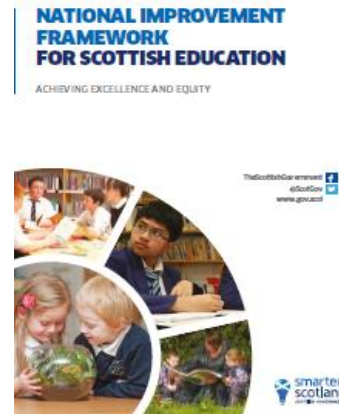
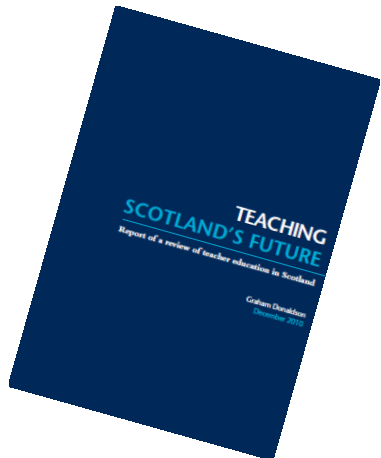
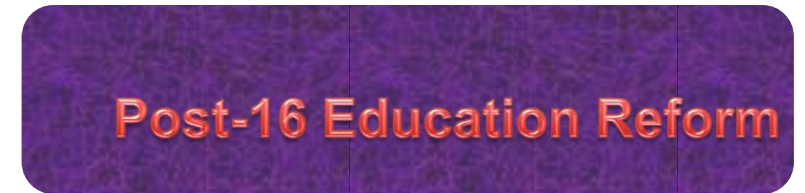
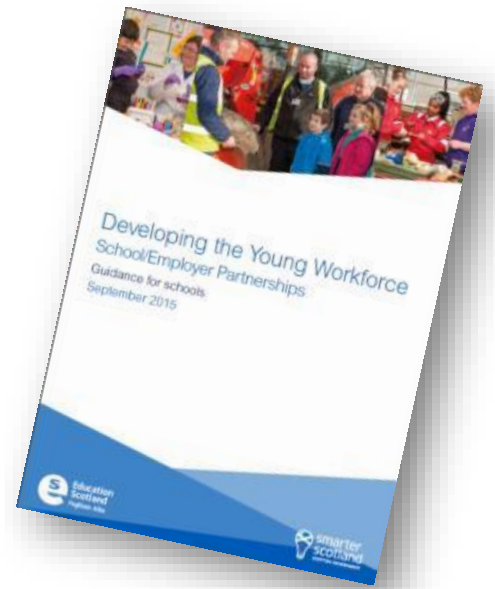
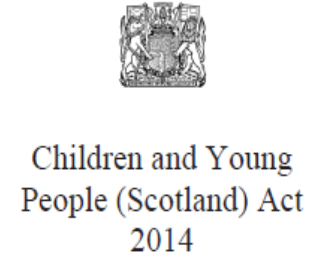


The Scottish Attainment Challenge: *A Literacy focus and Legacy*

Mary Ann Hagan



For Scotland's learners, with Scotland's educators

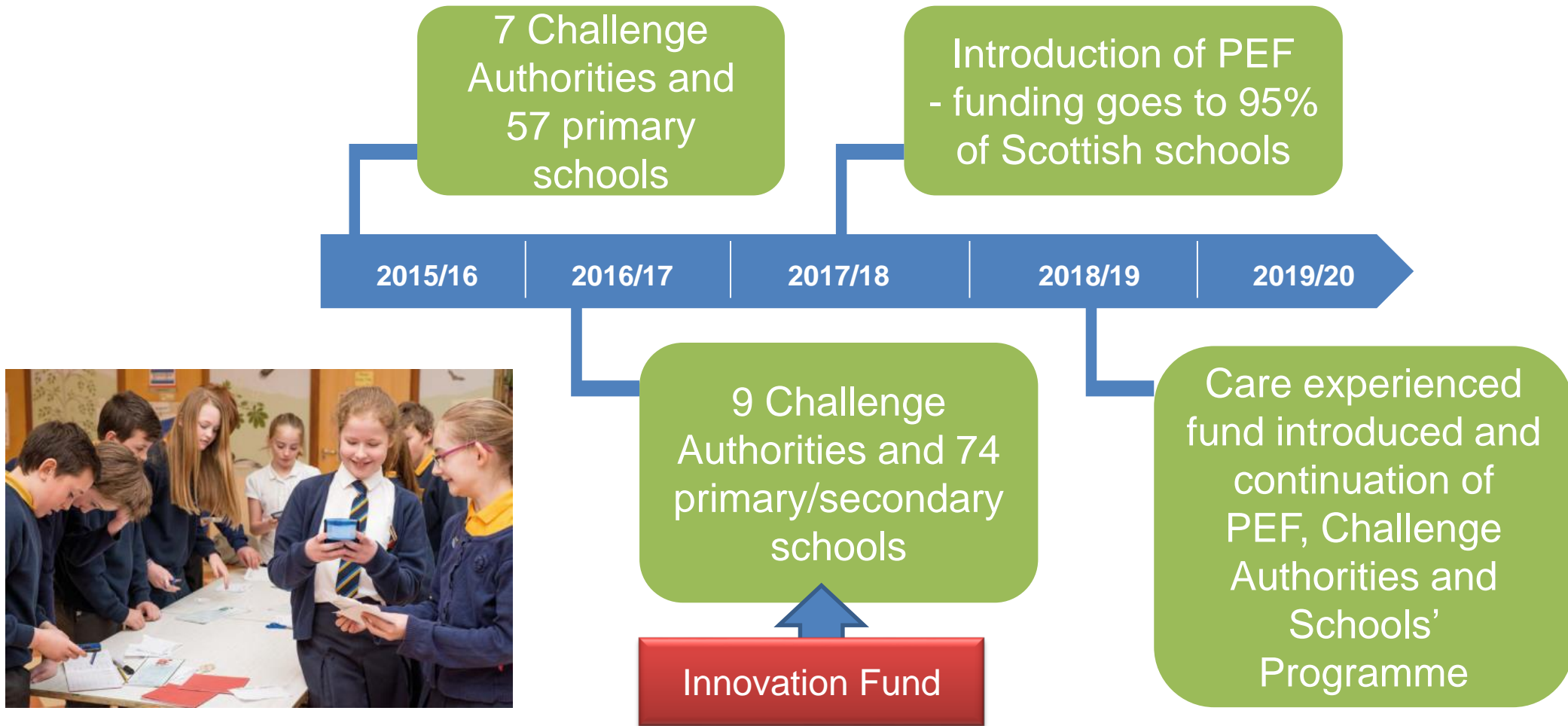


Funding

Overview of session

- Scottish Attainment Challenge
- SAC and PEF literacy interventions
- Key messages from inspections
- Sharing Practice

Programme has evolved over time...

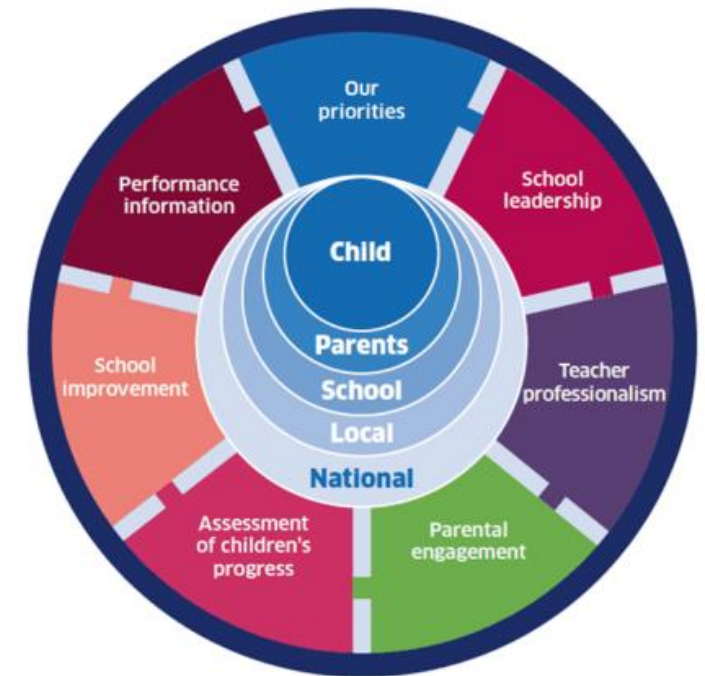


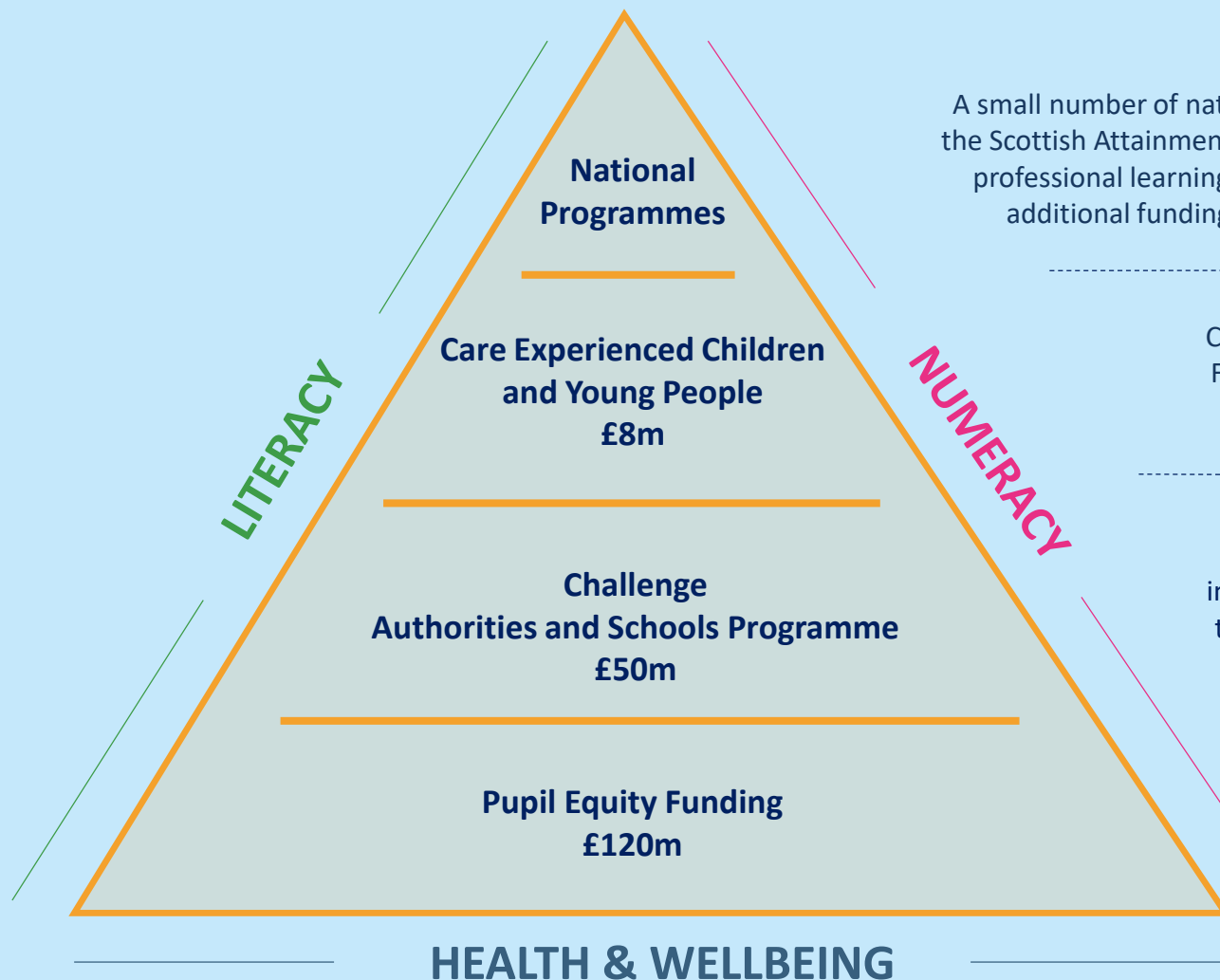
Excellence and Equity

- First Minister's number one priority
- National Improvement Framework:
 - 4 priorities, 6 drivers of improvement
- Annual improvement plan – the “so what” and the “how”
- Education reform agenda – a shift of focus



- Parental engagement
- Teacher professionalism
- School leadership





A small number of nationally funded programmes which support the Scottish Attainment Challenge, including teacher recruitment, professional learning, supporting aspirations. This also includes additional funding for Regional Improvement Collaboratives.

Care Experienced Children and Young People Funding to help improve attainment for care experienced children.

Targeted specific and additional interventions to narrow the attainment gap in the 9 local authorities and 74 schools with the highest concentrations of pupils living in areas of multiple deprivation

Funding support to all schools with P1-S3 pupils from low income families (Around 95% of schools)

You need to know the gap before you can close the gap

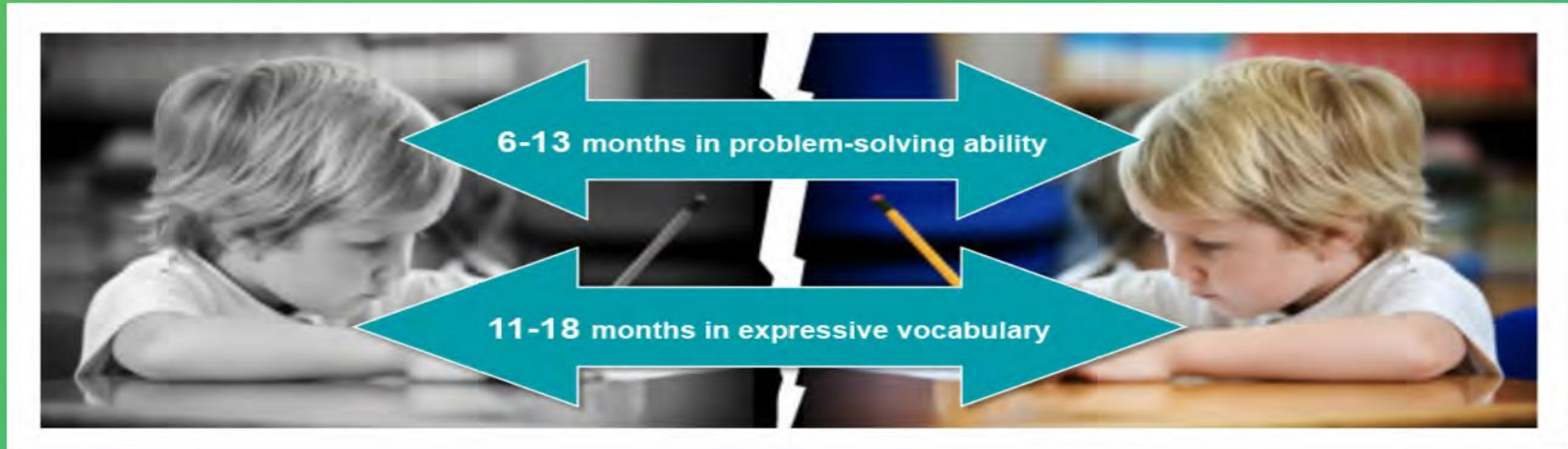
Who is still quietly underachieving in Scottish education?

There is now a lot of targeted support including additional staff in place – how well are we monitoring the impact of this?

To what extent is training and professional learning now focused on equity for all?

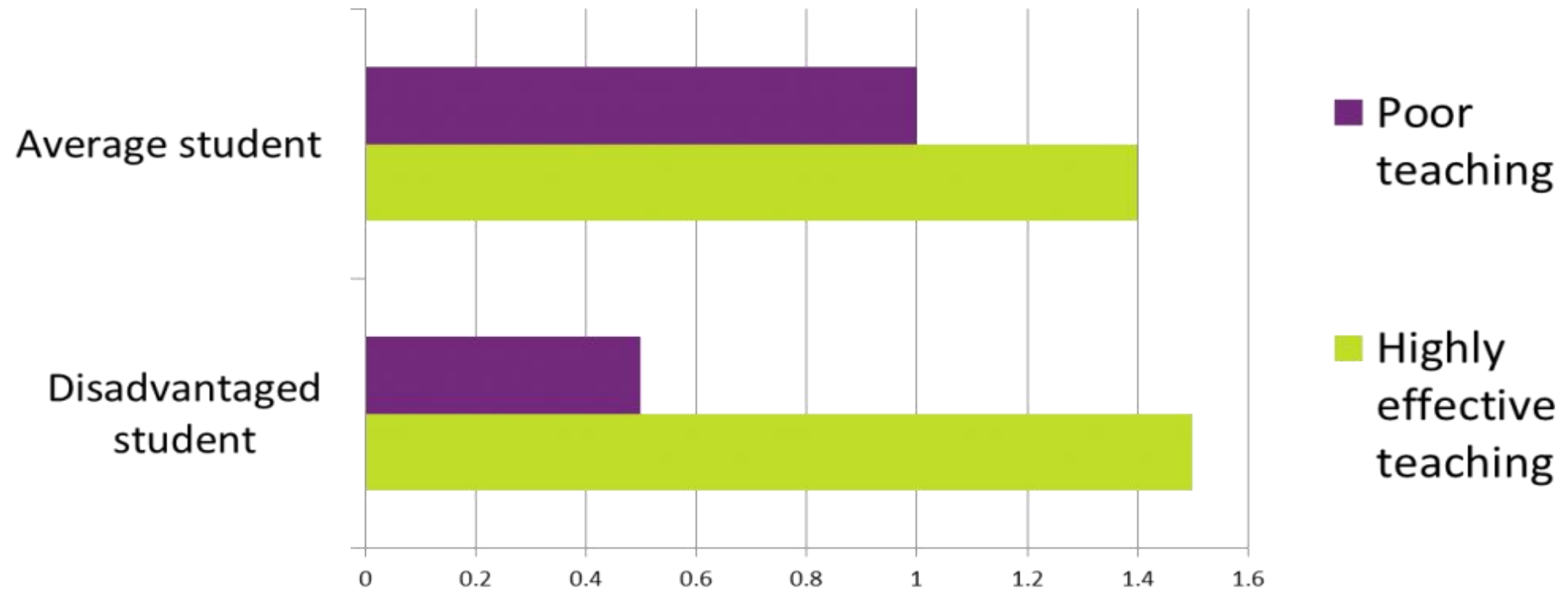
How do we ensure that our interventions and approaches build capacity and are sustainable in the long-term?

In Scotland, at age 5, the gap between children from the most advantaged and most disadvantaged families is already:



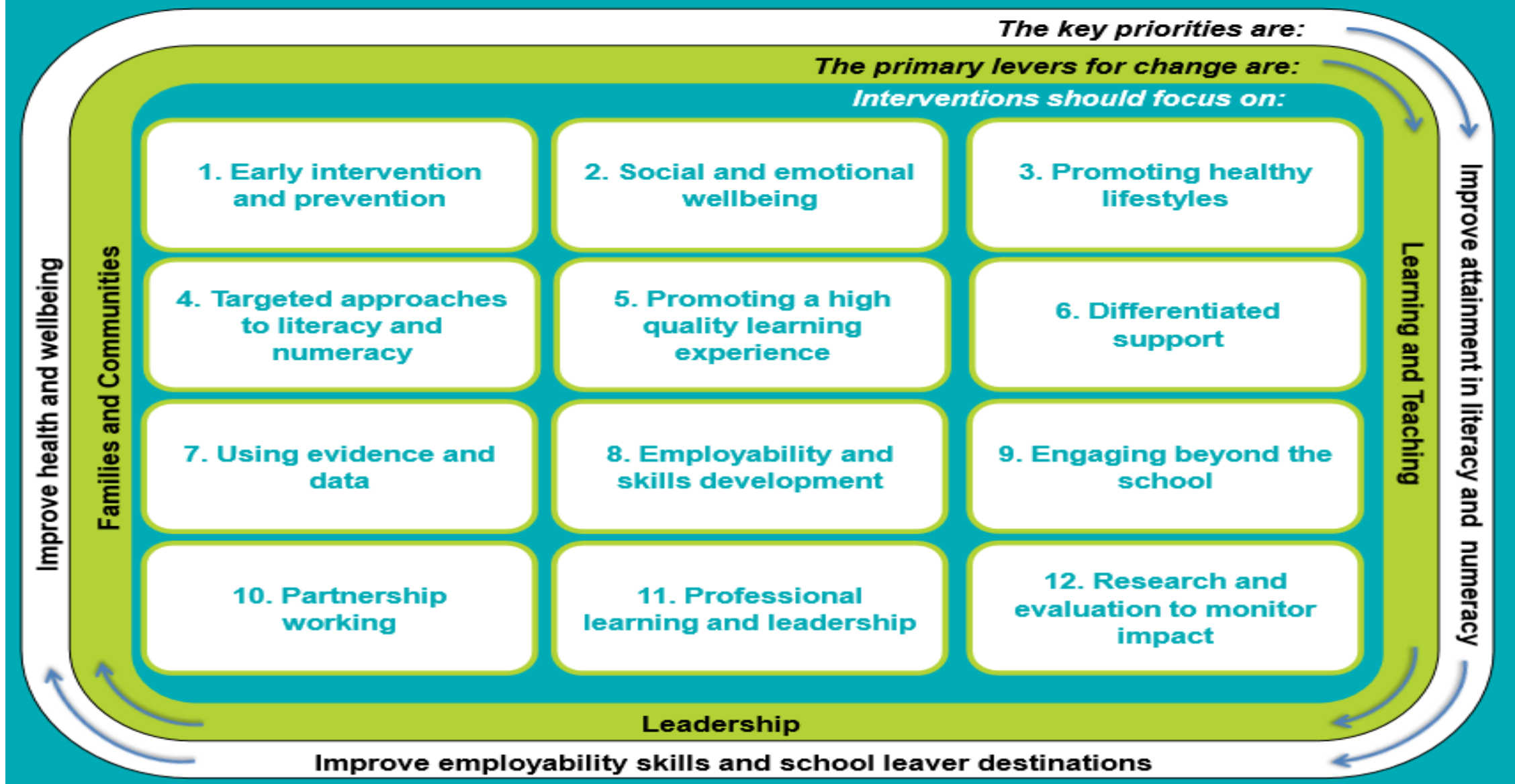
From Growing Up in Scotland

Effect of teaching on students in years of progress



Source: Sutton Trust (2011)

Interventions for equity

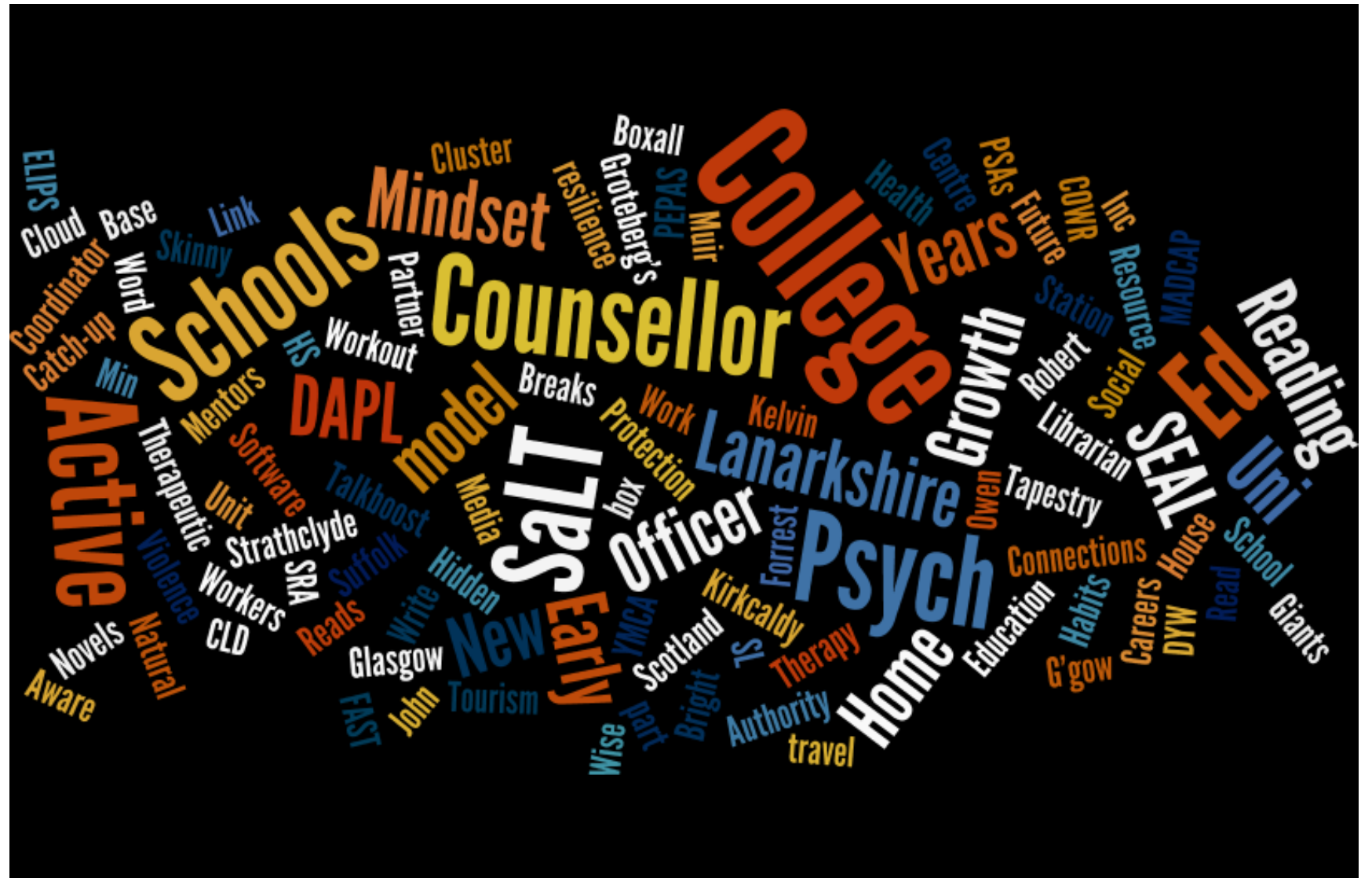


Interventions are numerous





Partners



Evidence from inspection

All nine inspections of challenge authorities are now published:

- Two making excellent progress
- Three making very good progress
- Two making good progress
- Two making satisfactory progress

Inspection of local authorities

How well is Renfrewshire Council improving learning, raising attainment and closing the poverty-related attainment gap?

February 2019

Inspection of local authorities

How well is Glasgow City Council improving learning, raising attainment and closing the poverty-related attainment gap?

March 2019

For Scotland's learners with Scotland's educators

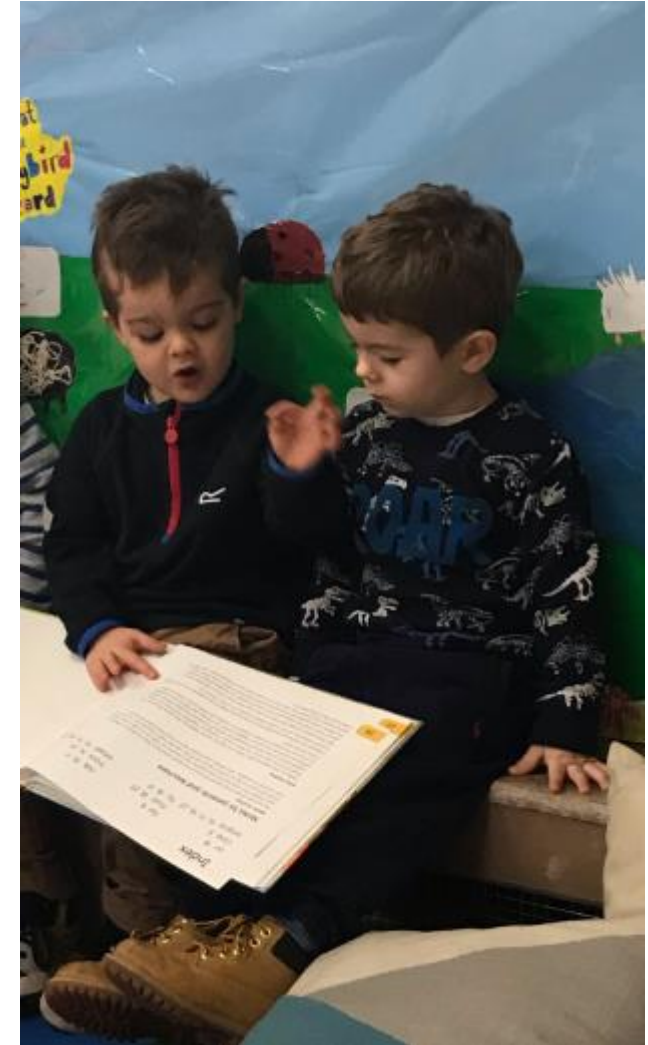
For Scotland's learners with Scotland's educators

Literacy – What is working well?

- Speech and language contributions and collaborations that build capacity
- Engaging with research to make informed decisions
- Partnership with educational psychology
- Enjoying reading as a social activity and applying these new skills in other areas
- Increased leadership opportunities improving learning and teaching
- Supporting and enhancing family learning

What needs to improve?

- Revisit literacy as the responsibility of all
- Ensure progress and application across all curricular areas
- Improve understanding and delivery of IDL
- Ensure parity of esteem and clear decision making
- Avoid a deficit model
- Clarity around measures and outcomes, understanding and articulating impact



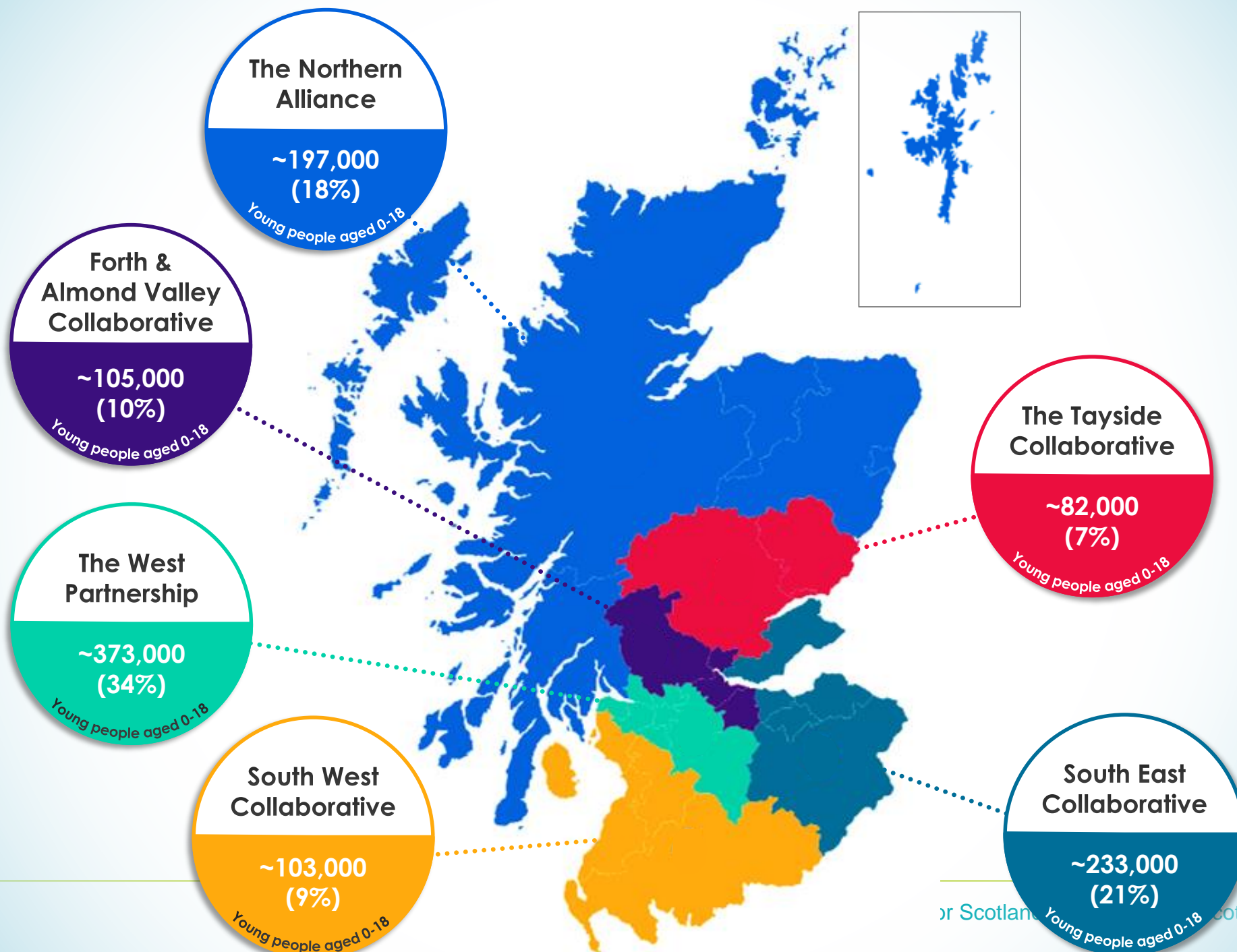
What are teachers saying?

“Previously, professional learning was about evaluating the courses, now it is about evaluating the impact in my class”

(primary)


“There has been a shift in culture with higher expectations of staff and young people”

(secondary)



Pupil Equity Funding (PEF): national operational guidance 2018

Scottish Attainment Challenge and partnerships with the Third Sector

 **Pupil Equity Funding – National Operational Guidance – 2018¹**

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 £700m 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 Pupil Equity Funding allocated 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 need, schools must identify in evidence of what 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 them will be measured. **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

Scottish Attainment Challenge and partnerships with the Third Sector

This resource set out how schools can identify shared agendas and create purposeful partnerships with appropriate third sector organisations to improve outcomes for young people. The third sector has experience in delivering projects which address each of the three priorities identified for the Scottish Attainment Challenge but is particularly well placed to support improvements to health and well-being and to improve employability skills and school-leaver destinations. One of the primary levers for change is recognised as being partnership work with **families and communities** and it is here that the third sector can be of particular value.

Background

This resource has been produced for individual schools but will also be of interest to the region who help them make decisions e.g. Attainment Advisors, QIO. It aims to improve understanding about the third sector and the potential it has for helping schools to improve outcomes for young people. It has been co-designed by Education Scotland, COSLA, ADES, the Scottish Government, the Third Sector (with particular thanks due to Youthlink Scotland and the National Third Sector Governance Project) and The Robertson Trust.

The Scottish Attainment Challenge

The First Minister launched the Scottish Attainment Challenge in February 2015 to achieve equity in educational outcomes for young people, ensuring that every child has the same opportunity to succeed. It has a particular focus on closing the poverty-related attainment gap. The Attainment Scotland Fund has been designed to help schools to achieve this aim for learners, by enabling schools to provide additional support and opportunities, particularly those adversely affected by deprivation.

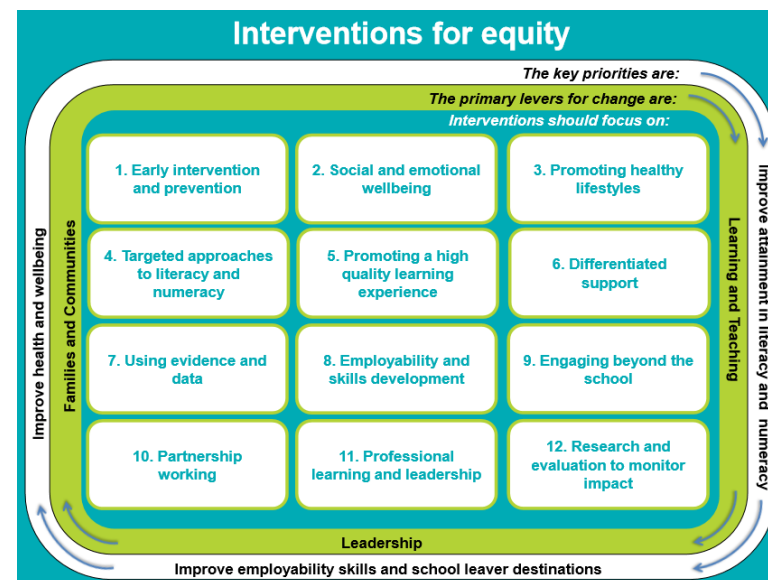
The Scottish Attainment Challenge and the Third Sector


Third sector is a term used to describe the range of organisations that are neither public nor private sector. It includes voluntary and community groups (both registered charities and other organisations such as informal community groups), social enterprises and co-operatives. These organisations may work in specific geographic locations or across Scotland as a whole and will vary in size and their capacity to engage with schools.

Third sector organisations (TSOs) are well-placed to support delivery in partnership with schools. They bring experience of supporting young people and their families with an ability to forge strong community links. TSOs can be commissioned to deliver work for a fixed period, without the school needing to recruit extra staff for a particular piece of work. TSOs bring innovation and a skilled, competent and motivated workforce.

"Local authorities greatly value the partnerships they have with third sector organisations who recognise the expertise and added value they can provide in seeking to close the educational attainment gap. As a result of partnership working between local authorities and the third sector there are many examples of innovative practice across Scotland that contribute greatly to better outcomes for children and young people".

Clr Stephen McCabe, COSLA children and young people spokesperson; Jan 18




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NIH > EEF Toolkit

Scottish Attainment Challenge: Learning & Teaching Toolkit

This is the first phase of development of a Scottish specific toolkit which will go on to include more Scotland specific content.

Filter Toolkit

Filter By Keyword

Cost

Evidence Strength

Months impact

Toolkit Strand	Cost	Evidence Strength	Months Impact
Arts participation → Low impact for low cost, based on moderate evidence.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input checked="" type="radio"/>
Aspiration interventions → Very low or no impact for moderate cost, based on very limited evidence.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input checked="" type="radio"/>
Behaviour interventions → Moderate impact for moderate cost, based on extensive evidence.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input checked="" type="radio"/>
Block scheduling → Very low or no impact for very low cost, based on limited evidence.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input checked="" type="radio"/>
Built environment → Very low or no impact for low cost, based on very limited evidence.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input checked="" type="radio"/>
Collaborative learning → Moderate impact for very low cost, based on extensive evidence.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input checked="" type="radio"/>
Digital technology → Moderate impact for moderate cost, based on extensive evidence.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input checked="" type="radio"/>

The cover features a white background with a vertical purple bar on the left. The title 'ENHANCING LEARNING AND TEACHING THROUGH THE USE OF DIGITAL TECHNOLOGY' is written in large, bold, purple capital letters. Below it, the subtitle 'A DIGITAL LEARNING AND TEACHING STRATEGY FOR SCOTLAND' is in smaller, black capital letters. A horizontal strip of five small images shows students using digital technology in various ways: a girl looking at a tablet, a hand pointing at a screen, a boy standing next to a screen, a boy sitting at a desk with a screen, and a boy lying down using a tablet. At the bottom right is the 'Smarter Scotland' logo, which includes a stylized blue and white icon and the text 'Smarter Scotland Scottish Government'.



Education Scotland

Denholm House

Almondvale Business Park

Almondvale Way

Livingston EH54 6GA

T +44 (0)131 244 5000

For Scotland's learners, with Scotland's educators