

DATA LABEL: PUBLIC



EDUCATION EXECUTIVE

ANNUAL PLAN 2022–2023: SCOTTISH ATTAINMENT CHALLENGE REFRESH

REPORT BY HEADS OF SERVICE (EDUCATION)

A. PURPOSE OF REPORT

To seek Education Executive approval for the West Lothian Annual Plan 2022-2023 for the refreshed Scottish Attainment Challenge and subsequent submission to Scottish Government.

B. RECOMMENDATION

It is recommended that the Education Executive approves the West Lothian Annual Plan 2022-2023 for the refreshed Scottish Attainment Challenge and notes the key activities planned for Session 2022-23 to further improve outcomes for children, young people and families.

C. SUMMARY OF IMPLICATIONS

I Council Values	Focusing on our customers' needs; being honest, open and accountable; providing equality of opportunities; developing employees; making best use of our resources; working in partnership
II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)	The Annual Plan for the refreshed Scottish Attainment Challenge is addressing one of the priorities outlined on the Annual Plan and Report – National Improvement Framework and Reducing Inequalities of Outcome which is required by the Standards in Scotland's Schools etc Act 2000. Raising Attainment is a key strategic objective of West Lothian Council. An Equality Relevance assessment of the National Improvement Framework plan and report has been undertaken.
III Implications for Scheme of Delegations to Officers	None
IV Impact on performance and performance Indicators	The Annual Plan for the Scottish Attainment Challenge will have a positive impact on performance indicators including those relating to attainment and positive destinations.

V Relevance to Single Outcome Agreement	The Annual Plan for the Scottish Attainment Challenge will have a positive impact on performance indicators within the Single Outcome Agreement including those relating to attainment and positive destinations.
VI Resources - (Financial, Staffing and Property)	The Annual Plan for the Scottish Attainment Challenge will be delivered within agreed Scottish Attainment Challenge funding.
VII Consideration at PDSP	25 October 2022
VIII Other consultations	Stakeholders including headteachers and the Scottish Attainment Challenge partnership group, Regional Improvement Collaborative, Education Scotland Attainment Advisor.

D. TERMS OF REPORT

D1 BACKGROUND

The first five years of the Scottish Attainment Challenge (SAC) saw progress in closing the poverty-related attainment gap but at a limited pace. The pandemic disrupted the learning of our children and young people and had a disproportionate impact on children affected by poverty. The refreshed Scottish Attainment Challenge programme aims to address these challenges and ensure that equity lies at the heart of the education experience for all.

A national 'Framework for Recovery and Accelerating Progress' was developed in March 2022 to support the next phase of the Scottish Attainment Challenge. It aims to:

- reinforce the collective commitment to equity in education, to mitigate the impact of poverty on children's outcomes and tackle the poverty-related attainment gap;
- set high expectations, including annual, ambitious locally identified stretch aims, to help ensure significant progress is made in recovering from the impact of the Covid-19 pandemic and in achieving the mission of the Scottish Attainment Challenge;
- take advantage of multi-year funding allocations for schools and local authorities to plan and set aims for long-term progress in the mission of the Scottish Attainment Challenge;
- use existing improvement processes, as far as possible, in order to minimise additional bureaucracy;
- through local stretch aims, drive improved outcomes for children and young people impacted by poverty in the local authority; and
- build on the continued commitment to empowerment for local planning and decision making, while ensuring strategic direction, support and challenge is provided by local authorities and national agencies.

D2 WEST LOTHIAN APPROACH

A partnership approach to planning has been taken in order to collaborate with a range of services across the local authority including the anti-poverty team, social policy, community learning and development, educational psychologists and others.

8 collaborative projects have been identified which have a specific targeted focus in areas such as direct support to specific schools, improving outcomes for care-experienced young people, improvements in attendance and addressing costs of the school day amongst others.

The team are engaging in professional dialogue with Education Scotland and Scottish Government to support maximum impact of the resources benefiting children and young people affected by poverty, including through professional dialogue to support local self-evaluation and improvement planning, such as the development of stretch aims.

Central officers and the Equity team are supporting school improvement by:

- supporting schools to identify poverty-related gaps through coaching, professional learning and supporting access to tracking and monitoring and data analysis tools;
- providing professional learning around planning (data, aims/ outcomes and measures), interventions and approaches;
- offering practical support to schools, where required, in terms of financial management and HR; and
- supporting and challenging schools in their use of PEF to make progress in improving educational outcomes of children and young people impacted by poverty.

D3 SCOTTISH ATTAINMENT CHALLENGE FUNDING

As part of the SAC refresh, additional funding has come to West Lothian in the form of Strategic Equity Funding (SEF). This has been made possible through the removal of previous Attainment Challenge Authorities, and the funding has been spread across all authorities – the SEF funding will increase over the next 4 years.

In the year 2022-23, West Lothian have been allocated £6,165,130 in total as part of the Attainment Scotland Fund (ASF). The breakdown is:

Pupil Equity Fund (PEF)	£5,438,330
Strategic Equity Funding (SEF)	£399,725
Care Experienced Children and Young People (CECYP)	£327,075

D4 PLANNING**Schools:**

- Within existing mechanisms, schools will continue to include plans for Pupil Equity Funding (PEF) in School Improvement Plans, including clear aims for progress in tackling the poverty-related attainment gap.
- Schools will collaborate with children and young people, families, local authorities and other partners meaningfully when planning and throughout the process.

Local Authority:

- Stretch aims are to be agreed annually, as a result of robust evidence-informed self-evaluation, supported and challenged through professional dialogue with Education Scotland.
- Planning should read across and into other services' plans and identify opportunities to collaborate with other services and partners.
- Stretch aims should be informed by, and inform, school plans for progress.
- A one-page financial plan for Strategic Equity Funding (SEF) is to be submitted to Scottish Government by September each year.

D5 STRETCH AIMS

The annual stretch aims are within the SAC Plan (appendix). Stretch aims include the core measures defined by Scottish Attainment Challenge framework, and core plus measures reflecting local context. Stretch aims have been established in the following areas:

1. Achievement for Curriculum for Excellence levels for Primary
2. Proportion of school leavers attaining 1 or more SCQF level 5
3. Proportion of school leavers attaining 1 or more SCQF level 6
4. The proportion of 16-19 olds participating in education, employment or training based on the Annual Participation Measure
5. Primary and Secondary school attendance

Core plus:

6. Poverty proofing statements addressing cost of the school day
7. Reduction in young people presenting as homeless

D6 MONITORING AND REPORTING**Schools:**

- Schools will report on the impact of PEF through school Standards and Quality Reports and use these to report to their Parent Council and Forum and through other channels.
- Schools will also report back to central team about progress and impact being

made using PEF. A new PEF tool has been introduced to support this.

Local Authority:

- Three times a year, the central team will reflect on the feedback from schools in terms of progress and impact, and work with schools to support and challenge as required. This tri-annual progress update will be reported back to Scottish Government and cumulate in an annual report on progress, collated with Education Scotland. Progress will be shared with the Education Services Moving Forward in Learning Steering Group and PDSP later this session.

E. CONCLUSION

This annual Scottish Attainment Challenge (SAC) Plan is a new requirement as part of the SAC refresh. It outlines the West Lothian approach to achieving the mission of the Scottish Attainment Challenge: to use education to improve outcomes for children and young people impacted by poverty, with a focus on tackling the poverty-related attainment gap.

The Education Executive is invited to consider and approve the Scottish Attainment Challenge Annual Action Plan for 2022-2023.

F. BACKGROUND REFERENCES

Education - Achieving Excellence and Equity: national improvement framework and improvement plan 2022

<https://www.gov.scot/publications/achieving-excellence-equity-2022-national-improvement-framework-improvement-plan/>

Appendices/Attachments:

Scottish Attainment Challenge Annual Action Plan

Contact Person:

Catrina Hatch, Secondary Quality Improvement, Strategic Partnerships & Equity
catrina.hatch@westlothian.gov.uk

Siobhan McGarty – Head of Education (Secondary, Community Learning and Inclusion)

Greg Welsh – Head of Education (Primary, Early Years and Resources)

Date of Meeting: 15 November 2022

SCOTTISH ATTAINMENT CHALLENGE ANNUAL ACTION PLAN

Session 2022-23

West Lothian Education Services



In Session 2022-23, West Lothian have 12 secondary schools, 68 primary schools, and 66 ELC settings/nurseries (2658 pupils). West Lothian also have 6 ASN schools.

'Child poverty estimates indicate that 24.6% of children in West Lothian were in relative poverty in 2019-20, compared to 24.3% in Scotland. This is the largest proportion of children living in relative poverty since 2014-15 and represents a 3.3% increase in the 5-year period between 2015-2020. It should be noted that the data for 2020-2021 produced by the Scottish Government has the caveat of not being official statistics due to the poor quality of data collection throughout the pandemic, therefore the data is unreliable and will not be included in this report. The data will be updated for the 2022-2023 report, which will enable progress to be tracked.' (WL Child Poverty Action Report 2021/22)

West Lothian continues to be committed to ensuring excellence and equity for all children and young people. It is committed to improving attainment for all children and young people in line with the National Improvement Framework and through the delivery of Curriculum for Excellence.

In the year 2022-23, West Lothian have been allocated £6,165,130 in total as part of the Attainment Scotland Fund (ASF). The breakdown is:

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SAC REFRESH: WEST LOTHIAN NEXT STEPS*

- Establish a West Lothian Partnership SAC Refresh Partnership Steering Group with agreed outcomes to ensure a line of sight across services with a focus on improving outcomes for children and young people impacted by poverty
- Use the logic model planning tool, where appropriate, to support robust and reflective planning discussions
- Develop key collaborative projects to tackle the poverty related attainment gap, e.g. Equity Team, Secondary Attendance Focus Group and Care Experienced Children & Young People group
- Ensure West Lothian planning takes full consideration of children & young people voice in decision making in all aspects of SAC Refresh, sustainability, self-evaluation and context
- Ensure a robust and rigorous PEF planning process is in place through the development of a new PEF planning tool, for implementation in 2022-23, supported by training and support sessions provided by the Equity Team. This will involve monitoring of progress three times a year
- Ensure a continued focus on improvement in progress for Quintile 1 learners

* Scottish Attainment Challenge West Lothian Report June 2022

SAC STRETCH AIMS

CORE MEASURES					
MEASURE 1a: ACEL P1, 4, 7 Combined Literacy					
Session 2022/23		Overall Levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 – Q5)
1	West Lothian base level (2020/21)	76.23	67.18	87.89	20.71
2	West Lothian current level (2021/22) <i>Provisional</i>	78.82	69.77	89.63	19.86
3	West Lothian stretch aim for 2022/23	80.00	73.00	89.00	16.00
4	West Lothian improvement target from 20/21 (percentage point)	3.77	5.82	1.11	4.71
MEASURE 1b: ACEL P1, 4, 7 Combined Numeracy					
Session 2022/23		Overall Levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 – Q5)
1	West Lothian base level (2020/21)	82.16	74.86	91.83	16.98
2	West Lothian current level (2021/22) <i>Provisional</i>	83.74	76.24	92.83	16.59
3	West Lothian stretch aim for 2022/23	84.50	77.00	93.00	16.00
4	West Lothian improvement target from 20/21 (percentage point)	2.34	2.14	1.17	0.98

Rationale:

- Stretch aims have formed part of the WL Raising Attainment over time. The RA strategy is reviewed annually and sits within governance structures in LA
- SAC aims have been set in response to the pattern of performance over time, in light of COVID and in relation to intelligence and data gathered in last 12 months
- Realistic approach in this first year with scope for acceleration
- Aims for Q1 performance are proportionate to data this session e.g. aim is to have a greater increase in Literacy than Numeracy to bring more in line
- Some performance data seeking to maintain already high levels of attainment

**MEASURE 2: SCHOOL LEAVERS WITH 1+ SCQF LEVEL 5
(SQA graded courses plus SfW courses)**

Session 2022/23		Overall Levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 – Q5)
1	West Lothian base level (2020/21)	87.51	75.51	95.77	20.26
2	West Lothian current level (2021/22) <i>Provisional S6 based on S4</i>	86.49	72.95	94.97	22.02
3	West Lothian stretch aim for 2022/23	88.00	79.50	96.50	17.00
4	West Lothian improvement target from 20/21 (percentage point)	0.49	4.00	0.70	3.30

**MEASURE 3: SCHOOL LEAVERS WITH 1+ SCQF LEVEL 6
(SQA graded courses plus SfW courses)**

Session 2022/23		Overall Levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 – Q5)
1	West Lothian base level (2020/21)	64.34	46.94	83.80	36.86
2	West Lothian current level (2021/22) <i>Provisional S6 based on S4</i>	64.16	44.68	84.44	39.76
3	West Lothian stretch aim for 2022/23	67.00	51.00	84.00	33.00
4	West Lothian improvement target from 20/21 (percentage point)	2.66	4.10	0.20	3.90

Rationale:

- For Secondary senior phase attainment measures of Level 5 and Level 6, the initial stretch aims are based on being above the national average for 2020/21 for Quintile 1 performance, Quintile 5 performance and the gap (see notes below*)
- Schools will track progress towards the 1+ Level 5 and Level 6 SCQF targets (SQA/SfW) where appropriate for the young people who remain in school
- Alongside this West Lothian will continue to ensure a broad range of curriculum pathways in the senior phase by maximising learner potential through foundation apprenticeships, national progression awards etc. Progress in these areas will be reflected within the West Lothian Raising Attainment Strategy - the new 5 year plan for this will be in place from April 2023

**MEASURE 4: SCOTTISH GOVERNMENT MEASURE IS:
PROPORTION OF 16-19 YEAR OLDS PARTICIPATING IN EDUCATION, EMPLOYMENT OR TRAINING
(Schools will focus on SLDR)**

Session 2022/23		Overall Levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 – Q5)
1	West Lothian base level (2020/21)	91.30	86.40	95.70	9.30
2	West Lothian stretch aim for 2022/23	92.60	88.30	96.60	8.30
3	West Lothian improvement target from 20/21 (percentage point)	1.30	1.90	0.90	1.00

Rationale:

- Participation rates are also based on being above the national average for the Quintile 1, Quintile 5 and the gap for 2020/21. School targets will be set based on SLDR current levels for 2020/21, based on cohort, national and virtual comparator data

*** National Comparison for Senior Phase Measures 2 and 3:**

West Lothian	NIF interactive report 2020/21			
	All	Q1	Q5	Gap
SCQF 5 1+	87.5%	75.5%	95.8%	20.3
SCQF 6 1+	64.3%	46.9%	83.8%	36.9

Scotland	NIF interactive report 2020/21			
	All	Q1	Q5	Gap
SCQF 5 1+	87.7%	77.9%	96.1%	18.2
SCQF 6 1+	66%	49.5%	83.9%	34.4

Participation Rates:

	NIF interactive report 2020/21 <i>(any discrepancies are due to rounding)</i>			
	All	Q1	Q5	Gap
West Lothian	91.3	86.4%	95.7%	9.3
Scotland	92.2%	87.1%	96.4%	9.4

MEASURE 5a: (HEALTH AND WELLBEING) PRIMARY SCHOOL ATTENDANCE

Session 2022/23		Overall Levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 – Q5)
1	West Lothian base level (2020/21)	94.40	92.20	96.80	4.60
2	West Lothian current level (2021/22) <i>July 2022</i>	91.60	89.40	94.20	4.80
3	West Lothian stretch aim for 2022/23	96.00	94.00	97.00	3.00
4	West Lothian improvement target from 20/21 (percentage point)	1.60	1.80	0.20	1.60 <i>(1.80 from July 2022)</i>

MEASURE 5b: (HEALTH AND WELLBEING) SECONDARY SCHOOL ATTENDANCE

Session 2022/23		Overall Levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 – Q5)
1	West Lothian base level (2020/21)	89.20	84.50	93.20	8.70
2	West Lothian current level (2021/22) <i>July 2022</i>	86.20	80.00	91.00	11.00
3	West Lothian stretch aim for 2022/23	91.00	88.00	94.00	6.00
4	West Lothian improvement target from 20/21 (percentage point)	1.80	3.50	0.80	2.70 <i>(5.00 from July 2022)</i>

Rationale:

- Primary data – see rationale above based on continuous improvement
- Secondary data is based on tackling the gap over the four year period, with interim targets as contained in this plan. As with all targets this will be reviewed annually.

CORE PLUS MEASURES

MEASURE 6: COST OF THE SCHOOL DAY

All schools will have an updated poverty proofing statement which has evolved through participatory budgeting approaches with the school community, and through which they can demonstrate the impact of improvements on learning, engagement & families

Session 2022/23		% schools using Participatory Budgeting (3-5% PEF)	% schools with Cost of the School Day/Poverty Proofing Statements – however most schools still required to demonstrate impact
1	West Lothian base level (2021/22)	67%	89%
2	West Lothian stretch aim for 2022/23	100%	100%
3	West Lothian improvement target (percentage point)	33	11

Rationale:

School costs can put pressure on low-income families and put children and young people at risk of missing out on opportunities and feeling stigmatised. WLC is committed to removing cost barriers to learning and participation in schools and reducing pressures which school costs may place on family incomes. Schools are working hard to minimise costs and ensure equal access to opportunities and for this purpose are currently asked to provide a Poverty Proofing Statement using the Cost of the School Day Toolkit, produced by The Child Poverty Action Group, using the processes identified.

Evidence from 2021-22, including from parent and pupil ethos surveys, indicates that there is a lack of consistency in the approach adopted by schools to engage in this process and lack of clarity in terms of gathering data, resulting in schools being less able to accurately report on impact. WLC expects that each school's poverty proofing statement will be based on a detailed analysis, reflective of its unique context. Barriers will be identified through consultation with the school community and needs/action identified.

A minimum of 3% from each school's pupil equity funding is currently allocated to Participatory Budgeting and will continue to be allocated in this way for the next 4 years. WLC is committed to ensuring that PB meaningfully involves children, young people, parents and carers in the decision-making process, enabling them to make informed choices relevant to the needs of their own school community and impacting positively, particularly on learners and families experiencing inequality. This process articulates well with the principles underpinning the cost of the school day, ensuring that priorities are decided by the school community, will improve outcomes and reduce inequalities.

MEASURE 7: 10% REDUCTION IN YOUTH HOMELESSNESS

Reduction of 10% in the number of young people presenting as homelessness aged 16-18

1	West Lothian current level quarter 4 2021-22	103 young people
2	West Lothian stretch aim quarter 4 2022-23	93 young people
3	West Lothian improvement target	10 fewer young people

Rationale:

To reduce youth homelessness through early intervention and prevention and to develop a pathway for young people at risk of youth homelessness.

Out of the 32 council areas across Scotland, West Lothian is the 2nd highest authority for youth homelessness. The collaborative project template for this project will contain more information – also see project summary below.

PUPIL EQUITY FUNDING APPROACH, PLANNING & MONITORING:

In Session 2022-23, all schools across West Lothian will be using a new PEF planning and reporting tool. The tool allows detailed breakdown of PEF interventions and spend, matched closely to the identified gap in each school. Schools will be required to 'RAG' actions and impact 3 times a year which will be gathered centrally to support monitoring of impact as well as reporting to Scottish Government. Guidance in using the PEF planning tool has been provided through Headteacher briefings, online support sessions for school leaders, a short training video for use with school staff, 'Drop-in' sessions to support drafting individual PEF plans and priorities. A PEF support meeting will also be provided for each school during term 1. The PEF Officer and Attainment Advisor will contact Headteachers to arrange this meeting where planned PEF priorities can be discussed in more detail and guidance provided on monitoring and evaluation throughout the year.

This session a cluster approach to self-evaluation of equity approaches will be piloted. In addition self-evaluation questions using tools from Education Scotland will be developed and shared with all schools for own use as well as form part of the VSE approach, as appropriate.

All schools contribute to central support from a Resource Officer and PEF Officer. They also receive universal and targeted support and challenge from the Attainment Advisor, Equity team, Pedagogy team, PEF strategic lead officer, SAC strategic lead officer as well as members of the Quality Improvement Team. The Moving Forward in Learning collaborative improvement teams also provide strategic direction on the National Improvement Framework priorities and appropriate professional learning opportunities.

STRATEGIC EQUITY FUNDING APPROACH:

A new SAC strategic partnership steering group has been established involving a range of partners across education services as well as a range of partners outwith. The purpose of this group will be to agree the SEF spend based on evidence of impact, ensure a line of sight across SAC, PEF and other plans such as CLD, EPS, social policy, anti-poverty, promote partnership working and agree the annual plan for West Lothian. A key element of this is the creation of 8 collaborative projects based on partnership working which will report to the group regarding progress:

Collaborative Project	Purpose of the Project	Description of the Project	Partners
1 Equity Team/Pedagogical Practice	To: <ul style="list-style-type: none"> - provide universal and targeted support to tackle the poverty-related attainment gap - increase awareness, knowledge and skills in effective strategies and approaches to tackle the poverty-related attainment gap - support schools to maximise use of Pupil Equity Fund and to measure the impact 	The Equity Team provides universal support to schools and ELCs focused around evidence-based approaches to tackling the poverty-related attainment gap and making effective use of Pupil Equity Funding. The team provides a variety of professional learning opportunities for school leaders, teachers, ELC practitioners, pupil support workers, family link workers and partners including speech and language therapists. Professional learning	Universal support to all schools, targeted work with 12 -14 schools in areas of highest/concentrated deprivation, SALT, Family Link Workers, Anti-Poverty Service

- build capacity for continuous improvement in relation to the poverty-related attainment gap through
 - training in effective use of data, measures and outcomes to identify gaps and monitor the impact of interventions
 - promoting a positive culture and ethos centred around the primacy of equity which reduces stigma and barriers
 - highlighting ways in which planning of an inclusive curriculum can tackle equity issues and address the impact of the cost of the school day
 - sharing and developing evidence-based learning and teaching approaches which accelerate progress in closing the poverty-related attainment gap
 - promoting partnership working across sectors and communities to maximise collective efforts in tackling poverty-related gaps

[Equity Team logic model session 2021/22.](#)

takes different forms from in-class coaching to webinars and collaborative sessions such as the Equity Network. Support materials and resources/guidance are developed for school leaders and practitioners and ongoing communication about key messages from the Scottish Attainment Challenge. Research and work in schools is provided through a range of sources including the Equity Team’s Twitter feed and sharing practice sessions. A key aspect of the work of the Equity Team is providing targeted support to school leaders, practitioners and support staff in 13 schools. This bespoke programme of support is tailored to meet the individual needs of schools in areas of high deprivation where the impact of poverty on learners and families is intensified. Equity Officers work closely with these schools to identify poverty-related gaps, to plan and deliver targeted interventions and measure their impact. Professional learning and coaching at all levels is tailored to the needs of the school and its community.

and partners and agencies specific to individual projects in schools.



<p>2 Secondary Attendance</p>	<p>To collate and analyse individual school attendance data to identify young people at risk of or currently affected by poor attendance which is impacting on their attainment potential. By ensuring a consistent focus on attendance it is expected there will be a lift in the attendance rate of vulnerable students in order to enhance their engagement, belonging and academic progress.</p> <p>To enable this to happen a specific remit and attention on attendance will be the focus of a Family Link Worker and Line Manager in the school to support young people and their families to engage with education. The use of Pupil Equity Fund money will ensure there are FLWs in place (or equivalent) and may provide a source of funding for relevant interventions to be implemented.</p>	<p>West Lothian, as part of the SAC Refresh stretch aim process, identified a need to focus on attendance levels in secondary schools across the authority.</p> <p>West Lothian’s ultimate stretch aim is by 2026 there will be no gap between Q1 and Q5 for attendance and as such over the next 4 sessions will set annual aims to ensure progression is tracked and monitored.</p> <p>Secondary schools in West Lothian will establish their own baseline data and set targets to be achieved on an annual basis which can be tracked and monitored as each session progresses. Links to attendance rates, health and wellbeing and academic data will be collated and shared three times a year.</p> <p>A collaborative programme has been established with partners to provide training as well as opportunity for ongoing reflection on progress and impact on young people.</p>	<p>Educational Psychology Service Community Learning & Development Social Policy</p>
<p>3 ASN Interrupted Learner Service</p>	<p>The project is developing a network of partners who can all help to support our most vulnerable pupils with a diagnosis of ASD, high anxiety and open to social policy. This service is deployed when all other services have been exhausted and a bespoke approach to reengage is required to support pupils who are unable to leave their homes and require an outreach service which will help to remove barriers to engaging in learning. A small test for change model has been employed due to the sensitive nature of identifying pupils in this category.</p>	<p>By providing a bespoke service for our most vulnerable learners in the authority we aim to increase attendance and engagement in education for identified learners.</p> <p>By further developing partnership we will work across services such as CAMHs, Social Policy and Education for early identification of learners.</p>	<p>CAMHS, Social Policy Links to Attendance project</p>
<p>4 Level Up Project (CECYP targeted)</p>	<p>To support care experienced learners to re-engage in their learning through multi-agency planning. This will consider the profile of educational needs and provide individual education support packages.</p> <p>A focus on key trusted adults and building strong positive relationships aims to improve educational outcomes and achieve positive destinations.</p>	<p>This project employs an intensive, multi-agency approach to re-engage our care experienced learners with minimal engagement in their education and who are at risk of care placement break down. We currently have a joint approach to improve relationships between home and school. This provides support and help to sustain care and education placements. Through supporting the health and wellbeing outcomes we aim to achieve</p>	<p>Secondary schools, Social Policy, Educational Psychology, Inclusion and Support Service</p>

		positive destinations by developing a culture of high aspirations.	
5 Level Up Plus (CECYP mainstream)	To support care experienced learners to fully access and engage in their learning, identify practical supports and useful strategies to keep care experienced learners engaged in their education. A focus on positive relationships to increase pupil participation and engagement with education and develop a culture of high aspirations and support with positive destinations.	A collaborative approach to improve educational and wellbeing outcomes and achieve positive destinations for care experienced learners in secondary schools. Support for secondary schools to identify and measure baseline data for all care experienced learners who are currently the legal responsibility of West Lothian Council and in their care.	Secondary schools, Secondary Curriculum Team, Educational Psychology, Social Policy, Youth Homelessness Project, Career Ready, Third sector, CLD
6 Senior Phase Equity Pathways	The aim of the project is to create a learner centred curriculum, co-designed and co-delivered together with partners, to provide unique, inspirational pathways. This project is designed to add value to the work currently being undertaken within schools themselves, work being done by the DYW team and college as well as building on the development of future learning opportunities afforded by the further enhancement of the West Lothian Digital Strategy. We aim to connect the learning offer across all parts of the system – schools and partners which is communicated effectively to pupils, staff and parents to ensure parity across the region for all stakeholders.	This project involves schools and partners working in collaboration to ensure that there are equal opportunities to a variety of different pathways for all young people. The Secondary network will work with wider partners to ensure a unified and connected approach to educational alignment, cohesion and progression for learners to support our future workforce and address dynamic economic priorities. By building a network, we will influence the West Lothian Learning Offer across our schools, FE & HE establishments, Skills Development Scotland, Employers and training providers whilst increasing both the universal and targeted learning offers available to our young people across the Secondary sector and post school.	West Lothian College, Employers, CLD, SDS
7 Cost of the School Day	To consult with targeted groups of staff, CYP, parents/carers and partners to <ul style="list-style-type: none"> gather evidence about lived experiences in relation to school costs. privilege the voice of CYP and families most affected by poverty and actively involved in decision-making. gain further insight into the barriers to the engagement and participation of CYP across our schools, associated with school costs. 	Schools have identified lead members of staff for CoSD and PB who will form a network across WLC schools. A small group of schools will be identified, representing a mix of sectors and socio-economic backgrounds, to undertake a project focusing on school related costs and the impact that this may have on children, young people (CYP) and their families, particularly those in Q1. Evidence will be gathered at key points throughout the duration of the project, with the views and lived experiences of CYP, parents and carers central to that process. PB will be used as a process to offset some school related costs through	Families, Anti Poverty Service, third sector

	<ul style="list-style-type: none"> gather evidence about the impact of school costs on health and wellbeing (HWB) and participation/engagement. identify and address common barriers, sharing evidence gathered with all schools, education staff and partners. share examples of effective practice. significantly reduce costs associated with the school day, reduce the impact on HWB, participation/engagement, promote achievement and tackle the poverty related attainment gap. 	<p>consultation with key stakeholders and collective decision making. Poverty proofing statements will reflect CoSD barriers unique to the context of individual schools and action identified to address those barriers. The aim of the project will be to identify common barriers to health and wellbeing (HWB) learning, participation /engagement and to collectively seek to address these using the lived experiences of CYP and their families, the evidence from schools and the support and expertise of partner agencies and organisations. Evidence gathered will be analysed, collated and reported on widely and effective practice shared to influence the practice across our schools.</p>																									
<p>8 Youth Homeless Prevention</p>	<p>The purpose of the project is to provide both intervention and ultimately prevention of youth homelessness within West Lothian. This will be done through thorough data analysis, stakeholder discussions and case study work to understand past patterns of pathways and timescales which have led to homeless outcomes, as well as identifying young people either immediately or longer term at risk of homelessness. A thorough understanding of what is leading to potential homelessness, how risks are identified and what outcomes look like for young people is essential as well as an understanding of the impact on life chances for affected young people.</p> <p>Data analysis using sources such as current housing data and case studies, risk matrix, SLDR, ASN, quintile 1 and LAC information will form part of the overall data set.</p> <p>The analysis work will rapidly lead to the development of a strategic plan to address, improve and ultimately prevent homeless outcomes. This will involve the creation of a targeted, individualised tracking and monitoring system which also aligns with school Tracking, Monitoring and Reporting (TMR).</p>	<p>To reduce youth homelessness through early intervention and prevention and to develop a pathway for young people at risk of youth homelessness.</p> <p>Out of the 32 council areas across Scotland, West Lothian is the 2nd highest authority for youth homelessness. The table below provides information on applications aged 16-25-year-old presenting as homeless. However, it is recognised that the reported figures underestimate the true picture of youth homelessness in West Lothian as many young people who may be “sofa surfing” do not approach the council for assistance.</p> <table border="1" data-bbox="1160 954 1760 1272"> <thead> <tr> <th>Table 17:</th> <th>West Lothian</th> <th>West Lothian % of Homeless Applicants</th> <th>National % of Homeless Applicants</th> </tr> </thead> <tbody> <tr> <td>by 16-25 years olds</td> <td>(16-25 years)</td> <td>Homeless Applicants</td> <td>16 – 25 years</td> </tr> <tr> <td>Year</td> <td></td> <td>16- 25 years</td> <td></td> </tr> <tr> <td>2018/19</td> <td>473</td> <td>31.2%</td> <td>24%</td> </tr> <tr> <td>2019/20</td> <td>478</td> <td>32.4%</td> <td>23.3%</td> </tr> <tr> <td>2020/21</td> <td>527</td> <td>36%</td> <td>TBC</td> </tr> </tbody> </table>	Table 17:	West Lothian	West Lothian % of Homeless Applicants	National % of Homeless Applicants	by 16-25 years olds	(16-25 years)	Homeless Applicants	16 – 25 years	Year		16- 25 years		2018/19	473	31.2%	24%	2019/20	478	32.4%	23.3%	2020/21	527	36%	TBC	<p>Education, Housing, Social Policy, Rock Trust (third sectors)</p>
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CARE EXPERIENCED CHILDREN AND YOUNG PEOPLE FUNDING:

The Care Experienced Children and Young People Fund is a targeted resource provided to West Lothian to support care experienced children and young people from birth to the age of 26. The funding is provided to local authorities and aims to improve the educational outcomes for care experienced children and young people, supported by the strategic goals of The Promise and the Scottish Attainment Challenge.

The Care Experienced Children and Young People Fund has been allocated until March 2026. Opportunities to implement longer-term interventions can be realised with the support of this long-term commitment. Moving forward, West Lothian is taking a refreshed approach to the use of this funding and a specific project, Level Up Plus (mainstream) will complement the existing Level Up Project (CECYP targeted) - set up to audit, plan and implement a refreshed action plan by working in collaboration with partners on where the funds could have the most impact on attainment. The funding will have a clear focus on delivering equity and improving educational outcomes for care experienced children and young people.

Children & Young People's Voice:

Learner voice will be at the heart of all SAC decision making:

- A specific role as a member of the strategic SAC Partnership Group has been created to ensure that learner voice underpins all actions
- Each individual collaborative project will aim to capture children and young people's voice in their overviews
- Updates on progress will be captured at each stage of monitoring and final reporting
- Professional learning opportunities will be provided throughout SAC approaches and collaborative projects regarding learner voice as appropriate
- Through both participatory budgeting and PEF planning processes, pupils will be part of decision making at school level
- Close links with SAC work around learner voice and the work of Moving Forward in Learning – our key collaborative improvement approach across West Lothian which is based on the National Improvement Framework priorities