

ASSUMPTIONS

- The Scottish Attainment Challenge Programme focusses on reducing the Poverty Related Attainment Gap. It is acknowledged that poverty and the issue of the attainment gap are complex social issues.
- Whilst the Programme focus is on **poverty related** attainment it is understood that there is a wider issue around deprived communities. As such some funding has been targeted towards addressing this – for example Care Experienced Children and Young People funding.
- The key Programme outcomes are based on the main focus of the Programme – Poverty Related Attainment Gap. This is what is reflected in the Logic Model.
- Connections in the Programme Logic Model are not linear. Progress between short, medium and long term outcomes is not directly attributable and can in fact be a circular process.
- The THEMES which the Logic Model are based on are: Leadership, Collaboration, Teaching and Learning (Pedagogy), Family and Parental engagement, Culture and Ethos, Evidence and Evaluation
- Literacy, numeracy, health and wellbeing are used as indicators of progress in terms of educational outcomes however the desired OUTCOME of the Programme is to see progress in the widest range of educational outcomes. As such increased in literacy, numeracy and health and wellbeing is not noted as an outcome, instead it is captured as a benefit.
- Many outcomes are also benefits and these are not therefore captured (duplicated) within the benefits plan.
- At the beginning of the programme the evaluation methods were planned focussing on the outcomes identified at that point. As these Outcomes evaluated, this same evidence is used to indirectly identify which benefit have been achieved.
- There is an awareness of the need for teacher empowerment, autonomy and agency to achieve many of these outcomes however this is addressed through the local level delivery of the Programme rather than through the Programme wide outcomes

TERMINOLOGY:

Living in Poverty

SIMD 1 + 2

Teacher agency

Equity