

ITEM No ...3.....

REPORT TO: CHILDREN AND FAMILIES SERVICES COMMITTEE – 28 NOVEMBER 2016

REPORT ON: SCOTTISH ATTAINMENT CHALLENGE - PROGRESS REPORT

REPORT BY: EXECUTIVE DIRECTOR OF CHILDREN AND FAMILIES SERVICES

REPORT NO: 379-2016

1.0 PURPOSE OF REPORT

1.1 This report provides a progress update of the Scottish Attainment Challenge in Dundee. The Attainment Challenge is a centrally funded Scottish Government programme with the direct aim of closing the attainment gap by improving educational outcomes for children and young people living in Dundee's most deprived communities. The focus areas are literacy, numeracy and health and wellbeing and there is a specific emphasis on those living in the Scottish Index of Multiple Deprivation (SIMD) Deciles 1 and 2. In year 1 the focus was in early years and primary. This has now been extended to include the secondary sector. *(SIMD provides a relative measure of deprivation based on indicators from 7 domains – income, employment, health, education, access, housing and crime. The term 'deprivation decile' is used to represent 10% of a population with a particular level of deprivation. Thus the most deprived decile equates to the most deprived 10% within a population.)*

2.0 RECOMMENDATIONS

2.1 The Children and Families Services Committee is asked to:-

- note the progress, success and impact to date, and in addition the inclusion of the secondary sector (see Appendix 1, Summary of Mid Year Progress Report); and
- instruct the Executive Director of Children and Families Service to continue to provide ongoing updates with regard to the funding allocation and the implementation of the Scottish Attainment Challenge in Dundee.

3.0 FINANCIAL IMPLICATIONS

3.1 There are no direct financial implications arising for Dundee City Council. The Challenge Programme will be fully funded throughout the next five year period from the Scottish Government Attainment Fund. The outcomes and impact of the programme will continue to be evaluated and an annual report will be brought back to the Children and Families Services Committee in November of each year on the success, impact and sustainability of the project.

4.0 MAIN TEXT

4.1 The First Minister announced the introduction of the Scottish Attainment Challenge during a visit to Dundee on 9 February 2015. A further announcement was made in June 2016 to increase the Fund to £750m. An additional two local authorities are now included in the Scottish Attainment Challenge. All nine council areas were selected because they had the highest concentration of children and young people living in SIMD (Scottish Index of Multiple Deprivation) Deciles 1 and 2.

4.2 In total £4031685 has been allocated to Dundee City Council to support the Attainment Challenge for 2015-2017. The funding targets early intervention approaches in the early years and primary and the secondary sector. This builds on and complements existing activity at local authority level to tackle the gap in attainment between children and young people in our most and least deprived communities.

4.3 The Dundee Attainment Challenge Plan sets out an integrated, multi-sectoral and multi-agency approach to closing the equity gap in Dundee. The plan outlines the:

- rationale behind proposals and key drivers for change
- expected impact
- background context
- plans for implementation
- data and analysis
- proposed interventions - programmes and projects to address identified issues
- plans for measuring impact
- plans for local governance.

Progress of the plan will be monitored with regular reports provided for the Scottish Government.

In establishing the Early Years/Primary Dundee Attainment Challenge in session 2015/16, the city identified schools where 70% or more of the children were residing in SIMD deciles 1 and 2. This targeted group of children have received, as appropriate, additional support through a range of Attainment Challenge universal and targeted interventions designed to accelerate their attainment and achievement. This secondary bid builds on and extends the work already underway within the Primary Attainment Challenge.

As targeted children progress on their learning pathway between primary and secondary school this bid ensures that such children will continue to receive the required support and interventions. Key to the continuity in support provision are the recently appointed transition teachers and the school processes to monitor and track improvements in outcomes for children.

4.4 The Attainment Challenge in Dundee is underpinned by a belief that the educational problems facing local communities and children and families should be addressed at a local level through an integrated, multi-sectoral and multi agency approach. To address the gap in attainment between our most and least deprived communities in Dundee, we are working in collaboration with targeted schools, key partners and Integrated Children's Services Strategic Planning Groups to identify both the right interventions and the factors which facilitates their implementation. This builds on and

links existing services, plans and resources related to children, young people, their families and the communities in which they live e.g. Dundee City Council's Single Outcome Agreement, Integrated Children's Services Plan, Education Department Service Plan, the Lochee Early Years Pathfinder, the Early Years Collaborative and Raising Attainment for All, and our work with our partners, such as the AIM initiative and Includem. Common to achieving Dundee's key outcomes is the role of adults (teaching and non-teaching) in how they mediate and are attuned to the development of children and young people, i.e. the communication, interaction and pedagogy which takes place on a daily basis. This will require increased professional dialogue and robust levels of challenge with all stakeholders.

4.5 The key drivers for change are:

- Tackling poverty
- Raising educational attainment
- Improving poor health including problems caused by drugs and alcohol

The challenges of tackling poverty, raising educational attainment and improving poor health require dynamic solutions. Ensuring the maintenance of ongoing work and the development of a much broader approach to tackling the impact of these drivers for change is imperative. In order to close the gap, we must tackle all 3 areas together.

4.6 Local Community Profiles, School Improvement data, including Insight, the Dartington Survey, Early Years Collaborative data, Growing Up in Scotland findings, 27-30 month health review data and other data sets indicate that in order to narrow the attainment gap, the key improvements for Dundee's children and young people will include:

- Improved early social and emotional development (0-5), closely linked to language development
- Raised attainment in Literacy, Numeracy and Health and Wellbeing
- Improved wellbeing – Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible, Included (SHANARRI)
- Improved engagement between school and pupil
- Improved parental and community engagement
- Increased opportunities for skills for learning, life and work
- Increased employability opportunities
- Improved positive destinations

4.7 The programme is designed to achieve long term social and educational transformation for children living in areas of Dundee experiencing economic and social deprivation. This is an essential component of the City Council's Fairness Strategy and The Fairness Commission.

4.8 Dundee already commits considerable finance and works hard to address the key areas for improvement through the ongoing work of the Lochee Pathfinder, the work of the Welfare Reform team, Parenting support such as Parent Early Education Partnership (PEEP) groups and Early Years Collaborative tests for change such as Income Maximisation and Childsmile. The funding ensures our approaches to the Attainment Challenge will be holistic, intensive and inclusive and build on work currently taking place. In taking the programme forward we have a joined-up approach to tackling poverty and attainment that improves life for the whole family and changes Dundee's performance, thereby ensuring that our children have the best start in life and are ready to succeed (SG's National Outcome 5).

4.9 We are working at a strategic, operational and community level with Health, Local Community Planning Partnerships and the Voluntary sector, building on the existing positive relationships and model of strong partnership and multi-agency working. This strengthens our capacity to work together to effectively tackle the inequalities for our young people in Dundee. Approaches to interventions are designed to build sustainability, increase workforce capacity and develop shared accountability. Opportunities will be provided to increase employability through the use of the Modern Apprenticeship programme.

4.10 A staged or 'tiered' approach which allocates enhanced or additional support to pupils with greatest need while providing universal pedagogy for all pupils is being used. This is based on current and trend data for schools.

Factors leading to improvement will include:

- targeted and bespoke support packages linked to individual improvement plans
- building school leadership capacity through our Leadership for Learning Strategy and mentoring, coaching, peer and one to one tutoring
- developing evidence informed, context specific, intensive and long term professional development opportunities
- linking schools to form professional learning communities – matching contexts and priorities
- use of data and systematic evaluation to monitor impact
- effective partnership working in communities linking with other agencies, partners and the voluntary sector to deliver services
- building on local community projects which have already evidenced a positive impact such as the Lochee Pathfinder
- building on inclusion projects such as AIM and Includem

4.11 The interventions are also designed to address the Universal Supporting Learning agenda, support the delivery of a locality model of delivery of services and strengthen approaches to supporting parents and educators, including the Adult Literacy programme. The proposed interventions are attuned to young people and to GIRFEC, Early Years Framework, The Children and Young People (Scotland) Act 2014 and the Children's Rights Agenda.

4.12 An Attainment Advisor has been recruited by Education Scotland for Dundee City Council. She has a clearly defined focus on working with the local authority, schools, and local communities to support raising attainment of children from more socially disadvantaged backgrounds in order to close the equity gap. The Attainment Advisor supported the development of the successful secondary bid and will continue to work collaboratively with local authority staff and partners on agreed priorities which support raising attainment in the key areas of literacy, numeracy, and health and well-being. She plays a strong role in linking the work of Education Scotland, Scottish Government and Local Authorities that supports the range of strategies and initiatives in place to improve educational attainment and close the gap.

4.13 The following key staff identified in our Attainment Challenge are now appointed and are in post:

- Education Officer
- Speech and Language Therapists – 3 FTE
- Early Years Educators (families) – 4 FTE

- Early Intervention Teachers – 2 FTE
- Early Years Educators – 4 FTE
- Health and Wellbeing Assistants – 21.8 FTE
- 12 Transition Teachers
- 11 School and Family Development Workers
- 1 FTE Educational Psychologist
- 11.8 FTE teachers
- 6 Early Years Modern Apprentices
- 1 Education Support Officer
- 2 Education Development Officer
- 1 Staff Tutor – Health and Wellbeing
- 2 Dance Development Officers
- 0.2 FTE key worker from Child Action Poverty Group

To lead and facilitate the secondary interventions a number of key appointments are in progress, including the following:

- ESO literacy
- 2 Information analysts
- 8 Health and Wellbeing support workers
- 4 CLD youth workers (3 funded by the attainment challenge)
- 0.5 FTE Educational Psychologist
- 0.3 FTE outreach teacher
- 14 Includem workers

In addition to the above funding 4 FTE numeracy teachers will be devolved to 4 pairs of secondary schools as well as provision of additional funding (£75000) to be devolved across schools to provide additional study support for Looked After Children (at home or in kinship care).

- 4.15 The Challenge Programme involves the tailoring of support solutions to the needs of individual schools including extra staffing and resources to support learning within and beyond the classroom and an agreed commitment to the gathering of data to evaluate the impact of interventions.
- 4.16 The proposed interventions outlined in Section 2 of this bid are designed to achieve long term social and educational transformation for young people requiring additional support living in areas of Dundee experiencing economic and social deprivation. This is an essential component of the City Council's Fairness Strategy and The Fairness Commission. The programme of proposed interventions will accelerate work already underway to narrow the attainment gap in Dundee and predominantly prioritise continuity of learning and progression in Literacy, Numeracy, and Health and Wellbeing.

Following the commencement of the early years/primary Attainment Challenge in August 2015, it is expected that the secondary interventions will continue to have a positive impact on health and wellbeing, education and learning, community safety, community cohesion, aspirations, employability and young people's personal and social skills. The bespoke and targeted, inclusive approach will also bring significant benefits to Looked After Children, particularly those looked after at home or in kinship care.

In achieving the social transformation expected, there is likely to be a diminished need within Dundee City Council for the intervention of statutory services. The money

from the Attainment Scotland fund will allow Dundee City Council to build on the work we are currently undertaking to achieve positive outcomes.

The plans link to the following national/local policies/plans:

- The National Improvement Framework
- Delivering Excellence and Equity in Scottish Education
- The Scottish Attainment Challenge
- Action plans following the inspection of children's services in Dundee
- Service standards outlined within HGIOS4
- Building a Fairer Scotland and Tackling Equality
- Children and Young Persons Act/GIRFEC
- RAFA/EYC/SIPP
- Equally Well

From the outset, we will work at a strategic, operational and community level with all Children and Families Services, Health, Local Community Planning Partnerships and the Voluntary sector, building on the existing positive relationships and model of strong partnership and multi-agency working. This will strengthen our capacity to work together to effectively tackle the inequalities for our young people in Dundee. Approaches to interventions will be designed to build sustainability, increase workforce capacity and develop shared accountability. Opportunities will be provided to increase employability through the use of the Modern Apprenticeship programme.

A staged or 'tiered' approach which allocates enhanced or additional support to pupils with greatest need while providing universal pedagogy for all pupils will be used. This will be based on current and trend data for schools.

Existing procedures for providing central support and challenge to schools are outlined within the department's Framework for Improvement. Key to such procedures are school link education officers. As with the early years/primary Dundee Attainment Challenge, extension of the Attainment Scotland Fund to the secondary education sector will bring with it a need for a sharper focus on monitoring and tracking progress/impact and improvements in intended outcomes for targeted young people and families. Secondary education officers, supported by information analyst officers and key staff including transition teachers will, therefore, have an augmented role in supporting head teachers in the evaluation of improvement activity. Supported by our Attainment Challenge Advisor, the Head of Service (Secondary, 16+ and Support for Learners) and the Education Manager will play a key role in supporting the implementation, monitoring and evaluation of the proposed intervention work streams.

Proposed interventions leading to improved outcomes for children and young people are outlined within Section 2 of this proposal.

- 4.17 The Dundee Challenge Programme initially involved 11 primary schools and 5 nursery schools; a total of 2,600 primary pupils, 985 nursery pupils, and now also includes our secondary sector. Schools and nurseries will be expected to share their learning and model the interventions to inform practice and learning across the city over the four year period.
- 4.18 Central to the programme is a commitment to mainstream successful interventions across all stakeholders. The Authority already has an established Strategic Steering Group who will continue to have an overview and report and liaise with Scottish

Government directly as well as monitor all the work streams across early years, primary and secondary sectors. Operationally the work streams of both the primary and secondary attainment challenge projects will be integrated as closely as possible into pre-existing authority and school groups. It is likely that the emerging Local Learning Partnerships could begin to take the responsibility for much of the school - based coordination of projects with the bulk of the work and day to day management tasks taken forward within existing school pupil support mechanisms and wider Children's Services Locality Teams. The Strategic Steering Group are tasked with the following main activities:

- scope the issues and devise bespoke programmes for individual schools
- devise a communication strategy and timeline for the Attainment Challenge
- provide robust attainment data to targeted schools
- monitor how effective the interventions are in closing the gap
- support schools to develop and implement individual improvement plans
- further develop Inter-authority working with other Attainment Challenge Local Authorities
- focus support and challenge discussions on applying research knowledge of what might work in a particular schools so that schools can learn from each other
- use National/Local research
- share practice through networks such as ADES and at Local and National conferences
- provide regular updates to Scottish Government and Children and Families Services Committee

- 4.19 The University of Dundee has been engaged to evaluate of the impact of The Dundee Attainment Challenge programme. In addition, the Robert Owen Centre from Glasgow University will also support research and evaluation of The Dundee Attainment Challenge. Professor James Law from Newcastle University will support research in the Early Years.

5.0 POLICY IMPLICATIONS

- 5.1 This Report has been screened for any policy implications in respect of Sustainability, Strategic Environmental Assessment, Anti-Poverty, Equality Impact Assessment and Risk Management. An Equality Impact Assessment has been carried out and is attached to this report.

6.0 CONSULTATION

- 6.1 The Chief Executive, Executive Director of Corporate Services and Head of Democratic and Legal Services have been consulted in the preparation of this report.

7.0 BACKGROUND PAPERS

- 7.1 Dundee City Council's Raising Attainment Challenge Project Plan.

MICHAEL WOOD
Executive Director of Children and Families Service

November 2016

Mid Year Progress Review Report October 2016

Reporting Period	April – September 2016
Local Authority	Dundee
Key Contact at Authority	Lina Waghorn
Attainment Advisor	Audrey May

Agreed Improvement Plan

1	Management and governance
Activities: <i>Please comment on progress in implementing your planned activities in the first six months of 2016/17</i>	
<ul style="list-style-type: none"> • A Research Assistant has been appointed and has supported the creation of a spreadsheet to list and record the impact of each of the interventions that is taking place across the authority. This has been sent to the head teacher of every Attainment Challenge setting in Dundee. We have attached the spreadsheet along with the return to provide further details of our interventions. • Dundee Educational Psychology Service (DEPS) has provided additional support to Attainment Challenge schools and nurseries. The aim of their involvement is to enhance the learning conversations taking place throughout schools guided by their advice to help enhance the nurturing environment within each setting. This has involved training and support on the implementation of the following areas; nurture, use of video for reflective practice, developing young children's emergent literacy, attuned interactions, learning conversations (e.g. self-regulation, meta-cognition, mindset, scaffolding, feedback, support and challenge for building resilience) collaborative action research (CAR), visible learning and GIRFEC. For each of those areas, DEPS are currently putting together a toolkit of information to give to schools to supplement their training. In addition, educational psychologists (EPs) have supported schools with their use of CAR and helping teachers and practitioners to understand and analyse their data to decide on next steps. EPs have also provided advice to schools on how to make best use of the Wellbeing assistants (recruited using attainment challenge funding) based on research conducted by the Education Endowment Foundation. • School & family development worker (SFDW) , Teacher and Senior Management Team (SMT) attended National Conference to hear research based evidence on closing the attainment gap and participate in workshops 	

1	Management and governance: evidence on short and medium-term outcomes	
Short –term outcomes	What short-term outcome(s) does this initiative aim to achieve? <i>(Short-term outcomes are often in the form of changed awareness, skills, motivation, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</i>	By when? (estimate)
	<ul style="list-style-type: none"> The Interventions spreadsheet is used by head teachers to record all the interventions taking place within their setting. It also provides schools with an ongoing evidence base for further improvement. This is then forwarded to the Children and Families service to provide an overview of the interventions that are being used across the authority. Identifying ‘what works’ in small cycles of change provides the evidential steps towards longer term outcomes for attainment. 	Oct 16
	<ul style="list-style-type: none"> School’s training and support needs were identified with their educational psychologist when deciding on their partnership agreement and by working through the themes of “How Nurturing is Our School” (HNIOS) internal audit process. 	Oct 16
	<ul style="list-style-type: none"> Used information from conference about research based evidence and effective practice to inform school improvement priorities with particular regard to the poverty related attainment gap and enhance staff knowledge and understanding of this. 	Aug 16
	Are you collecting evidence to measure these outcome(s)? If so, please specify which type of evidence for which aim <i>(if not, just put ‘N/A’)</i>	
	<ul style="list-style-type: none"> The level of detail provided by head teachers in the spreadsheet will evidence the short term aims. DEPS research assistant has developed materials to collect evidence of EPs contribution to the nurture strand of the Attainment challenge. Resources used include; HNIOS questionnaires, partnership agreement form, use of video for reflection monitoring form, DEPS training log and training evaluations Learning experiences for pupils and families will reflect an understanding of this agenda. 	
	What does this evidence show on the extent to which the above outcomes have been achieved to date? <i>Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put ‘N/A’. <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.</u></i>	
m – term outcome	What medium-term outcome(s) does this initiative aim to achieve? <i>(Medium-term outcomes are often in the form of changed actions, practice, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</i>	By when? (estimate)

	<ul style="list-style-type: none"> The interventions spreadsheet will be used as a record by schools, allowing them to monitor the impact and progress of the interventions they are using. This is then forwarded to the Children and Families service to allow the department to quality assure which interventions are having the most impact in the authority. This will also facilitate the sharing of practice across the Attainment Challenge. We would hope to see settings completing all the themes within their HNIOS audit, an increase in the number of attuned interactions taking place during learning conversations, as well pupils feeling more nurtured in their school/nursery environment. Staff are reporting increased confidence in their interactions and learning conversations with children. All staff are able to articulate issues confidently and consistently relating to the poverty related attainment gap and use this to improve outcomes for pupils. 	<p>Dec 16</p> <p>Dec 16</p> <p>Ongoing</p>
	<p>Are you collecting evidence to measure these outcome(s)? <i>If so, please specify which type of evidence for which aim (if not, just put 'N/A')</i></p>	
	<ul style="list-style-type: none"> The level of detail provided by head teachers in the spreadsheet will evidence the medium term aims. The same tools as the short term outcomes. Learning conversations with staff. Learning experiences for pupils and families will reflect an understanding of this agenda. 	
	<p>What did this evidence show? <i>Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.</u></i></p>	
	<p>N/A</p>	
	<p>Reflections on progress to date: Can you share any learning on what has worked well in implementing this initiative?</p> <ul style="list-style-type: none"> The feedback has been positive as it has helped to provide a consistent framework for analysis at school level and focus on the impact of the interventions they are using to close the attainment gap. <p>Can you share any learning on what has worked less well or could be improved?</p> <ul style="list-style-type: none"> Following on from the completion of this return, areas of good practice will be shared with head teachers so they have a better understanding of what is required for the next submission. We also hope to hold a focus group to receive their feedback on how the spreadsheet can be improved and have a more reflective element to it. 	
<p>2</p>	<p>General interventions – teachers</p>	
<p>Activities: <i>Please comment on progress in implementing your planned activities in the first six months of 2016/17</i></p>		

	<ul style="list-style-type: none"> Appointment of 12 teachers to support transition, particularly in relation to literacy, numeracy and health and well-being with targeted groups of pupils across all 11 schools. 	
2	General interventions – teachers: evidence on short and medium-term outcomes	
Short –term outcomes	What short-term outcome(s) does this initiative aim to achieve? <i>(Short-term outcomes are often in the form of changed awareness, skills, motivation, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</i>	By when? (estimate)
	<ul style="list-style-type: none"> Targeted groups of pupils will have been supported by a link transition teacher from their associated secondary school in the areas of literacy, numeracy and health and well-being. Primary schools have identified the pupils and staff are building positive relationships with the young people. The Transition teachers will develop programmes of activity and support to enhance the readiness for transition. 	Dec 2016 Oct 2016 Ongoing
	Are you collecting evidence to measure these outcome(s)? If so, please specify which type of evidence for which aim (if not, just put 'N/A')	
	CAR (Collaborative Action Research) and other improvement methodologies such as RAFA/EYC (Raising Attainment for All/Early Years Collaborative) are being implemented and supported in every educational setting.	
	What does this evidence show on the extent to which the above outcomes have been achieved to date? <i>Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.</u></i>	
	N/A	
Medium –term outcomes	What medium-term outcome(s) does this initiative aim to achieve? <i>(Medium-term outcomes are often in the form of changed actions, practice, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</i>	By when? (estimate)
	<ul style="list-style-type: none"> Transition for targeted pupils will be a seamless and smooth process with minimum interruption in learning Progression in learning is coherent and well managed from P7 to S1 	June 2017 Aug 2017
	Are you collecting evidence to measure these outcome(s)? If so, please specify which type of evidence for which aim (if not, just put 'N/A')	
	N/A	

	<p>What does this evidence show? <i>Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.</i></p>
	<p>N/A</p>
<p>Reflections on progress to date: Can you share any learning on what has worked well in implementing this initiative? It is too early to give any meaningful comments as the posts have just recently been filled. Can you share any learning on what has worked less well or could be improved?</p>	
<p>N/A</p>	

3	<p>School and family development</p>
<p>Activities: <i>Please comment on progress in implementing your planned activities in the first six months of 2016/17</i></p>	
<p>Schools have a variety of programmes in place to support families. Many of the activities in this work stream have been conducted by new members of staff who were recently recruited through the Attainment Challenge funding. Therefore, most of the first quarter of the year was spent training the new recruits and activities have begun at the start of the new academic year.</p>	
<p>Activities included;</p>	
<ul style="list-style-type: none"> • Stay and play sessions – children, staff and family members play together whilst staff promote positive parenting through play and active, healthy lifestyles. • PEEP (Parents Early Intervention Partnership) sessions using the ORIM (Opportunities, Recognition, Interaction, Model) framework • Play Along Maths in nurseries to support parents to support their child's emergent numeracy. • Nurturing Nature – working with Grounds for Learning and nursery parents to encourage them to spend time in local woodlands areas and outdoors with their children. • Book Bug Sessions with families to promote young children's emergent literacy. • Parents group - Weekly drop-in on Friday mornings for parents with inputs from visitors. • Family cooking group - ensuring children and families can access activities that support & promote good nutrition and active healthy lifestyles. Including the development of numeracy skills and social interactions during the activity. • Financial education – budgeting examples • Targeted sibling time - Following training staff delivered weekly sessions around positive parenting skills with time for parents to reflect and identify next personal steps. • Parent and family transition group – A programme of activities throughout the year for P7 children with involvement of their families to allow a truly enhanced transition to secondary school. • Home learning packs - Parents were provided with a home learning pack and brought into school for a 1:1 meeting with staff to discuss how to use this. • Family holiday activities - 4 family holiday sessions focussing on getting families together within their local community. All families received a free meal. • Support for individual families – Providing tailored support for families who need help from partner agencies • Gardening club – Weekly sessions were delivered with parents. Supporting children in their learning of nature and how growing can improve health and wellbeing. 	

- Contact for P1 absence – Making contact with family if P1 child absent from school

3	School and family development: evidence on short and medium-term outcomes	
Short –term outcomes	<p>What short-term outcome(s) does this initiative aim to achieve? <i>(Short-term outcomes are often in the form of changed awareness, skills, motivation, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</i></p>	By when? (estimate)
	<p>The short-term outcomes were to design suitable activities and identify groups who would benefit from the planned activities. The interventions were mainly delivered by school and family development workers, wellbeing assistants and early year’s educators (families) and early years educators, whilst the recipients were parents/carers/families and young people.</p> <ul style="list-style-type: none"> • The target group for the stay and play sessions were children and their families. • Identifying useful topics to be discussed e.g. healthy eating • Engaged families through leaflet drop to attend weekly family cooking sessions. Support them to work together to create healthy meals whilst encouraging the children to develop their numeracy skills, social interactions and taking responsibility. • Children are getting an early years’ experience of banking • Families were identified who have children in the school with younger siblings who may benefit from receiving support to develop more appropriate interaction skills. • Identify vulnerable P7 children • Follow up home visits were carried out with parents who may need further support, develop their understanding and increase their confidence. • Families were invited to attend holiday activity sessions run by local partners. • Identifying families who need help to contact other agencies for support. • Families were invited who may benefit from relaxation time. • Identified as P1 children who are absent from school 	Oct 2016
	<p>Are you collecting evidence to measure these outcome(s)? If so, please specify which type of evidence for which aim <i>(if not, just put ‘N/A’)</i></p>	
<p>CAR and other improvement methodologies such as RAFA/EYC are being implemented and supported in every educational setting.</p>		

	<p>What does this evidence show on the extent to which the above outcomes have been achieved to date? <i>Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.</u></i></p>	<p>Initial feedback from parents has been very positive and school staff have observed increased confidence in pupils with an improvement in behaviour.</p>
Medium –term outcomes	<p>What medium-term outcome(s) does this initiative aim to achieve? <i>(Medium-term outcomes are often in the form of changed actions, practice, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</i></p>	<p>By when? (estimate)</p>
	<p>Participation – families are attending sessions. The interventions were mainly delivered by school and family development workers, wellbeing assistants and early year’s educators, early year’s educators (families) whilst the recipients were parents/carers/families and young people.</p> <ul style="list-style-type: none"> • Children’s behaviour in both the class and playground greatly improved meaning less time lost in learning and teaching. • Improved understanding of finances • Improvement in social interactions between parents. Children learning about numeracy and science. Increases in staff confidence. • Parents feel a sense of planning for the future of their child’s life. • Parents have improved skills and confidence in how to interact with their children. • P7 children and families report that they feel more confident and knowledgeable about the transition from P7 to S1 • Improvements in literacy levels • Improved well-being, families feeling less stressed • Arranging food parcels, transportation, applying for grants, sign posting to agencies for families in need of extra help. • Improvements in wellbeing as families benefit from peer support. • Reduce absence rates 	<p>Dec 2016</p>
	<p>Are you collecting evidence to measure these outcome(s)? <i>If so, please specify which type of evidence for which aim (if not, just put 'N/A')</i></p>	<p>Repeat of short-term measures and some interventions also have the following additional measures;</p> <ul style="list-style-type: none"> • Support for learning staff used video as a tool for feeding back to other staff members. Questionnaires were also given to parents and children. • Feedback from parents and incidental staff observations. • Feedback from pupils, parents/ carers and staff • TOWRE (Test of Reading Efficiency) assessment carried out monthly in order to track progress • Evaluations from parents/carers , attendance figures, feedback from partners • Evaluations with participants and parental attendance.
	<p>What does this evidence show? <i>Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.</u></i></p>	

- End of term TOWRE assessment results show an improvement on those taken at the start of the project

Reflections on progress to date: Can you share any learning on what has worked well in implementing this initiative?

Groups are being attended by families and initial feedback from parents and teachers is positive. Schools are looking to upscale and spread interventions.

Can you share any learning on what has worked less well or could be improved?

- Develop a 'pack' based on the model of emotions from "Inside Out" that a class teacher could use to support behaviour.
- It is hoped that the group will become self-sustainable and eventually be led by the parents.
- More staff to be trained in the initiative and rolled out further to be more inclusive including Urdu families.
- Carry out evaluation of project and if successful look to enhance this for next academic year by engaging with identified P6 and P7 pupils and their families
- Continue to make links with local agencies in the community to provide free holiday activities as well as lunch for all those attending.

Some schools are hoping to create a page on their parent portal with a visual menu of groups/programmes that parents can participate in.

4 Interventions 2-5

Activities: *Please comment on progress in implementing your planned activities in the first six months of 2016/17* Eat well, play well - Developing the skills and confidence of Early years families of healthy eating and play skills

- PEEP sessions using the ORIM framework. Number of early years staff trained to City and Guilds level in PEEP.
- Play Along Maths in nurseries to support parents to support their child's emergent numeracy.
- Nurturing Nature – working with Grounds for Learning and nursery parents to encourage them to spend time in local woodlands areas and outdoors with their children.
- Family messy play - ensuring families can access activities that support play and positive parenting
- Family Book Bug sessions - Modelled for parents/carers how to sing, play, interact and connect with their child in order to promote their child's emergent literacy.
- Creative families - 6 week family programme for parents with children under 5
- Teaching Children to Listen (TCTL) - Speech and language therapists (SLTs) work alongside nursery staff to train them to deliver this evidence based programme to the children and parents in nursery. Weekly sessions delivered by SLTs observed by staff followed by staff gradually taking over an increasing number of activities supported by SLTs. Finally staff running the groups with decreasing support from SLTs.
- Word Aware - SLTs to work alongside nursery staff to train them in this approach to word learning with decreasing support from SLT.

- Nursery Narrative Programme - SLTs to work alongside nursery staff to upskill and support them to deliver this evidence based approach to the children and parents with decreasing support from SLT.
- Toddler Talk approach - SLT to work alongside staff in the two years nursery to upskill and support them to deliver this programme to the children and parents with decreasing support from SLT.
- Makaton Monday - Supporting families to develop their own Makaton skills to use with their children
- Nursery to P1 transition with P6 buddies
- Family lending library
- Weekly Fair Trade Café
- Appointment of Modern Apprentices/ Apprentices

4	Interventions 2-5: evidence on short and medium-term outcomes	
Short –term outcomes	<p>What short-term outcome(s) does this initiative aim to achieve? <i>(Short-term outcomes are often in the form of changed awareness, skills, motivation, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</i></p>	By when? (estimate)
	<ul style="list-style-type: none"> • 6 weekly sessions of art and craft activities, affordable cooking and practical play sessions • Weekly sessions facilitated in order to develop the skills of interaction in key sibling groups • School and family development worker, early years educators (families) conducted sessions with families who have children under 5 years old • Early years educators (families) and School and family development worker used songs and stories to enhance literacy, numeracy and positive communication skills to help improve parent’s confidence skills and promote learning through play. • To build staff skills in Teaching Children to listen programme and increase knowledge and understanding of the communication skills of all 3-4 year olds within group sessions and how to support them. • Building staff skills in the Word Aware programme and increasing knowledge and understanding of word learning and how to support this. For staff to be able to use the principles of Word Aware confidently in every day settings. All children within the nursery attended sessions. • Building staff skills in the Nursery Narrative programme and increasing knowledge and understanding of the principles of storytelling and understanding of stories. Children in their pre-school year attend the sessions. • Building staff skills in delivering the Toddler Talk approach. Increasing knowledge and understanding of early communication and providing strategies for parents to support these emerging skills. Children in the two years provision will attend these sessions along with a parent or carer. • P6 pupils were taken once per week to the nursery to play and get to know the nursery children. The P6 children were also involved in supporting the nursery children when visiting the school during various transition activities. 	Oct 2016

	<ul style="list-style-type: none"> • Parents can choose books with their children. • Available to all parents but with aim of encouraging parents who don't usually turn up to events, offering them a chance to come in and chat with each other as well as with EYE families and/or Senior EYP. 	
	<p>Are you collecting evidence to measure these outcome(s)? If so, please specify which type of evidence for which aim (if not, just put 'N/A')</p>	
	<p>CAR and other improvement methodologies such as RAFA/EYC are being implemented and supported in every educational setting.</p>	
	<p>What does this evidence show on the extent to which the above outcomes have been achieved to date? <i>Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.</u></i></p>	
	<p>N/A</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Medium –term outcomes</p>	<p>What medium-term outcome(s) does this initiative aim to achieve? <i>(Medium-term outcomes are often in the form of changed actions, practice, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</i></p>	<p>By when? (estimate)</p>
	<ul style="list-style-type: none"> • Parents to feel more confident and able to transfer ideas to the home setting. Families being better informed about the food choices they make for their child and the benefits of physical activity • Improved interactions in the home setting • Improved communication skills, improved confidence of parents, engagement with early years educators (families) and SFDWS School and Family Development Workers). Consistent attendance each week. • Parents feeling more confident in trying activities with children at home, and able to form positive relationships. • Children will benefit from the intervention during staff training as they will be attending interventions by staff who are trained and supported by SLTs. Families are encouraged to learn about their child's communication development and how to support this at home through parent sessions and ongoing discussions with staff. • Children will benefit from the intervention during staff training as they will be attending interventions by staff who are trained and supported by SLTs. Families are encouraged to learn about their child's communication development and how to support this at home through parent sessions and ongoing discussions with staff. • See an increase in confidence of parents to use Makaton with their children • Children very settled in school and in the playground with their P7 Buddies (last session's P6 pupils who visited them in the nursery) • Aim of increasing the amount of book sharing at home • Aim to see an improvement in parent's confidence levels, enabling 	<p>Dec 2016</p>

	<p>them to communicate with each other and share ideas. Also aim to build staff relationships with parents, building up trust so that they feel they can safely share any relevant information about their children.</p>	
<p>Are you collecting evidence to measure these outcome(s)? <i>If so, please specify which type of evidence for which aim (if not, just put 'N/A')</i></p>		
<p>Repeat of short-term measures and some interventions also have the following additional measures;</p> <ul style="list-style-type: none"> • Staff observations, feedback from family members, parents attendance levels and questionnaires • Feedback from children, parents and staff • Observations of interactions, feedback from parents/carers. Attendance at sessions • Parents were asked to complete a short evaluation of the programme, staff observations and reflections on the sessions, attendance figures and photographs. • British Picture Vocabulary test – for children's vocabulary naming skills. Feedback from parents – questionnaires. Confidence rating for staff pre and post programme. • Staff and parents comments on the ease of transition for the children into P1. • Recorded number of parents attending including those who came frequently. Observation of sessions. Ideas from discussions to be incorporated into future PEEP sessions 		
<p>What does this evidence show? <i>Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.</u></i></p>		
<p>N/A</p>		
<p>Reflections on progress to date: Can you share any learning on what has worked well in implementing this initiative?</p> <p>Can you share any learning on what has worked less well or could be improved?</p> <ul style="list-style-type: none"> • School and family development worker and senior early years' practitioner both trained to deliver Eat Well Play Well to allow the delivery of the initiative to continue on an ongoing basis. Develop similar models for primary aged families. • To deliver a twilight session to Primary one staff to enable them to continue to use the 'good listening' strategies from TCTL into the early school years. 		

5	Literacy
Activities: <i>Please comment on progress in implementing your planned activities in the first six months of 2016/17</i>	
<ul style="list-style-type: none"> • Improving vocabulary through play – Small groups of children are using play based activities to develop their vocabulary • Literacy support in upper school – Developing a metacognitive approach to teaching comprehension • 1:1 support – Developing fluency and accuracy in reading • Read Write Inc Fresh Start (RWI) - Developing knowledge of phonics to aid reading skills • The First Minister's Reading Challenge - Supporting parents/carers to encourage reading for enjoyment at home • Close reading skills - Pupils were introduced to close reading skills as a means of providing further challenge in comprehension skills. • Group support for P6&7 – Small groups work on learning 1 new word per week, encouraging children to question the meaning of words • Fred goes to school programme - delivered over 6 weeks for a group of 10 parents and their children (including younger siblings) • PDSA approach to evaluating the impact of the consistent implementation of the ABC and Beyond strategies for developing children's vocabulary and emergent literacy skills – this compliments the Word Aware approach. 	

5	Literacy: evidence on short and medium-term outcomes	
Short –term outcomes	What short-term outcome(s) does this initiative aim to achieve? <i>(Short-term outcomes are often in the form of changed awareness, skills, motivation, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</i>	By when? (estimate)
	<ul style="list-style-type: none"> • Wellbeing assistant delivered the intervention to pupils who the class teacher judged as requiring additional support and those with low PIPS (Performance Indicators in Primary Schools)/InCAS (Interactive Computerised Assessment System) scores • Wellbeing assistant is working alongside a support for learning teacher with identified P5-7 pupils • Groups held by wellbeing assistants for identified P5-7 pupils and their families. • Delivery of RWI Fresh Start modules for P6 & 7 pupils who have been identified as having a reading age of at least 1 year below their chronological age. • Transition teacher visited each class to present the challenge to all the pupils, highlighting the importance of reading. • Children identified by class teacher who need more challenge in their literacy skills • Speech and language therapists are working with pupils who have been identified as needing to improve their vocabulary. • WBA provide 1:1 tuition on a daily basis to identified children. Sessions focus on speed reading of both real and 'nonsense' words, and on the speed reading of short passages. 	Oct 2016

	<p>Are you collecting evidence to measure these outcome(s)? If so, please specify which type of evidence for which aim (if not, just put 'N/A')</p>	<p>CAR and other improvement methodologies such as RAFA/EYC are being implemented and supported in every educational setting.</p>	<p>What does this evidence show on the extent to which the above outcomes have been achieved to date? Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.</u></p>	<p>N/A</p>
<p>Medium –term outcomes</p>	<p>What medium-term outcome(s) does this initiative aim to achieve? (Medium-term outcomes are often in the form of changed actions, practice, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</p>	<p>By when? (estimate)</p>	<ul style="list-style-type: none"> • Increase in vocabulary • Rise in attainment data • Well attended sessions • Increase in reading age • Improve staff knowledge of pupil's reading habits • Increased depth of knowledge in comprehension and analysis skills. • Increase in vocabulary • Improving the standardised scores of all children involved 	
	<p>Are you collecting evidence to measure these outcome(s)? If so, please specify which type of evidence for which aim (if not, just put 'N/A')</p>	<p>Repeat of short-term measures and some interventions also have the following additional measures;</p> <ul style="list-style-type: none"> • Attainment data • Parents evaluations and attendance levels • TOWRE testing before intervention. 300 test and TOWRE 2 testing at the end of the year to measure progress. • Pre and post BPVS, staff observations and feedback • TOWRE assessment carried out monthly in order to track progress 		

<p>6</p>	<p>Numeracy</p>
<p>Activities: Please comment on progress in implementing your planned activities in the first six months of 2016/17</p>	
<ul style="list-style-type: none"> • Staff Tutors employed • Training for staff in Conceptual Understanding in Number (CUiN) being delivered to 6 out of the 11 attainment challenge schools and providing coaching in context /team teaching where appropriate. • Increase staff understanding and use of the Numeracy Progression Framework. This is being delivered through delivery of the Dundee Standard and included in the CUiN 	

course.

- Numeracy Pioneer network established and have started looking at moderation across the city
- Targeted numeracy support groups – Small groups were targeted by teachers for numeracy support using weekly kit bag sessions in the family room.
- P7 numeracy support – Transition teachers working with pupils to build on their skills before they move to secondary school.
- Numeracy support for pupils with poor attendance – Health and wellbeing assistants working with children who have been absent from school

6	Numeracy: evidence on short and medium-term outcomes	
Short –term outcomes	<p>What short-term outcome(s) does this initiative aim to achieve? <i>(Short-term outcomes are often in the form of changed awareness, skills, motivation, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</i></p>	<p>By when? (estimate)</p>
	<ul style="list-style-type: none"> • As a result of assessment data, children were identified as requiring an intervention based on their PITFALLs (PIPS and INCAS Tool for Attainment and Longitudinal Studies) results and teacher observations. • All teaching staff to further develop practice whilst improving knowledge and understanding in maths and numeracy for pupils. • Children identified by class teacher as needing support in numeracy in order to achieve second level by end of P7 • Supporting pupils with poor attendance to bridge gap in numeracy knowledge and understanding • Improved progression across Numeracy in primary • More consistent effective learning and teaching 	<p>June 2017</p>
	<p>Are you collecting evidence to measure these outcome(s)? If so, please specify which type of evidence for which aim (if not, just put 'N/A')</p>	
	<p>CAR and other improvement methodologies such as RAFA/EYC are being implemented and supported in every educational setting. Learning walks in schools Teachers talking more knowledgably about progression when in dialogue with staff tutors, leaders and other colleagues</p>	
	<p>What does this evidence show on the extent to which the above outcomes have been achieved to date? <i>Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.</u></i></p>	
<p>N/A</p>		

Medium –term outcomes	<p>What medium-term outcome(s) does this initiative aim to achieve? <i>(Medium-term outcomes are often in the form of changed actions, practice, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</i></p>	<p>By when? (estimate)</p>
	<ul style="list-style-type: none"> • Skilled and confident workforce supporting children’s Numeracy development (Teachers and Leadership teams) • More rigorous and well established subject knowledge base • Evidence of transferable Numeracy skills and greater relevance for young people (Teachers and pupils) • Improvement in self regulation impacting on children's learning i.e. being in class more leading to increased learning and self esteem. Link outcomes from floor books to CFE. • Children’s confidence and progress with specific learning skill e.g number bonds GAP closing in numeracy 	<p>June 2019</p>
	<ul style="list-style-type: none"> • Achievement of Second Level Maths by end of P7 • Pupils no longer require support and can instead work alongside their peers 	
	<p>Are you collecting evidence to measure these outcome(s)? <i>If so, please specify which type of evidence for which aim (if not, just put ‘N/A’)</i></p>	
	<p>Repeat of short-term measures and some interventions also have the following additional measures;</p> <ul style="list-style-type: none"> • Class attendance, children's feedback verbally and in floor book, as well as feedback from parents and teachers. • Measuring pupil progress on a daily basis using run charts to maximise achievement and pupil gains in self esteem. 	
	<p>What does this evidence show? <i>Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put ‘N/A’.</i> <u><i>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.</i></u></p>	
<p>N/A</p>		
<p>Reflections on progress to date: Can you share any learning on what has worked well in implementing this initiative?</p> <p>Schools are engaging well with the ‘Conceptualised Understanding in Number’ and teachers in the schools that are being trained are adapting their practice and beginning to take steps in changing their practice to identify gaps in the children’s knowledge and plan interventions. Schools (that have had initial inputs) are starting to have a consistent approach throughout.</p> <p>Can you share any learning on what has worked less well or could be improved?</p> <p>More time to spend with whole staffs to discuss new ideas and implementations, in a solid block of time and not at the end of the day when they are tired.</p>		

7	Health and wellbeing
Activities: <i>Please comment on progress in implementing your planned activities in the first six months of 2016/17</i>	
<ul style="list-style-type: none"> • Nature groups - 8 week programme working with children and families within local woods. Focus on nurturing relationships through exploration in nature. • Aspire – Music specialist teachers were recruited to give pupils the opportunity to develop their music and performance skills incorporating dance, music and drama in a creative and immersive manner across and beyond the school curriculum to increase and develop pupils' health and wellbeing, self-confidence and self-esteem, learning and skills development whilst challenging inequalities. • Staff training in mindful techniques - series of training modules 	

7	Health and wellbeing: evidence on short and medium-term outcomes	
Short –term outcomes	What short-term outcome(s) does this initiative aim to achieve? <i>(Short-term outcomes are often in the form of changed awareness, skills, motivation, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</i>	By when? (estimate)
	<ul style="list-style-type: none"> • Improved interactions between children and parents. Improved self-esteem of some parents. Improved interactions between nursery staff and parents. • Children from P3-7 were the target group for the intervention. Short-term outcomes were aiming to build on the community engagement project from the previous session. • Staff took part in 2 training sessions and were given tools to try out 'mindful' techniques giving teachers the ability to feel healthier, calmer and happier. 	Oct 2016
	Are you collecting evidence to measure these outcome(s)? If so, please specify which type of evidence for which aim (if not, just put 'N/A')	
	CAR and other improvement methodologies such as RAFA/EYC are being implemented and supported in every educational setting.	
	What does this evidence show on the extent to which the above outcomes have been achieved to date? <i>Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.</u></i>	
<ul style="list-style-type: none"> • Increased confidence and self-esteem in young people, increased co-ordination and fine motor skills, increased motivation for learning, higher level of skills development, pride and sense of achievement, improved relationships, greater resilience, increased attendance, reduced exclusions, fewer instances of disruptive behaviour, improved concentration, better parental involvement and increased aspirations. 		

Medium –term outcomes	<p>What medium-term outcome(s) does this initiative aim to achieve? <i>(Medium-term outcomes are often in the form of changed actions, practice, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</i></p>	<p>By when? (estimate)</p>
	<ul style="list-style-type: none"> • Families using Middleton Wood with their child once a week, agreeing that the group has a positive impact on themselves and their children. • To firmly embed and establish the ASPIRE Dundee model of practice with key partners and stakeholders to be a sustainable and locally led intervention demonstrating a ‘smarter spend’ and more effective allocation of existing resources • Staff feel more equipped to evaluate their own mental, emotional, social and physical wellbeing and to use the tools explored to develop their skills in becoming more balanced. • 	<p>Jul 2017</p> <p>Dec 2016</p>
	<p>Are you collecting evidence to measure these outcome(s)? <i>If so, please specify which type of evidence for which aim (if not, just put ‘N/A’)</i></p>	
	<p>Repeat of short-term measures and some interventions also have the following additional measures;</p> <ul style="list-style-type: none"> • Parent feedback through Athena testing, informal feedback and parent attendance • Yes, PDSA (Plan, Do, Study, Act) • Staff Questionnaires at the beginning of the program and then at the end, plus staff absence records 	
	<p>What does this evidence show? <i>Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put ‘N/A’.</i> <u><i>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.</i></u></p>	
	N/A	
<p>Reflections on progress to date: Can you share any learning on what has worked well in implementing this initiative? Increased partnership working, sharing good practice across local authority and beyond, co-ordinated approach of local service and increased local participation in arts.</p> <p>Can you share any learning on what has worked less well or could be improved? Teachers to further implement mind jump strategies for themselves and then deliver these strategies to the children.</p>		

OVERALL PROGRESS AND REFLECTIONS

8	Overall progress towards long-term outcomes and reflections
Long –term outcomes	<p><i>The long-term outcomes of the Attainment Scotland Fund are to:</i></p> <p><i>a. Improve literacy and numeracy attainment</i></p> <p><i>b. Improve health and wellbeing</i></p> <p><i>c. Close the attainment gap between pupils from the most and least deprived areas.</i></p> <p>Are you collecting any evidence to measure these long-term outcomes in your authority? If so, please specify the type of evidence you are collecting (if not, just put 'N/A')</p>
	<p>Attainment data – CfE Achievement of a level data and standardised assessment data – PIPS and INCAS, YARC</p> <p>CAR and other improvement methodologies such as RAFA/EYC</p> <p>IIR – Used by head teachers as well as the Children and Families service to monitor the progress towards closing the attainment gap within schools and across Dundee.</p> <p>Research through Professor James Law, Newcastle University, Dundee University evaluation and Robert Owen Centre, Glasgow University</p>
	<p>What did this evidence show so far? <i>Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just leave blank. <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.</u></i></p>
	<p>Can you share any learning on what has worked well in your overall strategy to achieve impact?</p> <p>Partnership with NHS and higher educational institution. Focus on improving data. Focus on leadership for equity sustainability beyond the funded programme.</p>
	<p>Can you share any learning on what has worked less well or could be improved?</p> <p>Recruitment processes and timescale often hinder getting people in post within funding programme.</p> <p>Support from Attainment Adviser over and beyond the remit. Much appreciated.</p>
<p>Is there anything else you'd like to share or give feedback on?</p> <p>Perception from non-attainment Head Teachers ie. physical resources, additional staffing, is all directed at Attainment Challenge unless skilfully managed, could potentially cause a divide.</p>	

Equality and Diversity Rapid Impact Assessment Tool

Part 1

<p>Date of assessment November 2016</p>	<p>Title of document being assessed: Children and Families Service Attainment Challenge Improvement Plan</p>
<p>1) This is a new policy, procedure, strategy or practice being assessed (If yes please tick box)</p>	<p>This is an existing policy, procedure, strategy or practice being assessed? (If yes please tick box) <input checked="" type="checkbox"/> This strategy builds upon a number of strategies which are already in place in the Children and Families Service improvement plan.</p>
<p>2) Please give a brief description of the policy, procedure, strategy or practice being assessed.</p>	<p>The Attainment Challenge for Dundee is a centrally funded Scottish Government programme with the direct aim of closing the gap by improving educational outcomes for children and young people living in Dundee's most deprived communities. The focus areas are literacy, numeracy and health and wellbeing.</p>
<p>3) What is the intended outcome of this policy, procedure, strategy or practice?</p>	<p>The intended outcome from this strategy is to reduce the attainment gap in Dundee by addressing the key outcomes of:</p> <ul style="list-style-type: none"> • Improved early social and emotional development (0-5), closely linked to language development • Raised attainment in Literacy, Numeracy and Health and Wellbeing • Improved wellbeing (SHANARRI) • Improved engagement between school and pupil • Improved parental and community engagement • Increased opportunities for skills for learning, life and work • Increased employability opportunities • Improved positive destinations
<p>4) Please list any existing documents which have been used to inform this Equality and Diversity Impact Assessment.</p>	<p>The London Challenge Curriculum for Excellence - Building the Curriculum 1-5 suite of documents Education Department Service Plan 2012 - 2017 Single Outcome Agreement for Dundee 2012-17 Dundee Council Plan 2012-2017 Dartington Survey Local Community Profiles J R Foundation</p>
<p>5) Has any consultation, involvement or research with protected communities informed this assessment? If yes please give details.</p>	<p>No. The assessment has been informed by previous consultation of existing strategies, e.g. Literacy Strategy. The Attainment Challenge while not being directed to specific protected characteristics is aimed at those affected by poverty.</p>
<p>6) Please give details of council officer involvement in this assessment. (E.g. names of officers)</p>	<p>Lina Waghorn Lesley Gibb Pamela Nesbitt Jennifer King</p>

consulted, dates of meetings etc.)	Danny Webster
7) Is there a need to collect further evidence or to involve or consult protected communities? (Example: if the impact on a community is not known what will you do to gather the information needed and when will you do this?)	Yes. Engaging with families and parents will be key to the impact of the Attainment Challenge and further consultation with families who find it hard to access services needs to take place throughout the intervention. Children and young people living with a disability are represented in the 'attainment gap' and consultation is built through assessment, planning and review processes at school level.

Part 2

Which groups of the population will be positively or negatively affected by this policy, procedure or strategy?

NB Please place an X in the box which best describes the "overall" impact. It is possible for an assessment to identify that a positive policy can have some negative impacts and visa versa. When this is the case please identify both positive and negative impacts in Part 3 of this form.

	Positively	Negatively	No Impact	Not Known
Ethnic Minority Communities including Gypsies and Travellers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gender	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gender Reassignment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Religion or Belief	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People with a disability	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Age	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lesbian, Gay and Bisexual	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Socio-economic	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pregnancy & Maternity	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other (please state)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Part 3

1) Have any positive impacts been identified? (We must ensure at this stage that we are not achieving equality for one strand of equality at the expense of another)	<p>If yes please give further details</p> <ul style="list-style-type: none"> • Early data from the Literacy strategy indicates an impact for boys engagement and improvement in literacy • Collaborative assessment between Speech & Language Therapy and Bilingual Pupil Support
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	<p>Service enables identification of language acquisition needs for pupils with EAL and of different religion or belief</p> <ul style="list-style-type: none"> • Please see attached Appendix 1
<p>2) Have any negative impacts been identified?</p> <p>(Based on direct knowledge, published research, community involvement, customer feedback etc. If unsure seek advice from your departmental Equality Champion.)</p>	<p>No. It is not anticipated that there will be any negative impacts.</p>
<p>3) What action is proposed to overcome any negative impacts? (Without changing the aims of the policy or practice</p> <p>(For example: talking directly to community groups about the policy or practice, providing information in community languages, appropriate staff training, ensuring venues are accessible etc. Seek advice from your departmental Equality Champion.)</p>	<p>Please give further details</p>
<p>4) Is there a justification for continuing with this policy even if it cannot be amended or changed to end or reduce inequality without compromising its intended outcome?</p> <p>(If the policy that shows actual or potential unlawful discrimination you must seek legal advice)</p>	<p>If yes please give further details</p> <p>N/A</p>
<p>5) Has a 'Full' Equality Impact Assessment been recommended?</p> <p>(If the policy is a major one or is likely to have a major impact on protected communities a Full Equality Impact Assessment may be required) Seek advice from</p>	<p>If yes please give further details</p> <p>NO</p>

your departmental Equality Champion.	
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Part 4

Name of Department or Partnership Education

Type of Document

Human Resource Policy	<input type="checkbox"/>
General Policy	<input type="checkbox"/>
Strategy/Service	<input checked="" type="checkbox"/>
Change Papers/Local Procedure	<input type="checkbox"/>
Guidelines and Protocols	<input type="checkbox"/>
Other	<input type="checkbox"/>

Contact Information

Manager Responsible	Author Responsible
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Signature of author of the policy:	Lina Waghorn
Signature of Executive Director /Head of Service area:	Michael Wood
Date:	15/11/16
Name of Executive Director/Head of Service:	Michael Wood