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**Report to Council**

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**Date of Meeting: November 2020**

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**Subject: Scottish Attainment Challenge: End of Year Report  
September 2018**

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**Report by: Cathy Quinn, Improving Outcomes Manager**

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**1.0 Purpose**

- 1.1. The purpose of this report is to share the Scottish Attainment Challenge **END-YEAR Academic Report – March 2020 to July 2020** report which was submitted to Scottish Government on October 2019.

**2.0 Recommendations**

- 2.1. It is recommended that the People Committee note and comment on the contents of this report.

**3.0 Background**

- 3.1. The Scottish Attainment Challenge was launched by the First Minister in February 2015. It is underpinned by The National Improvement Framework, Curriculum for Excellence and getting it Right for Every Child. We are now in year 5 of the programme. The final year of the funding will be 2021- 2022
- 3.2. Clackmannanshire is one of nine attainment challenge authorities and in session 19 - 20, 22 schools and 6700 pupils were supported by SAC funding.
- 3.3. The aims of Clackmannanshire's Attainment Challenge is to:
- Improve literacy and numeracy attainment
  - Improve health and wellbeing
  - Close the attainment gap between pupils from the most and least deprived areas

- 3.4. We are required by Scottish Government to provide an annual update (Appendix 1) that details:
- overall progress towards raising attainment and closing the poverty related attainment gap
  - detailed progress on each individual work stream
  - progress for both the primary and secondary programmes

In this year's report we were asked to details the Impact of Covid-19 on our plans between March 2020 and June 2020.

#### 4.0 Considerations

- 4.1 At the start of Covid 19 "lockdown" all Year 5 work streams within the Programme Plan were reviewed to take into account the initial impact of Scottish Government measures and then to consider the use and implementation of the Strategic Framework for the Re-opening of Schools, Early Learning and Childcare Provision (May 2020) This is set out in page 2 of the Report (Appendix 1)

#### 4.2 Progress until March 2019

- **Reading** the authority was narrowing the poverty relation achievement gap at all levels except Third level and above
- **Writing**, the authority was narrowing the poverty relation achievement gap at all levels except Third Level & Above
- **Listening & Talking** skills, the achievement gap was narrowing in 2018/19 but only at Early and First Level.
- **Numeracy** the authority was narrowing the achievement gap at Early and First Level.

#### 4.3 Progress since March 2019

The main measure of progress is Teacher Professional Judgement (TPJ). However, due to Covid 19 schools were not able to submit TPJ for session 2019 -2020. Schools level tracking and monitoring has recommenced and is being supported by the Improving Outcomes team. The Next TPJ submission from schools will be May 2021

#### 4.4 SQA Data

Previously, figures were obtained from INSIGHT for literacy and numeracy levels. Given the unexpected lock-down of schools as a result of COVID-19 this has not been updated in time for this report. Therefore, reference to SCQF levels from SQA are included here (Results in 2019/20 based on Teacher Estimates).

- 4.4.1 **SCQF LEVEL 4:** The percentage of school leavers who achieved 3 or more awards @ Level 4 improved in 2019/20 to 84%, compared to the previous year.
- 4.4.2 The percentage of school leavers who achieved 5 or more awards @ Level 4 (72%) also improved.
- 4.4.3 **SCQF LEVEL 5:** The percentage of school leavers who achieved 3 or more awards @ Level 5 improved in 2019/20 to 63%, continuing a three year improving trend
- 4.4.4 The percentage of school leavers who achieved 5 or more awards @ **Level 5** continues a three year improving trend at 47%.
- 4.4.5 **SCQF LEVEL 6:** The percentage of school leavers who achieved 3 or more awards @ Level 6 improved in 2019/20 to 22%, again continuing a three year improving trend

#### 4.5 **Health and Wellbeing**

A greater focus on Health and Wellbeing across all Attainment Challenge interventions is ensuring that children and families are given the opportunity to build resilience, develop mental and emotional strength to cope with the impact of Covid 19.

A trauma recovery plan has been in place to support for children families and schools. A separate report has been issued to this committee.

Enhanced virtual support had been put in place during lock down for those who have been identified as requiring more than access to an appropriate digital curriculum with socially distanced home visits and daily phone contact

Children with additional support needs have been supported to ensure that there is an effective transition back into school

The good practice developed during the Pandemic has enabled a more agile response to emerging needs.

#### 5.0 **Strategy in response to Covid 19**

Detail of progress on each individual intervention is contained within the full report. (Appendix 1) and a highlight summary is shown below. The adaptations that were made to individual workstreams are detailed in red within the report.

At the start of “Lockdown” all Year 5 work streams within the Attainment Challenge Programme Plan were reviewed and adapted to take into account the initial impact of Scottish Government measures and then consider the use and implementation of the Strategic Framework for the Re-opening of Schools, Early Learning and Childcare Provision (May 2020).

Intervention	Lockdown Progress Update
Holistic Wellbeing and Listening Service	All Well-being Workers transitioned to on-line support, telephone consultations and In Hub support for the targeted children and young people.
FLIC 1400 (Family Learning in Clackmannanshire/ Columba 1400)	The FLIC 1400 programme continued to engage with registered families and identified a further 516 families who required support. Families were assigned a Key Worker to provide advice and support with access to on-line classrooms, outdoor activities and active learning programmes.
Equitable Literacy	Five schools from Clackmannanshire engaged in a Reading Schools Accreditation pilot in partnership with Scottish Book Trust.
Numeracy	Focussed time for the development of weekly planning formats and Numeracy and Maths support documents for all school provisions.
TALK Clacks NHS Speech and Language	Eight schools made direct contact with their Speech and Language Therapist seeking advice and support to deliver TALK Clacks interventions online and to maintain family engagement through video content, key messages and activities
Readiness for Learning(R4L)	<p>While R4L plans had to be adapted, pre-existing strands of the project were developed into online e-learning modules to offer more bespoke information relating to the pandemic.</p> <p>194 individual telephone consultations have taken place, providing help with remote learning and helping families to access social, emotional and mental health support.</p>
Vulnerable Childrens panel & Intensive Support Service	A newly formed multi-agency team from education, social work and third sector offered bespoke support for identified children/young people. 67 referrals were made with each referral having access to a comprehensive package of specialist support reflecting the priorities identified and ensuring that timely, needs led support was provided for our most vulnerable and

	at risk children , young people and families
Improving Outcomes Team	The Improving Outcomes Team all increased their focus on embedding the principles and practice within the Clackmannanshire Digital Strategy to include the enhanced use and access to digital platforms, and transformational pedagogy. This ensured that learning was planned effectively, was motivating and engaging, and was differentiated to maximise progress and close the attainment gap.
Early Intervention Team	All Early Intervention Workers developed bespoke virtual play- based activities to positively support children’s social/emotional, physical, cognitive, language, and literacy/numeracy skills during “lockdown” within their own settings.  All Early Intervention Team members continued to make at least weekly contact (via email, phone or socially distanced visits) with identified families to provide targeted and bespoke support.

5.1 The SAC progress is reported bi-monthly to the Towards Excellence and Equity group as part of ongoing governance.

**5.2 Next Steps**

As a result of the demands of Covid 19, establishments required additional time to submit Improvement and Pupil Equity Plans. These were submitted on October 9<sup>th</sup> and are now being cross referenced with ongoing SAC interventions to support children and families with Covid recovery.

**6.0 Sustainability Implications**

All individual programmes plans include sustainability and exit strategies. A ‘deep dive’ into each intervention is planned for November 2020 in order to further assess and amend our exit strategy.

## 7.0 Resource Implications

7.1 The details of the grant funding received from Scottish Government for the Scottish Attainment Challenge Programme and the actual spend are contained in *Appendix 2*.

## 8.0 Exempt Reports

8.1 Is this report exempt? Yes  (please detail the reasons for exemption below) No

## 9.0 Declarations

The recommendations contained within this report support or implement our Corporate Priorities and Council Policies.

(1) **Our Priorities** (Please double click on the check box )

Clackmannanshire will be attractive to businesses & people and ensure fair opportunities for all

Our families; children and young people will have the best possible start in life

Women and girls will be confident and aspirational, and achieve their full potential

Our communities will be resilient and empowered so that they can thrive and flourish

The Council is effective, efficient and recognised for excellence

(2) **Council Policies** (Please detail)

None

## 10.0 Equalities Impact

10.1 Have you undertaken the required equalities impact assessment to ensure that no groups are adversely affected by the recommendations?

Yes  No

## 11.0 Legality

11.1 It has been confirmed that in adopting the recommendations contained in this report, the Council is acting within its legal powers.

Yes  No

## 12.0 Appendices

12.1 Please list any appendices attached to this report. If there are no appendices, please state "none".

Appendix 1 Scottish Attainment Challenge End of year Report

Appendix 2 Scottish Attainment Challenge Financial Report

### 13.0 Background Papers

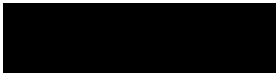
13.1 Have you used other documents to compile your report? (All documents must be kept available by the author for public inspection for four years from the date of meeting at which the report is considered)

Yes  (please list the documents below) No

#### Author(s)

NAME	DESIGNATION	TEL NO / EXTENSION
Cathy Quinn	Improving Outcomes Manager	2424

#### Approved by

NAME	DESIGNATION	SIGNATURE
Lorraine Sanda	Chief Education Officer	





Local Authority	Clackmannanshire
Project Lead/Contact	Cathy Quinn

## END-YEAR Academic Report – March 2020 to July 2020

### Impact of Covid-19

Please provide a summary (up to 500 words) of the impact of Covid-19 on the delivery of your plans between March 2020 and June 2020. Please include an overview of how many interventions had to be paused or adjusted as a result to Covid-19 between March and June.

At the start of “Lockdown” all Year 5 work streams within the Programme Plan were reviewed to take into account the initial impact of Scottish Government measures and then consider the use and implementation of the Strategic Framework for the Re-opening of Schools, Early Learning and Childcare Provision (May 2020)

At the end of March 2020, all Attainment Challenge Leads met virtually to examine their interventions. They put in place plans to reflect adjustments and amendments and to continue, where possible, to provide coherence, equity, excellence and offer targeted support for our most vulnerable children and families. These plans were incorporated into the Local Phasing Plans and provided detailed SAC work stream operational information to ensure that progression in learning continued despite restrictions.

As almost all of the Programme Plans within establishments were paused. All Leads were redirected to support the delivery of a blended model of in-school and at-home learning, involving digital, independent and active learning. Consideration was given to the specific requirements of children and young people with additional support needs, areas of transition and families most in need of support.

The key focus included:

- Targeted curriculum/activity advice and resources for practitioners through virtual networks, Webinars, and Google/Team Meets
- Guidance for BGE and Senior Phase in relation to the delivery of 2020-2021 qualifications
- Engagement, consultation and signposting to partners and agencies to support a wider group of identified vulnerable children and families
- Continuing review of data, locality specific information, attainment analysis, development of surveys to target inputs and resources
- The collaborative design, development and creation FLIP Clacks (Family Learning in Partnership) in April 2020 -an on-line platform of curriculum learning, resources and activities continues to provide support for parents/carers, through Learning Zones, age and stage specific. <https://flipclacks.org/>
- Engagement in Authority and Education Services digital platforms -Facebook, Twitter

To ensure that there was the continued provision of vital services , childcare places for our Category 1 workers and support for our most vulnerable children and families, Clackmannanshire established 3 Learning Community Hubs. All Leads developed activities and experiences and were timetabled to provide input across the 3 authority provisions.

An immediate increase in health and well-being concerns being identified , led to the creation of a partnership Vulnerable Children's Panel responding to emergency requests for support . Led by Educational Psychology and in partnership with Well-being Scotland (Holistic Well-being and Listening Service),a multi- agency ,whole systems approach, provided bespoke packages of support ensuring that the identified needs and well-being of children and families were addressed.

While all interventions within the Year 5 Plan have been adapted , there is a recognition that the continuing pandemic may require a new response and requirements as some children and young people may have developed needs that were not apparent prior to “lockdown” .Plans moving forward will need to consider the additional support required to address the impact of interrupted learning and disconnection from school as well as additional support required for practitioners. This will ensure that there continues to be a focus on closing the attainment gap.

Given the challenges presented by Covid-19 and the resultant school closures from 23 March, we do not anticipate that all activities planned for the delivery of Challenge Authority plans will have been undertaken as planned. As a result we ask that:

- Where there is no progress to report in addition to that detailed in the mid-academic year report submitted in March 2020, please simply note that in the below template in the “end year” sections with something to the effect of “not progressed”.
- Where a planned activity has been delivered, adjusted or paused, please provide detail of that in the “end year” sections.

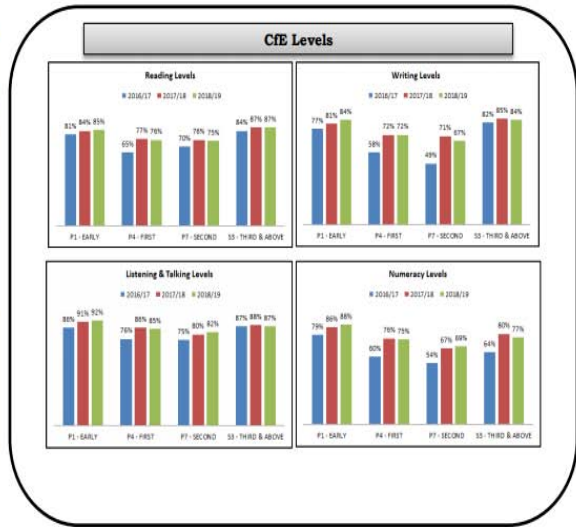
### Overall progress towards long-term outcomes and reflections

Long-term outcomes	<p><i>The long-term outcomes of the Attainment Scotland Fund are to:</i></p> <ol style="list-style-type: none"> <li><i>a. Improve literacy and numeracy attainment</i></li> <li><i>b. Improve health and wellbeing</i></li> <li><i>c. Close the attainment gap between pupils from the most and least deprived areas.</i></li> </ol> <p><b>What evidence are you collecting to measure these long-term outcomes in your authority? Please specify the type of evidence you are collecting.</b></p> <p><b>End-year:</b> <i>(no update required if covered by the mid-year report detail below). The following graphics give an overview of progress and highlight the challenges in gathering data and information during Covid required to evidence the impact of progress towards our long-term outcomes.</i></p>
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**Improvement in attainment, particularly in literacy & numeracy**

Increase the percentage of children achieving expected levels of CfE

Given the unexpected lock-down of schools as a result of COVID-19 our schools are unable to provide updated CfE Levels for 2019/20. Therefore, previous year's data is included for reference.

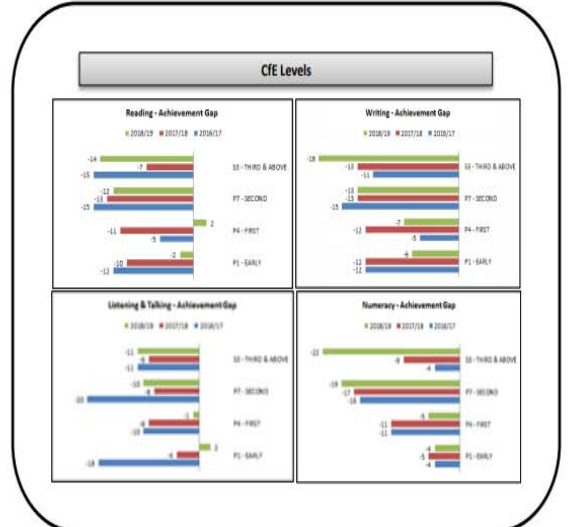


- Over the three year period illustrated above, at Early Level, the authority was improving in all four curricular areas with the rate being higher than the Scottish average in 2018/19.
- At First Level, the achievement rate remained similar to the previous year in 2018/19 with the rate also being similar to the Scottish average.
- At Second Level, there was a slight dip in the achievement rate except in listening & talking skills, with the rate being lower than the Scottish average.
- At Third Level & Above the achievement rate dipped in all four curricular areas in 2018/19.
- In 2019/20, due to COVID-19, no schools were able to assess their pupils achievement levels with predictions submitted in

**Closing the attainment gap between the most and least disadvantaged children**

Percentage gap between achievement levels of Pupils from SIMD Q1 and SIMD Q2-Q5

Given the unexpected lock-down of schools as a result of COVID-19 our schools are unable to provide updated CfE Levels for 2019/20. Therefore, previous year's data is included for reference.



- In Reading skills, the authority was narrowing the poverty relation achievement gap at all levels except Third Level & Above in 2018/19.
- As with Reading skills, the authority was narrowing the poverty relation achievement gap at all levels except Third Level & Above in 2018/19 in Writing skills.
- With Listening & Talking skills, the achievement gap was narrowing in 2018/19 but only at Early and First Level.
- The same trend was reported in Numeracy Skills with the narrowing of the gap only at Early and First Level.
- In 2019/20, due to COVID-19, no schools were able to assess their pupils achievement levels with predictions submitted in December proving to be unreliable due to the assessment and moderation process.

**Mid-year:**

**CORE**

**Pre / post Teacher Professional Judgement**

**Pre / post pupil surveys**

**School data**

**Attainment data-SNSA,NGRT**

**Attendance data**

**Exclusion data**

**INTERVENTION SPECIFIC**

- GIRFEC Wellbeing Web
- CORE Wellbeing Tool ( Wellbeing Scotland)
- Adapted Leuven's Scores
- Parental Engagement
- Behaviour Rating Index of Executive Function Skills (BRIEF2)

**What did this evidence show so far? Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available at this stage in the year, just leave blank.**

**End-year: (no update required if covered by the mid-year report detail below). The following graphics give an overview of progress and highlight the challenges in gathering data and information during Covid**

**Improvement in attainment, particularly in literacy & numeracy**

**Closing the attainment gap between the most and least disadvantaged children**

Scottish National Standardised Assessments (SNSA) provides teachers with diagnostic information on aspects of Reading, Writing and Numeracy at P1, P4, P7 and S3 stages. **SNSA is primarily a diagnostic tool** however for the purposes of adding more detail around attainment, this data, namely the bandings for each assessment for P4 and P7, are included (the top four bandings in each year group is assessed as having "achieved").

SNSA Assessment	2018/19	2019/20
P4 Numeracy	64.2%	60.2%
P4 Reading	58.7%	56%
P4 Writing	62.4%	57.9%
P7 Numeracy	71.2%	72.5%
P7 Reading	78.1%	75.2%
P7 Writing	70%	70.2%

The above figures highlight numeracy is improving at P7 compared to the previous year but in the other assessment areas, there is little to no improvement.

**Achievement Gap**

- Further analysis was undertaken to assess the "achievement gap" for pupils in P4, P7 and S3 using SNSA data. In Reading, the achievement gap narrowed at P4 and P7 level but widened at S3; in Writing the achievement gap narrowed at P4 and P7 but, like Reading widened at S3; and in Numeracy the achievement gap widened at P4 and S3 level but narrowed at P7 level.



**Improvement in attainment, particularly in literacy & numeracy**

**Closing the attainment gap between the most and least disadvantaged children**

**Improvement in employability skills and sustained, positive school leaver destinations**

Increase the percentage of young people achieving at SCQF Levels in English & Maths

Previously, figures were obtained from INSIGHT for literacy and numeracy levels. Given the unexpected lock-down of schools as a result of COVID-19 this has not been updated in time for this report. Therefore, reference to SCQF levels from SQA are included here (Results in 2019/20 based on Teacher Estimates).

- SCQF LEVEL 4:** The percentage of school leavers who achieved 3 or more awards @ Level 4 improved in 2019/20 to 84%, compared to the previous year.
- The percentage of school leavers who achieved 5 or more awards @ Level 4 (72%) also improved.
- SCQF LEVEL 5:** The percentage of school leavers who achieved 3 or more awards @ Level 5 improved in 2019/20 to 63%, continuing a three year improving trend
- The percentage of school leavers who achieved 5 or more awards @ Level 5 continues a three year improving trend at 47%.
- SCQF LEVEL 6:** The percentage of school leavers who achieved 3 or more awards @ Level 6 improved in 2019/20 to 22%, again continuing a three year improving trend
- The percentage of school leavers who achieved 5 or more awards @ Level 6 remains constant over the last three years at 11%.

- Overall pass rate for National 5 English in 2019/20 improved to 90% (from 77%)
- Overall pass rate for National 5 Maths in 2019/20 improved to 81% (from 55%)
- As the two charts opposite illustrate, this year (2019/20) there is also an improvement in the pass rate for both Higher English & Higher Maths.

**Can you share any learning on what has worked well in your overall strategy to achieve impact?**

**End-year: (no update required if covered by the mid-year report detail below).**  
*The following graphics give an overview of progress and highlight the challenges in gathering data and information during Covid*

**Improvement in attainment, particularly in literacy & numeracy**

**Closing the attainment gap between the most and least disadvantaged children**

Reduce the rate of exclusions

**Measurement:** The number of exclusion incidents

- A new exclusion policy was introduced at the beginning of the academic year (2017/18) where a more supportive and inclusive approach is encouraged for our children and young people with exclusion being a last resort measure
- This has resulted in a **dramatic fall** in the number of exclusions across our schools
- The actual number of pupils excluded correlates to 17 in 2017/18, 8 in 2018/19 and 4 in 2019/20
- Bullying incidents are now being reported via SEEMIS but only some schools are using this system (mainly primary schools)

- The support and approaches provided by the Attainment Leads have guided the development of Individual School Recovery Plans and act as School Improvement Plans for the coming session
- The flexibility, responsiveness and agility of the Leads working across the Scottish Attainment Challenge Programme is allowing them to respond to changes in children and family needs

following “lockdown”.

- The Vulnerable Children's Panel and Intensive Support Service have built a stronger continuum of provision for children, young people and families impacted by the Covid 19 Pandemic.
- A greater focus on Health and Wellbeing across all Attainment Challenge interventions is ensuring that children and families are given the opportunity to build resilience, develop mental and emotional strength to cope with the impact of Covid 19.
- Enhanced virtual support has been put in place for those who have been identified as requiring more than access to an appropriate digital curriculum with socially distanced home visits and daily phone contact
- Children with additional support needs have been supported to ensure that there is an effective transition back into school
- The good practice developed during the Pandemic has enabled a more agile response to emerging needs.

## **WORK STREAMS – HIGHLIGHTS AND CHALLENGES**

### **WORK STREAMS – HIGHLIGHTS AND CHALLENGES**

#### **Families and Communities/Health and Wellbeing**

1. **Holistic Wellbeing and Listening Service**
2. **Family Learning in Clackmannanshire FLIC 1400**

**Slippage from plans:** *Please comment on slippage from your original plans for implementing activities in the year 2019/20*

**End-year:**

#### **1.Holistic Well-being and Listening Service**

At “Lockdown”, all Well-being Workers transitioned to on-line support and telephone consultations for the targeted children and young people within their establishments. From March – June 2020, 3 Well-being Workers provided additional regular home visits( within the Scottish Government Covid Guidelines on social distancing) to targeted families ,including those identified through the Vulnerable Children's Panel to provide bespoke mental and emotional support. With agreement from Well-being Scotland, 7/9 Well-being Workers were timetabled to work within the Authority Hubs from March-June 2020 to provide both wider holistic support and 1-1 inputs for our most vulnerable children and families.

#### **2.Family Learning in Clackmannanshire (FLIC 1400)**

The FLIC 1400 programmes were reviewed to provide a blended learning model targeted at supporting the challenges parents/carers were identifying in taking on the role of facilitating learning for their children and wider mental and emotional well-being concerns.

The FLIC 1400 programme continued to engage with 57 registered families and identified a further 516 families who required support. Each family was assigned a Key Worker to provide advice and support with access to on-line classrooms, outdoor activities and active learning programmes. From March-June 2020 these included:

- Family learning activities
- Virtual family learning group work
- Virtual learning support for parents/carers e.g. literacy, numeracy, online virtual learning, health and well-being
- A forum for parents/carers and families to share experiences, seek advice and just link in with others
- Family face to face sessions in local parks, communities
- Links with wider community support e.g. food, money advice, well-being, resources etc.

**Reflections on progress to date:** *Can you share any learning on what has worked well in implementing this initiative during 2019/20? Please highlight any quantitative data, people's views or direct observations that have informed your evaluation of*

**End-year:** *(no update required if covered by the mid-year report detail below).*

#### **1.Holistic Well-being and Listening Service**

A revised Partnership Guidance document was developed and a clear mechanism put in place to outline the tiered roles and responsibilities of the Well-being Workers funded by SAC to align with those funded by PEF and through additional Scottish Government funding. This is providing both clarity and a more joined up approach with timely and focussed interventions from Well-being Workers for pupils remotely, or for direct support for pupils already in the Hubs.

#### **2.Family Learning in Clackmannanshire (FLIC 1400)**

All CLD/Development Workers were redeployed to support the Covid 19 response in communities and across the 3 Hubs .

Targeted support was provided to deliver fresh produce and food parcels to 400 families during the initial phases of "lockdown". Feedback indicated that families appreciated the social support and in some cases reduced tension.

The FLIC 1400 model was able to provide over 500 families with access to community resources, practical help, group activities to support positive behavioural and attitudinal change.

Engagement with Third Sector and other partner organisations continues to build on the most effective approaches and ensures sustainability.

Plans are in place to build on the successes of the Family Learning programmes and find creative solutions moving forward to ensure engagement with families continues

## **Improving Pedagogy and Practice/Learning and Teaching**

1. Improving Reading :Equitable Literacy Programme
2. Numeracy
3. TALK Clacks
4. Readiness for Learning (R4L)
5. Improving Outcomes Curriculum Team
6. Early Intervention Team
7. CCPE
8. Pedagogy Programme with Tapestry

**Activities: *Please comment on progress in implementing / impact of your planned activities in the year 2019/20***

**End-year:** *(no update required if covered by the mid-year report detail below).*

### **1.Improving Reading: Equitable Literacy Programme**

Five schools from Clackmannanshire engaged in a Reading Schools Accreditation pilot in partnership with Scottish Book Trust. The approach has identified a number of targeted interventions helping specific learners to close the literacy gap and practitioners to develop knowledge and understanding of research and pedagogy related to developing positive reading attitudes and motivation.

Three schools were supported to successfully gain a School Library Improvement Fund to further develop their school libraries and have started to develop a detailed rationale and innovative plan for implementation to widen the cultural and social capital across their schools.

FLIP Clacks and Twitter were used to promote literacy experiences at home and this included a collection of picture books that were used as a vehicle to engage learners. Feedback indicates that these resources were accessed regularly during school closures.

The Staff Book Club moved to a virtual platform and has encouraged practitioners to use a wider range of books. Reading lists link directly with current priorities in Clackmannanshire and also with feedback from Literacy Leads. Text centred planners have been created to be used by all staff members to ensure that the focus on closing the literacy gap remains a priority.

Virtual CLPL opportunities have been well attended and some additional training for Learning Assistants trialled in one school as a result of survey feedback. This is allowing the theory, pedagogy and principles of Equitable Literacy to be shared and understood more widely with , Clackmannanshire's journey in relation to Equitable Literacy articulated at all levels.

### **2.Numeracy**

As a result of "Lockdown" there has been focussed time for the development of weekly planning formats and Numeracy and Maths support documents for all school provisions. The resource ensures that a consistent approach across all stages and all schools that can be adapted for use within each establishments context. Feedback from practitioners has been positive and has provided access to a wider range of activities and methodologies for use across Goggle Classroom.

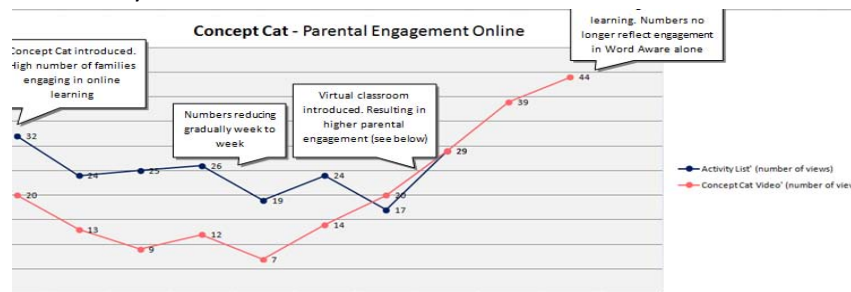


### 3.TALK CLACKS

Speech and Language Therapy has taken the opportunity to bring forward a service redesign with a model of whole service delivery offering support closer to placements and communities, and with one key therapist per placement. This is allowing for an increased reach within the Speech and Language foundational offer provided to all schools in Clackmannanshire

During “lockdown” eight schools made direct contact with their therapist seeking advice and support to deliver TALK Clacks interventions online and to maintain family engagement with SLT through video content, key messages and activities

One placement was proactive in using social media and Dojo as a platform for sharing the ‘word aware’ approach to develop vocabulary and of tracking their own data on this. The development of “Concept Cat” provided virtual activities and adventures to further children’s learning around new concepts and reinforce previous learning. This approach will be shared widely at the start of the new academic year.



### 4.Readiness for Learning

While R4L plans had to be adapted, pre-existing strands of the project were developed into online e-learning modules to offer more bespoke information relating to the pandemic.

Training activities have been amended to include more multi-sensory activities with digital platforms continuing to offer ongoing consultation to schools. Evaluations completed on 478 of the new COVID-specific modules are consistently given an average rating of 5/6 for usefulness, with qualitative feedback suggesting that the information has been highly relevant in supporting staff to think about how to plan for learners returning to the classroom.

194 individual telephone consultations have taken place, providing help with remote learning and helping families to access social, emotional and mental health support.

Sharing practice through external events, podcasts and webinars has allowed school staff to share their experiences both in and out of Clackmannanshire, helping them to develop their confidence in articulating what is making a difference to learners and why.

An authority-wide online mental health and wellbeing survey, based on the Strengths and Difficulties Questionnaire (SDQ) for primary/secondary and the Brief Early Skills and Support Index (BESSI) for pre-school was created and implemented to capture the impact of the trauma recovery planning and interventions put in place by our schools, as well as to identify specific pupils who may require targeted support. This was completed by 14 establishments to evidence the initial impact of Covid 19 on children and young people's well-being. Evidence and data from this is being used to provide enhanced provision for most vulnerable children and families and for inform future

planning.

The Intensive Support Service (a multi-agency team of education, social work and third sector) continued to offer bespoke support for identified children/young people. 67 referrals were made with each referral having access to a comprehensive package of specialist support reflecting the priorities identified and ensuring that timely, needs led support was provided for our most vulnerable and at risk children, young people and families.

### **5.Improving Outcomes Team**

The Improving Outcomes Team all increased their focus on embedding the principles and practice within the Clackmannanshire Digital Strategy to include the enhanced use and access to digital platforms, and transformational pedagogy. This ensured that learning was planned effectively, was motivating and engaging, and was differentiated to maximise progress and close the attainment gap.

Support, facilitation, Professional Learning and bespoke inputs in the use of digital skills and technology were provided for all Class Teachers to meet targeted and highlighted need and further develop a Clackmannanshire understanding of “blended learning” across whole school communities

A Virtual Curriculum Network was established with Curriculum, Attainment Leads and across the RIC providing collaborative support for design, implementation and evaluation of Recovery/Re-opening Plans

The FLIP, digital learning platform continued to provide curriculum resources, videos and learning activities for children, parents and carers to access “anytime” learning. Initial analytics indicate that 4,500 users accessed the FLIP site in April to use the activities to support learning from home.

### **6.Early Intervention Team**

All Early Intervention Workers developed bespoke virtual play-based activities to positively support children’s social/emotional, physical, cognitive, language, and literacy/numeracy skills during “lockdown” within their own settings. These were shared via Google Classroom and Class Dojo to ensure that there was a continued focus on removing barriers to learning caused by the impact of Covid 19

All Early Intervention Team members have continued to make at least weekly contact (via email, phone or socially distanced visits) with identified families to provide targeted and bespoke support.

### **7.CCPE**

The School Based Curricular Development (SBCD) through Critical Collaborative Professional Enquiry (SBCD) supported three Secondary School CCPE to complete their Conceptual Framework-a basis for their project during March 2020. All short term targets were achieved with secondary schools setting up their CCPE groups to begin planning their Conceptual Framework.

### **8.Pedagogy with Tapestry**

All educational establishments Teacher Led Community (TLC) Leaders completed 7/7 planned

sessions for 2019-2020

100% of TLC Leads completed peer lesson observations to support pedagogy and practice prior to “lockdown” and recorded this in their Professional Logs. 100% of applicants who applied for GTC Recognition have been successful.

**Slippage from plans: *Please comment on slippage from your original plans for implementing activities in the year 2019/20***

**End-year:** *(no update required if covered by the mid-year report detail below).*

**1. Equitable Literacy**

Progress in the development of the use of Fundamentals to provide an effective learning mix was disrupted in March when schools closed. While it has been possible to promote reading for enjoyment at home through the use of digital and virtual platforms, planned actions to support running records and coaching have not progressed.

Literacy Lead sessions have been moved to an on-line platform with the content structure tweaked to allow for greater feedback and discussion time. Virtual Lead meetings have been well attended but reduced due to staff competing demands.

**2. Numeracy**

Maths Recovery Training was delivered to 19 of our Support for Learning Teachers and Learning Assistants in March. Prior to “lockdown”, all were implementing key interventions with targeted children in their establishments but this has stopped. Due to the changes in prioritised need, planning has taken place to ensure that there is a revision of key concepts in the new academic year and review of the identified, participating children.

Virtual CLPL was trialled during April and May 2020 but feedback indicated that this approach was not successful due to the inability to use and discuss concrete materials.

Targeted school support and in class support through modelling and team-teaching approaches had to be adjusted. Support was ongoing through dialogue and sharing resources digitally.

**3. TALK CLACKS**

As a result of COVID-19, the NHS was put on an emergency footing by the Scottish Government, which impacted on Speech and Language Therapy’s capacity to continue to deliver on SAC-specific plans and outcomes

Most strands of TALK Clacks had to be paused including:

- delivery of language interventions and collection of data to measure their success
- plans for further developing visual and spoken communication environments
- family learning events; workforce development through training and coaching/modelling

In addition, formal assessments, which have been completed annually to measure changes to children’s vocabulary and spoken language, were unable to go ahead as planned.

#### **4.Readiness for Learning**

The data/evaluation strand had to be revised as practitioners were not in a position to complete assessments.

While face-to-face supports to schools were paused, this time was devoted to online consultation sessions regarding staff well-being, 'bite sized' CLPL sessions, and more direct contact with parents through a telephone consultation service.

The Intensive Therapeutic Service (ITS) was able to continue with a reduced capacity and providing new ways of working. Sessions were offered as a mixture of telephone support or face-to-face sessions within Hub provision. Protocols were adapted to take account of social distancing regulations.

Live online sessions were not well attended during June – reasons for this included too much content being made available at the same time, and the timing.

#### **5.Improving Outcomes Team**

All inputs and supports provided by the team during “lockdown” have had to consider the wider implications and measures of Covid , be responsive to the needs of practitioners and to align with the local and national priorities. This has impacted on the teams ability to continue with plans and gather evidence of

- impact-outcomes and measures
- professional empowerment
- planned partnerships engagement
- capacity building

to raise attainment and achieve equity.

#### **6.Early Intervention Team**

Data capture and tracking of pupils progress and achievement has not advanced .

Some aspects of Theraplay have been adapted to be available on a digital platform .Family support to improve home school links and provide practical support for learning at home has taken a priority.

#### **7. CCPE**

Implementation of the planned Conceptual Frameworks in school have been paused due to closures. Discussions have taken place regarding how the programme will proceed using a digital platform in the new academic session once children and young people return.

#### **8.Improving Pedagogy with Tapestry**

The Course content was completed prior to “lockdown” with all participants completing their modules .Implementation and facilitation of the key principles and practice has been paused.

#### Research and Evaluation

**Activities: *Please comment on progress in implementing/ impact of your planned activities in the year 2019/20***

**End-year: *(no update required if covered by the mid-year report detail below).***

In February 2020 the Year 6 Attainment Challenge Programme Plan was revised and streamlined to ensure that interventions and programmes identified within the Phase 1 report were directed to where the evidence of impact was clear and was contributing towards closing the attainment gap.

The targeted planning that took place in January/February 2020 has been adjusted to take into account the impact of “lockdown”

While the research within FLIC1400 family learning has continued virtually ,the planned family engagement via digital platforms and socially distanced home visits has been limited and the planned local community development and educational innovation has not progressed.

Additional phases of research will be implemented as restrictions of Covid 19 are lifted with a final report delayed until February 2021. Ongoing reporting on the development and progress of interventions is anticipated in order to maximise the usefulness of the process and to further inform the exit strategy for the Attainment Challenge.

**Slippage from plans: *Please comment on slippage from your original plans for implementing activities in the year 2019/20***

Mid-year:

#### **8.Research and Evaluation**

Despite the restrictions of “lockdown” some virtual interviews have been undertaken to review practitioner engagement and collation of evidence to underpin decisions about improving practice and reviewing health and well-being improvement priorities.

This is being aligned to school level data as well as bespoke local data sets, to strengthen our collective understanding of where success is being achieved for children and young people affected by poverty .



## Scottish Attainment Challenge Challenge Authorities Programme 2020/21

### Mid financial year update 2020/21 and update on revisions to 2020/21 plans in response to Covid-19.

We know that plans will have been significantly impacted by Covid-19 and the resultant school closures. To allow Local Authorities to respond swiftly to changing circumstances the change request process has been suspended. As we reach the mid-point on the financial year, it is important that there is clarity on how the funding has been redirected.

We therefore ask that:

- you provide a detailed update on spend against the overall allocation and the forecast total spend (resource and staff) to March 2020 (table 2); and
- in table 3 you provide a detailed update on FTE in-post and planned FTE and the associated costs.

The total amount of expenditure across the interventions / workstreams should align with the total claim submitted in the combined quarter 1 and quarter 2 grant claim (schedule 2) to be submitted alongside this document.

Table 1 shows the breakdown of spend assigned to your planned workstreams in your agreed 2020/21 plan and aligns with the detail in the grant letter.

Original Allocation:  
Early Intervention Team £319,428  
Columba 1400 NIL

Please state your local authority and the name of the Project Lead.

Local Authority	Clackmannanshire
Project Lead/Contact	

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## Part 1.

### Mid-Year – Financial update

Not that this is a mid-financial year update, so the timeframe is **April 2020 – September 2020**.

**Table 1: Breakdown of workstreams in plan submitted in February/March 2020 (do not edit)**

Planned Workstreams	Allocation
Families & Communities/ Health & Wellbeing	£228,129
Improving Pedagogy & Practice / Learning & Teaching	£1,303,629
Research & Evaluation	£40,000
Staff costs: £1,523,050	Non-staff costs: £48,771
<b>Authority Total 2020/21</b>	<b>£1,571,821</b>

Original Allocation:  
Early Intervention Team £319,428  
Columba 1400 NIL



**Table 2: Revised breakdown of workstreams in line with detail to be submitted below**

Planned Workstreams	Allocation	Combined Q1 & Q2 Claim	Forecast total spend to March 2021
Hollistic Wellbeing and Listening Service	£128,000	£58,666.00	£128,000
FLIC 1400	£100,129	£31,886.19	£100,129
Improving Outcomes Curriculum Team	£747,197	£321,494.29	£728,920
R4L and Intensive Therapy Service	£143,921	£34,889.80	£108,436
Early Intervention Team	£229,428	£146,195.74	£273,190
TALK Clacks	£73,146	£40,406.51	£73,146
Equitable Literacy	£20,000	0	£30,000
Columba 1400	£90,000	0	£90,000
Research and Evaluation	£40,000	0	£40,000
<b>Authority Total 2020/21</b>	<b>£1,571,821</b>	<b>£633,538.53</b>	<b>£1,571,821</b>

**Table 3: staffing breakdown**

Planned Staffing Breakdown	FTE planned	FTE in post	Planned Spend	Spend to date	Forecast total spend to March 2021
CLD Worker	1.0	0.92	£32,650	£16,217.49	£32,650
Family Development Worker	2.0	1.0	£55,680	£14,953.08	£55,680
Improving Outcomes PTs	7.0	8.0	£463,021	£201,342.99	£473,568
SAC Lead	1.0	1.0	£90,486	£45,071.40	£90,143
Curriculum Lead	1.0	0.8	£50,000	£7,600.00	£27,400
Improvement Analyst	1.0	1.0	£50,992	£25,425.36	£50,851
Engagement Officer	1.0	1.0	£49,846	£24,287.48	£48,520
Business/Admin Support	1.0	1.0	£31,750	£15,848.52	£31,697
Finance Support	0.2	0.2	£6,602	£1,774.54	£6,599
Educational Psychologist	1.6	1.0	£111,950	£31,579.80	£76,465
Early Intervention Team	9.1	7.63	£228,928	£146,195.74	£273,190
Speech & Language	1.4	1.4	£73,146	£40,406.51	£73,146
Equitable Literacy Stathclyde	0.5	0.5	£20,000	0	£30,000
R&E Strathclyde	1.0	1.0	£40,000	0	£40,000
Wellbeing Scotland	2.7	2.7	£128,000	£58,666.00	£128,000
<b>Staff Total 2020/21</b>	<b>31.5</b>	<b>29.15</b>	<b>£1,433,051</b>	<b>£629,368.91</b>	<b>£1,437,909</b>

Original Allocation:

Early Intervention Team £319,428

Columba 1400 NIL

Original Allocation:  
Early Intervention Team £319,428  
Columba 1400 NIL