

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

GRANT ACCEPTANCE

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

Signed:



Print Name:

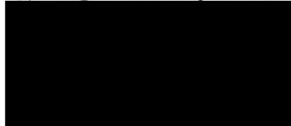


Position in Organisation of Person Signing: Corporate Director of Education, Communities & OD&HR

Date: 03/07/2017

Place of Signing: Municipal Buildings, 24 Clyde Square, Greenock, PA15 1LY

Signed:



Witness Name:



Address: Wallace Place, Greenock, PA15 1JB

Date: 03/07/2017

Place of Signing: Municipal Buildings, 24 Clyde Square, Greenock, PA15 1LY

SCHEDULE 2

GRANT CLAIM FORM

Organisation: Inverclyde Council

Bank details: Bank of Scotland, West Blackhall Street, Greenock, PA15 1XG
[REDACTED]

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

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

Latest forecast of expenditure of grant for 2017-18: £ 3,100,200

Claim for Grant for the period from 01/04/17 to 30/06/17: £318,971

We hereby claim grant of £318,971 in respect of the above period in accordance with the terms and conditions of the offer of Grant dated 30 June 2017 and the Schedules attached thereto.

Items of Expenditure

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

Item (e.g. staffing, resources, training, intervention etc)	Amount (£)	Paid Invoice (Y/N)	Other (please specify, e.g. certificate of payment in kind)
Project Support Team	70,772	Y	
Health & Wellbeing	87,090	Y	
Literacy	0	Y	
Numeracy	2,282	Y	
Supported Study & Community Learning (I-GAP)	14,347	Y	
Learning & Teaching	45,479	Y	
Family & Communities	49,903	Y	
Meeting Learning Needs	49,098	Y	
Resources & Training	0	Y	
TOTAL*	318,971		

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

Completed by: [REDACTED]
Position: Finance Officer

Contact Details: [REDACTED]
Date: 03/07/2017

Reporting Period	April – June 2017
Local Authority	Inverclyde
Key Contact at Authority	[REDACTED]
Attainment Advisor	[REDACTED]

Financial Expenditure Reporting

1	Project Support Team		
2017/18 Allocation	£341,428	Planned Quarterly Spend	£70,772
2017/18 Actual Spend	£	Actual Quarterly Spend	£70,772
2	Health & Wellbeing		
2017/18 Allocation	£938,724	Planned Quarterly Spend	£87,090
2017/18 Actual Spend	£	Actual Quarterly Spend	£87,090
3	Literacy		
2017/18 Allocation	£75,370	Planned Quarterly Spend	£0
2017/18 Actual Spend	£	Actual Quarterly Spend	£0
4	Numeracy		
2017/18 Allocation	£83,007	Planned Quarterly Spend	£2,282
2017/18 Actual Spend	£	Actual Quarterly Spend	£2,282
5	Supported Study and Community Learning		
2017/18 Allocation	£97,282	Planned Quarterly Spend	£14,347
2017/18 Actual Spend	£	Actual Quarterly Spend	£14,347
6	Learning & Teaching		
2017/18 Allocation	£472,409	Planned Quarterly Spend	£45,479

2017/18 Actual Spend	£	Actual Quarterly Spend	£45,479
7	Family & Communities		
2017/18 Allocation	£657,333	Planned Quarterly Spend	£49,903
2017/18 Actual Spend	£	Actual Quarterly Spend	£49,903
8	Meeting Learning Needs		
2017/18 Allocation	£284,909	Planned Quarterly Spend	£49,098
2017/18 Actual Spend	£	Actual Quarterly Spend	£49,098
9	Resources & Training		
2017/18 Allocation	£149,738	Planned Quarterly Spend	£0
2017/18 Actual Spend	£	Actual Quarterly Spend	£0
9	Staffing		
Staffing secured this quarter: 45.23FTE as at 30/6/17		Staffing secured in total: 68.62FTE as at 31/3/18 (summarised below	
How many GTCS registered teachers is this funding supporting?			39FTE
How many other staff is this funding supporting?			29.62FTE
Number of schools supported by this funding?			40 (20 Primary Schools, 6 Secondary Schools, 2 Special Schools and 12 Early Years' Establishments/ Nursery Classes)
How many pupils are benefiting from this funding?			7715

What progress are you making towards being able to report on the extent to which you are achieving your short, medium and long-term outcomes and are there any challenges?

We are currently reviewing our medium and long-term outcomes to ensure that they reflect any changes within the project.

This quarter we received our P1 follow up Pips data which shows the significant impact and continuing success of the Inverclyde Attainment Challenge.

We continue to use Pips results to help measure the impact of any interventions on attainment in literacy and numeracy. We also use Boxall profiles, attendance and exclusion figures to measure progress in HWB. However, it will also be a challenge to identify the impact of some of our actions as some of our targeted pupils are actually involved in several interventions e.g. in classes where teachers have worked alongside Coaching and Modelling Officers, teachers may have attended several professional learning sessions, being part of a group receiving additional teaching support for literacy/numeracy, attending a nurture group, parents may be working with family Support Worker etc. It is still a challenge to identify what actually works well, as opposed to a range of interventions providing positive outcomes for our children and families.

Highlights (e.g. activity this quarter, implementation progress, recruitment)

PRIMARY PROJECT

- Easter Holiday Lunch Clubs took place, with an additional venue added, co-ordinated by CLD Attainment Challenge workers and Family Support Workers
- Reading for Pleasure project took place in St. Francis, building on the experience of running this project at St. Andrew's Primary
- Newark Tea Club involved Active Schools, Family Support Worker and school staff. This pilot project was modelled on the FAST approach, but using staff who currently work within the school community and can provide continued support for families after the sessions have finished. Early evaluations are very positive.
- Our Data Officer and Seemis development officer have provided individualised support for all Primary Schools, linked to the tracking/recording spreadsheet
- Nurture groups are up and running in new schools. St. Joseph's has had building adaptation to allow this to happen.
- Scottish Book Trust training took place for Early Years staff
- SEAL training took place for identified staff in schools not currently targeted through the Attainment Challenge
- Aileymill reached the final of the Scottish Education Awards for partnership working

- Proposals for 2017-18 were approved by Scottish Government. This means that funding for all our current interventions can continue for another year. We also have agreed funding for a CMO (Barriers to Learning), CMO (Digital Literacy), 2 more Family Support Workers, a Speech and Language Therapist and 3 Nurture teachers. All CMO posts will become PT positions.
- Outreach teachers for literacy and numeracy have completed all assessments and shared results with school staff. Assessments provide evidence of progress in literacy and numeracy for almost all identified children. Where progress has been limited, other interventions are being considered e.g. support to improve attendance
- CMOs have worked with 182 school staff, modelling lessons, providing 1:1 support/advice or presenting professional learning opportunities for teachers and support staff
- Dr Avis Glaze visited Inverclyde and shared her experience with around 100 colleagues
- Application submitted for Scottish Learning Festival – local authority village. We plan to share our Attainment Challenge work
- First Early Years AC Heads meeting took place – one a term planned for next session
- Continuing to work on data packs for all schools and approaches to gathering evidence from schools and partners
- Outreach librarian has taken up post and will focus on the Holiday Lunch Clubs initially, providing pop up libraries at various venues
- Speech and Language post – recruitment is underway
- Nurture posts and new CMO posts – recruitment has taken place and backfill is being organised
- Professional Learning opportunities (Numeracy into Action, Introduction to Active Literacy, Emotion Coaching) offered on Tuesday 30th May
- Attendance at Numeracy into Action – 31 practitioners from 10 Attainment Challenge schools
- Attendance at Active Literacy – 19 practitioners from 11 schools (3 AC schools)
- Attendance at Emotion Coaching – 29 support staff from 6 schools (1 AC school)
- Planning meeting with Education Psychology Service has taken place to ensure maximum impact next session
- Literacy Recall session – attended by 7 practitioners, peer visits still being organised for many who attended the original 2 sessions
- CLD activities for parents/carers/families included Arts and Crafts, Cedars, Columba 1400 follow on, Family cooking, IT, SQA accreditation, outdoor learning, Steps to School and drop in sessions. 69 parents attended sessions, with 65% of these coming from SIMD 1 and 2 postcodes
- CLD have been supporting parents from target families to join their parent council, others have been supported to become “dementia friends”
- CLD workers have been working with partner agencies to source free family holidays for target families
- The Tiddlers programme was an example of strengthening partnership work within the families and communities strand. This reading for fun programme was planned and delivered in partnership with libraries, Barnardo’s and St. Andrew’s.

- St. Michael's Parents Group has been working with CLD to develop and collate a survey for new Family Hub - resulted in 126 responses, with 93 asking for continued involvement.
- Family Support Workers and CLD involvement in P1 induction sessions has provided an opportunity to make connections with all future P1 families.
- CLD working Partnership with Welfare Rights provided a link for school staff to receive CPD raising awareness of welfare reform and potential impact to families.
- Attainment Challenge team visited Fife to meet with Digital Learning Team Leader – very informative
- Working on training materials – SEAL into P3 and P4, Active Literacy into P2 and P3, finalising Writing Checklists, Fractions/Decimals/Percentages, SEAL in Early Years setting, as well as adapting all the training that has already been delivered
- Working on Inverclyde progression pathways for numeracy and mathematics, as well as literacy and English
- Planning a slightly different model of support for next session, when we have 12 focus schools and another 8 across the authority
- Linking work of QAMSOs and CMOs to support moderation – plan for next session is underway
- Holiday lunch clubs arranged for this summer – increased number of venues
- P1 Pips results show improvements in average scores for all focus schools in reading and maths, with 8 out of our 9 target schools above the national average for Maths and 4 of our target schools above the national average for Reading
- 92% of pupils in P1 made appropriate progress, or better, according to their Maths standardised assessments, with Attainment Challenge focus schools improving by 8% from last year's figures, compared to an overall gain of 4% across the authority
- 90% of pupils in P1 made appropriate progress, or better, according to their Reading standardised assessments, with Attainment Challenge focus schools improving by 5% from last year's figures, compared to the same figure across the authority
- There are currently 60 families receiving support in the nine raising attainment primary schools. These families are made up of 78 adults and 124 children. In addition we are providing support to a further 30 families (38 parents and 49 children) who do not meet the criteria for raising attainment i.e. children in P4-7 in raising attainment schools and children attending the other 8 primary schools in Inverclyde.
- Intensive 3 day training was offered to all Family Support Workers and extended to Nurture Teachers in the nine schools. All schools were represented including the coaching and modelling officer for Nurture within the PS attainment challenge. This training focussed on Emotion Coaching, Trauma informed schools and building resilience

SECONDARY PROJECT

Leadership: There have been a number of seminars targeted at supporting and Head teachers and Senior Leaders with the development and implementation of the Attainment Challenge aims. This has included:

- Data meetings with Attainment Data Officers
- HT Seminars - Discussion on Do's/Don't Overview of London Attainment Challenge involving F.Sulke former Director of Education in Lewisham London
- Dr Avis Glaze seminar on Leadership
- Sir John Jones

This has resulted 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); an increased knowledge of Attainment Challenge team members' roles and responsibilities; a greater understanding of the overall context, needs and priorities in the 8 target schools.

- The Coaching & Modelling Health and Well Being Officer is now in post.
- The literacy and numeracy Development Officers will take up post in August (agreed with Head Teacher).
- Working with Psychological services and Education Scotland we continue to developing Coaching and Modelling Officer skills in Collaborative Action Research
- 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.
- Training Programme for Inverclyde staff for session 2017/18 has been devised
- Attainment Challenge Launch with all Secondary Head Teachers and Maths teachers present.
- Over 500 staff attended Kate Cairns Training –all staff Date 30th May 2017
- Attainment Challenge Launch –Maths teachers Date 30th May 2017

Family Community Engagement: There are 5 family support workers and 1 team Manager in post to cover the 6 secondary schools in Inverclyde.

- Attachment Training -500 staff attended Kate Cairns Associates seminar training on 30th May, these events were hosted in 5 separate schools. Staff from Craigmarloch Stella Maris and Lomond view Academy joined these events. Family support workers, CLD staff and community police also attended the training. Feedback has been positive and staff are requesting more inputs on attachment. Arrangements for further intensive training has been organised as follows: 29th August and 12th September 2017
- 5 staff from each school will attend two dates with KCA these will be a selection of staff including senior staff and learning support staff. This training will be extended to Craigmarloch and Lomond view Academy approx. 40 staff in total

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:

- Raising Staff awareness of Nurture approaches
- 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.
- CLD 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.
- CLD are delivering 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.
- 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.

Challenges (e.g. slippage, staffing, reporting)

PRIMARY PROJECT

- The biggest challenge we continue to face is the shortage of teachers. We managed to include Attainment Challenge posts in the staffing exercise, however, we are currently still unable to fill all our available posts due to the necessity of providing core staffing across the authority. Hopefully, this situation will improve in August when we may have access to some temporary staff.

SECONDARY PROJECT

- The biggest challenge we continue to face is the shortage of teachers. We managed to include Attainment Challenge posts in the staffing exercise; however, we are currently still unable to fill all our available posts due to the necessity of providing core staffing across the authority. Hopefully, this situation will improve in August when we may have access to some temporary staff.
- To continue to develop the programme while ensuring that all staff recognise, contribute and ensure the sustainability of the programme