

Attainment Scotland Fund 2022 - 2026 Evaluation: Analytical Plan Year 1 (2022/23)



CHILDREN, EDUCATION AND SKILLS

Executive summary

Purpose of the document

This document outlines the first annual evaluation plan for the Attainment Scotland Fund (ASF) 2022-26 and covers 2022-23, the first year of the refreshed Scottish Attainment Challenge. This is a companion document to the [ASF Evaluation Strategy 2022-26](#), published in November 2022.

Audience

The document is intended to be accessible to all those with an interest in education in Scotland and beyond; including children and young people, teachers, support workers, parents/carers, public bodies, and third sector organisations.

Our approach

This annual plan, and the Evaluation Strategy published in November 2022, follow a refreshed approach to evaluating progress in closing the poverty related attainment gap. The approach takes account of the refreshed [Scottish Attainment Challenge](#) and its' new mission, but also a revised set of [evaluation principles](#). Whereas the evaluation to this point has taken an annual retrospective approach, the new multi-year evaluation strategy takes a more flexible, adaptive, and responsive approach to building an evidence base over time. The new approach will continue to ensure that the evaluation assesses progress towards closing the poverty related attainment gap within the context of the new Scottish Attainment Challenge Mission, and offers insights into the operation of the refreshed programme. This will be supported by shorter, more frequent research outputs in a range of formats to increase accessibility across a wide range of stakeholders.

Evaluation priorities for 2022/23 school year

Our priorities for 2022/23 are to undertake a programme of analytical activity in support of the new Evaluation Strategy, exploring different aspects of the programme to enable insight into the current year to support ongoing improvement. This will be supported by shorter, more frequent publications throughout the year. The early focus on process is deliberate, to enable insights into the refreshed Scottish Attainment Challenge in the first year of implementation.

All aspects of the evaluation – including the thematic strand and NIF reporting – will provide insight into the impact of the programme. However, the 2022/23 period also provides an opportunity for in-depth and collaborative consideration of the most promising potential approaches to assessing impact which will be put in place for Years 2 – 5. Whilst this does mean that evidence of and reporting on impact will be more limited in Year 1, it is anticipated that the development of a robust plan for gathering impact assessment will lead to a strengthened multi-year evaluation.

Developing thematic areas of focus also broadens the scope of the evaluation and Year 1 analytical activity will seek to explore 'what works, for whom and in what

circumstances’ on a number of priority themes including readiness to learn, families and communities, and engagement in decision-making/voice. This will also support emerging insights into impact in these thematic areas.

Our specific areas of activity are:

Evaluation strand	Objective	Activities
Process	To undertake a study in the first year of the refreshed SAC, to provide learning on what worked well/what could be improved in the process of implementing ASF overall and at the funding stream level (Strategic Equity Fund, Pupil Equity Fund and Care Experienced Children and Young People Fund)	<ul style="list-style-type: none"> • Review of existing evidence • Survey of Local Authority Scottish Attainment Challenge Leads • Interviews and focus groups with key stakeholders and partners
Thematic	<p>To provide learning and increase the evidence base on ‘what works and what could be improved, for whom, and in what circumstances’ at the thematic level:</p> <ul style="list-style-type: none"> • Readiness to learn • Families and communities • Engagement in decision-making (children and young people, families and communities) 	<p>Thematic evaluation and development activity including:</p> <ul style="list-style-type: none"> • Review of existing evidence on priority themes: readiness to learn; families and communities; engagement in decision-making; • Literature review on ‘readiness to learn’ to inform design of primary research in Year 2; • Scope, undertake and publish a small scale study on engaging and supporting families and communities in the context of the Scottish Attainment Challenge; • Work with evaluation partners to explore ‘what works and what could be improved, for whom and in what circumstances’ in engaging children and young people in decision-making in the context of the Scottish Attainment Challenge.
National Improvement Framework (NIF) measures reporting	To assess the impact of the overall fund in improving outcomes in educational attainment and achievement and health and wellbeing and closing the attainment gap between the most and least socio-	<ul style="list-style-type: none"> • Undertake analysis on the available data for NIF measures related to the 2021/22 academic year including 11 original key measures plus two new measures identified in consultation exercise

	economically disadvantaged children and young people.	<ul style="list-style-type: none"> • Output: Publish a standalone summary in April 2023
Impact	To take a collaborative approach to assessing the feasibility and efficacy of quantitative and qualitative methods of assessing impact, and to develop an impact evaluation plan for years 2 to 5.	<ul style="list-style-type: none"> • Work with stakeholders and partners in existing groups to develop scope/approach; • Undertake activities to assess existing and new approaches to measuring impact; • Output: Publish an impact evaluation plan for Years 2 to 5.

Section 1: Introduction

Aim

The evaluation of the Attainment Scotland Fund (ASF) aims to provide learning about the overall implementation of the refreshed ASF and the extent to which progress has been made towards meeting intended outcomes articulated in the Scottish Attainment Challenge Logic Model in support of the refreshed programme mission.

The Strategy

The [Evaluation Strategy for the Attainment Scotland Fund 2022-2026](#) sets out the broad terms of the Scottish Government’s approach to evaluating the ASF during this parliamentary term.

The Strategy has been designed following the refresh of the [Scottish Attainment Challenge](#), launched in March 2022, with its new Mission:

‘To use education to improve outcomes for children and young people impacted by poverty with a focus on tackling the poverty-related attainment gap to deliver on the Scottish Government’s vision of equity and excellence in education.’

The Strategy proposes analytical activity related to four key strands of evaluation focus across the multi-year evaluation:

- **Process evaluation** to consider implementation of the refreshed Attainment Scotland Fund, including Strategic Equity Fund, Pupil Equity Fund and Care Experienced Children and Young People Fund;
- A **thematic strand** of evaluation which will respond to emerging system priorities and consider ‘what works, for whom and in what circumstances’.
- Reporting on the National Improvement Framework (NIF) measures;
- Evaluation of the **impact of ASF**, through a combination of qualitative and quantitative measures.

Analytical plan

A detailed analytical plan outlining activity in support of the high level strategy will be published annually¹ which takes account of the new evaluation approach highlighted in the Strategy.

This document provides the plan for the first year of the Attainment Scotland Fund 2022 – 2026 evaluation. It is underpinned by the revised Logic Model, and builds on learning from the previous evaluation.

Publications that arise from the detailed analytical plan will aim to be accessible to all those with an interest in education in Scotland and beyond; including children and young people, teachers, support workers, parents, public bodies, and third sector organisations. Prior to publication and where work is taken forward on a collaborative basis, careful consideration will be given to document accessibility, how publications are presented for different audiences and onward dissemination.

Section 2: Overview of the Analytical Plan

In order to address each of the four key evaluation strands over the duration of the Evaluation Strategy 2022-26, we have developed a high level overview of the analytical plan. This is outlined in Figure 1. The detail of analytical activity during each year will be determined in line with the adaptive and flexible approach proposed in the Evaluation Strategy.

¹ The 2022-23 plan is being published in February 2023. For 2023-24 onwards, analytical plans will be published annually in the autumn.

Figure 1: Analytical Plan - Years 1 to 5 Overview

Evaluation Strand	Year 1	Year 2	Year 3	Year 4	Year 5
1. Process	Process	-	Embedded processes	-	Summative processes and implementation
2. Thematic	2.1 Readiness to Learn – scoping/ literature review	2.1 Readiness to Learn – research	Continuation /identification of emerging themes and priorities for thematic focus		
	2.2 Families and Communities	Continuation /identification of emerging themes and priorities for thematic focus			
	2.3 Voice	2.3 Voice	Continuation/identification of emerging themes and priorities for thematic focus		
3. NIF Reporting	Annual reporting	Annual reporting	Annual reporting	Annual reporting	Annual reporting
4. Impact	Impact Feasibility Study	Impact study/studies (to be determined following Impact Feasibility Study)			

Section 3: Proposed activity for Year 1

This section introduces the analytical activity we propose for Year 1 (2022-23) for each of the evaluation strands.

1. Process Evaluation

We will undertake a process study in the first year of implementation of the refreshed Scottish Attainment Challenge, in order to provide learning on what worked well and what could be improved in the process of implementing the ASF overall, as well as a specific focus at the funding stream level in terms of the Strategic Equity Fund, Pupil Equity Fund and Care Experienced Children and Young People Fund².

² This maps to [Evaluation Objective 4 in the Evaluation Strategy](#)

The Process Evaluation will focus on Evaluation Questions³ related to:

1. Governance

What worked well and what could be improved in the national and local governance and support with implementation of the refreshed Scottish Attainment Challenge?

2. Funding

What funding was allocated through the Scottish Attainment Challenge Refresh ASF to schools and local authorities, to what extent was it used within funds requirements and/or supplemented with other funding sources? What were stakeholders views on the implementation of the new funding structure introduced with the Scottish Attainment Challenge refresh?

3. Implementation

How did local authorities implement the Strategic Equity Fund alongside Pupil Equity Fund and Care Experienced Children and Young People Fund?

4. Approaches

How do the approaches for equity support pupils (and parents/carers) from the most socio-economically disadvantaged backgrounds?

5. Monitoring and evaluation

How are schools and local authorities monitoring, refining and evaluating their approaches to address the poverty-related attainment gap?

In Year 1, we will utilise a range of approaches to gain an understanding at national, regional and local level and across stakeholders, of the processes and early implementation of the Attainment Scotland Fund.

We will:

- Undertake a review of existing data and evidence.
- Design and conduct a survey of Local Authority Scottish Attainment Challenge Leads.
- Undertake interviews and focus groups with key stakeholders and partners
- Publish process study report.

³ This is a sub-set of the full set of Evaluation Questions included in the [Evaluation Strategy](#). In addition, a series of sub-evaluation questions will support the analysis of each main Evaluation Question.

2. Thematic

Whilst individual interventions are outwith the scope of the evaluation, the Evaluation Strategy⁴ has broadened in scope to include thematic evaluation. Discussions with internal and external groupings (ASF Evaluation Working Group and Evaluation Advisory Panel) have suggested a number of initial areas for thematic exploration, based on emerging priorities, new areas of focus and continued exploration. Emerging insights into impact will also be sought on these thematic areas.

Planned analytical activity on the three initial thematic areas proposed are outlined below.

2.1 Readiness to learn

As a result of extensive stakeholder consultation and collaboration, the refreshed [Scottish Attainment Challenge Logic Model published in March 2022](#) included a new outcome focus related to 'readiness to learn', with outcomes proposed at both short- and medium-term:

Short-term outcome: a sustained focus on children and young people's readiness to learn through focusing on engagement and attendance, confidence and wellbeing.

Medium-term outcome: improvements in engagement, attendance, confidence and wellbeing of children and young people.

Discussions with internal and external groupings (EWG, EAP) have suggested that this should be a priority for thematic exploration, with a new Evaluation Question developed to support this.

In Year 1, we will commence an aspect of the evaluation to provide learning and increase the evidence base on 'what works and what could be improved, for whom, and in what circumstances' on the 'readiness to learn' theme, and to gather evidence related to:

Evaluation Question 13: To what extent was there improvement in children and young people's readiness to learn through focusing on engagement, attendance, confidence and wellbeing?

We will:

- Undertake a review of existing data (February - May 2023).
- Develop a detailed proposal for a review of the literature/evidence related to readiness to learn in the context of closing the poverty-related attainment gap.
- Undertake the review and publish a report on the findings.

⁴ Evaluation Strategy Objectives 2 and 3 are of particular relevance

- Prepare proposals for primary data gathering in Year 2 which utilise the review of existing data and literature/evidence review to develop our understanding of readiness to learn in the context of the Attainment Scotland Fund. The initial proposal is to explore children and young people's, parents'/carers' and practitioners' perceptions of 'readiness to learn' in the context of the Scottish Attainment Challenge and to undertake more detailed in-depth qualitative exploration of themes emerging to dive deeper into current understandings and practices and to develop insights into 'what works, for whom and in what circumstances?'

2.2 Families and communities

An aspect of thematic evaluation was developed in the later years of the initial ASF evaluation, with a focus on exploring engagement with and support for families and communities. This yielded important insights into support and engagement with families and communities in the context of the ASF, such as the important role of family learning and family link workers and associated teams, and the importance of effective links with wider partners both in public and third sector, as highlighted in the [ASF Year 6 evaluation report](#).

In Year 1, we will continue to explore the theme of engagement with, and support for, families and communities in the context of the ASF. This aspect of thematic evaluation will seek to provide learning and increase the evidence base on 'what works and what could be improved, for whom, and in what circumstances' on the 'families and communities' theme, and to gather evidence related to:

Evaluation Question 8: To what extent has the fund embedded engagement with and support for families and communities?

We will:

- Undertake a review of existing data (February - May 2023).
- In parallel with the existing data review, develop a detailed proposal for a small scale research study on the theme of families and communities and explore potential avenues for undertaking the study (e.g. commissioned basis, partnership). The initial proposal is that this will utilise a case study approach, working with selected local authorities to explore in detail approaches to engaging and supporting families and communities (selected for approaches identified in thematic analysis of existing data outlined above and through wider intelligence gathering including through Attainment Advisers). Case studies may be at the local authority level, at lower levels of geography (school cluster/school/stage) or focused on particular groups.
- Undertake, report and publish findings.
- In discussion with evaluation partners and wider stakeholders, consider whether further research activities on the families and communities theme are suggested by the findings and develop appropriate proposals for Year 2.

2.3 Voice – children and young people’s and families and communities engagement in decision-making

There is a recognised need for a strengthened focus on the engagement of children and young people and families and communities in the ASF evaluation. As a result, the revised Evaluation Strategy includes a new Evaluation Question to support evidence gathering on this theme and this has been identified as a priority thematic focus for Year 1.

In Year 1, we plan to progress analysis to provide learning and increase the evidence base on ‘what works and what could be improved, for whom, and in what circumstances’ around the ‘engagement in decision making’ theme in support of:

Evaluation Question 12: To what extent were children and young people and their families and communities engaged in decision-making, what was the impact of this engagement, and was there evidence of engagement becoming embedded in the learner journey?

In Year 1, we will utilise a range of approaches in support of this evaluation focus, including reviewing existing data and gathering primary data. A range of initiatives are in progress to strengthen children and young people’s voice in the Scottish Attainment Challenge⁵. These provide the opportunity for the development of partnership approaches to gathering evidence on this theme.

We will:

- Undertake a review of existing data (February - May 2023).
- Work with evaluation partners to explore ‘what works and what could be improved, for whom and in what circumstances’ in engaging children and young people in decision-making in the context of the Scottish Attainment Challenge.
- Explore and cost options for question inclusion in national surveys (e.g. Young People in Scotland survey, Ipsos Parents Omnibus survey);
- Publish an initial report of findings.
- Develop potential primary data gathering options for Year 2, for example, perspectives of national representatives and practitioners at regional and local level, and of parents/carers.

3. Reporting on National Improvement Framework (NIF) measures

A core objective of the evaluation is to assess the impact of the overall fund in improving outcomes in educational attainment and achievement and health and wellbeing and closing the poverty-related attainment gap between the most and

⁵ This includes work in progress through the Scottish Attainment Challenge National Programmes as well as partnership projects such as the Forth Valley and West Lothian pilot project on children’s voice

least disadvantaged children and young people⁶. This relates to Evaluation Question 15: To what extent did the fund contribute to a closing of the attainment gap between the most and least socio-economically disadvantaged children and young people, in line with the refreshed Scottish Attainment Challenge Mission?

In Year 1, and throughout the remainder of ASF Evaluation 2022 - 26, annual reporting on progress in closing the poverty-related attainment gap using NIF measures will continue to be undertaken, taking an accessible and proportionate approach to reporting. This will bring together previously published data related to the NIF measures, including the eleven original key measures and the two new measures introduced following the consultation exercise in 2022⁷. This will support ongoing reporting of key trends initiated in the ASF annual evaluation reports undertaken between 2017 and 2022.

We will:

- Undertake analysis on NIF measures and prepare a report for publication in April 2023.
- Reporting will align with the existing programme of statistical releases, with consideration given to improving accessibility of reporting for a range of different audiences.

4. Impact feasibility study

All aspects of the evaluation – including the thematic strand and NIF reporting – will provide insight into the impact of the programme. However, the 2022/23 period also provides an opportunity for in-depth and collaborative consideration of the most promising potential approaches to assessing impact which will be put in place for Years 2 – 5. Whilst this does mean that evidence of and reporting on impact will be more limited in Year 1, it is anticipated that the development of a robust plan for gathering impact assessment will lead to a strengthened multi-year evaluation.

This will take the form of a collaborative feasibility study which will aim to combine what we know about tried and tested methods, with expert input on new approaches and data sources. This may involve both partnership work with stakeholders (for example, through the ASF Evaluation Advisory Panel) and commissioned work.

The feasibility study will examine a wide range of potential evidence sources and methodologies. However, there will be a particular quantitative focus on existing data, data linkage, and potential longitudinal approaches; and a qualitative focus on the views and experiences of those working directly with children and young people.

⁶ Evaluation Strategy Objective 1

⁷ [Education - Achieving Excellence and Equity: National Improvement Framework and improvement plan 2023 - gov.scot \(\[www.gov.scot\]\(https://www.gov.scot\)\)](https://www.gov.scot/publications/improvement-plan-2023/pages/10-12-2023-education-achieving-excellence-and-equity-national-improvement-framework-and-improvement-plan-2023-2026-2027-2028-2029-2030-2031-2032-2033-2034-2035-2036-2037-2038-2039-2040-2041-2042-2043-2044-2045-2046-2047-2048-2049-2050-2051-2052-2053-2054-2055-2056-2057-2058-2059-2060-2061-2062-2063-2064-2065-2066-2067-2068-2069-2070-2071-2072-2073-2074-2075-2076-2077-2078-2079-2080-2081-2082-2083-2084-2085-2086-2087-2088-2089-2090-2091-2092-2093-2094-2095-2096-2097-2098-2099-2100-2101-2102-2103-2104-2105-2106-2107-2108-2109-2110-2111-2112-2113-2114-2115-2116-2117-2118-2119-2120-2121-2122-2123-2124-2125-2126-2127-2128-2129-2130-2131-2132-2133-2134-2135-2136-2137-2138-2139-2140-2141-2142-2143-2144-2145-2146-2147-2148-2149-2150-2151-2152-2153-2154-2155-2156-2157-2158-2159-2160-2161-2162-2163-2164-2165-2166-2167-2168-2169-2170-2171-2172-2173-2174-2175-2176-2177-2178-2179-2180-2181-2182-2183-2184-2185-2186-2187-2188-2189-2190-2191-2192-2193-2194-2195-2196-2197-2198-2199-2200-2201-2202-2203-2204-2205-2206-2207-2208-2209-2210-2211-2212-2213-2214-2215-2216-2217-2218-2219-2220-2221-2222-2223-2224-2225-2226-2227-2228-2229-2230-2231-2232-2233-2234-2235-2236-2237-2238-2239-2240-2241-2242-2243-2244-2245-2246-2247-2248-2249-2250-2251-2252-2253-2254-2255-2256-2257-2258-2259-2260-2261-2262-2263-2264-2265-2266-2267-2268-2269-2270-2271-2272-2273-2274-2275-2276-2277-2278-2279-2280-2281-2282-2283-2284-2285-2286-2287-2288-2289-2290-2291-2292-2293-2294-2295-2296-2297-2298-2299-2300-2301-2302-2303-2304-2305-2306-2307-2308-2309-2310-2311-2312-2313-2314-2315-2316-2317-2318-2319-2320-2321-2322-2323-2324-2325-2326-2327-2328-2329-2330-2331-2332-2333-2334-2335-2336-2337-2338-2339-2340-2341-2342-2343-2344-2345-2346-2347-2348-2349-2350-2351-2352-2353-2354-2355-2356-2357-2358-2359-2360-2361-2362-2363-2364-2365-2366-2367-2368-2369-2370-2371-2372-2373-2374-2375-2376-2377-2378-2379-2380-2381-2382-2383-2384-2385-2386-2387-2388-2389-2390-2391-2392-2393-2394-2395-2396-2397-2398-2399-2400-2401-2402-2403-2404-2405-2406-2407-2408-2409-2410-2411-2412-2413-2414-2415-2416-2417-2418-2419-2420-2421-2422-2423-2424-2425-2426-2427-2428-2429-2430-2431-2432-2433-2434-2435-2436-2437-2438-2439-2440-2441-2442-2443-2444-2445-2446-2447-2448-2449-2450-2451-2452-2453-2454-2455-2456-2457-2458-2459-2460-2461-2462-2463-2464-2465-2466-2467-2468-2469-2470-2471-2472-2473-2474-2475-2476-2477-2478-2479-2480-2481-2482-2483-2484-2485-2486-2487-2488-2489-2490-2491-2492-2493-2494-2495-2496-2497-2498-2499-2500-2501-2502-2503-2504-2505-2506-2507-2508-2509-2510-2511-2512-2513-2514-2515-2516-2517-2518-2519-2520-2521-2522-2523-2524-2525-2526-2527-2528-2529-2530-2531-2532-2533-2534-2535-2536-2537-2538-2539-2540-2541-2542-2543-2544-2545-2546-2547-2548-2549-2550-2551-2552-2553-2554-2555-2556-2557-2558-2559-2560-2561-2562-2563-2564-2565-2566-2567-2568-2569-2570-2571-2572-2573-2574-2575-2576-2577-2578-2579-2580-2581-2582-2583-2584-2585-2586-2587-2588-2589-2590-2591-2592-2593-2594-2595-2596-2597-2598-2599-2600-2601-2602-2603-2604-2605-2606-2607-2608-2609-2610-2611-2612-2613-2614-2615-2616-2617-2618-2619-2620-2621-2622-2623-2624-2625-2626-2627-2628-2629-2630-2631-2632-2633-2634-2635-2636-2637-2638-2639-2640-2641-2642-2643-2644-2645-2646-2647-2648-2649-2650-2651-2652-2653-2654-2655-2656-2657-2658-2659-2660-2661-2662-2663-2664-2665-2666-2667-2668-2669-2670-2671-2672-2673-2674-2675-2676-2677-2678-2679-2680-2681-2682-2683-2684-2685-2686-2687-2688-2689-2690-2691-2692-2693-2694-2695-2696-2697-2698-2699-2700-2701-2702-2703-2704-2705-2706-2707-2708-2709-2710-2711-2712-2713-2714-2715-2716-2717-2718-2719-2720-2721-2722-2723-2724-2725-2726-2727-2728-2729-2730-2731-2732-2733-2734-2735-2736-2737-2738-2739-2740-2741-2742-2743-2744-2745-2746-2747-2748-2749-2750-2751-2752-2753-2754-2755-2756-2757-2758-2759-2760-2761-2762-2763-2764-2765-2766-2767-2768-2769-2770-2771-2772-2773-2774-2775-2776-2777-2778-2779-2780-2781-2782-2783-2784-2785-2786-2787-2788-2789-2790-2791-2792-2793-2794-2795-2796-2797-2798-2799-2800-2801-2802-2803-2804-2805-2806-2807-2808-2809-2810-2811-2812-2813-2814-2815-2816-2817-2818-2819-2820-2821-2822-2823-2824-2825-2826-2827-2828-2829-2830-2831-2832-2833-2834-2835-2836-2837-2838-2839-2840-2841-2842-2843-2844-2845-2846-2847-2848-2849-2850-2851-2852-2853-2854-2855-2856-2857-2858-2859-2860-2861-2862-2863-2864-2865-2866-2867-2868-2869-2870-2871-2872-2873-2874-2875-2876-2877-2878-2879-2880-2881-2882-2883-2884-2885-2886-2887-2888-2889-2890-2891-2892-2893-2894-2895-2896-2897-2898-2899-2900-2901-2902-2903-2904-2905-2906-2907-2908-2909-2910-2911-2912-2913-2914-2915-2916-2917-2918-2919-2920-2921-2922-2923-2924-2925-2926-2927-2928-2929-2930-2931-2932-2933-2934-2935-2936-2937-2938-2939-2940-2941-2942-2943-2944-2945-2946-2947-2948-2949-2950-2951-2952-2953-2954-2955-2956-2957-2958-2959-2960-2961-2962-2963-2964-2965-2966-2967-2968-2969-2970-2971-2972-2973-2974-2975-2976-2977-2978-2979-2980-2981-2982-2983-2984-2985-2986-2987-2988-2989-2990-2991-2992-2993-2994-2995-2996-2997-2998-2999-3000)

The output of the impact evaluation strand in Year 1 will be an impact evaluation plan for Years 2 to 5 of the evaluation, based on the recommendations developed in the impact feasibility study.

We will:

- Utilise existing groups – such as the ASF Evaluation Advisory Panel – or establish a short-life working group to define scope of work and collaborative approach.
- Assess existing and new approaches to measuring impact.
- Publish an impact evaluation plan for Years 2 to 5 of the evaluation.

Appendix A: ASF Evaluation Analytical Plan Year 1 timeline

Evaluation Strands		Evaluation Year 1 (school year 2022/23) Spring 2023		Evaluation Year 1 (school year 2022/23) Summer 2023	
1. Process	Process and implementation	Review of existing data Local authority survey Gathering stakeholder views (national, regional and local representatives, including SRAs and AAs)			Report on process and implementation study published
2. Thematic	2.1 Readiness to Learn – scoping	Project plan / specification Review of existing data	Review of existing data (cont) Rapid Evidence Assessment/Evidence Review published		Planning for Year 2 research
	2.2 Families and Communities	Review of existing data Development of case study proposal Case study selection	Case study data collection and write up		Families and Communities Thematic Report published
	2.3 CYP Voice	Review of existing data Development work in partnership with SAC ES AA project and national programmes		Consideration of outcome of Engaging Children and Young People project	Ongoing development
3. NIF report	Annual reporting	Drafting	Annual report published	Dissemination	
4. Impact	Feasibility study	Scoping phase	Development phase	Implementation phase	Report and plan published



© Crown copyright 2023

You may re-use this information (excluding logos and images) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit <http://www.nationalarchives.gov.uk/doc/open-government-licence/> or e-mail: psi@nationalarchives.gsi.gov.uk. Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned.

The views expressed in this report are those of the researcher and do not necessarily represent those of the Scottish Government or Scottish Ministers.

This document is also available from our website at www.gov.scot.
ISBN: 978-1-80525-511-6

The Scottish Government
St Andrew's House
Edinburgh
EH1 3DG

Produced for
the Scottish Government
by APS Group Scotland
PPDAS1236462 (02/23)
Published by
the Scottish Government,
February 2023



Social Research series
ISSN 2045-6964
ISBN 978-1-80525-511-6

Web Publication
www.gov.scot/socialresearch

PPDAS1236462 (02/23)