



East Renfrewshire  
Council  
Strategic Equity Funding  
Plan  
2022 - 2026



August 2022

## **East Renfrewshire Council**

### **Raising the Bar for All: Delivering Excellence through Equity**

**August 2022**

#### **Introduction**

East Renfrewshire Council is fully committed to education and to securing the best possible outcomes for all children, young people and adults. The Council's *Vision for the Future - to be a modern, ambitious council creating a fairer future for all*, reflects that commitment.

*Everyone Attaining, Everyone Achieving through Excellent Experiences* is the Education Department's vision statement. The statement signals the department's ambitions for all children, young people and adults who use the education service and aligns with article 28 of the UNCRC which states that children and young people have the right to education.

Since the inception of the Council in 1996, we have always strived to raise attainment and achievement for all of our children and young people. Evidence gathered during this time details how children and young people in our Council area have achieved increasingly high levels of success in a wide range of activities, including qualifications, sporting, creative and cultural activities. Yet we must not, and will not, rest on these past successes or run the risk of complacency.

Although we know excellent practice already exists in all aspects of our education service, the impact of the Covid-19 global pandemic, has led to an increasing concern about the equity gap. This document emphasises our continued commitment to improve outcomes for children and young people impacted by poverty, with a relentless focus on tackling the poverty-related attainment gap.

This paper, which complements the department's Local Improvement Plan (LIP), details the additional experiences and outcomes we wish for our learners, setting out the key steps we must take to ensure that we close the poverty-related attainment gap, whilst raising the bar for all.

#### **Context**

##### **National**

The Scottish Attainment Challenge was launched by the First Minister in February 2015. This included establishing the £750 million Attainment Scotland Fund. The Scottish Attainment Challenge is about achieving equity in education; specifically by ensuring every child has the same opportunity to succeed, with a particular focus on closing the poverty-related attainment gap.

In November 2021, the Cabinet Secretary updated the Scottish Parliament on the Scottish Government's plans for the next phase of the Scottish Attainment Challenge, (herein known as *Strategic Equity Funding*), developed in consultation with local government and agreed by COSLA Leaders. The announcement confirmed that Local Authority funding within the Scottish Attainment Challenge would now be redistributed between all 32 local authorities, with an aim of supporting recovery from the Covid-19 pandemic and accelerating progress in closing the poverty related attainment gap.

Alongside *Strategic Equity Funding*, and also announced in November 2021, Pupil Equity Funding (PEF) will remain in place, alongside Care Experienced and Young People Fund. This funding will be in place until March 2026.

## **Local**

The department's vision and work already takes account of the priorities set out in 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 see no need to make a step change in the systems and approaches which have served our children and young people so well in the past. Rather, we 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.

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.

The department intends to continue to take a universal approach to improving outcomes, with clear intent on raising the bar for all. However, targeted approaches will be employed to support specific equity groups and schools with larger proportion of children and young people living in poverty.

Thorough contextual analysis has taken place using a range of quantitative and qualitative data. A clear rationale for the use of the additional funding has been determined using this data and shaped by all stakeholders. A 4-year strategic plan, including ambitious targets aligned to the Scottish Government Stretch Aims, has been developed.

Opportunities for collaboration (Integrated Children's Services Plan, Local Child Poverty Action Plan, Community Learning and Development Strategy) will continue to be exploited and expanded during the tenure of the 4 year strategic plan.

## **Our Approach**

To enable our planning process and identification of key areas for support, extensive consultation took place with pupils, staff, parents, colleagues across the Council and the Third Sector. In addition analysis of our current performance data in a range of areas was undertaken, leading to the identification of key themes.

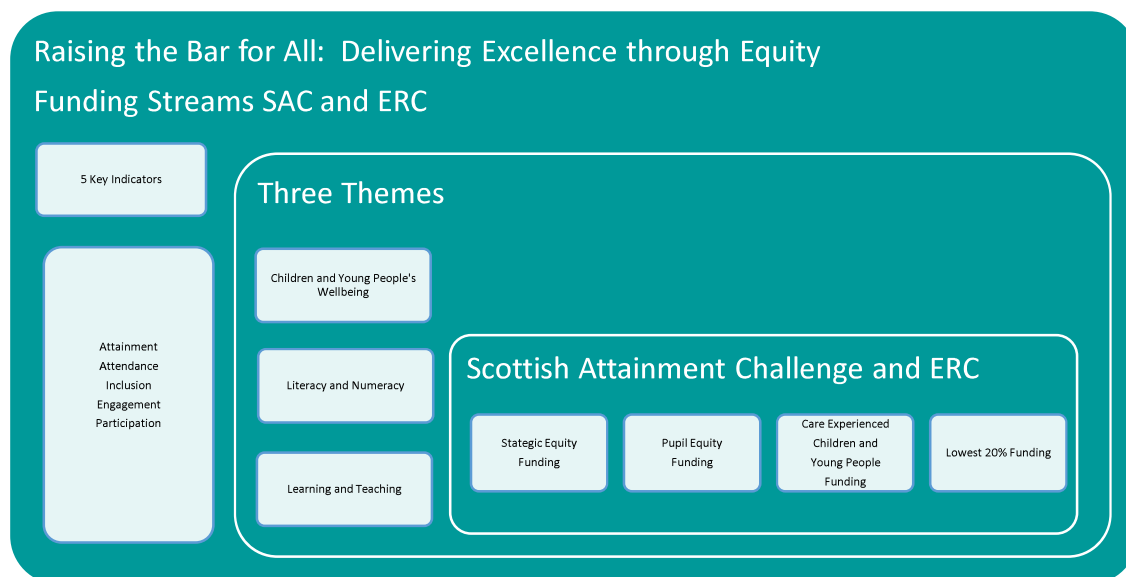
It was collectively agreed that the thrust of our approach is to tackle inequity and inequalities in educational outcomes. There are three main themes, which are centred on UNCRC Article 28, (Right to an Education) and align to the broader achievements of our children and young people. These themes are inter-related but each deserving its separate emphasis:

- 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 will permeate across all themes.

These themes build upon effective existing practice and are aligned to the Education Department's [Local Improvement Plan 2022 – 2025](#), however it is about those marginal gains

and how the rigour around tracking and monitoring the impact of our endeavours against the 5 key indicators, that will make the biggest difference for all our learners.



### Four Year Strategic Plan (Logic Model)

The four year strategic plan (appendix 1) details the high level activities that will be undertaken to achieve the intended outcomes. Whilst the plan has a level of flexibility in allowing many of the activities to be offered to schools on a universal basis, the key aim remains the targeting of additional resource and activities over and above those detailed in the Local Improvement Plan, to support raising of attainment for children and young people in key equity groups, in particular, those pupils impacted by poverty.

To enable this approach, ongoing analysis of performance data, both quantitative and qualitative research will take place, allowing support, challenge and resource to be targeted at specific establishments.

Local authorities remain accountable for the use of Attainment Scotland Funding, including PEF, therefore in collaboration with schools, a deep understanding of their context, rationale for improvement and use of Pupil Equity Funding (and other available monies) will be considered to set ambitious individual targets.

A support package for head teachers and teaching staff will be put in place to ensure all have plans and interventions in place that are targeted and evidence based. This includes clear guidance to support schools with use of Pupil Equity Funding which emphasises the importance of delivering improvement, whilst highlighting the close alignment between all funding streams.

### One Year Action Plan (Driver Diagram)

For each academic planning cycle a one year plan will be developed. The progress and impact of this plan will be monitored on an ongoing basis and will lead to refinement of the overarching four year plan. A copy of the **one year plan** for Year 1 (2022 / 2023) can be found as part of appendix 2.

## Resources

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.

The four year commitment for SEF, PEF and CECYPF enables the department and our schools to identify activities, approaches or resources which are **clearly additional to universal** improvement plans and are carefully targeted at improving outcomes for those children and young people most impacted by poverty.

Setting ambitious but achievable targets over this four year period, will drive improvements in literacy and numeracy and support health and wellbeing.

Further funding to support key equity groups is available to all East Renfrewshire schools through the lowest 20% budgets.

East Renfrewshire's funding for this period is detailed in the table below.

Local Authorities	2022/23	2023/24	2024/25	2025/26
East Renfrewshire SEF	£134,591	£267,565	£400,538	£533,512
East Renfrewshire PEF	£1,488,515	£1,488,515	£1,488,515	£1,488,515
East Renfrewshire CECYPEF	£96,389	£92,880	£92,880	£92,880

Using the identified themes and relevant data as a starting point, a participatory budgeting approach was taken, where children, staff members, parents and wider partners further developed the rationale for the funding and outlined key activities, grounded on evidence that would complement the existing Local Improvement Plan and further tackle the poverty related attainment gap. A representative group of these key stakeholders met and prioritised the activities identified and agreed on the initial funding.

*'Local plans must include ambitious and achievable stretch aims for progress in improving outcomes for all while closing the poverty related attainment gap.'*

SEF National Operating Guidance

## Stretch Aims

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 processes and very much agreed as part of an interactive and collaborative

process. The agreed stretch aims enables strategic council (Outcome Delivery Plan and Fairer East Renfrewshire Plan), departmental (Local Improvement Plan) and school improvement plans to reflect the ambitious and achievable aim to improve outcomes for all learners, whilst closing the poverty related attainment gap.

Robust evidence-informed self-evaluation has enabled ambitious stretch aims to be developed, as part of this plan and to be embedded in existing planning across the Council and the Education Department. These aims help measure the impact and outcomes of the activities which we will undertake to deliver the Scottish Attainment Challenge. The department's quality improvement officers will provide ongoing support and challenge to ensure impact in terms of improved outcomes for learners.

The department's target values are set on the basis of four year average values which allows a period of time to allow strategies and associated actions to be implemented and to allow opportunity for improvements to be measured; furthermore setting four year average target values allows for variation where performance in a year may peak or decrease as a consequence of other factors.

In setting target values a variety of data sources are taken into consideration such as historical performance, national values, performance of other similar authorities/educational establishments as well as any predictive tools such as the Broad General Education Benchmarking Tool, Insight (National Examination analytical tool) and the National Local Government Benchmarking Framework.

In recent years the targets set by the department have included aspects of excellence (increasing the proportion of learners attaining a measure) and closing the gap (accelerating attainment for learners who reside in lower decile areas (SIMD) or Free School Meal entitled children, in comparison to other learners). These targets are at the heart of the department's agenda of raising the bar for all and realising the vision of Everyone Attaining, Everyone Achieving.

A copy of the stretch aims can be found as part of appendix 3 of this document.

### **Roles and Responsibilities**

The responsibility of reducing the attainment equity gap in relation to gender, ethnicity, lowest performing 20%, ASN, poverty and care experienced children and young people is the responsibility of all within East Renfrewshire Council. Our shared endeavour to firmly place equity at the heart of what we do, along with careful alignment between National, Council wide, Regional and Education Department policies provides us with our agenda moving forward. With this shared ambition, comes collective accountability and expected commitment by all in the system. Further details and expectations are provided in The [Scottish Attainment Challenge: Framework for Recovery and Accelerating Progress](#) document.

### **Sustainability**

Although the funding and the life of the plan is 4 years, the ambition for all children and young people in East Renfrewshire to attain, and for the equity gap to close will continue beyond the this period.

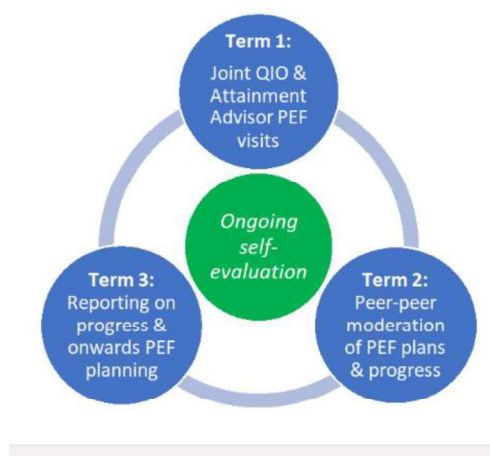
The themes and activities are designed in such a way to invest in our workforce, building their capacity to lead learning and engage with children, young people, families and partners to deliver education that improves outcomes and reduces inequalities. The outcome of this

approach will last longer than the funding, building a sustainable model of excellence through equity.

### **Monitoring, Evaluation and Reporting**

The department's SEF Plan and Local Improvement Plan clearly identifies how progress will be monitored and annually reported. Using existing quality assurance mechanisms, the Education Leadership Team will scrutinise the impact of the plan on a quarterly basis, reviewing progress against the stretch aims. Regular progress meetings with Education Scotland's Attainment Advisor will provide further support and challenge. The Standards & Quality Report will also outline progress with improving outcomes for children and young people impacted by poverty. This report will be shared with Elected Members annually at Education Committee.

The Education Department with the support of Education Scotland's Attainment Advisor will work alongside schools to monitor and evaluate the impact of their approach to PEF and involve them in targeted activities linked to SEF throughout the cycle as follows:



The Quality Improvement Team will analyse performance data for all link schools as part of their support and challenge role. In addition, raising attainment will be a key focus in all quality assurance visits to ELC settings and schools on an ongoing basis.

The ongoing self-evaluation cycle outlined above is intended to support schools to evaluate the impact of their PEF interventions and plan their next steps, based on evidence of what is working. Schools are required to prepare an annual report of their progress in improving outcomes for learners impacted by poverty, which may be incorporated within the school's Standards and Quality Report. As with school Standards and Quality reporting, PEF progress reporting should be shared publically and a parent-friendly version of the report should also be made available, so that all parents and carers can access clear information about how PEF is used in their school and the impact the funding has on children and young people.

Evidence gathered from school PEF reports, professional discussions and performance data as outlined above, will inform the department's ongoing evaluation of the progress made towards meeting its annual stretch aims. This progress will be monitored externally through quarterly progress discussions with Education Scotland as well as written reports to Scottish Government.

The department will report on the impact of Pupil Equity Funding to Parent Council Chairs, Head Teachers, Pupil Forum Groups and Education Committee.

## **Equality, Fairness and Rights**

The Education Department promotes a children's rights-based approach to all aspects of education and has been guided by the principles of UNCRC in preparing this plan. Children and young people have been consulted about what they think will make a difference to them and have been involved in setting priorities for the use of funding.

The entirety of the plan is concerned with improving equity in education and all actions set out within it are intended to improve learning outcomes for children and young people experiencing disadvantage. Some actions may also have a wider positive impact for all children and young people.

The activities outlined in the strategic plan support a number of children's rights, in particular:

### **Article 28: Right to education**

Children and young people have the right to education.

### **Article 6: Life, survival and development**

Every child has a right to life and to develop to their full potential.

### **Article 12: Respect for the views of the child**

Every child has a right to express their views and have them given due weight in accordance with their age and maturity. Children should be provided with the opportunity to be heard, either directly or through a representative or appropriate body.

An Equality, Fairness and Rights Impact Assessment has been undertaken in line with council policy and full details are available via the Council's website.

*'Strategic Equity Funding must be used to deliver targeted activities, approaches or resources which are clearly additional to universal local improvement plans.'*

SEF National Operating Guidance



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

### Appendix 1

INPUTS		OUTPUTS		OUTCOMES / IMPACTS	
		Activities	Participation / Reach	Short Term	Long Term
<ul style="list-style-type: none"> <li>Scottish Attainment Challenge Funding</li> <li>ERC lowest 20% funding</li> <li>Equity staffing allocation</li> <li>SEF Plan</li> <li>Education Scotland</li> <li>Attainment Advisor</li> <li>Support and challenge school</li> <li>High quality CLPL</li> <li>Quality Improvement Team</li> <li>Educational Psychology Team</li> <li>Principal</li> <li>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>	Wellbeing	<ul style="list-style-type: none"> <li>Early intervention and prevention for secondary aged pupils experiencing emotionally based school avoidance.</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>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>Families living in poverty.</p>	<p>Attendance and Exclusion data – key equity groups, SIMD, ASN, EAL and Care Experienced pupils</p> <p>Included and Involved % of pupils responding positively to ERC Pupil Questionnaires (Questions 12, 13, 18)</p> <p>% of parents responding positively to ERC Parental Questionnaires (Questions 7 and 23)</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>by 2026 and beyond</p> <p>A sustained focus on children and young people's readiness to learn through focussing on <b>inclusion, participation, engagement and attendance</b>, confidence and wellbeing.</p> <p>Achieve equity for every child by raising the bar for all.</p> <p>Improved outcomes for children and young people impacted by poverty.</p> <p>The <b>attainment gap</b> 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 achieving equity for all learners.</p>
	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>All ELC settings and schools.</p> <p>Local Employability Partnership</p> <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, 3.2 as VG or E</p> <p>Number of staff attending professional learning for Literacy and Numeracy.</p>	

<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>	<p>Learning and Teaching</p> <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>Quality assurance programme – evaluations of learners' experiences increases.</p>
<p><b>ASSUMPTIONS</b></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> <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> <p><b>RISKS / EXTERNAL FACTORS</b></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>			

## Vision

Everyone Attaining, Everyone Achieving through Excellent Experiences

## Mission

Achieve equity for every child by raising the bar for all.

Improved outcomes for children and young people impacted by poverty.

The **attainment** gap between the most and least disadvantaged children and young people in literacy and numeracy is closed.

## Our Contribution So we need to....

### Wellbeing

### Literacy and Numeracy

### Learning and Teaching

## Critical Activities by 2022 / 2023

- Early Intervention for secondary aged pupils experiencing emotionally based school avoidance.
- Creation of Wellbeing Hub.
- Development of online learning resource for pupils to access learning at home.
- Targeted Family Wellbeing Support.
- Develop and introduce a Social Justice Strategy and associated training incorporating advice and support on approaches to reducing the cost of the school day and pupil participation.
- Review, update and implement Numeracy and Mathematics Strategy (2022 – 2025).
- Provide high quality professional learning on the teaching of reading, writing, talking and listening, numeracy and mathematics.
- Support and challenge schools to raise attainment through analysis of data, improved professional judgements, the target-setting process and improved learning and teaching, particularly for key equity groups.
- Build leadership capability and capacity of senior staff and teachers in schools in the use of tracking and monitoring tools to interpret data and identify areas of need for individuals and groups of learners.
- Support and challenge schools on their approaches to raising attainment and use of additional resource, in particular for key equity groups.
- Support establishments to increase parental engagement and involvement in numeracy and mathematics (revisit common language and methodology in digital formats)
- Work with Adult Learning Service to ensure parents/carers have the literacy and numeracy and maths skills to support their children
- Engage all staff in professional learning with a focus on equity and reducing poverty-related attainment gap.
- Work in partnership with school Developing the Young Workforce Coordinators to support to work with employers to promote greater understanding of numeracy and maths as an essential skill for learning, life and work.
- Invest in educational research on Pedagogy for Equity – building staff of current research and links between theory and practice.
- Build leadership capacity at all levels to improve learning, teaching and self-evaluation.
- Introduce an Effective Learning and Teaching Collaborative learning programme.
- Share successful interventions and learning within and beyond the authority from SEF, PEF, CECYPF and lowest 20%.
- Support schools to continue to improve learners' experiences and outcomes by implementing the CLPL framework and sharing approaches to professional inquiry across our schools and centres, including through Research Hubs
- Facilitate and support participation in the West Partnership's Improving our Classroom / Department / School programme.