

# Strategic Equity Plan

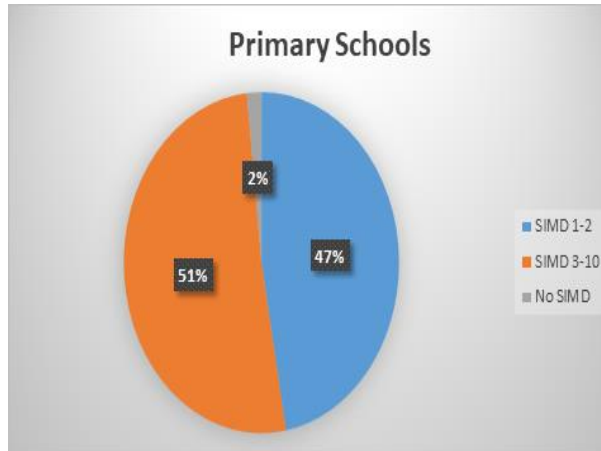
2022/23



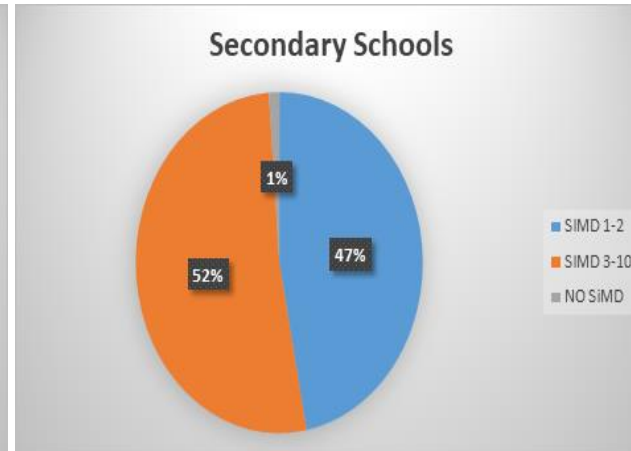
## Stretch Aims (Page 2 - 4)

	ACEL P1, 4, 7 Literacy Combined				
	Overall levels	Q1	Q5	Q2-5	Gap (Q1 to Q2-5)
Current level (2021/22)	71.43%	65.38%		81.93%	16.56%
Stretch aim to be achieved 2022/23	75.77%	67.45%		83.33%	15.89%
Improvement (percentage point)	4.34%	2.07%		1.40%	0.67%

## Context:

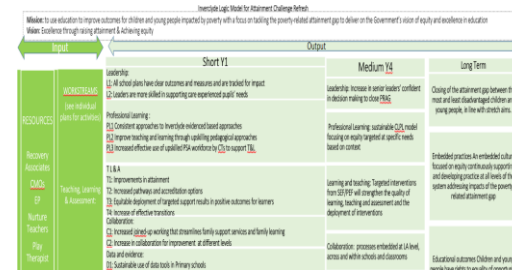


Q1 = 47% v Q5 = 15%



Q1 = 47% v Q5 = 13.5%

## Logic Model (Page 5)



## Workstreams (Page 6)



**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 Government's vision of equity and excellence in education

**Vision:** Excellence through raising attainment & achieving equity

**The ambition:** To raise attainment for all while closing the poverty related attainment gap.



## How will we fund the ambition?

- Core Education Service Funding
- Strategic Equity Funding
- Pupil Equity Fund
- Care Experienced Children and Young People Fund

## How will we measure our success?

To ensure a balanced measurement, we compare SIMD 1 + 2 data with SIMD 3 – 10 data. Fluctuation of cohorts within SIMD 9/10 indicates that the trend data would be unreliable and skew the process of interrogation resulting in the increased potential for misplaced interventions. Low numbers of pupils living in Q5 mean that some schools can have no Q5 pupils, in addition national data can at times be redacted. Comparing Quintile 1 data with Quintile 2-5 data provides a balanced approach which provides increased accuracy for identifying and providing the supports to where they are really needed.

## Core Stretch Aims 2022/23

a) achievement of Curriculum for Excellence Levels (literacy combined and numeracy combined);

Literacy Combined	Overall levels	Q1	Q5	Q2-5	Gap Q1 to 5	Gap Q1 to 2-5
Benchmark level (2020/ 21)	67.9%	55.2%	82.6%	79.3%	27.4%	24.1%
Stretch aim to be achieved 2022/23: **	75.7%	67.4%	83.3%	83.3%	15.9%	15.9%
Improvement (Percentage point)	7.8%	12.2%	0.7%	4.0%	11.5%	8.2%

d) the proportion of 16-19 olds participating in education, employment or training based on the Annual Participation Measure produced by SDS \*

Participation Rates	Overall levels	Q1	Q5	Gap Q1 to Q5
Benchmark level (2020/21)	93.3%	90.8%	97.6%	6.8%
Stretch aim to be achieved 2022/23: **	94.7%	91.8%	97.8%	6.0%
Improvement (percentage point)	1.4%	1%	0.2%	0.8%

Numeracy Combined	Overall levels	Q1	Q5	Q2-5	Gap Q1 to 5	Gap Q1 to 2-5
Benchmark level (2020/ 21)	74.5%	63.0%	91.4%	84.9%	28.4%	21.9%
Stretch aim to be achieved 2022/23:**	82.2%	75.7%	91.5%	88.2%	15.8%	12.5%
Improvement (percentage point)	7.7%	12.7%	0.1%	3.3%	12.6%	9.4%

e) a locally identified aim for health and wellbeing, to be measured using local datasets.

Attendance Overall	Overall levels	Q1	Q5	Q2-5	Gap Q1 to 5	Gap Q1 to 2-5
Benchmark level (2020/ 21)	93.7%	92.9%	96.3%	95.1%	3.4%	2.2%
Stretch aim to be achieved 2022/23: **	95.0%	94%	96.3%	95.1%	2.3%	1.1%
Improvement (percentage point)	1.3%	1.1%	0.0%	0%	1.1%	1.1%

\* This session we will use Q1 – Q5 data as other data sets are unavailable. From next session we will set stretch aims from Q1 to Q2- 5

\*\* Please note that these stretch aims are over a 2 year period 2021 - 2023

## Core Stretch Aims 2022/23

b) the proportion of school leavers attaining 1 or more pass at SCQF level 5 based on the “SSAILD” publication;

b) the proportion of school leavers attaining 1 or more pass at SCQF level 5 based on the “SSAILD” publication;	Overall levels	Q1	Q5	Q2-5	Gap Q1 – Q5	Gap Q1 to 2-5
<b>Baseline level (2020/ 21)</b>	<b>91.7%</b>	<b>87.6%</b>	<b>97.8%</b>	<b>95.6%</b>	<b>10.2%</b>	<b>8%</b>
<b>Stretch aim to be achieved 2022/23:</b>	<b>91.8%</b>	<b>88.3%</b>	<b>97.9%</b>	<b>95.7%</b>	<b>9.6%</b>	<b>7.4%</b>
<b>Improvement (percentage point)</b>	<b>0.1%</b>	<b>0.7%</b>	<b>0.1%</b>	<b>0.1%</b>	<b>0.6%</b>	<b>0.6%</b>

Overall the 91.1% stretch aim exceeds a 4 year average of 90.4%. In addition this is an increase to beyond 2018/19 figures (89.5%) Q1 – 5 4 y average gap is reduced from 11.8% to 7.1%. In addition there is in reduction from 2018/19 figures (14.1%) of 7% Q1 to Q2- 5 4 y average gap is reduced from 9.5% to 6.5%. In addition there is in reduction from 2018/19 figures (12.5%) of 6%

b) the proportion of school leavers attaining 1 or more pass at SCQF level 6 based on the “SSAILD” publication

b) the proportion of school leavers attaining 1 or more pass at SCQF level 6 based on the “SSAILD” publication	Overall levels	Q1	Q5	Q2-5	Gap Q1 – Q5	Gap Q1 to 2-5
<b>Baseline level (2020/ 21)</b>	<b>70.6%</b>	<b>59.5%</b>	<b>87.1%</b>	<b>80.6%</b>	<b>27.6%</b>	<b>21.1%</b>
<b>Stretch aim to be achieved 2022/23:</b>	<b>70.7%</b>	<b>59.6%</b>	<b>87.1%</b>	<b>80.6%</b>	<b>27.5%</b>	<b>21.0%</b>
<b>Improvement (percentage point)</b>	<b>0.1%</b>	<b>0.1%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.1%</b>	<b>0.1%</b>

Overall the 68.6% stretch aim almost meets 4 year average of 69%. In addition this is an increase to beyond 2018/19 figures (67.4%) Q1 – 5 4 y average gap is reduced from 30.9% to 29%. In addition there is in reduction from 2018/19 figures (31.8%) of 2.8% Q1 to Q2- 5 4 y average gap is reduced from 22.6% to 20.6%. In addition there is in reduction from 2018/19 figures (24%) of 3.4%

- Inverclyde encourages a broad curriculum that encompasses wider qualifications not gathered by the SSAILD data. Inverclyde has historically strong pathways for learners leading to positive destinations. Appropriate accreditation is at the heart of these pathways. Pupils are already committed to appropriate pathways prior to the agreement of stretch aims.
- Current published data 2020/21 was gathered using different approaches to assessment. Overall pass rates rose by 5.8 at SCQF Level 5 and 3.2 for Level 6 using this method of assessment. This approach particularly suited our learners impacted by poverty. Returning to traditional approaches of assessment in 2021/22 has decreased both A-C passes in SCQF 5 and 6.
- While we have submitted Q1 to Q5 gap data this is not a true reflection of Inverclyde’s context

## Core + Stretch Aims 2022/23

<b>Engagement E1</b> Most care experienced learners previously looked after who are living in Inverclyde will increase attendance at school to at least 85% by June 2023	<b>Overall levels</b>
<b>Current level (2021/ 22)</b>	<b>71%</b>
<b>Stretch aim to be achieved 2022/23:</b>	<b>90%</b>
<b>Improvement (percentage point)</b>	<b>19%</b>

<b>Engagement E2</b> Number of incidents where CEYP pupils who are excluded reduced by 50%	<b>Overall levels</b>
<b>Current level (2021/ 22)</b>	<b>27</b>
<b>Stretch aim to be achieved 2022/23:</b>	<b>13</b>
<b>Improvement (percentage point)</b>	<b>50%</b>

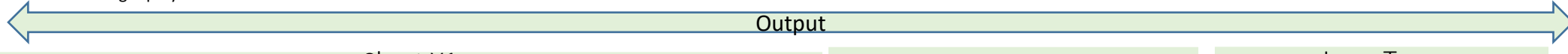
<b>Readiness to Learn R 1- 6</b> 77% of parents who receive a bespoke package of support will demonstrate improved everyday interaction with their child and provide everyday care and help.	<b>% of those engaging with support</b>
<b>Current level (2021/ 22)</b>	<b>74%</b>
<b>Stretch aim to be achieved 2022/23:</b>	<b>77%</b>
<b>Improvement (percentage point)</b>	<b>3%</b>

<b>Teaching &amp; Learning T1 – 4</b> 96% of those actively participating in alternative accreditation in the BGE secondary, impacted by poverty will receive accreditation, leading to stronger pathways and destinations.	<b>Q1</b>
<b>Current level (2021/ 22)</b>	<b>96%</b>
<b>Stretch aim to be achieved 2022/23:</b>	<b>100%</b>
<b>Improvement (percentage point)</b>	<b>4%</b>

**Inverclyde Logic Model for Attainment Challenge Refresh**

**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 Government’s vision of equity and excellence in education

**Vision:** Excellence through raising attainment & Achieving equity



**RESOURCES**

Recovery Associates  
CMOs  
EP  
Nurture Teachers  
Play Therapist  
Outreach T  
Libraries  
SP&L  
Barnardos  
CLD  
Digital lead  
Research assistant  
Virtual HT  
Data leads  
Secondary Teachers

**WORKSTREAMS**  
(see individual plans for activities)

Teaching, Learning & Assessment:

Wellbeing

Families and communities

Leadership

Short Y1	
Leadership:	L1: Almost all school plans have clear outcomes and measures and are tracked for impact L2: Leaders are more skilled in supporting care experienced pupils’ needs
Professional Learning :	PL1 Consistent approaches to Inverclyde evidenced based approaches PL2 Improve teaching and learning through upskilling pedagogical approaches PL3 Increased effective use of upskilled PSA workforce by CTs to support T&L
Teaching, learning and assessment	T1: Improvements in attainment T2: Increased pathways and accreditation options T3: Equitable deployment of targeted support results in positive outcomes for learners T4: Increase of effective transitions
Collaboration:	C1: Increased joined-up working that streamlines family support services and family learning C2: Increase in collaboration for improvement at different levels
Data and evidence:	D1: Sustainable use of data tools in Primary schools D2: Increased use of data to identify pupils requiring targeted support at all levels D3: Most establishments will be more confident in the use of tracking data D4: Annual stretch-aims met D5: Increased sharing of Impactful practice
Understanding:	U1: Schools are more aware on where partnership working can add value U2: Parents are more aware and support of the values of equity U3: Equity values are maintained in all establishments
Readiness to learn:	R1: Increase in ‘readiness to learn’ of targeted pupils whose family receives bespoke services R2: Increase the wellbeing of pupils R3: Increased number of parents improving their mental health through targeted interventions R4: Increase in positive child parent/carer relationships and family functioning of targeted families as a result of bespoke interventions R5: Decrease in number of families needing crisis support due to early intervention R6: Increase in parental awareness, engagement and confidence in supporting their child’s learning.
Engagement:	E1: Improved attendance and engagement E2: Reduction in exclusion numbers E3: Increased engagement from stakeholders in SIP/PEF
	A1: Approaches: Governance processes in line with SAC Refresh

Medium Y4
Leadership: Increase in senior leaders’ confident in decision making to close PRAG
Professional Learning: sustainable CLPL model focusing on equity targeted at specific needs based on context
Learning and teaching: Targeted interventions from SEF/PEF will strengthen the quality of learning, teaching and assessment and the deployment of interventions
Collaboration: processes embedded at LA level, across and within schools and classrooms
Data and evidence: deployment evidence-based interventions based on data-informed practice
Culture and ethos: A collective response across Inverclyde results in positive outcomes for children and families impacted by poverty
Readiness to learn: Increase in wellbeing of children and families through enhanced collaboration across the local authority
Engagement: Embedded engagement and participation of children and young people, families and communities in the learner journey
Embedded evidence-based approaches resulting in improved outcomes for children and families

Long Term
Closing of the attainment gap between the most and least disadvantaged children and young people, in line with stretch aims.
Embedded practices An embedded culture focused on equity continuously supporting and developing practice at all levels of the system addressing impacts of the poverty-related attainment gap
Educational outcomes Children and young people have rights to equality of opportunity to positive and excellent educational outcomes regardless of their background.
Education system : An education system which actively addresses poverty, removing barriers through inclusive ethos, practice and approaches for children and young people, parents and carers and practitioners.
Achievement: An education system which encourages, reflects, and values the breadth of achievements that contribute to improved outcomes for children.

# Workstreams

01

## Leadership

Project lead  
Research Assistant  
Education Psychologist  
Virtual Headteacher  
Recovery Associates  
Digital Lead  
Data Leads

02

## Teaching Learning & Assessment

Coaching &  
Modelling Officers  
Outreach Teachers  
Speech & language  
Libraries  
Secondary Teachers  
CLD Secondary

03

## Wellbeing

CMOs  
Nurture Teachers  
Play Therapist

04

## Families & Communitites

Barndardos  
CLD Primary

# Planning and Reporting

	Outcomes from Logic Model	Work streams	Planning/reporting (Annual outcome and measures within individual plans)
Leadership:	<ul style="list-style-type: none"> <li>L1: All school plans have clear outcomes and measures and are tracked for impact</li> <li>L2: Leaders are more skilled in supporting care experienced pupils' needs</li> </ul>	Leadership	<ul style="list-style-type: none"> <li>Project Lead</li> <li>Virtual Headteacher</li> </ul>
Professional Learning	<ul style="list-style-type: none"> <li>PL1 Consistent approaches to Inverclyde evidenced based approaches</li> <li>PL2 Improve teaching and learning through upskilling pedagogical approaches</li> <li>PL3 Increased effective use of upskilled PSA workforce by CTs to support teaching and leaning</li> </ul>	Teaching, learning & Assessment	<ul style="list-style-type: none"> <li>CMOs</li> <li>Educational Psychologist</li> </ul>
Teaching, Learning & Assessment:	<ul style="list-style-type: none"> <li>T1: Improvements in attainment</li> <li>T2: Increased pathways and accreditation options</li> <li>T3: Equitable deployment of targeted support results in positive outcomes for learners</li> <li>T4: Increase of effective transitions</li> </ul>	Teaching, learning & Assessment Families and Communities	<ul style="list-style-type: none"> <li>CLD Secondary</li> <li>Project Lead</li> <li>Speech and Language Therapy</li> <li>Libraries</li> </ul>
Collaboration:	<ul style="list-style-type: none"> <li>C1: Increased joined-up working that streamlines family support services and family learning</li> <li>C2: Increase in collaboration for improvement at different levels</li> </ul>		<ul style="list-style-type: none"> <li>Project Lead</li> </ul>
Data and evidence:	<ul style="list-style-type: none"> <li>D1: Sustainable use of data tools in Primary schools</li> <li>D2: Increased use of data to identify pupils requiring targeted support at all levels</li> <li>D3: Most establishments will be more confident in the use of tracking data</li> <li>D4: Annual stretch-aims met</li> <li>D5: increased sharing of Impactful practice</li> </ul>	Leadership	<ul style="list-style-type: none"> <li>Project lead</li> </ul>
Understanding:	<ul style="list-style-type: none"> <li>U1: Schools are more aware on where partnership working can add value</li> <li>U2: Parents are more aware and support of the values of equity</li> <li>U3: Equity values are maintained in all establishments</li> </ul>	Leadership	<ul style="list-style-type: none"> <li>Project Lead</li> <li>CMOs Wellbeing, Literacy and Numeracy</li> </ul>
Readiness to learn:	<ul style="list-style-type: none"> <li>R1: Increase in 'readiness to learn' of targeted pupils whose family receives bespoke services</li> <li>R2: Increase the wellbeing of pupils</li> <li>R3: Increased number of parents improving their mental health through targeted interventions</li> <li>R4: Increase in positive child parent/carer relationships and family functioning of targeted families as a result of bespoke interventions</li> <li>R5: Decrease in number of families needing crisis support due to early intervention</li> <li>R6: Increase in parental awareness, engagement and confidence in supporting their child's learning.</li> </ul>	Families & Communities Wellbeing Teaching, Learning & Assessment	<ul style="list-style-type: none"> <li>Barnardos</li> <li>CMO Wellbeing</li> <li>Educational Psychologist</li> <li>CMO literacy and numeracy</li> <li>CLD Primary</li> </ul>
Engagement:	<ul style="list-style-type: none"> <li>E1: Improved attendance and engagement</li> <li>E2: Reduction in exclusion numbers</li> <li>E3: Increased engagement from stakeholders in SIP/PEF</li> </ul>	Leadership	<ul style="list-style-type: none"> <li>Educational Psychologist</li> <li>Virtual Headteacher</li> <li>Project Lead</li> </ul>
Approaches:	A1: Governance processes in line with SAC Refresh	Leadership	Project Lead

Exemplar of Workstream Plan – TLA: Speech and Language Logic Model outcome/s: PL1 & PL2, T1 & T2 - Full plans available on request.

Annual outcomes	outcome measures
<p>By April 2023, 90% of ELC within Inverclyde will be trained in how to support children’s vocabulary development.</p>	<p>Attendance/ training records / survey of nurseries will show increase in the number of establishments who have accessed Vocabulary training for staff (nursery staff, primary one class teachers, support staff) Meet with new Early-First Level Literacy CMO, August – September 2022 Continued roll out of Early Years Training across Authority, September</p>
<p>By April 2023, 70% of ELC within Inverclyde will be using structured /explicit approaches to develop children’s vocabulary, engagement with words and word learning skills.</p> <p><b>(baseline of 27% trained, 13% implementing/embedded within practice)</b></p>	<p>Practitioner Questionnaires will indicate an increase in confidence of practitioners and examples of how they are supporting children’s vocabulary as part of everyday practice</p> <p>Survey of establishments will show application of range of implicit and explicit approaches to develop children’s language skills as foundation for their reading and writing Evidence of nurseries using approaches such as “Word Aware” , specific strategies or similar (observation, social media manager report)</p> <p>Oral feedback from management across establishments will show vocabulary development as a focus &amp; being implemented in learning environment (baseline of 13%)</p>
<p>By April 2023, 80% nurseries using word aware or similar approach (to develop vocabulary) will be regularly sharing home learning focussed on vocabulary and phonological awareness skills e.g. word of the day/week &amp; word games with families</p>	<p>Evidence of parental engagement on twitter e.g. newsletter which has focus on vocab / word week, sharing of word of the week, word I need to hear stickers etc. (46% baseline)</p> <p>Practitioner questionnaire will show increase in confidence with supporting parents to actively develop their children’s vocabulary skills Nursery surveys will show clear focus and planned efforts to involve parents in any vocabulary programme implemented</p> <p>Feedback forms from parents will show high level of satisfaction with resources / support provided and confidence with how they can support at home</p>