
Report to People Committee

Date of Meeting: 17 January 2019

Subject: The Use of Pupil Equity Funding (PEF) in the Alloa Cluster

Report by: Education Improving Outcomes Manager

1.0 Purpose

- 1.1. This paper reports on how schools in the **Alloa Cluster** are using PEF to bring about improvement and close the poverty related attainment gap in the key areas of literacy, numeracy and health and well-being.

2.0 Recommendations

It is recommended that the People Committee note and provide feedback on the contents of the report on use of PEF in the Alloa Cluster. (*Appendix 1*)

3.0 Considerations

- 3.1 PEF began in session 2017/18 and we are now in Year 2. The grant funding is allocated directly to schools on the basis of the actual number of children and young people in P1-S3 registered for free school meals under the national eligibility criteria and it will continue until the end of this Parliament.
- 3.2 Clackmannanshire Education Service provided Headteachers with updated guidance for 2018/19. (*Appendix 2*)
- 3.4 All Headteachers have the discretion to make decisions about which children and young people would benefit most from any particular intervention or approach. They are expected to consult with key stakeholders, including parents, carers, children and young people as part of the decision making process.
- 3.5 In line with the roles and responsibilities for local authorities as set out in the PEF National Operational Guidance 2018, the Chief Education Officer asked the Education Scotland Attainment Advisor to provide update reports on how schools are using the additional funding to improve the educational outcomes of children affected by poverty. She started with Alloa Cluster schools and a further 2 reports focussing on the Lornshill and Alva clusters will be brought to the March and May People Committees.
- 3.6 Alloa Cluster allocations are as set out in the table below and a more detailed breakdown of how the funding is used in each establishment is included. (*Appendix 3*)

Establishment	Allocated PEF 2018/19
Alloa Academy	£88,800
Park Primary School	£202,800
Redwell Primary School	£84,000
St. Mungo's Primary School	£56,400
Sunnyside Primary School	£135,000

3.7 The Attainment Advisor's reports summarises the work of the Alloa Cluster under the categories of Leadership, Learning & Teaching and Families & Communities as set out in the 2018 National Operational Guidance. It notes key strengths and offers advice on next steps. It also includes a report for the *Language is Fun Together*, an Alloa Cluster Speech and Language intervention. (Appendix 4)

Strengths

- Many of the interventions build on and extend activity from last session which had shown positive impact.
- The PEF interventions are being used to extend and enhance Scottish Attainment Challenge programmes.
- Headteachers are able to provide some early qualitative examples of impact, including improvement of learning and teaching that is leading to better pupil engagement and increased attainment
- The Improvement Analyst has supported the use of data through the creation of a Clackmannanshire tracking system
- All of the schools visited are using an increasing range of data as a basis for planning and monitoring of PEF interventions.

Next Steps

- Schools should continue to draw on the expertise of the Improvement Analyst to help them further define poverty related attainment gaps in order to ensure the most appropriate targeting of PEF initiatives
- Schools will be supported to define more specific short, medium and long-term outcomes for each of their initiatives. This will help them to monitor progress and impact throughout the year and adapt their plans as necessary.

3.8 To provide live evidence re resource deployment and impact, Denise Penman, the Headteacher at Sunnyside Primary school will report to the People Committee on how the employment of an additional Depute Headteacher, funded by PEF, is enhancing learning and teaching and raising attainment.

4.0 Sustainability Implications

4.1 This is external funding.

5.0 Resource Implications

6.0 Exempt Reports

6.1 Is this report exempt? No

7.0 Declarations

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

(1) Our Priorities

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)

Not applicable

8.0 Equalities Impact

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

Yes No

9.0 Legality

9.1 In adopting the recommendations contained in this report, the Council is acting within its legal powers.

Yes No

10.0 Appendices

Appendix 1 Report on Pupil Equity Funding within the Alloa Cluster
Appendix 2 National Guidance 2018
Appendix 3 PEF Interventions within Alloa Cluster schools
Appendix 4 Language is Fun Together Impact Report


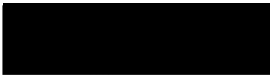
11.0 Background Papers

N/A

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Appendix 1:

Report on Pupil Equity Funding within the Alloa Cluster

29.11.18

Compiled by: Patricia Leeson (Attainment Advisor)

This report aims to provide a detailed description of how Pupil Equity Funding is being used in the Alloa Cluster.

Pupil Equity Funding (PEF) is additional funding allocated directly to schools and targeted at closing the poverty related attainment gap. The Scottish Government has committed to this funding as part of the Scottish Attainment Challenge programme from 2017 until 2021. It is allocated to schools on the basis of the estimated number of children and young people in P1-S3 registered for free school meals under the national eligibility criteria. Publicly funded primary, secondary and special schools receive £1,200 in 2018/19 for each child in Primary 1 to S3, or equivalent, who is registered for free school meals under national eligibility criteria.

Roles and Responsibilities:

Headteachers

As PEF is allocated directly to schools; it is for headteachers to decide how best to spend PEF. They have the discretion to make decisions about which children and young people would benefit most from any particular intervention or approach. However, the funding should be focused on delivering equity and headteachers are expected to consult with key stakeholders, including parents, carers, children and young people as part of the decision making process.

Local Authority

The local authority should support and challenge schools in the use of PEF. For example, local authorities may provide guidance to schools about how funding will operate locally and how schools might work together to agree the use of funding and ensure best value in the activities, interventions and resources that they deliver.

Clackmannanshire Education Service provided headteachers with initial guidance relating to PEF in 2017/18 and has updated this guidance for 2018/19. (*Appendix2*) Schools are further supported and challenged by the Senior Management team and the Attainment Advisor to track and monitor progress.

The Pupil Equity Funding National Operational Guidance 2018 states, *“The funding should be focused on activities and interventions that will lead to improvements in literacy, numeracy and health and wellbeing. Leadership; learning & teaching; and families and communities are useful organisers to consider when determining interventions and approaches.”*

During October and November 2018 the Attainment Advisor for Clackmannanshire was asked by the Senior Management team to evaluate the progress and impact of schools within the Alloa Cluster. Allocations for each school are noted in the table below. A more detailed breakdown of how the funding is used in each establishment is included in *Appendix 3*.

Establishment	Allocated Pupil Equity Funding 2018/19
Alloa Academy	£88,800
Lochies School	£43,200
Park Primary School	£202,800
Redwell Primary School	£84,000
St. Mungo's Primary School	£56,400
Sunnyside Primary School	£135,000

How is pupil equity funding being used?

Cluster Priority - LIFT

All schools within the cluster have agreed to contribute funding to an early years initiative being delivered by Speech and Language Therapy. The 'Language is Fun Together' (LIFT) is aimed at building the capacity of early years' staff so that they can deliver high quality, evidence based interventions to learners. It also aims to provide families with the opportunity to acquire the knowledge and skills necessary to improve the quality of their interactions with their child which will improve children's spoken language development and life outcomes. The Language is Fun Together (LIFT) project is funded through both the Scottish Attainment Challenge and Pupil Equity Fund.

The project is in its second year and is already showing impact. Several schools have reported a rise in the number of children on track to achieve early level listening and talking by the end of primary one with one school reporting that almost all primary one children are on track to achieve this by Christmas, significantly earlier than would normally be expected. A detailed report is included in *appendix 4*.

Leadership

Staffing

Almost all schools visited have used PEF to enhance their staffing in order to implement initiatives to deliver excellence and equity. For some schools this has led to an enhancement of the school leadership team with extra deputy head teacher or principal teacher roles being created. Other staffing enhancements include additional teaching time, learning assistants and the addition of a support worker. The remits of these additional staff include:

- providing additional support to identified groups of children
- taking forward initiatives including, for example, increasing attendance or developing family engagement
- supporting improvements to tracking and monitoring processes so that poverty related, and other, attainment gaps can be more quickly identified and addressed.

Denise Penman, the Headteacher at Sunnyside Primary school will report to the People Committee to provide an illustration of how the employment of an additional Deputy Headteacher, funded by PEF, is enhancing learning and teaching.

Learning and Teaching

There is a strong coherence between school PEF initiatives and the Clackmannanshire Scottish Attainment Challenge Programme initiatives which aim to improve learning and teaching and learning environments. The majority of schools were enhancing this work through PEF. A few schools were specifically using PEF to build the capacity of staff through Career Long Professional Learning programmes and work related to the Clackmannanshire Scottish Attainment Challenge programme 'Improving Pedagogy with Equity' programme.

Literacy

All of the mainstream primary schools visited are involved in the Clackmannanshire Scottish Attainment Challenge Equitable Literacy Programme and all have used PEF to purchase additional resources to enhance reading resources and the literacy environment within their school. They have also used some additional staffing to deliver targeted literacy interventions as part of additional support programmes.

One school is working with Speech and Language Therapy to deliver an after school club for parents and children aimed at helping parents to develop a literacy rich environment at home. All schools have also invested in the LIFT programme described above.

Numeracy

Half of the schools visited are using the additional staffing provided by PEF to deliver targeted additional support in numeracy. A few have used PEF to purchase resources to enhance their numeracy curriculum and the work being delivered by the Clackmannanshire Improving Outcomes Principal Teachers as part of the Scottish Attainment Challenge.

Health and Well-Being

The schools visited were using PEF to finance a wide and varied range of initiatives aimed at improving health and well-being. These included providing after school and lunchtime clubs and extending pupils' experiences through funded or subsidised activities such as music and theatre workshops, providing healthy snacks and resources to enhance the work of the early intervention worker provided through the Clackmannanshire Attainment Challenge Programme. Other initiatives focused on reducing absence and late-coming and developing family engagement.

Families and Communities

The majority of schools had used some PEF to improve family engagement this included, for example the introduction of various events to better meet the needs of families and providing resources to help families engage. One school had used PEF to help support the introduction of a variety of digital communications with parents following consultation.

Strengths

- Many of the interventions build on and extend activity from last session which had shown positive impact.
- The PEF interventions are being used to extend and enhance Scottish Attainment Challenge programmes.
- Headteachers are able to provide some early qualitative examples of impact, including improvement of learning and teaching that is leading to better pupil engagement and increased attainment
- The Improvement Analyst has supported the use of data through the creation of a Clackmannanshire tracking system
- All of the schools visited are using an increasing range of data as a basis for planning and monitoring PEF interventions.

Next Steps

- Schools should continue to draw on the expertise of the Improvement Analyst to help them further define poverty related attainment gaps in order to ensure the most appropriate targeting of PEF initiatives
- Schools will be supported to define more specific short, medium and long-term outcomes for each of their initiatives. This will help them to monitor progress and impact throughout the year and adapt their plans as necessary.
- Further develop family engagement across the cluster by developing local partnerships

Patricia Leeson (Attainment Advisor) 29.11.18

What is it?

Pupil Equity Funding is additional funding allocated directly to schools and targeted at closing the poverty related attainment gap. The Scottish Government has committed to this funding as part of the Scottish Attainment Challenge programme from 2017/18. The Pupil Equity Funding forms part of the £750m Attainment Scotland Fund which will be invested over the current Parliamentary term. **Pupil Equity Funding will continue until the end of this Parliament.**

This national guidance is intended to help schools plan how they will most effectively invest their Pupil Equity Funding allocation to improve the educational outcomes of children affected by poverty. Local authorities may issue complementary guidance about how the funding will operate locally.

Key Principles

- Headteachers must have access to the full amount of the allocated Pupil Equity Funding.
- Pupil Equity Funding must enable schools to deliver activities, interventions or resources which are clearly additional to those which were already planned.
- Headteachers should work in partnership with each other, and their local authority, to agree the use of the funding. Schools must take account of the statutory responsibilities of the authority to deliver educational improvement, secure Best Value, and the authority's role as employer. Local Guidance will set out more detail on how this will operate.
- The operation of the Pupil Equity Funding should articulate as closely to existing planning and reporting procedures as possible – e.g. through School Improvement Planning and Standards and Quality reports.
- Parents and carers, children and young people and other key stakeholders should be involved in the planning process, **particularly in the 2018 Year of Young People.**
- Funding must provide targeted support for children and young people affected by poverty to achieve their full potential. Although the Pupil Equity Funding is allocated on the basis of free school meal eligibility, headteachers can use their professional judgement to bring additional children in to the targeted interventions and approaches.
- Headteachers must develop a clear rationale for use of the funding, based on a clear contextual analysis which identifies the poverty related attainment gap in their schools and plans must be grounded in evidence of what is known to be effective at raising attainment for children affected by poverty.
- Schools must have plans in place at the outset to evaluate the impact of the funding. These plans should outline clear outcomes to be achieved and how progress towards these, and the impact on closing the poverty related attainment gap, will be measured. **If, as a result of this ongoing monitoring, the plans are not achieving the results intended, these plans should be amended.**

¹ Amendments to the 2017 National Operational Guidance are highlighted

How much is it?

Publicly funded primary, secondary and special schools will receive £1,200 in 2018/19 for each child in Primary 1 to S3, or equivalent, who is registered for free school meals under national eligibility criteria.

How is it allocated?

Pupil Equity Funding is allocated to schools on the basis of the estimated number of children and young people in P1-S3 registered for free school meals under [the national eligibility criteria](#)².

The 2018/19 funding allocation has been calculated using the most recently available Healthy Living Survey and Pupil Census data and is based on:

- The estimated number of P1-P3 pupils who would be registered for free school meals using the national eligibility criteria. This will be done by taking the proportion of pupils registered for free school meals in primary schools in 2014 and then applying those to the 2017 school rolls for P1 to P3.
- The estimated number of P4-P7 and S1-3 pupils who are registered for free school meals.
- The estimated number of special school pupils in the P1-S3 age range registered for free school meals.

The approach to estimating free school meal registrations will be kept under review as the Government seeks to improve the quality of data for identifying children living in households affected by poverty.

Funding for 2018/19 will be paid by the Government to local authorities by means of a ring-fenced grant which will clearly indicate the amounts that should be allocated directly to each school. Local authorities will confirm arrangements for draw down at school level.

How can it be used?

Although the funding is allocated to schools on the basis of free school meal eligibility, headteachers have discretion to make decisions about which children and young people would benefit most from any particular intervention or approach, whilst keeping a clear focus on delivering equity. Funding should not be used in ways that stigmatises children and young people or their parents. Interventions that impact on transitions between school stages – for example between nursery and primary or between broad general education and senior phase – can also be considered.

The funding should be focused on activities and interventions that will lead to improvements in literacy, numeracy and health and wellbeing. Leadership; learning & teaching; and families and communities are useful organisers to consider when determining interventions and approaches.

A framework, '[Interventions for Equity](#)',³ has been developed to support the planning and implementing of interventions and approaches to meet the needs of children and young people affected by poverty in order to close the attainment gap. The examples cited act as a stimulus for wider reflection of what would suit your local context and are by no means the

² <http://www.gov.scot/Topics/Education/Schools/HLivi/schoolmeals/FreeSchoolMeals>

³ <https://education.gov.scot/improvement/self-evaluation/Interventions%20for%20Equity>

only interventions that should be considered. The [EEF toolkit](#)⁴ is also available to support decision making.

Headteachers can work at an individual school and local community level or collegiately in wider school clusters and beyond at local authority and regional improvement collaborative level to address common interests. Interventions and approaches should be considered within the context of the school improvement planning cycle and must be targeted towards closing the poverty related attainment gap. Where appropriate, funding should articulate with existing Scottish Attainment Challenge School and Challenge Authority improvement plans.

Evidence shows that some children and young people from equalities groups can be disproportionately affected by deprivation and can therefore face significant additional barriers to learning. Education authorities have responsibilities to actively address inequality and the promotion of equity is a shared responsibility held by all staff, partners and stakeholders. In this context, headteachers should consider additional steps that might be required to close the educational attainment gap for pupils affected by poverty who may also experience disadvantage for other reasons. For example, disadvantage related to; a protected characteristic (disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex (gender) and sexual orientation); a need for which they require additional support; being looked after; or having caring responsibilities.

Headteachers will need to be familiar with local policies and procedures – such as the Local Code of Corporate Governance, Local Schemes of Delegation, the Role of the Section 95 officer, the local Devolved School Management policy and local school planning cycle – the local operational guidance which they may issue alongside this national guidance should contain more information about these local policies.

Partnerships

Parents and the local community are a valuable source of support and partnership. In many contexts schools may be able to achieve the best possible outcomes for children and young people by working with a range of bodies such as parent groups; parent councils; other local authority and public sector services; third sector organisations (including youth work, family learning organisations); other educational sectors; and/or centres of expertise. Understanding the needs of children and young people should help to identify appropriate areas for collaboration.

[Participatory budgeting](#)⁵ (PB) could be an innovative and effective mechanism to engage with parents and pupils, in particular those who face barriers to participation. PB directly involves people in participating in budgeting decisions that will have a direct impact on improving their lives and it can engage people who would not normally participate with traditional forms of communication.

Staffing

Where schools identify the need to recruit additional staff for an appropriate intervention or activity, they should work closely with the Local Authority (as the employer) to ensure that the job remits and specifications are clearly tied to the aims of the intervention or approach. Headteachers need to take full account of local HR policies and procedures and that staffing costs include not just salaries but also on-costs such as pensions, sick leave, maternity cover and also potentially recruitment costs. Local guidance should provide further clear details of

⁴ <https://education.gov.scot/improvement/Pages/EEF-Toolkit.aspx>

⁵ <https://pbscotland.scot/>

these costs. Any teachers recruited through Pupil Equity Funding will be excluded from the authority's contribution to any national teacher numbers and / or ratio commitment, which means it is essential to fill core staffing posts first before recruiting additional teachers.

Procurement

Purchase of resources, equipment or services must comply with existing local authority procurement procedures. This will be particularly important when buying ICT resources (see below) or, for example, services from third sector partners. Schools should liaise with their relevant local authority finance partners to ensure compliance with procurement policies and legislation.

ICT

The Pupil Equity Funding can be used to procure digital technologies, including hardware and software, when its allocation and use is particularly focused on supporting children and young people affected by poverty to achieve their full potential. The Scottish Government provides access to a range of national procurement frameworks for the purchase of digital technology products and devices, including a range of desktops, laptops and tablets. The frameworks offer a direct route to market and significant savings against RRP.

To prevent issues arising with compatibility and connectivity, schools seeking to purchase digital technology should do so in close consultation with the IT Department at their local authority.

We know that simply providing more technology does not result in improved outcomes for learners. Therefore, any deployment of technology in an educational setting should be undertaken in line with the objectives of the national [Digital Learning and Teaching Strategy](#)⁶.

Support

There is a package of national and local support available to assist schools in planning how to use their Pupil Equity Funding. This includes:

- [A framework](#)⁷ of evidenced and proven educational interventions and strategies to help tackle the poverty related attainment gap. The framework can be used by all partners and should help to inform the decisions schools make. The structure and content will be dynamic and will continue to evolve as an integral part of the National Improvement Hub, where a wide range of improvement, self-evaluation and research materials are available and where practice exemplars can be shared. Other research summaries and intervention examples will continue to be incorporated as these become available.
- The Scottish version of the Education Endowment Foundation (EEF) Teaching and Learning Toolkit, which has been integrated into the National Improvement Hub: [Learning and Teaching toolkit](#)⁸. This EEF Toolkit provides an accessible summary of educational research designed to inform discussions on the most effective approaches to improving attainment, with a focus on 5-16 year olds and poverty disadvantage. It contains 34 teaching approaches and interventions, each summarised in terms of their average impact on attainment, the strength of the evidence supporting them and their cost. It is useful for education leaders and practitioners to inform decision making on the use of

⁶ www.gov.scot/Publications/2016/09/9494

⁷ <https://education.gov.scot/improvement/self-evaluation/Interventions%20for%20Equity>

⁸ <https://education.gov.scot/improvement/Pages/EEF-Toolkit.aspx>

Pupil Equity Funding, raising attainment and improving equity. It is intended to be used in conjunction with the range of interventions and approaches provided through the framework above to encourage and enhance professional dialogue taking full account of the local context.

- [Guidance on working with the third sector](#)⁹ is available to help support schools make the best use of funding with other partners.
- Attainment Advisors who will be able to provide advice on a regional basis.
- A dedicated Scottish Attainment Challenge community on Glow where all educators can have online discussions, ask questions, post responses, exchange ideas, access additional resource materials and share examples of practice. In addition, this secure community will be used to host regular discussions about the interventions and strategies being developed through the Pupil Equity Funding.
- Access to collaboration and communication tools on Glow including Yammer, Sharepoint, Blogs and Glow TV. These tools provide great opportunities for joint working and for sharing materials across all involved in the Scottish Attainment Challenge, with the ability to control visibility where required.
- [Guidance](#) on School Improvement Planning, including Standards and Quality reporting through the National Improvement Framework.¹⁰

Local authorities will also offer their own packages of support for schools to help them plan how to use the funding effectively.

Outcomes, impact and measurement

At a school level, it is essential that headteachers continue to make best use of the data they have access to locally to understand which children and young people would benefit from targeted support and to monitor and track learners' progress over time. Schools should articulate clearly defined outcomes to enable progress and impact to be measured. Where appropriate, consideration should be given to defining short, medium and long term outcomes to enable progress to be measured over time and to ensure that plans are resulting in improvements. Improving nationally the confidence and accuracy of teacher professional judgement of achievement of Curriculum for Excellence levels is a key factor in measuring progress. Further guidance on assessment can be found in the Key messages¹¹ for schools and the Benchmarks¹² issued in November 2016. Progress towards closing the attainment gap will continue to be reported in the annual national and local National Improvement Framework evidence reports.

Accountability and reporting

The headteacher will be accountable to their local authority for the use of Pupil Equity Funding within their school. To ensure transparency, schools will be expected to incorporate

⁹ <https://education.gov.scot/improvement/self-evaluation/Scottish%20Attainment%20Challenge%20and%20partnerships%20with%20the%20Third%20Sector>

¹⁰ <https://education.gov.scot/improvement/self-evaluation/National%20Improvement%20Framework:%20Improvement%20planning%20and%20reporting%20poster> and <https://education.gov.scot/improvement/practice-exemplars/nifschoolimprovement>

¹¹ <https://education.gov.scot/improvement/self-evaluation/Key%20messages%20for%20schools%20from%20HM%20Chief%20Inspector%20of%20Education:%20August%202017>

¹² <https://education.gov.scot/improvement/learning-resources/Curriculum%20for%20Excellence%20Benchmarks>

details of their Pupil Equity Funding plans into existing reporting processes to their Parent Council and Forum, including in their annual School Improvement Plans and Standards and Quality Reports. These plans and reports should be made publicly available so that parents can understand what is happening in their school. The arrangements for publication will be confirmed by your local authority.

School inspection and other review processes will be used where necessary to ensure schools use their funding appropriately. [‘How Good Is Our School? 4’](#)¹³ includes an evaluation on the six point scale of the school’s success in raising attainment and achievement and ways in which they can demonstrate improvements to equity for all learners. In addition, the operation, use and effectiveness of the Pupil Equity Funding at closing the poverty related attainment gap at a local authority level will feed into other existing quality assurance processes, such as Audit Scotland’s Shared Risk Assessment.

Unspent funds

Where schools are unable to spend their full allocation during the financial year, any underspent funds can be carried forward to the new financial year. We would expect that, other than in exceptional circumstances, it should be spent within the current academic year. Schools should liaise closely with their authority to agree arrangements for carrying forward the funding into the new financial year (and, in exceptional circumstances, into the new academic year). Pupil Equity Funding should be considered separately from other funding within the devolved school management budget.

**Scottish Government
February 2018**

¹³ <https://education.gov.scot/improvement/self-evaluation/HGIOS4>

Establishment	Literacy	Numeracy	HWB	Other
Park Primary £80,500	<ul style="list-style-type: none"> Resources to support SAC Equitable Reading and Talk Clacks Programmes 0.6 Teacher to support interventions for small groups Additional Learning Assistant allowing more LA time across classes to support literacy & numeracy 	<ul style="list-style-type: none"> Resources to support SAC Maths Intervention from Improving Outcomes PT Team Additional Learning Assistant allowing more LA time across classes to support literacy & numeracy 	<ul style="list-style-type: none"> Resources to support the implementation of R4L Subsidised fruit snack for all pupils P1-P7 daily 	<ul style="list-style-type: none"> PEF DHT Resources to support implementation of Developing Young Workforce - raising pupil awareness of careers/ambition Resources to support work with CLD – Awards - High Five, Dynamic Youth, John Muir Resources to support family learning initiatives Resources to support pupil participation through MAD (Making a Difference Groups) and school excursions
Redwell Primary School £35,030	<ul style="list-style-type: none"> Resources to support SAC Equitable Reading and Clacks Talks Programmes Sumdog Spelling Staffing used to support interventions as required e.g. Toe by Toe, Speed Up, Clicker 7 Visualisers to support learning and teaching. 	<ul style="list-style-type: none"> Sumdog Resources to support the application of maths and numeracy skills through practical maths activities and word problems. 	<ul style="list-style-type: none"> Variety of lunch and after school clubs. Variety of experiences including theatre and music performances and workshops 	<p>Staffing:</p> <ul style="list-style-type: none"> FTE Teacher 1.6 FTE Learning Assistants STEM resources to support practical experiences and subject specific vocabulary.
Sunnyside Primary £70,930	<ul style="list-style-type: none"> Resources to support SAC Equitable Reading Programme Support for Learning Teacher and Learning Assistant focus on specific literacy programmes for targeted pupils. DHT focus on improving learning and teaching through building staff capacity. 	<ul style="list-style-type: none"> Support for Learning Teacher and Learning Assistant focus on specific numeracy programmes for targeted pupils. DHT focus on improving learning and teaching through building staff capacity. 	DHT and Support Worker focus on reducing late-coming and absence and increasing family engagement.	<p>Staffing</p> <ul style="list-style-type: none"> DHT Support Worker Learning Assistant 0.2 FTE Support for Learning Teacher (to make fulltime)

Establishment	Literacy	Numeracy	HWB	Other
St Mungo's Primary £25,500	<ul style="list-style-type: none"> Part of PEF Teaching and Learning Assistant time used to support literacy, e.g. allows PT to support writing from P2-P7 by team teaching 1 day per week and allows a teacher to liaise with Speech and Language re Focal Programme. Resources to support SAC Equitable Literacy Programme Sumdog spelling 	<ul style="list-style-type: none"> Part of PEF Teaching and Learning Assistant time used to support numeracy e.g. Push Group for children at risk of going off track Sumdog Maths 	<ul style="list-style-type: none"> Part of PEF Teaching and Learning Assistant time used to support HWB (Lead teacher attends SAC training, will train as Mental Health First Aider) Resources for Early Intervention Worker to use 	<ul style="list-style-type: none"> Staffing: 0.8 FTE Teacher FTE Learning Assistant Skills Development- P6&7 Lion King Production After School Club St Modan's Young Engineer – resources and transportation
Alloa Academy £30,070	<ul style="list-style-type: none"> Sumdog Literacy Book Buzz 	<ul style="list-style-type: none"> Sumdog Numeracy Staffing to support Numeracy Ninja's 	<ul style="list-style-type: none"> Support Base (staffing supporting this) 	<p>Staffing:</p> <ul style="list-style-type: none"> DHT PT (Support Hub) 6 x 0.5 PTs 0.5 Well-being Worker Support Worker <p>Other:</p> <ul style="list-style-type: none"> Progress Didbook (Monitoring and Tracking System) School App Green Power Car Kit Career Ready (DYW)



‘Language Is Fun Together’
Early Years Project

Closing the Spoken Language
and Attainment Gap in
Clackmannanshire

ABC, Sunnyside & Redwell
Nurseries

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INTRODUCTION

BACKGROUND

NATIONAL CONTEXT

In conjunction with Clackmannanshire Education Services the Speech and Language Therapy Team has been developing quality universal and targeted services. Our approach is underpinned by national agendas and policy drivers such as the Children and Young People (Scotland) Act, Allied Health Professions Ready to Act Transformational Plan and the Children and Young People Improvement Collaborative. These drivers call for approaches that build assets, emphasise prevention and empower universal services.

The importance of parents in developing their child's language is well documented. The National Parenting Strategy (2012), states we should '*value, equip and support parents to be the best they can be so they can in turn give their children the best start in life*'.

WHAT ARE COMMUNICATION NEEDS?

Children with communication needs may have problems with production or comprehension of spoken language, with using or processing speech sounds, or with understanding and using language in social contexts. Some of these children have specific and primary speech and language impairments; others may have communication difficulties as part of more generalised learning difficulties or another condition. Children with impoverished language have speech and language skills that are immature or poorly developed. These children are likely to have transient difficulties and with the right support can catch up with their peers.

THE IMPACT OF SPEECH, LANGUAGE AND COMMUNICATION NEEDS

Communication skills are the foundation of children's intellectual, social and emotional development. Spoken language is the key medium for learning and it is therefore of significant concern that increasing numbers of children are coming to school without adequate spoken language skills.

Speech, language and communication needs have a profound impact on many areas of a child's development and adversely affect a child's future life chances if left unsupported and untreated. There is a significant body of evidence linking communication needs with poor life outcomes relating to attainment, employability, behaviour, offending, mental health and inequality. For example, we know that vocabulary difficulties at the age of 5 are significantly associated with poor literacy and unemployment at age 34 (Law, 2009)

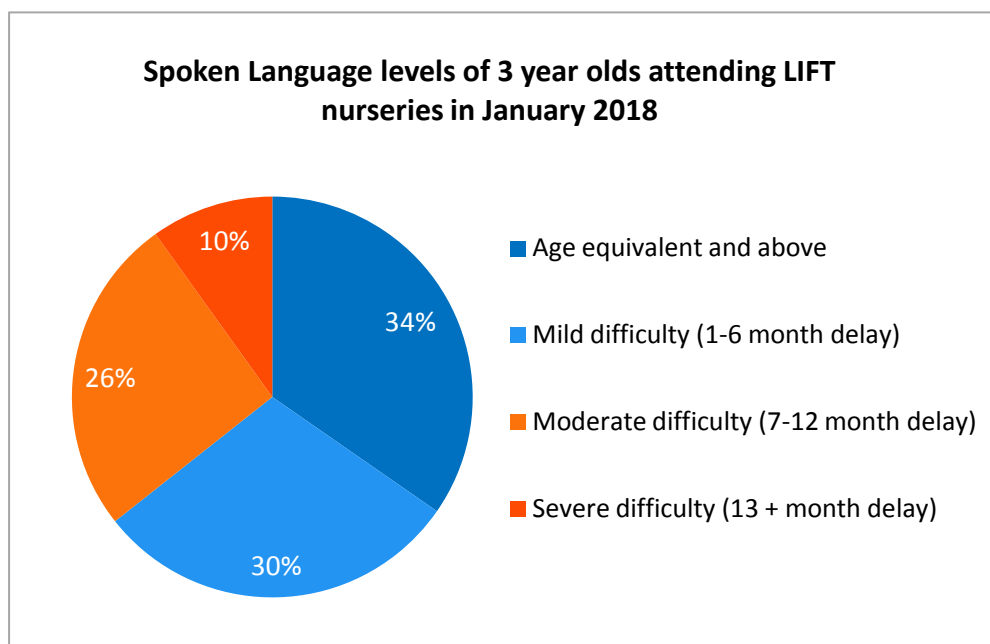
Children from the most deprived areas are twice as likely to have a speech, language and communication concern at their 27- 30 month check (Save the Children, 2015). This is in part due to generations not having the confidence, history or experience in how to interact or stimulate the children. These children are likely to have transient difficulties and, with the right support, may catch up with their peers. Upwards of 50% of children from disadvantaged areas have impoverished language on school entry (I CAN, 2007).

LEVEL OF NEED IN CLACKMANNANSHIRE

In Clackmannanshire there are 4004 primary school pupils. There is deep rooted poverty and inequality in many communities with 32% of children living in the Scottish Index of Multiple Deprivation (SIMD) deciles 1 and 2. In some schools in the most deprived areas this figure is 80-90%. There is also a higher than national average percentage of children with Additional Support Needs (Clackmannanshire Council, December 2016).

A study of 101 three year olds attending 7 ELCC settings across Clackmannanshire found that **66%** of them have speech, language & communication needs (SLCN) arising from a number of factors, such as deprivation (*Fig 1.*). This did not include children already on the SLT specialist caseload, or those who already have an identified need e.g. EAL, LD. This appears to be higher than the national data would suggest.

Figure 1: Spoken language levels of 101 three year olds in LIFT nurseries pre-intervention



CLOSING THE SPOKEN LANGUAGE GAP

LOCAL CONTEXT

Clackmannanshire Council has funded 1.0 WTE Highly Specialist Speech and Language Therapists and 1.0 WTE Specialist Speech and Language Therapists to carry out universal and targeted work within their most deprived schools and ELCC settings. This includes 10 primary schools and 10 nurseries over a three year period.

The 'Language is Fun Together' (LIFT) Early Years project is funded through both the Scottish Attainment Challenge and Pupil Equity Funding sources. LIFT is a universal, asset-based approach, building a workforce that can deliver high quality, evidence-based interventions to learners. In LIFT settings, families are given the chance to acquire knowledge and skills to improve the quality of their everyday interactions with their child. This in turn will have positive effects on spoken language development and improved life outcomes.

LIFT also promotes inclusive, language enriching environments; ensuring learning is accessible for all within the ELCC setting.

LIFT Settings: PEF funded

Intervention Group 1 (October 2017-June 2020)	ABC, Sunnyside, Redwell
Intervention Group 2 (August 2018 – June 2020)	Park

OUR VISION

The project aspires to the vision of the Scottish Government, set out in the National Improvement Framework, and those of Clackmannanshire Council, of:

- Excellence by raising the attainment of all pupils in Clackmannanshire
- Achieving equity by closing the gap between the most and least disadvantaged pupils

'Partners will work together to tackle the root causes of poverty, deprivation and inequality which has existed in some families for generations and to start to really improve outcomes for Clackmannanshire's young people and future adults' *Clackmannanshire Children's Services Plan 2017-20.*

The authority is working in partnership with Speech and Language Therapy to develop sustainable best practice in order to ensure that all children, regardless of their socio-economic background, experience improved spoken language, confidence and learning.

OUTLINE OF THE DOCUMENT

This report serves to demonstrate the difference the partnership between Speech and Language Therapy and Clackmannanshire Education is making in the lives of children and young people in Clackmannanshire.

Links have been made to Education Services 6 big goals (see below). Each section will also describe what we did, how many people benefitted and what the impact was.



EVALUATION

NATIONAL IMPROVEMENT FRAMEWORK: KEY PRIORITIES

The LIFT project will be evaluated in relation to three of the key priorities for Scottish education:

Key Priority	LIFT objective
1. Improvement in attainment, particularly in literacy and numeracy	Improvements in children’s spoken language skills, particularly those at risk of achieving low attainment linked to poverty
2. Closing the attainment gap between the most and least disadvantaged children	Environments that are accessible and language enriching for all learners An enskilled universal workforce who can deliver the best outcomes for children and families
3. Improvement in children’s and young people’s health and wellbeing	Earlier identification of children with speech, language and communication needs Increased parental engagement, knowledge and empowerment to be the best they can be

INTERVENTIONS

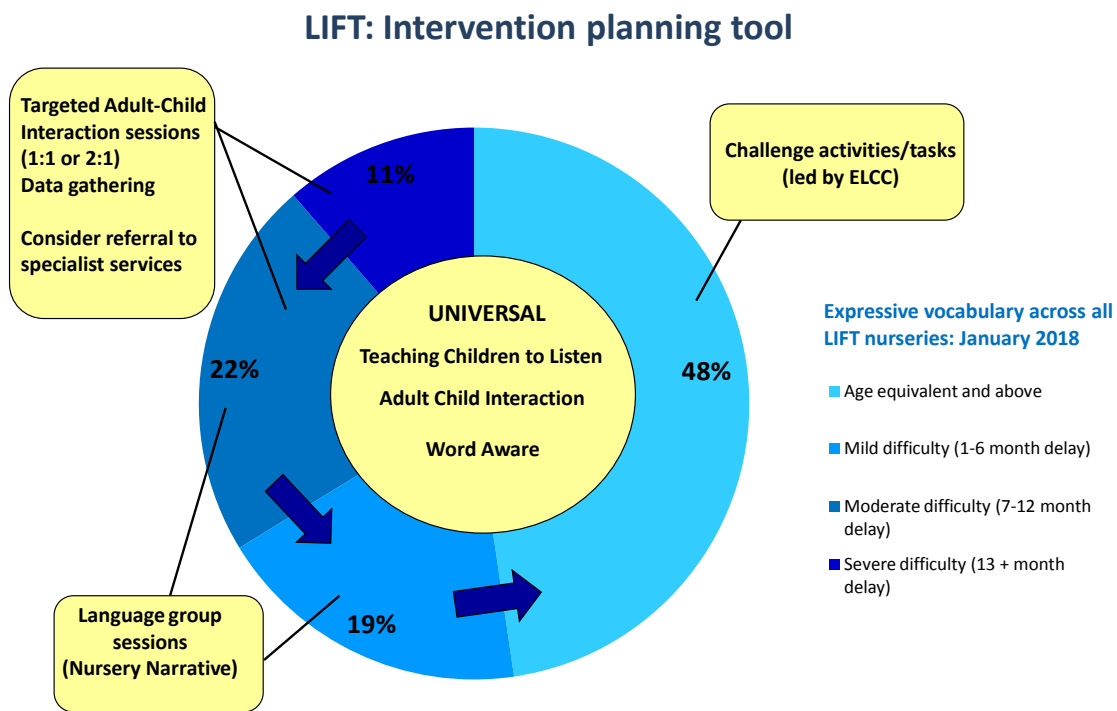
WHAT WE DID

Children’s needs were identified using language screening tools and observation of the child in play.

LIFT provides a menu of evidence-based interventions to nurseries which they can map onto the children’s needs within their own settings (*Fig 2.*). This ensures a localised approach to meeting the needs of children and their families.

‘Decisions are based on evidence and ongoing improvement is the norm’

Figure 2: The intervention planning tool can be used to map out interventions within each ELCC settings so that every child's needs are met.



Nursery Narrative

A ten week Nursery Narrative group was run jointly by Early Years Officers and the Speech and Language Therapist with targeted groups of children. The aim of Nursery Narrative is to develop children's spoken language skills by targeting attention, listening, turn-taking, vocabulary and sequencing.

Teaching Children to Listen

This intervention raises children's awareness of active listening and separates good listening into four specific components. They include 'listening to all the words', 'looking at the person who is talking', 'sitting still' and 'staying quiet when someone else is talking'. All children aged 3 and 4 received this intervention within their key group.

Adult Child Interaction

All children within the nursery received ACI through adaptation of the Spoken language environment. Children identified as having moderate-severe language difficulties were recommended to receive targeted 1:1 ACI sessions with their key worker.

The link between Adult-Child Interaction (ACI) and language development

Adults can employ strategies during their interactions with children which are known to support language development. These include:

- Getting face-to-face during interactions
- Observing and listening to the child
- Waiting for the child to include you in their play
- Following the child's lead during play together
- Using language at the right level for the child
- Giving the child enough time to listen and make sense of what is being said to them.

During the interaction, to provide a language-enriching experience for the child, the adult should use **descriptive language** to comment on what the child is doing. They should also use **language development techniques** such as imitating the child's actions and words, interpreting what the child has said and repeating and extending the child's language by adding in a word.

Some methods of interaction are known to have a negative impact on language learning by reducing opportunities for the child to talk and therefore not providing the child with language models that match their interests. Two main styles of interaction which can impact on language learning are the use of **adult-led questions and directions**. These should therefore be reduced to provide a language-enriching spoken language environment.

Word Aware

All Early Years Workers (EYW) have been trained in Word Aware. Word aware is a structured approach for teaching vocabulary across the curriculum. It is a whole nursery approach designed to promote vocabulary development and with that foster a love of words. There will be a focus on Word Aware in the second year of the project.



Adult Child Interaction



Teaching Children to Listen

Early Years Workers carrying out sessions with children in their ELCC



Nursery Narrative



Teaching Children to Listen

REACH

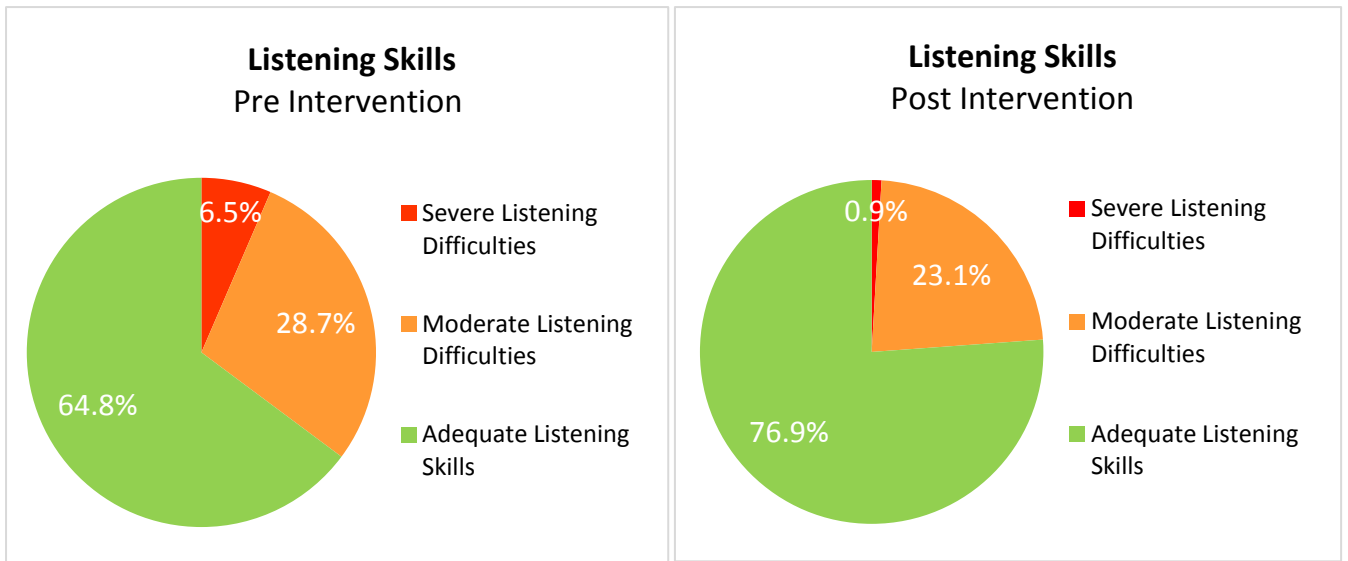
In total, 45 children across the LIFT Group 1 nurseries received a ten week Nursery Narrative group run jointly by Early Years Officers and the Speech and Language Therapist. Between January and June 2018, at least 124 children received weekly Teaching Children to Listen Interventions. All children attending the LIFT nurseries received ACI through adaptation of the spoken language environment. Approximately 11 children received targeted ACI sessions due to their high level of need.

WHAT DIFFERENCE DID IT MAKE?

Listening Skills

The children took part in a listening group session weekly across two school terms. Prior to intervention, only 64.8% of children had adequate listening skills. However, following intervention, this rose to 76.9%. The number of children with severe listening difficulties dropped from 6.5% to less than 1% of children.

'Children first;
they enjoy their
learning; they thrive'

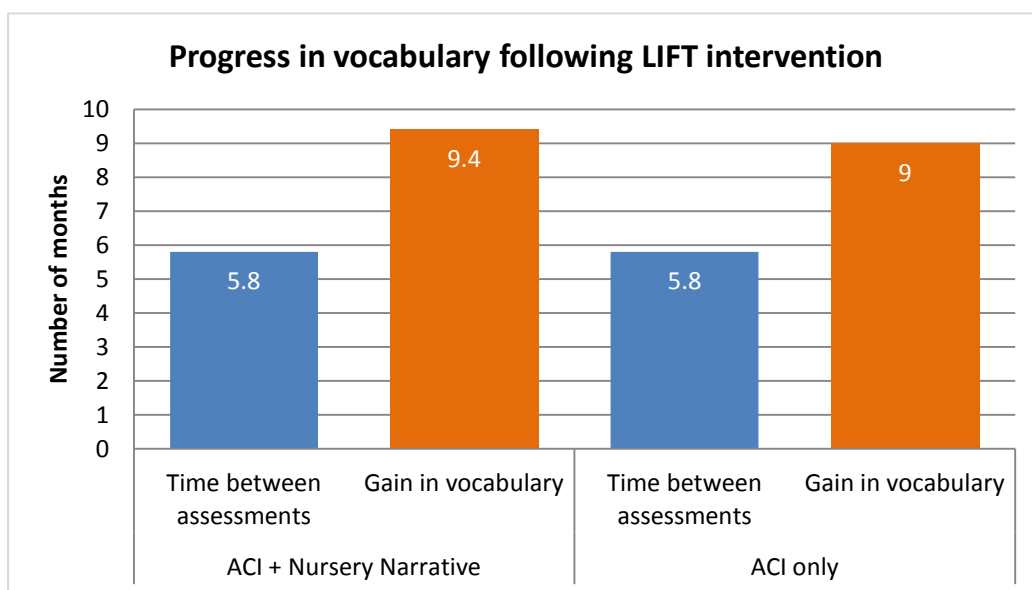


Vocabulary

Children who attended a LIFT nursery made on average 3.2 extra months gain in vocabulary over and above the number of months passed. These children received ACI and Teaching Children to Listen universally (*Fig 3.*).

The children who attended a Nursery Narrative group in addition to the universal interventions made more progress, with 9.4 months progress in 5.8 months (*Fig 3.*). This is evidence that the vocabulary gap is starting to close.

Figure 3: Children’s language progress following universal and targeted LIFT interventions.



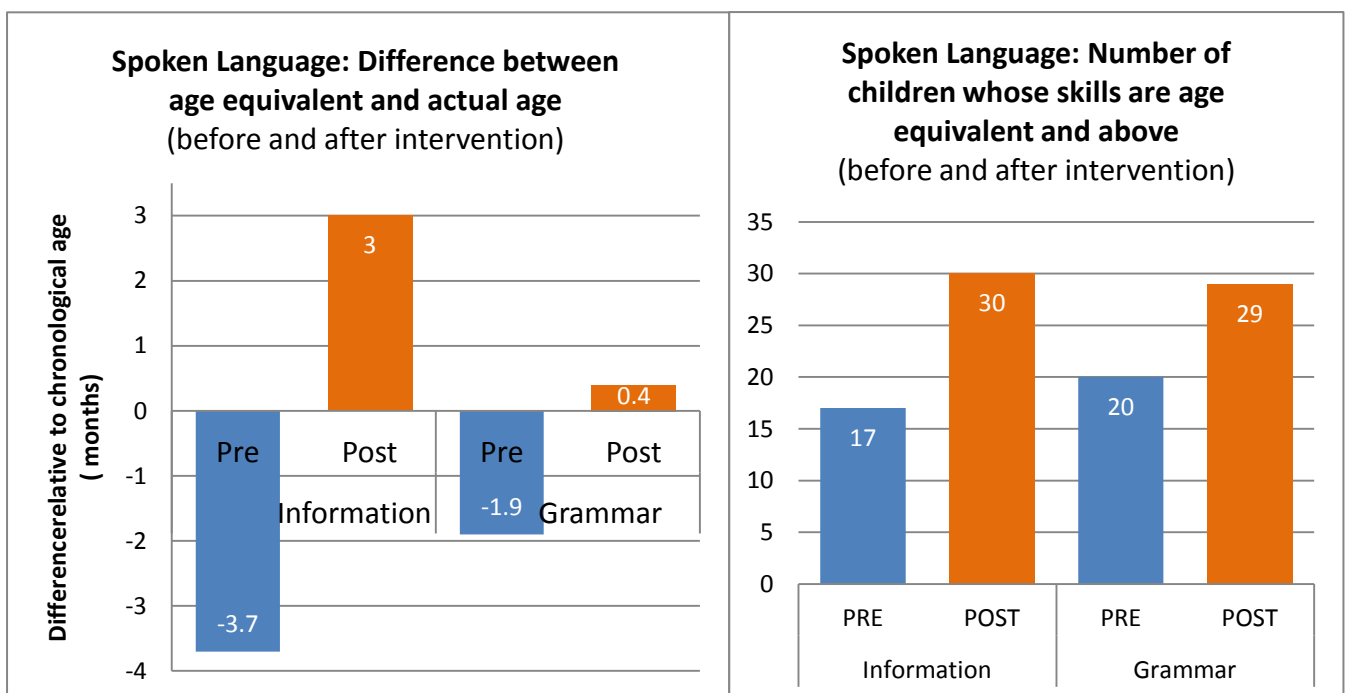
Spoken language

Prior to the initiative the 51 pre-school children assessed presented with an average spoken language age equivalent of 3.7 months lower than their chronological age. At the end of the initiative the children presented with a spoken language age of 3 months higher than their chronological age. On average the children made 12.2 months progress in their spoken language skills in a 5.5 month period.

The children's grammar also improved, gaining 7.8 months in the 5.5 month period.

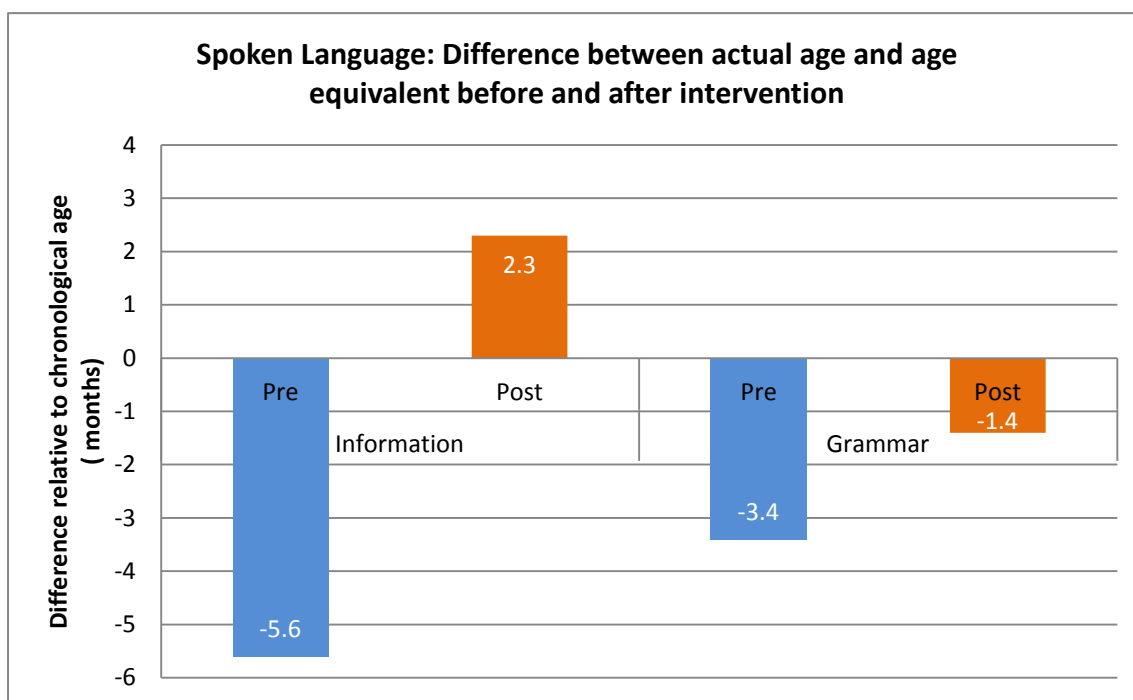
The number of children who demonstrated language skills typical for their age (or more advanced) rose from 17 to 30 (33% to 59%) following intervention. For grammar, this number rose from 20 to 29 (39% to 57%).

Figure 4: Pre-school children's spoken language before and after intervention



Of the 51 children assessed, 30 children were identified as having a gap in their language skills and therefore provided with targeted Nursery Narrative sessions. These children outperformed their peers. Prior to the initiative, they were identified to have on average 5.6 months delay in their spoken language. At the end of the initiative, this group of children presented with a spoken language age of 2.3 months higher than their chronological age. On average the children made 13.6 months progress in their spoken language skills in a 5.7 month period (Fig 5.).

Figure 5: Pre-school children receiving targeted intervention: spoken language before and after intervention

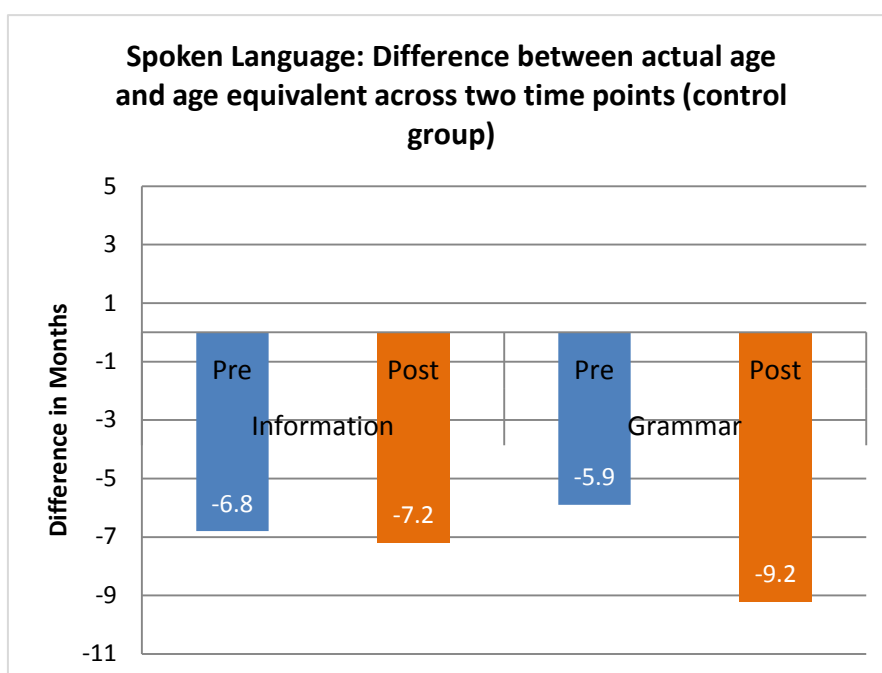


Control nursery

A small sample of 14 children in an Intervention Group 2 LIFT nursery was assessed as a control measure. These children received no specific language interventions across the 6 months between assessments, with the exception of Teaching Children to Listen which was delivered without SLT support. Staff also had access to authority wide Word Aware training. At the start of the control period these children demonstrated a 6.8 month gap in spoken language and a 5.9 month delay in grammar (*Fig 6.*).

The control group of children did not make progress in their spoken language. In fact, there was a bigger gap between their chronological age and age equivalent score following the six month period with children now presenting with a 7.2 month gap in spoken language and a 9.2 month gap in grammar (*Fig 6.*).

Figure 6. Control group of children at the beginning and end of the 'no intervention' period



Children at the control nursery did make some good progress in the word finding assessment, moving forward 9 months within a 6 month period. This vocabulary gain did not transfer across to their spoken language as measured by information content in the sentence level assessments. This discrepancy between the SLT assessment and the EYW assessment may indicate that more training/support is required to ensure accurate data is gathered.

What did children say about the interventions?

A small sample of children were asked their views regarding a range of nursery activities, in particular talking and listening. The percentage of 'I like' and 'I'm not sure' is recorded below.

Most children recorded that they enjoyed coming to nursery, and among the stronger positive responses were that they enjoyed the 'ladies playing with them' and liked talking about their nursery day at home. When taking part in a talking mat one child made a positive comment about enjoying interacting with ladies in the nursery: "I like the ladies playing with me. My mummy doesn't play with me much at home." This statement points forward to our year 2 target of parental engagement and supporting parents to feel confident in using some ACI techniques.

The children enjoyed the Teaching Children to Listen games, and this was strongly reported by the staff on the floor. Nursery Narrative proved less popular among the children and may require some adaptation to ensure children who are aware of their difficulties feel more confident when attending these sessions.



	Coming to nursery	Choosing what to play with	Talking to my friends	Ladies playing with me	Talking to the ladies at nursery	Listening to others talking	Listening games (TCLT)	Story group (Nursery Narrative)	Talking to my mum about nursery
I like (%)	87	80	67	80	67	60	87	57	87
Not sure (%)	13	20	33	20	33	40	22	33	13

Case study

At the beginning of the LIFT project, Max had a 6 month delay across his spoken language (at a sentence level). His vocabulary was age appropriate.

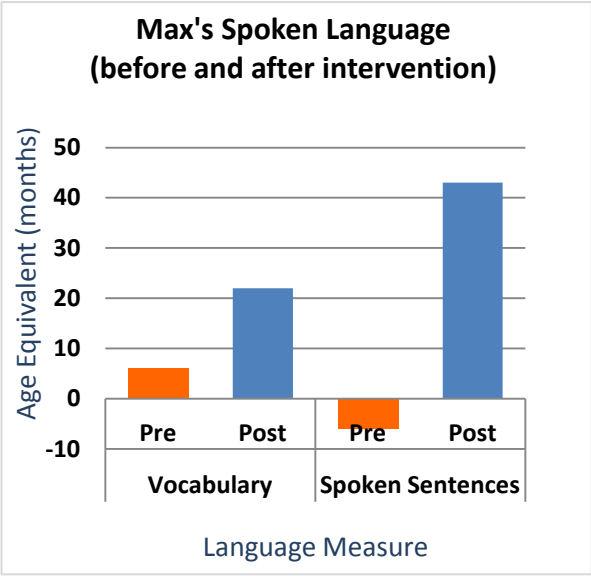
Max's Mum felt he could use big words and in the correct context. She felt listening has been one of the more difficult areas for them at home.



What interventions did Max receive?

- Max received weekly 'Teaching Children to Listen' sessions in his key group
- Adult Child Interaction on the nursery floor
- A weekly 'Nursery Narrative' group for 10 weeks.

Max shared that, "listening games are fun" and he particularly enjoys the one using the tunnel.



Following intervention...

- Max made 49 months progress with his spoken language. He is now 43 months ahead of his chronological age in spoken language and 13 months ahead in grammar.
- Max has also made 16 months progress with his expressive vocabulary. He is now 22 months ahead of his chronological age.



Max's mum said...

I think overall the past year at nursery has helped to prepare him for school.

I have seen an improvement in Max's listening and being able to follow instructions.

Max's talking has come on leaps and bounds in the past year. He is very clear when he speaks now.

WHAT WE DID

Engagement with families will be the main focus for Year two LIFT Nurseries. Nonetheless, in year one, all parents and carers have been supported with information and resources to encourage their role as primary communicative ‘teachers’ for their children.

‘Families are engaged and supported’

- When the project began, all parents received a leaflet with information on LIFT and what the project entailed.
- Drop in coffee mornings were offered at every placement for parents and carers to further find out about the project. Here, parents’ views were collated around what events they would be keen to attend and what they feel would improve parental engagement.
- LIFT displays have been created in the nursery settings. The displays share photos of the children taking part in Speech and Language Interventions and information on general language development. Parents can take a look at the displays to access the Speech and Language Helpline service and to be signposted to useful websites.

In one nursery, a workshop was held to launch LIFT and promote further events that would be happening next year. ‘LIFT Off’ was an opportunity to begin sharing resources, strategies and encouraging parents to identify their role as primary communicative ‘teachers’ for their children.



Parents and carers at ‘LIFT Off’ listening to the presentation

What we did at the LIFT Off workshop

On arrival, key information was shared with parents. This included information on typical development and strategies for developing the children’s language skills.

Families were invited to explore four stations set up across the nursery. Each station focused on a different aspect of language learning.

Adult Child Interaction

Parents practised Adult Child interaction techniques through play. Bags were filled with space themed objects and toys to encourage imagination. Parents were encouraged to turn questions into comments and use descriptive language.



Vocabulary

The children made sock aliens. The Early Years Worker shared with parents how sock aliens can be used to teach children new 'alien' words.



Phonological Awareness

The children's attention was drawn to syllables through speaking like aliens and robots. This showed parents early skills in supporting children to blend and segment syllables.



Attention and Listening

'Teaching Children To Listen' groups ran throughout the afternoon. Parents had the opportunity to observe the games that promote good listening skills.



Parents and carers were provided with resources and information to further their learning.

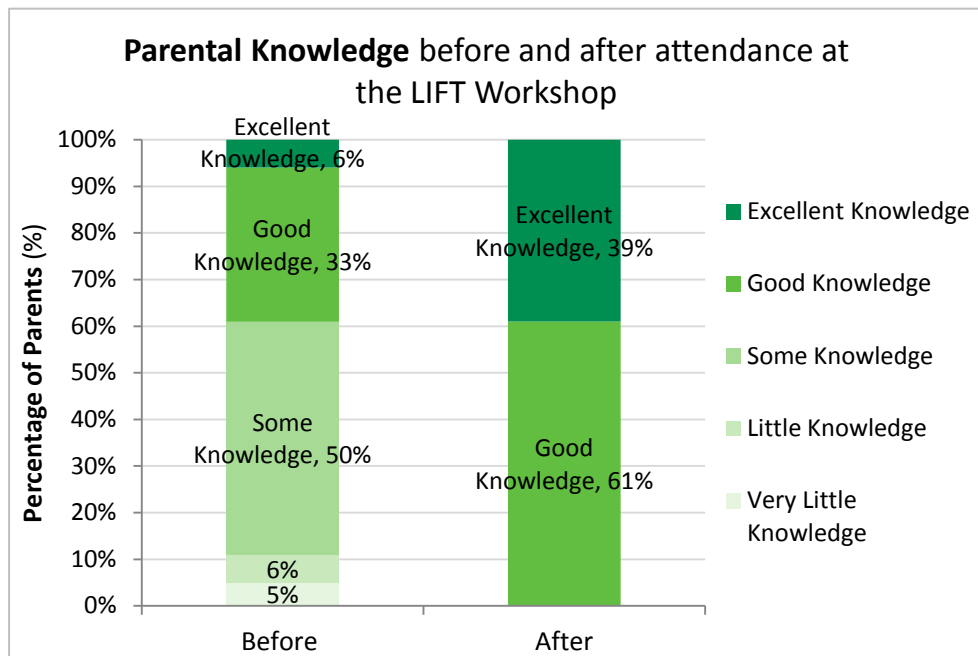
REACH

All parents and carers received a LIFT leaflet with key information about the project.

'LIFT Off' was launched at ABC Nursery. The staff advertised the event through invitations and posters. 16 parents and carers attended the workshop. The nursery ensured that every family who did not attend received the same copy of leaflets and information.

WHAT DIFFERENCE DID IT MAKE?

Parents were invited to complete a rating scale comparing their knowledge before and after attending the LIFT workshop. Parents' knowledge of how to develop their child's talking during play at home, increased by 22%.



- Before the workshop, 61% of parents reported they had some knowledge, little or very little knowledge. Following the workshop, 100% of parent's knowledge was reported as good or excellent.

The importance of gathering opinions and views from children was highlighted. Parents explored ways for their children to share their opinions visually. Feedback from parents showed that 72% of parents and carers took key messages away from the workshop. These parents and carers identified specific actions to support their child's talking at home.



"I'm going to make our play more child led."

"I'm going to stop asking questions so much. It will allow my child to calmly figure out what he wants to say or do."

"I'm going to engage my child in play more at home"

"I'm going to try the traffic light system for play. I'm going to observe and listen more than question."

"I'm going to turn off the TV in the background when talking and playing together"

Quality of Parental Engagement

From those that provided feedback, 100% of parents and carers reported enjoying the event and having fun.

"I loved being shown what he does at nursery and the excitement it brings."

"I loved how much fun the children were having."

"It was amazing! Please keep doing more of the same."

"The educational tools help me to help J."

ENVIRONMENT

WHAT WE DID

Speech and Language Therapy have used the best available national and local evidence in order to improve our pathways for developing communication environments in early years and school settings. The approach aims to develop the visual and spoken environment to ensure children are experiencing language enriching environments. This includes adaptations to the physical environment with the use of visuals and developing the adult child interaction skills of the of the early years workers.

'Learning and teaching is consistently excellent'

Following formal training on the communication environment, staff in each placement worked alongside the therapist to audit the communication environment using a locally devised audit tool. Targets were then set in order to achieve the Bronze level excellent visual environment award.

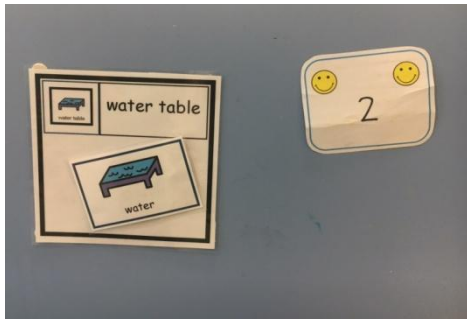
Visual timetables and schedules



Cupboards and baskets labelled with what's inside



Visualised nursery rules



Choice boards



Adapting the spoken environment was achieved through staff successfully implementing adult child interaction strategies following formal training modules and video feedback peer support sessions.

REACH

During our first year all 3 nurseries have achieved their bronze level visual communication environment award, with one nursery having completed this prior to the start of the project.

A total of 43 members of staff were trained in Adult Child Interaction and were supported to implement these strategies in their settings.

WHAT DIFFERENCE DID IT MAKE?

In year 2 all nurseries will continue to work along the pathway to achieve their silver award for developing an excellent spoken environment.

As can be seen in figures 8a and 8b , video analysis of adult child interactions provides strong evidence that staff have increased their use of specific language development techniques, including imitating, interpreting, adding language and in particular giving a commentary (describing). Staff use of positive language building strategies in their 3 minute video clip rose from 30% to 56% in post intervention analysis.

There was also a marked decrease in the frequency of interactions that can have a negative impact on language learning. This included a reduction in questions asked from 41% to 30%. There was also a significant decrease in adult directing child from 29% to 14%.

Overall this represents a very positive change in the spoken environment and will continue to be built upon in year 2.

Figure 8a:

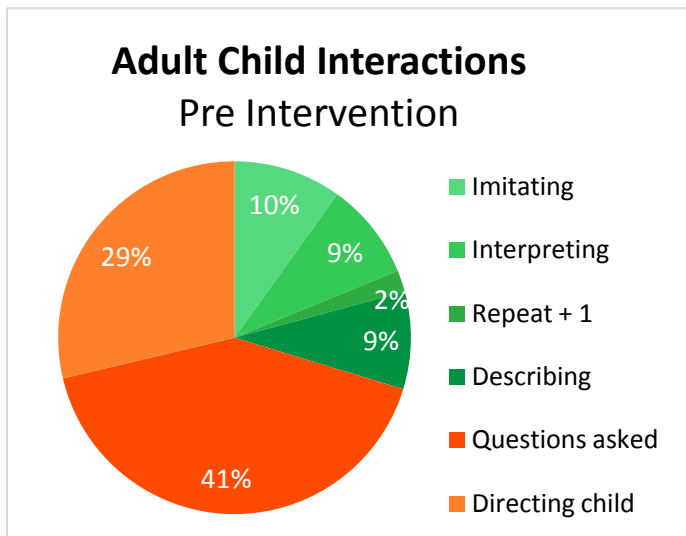
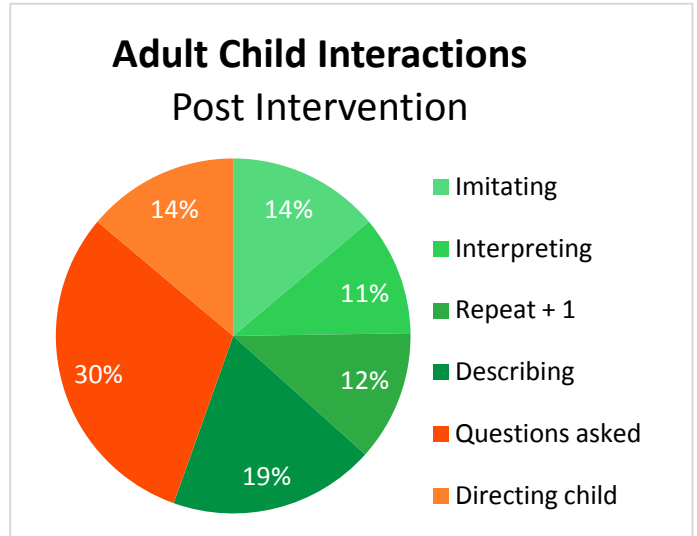


Figure 8b:



Control Nursery

In the control nursery pre and post videos were analysed for the number of Adult Child Interactions observed. No training on ACI strategies was given and as can be seen below (Figure 9) there was actually a decrease in the positive language building techniques in the control nursery. In the Alloa Cluster Group 56% of post-intervention interactions are positive language development techniques, whereas in the control nursery only 35% are language building interactions after the same length of time had passed.

Figure 9a:

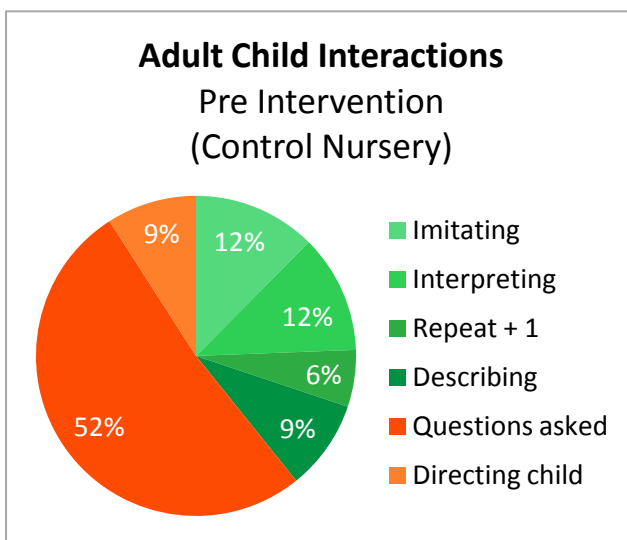
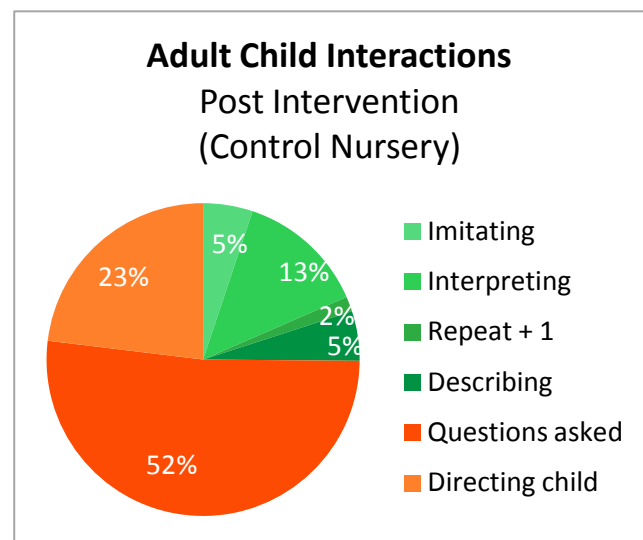
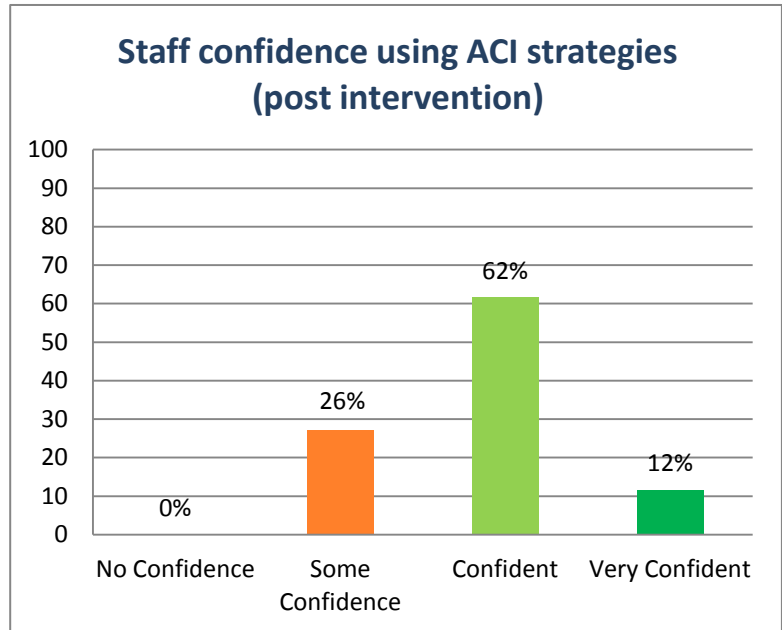


Figure 9b:



Staff Confidence

Staff were asked to rate their confidence levels in using new ACI techniques on the floor and 74 % described themselves as being confident or very confident at using the techniques. It is expected that this improved staff confidence and the significant shift in balance to higher levels of language building strategies on the nursery floor will provide an enhanced spoken language environment to benefit all children within these nurseries.



Comments from Staff about the spoken environment

“The Repeat plus one tactic is really helpful and gives me confidence in supporting and progressing conversation”

“The child I worked with today was the most engaged she has ever been.”

“[Adult Child Interaction] really benefits the children and makes them feel listened to.”

“asking less questions and allowing more gaps for children to talk lets children suggest where the learning goes next”

“I am learning to use just one or two words to describe what a child is doing rather than whole sentences”

“I have noticed children repeating new vocab from when I have use the +1 method which is lovely to see!”

A member of staff implementing ACI

WHAT WE DID

Formal Training

Over the last 11 months the Speech and Language Therapist delivered formal training modules on the following topics:



- Introduction to Speech, Language and Communication Needs
- Visual Communication Environment
- Adult Child Interaction (Parts 1 and 2)
- Practical Interventions
- Makaton sign sharing
- Word Aware (whole day)

Each module was approximately an hour long. The theory was then linked to practice on the nursery floor.

Informal Development

The Speech and Language Therapist also provided more informal development opportunities through:

- Adult Child Interaction Peer Support Sessions
- Modelling and coaching during Nursery Narrative and Teaching Children to Listen group sessions
- 1:1 ACI coaching sessions on nursery floor

REACH

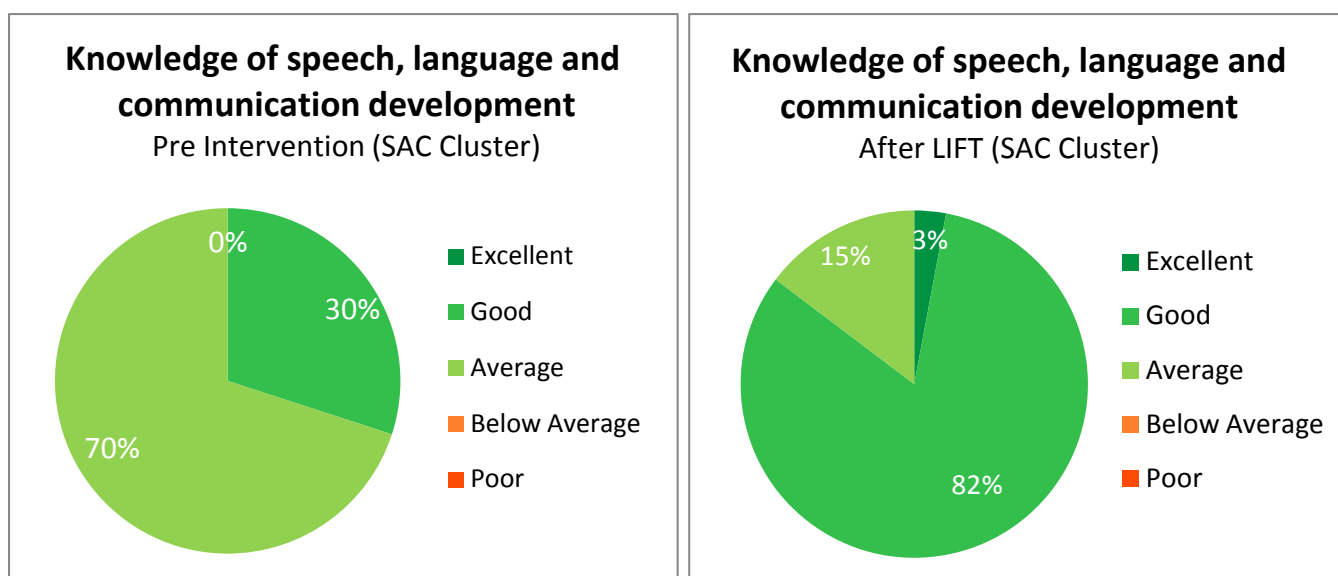
The table below summarises the number of staff who have received both formal training modules and 1:1 support with the Speech and Language Therapist across the intervention period:

ELCC setting	Formal training/Informal 1:1 support
Redwell	13
Sunnyside	7
ABC	25
TOTAL	45

WHAT DIFFERENCE DID IT MAKE

Knowledge and Skills

EYWs demonstrated an increased knowledge of speech, language and communication development after LIFT training and intervention, with an increase of 55% of staff rating their knowledge as good/excellent at the end of Year 1 (Fig).



EYWs are also now able to *identify children* who have Speech, language and communication needs (SLCN) more effectively, leading to earlier identification of children requiring support with their language. 82% of EYWs are now confident/very confident at identifying children with SLCN.

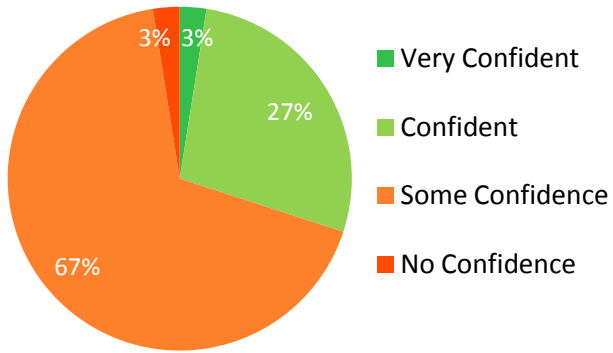
'We work as a family'

There has also been a 30% increase in the number of staff rating their confidence as good/excellent in *supporting children* with SCLN in their ELCC setting, with 88% of staff now reporting these high confidence levels at the end of the first year of LIFT.

Although the focus of Year 1 has not been on empowering parents, there was an increase of 49% in the number of staff who reported themselves as confident or very confident when supporting parents. 80% of staff now report they are confident or very confident in supporting parents to promote their child's language at home.

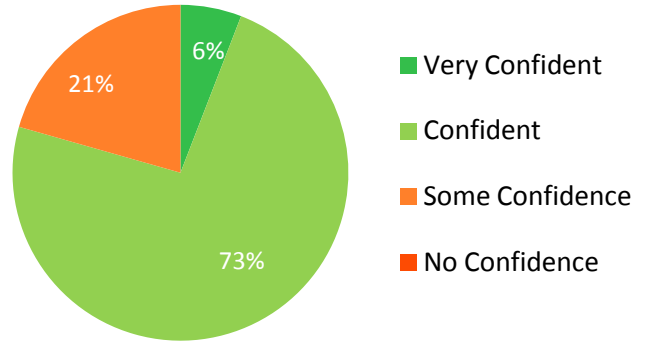
Confidence in supporting parents to promote child's language development

Before LIFT



Confidence in supporting parents to promote child's language development

After LIFT



CONCLUSIONS

KEY OUTCOMES

This section summarises the key outcomes based on the priorities outlined in the Clackmannanshire Education Plan 2017-18, as derived from the National Improvement Framework 2017.

NIF Key Priority	LIFT objective	Outcome statement	Evidence
Improvement in attainment, particularly in literacy and numeracy	Improvements in children’s spoken language skills, particularly those at risk of achieving low attainment linked to poverty	The nursery provides children with access to a rolling programme of evidence based targeted interventions to develop core speech, language and communication skills in 1:1 and small groups. These interventions are designed by specialist practitioners; SLTs and / or specialist teachers	Universal group <ul style="list-style-type: none"> • 76.9% of children now have adequate listening skills. • 9 months progress in vocabulary in 5.8 months. • 12.2 months progress in spoken language in 5.5 months. • 59% of children now have language skills that are age appropriate. Targeted group <ul style="list-style-type: none"> • 9.4 months progress in vocabulary in 5.8 months. • 13.6 months progress in spoken language skills in 5.7 months: evidence that we are closing the poverty-related attainment gap. Children in the control group demonstrated a <i>wider gap</i> in their language at re-assessment, emphasising the importance of intervening early.

Closing the attainment gap between the most and least disadvantaged children	<p>An enskilled universal workforce who can deliver the best outcomes for children and families</p>	<p>Nursery staff are confident in their role as facilitators of communication: staff have access to appropriate training around speech, language and communication.</p>	<p>45 members of staff have accessed training from an SLT</p> <ul style="list-style-type: none"> • 55% increase in EYWs knowledge of speech, language and communication development after LIFT training and intervention, with 85% of staff rating their knowledge as good/excellent • 30% increase in the number of staff rating their confidence as good/excellent in <i>supporting children</i> with SCLN in their ELCC setting, with 88% of staff now reporting these high confidence levels at the end of the first year of LIFT
	<p>Environments that are accessible and language enriching for all learners</p>	<p>The nursery has a communication friendly environment that specifically supports children with targeted level need. This is the infrastructure that makes it easier for these children to understand and express themselves</p> <p>The nursery develops the language and communication skills of all children through language enrichment activities in all areas of the curriculum</p>	<p>Visual Environment</p> <ul style="list-style-type: none"> • All three LIFT nurseries have achieved a bronze award for an excellent visual communication environment. <p>Spoken Language Environment</p> <ul style="list-style-type: none"> • EYWs have demonstrated an increase in their use of language building strategies and techniques from 30% to 56%. In the control nursery, the use of language building techniques remain low at 35% • 74 % of staff described themselves as being confident or very confident at using the techniques.

Improvement in children’s and young people’s health and wellbeing	Earlier identification of children with speech, language and communication needs	Nursery staff can recognise and flag up children and young people whose speech, language and communication needs may require targeted or specialist support	<ul style="list-style-type: none"> 82% of EYWs are now confident/very confident at identifying children with SLCN.
	Increased parental engagement, knowledge and empowerment to be the best they can be	All parents and carers are supported with information and resources to encourage their role as primary communicative ‘teachers’ for their children	<ul style="list-style-type: none"> 31% of staff reported they were confident or very confident in supporting parents to promote their child’s language development at the beginning of the project. This rose to 80% at the end of LIFT year 1. Prior to a parent LIFT session 39% of families rated their knowledge for developing their child’s spoken language as ‘Good’ or ‘Excellent’. After the event this increased to 100%. Feedback from parents showed that 72% of parents and carers took key messages away from the workshop. These parents and carers identified specific actions to support their child’s talking at home.

