

<b>Reporting Period</b>	April 2016 – March 2017
<b>Local Authority</b>	Inverclyde
<b>Key Contact at Authority</b>	Mairi McFarlane
<b>Attainment Advisor</b>	Cara Cooper

### Summary of Spend

Intervention	2016/17 Allocation	2016/17 Amount Spent
Project support and coordination	£214,919	£205,155
Families and communities	£489,015	£433,197
Nurture	£198,266	£192,066
Meeting learning needs	£142,412	£146,550
Learning and teaching	£312,213	£225,862
Training and resources	£205,550	£205,550
<b>Total</b>	<b>£1,562,375</b>	<b>£1,408,380</b>

### Agreed Improvement Plan

<b>1</b>	<b>Project support and coordination</b>	
2016/17 Allocation	£214,919	
2016/17 Actual Spend	£205,155	
<b>Expenditure breakdown</b>		
<b>Staffing:</b>	Total this financial year	
	FTE	Costs
Teachers	2.0	£122,680
Education/development officers		£
Educational psychologists		£
Data analysis officers	1.0	£50,771
Family/home link worker		£
Speech and language therapists		£
Early years professionals		£
Other staff, namely:.....	1.0	£31,704
<b>Non-staffing</b> <i>please specify type:</i>	Total costs this fin. year	
	£	

	£	
	£	

**Activities:** Please comment on progress in implementing your planned activities **in the year 2016/17**

Project co-ordination has continued to support the work being carried out in schools across the authority. Our Data Officer is now full-time and our Seemis Development Officer is back on the project team, allowing us to continue our work supporting schools with the recording, collation and analysis of data. Our data officer has worked with all 9 HTs to ensure they are confident in the use of current available data on children's progress. Consistent tracking and monitoring systems are now in place in all 9 schools, with the rest of our primary schools receiving support for this over the next few weeks.

Our Admin Officer allows AC staff and school staff to focus on the aims of the project by ensuring that admin tasks, such as procurement of resources, are dealt with centrally.

Having an Attainment Challenge base has allowed us to set up classrooms for professional learning. These have been used on a weekly basis, providing displays of literacy and numeracy approaches, as well as promoting effective pedagogy through reciprocal and dialogic teaching, SEAL, Visible Learning, Collaborative Action Research, Coaching, Nurture Principles/Attachment, Uplifting Leadership, Active Literacy etc.

**Slippage from plans:** Please comment on slippage from your original plans for implementing activities in the year 2016/17

Our Data Officer and Seemis Development Officer were not able to join the SAC team at the planned time, due to problems with backfill. They are now with us full-time.

<b>1</b>	<b>Project support and coordination: evidence on short and medium-term outcomes</b>	
<b>Short-term outcomes</b>	<p><b>What short-term outcome(s) does this initiative aim to achieve?</b>  <i>(Short-term outcomes are often in the form of changed awareness, skills, motivation, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</i></p>	<p><b>By when? (estimate)</b></p> <p><b>Status</b>  <i>(completed / ongoing / no progress)</i></p>
	1. Increase in awareness of available data amongst head teachers in the 9 target schools.	1: Jan 17
	2. Increase in skills in using data amongst head teachers to improve learning and teaching in the 9 target schools.	2: Oct 16
3. Increase in readiness amongst head teachers in the 9 target schools to collaborate across establishments and with partners (Barnardo's, CLD and libraries).	3: Nov 16	

	<p>4. Increase in collaboration between 9 head teachers to identify and build shared understanding of key aspects of assessment (Benchmarks). New working group.</p> <p>5. Increase in engagement and participation in professional learning training courses from teachers in Attainment Challenge schools.</p> <p>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.</p>	<p>4. Oct 16</p> <p>5. Oct 16</p> <p>6. Oct 16</p>
<p><b>Are you collecting evidence to measure these outcome(s)? If so, please specify which type of evidence for which aim (if not, just put 'N/A')</b></p>		
<p>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.</p> <p>3. Oral feedback from head teachers to the Attainment Challenge project team.</p> <p>4. Continued participation in new working group.</p> <p>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.</p> <p>6. Overview of interventions and thematic analysis of School Improvement Plans in each of the 9 schools.</p>		
<p><b>What does this evidence show on the extent to which the above outcomes have been achieved to date? Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.</u></b></p>		
<p>1-2. Target groups in place in all 9 schools and children have additional teaching support from AC outreach teachers (targeted interventions) Head teachers report increased use of data, however, several would also like further support in the use of Excel.</p> <p>3. Feedback from HTs highlights greater collaboration with partners, CLD, libraries and across all 9 schools e.g. Reading for Pleasure Project, Holiday Learning Lunch Clubs.</p> <p>4. Working group of all 9 HTs agreed common recording system for tracking of children's progress. Now in use in target schools. Guidance was produced for local authority use and has been shared across all 20 schools.</p> <p>5. Over the last year, 198 places out of 522 (38%) at authority-wide professional learning sessions were attended by AC class teachers and 78 support staff training places were taken by AC schools, from a total of 147 places across the authority (57%). 11 courses offered had combined waiting lists of 120 staff.</p> <p>6. Thematic analysis completed and support was targeted appropriately. Implementation is on-going.</p>		

Medium –term outcomes	<p><b>What medium-term outcome(s) does this initiative aim to achieve?</b>  <i>(Medium-term outcomes are often in the form of changed actions, practice, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</i></p>	<p><b>By when? (estimate)</b></p> <p><b>Status</b>  <i>(completed / ongoing / no progress)</i></p>
	<p>1. Increased focus on improving the evaluations for interventions by the Attainment Challenge project team.</p> <p>2. Increase in sharing practice across all Inverclyde schools.</p> <p>3. Increase in awareness and skills of teachers to effectively use data to help improve learning and teaching in the 9 target schools.</p> <p>4. Increase in new collaboration between schools and partners (Barnardo's, CLD and libraries), involving more people.</p> <p>5. Increased opportunities and reach of professional learning training courses.</p>	<p>1. Mar 17</p> <p>2. Jun 17</p> <p>3. Dec 17</p> <p>4. Jun 17</p> <p>5. Jun17</p>
	<p><b>Are you collecting evidence to measure these outcome(s)?</b> <i>If so, please specify which type of evidence for which aim (if not, just put 'N/A')</i></p>	
	<p>1. Feedback and increased increasing number of requests for support from the Research Assistant compared with previous term.</p> <p>2. 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.</p> <p>3. Repeated observations from school leaders, feedback from teachers, questionnaires.</p> <p>4. Retrospective feedback from partners and head teachers.</p> <p>5. Number of opportunities and overall uptake for each initiative (now and later on).</p>	
	<p><b>What did this evidence show?</b> <i>Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.</u></i></p>	
	<p>1. System in place for schools to request advice or support from research Assistant around the evaluation of interventions. Increase in requests for support and advice on evaluation of interventions from Research Assistant.</p> <p>2. Teachers have requested visits to other classes/schools within the Attainment Challenge. Collaborative Action Research Projects are focussed on practice-sharing across schools. Practice-sharing is embedded in our Literacy professional learning opportunities. Head teachers of all focus schools state that they agree or strongly agree that sharing practice across all Inverclyde schools has increased as a result of AC.</p> <p>3. On-going and will be a priority for Session 2017-18. Some head teachers from focus schools report that staff have increased their use data. Most have identified this as an on-going development.</p> <p>4. Community/PartnersTeam liaises well regarding joint projects e.g holiday lunch clubs. Extended the reach of collaboration between schools and partners to provide holiday learning lunch clubs.</p>	

	<p>5. Over the last year, 198 places out of 522 (38%) at authority-wide professional learning sessions were attended by AC class teachers and 78 support staff training places were taken by AC schools, from a total of 147 places across the authority (57%). 40 teaching staff also attended 2 collegiate sessions on SEAL, 30 Early Years Practitioners attended a professional learning session on SEAL, 30 NQTs attended a session on Visible Learning, 66 staff attended the Uplifting Leadership course, with 25% of these being from AC schools.</p>
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**Reflections on progress to date: Can you share any learning on what has worked well in implementing this initiative?**

Our structured approach to delivering professional learning training sessions continues to support AC focus schools and schools across the authority, This approach includes building capacity within our team, as we include more colleagues in delivering professional learning. The rolling programme of professional learning is developing, with school staff now more confident that sessions will run again.

**Can you share any learning on what has worked less well or could be improved?**

Backfill of posts still caused us some issues, but these are currently resolved. Providing professional learning for school staff on use of Excel will be a next step.

<b>2</b>	<b>Families and communities</b>	
2016/17 Allocation	£489,015	
2016/17 Actual Spend	£433,197	
<b>Expenditure breakdown</b>		
<b>Staffing:</b>	Total this financial year	
	FTE	Costs
Teachers		£
Education/development officers		£
Educational psychologists	1.0	£30,116
Data analysis officers		£
Family/home link worker	9.0	£301,174
Speech and language therapists		£
Early years professionals		£
CLD support	4.0	£101,907
<b>Non-staffing</b> <i>please specify type:</i>	Total costs this fin. year	
		£
		£
		£

**Activities:** Please comment on progress in implementing your planned activities in the year 2016/17

Family Support Workers have provided bespoke support packages for families within our 9 focus schools. Literacy Lunch Clubs were held throughout the summer holidays to allow families to engage in literacy activities and enjoy a light lunch together. This initiative continued in smaller scale during the October holiday and an enhanced provision is planned for the Easter holidays.

All disadvantaged families who have been referred by Head Teachers or other partners have completed a well being assessment and have an intensive package of family support in place with targeted outcomes.

All parents where social, emotional and behavioural difficulties have been identified are receiving one to one sessions with family support worker to explore the influence of the parent/child relationship in relation to the child's overall development and what the child needs from them everyday in order to engage in learning.

Family Support Workers and Education Staff are facilitating parent and children learning activities within the school community. Family learning groups incorporate the ethos of Nurture to include the child's attachment figure. The parent/child relationships are fostered and developed by practitioners who have a knowledge and understanding of attachment theory and the development of attachment behaviour. The family learning groups provide an opportunity for the parents and children to come together and develop relationships with family support workers and education staff creating a supportive school community for families. Family learning sessions with Barnardo's Family Support Workers encompass a range of themes: Story Sack Lending Library, Reading for Pleasure, Crafternoon, Tiddlers' Reading, Sports T Club etc. Average weekly attendance over the focus schools is 67 parents and 83 children.

Drop In sessions for parents are in place in several focus schools. These vary in format, depending on needs of parents. One is based on cookery classes, another has planned sessions on mindfulness, dyslexia, internet safety etc.

The appointment of an Educational Psychologist was completed in September 2016. This has allowed EPS to plan an increased role in taking forward the Attainment Challenge in Inverclyde, with input to Nurturing Approaches, Nurturing Me, Visible Learning, Collaborative Action research, Coaching, Seasons for Growth and Reciprocal Teaching.

Seasons for Growth supports children who have experienced 'loss or change'. Education Psychology is co-ordinating and evaluating this groupwork. There have been groups facilitated with family support workers and education staff in 2 focus schools. Family support worker and education psychology are currently facilitating a group in another focus school with an additional school in the process of planning a group. There are plans for Barnardo's and Education Psychology to meet during the Spring break to plan a seasons for growth group for parents. It is hoped that parents from various schools will come together in the Barnardo's base to access seasons for growth.

Group work activities have been developed in relation to the themes of unmet needs that are being identified in children's well-being assessment. Children from each of the schools are coming together and participating in a variety of group work that is facilitated by the family

support workers at the service base. These groups provide a context to work on targeted outcomes as described below.

**Skills Building Social Group – ‘CONNECT’** is a twelve week programme for children experiencing social emotional and behavioural difficulties. Weekly activities support the development of social skills, emotional literacy and improving peer relationships. It allows the children to grow in confidence and build on their self-esteem within a small group.

**Children’s Steering Group** offers children the opportunity to voice their opinions and be heard. This group has been established to help shape practice and service development/design. This group allows the participants to provide input of their direct experiences while growing in confidence and meeting new friends.

**Gem Group** enables young girls between the age of 9-11 years to explore and develop a healthy sense of identity, understand self-care within relationships, discuss their physical and emotional development and access opportunities for positive social interaction with peers.

### **Befriending**

Children within AC focus schools are accessing Barnardo’s befriending service. This service complements the work of the family support worker who have identified children that require additional longer input. Children are given the opportunity to build positive nurturing relationships with key adults that develops resilience. It assists children to improve their social and emotional skills and connect to their local community. Children are supported to identify hobbies and interests, participate in groups and build positive social networks.

In the past year 11 children within Raising Attainment schools have benefited from Befriending Support, with 8 currently being supported and there are 3 children identified and waiting to be matched with a volunteer befriender.

One of the children has completed a Dynamic Youth Award with the help of their befriender. The Awards follow a Plan-Do-Review process which allows young people to effectively recognise and express their learning and achievements. This increases their self-esteem, improves motivation and keeps young people engaged with learning.

### **Embedding Attachment Practice**

Joint training events have increased in the last quarter, five of the nine schools have participated in Five to Thrive workshops.

There are dates set for further joint training events; Nurture Teachers will join Family Support Workers for more intensive training with KCA, this training will focus on the following areas:

- Attachment aware schools
- Emotion coaching
- Building Resilience

In the first term (Aug-Dec 2016) Community Learning and Development provided support to families who are “just coping” or families who may have a wider CLD support need. The 3 CLD workers conducted awareness raising sessions for the nine Attainment Challenge



Schools through parents evenings, meet the teacher events, coffee mornings and induction sessions. This universal method of engagement raised awareness to 1700 parents across the AC schools.

From those 1700 parents, 71 parents received face to face taster sessions/workshops in the following programmes between July – December 2016;

<u>Programme</u>	<u>Total</u>
Coffee Morning/Afternoon	22
Eat Better Feel Better	17
Family Learning	11
SEAL Maths Workshop	7
Multiple Community Groups	5
One to one Support	4
Community Group	3
Employability	1
SEAL Maths Workshop	1

34 (48%) parents requested the opportunity to receive further support through (26) Adult Learning, (5) Adult Literacies and (3) Employability Workshops and (2) Inverclyde Advice First.

Building on the success of providing families with support to encourage play, learning and reading whilst also providing lunch during the sessions the Holiday Lunch Clubs were offered again throughout the Autumn break in October. The same three Early Learning and Childcare venues offered the sessions for two days instead of five based on the feedback of the parents that attended summer clubs. The sessions were universal to parents with children in the early years or the children in the attainment challenge schools, however, the family support workers from both Barnardo's and Community Learning and Development targeted specific families who would benefit from the service provisions.

CLD workers are also delivering the Steps to School programme contains eight sessions; each covers a topic identified by parents. All parents are encouraged to attend all eight sessions, however this is not always possible, therefore each topic has been designed to be delivered as a stand-alone sessions.

- Communication – School Talk
- Your Child Starting School – registration, placing requests, school lunches and induction days
- Supporting Your Child with Homework – SEAL
- Supporting Your Child with Homework – Active Literacy
- Universal Credit – benefits advice
- Restorative approaches
- Cyber Safety



**Slippage from plans:** *Please comment on slippage from your original plans for implementing activities in the year 2016/17*

Recruitment of Family Support Workers and changes of staff meant that not all 9 schools and their own Family Support worker and link CLD worker in place from August.

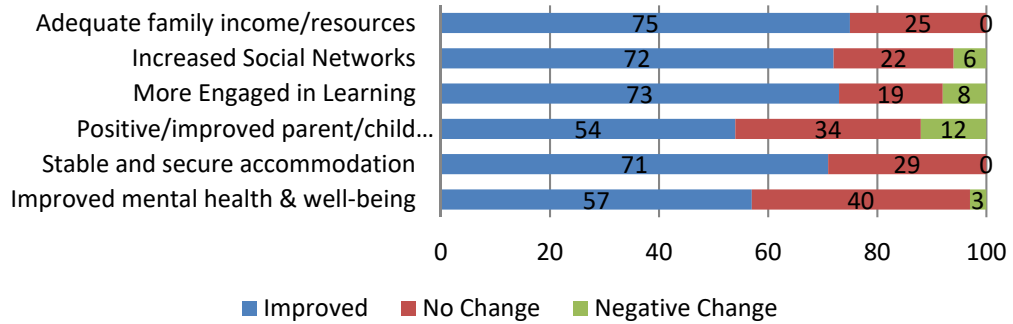
Practical challenges of releasing staff to attend coaching and Collaborative Action Research sessions have caused some issues in taking forward aspects of this plan.

2	<b>Families and communities: evidence on short and medium-term outcomes</b>	
<b>Short –term outcomes</b>	<p><b>What short-term outcome(s) does this initiative aim to achieve?</b>  <i>(Short-term outcomes are often in the form of changed awareness, skills, motivation, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</i></p>	<p><b>By when? (estimate)</b></p> <p><b>Status</b>  <i>(completed / ongoing / no progress)</i></p>
	<ol style="list-style-type: none"> <li>1. Increase in parental awareness of the importance of engaging with and supporting their child’s learning / home learning.</li> <li>2. Increase in Attainment Challenge team and partners’ knowledge of numbers of parents engaging with schools to identify target cohorts of parents.</li> <li>3. Increase in parental engagement in existing community opportunities, parental groups and services to support children and families.</li> <li>4. Improved health and wellbeing of children who attend family learning clubs.</li> <li>5. Increase in package of support for targeted children and families.</li> </ol>	<ol style="list-style-type: none"> <li>1. Mar 17</li> <li>2. Dec 16</li> <li>3. Mar 17</li> <li>4. Dec 16</li> <li>5. Dec 16</li> </ol>
	<p><b>Are you collecting evidence to measure these outcome(s)? If so, please specify which type of evidence for which aim (if not, just put ‘N/A’)</b></p>	
	<ol style="list-style-type: none"> <li>1. Regular feedback from children, parents and staff from family learning and summer lunch clubs. Retrospective measures.</li> <li>2. Retrospective feedback from schools identifying target families.</li> <li>3. Number of referrals, engagement with services and feedback from partners. Current numbers compared with numbers before summer lunch clubs.</li> <li>4. Compared observations and/or professional judgement from school and partner staff from before and after the family attended learning club.</li> <li>5. Numbers of workers, sessions and referrals, compared with numbers before the initiative.</li> </ol>	
	<p><b>What does this evidence show on the extent to which the above outcomes have been achieved to date?</b> <i>Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet</i></p>	

	<p><i>available, just put 'N/A'. <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.</u></i></p>
	<p>1. We have increased the reach of our family learning clubs and holiday lunch clubs to all AC focus schools. These provide further opportunities for targeted interventions from a range of partners.</p> <p>2. Developing our approaches to information sharing between partners and third sector agencies.</p> <p>3. 15% increase in self referrals. Family support workers attribute this increase to the relationship based approach that invests time in building trust with parents at a pace that suits the family, the support is easily accessible within the families' community and the partnership work has increased parental engagement in schools.</p> <p>4. Developing approaches to assessing improvements in health and wellbeing Community Learning and Development workers have compiled a suite of activities from which schools can self-select appropriate interventions to support target cohorts of families. Between January and March 2017 Community Learning and Development Family Support Workers have engaged with 123 parents/carers who are now classified as learners, 68% are living in SIMD 1+2. The majority are female between the ages 25-44 years.</p> <p>5. Family Support workers have increased and they are now providing bespoke packages of support for families in 9 schools. Referrals and uptake have increased significantly, we currently support 50 families consisting of 75 parents and 125 children.</p> <p>Since the start of the project 20 families (22 parents and 28 children) have completed their targeted outcomes. Additionally 22 families with children in P4-7 have a received a package of support where family support workers have the capacity and a need is identified. Family learning activities are now established in 8 of the 9 schools. This has increased parental engagement in children's learning, there are, on average, 67 families (67 parents and 83 children) attending sessions on a weekly basis.</p> <p>Community Learning and Development Family Support Workers have compiled a brochure of activities that schools can offer to parents from Attainment Challenge School, each of these activities are to improve parents engagement with their children's learning and achievements and linked to How Good Is Our Learning Communities? The Family Support workers will be offering these services to Attainment Challenge schools to engage more parents to take up the resources on offer. The Family Support Workers also engage parents through other various activities in and around the school such as coffee mornings, parents evenings, Reading for Pleasure, Bookbug sessions, families connect sessions, holiday lunch clubs and transitions days.</p>
<p><b>Medium – term</b></p>	<p><b>What medium-term outcome(s) does this initiative aim to achieve?</b> <i>(Medium-term outcomes are often in the form of changed actions, practice, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</i></p> <p><b>By when? (estimate)</b> <b>Status</b> <i>(completed / ongoing /</i></p>

		<i>no progress)</i>
<ol style="list-style-type: none"> <li>1. Increase in parental engagement with children’s learning.</li> <li>2. Increase in positive child – parent/carer relationships.</li> <li>3. Increase in positive relationships between families and schools, partners and CLD.</li> <li>4. Increased engagement of children in their learning.</li> <li>5. Increase in parental understanding and confidence of how to establish positive learning activities at home.</li> <li>6. Barriers to parental engagement are better understood by Attainment Challenge team and efforts are taken to reduce them as much as possible.</li> <li>7. Increase in family learning programmes.</li> </ol>	<ol style="list-style-type: none"> <li>1. Jun 17</li> <li>2. Jun 17</li> <li>3. Jun 17</li> <li>4. Oct 17</li> <li>5. Jun 17</li> <li>6. Mar 17</li> <li>7. Oct 17</li> </ol>	
<p><b>Are you collecting evidence to measure these outcome(s)?</b> <i>If so, please specify which type of evidence for which aim (if not, just put ‘N/A’)</i></p>		
<ol style="list-style-type: none"> <li>1-3, 5. Feedback from children, parents and school staff. Pre and post questionnaires.</li> <li>4. Pre and post observations from parents and staff.</li> <li>6. Parental feedback.</li> <li>7. Numbers of family learning programmes and families involved compared with numbers from before Attainment Challenge involvement.</li> </ol>		
<p><b>What does this evidence show?</b> <i>Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put ‘N/A’.</i> <u><i>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.</i></u></p>		
<p>1,3, 4-6. Collection of data is on-going. Qualitative data was also collected at the October Lunch Club to provide information on areas for improvement. The majority of those that attended were happy with the service and the venue, they enjoyed having family time and participating in activities that they would not do at home either because they don’t have the time or the material. Children loved the cooking and parents found that children would try new food that they had made at the lunch clubs. Families enjoyed the focus on reading and learning with their children through play and fun activities, 100% of parents advised that they enjoyed “meeting other parents” as a reason that they attended the holiday clubs, which indicates how much value they put on peer support from a service such as this.</p> <p>2,7. Using Barnardo’s GIRFEC Outcomes Tracking Framework, we are able to report the following:</p> <p><b>TARGETED OUTCOMES % CHANGE OVER A PERIOD OF TIME</b></p>		

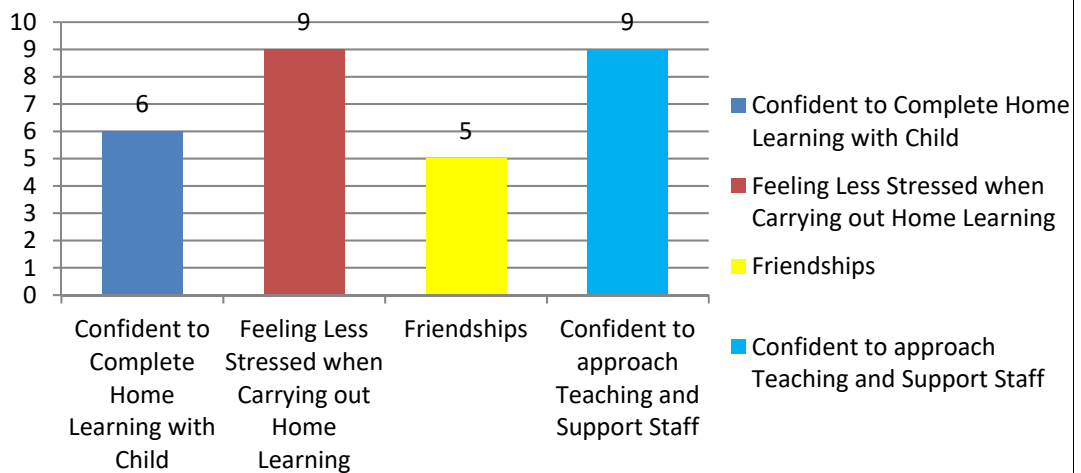
## Outcomes % Change After One Year



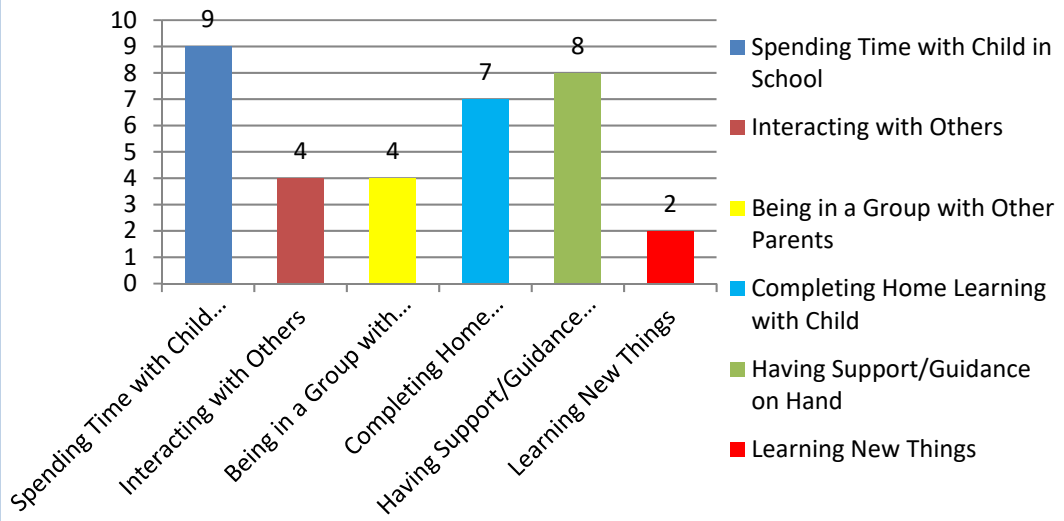
### Family Learning

The highest gains for parents and children all centre around 'problem free time together', this is another indicator that positive interaction is promoted by reducing stress. The graph indicates that the family learning environment is nurturing for both children and parents. When parents are supported and nurtured they are more able to support and nurture their children. 'Snack' also scores high from the children's perspective; the actual snack is basic however the main objective of snack time at the beginning of family learning is to encourage 'check in' where parents and children talk about their day and name and acknowledge emotions. It provides opportunities for taking responsibility and offering encouragement and praise as well as co-regulation.

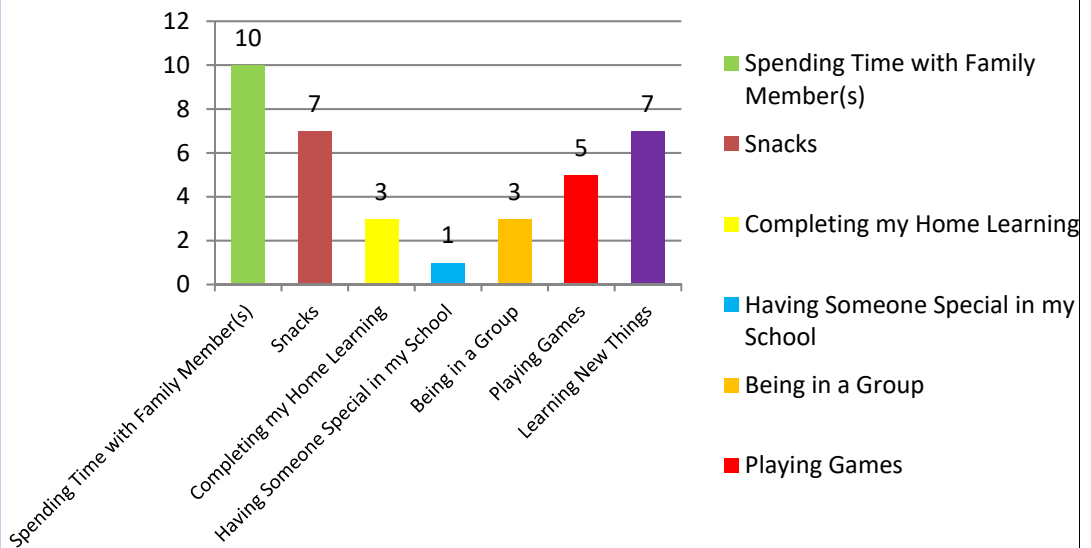
### What the Adult Has Gained From Attending Family Learning



### What the Adult Enjoys Most About Family Learning



### The Child's Favourite Things About Family Learning is...



### Reflections on progress to date: Can you share any learning on what has worked well in implementing this initiative?

Partnership working with Barnardo's continues to grow and develop.

The positive feedback of successful activities now established within AC focus schools allows us to replicate them and creative ideas are being tested in a variety of schools and settings.

The partnership with schools increases accessibility of support for families when they need it most; it is timely and unobtrusive. The relationship approach is respectful, getting alongside families to reduce stress and raise awareness of the everyday interaction that is required to

promote growth and development for children. Families can access support at a pace that feels safe, support can be intensive or provided by dropping into the school as and when required.

Families Connect ran in one school, with another programme planned for the summer term. Reading for Pleasure project is currently being rolled out to other schools.

Joint working between CLD and Barnardo's and Libraries has also allowed us to offer purposeful family learning activities during school holidays. Parents advised that because of the activities that they engage during the holiday lunch clubs they were more likely to **Interact with the child more, play, spend time together** (29% of the respondents). Example: 'We will sit together more often at lunchtime and chat.'

**Help children to learn, develop, to be more outgoing and confident** (25% of the respondents) 'They learned that it's okay to make a mess and make mistakes and I suppose I also learned this.' 'The child in my care is learning to participate and share.'

Columba 1400 enabled 11 parents to graduate from the Parental Leadership programme. Providing this leadership training to parents who were trying to engage in their child's learning, but were struggling because of their own confidence or perceived lack of education and skills, has transformed some of their lives and it is anticipated this will impact on their children's wellbeing and health. The course started in October 2016 with a small presentation to some parents and family support workers, this introduction would be the key to encouraging other parents to engage in the programme. Over the course of 5 months 11 parents and 3 family support workers worked together to facilitate learning, to work on core values that they think would make them better parents and leaders within their schools and communities.

The support from the 3 family support workers was invaluable and necessary, based on experience and knowledge there is a need to have a local contact that can build relationships with the parents and constantly encourage, remind and discuss information from the workshops, to be there for questions and challenges that the parents face throughout the training.

The Family Support Workers who supported the group of parents have worked with them to complete paperwork around their learning and achievements and 100 % of the parents that participated will receive an SVQ in Personal Achievement. For some of the parents this is the only recognised qualification that they have received.

All of the parents have moved forward within their own lives including;

1 parent has secured employment, 1 parent is in the process of establishing her own business, 4 parents are now participating in existing community activities such as "On the Ball" to develop their knowledge in exercise, fitness and attachment with Save the Children. 2 parents are participating in University access courses to further their own education and learning. Some have rebuilt family and friend relationships that were beyond repair, strengthening their community support and values with peers.

100% of the parents have reported increase confidence and awareness of their core values which they have shared with their families.

The Family Cooking Project facilitated by CLD provides a 4 week opportunity for families to learn how to prepare and cook nutritionally balanced meals on a budget. Families then eat the food they have prepared. A pilot Saturday morning class is also running. All food is provided free of charge and lessons include cooking on a budget to show how inexpensive a family meal can be produced.

<u>Delivery Venue</u>	<u>Families</u>	<u>SIMD decile 1&amp;2 (2016 tables)</u>	<u>Notes</u>
<b>Aileymill</b>	<b>8</b>	<b>4</b>	
<b>All Saints</b>	<b>9</b>	<b>7</b>	
<b>Kings Oak</b>	<b>3</b>	<b>n/a</b>	<b>SIMD Info not yet available</b>
<b>Newark</b>	<b>8</b>	<b>7</b>	
<b>St. Andrew's</b>	<b>2</b>	<b>2</b>	
<b>St. Joseph's</b>	<b>4</b>	<b>n/a</b>	<b>SIMD Info not yet available</b>
<b>St. Francis'</b>	<b>2</b>	<b>2</b>	
<b>St. Michael's</b>	<b>0</b>		<b>Not yet started</b>
<b>Whinhill</b>	<b>0</b>		<b>Not yet started</b>
<b>Saturday Morning</b>	<b>6</b>	<b>4</b>	
<b>Early Years</b>	<b>11</b>	<b>10</b>	
<b>Total</b>	<b>53</b>		

SQA accreditation is embedded in all courses. At the time of writing this report, 7 (13%) parents have achieved SQA accreditation through the family cooking.

#### What Did the Families Say?

- 'Having more home cooked meals instead of ready/processed food. My child always asks what is in the food now so he sees exactly what is in it.
- HF has always been a fussy eater and would not try new food, now he tastes everything!' DB
- "We enjoyed making the food in the session and going home to try this out at home. I made pizza with my child and it gave us the chance to try things that I didn't know about. I'd be really interested in doing a Family Cooking class with all my children."  
LM



- “It was really good to find out about all the opportunities out there in the community and school. I signed up for Eat Better Feel Better and I have now signed up for the e-learning course through WCS and have started to complete the modules in Personal Development. This has increased my confidence and I know more about what is available out there” MMcF

**Sports T Club** average attendance 40 participants weekly

Active schools are working in partnership with the family support worker and school in a pilot initiative. The 6 week programme is for targeted families that have been identified by the family support worker, the wider Barnardo’s team school teachers. Children participate in an hour long sports activity facilitated by active schools coach (activity varies each week). Parents are then invited in for the second hour to share a family meal together, with check in and family discussion encouraged. A guest speaker then delivers a short input to the families – ie, healthy eating, mind mosaic, first aid, etc. This group meets three main outcomes including

- Engaging children in sports – targeting children who hadn’t previously attended any active schools sports activities, (improved health and wellbeing).
- Positive/improved family relationships
- Increased parental engagement in school community.

**Can you share any learning on what has worked less well or could be improved?**

Drop In sessions were poorly attended initially; we built on what we learned and tried new initiatives. Education and partner agencies have joined to expand the range of the drop in facility as evidenced above. We will continue to monitor and improve.

<b>3</b>	<b>Nurture</b>	
2016/17 Allocation	£198,266	
2016/17 Actual Spend	£192,066	
<b>Expenditure breakdown</b>		
<b>Staffing:</b>	Total this financial year	
	FTE	Costs
Teachers	6.0	£175,477
Education/development officers		£
Educational psychologists		£
Data analysis officers		£
Family/home link worker		£
Speech and language therapists		£

Early years professionals	1.73	£16,589
Other staff, namely:.....		£
<b>Non-staffing</b> <i>please specify type:</i>	Total costs this fin. year	
	£	
	£	
	£	

**Activities:** *Please comment on progress in implementing your planned activities in the year 2016/17*

9 Nurture groups are in place, with 6 in their second cycle and 3 newly established. 20 children have been re-integrated into their mainstream class over the course of the year.

All 9 schools are making good use of afternoon groups to support vulnerable pupils, especially those preparing to transition to secondary schools.

Our CMO (Nurture) liaises closely with our Educational Psychology Service, ensuring a consistent approach to providing professional learning and other support to schools.

All AC focus schools are developing nurturing approaches across the school. 4 Nurture teachers attended Education Scotland's training on Applied Whole School Nurture Tool in order to lead change in their own school.

One of our focus schools is piloting a whole school Nurture initiative, which is being evaluated by Educational Psychology Service.

Our CMO (Nurture) has supported a range of initiatives within schools, all looking to improve the wellbeing of children through enhanced playground activities. E.g. Mix Up Play project, Playground Improvement Pupil CAR

Training for new Nurture staff in August was well-attended and feedback from those involved was positive. Professional learning sessions have been provided on Nurturing Playgrounds, principles of nurture, attachment etc. Our CMO (Nurture) has provided support and advice to schools out with the main focus of the Attainment Challenge, helping to create individualised packages of support for vulnerable children. She is currently supporting 5 schools with 7 individual children who are experiencing social and emotional difficulties. Staff in schools involved have had training on attachment, attunement and Boxall strategies. Parents have also been supported by our CMO (Nurture).

Our Nurture training has included Nurture Group training for 4 teachers and 4 support staff, before new Nurture Groups were set up. 42 teachers have taken part in professional learning on Nurturing approaches and attachment, 18 class teachers and 26 NQTs attended Nurturing Classroom training, 72 support staff took part in Nurturing Playgrounds and 12 Early Years practitioners attended training on "Where Nurture sits in Statutory Guidance". A whole school audit workshop with 49 staff resulted in an Action Plan being created. Collegiate sessions on Boxalls and nurture principles have also taken place. Altogether 297 staff have participated in professional learning provided by our Nurture (CMO).

Our Nurture teachers meet on a regular basis to share practice and analyse Boxall assessment information.

6 Nurture teachers presented a workshop at the Nurture Group Network Scottish Conference.

Nurture teachers have had training from Speech and Language therapists, KCA, Education Scotland, Nurture Network. Good links have been established with the Nurture Facilitators in Inverclyde.

**Slippage from plans:** *Please comment on slippage from your original plans for implementing activities in the year 2016/17*

Our new Nurture teachers took up post in November/December due to difficulties with backfilling posts.

3	<b>Nurture: evidence on short and medium-term outcomes</b>	
<b>Short –term outcomes</b>	<p><b>What short-term outcome(s) does this initiative aim to achieve?</b>  <i>(Short-term outcomes are often in the form of changed awareness, skills, motivation, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</i></p>	<p><b>By when? (estimate)</b>  <b>Status</b>  <i>(completed / ongoing / no progress)</i></p>
	<ol style="list-style-type: none"> <li>1. Increase in teachers' understanding of attachment theory and strategies to support children with attachment needs in year 1 schools.</li> <li>2. Increase in staff recognition of the link between development and relationships, and 'behaviour as communication'.</li> <li>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).</li> <li>4. Increase in number of staff who have been coached and modelled in the operation of nurture class.</li> <li>5. Groups of children identified by SIMD bands and PIPs scores for targeted support.</li> <li>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.</li> <li>7. Increased knowledge of all staff members on the whole school application of nurture approaches (pilot school, 2/3 schools later in year).</li> </ol>	<ol style="list-style-type: none"> <li>1. Dec 16</li> <li>2. Dec 16</li> <li>3. Dec 16</li> <li>4. Jan 17</li> <li>5. Oct 17</li> <li>6. Jun 17</li> <li>7. Sep 17</li> </ol>
	<p><b>Are you collecting evidence to measure these outcome(s)? If so, please specify which type of evidence for which aim</b> <i>(if not, just put 'N/A')</i></p>	

	<p>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).</p>																		
	<p><b>What does this evidence show on the extent to which the above outcomes have been achieved to date?</b> <i>Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.</u></i></p>																		
	<p>1-3. Barnardo's staff have supported the implementation of Five to Thrive in all schools.  4. 112 teachers have accessed Nurture professional learning sessions, 98 support staff have also attended training sessions. Collegiate sessions for staff have been delivered in 5 schools, as well as our focus AC schools.  5. All 9 schools have targeted groups of children receiving support within the Nurture Class. This currently involves 35 children. 20 children have been successfully reintegrated into their mainstream class. 74 children are involved in Nurture support groups in afternoons.  6 – 7. Ongoing. Pre data has shown that there is a need to pilot the project and build teacher knowledge and skills in attunement and nurture.</p>																		
<p>Medium –term outcomes</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="284 1081 1252 1346" style="width: 80%;"> <p><b>What medium-term outcome(s) does this initiative aim to achieve?</b>  <i>(Medium-term outcomes are often in the form of changed actions, practice, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</i></p> </th> <th data-bbox="1252 1081 1431 1346" style="width: 20%;"> <p><b>By when? (estimate)</b>  <b>Status</b>  <i>(completed / ongoing / no progress)</i></p> </th> </tr> </thead> <tbody> <tr> <td data-bbox="284 1346 1252 1406">1. Improved attendance of children in 9 targeted schools.</td> <td data-bbox="1252 1346 1431 1406">1. Jun17</td> </tr> <tr> <td data-bbox="284 1406 1252 1467">2. Improved wellbeing in children in 9 targeted schools.</td> <td data-bbox="1252 1406 1431 1467">2. Jun17</td> </tr> <tr> <td data-bbox="284 1467 1252 1574">3. Improved relationships between children and teachers in 9 targeted schools.</td> <td data-bbox="1252 1467 1431 1574">3. Jun17</td> </tr> <tr> <td data-bbox="284 1574 1252 1655">4. Increase in self-regulation of targeted children from 9 targeted schools.</td> <td data-bbox="1252 1574 1431 1655">4. Oct17</td> </tr> <tr> <td data-bbox="284 1655 1252 1715">5. Improved peer relationships in 9 targeted schools.</td> <td data-bbox="1252 1655 1431 1715">5. Oct17</td> </tr> <tr> <td data-bbox="284 1715 1252 1776">6. Increase in targeted children's emotional self-awareness.</td> <td data-bbox="1252 1715 1431 1776">6. Jun17</td> </tr> <tr> <td data-bbox="284 1776 1252 1836">7. Increased self-esteem amongst children in 9 targeted schools.</td> <td data-bbox="1252 1776 1431 1836">7. Jun17</td> </tr> <tr> <td data-bbox="284 1836 1252 2009">8. Increased knowledge of, confidence in and application of nurturing approaches (in pilot school).</td> <td data-bbox="1252 1836 1431 2009">8. Oct 17</td> </tr> </tbody> </table>	<p><b>What medium-term outcome(s) does this initiative aim to achieve?</b>  <i>(Medium-term outcomes are often in the form of changed actions, practice, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</i></p>	<p><b>By when? (estimate)</b>  <b>Status</b>  <i>(completed / ongoing / no progress)</i></p>	1. Improved attendance of children in 9 targeted schools.	1. Jun17	2. Improved wellbeing in children in 9 targeted schools.	2. Jun17	3. Improved relationships between children and teachers in 9 targeted schools.	3. Jun17	4. Increase in self-regulation of targeted children from 9 targeted schools.	4. Oct17	5. Improved peer relationships in 9 targeted schools.	5. Oct17	6. Increase in targeted children's emotional self-awareness.	6. Jun17	7. Increased self-esteem amongst children in 9 targeted schools.	7. Jun17	8. Increased knowledge of, confidence in and application of nurturing approaches (in pilot school).	8. Oct 17
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<p>9. Nurture teachers are upskilled to drive the change in their schools and promote using Nurture principles at a whole school level.</p>	<p>9. Oct 17</p>
<p><b>Are you collecting evidence to measure these outcome(s)?</b> <i>If so, please specify which type of evidence for which aim (if not, just put 'N/A')</i></p>	
<p>1. Current attendance figures compared with figures from previous years.  2-7. Feedback from children and teachers. Baseline and measure later on.  4. Boxall before and after intervention.  8-9. Questionnaires for staff and pupils – ongoing measures (e.g. pupil focus groups, Readiness Checklist, staff questionnaires, observation data, self-evaluation exercise).</p> <p>Where appropriate, Boxall will be used in conjunction with other information, including teacher professional judgement.</p>	
<p><b>What does this evidence show?</b> <i>Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.</u></i></p>	
<p>1. N/A. Anecdotal evidence of individual pupils having improved attendance.  2. – 7. Boxall profiles completed so far show improvements in wellbeing, as well as literacy and numeracy, for our identified children. Feedback from staff supports this.  8. N/A  9. N/A</p>	
<p><b>Reflections on progress to date: Can you share any learning on what has worked well in implementing this initiative?</b>  Nurture Teachers in our focus schools are providing effective support for identified children and families. Early evaluations are very positive, with Nurturing Approaches being developed in all schools. Our CMO (Nurture) has provided bespoke packages of support for children, parents and staff in schools across the authority. Head teachers have identified the role of the Nurture Teacher as having a significant impact on the wellbeing of children. Parents also comment on improvements in attitudes to school. The collaboration between our Nurture teachers, Educational Psychology Service, Speech and Language Therapists is developing, with access to joint training or delivering joint training.</p> <p><b>Can you share any learning on what has worked less well or could be improved?</b>  Delays in appointment of new Nurture Teachers, due to problems with backfill.</p>	

<b>4</b>	<b>Meeting learning needs</b>	
2016/17 Allocation	£142,412	
2016/17 Actual Spend	£146,550	
<b>Expenditure breakdown</b>		
<b>Staffing:</b>	Total this financial year	
	FTE	Costs
Teachers	4.0	£119,093
Education/development officers		£
Educational psychologists		£
Data analysis officers		£
Family/home link worker		£
Speech and language therapists		£
Early years professionals		£
Other staff: Research assistant		£27,457
<b>Non-staffing</b> <i>please specify type:</i>	Total costs this fin. year	
	£	
	£	
	£	
<p><b>Activities:</b> <i>Please comment on progress in implementing your planned activities in the year 2016/17</i></p> <p>Professional learning opportunities for Attainment Challenge school staff were provided in SEAL, Active Literacy, Dialogic teaching, reciprocal teaching and Visible Learning. These were often oversubscribed. CMOs continue to support staff through visiting classes, modelling lessons, leading collegiate sessions etc. Our Numeracy CMO for Early/First Level has provided collegiate sessions for 6 schools, supported working groups in 4 schools, supported schools in parental engagement through workshops, providing materials etc. She has also provided support to 217 pupils and modelled numeracy lessons for 47 teachers, as well as delivering authority wide training for 185 staff.</p> <p>Our CMO (Literacy) Second Level, who started with AC team at the end of November, has provided training on dialogic teaching and reciprocal teaching for 24 staff and has modelled lessons for staff. She has also produced literacy support packs for staff, as well as guidance to support the assessment of writing.</p> <p>Our CMO (Numeracy) Second Level took up post full-time in March. She is currently visiting all 9 focus schools, working alongside P4-7 teachers.</p> <p>A Reading for Pleasure project was developed in one focus school. Early evaluations of this were very positive. Literacy Toolbox support was also maintained and extended to other schools. On the August in-service days, learning sessions for 150 teachers and support staff were delivered by the Attainment Challenge team. "Drop In" sessions for P1 teachers from focus schools were held in the first few weeks of the new session, with staff sharing ideas and asking for advice in an informal setting. Around 20 teachers attended these sessions.</p>		

**Slippage from plans:** *Please comment on slippage from your original plans for implementing activities in the year 2016/17*

Our CMO (Literacy) has been absent from work since June 2016. We appointed another CMO (Literacy) Second Level in November 2016.

Our CMO (Numeracy) Second Level could only be released full-time from 6<sup>th</sup> March 2017, due to problems with backfill.

4	<b>Meeting learning needs: evidence on short and medium-term outcomes</b>	
<b>Short –term outcomes</b>	<p><b>What short-term outcome(s) does this initiative aim to achieve?</b>  <i>(Short-term outcomes are often in the form of changed awareness, skills, motivation, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</i></p>	<p><b>By when? (estimate)</b>  <b>Status</b>  <i>(completed / ongoing / no progress)</i></p>
	<p>1. Develop a common and effective tracking and monitoring process jointly by school staff with support from Attainment Challenge team.  <b>SEAL</b></p>	<p>1. Oct 16            2. Oct 16</p>
	<p>2. Increase in teacher knowledge and skills to engage children in learning in numeracy.</p>	<p>3. Mar 17</p>
	<p>3. Increase in teacher motivation to look for other resources to enhance learning in numeracy.</p>	<p>4. Jun 17</p>
	<p>4. Increased teacher skill in on-going assessment and reflective planning to meet the needs of children.</p>	
	<p><b>Reading for Pleasure (pilot in one target school)</b></p>	<p>5. Sep 16</p>
	<p>5. Increase in children’s interest in reading.</p>	<p>6. Sep 16</p>
	<p>6. Increase in parental awareness of ways to inspire children to read more.</p>	<p>7. Sep 16</p>
	<p>7. Increase in children’s knowledge and skills about strategies to help them read.</p>	<p>8. Sep 16</p>
	<p>8. Increase in children’s engagement in conversations about books with others.</p>	
	<p><b>NL Active Literacy</b></p>	<p>9. Feb 16</p>
<p>9. Increase in teacher confidence and skill to use North Lanarkshire Active Literacy approaches.</p>	<p>10. Feb 17</p>	
<p>10. Increase in teacher knowledge of strategies to develop children’s phonological awareness.</p>		
<p><b>Dialogic and Reciprocal Teaching</b></p>		
<p>11. Increase in teacher confidence and skill to use dialogic and reciprocal teaching approaches.</p>	<p>11. April 17</p>	



	<p><b>Are you collecting evidence to measure these outcome(s)? If so, please specify which type of evidence for which aim (if not, just put 'N/A')</b></p> <p>1. Draft format.  2-4. Teacher retrospective surveys (SEAL).  5-8. Teacher retrospective feedback, parent retrospective questionnaire and child pre and post survey (Reading for Pleasure).  9-10. Teacher retrospective survey and oral feedback from teachers (NL Active Literacy)  11. Teacher feedback from</p>
	<p><b>What does this evidence show on the extent to which the above outcomes have been achieved to date? Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.</u></b></p>
	<p>1. Final format agreed and in use.  2. – 4. Feedback from staff indicates that there is an increase in teacher knowledge and skills in learning, teaching and assessment, and motivation to enhance learning  5 -8 The trend of giving a specific title of the book from pre measure has changed into giving a favourite author's name, predominantly authors, whose books appeared during Reading for Pleasure, indicating that children enjoyed the books chosen for the project.  As a result of the project variety of places where children read for pleasure have increased, showing that children possibly undertook reading in their free time as well. Survey revealed the importance of working with parents, as well as with extended family on supporting children in reading.  The post measure revealed a wider choice for support in reading sources, as other family members were indicated by children as available for help or support in reading.  Number of children indicating they have visited library increased.  Overall positive attitudes to reading increased greatly, indicating children are more willing to talk about books they read with others, would be happy to get a book as gifts and are considering reading to be important for their future. At the same time reading only if they have to and thinking that reading is boring decreased.  Post survey revealed that children very much appreciated most of the components of the Reading for Pleasure project, especially the parts directly connected with reading/listening to stories for books and learning about the authors.  Parental survey was just completed once after the Reading for Pleasure project. Most parents confirmed they have a dialogue with their children about stories they read often or most of the time.  Most of parents think their children enjoy reading very much.  Vast majority of parents stated that their children are talking about the books they read.  Majority of parents use simple strategies for encouraging children to read are based on either simple reading to them and asking children to read to them or supplying children with books and other reading materials.</p>

	<p>From the parents' perspective, the effects of the Reading for Pleasure project are very positive. Parents have left only positive comments, when asked about any changes observed in their children from the beginning of the project. Parents have observed that their children feel more confident about reading, are reading noticeably more, trying harder bigger words and that they are talking more about reading in general.</p> <p>Almost all the parents have used positive words to describe their children as readers. 9.-10. Feedback from staff indicates an increase in confidence and skill to use NL Active Literacy approaches. There is an increase in teacher knowledge of strategies to teach phonological awareness.</p> <p>11. All participants stated that they would alter practice as a result of the training in Dialogic Teaching.</p>	
<b>Medium –term outcomes</b>	<p><b>What medium-term outcome(s) does this initiative aim to achieve?</b>  <i>(Medium-term outcomes are often in the form of changed actions, practice, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</i></p>	<p><b>By when? (estimate)</b>  <b>Status</b>  <i>(completed / ongoing / no progress)</i></p>
	<p>1. Consistent use of common tracking system to effectively use data to support learning and teaching, and the identification of target cohorts.  <b>SEAL</b>  2 - 3. Increased teacher confidence in using various strategies in numeracy.  4. Increased confidence in assessment and planning  <b>Reading for Pleasure (pilot in one target school)</b>  5. Increase in children's reading for pleasure.  6. Increase in number of children's books loaned from libraries.  7. Increase in children's effective use of reading strategies and reading skills.  8. Increase in children's comprehension of written texts.  <b>NL Active Literacy</b>  9. Increase in deep learning in literacy.  10. Increase in children's reading abilities.  <b>Literacy Toolbox</b>  11. Increase in parental awareness of effective reading activities their children are involved in at school.  12. Increase in teacher knowledge and use of effective reading interventions.  13. Increase in confidence in reading.  14. Increase in fluency of reading.  15. Increased comprehension of written text.</p>	<p>1. Jun 17  2-3. Nov17  4. Nov 17  5. Jan 17  6. Jan 17  7. Jan 17  8. Jan 17  9. Jun 17  10. Jun 17  11. – 15. Dec 17</p>
	<p><b>Are you collecting evidence to measure these outcome(s)?</b> <i>If so, please specify which type of evidence for which aim (if not, just put 'N/A')</i></p>	

	<p>1. Feedback from Attainment Challenge team and head teachers.  2-4. <b>SEAL</b> Teacher focus groups newly established. Compared feedback from before and later on.  5-8. <b>Reading for Pleasure</b> 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.  9-10. <b>NL Active Literacy</b> Assessments, CfE levels, feedback from children, parents and staff. Pre and post.  11. <b>Literacy Toolbox</b> Parental survey (pre and post).  12. Teacher feedback (baseline and post survey).  13 - 15. Pre and post pupil measure.</p>
	<p><b>What does this evidence show?</b> <i>Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.</u></i></p>
	<p>1. On-going and priority from April 2017  2.-4. Teachers stated their confidence, skills and knowledge had increased after SEAL training  5.-8. New outreach librarian will be in post April/May 2017. Reading for Pleasure project being rolled out across other AC schools.  9.-10. On-going in line with planned outcome date  11.-15. N/A</p>
<p><b>Reflections on progress to date: Can you share any learning on what has worked well in implementing this initiative?</b></p> <p>The support package of professional learning being backed up by visits from the Coaching and Modelling Officers is working well. Feedback highlights the value of theory, then approaches being demonstrated in practice and in context.</p> <p>Head teachers highlight the effectiveness of CMO support for staff; regular contact with teachers and SMTs, very effective modelling of teaching approaches, more staff sharing practice after CMO input, staff confidence increasing, professional dialogue is upskilling teachers, staff have higher expectations as a result of CMO modelling, more staff implementing key features of practice to suit immediate needs of children, improved practice noted through class visits.</p> <p><b>Can you share any learning on what has worked less well or could be improved?</b></p> <p>Literacy Toolbox training was offered, but not attended. With return of our CMO (Literacy), this will be revisited.</p>	

<b>5</b>	<b>Learning and teaching</b>	
2016/17 Allocation	£312,213	
2016/17 Actual Spend	£225,862	
<b>Expenditure breakdown</b>		
<b>Staffing:</b>	Total this financial year	
	FTE	Costs
Teachers	3.57	£225,862
Education/development officers		£
Educational psychologists		£
Data analysis officers		£
Family/home link worker		£
Speech and language therapists		£
Early years professionals		£
Other staff, namely:.....		£
<b>Non-staffing</b> <i>please specify type:</i>	Total costs this fin. year	
	£	
	£	
	£	
<b>Activities:</b> <i>Please comment on progress in implementing your planned activities in the year 2016/17</i>		
<p>Outreach teachers, supporting literacy and numeracy, continue to provide additional teaching support to target groups of pupils. Assessments have been used to identify gaps in learning and teachers then plan appropriate learning experiences to fill those gaps. Target groups for literacy and numeracy are in place in all 9 focus schools. The progress of the children is monitored closely by AC teachers and class teachers. Support is adapted accordingly. Careful use of assessment supports progress. Liaison between AC Outreach teachers and class teachers is very good. We are trialling new planners to ensure that support provided through AC is identified in GIRFEC paperwork.</p>		
<b>Slippage from plans:</b> <i>Please comment on slippage from your original plans for implementing activities in the year 2016/17</i>		
<p>We could not fill the additional outreach teacher post and one of our teaching team is not full-time.</p>		

<b>5</b>	<b>Learning and teaching: evidence on short and medium-term outcomes</b>
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Short –term outcomes	<p><b>What short-term outcome(s) does this initiative aim to achieve?</b>  <i>(Short-term outcomes are often in the form of changed awareness, skills, motivation, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</i></p>	<p><b>By when? (estimate)</b>  <b>Status</b>  <i>(completed / ongoing / no progress)</i></p>
	<p><b>Visible Learning</b>  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>	<p>1. Dec 16  2. Dec 16  3. Dec 16</p>
	<p><b>Uplifting Leadership</b>  4. Increase in awareness about positive/effective leadership among teachers and SMTs.  5. Increased awareness of the importance of motivating others.</p>	<p>4. Feb 17  5. Feb 17</p>
	<p><b>Coaching and Modelling</b>  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>	<p>6. Jun 17  7. Jun 17</p>
	<p><b>Are you collecting evidence to measure these outcome(s)? If so, please specify which type of evidence for which aim (if not, just put ‘N/A’)</b></p>	
	<p>1-3. <b>Visible Learning</b>  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.</p> <p>4-5. <b>Uplifting Leadership</b>  Thematic analysis (new cohort), number of voluntary positive comments.</p> <p><b>Coaching and Modelling</b>  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.</p>	
	<p><b>What does this evidence show on the extent to which the above outcomes have been achieved to date?</b> <i>Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put ‘N/A’.</i> <u><i>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.</i></u></p>	
<p>1- 3. Teachers rated their confidence in their ability to evaluate their effect on pupil’s learning and knowledge of how to use ‘feedback’ in their classrooms highly even before the training, which indicates previous knowledge in those areas. However, participants were still able to reflect in their answers that the training enhanced their existing knowledge and improved their practice in giving feedback and evidencing</p>		

	<p>their impact on pupils learning. All teachers participating in the training expressed their motivation to either further explore and research more information about Visible Learning in practice or incorporate some aspects in classrooms or at a whole school level.</p> <p>1-3. A few volunteer teachers from previous cohort have been interviewed and short case studies of their projects have been collated, showing an inspiration to further develop their practice, knowledge and skills in evidencing the impact.</p> <p>4. All the teachers and SMTs participating in the survey agreed or strongly agreed that the Uplifting Leadership course in general was worthwhile, had an impact on their practice already and will continue to have an impact in the future. Most of them left specific, voluntary comments on the strongest points of the course. Participants reported that the course was beneficial especially as it was very informative, inspirational and useful in own practice. Moreover it helped them gain knowledge and skills to become effective leaders and to reflect on their practice and identify next steps.</p> <p>5. All the participants agreed or strongly agreed that they would recommend the course to their colleagues at all leadership levels and some highlighted the importance of encouraging others. 75% of participants have identified discussions with colleagues, working together and/or sharing ideas and experiences as the most important aspects of the course.</p> <p>An example of comment: <i>'Will definitely make me think differently about leadership and about ways to encourage staff &amp; colleagues.'</i></p> <p>6. and 7. N/A</p>																						
Medium –term outcomes	<table border="1"> <thead> <tr> <th data-bbox="292 1171 1254 1424"> <b>What medium-term outcome(s) does this initiative aim to achieve?</b>  <i>(Medium-term outcomes are often in the form of changed actions, practice, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</i> </th> <th data-bbox="1254 1171 1423 1424"> <b>By when? (estimate)</b>  <b>Status</b>  <i>(completed / ongoing / no progress)</i> </th> </tr> </thead> <tbody> <tr> <td data-bbox="292 1424 1254 1462"> <b>Visible Learning</b> </td> <td data-bbox="1254 1424 1423 1462"></td> </tr> <tr> <td data-bbox="292 1462 1254 1536">           1. Increased teachers' motivation to share their knowledge and inspiration with other professionals in their schools         </td> <td data-bbox="1254 1462 1423 1536">1. Dec 17</td> </tr> <tr> <td data-bbox="292 1536 1254 1612">           2. Increased use of Visible Learning principles in practice in classrooms.         </td> <td data-bbox="1254 1536 1423 1612">2. Dec 17</td> </tr> <tr> <td data-bbox="292 1612 1254 1650">           3. Increase in children's self-confidence.         </td> <td data-bbox="1254 1612 1423 1650">3. Apr 17</td> </tr> <tr> <td data-bbox="292 1650 1254 1688">           4. Increase in children understanding of learning process.         </td> <td data-bbox="1254 1650 1423 1688">4. Apr 17</td> </tr> <tr> <td data-bbox="292 1688 1254 1727"> <b>Uplifting Leadership</b> </td> <td data-bbox="1254 1688 1423 1727"></td> </tr> <tr> <td data-bbox="292 1727 1254 1803">           5. Increased continuous interest in and development of positive leadership strategies from staff undertaking the course.         </td> <td data-bbox="1254 1727 1423 1803">5. Dec 17</td> </tr> <tr> <td data-bbox="292 1803 1254 1881">           6. Increased motivation to implement change in targeted schools from staff undertaking the course.         </td> <td data-bbox="1254 1803 1423 1881">6. Dec 17 7. Dec 17</td> </tr> <tr> <td data-bbox="292 1881 1254 1919">           7. Increased number of sharing good practice between establishments.         </td> <td data-bbox="1254 1881 1423 1919"></td> </tr> <tr> <td data-bbox="292 1919 1254 1957"> <b>Coaching and Modelling</b> </td> <td data-bbox="1254 1919 1423 1957">8. Jun 17</td> </tr> </tbody> </table>	<b>What medium-term outcome(s) does this initiative aim to achieve?</b> <i>(Medium-term outcomes are often in the form of changed actions, practice, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</i>	<b>By when? (estimate)</b> <b>Status</b> <i>(completed / ongoing / no progress)</i>	<b>Visible Learning</b>		1. Increased teachers' motivation to share their knowledge and inspiration with other professionals in their schools	1. Dec 17	2. Increased use of Visible Learning principles in practice in classrooms.	2. Dec 17	3. Increase in children's self-confidence.	3. Apr 17	4. Increase in children understanding of learning process.	4. Apr 17	<b>Uplifting Leadership</b>		5. Increased continuous interest in and development of positive leadership strategies from staff undertaking the course.	5. Dec 17	6. Increased motivation to implement change in targeted schools from staff undertaking the course.	6. Dec 17 7. Dec 17	7. Increased number of sharing good practice between establishments.		<b>Coaching and Modelling</b>	8. Jun 17
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	8. Increased teacher confidence and skill to adjust practice to meet the specific needs of children.	
<p><b>Are you collecting evidence to measure these outcome(s)?</b> <i>If so, please specify which type of evidence for which aim (if not, just put 'N/A')</i></p>		
<p><b>Visible Learning</b>  1-2. Interviews and case studies from teachers implementing Visible Learning in their practice, observations from Head Teachers, requests for the same training from other teachers.  3-4. Evidence of classroom work (exercises made by children), pupil survey, focus group, projects – follow up in progress (cohort from April), teacher feedback.</p> <p><b>Uplifting Leadership</b>  5-7. Follow up from the case studies and individual projects from sample of participants.</p> <p><b>Coaching and Modelling</b>  8. Retrospective teacher feedback. Regular feedback from Coaching and Modelling Officers.</p>		
<p><b>What does this evidence show?</b> <i>Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.</u></i></p>		
<p>1-4. Teachers who took part in Visible Learning training rated themselves retrospectively before and after training in various areas of practice (knowledge, confidence and skills related to visible learning). All areas of knowledge and skills increased as a result of the training, with the highest change in teacher confidence in sharing views on visible teaching with other staff members. All teachers found the training highly useful and highlighted that practical strategies and approaches to children’s learning were the most beneficial part of the course. Common themes identified by teachers as most useful in their practice were relating to importance of effective feedback, development of children’s understanding of learning processes (e.g. Learning Pit), use of language of learning, professional dialogue and self-reflection and strategies to implement the change.</p> <p>2. More than half of the teachers stated they will continue their research about Visible Learning and further develop their knowledge about aspects mentioned during the course. Almost half of them plan to implement changes in their classrooms in the nearest future and more than one third intend to take forward and incorporate some aspects of Visible Learning at a whole school level.</p> <p>3. Teachers rated very highly their knowledge of how a growth mindset can empower pupils to learn and give them the confidence in their own abilities, as a result of the training (significant change from before the training).</p> <p>4. As 1-4.</p>		



5-6. All the participant of the Uplifting Leadership course agreed of strongly agreed that the course will have an impact on their practice in the future. Most of teachers gave specific examples of changes in their way of thinking about leadership role and in appreciating and supporting others with different opinions.

Examples of comments:

*'I now think about my own leading and how this impacts children and others eg. Staff. I have taken on more leadership roles within the life of the school.'*

*'Encouraged me to see things from a different perspective.'*

*'It's really made me reflect about what type of leader I want to be and how much I can impact on others.'*

*'The course has prompted me to take action on some things that I felt I could do to make a positive impact as it was motivational and some of the sessions were quite inspiring.'*

7. 75% of teachers have mentioned discussions with colleagues, working together and/or sharing ideas and personal experiences in practice as the most important aspects of the course. Three of them specifically mentioned working with other establishments as very beneficial.

Research about individual projects and follow up – ongoing.

8. Questionnaire for class teachers will go out in Term 4. Head teachers in AC focus schools report that CMOs are influencing practice within classes.

**Reflections on progress to date: Can you share any learning on what has worked well in implementing this initiative?**

The combination of professional learning opportunities, support from CMOs in classes, targeted interventions being used by AC outreach teachers is leading to changes in pedagogical practice. Due to the positive feedback and early evaluations of this model of support, we have extended our CMO team to allow us to increase the reach of our project.

**Can you share any learning on what has worked less well or could be improved?**

Feedback from our “Uplifting Leadership” course remains positive, however, we would like to develop this course further next year, adding some practical sessions for colleagues applying for promoted posts.

<b>6</b>	<b>Training and resources</b>	
2016/17 Allocation	£205,550	
2016/17 Actual Spend	£205,550	
<b>Expenditure breakdown</b>		
<b>Staffing:</b>	Total this financial year	

	FTE	Costs
Teachers		£
Education/development officers		£
Educational psychologists		£
Data analysis officers		£
Family/home link worker		£
Speech and language therapists		£
Early years professionals		£
Other staff, namely:.....		£
<b>Non-staffing</b> <i>please specify type:</i>	Total costs this fin. year	
Resources (Breakdown available)	£	
	£	
	£	
<b>Activities:</b> <i>Please comment on progress in implementing your planned activities in the year 2016/17</i>		
<p>Focus schools with Active Literacy in the School Improvement Plan have had resources provided to allow them to progress with this approach. SEAL resources have also been purchased to support this development. Paths resources have been enhanced in all focus schools. Seasons for Growth and Roots of Empathy training has supported our health and wellbeing programme, providing a range of supports for our vulnerable children.</p> <p>Training opportunities in Leadership, Numeracy, Literacy, Nurture and Visible Learning have been accessed for AC focus school staff, as well as staff from across Inverclyde. Literature and resources to support these developments have been provided for schools in Inverclyde.</p>		
<b>Slippage from plans:</b> <i>Please comment on slippage from your original plans for implementing activities in the year 2016/17</i>		
N/A		

6	Training and resources: evidence on short and medium-term outcomes	
Short-term outcomes	<p><b>What short-term outcome(s) does this initiative aim to achieve?</b>  <i>(Short-term outcomes are often in the form of changed awareness, skills, motivation, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</i></p>	<p><b>By when? (estimate)</b>  <b>Status</b>  <i>(completed / ongoing / no progress)</i></p>

	<p><b>PATHS</b></p> <ol style="list-style-type: none"> <li>Increase in teacher understanding of emotional control and positive strategies in conflict resolution.</li> <li>Increase in teacher confidence to manage challenging behaviours in the classroom.</li> <li>Increased teacher awareness of the importance of positive conflict solution training.</li> </ol>	<p>1. Feb 17</p> <p>2. Feb 17</p> <p>3. Feb 17</p>
<p><b>Are you collecting evidence to measure these outcome(s)? If so, please specify which type of evidence for which aim (if not, just put 'N/A')</b></p>		
<p>1-3. Baseline and follow up survey. 2. Retrospective feedback from teachers.</p>		
<p><b>What does this evidence show on the extent to which the above outcomes have been achieved to date?</b> <i>Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.</u></i></p>		
<p>1-3 Paths is in use in 7 of our focus schools.</p> <p>2. Some staff would still like more support to ensure they are tracking development accurately. Some schools have requested additional packs. Some support staff have not been trained and this has been highlighted. The consistent approach of the programme is seen as being effective in improving children's wellbeing and emotional literacy. One focus school plans to introduce Paths next session. Changes in school staff have led to requests for some additional training in the use of Paths.</p>		
<p>Medium –term outcomes</p>	<p><b>What medium-term outcome(s) does this initiative aim to achieve?</b> <i>(Medium-term outcomes are often in the form of changed actions, practice, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</i></p>	<p><b>By when? (estimate)</b> <b>Status</b> <i>(completed / ongoing / no progress)</i></p>
	<p><b>PATHS</b></p> <ol style="list-style-type: none"> <li>Improved problem solving skills among children in 9 target schools.</li> <li>Increase in positive conflict resolution in 9 target schools.</li> <li>Increase in children's engagement with learning in 9 target schools.</li> <li>Decrease in emotional distress in children from 9 target schools.</li> <li>Increase in pro-social behaviours in 9 target schools.</li> </ol>	<p>1. Jun 17</p> <p>2. Jun 17</p> <p>3. Jun 17</p> <p>4. Jun 17</p> <p>5. Sep 17</p>
	<p><b>Are you collecting evidence to measure these outcome(s)? If so, please specify which type of evidence for which aim (if not, just put 'N/A')</b></p>	

	1-5. Retrospective teacher feedback, case studies from teachers.
	<p><b>What does this evidence show?</b> <i>Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.</u></i></p>
	1-5. N/A
<p><b>Reflections on progress to date: Can you share any learning on what has worked well in implementing this initiative?</b></p> <p>Ensuring that resources and training always link to the workstreams within the project, and keeping the focus on a small number of approaches to allow us to evaluate the effectiveness of any particular intervention.</p> <p><b>Can you share any learning on what has worked less well or could be improved?</b></p> <p>Paths programme is working well in schools where there was a need for a progressive health and wellbeing framework. Other schools, with a sound programme for promoting emotional literacy, are not using the Paths programme.</p>	

## OVERALL PROGRESS AND REFLECTIONS

<b>7</b>	<b>Overall progress towards long-term outcomes and reflections</b>
<b>Long –term outcomes</b>	<p><i>The long-term outcomes of the Attainment Scotland Fund are to:</i></p> <p><i>a. Improve literacy and numeracy attainment</i></p> <p><i>b. Improve health and wellbeing</i></p> <p><i>c. Close the attainment gap between pupils from the most and least deprived areas.</i></p> <p><b>Are you collecting any evidence to measure these long-term outcomes in your authority? If so, please specify the type of evidence you are collecting (if not, just leave blank)</b></p>
	<p>a. Regular numeracy and literacy assessments prepared by Attainment Challenge team to see individual progress of targeted pupils.</p> <p>a-b. PIPs scores and CfE data compared with the results from the previous years (including SIMD band information).</p> <p>c. Where appropriate, Boxall will be used in conjunction with other information, including teacher professional judgement, attendance and exclusion rates.</p>
	<p><b>What did this evidence show so far?</b> <i>Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just leave blank. <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.</u></i></p>
	<p>a.- c. Assessments in literacy and numeracy demonstrate improvements in our identified children. Pips scores for P1 children improved across the authority, with our focus schools narrowing the gap. Our CfE levels (June 2016) cannot be compared to previous year's as we have no data before then. Attendance and exclusion data will be available June 2017.</p>
<p><b>Can you share any learning on what has worked well in your overall strategy to achieve impact?</b></p> <p>Interventions that are highlighted as essential to our project:</p> <ul style="list-style-type: none"> <li>• Role of CMOs</li> <li>• Partnership with Barnardo's</li> <li>• Nurture Groups in schools</li> <li>• Professional learning programme being offered</li> </ul> <p><b>Can you share any learning on what has worked less well or could be improved?</b></p> <p>Problems with shortage of teachers</p>	

**Is there anything else you'd like to share or give feedback on?**

Looking forward to the expansion of the Attainment Challenge with PEF and the Secondary Project, ensuring a consistent approach to reducing the poverty-related attainment gap in Inverclyde.

## SCHEDULE 2

### GRANT CLAIM FORM

#### CHALLENGE AUTHORITIES PRIMARY PROGRAMME

**Organisation:** Inverclyde Council

**Bank details:**

Inverclyde Council Main Account ( [REDACTED] )

**Project:** Attainment Scotland Fund Challenge Authorities Programme

**Total agreed grant for 2016-17:** £1,562,375

**Latest forecast of expenditure of grant for 2016-17:**

**Grant claimed to date:** £804,546

**Claim for grant for the period [from 01/01/2017 to 31/03/2017]:**

**We hereby claim grant of £ 603,835 in respect of the above period in accordance with the terms and conditions of the offer of Grant dated 1 July 2016 and the Schedules attached thereto.**

*Jc.*

**Completed by:** Alan Puckrin



**Position:** Chief Financial Officer

**Contact Details:** [alan.puckrin@inverclyde.gov.uk](mailto:alan.puckrin@inverclyde.gov.uk) ( [REDACTED] )

**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.

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>Item</b> (e.g. staffing, resources, training, intervention etc)	<b>Amount</b> (£)	<b>Paid Invoice</b> (Y/N)	<b>Other</b> (please specify, e.g. certificate of payment in kind)
Project Support and Co-ordination	<b>47,006</b>		BACS (Payroll)
Families and Communities	<b>239,427</b>	<b>Y</b>	BACS (Payroll & Creditors)
Nurture	<b>83,134</b>		BACS (Payroll)
Meeting Learning Needs	<b>48,965</b>		BACS (Payroll)
Learning and Teaching	<b>42,028</b>		BACS (Payroll)
Training and Resources	<b>143,275</b>	<b>Y</b>	BACS (Creditors)
<b>TOTAL*</b>	<b>603,835</b>		

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

<b>Reporting Period</b>	April 2016 – March 2017
<b>Local Authority</b>	Inverclyde
<b>Key Contact at Authority</b>	Stephen Parsons
<b>Attainment Advisor</b>	Cara Cooper

### Summary of Spend

Intervention	2016/17 Allocation	2016/17 Amount Spent
Literacy	£65,366	£8,000
Numeracy	£65,366	£18,000
Health & Wellbeing	£138,166	£38,580
Supported Study and Community Learning	£51,996	£21,760
Attainment Challenge Teachers (Project Lead)	£45,000	£17,498
Attainment Challenge Teachers	£175,000	£0
<b>Total</b>	<b>£540,894</b>	<b>£103,838</b>

### Agreed Improvement Plan

<b>1</b>	<b>Literacy</b>	
2016/17 Allocation	£65,366	
2016/17 Actual Spend	£8,000	
<b>Expenditure breakdown</b>		
<b>Staffing:</b>	Total this financial year	
	FTE	Costs
Teachers		£
Education/development officers		£
Educational psychologists		£
Data analysis officers		£
Family/home link worker		£
Speech and language therapists		£
Early years professionals		£
Other staff, namely: Admin.....		£

<b>Non-staffing</b> <i>please specify type:</i>	Total costs this fin. year
Resources	£8,000
	£
	£

**Activities:** *Please comment on progress in implementing your planned activities in the year 2016/17*

The Attainment Challenge Team Project Lead has been appointed and has been post in since December 2016. While the Literacy Coaching & Modelling Officer has been appointed she has not, as yet, taken up the post. This has meant that over the past few weeks the project has been operating a series of interim measures designed to support the aims of the Secondary Attainment Challenge. Specifically, this has looked to “up skill” the Literacy Coaching & Modelling Officer to ensure that she is best placed to support the programme. It has included:-

- Developing Coaching and Modelling Officer skills in Collaborative Action Research
- Increasing Coaching and Modelling Officer knowledge of the London Attainment Challenge
- Phased implementation programme until staffing issues resolved this will commence May 2017
- Increase in Coaching and Modelling Officer motivation to look for other resources to enhance learning in literacy.

In addition there has been professional dialogue and targeted support with Secondary Head Teachers resulting in

- An increase in awareness of the Attainment Challenge aims and development of relationships among all 8 secondary schools (6 secondary schools + 2 special schools).
- Increased knowledge of Attainment Challenge team members’ roles and responsibilities.
- Increased Attainment Challenge team’s knowledge and understanding of the overall context, needs and priorities in 8 target schools to identify appropriate interventions.
- Increase in awareness of ways to use data (including qualitative information) amongst head teachers in all secondary schools.
- Data Analysis Officer has been collating and analysing Inverclyde Secondary Data in literacy; particularly Teachers Professional Judgement Levels in the Broad General education and the progress of pupils in the Literacy PIPS Score

**Slippage from plans:** *Please comment on slippage from your original plans for implementing activities in the year 2016/17*

There have been a number of concerns raised regarding the recruitment of staff. These have included:

- Coaching and Modelling Staff have been appointed however at this stage it is difficult for secondary schools to release staff without appropriate and effective arrangements for “back fill”.
- Phased implementation programme being developed from March 2017 to May 2017.

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<b>1</b>	<b>Literacy: evidence on short and medium-term outcomes</b>	
<b>Short –term outcomes</b>	<p><b>What short-term outcome(s) does this initiative aim to achieve?</b>  <i>(Short-term outcomes are often in the form of changed awareness, skills, motivation, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</i></p>	<p><b>By when? (estimate)</b>  <b>Status</b>  <i>(completed / ongoing / no progress)</i></p>
	<ul style="list-style-type: none"> <li>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.</li> </ul>	June 17
	<ul style="list-style-type: none"> <li>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.</li> </ul>	June 17
	<ul style="list-style-type: none"> <li>Link 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.</li> </ul>	June 17
	<p><b>Are you collecting evidence to measure these outcome(s)? If so, please specify which type of evidence for which aim</b> <i>(if not, just put 'N/A')</i></p>	
	<p>Research and discussions leading to the choice of the most effective programmes to support literacy and numeracy.</p> <p>Teacher survey pre and post.</p> <p>Teacher and pupil survey pre and post.</p> <p>Effective tracking systems</p>	
<p><b>What does this evidence show on the extent to which the above outcomes have been achieved to date?</b> <i>Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free.</u></i></p>		
<p>N/A</p>		

Medium –term outcomes	<p><b>What medium-term outcome(s) does this initiative aim to achieve?</b>  <i>(Medium-term outcomes are often in the form of changed actions, practice, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</i></p>	<p><b>By when? (estimate)</b>  <b>Status</b>  <i>(completed / ongoing / no progress)</i></p>
	<ul style="list-style-type: none"> <li>• Establish effective tracking systems.</li> <li>• Increase in teacher knowledge and skills to engage children in learning in literacy.</li> <li>• Increase in teacher motivation to look for other resources to enhance learning in literacy.</li> <li>• Increase in teacher knowledge and use of effective reading interventions.</li> <li>• Packages of support in transitions (P-&gt;S, S3-&gt;S4, S4-&gt;S5, S6-&gt;post school)</li> </ul>	<p>Dec 17 Apr 18  Jan 18  Jan 18 Apr 18</p>
	<p><b>Are you collecting evidence to measure these outcome(s)?</b> <i>If so, please specify which type of evidence for which aim (if not, just put 'N/A')</i></p>	
	<p><b>Coaching and Modelling</b></p> <p>Interest/engagement in coaching and modelling sessions, number of coaching and modelling sessions delivered.</p> <p>Retrospective feedback from teachers and Head Teachers. Regular feedback and observations from Coaching and Modelling Officers.</p> <p>Attendance rates compared from before and after training.</p> <p>Progress in PIPs scores</p> <p>Performance in Scottish SQA</p> <p>Pupil feedback</p> <p>Professional Judgement</p>	
	<p><b>What did this evidence show?</b> <i>Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.</u></i></p>	
n/a		
<p><b>Reflections on progress to date: Can you share any learning on what has worked well in implementing this initiative?</b></p>		

n/a

**Can you share any learning on what has worked less well or could be improved?**

n/a

<b>2</b>	<b>Numeracy</b>	
2016/17 Allocation	£65,366	
2016/17 Actual Spend	£18,000	
<b>Expenditure breakdown</b>		
<b>Staffing:</b>	Total this financial year	
	FTE	Costs
Teachers		£
Education/development officers		£
Educational psychologists		£
Data analysis officers		£
Family/home link worker		£
Speech and language therapists		£
Early years professionals		£
Other staff, namely: Admin.....		£
<b>Non-staffing</b> <i>please specify type:</i>	Total costs this fin. year	
Resources	£18,000	
	£	
	£	
<p><b>Activities:</b> <i>Please comment on progress in implementing your planned activities in the year 2016/17</i></p> <p>The Attainment Challenge Team Project Lead has been appointed and has been post in since December 2016. While the Literacy Coaching &amp; Modelling Officer has been appointed he has not, as yet, taken up the post. This has meant that over the past few weeks the project has been operating a series of interim measures designed to support the aims of the Secondary Attainment Challenge. Specifically, this has looked to “up skill” the Numeracy Coaching &amp; Modelling Officer to ensure that she is best placed to support the programme. It has included:-</p> <ul style="list-style-type: none"> <li>• Developing Coaching and Modelling Officer skills in Collaborative Action Research</li> <li>• Increasing Coaching and Modelling Officer knowledge of the London Attainment Challenge</li> <li>• Phased implementation programme until staffing issues resolved commencing May 2017</li> <li>• Increase in Coaching and Modelling Officer motivation to look for other resources to enhance learning in numeracy.</li> <li>• Increase in Coaching and Modelling Officer knowledge and use of effective numeracy interventions</li> </ul> <p>In addition there has been professional dialogue and targeted support with Secondary Head Teachers and Principal Teachers of Mathematics</p> <ul style="list-style-type: none"> <li>• Increased Attainment Challenge team’s knowledge and understanding of the overall context, needs and priorities in 8 target schools to identify appropriate interventions.</li> </ul>		

<ul style="list-style-type: none"> <li>• Increase in awareness of ways to use data (including qualitative information) amongst Principal Teachers in all secondary schools</li> <li>• Increase of awareness of Principal Teachers knowledge of the Attainment Challenge aims</li> <li>• Increase of awareness of Principal Teachers knowledge of the Collaborative Action Research</li> <li>• Increase of awareness of Principal Teachers knowledge of the need to improve the quality of Teaching and Learning</li> <li>• Data Analysis Officer has been collating and analysis Inverclyde Secondary Data in numeracy particularly Teachers Professional Judgement Levels in the Broad General education and performance in Numeracy PIPS assessments</li> </ul>
<p><b>Slippage from plans:</b> <i>Please comment on slippage from your original plans for implementing activities in the year 2016/17</i></p>
<p>There have been a number of concerns raised regarding the recruitment of staff. These have included:</p> <ul style="list-style-type: none"> <li>• Coaching and Modelling Staff have been appointed however at this stage it is difficult for secondary schools to release staff without appropriate and effective arrangements for “back fill”</li> <li>• Phased implementation programme being developed from March 2017 to May 2017</li> </ul>

<b>2</b>	<b>Numeracy: evidence on short and medium-term outcomes</b>	
<b>Short –term outcomes</b>	<p><b>What short-term outcome(s) does this initiative aim to achieve?</b>  <i>(Short-term outcomes are often in the form of changed awareness, skills, motivation, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</i></p>	<p><b>By when? (estimate)</b>  <b>Status</b>  <i>(completed / ongoing / no progress)</i></p>
	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>	<p>June 17</p> <p>June 17</p> <p>June 17</p>
	<p><b>Are you collecting evidence to measure these outcome(s)? If so, please specify which type of evidence for which aim (if not, just put 'N/A')</b></p>	
	<p>Research and discussions leading to the choice of the most effective programmes to support numeracy.</p>	



	<p>Teacher survey pre and post.</p> <p>Teacher and pupil survey pre and post.</p> <p>Effective tracking systems</p>	
	<p><b>What does this evidence show on the extent to which the above outcomes have been achieved to date?</b> <i>Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free.</u></i></p>	
	<p>n/a</p>	
<p>Medium –term outcomes</p>	<p><b>What medium-term outcome(s) does this initiative aim to achieve?</b>  <i>(Medium-term outcomes are often in the form of changed actions, practice, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</i></p>	<p><b>By when? (estimate)</b>  <b>Status</b>  <i>(completed / ongoing / no progress)</i></p>
	<ul style="list-style-type: none"> <li>• Establishing effective tracking systems.</li> <li>• Increase in teacher knowledge and skills to engage children in learning in numeracy.</li> <li>• Increase in teacher motivation to look for other resources to enhance learning in numeracy.</li> <li>• Increase in teacher knowledge and use of effective numeracy interventions.</li> <li>• Packages of support in transitions (P-&gt;S, S3-&gt;S4, S4-&gt;S5, S6-&gt;post school)</li> </ul>	<p>Dec 17  Apr 18    Jan 18    Jan 18  Apr 18</p>
	<p><b>Are you collecting evidence to measure these outcome(s)?</b> <i>If so, please specify which type of evidence for which aim (if not, just put 'N/A')</i></p>	
	<p><b>Coaching and Modelling</b></p> <p>Interest/engagement in coaching and modelling sessions, number of coaching and modelling sessions delivered.</p> <p>Retrospective feedback from teachers and Head Teachers. Regular feedback and observations from Coaching and Modelling Officers.</p> <p>Attendance rates compared from before and after training.</p> <p>Progress in PIPs scores</p> <p>Performance in Scottish SQA</p> <p>Pupil feedback.</p> <p>Professional Judgement</p>	

	<p><b>What did this evidence show?</b> Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free.</u></p>
	n/a

**Reflections on progress to date: Can you share any learning on what has worked well in implementing this initiative?**

n/a

**Can you share any learning on what has worked less well or could be improved**

n/a

<b>3</b>	<b>Health and Wellbeing</b>	
2016/17 Allocation	£138,166	
2016/17 Actual Spend	£38,580	
<b>Expenditure breakdown</b>		
<b>Staffing:</b>	Total this financial year	
	FTE	Costs
Teachers		£
Education/development officers		£
Educational psychologists		£
Data analysis officers		£
Family/home link worker		£26,880
Speech and language therapists		£
Early years professionals		£
Other staff, namely: Admin.....		£
<b>Non-staffing</b> please specify type:	Total costs this fin. year	
Resources	£11,700	
	£	
	£	
<b>Activities:</b> Please comment on progress in implementing your planned activities in the year 2016/17		
<p>Secondary schools have been developing a multi-agency and a greater integrated approach to improving the Health and Wellbeing of pupils. This has included developing increased links with Educational Psychology through:</p> <ul style="list-style-type: none"> <li>• Raising Staff awareness of Nurture approaches</li> <li>• Delivering Whole Staff training</li> </ul>		

- Specific Departmental training
- Improving partnership working with Kibble Residential schools
- Increasing Additional Support Staff knowledge of nurture and Trauma Informed Care Therapies
- Developing Time to talk project. This project seeks to address the gap between school based work currently undertaken and mental health strands of work within CAMHS.

Building on the work already started with the Primary Attainment Challenge the project continues to develop greater links with Barnardo's Children Services:

- Family workers have been appointed and are in the process of being allocated to secondary schools
- School Level working agreements are being processed to ensure local circumstances and needs are being met appropriately.
- Authority wide training has been organised for the 30<sup>th</sup> May 2017

In addition the Project Leader has had a series of meetings with the Coaching and Modelling Officers to agree plans for development and delivery of training for school staff. This has included evaluation of classroom based practice using the Collaborative Action Research (CAR) model.

**Slippage from plans:** *Please comment on slippage from your original plans for implementing activities in the year 2016/17*

Plans have been agreed to develop an ethical model for the implementation of 'Time to Talk' within Inverclyde Council Educational Psychology Service. These plans include: staff development for Educational Psychologists, model of supervision of practice and evaluation of outcomes for young people. A draft proposal has been developed and will be used as a basis for the implementation of the service.

<b>3</b>	<b>Health and Wellbeing: evidence on short and medium-term outcomes</b>	
<b>Short -term outcomes</b>	<p><b>What short-term outcome(s) does this initiative aim to achieve?</b>  <i>(Short-term outcomes are often in the form of changed awareness, skills, motivation, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</i></p>	<p><b>By when? (estimate)</b>  <b>Status</b>  <i>(completed / ongoing / no progress)</i></p>

	<ul style="list-style-type: none"> <li>• Increase in Attainment Challenge team and partners' knowledge to identify target cohorts of families, who would benefit from further support.</li> <li>• Increase in number of opportunities for young people and their families to be involved in school communities.</li> <li>• Increase in package of support for targeted young people and families.</li> <li>• Increase in vulnerable families from Primary Attainment Challenge linked for continuous support in Secondary Project, ensuring positive transitions (with Barnardo's)</li> <li>• Increase in staff awareness of connection between development and relationships, and 'behaviour as communication'.</li> <li>• Increased staff awareness of their impact on escalating and de-escalating situations involving anxious and distressed young people.</li> <li>• Increase in the use of SIMD and standardised assessments to identify groups of young people for targeted support.</li> </ul>	<p>Jun 17</p> <p>Sep 17</p> <p>Sep 17</p> <p>Jun 17</p> <p>Jun 17</p> <p>Oct 17</p> <p>Jun 17</p>
	<p><b>Are you collecting evidence to measure these outcome(s)? If so, please specify which type of evidence for which aim (if not, just put 'N/A')</b></p>	
	<p>Under development</p>	
	<p><b>What does this evidence show on the extent to which the above outcomes have been achieved to date?</b> <i>Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free.</u></i></p>	
	<p>N/A</p>	
<p>Medium –term outcomes</p>	<p><b>What medium-term outcome(s) does this initiative aim to achieve?</b> <i>(Medium-term outcomes are often in the form of changed actions, practice, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</i></p>	<p><b>By when? (estimate)</b>  <b>Status</b>  <i>(completed / ongoing / no progress)</i></p>

	<ul style="list-style-type: none"> <li>• Increased staff understanding and ability to respond appropriately to pupil behaviour in school, leading to positive outcomes for children and young people.</li> <li>• Increased school based supports to increase early intervention and de-escalation strategies, leading to improvements for children and young people</li> <li>• Increased understanding of young people’s emotional health &amp; well-being</li> <li>• Improved “system” response to disadvantaged young people and their families</li> <li>• Increased parental and pupil engagement in learning</li> <li>• Increase in parental awareness of the importance of engaging with and supporting young person’s learning / home learning.</li> <li>• Increase in parental awareness of opportunities to engage with their communities and support available to them.</li> <li>• Increase in parental engagement with young people’s learning.</li> <li>• Increase in continuous partnership support for children and families across Primary and Secondary programmes to ensure positive transitions (Primary Schools and Secondary Schools working together and with partner organisations)</li> </ul>	<p>Apr 18</p> <p>Apr 18</p> <p>Jun 18</p> <p>Jun 18</p> <p>Oct 18</p> <p>Oct 18</p> <p>Oct 18</p> <p>Oct 18</p> <p>Jun 18</p>
<p><b>Are you collecting evidence to measure these outcome(s)?</b> <i>If so, please specify which type of evidence for which aim (if not, just put 'N/A')</i></p>		
<ul style="list-style-type: none"> <li>• Baseline and follow up feedback from parents and pupils.</li> <li>• Parental feedback from partner organisations.</li> <li>• Feedback from young people, parents and school staff. Pre and post questionnaires.</li> <li>• Feedback from Barnardo’s staff members and families.</li> <li>• Data capture via Barnardo’s Outcomes framework and database:</li> <li>• Well-being assessments and progress made for each young person</li> <li>• Involvement in extra curricular &amp; community activities</li> <li>• Increased parental engagement</li> <li>• Young People involved in Dynamic Youth Awards</li> <li>• Improvement Educational achievements</li> <li>• Indicators of positive change</li> <li>• Improved attendance</li> <li>• Reduced exclusions.</li> <li>• Parental attendance at schools events.</li> <li>• Parental confidence and aspiration measures.</li> <li>• Focus groups/ questionnaires for young people and families.</li> </ul>		
<p><b>What did this evidence show?</b> <i>Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free.</u></i></p>		

	N/A
<p><b>Reflections on progress to date: Can you share any learning on what has worked well in implementing this initiative?</b> N/A</p> <p><b>Can you share any learning on what has worked less well or could be improved?</b> N/A</p>	

<b>4</b>	<b>Supported Study / Community Learning</b>	
	2016/17 Allocation	£51,996
	2016/17 Actual Spend	£21,760
<b>Expenditure breakdown</b>		
<b>Staffing:</b>	Total this financial year	
	FTE	Costs
Teachers		£8,000
Education/development officers		£
Educational psychologists		£
Data analysis officers		£
Family/home link worker		£
Speech and language therapists		£
CLD	2.0	£7,595
Other staff, namely: Sessional CLD		£665
<b>Non-staffing</b> <i>please specify type:</i>	Total costs this fin. year	
Resources	£5,500	
	£	
	£	
<p><b>Activities:</b> <i>Please comment on progress in implementing your planned activities in the year 2016/17</i></p> <p>We have developed customised learning programmes for young people in school to support them at key transition points, e.g. P7 to S1 and linked in school activities to support additional learning in the community, wider achievement and capacity building.</p> <p>We have delivered a range of parental engagement programmes and learning activities to promote resilience, improve health and wellbeing and parenting skills. This has included peer support models to build capacity and ensure sustainability.</p>		

Youth and family/parent literacies programmes are embedding 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.

Secondary schools have developed bespoke programmes of study ranging from Breakfast study classes to Residential Mastery groups

**Slippage from plans:** *Please comment on slippage from your original plans for implementing activities in the year 2016/17*

There have been a number of delays due the problems experienced with staff recruitment. CLD staff did not take up post until January 2017.

4	<b>Supported Study / Learning: evidence on short and medium-term outcomes</b>	
Short –term outcomes	<p><b>What short-term outcome(s) does this initiative aim to achieve?</b>  <i>(Short-term outcomes are often in the form of changed awareness, skills, motivation, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</i></p>	<p><b>By when? (estimate)</b>  <b>Status</b>  <i>(completed / ongoing / no progress)</i></p>
	<ul style="list-style-type: none"> <li>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.</li> </ul>	Jun 17
	<ul style="list-style-type: none"> <li>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.</li> </ul>	Jun 17
	<ul style="list-style-type: none"> <li>Develop innovative and sustainable approaches to primary-secondary transition, as above, including summer and family workshops</li> <li>Youth and family/parent literacies programmes will embed literacies within formal and informal learning contexts, including transition</li> </ul>	Jun 17  Sep 17



	<ul style="list-style-type: none"> <li>Increase number of young people gaining Dynamic Youth awards</li> </ul>	June 17
	<p><b>Are you collecting evidence to measure these outcome(s)? If so, please specify which type of evidence for which aim (if not, just put 'N/A')</b></p> <p>Closely monitoring and tracking the attainment and progress of the young people. Key evidence will include:-</p> <ul style="list-style-type: none"> <li>Participation levels from young people and families.</li> <li>Increased parental engagement</li> <li>Skills development – using ILPs and learning logs</li> <li>Improved health and wellbeing. Well-being assessments and progress made for each young person and parent</li> <li>Achievement – awards programmes and accreditation</li> <li>Improved progression on to further learning/training</li> <li>Improved relationships with peers, family and in the broader school and community</li> </ul>	
	<p><b>What does this evidence show on the extent to which the above outcomes have been achieved to date?</b> <i>Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free.</u></i></p> <p>n/a</p>	
Medium –term outcomes	<p><b>What medium-term outcome(s) does this initiative aim to achieve?</b> <i>(Medium-term outcomes are often in the form of changed actions, practice, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</i></p>	<p><b>By when? (estimate)</b> <b>Status</b> <i>(completed / ongoing / no progress)</i></p>
	Under development	
	<p><b>Are you collecting evidence to measure these outcome(s)? If so, please specify which type of evidence for which aim (if not, just put 'N/A')</b></p>	

	Under development
	<b>What did this evidence show?</b> <i>Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free.</u></i>
	n/a
<p><b>Reflections on progress to date: Can you share any learning on what has worked well in implementing this initiative?</b> n/a</p> <p><b>Can you share any learning on what has worked less well or could be improved?</b> n/a</p>	

<b>5</b>	<b>Attainment Challenge Teachers</b>	
2016/17 Allocation	£45,000	
2016/17 Actual Spend	£17,498	
<b>Expenditure breakdown</b>		
<b>Staffing:</b>	Total this financial year	
	FTE	Costs
Teachers	0.6	£17,498
Education/development officers		£
Educational psychologists		£
Data analysis officers		£
Family/home link worker		£
Speech and language therapists		£
Early years professionals		£
Other staff, namely: Admin.....		£
<b>Non-staffing</b> <i>please specify type:</i>	Total costs this fin. year	
	£	
	£	

**Activities:** *Please comment on progress in implementing your planned activities in the year 2016/17*

Project Leader has been in post since 28/11/2016 over the past few weeks the focus has been on

- Raising Awareness of the Secondary Attainment Challenge. This has included G.Logan of Education Scotland addressing Head teachers and Staff at the recent Inverclyde HT's seminar. G.Logan highlighted recent national developments and provided further clarity around the aims of the Secondary Attainment challenge.
- Head teachers Discussions. The Project Leader has met with all 7 Secondary Head teachers to discuss the Secondary Attainment Challenge vision for Inverclyde and the needs of each individual secondary school.
- Continuing to support and implement the aims of the project through increasing the awareness and Head Teachers and staff within Inverclyde.
- Developing Partnerships with a number of agencies including Barnardo's Children Services, Scottish Government Data Officers and schools involved in the London Attainment

Furthermore the Data Analysis Officer has been collating and analysis Inverclyde Data in the following areas

- Curriculum for Excellence Teachers Professional Judgement Levels
- National Testing Literacy and Numeracy PIPS Score

This information has been discussed with all HT's with a view to providing additional support to all students within SIMD 1 and 2 data zones.

Overall it is pleasing to report that all secondary establishments welcome their involvement in the project and the emphasis that the project places on nurturing approaches and the need to create further engagement with parents.

**Slippage from plans:** *Please comment on slippage from your original plans for implementing activities in the year 2016/17*

The slippage from the original plans has arisen from the problems of backfill

5	<b>Attainment Challenge Teachers: evidence on short and medium-term outcomes</b>	
Short –term outcomes	<p><b>What short-term outcome(s) does this initiative aim to achieve?</b>  <i>(Short-term outcomes are often in the form of changed awareness, skills, motivation, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</i></p>	<p><b>By when? (estimate)</b>  <b>Status</b>  <i>(completed / ongoing / no progress)</i></p>
	<ul style="list-style-type: none"> <li>• Attainment Challenge Team established.</li> <li>• Development of relationships and an increase in awareness of Attainment Challenge aims among all 8 secondary schools (6 secondary schools + 2 special schools).</li> <li>• Increased knowledge among Attainment Challenge team of team members roles and responsibilities.</li> <li>• Increased Attainment Challenge team’s knowledge and understanding of the overall context, needs and priorities in 8 target schools to identify appropriate interventions.</li> <li>• Increase in awareness of ways to use data (including qualitative information) amongst head teachers in all secondary schools.</li> <li>• Increase in opportunities for Professional Learning Development.</li> <li>• Increased schools’ staff knowledge about identification of SIMD bands, tracking progress and value added.</li> <li>• Increase in secondary schools’ recognition of Primary Attainment Challenge Project.</li> </ul>	Mar 17
	<p><b>Are you collecting evidence to measure these outcome(s)? If so, please specify which type of evidence for which aim</b> <i>(if not, just put ‘N/A’)</i></p>	
	<ul style="list-style-type: none"> <li>• Retrospective feedback from 8 school headteachers and SMTs.</li> <li>• Oral retrospective feedback from Attainment Challenge members</li> <li>• Creation of overall Attainment Challenge plan regarding each school’s context.</li> <li>• Baseline and follow up questionnaire about confidence and knowledge of using different kinds of data.</li> <li>• Number of available PLD opportunities in authority.</li> <li>• Retrospective feedback from schools’ staff.</li> </ul>	
<p><b>What does this evidence show on the extent to which the above outcomes have been achieved to date?</b> <i>Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet</i></p>		

	<p><i>available, just put 'N/A'. <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free.</u></i></p>	
	<p>n/a</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Medium –term outcomes</p>	<p><b>What medium-term outcome(s) does this initiative aim to achieve?</b>  <i>(Medium-term outcomes are often in the form of changed actions, practice, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</i></p>	<p><b>By when? (estimate)</b>  <b>Status</b>  <i>(completed / ongoing / no progress)</i></p>
	<ul style="list-style-type: none"> <li>• Increase in readiness amongst head teachers in the 8 target schools to collaborate across establishment and with partners (Barnardo's, CLD and libraries).</li> <li>• Increased supportive relationships between 8 target schools and with partners.</li> <li>• Development of Attainment Challenge Action plan in every of the 8 secondary schools (6 secondary schools + 2 special schools).</li> <li>• Effective use of tracking systems by school staff.</li> </ul>	<p>Jun 17</p> <p>Jun 17</p> <p>Jun 17</p> <p>Oct 17</p>
	<p><b>Are you collecting evidence to measure these outcome(s)?</b> <i>If so, please specify which type of evidence for which aim (if not, just put 'N/A')</i></p>	
	<ul style="list-style-type: none"> <li>• Oral feedback from head teachers to the Attainment Challenge project team.</li> <li>• Number of collaborative actions and sharing good practice events.</li> <li>• Attainment Challenge action plans from each of 8 schools.</li> <li>• Feedback from head teachers.</li> </ul>	
	<p><b>What did this evidence show?</b> <i>Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free.</u></i></p>	
	<p>N/A</p>	

<p><b>Reflections on progress to date: Can you share any learning on what has worked well in implementing this initiative?</b></p>	

n/a

**Can you share any learning on what has worked less well or could be improved?n/a**

## OVERALL PROGRESS AND REFLECTIONS

<b>6</b>	<b>Overall progress towards long-term outcomes and reflections</b>
<b>Long –term outcomes</b>	<p><i>The long-term outcomes of the Attainment Scotland Fund are to:</i></p> <p><i>a. Improve literacy and numeracy attainment</i></p> <p><i>b. Improve health and wellbeing</i></p> <p><i>c. Close the attainment gap between pupils from the most and least deprived areas.</i></p> <p><b>Are you collecting any evidence to measure these long-term outcomes in your authority? If so, please specify the type of evidence you are collecting (if not, just leave blank)</b></p>
	<ul style="list-style-type: none"> <li>• Regular numeracy and literacy assessments prepared by Attainment Challenge team to evidence individual progress of targeted pupils.</li> <li>• PIPs scores and CfE data compared with the results from the previous years (including SIMD band information).</li> <li>• Where appropriate, Boxall will be used in conjunction with other information, including teacher professional judgement, attendance and exclusion rates.</li> </ul>
	<p><b>What did this evidence show so far?</b> <i>Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just leave blank. <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free.</u></i></p>
<p><b>Can you share any learning on what has worked well in your overall strategy to achieve impact?</b></p>	
<p><b>Can you share any learning on what has worked less well or could be improved?</b></p>	
<p><b>Is there anything else you'd like to share or give feedback on?</b></p> <p>We fully recognise the local challenges faced in the delivery of the Scottish Attainment Challenge, as detailed in the strategic plan of August 2016. With this at the forefront of our thinking, the primary and secondary project leads will work collaboratively with other local authority colleagues and the Attainment Advisor to ensure clear articulation between both programmes and Pupil Equity Funding. New short and medium term outcomes and impact measures will be developed to support a revised approach to the delivery of the Scottish Attainment Challenge secondary programme.</p>	

**SCHEDULE 2**

**GRANT CLAIM FORM**

**CHALLENGE AUTHORITIES SECONDARY PROGRAMME**

**Organisation:** Inverclyde Council

**Bank details:**

Inverclyde Council Main Account ( [REDACTED] )

**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:** £4,347

**Claim for grant for the period [from 01/01/2017 to 31/03/2017]:**

We hereby claim grant of £99,491 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.

*IC* Completed by: Alan Puckrin



**Position:** Chief Financial Officer

**Contact Details:** [alan.puckrin@inverclyde.gov.uk](mailto:alan.puckrin@inverclyde.gov.uk) [REDACTED]

**Date:** 17<sup>th</sup> March 2017



### 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.

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>Item</b> (e.g. staffing, resources, training, intervention etc)	<b>Amount</b> (£)	<b>Paid Invoice</b> (Y/N)	<b>Other</b> (please specify, e.g. certificate of payment in kind)
<b>Literacy</b>	<b>8,000</b>	<b>Y</b>	<b>Creditors BACS</b>
<b>Numeracy</b>	<b>18,000</b>	<b>Y</b>	<b>Creditors BACS</b>
<b>Health &amp; Wellbeing</b>	<b>38,580</b>	<b>Y</b>	<b>Creditors BACS</b>
<b>Supported Study and Community Learning</b>	<b>21,760</b>	<b>Y</b>	<b>Creditors BACS &amp; Payroll BACS</b>
<b>Attainment Challenge Teachers (Project Management)</b>	<b>13,151</b>	<b>N</b>	<b>Payroll BACS</b>
<b>Attainment Challenge Teachers</b>	<b>0</b>	<b>N/A</b>	
<b>TOTAL*</b>	<b>99,491</b>		

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