Proposal Period	Financial Year - 2021/22
Local Authority	West Dunbartonshire Council
Key Contact at Authority	Julie McGrogan
Attainment Advisor	Natalie Watters

Guidance:

Please complete the below template, taking note of the following key points:

- The breakdown between primary and secondary costs can be merged and reported as an overall cost where appropriate.
- The proposal should plan to continue existing approaches, adjusted as required to manage new/emerging challenges as a result of Covid-19 and do so within existing funding levels. These should, include some rationale for continuing each of these pieces of work. Following discussions with Scottish Government /Education Scotland and Attainment Advisors, consideration should be given on whether any changes to either the approach or its set of outcomes and measures is required.
- The proposal should plan to adjust approaches from August 2021 to continue focus on recovery in and progress towards closing the poverty related attainment gap, but with an increased focus on sustainability of approaches in the transition year in anticipation of future efforts to tackle the poverty related attainment gap.
- Scottish Government/Education Scotland colleagues are happy to discuss and provide further guidance where necessary.

Challenge Authority Programme - Primary and Secondary Summary

Non-Staff Intervention/Resource	Primary Cost	Secondary Cost	Staffing	PRIMARY		SECONDARY	
				FTE	COST	FTE	COST
Early Level : Play & Learning/Family Support Campus	0	0	Teachers	3	144,138	4	281,685
Maths , Numeracy & Literacy	121,417	0	Education/development officers	3.4	230,193		
SIPP	70,000	40,000	Educational psychologists	1.5	115,995		
Programme	5000	5000	Data analysis officers	1	53,170		
Better Wellbeing Better Learning	0	107,500	Family/home link worker	8	146,616	9	249,962
			Other: Professional Learning, Police Officer, Senior Phase Officers, Excellence & Equity Lead and Admin,Youth Work & Community Learning, Creative Arts, and Project Manager			11.6	473,139
							Total for 2021/22
Non-Staff Total 2021/22	196,417	152,500	Staff Total 2021/22	16.9	690,112	25	1,004,786	2,043,815

Proposed Improvement Plan

1	Early Level Play and Learning
Continuing Intervention from 2020/21 Plans? Y/N	Y
2021/22 Proposed Funding	**£ 299k**
2021/22 Breakdown of Resource: Please provide a breakdown of what this funding will be used for including details of teachers/others staff	1.5 Psychologists 8 Outreach Workers / Family Support Workers 1 Education Officer

If **new/adjusted** for 2021/22 please provide information on the rationale for this new/adjusted workstream, the proposed impact of this workstream in 2021/22 and how that will be measured. If the workstream is **unchanged** please outline your rationale for continuing this piece of work.

CONTINUING WORKSTREAM – UNCHANGED

Rationale:

- Establish a sustainable model of delivery: play based learning, word/rhyme aware, nurture, Incredible Years Classroom Management.
- Upskill staff in their engagement with parents stressed by poverty, remote learning and ill health using coaching techniques.
- Continue to increase the number of families being offered one to one support by Outreach Workers.

- Offer accredited courses for parents in our 5 Local Learning Communities in partnership with Community Learning and Development.
- Increase numbers of staff trained as play based learning trainers and mentors.
- Consolidate practice across all sectors in Word Aware, Reciprocal Teaching and nurture principles.

NEW WORKSTREAM for 2021/22: Outdoor Family Learning

Rationale:

- Building on the increased use of the outdoor environment during the pandemic
- Provision of wellbeing supports for children and families through learning in the outdoors.
- Setting high expectations for delivery of outdoor learning across all establishments.
- Promoting the value of outdoor experience for mental, social well being and child development

Proposed impact:

- Increased number of families using outdoor spaces to play and learn with their children.
- Increased opportunity for physical activity developing problem solving, fine and gross motor skills and learning about safe ways to play.
- Improved routines for meal times and bed times for children as a result of increased physical activity.
- Positive, fun interactions outside the home environment supporting well being.

Measures:
- Quality parent and child feedback
- Developmental Profiles and Boxhall Profiles
- ELC / School attendance and timekeeping rates

If **new**/adjusted for 2021/22 please give details of the plans you have in place to deliver this workstream or provide details of changes to a workstream from 2020/21

- Establish Local Learning Community Outdoor Education Ambassadors
- Deliver Professional Learning : Developing the Outdoor Environment; Forest Schools; Stay and Play
- Further develop West Dunbartonshire's Outdoor Family Learning Guide

2	**Excellence and Equity Recovery** **Raising attainment and narrowing the poverty related attainment gap with a focus on literacy and numeracy.**

Continuing Intervention from 2020/21 Plans? Y/N	**Adjusted – Excellence and Equity Recovery** **Maths and Numeracy Y** **Literacy N**
2021/22 Proposed Funding	**£ 377k**
2021/22 Breakdown of Resource: Please provide a breakdown of what this funding will be used for including details of teachers/others staff	Excellence and Equity Recovery Team – 1 Officer, 3 Practitioners 1 Data Officer 0.4 Education Officer Funding for staff to provide out of hours tuition to individual pupils and groups Professional Learning Sessions: equity recovery; reading approaches, reading interventions; maths mastery

If new/adjusted for 2021/22 please provide information on the rationale for this new/adjusted workstream, the proposed impact of this workstream in 2021/22 and how that will be measured. If the workstream is unchanged please outline your rationale for continuing this piece of work.

ADJUSTED WORKSTREAM 2021/22

Rationale:

- Mitigate the impact of COVID on those most disadvantaged
- Mitigate the potential for new, widened or exacerbated poverty-related attainment gap
- Maintain progress for attainment and equity
- Ensure equitable access and experience
- Since 2016 attainment in numeracy has improved from 70.9% in 2016 to 79.2 % in 2019. Attainment for young people in deciles 1 and 2 has improved from 68.4 % in 2016 to 74.1 % in 2019. However, there is further improvement required in line with national targets.
- Since 2016 attainment in literacy has improved from 64.3% in 2016 to 71.5 % in 2019. Attainment for young people in deciles 1 and 2 has increased from 61.6 % in 2016 to 66.2 % in 2019. There is further improvement required in line with national targets

Proposed Impact:

- Continue to increase achievement for pupils in quintile 1, therefore narrowing the poverty related attainment gap
- Aim to increase achievement across all pupils in reading and writing at P1 and P7 by 8 %
- Aim to increase achievement across all pupils in reading and writing at P4 and P7 by 7 %
- Aim to increase achievement across all pupils in numeracy at P4 by 5%
- Aim to increase achievement across all pupils in numeracy at P7 by 5 %
- Removal of barriers to learning for children not attaining and achieving for their age and stage
- High quality reading focussing on: responsive learning mix of decoding, fluency, comprehension, engagement and digital literacy research skills

Measures:

- SNSA
- ACEL

- EY baseline
- BGE benchmarking tool and virtual comparator
- Attendance and latecoming rates
- Class based evaluations of learning, teaching and assessment
- Exclusion Rates
- Pupil Well Being Survey

If new/adjusted for 2021/22 please give details of the plans you have in place to deliver this workstream or provide details of changes to a workstream from 2020/21

ADJUSTED WORKSTREAM 2021/22

- A programme of tuition for individuals and small groups provided out of school hours for children in primary and secondary. The programme provides intensive support for small groups and individuals. The sessions are led by teachers, support staff and the learning team from Working 4U. The tuition is provided to pupils in the Broad General Education and Senior Phase. Schools apply for an allocation of hours for remote tuition sessions.
- Provision of excellence / equity coaching support for schools
- Work with researcher to produce revised reading strategy
- Train teachers and support staff in all schools and sectors in guided reading approaches , three domains in learning and reading is meaning
- Deploy literacy coach teachers to support and challenge practice in schools and ELCC's

3	**Better Well Being Better Learning** **Improving the health and wellbeing of our school communities; ensuring rights and needs are met.**
Continuing Intervention from 2020/21 Plans? Y/N	Y
2021/22 Proposed Funding	**£ 988k**
2021/22 Breakdown of Resource: Please provide a breakdown of what this funding will be used for including details of teachers/others staff	Digital Inclusion – Mobile Access and Devices Home Learning Grants 1.5 Vocational Officer 4 Excellence & Equity school based lead staff 9 Pupil and Family Support 1 Youth Engagement Officer 5 Youth work and community learning team 2 Senior Phase Officers 1 Excellence & Equity Admin Officer

If new/adjusted for 2021/22 please provide information on the rationale for this new/adjusted workstream, the proposed impact of this workstream in 2021/22 and how that will be measured. If the workstream is unchanged please outline your rationale for continuing this piece of work.

ADJUSTED WORKSTREAM

Rationale:

- Address inequalities in education stemming from poverty exacerbated by lockdown.
- Accelerate progress with the poverty agenda.
- Build on progress made to provide a personalised learner pathway in secondary widening the offering for those most

disadvantaged.
- Sustained commitment to the integrated multi agency / family hub model in West Dunbartonshire.
- Integrated family support services using a whole systems approach in school communities to help people have a say in what happens in their local communities.

Impact:

- Provision of fast, easily accessible support for children, young people and families in need.
- Provision of resources to provide digital access to all children and young people.
- Improved curriculum offering widening learner pathways supporting positive destinations.
- Improved out of hours provision to divert young people from risk taking behaviours and criminal activity.
- Reduced cost of the school day increasing attendance, improving timekeeping and reducing exclusions.
- Improved outcomes especially for those living in poverty.
- Embedded positive mental health approaches in all schools.
- Equitable access to education leading to employment for parents/ carers.
- Skilled staff who establish compassionate, caring classrooms.

Measures :

- SNSA
- ACEL
- Insight data
- BGE benchmarking tool and virtual comparator
- Results from consultations of all stakeholders
- Feedback from staff training
- Numbers of parents attending engagement activities
- Attendance and latecoming rates
- Evaluations of learning, teaching and assessment
- Exclusion Rates
- Wider Achievement Awards
- Parent Qualifications

If new/adjusted for 2021/22 please give details of the plans you have in place to deliver this workstream or provide details of changes to a workstream from 2020/21

Adjusted workstream plans:

- **Poverty Support**: School directed family support. Provision of support with food, clothing, debt support, learning resources. One to one support for parents experiencing trauma, loss, stress; visits by school staff to support pupil engagement and attendance. Engagement with parents to review capacity to support their children to engage in home learning.

- **Family Hub:** Extension of the family hub support to all secondary schools. Provision of integrated support in geographical areas with an increased capacity to take referrals from all agencies such as housing, social work and health. Support included debt and financial advice ; housing and energy issues; crisis supports; skills for work support.

- **Digital Inclusion:** Increase the number of computer and internet devices to ensure all children have their own device to use at home. This is addition to those funded by the Government Digital Inclusion Grant.

- **Towards Recovery and Resilience:** The importance of safety and the feeling of safe has been an important issue addressed, revisited and acknowledged. Provision of a range of training supporting both family and staff well being in particular: Nurture principles and practice training ; Seasons for Growth Bereavement Training; awareness raising training on the neurobiological basis of stress and actions to prevent including self care, self regulation, forming connections;

- **Home Learning Support**: Extend the well being home learning programme established during lockdown to provide an extensive range of activities for children and families to do together and activities for parents to do by themselves.

4	School Improvement Partnerships improving learning, teaching and assessment

Continuing Intervention from 2020/21 Plans? Y/N	Y
2021/22 Proposed Funding	**£ 221k**
2021/22 Breakdown of Resource: Please provide a breakdown of what this funding will be used for including details of teachers/others staff	Funding for staff / school/ local learning community collaboration Funding to support curriculum innovation 0.5 Creative Learning Teacher 1.0 Lead Officer School Improvement Networks

If new/adjusted for 2021/22 please provide information on the rationale for this new/adjusted workstream, the proposed impact of this workstream in 2021/22 and how that will be measured. If the workstream is unchanged please outline your rationale for continuing this piece of work.

CONTINUING WORKSTREAM – Unchanged as this workstream was paused due to COVID

Rationale:

- The implementation of SIPP is enabling improved collaboration at all levels in West Dunbartonshire empowering leaders to effect change to improve outcomes. Since 2015 we have increased the numbers of staff and schools engaged in collaboration. All schools have engaged. This collaboration has supported improvement in approaches used by teachers working collaboratively to assess and moderate learning, support collective understanding and establish school based networks. This workstream is supporting improved levels of consistency in the quality of learning experiences across all establishments in West Dunbartonshire.

- **NEW WORKSTREAM 2021 /22**

Rationale:

- To build on any success in curriculum innovation and digital pedagogy achieved in 2020/21.

Proposed Impact:

- Curriculum development as part of the drive for excellence focussing on the 4 capacities
- Provision of high quality digital pedagogy
- Improved learning and teaching leading to high quality learning experience in all establishments and raised attainment
- Engagement in learning by those 'hard to reach'

Measures:

- Rates of engagement with independent remote learning tasks
- National Improvement Measures and evaluations in standards and quality reports
- School inspection reports
- West Dunbartonshire Improvement Framework evaluations
- Observations of learning experiences using quality indicators

If new/adjusted for 2021/22 please give details of the plans you have in place to deliver this workstream or provide details of changes to a workstream from 2020/21

- Develop inter school leadership networks at DHT and middle leader level focussing on differentiation.
- Deliver professional learning on project based learning to all curriculum leaders and probationer teachers.
- Establish curriculum innovation teams driving forward curriculum improvement projects.
- Establish learning networks to share standards and define quality in digital technology and flipped classrooms.