Tackling the Poverty-Related Attainment Gap – Our Theory of Change
The Scottish Attainment Challenge Logic Model

What is the Scottish Attainment Challenge Logic Model?

A logic model is a visual planning tool that shows the journey from resources and activities to a programme's intended outcome.

- **Inputs** – human, financial, organisational and community resources available
- **Activities** – processes, tools, events and actions
- **Outcomes** – expected changes from a Programme's activities

The Scottish Attainment Challenge Logic Model illustrates, at a high level, the activities that will lead to the short, medium and long term outcomes designed to achieve the Scottish Attainment Challenge mission '*to use education to improve outcomes for children and young people impacted by poverty, with a focus on tackling the poverty-related attainment gap'.*

The Logic Model design seeks to balance the complexity of the Scottish Attainment Challenge Mission and the simplicity of a useable tool which is accessible and meaningful to all stakeholders.

How was the Scottish Attainment Challenge Logic Model developed?

The Scottish Attainment Challenge Logic Model was developed in collaboration and in consultation with a wide range of education stakeholders including Education Scotland, Local Authority Scottish Attainment Challenge Leads, the Scottish Education Council, the Teachers' Panel and the International Council of Education Advisors though a series of virtual, interactive workshops.

The Logic Model draws on the evaluation of the first Scottish Attainment Challenge programme and highlights activities that evidence shows positively impact attainment e.g. data literacy; collaborative working; targeting, selecting and evaluating approaches; understanding barriers; culture and ethos; professional learning. Nonetheless, we understand that the specific activities, or combination of activities, that lead to change will vary between schools and between local authorities to meet the needs of individual children. The activities included in the model are neither prescriptive nor exhaustive.

How can I use the Scottish Attainment Challenge Logic Model to support my work?

In response to stakeholder feedback, the Scottish Attainment Challenge Logic Model is a 'nested' model illustrating the varying activities from the national strategic level to the operational school and local level. The different stakeholders in the programme are represented in the following four models:

- **Overall logic model** – summarising all inputs and activities
- **National logic model** – for central government, national bodies
- **Regional/local logic model** – for Regional Improvement Collaboratives, Local Authority Scottish Attainment Challenge leads
- **School/community logic model** – for school leaders, practitioners, children and young people, parents, carers, families, community organisations, third sector

Note that the inputs and activities are unique to each layer; the outcomes remain consistent across all logic models to reflect the common goals.

The logic model has been designed to be used to support:

- Planning e.g. support development and monitoring of stretch aims, school improvement plans
- Communicating the Scottish Attainment Challenge Mission
- Promoting system wide understanding of short, medium and long term outcomes
- Collaboration and engagement with wider stakeholders on activities and the outcomes of the programme
- Forming the basis for evaluation
- Celebrating success

At a national level the logic models will primarily be used as a planning tool for evaluation and programme management purposes.

The logic models can be used locally in a number of ways to support progress towards the Scottish Attainment Challenge mission and as a systematic tool to drive improvement in a school or locality; there is no one-size fits all approach.

We recognise that local authorities will use the logic model in their local context, regardless of what stage they are at in their involvement in the Scottish Attainment Challenge. If local authorities have moved beyond some of the short term outcomes they can focus on the medium and long-term outcomes in their approach.

Schools and local authorities are not expected to formally report against progress towards the logic model outcomes. Rather, discussions around this would form part of the usual dialogue with Education Scotland Regional Improvement Teams, including Attainment Advisors. The model is one of a range of tools which schools can use to support planning and monitoring of progress in closing the poverty-related attainment gap. For example, it can be used alongside school self-evaluation to inform discussions about progress and next steps.

Scottish Government
Education Scotland

March 2022

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INPUTS

National
- Ministers
- Scottish Government
- Education Scotland

Regional
- Regional Improvement Collaboratives
- Senior Regional

Local authorities
- Elected members
- Education
- Wider services

Schools
- Head teachers
- Practitioners
- Support staff
- Early Learning and Childcare leaders/staff
- Educational Psychologists
- Allied Health Professionals

Communities
- Children and Young people
- Parents and carers
- Third sector
- Community Learning and Development

ACTIVITIES

National
- Clear policy framework and guidance for SAC
- Distribution of funding
- Evaluation of national progress
- Support and challenge around Stretch Aims
- Support for use of data and self-evaluation
- Support for effective collaboration
- Professional learning

Regional
- Development of regional plan and work programme
- Support for collaborative working
- Sharing of good practice
- Professional learning

Local authorities
- Setting stretch aims for improvement
- Tracking, monitoring and data analysis tools
- Professional learning around planning, interventions and approaches
- Development of local authority wide approaches
- Collaborating with services and communities

Schools
- School and class level planning
- Use of data to target interventions
- Schools are empowered to implement evidence based interventions/ approaches to meet local needs
- Collaboration within/across schools and local authority
- Self-evaluation, tracking and reporting of progress

Communities
- Children & Young People and family co-production activities
- Third sector partnerships

SHORT-TERM OUTCOMES

Leadership
Actively developing empowered leadership capabilities in the education system with embedded structures in place to improve learning, teaching and self-evaluation.

Professional learning
All practitioners engage in professional learning with a focus on equity and reducing poverty-related attainment gap.

Collaboration
Established collaborations with local authorities, schools, the third sector and families and communities identifying key priorities across education delivery.

Data and evidence
Practitioners are able to use data effectively to identify the needs of their learners and improve learning and teaching.

Shared understanding
There is shared understanding and shared work amongst all local authorities, practitioners and partners on the Scottish Attainment Challenge aims/mission.

Focus
Sustained focus on physical and mental health and wellbeing, literacy and numeracy using pedagogical skills to improve personal achievement, attainment, and positive destinations for children and young people living in poverty.

Readiness to learn
A sustained focus on children and young people's readiness to learn through focusing on engagement and attendance, confidence and wellbeing.

Engagement
Meaningful engagement with children and young people and their families and communities embedded in decision making in relation to the Scottish Attainment Challenge.

Approaches
All parts of the system are aware of the range of approaches to support equity, can apply them in their local context and identify impact evidence.

MEDIUM TERM OUTCOMES

Leadership
Strong leadership in the education system, using skills developed through continuous professional learning focused on equity and closing the poverty-related attainment gap.

Professional learning
Professional learning focussed on equity is embedded and practitioners use these skills and knowledge to improve outcomes for children and young people.

Collaboration
Strategic collaboration across the education system results in innovative, impactful and sustainable approaches to closing the poverty-related attainment gap.

Data and evidence
An embedded use of data and evidence is used to build and share an understanding of effective interventions in closing the poverty-related attainment gap.

Culture and ethos
An embedded culture and ethos based on educational equity exists in the education system that promotes high aspirations and recognises broader achievement for all children and young people and their families.

Learning and teaching
High quality learning, teaching and assessment, focussing on achieving equity for learners, across Health and Wellbeing, literacy and numeracy.

Readiness to learn
Improvements in engagement, attendance, confidence and wellbeing of children and young people.

Engagement
Embedded engagement and participation of children and young people, families and communities in the learner journey.

Approaches
Evidence based approaches embedded in the system with continuous refinement/adaptation based on effective interventions in the local context.

LONG TERM OUTCOMES

Closing the gap
Closing of the attainment gap between the most and least disadvantaged children and young people, in line with stretch aims.

Embedded practices
An embedded culture focused on equity continuously supporting and developing practice at all levels of the system addressing impacts of the poverty-related attainment gap.

Educational outcomes
Children and young people have rights to equality of opportunity to positive and excellent educational outcomes regardless of their background.

Education system
An education system which actively addresses poverty, removing barriers through inclusive ethos, practice and approaches for children and young people, parents and carers and practitioners.

Achievement
An education system which encourages, reflects, and values the breadth of achievements that contribute to improved outcomes for children.

VISION

Excellence through raising attainment
Excellence through raising attainment and improving outcomes: ensuring that every child and young person achieves the highest standards in literacy and numeracy, as well as the knowledge and skills necessary to shape their future as successful learners, confident individuals, responsible citizens, and effective contributors.

Achieving equity
Achieving equity: ensuring every child and young person has the same opportunity to succeed, no matter their background or shared protected characteristics, with a particular focus on closing the poverty-related attainment gap.

MISSION

To use education to improve outcomes for children and young people impacted by poverty with a focus on tackling the poverty-related attainment gap to deliver on the Government's vision of equity and excellence in education.

Assumptions

- The Logic Model draws on experience from the SAC programme to date and associated evaluation and highlights activities that evidence shows positively impact attainment (data literacy, collaborative working, targeting selecting and evaluating approaches, understanding barriers, culture and ethos, professional learning)
- There is no hierarchy of outcomes in terms of importance to the programme
- There is a recognition that some of the outcomes will need to be continuously met, as they are contingent on ongoing activity
- Collaboration with partners will lead to innovative and impactful approaches.
- Engagement with Children and Young People and their families will lead to better decision making
- Leadership and professional learning will support development of a positive culture and ethos
- Use of data and evidence when they are critically interrogated can lead to better targetting of those who need support and can assist with monitoring of progress
- 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 fulfill their role as employer

Key Resources

- National Improvement Hub
- Equity Toolkit
- Pupil Equity Funding: Looking inwards, outwards forwards

Contextual factors

Impact of Covid	Increase in cost of living/ poverty	Education Reform	Changes in funding models	Parent/Carer/ Family engagement	Political change
Focus on Health and Wellbeing	Voice of Children and Young People	Focus on wider achievement	Role of local authorities	Partnership working	Local context

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The Scottish Attainment Challenge Logic Model – School/Community Level

INPUTS

School and class level input

- School leaders
- Teachers
- Support staff
- Early Learning and Childcare (ELC) settings
- Further education

Professional input:

- Educational psychologists
- Allied Health Professionals, e.g. Speech and Language Therapists

Children and Young People

Parents, carers, families and communities

Third sector networks/ relationships

Higher Education/ Schools of Education

ACTIVITIES

- Learning and teaching is desiged to maximise children's progress and attainment, and address gaps
- Schools are empowered to implement evidence based interventions/approaches to meet local needs
- Incorporate stretch aims in school planning for improvement
- Self-evaluation and ongoing tracking and monitoring of progress at school and class level is used to plan further support & intervention to improve children's attainment
- Overall evaluation of progress and next steps in Standards and Quality report
- Equity focus within professional learning including practitioner enquiry
- Collaboration within/across schools and local authority

- Support to address (poverty-related) learning gaps

- Co-production activities
- Pupil led groups

- Co-production activities
- Family Learning projects

- Professional learning
- Collaboration
- Engagement with Children and Young People

- Equity focused Initial Teacher Education
- Research and evaluation
- Partnerships with Regional Improvement Collaboratives, Local Authorities and schools

SHORT-TERM OUTCOMES

Leadership
Actively developing empowered leadership capabilities in the education system with embedded structures in place to improve learning, teaching and self-evaluation.

Professional learning
All practitioners engage in professional learning with a focus on equity and reducing poverty-related attainment gap.

Collaboration
Established collaborations with local authorities, schools, the third sector and families and communities identifying key priorities across education delivery.

Data and evidence
Practitioners are able to use data effectively to identify the needs of their learners and improve learning and teaching.

Shared understanding
There is shared understanding and shared work amongst all local authorities, practitioners and partners on the Scottish Attainment Challenge aims/mission.

Focus
Sustained focus on physical and mental health and wellbeing, literacy and numeracy using pedagogical skills to improve personal achievement, attainment, and positive destinations for children and young people living in poverty.

Readiness to learn
A sustained focus on children and young people's readiness to learn through focusing on engagement and attendance, confidence and wellbeing.

Engagement
Meaningful engagement with children and young people and their families and communities embedded in decision making in relation to the Scottish Attainment Challenge.

Approaches
All parts of the system are aware of the range of approaches to support equity, can apply them in their local context and identify impact evidence.

MEDIUM TERM OUTCOMES

Leadership
Strong leadership in the education system, using skills developed through continuous professional learning focused on equity and closing the poverty-related attainment gap.

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Professional learning focussed on equity is embedded and practitioners use these skills and knowledge to improve outcomes for children and young people.

Collaboration
Strategic collaboration across the education system results in innovative, impactful and sustainable approaches to closing the poverty-related attainment gap.

Data and evidence
An embedded use of data and evidence is used to build and share an understanding of effective interventions in closing the poverty-related attainment gap.

Culture and ethos
An embedded culture and ethos based on educational equity exists in the education system that promotes high aspirations and recognises broader achievement for all children and young people and their families.

Learning and teaching
High quality learning, teaching and assessment, focussing on achieving equity for learners, across Health and Wellbeing, literacy and numeracy.

Readiness to learn
Improvements in engagement, attendance, confidence and wellbeing of children and young people.

Engagement
Embedded engagement and participation of children and young people, families and communities in the learner journey.

Approaches
Evidence based approaches embedded in the system with continuous refinement/ adaptation based on effective interventions in the local context.

LONG TERM OUTCOMES

Closing the gap
Closing of the attainment gap,between the most and least disadvantaged children and young people, in line with stretch aims.

Embedded practices
An embedded culture focused on equity continuously supporting and developing practice at all levels of the system addressing impacts of the poverty-related attainment gap.

Educational outcomes
Children and young people have rights to equality of opportunity to positive and excellent educational outcomes regardless of their background.

Education system
An education system which actively addresses poverty, removing barriers through inclusive ethos, practice and approaches for children and young people, parents and carers and practitioners.

Achievement
An education system which encourages, reflects, and values the breadth of achievements that contribute to improved outcomes for children.

Key Resources

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VISION

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Achieving equity
Achieving equity: ensuring every child and young person has the same opportunity to succeed, no matter their background or shared protected characteristics, with a particular focus on closing the poverty-related attainment gap.

MISSION

To use education to improve outcomes for children and young people impacted by poverty with a focus on tackling the poverty-related attainment gap to deliver on the Government's vision of equity and excellence in education.

Assumptions

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Contextual factors

Impact of Covid	Increase in cost of living/ poverty	Education Reform	Changes in funding models	Parent/Carer/ Family engagement	Political change
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The Scottish Attainment Challenge Logic Model – Regional/Local Level

INPUTS

Regional Improvement Collaboratives (RICs)

Local authorities – Education

Local authorities – wider services
- Community Learning and Development
- Family Link workers
- Community Planning
- Partnerships

ACTIVITIES

- Development of regional plan and work programme
- Support for collaborative working and networking
- Professional learning
- Sharing of good practice

- Support peer review of plans and stretch aims
- Support and challenge schools in pursuit of stretch aims
- Tracking, monitoring and data analysis tools
- Professional learning around planning, interventions and approaches
- Collaborating with services, communities and all stakeholders
- Development of local authority wide approaches
- Targeted investment in funding
- Active monitoring of plans and reporting on progress

- Data sharing
- Partnership agreements
- Joined up working

SHORT-TERM OUTCOMES

Leadership
Actively developing empowered leadership capabilities in the education system with embedded structures in place to improve learning, teaching and self-evaluation.

Professional learning
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Collaboration
Established collaborations with local authorities, schools, the third sector and families and communities identifying key priorities across education delivery.

Data and evidence
Practitioners are able to use data effectively to identify the needs of their learners and improve learning and teaching.

Shared understanding
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Focus
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Approaches
Evidence based approaches embedded in the system with continuous refinement/adaptation based on effective interventions in the local context.

LONG TERM OUTCOMES

Closing the gap
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Embedded practices
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Educational outcomes
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Education system
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Achievement
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Key Resources

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- Equity Toolkit
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VISION

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Achieving equity: ensuring every child and young person has the same opportunity to succeed, no matter their background or shared protected characteristics, with a particular focus on closing the poverty-related attainment gap.

MISSION

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Assumptions

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- Local authorities have the statutory duties to provide education, deliver educational improvement, secure best value, and fulfill their role as employer

Contextual factors

Impact of Covid	Increase in cost of living/ poverty	Education Reform	Changes in funding models	Parent/Carer/ Family engagement	Political change
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The Scottish Attainment Challenge Logic Model – National Level

INPUTS | ACTIVITIES

Scottish Government
- Responsible for development and implementation of the administration's policies
- Accountable to Parliament
- Set policy framework for SAC
- Distribution of funding to local authorities and schools
- Attainment Scotland Fund evaluation
- Ensure alignment with related policies
- Governance
- Guidance

Education Scotland
- Support and challenge local authorities to develop ambitious stretch aims
- Utilise data to explore a shared understanding of local context and priorities
- Support robust local self-evaluation and improvement plans.
- Professional advice and support to local authorities to support effective collaboration
- Support to identify and monitor interventions and approaches
- Gather evidence on what is working well and what further development is needed
- Professional advice and support to ensure effective use of Attainment Scotland Funding

SHORT-TERM OUTCOMES

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Professional learning
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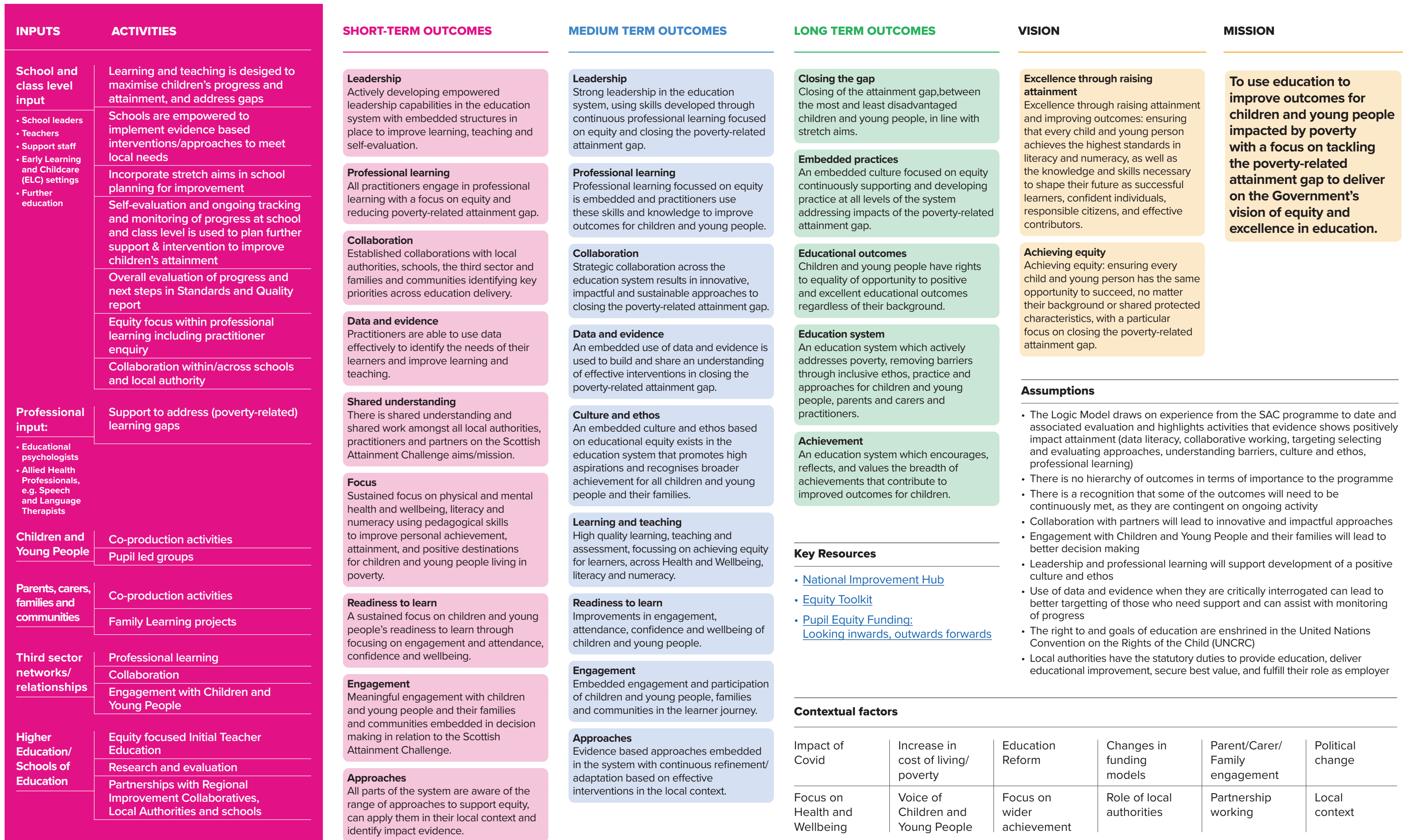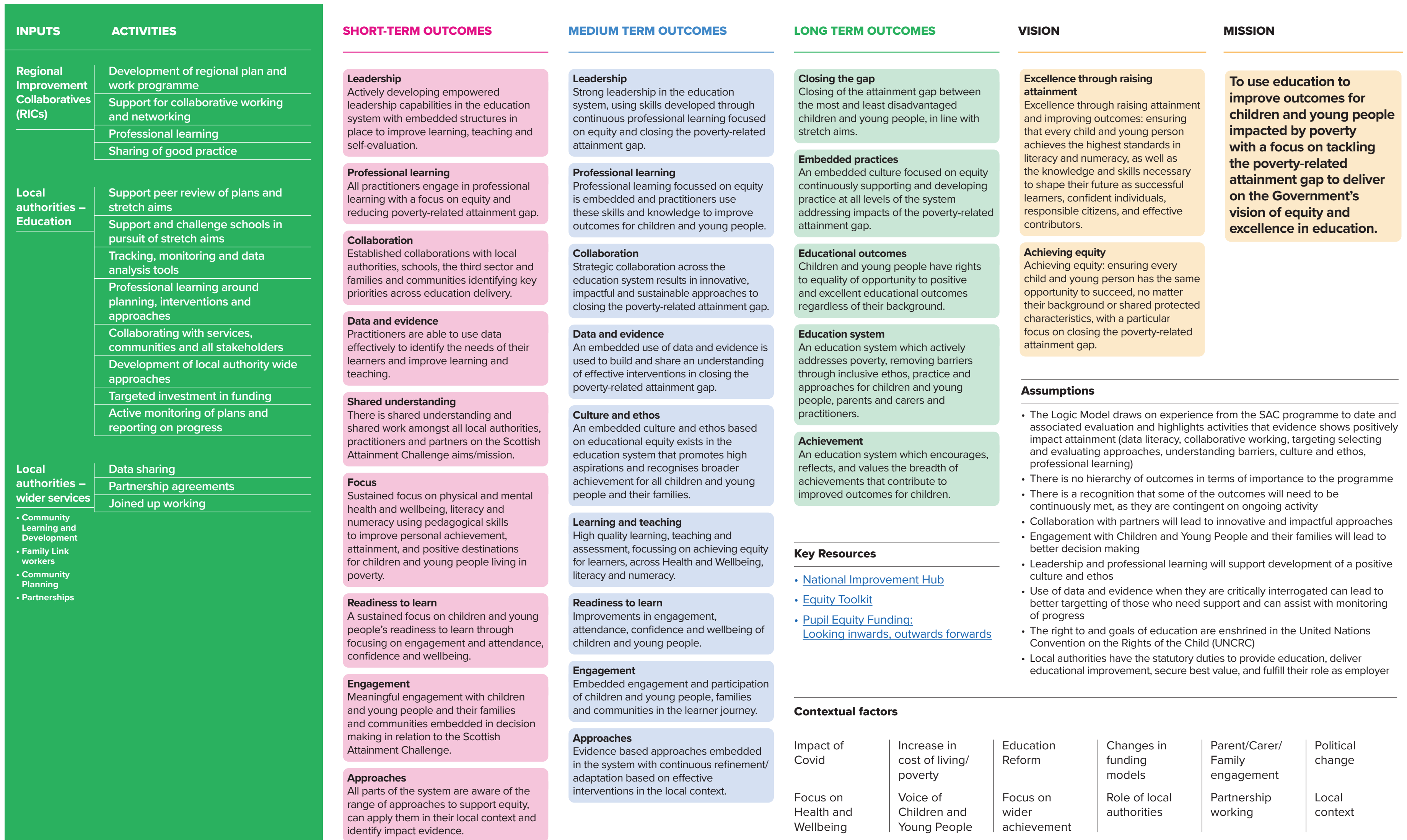
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Contextual factors

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