

EAST RENFREWSHIRE COUNCILEDUCATION COMMITTEE21 AUGUST 2025Report by Director of EducationPROGRESS AND IMPACT ON IMPLEMENTATION OF THE STRATEGIC EQUITY FUND  
PLAN 2022 – 2026**PURPOSE**

1. The purpose of the report is to update Education Committee on how Strategic Equity Funding is improving outcomes for children and young people impacted by poverty in East Renfrewshire and to seek approval for the updated Strategic Equity Funding (SEF) Plan Action Plan 2025 – 2026.

**RECOMMENDATION**

2. Education Committee is asked to:
  - a) comment on the content of the SEF Progress Report; and,
  - b) approve the updated action plan.

**BACKGROUND**

3. The former Cabinet Secretary for Education and Skills set out in Parliament on 23 November 2021 the Scottish Government's plans for the next phase of the Scottish Attainment Challenge, (herein known as *SAC Refresh*), developed in consultation with local government and agreed by COSLA Leaders.
4. Education Committee will recall at the August 2022 committee, the department's Strategic Equity Plan, detailing approaches to improving attainment was approved with a request for the Director of Education to bring regular reports to Education Committee on the progress and impact of its implementation.
5. Local authorities were also asked to set 'Stretch Aims' for the Scottish Attainment Challenge, embedding these within existing local authority plans, with a view to reporting annually to the Scottish Government as part of statutory plans and reports.
6. The Education Department, in partnership with our schools, has been setting local stretch aims (targets) for some time. This two-way process is part of existing local authority quality improvement approaches and very much agreed as part of an interactive and collaborative process. The agreed stretch aims enable strategic council (A Place to Grow), departmental (Local Improvement Plan) and school improvement plans to reflect the ambitious and achievable aim to improve outcomes for all learners, whilst seeking to close the poverty related attainment gap.

7. Education Committee will recall that at the November 2022 committee the Stretch Aims were approved, with the Director of Education asked to bring regular reports to committee on the progress and impact of its implementation.
8. The department continually evaluates its progress to identify strengths in current provision and areas where further improvement is required. Evidence gathered from the self-evaluation and evaluations of services and schools by the department's Quality Improvement Team, Education Scotland, Care Inspectorate and internal reviews is used to report on progress to identify steps which need to be taken to secure continuous improvement.
9. The department's [Standards and Quality](#) (S & Q) report, National Improvement Framework (NIF) report detail progress and impact on the department's Local Improvement Plan and Scottish Attainment Challenge, including the Strategic Equity Fund and school's Pupil Equity Fund. This report provides additional information.

## REPORT

10. The department's SEF Plan "Raising the Bar for All: delivering Excellence through Equity" identifies 3 key themes as part of our theory of change to tackle the poverty related attainment gap:
  - Children and Young People's Wellbeing – Readiness to Learn.
  - Literacy and Numeracy.
  - Learning and Teaching – Pedagogy for Equity.
11. In addition, leadership, parental engagement and the use of research and data to support professional learning permeates across all themes.
12. The department's ongoing self-evaluation activities have informed the report. This evaluation has helped to outline our next steps which will be fed into the next SEF Action Plan (2025 – 2026).
13. The report included as Appendix 1, highlights the very good progress achieved by the department, its schools and services and is offered as a record of some of the activities which were undertaken during the last school session, and their impact on pupils.
14. The key strengths from the report include:
  - A professional learning programme for middle leaders leading on equity and social justice in primary and secondary schools. 'Everyday Equity' is based on collaboration, practice sharing, input from experienced leaders and engagement with professional reading.
  - Improved attendance across primary and secondary schools.
  - The impact of the Learn Well service on young people's wellbeing, attendance and attainment.
  - Primary 1 attainment is the strongest in the last 5 years, with the poverty related attainment gap reduced.

- The second highest result ever in primary for Reading, Writing, Talking and Listening.
- The highest every numeracy result in primary and S3.
- Increase in staff knowledge, skills and confidence when teaching literacy and numeracy.
- Progress of 'supported' schools.
- The investment and impact of Business Intelligence tools.
- Range and success of 'cost of the school day' supports.

15. The attached updated SEF Plan: Delivering Excellence through Equity (appendix 2) includes the One Year Action Plan for session 2025 – 2026.

## FINANCIAL AND EFFICIENCY IMPLICATION

16. East Renfrewshire's allocation of Scottish Attainment Challenge monies for 2022 to 2026 is detailed in table 3 below:

Table 3

Local Authorities	2022/23	2023/24	2024/25	2025/26
<b>East Renfrewshire SEF</b>	£134,591	£267,565	£400,538	£533,512
<b>East Renfrewshire PEF</b>	£1,488,515	£1,488,515	£1,488,515	£1,488,515
<b>East Renfrewshire CECYPEF</b>	£92,880	£83,592	£75,233	tbc

17. In East Renfrewshire, we have developed a preventative approach to service delivery. This approach requires services, both individually and collectively, to continue to re-prioritise resources of time, money and expertise towards raising attainment for key equity groups. The funding to support Strategic Equity (SEF), Pupil Equity (PEF), Care Experienced Children and Young People (CECYPF), aligns closely to this approach.
18. The award for session 2025 – 2026, (£533,512), has allowed the department to plan activities, approaches or resources which were clearly additional to universal improvement plans and allowed careful targeting towards those children and young people most impacted by poverty. SEF expenditure is separated from core department budgets, ensuring spending is not subsumed within the overall department budget and can be easily tracked and monitored.
19. A Participatory Budgeting approach was employed when agreeing the priorities and spend for the Strategic Equity Fund.
20. The funding is short-term, therefore it is vital that any improvements have a focus on both sustainability and an 'exit strategy' throughout its existence.

## **RECOMMENDATION**

21. Education Committee is asked to:
- a) comment on the content of the SEF Progress Report; and,
  - b) approve the updated action plan.

Mark Ratter  
Director of Education  
21 August 2025

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**Appendix 1:** Annual Review of Strategic Equity Fund and Progress and Impact (June 2025)

**Appendix 2:** Strategic Equity Plan: Delivering Excellence through Equity (Revised August 2025)



# ANNUAL REVIEW OF STRATEGIC EQUITY FUND PROGRESS AND IMPACT



JUNE 2025

## ***Introduction***

The former Cabinet Secretary for Education and Skills set out in Parliament on 23 November 2021 the Scottish Government's plans for the next phase of the Scottish Attainment Challenge, (herein known as *SAC Refresh*), developed in consultation with local government and agreed by COSLA Leaders. The SAC Refresh recognised poverty exists in all local authorities, thus allocated Strategic Equity Funds (SEF) to all 32 areas.

The department's Strategic Equity Fund (SEF) Plan "Raising the Bar for All: delivering Excellence through Equity" identifies 3 key themes as part of our theory of change to tackle the poverty related attainment gap:

- Children and Young People's Wellbeing – Readiness to Learn
- Literacy and Numeracy
- Learning and Teaching – Pedagogy for Equity

In addition, leadership, parental engagement and the use of research and data to support professional learning permeates across all themes.

## ***Leadership***

The Quality Improvement Team has developed a professional learning programme for middle leaders leading on equity and social justice in primary and secondary schools. 'Everyday Equity' is based on collaboration, practice sharing, input from experienced leaders and engagement with professional reading.

Advancing equity is core business for all East Renfrewshire educators. Everyday Equity was specifically designed to support participants to confidently lead for social justice, through a focus on practical knowledge and skills to promote equity through leadership of the curriculum, learning, teaching and assessment.

The 3 day programme challenged participants to:

- Explore and articulate the core values and beliefs that underpin their practice and connect these to shared vision and values
- Further develop knowledge and understanding of poverty across ERC, its impact on children and young people, and implications for practice
- Discuss approaches to gathering and triangulating a range of data and intelligence to identify equity gaps in own establishments
- Adopt an assets-based approach to improving the inclusiveness of the curriculum, learning, teaching and assessment

- Explore the use of formative assessment and principles of curriculum design to support equity
- Know where to access relevant sources of support to enact high quality curriculum, learning and teaching as a key lever for improving equity
- Explore strategies for adapting learning and teaching to promote equity through classroom practice Identify own next steps in leading for social justice in own school community.

Everyday Equity was highly evaluated with comments indicating that practice will change as a direct result of participation. The officers leading on this high quality professional learning, are currently reviewing feedback and updating content prior to running the training in session 2025 / 2026.

Thank you to everyone who was part of delivering the Everyday Equity Programme. The sessions were incredibly relevant, insightful and engaging, and I truly enjoyed exploring key strategies for advancing social justice and equity in education, while building networks with colleagues across the authority.

I thoroughly enjoyed engaging with the programme and look forward to using what I have learned when leading learning and curricular change within my school. I would like to thank all those who organised and contributed.

## Everyday Equity

This equality and equity course was both eye-opening and empowering. The facilitators created a safe, inclusive space and delivered the content with clarity, compassion and depth. Their dedication left a lasting impact, equipping us with the tools to foster real, meaningful change in our establishments.

The three-day course proved to be an exceptionally impactful and relevant professional development experience, demonstrating a high standard of quality throughout. Each part of the programme was consistently excellent in its delivery and significantly enhancing my professional practice. The pre-reading materials provided were particularly noteworthy, offering insightful preparation that facilitated meaningful engagement in professional discussions with colleagues from across the authority and different sectors. The session on pedagogy for equity was very impactful and has influenced my daily practice since. The session delivered by Siobhan as the Keynote speaker stood out for its profound impact, combining a compelling presentation with transformative content.

Exploring positionality and the impact lack of equity can have on a child. The work on virtual backpacks opened my eyes further to what a child can face/experience before stepping into a school.

### ***Children and Young People's Wellbeing – Readiness to Learn***

Regular school attendance is crucial, if children and young people are at school they can have consistent access to teaching, resources and a structured environment that supports their learning and wellbeing needs. This session officers have developed an Improving Attendance Framework and Action Plan which outlines practical but effective ways to encourage and improve school attendance. The reasons some children and young people don't attend school vary, a few may require specific support, others requiring a change to the curriculum, or support with behaviours around school attendance. The action plan focuses on the latter, detailing improvements to systems as well as offering supports to children, young people and families. A comprehensive professional learning offer has been created in collaboration with the West Partnership and Education Scotland.

A curriculum seminar for Principal Teachers of Curriculum in secondary schools took place in May 2025. On the programme was a focus on Inclusive Curriculums, ensuring that the curriculum on offer is meeting the needs of all pupils. This seminar followed a session by Head Teachers in February where the 7 cluster of schools (secondary school with associated Early Learning and Childcare (ELC) settings and primaries) looked at how we can get the curriculum right from aged 3 to 18. Almost all our schools review their curriculum on an ongoing basis and are in a strength based position for any national curricular developments. Close working with 3<sup>rd</sup> sector partners is opening up learning opportunities providing breadth of experience for some of our more vulnerable learners. Community Learning and Development officers also effectively contribute to the curriculum offer in a few of our primary and secondary schools.

School attendance in both primary and secondary education has seen a marked improvement. Primary school attendance has reached its highest level since 2020, with the poverty related gap (4%) at its lowest in five years. This encouraging trend reflects the success of targeted initiatives by both the department and its schools to support families and ensure consistent access to education. Secondary school attendance has hit its lowest gap in 3 years (5.8%). This signals a strong commitment from young people, their families and schools alike. These improvements are a testament to the resilience of the education system and the collective efforts to prioritise having children and young people at school. Appendix C of this report provides further detail.

The Learn Well Service was established in September 2022, with the prime focus of engaging children and young people requiring specific support to attend school.



By combining resources from different funding streams, including the Strategic Equity Fund, Care Experienced Children and Young People's Fund and the Whole Family Wellbeing Fund (WFWF), the Education Department could resource the Learn Well Service.

The Learn Well Service works under the direction of our Educational Psychology Service to support young people (S1-S4) with their learning and wellbeing during periods of significant, long-term Emotionally Based School Absence (EBSA). These young people have a wide range of additional support needs, most commonly relating to autism, mental health challenges, and or trauma.

Our Learn Well Service comprises a Teacher, Pupil Support Assistant, 1.2fte Family Support Workers and 1.5fte Project Workers from Children 1st. Young people who meet one of two referral criteria can access support from the Learn Well Service:

- **The Promise Pathway:** where the young person is care experienced or on the edges of care, and their attendance is below 80%, a key person from Education or Social Work can make a referral. This support is provided using the *Care Experienced Children and Young People's Fund*.
- **Staged Intervention Pathway:** where the young person's attendance is critically low (<10%), and schools have taken a robust staged approach to assessment and intervention to support the young person back to school and these have proven to be unsuccessful, a key person from education can make a referral. This support is provided using the *Strategic Equity Fund* and / or the *Whole Family Wellbeing Fund*.

Learn Well staff have received training in key areas relating to Emotionally Based School Absence (EBSA) as well as participating in ongoing Career Long Professional Learning (CLPL) to develop their skills and abilities in key areas such as counselling skills, sleep counselling training, autism, trauma-informed practice, Applied Suicide Intervention Skills Training (ASIST), self-harm, and Child Inclusion Research into Curriculum Learning and Education (CIRCLE) training.

In this academic session 60 young people were offered support from the Learn Well service. These young people were offered support either through the Care Experienced Pathway, the Strategic Equity Pathway, and/or the Whole Family Wellbeing Fund. This is an increase in the number of referrals for support this year, as the service has become more established, with 31 new referrals submitted since the start of the academic year. This is an increase of almost 50% since the service begun operating in September 2022.

All Care Experienced young people across S1-S4 with attendance lower than 70% have either been offered or been considered for support.

The service complements the support offered by schools. To that end, Learn Well practitioners are involved in the process of assessing the needs and outcome required for individuals, placing children and young people's best interests at the heart of decision-making. The service promotes positive, nurturing relationships with young people and within families, encouraging and supporting their engagement in learning, and helping to provide a range of positive experiences that will support their wellbeing. The range of support offered by the service includes:

- Individual and group based learning focusing on English and the preferred subject areas of the individual;
- Holistic wellbeing experiences;
- Social connection opportunities;

- Practical and emotional assistance, and advice to young people and families;
- Home visits;
- Graded exposure plans around social, wellbeing and learning opportunities; and,
- Development of strong working partnerships through parental/carers engagement and empowerment.

The team is based in a site beside Braidbar Primary school in Giffnock, where they have been operating from since October 2024. Having this space has allowed the service to develop and enhanced the range of the supports offered. The space has provided a consistent, predictable nurturing environment to work flexibly with young people. Young people are able to access resources provided by their school from within the base and be supported to work on more curricular areas both independently and with adult support.

This year a Parent/Carers Support Group has been running to offer support to the families of the young people who attend Learn Well, as well as providing opportunity for the parents/carers to get to know the staff and meet other parents/carers connected to the service, a series of workshops covering a range of topics relating to EBSA, including sleep, autism, the impact of EBSA on the wider family, stigma, graded exposure, sharing individual journeys, routines, and alternative pathways for future learning.

There was a 4% increase in the attendance of Care Experienced young people engaging with the service and a 5.2% increase for those attending for other equity reasons. In addition, there was a large increase in the number of sessions offered across both pathways compared to last year. The Care Experienced pathway offered 102 more sessions this academic year than last year, and the Strategic Equity pathway offered 341 more sessions this year than last year.

Our Learn Well Teacher and Children 1<sup>st</sup> Project worker supported the delivery of training for school-based practitioners in this area, in partnership with representatives of the Educational Psychology and Healthier Minds Services. In May 2025, 17 practitioners from Primary and Secondary Schools received training in the application of our local EBSA guidance: <https://blogs.glowscotland.org.uk/er/healthierminds/emotionally-based-school-absenteeism/>.

Appendix A of this document, provides further qualitative and quantitative data, along with 2 case studies, highlighting the impact of this support on young people and families.

## ***Literacy and Numeracy***

Strategic Equity Fund monies has been assigned to supporting Literacy and Numeracy across all sectors. A team of 4 Principal Teachers (2 of Literacy and 2 of Numeracy) are in place and work alongside school staff implementing the Education Department's 3 tiered approach of 'supported, guided and independent'.

- 'Supported' schools work alongside the Quality Improvement Team (and on occasion Education Scotland Attainment Advisor) to devise a detailed plan for improvement. Intensive support from the Quality Improvement Team and other central staff is in place.
- 'Guided' schools are categorised as having the capacity to improve, with the right level of support and challenge. The Quality Improvement Team would complement ELC settings and schools plans and would have regular contact / visits.
- 'Independent' schools receive a core level of support. The Quality Improvement Team visit termly and on a needs basis.

Another great set of Reading Recovery results for the most recent cohort. I'm delighted with how successful it continues to be in school and we have our strongest set of reading levels in the past 7 years of data, which is testament to all the hard work that you have supported with our school's literacy approaches.

Analysis of qualitative and quantitative data alongside professional discussion with school leaders has taken place to align schools to the 3 tiers accurately. The SEF leads (Quality Improvement Managers) and link quality improvement officers (QIOs) meet in June, November, and March with the headteachers (HTs) of supported schools to review progress, measure impact and plan next steps to ensure the most effective and efficient allocation of resources. A detailed plan for improvement has been put in place for each of the targeted schools.

Appendix B of this document provides detail of the progress of 'supported' (targeted) schools.

In April 2023 and August 2024, the Numeracy and Mathematics and Literacy and English Strategies were approved respectively. The central team continue to implement the agreed actions of the plan and report on progress through the annual National Improvement Framework and Standards and Quality Reports.

An extensive list of Literacy Interventions have been developed and built upon over the past few years, including Reading Recovery, Together Raising Attainment in Literacy (TRAIL), Together Better Readers (TBR), Chatterbox and Reading Partners. All schools are able to access this as part of the 'independent' (universal) offer. Where schools are in the 'guided' category, access will be bespoke and tailored for specific needs.

Reading recovery continues to have a significant impact on attainment for those children receiving this support, with the following pupil improvements in reading noted:

- letter knowledge 63% to 96%;
- concepts of print 37% to 80%;
- hearing and recording of sounds 26% to 93%;
- reading of high frequency words 5% to 94%.

The impact across whole schools is significant, for example, one school reporting:

- 87% of all pupils on track to achieve their Curriculum for Excellence (CfE) level (the highest average in the last 7 years, an increase of 10% on 2024 and 6% beyond the school's 4 year target);
- 76% of learners living in Quintile 1 on track to achieve their level; and
- 82% of learner entitled to a Free School Meal (FSM) on track to achieve their appropriate level.

This session, an intensive focus on early level, culminated in a suite of professional learning sessions for primary 1. These started in June 2024 (prior to the teacher meeting their new class) and continued until October 2024. These sessions were designed to support transition between sectors, ensuring continuity of the curriculum and no 'fresh start'. Teachers were supported and challenged to build upon prior learning, differentiating their lessons from the first day, ensuring the pace and challenge was appropriate to the children in their care. The established Early Years Tracking Tool was used as a starting point, recognising the attainment and achievement of children, and acknowledging the increased time our children have at early learning and childcare settings with the introduction of 1140 hours in 2020.

As a result, curriculum for Excellence teacher judgements for primary 1 attainment this session is the strongest in the last 5 years. With the poverty related attainment gap reduced.

Qualitative data also indicated the impact of this work.

Differentiate learning from the start of the session. We are now looking at our phonics programme and how best to take it forward.

Existing practices have to be questioned and enhanced in order to meet the needs of learners.

We are currently reviewing our phonics programme and approaches to writing so the sessions have empowered us to implement change.



In addition to CLPL training, an extensive online resource is available for all staff. The 'Literacy Locker' is continually updated and refreshed providing a central facility for all practitioners to access relevant literacy information. A new addition is the 'Literacy Lending Library'. Access to quality professional learning and materials is having an impact on staffs' professional learning and development, and ultimately learners' experiences.

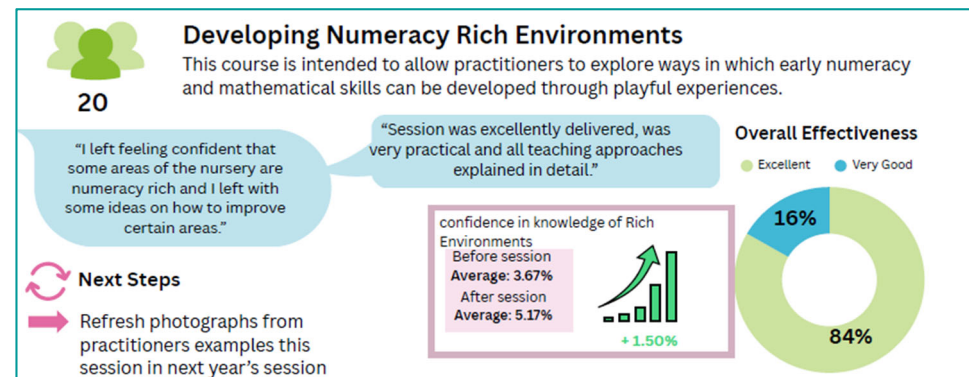


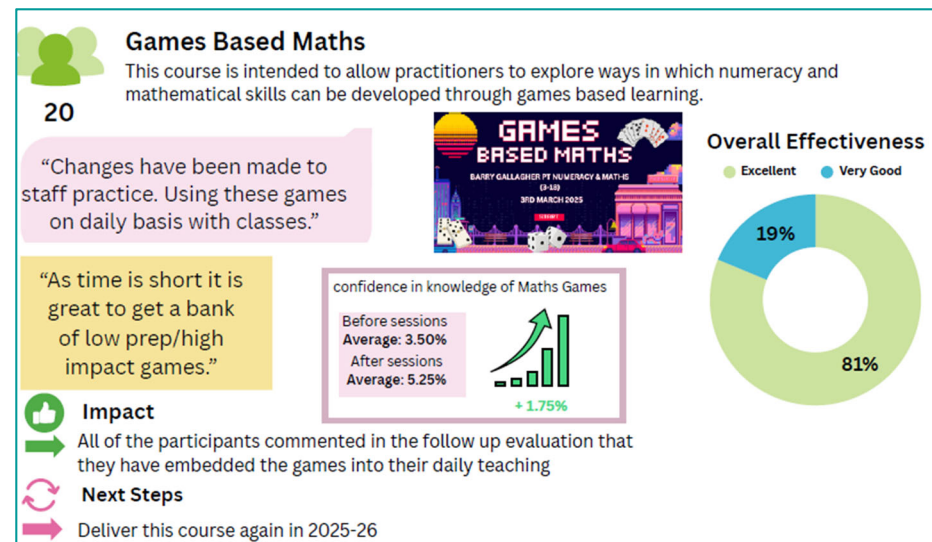
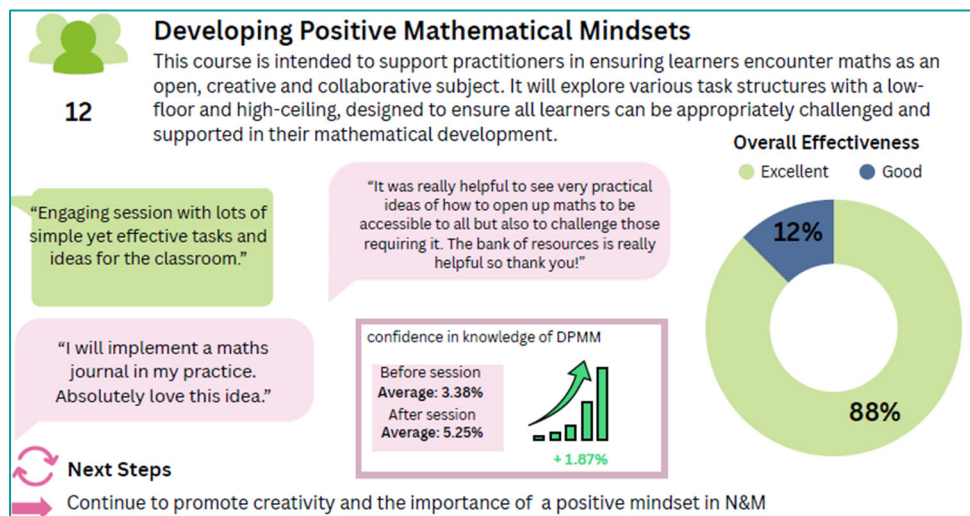
Having this facility is brilliant as it allows us to try out new things as well as continually changing resources for learners.

Highly evaluated CLPL opportunities were provided to support learning in Numeracy and Mathematics. These learning opportunities for staff were available for those working with our youngest and oldest pupils, with sessions aimed at Early Learning and Childcare (ELC) staff to secondary staff. Improving the confidence and capacity of staff to teach this area is key to improving learner outcomes.

The extensive range of CLPL included:

- Developing Numeracy Rich Environments;
- Playful Maths;
- Developing Positive Mathematical Mindsets;
- Number Talks;
- Exploring Maths and Numeracy Practices;
- Bar Modelling;
- Games Based Maths; and
- Higher Applications of Maths





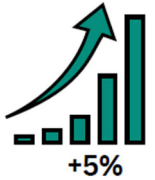
Where schools are in the 'guided' category, access will be bespoke and tailored for specific needs. In addition, any school can request bespoke support to support the implementation of their School Improvement Plan. This session 5 primary schools and 1 secondary school requested such support. All sessions were evaluated and where appropriated the course updated to reflect the latest research and practice in teaching numeracy and mathematics.

I will include these activities in my daily maths lessons.

I now have a much better understanding and this has boosted my confidence.

We have more pupils coming to X high school who would benefit from a more visual approach to aid their understanding of concepts. I am also keen to develop the use of 'concrete, pictorial and abstract' in my department as it has been on my development plan.

A survey of 241 staff across our settings indicated that their enjoyment of teaching numeracy and maths has increased, with 95% agreeing or strongly agreeing, an increase of 5% from the previous year. Similarly, when asked about pupil enjoyment in numeracy and mathematics they reported a 3% increase from last year with 97% agreeing or strongly agreeing.



I use a variety of resources, ICT and active tasks. I research ways of teaching creatively and speak to my colleagues.

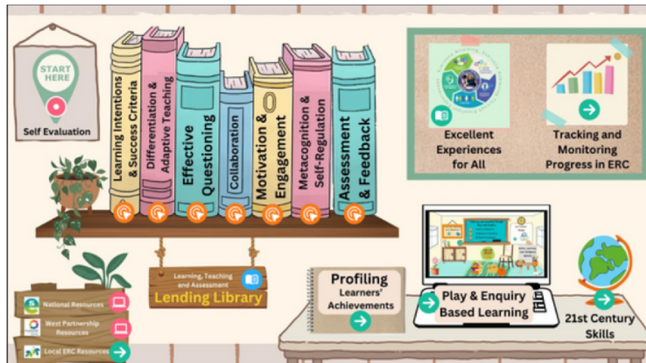
We have created fun Daily Numeracy Learning activities for learners to complete each day. We also have a Daily Maths Challenge to reinforce concepts daily. We use tuff trays and play pedagogy to support maths.

As part of the 'supported' approach, targeted support to 2 schools took place this session. With the aim of raising attainment in numeracy and maths, each school was provided with a bespoke offer including CLPL and team teaching in targeted classes.

Progress of 'supported' (targeted) schools can be found in appendix B.

## Learning and Teaching

Learning and teaching experiences are of high quality across all early learning and childcare settings and schools. *The Quality Improvement Team* continue to develop materials to support the *Excellent Experiences for All: A Framework for Learning, Teaching and Assessment in East Renfrewshire* document. To determine improvement priorities, schools are empowered to develop pedagogical approaches using evidence from their own self-evaluation, and that of internal and external reviews.



The Learning, Teaching and Assessment (LTA) Platform was launched in October 2023. This interactive resource continues to be updated regularly to reflect development work and updates in research around aspects of learning, teaching and assessment. During 2024-25, 3 new areas have been added:

- LTA Lending Library
- Tracking and Monitoring Learners' Progress in ERC
- Profiling Learners' Achievements

## LTA Lending Library

The Lending Library was launched in October 2024, with a range of titles across learning, teaching and assessment. This session, the resource has been used in a variety of ways:

- support leadership teams with an aspect of school/cluster improvement plans;
- support practitioners with aspects of personal professional development;
- support with professional inquiry; and
- research source for Improving Pedagogy and Improving Our Classroom programmes.

### ***Tracking and Monitoring Progress in ERC***

The Performance and Reporting Group developed a suite of resources to support tracking and monitoring of progress in the BGE. These materials were launched at the Head Teachers' Seminar in November 2024. The resource is accessed from the main LTA Platform, indicating the importance of tracking and monitoring in relation to learning, teaching and assessment. It links the ERC Guidance document, alongside a range of case studies and exemplars. The department recently revised its 'monitoring and tracking progress and achievement framework' which aligns to the learning and teaching strategy. This provides explicit guidance for staff on the assessment framework, how to assess across the curriculum, use of the benchmarks, monitoring and tracking, target setting, effective professional dialogue, and how to use local authority and national data effectively. This supports a consistent approach for all staff and has led to more reliable data. Data conversations are then followed up during quality assurance visits.

### ***Profiling Learners' Achievements***

Senior staff from schools and the department were tasked with developing approaches in ERC to support learner profiling. An ERC guidance document was developed to outline the **what**, **why** and **how** of profiling. This is intended to support senior leaders and practitioners be clear about what we mean when talking about profiling and profiles, as well as understanding the pedagogy behind the approach. The how explains the features of a good profile. The case study document supports the guidance by showing a variety of different approaches to profiling used across ERC. This was launched at the Head Teachers' Seminar in March 2025. ERC practitioners can access this via the LTA Platform.

### ***Digital Equity***

Digital tools and software are playing an important role in promoting inclusion and equity in our schools by providing personalised learning experiences, breaking down barriers to access, and supporting diverse learning needs. Assistive technologies such as screen readers, speech-to-text software, and adaptive learning platforms are empowering children and young people to participate fully in the classroom. Language translation tools help pupils where English is an Additional Language engage with content and communicate effectively, fostering a more inclusive environment. Crucially, professional learning for staff is evolving alongside these tools, equipping staff with the skills and knowledge to use digital resources effectively and to respond to the varied needs of their learners. This ongoing development is essential in addressing the poverty-related attainment gap, as it ensures that all learners—regardless of socioeconomic background—receive high-quality, targeted support. By combining inclusive technology with well-trained staff, schools are better positioned to create equitable learning environments where every pupil can thrive.

### ***Robust use of Evidence and Data***

A data informed culture exists across all schools, with staff making effective use of a range of tools. These tools have been complemented by the introduction of Business Intelligence Tools (Power BI). A significant investment of the SEF monies has been made to introduce the Power Bi business intelligence tool. Power Bi helps our schools analyse and visualise data, transforming it into interactive dashboards and reports. It allows staff to connect to various data sources, clean and shape the data, and then create compelling visualisations like charts and graphs to gain insights. Essentially, it enables our staff to make data-driven decisions by providing a user-friendly way to explore, understand, and share data insights.

The introduction of Power Bi has been transformational for me. To be able to access a range of data at a click of a button is amazing. I am able to look at key groups, for example children living in quintile 1 and compare their performance at my school to those from another. This allows me to reach out and learn from others, making sure we are getting it right for all our learners.

Building upon, and using the well-established Filemaker tools in existence, Power Bi now enables our schools to analyse a range of data including:

- Attendance
- Early Years Attainment
- Curriculum for Excellence Attainment
- Senior Phase Attainment
- Standardised Test Attainment
- Demographic Information

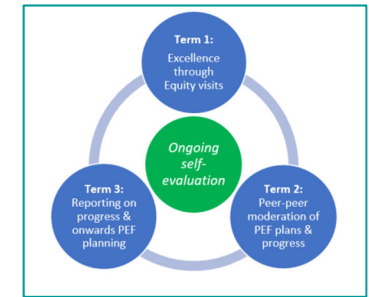


Making data accessible from practitioner to leader level has enhanced the data informed culture in East Renfrewshire and allowed the robust evidence and information to be at the heart of improvement decisions, especially around equity. The dashboard allows staff to compare and contrast information across schools, for key equity groups. It has led to greater professional dialogue between our schools and supporting that culture of collective responsibility for all our learners.

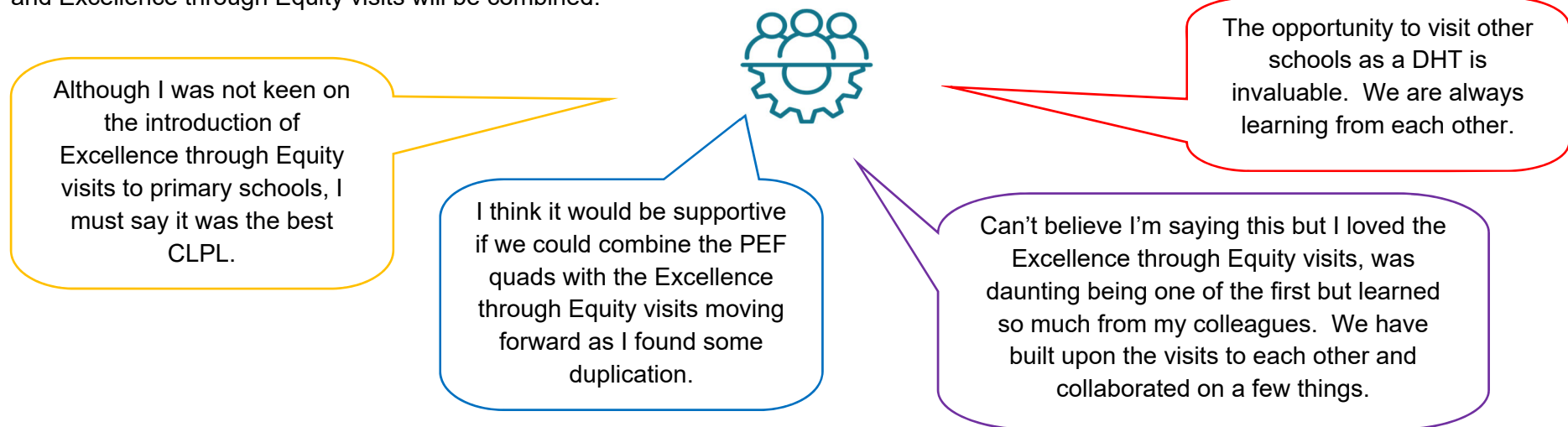
The department has a well-established quality assurance calendar. This ensures all schools and settings are supported and challenged to improve the quality of learning, teaching and assessment and that a rigorous focus on improving equity is maintained. All establishments in East Renfrewshire are visited approximately every 3 years. The quality assurance calendar is continually reviewed and refreshed to ensure a collaborative approach, with the aim of building the capacity within the system to support self-evaluation for self-improvement.

The Quality Improvement Team with the support of Education Scotland's Attainment Advisor work alongside schools to ensure PEF Plans and School Improvement Plans clearly identify interventions and approaches schools are using to address the poverty related attainment gap. School Standards & Quality Reports outline progress with improving outcomes for children and young people impacted by poverty.

The Education Department has a rigorous quality assurance process to support and challenge schools to monitor and evaluate the impact of their approach to PEF. PEF quad meetings take place, providing an opportunity for peer to peer moderation of plans and progress. The Quality Improvement Team facilitate these meetings and evaluations confirm that senior leaders in schools value the opportunity to share successful interventions and learning within and beyond their school. Evaluation of PEF quad feedback (January 2025) shows a high level of collaboration and sharing between schools, including evidence of increasing collaboration amongst different levels of school staff within the quad groupings.



This session PEF quad meetings were complemented by Excellence through Equity visits. These meetings provide an opportunity for senior leaders in schools to present their approaches to equity and the outcomes for pupils. Following feedback from this year's visits, the quad meetings and Excellence through Equity visits will be combined.





The department continually acts on feedback from school staff and leaders, ensuring that we are building capacity and confidence by equipping them with the skills and knowledge to support and challenge each other to raise attainment, especially for those living in poverty. The analysis of data, improved professional judgements, the target setting process and improved learning and teaching are key. Professional learning opportunities are continually being reviewed and developed to support with this.

The department has a robust programme in place to collect views from all stakeholders on a range of topics. This includes annual pupil questionnaires as well as termly Director's Forum meetings with pupil and staff representatives. Learners' views are gathered as a key component of all collaborative improvement visits, thematic review activities and policy development consultations. The results of stakeholder questionnaires are used to inform the priorities in the Local Improvement Plan and are reported through the annual Standards and Quality Report.

90% of parents believe that their child's school treats them fairly and with respect.

ERC Questionnaires, June 2025

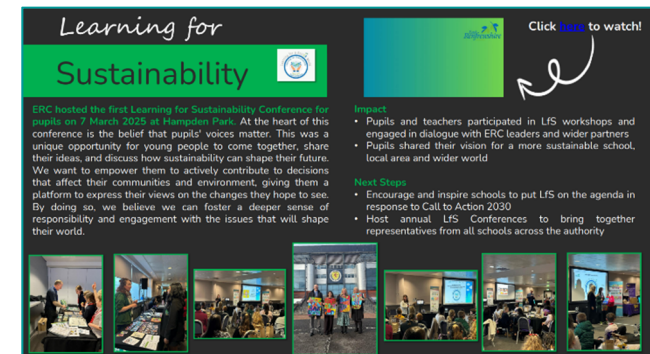
93% pupils believe their school helps them to understand and respect other people.

ERC Questionnaires, June 2025

### ***Tackling Child Poverty / Supporting Families***

The Social Justice Framework, which is part of the wider authority vision of Everyone Attaining, Everyone Achieving through Excellent Experiences, offers practical guidance for practitioners focused on a holistic approach in tackling inequity. To achieve the objectives of the framework, there is a strong focus on learning, teaching and assessment, pupil equity fund resources, curriculum design, relationships with communities, recruitment and professional learning to tackle inequity.

This session saw our first Learning for Sustainability Conference for pupils. In March, pupils from across all our schools met at Hampden Park to discuss how we can make a more equitable and fairer world, starting with East Renfrewshire. The outcome of the conference has led to closer working between the Council's Get to Zero team and our pupils. There are plans to hold another conference this year.





The Council's Business Operations and Partnerships Department has developed in partnership with a National Bank a 'Cost of Living dashboard'. This helps schools to drill down in fine detail to highlight where hidden poverty is and to target support appropriately. This has been rolled out to all schools via professional learning sessions for HTs and Equalities coordinators.

At the PEF quad meetings in January, our schools shared very effective practice in reducing the cost of the school day, including a wide range of universal and targeted initiatives such as:

- vouchers for clothing for residential trip
- house scarves gifted to targeted children
- Laudato Si clothing banks- communion dresses and uniform
- Halloween and Christmas jumper swaps
- regular cost of the school day dialogue and considerations at SMT, PSA meetings, staff meetings
- school trip payments covered
- reducing payment required activities at school discos etc.
- Art Gallery trip for identified children · reaching out to parents to put supports in place for homework access, engagement etc.
- supply teacher brought in to provide more 1:1 revision opportunities to help bridge the equity gap
- instrumental lessons - reaching out to parents to remind them of free lessons
- educational resources sent home to double up as Christmas gifts · competitions paid for / entry fees
- clubs with priority for children who are entitled to support through Pupil Equity Funding
- finding creative ways of gifting resources, providing support etc. to families without them feeling targeted due to their financial circumstances



The Council's Money Advice and Rights Team continue to work in partnership with the Education Department offering financial advice for parents and families in school settings. This approach builds on parents' positive relationships with school and enables them to access support and advice in a discreet, familiar environment. By increasing family income, the service helps to reduce the negative impact of poverty on children's health and wellbeing.

All staff know children and families very well and have a good understanding of the socioeconomic background. They are aware of their personal circumstances and potential barriers to learning. They ensure the cost of the school day is reduced through initiatives such as 'pre-loved' stalls. A breakfast cart is available for children at the start of the school day. Children and families have been involved in participatory budgeting, allocating money for educational trips. This supports all children to be included in the life of the school. Senior leaders assist families to access resources and agencies that can provide the right support.

St Thomas' Education Scotland Inspection Report, January 2025

A culture of ambition and high expectations for all is highly evident across the school. Staff at all levels recognise their responsibility in improving outcomes for every young person. The school systematically and robustly tracks the attainment and achievement of young people facing additional challenges. Through close monitoring, senior and middle leaders identify the barriers facing groups and individuals and plan targeted interventions and supports to ensure they achieve as highly as possible. As a result, young people who face additional challenges attain more highly than those of similar needs and backgrounds nationally.

Williamwood's Education Scotland Inspection Report, April 2025

## Everyone Attaining, Everyone Achieving

The headteacher consults with staff and parents on how to use PEF effectively. She uses PEF to provide additional staffing to support successful, targeted interventions in health and wellbeing, literacy and numeracy. Through careful analysis, the headteacher can demonstrate that interventions are helping to accelerate progress towards closing the gaps in learning for identified children.

St Thomas' Education Scotland Inspection Report, January 2025

The headteacher, supported by all staff, is committed to ensuring equity for all learners. The headteacher uses Pupil Equity Funding (PEF) effectively to provide additional staffing and interventions for targeted groups of children in numeracy, literacy and parental partnership. They seek the views of parents to influence and inform the plans for PEF. Senior leaders and staff use data rigorously to review the impact of interventions on outcomes for children. This has led to almost all targeted children making progress towards their individual targets.

St Cadoc's Education Scotland Inspection Report, October 2024

St Joseph's senior leaders and staff have a deep understanding of the socio-economic context of the school and of the challenges faced by children and families. Children in the Pupil Equity Committee have worked effectively to raise awareness of costs associated with the school day. As a result, children across the school have an increased understanding of the right to an education regardless of circumstances. Staff have taken positive steps to reduce the cost of the school day including providing a preloved clothing bank, the provision of healthy snacks and access to a range of free clubs. The headteacher ensures that parents, staff and children are consulted on PEF spending. The headteacher has appropriately prioritised the use of PEF to ensure that financial challenges do not prevent any children from taking part in opportunities for learning and achievement. For example, staff provide a progressive programme of outdoor learning across the school year. As a result, children are developing problem solving skills, teamwork and a greater sense of inclusion.

Education Scotland Inspection Report, March 2025

## ***Stretch Aims***

In November 2022, the department set Scottish Attainment Challenge Stretch Aims. To enable a credible set of measures, extensive analysis of performance data, both qualitative and quantitative, in a range of areas was undertaken, leading to the identification of stretch aims. In addition discussions took place with Education Scotland before final targets and aims were agreed. To drive improvements in literacy and numeracy and support health and wellbeing ambitious but achievable stretch aims over the four year period of the SEF plan, were set.

The overall literacy attainment in ERC for 2024–25 stands at 89%, although we have narrowly missed the stretch aim of 89.9%, we have recorded our second highest ever result for reading, writing and talking and listening. Performance continues to remain significantly above the national average of 74% (SG SSR 2024). Notably, there has been a positive shift in equity, with attainment among pupils eligible for Free School Meals (FSM) increasing by approximately 4%, and those residing in SIMD Quintile 1 (Q1) improving by around 4.5%. These gains indicate the highest ever attainment in literacy for pupils living in Quintile 1. This would suggest targeted interventions are having a positive impact, despite the slight decrease in overall attainment.

In terms of equity, ERC has shown notable progress in narrowing the literacy attainment gap between the most and least deprived pupils. The Q1 attainment rate reached 76.6%, exceeding the stretch aim of 76.3%, while Q5 pupils achieved 93.2%, also surpassing their target of 92.2%. However, the Q1–Q5 gap remains at 16.6%, which, although an improvement from 21.1% in 2023–24, still falls short of the gap stretch aim of 15.9%. Despite this, ERC continues to outperform the national Q1–Q5 gap of 20.2%, indicating strong relative performance in closing the poverty related attainment gap.

Numeracy attainment in ERC for 2024–25 reached 92.5%, the highest result to date. Although this was just below the stretch aim of 93.2% it remains well above the national average of 80%. Encouragingly, there has been a 5% increase in attainment for FSM-eligible pupils and a 0.7% rise for those in SIMD Q1, suggesting that equity-focused strategies are yielding results. While the overall target was narrowly missed, the data reflects a strong and consistent performance in numeracy across the authority.

The numeracy attainment gap between Q1 and Q5 pupils in ERC has also narrowed, with Q1 pupils achieving 81.6% (just below the 82% stretch aim) and Q5 pupils reaching 95.1%, exceeding their target of 94.7%. This is our second highest ever result for pupils in SIMD Q1. The resulting gap of 13.5% is an improvement from 14.4% in 2023–24, though it still falls short of the gap stretch aim of 12.7%. Nevertheless, ERC continues to outperform the national Q1–Q5 gap of 17.4%, reflecting a sustained commitment to reducing educational inequity.

Appendix C provides further detail on progress over time.

## Conclusion

Prior to SAC Refresh the department's vision and work reflected many of the features of the National Improvement Framework and Getting it Right for Every Child. With our relentless focus on improving outcomes for all East Renfrewshire's children and young people, we saw no need to make a step change in the systems which have served our children and young people so well in the past. Rather, a need to build on our strengths, making changes only where and when it is right to do so, and to ensure we achieve with greater consistency the highest possible educational standards in all our schools and services.

With the funding being short-term it was vital that any improvements focussed on both sustainability and an 'exit strategy' throughout its existence. The strategic decision to base the SEF plan on wellbeing, literacy and numeracy, learning and teaching, along with parental engagement and leadership has enabled us to build the capacity and confidence within the system. We continue to take a universal approach to improving outcomes, with clear intent in raising the bar for all. However the introduction of more targeted approaches to support specific equity groups and schools with larger proportion of children and young people living in poverty has improved outcomes. The impact of our approach is evident in this report and will continue to be as we incrementally improve attainment, mitigate against poverty and other equity barriers and raise attainment and achievement through excellent experiences. To support and challenge us to do so, we will continue to set targets and report on the Stretch Aims as per Scottish Government guidance.

Local authority staff scrutinise data and information from schools robustly to direct targeted support. They use a range of evidence to provide interventions to support all aspects of school performance. For example, CIVs and learning walks provide local authority officers with information about the quality of learning and teaching. If required, and in collaboration with headteachers, support is then provided to address issues identified. Local authority officers use attainment and other data very well to provide targeted support in specific areas of the curriculum such as literacy or numeracy.

National Thematic Inspection of East Renfrewshire, Education  
Scotland, March 2025

Addition to universal support and quality assurance approaches that are provided for all schools, local authority officers identify and categorise schools requiring additional interventions. The categories of "supported," "guided" and "independent" are used by local authority officers. These categories indicate the level of support and interventions required by individual schools. This approach allows local authority officers to monitor and track the progress schools make as a result of support and interventions. For example, a school requiring a significant level of support will be categorised as "supported." Headteachers are aware that schools are being supported and are positive about receiving support....

National Thematic Inspection of East Renfrewshire, Education Scotland,  
March 2025

***Next Steps***

Reducing the disparity in educational outcomes between pupils living in poverty with their peers is a complex and persistent challenge. As we enter the final year of the additional funding we will build upon the powerful framework 'A Place to Grow', to continue to address the educational inequality for our children and young people. Evaluative evidence gathered, measuring the impact of the previous year of activity was used to determine priorities and approaches.

## **Learn Well Service 2024-2025**

### **Academic Achievements**

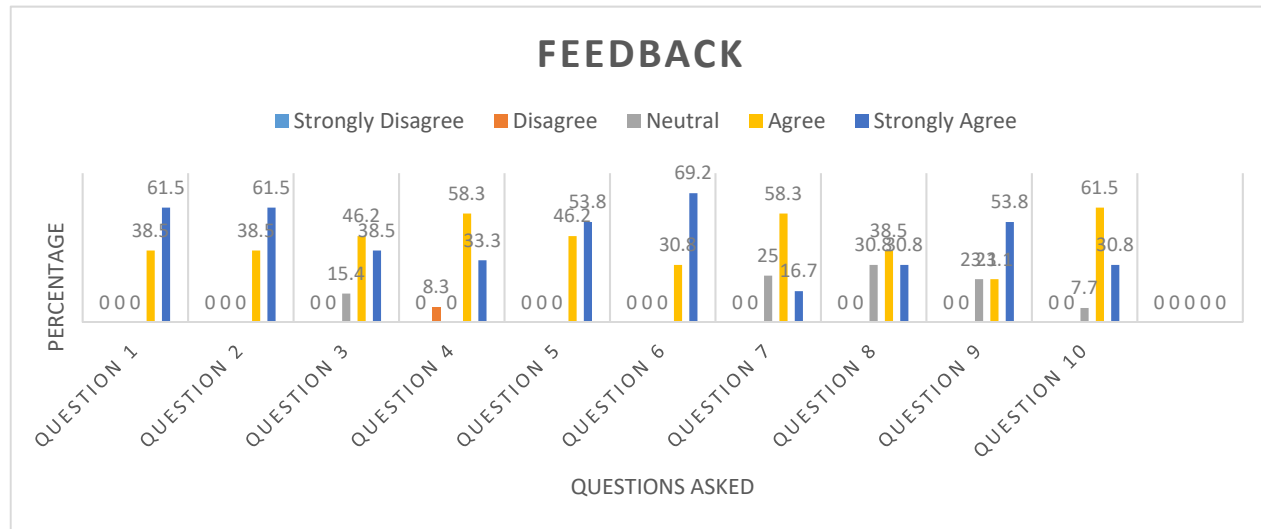
Many of the young people who attended group learning sessions at the Learn Well base achieved academic qualifications. The qualifications awarded this academic year were:

- 2 young people achieved National 5 Literacy;
- 3 young people achieved National 4 English;
- 2 young people achieved National 4 Maths; and,
- 2 young people achieved National 4 History.

### **Young Person and Parent / Carer Evaluation**

We have sought evaluative feedback from young people and parents throughout the year using informal and formal means. This year we have received 13 formal evaluation responses from young people, 1 from S1, 3 from S2, 4 from S3, 4 from S4, and 1 from S5.

## Feedback from Young People



Question 1 - I have enjoyed working with Learn Well this year

Question 2 - I have good relationships with the adults at Learn Well

Question 3 - I feel good about myself when I am at Learn Well

Question 4 - I take part and try my best in learning activities

Question 5 - I understand why I attend Learn Well

Question 6 - I feel safe and respected at Learn Well

Question 7 - I believe that Learn Well will help me to achieve my future goals

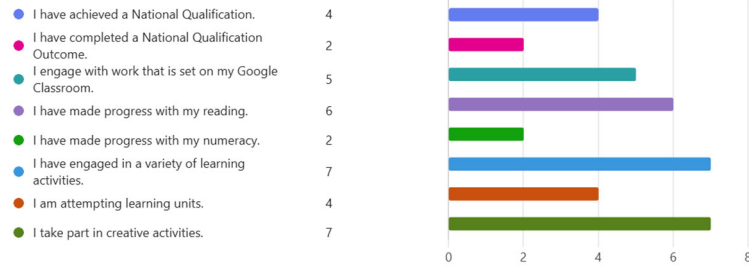
Question 8 - Learn Well work closely with my school to best support me with my learning and wellbeing

Question 9 - I am in a better place with my learning than I was before I started working with Learn Well

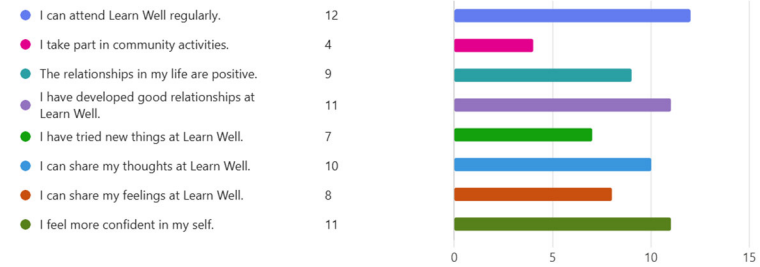


## Attainment and Achievement Progress

6. What are the areas you recognise that you have made progress in your attainment at Learn Well?



7. What are the areas you recognise that you have made progress in your achievements at Learn Well?



Overall, 100% of young people strongly agreed or agreed that they have enjoyed working with Learn Well this year.

## Feedback from Parents and Carers

Parents and Carers were asked about the areas of highest priority for Learn Well engaging with their children.

Highest Priority	First Choice	Second Choice	Third Choice	Forth Choice
1.Improving Wellbeing	77%	8%	8%	8%
2. Learning (Educational Attainment & Achievement)	15%	31%	38%	15%
3. Opportunities for Social Engagement		46%	23%	31%
4. Developing Life Skills	8%	15%	31%	46%

In comparison to previous year's data, although the order of priorities for parents and carers did not change between years, there was some variance in the percentage figures. In 23-24 almost all parents chose improving wellbeing as their first choice compared to most parents/carers choosing it as their first choice this year. Last year few respondents chose Learning as their first choice last year, compared to less than half choosing it as their first choice this year. Also, in 23-24 less than half of parent/carers chose developing life skills as their first choice which has decreased to few choosing it as their first choice this year.

**100% of parents / carers responded that their young person had benefitted from engaging with Learn Well over this session.**

***What they said:***

Absolutely. I have seen her confidence grow in learning, the belief she has in herself in overcoming hurdles whether in learning and in day to day life. Her ability to communicate her concerns with no worry or judgement.

I have seen X gain confidence in himself. It has helped him to go out of the house, connect with people and a bit more routine.

Yes, it's been so great to see X engaging with the world again, meeting new people, finding an environment where she can learn and improve her well-being. So pleased that she's managed to get her N4 English too and it hasn't felt like a big struggle or drama.

**92% of parents / carers responded that there had been a benefit to the whole family.**

***What they said:***

Yes it's been a worrying time with X so isolated so we all feel really pleased that's she's engaged so well with this service. It's enabled me to take on more hours at work too.

Yes. Less meltdowns and it's a joy seeing him so happy and excited to attend learn well and build relationships outside of the home.

I would say yes in that X is more confident in leaving the house now, he knows learn well listen to him and not dismiss his feelings. X has also engaged well with the educational psychologist & Y from the enable charity, I think he is starting to trust people in education and the community now also, knowing that I'll continue to advocate for him 100% in everything as always.

**Additional Parent / Carer Reflections:**

When asked: "What do you feel has worked well since engaging with the Learn Well service?" Our parents and carers told us:

I want to express my hugest of gratitude for all the help and support X has received. As I have said X is brighter, more resilient and her confidence has grown. I believe the service is invaluable and can't speak highly enough of with it offers.

Learn well has saved my son from rotting at home in his room. He can now hold a full conversation with other adults other than my husband and myself which is a huge step forward for him.

Our child is attending an educational establishment which he definitely would not have been without Learn Well. He has some bad days and still gets nervous sometimes but this has definitely decreased as time has gone on. The environment is great and staff are very good at finding ways to identify different strategies to support him.

**Parent / Carer Views on How We Can Continue to Improve:**

When asked, 62% of parents / carers reported they would like more opportunities to engage with other families of young people who struggle to attend school. This is an increase from 38% in the previous year's data.

Overall, 100% of parents and carers agreed or strongly agreed that the service provided by Learn Well has been effective.

Two young people granted us permission to share more about their stories anonymously, to give others a greater understanding of the challenges they have been facing and how they have been supported to overcome these:

### Case Study: Meet Chloe

- Chloe has not attended secondary school for over two years.
- Chloe struggles academically, but is conscientious and motivated to learn.
- The social and physical demands of the school environment proved overwhelming for Chloe, who withdrew from engagement on any level in spite of the school's best efforts to find ways of supporting her.
- Chloe became more socially isolated and her mental health continued to decline. On assessment from Educational Psychology, Chloe presented as withdrawn, low mood, and suffering with poor sleep habits, partly as a result of lacking routine and structure
- The Learn Well Service began to engage with Chloe on a one-to-one basis, with a one-hour session per week. During this time, we worked to build a trusting and supportive relationship with her, while listening to, and validating her anxieties around school and her education.
- Chloe also began engaging in the National 4 English curriculum and working towards achieving identified N4 outcomes.
- As Chloe continued to engage and progress, it was decided that learning should gradually move out-with her home in order to facilitate a more productive learning environment, increased social opportunities and to gradually develop her resilience.

### Learning and Wellbeing Achievements After Support from Learn Well

- Chloe now attends 2 x weekly sessions out with her home, and has started to volunteer for a local charity when she has finished one of her Learn Well sessions
- She works alongside a small group of other learners all focussing on working towards N4 and N5 qualifications. Chloe has managed to achieve all of the N4 English outcomes, N4 Maths, N4 History, and the N5 literacy award.
- Chloe has made a friend within the group and they have exchanged numbers – agreeing to support each other to take part in more activities.
- When engaging with Learn Well staff, Chloe presents as a confident girl who is able to express herself and her future ambitions. She is able to sustain light-hearted conversation and share her own experiences.
- Chloe has expressed that she feels valued and assured that others are invested in her progress educationally, along with her personal development.
- Chloe is included, supported and achieving well.

### Case Study: Meet Ben

- Ben has not attended secondary school for over three years
- Ben has an ASD diagnosis and struggles with most activities that have an element of demand (social, educational, self-care etc.)
- Ben has a severe skin condition and health issues associated with very limited nutritional intake
- Ben struggles with school-related anxiety and general socially-induced anxiety
- Ben experienced a significant family trauma, which changed the dynamics of his family permanently
- Ben spends most days isolated, in his bedroom, engaging with online content or television programmes

### Learning and Wellbeing Achievements After Support from Learn Well

- Following referral to the Learn Well service, Ben began working on a one to one basis with the Learn Well teacher. Visits happened within the family home, as Ben was too anxious to meet anywhere else
- The Learn Well teacher worked towards building a trusting relationship and our sessions were an opportunity for Ben to engage in personal connection, conversation, and wellbeing support
- Once Ben's special interest had been shared with staff, the LW PSA was able to utilise this knowledge to engage with Ben, and engage in several linked activities focussing on various CFE literacy outcomes
- Due to consistency of relationships and support, Ben was able to access the new LW hub at Braidbar House from its opening week, quickly describing it to his parent as one of his 'safe places'
- Ben is now a consistent attender and is able to spend in excess of one hour working with the LW team
- Recently, with the support of his parents, and link school, Ben has communicated a desire to engage with the N3 literacy course
- Ben still has dips in his attendance, relating to his mental health challenges, but he has managed to recover from each episode and return to Learn Well
- LW and Ben's link school have held meetings (with Ben's parents present) with other East Renfrewshire services, to help start thinking about, and planning for, Ben's opportunities post school

ERC LITERACY



**Strategic Equity Fund (SEF)**

East Renfrewshire  
Council

our values  
ambition  
respect  
team

**A PLACE TO GROW**

## School C

### Aims

- Build capacity and increase teacher confidence in the use of a Guided Reading approach
- Raise attainment in reading and writing in P2

### Impact

#### Guided Reading (GR)

The refresher CLPL was key to raising practitioner confidence in the approach from 3.86 to 5.43 (out of 6).

*Doing GR means I can facilitate smaller group intensive sessions which results in **raised engagement** and progress in reading skills.*

*Use introductions in reading books, model how phrases should sound and move away from round robin approaches to listening to reading.*

### Method

- Refresh of Guided Reading CLPL with P3-P7 practitioners
- Deliver two sessions to all PSAs on how to support learners with reading and writing
- Train all SfL and PT in TRaIL intervention
- Build capacity in P2 practitioners in reading and writing pedagogy to raise attainment:
  - \* Modelled lessons by Literacy Team
  - \* Storytelling Approaches to develop oral language and writing in targeted children
  - \* Drawing Club to support targeted children in developing emergent writing
- Assess all children in Primary 2 throughout the year to determine reading levels
- Assess targeted children's writing samples against Guided Writing criteria
- After limited progress in December, an audit of literacy provision in Primary 2 was carried out and the Literacy Team, SLT and P2 practitioners created an action plan and new literacy provision to raise attainment in reading and writing
- Train P2 - P4 practitioners in the Storytelling Approaches
- Use PT Literacy to support two identified children in P2 needing intensive support with literacy by providing Reading Recovery (RR)

#### PSAs

100% of the PSAs felt the sessions were relevant to their role and strongly agreed that what they learned will have a **positive** impact on learners they work with.



#### TRaIL

- 1 book band level
  - 6 months on word reading age
  - 14 words known in writing
- Average increase of ...*
- \*Sample data from 11 learners

#### P2



All learners are now able to access text. In December, only 21% were reading beyond emergent levels (Yellow and above) and by May this had increased to 53%. Although clear gains have been made, expected reading levels by the end of P2 would be an Orange band and only 16% are reading at or above this level.



# Strategic Equity Fund (SEF)

our values

A PLACE TO GROW

## School T

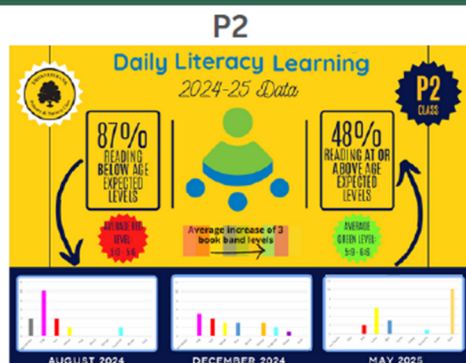
### Aims

- Build capacity and increase teacher confidence in the use of Daily Literacy Learning (DLL) and Guided Reading approaches
- Raise attainment in reading in P2 and P3
- Raise attainment in combined literacy in P4

### Method

- Train four staff members in delivering the TRaIL intervention for learners and gather initial and final data to track progress
- Use PT Literacy to support two identified children in P2 needing intensive support with literacy by providing Reading Recovery (RR)
- Provide modelled lessons/team teaching and support visits to practitioners in their implementation of a DLL approach in Primary 2
- Provide modelled lessons/team teaching and support visits to practitioners in their implementation of a hybrid DLL/Guided Reading approach in Primary 3
- Assess small group of P4 learners to help identify any difficulties and support teacher to plan for targeted support

### Impact

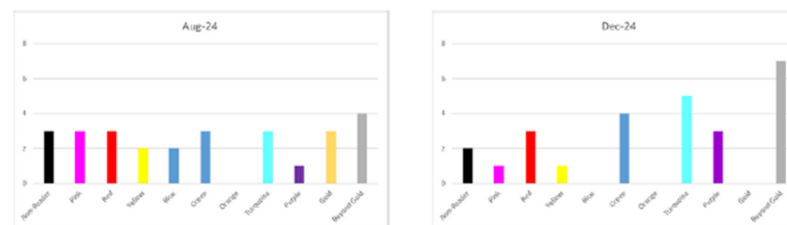


After the teacher was confident with delivering DLL, she was then able to adapt the approach so that it worked alongside a play based approach in her classroom.

### Building Capacity

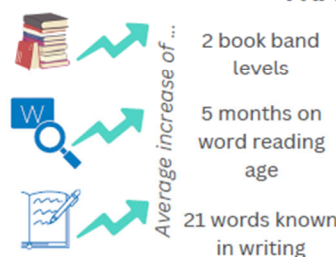
The school has built staff capacity by enabling teachers to observe modelled lessons, providing practical examples of effective classroom strategies. Both teaching staff and senior management have attended targeted intervention training, ensuring a consistent, whole-school approach to supporting learners. Furthermore, the school has actively encouraged all staff to engage with universal CLPL offers, fostering a culture of continuous professional development at every level.

### P3



Before the DLL/Guided Reading hybrid model was introduced, 63% of learners were reading below age-expected levels. By December 2024, 56% of learners were reading at or above age-expected levels.

### TRaIL



Parent of child receiving TRaIL...

I just wanted to thank you for all the amazing work you're doing with [child's name] now.

Not only is she making tremendous progress with her reading, but her enthusiasm and increased confidence has been amazing to see - and that's down to the work you're doing with her and the bond you've formed with her.

We've always known she's a bright girl with so many wonderful qualities, but for some reason the reading never clicked for her - so it's been so great to see the progress she's making.

Thanks so much for that.

\*Sample data from 25 learners

## Strategic Equity Fund Workstream

As part of the SEF Workstream, the PT (Numeracy & Mathematics) has offered targeted support to two schools this session [redacted]. Each school was given bespoke support with the aim of raising attainment and building capacity to improve experiences in Numeracy and Maths.

**Primary School** 4 Collegiate Sessions Weekly support September 2024 - June 2025

**August 2024 - June 2025** 12 practitioners 3 members of SLT 2 classes

During collaborative planning meetings with the Senior Leadership Team, it was agreed there should be a focus on interventions to close gaps in numeracy and maths.

- ★ **August - September 2024** - PT (N&M) and SLT - collaborative planning meetings to map out and agree on inputs on SEAL & Maths Recovery.
- ★ **September 2024** - PT (N&M) and SLT - identified and agreed upon team teaching approach (P4 & P5 classes) to build capacity in staff as well as raise attainment / increase engagement of targeted learners.
- ★ **September 2024 - April 2025** - PT (N&M) delivered weekly inputs on Concrete - Pictorial- Abstract approach to P4 and P5 classes.

- Method**
- PT (N&M) worked with support teacher on assessment
  - PT (N&M) delivered weekly inputs with CPA focus
  - Dialogue on areas of N&M to cover with practitioners
  - Practitioners carried out similar approach for the rest of the week
  - Regular check-ins with SLT / practitioners to review impact
  - Drop-ins with all members of staff to offer advice and guidance on N&M

- ★ **April - June 2025** - P4 and P5 practitioners lead lessons with PT (N&M) supporting.
- ★ **May - June 2025** - PT (N&M) delivered session on Task Design to staff looking at low floor high ceiling activities and how to go beyond the text book approach. Reviewed planning documents with HT and considered the format of a high quality maths and numeracy lesson.

### Impact

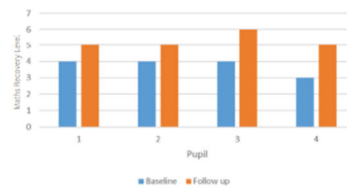
- Both practitioners commented positively on the impact of the support given this session.
- 3 P4 pupils now on track (previously off track)
- All of the P4 children made progress in the Maths Recovery assessments carried out by both PT (N&M) and support teacher.
- Assessments also rolled out across the school with improvements made in all stages.

### Next Steps

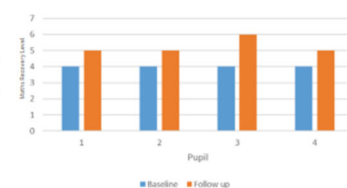
- Work closely with SLT to further develop the planning formats and fully embed them in [redacted] across all stages.
- Strategic overview approach aligned with school improvement priorities

**Practitioner knowledge of CPA approach**  
Average increase of 3 points from 4 to 5 (6 being very confident)

Forward Number Word Sequence



Backward Number Word Sequence



## Strategic Equity Fund Workstream

**Primary School** 1 Collegiate Session Weekly support September 2024 - June 2025

**August 2024 - June 2025** 13 practitioners 2 members of SLT 5 classes

During collaborative planning meetings with the Senior Leadership Team, it was agreed there should be a focus on supporting the numeracy support teacher to establish target learners through SEAL, Maths Recovery and Number Talks assessments. PT (N&M) would also work alongside both P2 classes as well as P5.

- ★ **August - September 2024** - PT (N&M) and SLT - collaborative planning meetings to discuss targeted stages and other areas of support.
- ★ **September 2024** - PT (N&M) assisted in carrying out assessments with L.Wujec (support teacher) to identify target groups.
- ★ **September 2024 - April 2025** - PT (N&M) delivered weekly inputs on Concrete - Pictorial- Abstract approach to P2a, P2b and P5 classes as well as working with targeted learners from each of the three classes.

### Method

- PT (N&M) planned with practitioners
- PT (N&M) delivered weekly inputs with CPA focus
- Worked with targeted children reinforcing concepts / flipped learning model
- Practitioners carried out similar approach for the rest of the week
- Regular check-ins with SLT / practitioners to review impact

- ★ **February 2025** - PT delivered Number Talks CPD for all staff

My knowledge of Number Talks has increased



- ★ **April - June 2025** - PT (N&M) delivered lessons for P4 and P6, as well as working with target learners from both classes.

### Impact

- Increased levels of pupil engagement in all stages
- Practitioner confidence levels in CPA approaches increased
- 100% of targeted P5 learners now on track
- 57% of targeted P4 learners now on track
- 50% of targeted P6 learners now on track
- 30% of targeted P2 learners now on track

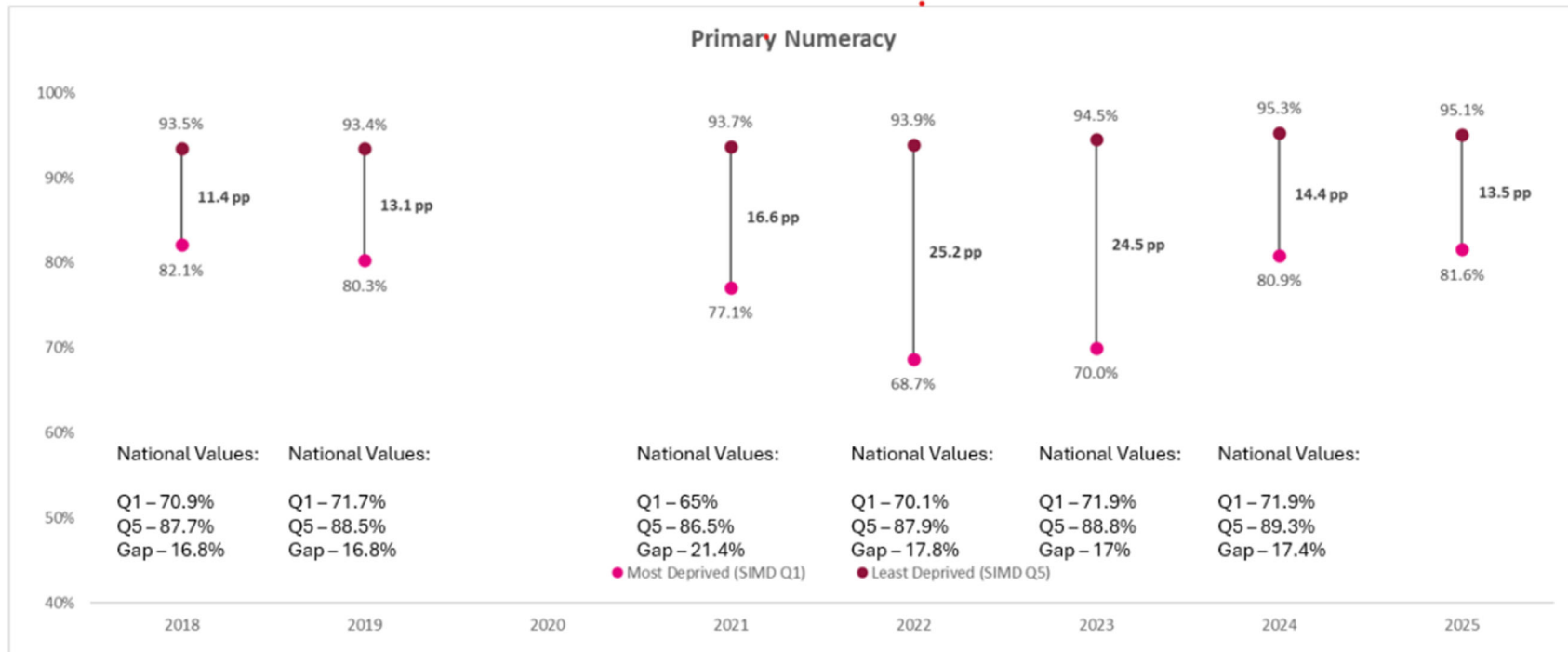
### Practitioner knowledge of CPA approach

Average increase of 2 points from 4 to 6 (6 being very confident)

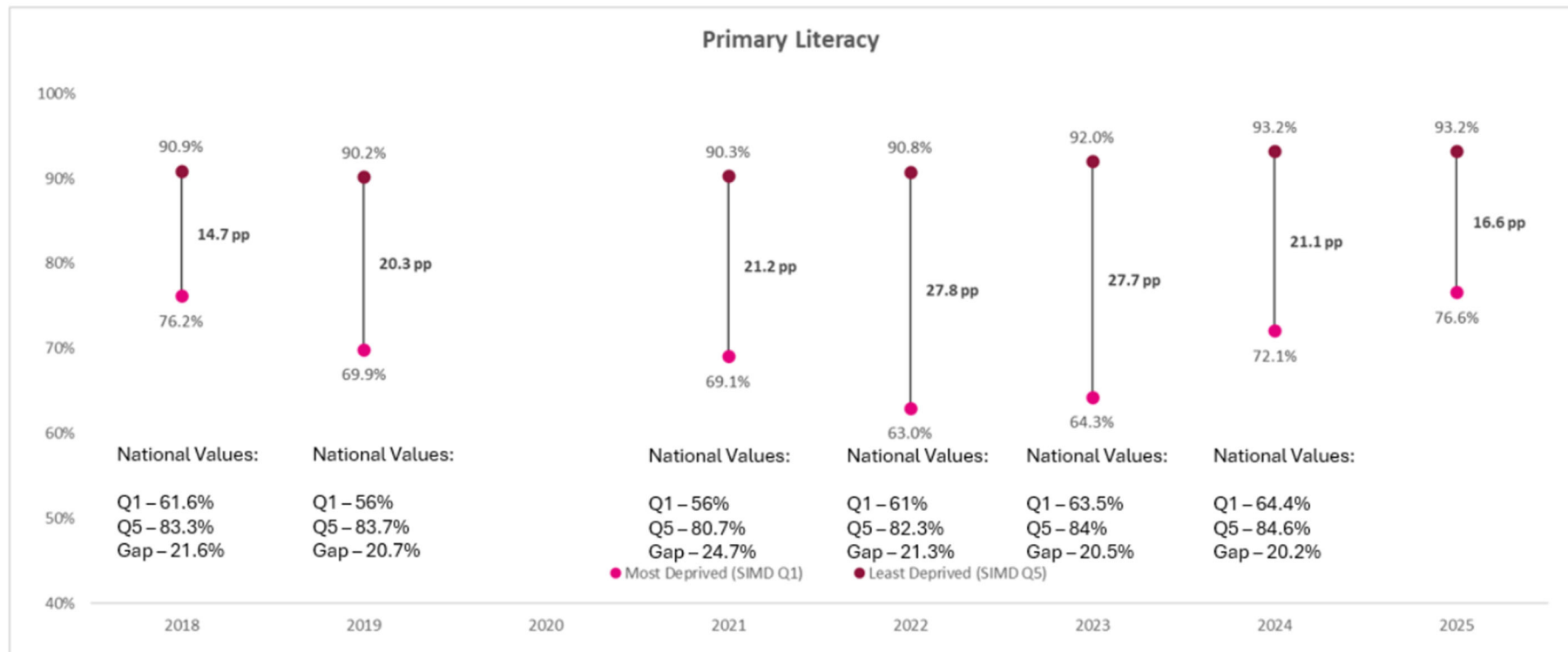
### Next Steps

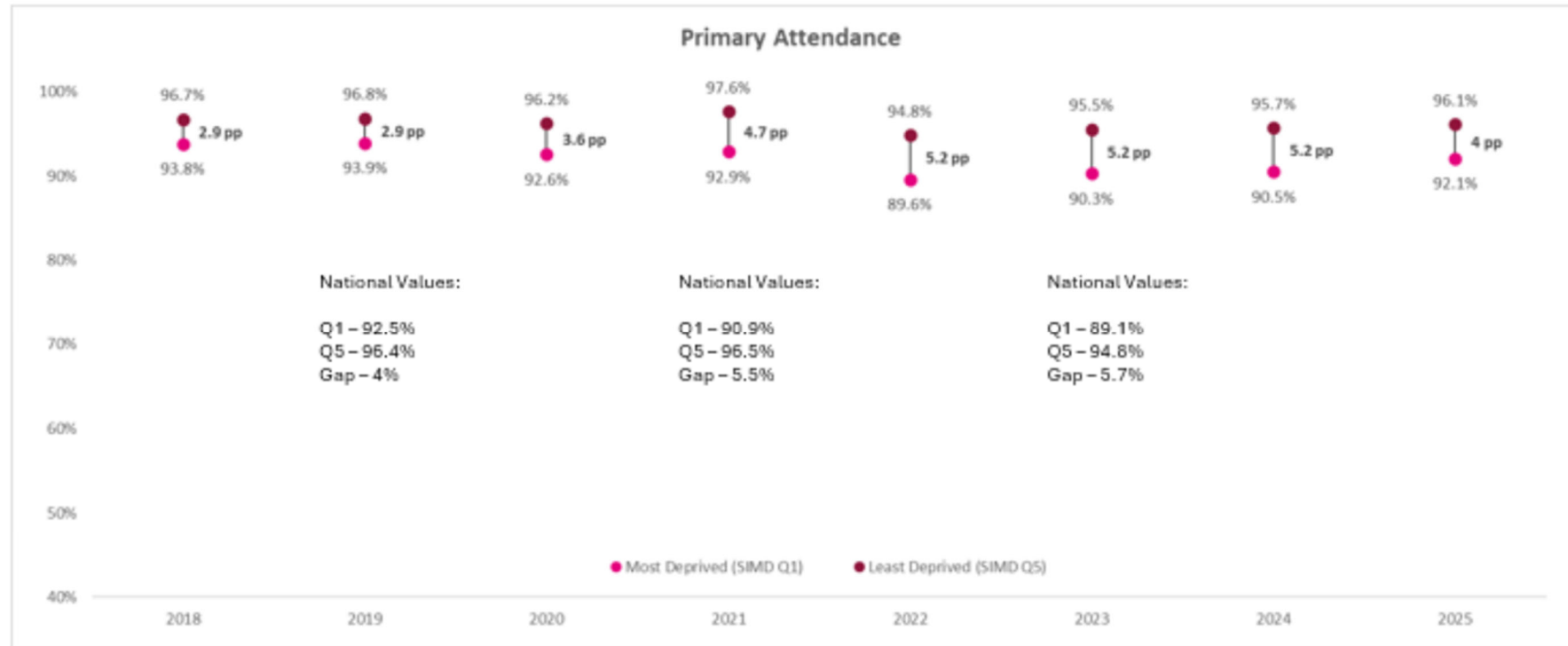
- Further support for remaining P4 & P6 pupils - June 2025 - Ongoing
- Work with SLT to identify pupils to target for maximum impact / stages for team teaching
- Work closely with SLT to further monitor impact of support and pupil attainment and engagement aligned with school improvement priorities

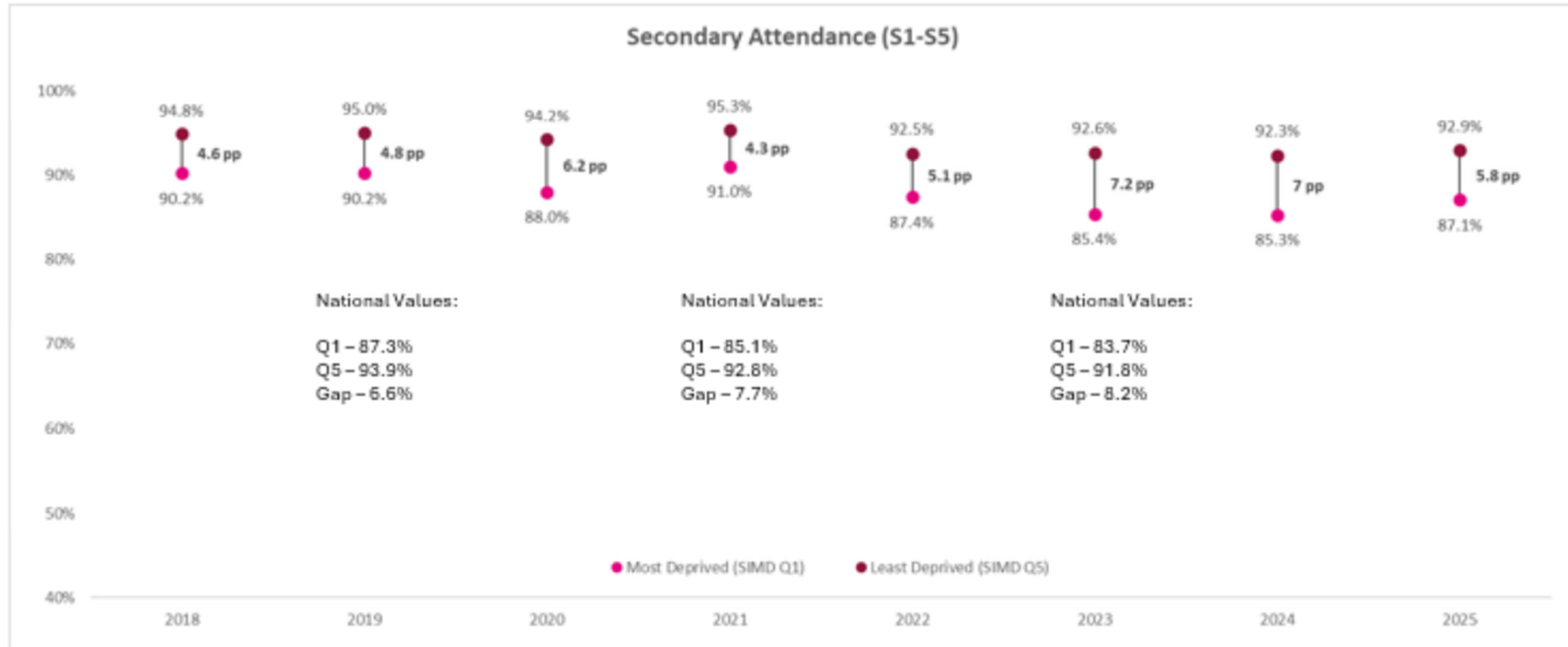
## Appendix C











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# Strategic Equity Plan

Appendix 2

## Delivering Excellence through Equity



Revised August 2025

### Tackling the Poverty-Related Attainment Gap – Strategic Plan (2022 – 2026)

INPUTS		OUTPUTS		OUTCOMES / IMPACTS	
<ul style="list-style-type: none"><li>• Scottish Attainment Challenge Funding</li><li>• ERC lowest 20% funding</li><li>• Equity staffing allocation</li><li>• Whole Family Wellbeing Fund</li><li>• SEF Plan</li><li>• Education Scotland Attainment Advisor</li><li>• Support and challenge school performance</li><li>• High quality CLPL</li></ul>			Participation / Reach	Short Term	Long Term
				Annual Performance Reporting	by 2026 and beyond
	Wellbeing Readiness to Learn	<ul style="list-style-type: none"><li>• Develop and Implement an East Renfrewshire Improving Attendance Framework and Action Plan</li><li>• Early Intervention and prevention for secondary aged pupils experiencing emotionally based school absence.</li><li>• Comprehensive CLPL programme.</li><li>• Enhance partnership working to ensure pupils are well equipped to learn and engage in school.</li><li>• Implement Parental Involvement and Engagement Strategy 2022 – 2025.</li><li>• Develop and implement a Social Justice Strategy.</li><li>• Promote digital inclusion.</li><li>• Expand and enhance the Healthier Minds Service to ensure an ongoing commitment to supporting the mental health, wellbeing, attainment and achievement of children and young people.</li><li>• Build capacity in inclusive practice through implementing Circle Approach across settings and schools.</li><li>• Implement the recommendations from the department's ASN review.</li></ul>	<p>All pupils, staff and parents.</p> <p>Young people who are experiencing emotionally based school avoidance.</p> <p>Parents / Carers / Families</p>	<p>Attendance and Exclusion data – key equity groups, SIMD, ASN, EAL and Care Experienced pupils</p> <p>Reduction in number of children being educated on reduced timetables in LA settings (link to attendance)</p> <p>Included and Involved % of pupils responding positively to ERC Pupil Questionnaires (Questions 12, 13, 18)</p> <p>No of pupils experiencing trauma accessing the Wellbeing Hub (link to attendance)</p> <p>No of care experienced pupils accessing Trauma Informed Practice Support</p>	<p>A sustained focus on children and young people's readiness to learn through focussing on <b>inclusion, participation, engagement</b> and <b>attendance</b>, confidence and wellbeing.</p> <p>Achieve equity for every child by raising the bar for all.</p>

<ul style="list-style-type: none"> <li>• Quality Improvement Team</li> <li>• Educational Psychology Team</li> <li>• Principal Teachers of Literacy and Numeracy</li> <li>• Wellbeing Support Teacher</li> <li>• Research Assistant</li> <li>• Education Development Officer (EAL)</li> <li>• Adult Learning Services</li> </ul>	Literacy and Numeracy	<ul style="list-style-type: none"> <li>• Review, update and implement Numeracy and Mathematics and Literacy Strategies (2022 – 2025).</li> <li>• Develop and implement an Early Intervention Programme for Literacy and Numeracy.</li> <li>• Provide high quality professional learning on the teaching of reading, writing, talking and listening, numeracy and mathematics.</li> <li>• Build leadership capability and capacity of senior staff and teachers in schools on performance and benchmarking.</li> <li>• Ensure parents/carers have the literacy and numeracy and maths knowledge and skills to support their children.</li> <li>• Work with FE, HE and employers to promote greater understanding of numeracy and maths as an essential skill for learning, life and work</li> <li>• Support and challenge schools on their approaches to raising attainment and use of additional resource, in particular for key equity groups.</li> <li>• Share successful interventions and learning within and beyond the authority from SEF, PEF, CECYPF, Lowest 20% and professional inquiry</li> </ul>	<p>Families living in poverty.</p> <p>All ELC settings and schools.</p> <p>Local Employability Partnership</p>	<p>Healthier Minds re-referral percentage rate</p> <p>No of care experienced accessing HE (Mentors <a href="https://www.vtoscotland.org/">https://www.vtoscotland.org/</a>)</p> <p>% of parents responding positively to ERC Parental Questionnaires (Questions 7 and 23)</p> <p>The cost of participating in school activities and events is affordable</p> <p>Engagement and Participation of out with school activities (% of pupils responding positively to ERC Pupil Questionnaire Questions 15, 17, 18)</p> <p>% of pupils accessing digital devices in school and at home.</p>	<p>Improved outcomes for children and young people impacted by poverty.</p> <p>The <b>attainment</b> gap between the most and least disadvantaged children and young people in literacy and numeracy is closed.</p> <p>High quality learning, teaching and assessment, focusing on</p>
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<ul style="list-style-type: none"> <li>Community, Learning and Development Team</li> <li>Third Sector Partnership</li> <li>Children, young people and families.</li> </ul>	Learning and Teaching	<ul style="list-style-type: none"> <li>Provide guidance and support on the most up to date pedagogical research and practices (0 – 18 years), including the assessment of children's progress.</li> <li>Introduce an Effective Learning and Teaching Collaborative learning programme.</li> <li>Create and nurture a culture of professional inquiry and educational research Pedagogy Practice.</li> <li>Promote and implement a coaching culture at all levels which supports teacher leadership and empowerment.</li> <li>Build leadership capacity at all levels to improve learning, teaching and self-evaluation.</li> </ul>	<p>Community Learning and Development</p> <p>FE / HE establishments</p>	<p>The proportion of 16-19 olds participating in education, employment or training based on the Annual Participation Measure.</p> <p>Achievement of Curriculum for Excellence Levels (literacy combined and numeracy combined)</p> <p>The proportion of school leavers attaining 1 or more pass at SCQF level 5</p> <p>The proportion of school leavers attaining 1 or more pass at SCQF level 6</p> <p>NIF performance targets / evaluations i.e. number of schools evaluating 1.2, 2.3, 3.2 as VG or E</p> <p>Number of staff attending professional learning for Literacy and Numeracy.</p> <p>Quality assurance programme – evaluations of learners' experiences increases.</p>	achieving equity for all learners.
<p>ASSUMPTIONS</p> <ul style="list-style-type: none"> <li>The department's Local Improvement Plan will complement the SEF plan and build upon the vision for all East Renfrewshire children to be attaining and achieving through excellent experiences.</li> <li>There is no hierarchy of outcomes in terms of the importance of the plan and its activities.</li> <li>There is recognition that some of the outcomes will need to be continually met, as they are contingent on ongoing activity.</li> <li>There is recognition that some of the activities will be funding dependent and be introduced at a pace aligned with the increase in SEF monies.</li> <li>Engagement with children, staff and families will lead to better decision making.</li> </ul>				<p>RISKS / EXTERNAL FACTORS</p> <ul style="list-style-type: none"> <li>Continuing impact of Covid</li> <li>Further policy developments</li> <li>Changes in funding models</li> <li>Education reform</li> <li>Increase in the Cost of Living</li> <li>Parent / carer / family engagement</li> <li>Staff workload and bureaucracy</li> <li>The capacity of other local authority and public sector services.</li> </ul>	



<ul style="list-style-type: none"><li>• Professional learning will build the capacity of school staff and lead to improved outcomes for children and young people.</li><li>• The right to and goals of education are enshrined in the United Nations Convention on the Rights of the Child (UNCRC).</li><li>• Local authorities have the statutory duties to provide education, deliver educational improvement, secure best value, and fulfil their role as employer.</li></ul>	
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Population Outcome	Intermediate Outcome We will know we are making progress when we	Our Contribution So we need to improve....	Critical Activities by 2025 / 2026
The <b>attainment</b> gap between the most and least disadvantaged children and young people in literacy and numeracy is reduced.	Achieve equity by raising the bar for every child.	Wellbeing	<ul style="list-style-type: none"> <li>• Introduce a Health and Wellbeing Tracking Tool to identify and support emotional and mental wellbeing and positive relationship needs of children, young people and families.</li> <li>• Provide a Leadership for Social Justice Programme (Everyday Equity).</li> <li>• Continue to implement the Social Justice Strategy 2022 - 2026.</li> <li>• Build capacity in inclusive practice through extending Circle Approach to ELC settings and secondary schools.</li> <li>• Launch ERC's Improving Attendance Framework and campaign.</li> <li>• Continue to implement the Improving Attendance Framework and Action Plan.</li> <li>• Create and develop the Parental Involvement and Engagement Strategy (2025 – 2028).</li> <li>• Design and introduce an enhanced outreach offer for pupils of secondary school age.</li> <li>• Devise and implement an updated ASN Action Plan.</li> </ul>
	Improve outcomes for children and young people impacted by poverty.	Literacy and Numeracy	<ul style="list-style-type: none"> <li>• Continue to implement the Numeracy and Mathematics (2022 – 2025) and Literacy and English (2024 – 2027) strategies.</li> <li>• Implement literacy Early Intervention programme.</li> <li>• Develop and implement Early Intervention numeracy programme.</li> <li>• In partnership with Adult Learning Services, target literacy and numeracy programmes for parents / carers of children living in poverty.</li> <li>• Build upon existing and develop new partnerships with FE, HE and employers to support numeracy skills for school leavers.</li> </ul>
		Learning and Teaching	<ul style="list-style-type: none"> <li>• Provide high quality professional learning on the teaching of reading, writing, talking and listening, numeracy and mathematics.</li> <li>• Implement Effective Learning and Teaching Collaborative Programme with targeted schools.</li> </ul>