

EAST RENFREWSHIRE COUNCIL

EDUCATION COMMITTEE

26 SEPTEMBER 2024

Report by Director of Education

IMPROVING OUTCOMES THROUGH SCOTTISH ATTAINMENT CHALLENGE FUNDING:
STRATEGIC EQUITY PLAN 2024-2025

PURPOSE

1. To seek Education Committee approval for the updated Strategic Equity Funding (SEF) Plan Action Plan 2024 – 2025 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 2024 – 2025 (driver diagram) takes full account of the [National Improvement Framework Education - Achieving Excellence and Equity: national improvement framework and improvement plan 2024](#), 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 and the department's [Local Improvement Plan 2024-2027](#).

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 2024 – 2025 (Appendix 1) was written by officers from the Education Department, led by a Head of Education Service (Quality Improvement and Performance).

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

11. Although the three key themes previously identified as part of our theory of change to tackle the poverty related attainment gap were identified as pivotal, self-evaluation evidence suggested the following drivers for change:

- Leadership of equitable systems and resources to address systemic inequalities and promote inclusivity, fairness and justice;
- The use of data at all levels to drive improvement; and
- Communication to support effective collaboration and achievement of shared goals.

Stretch Aims

12. 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.

13. 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.

14. 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.

15. 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.

16. East Renfrewshire’s 3 year stretch aims were submitted to the Scottish Government, along with an accompanied outline trajectory for progress in September 2023.

17. 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.

18. During session 2023/2024 (year 1) progress towards achieving these stretch aims was recorded. With the closing of the poverty related attainment gap evident across most of the key measures, we have a platform for continued progress this session (2024/2025). Detail of this can be found in Appendix 1.

CONSULTATION

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

20. 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*.

21. In addition analysis of our current performance data in a range of areas, including progress towards our stretch aims supported the finalisation of the department’s one year action plan 2024 – 2025.

FINANCIAL AND EFFICIENCY IMPLICATIONS

22. 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.

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

24. 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

25. 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
 26 September 2024

Convener Contact Details

Councillor Anderson, Convener for Education, Equalities, Culture and Leisure
 Tel: 07341 640 825
 Tel: 0141 577 3107
andrew.anderson@eastrenfrewshire.gov.uk

Report Author

Janice Collins, Head of Education Services (Quality Improvement)
 Tel: 0141 577 3204
Janice.Collins@eastrenfrewshire.gov.uk

Appendix

1. SEF Plan: One Year Action Plan 2024 – 2025

Background Papers

1. [Education - Achieving Excellence and Equity: national improvement framework and improvement plan 2024](#)
2. [East Renfrewshire Education Department Local Improvement Plan 2024 - 2027](#)

Strategic Equity Plan

Delivering Excellence through Equity



Revised September 2024

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 • Whole Family Wellbeing Fund • SEF Plan • Education Scotland Attainment Advisor • Support and challenge school performance • High quality CLPL 	Activities		Participation / Reach	Short Term	Long Term
				<i>Annual Performance Reporting</i>	<i>by 2026 and beyond</i>
	Wellbeing Readiness to Learn	<ul style="list-style-type: none"> • Develop and Implement an East Renfrewshire Improving Attendance Framework and Action Plan • Early Intervention and prevention for secondary aged pupils experiencing emotionally based school absence. 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. • Build capacity in inclusive practice through implementing Circle Approach across settings and schools. • 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> <p>All ELC settings and schools.</p>	<p>Attendance and Exclusion data – key equity groups, SIMD, ASN, EAL and Care Experienced pupils</p> <p>Reduction in number of children being educated on reduced timetables 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>

<ul style="list-style-type: none"> Quality Improvement Team Educational Psychology Team Principal Teachers of Literacy and Numeracy Wellbeing Support Teacher Research Assistant Education Development Officer (EAL) Adult Learning Services Community, Learning and Development Team Third Sector Partnership Children, young people and families. 	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>Local Employability Partnership</p> <p>Community Learning and Development</p> <p>FE / HE establishments</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> <p>The proportion of 16-19 olds participating in education, employment or training based on the Annual Participation Measure.</p>	<p>The attainment gap between the most and least disadvantaged children and young people in literacy and numeracy is closed.</p> <p>High quality learning, teaching and assessment, focusing on achieving equity for all learners.</p>
	Learning and Teaching	<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>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>		
ASSUMPTIONS				RISKS / EXTERNAL FACTORS	
<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. 				<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 	

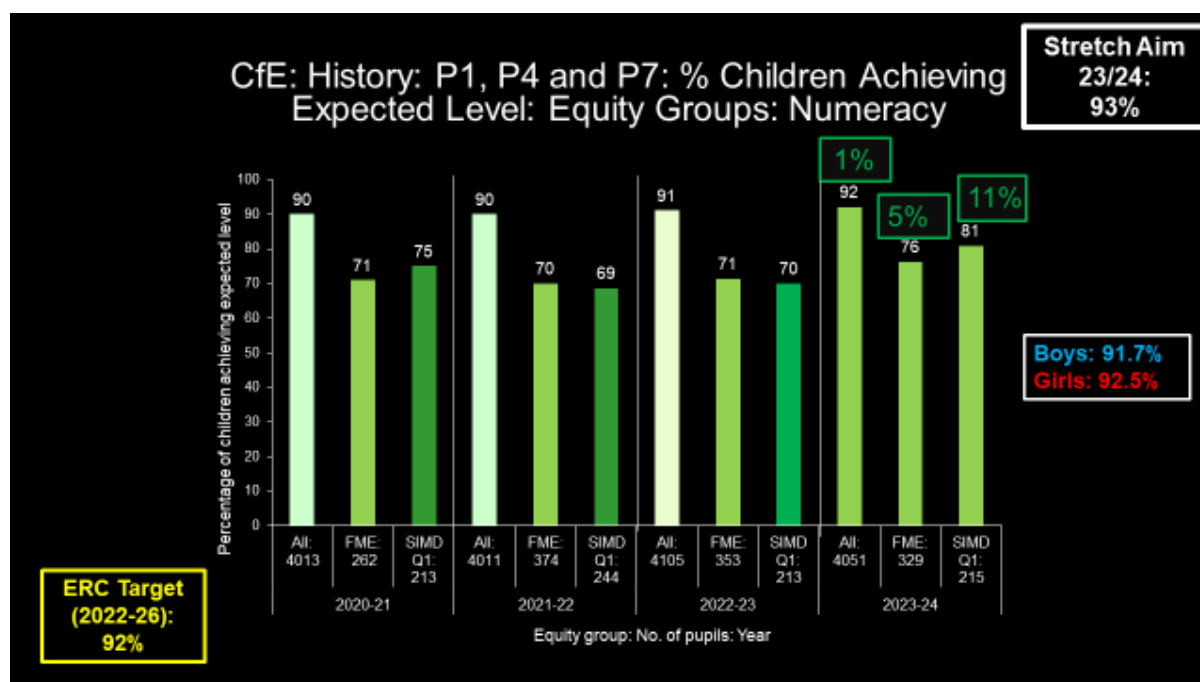
- There is recognition that some of the activities will be funding dependent and be introduced at a pace aligned with the increase in SEF monies.
- Engagement with children, staff and families will lead to better decision making.
- Professional learning will build the capacity of school staff and lead 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.

- Parent / carer / family engagement
- Staff workload and bureaucracy
- The capacity of other local authority and public sector services.

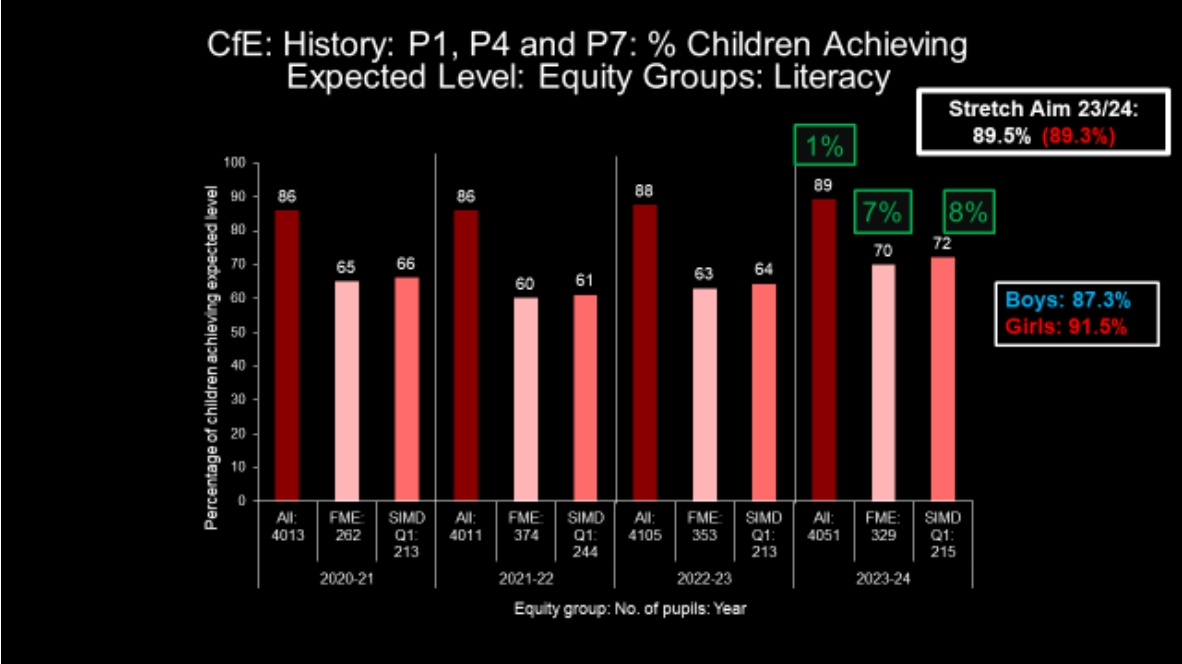
Population Outcome	Intermediate Outcome We will know we are making progress when we	Our Contribution So we need to improve....	Critical Activities by 2024 / 2025
<p>The attainment gap between the most and least disadvantaged children and young people in literacy and numeracy is reduced.</p>	<p>Achieve equity by raising the bar for every child.</p>	<p>Leadership of equitable systems and resources to address systemic inequalities and promote inclusivity, fairness and justice.</p>	<ul style="list-style-type: none"> • Develop and introduce a Leadership for Social Justice programme. • Build system capacity to support continuous improvement through robust self-evaluation processes and high quality career long professional learning. • Continue to implement the Social Justice Strategy 2022 - 2026. • Implement the revised ERC Leadership Strategy. • Build capacity in inclusive practice through implementing Circle Approach across settings and schools. • Develop and Implement an East Renfrewshire Improving Attendance Framework and Action Plan.
	<p>Improve outcomes for children and young people impacted by poverty.</p>		<p>The use of data at all levels to drive improvement</p>
		<p>Communication to support effective collaboration and achievement of shared goals.</p>	<ul style="list-style-type: none"> • Review and update the Parental Engagement and Involvement Strategy. • Continue to work in partnership with ELC settings, schools and ERC Culture and Leisure Trust to ensure all children and young people have high quality opportunities for achievement that are recognised and celebrated. • In partnership with Adult Learning Services, target the Multiply Programme in schools. • Devise a Relationships and Behaviour Action Plan. • Encourage Collaborative Learning Networks through Excellence through Equity Visits and PEF Quads. • Provide high quality professional learning on the teaching of reading, writing, talking and listening, numeracy and mathematics. • Implement Effective Learning and Teaching Collaborative Programme with targeted schools.

East Renfrewshire Council Stretch Aims and Progress to Date.

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% (92.1%)	79.6% (81%)	94.5% (95%)	14.9% (14%)
2024/25	93.2%	82.0%	94.7%	12.7%
2025/26 Stretch aim	93.5%	84.8%	95.0%	10.2%



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% (89%)	71.6% (72%)	92.0% (93%)	20.4% (21%)
2024/25	89.9%	76.3%	92.2%	15.9%
2025/26 Stretch aim	90.3%	82%	92.5%	10.5%



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%

Information not available at present.

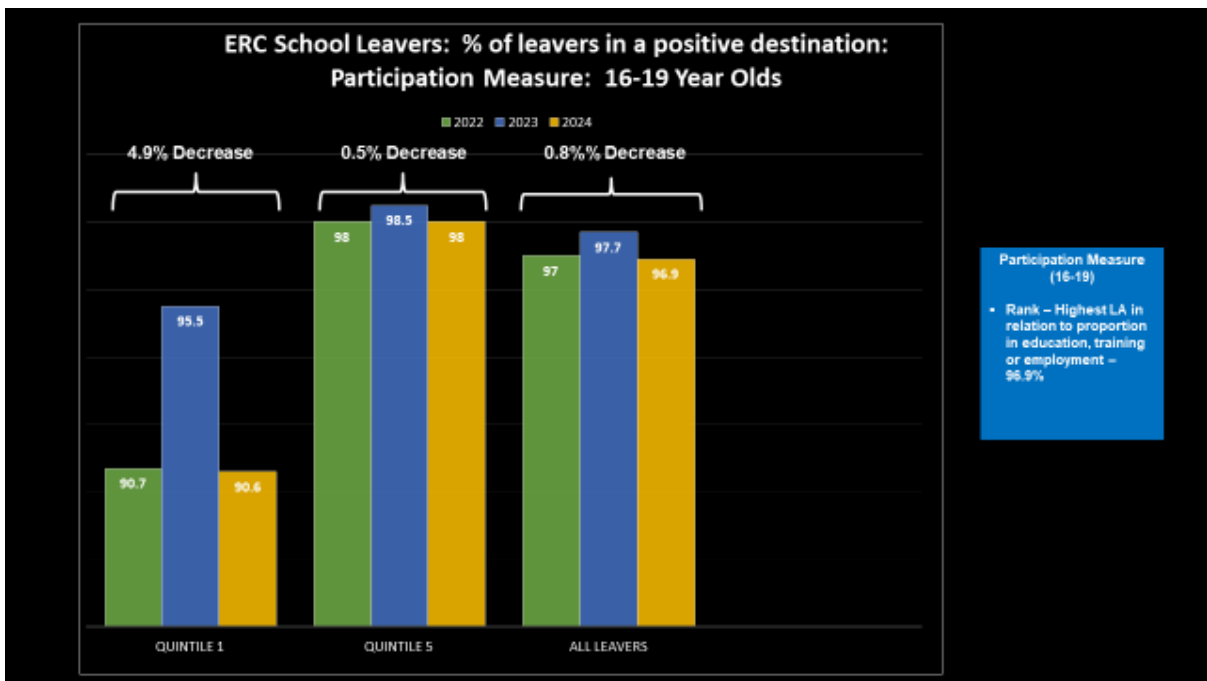
The proportion of school leavers attaining 1 or more awards at SCQF Level 6 based on Insight (All SCQF Awards) information

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%

Information not available at present.

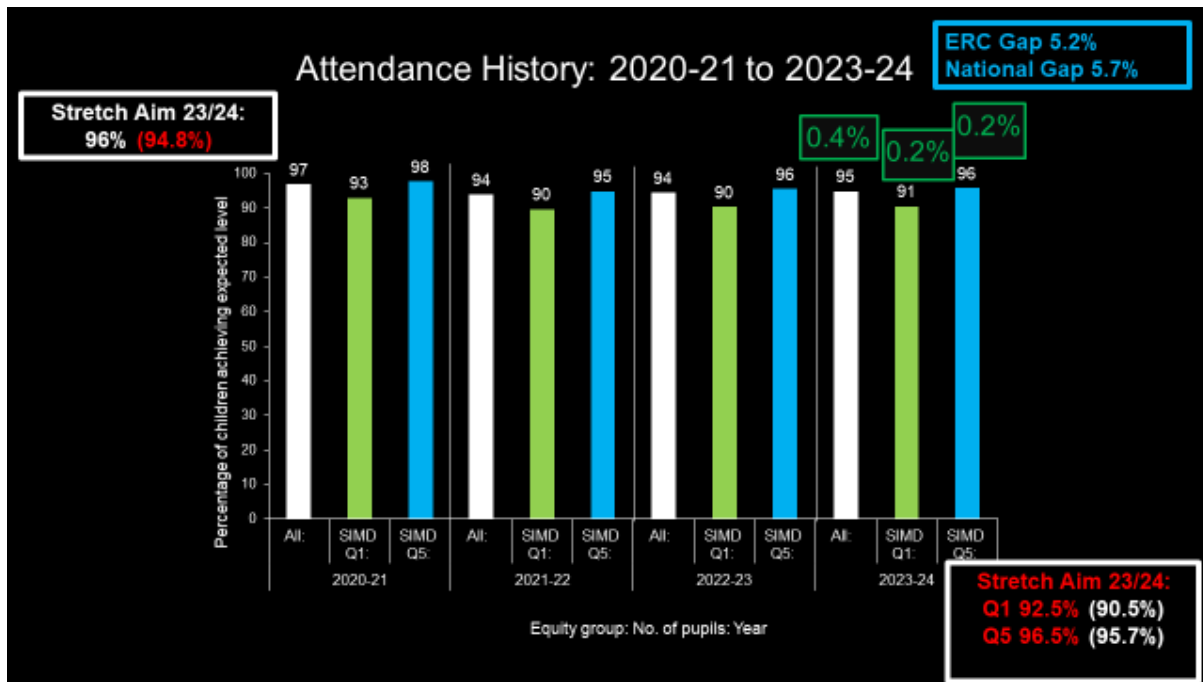
**Proportion of 16-19 olds participating in education, employment or training:
Annual Participation Measure produced by Skills Development Scotland**

Annual Trajectory	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 – Q5)
2023/24	97.7% (96.9%)	95.5% (91%)	98.5% (98%)	3% (7%)
2024/25	97.8%	95.9%	98.6%	2.7%
2025/26 Stretch aim	97.9%	96.3%	98.7%	2.4%



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

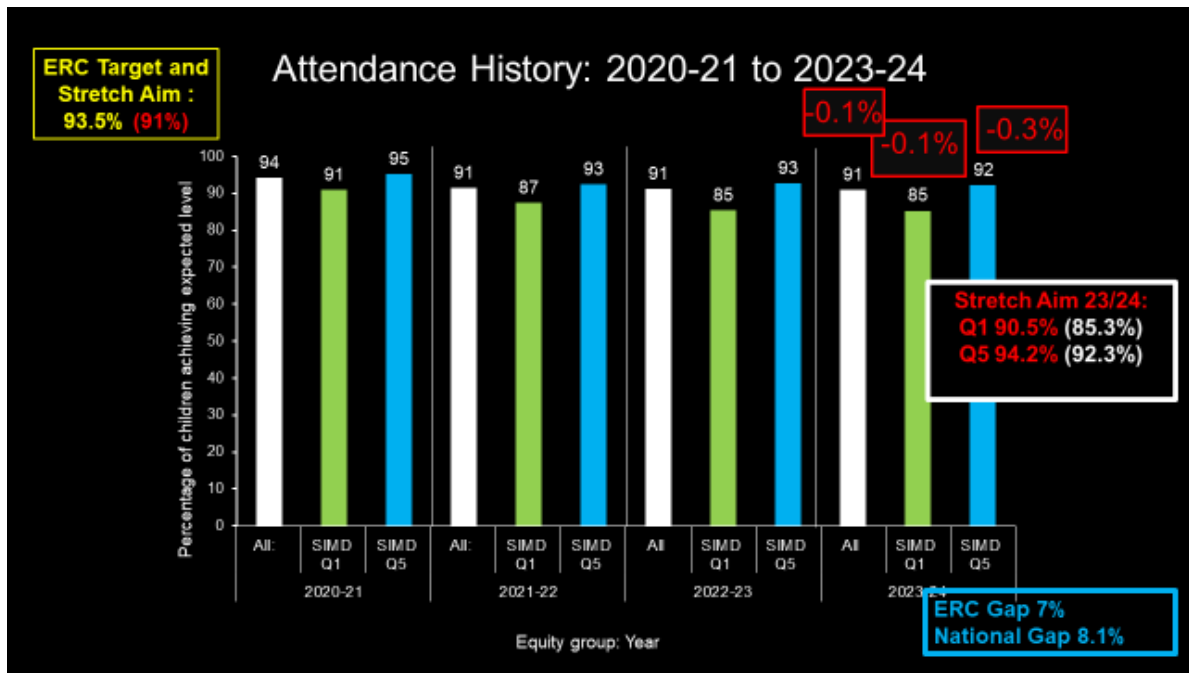
Annual Trajectory	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 – Q5)
2023/24	96% (94.8%)	92.5% (91%)	96.5% (96%)	4% (5%)
2024/25	96.1%	93%	96.5%	3.5%
2025/26 Stretch aim	96.2%	93.5%	96.5%	3%



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% (91%)	90.5% (85%)	94.2% (92%)	3.7% (7%)
2024/25	93.6%	91%	94.2%	3.2%
2025/26	93.7%	91.5%	94.2%	2.7%
Stretch aim				



(*) 2023/2024 Performance