

REPORT TO: EDUCATION COMMITTEE – 27 APRIL 2015

REPORT ON: SCOTTISH ATTAINMENT CHALLENGE

REPORT BY: DIRECTOR OF EDUCATION

REPORT NO: 161-2015

1.0 PURPOSE OF REPORT

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

2.0 RECOMMENDATIONS

- 2.1 The Education Committee is asked to:-

- note the nature of the Scottish Attainment Challenge, and welcome and support the new initiative and investment; and
- request a progress update on funding and implementation from the Director of Education in October 2015.

3.0 FINANCIAL IMPLICATIONS

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

4.0 MAIN TEXT

- 4.1 The First Minister announced the introduction of the Scottish Attainment Challenge during a visit to Dundee on 9 February 2015. The initiative will be supported by £100M of funding over a four year period starting in April 2015. An initial sum of £20M will be made available to seven local authorities, including Dundee, in which there are the high concentrations of poverty. The seven council areas were selected because they had the highest concentration of children and young people living in SIMD (Scottish Index of Multiple Deprivation) Deciles 1 and 2.
- 4.2 The funding distribution has yet to be finalised and each of the seven council areas have been asked to prepare an implementation plan, relevant data and a cost analysis based on proposed strategies to reduce inequality and improve attainment. The funding will target early intervention approaches in the early years and primary with an element being directed to support effective transition from primary to secondary education. This will build on, and complement existing activity at local authority level in tackling the gap in attainment between

our most and least deprived communities. The funding distribution is not formula driven but will reflect the needs of each council area and the nature of the improvement priorities. A joint meeting between Scottish Government officials and the seven council areas has been organised for 27 April 2015 and funding allocations will be made thereafter.

4.3 A draft Dundee Attainment Challenge Plan will set out an integrated, multi-sectoral and multi-agency approach to closing the equity gap in Dundee. The plan will outline the:

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

4.4 The Attainment Challenge in Dundee is underpinned by a belief that the educational problems facing local communities and children and families should be addressed at a local level through an integrated, multi-sectoral and multi agency approach. To address the gap in attainment between our most and least deprived communities in Dundee, we will work in collaboration with targeted schools, key partners and Integrated Children's Services Strategic Planning Groups to identify both the right interventions and the factors which will facilitate their implementation. This builds on and links existing services, plans and resources related to children, young people, their families and the communities in which they live e.g. Dundee City Council's Single Outcome Agreement, Integrated Children's Services Plan, Education Department Service Plan, the Lochee Early Years Pathfinder, the Early Years Collaborative and Raising Attainment for All. Common to achieving Dundee's key outcomes is the role of adults (teaching and non-teaching) in how they mediate and are attuned to the development of children and young people, i.e. the communication, interaction and pedagogy which takes place on a daily basis. This will require increased professional dialogue and robust levels of challenge with all stakeholders.

4.5 The key drivers for change are:

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

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

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

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

- 4.7 The programme is designed to achieve long term social and educational transformation for children living in areas of Dundee experiencing economic and social deprivation. This is an essential component of the City Council's Fairness Strategy and The Fairness Commission.
- 4.8 Dundee already commits considerable finance and works hard to address the key areas for improvement through the ongoing work of the Lochee Pathfinder, the work of the Welfare Reform team, Parenting support such as Parent Early Education Partnership (PEEP) groups and Early Years Collaborative tests for change such as Income maximisation and Childsmile. The additional funding will ensure our approach to the Attainment Challenge will be holistic, intensive and inclusive and build on work currently taking place. In taking the programme forward we will have a joined-up approach to tackling poverty and attainment that improves life for the whole family and changes Dundee's performance, thereby ensuring that our children have the best start in life and are ready to succeed (SG's National Outcome 5).
- 4.9 From the outset, we will work at a strategic, operational and community level with Health, Local Community Planning Partnerships and the Voluntary sector, building on the existing positive relationships and model of strong partnership and multi-agency working. This will strengthen our capacity to work together to effectively tackle the inequalities for our young people in Dundee. Approaches to interventions will be designed to build sustainability, increase workforce capacity and develop shared accountability. Opportunities will be provided to increase employability through the use of the Modern Apprenticeship programme.
- 4.10 A staged or 'tiered' approach which allocates enhanced or additional support to pupils with greatest need while providing universal pedagogy for all pupils will be used. This will be based on current and trend data for schools.

Factors leading to improvement will include:

- targeted and bespoke support packages linked to individual improvement plans
 - building school leadership capacity through e.g. mentoring, coaching, peer and one to one tutoring
 - developing evidence informed, context specific, intensive and long term professional development opportunities
 - linking schools to form professional learning communities – matching contexts and priorities
 - use of data and systematic evaluation to monitor impact
 - effective partnership working in communities linking with other agencies, partners and the voluntary sector to deliver services
 - building on local community projects which have already evidenced a positive impact such as the Lochee Pathfinder
- 4.11 The interventions are also designed to address the Universal Supporting Learning agenda, support the delivery of a locality model of delivery of services and strengthen approaches to supporting parents and educators, including the Adult Literacy programme. The proposed interventions are attuned to young people and to GIRFEC, Early Years Framework, The Children and Young People (Scotland) Act 2014 and the Children's Rights Agenda.
- 4.12 In conclusion, Dundee City Council would welcome the opportunity to be the first test site for The Scottish Attainment Challenge. As a test site we would
- be committed to making visible our deep learning
 - work in a transparent way to share insights and what we have learned with others
 - provide high quality evidence which will help inform policy development and delivery
 - make a significant contribution towards building capacity and increasing the pace of improvement across Scotland
 - provide a longitudinal study 'Growing Up in Dundee' researching and documenting the lives of a sample of Dundee's children and young people

- 4.13 The Challenge Programme will involve the tailoring of support solutions to the needs of individual schools including extra staffing and resources to support learning within and beyond the classroom and an agreed commitment to the gathering of data to evaluate the impact of interventions. A full report on the initiative and the funding will be brought back to the Education Committee in October 2015.
- 4.14 The Scottish Challenge is strongly aligned to the Association of Directors of Education in Scotland (ADES) 2020 Vision published last year. The key to its success is recognised as quality partnership working between national and local partners working together to ensure that funding is best deployed to meet local circumstances. This will be based on the evidence of successful initiatives across the country and wider educational system including the impact of the London Challenge which successfully closed the attainment gap in areas of deprivation.
- 4.15 The Dundee Challenge Programme will initially involve 21 primary schools and 8 nursery schools. A total of 4,766 primary pupils and 2,520 nursery pupils. Schools and nurseries will be expected to share their learning and model the interventions to inform practice and learning across the city over the four year period.
- 4.16 Central to the programme is a commitment to mainstream successful interventions across all stakeholders.
- 4.17 We plan to appoint the University of Dundee to undertake an evaluation of the impact of The Dundee Attainment Challenge programme.

5.0 POLICY IMPLICATIONS

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

6.0 CONSULTATION

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

7.0 BACKGROUND PAPERS

- 7.1 None.

LW/MW

MICHAEL WOOD
Director of Education

April 2015

Equality and Diversity Rapid Impact Assessment Tool

Part 1

Date of assessment April 2015	Title of document being assessed: Education Department Attainment Challenge Improvement Plan
1) This is a new policy, procedure, strategy or practice being assessed (If yes please tick box) <input checked="" type="checkbox"/>	This is an existing policy, procedure, strategy or practice being assessed? (If yes please tick box) <input type="checkbox"/> This strategy builds upon a number of strategies which are already in place in the Education department's improvement plan.
2) Please give a brief description of the policy, procedure, strategy or practice being assessed.	The Attainment Challenge for Dundee is a centrally funded Scottish Government programme with the direct aim of closing the gap by improving educational outcomes for children and young people living in Dundee's most deprived communities. The focus areas are literacy, numeracy and health and wellbeing.
3) What is the intended outcome of this policy, procedure, strategy or practice?	The intended outcome from this strategy is to reduce the attainment gap in Dundee by addressing the key outcomes of: <ul style="list-style-type: none"> • Improved early social and emotional development (0-5), closely linked to language development • Raised attainment in Literacy, Numeracy and Health and Wellbeing • Improved wellbeing (SHANARRI) • Improved engagement between school and pupil • Improved parental and community engagement • Increased opportunities for skills for learning, life and work • Increased employability opportunities • Improved positive destinations
4) Please list any existing documents which have been used to inform this Equality and Diversity Impact Assessment.	The London Challenge Curriculum for Excellence - Building the Curriculum 1-5 suite of documents Education Department Service Plan 2012 - 2017 Single Outcome Agreement for Dundee 2012-17 Dundee Council Plan 2012-2017 Dartington Survey Local Community Profiles J R Foundation
5) Has any consultation, involvement or research with protected communities informed this assessment? If yes please give details.	No. The assessment has been informed by previous consultation of existing strategies, e.g. Literacy Strategy. The Attainment Challenge while not being directed to specific protected characteristics is aimed at those affected by poverty.
6) Please give details of council officer involvement in this assessment. (E.g. names of officers consulted, dates of meetings etc)	Lina Waghorn Lesley Gibb Pamela Nesbitt Jennifer King
7) Is there a need to collect further evidence or to involve or consult protected communities? (Example: if the impact on a community is not known what will you do to gather the information needed and when will you do this?)	Yes. Engaging with families and parents will be key to the impact of the Attainment Challenge and further consultation with families who find it hard to access services needs to take place throughout the intervention. Children and young people living with a disability are represented in the 'attainment gap' and consultation is built through assessment, planning and review processes at school level.

Part 2

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

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

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

Part 3

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

Part 4

Name of Department or Partnership Education

Type of Document

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

Contact Information

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	Date: 07/04/15
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Date of next policy review:	October 2015