

**Scottish Attainment Challenge
Challenge Authorities Programme 2017/18**

Local Authority	Inverclyde Council
Project Lead/Contact	[redacted]

Profile to March 2018

Please note we expect the £55,813 underspend from 2016/17 to be deducted from the Q2 payment

Intervention	Allocation	Q1 Claim	Q2 Claim	Total Spend to Date	Forecast total spend to March 18
1. Project Support team	£341,428	£70,772	£72,050	£142,822	£331,805
2. Health & Wellbeing	£938,724	£87,090	£165,152	£252,242	£895,949
3. Literacy	£75,370	-	£5,715	£5,715	£71,363
4. Numeracy	£83,007	£2,282	£5,906	£8,188	£83,007
5. Supported Study & Community Learning	£97,282	£14,347	£13,049	£27,396	£90,929
6. Learning & Teaching	£472,409	£45,479	£43,867	£89,346	£353,507
7. Family & Communities	£657,333	£49,903	£111,187	£161,090	£652,827
8. Meeting Learning Needs	£284,909	£49,098	£62,244	£111,342	£282,747
9. Resources & Training	£205,550	-	£66,301	£66,301	£205,550
Authority Total	£3,156,013	£318,971	£545,471	£864,440	£2,967,684
Underspend 2016/17	-£55,813		-£55,811	-£55,811	-£55,811
			£489,660	£808,629	£2,911,873

Staffing Breakdown	FTE planned	FTE in post	Planned Spend	Spend to date	Forecast total spend to March 18
Teachers/CMOs/Nurture teachers	32	20.07	£1,205,394	£342,590	£1,053,539
Education/development officers/Project leaders	2	2	£158,593	£77,056	£158,596
Educational psychologists	3	1	£112,485	£27,062	£95,838
Data analysis officers	1	1	£49,135	£23,105	£49,060
Family/home link worker	17	17	£717,242	£112,475	£717,242
Early years professionals	2	1.74	£58,566	£27,601	£59,632
Other: CLD workers	6.6	5	£219,904	£82,808	£205,912
Other: SEEMIS Dev Officer	1	1	£54,751	£27,094	£54,752
Other: Research Assistant	1	1	£28,291	£13,316	£29,912
Other: Admin Officer	2	2	£51,105	£14,857	£46,445
Other: Outreach Librarian	1	1	£22,371	£8,046	£22,449
Other: NHS Speech and Language Therapist	1	0	£25,615	0	£22,200
Staff Total 2017/18	69.6	52.81	£2,703,452	£756,010	£2,515,577

MID-YEAR PROGRESS REPORT

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?	9914
<p><i>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?</i></p> <p><u>PRIMARY</u> 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. In addition, we are supported by a SAC funded researcher to help identify progress and impact across the programme. Due to the design of our programme which encompasses a suite of approaches and interventions, the challenge remains how best to identify/discern the interventions making most impact. The use of Pupil Equity Fund in our schools will also impact on this, although there are clear links between Attainment Challenge interventions and the PEF plans in schools.</p> <p><u>SECONDARY</u> The Secondary Attainment Project Team Officers have now taken up their positions full time. They are now better placed to provide support to all secondary schools. This has resulted in a significant improvement in the professional engagement and developments taking place in schools.</p>	

OVERALL PROGRESS AND REFLECTIONS TO DATE

Overall progress towards long-term outcomes and reflections	
Long –term outcomes	<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>What evidence are you collecting to measure these long-term outcomes in your authority? Please specify the type of evidence you are collecting (if not, just put 'N/A')</p>
	<p><u>PRIMARY/SECONDARY</u></p> <ul style="list-style-type: none"> • National Qualifications • Pips results • Teacher Professional Judgements • Boxall profile data • Attendance figures • Exclusion figures • Parental engagement/participation in school/community events

- Staff uptake of professional learning
- Evidence of modified pedagogy (school self- evaluation, monitoring and tracking and school reviews)
- Collaborative Action Research

What did this evidence show so far? *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. 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.*

PRIMARY

- June 2017 - 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
- June 2017 - 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
- June 2017 - 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
- Teacher Professional Judgements this year demonstrate increased numbers of pupils achieving appropriate levels of Curriculum for Excellence
- Overall attendance at professional learning opportunities has increased

SECONDARY

- Teacher Professional Judgements this year demonstrate increased numbers of pupils achieving appropriate levels of Curriculum for Excellence
- Professional Learning opportunities
- Attendance at professional learning opportunities has increased

Can you share any learning on what has worked well in your overall strategy to achieve impact?

PRIMARY

- Contribution of CMOs, providing professional learning and 1:1 support in classes
- Nurturing approaches being developed at universal and targeted levels
- Professional learning opportunities – staff have access to high quality training in pedagogy, literacy, numeracy, leadership, nurture, coaching

- Partnership working – Barnardo’s, CLD, libraries, Educational Psychology Service. Speech and Language – all supporting professional learning and family engagement
- Holiday lunch programmes - 1,632 lunches were provided to 176 families, 76% of whom live in SIMD 1 and 2. Planned activities encouraged parents to engage in their children’s learning, including Pop Up Library Services, Family Cooking, Bookbug Sessions, Arts, Crafts and Music, Adult Learning and Support and child-led physical activity sessions.
- Use of outreach teachers to support assessment and provide targeted support in literacy and numeracy

SECONDARY

- Partnership working with Barnardo’s Children services
- Attachment Theory training for all secondary staff
- Leadership support for Head Teachers

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

- Recruitment of staff e.g. Digital Literacy Officer

WORK STREAMS – HIGHLIGHTS AND CHALLENGES

1	Project Support team (Primary and Secondary)
Activities: <i>Please comment on progress in implementing your planned activities in the year 2017/18</i>	
<p><u>PRIMARY</u></p> <ul style="list-style-type: none"> • Data packs provided for all Primary schools • Streamlined tracking periods in primary Schools • Improved processes for submitting teacher professional judgements • Training on Excel provided for nominated school staff • Support for schools in implementation of Scottish National Standardised Assessment (SNSA) • Regular meetings of Implementation group as per operational governance • Regular meetings of HTs with a focus on professional dialogue and development work • Raised awareness of Inverclyde Attainment Challenge through Scottish Learning Festival • Scheduled AC team meetings • Scheduled CMOs (Early Years) and QIO (Early Years) meetings • Developing Early Years tracking spreadsheet • Liaison between CMOs (Early Years) and Early Years teachers • Tracking system in use by AC outreach teachers – SEAL progression and Active Literacy for Stage 1 and Stage 2/3 • Template for gathering evidence of impact 	

SECONDARY

The Secondary Attainment Challenge Team Project Lead has been in post since December 2016. Since then there has been a focus on

- Increasing the Attainment Challenge team's knowledge and understanding of the overall context, needs and priorities in 8 target schools to identify appropriate interventions.
- Developing the capacity of the Coaching & Modelling Officers
- Ensuring all secondary schools involved in the launch of the Attainment Challenge
- Increasing the awareness of ways to use data (including qualitative information) amongst Principal Teachers in all secondary schools
- Increasing the awareness of Principal Teachers knowledge of the Attainment Challenge aims
- Increasing the awareness of staff to improve the quality of Teaching and Learning
- Improving Head teachers knowledge of the National and International Developments
- 20 Senior Leaders attended seminar on London Attainment Challenge
- 30 Senior Leaders attended seminar delivered by Doctor Avis Glaze
- 75 staff attended seminar delivered by Sir John Jones
- Improving professional dialogue and targeted support with Secondary Head Teachers, Principal Teachers of Mathematics and Principal Teachers of English

We continue to develop a sustainable model for improvement focusing on building capacity of staff through:

- Improved cooperation and partnership working with staff across all schools
- Increased implementation of effective interventions to meet the needs of young people
- Improved skills and knowledge of teachers to plan and deliver evidence based interventions
- Increased range and quality of Professional Learning opportunities
- Improved quality of learning and teaching in classes

Slippage from plans: *Please comment on slippage from your original plans for implementing activities in the year 2017/18*

Digital Literacy Officer to be appointed.

Reflections on progress to date: Can you share any learning on what has worked well in implementing this initiative during 2017/18? Please highlight any quantitative data, people's views or direct observations that have informed your evaluation of progress.

PRIMARY

- Positive feedback from Head Teachers about the use of data to improve learning and teaching among AC schools.
- Positive feedback on partnerships between schools and partners (CLD, Barnardo's, Libraries)

- Production of key aspects of assessment (benchmarks) have supported our work on Progression Pathways
- Numbers of professional learning opportunities offered and uptake – an increased reach across the authority
- Research Assistant has identified an increase in acknowledging the importance of research by teachers and an increase in support requested regarding evaluations and evidence of change.
- Increase in knowledge and expertise regarding different ways to gather data was noted in Attainment Challenge team and teachers

SECONDARY

While the project is at an early stage there are encouraging signs of good progress being made, this has included:-

- Planned programme of Professional Learning to support all staff
- Professional Learning targeted at Head Teachers leadership
- The number of staff attending Professional Learning events
- Attainment Challenge Launch events in each secondary school

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

PRIMARY

- Ensuring that staff have opportunities to attend professional learning – this can be tricky due to lack of supply cover
- Some staff are still uncomfortable accepting CMO support – we continue to build positive relationships in all schools to remedy this

Activities: Please comment on progress in implementing your planned activities in the year 2017/18

PRIMARY

- Appointed 3 new Nurture teachers for additional schools
- CMO (Nurture) provided professional learning opportunities for over 200 staff
- Nurture groups are in place in 11 schools
- Continued to embed Five to Thrive within our target schools
- CMOs (Early Years) worked with 12 target establishments, developing literacy and numeracy approaches
- CMOs (Early Years) delivered training in Bookbug
- CMOs (Early Years) developed professional learning opportunities for SEAL and phonological awareness
- Training provided for new Nurture teachers and/or support staff
- Supported schools in a flexible use of afternoon Nurture groups to address needs of children in each different context
- CMO liaises with colleagues in relation to any new research, reports, documents relating to Nurture e.g. How Nurturing is our School
- Raised awareness of Nurture Principles for whole staff groups in 3 new target schools
- Provided resources for new Nurture classes
- Facilitated collaboration between AC Speech and Language therapist and Nurture teachers, Family Support Workers and Early Years staff
- Built on training programme S< delivered to Nurture teachers last session by extending to more Primary teachers
- Facilitated meetings of Inverclyde Nurture Network (teachers and support staff)
- Developed expertise and confidence in measuring/assessing progress
- Ensured all staff are using Boxall profiles
- Supported schools in use of Education Scotland's Applied Nurture framework e.g. audit, plan, create implementation group
- Developed staff confidence in Learning through Play through providing support to measure the impact of this
- Liaised with Nurture Champions in Early Years to evaluate impact of Five to Thrive

SECONDARY

Secondary schools continue to develop a multi-agency and a greater integrated approach to improving the Health and Wellbeing of pupils through

- Developing increased links with Educational Psychology
- Enhanced Educational psychologists skills through additional training
- Raising Staff awareness of nurture approaches
- A Planned programme of Professional Learning in place supporting teaching staff and classroom assistants
- Delivering Whole Staff training on Attachment Theory
- 450 staff trained on attachment theory
- 50 staff volunteered additional Kate Cairns training
- 60 staff involved in training to support autism delivered by J.Taylor

- Developed pupil leadership programme for pupils with complex emotional and social needs within Lomond View Academy
- Developing nurture working groups within each secondary school
- Developed Breakfast study clubs in secondary schools
- Improving partnership working with Kibble Residential schools
- Increasing Additional Support Staff knowledge of nurture and Trauma Informed Care Therapies
- Developing “Someone2listen” project. This project seeks to address the gap between school based work currently undertaken and mental health strands of work within CAMHS.
- Improved partnership working with other agencies such as Community Learning and Barnardo’s Children Services
- Greater collaboration between Psychological Services Attainment Challenge team and neighbouring authorities

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

- 55 families currently have bespoke packages of support
- Joint group support meetings for families
- Support group meetings young people

Slippage from plans: *Please comment on slippage from your original plans for implementing activities in the year 2017/18*

Primary

Backfill for new Nurture teachers has caused some slippage.

Secondary

There have been a number of concerns raised regarding the recruitment of staff. The project has re-advertised 2 FTE Educational Psychologists posts.

Reflections on progress to date: Can you share any learning on what has worked well in implementing this initiative during 2017/18?

PRIMARY

- Support from CMO (Nurture)
- Professional learning opportunities – feedback from this is consistently positive
- Applying Nurture at Whole School Level framework- pilot school experience shared at Nurture Conference in Glasgow, SLF and Curriculum for Excellence conference
- New schools interested in Applying Nurture at Whole School Level framework
- Numbers of children identified and groups created for targeted interventions
- Boxall data from before and after intervention.

SECONDARY

While the project is at an early stage there are encouraging signs of good progress being made this has included

- The use of Boxall Profiles to assist Well Being assessments
- Attachment Theory training for all staff

- Development of nurture working groups in each school
- Professional dialogue with Primary colleagues

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

As above, re backfill for staff

3 Literacy (Secondary Project)

Activities: *Please comment on progress in implementing your planned activities in the year 2017/18*

The Literacy Coaching & Modelling Officer has taken up the full time post in August 2017. Over the last few months, this has contributed to a significant improvement in the pace of support and challenge offered to secondary schools.

- Targeted support for PTs English
- Staff engaging in Professional Learning focusing on the main concepts of Visible Learning and Collaborative Action Research
- 45 staff involved in data training
- Emphasis on developing Learning Recovery programmes such as Literacy Toolbox and Reciprocal Reading
- Engaged secondary English Departments in analysis of PIPs, Professional Teacher Judgements, Curriculum Levels and National Qualifications. Each department has identified appropriate targets for session 2017/18
- Improving the quality and reliability of Professional Teacher Judgements through a more cohesive programme of QAMSO / Coaching & Modelling Officer
- Developing systems to ensure a better understanding and sharing of writing standards
- Improved partnership working with other agencies such as Community Learning and Barnardo's Children Services

Slippage from plans: *Please comment on slippage from your original plans for implementing activities in the year 2017/18*

There have been a number of concerns raised regarding the recruitment of Coaching & Modelling staff. This resulted in a phased implementation programme being developed from March 2017 to June 2017.

Reflections on progress to date: Can you share any learning on what has worked well in implementing this initiative during 2017/18?

While the project is at an early stage there are encouraging signs of good progress being made this has included

- Increase in number of S3 pupils achieving appropriate levels
- Improving Teacher Professional Judgements
- Increase in S3 Teacher Professional Judgements
- Improvement in Insight Local Benchmark Literacy Measure in S4 and S6 at Level 4 and Level 5

- Increase in awareness of ways to use data (including qualitative information) amongst head teachers in all secondary schools.
- Targeted support to Principal Teachers
- Greater collaboration between English Departments and the Attainment Challenge Literacy team

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

We have plans in place further use of CMO and QAMSO programme to continue to improve reliability of Teacher Professional Judgement.

4 Numeracy (Secondary project)

Activities: *Please comment on progress in implementing your planned activities in the year 2017/18*

The Numeracy Coaching & Modelling Officer has taken up the full time post in August 2017 this has contributed to a significant improvement in the pace of support, and challenge offered to secondary schools.

- Targeted support to PT's Mathematics
- Attainment seminars attendee by 60 Inverclyde Maths teachers and Senior Leaders
- Staff engaging in Professional Learning focusing on the main concepts of Visible Learning and Collaborative Action Research
- 45 staff involved in Data training
- Emphasis on developing Learning Recovery programmes such as SEAL
- Engaged Mathematics Departments in analysis of PIPs, Professional Teacher Judgements, Curriculum Levels and National Qualifications. Each department has identified appropriate targets for session 2017/18
- Improving the quality and reliability of Professional Teacher Judgements though a more cohesive programme of QAMSO / Coaching & Modelling Officer
- Reviewing Numeracy pathways
- Improved partnership working with other agencies such as Community Learning and Barnardo's Children Services
- Greater collaboration with neighbouring authorities

Slippage from plans: *Please comment on slippage from your original plans for implementing activities in the year 2017/18*

There have been a number of concerns raised regarding the recruitment of Coaching & Modelling staff. This resulted in a phased implementation programme being developed from March 2017 to June 2017.

Reflections on progress to date: Can you share any learning on what has worked well in implementing this initiative during 2017/18?

While the project is at an early stage there are encouraging signs of good progress being made this has included

- Increase in number of S3 pupils achieving appropriate levels

- Improving Teacher Professional Judgements
- Targeted support to Principal teachers
- Increase in S3 Teacher Professional Judgements in 4 secondary schools
- 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 Principal teachers in all secondary schools.
- Greater collaboration between Mathematics Departments , Primary Attainment Challenge Literacy team and Inter Authority working
- Greater collaboration between Mathematics Departments and the Attainment Challenge Numeracy team

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

5	Supported Study & Community Learning (Secondary)
Activities: <i>Please comment on progress in implementing your planned activities in the year 2017/18</i>	
<p>Through partnership with Community Learning we have developed</p> <ul style="list-style-type: none"> • Learning programmes for young people in school to support them at key transition points • Delivered a range of parental engagement programmes and learning activities to promote resilience, improve health and wellbeing and parenting skills. • Youth and family/parent literacies programmes will embed literacies within formal and informal learning contexts, • targeted programmes for young people at risk of underachieving • Supported study and community learning at three Inverclyde based youth zones • Liaised with schools to offer curricular support 	
Slippage from plans: <i>Please comment on slippage from your original plans for implementing activities in the year 2017/18</i>	
Recruitment and retention of staff has created some slippage	
Reflections on progress to date: Can you share any learning on what has worked well in implementing this initiative during 2017/18?	
<ul style="list-style-type: none"> • Outdoor learning activities • Supported Study at Youth zones • Curriculum support • Partnership working with Barnardo's Children services 	
Can you share any learning on what has worked less well or could be improved?	

Activities: *Please comment on progress in implementing your planned activities in the year 2017/18*

PRIMARY

- Delivered 2 workshops at West Partnership Maths Conference linking SEAL with Visible learning and Parental Engagement
- AC team key part of authority working group devising updated Learning, Teaching and Assessment policy
- AC team model and encourage the use of Collaborative Action Research
- Supporting Inverclyde's Numeracy Strategy
- Supporting the creation of Inverclyde's Literacy Strategy
- AC team key part of authority Literacy Group
- Developing Progression Pathways for Literacy and Numeracy – Numeracy Pathway is now in schools
- Supporting Inverclyde's Moderation Plan through work of QAMSOs and CMOs
- AC team involved in delivering assessment and moderation training
- Currently supporting school staff to plan for target groups
- Literacy teachers continue to be timetabled to support target groups of pupils across the focus schools
- Numeracy teachers continue to be timetabled to support target groups of pupils across the focus schools
- AC teachers and CMOs plan and implement interventions for children with the poorest performance in literacy and numeracy

SECONDARY

Additional staff have been allocated to each secondary school in order to:

- Release staff for professional learning opportunities and dialogue
- Improve the quality of Learning and Teaching
- Target interventions for pupils living in SIMD 1&2
- Develop a cycle of interventions to ensure the needs of young people are more appropriately met
- Evidence improved practice and impact
- Focus on raising attainment and reducing inequity
- Improve family engagement
- Give schools the flexibility to use staff effectively to meet their own establishment's individual context.

Slippage from plans: *Please comment on slippage from your original plans for implementing activities in the year 2017/18*

PRIMARY

Not all outreach posts are currently filled, although we have greater FTE than before the summer holidays

SECONDARY

5.5 fte staff have been allocated to secondary schools, however the current issues with recruitment and staff availability are delaying the allocation of the full bid

Reflections on progress to date: Can you share any learning on what has worked well in implementing this initiative during 2017/18?

PRIMARY

- Use of assessments to show progress in literacy and numeracy was welcomed by HTs in focus schools
- Support from outreach staff to carry out assessments in literacy and numeracy
- Support for target groups of children
- Collaboration between outreach teachers and class teachers
- Sharing of practice between outreach teachers and school staff
- AC team supporting authority developments in literacy and numeracy

SECONDARY

Family engagement and parental involvement within several secondary schools has been particularly successful.

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

7	Family & Communities (Primary)
Activities: <i>Please comment on progress in implementing your planned activities in the year 2017/18</i>	
<ul style="list-style-type: none"> • Strong relationships developed between all services working with our most vulnerable parents • 95 families (117 adults and 171 children) currently have bespoke packages of support • Integrated assessments of needs implemented before delivering a package of support for a family • Family Support Workers linked to 12 focus schools, building relationships with parents • Family Support Workers providing bespoke, holistic packages of support for vulnerable children and families • Family Support Workers working alongside Nurture teachers and Community Learning and Development workers to provide opportunities for parents to engage with school and community events • Community Learning and Development workers have developed links with all focus schools and provide adult learning opportunities based on need e.g. Steps to Excellence, Family Fitness, Eat Wise, Family Cookery, Mindfulness, Child Psychology, Steps to School, Changing Chapters • Family Learning Clubs take place in all focus schools, facilitated by FSWs and CLD workers • Holiday lunch clubs provide family learning opportunities, as well as lunch for all attendees • Extended reach of Family Support Workers to all Primary Schools in Inverclyde • Continued to develop Families Connect • CLD Action Plan in place for Attainment Challenge schools • Facilitated Bookbug training for Early Years staff, Nurture teachers and Family Support Workers • Piloted Newark Tea Club • Continued to embed Five to Thrive within our target schools • Developed use of Pop Up Libraries • Trialled Family Learning materials to support SEAL • Extended Morton Literacy Trail experience to 3 other target schools • Outreach librarian attended more than half of the holiday lunch club sessions • Holiday lunch clubs provided learning activities, and support services to encourage parents to engage in their children's learning, including Pop Up Library Services, Family Cooking, Bookbug Sessions, Arts, Crafts and Music, Adult Learning and Support and child-led physical activity sessions. • 4,415 healthy lunches were provided to children and young people attending local community playschemes and I Youth Zones or Youth Connections to reduce the financial strain for families during school holidays 	
Slippage from plans: <i>Please comment on slippage from your original plans for implementing activities in the year 2017/18</i>	
Outreach librarian took up post before the summer holidays, but later than planned.	

Reflections on progress to date: Can you share any learning on what has worked well in implementing this initiative during 2017/18?

- All feedback from family learning and summer lunch clubs was positive- especially parental awareness of engaging with and supporting their child's learning.
- Highlights of holiday lunch clubs from parental feedback - Meeting new friends and socialising- for both children and parents, families supporting other families and children developing social intelligence by playing together
- Highlights of holiday lunch clubs from parental feedback - Enjoyment and fun experience in a welcoming environment (non-threatening also for parents)
- Highlights of holiday lunch clubs from parental feedback - Wide range of interesting activities allowing all the family to come together and spend quality time
- Holiday lunch club workers identified that most positive was that families were engaging more and parents were gaining confidence in helping with activities
- Anecdotal evidence of increased engagement from some families after attending the holiday lunch clubs
- During the school summer holidays, 1,632 lunches were provided to 176 families, 76% of whom live in SIMD 1 and 2.
- 82 children signed up for the Summer Reading Challenge through the Holiday Lunch Clubs, with 46 children completing it. This compares to 20 last summer.
- 142 new library memberships for children were registered, along with 88 for adults and 56 lapsed memberships were renewed through the Holiday Lunch Clubs
- 5 parents who attended Steps to School programme have now joined Parent Councils
- 7 parents in focus schools CLD class have continued to engage with CLD opportunities
- 6 parents are working towards SQA accreditation, 1 parent has started university, 1 parent has started their own business

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

- Ensuring that Holiday Lunch Clubs are well-publicised and promoted in plenty of time – we have already taken action to improve this for October holiday week

8	Meeting Learning Needs (Primary)
Activities: <i>Please comment on progress in implementing your planned activities in the year 2017/18</i>	
<ul style="list-style-type: none"> • 7 Drop In sessions took place in August for teachers/support staff, providing support and guidance on use of SEAL and Active Literacy approaches • Continued to support schools in effective use of Literacy Toolbox • One school is trialling Talk4Writing • Developed coaching skills in CMOs and school staff through EPS training and practical experience • CMOs (Early Years) reviewed visits to establishments to maximise reach of project • Building on the Reading for Pleasure project through involving 3 more schools and providing CPD on Promoting a Reading Culture (with outreach librarian) • Supporting school staff in effective use of assessments to ensure consistency • Continued to deliver professional learning opportunities to develop staff confidence in the use of dialogic and reciprocal approaches • Identified 2 nursery classes to participate in a reciprocal teaching approaches pilot • Re-visited Clicker 6 and offered support to AC schools • Created an Early Years SEAL planner, with suggested activities • CMO (Barriers to Learning) meeting with MTs in focus schools to offer support guidance to staff • CMO (Barriers to Learning) delivering support staff training on supporting children's behaviour • CMOs continue to support class teachers in providing targeted support for disadvantaged pupils • Research assistant continues to support SAC developments, such as training and action-enquiry methodology • All staff are supported to evaluate and adapt their practice, in response to data collected • CMOs continue to build strong working relationships with practitioners in focus schools • CMOs engage with staff on 1:1 basis, through professional learning sessions and on-going support to ensure that new approaches are effective • CMOs have engaged with over 500 staff through professional learning opportunities • CMOs provided support in the delivery of SEAL, Active Literacy, Number Talks, Literacy Toolbox and reciprocal teaching • Feedback from professional learning is positive and has been followed up by CMOs 	
Slippage from plans: <i>Please comment on slippage from your original plans for implementing activities in the year 2017/18</i>	
Speech and Language therapist started on 3/10/17. We have an Action Plan already in place.	
Reflections on progress to date: <i>Can you share any learning on what has worked well in implementing this initiative during 2017/18?</i>	

- Head teachers report an increased awareness and confidence among teachers to use high quality effective learning and teaching
- Head teachers report an increased staff confidence in assessing children's needs and planning for progress
- SEAL evaluations from training and feedback on implementation in schools from HTs is positive, especially noticing among teachers: skills in engaging children in learning numeracy, motivation to look for new resources, keeping on-going assessment and reflective planning to meet children's needs.
- NL Active Literacy evaluations from training and feedback on implementation in schools, mostly on increased confidence in using NL Active Literacy and on developing phonological awareness.
- Pupil feedback from Reading for Pleasure project - (baseline and post measure) - positive attitudes towards reading have significantly increased. Pupils stated that they spend significantly more time reading outside of school (in their free time). Children reported they have learned new useful strategies to help them with reading and that their confidence in reading has increased.

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

Activities: *Please comment on progress in implementing your planned activities in the year 2017/18*

- Staff have participated in professional learning opportunities based on Talking about Number, Active Literacy, Emotion Coaching, Nurturing Principles, Visible Learning, Numeracy into Action, Clicker 6, Uplifting Leadership, Talk4Writing, Barriers to Learning, etc.
- Professional learning opportunities have often had to be repeated due to demand for places
- CMOs have worked with over 200 school staff, modelling lessons, providing 1:1 support/advice or presenting professional learning opportunities for teachers and support staff
- Supported schools in resourcing SEAL from P1 – P4
- Supported Early Years Establishments in resourcing SEAL
- Supported schools in effective delivery of Active Literacy (Phonics and Spelling)
- Facilitated further sessions on “Uplifting Leadership” for all sectors
- Started to deliver a rolling programme of training for support staff: Supporting SEAL, Supporting Active Literacy, Literacy Toolbox, Visible Learning, Emotion Coaching, Nurturing Playgrounds etc.
- Provided core resources for nurture groups
- Deliver professional learning sessions for NQTs – Visible Learning, SEAL, Talking about Number, Active Literacy, Dialogic/Reciprocal Teaching, Nurturing Classrooms etc.
- Supported delivery of PATHS
- Supported current delivery of Seasons for Growth and extending this to parents
- Supported delivery of Roots of Empathy
- Supported Holiday Lunch Clubs
- Continued to develop Five to Thrive approaches through training and follow-up sessions
- Dr Avis Glaze worked with around 100 senior staff, providing inspiration and practical suggestions to improve outcomes for children and young people
- Provided bespoke literacy and numeracy support for individual children though use of ASN sessional hours
- 18 out of 20 Primary Schools have opted to continue their journey with Visible Learning by using PEF to support Osiris Whole School Programme
- 2 remaining Primary Schools are buying Outstanding Teaching programme, which also has a focus on most effective teaching approaches to support children’s learning
- AC team provide awareness raising Visible Learning sessions for Early Years and support staff

Slippage from plans: *Please comment on slippage from your original plans for implementing activities in the year 2017/18*

Reflections on progress to date: Can you share any learning on what has worked well in implementing this initiative during 2017/18?

- The combination of professional learning and practical support for staff has been recognised as being effective in affecting positive change
- CMOs and outreach teachers support schools in the sourcing and/or creation of appropriate resources
- Feedback from professional learning opportunities is very positive. For example, Dialogic Teaching - All feedback was positive. Almost 90% of staff attending training stated they strongly agree that the training will have an impact on their practice and felt confident to implement it in their classroom. All participants commented they would definitely use the techniques and resources presented.

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

Scottish Attainment Challenge
Challenge Authorities Programme 2017/18

Local Authority	Inverclyde Council
Project Lead/Contact	[redacted]

Intervention	Allocation	Q1 Claim	Q2 Claim	Total Spend to Date	Forecast total spend to March 18
1. Project Support team	£341,428	£70,772	£72,050	£142,822	£318,480
2. Health & Wellbeing	£938,724	£87,090	£165,152	£252,242	£864,542
3. Literacy	£75,370	-	£5,715	£5,715	£75,399
4. Numeracy	£83,007	£2,282	£5,906	£8,188	£83,222
5. Supported Study & Community Learning	£97,282	£14,347	£13,049	£27,396	£95,872
6. Learning & Teaching	£472,409	£45,479	£43,867	£89,346	£302,646
7. Family & Communities	£657,333	£49,903	£111,187	£161,090	£663,601
8. Meeting Learning Needs	£284,909	£49,098	£62,244	£111,342	£278,095
9. Resources & Training	£205,550	-	£66,301	£66,301	£205,550
Authority Total	£3,156,013	£318,971	£545,471	£864,440	£2,987,407
Underspend 2016/17	-£55,813		-£55,811	-£55,811	-£55,811
			£489,660	£808,629	£2,931,596

Expected Quarter 3 grant claim:	£696,592
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Staffing Breakdown	FTE planned	FTE in post	Planned Spend	Spend to date	Forecast total spend to March 18
Teachers/CMOs/Nurture teachers	32	20.07	£1,205,394	£342,590	£986,179
Education/development officers/Project leaders	2	2	£158,593	£77,056	£158,602
Educational psychologists	3	1	£112,485	£27,062	£76,375
Data analysis officers	1	1	£49,135	£23,105	£49,191
Family/home link worker	17	17	£717,242	£112,475	£717,242
Early years professionals	2	1.74	£58,566	£27,601	£59,704
Other: CLD workers	6.6	6	£219,904	£82,808	£224,412
Other: SEEMIS Dev Officer	1	1	£54,751	£27,094	£54,751
Other: Research Assistant	1	1	£28,291	£13,316	£28,646
Other: Admin Officer	2	1.88	£51,105	£14,857	£45,147
Other: Outreach Librarian	1	1	£22,371	£8,046	£22,495
Other: NHS Speech and Language Therapist	1	0	£25,615	0	£18,500
Staff Total 2017/18	69.6	52.81	£2,703,452	£756,010	£2,441,244

Scottish Attainment Challenge
Challenge Authorities Programme 2017/18

Local Authority	Inverclyde Council
Project Lead/Contact	[redacted]

Profile to March 2018

Intervention	Allocation	Q1 Claim	Q2 Claim	Q3 Claim	Total Spend to Date	Forecast total spend to March 18
1. Project Support team	£341,428	£70,772	£72,050	£79,496	£222,318	£318,480
2. Health & Wellbeing	£938,724	£87,090	£165,152	£191,746	£443,987	£843,552
3. Literacy	£75,370	-	£5,715	£18,499	£24,214	£75,145
4. Numeracy	£83,007	£2,282	£5,906	£30,497	£38,685	£86,304
5. Supported Study & Community Learning	£97,282	£14,347	£13,049	£15,881	£43,277	£95,872
6. Learning & Teaching	£472,409	£45,479	£43,867	£78,116	£167,462	£303,830
7. Family & Communities	£657,333	£49,903	£111,187	£143,741	£304,831	£663,601
8. Meeting Learning Needs	£284,909	£49,098	£62,244	£72,198	£183,539	£278,095
9. Resources & Training	£205,550	-	£66,301	£78,758	£145,059	£213,857
Authority Total	£3,156,013	£318,971	£545,471	£708,933	£1,573,373	£2,878,737

Staffing Breakdown	FTE planned	FTE in post	Planned Spend	Spend to date	Forecast total spend to March 18
Teachers/CMOs/Nurture teachers	32	27.7	£1,205,394	£631,830	£987,364
Education/development officers/Project leaders	2	2	£158,593	£117,047	£158,602
Educational psychologists	3	1	£112,485	£40,933	£55,351
Data analysis officers	1	1	£49,135	£34,636	£49,191
Family/home link worker	17	17	£717,242	£266,267	£717,242
Early years professionals	2	2	£58,566	£41,575	£59,704
Other: CLD workers	6.6	6	£219,904	£131,106	£224,412
Other: SEEMIS Dev Officer	1	1	£54,751	£40,642	£54,752
Other: Research Assistant	1	1	£28,291	£19,950	£28,646
Other: Admin Officer	2	2	£51,105	£28,565	£45,147
Other: Outreach Librarian	1	1	£22,371	£14,426	£22,495
Other: NHS Speech and Language Therapist	1	1	£25,615	£0	£18,500
Staff Total 2017/18	69.6	62.7	£2,703,452	£1,366,977	£2,421,406

Summary of intervention spend

Please provide a short summary of the interventions your Q3 funding has supported and provide a breakdown of spend against these interventions where required. Please keep to less than 500 words.

Local Authority	Inverclyde Council
Project Lead/Contact	[redacted]

Profile to March 2018

Intervention	Allocation	Q1 Claim	Q2 Claim	Q3 Claim	Q4 Claim	Total Spend to Date
1. Project Support team	£341,428	£70,772	£72,050	£79,496	£78,633	£300,951
2. Health & Wellbeing	£938,724	£87,090	£165,152	£191,746	£372,304	£816,292
3. Literacy	£75,370	-	£5,715	£18,499	£49,002	£73,216
4. Numeracy	£83,007	£2,282	£5,906	£30,497	£45,063	£83,748
5. Supported Study & Community Learning	£97,282	£14,347	£13,049	£15,881	£20,061	£63,338
6. Learning & Teaching	£472,409	£45,479	£43,867	£78,116	£119,118	£286,580
7. Family & Communities	£657,333	£49,903	£111,187	£143,741	£344,993	£649,824
8. Meeting Learning Needs	£284,909	£49,098	£62,244	£72,198	£97,271	£280,811
9. Resources & Training	£205,550	-	£66,301	£78,758	£60,491	£205,550
Authority Total	£3,156,013	£318,971	£545,471	£708,933	£1,186,936	£2,760,310

Staffing Breakdown	FTE planned	FTE in post	Planned Spend	Total Spend
Teachers/CMOs/Nurture teachers	32	26.2	£1,205,394	£955,404
Education/development officers/Project leaders	2	2	£158,593	£159,062
Educational psychologists	3	1	£112,485	£55,505
Data analysis officers	1	1	£49,135	£49,189
Family/home link worker	17	17	£717,242	£717,242
Early years professionals	2	2	£58,566	£59,164
Other: CLD workers	6.6	5	£219,904	£185,895
Other: SEEMIS Dev Officer	1	0	£54,751	£45,665
Other: Research Assistant	1	1	£28,291	£28,375
Other: Admin Officer	2	1.9	£51,105	£45,030
Other: Outreach Librarian	1	1	£22,371	£22,495
Other: NHS Speech and Language Therapist	1	1	£25,615	£19,039
Staff Total 2017/18	69.6	59.1	£2,703,452	£2,342,065