
Report To:	Education & Communities Committee	Date:	21 May 2024
Report By:	Corporate Director Education, Communities and Organisational Development	Report No:	EDUCOM/22/24/MR
Contact Officer:	Michael Roach Head of Education	Contact No:	01475 712850
Subject:	Strategic Equity Fund (SEF) Plan 2024 - 2026 with Associated Stretch Aims Update		

1.0 PURPOSE AND SUMMARY

1.1 ☐ For Decision ☒ For Information/Noting

1.2 The purpose of this report is to ask the Education and Communities Committee to note:

- the updated Strategic Equity Funding (SEF) Plan 2024 – 2026
- the Strategic Equity Fund (SEF) Exit Strategy

1.3 The Scottish Government provided updated guidance in May 2023 indicating that Local Authorities should plan for the remainder of the Attainment Challenge programme through to the end of Session 2025/26.

1.4 The plan continues to be updated as a result of the year-on-year reduction in funding of £718,000. The fund available for session 2024/25 is £1,311,926 and for the final year of the programme, session 2025,26, is £593,532.

1.5 The updated SEF Plan 2024 - 26 indicates the CORE and CORE+ stretch aims including commentary and graphs highlighting proposed trajectory (Appendix 1).

1.6 Also included in this report is the Strategic Equity Fund (SEF) Exit Strategy which outlines the approach to planning for the remainder of the programme in more detail, including the impact on staffing and the proposed interventions through to June 2026 (Appendix 2).

2.0 RECOMMENDATIONS

2.1 It is recommended that the Education Committee notes:

- the content and the publication of the SEF Plan for 2024 – 26 including the detailed Stretch Aims (Appendix 1)
- the content of the SEF Exit Strategy (Appendix 2)

Ruth Binks
Corporate Director
Education, Communities & Organisational Development

3.0 BACKGROUND AND CONTEXT

3.1 The Education and Communities Committee agreed the SEF Plan 2023/24 and associated provisional stretch aims for session 2023/24 plan at the committee meeting on 7 November 2023.

3.2 The Scottish Attainment Challenge funding will cease in its current form after March 2026. To enable a smooth exit from the fund, an updated plan has been created to ensure the remainder of the programme considers the potential impact of the reduced capacity while at the same time focusing on sustainability.

3.3 Strategic Equity Plan 2024 – 2026 (Appendix 1)

3.4 The Strategic Equity Plan 2024 – 2026 outlines Inverclyde's context in relation to tackling the poverty related attainment gap and through the use of an Attainment Challenge Logic Model, short, medium and long term outcomes have been identified. CORE and CORE+ Stretch Aims are included in the plan along with a commentary and graph trajectory which demonstrate the ambition we have for our children and young people. This includes identifying and agreeing CORE and CORE+ stretch aims and trajectories for improvement. CORE and CORE+ stretch aims are indicated in the SEF Plan 2024 -2026.

3.5 Core Stretch Aims must include the following measures:

- a) Achievement of Curriculum for Excellence Levels (literacy at primary 1, 4 and 7 combined; and numeracy at primary 1, 4 and 7 combined).
- b) the proportion of school leavers attaining 1 or more award at SCQF level 5 based on Insight (All SCQF Awards) information.
- c) the proportion of school leavers attaining 1 or more award at SCQF level 6 based on Insight (All SCQF Awards) information.
- d) the proportion of 16-19 olds participating in education, employment or training based on the Annual Participation Measure produced by Skills Development Scotland; and
- e) a locally identified aim for health and wellbeing, to be measured using local datasets. – Secondary Attendance

3.6 Core+ (PLUS) Stretch Aims are specific to the local authority's own context and datasets. For Inverclyde we have identified the following Core+ Stretch Aims:

- a) Attendance – Primary pupils (SIMD quintile 1)
- b) Increase Primary pupils (SIMD quintile 1) Reading attainment
- c) Increase Primary pupils (SIMD quintile 1) Writing attainment
- d) Increase CECYP achieving 1 or more Level 5 at S5 for the August 2023 cohorts

3.7 The plan will be reviewed each year to ensure progress and any amendments will be made based on a robust evaluation process.

3.8 Strategic Equity Fund (SEF) Exit Strategy

3.9 The Strategic Equity Fund (SEF) Exit Strategy outlines the decision-making process that resulted in the updated SEF plan 2024 – 2026. All decisions were taken with the view of embedding current practice and building a sustainable model when the funding is no longer available.

3.10 An evaluation process identified the key outcomes and interventions that would provide the opportunity to embed what we know works and build capacity within the system through improving pedagogy, supporting leadership and delivering professional learning.

3.11 A year on year decrease of funding has led to a reduction in staffing delivering interventions. In session 23/24 we had 15.4FTE teaching staff and 19.0FTE non-teaching staff delivering interventions and supporting the programme. This will reduce in session 24/25 to 3.0FTE

teaching staff and 17.0FTE non-teaching staff with further decreases coming in the final year of the programme, session 25/26.

3.12 Building a sustainable model means looking at delivery in a different way through increasing the professional development of the staff we currently have and utilising digital interventions. To support the updated plan, we intend to:

- create 3 new Strategic Pedagogical Lead posts which will drive forward pedagogy in learning and teaching, embedding the evidence-based approaches we know work especially linked to the new Inverclyde Literacy Framework.
- employ a Procurement Officer to support head teachers in implementing their Pupil Equity Fund (PEF) plan.
- employ an Education Officer (0.5FTE) with the key purpose of supporting our young people towards positive and sustained destinations.
- Some existing roles will remain throughout the final 2 years of the programme in a reduced capacity.

3.13 Funding for the remainder of the programme has been carefully considered and is planned to remain within budget.

4.0 PROPOSALS

4.1 That the SEF plan 20204 – 2026 be implemented with a continued focus on supporting children and families impacted by poverty.

4.2 That the Project Lead provides an annual report on the associated stretch aims to the Education and Communities Committee in September 2024.

4.3 That the Committee notes the content and the publication of the SEF Plan for 2024 – 26 including the detailed Stretch Aims (Appendix 1).

4.4 That the Committee notes the content of the SEF Exit Strategy (Appendix 2).

5.0 IMPLICATIONS

5.1 The table below shows whether risks and implications apply if the recommendation(s) is(are) agreed:

SUBJECT	YES	NO
Financial		X
Legal/Risk		X
Human Resources		X
Strategic (Partnership Plan/Council Plan)		X
Equalities, Fairer Scotland Duty & Children/Young People's Rights & Wellbeing		X
Environmental & Sustainability		X
Data Protection		X

5.2 Finance

One off Costs

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report	Virement From	Other Comments
02545	Employee Costs & Other Expenditure	2024/25	£1,311,926	N/A	
02545	Employee Costs & Other Expenditure	2025/26	£593,532	N/A	

Annually Recurring Costs/ (Savings)

Cost Centre	Budget Heading	With Effect from	Annual Net Impact	Virement From (If Applicable)	Other Comments
N/A					

5.3 Legal/Risk

N/A

5.4 Human Resources

See SEF Exit Strategy (Appendix 2)

5.5 Strategic

N/A

5.6 Equalities, Fairer Scotland Duty & Children/Young People

N/A

(a) Equalities

This report has been considered under the Corporate Equalities Impact Assessment (EqIA) process with the following outcome:

	YES – Assessed as relevant and an EqIA is required.
X	NO – This report does not introduce a new policy, function or strategy or recommend a substantive change to an existing policy, function or strategy. Therefore, assessed as not relevant and no EqIA is required.

(b) Fairer Scotland Duty

Has there been active consideration of how this report’s recommendations reduce inequalities of outcome?

	YES – A written statement showing how this report's recommendations reduce inequalities of outcome caused by socio-economic disadvantage has been completed.
X	NO – Assessed as not relevant under the Fairer Scotland Duty.

(c) Children and Young People

Has a Children's Rights and Wellbeing Impact Assessment been carried out?

	YES – Assessed as relevant and a CRWIA is required.
X	NO – Assessed as not relevant as this report does not involve a new policy, function or strategy or recommends a substantive change to an existing policy, function or strategy which will have an impact on children's rights.

5.7 Environmental/Sustainability

Has a Strategic Environmental Assessment been carried out?

	YES – assessed as relevant and a Strategic Environmental Assessment is required.
X	NO – This report does not propose or seek approval for a plan, policy, programme, strategy or document which is like to have significant environmental effects, if implemented.

5.8 Data Protection

Has a Data Protection Impact Assessment been carried out?

	YES – This report involves data processing which may result in a high risk to the rights and freedoms of individuals.
X	NO – Assessed as not relevant as this report does not involve data processing which may result in a high risk to the rights and freedoms of individuals.

6.0 CONSULTATION

6.1 N/A

7.0 BACKGROUND PAPERS

7.1 Appendices:

1. SEF Plan 2024 – 2026
2. SEF Exit Strategy – April 2024

Strategic Equity Plan

2024-26

THE SCOTTISH
ATTAINMENT
CHALLENGE

Inverclyde
council

THE SCOTTISH
ATTAINMENT
CHALLENGE

Inverclyde
council

Context:

Primary Schools - % by Qunitile

Qunitile	Percentage
Q 2-5	47.89%
Q1	48.07%
unknown	4.04%

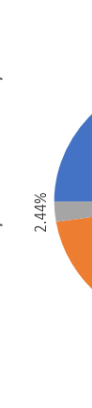
Q1 = 50% v Q5 = 15%

Secondary Schools - % by Qunitile

Qunitile	Percentage
Q 2-5	51.78%
Q1	45.78%
unknown	2.44%

Q1 = 47% v Q5 = 13.5%

Primary Schools - % by Quintile



Quintile	Percentage
Q1	48.07%
Q2-5	47.89%
unknown	4.04%

Q2-5
Q1
unknown

A pie chart titled 'Secondary Schools - % by Qunitile'. The chart is divided into three segments: a large blue segment representing 'Q 2-5' at 51.78%, a large orange segment representing 'Q1' at 45.78%, and a small grey segment representing 'unknown' at 2.44%. A legend to the right of the chart identifies the colors: blue for 'Q 2-5', orange for 'Q1', and grey for 'unknown'.

Qunitile	Percentage
Q 2-5	51.78%
Q1	45.78%
unknown	2.44%

$Q1 = 47\%$ v $Q5 = 13.5\%$

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

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.

Strategic Equity Plan

Strategic Equity Plan	2024-26	 THE SCOTTISH ATTAINMENT CHALLENGE  Inverclyde council
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Context:

Primary Schools - % by Qunitile

Qunitile	Percentage
Q 2-5	47.89%
Q1	48.07%
unknown	4.04%

Q1 = 50% v Q5 = 15%

Secondary Schools - % by Qunitile

Qunitile	Percentage
Q 2-5	51.78%
Q1	45.78%
unknown	2.44%

Q1 = 47% v Q5 = 13.5%

Context:

Primary Schools - % by Qunitile

Qunitile	Percentage
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Q1 = 50% v Q5 = 15%

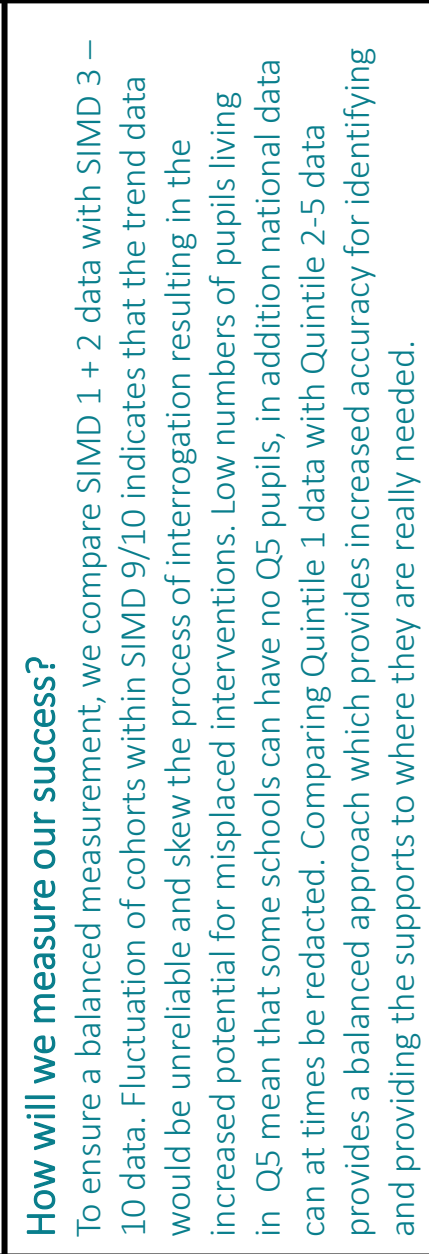
Secondary Schools - % by Qunitile

Qunitile	Percentage
Q 2-5	51.78%
Q1	45.78%
unknown	2.44%

Q1 = 47% v Q5 = 13.5%

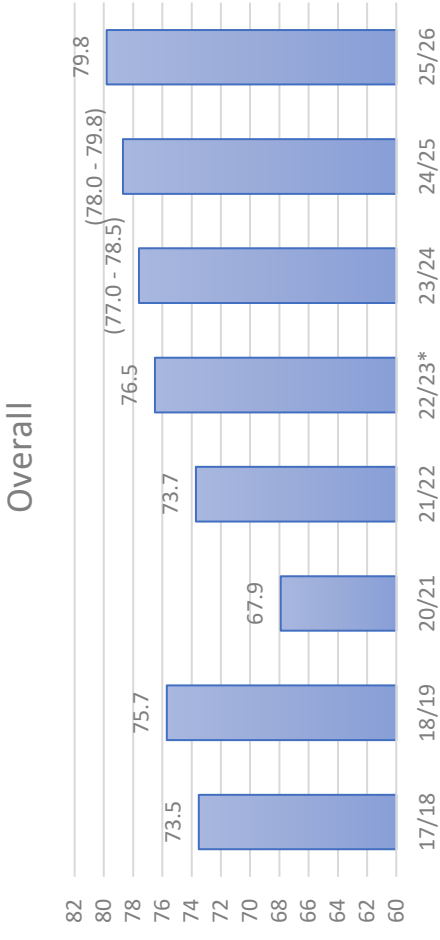
How will we measure our success?

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.



Literacy Combined	Overall levels	Q1	Q5	Q2-5	Gap Q1 to 5	Gap Q1 to Q1 to 2-5
June 2023 - Progress	76.5%	67.7%	91.6%	84.9%	23.9%	17.2%

Stretch Aim 1 - ACEL Literacy Combined – P1, P4, P7					
Annual Trajectory	Overall Levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 – Q5)	
2023 - 24	(77% - 78.5%)	(68% - 69.8%)	(86.5% - 87.6%)	(-19% / - 17.5%)	
2024 - 25	(78% - 79.8%)	(69.5% - 71.6%)	(87% - 88.1%)	(- 18% / - 16.5%)	
2025 - 26	79.8%	71.6%	88.1%	-16.5%	



Additional Information (Maximum 300 words)

Current 2022/23 Levels of Achievement

The table to the left indicates our current position in literacy combined and to ensure a balanced and rigorous measurement, within Inverclyde, we compare Q1 data with Q2-5 data. Fluctuation of cohorts within Q5 indicates that the trend data would be unreliable with low numbers of pupils living in Q5, in addition national data can at times be redacted.

Overall Attainment

The graph below demonstrates a trajectory which takes account of prior increases to predicted outcomes in session 25/26. The trajectory indicates a targeted 1.1% increase year on year from session 22/23 maintaining our improvement journey as we face a tapered funding approach resulting in reduced capacity. The ACEL Literacy Combined P1, P4, P7 stretch aims for 2026 are therefore ambitious and demonstrate continued improvements over time with a significant reduction in funding. This represents an overall gain of 3.3% from our current overall Literacy levels of attainment in June 2023 and an increase in Q1 attainment of 3.9%.

Gap:

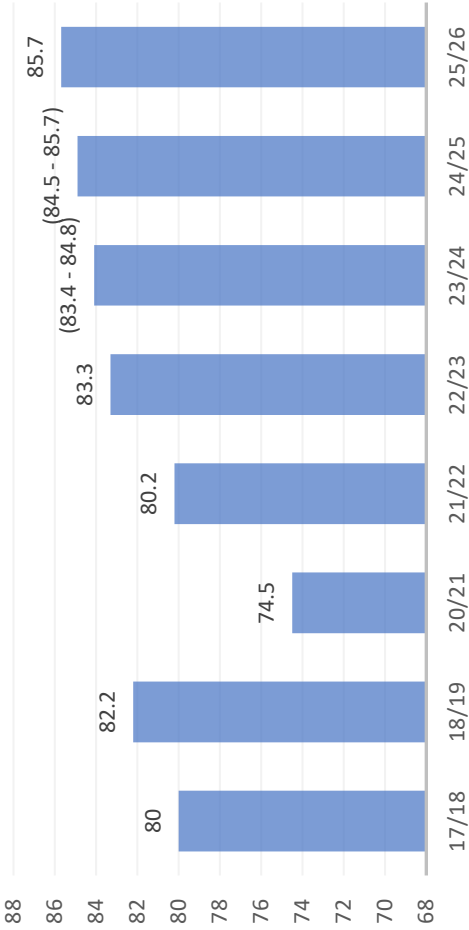
Trajectory data for Q1 indicates an increase of 1.3% year on year improvement from 2022/23, which is above the overall level increase by 0.6%, over the next 3 years. Q5 gains are small due to fluctuating numbers within this cohort.

If Q1 levels of attainment continue to increase as indicated above, then the predicted 2026 aim would result in a narrowing of the gap over the next three years by 7.4%..

Numeracy Combined	Overall levels	Q1	Q5	Q2-5	Gap Q1 to 5	Gap Q1 to 2-5
June 2023 - Progress	83.3%	77.3%	92.8%	89.2%	+15.5%	+11.9%

Stretch aim 2 - ACEL Numeracy Combined – P1, P4, P7					
Annual Trajectory	Overall Levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 – Q5)	
2023 - 24	(83.5% - 84.8%)	(77.5% - 79.0%)	(92% - 92.8%)	(-15.5% / - 14.0%)	
2024 – 25	(84.5% - 85.7%)	(78.5% - 80.0%)	(92.5% - 93.1%)	(-14.5% / - 13.1%)	
2025 – 26	85.7%	80.0%	93.1%	-13.1%	

Inverclyde%



Additional Information (Maximum 300 words)

Current 2022/23 Levels of Achievement

The table to the left indicates our current position which is positive across all aspects with the gap closing particularly in comparison to Q2-5.

Overall Attainment:

The graph below demonstrates a trajectory which takes account of our high starting point for Numeracy and prior increases from session 17/18 through to predicted outcomes in session 25/26. The trajectory indicates a 0.8% increase year on year from session 22/23 maintaining our improvement journey. This, therefore, demonstrates an ambitious approach to maintaining continuous improvement, making marginal gains and closing the poverty related attainment gap within Inverclyde with a reducing capacity.

The ACEL Numeracy P1, P4, P7 stretch aims for 2026 are ambitious and demonstrate continued improvements over time. This represents an overall gain of 2.4% from our current overall Numeracy levels of attainment in June 2023 and an increase in Q1 attainment of 2.7%. The continued focus on raising the attainment of Q1 pupils will influence the overall attainment levels in Inverclyde.

Gap:

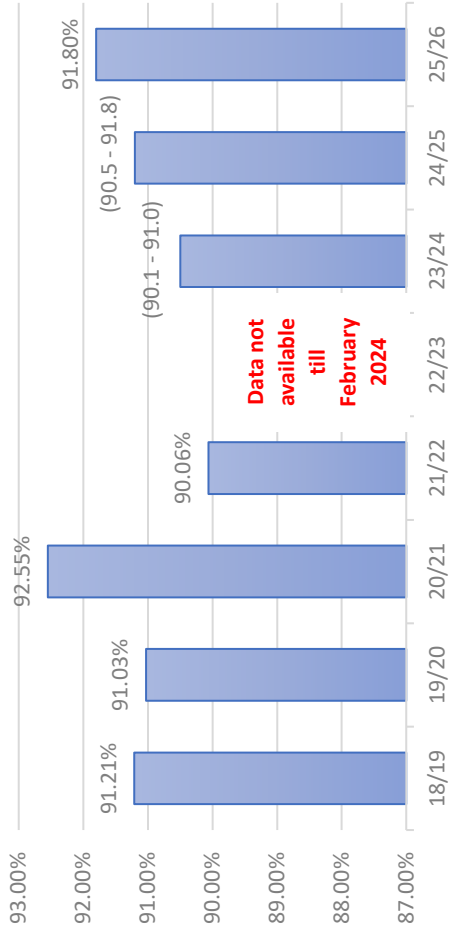
The current Q1 Numeracy level of 77.3% is the highest we have attained over the past 5 years and is 5.3% above our average Q1 attainment levels over the same period, exceeding pre-covid levels. Trajectory data for Q1 indicates an increase of 0.9% year on year improvement from 2022/23, which is above the overall level increase by 0.3%, over the next 3 years.

If Q1 levels of attainment continue to increase as indicated above, then the predicted 2026 aim would result in a narrowing of the gap over the next three years by 2.4%. When we analyse the journey from session 17/18, we see a trajectory increase of 5.7% in overall attainment and a 9.3% increase in Q1 attainment.

SCQF Level 5 (All)	Overall levels	Q1	Q5	Q2-5	Gap Q1 to 5	Gap Q1 to 2-5
18/19 – Pre-covid levels	89.5%	82.3%	96.3%	94.8%	-14.0%	-12.5%

Stretch Aim 3 - SCQF Level 5 (All)					
Annual Trajectory	Overall Levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 – Q5)	
2023 - 24	(90.1% - 91.0%)	(86.0% - 87.5%)	(97.6% - 97.8%)	(-11.6% / -10.3%)	
2024 - 25	(90.5% - 91.8%)	(87.3% - 88.9%)	(97.7% - 97.9%)	(-10.4% / -9.0%)	
2025 - 26	91.8%	88.9%	97.9%	-9.0%	

L5 Overall



Additional Information (Maximum 300 words)

Current 2022/23 Levels of Achievement

The current position of overall attainment at SCQF level 5 is unavailable at this time as leavers will not be confirmed until February 2024 via Insight.

Overall Attainment:

The graph demonstrates a trajectory which takes account of our identified stretch aim of 91.8% and lists prior increases from session 18/19 through to predicted outcomes in session 25/26. The trajectory indicates a 0.6% increase year on year through to Session 25/26 maintaining our improvement journey as reduced funding will impact on service delivery.

This is a hugely ambitious approach to maintaining continuous improvement as pupils return to full examinations.

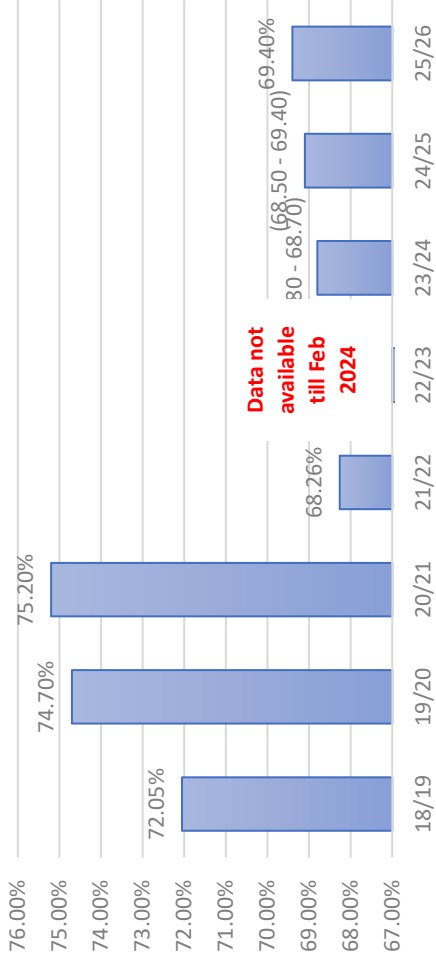
Gap:

The Q1 trajectory of year-on-year increases of 1% reflects an increased pace of learning which is 10 times faster than Q5 attainment to attempt to narrow the poverty related attainment gap. This indicates continued improvements from 22/23 to 25/26 and a commitment to a highly ambitious aim for our young people.

SCQF Level 6 (All)	Overall levels	Q1	Q5	Q2-5	Gap Q1 to 5	Gap Q1 to 2-5
18/19 – Pre-covid levels	67.4%	53.6%	85.4%	77.6%	-31.8%	-24%

SCQF Level 6					
Annual Trajectory	Overall Levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 – Q5)	
2023 – 24	(67.8% - 68.7%)	(59.0% - 59.9%)	(87.0% - 87.6%)	(-28% / -27.6%)	
2024 – 25	(68.5% - 69.4%)	(59.6% - 60.5%)	(87.4% - 88.0%)	(-27.8% / -27.5%)	
2025 – 26	69.4%	60.5%	88.0%	-27.5%	

L6 Overall



Additional Information (Maximum 300 words)

Current 2022/23 Levels of Achievement

The current position of overall attainment at SCQF level 6 is unavailable at this time as leavers will not be confirmed until February 2024 via Insight.

Overall Attainment:

The graph demonstrates a trajectory which takes account of our identified stretch aim of 71.5% and lists prior increases from session 18/19 through to predicted outcomes in session 25/26. The trajectory indicates a 0.3% increase year on year from session 21/22 maintaining our improvement journey as reduced funding will impact on service delivery. This is an ambitious approach to maintaining continuous improvement as pupils return to full examinations. This increase represents an overall gain of 3.0% from our overall SCQF level 6. The trajectory from the last robust data set we have in session 21/22 highlights the journey Inverclyde is on as a result of the impact of the pandemic and the drop from ACM approach.

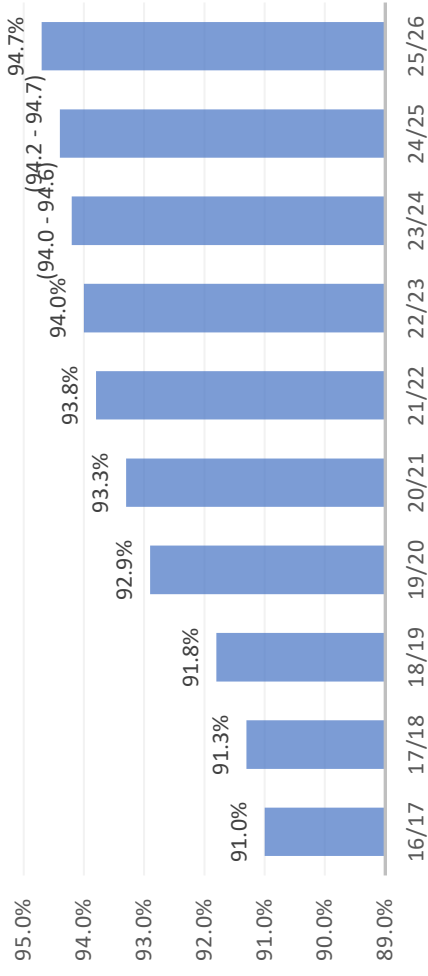
Gap:

The Q1 trajectory of year-on-year increases of 0.5% which reflects an increased pace of learning which is 5 times faster than Q5 attainment to attempt to narrow the poverty related attainment gap. The consistently high levels of attainment of our Q5 pupils over time and the small numbers of pupils within this band increases the challenge for Inverclyde to narrow the poverty related attainment gap. This indicates continued improvements from 22/23 to 25/26 and a commitment to a highly ambitious aim for our young people.

Participation Rates - the proportion of 16-19 olds participating in education, employment or training based on the Annual Participation Measure produced by SDS *				
August 2023 – Progress (From SDS Data Table 1.11a)	Overall levels	Q1	Q5	Gap Q1 to Q5
	94.0%	91.5%	96.7%	5.2%

Stretch Aim 5 - APM – Annual Participation Measures				
Annual Trajectory	Overall Levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 – Q5)
2023 - 24	(94.0% - 94.6%)	(91.5% - 92.3%)	(96.3% - 96.6%)	(-5.0% / - 4.5%)
2024 - 25	(94.2% - 94.7%)	(92.0% - 92.8%)	(96.4% - 97.0%)	(-4.7% / - 4.2%)
2025 - 26	94.7%	92.8%	97.0%	-4.2%

APM Overall



Additional Information (Maximum 300 words)

Current 2022/23 Levels of Achievement

The top table indicates the current data from the August 2023 release of School Leavers Destinations for the young people of Inverclyde.

Overall Destinations:

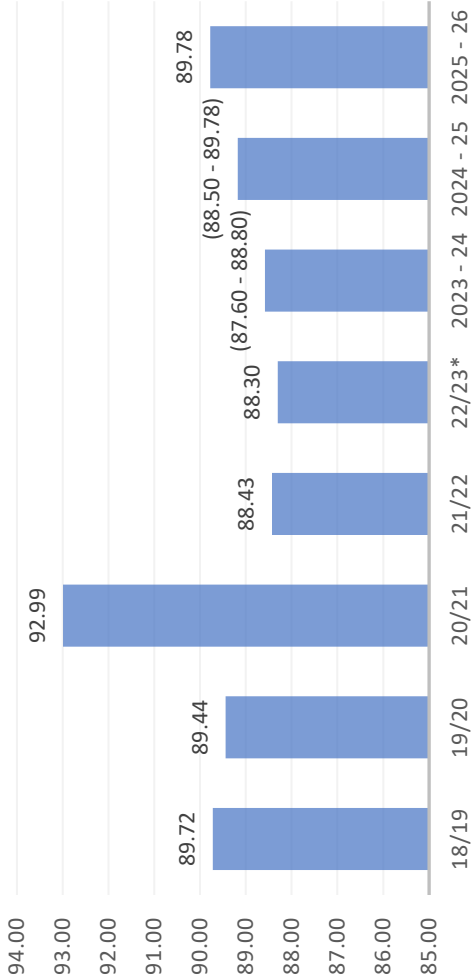
The Annual Participation Measure for our young people are the highest they have ever been, exhibiting a positive trend every year since 17/18. Ensuring employability skills and careers education is embedded in the curriculum as well as close working relationships with our partners in Skills Development Scotland and More Choices, More Chances has helped to facilitate this improvement.

GAP:

There has been improvement in the Q1 cohort from 87.4% to 91.5%, with a high of 92.5% in 21/22. Analysis of Q5 in the same time period indicates a positive trajectory to 96.7% from 96.3% however we recognise the data for Q 5 is not a robust measurement due to fluctuations in this cohort. This has resulted in closing the GAP to 5.2% from 8.9%. It is worth noting that Q1 destinations were 1% lower than 21/22, highlighting that there needs to be a focus on this percentile.

Session Year Attendance		21-22	22-23	% Change
Local Authority		89.48%	90.15%	0.67%
Secondary		88.12%	87.98%	-0.14%
Stretch aim 6 - Health & Wellbeing – Secondary Attendance				
Annual Trajectory	Overall Levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 – Q5)
2023 - 24	(87.60% - 88.80%)	(85.60% - 86.90%)	(91.30% - 91.90%)	(-5.40% / - 4.70%)
2024 - 25	(88.50% - 89.78%)	(86.40% - 87.81%)	(91.50% - 92.20%)	(-4.90% / - 4.39%)
2025 - 26	89.78%	87.81%	92.20%	-4.39%

Attendance



Additional Information (Maximum 300 words)

Current 2022/23 Levels of Attendance

The overall attendance for Secondary pupils across Inverclyde currently stands at 87.98% which is a dip on the previous session by 0.14% and when compared to Inverclyde’s overall attendance is below by 2.17%.

Attendance:

The current overall attendance of Secondary pupils in Inverclyde for session 22/23 sits at 87.98% which is below our pre covid attendance level of 89.72% in session 18/19. Inverclyde has been recovering from the impact of the pandemic and we are seeing increased absence rates as a result. Engagement with the Inverclyde Attendance Strategy focusing on identifying the reasons for absences and identifying possible solutions for children, young people and families to address this issue will see improvements in attendance rates overall. Improving attendance for all pupils across Inverclyde with Q1 pupils improving at a faster rate is key to improvements in attainment levels.

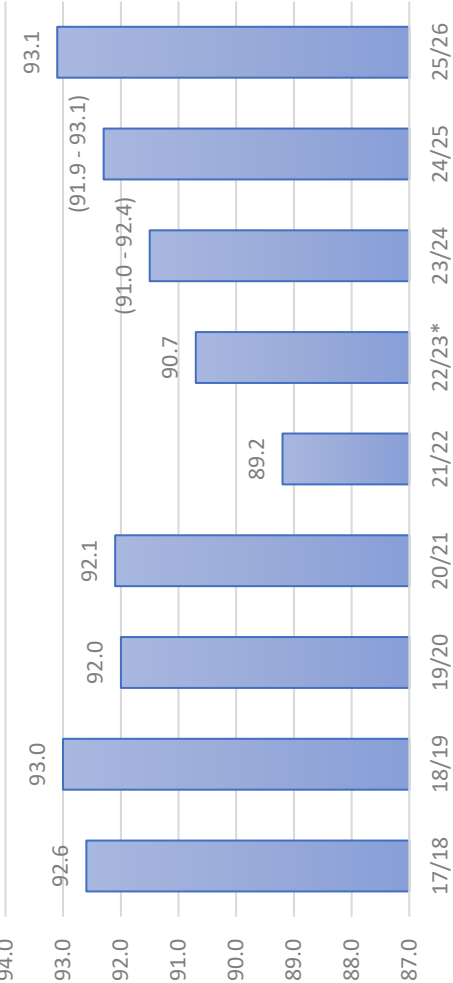
Gap:

A trajectory increase of 0.60% year on year from 22/23 to 25/25 in overall attendance positively impacts attainment and a focus on improving attendance rates of Q1 pupils by 0.60% year on year demonstrates the challenges we face in Inverclyde.

Session Year Attendance	21-22	22-23	% Change
Local Authority	89.4%	90.1%	0.7%
Primary	90.7%	92.1%	1.4%

Stretch Aim 1 - SIMD Quintile 1 Attendance - Primary	
Annual Trajectory	Overall Q1 Levels
2023 - 24	(91% -92.4%)
2024 - 25	(91.9% - 93.1%)
2025 - 26	93.1%

Q1



Additional Information (Maximum 300 words)

Current 2022/23 Levels of Attendance

The overall attendance for Primary pupils across Inverclyde currently stands at 92.1% which is an increase of 1.4% on the previous session.

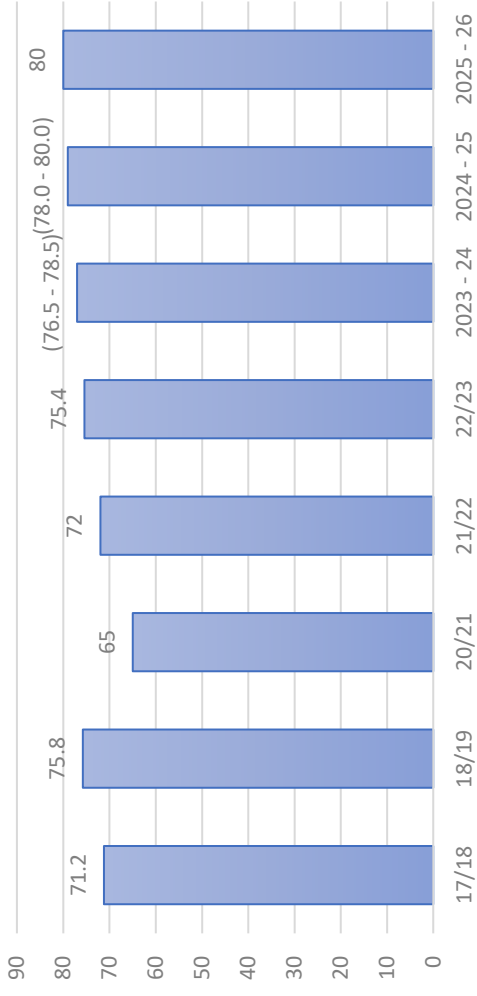
Q1 Attendance:

The current attendance of Q1 primary pupils in Inverclyde for session 22/23 sits at 90.7% which is a slight improvement on last session, however, is below the pre-covid high of 93.0% in session 18/19. Primary attendance in Inverclyde is higher than the overall authority figures by almost 2% however the gap remains between Q1 and Primary overall attendance levels. The recovery in attendance levels post pandemic is proving a challenge locally as well as nationally and the gap between Q1 attendance and the overall attendance, 1.44%, reflects the challenges we face if we hope to achieve increased rates of attendance similar to pre-covid. As mentioned previously, improved attendance of above 90% impacts positively on attainment, particularly in relation to Q1 pupils

Reading	Overall levels	Q1	Q2-5	Gap Q1 to 2-5
18/19 – Pre-covid levels	83.0%	75.8%	89.7%	6.7%

Stretch Aim 2 - SIMD Quintile 1 Reading (ACEL- P1, P4, P7)	
Annual Trajectory	Overall Levels
2023 - 24	(76.5% - 78.5%)
2024 - 25	(78.0% - 80.0%)
2025 - 26	80.0%

Q1



Additional Information (Maximum 300 words)

Current 2022/23 Levels of Achievement

Recovery of Q1 attainment in Reading is almost complete to a pre-covid year’s high of 75.8%. Reading levels in Inverclyde suffered greatly during the pandemic and through a targeted recovery approach we are now starting to see tangible increases.

Overall Attainment:

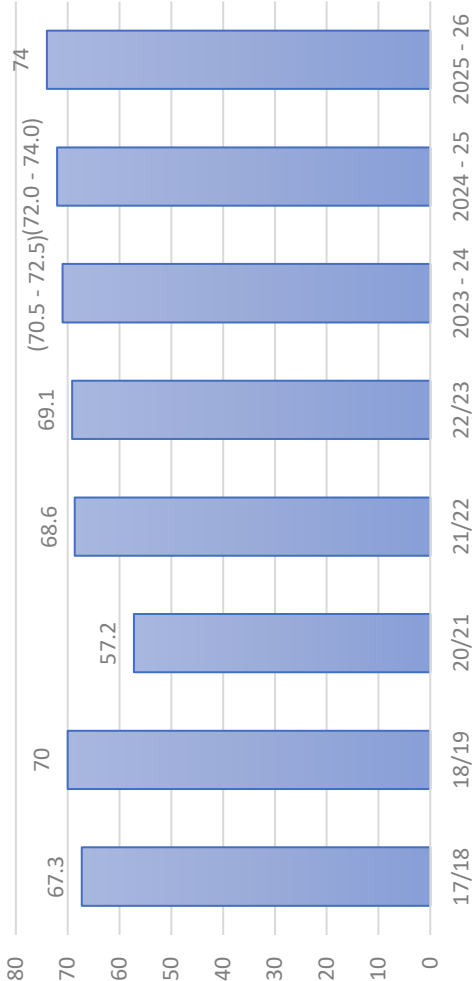
Literacy attainment in Inverclyde has consistently been lower than Numeracy and a focus on addressing this is a priority within the Council’s Improvement Plan. The launch of Inverclyde’s Literacy Framework with a focus on the development of Reading ensures establishments can access key messages, up-to-date educational research and effective reading instruction which should see a greater consistency in the quality teaching of reading across the authority.

With increased focus on Q1 attainment and focusing on the trajectory data, an increase of 4.2% was achieved from 17/18 to 22/23 – slightly above a 1% increase per year. On further analysis, an increase of 10.4% is evident from 20/21 to 22/23 indicating strong recovery journey so far.

The stretch aim for session 25/26 is extremely ambitious when considering the impact of the pandemic on Q1 Reading attainment in session 20/21. A 3% increase from 22/23 to 25/26 represents the potential impact of the new Writing Framework to support improved pedagogy positively impacting attainment.

Writing	Overall levels	Q1	Q2-5	Gap Q1 to 2-5
18/19 – Pre-covid levels	77.7%	70.0%	84.7%	7.0%
Stretch Aim 3 - SIMD Quintile 1 Writing (ACEL- P1, P4, P7)				
Annual Trajectory		Overall Levels		
2023 - 24		(70.5% - 72.5%)		
2024 - 25		(72.0% – 74.0%)		
2025 - 26		74.0%		

Q1



Additional Information (Maximum 300 words)

Current 2022/23 Levels of Achievement

Recovery of Q1 attainment in Writing is almost complete to a pre-covid year’s high of 70.0%. Writing levels in Inverclyde suffered greatly during the pandemic and through a targeted recovery approach we are now starting to see tangible increases.

Overall Attainment:

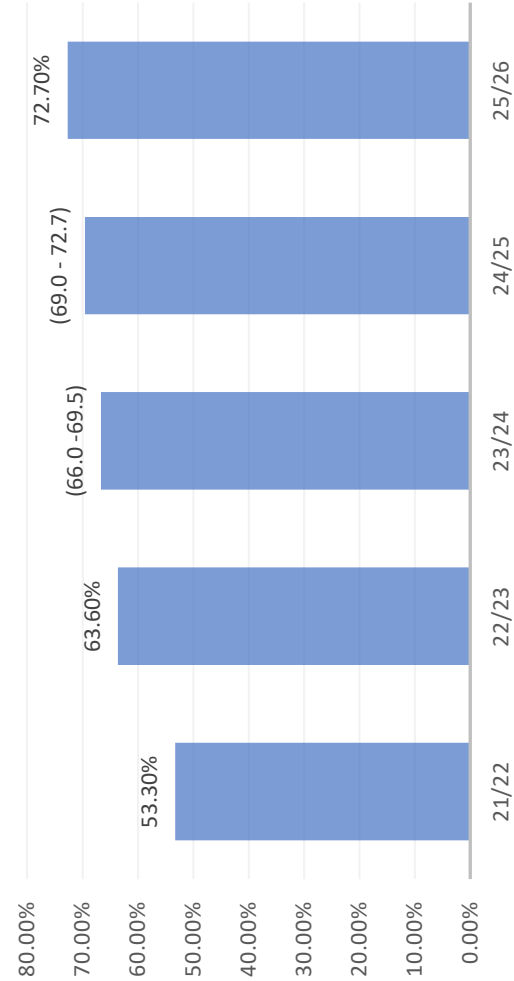
Literacy attainment in Inverclyde has consistently been lower than Numeracy and a focus on addressing this is a priority within the Council’s Improvement Plan. The launch of Inverclyde’s Literacy Framework with a focus on the development of Reading will improve pedagogy and increase attainment.

Gap:

The stretch aim for session 25/26 is extremely ambitious when considering the impact of the pandemic on Q1 Writing attainment in session 20/21 – 57.2%. Trajectory over the period indicates a slow rate of improvement initially. This would increase after the launch of the Writing Framework in September 2024 which will support continued improvements in the quality of teaching writing.

Stretch Aim 4 - CECYP SCQF 1 @ Level 5 by S5	
Annual Trajectory	Overall Levels
2023 - 24	(66.0% - 69.5%)
2024 - 25	(69.0% - 72.7%)
2025 - 26	72.7%

CECYP – % of currently looked after young people achieving 1 or more at Level 5 by S5



Additional Information (Maximum 300 words)

Current 2022/23 Levels of Achievement

Stretch Aim: Increase the % of currently looked in August 2023 after pupils achieving 1 or more @ SCQF Level 5 by S5

Overall Attainment:

CECYP attainment of currently looked after children and young people in Inverclyde has been increasing steadily and with the creation of the Virtual school supported by the Head Teacher of the Virtual School the trajectory indicates continued sustained improvement year on year. To effectively track the progress of currently looked after children and young people over the next 3 years it is important that we follow the cohort, for tracking purposes, to demonstrate improvements over time. With changes included within Senior Phase Action plan, currently looked after children and young people will be able to access appropriate pathways leading to positive destinations. The continuous increase in attainment over time and the trajectory from session 20/21, an increase of 25.3%, demonstrates our ambition for our Care experienced children and young people.

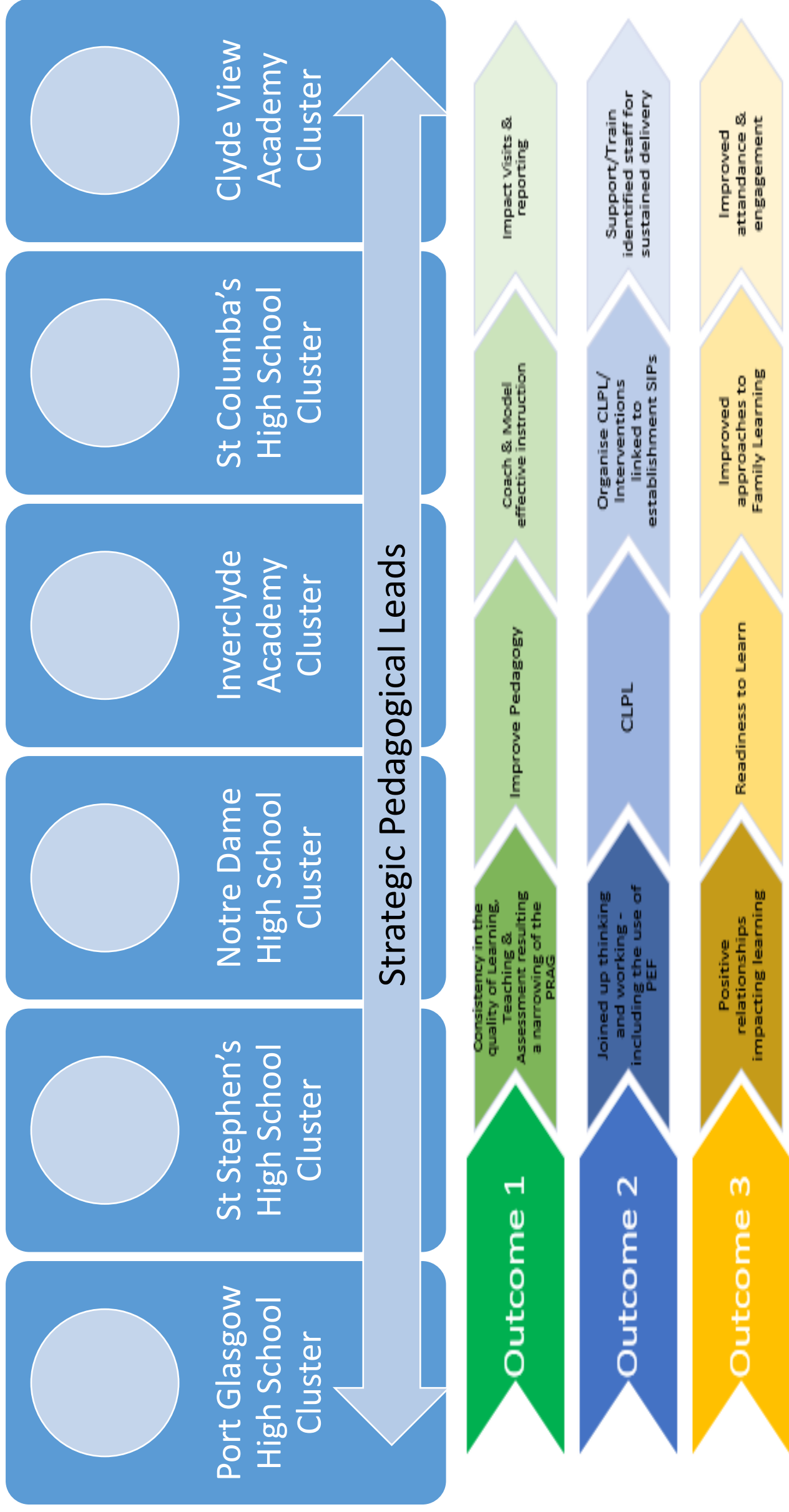
Gap:

With increased focus on targeted CECYP attainment and focusing on the trajectory data, an increase of 6.0% from 22/23 to 25/26 is anticipated.

SEF Plan – 2024/26

Key Area	Outcomes – Year 2 (Short)	Planning/reporting (Annual outcome and measures within individual plans)	Long Term
Leadership	L1: HTs will be confident that they are effectively using PEF to CPRAG through robust monitoring processes L2: CECYP will have increased attainment through robust tracking of progress and interventions	PL AA	Continuously closing PRAG
Professional Learning	PL1: Improved Teaching & Learning through upskilling pedagogical approaches including Play Pedagogy (PASE Web Blog and Literacy Framework) PL2: Sustainable approach to the delivery of quality CLPL	PL Strategic Pedagogical Leads	Embedded Practice
Teaching, Learning & Assessment:	T1: Improvements in attainment especially Level 5 and 6 T2: Increased targeted approach to closing the poverty related attainment gap T3: Improved pathways leading to positive sustained destinations T4: Increase the number of leavers in a sustained positive destination T5: Increased uptake and achievement of diverse accreditation and awards T6: Improved moderation and assessment at school/cluster level	PL CLD Secondary APM Education Officer	Consistency in the quality of T & L & A
Collaboration:	C1: Increased collaboration between establishments focusing on Reading and Writing C2: HTs are skilled in evaluating, planning, and tracking improvements in PEF through collaborative approaches	PL Strategic Pedagogical Leads	Joined up thinking & working – including the use of PEF
Data and evidence:	D1: Increased use of data tools to support improved decision-making in all schools D2: All schools are skilled in tracking pupils’ attainment and attendance across establishments D3: Annual Stretch Aims met	PL Data Lead	Streamlined effective data strategy
Understanding:	U1: Through improved data sharing, establishments are more aware of good practice U2: Governance Group remains diverse with non-attainment challenge services beyond education included	PL	Understanding of what closes the PRAG
Readiness to learn:	R1: Increase in “Readiness to learn” of targeted pupils whose family receives bespoke services R2: Increased number of parents improving their mental health through targeted interventions R3: Increase in positive child parent/carer relationships and family functioning of targeted families as a result of bespoke interventions R4: Increased in targeted families with enhanced parenting skills	Barnardo’s	Positive relationships impacting learning and relationships
Engagement:	E1: Increased attainment at SCQF Level 5 for Care Experienced young people	PL VHT	Improved attendance & engagement
Approaches:	A1: Learner participation in SEF Self-evaluation process	PL	Embedded practices

Workstreams and Outcomes





SEF Exit Strategy

April 2024

Rationale:

The Scottish Attainment Challenge funding will cease in its current form after March 2026. To enable a smooth exit from the fund, an updated plan has been created to ensure the remainder of the programme considers the potential impact of the reduced capacity while at the same time focusing on sustainability. Through stakeholder engagement and data interrogation, evidence will direct the pathway through to the end of the programme. A transparent consultation process involved stakeholders engaging in a self-evaluation process which identified the areas of strength and areas for continued development. Through this process we were better placed to make decisions regarding interventions that require exiting, those interventions that are embedded in current practice and those that could possibly be transferred via another funding source. The key aim of the exit strategy is to ensure that we continue to plan to use education to improve outcomes for children and young people impacted by poverty with a focus on tackling the poverty-related attainment gap.

Consultation Process:

Stakeholders across the programme participated in several SEF (Strategic Equity Fund) evaluation activities to identify the key areas of strength and areas for development while also indicating the areas where the programme has successfully managed to embed evidence-based interventions and pedagogies. The consultation period began in February 2024 and continued through to March 2024. The Project Lead collated the information gathered through the evaluation process and created a plan that was presented April 2024 to stakeholders.

Feedback:

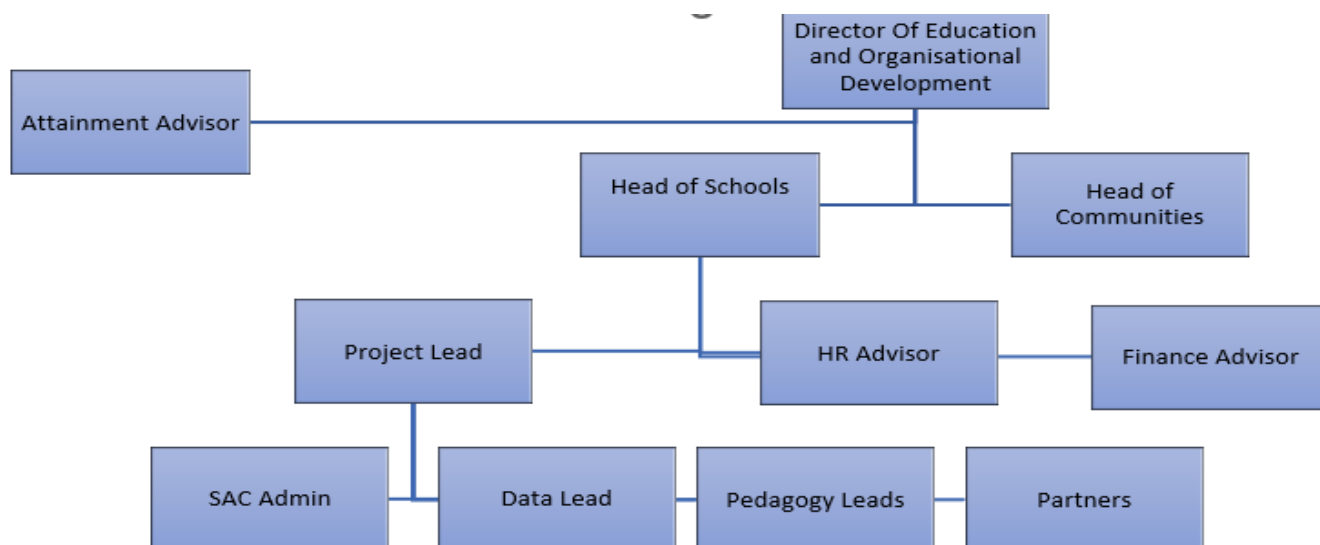
- Creating a sustainable model which harnesses the good practice within the local authority
- Increase capacity in establishments through upskilling staff
- Focus on improving pedagogy
- Focus on using data effectively to support decision-making
- Increased opportunities for collaboration leading to impact, particularly within the Pupil Equity Fund planning process
- Access to Nurture provision would be key however aware that funds would not be sufficient to support this
- Continued support for improving play pedagogy beyond Primary 1 and 2
- Access to FSW (Family Support Work) service to prevent families reaching crisis point
- Further implementation of the Literacy Strategy and Framework
- Increased focus on L5/L6 awards supporting improved pathways in the Senior Phase – Diverse awards and accreditation as well as SCQF Certification
- Improved sustained positive destinations for all young people
- Ambition to meet stretch aims through continued improvement

Staffing Implications

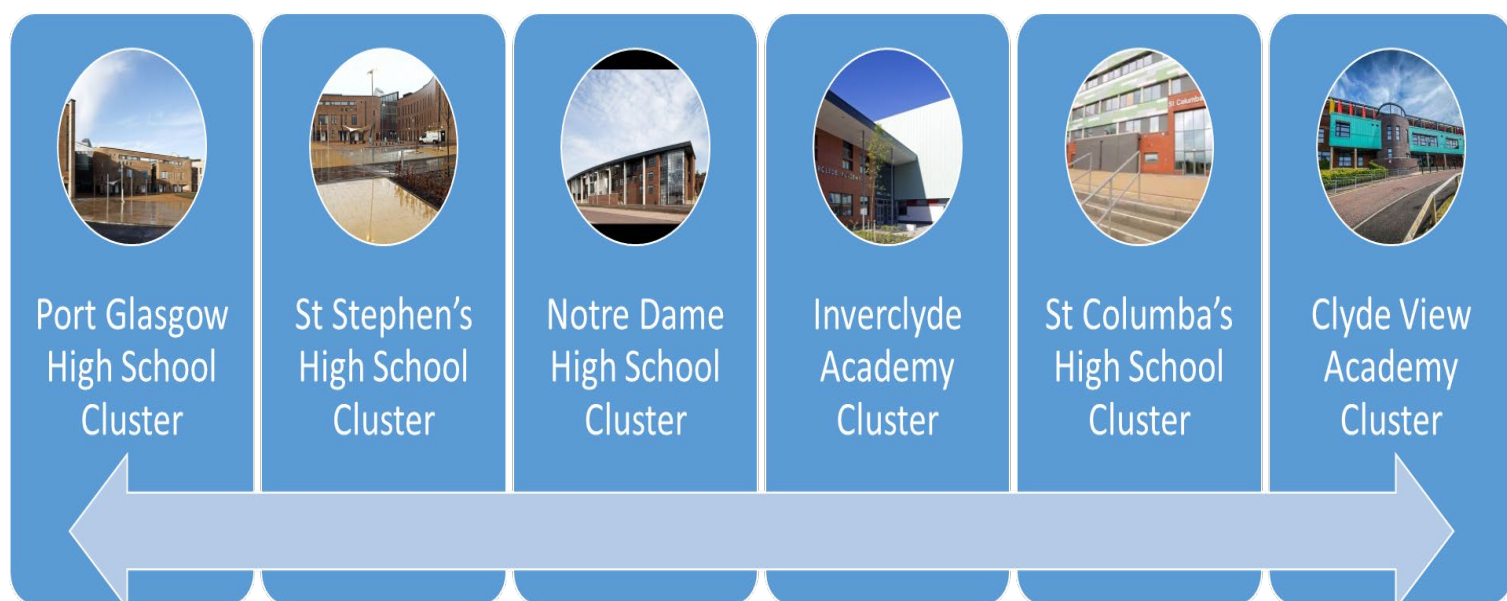
Teaching Staff per session					
2023/24	FTE	2024/25	FTE	2025/26	
CMOs x 3	3.0	Strategic Pedagogical Leads x 3	3.0	Strategic Pedagogical Leads x 3	3.0
Outreach Teachers x 7	7.0				
Nurture Teachers x 8	4.8				
Play Associate Cover x 3	0.6				
Total	15.4		3.0		3.0

Non-teaching Staff per session					
Project Lead	1.0	Project Lead	1.0	Project Lead	1.0
Admin	1.0	Admin	0.5	Admin	0.5
Data Lead	1.0	Data Lead	0.5	Data Lead	0.5
CLD Secondary x 4	4.0	CLD Secondary x 2	2.0	CLD Secondary x 2	2.0
FSW (Barnardo's) x 12	12.0	FSW (Barnardo's) x 12	12.0	FSW (TBC)	TBC
		Education Officer	0.5	Procurement Officer	0.5
		Procurement Officer	0.5		
Total	19.0		17.0		4.5 min

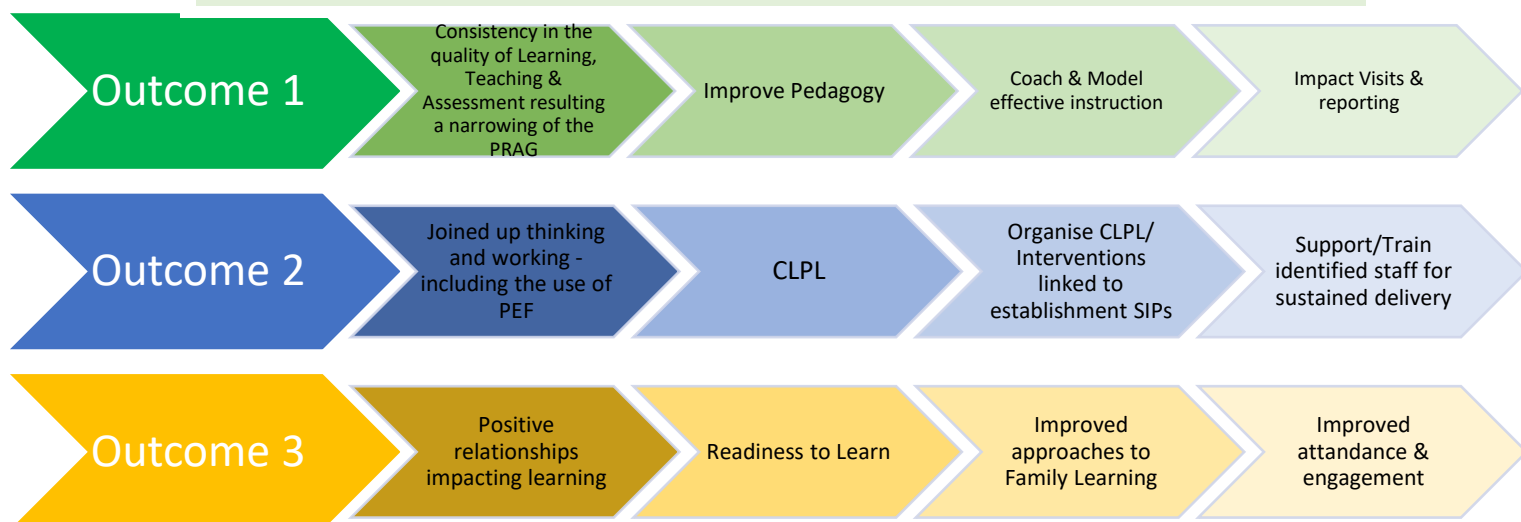
SEF Plan 24 – 26 Overview



(Strategic Pedagogy Leads to support the Clusters)



2 x CLD Workers to support Secondary Young People – Pathways



Funding

The table below indicates the funding available and is split between staffing and resources. A 5% pay award per year has been built into this model. If the pay awards vary, there is flexibility within the plan to support either a higher or lower award.

The funding model is based on academic year planning to ensure interventions can be implemented across each session with the opportunity to balance the budget of the 2 years.

Session	Funding	Staffing	Resources
2024/25	£1,251,926	£1,152,000	£17,000
2025/26	£593,352	£659,278	£17,000
Total	£1,845,278	£1,811,278	£34,000

Strategic Pedagogy Lead – New Post		
Role	• Primary/Secondary	Impact
Leadership	Share Coaching/Modelling approach with Senior Leadership Teams to support improved pedagogy	- Evidence of Coaching/Modelling approach positively impacting pedagogy - Improved collaboration within and across Clusters
Learning, Teaching & Assessment	- Support the Coaching/Modelling process in targeted schools - Support targeted moderation - Support teachers who volunteer to deliver quality training (evidence-based)	- Coaching/Modelling Training delivered to targeted teachers - Targeted support for teachers/stages - Impact visits improving quality ~ L/T/A
CLPL	- Co-deliver with SLT, quality CLPL for school/cluster support linked to establishment/cluster SIPs - Support Practitioner Enquiry approach	- Delivery of quality CLPL linked to school/cluster priorities - Practitioner Enquiry Models leading to evidence-based pedagogical improvements
Identifying & Sharing Good Practice	Create network where good practice within and out-with Inverclyde could be shared/monitored/tracked	- Create network - Update PASE Web Blog with Good Practice - Access Peer Review ~ Good Practice
Family Engagement	Use the template in place to support establishments to improve parental engagement/learning	Increased opportunities for targeted family engagement/learning
Literacy Framework	Drive the Literacy Framework across all establishments – L&T/Reading/Writing	- Signpost Literacy Framework - Support and deliver Literacy CLPL - Access expertise from Literacy Network - Support the English PTs and Literacy Network

New/Amended SEF Posts 2024 – 26

- 3 Strategic Pedagogical Leads supporting sustainable model focusing on improved pedagogy
- 2 CLD Workers – Matched Funding with CLD to improve pathways for young people at risk of no award/positive destination
- 0.5FTE Education Officer Post to support APM Stretch Aims
- 1 Procurement Officer to create Framework to support HTs re PEF compliance

Timescale:

Action	Timescale
Evaluation process	February – March 2024
Collation of findings	March 2024
CLD Meeting – Clarify Offer – L5/L6 Awards focus	April 2024
Data Lead confirmation	April 2024
Finalise Plan and budget	April 2024
Presentation of Draft Plan to Director of Education/HoE/EOs/HTs/Partners	April 2024
Ed Officers – Awareness raising	April 2024
CMT – Present Exit Strategy & Plan	April 2024
Ed Committee – Present Exit Strategy & Plan	May 2024
Staffing processes	May – June 2024
Implement Plan	August 2024

Appendix 1: Withdrawal Implementation Plan (completed at project leads' request when withdrawing/exiting)

Agency	Intervention	Type of intervention universal, targeted or intensive/ extensive	How will this intervention be sustainable? Level of risk of the sustainability (RAG)	Exited Transferred Maintained (why if maintained)	What will an exit look like?	Timescales needed
Nurture Teachers	0.6FTE in 8 establishments	Targeted interventions – small groups/1 – 1 – whole school Nurture support	RED	Exited	- Intervention will cease at the end of session 23/24 - HR involved to support staff who have permanent contracts	April 2024 – June 2024
Outreach Teachers	7.0FTE working in targeted attainment Challenge Primary establishments	Targeted interventions in Literacy/Numeracy supporting “Cuspy” Q1 pupils in P1 – 3 / also targeted support for writing and also identified Stretch Aims pupils	RED	Exited	- Intervention will cease at the end of session 23/24 - HR involved to support staff who have permanent contracts	April 2024 – June 2024
Play Associates	3 Play Associates (0.2FTE Each) providing targeted support to Attainment Challenge Primary establishments	Providing targeted support and challenge for Attainment Challenge establishments to improve play pedagogy	AMBER	Transferred to additionality intervention	Intervention will cease at the end of session 23/24	April 2024 – June 2024

CMOs	3.0FTE	Targeted support for Attainment Challenge establishments – Coaching & Modelling/CLPL – Additional support for Professional Learning Community staff – CLPL (Gateway)	AMBER – use of remaining funds to support new approach for cluster programme	Exited – March 2026 – Return to substantive posts	- Intervention will cease at the end of Term 3 (March 2024) - HR involved to support staff re Right of Return	January 2024 – March 2024
CLD Secondary	4.0FTE	Targeted support for Secondary establishments – focus on pupils achieving diverse awards and accreditation	AMBER – matched funding SEF/CLD	Partial maintain 2.0FTE posts for remainder of programme	Intervention will cease at the end of the SEF programme	April 2024 – June 2026
Barnardo's	12.0FTE	12 FSW (8 Primary/4 Secondary) providing targeted support to children and families via establishment referrals – Readiness to Learn/Supporting improved relationships and engagement in their child's/children's learning	GREEN	Optional 3 rd Year (Session 24/25 then intervention ceases)	- Intervention will continue for optional 3rd session - Tendering process for final year of programme	April 2024 – June 2025
Data Lead	1.0FTE	Targeted support to Local Authority – supporting Data Strategy	GREEN	Exit at end of SEF Programme	Intervention will be reduced to 0.5FTE then cease at the end of the SEF Programme	January 2024 – March 2026 (Possibly June 2026)
Admin	1.0FTE (Job-share)	Targeted support to Project Lead and remaining Staff Team	GREEN	Exit at end of SEF Programme	Intervention will be reduced to 0.5FTE then cease at the end of the SEF Programme	January 2024 – March 2026 (Possibly June 2026)
Project Lead	1.0FTE	Targeted support to all establishments	GREEN	Exit at end of SEF Programme	Intervention will cease at the end of the SEF Programme	January 2024 – March 2026 (Possibly June 2026)

