



Proposal Period	Financial Year – 2020/21
Local Authority	West Dunbartonshire Council
Key Contact at Authority	Julie McGrogan
Attainment Advisor	Robyn McIlroy



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.
- Any new Interventions should be specified in full, with a robust set of outcomes and measures.
- The proposal should be fairly light touch where there are continuing Interventions. These should, however, 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 intervention or its set of outcomes and measures is required.
- 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	35,614		Teachers	3	137,012	5	294,406	
Maths, Numeracy & Literacy	160,000		Education/development officers	0.4	31,829			
SIPP	70,000	40,000	Educational Psychologists	1.8	121,969	1	62,739	
Programme			Data Analysis Officers	1	51,622			
Better Wellbeing Better Learning		7,500	Family/home link worker	8	142,345	8	219,110	
			Other: Professional Learning, Police Officer, Senior Phase Officers, Excellence & Equity Lead and Admin, Youth Work & Community Learning, Creative Arts and Project Manager			15	669,670	
								Total for 2020/21
Non-Staff Total 2020/2021	265,614	47,500	Staff Total 2020/21	14.2	484,775	29	245,926	
Non-Staff Total 2020/2021	265,614	47,500	Staff Total 2020/21	14.2	484,775	29	245,926	2,043,815

Challenge Authority Programme - Primary and Secondary Summary

Proposed Improvement Plan

1	Early Level Play and Learning	
Continuing Intervention from 2019/20 Plans? Y/N		Y
2020/21 Proposed Funding		£0.300m
2020/21 Breakdown of Resource: Please provide a breakdown of what this funding will be used for including details of teachers/others staff		1.8 Psychologists 8 Outreach Workers / Family Support Workers Professional Learning
<p>If new for 2020/21 please provide information on the rationale for this new workstream, the proposed impact of this workstream in 2020/21 and how that will be measured.</p> <p>Proposed impact:</p> <ul style="list-style-type: none"> • <p>Measures:</p> <ul style="list-style-type: none"> • 		
<p>If new for 2020/21 please give details of the plans you have in place to deliver this workstream or provide details of changes to a workstream from 2019/20.</p> <p><u>CONTINUING WORKSTREAM.</u></p> <ul style="list-style-type: none"> • Continue to scale up the number of staff trained in Incredible Years Classroom Management Programme • 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 • Continue to increase the number of families being offered one to one support by Outreach Workers 		

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- Consolidate practice across all sectors in Word Aware and Reciprocal Teaching
- Increase numbers of staff trained as Incredible Years Practitioners
- Increase the number of staff trained in nurture principles

2	Maths and Numeracy Literacy	
Continuing Intervention from 2019/20 Plans? Y/N		Maths and Numeracy Y Literacy N
2020/21 Proposed Funding		£0.329m
2020/21 Breakdown of Resource: Please provide a breakdown of what this funding will be used for including details of teachers/others staff		3 Literacy Champs Professional Learning Sessions: reading approaches, reading interventions; maths mastery 0.4 Literacy Lead Officer Cover to release staff for professional learning
<p>If new for 2020/21 please provide information on the rationale for this new workstream, the proposed impact of this workstream in 2020/21 and how that will be measured.</p> <p><u>CONTINUING WORKSTREAM (MATHS /NUMERACY)</u></p> <p><u>RATIONALE</u></p> <ul style="list-style-type: none"> • 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 ine with national targets. 		

Challenge Authority Programme - Primary and Secondary Summary

NEW WORKSTREAM: LITERACY

RATIONALE

- 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.
- The renewed focus will increase attainment in literacy to reflect the increase in numeracy.
- The rationale for continuing is that since 2016 attainment in reading has improved from 73.7% in 2016 to 79.3 % in 2019. Attainment for young people in deciles 1 and 2 has increased from 70.7% in 2016 to 75.1 % in 2019.
- The rationale for continuing is that since 2016 attainment in writing has improved from 67.1% in 2016 to 75.0 % in 2019. Attainment for young people in deciles 1 and 2 has increased from 64.1 % in 2016 to 69.3 % in 2019.
- Consultation with teachers and literacy co-ordinators identified need for professional development in teacher and support staff understanding of how to teach reading.
- Evidence from our early learning literacy projects has identified successful approaches to engage parents supporting improved ' Word ' skills.
- Evidence from other SAC authority work has identified the critical role of support staff in successful approaches to literacy development

Proposed impact:

- Continue to increase achievement for pupils in quintile 1, therefore closing the poverty related attainment gap
- Aim to increase achievement across all pupils in reading and writing at P1 and P7 by 2 %
- WDC aims to increase achievement across all pupils in reading and writing at P4 and P7 by 3 %
- Aim to increase achievement across all pupils in numeracy at P4 by 3 %
- Aim to increase achievement across all pupils in numeracy at P7 by 4 %
- 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
- Insight data
- BGE benchmarking tool and virtual comparator
- Word Aware, Rhyme Aware Data

Challenge Authority Programme - Primary and Secondary Summary

- Results from consultations of all stakeholders
- Obtain feedback from staff training
- Numbers of parents attending engagement activities
- Attendance and latecoming rates
- Evaluations of learning, teaching and assessment

If new for 2020/21 please give details of the plans you have in place to deliver this workstream or provide details of changes to a workstream from 2019/20

- 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

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3	School Improvement Partnership / CAR	
Continuing Intervention from 2019/20 Plans? Y/N	Y	
2020/21 Proposed Funding	£0.110m	
2020/21 Breakdown of Resource: Please provide a breakdown of what this funding will be used for including details of teachers/others staff	Cover to release ESIT team Cover to release early years, support and teaching staff to engage in collaboration trios (In WDC and inter authority)	
<p>If new for 2020/21 please provide information on the rationale for this new workstream, the proposed impact of this workstream in 2020/21 and how that will be measured.</p> <p><u>CONTINUING WORKSTREAM</u></p> <p><u>RATIONALE</u></p> <p>Since 2015 we have increased the numbers of teachers, early years staff probationers and schools engaged in collaboration. This collaboration has supported improvement in approaches used by teachers working collaboratively to assess and moderate learning, support collective understanding and school based networks.</p> <p>The Collaborative Action Research Model has been implemented in almost all schools and ELCC'S. In 2018/19 the School Improvement Partnership model was extended to school leaders through establishing an Enhanced School Improvement Team(ESIT). Our strategy for SIPP / CAR has been shared with other local authorities. The West Partnership has identified putting more collaboration into the system. The implementation of SIPP / CAR is enabling improved collaboration at all levels in West Dunbartonshire.</p> <p>An objective for 2020/21 is to further improve the quality of teaching focussing on delivery of equity through high quality differentiation A suite of professional learning opportunities has been designed to support teacher, school and inter authority improvement. Workstreams will focus on</p>		

Challenge Authority Programme - Primary and Secondary Summary

the quality of leadership and delivery of equity in learning and teaching. A variety of models will continue to be used:

- a trio enquiry research team within a school
- a trio enquiry research team across schools led by the local authority
- a trio enquiry research team between local authorities
- a group of trios within school or across schools
- the development of a departmental based collaborative learning network
- the development of a whole school collaborative learning network

Proposed impact:

- Clear objectives and timescales for school improvement
- Consistent approach to school improvement
- Forensic focus on school performance and capacity to match national comparators and benchmarks
- Evidence base for the what and why of our school improvement work
- Targets and timescales for improvement for schools underperforming
- Improved learning and teaching leading to high quality learning experience in all establishments and raised attainment
- Empowered teachers and school leaders resulting in self improving school improvement programme
- Teacher research supporting evidence based approaches to interventions
- High quality professional learning

Measures:

- Survey leaders and / or staff involved in CAR and it's benefits for staff development, learning and teaching
- CAR projects research conclusions
- Feedback from staff
- Individual project pre and post attainment and achievement data
- 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

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If new for 2020/21 please give details of the plans you have in place to deliver this workstream or provide details of changes to a workstream from 2019/20

- Inter authority partnership with East Dunbartonshire and Inverclyde on School Alliances to support improved leadership of learning and teaching focussing on differentiation
- Work in partnership with The Robert Owen Centre to develop inter school leadership networks at DHT and middle leader level focussing on differentiation

4	Multi – Agency Hub /Children’s Neighbourhoods / Enhanced BGE ‘Better Well Being Better Learning’	
Continuing Intervention from 2019/20Plans? Y/N	Y	
2020/21 Proposed Funding	£1.159m	
2020/21 Breakdown of Resource: Please provide a breakdown of what this funding will be used for including details of teachers/others staff	9 Pupil and Family Support 1 Psychologist 1 Youth Engagement Officer 3 Excellence and Equity and Co-ordinators 1 Vocational Co-ordinator 0.6 Creative Learning Teacher 2 Senior Phase Officers 7 Youth and Community Learning Workers 0.4 Attainment and Data Local Learning Community Lead 1 Excellence & Equity Admin Officer, 5 Teachers	

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If new for 2020/21 please provide information on the rationale for this new workstream, the proposed impact of this workstream in 2020/21 and how that will be measured.

CONTINUING WORKSTREAM

RATIONALE

Since 2016 3 Secondary Challenge Projects have been delivered across the 5 mainstream secondaries: Multi Agency Hub in 2 secondaries; Enhanced BGE in 2 secondaries; Skills Academy in 1 secondary. The 3 projects evidence positive impact on attainment, pupil and family engagement, exclusion and attendance rates. Key highlights :

- Attainment in targeted group of S1 / S2 pupils in ACEL % achieved for reading, writing and listening and talking in S3.
- In 2018-19, a well-being intervention at S2 and S3 increased attendance across the majority of young people involved
- From 2017, one school has reduced their exclusion rate by 2/3, from 91 incidents to 34 in 2019 and the other school has a declining exclusion rate over the same time period. The number of repeat exclusions has reduced from 30 to 8 in the same time period.
- Nurture groups offered to S1 and S2 pupils who were identified in P7 at transition, are reported by young people and staff are better engaged, more ready to learn, have increased attendance and improved time keeping
- 96 % of young people who undertook a variety of skills courses passed these courses, e.g. DYA award (SCQF Level 3), PX2 award, Youth Achievement Award (SCQF Level 4), Fire Reach programme, etc
- 56% of pupils within the targeted group show a decreasing score in overall difficulties within the SDQ which reflect a positive outcome in terms of a positive change in self-reported well-being
- Update and qualification awards are increasing year on year for example, for Hairdressing from 20 qualifications in 2017 to 48 in 2019 (expected level) and for dance from 6 to 12 pupils.
- In 2019, average attendance at Skills Academy courses ranges from 2-6 % above the school average for S1 and S2 pupils
- There have been 0 exclusions across Skills Academy courses
- 69 – 83 % of young people agreed that Skills Academy courses have motivated them to work harder in other subjects
- 93 % of young people have agreed that the Skills Academy courses have improved their confidence, while 77 % agreed it has made them more resilient
- Achievement from 2018 to 2019 increased by 10 % to 83 % for writing, increased by 6 % for reading and 7 % of listening and talking.

The objective for 2020/21 is to deliver the 3 secondary 'Challenge' projects in all 5 secondaries. The projects are aligned to West Dunbartonshire's overarching priority to reduce inequalities and support citizens and communities to be flourishing, independent, nurtured, empowered and safe.

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Impact:

- Deliver a curriculum design focussed on poverty improving attainment through alternative qualifications
- Integrate family support services using a whole systems approach in school communities to help people have a say in their local communities
- Improve out of hours provision and try to divert young people from risk taking behaviours and criminal activity
- Reduce the cost of the school day
- Improve outcomes for especially for those living in poverty
- Embed positive mental health approaches

Measures:

- SNSA
- ACEL
- Insight data
- BGE benchmarking tool and virtual comparator
- Results from consultations of all stakeholders
- Obtain 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 for 2020/21 please give details of the plans you have in place to deliver this workstream or provide details of changes to a workstream from 2019/20

- To deliver the 3 projects across 5 secondaries it is proposed to re distribute resource allocation for the individual projects across each secondary with each school delivering a Multi Agency Hub, an Enhanced BGE and a Skills Academy.

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