close the gap in literacy, numeracy and health and wellbeing; solution focussed practice, restorative practice and nurture.

Training and support in action enquiry methodology for individual staff by Educational Psychologists and the Research Assistant. Teachers will use this model to conduct small scale research.

Foster a culture of ambition in each school through developing aspirational vision and values; celebrating success of pupils and staff, involving parents in demonstrations of success and learning; accessing the world of work.

Through professional update / appraisals staff will be trained on descriptive and evaluative feedback; given constructive feedback on their performance and given opportunities to take on enhanced roles.

All of these actions will be development into individual outcome delivery action plans

- Where are we now?
- Where do we want to be?
- How will we get there? (including timescales)
- How will we know we are getting there? (tests of change)

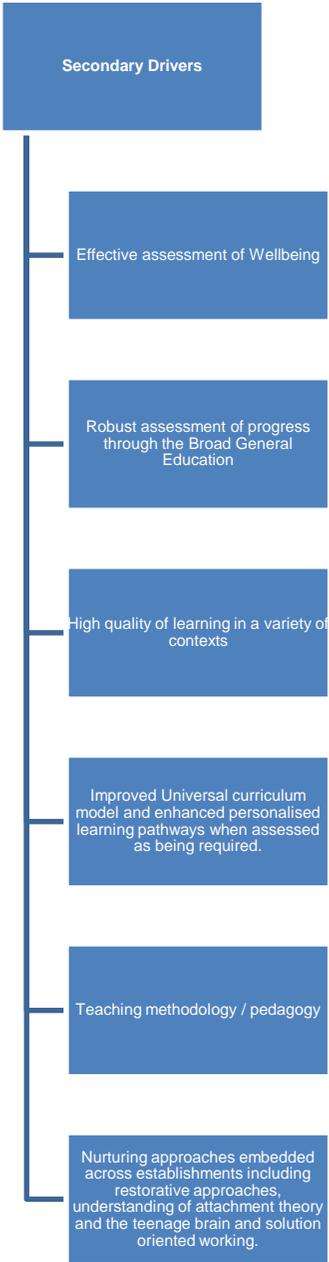
Attainment Challenge Drive – Meeting Learning Needs

Inverclyde will be able to better meet the learning needs of every young person in SIMD deciles 1 & 2.

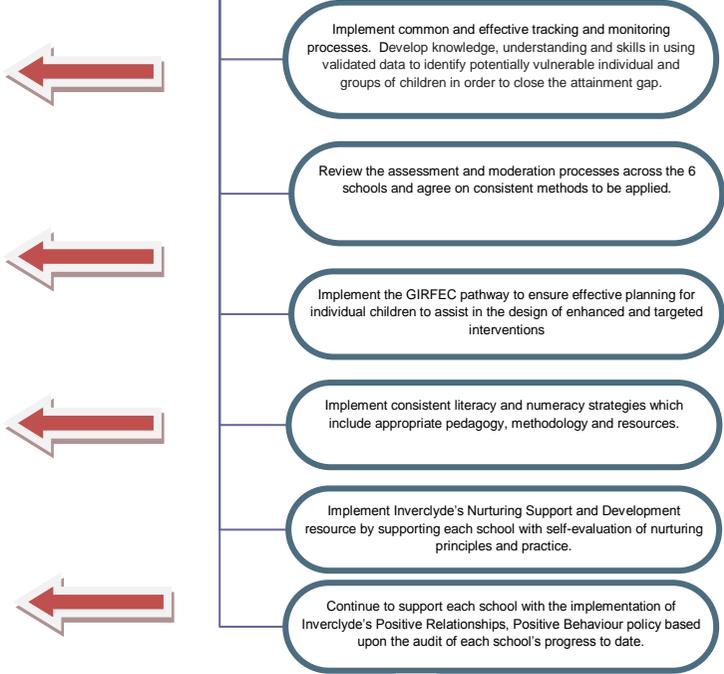
Quality assessment to accurately identify needs linked to effective interventions

Enabling curriculum for all, based on entitlement model

High quality teaching and learning which enables teachers and other learning environments to meet the needs of individual young people.



Attainment Challenge Actions



All of these actions will be development into individual outcome delivery action plans.

- Where are we now?
- Where do we want to be?
- How will we get there? (including timescales)
- How will we know we are getting there? (tests of change)

Proposal Period	August 2016 – March 2017
Local Authority:	Inverclyde Council
Key Contact:	Ruth Binks

Improvement plans should cover the following areas. All plans should include a completed summary of spend template, which is on the next page. On the following pages a template is provided which can be used to set out detail of the proposed interventions, using where appropriate the menu of interventions in Annex B.

Data and analysis	Proposed Interventions	Impact measurement	Governance
<ul style="list-style-type: none"> • Presentation of data in the local context • Analysis of what this reveals in terms of the attainment gap • Identification of target populations • Rationale behind proposals 	<ul style="list-style-type: none"> • Proposals to address identified issues • Rationale and evidence behind proposals • Aim and expected impact of proposals • Initial assessment of funding requirement • See Annex B for menu of interventions 	<ul style="list-style-type: none"> • Proposals for measuring impact • Data, new and existing, which will be required • Plans for how data will be collected and reported 	<ul style="list-style-type: none"> • Proposals for how the work will be managed locally • Plans for local governance and reporting

Summary of proposed spend

All plans should include a summary of proposed spend, using the template below.

Summary of spend	Full academic year costs	£ 988 489	Pro rata costs until March 2017	£ 616 993
-------------------------	--------------------------	-----------	---------------------------------	-----------

Profile of spend		FTE - numbers		Cost	
		School Year	Up to March 2017	School Year	Up to March 2017
Staff Costs	A C Teachers This will available to schools to release staff for professional learning and dialogue across schools, development etc with a focus on raising attainment and reducing inequity. Due to backfill issues specific staff will not be employed but schools will have flexibility to use staff effectively to meet their establishment's context. This flexible model of staffing has proven successful as part of the SIPP.			£ 350 000	£ 175 000
	Barnardos	5.0		£ 203 800	£ 96 800
	C & M Officers	3.0	3.0	£ 137 196	£ 68 598
	CLD family learning			£ 88 993	£ 44 497
	Project leader	1.0	1.0	£ 90 000	£ 45 000

Non-Staff Costs	Professional Learning		Teaching Resources		Partnerships with 3 rd Sector		Other	
	School Year	Up to March 2017	School Year	Up to March 2017	School Year	Up to March 2017	School Year	Up to March 2017
	£ 20 000	£20 000	£ 65 000	£65 000	£ 18 500	£18 500	£ 15 000	£ 15 000

PROPOSED INTERVENTIONS

Literacy	Please outline which of the following elements this aspect of your plan will focus on:	Leadership	✓									
		Learning and Teaching	✓									
		Families and Communities										
2016/17 Proposed Funding	Full academic year cost: £ 88 232 Cost to end March 2017: £ 65 366											
2016/17 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-collapse: collapse;"> <tr> <td style="width: 60%;">Coaching and Modelling Officer</td> <td style="width: 15%; text-align: right;">Full year</td> <td style="width: 25%; text-align: right;">£45 732</td> </tr> <tr> <td>Literacy Toolbox professional learning</td> <td></td> <td style="text-align: right;">£10 000</td> </tr> <tr> <td>Active literacy resources and professional learning</td> <td></td> <td style="text-align: right;">£32 500</td> </tr> </table>			Coaching and Modelling Officer	Full year	£45 732	Literacy Toolbox professional learning		£10 000	Active literacy resources and professional learning		£32 500
Coaching and Modelling Officer	Full year	£45 732										
Literacy Toolbox professional learning		£10 000										
Active literacy resources and professional learning		£32 500										
How we will deliver this workstream <ol style="list-style-type: none"> 1. Coaching and Modelling officers will provide support to deliver effective strategies to raise attainment in literacy across secondary schools. This work will be supported by our Attainment Challenge team. 2. We will develop a planned menu of professional learning opportunities to build the capacity of staff to deliver high quality engaging learning experiences for our young people. 3. Linking the work of the Literacy Coaching and Modelling Officers at first and second levels from the primary programme, we will develop sustainable approaches to primary-secondary transition to enrich experiences for all of our children and young people, but with a specific focus on those affected by the poverty related attainment gap. 												

Please provide information on the proposed impact of this workstream and how that will be measured.

1. We will develop this as a sustainable model for improvement, based on building capacity within our workforce, with a focus on improving the quality of learning and teaching through targeted interventions and quality professional learning opportunities in context, that will be well supported and measured for impact.
2. We will base professional learning opportunities on evidence based approaches that are known to help improve attainment and address the poverty gap. In addition, we will make effective use of our Research Assistant to develop and implement planned impact measures.
3. Improvements in transitions can support young people to build upon prior learning, and offer opportunities to actively engage parents.

School self-evaluation, improvement in pedagogy.

Focus groups of parents, teachers, pupils, questionnaires, improvements in awareness of literacy across learning.

Baseline assessments, improvements in attainment and progress, monitoring and tracking from P6 to S1 to ensure appropriate pace and challenge in literacy.

Input and traffic on digital forums e.g. SAC online community – national page and local page.

Numeracy	Please outline which of the following elements this aspect of your plan will focus on:	Leadership	✓
		Learning and Teaching	✓
		Families and Communities	
2016/17 Proposed Funding	Full academic year cost: £ 88 232 Cost to end March 2017: £ 65 366		
2016/17 Breakdown of Resource: Please provide a breakdown of what this funding will be used for including details of teachers/others staff.	Coaching and Modelling Officer	Full year	£45 732
	SEAL professional learning		£10 000
	Active numeracy, financial education resources and professional learning		£32 500

How we will deliver this workstream

1. Coaching and Modelling officers will provide support to deliver effective strategies to raise attainment in numeracy across secondary schools. This work will be supported by our Attainment Challenge team.
2. We will develop a planned menu of professional learning opportunities to build the capacity of staff to deliver high quality engaging learning experiences for our young people.
3. Linking the work of the Numeracy Coaching and Modelling Officers at first and second levels from the primary programme, we will develop sustainable approaches to primary-secondary transition to enrich experiences for all of our children and young people, but with a specific focus on those affected by the poverty related attainment gap.

Please provide information on the proposed impact of this workstream and how that will be measured.

1. We will develop this as a sustainable model for improvement, based on building capacity within our workforce, with a focus on improving the quality of learning and teaching through targeted interventions and quality professional learning opportunities in context, that will be well supported and measured for impact.
2. We will base professional learning opportunities on evidence based approaches that are known to help improve attainment and address the poverty gap. In addition, we will make effective use of our Research assistant
3. Improvements in transitions can support young people to build upon prior learning, and offer opportunities to actively engage parents.

School self-evaluation, improvement in pedagogy.

Focus groups of parents, teachers, pupils, questionnaires, improvements in awareness of literacy across learning.

Baseline assessments, improvements in attainment and progress, monitoring and tracking from P6 to S1 to ensure appropriate pace and challenge in numeracy.

Input and traffic on digital forums e.g. SAC online community – national page and local page.

Health and Wellbeing	Please outline which of the following elements this aspect of your plan will focus on:	Leadership	✓
		Learning and Teaching	✓
		Families and Communities	✓

<p>2016/17 Proposed Funding</p>	<p>Full academic year cost: £ 222 300</p> <p>Cost to end March 2017: £ 115 300</p>
<p>2016/17 Breakdown of Resource: Please provide a breakdown of what this funding will be used for including details of teachers/others staff.</p>	<p>The Coaching and Modelling officer will provide support to staff to deliver effective strategies based on nature as an educational intervention. This work will be supported by our Attainment Challenge team.</p> <p>Full year £45 732</p> <p><u>Barnardo's staff</u> 4 x Project Workers level 2 = £57 000 1.0 Team Manager = £18 000 Project running costs - IT/ Admin/ management costs £32 000</p> <p>Total Barnardo's costs= £107 000</p> <p>Due to other funding until March 2017 in Nurture Services the running costs can be reduced by £10k for Year 1.</p> <p>Cost = £97,000</p> <p><u>KCA Training costs</u></p> <p>1 day training Why People Need People/ Attachment aware schools – 681 staff trained = 10 learning events £1650(plus VAT) x 10 = £16,500</p> <p>Parents brochures = 1000 = £800</p> <p>E-learning – 50 places = £1k</p> <p>Total KCA = £18,300</p> <p><u>Overall Total £115,300 For period to 31/3/2017</u> <u>Full Year Costs: £222 300</u></p>

Please give details of the plans you have in place to deliver this workstream and how they articulate with Schools Programme plans of associated primary school(s).

1. Universal and targeted approaches to implementing nurture to support wellbeing in secondary schools.
2. Universal, targeted and specialist support to improve mental wellbeing and resilience
3. Parental engagement and parent support programmes.

The Barnardo's Model:

Barnardo's and KCA have a unique and exclusive partnership which enables us to offer a bespoke programme for Secondary Schools in Inverclyde. We will create a "whole systems" approach to build the capacity of the target group of pupils.

Starting initially with pupils and their families in S1 we will gather impact and evidence which will inform future delivery.

Capacity Building

Using the **KCA Five to Thrive** approach/ Attachment aware schools training alongside **Barnardo's community capacity building project** we will increase knowledge and understanding of healthy relationships to improve educational outcomes.

KCA is a renowned training provider in the field of attachment and neuroscience.

KCA will deliver "Why People Need People & attachment aware schools" training to all staff within the Secondary Schools creating a shared understanding of the science of healthy relationships. This allows a platform for a shared culture and response, helping professionals understand their role in creating the best environment for learning.

In embedding this approach and culture **Barnardo's** staff will:

- assist the guidance/ pastoral care staff to embed this approach within schools
- maximise opportunities to extend and enhance the nurturing approach within each High School
- support parents via seminars/ workshops in order to help parents promote understanding and resilience
- facilitate classes/ workshops with young people to increase their knowledge and awareness of their own well-being
- measure impact via the improvement methodology alongside qualitative data

KCA will provide on-going consultancy to enable **Barnardo's** to provide creative and bespoke opportunities for continuous nurture development within the schools.

Targeted Family Support

Barnardo's will build on the success of the family support model in primary schools. Using Five to Thrive (Why People Need People & attachment aware schools) alongside systemic family support we will provide wraparound support for young people and their families in order that they have the best possible start to secondary school.

We will enable our most vulnerable and disadvantaged young people to make the best possible transition into secondary. We will assist young people to overcome adversities in order that they can be fully engaged in their learning and achieve their potential.

The model has a strong evidence base in Inverclyde within primary schools and within the wider Barnardo's Scotland portfolio.

This model enables a response based on understanding for young people experiencing difficulties and helps agencies to build a community of support around the young person and family.

Activities:

- Support for families - enabling parents to take a strengths based approach to responding to their children
- Workshops/ seminars to support parental engagement
- Crisis intervention & outreach work
- Support for young people to take up extra-curricular activities
- Co-ordination of volunteering, such as Dynamic Youth Awards
- Pathways to community activities: CLD/ Youth activities

Additional input

Barnardo's provide a range of services in Inverclyde and have secured significant funding from external grants which will add to the menu of services for families who are referred.

As part of a package we can offer support to younger siblings, specialist support for children affected by parental substance mis-use and children living in Kinship Care. Barnardo's can offer community befriending for younger siblings and can extend this resource for older young people to help them access community activities.

Barnardo's staff are trained in a wide range of parenting programmes and relationship based interventions, such as Video Interactive Guidance, Seasons for Growth, Life story work. The additional family support staff will benefit from this workforce development programme.

In the wider Locality Barnardo's has specialist workers to draw upon to add further resources to the package of support: Child Sexual Exploitation , Children's Rights and Domestic Abuse.

Please provide information on the proposed impact of this workstream and how that will be measured.

1. Supports all staff to understand and respond appropriately to pupil behaviour in school, leading to positive outcomes for children and young people.
2. School based supports can offer early intervention and can in many cases prevent difficulties from escalating, leading to improvements for children and young people
3. Breaking cycles of low aspiration and disengagement is key to closing attainment gaps. Engaging parents in their child's education can have a

positive outcome on pupil engagement in school and beyond.

Barnardo’s Outcomes

In order to raise educational attainment this proposal aims to have the following outcomes:

4. Increased understanding of young people’s emotional health & well-being
5. Improve the “system” response to disadvantaged young people and their families
6. Increase parental and pupil engagement in learning

Data capture via Barnardo’s Outcomes framework and database:

- Increased attendance
- Well-being assessments and progress made for each young person
- Involvement in extra curricular & community activities
- Increased parental engagement
- Young People involved in Dynamic Youth Awards
- Educational achievements

Indicators of positive change:

Improved attendance, reduced exclusions.

Parental attendance at schools events.

Parental confidence and aspiration measures.

Focus groups/ questionnaires for young people and families.

Supported Study and Community learning: I-GAP (Inverclyde-Growing...Achieving...Progressing)	Please outline which of the following elements this aspect of your plan will focus on:	Leadership	
		Learning and Teaching	✓
		Families and Communities	✓

2016/17 Proposed Funding	Full academic year cost: £ 103,993 Cost to end March 2017: £51,997														
2016/17 Breakdown of Resource: Please provide a breakdown of what this funding will be used for including details of teachers/others staff.	<table border="1" data-bbox="748 331 2022 555"> <thead> <tr> <th data-bbox="748 331 1173 368"></th> <th data-bbox="1173 331 1599 368">Full academic year cost:</th> <th data-bbox="1599 331 2022 368">Cost to end March 2017</th> </tr> </thead> <tbody> <tr> <td data-bbox="748 368 1173 480">2 FTE CLD workers</td> <td data-bbox="1173 368 1599 480">£ 66,000</td> <td data-bbox="1599 368 2022 480">£32,999</td> </tr> <tr> <td data-bbox="748 480 1173 517">Part-time staff</td> <td data-bbox="1173 480 1599 517">£ 22,993</td> <td data-bbox="1599 480 2022 517">£11,497</td> </tr> <tr> <td data-bbox="748 517 1173 555">Transport/food</td> <td data-bbox="1173 517 1599 555">£15,000</td> <td data-bbox="1599 517 2022 555">£7,500</td> </tr> </tbody> </table> <p data-bbox="748 632 1946 767"> The I-GAP project will employ 2 FTE CLD workers and part-time staff. Staff will support identified young people to take part in this programme which will offer support for additional learning after school hours. This funding will also include transport costs and additional snacks and meals. </p>				Full academic year cost:	Cost to end March 2017	2 FTE CLD workers	£ 66,000	£32,999	Part-time staff	£ 22,993	£11,497	Transport/food	£15,000	£7,500
	Full academic year cost:	Cost to end March 2017													
2 FTE CLD workers	£ 66,000	£32,999													
Part-time staff	£ 22,993	£11,497													
Transport/food	£15,000	£7,500													
Please give details of the plans you have in place to deliver this workstream and how they articulate with Schools Programme plans of associated primary school(s). Supported Study and Community Learning : I-GAP How we will deliver this workstream <ol style="list-style-type: none"> 1. We will develop customised learning programmes for young people in school to support them at key transition points, e.g. P7 to S1 and link in school activities to support additional learning in the community, wider achievement and capacity building. 2. Deliver a range of parental engagement programmes and learning activities to promote resilience, improve health and wellbeing and parenting skills. This would include peer support models to build capacity and ensure sustainability. 3. Develop innovative and sustainable approaches to primary-secondary transition, as above, including summer and family workshops 4. Youth and family/parent literacies programmes will embed literacies within formal and informal learning contexts, including transition 															

programmes, targeted programmes for young people at risk of underachieving and supported study activities in school and community settings.

Supported study and community learning – Based in our three I-YOUTH Zones and other community settings, young people will be encouraged by their school and/or engaged through youth work activities, detached youth work etc. and supported to develop their learning and literacies.

Curriculum support – Building on the success of current provision to targeted groups of young people who are disengaged with learning, youth work staff will provide opportunities to build confidence in their ability to learn, develop skills and access accreditation.

Holiday programmes – Targeting key transition points, these will provide a broad range of learning opportunities, as well as promoting health and well-being and will target young and families in broader community contexts, programmes and settings.

Please provide information on the proposed impact of this workstream and how that will be measured.

Monitoring and tracking of cohort and examine outcome compared to those who did not take part.

Participation levels from young people and families. Focus attention on readiness for assessments over a period of time as well as broader achievement

- Participation and retention
- Increased parental engagement
- Skills development – using ILPs or other form of learning log
- Improved health and wellbeing. Well-being assessments and progress made for each young person and parent
- Achievement – awards programmes and accreditation
- Improved learning outcomes
- Increased literacies knowledge skills and understanding
- Improved support for learning across all areas of the curriculum
- Improved progression on to further learning/training
- Improved critical thinking and study skills
- Involvement in extra circular & community activities
- Improved relationships with peers, family and in the broader school and community
- Community capacity building.

Proposal Period	Financial Year - 2017/18
Local Authority	Inverclyde Council
Key Contact at Authority	Ruth Binks
Attainment Advisor	Cara Cooper

Challenge Authority Programme - Primary and Secondary Summary

Non-Staff Intervention/resource	Primary Cost	Secondary Cost	Staffing	PRIMARY		SECONDARY		
				FTE	COST	FTE	COST	
Project support team			Teachers/CMOs/Nurture teachers	19.5	£838 497	11.0	£519 809	
Family and communities			Education/development officers/Project leaders	1.0	£73 202	1.0	£88 372	
Nurture			Educational psychologists	1.0	£55 355			
Meeting Learning Needs			Data analysis officers	1.0	£50 006			
Learning and Teaching			Family/home link worker	9.0	£405 000	5.0	£241 500	
Training resources	£205 550		Speech and language therapists					
Literacy		£42 500	Early years professionals	2.0	£59 361			
Numeracy		£42 500	Other: CLD workers	4.0	£141 747	2.6	£89 139	
Health & Wellbeing		£42 500	Other: SEEMIS Dev Officer	1.0	£54 748			
Supported Study and Community learning		£15 000	Other: Research Assistant	1.0	£28 511			Total for 2017/18
			Admin Officer	1.0	£31 750			
			Outreach Librarian	1.0	£29 829			
Non-Staff Total 2017/18	£205 550	£142 500	Staff Total 2017/18	41.5	£1 768 006	19.6	£938 820	£3 054 956

NB: This template has been prepared based on your existing plans on the assumption that all workstreams will continue into 2017/18. If this is not the case please provide some information on the reasons behind closing a workstream. If you wish to introduce a new workstream please complete the template at Annex A.

Proposed Improvement Plan – Financial Year 2017

Supporting Information

1	Primary: Project support team	Leadership	✓
		Learning and Teaching	
		Families and Communities	
		Programme Costs	✓
2017/18 Proposed Funding		£209,706	
2017/18 Breakdown of Resource: Please provide a breakdown of what this funding will be used for including details of teachers/others staff		Project leader - £73,202 Data Officer – £50,006 Seemis Development Officer – £54,748 Admin Officer - £31,750	
Please provide information on the proposed impact of this workstream in 2017/18 and how that will be measured.			
Proposed impact: <ul style="list-style-type: none"> • Progression of authority SAC plan, working towards the vision of developing practice which is effective and sustainable in order to close the attainment gap • Taking steps towards transforming leadership, workforce expertise, parental engagement and meeting learning needs • Stronger relationships between schools, partners (Barnardo’s), Community Learning and Development, libraries and other council services • Evaluation of effectiveness of interventions • Reporting on successes and supporting the “upscaling” of these • Through working closely with Attainment Advisor, keeping up-to-date with national guidance, liaising with other local authorities, sharing ideas and practice as appropriate 			

Expected outcomes:

1. Increase in awareness of available data amongst head teachers in the 9 target schools.
2. Increase in skills in using data amongst head teachers to improve learning and teaching in the 9 target schools.
3. Increase in readiness amongst head teachers in the 9 target schools to collaborate across establishments and with partners (Barnardo's, CLD and libraries).
4. Increase in collaboration between 9 head teachers to identify and build shared understanding of key aspects of assessment (Benchmarks). New working group.
5. Increase in engagement and participation in professional learning training courses from teachers in Attainment Challenge schools.
6. Increased Attainment Challenge team's knowledge and understanding of the needs, support requirements and priorities in each of the 9 target schools to implement specific targeted interventions.
7. Increased focus on improving the evaluations for interventions by the Attainment Challenge project team.
8. Increase in sharing practice across all Inverclyde schools.
9. Increase in awareness and skills of teachers to effectively use data to help improve learning and teaching in the 9 target schools.
10. Increase in new collaboration between schools and partners (Barnardo's, CLD and libraries), involving more people.
11. Increased opportunities and reach of professional learning training courses.

Impact measures:

- 1-2. Effective use of available data by 9 head teachers to identify cohorts of children to receive targeted interventions, supported and monitored by the Attainment Challenge project team.
3. Oral feedback from head teachers to the Attainment Challenge project team.
4. Continued participation in new working group.
5. Interest in participation in professional learning training courses (waiting list). Overall uptake for professional learning opportunities. Look at a measure now and a measure at a later point.
6. Overview of interventions and thematic analysis of School Improvement Plans in each of the 9 schools.
7. Feedback and increased number of evaluations requested from the Research Assistant compared with previous term.
8. Oral feedback from teachers, who have expressed an interest in sharing their learning/practice across, at this point, Attainment Challenge schools, current and follow up. Creation of new initiatives to share practice.
9. Repeated observations from school leaders, feedback from teachers, questionnaires.
10. Retrospective feedback from partners and head teachers. Community partners group set up, feedback will also be collated.
11. Number of opportunities and overall uptake for each initiative (now and later on).

Please give details of the plans you have in place to deliver this workstream.

- Attainment Challenge project team will continue to support and co-ordinate all workstreams
- Focus of posts will continue to be coaching, mentoring and upskilling staff to embed practice for the future
- Project leader will continue to manage and lead the project, working closely with schools, Educational Psychology Service, Community Learning and Development, Barnardo's, libraries and all other relevant council services
- Project leader will attend national or inter-authority events related to the work of the Scottish Attainment Challenge
- Project leader will liaise with Attainment Advisor, working together to take forward the aims of the SAC
- Project leader will report to the Head of Service and the Reference Group and manage project staff
- Project leader will provide professional learning opportunities for colleagues involved in the Scottish Attainment Challenge
- Project leader will continue to facilitate regular meetings of the Attainment Challenge Implementation Group to monitor progress towards the aims of the SAC
- Admin Officer will continue to take responsibility for the day-to-day general administration of the organisation, assisting the project staff team
- Data and SEEMIS officers will continue to collect, collate and share accurate performance information associated with the Scottish Attainment Challenge
- Data and SEEMIS officers will support colleagues in their approach to performance monitoring, developing appropriate measures and systems

2	Primary: Families and communities	Leadership	
		Learning and Teaching	
		Families and Communities	✓
		Programme Costs	
2017/18 Proposed Funding		£631 931	
2017/18 Breakdown of Resource: Please provide a breakdown of what this funding will be used for including details of teachers/others staff.		9 Family Support Workers - £405 000 4 CLD workers - £141 747 Educational Psychologist - £55 355 Outreach Librarian - £29 829 (as agreed in change request in February 2017)	
<p>Please provide information on the proposed impact of this workstream in 2017/18 and how that will be measured.</p> <p>Proposed impact:</p> <ol style="list-style-type: none"> 1. Increase in parental awareness of the importance of engaging with and supporting their child's learning / home learning. 2. Increase in Attainment Challenge team and partners' knowledge of numbers of parents engaging with schools to identify target cohorts of parents. 3. Increase in parental engagement in existing community opportunities, parental groups and services to support children and families. 4. Improved health and wellbeing of children who attend family learning clubs. 5. Increase in package of support for targeted children and families. 6. Increase in parental engagement with children's learning. 7. Increase in positive child – parent/carer relationships. 8. Increase in positive relationships between families and schools, partners and CLD. 9. Increased engagement of children in their learning. 10. Increase in parental understanding and confidence of how to establish positive learning activities at home. 11. Barriers to parental engagement are better understood by Attainment Challenge team and efforts are taken to reduce them as much as possible. 12. Increase in family learning programmes. 			

Measures:

1. Regular feedback from children, parents and staff from family learning and summer lunch clubs. Retrospective measures.
2. Retrospective feedback from schools identifying new families that have engaged.
3. Number of referrals, engagement with services and feedback from partners. Current numbers compared with numbers before summer lunch clubs.
4. Compared observations and/or professional judgement from school and partner staff from before and after the family attended learning club.
5. Numbers of workers, sessions and referrals, compared with numbers before the initiative.
- 7-8, 10. Feedback from children, parents and school staff. Pre and post questionnaires.
9. Pre and post observations from parents and staff.
11. Parental feedback.
12. Numbers of family learning programmes and families involved compared with numbers from before Attainment Challenge involvement.

Please give details of the plans you have in place to deliver this workstream.

- Strong relationships developing between all services working with our most vulnerable parents
- Integrated assessments of needs will be implemented before delivering a package of support for a family
- Family Support Workers linked to 12 focus schools, building relationships with parents
- Family Support Workers providing bespoke, holistic packages of support for vulnerable children and families
- An innovative partnership will be developed, with Family Support Workers working alongside Nurture teachers and Community Learning and Development workers to provide opportunities for parents to engage with school and community events
- Community Learning and Development workers will develop links with all focus schools and provide adult learning opportunities based on need
- Family Learning Clubs will take place in all focus schools, facilitated by FSWs and CLD workers
- Holiday lunch clubs will provide family learning opportunities, as well as lunch for all attendees

3	Primary: Nurture / HWB	Leadership	
		Learning and Teaching	✓
		Families and Communities	✓
		Programme Costs	
2017/18 Proposed Funding		£330 668	
2017/18 Breakdown of Resource: Please provide a breakdown of what this funding will be used for including details of teachers/others staff.		CMO (Nurture) Post – £46 199 5 Nurture teachers – £225 108 2 Senior EYECOs (CMOs) for Early Years – £59 361	
Please provide information on the proposed impact of this workstream in 2017/18 and how that will be measured.			
Expected impact:			
<ol style="list-style-type: none"> 1. Increase in teachers' understanding of attachment theory and strategies to support children with attachment needs in year 1 schools. 2. Increase in staff recognition of the link between development and relationships, and 'behaviour as communication'. 3. Increased staff awareness of their impact on escalating and de-escalating situations involving anxious and distressed children (all of above compared with last year). 4. Increase in number of staff who have been coached and modelled in the operation of nurture class. 5. Groups of children identified by SIMD bands and PIPs scores for targeted support. 6. Self-evaluation, planning and implementation of the Applying Nurture at the Whole School Level – four step model which has been adapted by Education Scotland to cross reference against the HGIOS?4 triangle. 7. Increased knowledge of all staff members on the whole school application of nurture approaches (pilot school, 2/3 schools later in year). 8. Improved attendance of children in 9 targeted schools. 9. Improved wellbeing in children in 9 targeted schools. 10. Improved relationships between children and teachers in 9 targeted schools. 11. Increase in self-regulation of targeted children from 9 targeted schools. 			

12. Improved peer relationships in 9 targeted schools.
13. Increase in targeted children's emotional self-awareness.
14. Increased self-esteem amongst children in 9 targeted schools.
15. Increased knowledge of, confidence in and application of nurturing approaches (in pilot school).
16. Nurture teachers will be upskilled to drive the change into their schools and promote nurture principles at a whole school level

Impact measures:

- 1-3. Feedback/reports from Barnardo's (5 to Thrive). Pre and post measures.
4. Numbers of staff trained compared with numbers before.
5. Numbers of children identified and groups created for targeted interventions.
- 6-7. Questionnaires for staff and pupils – ongoing measures (e.g. pupil focus groups, Readiness Checklist, staff questionnaires, observation data, self-evaluation exercise).
8. Current attendance and exclusion figures compared with figures from previous years.
- 9-14. Feedback from children and teachers. Baseline and measure later on.
11. Boxall before and after intervention.
- 15-16. Questionnaires for staff and pupils – ongoing measures (e.g. pupil focus groups, Readiness Checklist, staff questionnaires, observation data, self-evaluation exercise).

Where appropriate, Boxall will be used in conjunction with other information, including teacher professional judgement.

Please give details of the plans you have in place to deliver this workstream.

- Coaching and Modelling Officer (Nurture) will support all Nurture teachers by developing their knowledge and understanding of the principles of nurture
- CMO (Nurture) will provide guidance on use of assessments, creating baselines and the structure of a Nurture group
- CMO (Nurture) will work in a holistic manner to upskill staff across the themes of nurture, meeting learning needs, learning and teaching and leadership
- Nurture teachers will provide group and individual support for identified children in our focus schools

4	Primary: Meeting Learning Needs	Leadership	✓
		Learning and Teaching	✓
		Families and Communities	
		Programme Costs	
2017/18 Proposed Funding		£213 307	
2017/18 Breakdown of Resource: Please provide a breakdown of what this funding will be used for including details of teachers/others staff.		2.0 FTE CMOs (Literacy) – £92 398 2.0 FTE CMOs (Numeracy) – £92 398 Research Assistant – £28 511	
<p>Please provide information on the proposed impact of this workstream in 2017/18 and how that will be measured.</p> <p>Proposed impact:</p> <ul style="list-style-type: none"> • Increased attainment for target pupils in focus schools in literacy and numeracy • High quality teaching and learning is focused on the most effective interventions, meeting the needs of all learners • More teachers will demonstrate an enquiring and critical approach to their professional practice and development • Teachers will engage in systematic professional dialogue, focused on effective approaches to close the attainment gap <p>Expected outcomes:</p> <p>SEAL</p> <ol style="list-style-type: none"> 1. Increase in teacher knowledge and skills to engage children in learning in numeracy. 2. Increase in teacher motivation to look for other resources to enhance learning in numeracy. 3. Increased teacher skill in on-going assessment and reflective planning to meet the needs of children. 4. Reading for Pleasure (pilot in one target school) 5. Increase in children’s interest in reading. 6. Increase in parental awareness of ways to inspire children to read more. 7. Increase in children’s knowledge and skills about strategies to help them read. 8. Increase in children’s engagement in conversations about books with others. 			

NL Active Literacy

9. Increase in teacher confidence and skill to use North Lanarkshire Active Literacy approaches.
10. Increase in teacher knowledge of strategies to develop children's phonological awareness.

Dialogic and Reciprocal Teaching

11. Increase in teacher confidence and skill to use dialogic and reciprocal teaching approaches.
12. Consistent use of common tracking system to effectively use data to support learning and teaching, and the identification of target cohorts.

SEAL

13. Increased teacher confidence in using various strategies in numeracy.
14. Increased confidence in assessment and planning

Reading for Pleasure

15. Increase in children's reading for pleasure.
16. Increase in number of children's books loaned from libraries.
17. Increase in children's effective use of reading strategies and reading skills.
18. Increase in children's comprehension of written texts.

NL Active Literacy

19. Increase in deep learning in literacy.
20. Increase in children's reading abilities.

Literacy Toolbox

21. Increase in parental awareness of effective reading activities their children are involved in at school.
22. Increase in teacher knowledge and use of effective reading interventions.
23. Increase in confidence in reading.
24. Increase in fluency of reading.
25. Increased comprehension of written text.

Impact measures:

- 1-3. Teacher retrospective surveys (SEAL).
- 4-7. Teacher retrospective feedback, parent retrospective questionnaire and child pre and post survey (Reading for Pleasure).
- 8-9. Teacher retrospective survey and oral feedback from teachers (NL Active Literacy)

10. Teacher feedback from training
11. Feedback from Attainment Challenge team and head teachers.
- 12-14. SEAL Teacher focus groups newly established. Compared feedback from before and later on.
- 15-18. Reading for Pleasure New library clients compared with previous library data. Library data comparing books loaned by families before and after the project. Follow-up survey/teacher observation.
- 19-20. NL Active Literacy Assessments, CfE levels, feedback from children, parents and staff. Pre and post.
21. Literacy Toolbox Parental survey (pre and post).
22. Teacher feedback (baseline and post survey).
- 23 - 25. Pre and post pupil measure.

Please give details of the plans you have in place to deliver this workstream.

- Implementation of evidence-based programmes in literacy, numeracy and health and wellbeing
- Providing professional learning opportunities that focus on the most effective teaching and learning approaches
- CMOs will work alongside our Research assistant to identify a menu of evidence-based programmes and support school staff in using these
- CMOs will continue to support class teachers in providing targeted support for disadvantaged pupils
- Research assistant continue to support SAC developments, such as training and action-enquiry methodology
- Research assistant will support staff in conducting small scale research
- All staff will be supported to evaluate and adapt their practice, in response to data collected

5	Primary: Learning and Teaching	Leadership	
		Learning and Teaching	✓
		Families and Communities	
		Programme Costs	
2017/18 Proposed Funding		£382 394	
2017/18 Breakdown of Resource: Please provide a breakdown of what this funding will be used for including details of teachers/others staff.		4.5FTE basic teacher across 9 focus schools (change request included to use part of this funding for CMOs for Barriers to Learning and Digital Literacy from August 2017) – £173 442 5.0FTE basic teachers to provide support for literacy and numeracy – £208 952	
Please provide information on the proposed impact of this workstream in 2017/18 and how that will be measured.			
<p>Proposed impact:</p> <ul style="list-style-type: none"> • SMTs in focus schools have some flexibility within staffing to support raising attainment and closing the gap interventions • Teachers will be given time to work collaboratively, planning and discussing impact of teaching approaches • Target groups of children (SIMD 1 and 2 and low Pips scores) will make good progress in literacy and numeracy • Attainment Challenge teachers and class teachers will share expertise regarding effective interventions <p>Expected outcomes:</p> <p>Visible Learning</p> <ol style="list-style-type: none"> 1. Increase in teachers' inspiration to develop their practice. 2. Increase in teachers' motivation to look for evidence behind their practice. 3. Increase in awareness of importance of feedback and self-evaluation. <p>Uplifting Leadership</p> <ol style="list-style-type: none"> 4. Increase in awareness about positive/effective leadership among teachers and SMTs. 5. Increased awareness of the importance of motivating others. <p>Coaching and Modelling</p> <ol style="list-style-type: none"> 6. Teachers are aware of, and confident in using high quality effective learning and teaching. 7. Teachers are more confidently able to assess children's needs and plan support. <p>Visible Learning</p>			

8. Increased teachers' motivation to share their knowledge and inspiration with other professionals in their schools
9. Increased use of Visible Learning principles in practice in classrooms.
10. Increase in children's self-confidence.
11. Increase in children understanding of learning process.

Uplifting Leadership

12. Increased continuous interest in and development of positive leadership strategies from staff undertaking the course.
13. Increased motivation to implement change in targeted schools from staff undertaking the course.
14. Increased number of sharing good practice between establishments

Coaching and Modelling

15. Increased teacher confidence and skill to adjust practice to meet the specific needs of children.

Impact measures:

- 1-3. Retrospective oral feedback from first cohort, written feedback from training survey. Overall uptake for training for new cohort compared with previous year. Volunteers from first cohort coming forward willing to share their practice with others.
- 4-5. Thematic analysis (new cohort), number of voluntary positive comments.
6. Interest/engagement in coaching and modelling sessions, number of coaching and modelling sessions delivered (compared with last year).
7. Retrospective feedback from teachers and Head Teachers. Regular feedback and observations from Coaching and Modelling Officers.
- 8-9. Interviews and case studies from teachers implementing Visible Learning in their practice, observations from Head Teachers, requests for the same training from other teachers.
- 10-11. Evidence of classroom work (exercises made by children), pupil survey, focus group, projects – follow up in progress (cohort from April), teacher feedback.
- 12-14. Follow up from the case studies and individual projects from sample of participants.
15. Retrospective teacher feedback. Regular feedback from Coaching and Modelling Officers.

Please give details of the plans you have in place to deliver this workstream.

- Literacy teachers will continue to be timetabled to support target groups of pupils across the focus schools
- Numeracy teachers will continue to be timetabled to support target groups of pupils across the focus schools
- AC teachers and CMOs will plan and implement interventions for children with the poorest performance in literacy and numeracy

6	Resources and training	Leadership	✓
		Learning and Teaching	✓
		Families and Communities	✓
		Programme Costs	✓
2017/18 Proposed Funding		£205 550	
2017/18 Breakdown of Resource: Please provide a breakdown of what this funding will be used for including details of teachers/others staff.		Resources to support literacy, numeracy and Health and Wellbeing pedagogy Training in leadership, Visible Learning approaches, numeracy, literacy, nurture, Five to Thrive, Columba 1400, Roots of Empathy, Seasons for Growth, Parental Engagement (SPTC) Sessional hours from ASN bank (as necessary) CLD tutors and resources (as necessary)	
Please provide information on the proposed impact of this workstream in 2017/18 and how that will be measured.			
<p>Proposed impact:</p> <ul style="list-style-type: none"> • Increased teacher expertise and confidence in using effective strategies to raise attainment in literacy, numeracy and health and wellbeing • Improved use of assessment • Increased progress for our poorest performing children • Nurturing approaches evident in more classes and schools • Leadership opportunities taken on by an increasing number of staff <p>Expected outcomes:</p> <p>PATHS</p> <ol style="list-style-type: none"> 1. Increase in teacher understanding of emotional control and positive strategies in conflict resolution. 2. Increase in teacher confidence to manage challenging behaviours in the classroom. 3. Increased teacher awareness of the importance of positive conflict solution training. 4. Improved problem solving skills among children in 9 target schools. 5. Increase in positive conflict resolution in 9 target schools. 6. Increase in children's engagement with learning in 9 target schools. 			

7. Decrease in emotional distress in children from 9 target schools.
8. Increase in pro-social behaviours in 9 target schools.

Impact measures:

1-3. Baseline and follow up survey.

2-8. Retrospective feedback from teachers, case studies

Please give details of the plans you have in place to deliver this workstream.

- Create a 3 year training programme
- Deliver training on Stages of Early Arithmetical Learning, Talking about Number, The Literacy Toolbox, Active Literacy, The Principles of Nurture, Attachment, Nurturing Playgrounds etc.
- Continue to develop Five to Thrive approaches through training and follow-up sessions
- Continue to develop our leadership programme of training and support
- Provide bespoke literacy and numeracy support for individual children through use of ASN sessional hours

7	Secondary: Literacy	Leadership	✓
		Learning and Teaching	✓
		Families and Communities	
		Programme Costs	
2017/18 Proposed Funding		£ 84 755	
2017/18 Breakdown of Resource: Please provide a breakdown of what this funding will be used for including details of teachers/others staff.		Coaching and Modelling Officer	£42 255
		Literacy Toolbox and Active Literacy resources and professional learning	£42 500
Please provide information on the proposed impact of this workstream in 2017/18 and how that will be measured.			
Expected outcomes:			
<ol style="list-style-type: none"> 1. We will continue to develop this as a sustainable model for improvement. This will focus on building capacity of staff through: <ol style="list-style-type: none"> a. Improved teacher skill and knowledge to plan and deliver evidence based literacy interventions b. Increased teacher confidence in the use of Teacher's Professional Judgement c. Increased range and quality of Professional Learning opportunities d. Improved quality of Learning and Teaching in classes e. Increased application of effective approaches to tracking pupil progress 2. This will impact on pupils in the following ways: <ol style="list-style-type: none"> a. Improved attainment in literacy by the end of S3 b. Increased attainment in literacy for identified pupils c. Increased enjoyment of reading d. Improved vocabulary and comprehension 3. This will impact on Parents and Carers in the following ways: 			

- a. Improved engagement with the school communities
- b. Increased skills of target families to support their children's learning in literacy
- c. Increased confidence of target families in their ability to support their children's learning in literacy

Impact measures:

- 1a. Feedback from teachers, head teachers, questionnaires, confidence scales, school self-evaluation, CAR projects/evidence
- 1b. Feedback from teachers, head teachers, questionnaires, confidence scales, school self-evaluation, moderation activities, CAR
- 1c. Attendance at professional learning sessions, observations of practice, post-training evaluations
- 1d. Class observations, school self-evaluation, pupil and staff feedback
- 1e. Departmental meeting minutes, number of pupil progress focused meetings,

- 2a. Number of pupils attaining level 3 and level 4, standardised assessments, teacher professional judgement

- 2b. Number of pupils attaining level 3 and level 4, standardised assessments, teacher professional judgement
- 2c. Feedback from pupils
- 2d. Teacher feedback, professional judgement, two group focus – year group and targeted cohorts (CMO feedback / evidence)

- 3a. Increase in numbers of parents/carers attending parents' evenings, curriculum sessions, drop-in sessions
- 3b. Data from CLD and Barnardo's
- 3c. Feedback from parents/carers, questionnaires, confidence scales, Data from CLD and Barnardo's

Please give details of the plans you have in place to deliver this workstream.

- 1. Coaching and Modelling officers will provide support to deliver effective strategies to raise attainment in literacy across secondary schools. This work will be supported by our Attainment Challenge team.
- 2. We will develop a planned menu of professional learning opportunities to build the capacity of staff to deliver high quality engaging learning experiences for our young people.
- 3. Linking the work of the Literacy Coaching and Modelling Officers at first and second levels from the primary programme, we will develop sustainable approaches to primary-secondary transition to enrich experiences for all of our children and young people, but with a specific focus on those affected by the poverty related attainment gap.
- 4. We will implement, in partnership with CLD and Family Support Workers, strategies to better support the development of pupil's literacy in and out of school.

8	Secondary: Numeracy	Leadership	✓
		Learning and Teaching	✓
		Families and Communities	
		Programme Costs	
2017/18 Proposed Funding		£ 98 487	
2017/18 Breakdown of Resource: Please provide a breakdown of what this funding will be used for including details of teachers/others staff.		Coaching and Modelling Officer	£55 987
		SEAL resources and professional learning	£42 500
Please provide information on the proposed impact of this workstream in 2017/18 and how that will be measured.			
Expected outcomes:			
<ol style="list-style-type: none"> 1. We will continue to develop this as a sustainable model for improvement. This will focus on building capacity of staff through <ol style="list-style-type: none"> a. Improved skills and knowledge of teachers to plan and deliver evidence based numeracy interventions b. Increased teacher confidence in the use of Teacher's Professional Judgement c. Increased range and quality of Professional Learning opportunities d. Improved quality of Learning and Teaching in classes e. Increased application of effective approaches to tracking pupil progress 2. This will impact on pupils in the following ways: <ol style="list-style-type: none"> a. Improved attainment in numeracy by the end of S3 b. Increased attainment in numeracy for identified pupils 			

3. This will impact on Parents and Carers in the following ways:
 - a. Improved engagement with the school communities
 - b. Increased skills to support their children's learning in numeracy
 - c. Increased confidence in their ability to support pupil's learning in numeracy

Impact measures:

- 1a. Feedback from teachers, head teachers, questionnaires, confidence scales, school self-evaluation, CAR projects/evidence
- 1b. Feedback from teachers, head teachers, questionnaires, confidence scales, school self-evaluation, moderation activities, CAR
- 1c. Attendance at professional learning sessions, observations of practice, post-training evaluations
- 1d. Class observations, school self-evaluation, pupil and staff feedback
- 1e. Departmental meeting minutes, number of pupil progress focused meetings,

- 2a. Number of pupils attaining level 3 and level 4, standardised assessments, teacher professional judgement
- 2b. Number of pupils attaining level 3 and level 4, standardised assessments, teacher professional judgement

- 3a. Increase in numbers of parents/carers attending parents' evenings, curriculum sessions, drop-in sessions
- 3b. Data from CLD and Barnardo's
- 3c. Feedback from parents/carers, questionnaires, confidence scales, Data from CLD and Barnardo's

Please give details of the plans you have in place to deliver this workstream.

1. Coaching and Modelling officers will provide support to deliver effective strategies to raise attainment in numeracy across secondary schools. This work will be supported by our Attainment Challenge team.
2. We will develop a planned menu of professional learning opportunities to build the capacity of staff to deliver high quality engaging learning experiences for our young people.
3. Linking the work of the Numeracy Coaching and Modelling Officers at first and second levels from the primary programme, we will develop sustainable approaches to primary-secondary transition to enrich experiences for all of our children and young people, but with a specific focus on those affected by the poverty related attainment gap.
4. We will implement, in partnership with CLD and Family Support Workers, strategies to better support the development of pupil's numeracy in and out of school.

9	Secondary: Health and Wellbeing	Leadership	✓
		Learning and Teaching	✓
		Families and Communities	✓
		Programme Costs	
2017/18 Proposed Funding		£336 058	
2017/18 Breakdown of Resource: Please provide a breakdown of what this funding will be used for including details of teachers/others staff.		Coaching & Modelling Officer	£52 058
		Barnardo's	£241 500
		Resources/Training	£42 500
Please provide information on the proposed impact of this workstream in 2017/18 and how that will be measured.			
<p>Coaching and Modelling Officer The Coaching and Modelling officer will provide support to staff to deliver effective strategies based on nurture as an educational intervention. This work will be supported by our Attainment Challenge team.</p> <p>Expected outcomes:</p> <ol style="list-style-type: none"> 1. We will continue to develop this as a sustainable model for improvement. This will focus on building capacity of staff through <ol style="list-style-type: none"> a. Improved skills and knowledge of teachers to plan and deliver evidence based HWB interventions b. Increased teacher confidence in the holistic assessment of pupil wellbeing c. Increased range and quality of Professional Learning opportunities d. Improved quality of Learning and Teaching across HWB curriculum e. Increased enjoyment and participation in HWB activities 			

Impact measures:

- 1a. Feedback from teachers, head teachers, questionnaires, confidence scales, school self-evaluation, CAR projects/evidence
- 1b. Teacher feedback, school self-evaluation
- 1c. Attendance at professional learning sessions, observations of practice, post-training evaluations
- 1d. Class observations, school self-evaluation, pupil and staff feedback
- 1e. Pupil feedback, questionnaires

Barnardo's

Expected Outcomes:

- 2. We will continue to raise the educational attainment of disengaged and disadvantaged young people by developing bespoke family learning programmes. This will focus on the following outcomes:
 - a. Increased understanding of young people's emotional health & well-being
 - b. Improve the "system" response to disadvantaged young people and their families
 - c. Increase parental and pupil engagement in learning

Impact measures

Data collected via Barnardo's Outcomes framework and database:

- 2a. Well-being assessments and progress made for each young person, pupil questionnaires, feedback from Barnardo's staff,
- 2b. Improved attendance rates and a reduction in exclusion rates,
- 2c. Increased parental engagement, attendance at extra-curricular & community activities, focus groups/ questionnaires for young people and families, feedback from teachers, head teachers, number of pupils attaining level 3 and level 4, standardised assessments, teacher professional judgement, number of pupils gaining wider accreditation

Please give details of the plans you have in place to deliver this workstream.

1. Coaching and Modelling officers will provide support to deliver universal and targeted approaches to implementing nurture to support wellbeing in secondary schools. This work will be supported by our Attainment Challenge team.
2. We will develop a planned menu of professional learning opportunities to build the capacity of staff to support universal, targeted and specialist support to improve mental wellbeing and resilience
3. Linking the work of the Health and Wellbeing Coaching and Modelling Officers at first and second levels from the primary programme, we will develop sustainable approaches to primary-secondary transition to enrich experiences for all of our children and young people, but with a specific focus on those affected by the poverty related attainment gap.
4. We will implement, in partnership with CLD and Family Support Workers, strategies to better support the development of pupil's Health and Well Being.
5. Develop a programme a family support through engaging with Barnardo's Family Support Workers.

The Barnardo's Model:

Barnardo's and KCA have a unique and exclusive partnership which enables us to offer a bespoke programme for Secondary Schools in Inverclyde. We will create a "whole systems" approach to build the capacity of the target group of pupils. Starting initially with pupils and their families in S1 we will gather impact and evidence which will inform future delivery.

Capacity Building

Using the **KCA Why People Need People** approach/ Attachment aware schools training alongside **Barnardo's community capacity building project** we will increase knowledge and understanding of healthy relationships to improve educational outcomes. **KCA** is a renowned training provider in the field of attachment and neuroscience.

KCA will deliver "Why People Need People & attachment aware schools" training to all staff within the Secondary Schools creating a shared understanding of the science of healthy relationships. This allows a platform for a shared culture and response, helping professionals understand their role in creating the best environment for learning.

In embedding this approach and culture **Barnardo's** staff will:

- assist the guidance/ pastoral care staff to embed this approach within schools
- maximise opportunities to extend and enhance the nurturing approach within each High School
- support parents via seminars/ workshops in order to help parents promote understanding and resilience

- facilitate classes/ workshops with young people to increase their knowledge and awareness of their own well-being
- measure impact via the improvement methodology alongside qualitative data

KCA will provide on-going consultancy to enable **Barnardo's** to provide creative and bespoke opportunities for continuous nurture development within the schools.

Targeted Family Support

Barnardo's will build on the success of the family support model in primary schools. Using Five to Thrive (Why People Need People & attachment aware schools) alongside systemic family support we will provide wraparound support for young people and their families in order that they have the best possible start to secondary school.

We will enable our most vulnerable and disadvantaged young people to make the best possible transition into secondary.

We will assist young people to overcome adversities in order that they can be fully engaged in their learning and achieve their potential. The model has a strong evidence base in Inverclyde within primary schools and within the wider Barnardo's Scotland portfolio. This model enables a response based on understanding for young people experiencing difficulties and helps agencies to build a community of support around the young person and family.

Activities:

- Support for families - enabling parents to take a strengths based approach to responding to their children
- Workshops/ seminars to support parental engagement
- Crisis intervention & outreach work
- Support for young people to take up extra-curricular activities
- Co-ordination of volunteering, such as Dynamic Youth Awards
- Pathways to community activities: CLD/ Youth activities

Additional Input:

- Support for families - enabling parents to take a strengths based approach to responding to their children
- Workshops/ seminars to support parental engagement
- Crisis intervention & outreach work
- Support for young people to take up extra-curricular activities
- Co-ordination of volunteering, such as Dynamic Youth Awards
- Pathways to community activities: CLD/ Youth activities

Barnardo's provide a range of services in Inverclyde and have secured significant funding from external grants which will add to the menu of services for families who are referred. As part of a package we can offer support to younger siblings, specialist support for children affected by parental substance mis-use and children living in Kinship Care. Barnardo's can offer community befriending for younger siblings and can extend this resource for older young people to help them access community activities. Barnardo's staff are trained in a wide range of parenting programmes and relationship based interventions, such as Video Interactive Guidance, Seasons for Growth, Life story work. The additional family support staff will benefit from this workforce development programme. In the wider Locality Barnardo's has specialist workers to draw upon to add further resources to the package of support: Child Sexual Exploitation, Children's Rights and Domestic Abuse.

10	Secondary: Supported Study and Community learning - I-GAP	Leadership	
		Learning and Teaching	✓
		Families and Communities	✓
		Programme Costs	
2017/18 Proposed Funding		£104 139	
2017/18 Breakdown of Resource: Please provide a breakdown of what this funding will be used for including details of teachers/others staff.		2.0 FTE CLD workers £66 146 Part-time CLD workers £22 993 Resources/transport/food £15 000	<p>The I-GAP project will employ 2 FTE CLD workers and part-time staff.</p> <p>Staff will support identified young people to take part in this programme which will offer support for additional learning after school hours.</p> <p>This funding will also include resource, transport and food costs i.e snacks for young people/families.</p>
Please provide information on the proposed impact of this workstream in 2017/18 and how that will be measured.			
Expected impact: <ol style="list-style-type: none"> 1. All identified pupils will make progress relevant to their targets 2. Improved attendance of identified pupils 3. Increased pupil engagement in learning 4. Increased pupil confidence and resilience 5. Increased parental engagement for identified families 6. Increased attainment in literacy, numeracy and HWB 			

Measures:

1. Tracking of pupils progress – between schools and CLD. ILP/learning logs
2. Attendance and exclusion rates
3. Attendance, teacher / pupil feedback on participation in activities, ILPs/learning logs
4. Feedback from pupils and teachers, wellbeing assessments
5. Increase in numbers of parents/carers attending parents' evenings, curriculum sessions, drop-in sessions
6. Increased accreditation and achievements, wellbeing assessments, Number of pupils attaining level 3 and level 4, standardised assessments, teacher professional judgement

Please give details of the plans you have in place to deliver this workstream.

- We will develop customised learning programmes for young people in school to support them at key transition points, e.g. P7 to S1 and link in school activities to support additional learning in the community, wider achievement and capacity building.
- Deliver a range of parental engagement programmes and learning activities to promote resilience, improve health and wellbeing and parenting skills. This would include peer support models to build capacity and ensure sustainability.
- Develop innovative and sustainable approaches to primary-secondary transition, as above, including summer and family workshops
- Youth and family/parent literacies programmes will embed literacies within formal and informal learning contexts, including transition programmes, targeted programmes for young people at risk of underachieving and supported study activities in school and community settings.

Supported study and community learning – Based in our three I-YOUTH Zones and other community settings, young people will be encouraged by their school and/or engaged through youth work activities, detached youth work etc. and supported to develop their learning and literacies.

Curriculum support – Building on the success of current provision to targeted groups of young people who are disengaged with learning, youth work staff will provide opportunities to build confidence in their ability to learn, develop skills and access

accreditation.

Holiday programmes – Targeting key transition points, these will provide a broad range of learning opportunities, as well as promoting health and well-being and will target young and families in broader community contexts, programmes and settings.

11	Secondary: Staff costs	Leadership	✓
		Learning and Teaching	✓
		Families and Communities	
		Programme Costs	✓
2017/18 Proposed Funding		£457 961	
2017/18 Breakdown of Resource: Please provide a breakdown of what this funding will be used for including details of teachers/others staff.		Project Leader – £88 372 8.0 FTE AC Teachers - £369 589 This will available to schools to: <ul style="list-style-type: none"> • Release staff for professional learning opportunities and dialogue across schools. • Improve the quality of Learning and Teaching • Targeted interventions for pupils living in SIMD 1&2 • Develop a cycle of interventions to ensure the needs of young people are more appropriately met • CAR development within schools to evidence improved practice and impact • Focus on raising attainment and reducing inequity Specific staff will be employed to schools to develop more effective Learning and	

	Teaching and share good practice, while allowing Schools the flexibility to use staff effectively to meet their establishment's individual context. This is a refinement of last year's model to meet the needs of each school's context. This flexible model of staffing has proven successful as part of the SIPP.
--	--

Please provide information on the proposed impact of this workstream in 2017/18 and how that will be measured.

Expected impact:

Project Leader:

- Progression of authority SAC plan, working towards the vision of developing practice which is effective and sustainable in order to close the attainment gap
- Taking steps towards transforming leadership, workforce expertise, parental engagement and meeting learning needs
- Stronger relationships between schools, partners (Barnardo's), Community Learning and Development, libraries and other council services
- Evaluation of effectiveness of interventions
- Reporting on successes and supporting the "upscaling" of these
- Through working closely with Attainment Advisor, keeping up-to-date with national guidance, liaising with other local authorities, sharing ideas and practice as appropriate

We will continue to develop this as a sustainable model for improvement. This will focus on building capacity of staff through:

- a. Improved cooperation and partnership working with staff across all schools
- b. Increased implementation of effective interventions to meet the needs of young people
- c. Improved adaptive collaborative planning between teachers to meet the needs of young people
- d. Improved skills and knowledge of teachers to plan and deliver evidence based interventions
- e. Increased teacher confidence in the use of Teacher's Professional Judgement
- f. Increased range and quality of Professional Learning opportunities
- g. Improved quality of Learning and Teaching in classes
- h. Increased application of effective approaches to tracking pupil progress

Measures:

- a. Evidence from SIP's, departmental minutes, Coaching & Modelling Officers feedback
- b. Tracking data and pupil attainment
- c. Feedback from staff
- d. Feedback from teachers, head teachers, questionnaires, confidence scales, school self-evaluation, CAR projects/evidence
- e. Feedback from teachers, head teachers, questionnaires, confidence scales, school self-evaluation, moderation activities, CAR
- f. Attendance at professional learning sessions, observations of practice, post-training evaluations
- g. Class observations, school self-evaluation, pupil and staff feedback
- h. Departmental meeting minutes, number of pupil progress focused meetings,

Please give details of the plans you have in place to deliver this workstream.

- Project leader will continue to manage and lead the project, working closely with schools, Educational Psychology Service, Community Learning and Development, Barnardo's and all other relevant council services
- Project leader will attend national or inter-authority events related to the work of the Scottish Attainment Challenge
- Project leader will liaise with Attainment Advisor, working together to take forward the aims of the SAC
- Project leader will report to the Head of Service and the Reference Group and manage secondary project staff
- Project leader will provide professional learning opportunities for colleagues involved in the Scottish Attainment Challenge
- Project leader will continue to facilitate regular meetings of the Attainment Challenge Implementation Group (Secondary) to monitor progress towards the aims of the SAC
- Additional staffing will be available to schools to support staff in professional learning opportunities and dialogue across Inverclyde. It will enable the development of greater support for young people, improve the quality of learning and teaching with targeted interventions for pupils living in SIMD 1&2.
- It will assist the development of cycle of interventions to ensure the needs of young people are met linked to Collaborative Action Research to ensure that schools use to empirical evidence develop practice and improve impact.
- In addition specific staff will be employed to schools to develop effective practice and ensure that schools have the flexibility to use staff effectively to meet their establishment's context. This flexible model of staffing has proven successful as part of the SIPP.

Summary of Proposals for New Interventions 2017/18

Proposed intervention	Costs	Primary/Secondary
2 FTE Educational Psychologists	Training costs – £2,500 Staffing costs – £107 996	S
CMO enhancement	6 CMOs becoming PTs - £38,412	P & S
Breakfast clubs/weekend/residential learning sessions	Residential costs - £60,000 Breakfast clubs - £18,000	S
1 FTE Digital Literacy Officer	£52,590	P&S
1 FTE Admin Officer	Term time - £27,886	S
Leadership Academy/Outdoor Learning - Lomond View	£15,000	S
1 FTE Speech and Language Therapist	£39,384	P
3.0 FTE Nurture teachers	£138,597	P
1.0 FTE Barriers to Learning CMO	£52,950	P & S
3.0 FTE Family Support Workers	2 FSWs for Primary - £37 214 1 FSW for Secondary - £33 528	P & S
TOTAL COST	£624 057	P & S

Proposal for New Intervention 2017/18

<p>Main Focus: An outline of the rationale for your proposal.</p>	<p>As part of our work in the Scottish Attainment Challenge, we would like to appoint 2 x FTE Educational Psychologist(s) posts. The proposal for the dedicated EP time is to focus on:</p> <ul style="list-style-type: none"> • Working with the Attainment Challenge Researcher to develop an overall framework for gathering evidence of impact in teaching and learning and health and wellbeing. • Analysis and reporting of results to Project Leader. • Work with the Secondary AC Project Leader to develop and deliver specific training materials to support schools in embedding evidence based learning and teaching pedagogies. • Work with all secondary schools to implement and evaluate secondary nurture project. • Agree plans for implementation across remaining secondary schools. • Develop and deliver a 'Time to Talk' service for secondary pupils using a counselling approach. • Work with Secondary AC Project Leader to develop and implement plans for training and support for Craigmarloch and Lomond View Academy.
<p>Proposal/Plan: Key information about the proposal including evidence base and rationale.</p>	<p>To support the implementation and sustainability of interventions for secondary attainment challenge schools through the following work strands:</p> <ul style="list-style-type: none"> • Develop and deliver training in evidence based approaches within learning and teaching and support schools in gathering evidence of impact. • Support the implementation of secondary based nurture and agree plans for implementation across secondary schools • Develop and deliver a 'Time to Talk' service for secondary schools and gather evidence of impact. • Provide support for implementation of training and intervention plans in

	<p>therapeutic approaches in Lomond View Academy and Craigmarloch Secondary schools.</p> <p>To support this work it is proposed that 2 x FTE Educational Psychologist(s) posts are incorporated within the Inverclyde Secondary Attainment Challenge Project Team.</p> <p>The dedicated EP time would focus on working collaboratively with Secondary AC Team and staff across secondary attainment challenge schools to build capacity of staff in schools and to gather and use evidence more effectively towards improving educational outcomes.</p>
<p>Costs: a breakdown of funding required for 2017/18.</p>	<p>Training costs – £2 500 Staffing costs – £107 996</p>
<p>Outcomes, impact and measurement: The desired outcomes for pupils and how progress towards these will be measured over time.</p>	<p>The desired outcomes for pupils as a result of the dedicated EP time would be to contribute as part of the Secondary Attainment Challenge Project Team in meeting the learning needs of all pupils in the attainment challenge secondary schools.</p> <p>This would be achieved through the professional development of staff in evidence based teaching and learning pedagogies, secondary nurture approaches, and ‘Time to Talk’ service.</p> <p>Progress would be measured through feedback from professional learning sessions, Collaborative Action Research (CAR) summaries of classroom and school based research, action research from ‘Time to Talk’ service.</p> <p>The dedicated EP time will be focussed on capacity building of Secondary AC team and staff in schools. The development of Collaborative Action Research (CAR) skills in staff will ensure that further research can be designed and developed without the need for ‘expert’ help.</p>
<p>Communication: How the authority will engage pupils, parents, schools and the community.</p>	<p>Pupils in schools will be closely involved in developments within classes and their views will be gathered as teaching and learning approaches are made more explicit.</p> <p>Progress will be shared and celebrated with parents and carers.</p>

<p>Sustainability: How the proposed work will be sustainable.</p>	<p>The partnership working between schools and Educational Psychological Services, through the work of the Attainment Challenge team in Inverclyde, continues to develop with positive impact. EP staff have had significant involvement in the Attainment Challenge primary programme in Inverclyde. They have provided high quality professional learning opportunities and support across primary schools, with a focus on improving pedagogy to improve outcomes for young people living in SIMD 1&2. Inverclyde has utilised the skills of their research assistant, funded through Attainment Fund Scotland, to measure the impact of this work to date.</p>
<p>Risk Assessment/Delivery Plan: consideration should be given as to the feasibility of delivery.</p>	<p>This request is based upon an evidence based approach, led by a team of skilled EPs. The local research planned in this workstream will help to inform practice and build capacity across schools. There is scope to share this research nationally to help inform Interventions for Equity and the Scottish EEF Toolkit. This work will also be shared on the National Improvement Hub. Clear planned outcomes and impact measures are in place for this workstream and proposal.</p> <p>Additional EP staffing will enable the pace and reach of this workstream, contributing to our core aims of improving literacy, numeracy and health and wellbeing to reduce the poverty related attainment gap.</p>



Proposal for New Intervention 2017/18

<p>Main Focus: An outline of the rationale for your proposal.</p>	<p>To further support our implementation of targeted interventions to reduce inequity, we would like to develop our small team of Coaching and Modelling officer across the primary and secondary programmes as leaders of learning. Their focus will be directed to the explicit identification, planning and monitoring & tracking of targeted interventions for identified young people, as well as providing on-going coaching sessions and professional learning programmes.</p>
<p>Proposal/Plan: Key information about the proposal including evidence base and rationale.</p>	<p>The proposal outlines the increase in leadership, responsibility and associated salary costs of Coaching and Modelling Officers, each with a focus on either literacy, numeracy or HWB. Presently these staff hold unpromoted posts but have demonstrated the necessary professional skills and attributes to lead this successful approach. Initially, our CMOs were supporting staff in 6 schools, now they provide coaching and modelling support to 12 schools, and deliver professional learning opportunities for staff in all schools across Inverclyde. The role has developed considerably over the past year, as we have extended the pace and reach of this intervention. They will each lead targeted interventions, collation and use of data to demonstrate improvements, and to plan future interventions.</p> <p>The identified teachers will have a forensic focus on attainment in literacy, numeracy and HWB, with a specific focus on target cohorts of children and young people. They will be identified through:</p> <ul style="list-style-type: none"> • SIMD • attendance • attainment <p>A range of targeted interventions will be identified to meet the needs of young people. A key element of this role will be the liaison with a range of partners and agencies, such as Educational Psychologists, CLD, Duke of Edinburgh, Barnardo's etc to ensure the needs of children and young people are planned for and met.</p>
<p>Costs: a breakdown of funding required for 2017/18.</p>	<p>£38 412 - 6 basic teacher salaries to Principal Teacher Point 2</p>
<p>Outcomes, impact and measurement:</p>	<p>Through these targeted interventions we aim to :</p>

The desired outcomes for pupils and how progress towards these will be measured over time.

- Improve attendance and timekeeping
- Increased engagement of young people in their learning
- Improve attainment in literacy and numeracy
- Increase positive relationships between families and schools and partners.

Rigorous monitoring and tracking will be developed to ensure robust and reliable approaches are embedded across primary and secondary schools to track the progress of all learners through BGE. These approaches will be developed collaboratively between schools and the primary and secondary programmes, ensuring continuity, shared understanding of progress, improved data literacy and a commonality with existing use and interrogation of data in senior phase.

We plan to continue to utilise the Attainment Challenge Researcher and our Attainment Advisor to develop approaches to gathering evidence of impact. In addition, we will analyse and share our research to inform local and national practice, as well as future targeted interventions at a local level. We will engage in Collaborative Action Research, supported by our EP team, Researcher and Attainment Advisor.

We will measure:

- increased attendance and improvements in timekeeping
- engagement in learning
- improvements in attainment in literacy and numeracy
- increased positive relationships

Communication: How the authority will engage pupils, parents, schools and the community.

We will gather feedback from young people, parents and school staff.

Sustainability: How the proposed work will be sustainable.

All teachers in this role will work collaboratively to design and implement targeted interventions, making use of evidenced based approaches, research and Interventions for Equity. They will also share effective practice across the local authority and wider, through the National Improvement Hub and Scottish Attainment Challenge Yammer group.

	<p>Through this approach, we will be able to capitalise on opportunities to build capacity and sustainability of leadership across all secondary schools in Inverclyde. Teachers identified for these roles will be expected to complete the Inverclyde Leadership Professional Learning programme, and will have the support of the primary and secondary project leads, who are skilled and experienced senior officers.</p> <p>All staff will contribute to a programme of planned professional learning opportunities in learning, teaching and assessment for colleagues across both programmes.</p>
<p>Risk Assessment/Delivery Plan: consideration should be given as to the feasibility of delivery.</p>	<p>Through using the existing unpromoted staff who form the CMO team, we will avoid the challenge of additional recruitment.</p>



Proposal for New Intervention 2017/18

<p>Main Focus: An outline of the rationale for your proposal.</p>	<p>To extend the reach of our Scottish Attainment Challenge work in the secondary programme, we would like to establish and facilitate opportunities to target identified</p>
--	---

	<p>young people to engage in bespoke pre-school day and weekend learning opportunities.</p>
<p>Proposal/Plan: Key information about the proposal including evidence base and rationale.</p>	<p>Within this proposal, there are two aspects to our planned approach.</p> <p>Pre-school day learning opportunities will provide a structured approach to engaging our most vulnerable young people in the school day through the provision of:</p> <ul style="list-style-type: none"> • a nutritional breakfast • food education • quality physical activity • self-selected learning opportunities literacy, numeracy and Health and Wellbeing <p>Weekend learning opportunities will provide planned opportunities for target groups to engage in bespoke learning and teaching experiences in literacy, numeracy and HWB, and where necessary, residential with door to door transport.</p> <p>All young people who would benefit from this targeted intervention would be identified through:</p> <ul style="list-style-type: none"> • SIMD • attendance • attainment • holistic data on family circumstance <p>Through these targeted interventions we aim to :</p> <ul style="list-style-type: none"> • Improve attendance and timekeeping • Increased engagement of young people in their learning • Increased attainment in literacy and numeracy • Improve HWB of young people through healthier eating, access to food education and targeted physical activity • Increase in positive relationships between families and schools and partners.
<p>Costs: a breakdown of funding required</p>	<p>Residential costs £60 000</p>

for 2017/18.	Breakfast clubs £18 000
<p>Outcomes, impact and measurement: The desired outcomes for pupils and how progress towards these will be measured over time.</p>	<p>We will utilise the Attainment Challenge Researcher and our Attainment Advisor to develop approaches to gathering evidence of impact. In addition, we will analyse and report our results to inform local and national practice, as well as inform future targeted interventions.</p> <p>We will measure:</p> <ul style="list-style-type: none"> • increased attendance and improvements in timekeeping • engagement in learning • improvements in attainment in literacy and numeracy • improvements in HWB • increased positive relationships • numbers of young people regularly attending and participating in targeted learning opportunities <p>We will gather feedback from young people, parents and school staff. Pre and post questionnaires.</p> <p>We will gather pre and post observations from parents and staff.</p>
<p>Communication: How the authority will engage pupils, parents, schools and the community.</p>	<p>Pupils in schools will be closely involved in the development of learning opportunities and their views will be gathered to ensure their needs are being met. We will also gather the views of parents/carers and staff.</p>
<p>Sustainability: How the proposed work will be sustainable.</p>	<p>To support this work, it is proposed we utilise the skills of existing unpromoted staff to negate the challenge of additional recruitment and the necessary time to build positive relationships with the target groups. This will, in turn, allow us to develop leadership capacity through additional leadership opportunities across the local authority, thereby ensuring sustainability of quality learning and teaching experiences, as well as retention of staff.</p>
<p>Risk Assessment/Delivery Plan: consideration should be given as to the</p>	<p>This proposal is based on the use of existing unpromoted staff currently in post and suitable for the challenge of a leadership opportunity, focused on improving outcomes</p>

feasibility of delivery.	for young people.
--------------------------	-------------------



Proposal for New Intervention 2017/18

<p>Main Focus: An outline of the rationale for your proposal.</p>	<p>Proposed change request from our current allocation of 4.5FTE basic teachers in the Primary Project.</p> <p>As part of our work in the Scottish Attainment Challenge, we would like to employ a Digital Literacy Officer. This role will focus on the development and implementation of our local Digital Literacy Strategy, based on Enhancing Learning and Teaching</p>
--	--

	<p>Through the Use of Digital Technology – A Digital Learning and Teaching Strategy for Scotland. This would support specific work around the use of digital technologies to raise attainment in literacy and numeracy across the curriculum, ensuring that every child has the same opportunity to succeed, with a particular focus on closing the poverty-related attainment gap.</p>
<p>Proposal/Plan: Key information about the proposal including evidence base and rationale.</p>	<p>Our proposal is based on Enhancing Learning and Teaching Through the Use of Digital Technology – A Digital Learning and Teaching Strategy for Scotland, and associated consultation and research.</p> <p>The Digital Literacy Officer will be responsible for the development and refinement of a coaching strategy for school staff to effectively deliver quality learning opportunities that make effective use of digital technologies. The Digital Literacy Officer will provide support for teachers to develop skills and confidence to make effective use of digital technologies in all areas of the curriculum. An aspect of this role will focus on providing support for all school staff to deliver new Standardised Assessments efficiently and consistently, to support overall learning, teaching and assessment. The Digital Literacy Officer will lead local authority engagement and use of revised technologies experiences and outcomes and Benchmarks. This role will also include the organisation of bespoke professional learning events and training sessions, based on an audit of need. Their work will be developed through research and evidenced based approaches, and where possible linked to Interventions for Equity. They will also share effective practice across the local authority and wider, through the National Improvement Hub and Scottish Attainment Challenge Yammer group. A key element of this role will also include signposting all staff to the latest national guidance and resources available on the National Improvement Hub.</p>
<p>Costs: a breakdown of funding required for 2017/18.</p>	<p>£52 590</p>
<p>Outcomes, impact and measurement: The desired outcomes for pupils and how progress towards these will be measured over time.</p>	<p>Expected outcomes:</p> <ol style="list-style-type: none"> 1. Increased skills and confidence of teachers in the appropriate and effective use of digital technology to support learning and teaching. 2. Increased use of digital technology in all areas of curriculum. 3. Improved access to digital technology for all learners.

	<ol style="list-style-type: none"> 4. Increased professional learning opportunities for all staff at all stages to equip them with the skills and confidence to utilise technology appropriately and effectively, in line with the GTCS Standards for Career Long Professional Learning. 5. Increased use of technologies experiences and outcomes and Benchmarks. 6. Increased confidence in the use of technologies experiences and outcomes and Benchmarks to support planning for learning, teaching and assessment. 7. Increased engagement with relevant research to identify effective approaches to the use of digital technology in education. <p>Impact measures:</p> <ol style="list-style-type: none"> 1-2. Feedback from teachers, questionnaires, observations, self-evaluation. 3. Feedback from staff, pupils, parents/carers. 4. Numbers of professional Learning sessions, PRD, feedback from teachers, questionnaires. 5-6. Observations, school self-evaluation, feedback, confidence questionnaires. 7. Feedback, changes of practice/approaches used.
<p>Communication: How the authority will engage pupils, parents, schools and the community.</p>	<p>Pupils in schools will be closely involved in the development of learning opportunities and their views will be gathered to ensure their needs are being met. Where appropriate, this work will be upscaled and will include partnership working with our other Scottish Attainment Challenge partners to include families and communities.</p>
<p>Sustainability: How the proposed work will be sustainable.</p>	<p>The Digital Literacy Officer will work collaboratively with schools to engage them in the Digital Learning Strategy to improve the use of digital technologies in learning, teaching and assessment.</p> <p>Through this approach, we would plan to capitalise on opportunities to build capacity and sustainability in schools. The teacher appointed to this role will be highly skilled in Digital Technologies, and will work as part of a successful central team of coaching and modelling officers to ensure cohesion with overarching aims of the programme.</p> <p>As staff become more skilled in confident in the use of digital technologies, we would plan for identified key personnel to contribute to a programme of professional learning</p>

	opportunities to build capacity and sustainability, as well as leadership of learning opportunities.
Risk Assessment/Delivery Plan: consideration should be given as to the feasibility of delivery.	This proposal requires only one member of staff and one backfill. It is based upon the current Coaching and Modelling Officer model, which has been very successful to date.



Proposal for New Intervention 2017/18

Main Focus: An outline of the rationale for your proposal.	To support the secondary programme, we require a dedicated 1.0 FTE Administration Officer.
---	--

<p>Proposal/Plan: Key information about the proposal including evidence base and rationale.</p>	<p>The Administration Officer will be responsible for the day-to-day general administration of the programme, assisting the Project Lead and supporting the staff team. By undertaking all administrative work, this will allow the Project Lead and all other members of the team to focus on supporting schools to raise attainment and reduce the poverty related attainment gap.</p>
<p>Costs: a breakdown of funding required for 2017/18.</p>	<p>£27 886</p>
<p>Outcomes, impact and measurement: The desired outcomes for pupils and how progress towards these will be measured over time.</p>	<p>The Administration Officer will:</p> <ul style="list-style-type: none"> • Provide all general admin support to the project lead • Process all orders and invoices • Liaise with Project Lead and Finance Officer to ensure careful monitoring of budgets • Co-ordinate all meetings and related paperwork, as per the governance structure detailed in the strategic plan • Maintain accurate records • Responsible for the day to day clerical tasks
<p>Communication: How the authority will engage pupils, parents, schools and the community.</p>	<p>This role does not require communication with stakeholders.</p>
<p>Sustainability: How the proposed work will be sustainable.</p>	<p>This role will not be required beyond the life of the programme.</p>
<p>Risk Assessment/Delivery Plan: consideration should be given as to the feasibility of delivery.</p>	<p>We do not anticipate recruitment challenges with this role. There is a skilled and experienced administration officer in the primary programme who can provide support and assistance to the new member of admin staff.</p>

--	--



Proposal for New Intervention 2017/18

Main Focus: An outline of the rationale for your proposal.	Lomond View Academy is a school for young people with a range of complex needs including social, emotional and behavioural needs. They also experience further
---	--

	<p>adversity such as poverty, being looked after and family disruptions and life events that have caused trauma. These young people are with us because they have had significant challenges in maintaining a placement within a mainstream school.</p> <p>It is therefore vital that staff members are equipped to deliver a creative flexible and engaging curriculum.</p> <p>This proposal aims to improve the attainment of young people within Lomond View Academy through:</p> <ul style="list-style-type: none"> • The establishment of a Leadership Academy. The focus of this would be to develop the knowledge and skills of young people with regard to team work, skills for learning, skills for life, skills for work and enterprise skills. • The Leadership Academy would be an outcome from the work undertaken with Tree of Knowledge and would focus on the development of leadership and employability skills and would contribute to sustained positive destinations. <p>The development of outdoor learning opportunities. This would focus on developing skills in young people to allow them to undertake experiential learning. This would ensure that young people take forward key aspects of learning outwith the classroom to real life contexts. These aspects of learning would form an integral part of the BGE along with formal qualifications for young people in the Senior Phase.</p>
<p>Proposal/Plan: Key information about the proposal including evidence base and rationale.</p>	<p>The proposal for the establishment of a Leadership Academy would involve :</p> <ul style="list-style-type: none"> • Input from Tree of Knowledge on 4 x half-day engagement activities between April 2017 - June 2017. This would focus on pupils in the senior phase and would involve gathering information and working with all staff. This would allow staff to take part in a collaborative planning exercise which will inform the bespoke Leadership Academy programme. It is envisaged that this would include a residential outdoor experience for young people and staff.

	<p>Tree of Knowledge have successfully undertaken the ‘Rising Stars’ programme in Fife and Aberdeen in a range of schools. It is this programme that will be adapted to meet the needs of young people within Lomond View Academy.</p> <p>The outdoor learning programme will work in partnership with the establishment of a Leadership Academy and would involve:</p> <ul style="list-style-type: none"> • Providing new opportunities to undertake learning in a range of contexts and situations both in the school grounds and the wider community. This would allow young people to connect with the natural world, their built heritage, culture and society. It will ensure that young people develop the skills of enquiry, critical thinking and reflection within a variety of real life contexts. Additionally, this approach encourages staff and young people to see each other in a different light building positive relationships and improving self-awareness and understanding of others. (Curriculum for Excellence through Outdoor Learning, Learning and Teaching Scotland 2010).
<p>Costs: a breakdown of funding required for 2017/18.</p>	<p>Tree of Knowledge</p> <ul style="list-style-type: none"> • 4 x half-day sessions + collaborative planning (Apr-June 2017) • Delivery of programme (August/Sept 2017) • Residential (Sept/Oct 2017) <p>Costs £10,000</p> <p>Outdoor Learning</p> <ul style="list-style-type: none"> • Equipment to include: cooking shelters and equipment, clothing, waterproof resources, outdoor storage.

	Costs £5,000
<p>Outcomes, impact and measurement: The desired outcomes for pupils and how progress towards these will be measured over time.</p>	<p>Progress would be measured through the BGE, teacher judgement, on-going formative assessment and tracking and monitoring. An audit of outdoor learning would be undertaken to provide a baseline measure. This will be followed up by a post-audit following the delivery of the outdoor learning curriculum. Along with this the pre and post measures of qualifications gained would provide evidence of improved attainment in the senior phase.</p>
<p>Communication: How the authority will engage pupils, parents, schools and the community.</p>	<p>Young people would be directly involved in the leadership academy and the outdoor learning curriculum.</p> <p>Newsletter updating progress to parents and carers.</p> <p>Presentation to parent group.</p> <p>Celebrating success for young people with the community.</p> <p>Display in school.</p>
<p>Sustainability: How the proposed work will be sustainable.</p>	<p>The proposal involves the capacity building of all staff in LVA. This will ensure staff will have the knowledge and skills to deliver the leadership programme and outdoor learning curriculum in subsequent years. Tree of knowledge will assist staff to build a range of skills to support young people who face adversity to recognise their strengths, dreams and aspirations to move into and sustain positive destinations.</p>
<p>Risk Assessment/Delivery Plan: consideration should be given as to the feasibility of delivery.</p>	<p>Tree of Knowledge are experienced in the delivery of the Rising Stars programme and have been able to measure successful outcomes.</p> <p>Lomond View Academy staff are experienced in working with young people with a range of complex needs and will make best use of any skill development</p>

	<p>opportunities.</p> <p>The collaborative planning process allows us to develop a bespoke programme to meet the changing needs within Lomond View Academy.</p> <p>Outdoor learning and the Leadership Academy will form part of Lomond view Academy Improvement Plan and as such will be tracked, monitored and reviewed throughout the year.</p>
--	--



Proposal for New Intervention 2017/18

<p>Main Focus: An outline of the rationale for your proposal.</p>	<p>An application for an additional speech and language therapy post will help education staff to acquire knowledge and skills in order to develop the early language skills that can make a lasting difference to attainment for our children.</p>
--	---

	<p>The ability to communicate is a crucial foundation stone in a child’s learning and social development and for their overall wellbeing. The skills involved in understanding and being understood, expressing needs and ideas and interacting with others support children to develop literacy, make friendships, understand and express emotions and participate within the wider communities. Research suggests that robust communication, language and literacy at a young age have the highest correlation with positive educational outcomes. (Ready to Read 2015)</p> <p>Where children enter school with inadequately developed speech, language and communication skills they are more likely to continue to have difficulty accessing learning opportunities.</p>
<p>Proposal/Plan: Key information about the proposal including evidence base and rationale.</p>	<p>The SLT would provide training and support to education staff in their work towards improving attainment in schools, particularly in the area of literacy. A programme of training and support would be delivered to Nurture and Primary 1 and 2 teachers in the attainment challenge schools, which will act as a test of change for roll out to other mainstream schools once the needs have been established, and the programme developed.</p> <p>Training would include information on the development of language and communication skills and the use of evidence based strategies to enhance and support this development</p>
<p>Costs: a breakdown of funding required for 2017/18.</p>	<p>Band 6 Speech and Language Therapist (£39 384 including supervision and CPD provision by SLT service)</p>
<p>Outcomes, impact and measurement: The desired outcomes for pupils and how progress towards these will be measured over time.</p>	<ol style="list-style-type: none"> 1. Improved school staff knowledge and awareness of speech, language and communication development 2. Increased understanding of the impact and importance of SLC in academic achievement. 3. Increased use of supportive strategies within setting 4. Increased confidence in supporting parents and families with speech language and communication development 5. Timely access to SCS (speech and language therapy) via agreed pathway for those who require support

<p>Communication: How the authority will engage pupils, parents, schools and the community.</p>	<p>SLT time will be used to devise, develop and demonstrate techniques to ensure that children who do not easily communicate using speech or language, can be included in the project work in schools and can give feedback and express their opinions.</p> <p>Parents and staff will be consulted about progress.</p>
<p>Sustainability: How the proposed work will be sustainable.</p>	<p>SLT interventions and training will enable teachers and support staff to understand the impact of pupils. SLCN will ensure that this effect continues once funding ceases.</p> <p>The dedicated SLT time will be focussed on capacity building of staff in schools.</p>
<p>Risk Assessment/Delivery Plan: consideration should be given as to the feasibility of delivery.</p>	<ol style="list-style-type: none"> 1. The local SLT manager is unlikely to have difficulty recruiting to this post and it is anticipated that we would be able to fill this by the end of the summer holidays, if not before. 2. Plans for the use of dedicated SLT time as part of the Attainment Challenge in Inverclyde are robust. This post would be used to project plan and to support the experienced local team who have knowledge of the demographics and issues surrounding this work in Inverclyde. The delivery plan for this role would be agreed with the Project Leader and would include detailed outcomes which would be measured and reported throughout the project.



Proposal for New Intervention 2017/18

<p>Main Focus: An outline of the rationale for your proposal.</p>	<p>3.0 FTE Nurture teachers</p>
--	---------------------------------

<p>Proposal/Plan: Key information about the proposal including evidence base and rationale.</p>	<p>This new proposal is being submitted in order to extend the Scottish Attainment Challenge in Inverclyde, building upon what we have already found is having a positive impact on our most disadvantaged children. This session, we would like to extend our nurture teacher interventions to 3 more focus schools. Initial evaluations of the impact of our Nurture teachers have been very positive and our new proposal would allow us to build on this progress.</p>
<p>Costs: a breakdown of funding required for 2017/18.</p>	<p>£138 597</p>
<p>Outcomes, impact and measurement: The desired outcomes for pupils and how progress towards these will be measured over time.</p>	<p>Expected outcomes:</p> <ul style="list-style-type: none"> • Increased number of identified children attend Nurture support groups • Increase in number of focus schools implementing whole school nurturing approaches • Increase in number of schools implementing Nurture Support and Development Resource • Increased attainment in Health and Wellbeing • Increased attainment in literacy and numeracy • Improved attendance of children in targeted schools. • Improved wellbeing in children in targeted schools. • Improved relationships between children and teachers in targeted schools. • Increase in self-regulation of targeted children from targeted schools. • Improved peer relationships in 9 targeted schools. • Increase in targeted children’s emotional self-awareness. • Increased self-esteem amongst children in targeted schools. • Increased skill of Nurture teachers enabling them to drive change in their schools and promote the use of Nurture principles at a whole school level. <p>Impact measures:</p> <ul style="list-style-type: none"> • Exclusion figures

	<ul style="list-style-type: none"> • Attendance figures • Feedback from parents • Feedback from school staff • Feedback from children • Boxall profiles • Parental attendance at Nurture Group events, drop ins etc. • Attendance at professional learning opportunities related to Nurture • Progression of Action Plans • Current attendance figures compared with figures from previous years. • Boxall before and after intervention. • Questionnaires for staff and pupils – ongoing measures (e.g. pupil focus groups, Readiness Checklist, staff questionnaires, observation data, self-evaluation exercise).
<p>Communication: How the authority will engage pupils, parents, schools and the community.</p>	<p>We will continue to work with pupils, parents and the local community in promoting the aims of the Scottish Attainment Challenge. In Years 1 and 2 of the Primary Attainment Challenge, there were presentations to school staff, parents and local community groups, as well as several media articles. Pupil Voice groups were also included in discussions about the project. This will continue through our joint Secondary and Primary projects.</p> <p>Opportunities for families or parents/carers offered by our Community Learning and Development Workers are advertised in schools, Early Years establishments, online communities etc.</p> <p>Pupils in schools will be closely involved in developments within classes and their views will be gathered as teaching and learning approaches are made more explicit. Progress will be shared and celebrated with pupils and new targets agreed. Parents and carers will be involved in family learning sessions within school focussed on new</p>

	teaching and learning approaches. Progress will be shared and celebrated.
Sustainability: How the proposed work will be sustainable.	We continue to focus on upskilling staff, through our coaching and modelling and development of whole school nurturing approaches. As stated in our original Strategic Plan, “The aspirational local vision is to develop practice which is both effective and sustainable.” Our joint proposal continues to work towards this vision.
Risk Assessment/Delivery Plan: consideration should be given as to the feasibility of delivery.	There is a risk of not being able to recruit (or backfill) all the teaching posts. However, recruitment should be easier this year as we have already started to interview for a range of posts within Inverclyde.



Proposal for New Intervention 2017/18

Main Focus: An outline of the rationale for your proposal.	We would like to redirect part of the funding from 4.5fte basic class teachers allocation in the Primary Project to employ a Barriers to Learning Coaching and Modelling Officer.
---	---

<p>Proposal/Plan: Key information about the proposal including evidence base and rationale.</p>	<p>The Barriers to learning Coaching and Modelling Officer will work across the primary and secondary programmes to support school staff to:</p> <ul style="list-style-type: none"> • Effectively implement approaches to Positive Relationships Positive Behaviour • Ensure positive learning environments • Provide bespoke support for teachers to identify and meet the needs of individual children and young people. • Support and enhance the planning of transfer of pupils across transitions • Provide key support to schools to effectively monitor and improve attendance, behaviour and progress through the identification and implementation of targeted interventions
<p>Costs: a breakdown of funding required for 2017/18.</p>	<p>£52 590</p>
<p>Outcomes, impact and measurement: The desired outcomes for pupils and how progress towards these will be measured over time.</p>	<p>Expected outcomes:</p> <ul style="list-style-type: none"> • Improved access to the curriculum • Increased staff knowledge and skills in strategies and approaches to meet the needs of children and young people • Improved attendance and exclusion rates • Improved planning and support for transitions <p>Impact measures:</p> <ul style="list-style-type: none"> • Attendance in classes, feedback from teachers and pupils • Feedback from staff, number of interventions implemented • Attendance and exclusion rates • Feedback from pupils, families and staff, comparisons pre and post intervention
<p>Communication: How the authority will engage pupils, parents, schools and the community.</p>	<p>We will gather feedback from young people, parents and school staff.</p>
<p>Sustainability: How the proposed work will be sustainable.</p>	<p>This post will enhance the current offer of the existing Coaching and Modelling Officer team. In line with the vision for this team, the barriers to learning CMO will build capacity in staff and schools across the local authority, their work focused on improving outcomes for children and young people, and reducing the poverty related</p>

	attainment gap.
Risk Assessment/Delivery Plan: consideration should be given as to the feasibility of delivery.	These posts will rely on recruitment of teachers and backfill. However, Inverclyde Council has already begun the staffing exercise for session 2017-18 and if this proposal is successful, the staffing needs will be filtered in to the overall requirements of the authority.



Proposal for New Intervention 2017/18

Main Focus: An outline of the rationale for your proposal.	3.0 FTE Family Support Workers
---	--------------------------------

<p>Proposal/Plan: Key information about the proposal including evidence base and rationale.</p>	<p>Providing additional staffing for our 3 new focus schools as our original bid stated that “resources will shift to the next phase schools as practice becomes embedded”. At this stage of our project, changes in practice are not sufficiently embedded. Initial evaluations of the impact of our Family Support Workers in relation to raising attainment and reducing the poverty related attainment gap have been very positive and our new proposal will allow us to build on this progress and increase the reach and pace of our work. The Families and Communities workstream is progressing well, through our partnership with Barnardo’s and working more closely with our Community Learning and Development service and library service. The 3 additional focus schools will benefit from one shared Family Support Worker, with an additional Family Support Worker providing bespoke packages of support for families in other schools across the authority and the third Family Support Worker extending the reach of our support for families within our secondary school communities.</p>
<p>Costs: a breakdown of funding required for 2017/18.</p>	<p>2 FTE for Primary - £37 214 1 FTE for Secondary - £33 528</p>
<p>Outcomes, impact and measurement: The desired outcomes for pupils and how progress towards these will be measured over time.</p>	<p>Expected outcomes:</p> <ul style="list-style-type: none"> • Increased parental engagement with their child’s learning • Increased parental social capital to improve their own attainment and reduce inequity • Increased parental engagement in existing community opportunities and parental groups to support children and families • Increased parental capacity, enabling parents to take an active role in raising attainment of their children • Improved relationships between schools, families and communities • Increased adult literacy skills, financial inclusion and more adults feeling ready to look for employment • Increase in positive child – parent/carer relationships. • Increase in positive relationships between families and schools, partners and CLD. • Increased engagement of children in their learning. • Increase in parental understanding and confidence of how to establish positive

	<p>learning activities at home.</p> <ul style="list-style-type: none"> • Barriers to parental engagement are better understood by Attainment Challenge team and efforts are taken to reduce them as much as possible. • Increase in family learning programmes. <p>Impact measures:</p> <ul style="list-style-type: none"> • Feedback from children, parents and school staff. Pre and post questionnaires. • Pre and post observations from parents and staff. • Parental feedback. • Numbers of family learning programmes and families involved compared with numbers from before Attainment Challenge involvement.
<p>Communication: How the authority will engage pupils, parents, schools and the community.</p>	<p>We will continue to work with pupils, parents and the local community in promoting our partnership with Barnardo’s and highlighting the supports available for families. In Years 1 and 2, there were presentations to school staff, parents and local community groups, as well as several media articles. Pupil Voice groups were also included in discussions about the project. This would continue in Year 2.</p> <p>Opportunities for families or parents/carers offered by our Family Support Workers would be advertised in schools, Early Years establishments, online communities etc.</p> <p>Feedback from parents/carers, school staff and children.</p>
<p>Sustainability: How the proposed work will be sustainable.</p>	<p>This proposal is built upon an existing successful model that has been shared at national learning events. We intend to continue to build capacity of staff and families through our unique partnership working, with a clear focus on reducing the poverty related attainment gap.</p>
<p>Risk Assessment/Delivery Plan: consideration should be given as to the feasibility of delivery.</p>	<p>Our third sector partner, Barnardo’s, has successfully recruited all Family Support Workers to date and do not anticipate any challenges with this additional recruitment.</p>

T: [REDACTED]
[REDACTED]@gov.scot



Wilma Bain
Director of Education
Inverclyde Council

Sent by email

30 June 2017

Dear Ms Bain

OFFER OF GRANT FOR SCOTTISH ATTAINMENT CHALLENGE – CHALLENGE AUTHORITIES PROGRAMME 2017/18

The Scottish Ministers, in exercise of their powers under the Section 42 (1) of the Standards in Scotland's Schools Act 2000 and in recognition of the duty in section 3A of the Standards in Scotland's Schools etc. Act 2000, hereby offer to give Inverclyde Council ("the Grantee") a grant of up to **£3,100,200 STERLING** payable over the financial year 2017-18 in connection with the Challenge Authorities Programme. This is more particularly described in Part 1 of **Schedule 1** ("the Programme"), and is subject to the following terms and conditions.

1. Definitions and Interpretation

1.1 In these Conditions, the words and expressions set out in **Schedule 4** shall have the meanings ascribed to them in that Schedule.

1.2 In these Conditions unless the context otherwise requires, words denoting the singular shall include the plural and vice versa and words denoting any gender shall include all genders.

1.3 The headings in these Conditions are for convenience only and shall not be read as forming part of the Conditions or taken into account in their interpretation.

1.4 Except as otherwise provided in these Conditions, any reference to a clause, paragraph, sub-paragraph or schedule shall be a reference to a clause, paragraph, subparagraph or schedule of these Conditions. The schedules are intended to be contractual in nature. They form part of the Agreement and should be construed accordingly.

1.5 This Agreement shall not be varied except by an instrument in writing signed by both parties.

2. Purposes of the Grant

- 2.1 The Grant is made to enable the Grantee to carry out the Programme.
- 2.2 The Grant shall only be used for the purposes of the Programme and for no other purpose whatsoever.
- 2.3 No part of the Grant shall be used to fund any activity or material which is party political in intention, use, or presentation or appears to be designed to affect support for a political party.
- 2.4 The main objectives/expected outcomes of the Grant are:
- Delivery of the agreed proposals contained in the applications submitted to the Scottish Government in connection with the Attainment Scotland Fund Challenge Authorities Programme 2017/18. Should any change to the Grantee's agreed Improvement Plan be requested, the Grantee will use the template and guidance provided by the Scottish Government.
 - The Grantee will work closely with their identified Attainment Advisor on the implementation of the agreed proposals.
 - Relevant staff in receipt of funding received by the Grantee from the Attainment Scotland Fund will be expected to contribute to sharing learning and participate in collaborative working within and across other Scottish Local Authorities, as part of the Scottish Attainment Challenge.
 - The Grantee will use and report on nationally agreed tools for measurement of impact, as identified by the Scottish Government and/or Education Scotland, if required.
 - The Grantee, in delivering the Programme, will consider what steps they might take to develop sustainable improvement.
 - The Grantee will participate in nationally agreed, evidence-based interventions with a focus on closing the attainment gap, as identified by Scottish Government and/or Education Scotland.
 - In delivering the Attainment Scotland Fund Challenge Authorities Programme, the Grantee should consider steps that might be required to close the educational attainment gap for pupils affected by poverty and who also experience barriers to accessing education for other reasons, for example, rural isolation; Additional Support Needs; and / or Looked After status, or they have protected characteristic (as defined in the Equality Act 2010).
 - In delivering the Grantee's school improvement plans, consider steps that might promote fair working practices, including payment of the Living Wage as this relates to the Grantee's areas of responsibility.
 - In delivering the Grantee's school improvement plans consider steps that might further promote and protect the rights of children and young people, consistent with the requirements of the United Nations Convention on the Rights of the Child (UNCRC) as this relates to the Grantee's areas of responsibility.
- 2.5 The targets/milestones against which progress in achieving objectives/expected outcomes shall be monitored are:
- As set out in the Grantee's Improvement Plan(s); and

- As additionally agreed in writing by the Scottish Government. We can demonstrate that our policies, practices and procedures are consistent with promoting fair working practices including payment of the Living Wage.
- We can demonstrate that our policies, practices and procedures are consistent with the requirements of the UNCRCAs additionally agreed in writing by the Scottish Government.

2.6 The eligible costs for which the Grant can be claimed are as detailed in **Schedule 1**.

2.7 The eligible costs exclude reclaimable Value Added Tax.

3. Payment of Grant

3.1 The Grant shall within 4 weeks be paid by the Scottish Ministers to the Grantee in accordance with the terms of **Schedule 1** attached, using the claim proforma attached at **Schedule 2**.

3.2 The Grantee shall submit to the Scottish Ministers a statement of compliance with the Conditions of the Grant using the form of words provided in **Schedule 3** by the end of April 2018. The statement shall be signed by the Grantee's Finance Director.

3.3 In the event that the amount of the Grant paid by the Scottish Ministers to the Grantee at any point in time is found to exceed the amount of the expenses reasonably and properly incurred by the Grantee in connection with the Programme, the Grantee shall repay to the Scottish Ministers the amount of such excess within 14 days of receiving a written demand for it from or on behalf of the Scottish Ministers. In the event that the Grantee fails to pay such amount within the 14 day period, the Scottish Ministers shall be entitled to interest on the sum at the rate of 2 per cent per annum above the Bank of England base lending rate prevailing at the time of the written demand from the date of the written demand until payment in full of both the sum and the interests.

3.4 The Scottish Ministers shall not be bound to pay to the Grantee, and the Grantee shall have no claim against the Scottish Ministers in respect of, any instalment of the Grant which has not been claimed by the Grantee by 31 March of the applicable financial year as set out in **Schedule 1** unless otherwise agreed in writing by the Scottish Ministers.

4. Inspection and Information

4.1 The Grantee shall keep the Scottish Ministers fully informed of the progress of the Programme in the form of monitoring reports to be submitted quarterly, outlining details of expenditure, and meetings as requested by Scottish Government and Education Scotland officials. Details shall include actual expenditure to date compared with profiled expenditure and any change to estimated expenditure for the financial year and/or the Programme as a whole, the reasons for any such changes and progress in achieving objectives/outcomes.

4.2 Revisions to targets/milestones against which progress in achieving objectives/outcomes are monitored shall be subject to the written agreement of the Scottish Ministers.

4.3 The Grantee shall, on completion of the period of time to which the grant applies, submit a report to the Scottish Ministers summarising the outcomes and performance of the Programme at authority level. Such a report shall include such statistical and other information relating to the impact of the Programme as shall be required by the Scottish Ministers. The

information required and submission date of this report will be as agreed by Scottish Ministers and confirmed with the Grantee in writing.

4.4 The Grantee shall also provide any other information that the Scottish Ministers may reasonably require to satisfy themselves that the Programme is consistent with the Agreement. The Grantee shall provide the Scottish Ministers with prompt access to any information they reasonably require to ensure compliance with these Conditions.

4.5 The Grantee shall keep and maintain for a period of 5 years after the expenditure occurs, adequate and proper records and books of account recording all receipts and expenditure of monies paid to it by the Scottish Ministers by way of the Grant. The Grantee shall afford the Scottish Ministers, their representatives, the Auditor General for Scotland, his/her representatives and such other persons as the Scottish Ministers may reasonably specify from time to time, such access to those records and books of account as may be required by them at any reasonable time in response to a written request for such access from the person seeking it. The Grantee shall provide such reasonable assistance and explanation as the person carrying out the inspection may from time to time require.

4.6 In the event of the Grantee becoming aware of or suspecting any irregular or fraudulent activity that may have any impact on the Programme or on the use of the Grant, or any part of it, the Grantee shall immediately notify the Scottish Ministers of such activity and provide such other information as the Scottish Ministers may reasonably require in relation to the impact on the Programme and the use of the Grant.

4.7 The grantee shall immediately inform the Scottish Ministers of any change in its constitution for example, but not limited to, a change in status from one type of body corporate to another.

5. Confidentiality and Data Protection

5.1 The Grantee will respect the confidentiality of any commercially sensitive information that they have access to as a result of the Programme.

5.2 Notwithstanding the above, the Grantee may disclose any information as required by law or judicial order. All information submitted to the Scottish Ministers may need to be disclosed and/or published by the Scottish Ministers. Without prejudice to the foregoing generality, the Scottish Ministers may disclose information in compliance with the Freedom of Information (Scotland) Act 2002, any other law, or, as a consequence of judicial order, or order by any court or tribunal with the authority to order disclosure. Further, the Scottish Ministers may also disclose all information submitted to them to the Scottish or United Kingdom Parliament or any other department, office or agency of Her Majesty's Government in Scotland, in right of the Scottish Administration or the United Kingdom, and their servants or agents. When disclosing such information to either the Scottish Parliament or the United Kingdom Parliament it is recognised and agreed by both parties that the Scottish Ministers shall if they see fit disclose such information but are unable to impose any restriction upon the information that it provides to Members of the Scottish Parliament, or Members of the United Kingdom Parliament; such disclosure shall not be treated as a breach of this agreement.

5.3 The Grantee shall ensure that all requirements of the Data Protection Act 1998 are fulfilled in relation to the Programme.

5.4 To comply with section 31(3) of the Public Services Reform (Scotland) Act 2010, the Scottish Ministers publish an annual statement of all payments over £25,000. In addition, in line with openness and transparency, the Scottish Government publishes a monthly report of

all payments over £25,000. The Grantee should note that where a payment is made in excess of £25,000 there will be disclosure (in the form of the name of the payee, the date of the payment, the subject matter and the amount of grant) in both the monthly report and the annual Public Services Reform (Scotland) Act 2010 statement.

6. Disposal of Assets

The Grantee shall not, without prior written consent of the Scottish Ministers, dispose of any asset funded, in part or in whole, with Grant funds within 5 years of the asset being acquired or developed. During that period the Scottish Ministers shall be entitled to the proceeds of the disposal – or the relevant proportion of the proceeds based on the percentage of grant funding used in connection with the acquisition or improvement of the asset against the whole proceeds. The Scottish Ministers shall also be entitled to the relevant proportion of any proceeds resulting from any provision included as a condition of sale. Recovery by the Scottish Ministers shall not be required where the value of the asset is less than £1,000.

7. Publicity

The Grantee shall where reasonably practicable acknowledge in all publicity material relating to the Programme the contribution of the Scottish Ministers to its costs. The Scottish Ministers may require to approve the form of such acknowledgement prior to its first publication.

8. Intellectual Property Rights

8.1 All Intellectual Property Rights are hereby assigned to and shall vest in the Crown or its assignees.

8.2 The Grantee shall ensure that nothing contained in any materials produced or submitted to the Scottish Ministers by the Grantee or anyone acting on its behalf nor the reproduction of such materials, shall constitute an infringement of any third party copyright or intellectual property right and shall indemnify the Scottish Ministers against all actions, proceedings, claims and demands made by reason of any such infringement.

9. Default and Recovery etc. of Grant

9.1 The Scottish Ministers may re-assess, vary, make a deduction from, withhold, or require immediate repayment of the Grant or any part of it in the event that:

9.1.1 The Grantee commits a Default;

9.1.2 The Scottish Ministers consider that any change or departure from the purposes for which the Grant was awarded warrants an alteration in the amount of the Grant;

9.1.3 The Grantee fails to carry out the Programme.

9.1.4 In the Scottish Ministers' opinion, the progress on the Programme is not satisfactory; or

9.1.5 In the Scottish Ministers' opinion, the future of the Programme is in jeopardy.

9.2 If, in the Scottish Ministers' opinion, the Grant or any part of it is state aid and they consider that they are required to recover such sum in order to ensure compliance with their obligations under EU law Scottish Ministers may require immediate repayment of the Grant or any part of it together with interest at such rate and on

such basis as may be determined from time to time by the Commission of the European Union.

- 9.3 The Scottish Ministers may withhold the payment of the Grant if at any time within the duration of the Agreement:
- 9.3.1 The Grantee passes a resolution that it be wound up, or a court makes an order that the Grantee be wound up, in either case otherwise than for the purposes of reconstruction or amalgamation, or circumstances arise which would enable a court to make such an order or the Grantee is unable to pay its debts within the meaning of section 123 of the Insolvency Act 1986;
- 9.3.2 Where the Grantee is an individual, if a petition is presented for the Grantee's bankruptcy or the sequestration of his estate or a criminal bankruptcy order is made against the Grantee; or the Grantee makes any composition or arrangement with or for the benefit of creditors, or makes any conveyance or assignation for the benefit of creditors, or if an administrator or trustee is appointed to manage his affairs; or
- 9.3.3 A receiver, manager, administrator or administrative receiver is appointed to the Grantee, or over all or any part of the Grantee's property, or circumstances arise which would entitle a court or a creditor to appoint such a receiver, manager, administrator or administrative receiver.
- 9.4 In the event that the Grantee becomes bound to pay any sum to the Scottish Ministers in terms of clause 9.1, the Grantee shall pay the Scottish Ministers the appropriate sum within 14 days of a written demand for it being given by or on behalf of the Scottish Ministers to the Grantee. In the event that the Grantee fails to pay the sum within the 14 day period, the Scottish Ministers shall be entitled to interest on the sum at the rate of 2 per cent per annum above the Bank of England base lending rate prevailing at the time of the written demand, from the date of the written demand until payment in full of both the sum and interest.
- 9.5 Notwithstanding the provisions of this clause 9, in the event that the Grantee is in breach of any of the Conditions, the Scottish Ministers may, provided that the breach is capable of a remedy, postpone the exercise of their rights to recover any sum from the Grantee in terms of clause 9 for such period as they see fit, and may give written notice to the Grantee requiring it to remedy the breach within such period as may be specified in the notice. In the event of the Grantee failing to remedy the breach within the period specified, the Grantee shall be bound to pay the sum to the Scottish Ministers in accordance with the foregoing provisions.
- 9.6 Any failure, omission or delay by the Scottish Ministers in exercising any right or remedy to which they are entitled by virtue of clauses 9.1 to 9.3 shall not be construed as a waiver of such right or remedy.

10. Assignment

The Grantee shall not be entitled to assign, sub-contract or otherwise transfer its rights or obligations under the Agreement without the prior written consent of the Scottish Ministers.

11. Termination

The Agreement may be terminated by the Scottish Ministers giving not less than 3 months' notice in writing from the date of the notice being sent.

12. Corrupt Gifts and Payments of Commission

The Grantee shall ensure that its employees shall not breach the terms of the Bribery Act 2010 in relation to this or any other grant. The Grantee shall ensure that adequate controls are in place to prevent bribery.

13. Continuation of Conditions

- 13.1 These Conditions, except for Condition 6, shall continue to apply for a period of 5 years after the end of the financial year in which the final instalment of the Grant was paid.
- 13.2 Condition 6 shall continue to apply until the end of the period referred to in that Condition.

14. Compliance with the Law

The Grantee shall ensure that in relation to the Programme, they and anyone acting on their behalf shall comply with the relevant law, for the time being in force in Scotland.

15. Governing Law

This contract is governed by the Law of Scotland and the parties hereby prorogate to the exclusive jurisdiction of the Scottish Courts.

If you wish to accept the offer of this Grant on the whole terms and conditions as set out in the letter and annexed Schedules, you should sign and date both copies of the Grant Acceptance below and return one copy of the offer of Grant and Schedules to me at Area 2C (South) Victoria Quay, Edinburgh, EH6 6QQ or by email to ScottishAttainmentChallenge@gov.scot by 14 July 2017. You should retain the second copy of the offer of Grant and Schedules for your own records.

Yours sincerely



Donna Bell
Deputy Director, Strategy and Performance, Learning Directorate

PAGE LEFT INTENTIONALLY BLANK

**OFFER OF GRANT FOR SCOTTISH ATTAINMENT CHALLENGE
CHALLENGE AUTHORITIES 2017-18**

GRANT ACCEPTANCE

On behalf of Inverclyde Council I accept the foregoing offer of Grant by the Scottish Ministers dated 30 June 2017 on the whole terms and conditions as set out in the letter and annexed Schedules. I confirm that Inverclyde Council is solvent. I confirm that I hold the relevant signing authority.

Signed:

Print Name:

Position in Organisation of Person Signing:

Date:

Place of Signing:

Signed:

Witness Name:

Address:

Date:

Place of Signing:

SCHEDULE 1

PART 1: THE PROGRAMME

The payment of grant will be made to Inverclyde Council to deliver the agreed proposals contained in your Improvement Plan proposals submitted to the Scottish Government in connection with Attainment Scotland Fund Challenge Authorities programme by email on 3 April 2017. The conditions included in the letter from Scottish Government on 19 June 2017 which notified funding approval still apply.

The table below summarises the total funding allocations for the authority listed above, based on the agreed proposals within your improvement plan. These plans are based on expenditure committed before end of Financial Year 2017-18.

Intervention	Total Funding Allocation
Project Support team	£341,428
Health & Wellbeing	£938,724
Literacy	£75,370
Numeracy	£83,007
Supported Study & Community Learning	£97,282
Learning & Teaching	£472,409
Family & Communities	£657,333
Meeting Learning Needs	£284,909
Resources & Training	£205,550
Total Approved Spend 2017/18	£3,156,013
Reported underspend from 2016/17	-£55,813
Grant Allocation	£3,100,200

PART 2: PAYMENT OF GRANT

1. The total Grant of up to £3,100,200 shall be payable by the Scottish Ministers to the Grantee on receipt of completed grant acceptance and grant claim forms. A signed grant acceptance should be submitted to the Scottish Government by 14 July 2017.
2. The total Grant shall be payable over the financial year 2017-18 in four instalments at August, October, January and March. The Scottish Ministers shall not be bound to pay any instalment of the Grant which has not been claimed by the Grantee by 31 March 2018 unless otherwise agreed in writing by the Scottish Ministers.
3. The Grantee shall provide a quarterly profile of expenditure of the Grant before the start of the financial year. Any change to the profile or to the overall costs of the Programme shall be notified to the Scottish Ministers at the earliest opportunity via the claims for Grant and monitoring reports.
4. Each claim shall be for an amount equal to the actual reasonable and proper costs and expenses incurred by the Grantee in connection with the Programme.
5. Each claim shall be submitted together with such explanatory or supplementary material as the Scottish Ministers may from time to time require whether before or after submission of the claim.
6. On receipt of each claim (and any required documentation and information), the Scottish Ministers shall determine the amount of expenditure which they consider the Grantee has reasonably and properly incurred in connection with the Programme having regard to that claim. The determination shall be based on the information provided by the Grantee in accordance with this Schedule. The Scottish Ministers shall use their best endeavours (but shall be under no obligation or duty) to pay the amount determined to the Grantee within 4 weeks of receiving a claim and any required documentation and information relevant to the claim.
7. **Schedule 3** together with the associated monitoring information set out in paragraph 4.1 of the Offer of Grant must be submitted by end of April 2018. In order to facilitate the accrual of expenditure of the Grant for the financial year the Grantee shall, where appropriate, advise the Scottish Ministers in writing by 14 April 2018 the amount of the Grant actually expended up to and including 31 March 2018.

SCHEDULE 2

GRANT CLAIM FORM

Organisation: Inverclyde Council

Bank details: «Name and address, sort code, account number»

Programme: SCOTTISH ATTAINMENT CHALLENGE – CHALLENGE AUTHORITY PROGRAMME 2017/18

Total agreed grant for 2017/18: £3,100,200

Latest forecast of expenditure of grant for 2017-18: £

Claim for Grant for the period from to : £

We hereby claim grant of £ in respect of the above period in accordance with the terms and conditions of the offer of Grant dated 30 June 2017 and the Schedules attached thereto.

Items of Expenditure

Please list in the table below all discrete items of expenditure relevant to the above period and the type of documentary evidence that has been submitted or will be made available on request to substantiate each amount.

Item (e.g. staffing, resources, training, intervention etc)	Amount (£)	Paid Invoice (Y/N)	Other (please specify, e.g. certificate of payment in kind)
TOTAL*			

* Note the total should add up to the total expenditure claimed for the period.

Completed by:

Position:

Contact Details:

Date:

SCHEDULE 3

STATEMENT OF COMPLIANCE WITH CONDITIONS OF GRANT SCOTTISH ATTAINMENT CHALLENGE CHALLENGE AUTHORITY PROGRAMME 2017/18

This is to confirm that the grant claimed by Inverclyde Council in relation to the above Programme during the financial year ended 31 March 2018 was properly due and was used for its intended purpose(s) in accordance with the terms and conditions of the Grant. This statement is supported by the records of Inverclyde Council.

Signed:

Name in block capitals:

Position:

Date:

SCHEDULE 4

DEFINITIONS

“**Agreement**” means the agreement constituted by the Scottish Ministers’ invitation to apply for a grant, the Grantee’s Application, these Conditions and the Grantee’s acceptance of these Conditions;

“**Conditions**” means these grant conditions;

“**Default**” means:

- a) Any breach of the obligations of either party under this Agreement (including, but not limited to, any breach of any undertaking or warranty given under or in terms of this Agreement);
- b) Any failure to perform or the negligent performance of any obligation under this Agreement;
- c) Any breach of any legislation; or
- d) Any negligence or negligent or fraudulent miss-statement or misappropriation of Grant, or any other default,

In all cases by either party, its employees, agents or representatives;

“**Financial Year**” means a period from 1 April in one year until 31 March in the next;

“**Grant**” means the grant offered by the Scottish Ministers to the Grantee as specified in the Award Letter, as varied from time to time in accordance with these Conditions;

“**Grantee**” means the person, organisation or body to which the Grant will be payable as specified in these Conditions. Where two or more persons, organisations or bodies are the Grantee, references to the “Grantee” are to those persons, organisations or bodies collectively and their obligations under the Agreement are undertaken jointly and severally;

“**Intellectual Property Rights**” means all rights of ownership, including all copyrights and other intellectual property rights in books, leaflets and other printed and published materials in whatever form produced as part of the Programme by or on behalf of the Grantee including all reports and any such published materials stored in or made available by means of an information technology system and the computer software relating thereto and all patents, trademarks, registered designs and other rights in the nature of intellectual property;

“**Programme/Programme**” means the purpose for which the Grant has been awarded as described in the Offer of Grant;

“**Payment**” means each of the payments specified in Schedule 1 hereto.

T: [REDACTED]
[REDACTED]@gov.scot



Wilma Bain
Director of Education
Inverclyde Council

Sent by email

30 June 2017

Dear Ms Bain

OFFER OF GRANT FOR SCOTTISH ATTAINMENT CHALLENGE – CHALLENGE AUTHORITIES PROGRAMME 2017/18

The Scottish Ministers, in exercise of their powers under the Section 42 (1) of the Standards in Scotland's Schools Act 2000 and in recognition of the duty in section 3A of the Standards in Scotland's Schools etc. Act 2000, hereby offer to give Inverclyde Council ("the Grantee") a grant of up to **£3,100,200 STERLING** payable over the financial year 2017-18 in connection with the Challenge Authorities Programme. This is more particularly described in Part 1 of **Schedule 1** ("the Programme"), and is subject to the following terms and conditions.

1. Definitions and Interpretation

1.1 In these Conditions, the words and expressions set out in **Schedule 4** shall have the meanings ascribed to them in that Schedule.

1.2 In these Conditions unless the context otherwise requires, words denoting the singular shall include the plural and vice versa and words denoting any gender shall include all genders.

1.3 The headings in these Conditions are for convenience only and shall not be read as forming part of the Conditions or taken into account in their interpretation.

1.4 Except as otherwise provided in these Conditions, any reference to a clause, paragraph, sub-paragraph or schedule shall be a reference to a clause, paragraph, subparagraph or schedule of these Conditions. The schedules are intended to be contractual in nature. They form part of the Agreement and should be construed accordingly.

1.5 This Agreement shall not be varied except by an instrument in writing signed by both parties.

2. Purposes of the Grant

- 2.1 The Grant is made to enable the Grantee to carry out the Programme.
- 2.2 The Grant shall only be used for the purposes of the Programme and for no other purpose whatsoever.
- 2.3 No part of the Grant shall be used to fund any activity or material which is party political in intention, use, or presentation or appears to be designed to affect support for a political party.
- 2.4 The main objectives/expected outcomes of the Grant are:
- Delivery of the agreed proposals contained in the applications submitted to the Scottish Government in connection with the Attainment Scotland Fund Challenge Authorities Programme 2017/18. Should any change to the Grantee's agreed Improvement Plan be requested, the Grantee will use the template and guidance provided by the Scottish Government.
 - The Grantee will work closely with their identified Attainment Advisor on the implementation of the agreed proposals.
 - Relevant staff in receipt of funding received by the Grantee from the Attainment Scotland Fund will be expected to contribute to sharing learning and participate in collaborative working within and across other Scottish Local Authorities, as part of the Scottish Attainment Challenge.
 - The Grantee will use and report on nationally agreed tools for measurement of impact, as identified by the Scottish Government and/or Education Scotland, if required.
 - The Grantee, in delivering the Programme, will consider what steps they might take to develop sustainable improvement.
 - The Grantee will participate in nationally agreed, evidence-based interventions with a focus on closing the attainment gap, as identified by Scottish Government and/or Education Scotland.
 - In delivering the Attainment Scotland Fund Challenge Authorities Programme, the Grantee should consider steps that might be required to close the educational attainment gap for pupils affected by poverty and who also experience barriers to accessing education for other reasons, for example, rural isolation; Additional Support Needs; and / or Looked After status, or they have protected characteristic (as defined in the Equality Act 2010).
 - In delivering the Grantee's school improvement plans, consider steps that might promote fair working practices, including payment of the Living Wage as this relates to the Grantee's areas of responsibility.
 - In delivering the Grantee's school improvement plans consider steps that might further promote and protect the rights of children and young people, consistent with the requirements of the United Nations Convention on the Rights of the Child (UNCRC) as this relates to the Grantee's areas of responsibility.
- 2.5 The targets/milestones against which progress in achieving objectives/expected outcomes shall be monitored are:
- As set out in the Grantee's Improvement Plan(s); and

- As additionally agreed in writing by the Scottish Government. We can demonstrate that our policies, practices and procedures are consistent with promoting fair working practices including payment of the Living Wage.
- We can demonstrate that our policies, practices and procedures are consistent with the requirements of the UNCRCAs additionally agreed in writing by the Scottish Government.

2.6 The eligible costs for which the Grant can be claimed are as detailed in **Schedule 1**.

2.7 The eligible costs exclude reclaimable Value Added Tax.

3. Payment of Grant

3.1 The Grant shall within 4 weeks be paid by the Scottish Ministers to the Grantee in accordance with the terms of **Schedule 1** attached, using the claim proforma attached at **Schedule 2**.

3.2 The Grantee shall submit to the Scottish Ministers a statement of compliance with the Conditions of the Grant using the form of words provided in **Schedule 3** by the end of April 2018. The statement shall be signed by the Grantee's Finance Director.

3.3 In the event that the amount of the Grant paid by the Scottish Ministers to the Grantee at any point in time is found to exceed the amount of the expenses reasonably and properly incurred by the Grantee in connection with the Programme, the Grantee shall repay to the Scottish Ministers the amount of such excess within 14 days of receiving a written demand for it from or on behalf of the Scottish Ministers. In the event that the Grantee fails to pay such amount within the 14 day period, the Scottish Ministers shall be entitled to interest on the sum at the rate of 2 per cent per annum above the Bank of England base lending rate prevailing at the time of the written demand from the date of the written demand until payment in full of both the sum and the interests.

3.4 The Scottish Ministers shall not be bound to pay to the Grantee, and the Grantee shall have no claim against the Scottish Ministers in respect of, any instalment of the Grant which has not been claimed by the Grantee by 31 March of the applicable financial year as set out in **Schedule 1** unless otherwise agreed in writing by the Scottish Ministers.

4. Inspection and Information

4.1 The Grantee shall keep the Scottish Ministers fully informed of the progress of the Programme in the form of monitoring reports to be submitted quarterly, outlining details of expenditure, and meetings as requested by Scottish Government and Education Scotland officials. Details shall include actual expenditure to date compared with profiled expenditure and any change to estimated expenditure for the financial year and/or the Programme as a whole, the reasons for any such changes and progress in achieving objectives/outcomes.

4.2 Revisions to targets/milestones against which progress in achieving objectives/outcomes are monitored shall be subject to the written agreement of the Scottish Ministers.

4.3 The Grantee shall, on completion of the period of time to which the grant applies, submit a report to the Scottish Ministers summarising the outcomes and performance of the Programme at authority level. Such a report shall include such statistical and other information relating to the impact of the Programme as shall be required by the Scottish Ministers. The

information required and submission date of this report will be as agreed by Scottish Ministers and confirmed with the Grantee in writing.

4.4 The Grantee shall also provide any other information that the Scottish Ministers may reasonably require to satisfy themselves that the Programme is consistent with the Agreement. The Grantee shall provide the Scottish Ministers with prompt access to any information they reasonably require to ensure compliance with these Conditions.

4.5 The Grantee shall keep and maintain for a period of 5 years after the expenditure occurs, adequate and proper records and books of account recording all receipts and expenditure of monies paid to it by the Scottish Ministers by way of the Grant. The Grantee shall afford the Scottish Ministers, their representatives, the Auditor General for Scotland, his/her representatives and such other persons as the Scottish Ministers may reasonably specify from time to time, such access to those records and books of account as may be required by them at any reasonable time in response to a written request for such access from the person seeking it. The Grantee shall provide such reasonable assistance and explanation as the person carrying out the inspection may from time to time require.

4.6 In the event of the Grantee becoming aware of or suspecting any irregular or fraudulent activity that may have any impact on the Programme or on the use of the Grant, or any part of it, the Grantee shall immediately notify the Scottish Ministers of such activity and provide such other information as the Scottish Ministers may reasonably require in relation to the impact on the Programme and the use of the Grant.

4.7 The grantee shall immediately inform the Scottish Ministers of any change in its constitution for example, but not limited to, a change in status from one type of body corporate to another.

5. Confidentiality and Data Protection

5.1 The Grantee will respect the confidentiality of any commercially sensitive information that they have access to as a result of the Programme.

5.2 Notwithstanding the above, the Grantee may disclose any information as required by law or judicial order. All information submitted to the Scottish Ministers may need to be disclosed and/or published by the Scottish Ministers. Without prejudice to the foregoing generality, the Scottish Ministers may disclose information in compliance with the Freedom of Information (Scotland) Act 2002, any other law, or, as a consequence of judicial order, or order by any court or tribunal with the authority to order disclosure. Further, the Scottish Ministers may also disclose all information submitted to them to the Scottish or United Kingdom Parliament or any other department, office or agency of Her Majesty's Government in Scotland, in right of the Scottish Administration or the United Kingdom, and their servants or agents. When disclosing such information to either the Scottish Parliament or the United Kingdom Parliament it is recognised and agreed by both parties that the Scottish Ministers shall if they see fit disclose such information but are unable to impose any restriction upon the information that it provides to Members of the Scottish Parliament, or Members of the United Kingdom Parliament; such disclosure shall not be treated as a breach of this agreement.

5.3 The Grantee shall ensure that all requirements of the Data Protection Act 1998 are fulfilled in relation to the Programme.

5.4 To comply with section 31(3) of the Public Services Reform (Scotland) Act 2010, the Scottish Ministers publish an annual statement of all payments over £25,000. In addition, in line with openness and transparency, the Scottish Government publishes a monthly report of

all payments over £25,000. The Grantee should note that where a payment is made in excess of £25,000 there will be disclosure (in the form of the name of the payee, the date of the payment, the subject matter and the amount of grant) in both the monthly report and the annual Public Services Reform (Scotland) Act 2010 statement.

6. Disposal of Assets

The Grantee shall not, without prior written consent of the Scottish Ministers, dispose of any asset funded, in part or in whole, with Grant funds within 5 years of the asset being acquired or developed. During that period the Scottish Ministers shall be entitled to the proceeds of the disposal – or the relevant proportion of the proceeds based on the percentage of grant funding used in connection with the acquisition or improvement of the asset against the whole proceeds. The Scottish Ministers shall also be entitled to the relevant proportion of any proceeds resulting from any provision included as a condition of sale. Recovery by the Scottish Ministers shall not be required where the value of the asset is less than £1,000.

7. Publicity

The Grantee shall where reasonably practicable acknowledge in all publicity material relating to the Programme the contribution of the Scottish Ministers to its costs. The Scottish Ministers may require to approve the form of such acknowledgement prior to its first publication.

8. Intellectual Property Rights

8.1 All Intellectual Property Rights are hereby assigned to and shall vest in the Crown or its assignees.

8.2 The Grantee shall ensure that nothing contained in any materials produced or submitted to the Scottish Ministers by the Grantee or anyone acting on its behalf nor the reproduction of such materials, shall constitute an infringement of any third party copyright or intellectual property right and shall indemnify the Scottish Ministers against all actions, proceedings, claims and demands made by reason of any such infringement.

9. Default and Recovery etc. of Grant

9.1 The Scottish Ministers may re-assess, vary, make a deduction from, withhold, or require immediate repayment of the Grant or any part of it in the event that:

9.1.1 The Grantee commits a Default;

9.1.2 The Scottish Ministers consider that any change or departure from the purposes for which the Grant was awarded warrants an alteration in the amount of the Grant;

9.1.3 The Grantee fails to carry out the Programme.

9.1.4 In the Scottish Ministers' opinion, the progress on the Programme is not satisfactory; or

9.1.5 In the Scottish Ministers' opinion, the future of the Programme is in jeopardy.

9.2 If, in the Scottish Ministers' opinion, the Grant or any part of it is state aid and they consider that they are required to recover such sum in order to ensure compliance with their obligations under EU law Scottish Ministers may require immediate repayment of the Grant or any part of it together with interest at such rate and on

such basis as may be determined from time to time by the Commission of the European Union.

- 9.3 The Scottish Ministers may withhold the payment of the Grant if at any time within the duration of the Agreement:
- 9.3.1 The Grantee passes a resolution that it be wound up, or a court makes an order that the Grantee be wound up, in either case otherwise than for the purposes of reconstruction or amalgamation, or circumstances arise which would enable a court to make such an order or the Grantee is unable to pay its debts within the meaning of section 123 of the Insolvency Act 1986;
- 9.3.2 Where the Grantee is an individual, if a petition is presented for the Grantee's bankruptcy or the sequestration of his estate or a criminal bankruptcy order is made against the Grantee; or the Grantee makes any composition or arrangement with or for the benefit of creditors, or makes any conveyance or assignation for the benefit of creditors, or if an administrator or trustee is appointed to manage his affairs; or
- 9.3.3 A receiver, manager, administrator or administrative receiver is appointed to the Grantee, or over all or any part of the Grantee's property, or circumstances arise which would entitle a court or a creditor to appoint such a receiver, manager, administrator or administrative receiver.
- 9.4 In the event that the Grantee becomes bound to pay any sum to the Scottish Ministers in terms of clause 9.1, the Grantee shall pay the Scottish Ministers the appropriate sum within 14 days of a written demand for it being given by or on behalf of the Scottish Ministers to the Grantee. In the event that the Grantee fails to pay the sum within the 14 day period, the Scottish Ministers shall be entitled to interest on the sum at the rate of 2 per cent per annum above the Bank of England base lending rate prevailing at the time of the written demand, from the date of the written demand until payment in full of both the sum and interest.
- 9.5 Notwithstanding the provisions of this clause 9, in the event that the Grantee is in breach of any of the Conditions, the Scottish Ministers may, provided that the breach is capable of a remedy, postpone the exercise of their rights to recover any sum from the Grantee in terms of clause 9 for such period as they see fit, and may give written notice to the Grantee requiring it to remedy the breach within such period as may be specified in the notice. In the event of the Grantee failing to remedy the breach within the period specified, the Grantee shall be bound to pay the sum to the Scottish Ministers in accordance with the foregoing provisions.
- 9.6 Any failure, omission or delay by the Scottish Ministers in exercising any right or remedy to which they are entitled by virtue of clauses 9.1 to 9.3 shall not be construed as a waiver of such right or remedy.

10. Assignment

The Grantee shall not be entitled to assign, sub-contract or otherwise transfer its rights or obligations under the Agreement without the prior written consent of the Scottish Ministers.

11. Termination

The Agreement may be terminated by the Scottish Ministers giving not less than 3 months' notice in writing from the date of the notice being sent.

12. Corrupt Gifts and Payments of Commission

The Grantee shall ensure that its employees shall not breach the terms of the Bribery Act 2010 in relation to this or any other grant. The Grantee shall ensure that adequate controls are in place to prevent bribery.

13. Continuation of Conditions

- 13.1 These Conditions, except for Condition 6, shall continue to apply for a period of 5 years after the end of the financial year in which the final instalment of the Grant was paid.
- 13.2 Condition 6 shall continue to apply until the end of the period referred to in that Condition.

14. Compliance with the Law

The Grantee shall ensure that in relation to the Programme, they and anyone acting on their behalf shall comply with the relevant law, for the time being in force in Scotland.

15. Governing Law

This contract is governed by the Law of Scotland and the parties hereby prorogate to the exclusive jurisdiction of the Scottish Courts.

If you wish to accept the offer of this Grant on the whole terms and conditions as set out in the letter and annexed Schedules, you should sign and date both copies of the Grant Acceptance below and return one copy of the offer of Grant and Schedules to me at Area 2C (South) Victoria Quay, Edinburgh, EH6 6QQ or by email to ScottishAttainmentChallenge@gov.scot by 14 July 2017. You should retain the second copy of the offer of Grant and Schedules for your own records.

Yours sincerely



Donna Bell
Deputy Director, Strategy and Performance, Learning Directorate

PAGE LEFT INTENTIONALLY BLANK

**OFFER OF GRANT FOR SCOTTISH ATTAINMENT CHALLENGE
CHALLENGE AUTHORITIES 2017-18**

GRANT ACCEPTANCE

On behalf of Inverclyde Council I accept the foregoing offer of Grant by the Scottish Ministers dated 30 June 2017 on the whole terms and conditions as set out in the letter and annexed Schedules. I confirm that Inverclyde Council is solvent. I confirm that I hold the relevant signing authority.

Signed:

Print Name:

Position in Organisation of Person Signing:

Date:

Place of Signing:

Signed:

Witness Name:

Address:

Date:

Place of Signing:

SCHEDULE 1

PART 1: THE PROGRAMME

The payment of grant will be made to Inverclyde Council to deliver the agreed proposals contained in your Improvement Plan proposals submitted to the Scottish Government in connection with Attainment Scotland Fund Challenge Authorities programme by email on 3 April 2017. The conditions included in the letter from Scottish Government on 19 June 2017 which notified funding approval still apply.

The table below summarises the total funding allocations for the authority listed above, based on the agreed proposals within your improvement plan. These plans are based on expenditure committed before end of Financial Year 2017-18.

Intervention	Total Funding Allocation
Project Support team	£341,428
Health & Wellbeing	£938,724
Literacy	£75,370
Numeracy	£83,007
Supported Study & Community Learning	£97,282
Learning & Teaching	£472,409
Family & Communities	£657,333
Meeting Learning Needs	£284,909
Resources & Training	£205,550
Total Approved Spend 2017/18	£3,156,013
Reported underspend from 2016/17	-£55,813
Grant Allocation	£3,100,200

PART 2: PAYMENT OF GRANT

1. The total Grant of up to £3,100,200 shall be payable by the Scottish Ministers to the Grantee on receipt of completed grant acceptance and grant claim forms. A signed grant acceptance should be submitted to the Scottish Government by 14 July 2017.
2. The total Grant shall be payable over the financial year 2017-18 in four instalments at August, October, January and March. The Scottish Ministers shall not be bound to pay any instalment of the Grant which has not been claimed by the Grantee by 31 March 2018 unless otherwise agreed in writing by the Scottish Ministers.
3. The Grantee shall provide a quarterly profile of expenditure of the Grant before the start of the financial year. Any change to the profile or to the overall costs of the Programme shall be notified to the Scottish Ministers at the earliest opportunity via the claims for Grant and monitoring reports.
4. Each claim shall be for an amount equal to the actual reasonable and proper costs and expenses incurred by the Grantee in connection with the Programme.
5. Each claim shall be submitted together with such explanatory or supplementary material as the Scottish Ministers may from time to time require whether before or after submission of the claim.
6. On receipt of each claim (and any required documentation and information), the Scottish Ministers shall determine the amount of expenditure which they consider the Grantee has reasonably and properly incurred in connection with the Programme having regard to that claim. The determination shall be based on the information provided by the Grantee in accordance with this Schedule. The Scottish Ministers shall use their best endeavours (but shall be under no obligation or duty) to pay the amount determined to the Grantee within 4 weeks of receiving a claim and any required documentation and information relevant to the claim.
7. **Schedule 3** together with the associated monitoring information set out in paragraph 4.1 of the Offer of Grant must be submitted by end of April 2018. In order to facilitate the accrual of expenditure of the Grant for the financial year the Grantee shall, where appropriate, advise the Scottish Ministers in writing by 14 April 2018 the amount of the Grant actually expended up to and including 31 March 2018.

SCHEDULE 2

GRANT CLAIM FORM

Organisation: Inverclyde Council

Bank details: «Name and address, sort code, account number»

Programme: SCOTTISH ATTAINMENT CHALLENGE – CHALLENGE AUTHORITY PROGRAMME 2017/18

Total agreed grant for 2017/18: £3,100,200

Latest forecast of expenditure of grant for 2017-18: £

Claim for Grant for the period from to : £

We hereby claim grant of £ in respect of the above period in accordance with the terms and conditions of the offer of Grant dated 30 June 2017 and the Schedules attached thereto.

Items of Expenditure

Please list in the table below all discrete items of expenditure relevant to the above period and the type of documentary evidence that has been submitted or will be made available on request to substantiate each amount.

Item (e.g. staffing, resources, training, intervention etc)	Amount (£)	Paid Invoice (Y/N)	Other (please specify, e.g. certificate of payment in kind)
TOTAL*			

* Note the total should add up to the total expenditure claimed for the period.

Completed by:

Position:

Contact Details:

Date:

SCHEDULE 3

STATEMENT OF COMPLIANCE WITH CONDITIONS OF GRANT SCOTTISH ATTAINMENT CHALLENGE CHALLENGE AUTHORITY PROGRAMME 2017/18

This is to confirm that the grant claimed by Inverclyde Council in relation to the above Programme during the financial year ended 31 March 2018 was properly due and was used for its intended purpose(s) in accordance with the terms and conditions of the Grant. This statement is supported by the records of Inverclyde Council.

Signed:

Name in block capitals:

Position:

Date:

SCHEDULE 4

DEFINITIONS

“**Agreement**” means the agreement constituted by the Scottish Ministers’ invitation to apply for a grant, the Grantee’s Application, these Conditions and the Grantee’s acceptance of these Conditions;

“**Conditions**” means these grant conditions;

“**Default**” means:

- a) Any breach of the obligations of either party under this Agreement (including, but not limited to, any breach of any undertaking or warranty given under or in terms of this Agreement);
- b) Any failure to perform or the negligent performance of any obligation under this Agreement;
- c) Any breach of any legislation; or
- d) Any negligence or negligent or fraudulent miss-statement or misappropriation of Grant, or any other default,

In all cases by either party, its employees, agents or representatives;

“**Financial Year**” means a period from 1 April in one year until 31 March in the next;

“**Grant**” means the grant offered by the Scottish Ministers to the Grantee as specified in the Award Letter, as varied from time to time in accordance with these Conditions;

“**Grantee**” means the person, organisation or body to which the Grant will be payable as specified in these Conditions. Where two or more persons, organisations or bodies are the Grantee, references to the “Grantee” are to those persons, organisations or bodies collectively and their obligations under the Agreement are undertaken jointly and severally;

“**Intellectual Property Rights**” means all rights of ownership, including all copyrights and other intellectual property rights in books, leaflets and other printed and published materials in whatever form produced as part of the Programme by or on behalf of the Grantee including all reports and any such published materials stored in or made available by means of an information technology system and the computer software relating thereto and all patents, trademarks, registered designs and other rights in the nature of intellectual property;

“**Programme/Programme**” means the purpose for which the Grant has been awarded as described in the Offer of Grant;

“**Payment**” means each of the payments specified in Schedule 1 hereto.

T: [REDACTED]
[REDACTED] gov.scot

Wilma Bain
Director of Education and Communities
Inverclyde Council

Sent by email

8 November 2016

Dear Wilma

OFFER OF GRANT FOR ATTAINMENT SCOTLAND FUND CHALLENGE AUTHORITIES PROGRAMME 2016-2017

The Scottish Ministers, in exercise of their powers under the Grants for Improvements in School Education (Scotland) Regulations 1998 (made under section 73(a) and (c) of the Education (Scotland) Act 1980) and in recognition of the duty in section 3A of the Standards in Scotland's Schools etc. Act 2000 (as inserted by section 1 of the 2016 Act), hereby offer Inverclyde Council ("the Grantee") a grant of up to **£540,894 STERLING** payable for expenditure committed before the end of the financial year (2016-17). The grant is to deliver the agreed proposals contained in the improvement plans submitted to the Scottish Government in connection with the Attainment Scotland Fund Challenge Authorities programme. This is more particularly described in Part 1 of **Schedule 1** ("the Project"), and is subject to the following terms and conditions:

1. Definitions and Interpretation

- 1.1 In these Conditions, the words and expressions set out in **Schedule 4** shall have the meanings ascribed to them in that Schedule.
- 1.2 In these Conditions unless the context otherwise requires, words denoting the singular shall include the plural and vice versa and words denoting any gender shall include all genders.
- 1.3 The headings in these Conditions are for convenience only and shall not be read as forming part of the Conditions or taken into account in their interpretation.
- 1.4 Except as otherwise provided in these Conditions, any reference to a clause, paragraph, sub-paragraph or schedule shall be a reference to a clause, paragraph, subparagraph or schedule of these Conditions. The schedules are intended to be contractual in nature. They form part of the Agreement and should be construed accordingly.

Cidhe Bhictòria, Dùn Èideann, EH6 6QQ
Victoria Quay, Edinburgh EH6 6QQ
www.gov.scot

1.5 This Agreement shall not be varied except by an instrument in writing signed by both parties.

2. Purposes of the Grant

2.1 The Grant is made to enable the Grantee to carry out the Project.

2.2 The Grant shall only be used for the purposes of the Project and for no other purpose whatsoever.

2.3 No part of the Grant shall be used to fund any activity or material which is party political in intention, use, or presentation or appears to be designed to affect support for a political party.

2.4 The main objectives/expected outcomes of the Grant are:

- Delivery of the agreed proposals contained in the applications submitted to the Scottish Government in connection with the Attainment Scotland Fund Challenge Authorities Programme 2016-17. Should any change to the Grantee's agreed Improvement Plan proposals be requested, the Grantee will use the template and guidance at Annex A of the Grant Offer.
- The Grantee will work closely with their identified Attainment Advisor on the implementation of the agreed proposals.
- Relevant staff in receipt of funding received by the Grantee from the Attainment Scotland Fund will be expected to contribute to sharing learning and participate in collaborative working within and across other Scottish Local Authorities, as part of the Scottish Attainment Challenge.
- The Grantee will use and report on nationally agreed tools for measurement of impact, as identified by the Scottish Government and/or Education Scotland, if required.
- The Grantee, in delivering the 'project', will consider what steps they might take to develop sustainable improvement.
- The Grantee will participate in nationally agreed, evidence-based interventions with a focus on closing the attainment gap, as identified by Scottish Government and/or Education Scotland.
- In delivering the Scottish Attainment Challenge project, the Grantee should consider steps that might be required to close the educational attainment gap for pupils affected by poverty and who also experience barriers to accessing education for other reasons, for example, rural isolation; Additional Support Needs; and / or Looked After status, or they have protected characteristic (as defined in the Equality Act 2010).
- In delivering the Grantee's school improvement plans, consider steps that might promote fair working practices, including payment of the Living Wage as this relates to the Grantee's areas of responsibility.
- In delivering the Grantee's school improvement plans consider steps that might further promote and protect the rights of children and young people, consistent with the requirements of the United Nations Convention on the Rights of the Child (UNCRC) as this relates to the Grantee's areas of responsibility.

2.5 The targets/milestones against which progress in achieving objectives/expected outcomes shall be monitored are:

- As set out in the Grantee's Improvement Plan(s); and
- As additionally agreed in writing by the Scottish Government.
- We can demonstrate that our policies, practices and procedures are consistent with promoting fair working practices including payment of the Living Wage
- We can demonstrate that our policies, practices and procedures are consistent with the requirements of the UNCRC.

2.6 The eligible costs for which the Grant can be claimed are as detailed in **Schedule 1**.

2.7 The eligible costs exclude reclaimable Value Added Tax

3. Payment of Grant

3.1 The Grant shall be paid by the Scottish Ministers to the Grantee in accordance with the terms of **Schedule 1** attached, using the claim proforma attached at **Schedule 2**.

3.2 The Grantee shall within 2 months following the end of each academic year (end July) in respect of which the Grant has been paid submit to the Scottish Ministers a statement of compliance with the Conditions of the Grant using the form of words provided in **Schedule 3**. The statement shall be signed by the Grantee's Finance Director.

3.3 In the event that the amount of the Grant paid by the Scottish Ministers to the Grantee at any point in time is found to exceed the amount of the expenses reasonably and properly incurred by the Grantee in connection with the Project, the Grantee shall repay to the Scottish Ministers the amount of such excess within 14 days of receiving a written demand for it from or on behalf of the Scottish Ministers. In the event that the Grantee fails to pay such amount within the 14 day period, the Scottish Ministers shall be entitled to interest on the sum at the rate of 2 per cent per annum above the Bank of England base lending rate prevailing at the time of the written demand from the date of the written demand until payment in full of both the sum and the interest.

3.4 The Scottish Ministers shall not be bound to pay to the Grantee, and the Grantee shall have no claim against the Scottish Ministers in respect of, any instalment of the Grant which has not been claimed by the Grantee by 31 March of the applicable financial year as set out in Schedule 1, unless otherwise agreed in writing by the Scottish Ministers.

4. Inspection and Information

4.1 The Grantee shall keep the Scottish Ministers fully informed of the progress of the Project in the form of monitoring reports to be submitted by 13 January 2017 and end March 2017 outlining details of expenditure, and regular meetings with Scottish Government and Education Scotland officials. Details shall include actual expenditure to date compared with profiled expenditure and any change to estimated expenditure for the financial year and/or the Project as a whole, the reasons for any such changes and progress in achieving objectives/outcomes.

4.2 Revisions to targets/milestones against which progress in achieving objectives/outcomes are monitored shall be subject to the written agreement of the Scottish Ministers.

4.3 The Grantee shall, on completion of the Project, submit a report to the Scottish Ministers summarising the outcomes and performance of the Project. Such a report shall include such

statistical and other information relating to the impact of the Project as shall be required by the Scottish Ministers.

4.4 The Grantee shall also provide any other information that the Scottish Ministers may reasonably require to satisfy themselves that the Project is consistent with the Agreement. The Grantee shall provide the Scottish Ministers with prompt access to any information they reasonably require to ensure compliance with these Conditions.

4.5 The Grantee shall keep and maintain for a period of 5 years after the expenditure occurs, adequate and proper records and books of account recording all receipts and expenditure of monies paid to it by the Scottish Ministers by way of the Grant. The Grantee shall afford the Scottish Ministers, their representatives, the Auditor General for Scotland, his/her representatives and such other persons as the Scottish Ministers may reasonably specify from time to time, such access to those records and books of account as may be required by them at any reasonable time in response to a written request for such access from the person seeking it. The Grantee shall provide such reasonable assistance and explanation as the person carrying out the inspection may from time to time require.

4.6 In the event of the Grantee becoming aware of or suspecting any irregular or fraudulent activity that may have any impact on the Project or on the use of the Grant, or any part of it, the Grantee shall immediately notify the Scottish Ministers of such activity and provide such other information as the Scottish Ministers may reasonably require in relation to the impact on the Project and the use of the Grant.

4.7 The grantee shall immediately inform the Scottish Ministers of any change in its constitution for example, but not limited to, a change in status from one type of body corporate to another.

5. Confidentiality and Data Protection

5.1 The Grantee will respect the confidentiality of any commercially sensitive information that they have access to as a result of the Project.

5.2 Notwithstanding the above, the Grantee may disclose any information as required by law or judicial order. All information submitted to the Scottish Ministers may need to be disclosed and/or published by the Scottish Ministers. Without prejudice to the foregoing generality, the Scottish Ministers may disclose information in compliance with the Freedom of Information (Scotland) Act 2002, any other law, or, as a consequence of judicial order, or order by any court or tribunal with the authority to order disclosure. Further, the Scottish Ministers may also disclose all information submitted to them to the Scottish or United Kingdom Parliament or any other department, office or agency of Her Majesty's Government in Scotland, in right of the Scottish Administration or the United Kingdom, and their servants or agents. When disclosing such information to either the Scottish Parliament or the United Kingdom Parliament it is recognised and agreed by both parties that the Scottish Ministers shall if they see fit disclose such information but are unable to impose any restriction upon the information that it provides to Members of the Scottish Parliament, or Members of the United Kingdom Parliament; such disclosure shall not be treated as a breach of this agreement.

5.3 The Grantee shall ensure that all requirements of the Data Protection Act 1998 are fulfilled in relation to the Project.

5.4 To comply with section 31(3) of the Public Services Reform (Scotland) Act 2010, the Scottish Ministers publish an annual statement of all payments over £25,000. In addition, in line with openness and transparency, the Scottish Government publishes a monthly report of all payments over £25,000. The Grantee should note that where a payment is made in excess of £25,000 there will be disclosure (in the form of the name of the payee, the date of the payment, the subject matter and the amount of grant) in the both the monthly report and the annual Public Services Reform (Scotland) Act 2010 statement.

6. Disposal of Assets

The Grantee shall not, without prior written consent of the Scottish Ministers, dispose of any asset funded, in part or in whole, with Grant funds within five years of the asset being acquired or developed. During that period the Scottish Ministers shall be entitled to the proceeds of the disposal – or the relevant proportion of the proceeds based on the percentage of grant funding used in connection with the acquisition or improvement of the asset against the whole proceeds. The Scottish Ministers shall also be entitled to the relevant proportion of any proceeds resulting from any provision included as a condition of sale. Recovery by the Scottish Ministers shall not be required where the value of the asset is less than £1,000.

7. Publicity

The Grantee shall where reasonably practicable acknowledge in all publicity material relating to the Project the contribution of the Scottish Ministers to its costs. The Scottish Ministers may require approving the form of such acknowledgement prior to its first publication.

8. Intellectual Property Rights

8.1 All Intellectual Property Rights are hereby assigned to and shall vest in the Crown or its assignees.

8.2 The Grantee shall ensure that nothing contained in any materials produced or submitted to the Scottish Ministers by the Grantee or anyone acting on its behalf nor the reproduction of such materials, shall constitute an infringement of any third party copyright or intellectual property right and shall indemnify the Scottish Ministers against all actions, proceedings, claims and demands made by reason of any such infringement.

9. Default and Recovery of Grant

9.1 The Scottish Ministers may re-assess, vary, make a deduction from, withhold, or require immediate repayment of the Grant or any part of it in the event that:

- 9.1.1 The Grantee commits a Default;
- 9.1.2 The Scottish Ministers consider that any change or departure from the purposes for which the Grant was awarded warrants an alteration in the amount of the Grant;
- 9.1.3 The Grantee fails to carry out the Project;
- 9.1.4 In the Scottish Ministers' opinion, the progress on the Project is not satisfactory; or
- 9.1.5 In the Scottish Ministers' opinion, the future of the Project is in jeopardy;

9.2 If, in the Scottish Ministers' opinion, the Grant or any part of it is state aid and they consider that they are required to recover such sum in order to ensure compliance with their obligations under EU law Scottish Ministers may require immediate repayment of the Grant or any part of it together with interest at such rate and on such basis as may be determined from time to time by the Commission of the European Union.

9.3 The Scottish Ministers may withhold the payment of the Grant if at any time within the duration of the Agreement:

9.3.1 The Grantee passes a resolution that it be wound up, or a court makes an order that the Grantee be wound up, in either case otherwise than for the purposes of reconstruction or amalgamation, or circumstances arise which would enable a court to make such an order or the Grantee is unable to pay its debts within the meaning of section 123 of the Insolvency Act 1986;

9.3.2 Where the Grantee is an individual, if a petition is presented for the Grantee's bankruptcy or the sequestration of his estate or a criminal bankruptcy order is made against the Grantee; or the Grantee makes any composition or arrangement with or for the benefit of creditors, or makes any conveyance or assignation for the benefit of creditors, or if an administrator or trustee is appointed to manage his affairs; or

9.3.3 A receiver, manager, administrator or administrative receiver is appointed to the Grantee, or over all or any part of the Grantee's property, or circumstances arise which would entitle a court or a creditor to appoint such a receiver, manager, administrator or administrative receiver.

9.4 In the event that the Grantee becomes bound to pay any sum to the Scottish Ministers in terms of clause 9.1, the Grantee shall pay the Scottish Ministers the appropriate sum within 14 days of a written demand for it being given by or on behalf of the Scottish Ministers to the Grantee. In the event that the Grantee fails to pay the sum within the 14 day period, the Scottish Ministers shall be entitled to interest on the sum at the rate of 2 per cent per annum above the Bank of England base lending rate prevailing at the time of the written demand, from the date of the written demand until payment in full of both the sum and interest.

9.5 Notwithstanding the provisions of this clause 9, in the event that the Grantee is in breach of any of the Conditions, the Scottish Ministers may, provided that the breach is capable of a remedy, postpone the exercise of their rights to recover any sum from the Grantee in terms of clause 9 for such period as they see fit, and may give written notice to the Grantee requiring it to remedy the breach within such period as may be specified in the notice. In the event of the Grantee failing to remedy the breach within the period specified, the Grantee shall be bound to pay the sum to the Scottish Ministers in accordance with the foregoing provisions.

9.6 Any failure, omission or delay by the Scottish Ministers in exercising any right or remedy to which they are entitled by virtue of clauses 9.1 to 9.3 shall not be construed as a waiver of such right or remedy.

10. Assignation

The Grantee shall not be entitled to assign, sub-contract or otherwise transfer its rights or obligations under the Agreement without the prior written consent of the Scottish Ministers.

11. Termination

The Agreement may be terminated by the Scottish Ministers giving not less than 3 months' notice in writing from the date of the notice being sent.

12. Corrupt Gifts and Payments of Commission

The Grantee shall ensure that its employees shall not breach the terms of the Bribery Act 2010 in relation to this or any other grant. The Grantee shall ensure that adequate controls are in place to prevent bribery.

13. Continuation of Conditions

13.1 These Conditions, except for Condition 6, shall continue to apply for a period of 5 years after the end of the financial year in which the final instalment of the Grant was paid.

13.2 Condition 6 shall continue to apply until the end of the period referred to in that Condition.

14. Compliance with the Law

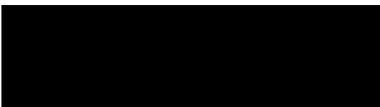
The Grantee shall ensure that in relation to the Project, they and anyone acting on their behalf shall comply with the relevant law, for the time being in force in Scotland.

15. Governing Law

This contract is governed by the Law of Scotland and the parties hereby prorogate to the exclusive jurisdiction of the Scottish Courts

If you wish to accept the offer of this Grant on the whole terms and conditions as set out in the letter and annexed Schedules, you should sign and date both copies of the Grant Acceptance below and return one copy of the offer of Grant and Schedules to me at Scottish Government, Learning Directorate, Area 2C South, Victoria Quay, Edinburgh, EH6 6QQ. You should retain the second copy of the offer of Grant and Schedules for your own records.

Yours sincerely



Donna Bell
Deputy Director, Strategy and Performance
Learning Directorate

PAGE LEFT INTENTIONALLY BLANK

**OFFER OF GRANT FOR SCOTTISH ATTAINMENT CHALLENGE – ATTAINMENT
SCOTLAND FUND 2016-17**

GRANT ACCEPTANCE

On behalf of Inverclyde Council, I accept the foregoing offer of Grant by the Scottish Ministers dated 8 November 2016 on the whole terms and conditions as set out in the letter and annexed Schedules. I confirm that I hold the relevant signing authority.

Signed:

«Director/Company Secretary/Authorised Signatory»

Print Name:

Position in Organisation of Person Signing:

Date: [Click here to enter a date.](#)

Place of Signing:

Signed:

«Witness»

Witness Name:

Address:

Date: [Click here to enter a date.](#)

Place of Signing:

SCHEDULE 1

PART 1: THE PROJECT

The payment of grant will be made to Inverclyde Council to deliver the agreed proposals contained in the improvement plan submitted to the Scottish Government in connection with the Attainment Scotland Fund Challenge Authorities programme by e-mail on 30 September 2016. The conditions included in the email from the Scottish Government on 30 September which notified funding approval still apply.

The table below summarises the total funding allocations for the intervention, based on proposals within those submitted plans that have been agreed in principle. These plans are based on expenditure committed before end of Financial Year 2016-17.

Intervention Breakdown	Total Funding Allocation (2016-17)
Literacy	£65,366
Numeracy	£65,366
Health and Wellbeing	£138,166
Supported Study and Community Learning	£51,996
Attainment Challenge Teachers	£175,000
Project Leader	£45,000
Total	£540,894

PART 2: PAYMENT OF GRANT

1. The total Grant of up to **£540,894 STERLING** shall be payable by the Scottish Ministers to the Grantee on receipt of a completed claim for Grant in the form set out in **Schedule 2**. Schedule 2 should be submitted to the Scottish Government by 13 January 2017 and 17 March 2017. A signed grant acceptance should be submitted to the Scottish Government by 18 November 2016.

2. The total Grant shall be payable over the financial year 2016-17 in two instalments at 13 January 2017 and 17 March 2017. The Scottish Ministers shall not be bound to pay any instalment of the Grant which has not been claimed by the Grantee by 31 March 2017 unless otherwise agreed in writing by the Scottish Ministers.

3. Each claim shall be for an amount equal to the actual reasonable and proper costs and expenses incurred by the Grantee in connection with the Project.

4. Each claim shall be submitted together with such explanatory or supplementary material as the Scottish Ministers may from time to time require whether before or after submission of the claim.

5. On receipt of each claim (and any required documentation and information), the Scottish Ministers shall determine the amount of expenditure which they consider the Grantee has reasonably and properly incurred in connection with the Project having regard to that claim. The determination shall be based on the information provided by the Grantee in accordance with this Schedule. The Scottish Ministers shall use their best endeavours (but shall be under no obligation or duty) to pay the amount determined to the Grantee within 4 week(s) of receiving a claim and any required documentation and information relevant to the claim.

6. In order to facilitate the accrual of expenditure of the Grant for the financial year the Grantee shall, where appropriate, advise the Scottish Ministers in writing by 14 April 2017 the amount of the Grant actually expended up to and including 31 March 2017.

SCHEDULE 2
GRANT CLAIM FORM

Organisation: Inverclyde Council

Bank details:

Project: Attainment Scotland Fund Challenge Authorities Programme

Total agreed grant for 2016-17: £540,894

Latest forecast of expenditure of grant for 2016-17:

Grant claimed to date:

Claim for grant for the period [from __/__/__ to __/__/__]:

We hereby claim grant of £ in respect of the above period in accordance with the terms and conditions of the offer of Grant dated 8 November 2016 and the Schedules attached thereto.

Completed by:

Position:

Contact Details:

Date:

Items of Expenditure

Please list in the table below all discrete items of expenditure relevant to the above period and the type of documentary evidence that has been submitted or will be made available on request to substantiate each amount.

A	B	C	D
Item (e.g. staffing, resources, training, intervention etc)	Amount (£)	Paid Invoice (Y/N)	Other (please specify, e.g. certificate of payment in kind)
TOTAL*			

* Note the total should add up to the total expenditure claimed for the period.

SCHEDULE 3

STATEMENT OF COMPLIANCE WITH CONDITIONS OF GRANT

Attainment Scotland Fund Challenge Authorities Programme 2016-17

This is to confirm that the grant claimed by Inverclyde Council in relation to the above Project during the financial year ended 31 March 2017 was properly due and was used for its intended purpose(s) in accordance with the terms and conditions of the Grant. This statement is supported by the records of the Inverclyde Council.

Signed:

Name in block capitals:

Position:

Date:

SCHEDULE 4

DEFINITIONS

“Agreement” means the agreement constituted by the Scottish Ministers’ invitation to apply for a grant, the Grantee’s Application, these Conditions and the Grantee’s acceptance of these Conditions;

“Conditions” means these grant conditions;

“Default” means:

- a) Any breach of the obligations of either party under this Agreement (including, but not limited to, any breach of any undertaking or warranty given under or in terms of this Agreement);
- b) Any failure to perform or the negligent performance of any obligation under this Agreement;
- c) Any breach of any legislation; or
- d) Any negligence or negligent or fraudulent mis-statement or misappropriation of Grant, or any other default,

In all cases by either party, its employees, agents or representatives;

“Financial Year” means a period from 1 April in one year until 31 March in the next;

“Grant” means the grant offered by the Scottish Ministers to the Grantee as specified in the Award Letter, as varied from time to time in accordance with these Conditions;

“Grantee” means the person, organisation or body to which the Grant will be payable as specified in these Conditions. Where two or more persons, organisations or bodies are the Grantee, references to the “Grantee” are to those persons, organisations or bodies collectively and their obligations under the Agreement are undertaken jointly and severally;

“Intellectual Property Rights” means all rights of ownership, including all copyrights and other intellectual property rights in books, leaflets and other printed and published materials in whatever form produced as part of the Project by or on behalf of the Grantee including all reports and any such published materials stored in or made available by means of an information technology system and the computer software relating thereto and all patents, trademarks, registered designs and other rights in the nature of intellectual property;

“Project” means the purpose for which the Grant has been awarded as described in the Offer of Grant;

“Payment” means each of the payments specified in Schedule 1 hereto.