

EAST RENFREWSHIRE COUNCILEDUCATION COMMITTEE28 SEPTEMBER 2023Report by Director of EducationIMPROVING OUTCOMES THROUGH SCOTTISH ATTAINMENT CHALLENGE FUNDING:
STRATEGIC EQUITY PLAN 2023-2024**PURPOSE**

1. To seek Education Committee approval for the updated Strategic Equity Funding (SEF) Plan Action Plan 2023 – 2024 and associated stretch aims.

RECOMMENDATIONS

2. Education Committee is asked to:

- a) approve the updated action plan and associated stretch aims; and
- b) ask the Director of Education to bring regular reports to Education Committee on the progress and impact of its implementation.

BACKGROUND

3. The Education Department's vision statement "*Everyone Attaining, Everyone Achieving through Excellent Experiences*" outlines the commitment and expectation that all learners will be supported to realise their potential.

4. Article 28 of the UNCRC states that children and young people have the right to education and that education should develop every child's personality, talents and abilities to the full (Article 29).

5. East Renfrewshire's SEF one year action plan 2023 – 2024 (driver diagram) takes full account of the [National Improvement Framework Education - Achieving Excellence and Equity: national improvement framework and improvement plan 2023](#), East Renfrewshire Community Planning Partnership Community Plan, the Fairer East Ren Plan and Locality Plans, the department's contributions to the Council's Outcome Delivery Plan 2023 – 2024 and the department's Local Improvement Plan 2023-2026.

6. The department's SEF plan is organised in 2 parts. The four year strategic plan and a detailed yearly driver diagram.

7. Education Committee will recall at the meeting in August 2022, the four year plan detailing the long term activities that will be undertaken to address the poverty related attainment gap was approved.

8. For each academic planning cycle a one year plan is required, detailing the supports and interventions in place across each year of funding.

REPORT

9. The attached updated SEF Plan: One Year Action Plan 2023 – 2024 (appendix 1) was written by officers from the Education Department, led by a Head of Education Service (Quality Improvement).

10. Evaluative evidence gathered, measuring the impact of the first year of activity was used to determine priorities and approaches.

11. The three key themes previously identified as part of our theory of change to tackle the poverty related attainment gap were confirmed as the continued focus:

- Children and Young People’s Wellbeing – Readiness to Learn
- Literacy and Numeracy
- Learning and Teaching – Pedagogy for Equity

12. In addition, leadership, parental engagement and the use of research and data to support professional learning will continue to permeate across all themes.

Stretch Aims

13. The Scottish Government’s [Framework for Recovery and Accelerating Progress](#) guidance was updated in May 2023, outlining new expectations for local authorities when setting stretch aims.

14. Local authority stretch aims for improving outcomes for all while closing the poverty-related attainment gap between SIMD quintile 1 and SIMD quintile 5 must now be set for a 3 year period (2023 - 2026), a move away from the previous yearly target. The aims for senior phase attainment also take cognisance of all Scottish Credit and Qualifications Framework (SCQF) awards rather than just SQA A-C awards; this will result in a greater range of children and young people’s achievements being recognised and celebrated.

15. Stretch Aims must include the following measures:

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

16. In developing stretch aims, the Education Department took account of 5 key principles:

- Ambition for All – Any stretch aims should improve outcomes for all learners and close relevant equity gaps;
- Alignment - The agreed stretch aims should enable strategic council (Outcome Delivery Plan and Fairer East Renfrewshire Plan), departmental (Local Improvement Plan) and school improvement plans to reflect the ambitious and achievable aim to improve outcomes for all learners, whilst closing the poverty related attainment gap;

- Reliability – measures should be based on reliable and robust data, including national benchmarking data, which supports improvement;
- Relevance – stretch aims need to reflect the East Renfrewshire context and take account of the Education Department’s self-evaluation evidence;
- Subsidiarity - It is important that the East Renfrewshire Stretch Aims are relevant and support improvement at all levels of the system, from the classroom to national level.

17. East Renfrewshire’s 3 year stretch aims form part of the updated Strategic Equity Funding (SEF) Plan One Year Action Plan (Driver Diagram) 2023 – 2024 and will be submitted to the Scottish Government, along with an accompanied outline trajectory for progress by the end of September 2023.

18. As detailed in Scottish Government guidance, our stretch aims are ambitious within our local context and take into account previous years’ attainment data and our previous aims. The aims are accompanied by an outline trajectory for progress.

19. In setting our stretch aims, the Education Department has taken into consideration the potential tension between setting ambitious targets as opposed to more cautious achievable targets.

20. It should be noted, that our stretch aims are extremely ambitious, however the department’s approach is one of intent and is supported by research that evidences setting specific and challenging goals leads to higher performance than when people set easier goals.

21. Progress towards the stretch aims will be reported on an ongoing basis through the Council’s Outcome Delivery Plan, Fairer East Ren Plan and departmental Standards and Quality Report.

22. In addition, as part of the Standards and Quality Report, the Director of Education will report annually to Education Committee and wider stakeholders.

23. Regular reports will also be provided to Education Scotland and Scottish Government.

CONSULTATION

24. The department has carried out extensive engagement on the priorities identified within the Local Improvement Plan 2023 – 2026.

25. Extensive consultation took place with pupils, staff, parents, colleagues across the Council and the Third Sector to develop the department’s overarching SEF Plan – *Raising the Bar for All – Delivery Excellence through Equity*.

26. In addition analysis of our current performance data in a range of areas, leading to the identification of stretch aims and the finalisation of the department’s one year action plan 2023 – 2024 was undertaken.

FINANCIAL AND EFFICIENCY IMPLICATIONS

27. A participatory budgeting approach was taken, where children, staff members, parents and wider partners further developed the rationale for the use of strategic equity funding.

28. Setting ambitious but achievable stretch aims over this three year period, will drive improvements in literacy and numeracy and support health and wellbeing.

29. Scottish Attainment Challenge funds will support East Renfrewshire's continued focus on improving outcomes for all children and young people. East Renfrewshire's allocation for 2022 to 2026 is detailed in table 1 below:

Table 1

Local Authorities	2022/23	2023/24	2024/25	2025/26
East Renfrewshire SEF	£134,591	£267,565	£400,538	£533,512
East Renfrewshire PEF	£1,488,515	£1,488,515	£1,488,515	£1,488,515
East Renfrewshire CECYPEF	£96,389	£92,880	£92,880	£92,880

RECOMMENDATIONS

30. Education Committee is asked to:

- a) approve the updated action plan and associated stretch aims; and
- b) ask the Director of Education to bring regular reports to Education Committee on the progress and impact of its implementation.

Mark Ratter
Director of Education
September 2023

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Background Papers

1. [Education - Achieving Excellence and Equity: national improvement framework and improvement plan 2023](#)
2. [East Renfrewshire Education Department Local Improvement Plan 2023 - 2026](#)

Strategic Equity Plan

Delivering Excellence through Equity



Revised September 2023

Tackling the Poverty-Related Attainment Gap – Strategic Plan (2022 – 2026)

INPUTS	OUTPUTS		OUTCOMES / IMPACTS		
<ul style="list-style-type: none"> Scottish Attainment Challenge Funding ERC lowest 20% funding Equity staffing allocation SEF Plan Education Scotland Attainment Advisor Support and challenge school performance High quality CLPL Quality Improvement Team Educational Psychology Team Principal Teachers of Literacy and Numeracy Wellbeing Support Teacher Research Assistant Education Development Officer (EAL) Adult Learning Services 	Activities		Participation / Reach	Short Term	Long Term
	Wellbeing Readiness to Learn	<ul style="list-style-type: none"> Early Intervention and prevention for secondary aged pupils experiencing emotionally based school avoidance. Comprehensive CLPL programme. Enhance partnership working to ensure pupils are well equipped to learn and engage in school. Implement Parental Involvement and Engagement Strategy 2022 – 2025. Develop and implement a Social Justice Strategy. Promote digital inclusion. Expand and enhance the Healthier Minds Service to ensure an ongoing commitment to supporting the mental health, wellbeing, attainment and achievement of children and young people. Implement the recommendations from the department's ASN review. 	<p>All pupils, staff and parents.</p> <p>Young people who are experiencing emotionally based school avoidance.</p> <p>Parents / Carers / Families</p> <p>Families living in poverty.</p>	<i>Annual Performance Reporting</i>	<i>by 2026 and beyond</i>
		Literacy and Numeracy	<ul style="list-style-type: none"> Review, update and implement Numeracy and Mathematics and Literacy Strategies (2022 – 2025). Develop and implement an Early Intervention Programme for Literacy and Numeracy. Provide high quality professional learning on the teaching of reading, writing, talking and listening, numeracy and mathematics. Build leadership capability and capacity of senior staff and teachers in schools on performance and benchmarking. Ensure parents/carers have the literacy and numeracy and maths knowledge and skills to support their children. Work with FE, HE and employers to promote greater understanding of numeracy and maths as an essential skill for learning, life and work Support and challenge schools on their approaches to raising attainment and use of additional resource, in particular for key equity groups. Share successful interventions and learning within and beyond the authority from SEF, PEF, CECYPF, Lowest 20% and professional inquiry 	<p>All ELC settings and schools.</p> <p>Local Employability Partnership</p> <p>Community Learning and Development</p> <p>FE / HE establishments</p>	<p>Attendance and Exclusion data – key equity groups, SIMD, ASN, EAL and Care Experienced pupils</p> <p>No of children being educated full time in LA settings (link to attendance)</p> <p>Included and Involved % of pupils responding positively to ERC Pupil Questionnaires (Questions 12, 13, 18)</p> <p>No of pupils experiencing trauma accessing the Wellbeing Hub (link to attendance)</p> <p>No of care experienced pupils accessing Trauma Informed Practice Support</p> <p>Healthier Minds re-referral percentage rate</p> <p>No of care experienced accessing HE (Mentors https://www.vtoscotland.org/)</p> <p>% of parents responding positively to ERC Parental Questionnaires (Questions 7 and 23)</p> <p>The cost of participating in school activities and events is affordable</p> <p>Engagement and Participation of out with school activities (% of pupils responding positively to ERC Pupil Questionnaire Questions 15, 17, 18)</p> <p>% of pupils accessing digital devices in school and at home.</p>

<ul style="list-style-type: none"> Community, Learning and Development Team Third Sector Partnership Children, young people and families. 	<p>Learning and Teaching</p>	<ul style="list-style-type: none"> Provide guidance and support on the most up to date pedagogical research and practices (0 – 18 years), including the assessment of children’s progress. Introduce an Effective Learning and Teaching Collaborative learning programme. Create and nurture a culture of professional inquiry and educational research Pedagogy Practice. Promote and implement a coaching culture at all levels which supports teacher leadership and empowerment. Build leadership capacity at all levels to improve learning, teaching and self-evaluation. 		<p>The proportion of 16-19 olds participating in education, employment or training based on the Annual Participation Measure.</p> <p>Achievement of Curriculum for Excellence Levels (literacy combined and numeracy combined)</p> <p>The proportion of school leavers attaining 1 or more pass at SCQF level 5</p> <p>The proportion of school leavers attaining 1 or more pass at SCQF level 6</p> <p>NIF performance targets / evaluations i.e. number of schools evaluating 1.2, 2.3, 3.2 as VG or E</p> <p>Number of staff attending professional learning for Literacy and Numeracy.</p> <p>Quality assurance programme – evaluations of learners’ experiences increases.</p>	
<p>ASSUMPTIONS</p> <ul style="list-style-type: none"> The department’s Local Improvement Plan will complement the SEF plan and build upon the vision for all East Renfrewshire children to be attaining and achieving through excellent experiences. There is no hierarchy of outcomes in terms of the importance of the plan and its activities. There is recognition that some of the outcomes will need to be continually met, as they are contingent on ongoing activity. There is recognition that some of the activities will be funding dependent and be introduced at a pace aligned with the increase in SEF monies. Engagement with children, staff and families will lead to better decision making. Professional learning will build the capacity of school staff and lead to improved outcomes for children and young people. The right to and goals of education are enshrined in the United Nations Convention on the Rights of the Child (UNCRC). Local authorities have the statutory duties to provide education, deliver educational improvement, secure best value, and fulfil their role as employer. 				<p>RISKS / EXTERNAL FACTORS</p> <ul style="list-style-type: none"> Continuing impact of Covid Further policy developments Changes in funding models Education reform Increase in the Cost of Living Parent / carer / family engagement Staff workload and bureaucracy The capacity of other local authority and public sector services. 	

Vision	Mission	Our Contribution So we need to improve....	Critical Activities by 2023 / 2024
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Everyone Attaining, Everyone Achieving through Excellent Experiences</p>	<p>Achieve equity for every child by raising the bar for all.</p>	<p style="text-align: center;">Wellbeing</p>	<ul style="list-style-type: none"> • Expand and develop the Learn Well Service, providing early intervention and prevention for secondary aged pupils experiencing emotionally based school absence. • Introduce a mentoring programme. • Provide professional learning around inclusive practice in ELC settings and schools • Implement the Department's Social Justice Strategy • Enhance partnership working to ensure pupils are well equipped to learn, engage and achieve in school. • Develop and implement a Local Authority Health and Wellbeing Assessment. • Collaborate with WP colleagues around maximising attendance. • Provide CLPL (as part to WP) to school leaders around maximising attendance.
	<p>Improved outcomes for children and young people impacted by poverty.</p>		<ul style="list-style-type: none"> • Implement the revised Numeracy and Mathematics strategy • Review and update the Literacy strategy • Provide high quality professional learning on the teaching of reading, writing, talking and listening, numeracy and mathematics. • Provide guidance and support on pedagogical research and practices (0 – 18 years), including the assessment of children's progress in literacy and numeracy • Work with Adult Learning Service to ensure parents/carers have the literacy and numeracy and maths skills to support their children • Engage all staff in professional learning with a focus on equity and reducing poverty-related attainment gap. • Introduce new performance reporting tools (Power Bi).
	<p>The attainment gap between the most and least disadvantaged children and young people in literacy and numeracy is closed.</p>		<p style="text-align: center;">Literacy and Numeracy</p>
<p style="text-align: center;">Learning and Teaching</p>			

East Renfrewshire Council Stretch Aims

Achievement of Curriculum for Excellence Levels: P1, P4, P7 Combined: Numeracy				
Annual Trajectory	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 – Q5)
2023/24	93.0%	79.6%	94.5%	14.9%
2024/25	93.2%	82.0%	94.7%	12.7%
2025/26 Stretch aim	93.5%	84.8%	95.0%	10.2%

Additional Information and rationale for aims (maximum 300 words)

Overall levels of performance in East Renfrewshire are high and as a local authority we are consistently the highest achieving nationally. This session all pupils have made progress, however the rate of progress is greater for those living in higher SIMD quintile areas. Our stretch aims, whilst still being ambitious with a focus of raising the bar for all, are focused on increasing the attainment levels of those pupils residing in SIMD quintile 1. It should be noted that numbers of pupils residing in quintile 1 are very low in East Renfrewshire.

Achievement of Curriculum for Excellence Levels: P1, P4, P7 Combined: Literacy

Annual Trajectory	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 – Q5)
2023/24	89.5%	71.6%	92.0%	20.4%
2024/25	89.9%	76.3%	92.2%	15.9%
2025/26 Stretch aim	90.3%	82%	92.5%	10.5%

Additional Information and rationale for aims (maximum 300 words)

Overall levels of performance in East Renfrewshire are high and as a local authority we are consistently the highest achieving nationally. This session all pupils have made progress, however the rate of progress is greater for those living in higher SIMD quintile areas. Our stretch aims, whilst still being ambitious with a focus of raising the bar for all, are focused on increasing the attainment levels of those pupils residing in SIMD quintile 1. It should be noted that numbers of pupils residing in quintile 1 are very low in East Renfrewshire.

The proportion of school leavers attaining 1 or more awards at SCQF Level 5 based on Insight (All SCQF Awards) information

Annual Trajectory	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 – Q5)
2023/24	96.4%	90.8%	97.8%	7.0%
2024/25	96.7%	91.8%	98%	6.2%
2025/26 Stretch aim	97%	92.9%	98.3%	5.5%

Additional Information and rationale for aims (maximum 300 words)

There is challenge setting this stretch aim as the previous performance level is not known at this stage. An additional difficulty is the reliance of trend data, post 2019, and the differing approaches of SQA. We have however set an ambitious aim for all children whilst looking to close the gap between Q1 – Q5.

The proportion of school leavers attaining 1 or more awards at SCQF Level 6 based on Insight (All SCQF Awards) information

Annual Trajectory	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 – Q5)
2023/24	87.9%	71.8%	92%	20.2%
2024/25	88.4%	74.4%	92.6%	18.2%
2025/26 Stretch aim	89%	76.9%	93.3%	16.4%

Additional Information and rationale for aims (maximum 300 words)

There is challenge setting this stretch aim as the previous performance level is not known at this stage. An additional difficulty is the reliance of trend data, post 2019, and the differing approaches of SQA. We have however set an ambitious aim for all children whilst looking to close the gap between Q1 – Q5.

**Proportion of 16-19 olds participating in education, employment or training:
Annual Participation Measure produced by Skills Development Scotland**

Annual Trajectory	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 – Q5)
2023/24	97.7%	95.5%	98.5%	3%
2024/25	97.8%	95.9%	98.6%	2.7%
2025/26 Stretch aim	97.9%	96.3%	98.7%	2.4%

Additional Information and rationale for aims (maximum 300 words)

Performance in East Renfrewshire as measured by the APM is incredibly high (highest nationally) with a poverty related attainment gap of 3%. The stretch aim reflects in the first instance, maintenance of these very high levels, thereafter incremental gains leading to further reduction of the poverty related attainment gap to 2.4%.

**A locally identified aim for health and wellbeing, to be measured using local datasets:
Attendance – Primary**

Annual Trajectory	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 – Q5)
2023/24	96%	92.5%	96.5%	4%
2024/25	96.1%	93%	96.5%	3.5%
2025/26 Stretch aim	96.2%	93.5%	96.5%	3%

Additional Information and rationale for aims (maximum 300 words)

Previous stretch aims in this area were not met. Although overall levels of attendance are high, and favourable nationally, there is an aim to return to pre-pandemic levels of attendance. The stretch aims reflect this approach.

A locally identified aim for health and wellbeing, to be measured using local datasets:**Attendance – Secondary (S1 – S5)**

Annual Trajectory	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 – Q5)
2023/24	93.5%	90.5%	94.2%	3.7%
2024/25	93.6%	91%	94.2%	3.2%
2025/26 Stretch aim	93.7%	91.5%	94.2%	2.7%

Additional Information and rationale for aims (maximum 300 words)

Previous stretch aims in this area were not met. Although overall levels of attendance are high, and favourable nationally, there is an aim to return to pre-pandemic levels of attendance. The stretch aims reflect this approach.

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