
Report To:	Education & Communities Committee	Date:	2 September 2025
Report By:	Ruth Binks Corporate Director Education, Communities and Organisational Development	Report No:	EDUCOM/53/25/MR
Contact Officer:	Michael Roach Head of Education	Contact No:	01475 712850
Subject:	Scottish Attainment Challenge (SAC) Evaluation Report - Session 2024/25 Report		

1.0 PURPOSE AND SUMMARY

- 1.1 ☐ For Decision ☒ For Information/Noting
- 1.2 The purpose of this report is to present the Scottish Attainment Challenge (SAC) Evaluation Report for Session 2024/25 (Appendix 1) and to ask the Committee to note its contents.
- 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 and report on progress made in narrowing the poverty related attainment gap.
- 1.4 The Scottish Attainment Challenge (SAC) Evaluation Report for Session 2024/25 outlines progress across all aspects of the Attainment Scotland Fund (ASF)
- Strategic Equity Fund (SEF),
 - Pupil Equity Fund (PEF) and the
 - Care Experienced Children and Young People's Fund (CECYP)
- 1.5 The report reinforces the Council's commitment to equity and excellence in education.

2.0 RECOMMENDATIONS

- 2.1 It is recommended that the Education Committee notes:
- the content of the Scottish Attainment Challenge (SAC) Evaluation Report for Session 2024/25

Ruth Binks
Corporate Director Education, Communities and Organisational Development

3.0 BACKGROUND AND CONTEXT

3.1 The Attainment Scotland Fund (ASF) is a targeted initiative focused on closing the attainment gap between the most and least disadvantaged children. The fund provides support for the Scottish Attainment Challenge which is split into the following areas for session 2024/25:

- **Strategic Equity Fund (SEF):** £ 1,311,926
- **Pupil Equity Fund (PEF):** £ 2,585,290
- **Care Experienced Children and Young People Fund (CECYP):** £89,833

3.2 The Education and Communities Committee agreed the Strategic Equity Fund (SEF) Plan 2024-26 and associated stretch aims for session 2024/25 at the Education and Communities committee meeting on 21 May 2024

3.3 The Scottish Attainment Challenge (SAC) Evaluation Report for Session 2024/25 highlights progress made against identified outcomes, outlines effective practice, and sets out recommendations for ongoing improvement.

4.0 PROPOSALS

4.1 In session 2024/25, Inverclyde's continued engagement with the Scottish Attainment Challenge has had a measurable impact on children, young people and families as we attempt to narrow the poverty related attainment gap.

4.2 Through targeted use of Strategic Equity Fund, Pupil Equity Fund and the Care Experienced Children and Young People Fund, the authority enhanced professional learning for staff, and embedded evidence-based teaching practices across schools. The continued focus on raising attainment has seen overall gains in literacy, numeracy and attendance in the primary sector.

4.3 Good progress has been made implementing the **Strategic Equity Fund (SEF)** Plan for session 2024/25. An initial review of the Logic Model led to a more targeted plan with many previous outcomes already embedded.

Key highlights include:

- Good progress has been made in tracking progress towards most of the agreed Local Authority Core and Core PLUS stretch aims. Ongoing work is taking place to improve tracking regarding BGE and Senior Phase progress toward the agreed stretch aims.
- Strategic Pedagogical Leads (SPLs) delivered quality coaching and mentoring sessions with individual teachers across all sectors resulting in improved pedagogy evident in peer reviews
- SPLs supported Literacy and Numeracy developments delivering quality professional learning opportunities for all staff
- The Data Lead effectively supports establishments through updating their dashboard at the beginning and end of each session aligned with the updating of establishment data packs. Throughout the session the Teacher Professional Judgement tracker is updated at the agreed tracking periods of November, February and May, before the final cleanse and submission of Achievement of a Curriculum for Excellence Level (ACEL) data to the Scottish Government in August each year.
- The Data Lead also communicated attendance data via the attendance dashboard which is supporting establishments to better track attendance and support absence in line with the recently updated Attendance Policy.
- An Education Officer was appointed to support improvements in young people achieving initial positive destinations and also in sustaining positive destinations. The Education Officer was instrumental in securing the positive outcomes for targeted young people.
- The Community Learning & Development (CLD) attainment programme was effectively implemented at S3 pupils upwards aiming to support them achieve a level 5 qualification.

- Very good progress from the Barnardo's Family Support Work service continues in relation to meeting the aims of the service provision in delivering full family support as part of the Attainment Challenge, and with the overall aim to increase the young person's 'readiness to learn'.
- A Procurement Officer was appointed to the Attainment Challenge team in July 2024 with the remit of increasing compliance in educational spend across the Pupil Equity Fund (PEF). The Procurement Officer worked closely with the Attainment Challenge project lead in securing joint working with East Ayrshire council's procurement team to create a shared Education Procurement Framework. This framework ensured Head Teachers would be compliant with the councils procurement legislation, when using PEF, to access suppliers who would provide interventions supporting improved outcomes for children and families.

4.4 The **Pupil Equity Fund (PEF)** continues to play a vital role in Inverclyde's efforts to close the poverty-related attainment gap.

Key highlights include:

- **Leadership Opportunities:** Some establishments employed promoted staff to effectively track and monitor the progress of the PEF plan leading to improved outcomes of targeted children and families
- **Targeted Literacy and Numeracy Support:** some establishments employed additional staff to support interventions leading to raised attainment in literacy and numeracy for targeted children
- **Positive Relationships:** Emphasis was placed on building strong relationships between staff and pupils, which was seen as central to improving outcomes.
- **Family Support:** Interventions to improve readiness to learn for targeted children and families has led to increased attendance and engagement
- **Professional Development:** Support staff were offered quality training providing them with the skills to deliver targeted interventions, fostering a culture of continuous improvement.
- **Cost of the School Day:** all establishments include an element of supporting the cost of the school day with interventions ranging from providing uniform and class materials to supporting residential trips ensuring children and families can fully access school life.

4.5 Good progress has been made in providing additional supports to children and young people via the **Care-Experienced Children and Young People Fund (CECYP)**. The majority of those assisted were living either at home or with extended family members. We saw an increase in applications to promote participation in groups; activities that would promote their health; wellbeing and help them feel included.

Key highlights include:

- 45% of the applications were to support and enhance the ability of care experienced young people to participate and access community groups. Most were in relation to health and wellbeing such as accessing sports and other activities. Examples are the gym/ swimming lessons/ martial arts etc.
- 20% were in relation to assisting care experienced young people to access IT equipment to enhance their ability to access school/ college work and to seek employment. Examples were Unaccompanied young people who were going to use computers to improve their English as this was not their first language.
- 13% of applications were to access therapies that would help the child or young people in relation to their emotional wellbeing & regulation to help them be more ready to learn.
- 8% was to advance a young person's skills in relation to driving that would provide more independence and open more opportunities for training & employment.
- 3% was in relation to equipment to help a young person access college courses & equipment.
- 8% was in relation to educational tutors.

- 3% of the applications were to allow children/ young people to access school trips such as the residential trip in primary 7.
- Two Education Support Workers were also employed via the CECYP Fund to work under the supervision of the Virtual Head Teacher (VHT) to positively impact the outcomes for targeted young people.

4.6 Next steps:

- Implement the SEF Plan for session 25/26 and create a plan for session 2026/27:
- Continue to track progress towards agreed Local Authority CORE and CORE+ Stretch Aims supported by full implementation of the BGE and Senior Phase Trackers.
- Continue to use available resources to provide a sustainable approach focusing on improving outcomes for children, young people and families impacted by poverty.

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	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

N/A

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. The Scottish Attainment Challenge (SAC) Evaluation Report for Session 2024/25



Attainment Scotland Fund

Year end report
June 2025

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- 4. Care Experienced Fund (CECYP)**
- 5. Summary Statement**

1. Context

The Attainment Scotland Fund is a targeted initiative focused on closing the attainment gap between the most and least disadvantaged children. The fund provides support for the Scottish Attainment Challenge which is split into the following areas for session 2024/25:

Strategic Equity Fund (SEF): £ 1,311,926

Pupil Equity Fund (PEF): £ 2,585,290

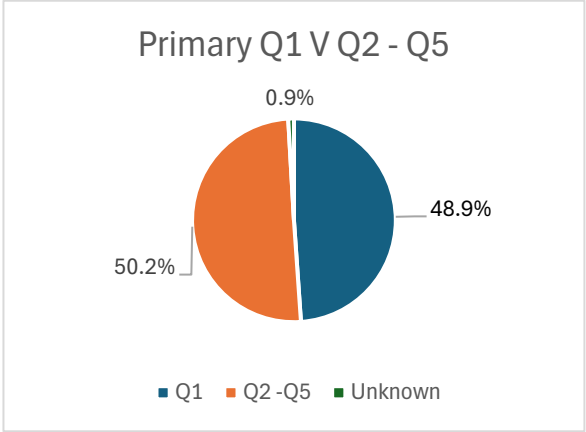
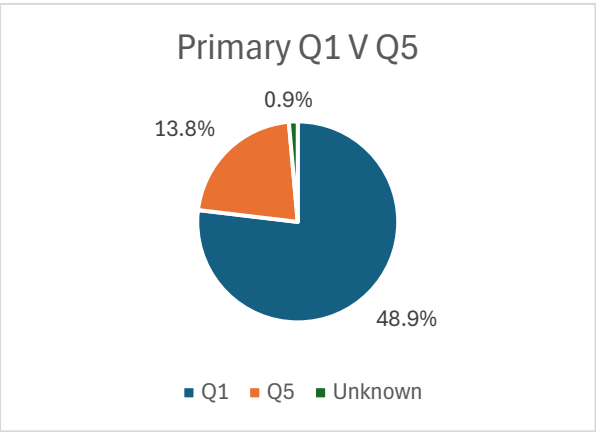
Care Experienced Children and Young People Fund (CECYP): £89,833

The local authority remains committed to progressing support for children, young people, and families impacted by poverty. Strategic use of data continues to enhance decision-making, guiding future actions at both the school and local authority levels. However, the gradual reduction of funding presents an ongoing challenge. As the SEF programme phases out, sustainability remains a key focus, with efforts directed at preserving effective initiatives through alternative delivery approaches.

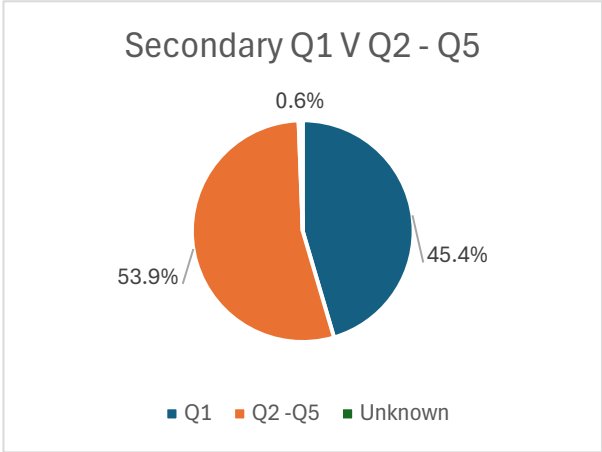
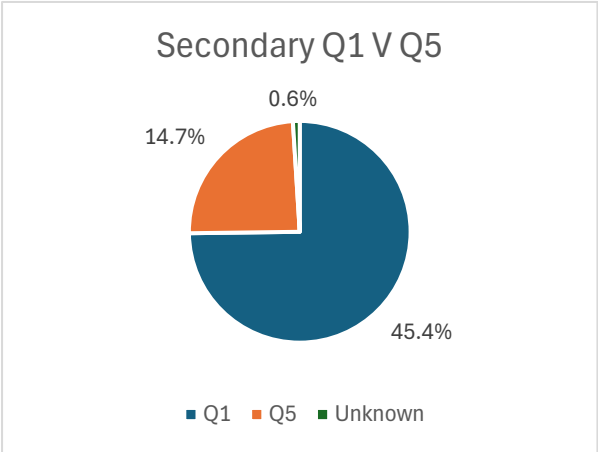
Reporting on the Gap:

The Scottish Government measures gaps nationally and compares data from Q1 with Q5. Inverclyde’s gap is outlined below using this comparison:

Primary Gaps:



Secondary Gaps:



To ensure a balanced 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 meaning 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 increased accuracy for identifying and providing the supports to where they are really needed.

2. Strategic Equity Fund (SEF) 2024/25 Progress:

Good progress has been made implementing the SEF Plan for session 2024/25. An initial review of the Logic Model led to a more targeted plan with many previous outcomes already embedded.

The Scottish Attainment Challenge funding was due to end in March 2026, however recent information from the Scottish Government has indicated that a further year will be added, meaning that it will end in its current form in March 2027. Although funding will continue for another year, no information has been supplied regarding the amount of funding being granted to the local authority. The fund reducing year on year has resulted in a reduction in the capacity we have to target interventions to tackle the poverty related attainment gap. As such, strategic planning to build a sustainable model continues to be the key approach.

a. CORE / CORE+ Stretch Aims

- Good progress has been made in tracking progress towards most of the agreed Local Authority Core and Core PLUS stretch aims. Ongoing work is taking place to improve tracking regarding BGE and Senior Phase progress toward the agreed stretch aims.
- A full report on the progress towards the agreed stretch aims will be available in September 2025 when the Insight data for the Senior Phase is released.

b. Strategic Pedagogical Leads (SPLs) Progress:

Literacy Development

- Literacy Framework completed, launched through roadshows, supported in schools, and complemented by tailored CLPL (online and in-person).
- Inverclyde Literacy Network established with 3 meetings held
- National Literacy Network participation ensured national insights were shared with local literacy champions.
- Writing Assessment Criteria developed collaboratively and incorporated into the Literacy Framework following feedback.

Numeracy & Mathematics Enhancement

- Numeracy Strategy refreshed, launched to heads of establishment with supporting materials (poster and recorded presentation).
- Active contributions to the Numeracy & Maths Champions Group and Numeracy Authority Working Group

- National Numeracy Network: Attended 4 sessions to contribute to both local and national developments.
- Early years collaboration initiated for participation in the West Partnership Maths Conference (Nov 2025).

Moderation & Assessment

- All SPLs contributed as trained QAMSOs, delivering training and facilitating moderation groups during May 2025 events.
- Developed and disseminated updated Writing Assessment tools based on stakeholder feedback.

Professional Learning & Capacity Building

- Broad range of CLPL delivered to practitioners across early years, primary, and secondary sectors—face-to-face and online.
- Support for NQTs included enquiry mentoring, drop-ins, and a celebration event at year end.
- Coaching and Modelling (CMO/1:1 support): Offered at all levels, covering planning, assessment, modelling, and professional advice.
- Promotion of Pedagogy and Support for Equity Web Blog (PASE), integrating evidence-based resources and CLPL.

c. Data:

Good progress continues to be made in further developing the data strategy in line with the needs of both the educational establishments and the local authority:

- Data input has moved from a mainly manual process to an automated process improving the accuracy of the data and becoming more time efficient. Data storage has also improved ensuring data files are cleansed and safe from corruption.
- An improved cleansing process has resulted in attainment data being more reliable. This has led to improved confidence in the accuracy of the data we present.
- Dashboards are updated at the beginning and end of each session aligned with the updating of establishment data packs. Throughout the session the Teacher Professional Judgement tracker is updated at the agreed tracking periods of November, February and May, before the final cleanse and submission of Achievement of a Curriculum for Excellence Level (ACEL) data to the Scottish Government in August each year.

- Clear communication of attendance data via the attendance dashboard is supporting establishments to better track attendance and support absence in line with the recently updated Attendance Policy.
- Although the development of the ELC dashboard has been delayed, consistent recording on Learning Journals and on the transition record, represents a critical step forward.

d. Annual Participation Measures (APM):

An Education Officer was appointed to support improvements in young people achieving initial positive destinations and also in sustaining positive destinations. The Education Officer was instrumental in securing the following positive outcomes:

- **Babcock/West College Scotland:** This widening access course, supported by Babcock Engineering, was offered in partnership with West College Scotland and Inverclyde Council. Establishments supported young people to apply for this course with 12 young people successfully achieving a place. As this is a widening access project, all young people had to be from SIMD1-3, have an ASN or be care experienced. Further, these young people did not have qualifications that would enable them to enter further education to study for the course they intended to study. At the end of the course, young people had a guaranteed interview for a Modern Apprenticeship with Babcock Engineering. Of the 12 young people who started the course, 10 achieved the National Certificate in Engineering Services award. In addition, 10 of these young people were successful in their interview and secured a Modern Apprenticeship with the organisation that will start in August 2025.
- **Ogilvie Construction:** This project, in collaboration with the community benefits team, aims to support young people who are at risk of not achieving a positive destination in their intended sector of industry within construction. Schools nominated young people for the project which is ongoing at present and is attended by 10 young people across most secondary establishments in Inverclyde. The intervention will give young people experience of construction, they will gain a level five working experience award as well as a level six First Aid Award. The project will culminate in the group building an outdoor classroom at Craigmarloch school.
- **Community Benefits:** Closer working relationships with the procurement project officer has facilitated availability of more work experience placements within Inverclyde. Alba Engineering, Balfour Beattie, The

Hillhouse Group and Ironside Farrar have all offered work experience placements for young people across the Inverclyde area as part of their obligations under the terms of the community benefits agreement. This will be taken forward in 2025/26 by the Developing the Young Workforce (DYW) Co-ordinators who are identifying the most suitable candidates for each experience.

e. Community Learning Development (CLD):

The CLD attainment programme was effectively implemented at S3 pupils upwards aiming to support them achieve a level 5 qualification. In some cases, this may be over a 2-year academic period.

Looking at the new academic year we are on track with the returning pupils to achieve a level 5 qualification, who were previously S3 or S4 and new groups identified will be S4 upwards who will also achieve a level 5 qualification.

Across multiple youth groups, young people facing a range of social, emotional, and educational challenges have actively engaged in Community Learning & Development (CLD) programmes throughout the year. A notable number are on part-time timetables, yet many have made a clear effort to incorporate CLD into their weekly routines, demonstrating enthusiasm and ownership over their involvement.

Participation and Topics Covered

Group sizes varied, with engagement numbers ranging from 1 to 14 per group. Despite attendance fluctuations in some cases, consistent participation was evident in most. A diverse array of practical and discussion-based topics was covered, including:

- Drugs and alcohol awareness
- Consent
- Cooking and budgeting
- Hair and beauty
- Literacy and numeracy
- Crime and charity projects
- Team building and employability
- Fire skills courses
- Knife crime consultations
- Art and cultural identity projects

Some groups also explored topics tailored to their interests, such as designing clocks inspired by Scottish artists or developing ideal football teams based on skill analysis.

Adaptability and Group Dynamics

Flexibility and responsiveness to the needs of young people played a critical role in the success of these programmes. In several cases, group structures were adjusted early in the year to foster improved dynamics, which significantly boosted confidence and engagement. In others, peer relationships proved influential, especially where group cohesion impacted overall participation.

Awards and Achievements

Recognition of young people's efforts was a key element of the programme:

- 44 participants earned **Bronze Youth Achievement Awards (BYA)**
- 13 young people achieved **Dynamic Youth Awards (DYA)**
- 12 young people attained the **SCQF Level 5 Personal Development (PDC) Award**
- 5 young people achieved a **Young Leaders Award** for leadership and peer support contributions

Overall, the range of awards celebrates individual progress, sustained commitment, and the acquisition of new skills—both personal and social.

f. Barnardo's Family Support Worker Service:

Very good progress from the service continues in relation to meeting the aims of the service provision in delivering full family support as part of the Attainment Challenge, and with the overall aim to increase the young person's 'readiness to learn'. This view continues to be supported by the data outlined below which is collated using the Barnardo's Outcomes Tracking Framework.

The service continues to provide effective whole family support to families within Inverclyde, which includes:

- parenting support,
- family interventions and
- individual interventions with children and young people.

The support aims include:

- improving family relationships,
- improved mental health and wellbeing,
- reducing isolation,
- reducing the impact of poverty, and
- addressing the impact of trauma, all with the overall aim of increasing the child and young persons 'readiness to learn'

Family support workers continue to be embedded within Inverclyde schools and provide effective family support to families identified as most in need. Regular school reviews continue to take place to ensure that the model of support is guided by the needs of the school, meaning that school can prioritise families for full family support and groupwork is also delivered which aims to address themes identified by respective schools.

Some of the groups delivered to young people over the past year include:

- Star Café,
- B-Wild lunch group,
- Seasons for Growth,
- Wellbeing Group,
- Resilience Group,
- Social Skills Group,
- GEM, BEM,
- Dynamic Youth Award,
- Your Pathways,
- Homework and Singing Groups.

Impact Data from the Attainment Challenge Logic Model: (Readiness to Learn)

R1: Most of the Children and Young People (CYP) whose families receive a bespoke package of family support have demonstrated improved mental health and emotional wellbeing, increasing their “readiness to learn” - 87% achieved (target 86%).

R2: Most parents who receive a bespoke package of support have demonstrated improved mental health and emotional wellbeing through targeted interventions, increasing their emotional availability for their child and positively impacting the child’s overall wellbeing and “readiness to learn” – 87% achieved (target 86%).

R3, R4: Most parents who receive a bespoke package of support have a better understanding of attachment relationships and their child’s developmental needs, which has a positive impact on family functioning & parent/child interaction, and supports to enhance their parenting skills/capacity – 85% achieved (target 83%).

Additional information:

- 332 families have accessed full family support (358 parents/ 429 CYP)
- 312 parents have engaged in attachment-based parenting interventions.
- 247 parents have received outreach support within the family home to establish routines and provide predictability and consistency for their children.
- 387 CYP open for full family support have participated in a range of 1-1 and group interventions, aimed at addressing loss and change, emotional literacy, self-belief & confidence, anxiety, and support to understand and improve relationships.
- 71% of CYP's supported with school attendance have demonstrated improved attendance at school.
- 84% of families accessing full family support are living in SIMD 1&2.
- 87% of families engaging/engaged in full family support have shown progress in their targeted outcomes.
- 65% of families receiving full family support have a collaborative plan where the FSW or service works in partnership with other agencies to meet the targeted outcomes of the support plan.
- There are 123 families remaining on the waiting list, some of which will already be allocated and in the process of opening.
- 186 families have benefited from brief financial interventions. This has included:
 - 31 families who have had access to Barnardo's 'Children in Poverty Fund' for food, utilities, clothing and essential furniture. These families have received individual funding amounts of between £100-£300, which has totalled £6790.
 - 37 families have received supermarket vouchers/foodbank parcels.
 - 30 families received utility vouchers.
 - 17 families have also received Cinema and Pantomime tickets.

Summer Plan:

All open families will have access to our summer programme – which includes a Service Fun Day, a trip to Lunderston Bay, and a weekly family drop-in session. This will offer summer activities for families over the long summer period and will also support some families with process of closing following the end of the attainment contract.

g. Procurement:

A Procurement Officer was appointed to the Attainment Challenge team in July 2024 with the remit of increasing compliance in educational spend across the Pupil Equity Fund (PEF).

- The Procurement Officer worked closely with the Attainment Challenge project lead in securing joint working with East Ayrshire council's procurement team to create a shared Education Procurement Framework.
- This framework ensured Head Teachers would be compliant with the councils procurement legislation, when using PEF, to access suppliers who would provide interventions supporting improved outcomes for children and families.
- Throughout the session the Procurement Officer provided training and support for Head Teachers and School Business Officers in relation to the framework and responded to any queries as they arose. The framework has been a success with almost all education PEF spend being compliant.
- Further work regarding increasing the list and range of suppliers will continue through next session.

3. Pupil Equity Fund (PEF):

Almost all primary and secondary schools in Inverclyde receive a funding allocation which is to be used to improve outcomes for children and families impacted by poverty.

Establishments receive support when planning their use of PEF and complete a contextual analysis of need to support the decision making process.

Stakeholders in establishments are invited to have a say in how the fund is utilised within each establishment.

Throughout the session, Head Teachers engage in dialogue with the project lead and School Business Officers to track and monitor the progress of the plan and the associated spend. Head Teachers report on this progress via their Standards and Quality reports posted on their websites by September each session.

Sample of Key Interventions and Outcomes

- **Leadership Opportunities:** Some establishments employed promoted staff to effectively track and monitor the progress of the PEF plan leading to improved outcomes of targeted children and families
- **Targeted Literacy and Numeracy Support:** some establishments employed additional staff to support interventions leading to raised attainment in literacy and numeracy for targeted children
- **Positive Relationships:** Emphasis was placed on building strong relationships between staff and pupils, which was seen as central to improving outcomes.
- **Family Support:** Interventions to improve readiness to learn for targeted children and families has led to increased attendance and engagement
- **Professional Development:** Support staff were offered quality training providing them with the skills to deliver targeted interventions, fostering a culture of continuous improvement.
- **Cost of the School Day:** all establishments include an element of supporting the cost of the school day with interventions ranging from providing uniform and class materials to supporting residential trips ensuring children and families can fully access school life.

The Pupil Equity Fund (PEF) continues to play a vital role in Inverclyde's efforts to close the poverty-related attainment gap.

4. Care Experienced Children and Young People Fund (CEF):

Good progress has been made in providing additional supports to children and young people via the Care-Experienced Attainment fund. The majority of those assisted were living either at home or with extended family members. We saw an increase in applications to promote participation in groups; activities that would promote their health and wellbeing and help them feel included. Delivering interventions and resources specifically targeted at individual Care Experienced Children & Young people through a self-directed support approach, the trends were noted as follows:

- 45% of the applications were to support and enhance the ability of care experienced young people to participate and access community groups. Most were in relation to health and wellbeing such as accessing sports and other activities. Examples are the gym/ swimming lessons/ martial arts etc.
- 20% were in relation to assisting care experienced young people to access IT equipment to enhance their ability to access school/ college work and to seek employment. Examples were Unaccompanied young people who were going to use computers to improve their English as this was not their first language.
- 13% of applications were to access therapies that would help the child or young people in relation to their emotional wellbeing & regulation to help them be more ready to learn.
- 8% was to advance a young person's skills in relation to driving that would provide more independence and open more opportunities for training & employment.
- 3% was in relation to equipment to help a young person access college courses & equipment.
- 8% was in relation to educational tutors.
- 3% of the applications were to allow children/ young people to access school trips such as the residential trip in primary 7.

Two Education Support Workers were employed via the CECYP Fund to work under the supervision of the Virtual Head Teacher (VHT) to positively impact the outcomes for targeted young people.

Education Support Workers Impact:

- In September the initial figure for care experienced leavers was 92.7%, meaning we fell slightly below our target of 94%. The follow up figure of 76.7%, relating to sustained destinations, is an increase of 7.5% on last year's figure of 69.2%. Although this did not meet our 10% target, it is a very positive picture.
- Currently the education support workers have supported 83% of their caseload into positive destinations. This has been predominantly college places, some activity agreements and a small number in Street League. They are developing a strong partnership with SDS and are working more closely together.
- The caseloads for the education support workers are fluid, however there still remains a number of young people who are referred at the point of leaving school. Their current caseloads reflect 45% of senior phase pupils. This is something that we will continue to highlight with schools to ensure referrals are made in an effective timeframe.

5. Summary Statement

In session 2024/25, Inverclyde's continued engagement with the Scottish Attainment Challenge has had a measurable impact on children, young people and families as we attempt to narrow the poverty related attainment gap. Through targeted use of Strategic Equity Fund, Pupil Equity Fund and the Care Experienced Children and Young People Fund, the authority enhanced professional learning for staff, and embedded evidence-based teaching practices across schools. The continued focus on raising attainment has seen overall gains in literacy, numeracy and attendance in the primary sector. At the time of writing this report we do not have the Senior Phase attainment data however, this will be published in September 2025.