



## ***Education Executive***

West Lothian Civic Centre  
Howden South Road  
LIVINGSTON  
EH54 6FF

9 November 2022

A hybrid meeting of the **Education Executive** of West Lothian Council will be held within the **Council Chambers, West Lothian Civic Centre, Livingston** on **Tuesday 15 November 2022 at 10:00am**.

For Chief Executive

### **BUSINESS**

#### **Public Session**

1. Apologies for Absence
2. Declarations of Interest - Members must declare any interests they have in the items of business for consideration at the meeting, identifying the relevant agenda items and the nature of their interests.
3. Order of Business, including notice of urgent business, declarations of interest in any urgent business and consideration of reports for information.

The Chair will invite members to identify any such reports they wish to have fully considered, which failing they will be taken as read and their recommendations approved.

4. Confirm Draft Minutes of Meeting of Education Executive held on Tuesday 06 September 2022.(herewith)

#### **Public Items for Decision**

5. Annual Plan 2022-2023: Scottish Attainment Challenge Refresh - report by Heads of Services (Education) (herewith)
6. Additional Year of Early Learning and Childcare (deferred entry to P1) - Policy Statement and Procedure and Additional Year of School Education - Policy Statement and Procedure - report by Head of Education

DATA LABEL: Public

(Primary, Early Years and Resources) (herewith)

**Public Items for Information**

7. Summer Programme 2022 Report - report by Head of Education  
(Secondary, Community Learning and Inclusion) (herewith)

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NOTE **For further information please contact Val Johnston, Tel No.01506  
281604 or email [val.johnston@westlothian.gov.uk](mailto:val.johnston@westlothian.gov.uk)**



## **CODE OF CONDUCT AND DECLARATIONS OF INTEREST (2021)**

**This form is a reminder and an aid. It is not a substitute for understanding the Code of Conduct and guidance.**

**Interests must be declared at the meeting, in public.**

**Look at every item of business and consider if there is a connection.**

**If you see a connection, decide if it amounts to an interest by applying the objective test.**

**The objective test is whether or not a member of the public with knowledge of the relevant facts would reasonably regard your connection to a particular matter as being so significant that it would be considered as being likely to influence your discussion or decision-making.**

**If the connection does not amount to an interest then you have nothing to declare and no reason to withdraw.**

**If the connection amounts to an interest, declare it as soon as possible and leave the meeting when the agenda item comes up.**

**When you declare an interest, identify the agenda item and give enough information so that the public understands what it is and why you are declaring it.**

**Even if the connection does not amount to an interest you can make a statement about it for the purposes of transparency.**

**More detailed information is on the next page.**

Look at each item on the agenda, consider if there is a “connection”, take advice if necessary from appropriate officers in plenty of time. A connection is any link between the item of business and:-

- you
- a person you are associated with (e.g., employer, business partner, domestic partner, family member)
- a body or organisation you are associated with (e.g., outside body, community group, charity)

Anything in your Register of Interests is a connection unless one of the following exceptions applies.

A connection does not exist where:-

- you are a council tax payer, a rate payer, or a council house tenant, including at budget-setting meetings
- services delivered to the public are being considered, including at budget-setting meetings
- councillors’ remuneration, expenses, support services or pensions are being considered
- you are on an outside body through a council appointment or nomination unless it is for regulatory business or you have a personal conflict due to your connections, actions or legal obligations
- you hold a view in advance on a policy issue, have discussed that view, have expressed that view in public, or have asked for support for it

If you see a connection then you have to decide if it is an “interest” by applying the objective test. The objective test is whether or not a member of the public with knowledge of the relevant facts would reasonably regard your connection to a particular matter as being so significant that it would be considered as being likely to influence your discussion or decision-making.

If the connection amounts to an interest then:-

- declare the interest in enough detail that members of the public will understand what it is
- leave the meeting room (physical or online) when that item is being considered
- do not contact colleagues participating in the item of business

Even if decide your connection is not an interest you can voluntarily make a statement about it for the record and for the purposes of transparency.

The relevant documents are:-

- [Councillors’ Code of Conduct, part 5](#)
- [Standards Commission Guidance, paragraphs 129-166](#)
- [Advice note for councillors on how to declare interests](#)

If you require assistance, contact:-

- James Millar, Interim Monitoring Officer and Governance Manager, 01506 281613, [james.millar@westlothian.gov.uk](mailto:james.millar@westlothian.gov.uk)
- Carol Johnston, Chief Solicitor and Depute Monitoring Officer, 01506 281626, [carol.johnston@westlothian.gov.uk](mailto:carol.johnston@westlothian.gov.uk)
- Committee Services Team, 01506 281604, 01506 281621  
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January 2022

MINUTE of MEETING of the EDUCATION EXECUTIVE held within COUNCIL CHAMBERS, WEST LOTHIAN CIVIC CENTRE, LIVINGSTON, on 6 SEPTEMBER 2022.

Present – Councillors Andrew McGuire (Chair), Lawrence Fitzpatrick, Stuart Borrowman, Tom Conn, Peter Heggie, Danny Logue, Maria MacAulay, Moira McKee Shemilt, Craig Meek, Andrew Miller, Sally Pattle, George Paul, Veronica Smith, Pauline Stafford and Kirsteen Sullivan; Appointed Members Mark Bonallo, Lynne McEwen and Kent Ballantyne

Apologies – Councillors Ann Davidson and Tony Pearson; Appointed Members Heather Hughes and Margaret Russell

1 DECLARATIONS OF INTEREST

There were no declarations of interest made.

2 MINUTES

The Education Executive approved the minutes of its meeting held on 21 June 2022 subject to amending the sederunt to show Appointed Member Heather Hughes under Apologies only.

3 PROPOSED RELOCATION OF HOPEFIELD NURSERY SCHOOL TO BLACKBURN PRIMARY SCHOOL

The Education Executive considered a report (copies of which had been circulated) by the Head of Education (Early Years, Primary and Resources) informing members of the proposal to commence public consultation on the relocation of Hopefield Nursery School to within Blackburn Primary School and presenting the draft Consultation Document prepared by council officers.

It was recommended that the Education Executive note the proposal and approve commencement of formal consultation in relation to Hopefield Nursery School relocation.

Decision

To approve the terms of the report.

4 PROPOSED RELOCATION OF KIRKHILL NURSERY TO KIRKHILL PRIMARY SCHOOL

The Education Executive considered a report (copies of which had been circulated) by the Head of Education (Early Years, Primary and Resources) informing members of the proposal to commence public

consultation on the relocation of Kirkhill Nursery School to within Kirkhill Primary School and presenting the draft Consultation Document prepared by council officers.

It was recommended that the Education Executive note the proposal and approve commencement of formal consultation in relation to Kirkhill Nursery School relocation.

Decision

To approve the terms of the report.

5 PROPOSED RELOCATION OF EASTERTOUN NURSERY TO EASTERTOUN PRIMARY SCHOOL

The Education Executive considered a report (copies of which had been circulated) by the Head of Education (Early Years, Primary and Resources) informing members of the proposal to commence public consultation on the relocation of Eastertoun Nursery School to within Eastertoun Primary School and presenting the draft Consultation Document prepared by council officers.

It was recommended that the Education Executive note the proposal and approve commencement of formal consultation in relation to Eastertoun Nursery School relocation.

Decision

To approve the terms of the report.

6 ANNUAL PLAN AND REPORT - NATIONAL IMPROVEMENT FRAMEWORK AND REDUCING INEQUALITIES OF OUTCOMES

The Education Executive considered a report (copies of which had been circulated) by the Heads of Service (Education) seeking approval for the publication of the West Lothian Annual Report for 2021–22, and the Annual Plan for the National Improvement Framework (NIF) and Reducing Inequalities of Outcome 2022–23.

It was recommended that the Education Executive approve the West Lothian Annual Report for 2021–22, and the Annual Plan for the National Improvement Framework (NIF) and Reducing Inequalities of Outcome 2022–23.

Decision

1. To approve the terms of the report.
2. To provide a report to the Education PDSP containing an overview and analysis of children accessing Early Years' provision with the caveat that members accept the limitations in the council's knowledge regarding reasons for any non-uptake of places.







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**

<b>I Council Values</b>	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
<b>II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)</b>	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.
<b>III Implications for Scheme of Delegations to Officers</b>	None
<b>IV Impact on performance and performance Indicators</b>	The Annual Plan for the Scottish Attainment Challenge will have a positive impact on performance indicators including those relating to attainment and positive destinations.

<b>V Relevance to Single Outcome Agreement</b>	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.
<b>VI Resources - (Financial, Staffing and Property)</b>	The Annual Plan for the Scottish Attainment Challenge will be delivered within agreed Scottish Attainment Challenge funding.
<b>VII Consideration at PDSP</b>	25 October 2022
<b>VIII Other consultations</b>	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 targetted 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:**

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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:

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

#### **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 2<sup>nd</sup> 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"> <li>- provide universal and targeted support to tackle the poverty-related attainment gap</li> <li>- increase awareness, knowledge and skills in effective strategies and approaches to tackle the poverty-related attainment gap</li> <li>- support schools to maximise use of Pupil Equity Fund and to measure the impact</li> </ul>	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 &amp; 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"> <li>gather evidence about lived experiences in relation to school costs.</li> <li>privilege the voice of CYP and families most affected by poverty and actively involved in decision-making.</li> <li>gain further insight into the barriers to the engagement and participation of CYP across our schools, associated with school costs.</li> </ul>	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"> <li>gather evidence about the impact of school costs on health and wellbeing (HWB) and participation/engagement.</li> <li>identify and address common barriers, sharing evidence gathered with all schools, education staff and partners.</li> <li>share examples of effective practice.</li> <li>significantly reduce costs associated with the school day, reduce the impact on HWB, participation/engagement, promote achievement and tackle the poverty related attainment gap.</li> </ul>	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.																																									
8 Youth Homeless Prevention	<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 2<sup>nd</sup> 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> <tr> <td><b>Table 17:</b></td><td>West</td><td>West</td><td>National %</td></tr> <tr> <td><b>Homeless</b></td><td>Lothian</td><td>Lothian %</td><td>of</td></tr> <tr> <td><b>Applications</b></td><td>Applicants</td><td>of</td><td>Homeless</td></tr> <tr> <td><b>by 16-25</b></td><td>(16-25</td><td>Homeless</td><td>Applicants</td></tr> <tr> <td><b>years olds</b></td><td>years)</td><td>Applicants</td><td>16 – 25</td></tr> <tr> <td>Year</td><td></td><td>16- 25</td><td>years</td></tr> <tr> <td></td><td></td><td>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> </table>	<b>Table 17:</b>	West	West	National %	<b>Homeless</b>	Lothian	Lothian %	of	<b>Applications</b>	Applicants	of	Homeless	<b>by 16-25</b>	(16-25	Homeless	Applicants	<b>years olds</b>	years)	Applicants	16 – 25	Year		16- 25	years			years		2018/19	473	31.2%	24%	2019/20	478	32.4%	23.3%	2020/21	527	36%	TBC	Education, Housing, Social Policy, Rock Trust (third sectors)
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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

DATA LABEL: PUBLIC



## **EDUCATION EXECUTIVE**

### **ADDITIONAL YEAR OF EARLY LEARNING AND CHILDCARE (DEFERRED ENTRY TO P1) – POLICY STATEMENT AND PROCEDURE**

### **ADDITIONAL YEAR OF SCHOOL EDUCATION – POLICY STATEMENT AND PROCEDURE**

### **REPORT BY HEAD OF EDUCATION (PRIMARY, EARLY YEARS AND RESOURCES)**

#### **A. PURPOSE OF REPORT**

To seek Education Executive approval for the revised policy statements and procedures on an Additional Year of Early Learning and Childcare (Deferred Entry to P1) and an Additional Year of School Education.

#### **B. RECOMMENDATION**

To note the revised procedures and approve the revised policy statements on an Additional Year of Early Learning and Childcare (Deferred Entry to P1) and an Additional Year of School Education.

#### **C. SUMMARY OF IMPLICATIONS**

<b>I</b>	<b>Council Values</b>	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
<b>II</b>	<b>Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)</b>	<p>The Provision of Early Learning and Childcare (Specified Children) (Scotland) Amendment Order 2020</p> <p>Children and Young People (Scotland) Act 2014</p> <p>Education (Scotland) Act 1980</p>
<b>III</b>	<b>Implications for Scheme of Delegations to Officers</b>	Consideration of delegation to Head of Education (Primary, Early Learning and Resources) to modernise and improve procedures where benefits for parents/carers and educational benefits can be realised.
<b>IV</b>	<b>Impact on performance and performance Indicators</b>	-

<b>V</b>	<b>Relevance to Single Outcome Agreement</b>	Our children have the best start in life and are ready to succeed
<b>VI</b>	<b>Resources - (Financial, Staffing and Property)</b>	The cost of full implementation of the Early Learning and Childcare obligation across Scotland has been taken account of in ongoing revenue funding from April 2022
<b>VII</b>	<b>Consideration at PDSP</b>	25 October 2022
<b>VIII</b>	<b>Other consultations</b>	Headteachers, West Lothian Parent Council Forum, Principal Education Psychologist.

#### **D. TERMS OF REPORT**

All parents and carers in Scotland have the legal right to defer their child's entry to primary school if they are not yet 5 years old at the beginning of the school year.

Currently, the youngest children (those with a January or February birth date) are automatically entitled to an additional year of funded early learning and childcare (ELC) at their nursery, childminder or playgroup, when they defer their primary one start. Those with an August to December birthday can still defer their school start, but have to apply to the local authority to request funded early learning and childcare for that year.

The Scottish Government has legislated so that, from August 2023, all children who defer will automatically be able to access funded ELC.

West Lothian Council anticipated the introduction of this legislation, and practice has been to grant access to funded ELC for those eligible to defer entry to P1 since August 2021, within existing policy and budget.

To reflect this legislative change, it is necessary to update the current policy on an additional year of early learning and childcare, and also on an additional year of school education as these two issues were previously dealt with in the same policy document. As they are substantially different issues, it has been decided to present them as separate policy statements and procedures in future.

Draft policy statements and procedures are attached for the consideration of the Education Executive.

The Additional Year of Early Learning and Childcare (Deferred Entry to P1) Policy Statement and Procedure has been updated to reflect legislative change. No significant change has been made to the Additional Year of School Education Policy Statement and Procedure following confirmation from the Principal Educational Psychologist that it continues to reflect the latest research on the matter.

A number of initiatives are underway and planned to modernise and improve the Pupil Placement function. These include the introduction of a new support system to increase automation of procedures, reducing bureaucracy and delay in decision making, with the aim of providing a more responsive service to parents/carers. Consideration of greater involvement of schools, and delegation of some decision making to schools, with the aim of improving educational outcomes, is also underway. For this reason, it is intended that the current procedures will be subject to change where benefits for parents/carers and improved educational outcomes can be realised, and that the Head of Education (Primary, Early Years and Resources) be granted delegated authority to make these changes.

## **E. CONCLUSION**

The Education Executive is invited to consider and approve the revised policy statements and procedures on an Additional Year of Early Learning and Childcare (Deferred Entry to P1) and an Additional Year of School Education.

## **F. BACKGROUND REFERENCES**

None

Appendices/Attachments:

- 1) Additional Year of Early Learning and Childcare (Deferred Entry to P1) Policy Statement and Procedure
- 2) Additional Year of School Education Policy Statement and Procedure

Contact Person:

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*Greg Welsh,*

*Head of Education (Primary, Early Years and Resources)*

Date of meeting: 15 November 2022



**Policy and Procedure:** **Additional Year of Early Learning & Childcare (Deferral of Entry to P1)**

Author: Hannah Haywood  
Service: Education Services

Review Date: November 2023

## **POLICY STATEMENT**

All parents/carers in Scotland have the legal right to defer their child's entry to primary school if they are not yet 5 years old at the beginning of the school year. All children whose entry to Primary 1 is deferred will automatically be entitled to an additional year of funded Early Learning and Childcare.

### **Dates at which children start Primary School**

Children whose fifth birthdays occur between 1 March and the start of the next school session must start Primary school in the session after their fifth birthday occurs.

Children whose fifth birthdays occur after the start of the school session and before 1 March of the following year are able to enter Primary 1 in the session in which their fifth birthday occurs. They are also able to defer entry into Primary 1 until the beginning of the session after the one in which their 5<sup>th</sup> birthday occurs. Parents/carers of children whose birthday falls within this range of dates can make the choice whether their child will start primary school or have an additional year of Early Learning and Childcare.

## **PROCEDURE**

### **1.1 Applying for an Additional Year of Early Learning and Childcare**

Parents/carers who are considering deferring their child's entry to primary school should ask for advice from staff in their child's early learning and childcare establishment before making a decision. Parents/carers must complete the ***Application for an Additional Year of Early Learning & Childcare*** form.

The dates on which children are eligible to start primary school are included in the ***Early Learning & Childcare Admission - Guidance Notes***.

Eligible children are entitled to an additional year of Early Learning & Childcare at a Council establishment or partner provider (childminder, playgroup or private nursery).

Applications must be received by the 15 March each year. This is important to ensure that these places can be granted before new applications for each setting are considered. Applications received after this date will be considered, but places in a setting or session may





not be available if they have been granted to other applicants.

Applications for eligible children who are requesting where their child is already attending or are receiving funding to attend will have an additional year granted automatically when applied for by 15 March.

Applications received requesting a setting/session the child is not already attending will be offered an additional year of Early Learning and Childcare, however it may not be possible to grant the specific setting, times and/or days requested.

Applications received after the 15 March each year, will be considered, but places may not be available if they have been granted to other applicants.

Confirmation of the placement will be issued as the application is processed.

When an additional year of Early Learning and Childcare is granted any Primary 1 place previously allocated will be withdrawn.

If a parent/carer who applied for an additional Early Learning & Childcare year changes their mind and wishes to obtain a Primary 1 place instead, this must be confirmed in writing. The availability of Primary 1 places may be very limited, as places may already have been allocated.

## **1.2 Applying for an Additional Year of Early Learning & Childcare in another Council Area**

Parents/carers of eligible children can apply for Early Learning & Childcare in another Council area.

Parents/carers of eligible children should apply to the Council area in which their choice of Early Learning and Childcare is located. That Council will then determine whether to grant the place or not. If the place is granted parents/carers should inform West Lothian Council (Pupil Placement) that a Primary 1 place in a West Lothian primary school will not be required for another year. This will help the Council plan to ensure that sufficient places are available in future years.



**Policy and  
Procedure:**

**Additional Year of School  
Education – Policy Statement and  
Procedure**

Author:

Geraldine Armstrong

Service:

Education Services

Review Date: November 2023

## **POLICY STATEMENT**

The Council is committed to the pursuit of educational excellence and aims to make the best possible educational provision for all, taking full account of the needs of each individual child or young person.

This policy applies to all children and young people of school age and follows the principles of Curriculum for Excellence.

Almost all children and young people will move through the primary and secondary stages, along with their same age peer group.

Evidence from research supports the view that it is beneficial for almost all children and young people that they will move through the primary and secondary stages along with their same age peer group, both with regard to social and emotional development and educational progress. The available research also demonstrates that children and young people who repeat a year tend to suffer from longer-term disadvantage, such as poorer mental health outcomes, negative attitudes towards learning and difficulties with social and peer relationships.

This policy recognises that within each year group there will be a wide range of abilities and needs, and that these can be met within the year group with appropriate differentiation and support.

However, there may be exceptional circumstances in which an additional year at the same stage of education can be considered, and the procedure set out below will be followed where an additional year at the same stage is suggested or requested.

## **PROCEDURE**

The procedure sets out how the Council will decide on individual requests for additional years within all stages of education.

A parent/carers should make a request in writing to the Head Teacher of the school their child attends, detailing the exceptional circumstances why they wish their child to be considered for an additional year at the same stage of education.



Where a parent/carer requests an additional year for their child, at the same stage of school education, discussion will take place between the Head Teacher and the school's Education Officer. The views of the child or young person will be considered. The views of other relevant professionals will also be sought where appropriate.

Should an additional year be agreed in principle, there can be no guarantee of placement within the child's or young person's existing establishment as all places may already be taken up.

If the request is refused there is no right of appeal.



DATA LABEL: PUBLIC



## **EDUCATION EXECUTIVE**

### **SUMMER PROGRAMME 2022 REPORT**

#### **REPORT BY HEAD OF EDUCATION (SECONDARY, COMMUNITY LEARNING AND INCLUSION)**

##### **A. PURPOSE OF REPORT**

To report to Education Executive on the outcomes of the West Lothian “Get Into Summer 2022” summer holiday provision in line with Scottish Government guidance 2022 and supplemented by funding from West Lothian Council to widen provision.

##### **B. RECOMMENDATION**

- 1) To note the positive engagement of local partner providers and the diverse range of activities offered to vulnerable children, young people and families in line with the Guidance received from the Scottish Government.
- 2) To note the additionality of West Lothian Council sourced funding which supported access to the “Get Into Summer 2022” programme by a wider population of families across West Lothian.
- 3) To note the impact of the delivered activities for the wellbeing of children and young people.

##### **C. SUMMARY OF IMPLICATIONS**

<b>I</b>	<b>Council Values</b>	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
<b>II</b>	<b>Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)</b>	Design of services will take account of the Council's equalities duties and be informed by an equality relevance/impact assessment.
<b>III</b>	<b>Implications for Scheme of Delegations to Officers</b>	Delegation to the Depute Chief Executive (Education, Planning, Economic Development and Regeneration) to design a programme of summer activity in Summer 2022 as West Lothian Council's contribution to the 'Summer 2022' programme in line with the Guidance received from the Scottish Government.
<b>IV</b>	<b>Impact on performance</b>	Direct payments will result in a significant

	<b>and performance Indicators</b>	<p>increase in the number of children and young people entitled to and claiming free school meals who are supported during the school holidays.</p> <p>The delivery model of holiday activities is targeted, increasing the number of vulnerable children and young people receiving support to participate in activities during the summer holidays.</p>
<b>V</b>	<b>Relevance to Single Outcome Agreement</b>	Our children and young people have the best start in life and are ready to succeed.
<b>VI</b>	<b>Resources - (Financial, Staffing and Property)</b>	<p>West Lothian Council revenue budget provision of £235,000 for summer activities.</p> <p>West Lothian Council revenue budget provision of £1.323m for direct payment to families of children and young people entitled to and claiming free school meals.</p> <p>West Lothian Council share of 'Summer 2022' funding, £353, 756.</p>
<b>VII</b>	<b>Consideration at PDSP</b>	25 October 2022
<b>VIII</b>	<b>Other consultations</b>	Consultation will take place with children, young people and their families to inform design of services.

## **D. TERMS OF REPORT**

### **D.1 BACKGROUND**

The Education Executive, at its meetings on 7 June 2022, considered a report highlighting the Scottish Government national allocation of £10m to support the wellbeing of children and young people during the 2022 summer holidays. West Lothian Council received a share of £353,756 from this funding source. West Lothian Council also made a further revenue budget provision of £235,000 for summer activities for school pupils. In addition, West Lothian Council has made a significant financial commitment in the revenue budget of £1.323m to make direct payment to families of children and young people entitled to and claiming free school meals for a cash payment for meals during the summer holidays.

As reported to Education Executive in June 2022, the model for summer activities in Summer 2022 would be developed to support vulnerable children and young people in West Lothian and build on the 'Summer of Play 2021'. This model would seek to ensure the sustainability of support for vulnerable children and young people in the longer term within West Lothian. The purpose of Scottish Government investment 2022 (£353,756), was to enhance and expand existing work, making best use of the mix of holiday provision to meet the needs of children, young people and families. The funding was aimed at school age children age 5-14 from low income households, with a focus on areas with highest levels of deprivation based on the Scottish Index of Multiple Deprivation (SIMD) and support access for the six priority groups highlighted in the Tackling Child Poverty Delivery Plan:

- Children from lone parent families
- Children from ethnic minority families
- Children from families with a disabled adult or child
- Children from families with a young mother (under 25)
- Children from families with a child under 1 year old
- Children from larger families (3+ children)

In order to maximise impact of the £10m budget Ministers agreed the 2022 Summer Programme would be:

- Targeted at low income families, aligning to Tackling Child Poverty Priority Groups, and will allow for some local discretion (85%/15% split).
- Aligned with School Age Childcare expansion, offer for children age 5-14 with some local discretion to flex to needs of priority groups.
- Place Based, with funding distributed to support local authorities with high concentration of deprivation.
- Partnership Focused, with an emphasis on building capacity across sectors and deepening local learning.
- Stigma free approaches to delivery and engaging eligible families.
- Integrated, with a focus on driving up capacity to deliver food in conjunction with activities or childcare.

Limited local discretion was allowed for partner providers to support other children and households identified who may benefit most from the programme. The programme was also being developed to widen access to children throughout West Lothian Council.

Funding was provided to deliver coordinated access to holiday food, childcare and activities across Local Authority areas in a targeted, place-based manner. The key objectives were to give children from low income families equity of access to quality experiences and promote mental and physical wellbeing, tackle child poverty and food insecurity, and help parents and carers work, train, study or enjoy respite.

Importantly, local offers were to be aimed at meeting the needs of children, young people and families, and be accessible, providing flexibility and choice, where possible.

CLD Youth Services was tasked with coordinating delivery of this programme of activities within West Lothian in collaboration with other West Lothian Council services, third sector partners and community groups and providing a report on the outcomes of the programme.

## **D.2 IMPLEMENTING THE NEW MODEL**

The 2022 model set out to offer a summer programme of activities co-designed and informed by the views of children, young people and families; delivered by council services and in partnership, as outlined below:

- Purchase of places from regulated childcare providers, third sector or social enterprise groups that can offer opportunities for vulnerable children to participate in existing activities within their local community. Where a weekly opportunity was not available, the young people were encouraged to participate in alternative community programmes.
- Small grants to support existing community groups offering scheduled activities over the summer period, funding was targeted towards extending

places to vulnerable young people and administered in a manner adopted for the Third Sector Community Support Fund.

- Community capacity was supplemented with targeted support undertaken, by Council services.
- A quality assurance involving planned visits to provisions was devised and undertaken by a multi-disciplinary team.

### **D.3 SUMMER PROGRAMME OUTCOMES 2022**

Community Learning and Development Partners have delivered a high quality and well received programme of summer holiday provision with activities taking place in every ward across West Lothian. The communication strategy was effective in ensuring that information about the range of activities on offer across the council areas were communicated at the earliest possible opportunity, following completion of the programme. The new model attracted new partner providers improving diversity and inclusion, as well as supporting local businesses, the third sector, and other community groups, helping with their financial sustainability.

The report attached as appendix 1 outlines the performance of the summer programme of holiday activities, including feedback from participants as well as partner providers.

### **E. CONCLUSION**

The summer 2022 model of targeted summer activities to support vulnerable children and young people in West Lothian has complemented direct payments made to families of children and young people entitled to free school meals, and has embedded support for the most vulnerable children and young people within their local community over the holiday period in line with Scottish Government funding guidelines. The additionality of West Lothian Council sourced funding has provided the opportunity for the “Get Into Summer 2022” programme to be accessed by a wider population of families across West Lothian.

This new model has achieved the desired outcomes for children, young people and their families, and furthered partnership working with local businesses, community and third sector organisations.

### **F. BACKGROUND REFERENCES**

Summer Holiday Provision 2022, Report by Head of Education (Secondary, Community Learning and Inclusion) - Report to Education Executive 7 June 2022.

Summer Programme 2022 Update, Report by Head of Education (Secondary, Community Learning and Inclusion) – Report to Education Executive 21 June 2022.

Appendices/Attachments: Summer Programme 2022 Report

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Date of meeting: 15 November 2022





# Education Executive 15 November 2022 Summer Programme 2022 Report Appendix 1



**Make A Peg Person**

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## 1. Purpose of the report

The purpose of this report is to present to Education Executive the outcomes of the West Lothian “Get Into Summer 2022” summer holiday provision in line with Scottish Government guidance 2022 and supplemented by funding from West Lothian Council to widen provision.

## 2. Implementing the new model

The 2022 model set out to offer a summer programme of activities co-designed and informed by the views of children, young people and families; delivered by council services and in partnership, as outlined below:

- Purchase of places from regulated childcare providers, third sector or social enterprise groups that can offer opportunities for vulnerable children to participate in existing activities within their local community. Where a weekly opportunity was not available, the young people were encouraged to participate in alternative community programmes.
- Small grants to support existing community groups offering scheduled activities over the summer period, funding was targeted towards extending places to vulnerable young people and administered in a manner adopted for the Third Sector Community Support Fund. The working group which was established to co-design the programme considered 41 applications requesting funding allocation from external providers and council services. These submissions were assessed and awards allocated to appropriate applications.
- Community capacity was supplemented with targeted support undertaken, by Council services (CLD, Active Schools and Social Policy) following the identification of gaps in provision in order to meet identified need.

Provision was targeted in the 20% most disadvantaged data zones across West Lothian. Entitlement to clothing grant and free school meals was used to support partners in targeting children and young people in low income households.

Local discretion enabled support and activities for preschool children as well as vulnerable young people aged 14+.

A quality assurance process involving planned visits to provisions was devised and undertaken by a multi-disciplinary team. The purpose of these visits was to see what was working well, gather and share good practice and identify collaborative approaches to improve the summer programme experience for all.

#### 4. Summer programme by ward area

CLD partner providers delivered a high quality programme of activities across all Wards in West Lothian during the school summer holiday period.

Wards	Venue Type	Activity Type	Number of Participants
Armadale & Blackridge	Secondary School Secondary School Community Centre Secondary School	Transition programme Football camp Multi Activity & Events Multi Activity Hub	63 30 148 70
Bathgate	Sports Club Community Centre Sports Centre	Football Multi Activity Multi Sports	720 77 19
Broxburn, Uphall & Winchburgh	Sports Club Sports Club Sports Centre	Multi Sports Golf Multi Sports	274 28 34
East Livingston & East Calder	Sports Club Sports Club Primary Schools Sports Club Sports Centre School Community Wing	Martial Arts Judo Multi Activity & Trips Gymnastics Multi Sports Multi Activity & Trips	12 53 49 189 43 24
Fauldhouse & the Breich Valley	Secondary School Community Centre Secondary School Community Centre Community Garden / Centre Community Centre Secondary School Community Centre Secondary School	Multi Activity Hub Multi Activity & Trips Transition Programme Multi Activity Multi Activity Family Trips Cookery Skills Sports & Arts Swimming Lessons	65 268 377 122 141 64 5 36 80
Linlithgow	Project Base Sports Centre	Multi Activity & Trips Multi Sports	137 5
Livingston North	Project Base Faith Group Centre Secondary School Secondary School Primary School Primary School	Multi Activity & Trips Multi Activity & Trips Multi Activity Hub Dance Family Learning Cookery Skills	210 40 52 22 19 5
Livingston South	Secondary School Sports Club Secondary School	Football Football Multi Activity	24 239 60

	Primary School Faith Group Centre	Multi Activity Multi Activity & Family Events	65 170
	Project Base Project Base Secondary School Project Base Residential Centre	Multi Activity & Trips Cookery Skills Multi Activity Hub Multi Activity Outdoor Adventure Activities	248 5 65 33 14
	Secondary School	Transition Programme	56
Whitburn & Blackburn	Sports Club Community Centre Project Base Secondary School Community Centre	Football Multi Activity & Trips Multi Activity & Trips Multi Activity Hub Dance, Drama & Singing	22 180 223 60 217
West Lothian Wide	Project Base/ Schools Project Base Community Centres/Project Bases	Childcare Multi Activity & Trips Small Groupwork Activities, 1:1 Support & Trips	22 50 308

## 5. Outcomes and reflections

Children and young people had the opportunity to participate in a wide range of holiday activities including trips away, family events, sports, creative arts, dance and drama camps as well as in multi-activity camps with outdoor learning, STEM activities, media, cooking and gardening workshops. Families benefited from access to leisure passes to participate in swimming and visits to local attractions.

- 5606 children and young people registered for the summer programme.
- 5542 children and young people benefited from the summer programme.
- 20015 meals and snacks were provided.
- 1695 leisure passes were given out to low income families and those with children with additional support needs.
- 580 hours of outdoor activities, e.g.: bug hunts, den building, orienteering and gardening.
- 1983 hours of sports activities, e.g.: football, gymnastics, hockey, golf, martial arts, basketball, park games, bike riding and dance.
- 400 hours of play, e.g.: Lego building, board games, free play, scavenger hunts and messy play.
- 347 hours of trips away; e.g.: beaches, country parks, and local attractions.

- 586 hours of arts and STEM activities, e.g.: music; media; computing and photography.
- 154 hours of programmes specifically for young people with additional support needs.
- 85 hours of community projects, e.g.: litter picking, gardening, roadshows and events.

The relevant data from the above information has been submitted to the Scottish Government.

A multidisciplinary team devised and undertook quality assurance visits to almost all funded summer programme activities using the 'How Good Is Our Community Learning and Development – 4th Edition' self-evaluation framework. The quality assurance process highlighted that in all provisions the offer was enhancing the physical, social and, or emotional wellbeing of participants. Children, young people and families were actively engaged in shaping the programme, and activities were taking place in safe, friendly and inclusive environments.

### Children's' and young people's reflections

*"I learnt that golf is fun."*

*"I learnt that everyone is different."*

*"I learnt how to play sports better."*

*"I learnt how to make things like bracelets and models."*

*"I learnt how to build a den."*

*"I learnt how to make friends."*



Make a robot



Craft station

## Parents and carers reflections

"Loads for children to do and in large open areas. It never feels too busy as a result so my daughter never feels too stressed out with noise and people." (Almond Valley Heritage Centre)

"Great way to keep them positive and busy through the summer. Super opportunity to encourage independence in a safe environment. Allowed them to meet new friends going into the academy.... Great for transition. Helped my child deal with anxiety about moving to the high school."




"My boys loved the camp. They had the opportunity to participate in experiences that I am unable to offer them. They learned different skills. This particularly helped my 9 year old with dyspraxia. The staff were all friendly and encouraged both boys to participate which really helped them increase their confidence and self-esteem."

"Just a big thank you to the council and all the staff who worked on running this. It's very much appreciated. We work hard and don't get much for free in the way of help with child care so hats off to you all. Thank you."

"My son attended all 4 weeks and there wasn't even 1 day when he said he didn't want to go or would complain about anything. And he is hard to please."

"My daughter has found more friends, liked the activities, crafts and teacher's friendliness, ability bike was amazing experience for her."

"This has allowed me to be part of a community. There has never been anything like this before and I really feel part of something."

"You guys do absolutely amazing by every single kid that walks over that pitch  you guys really have helped build my daughter's confidence, her ability to manage social situations and of course learn skills to become the best wee baller she can be, she had never kicked a ball before starting summer camp and the skills given to her by you guys aren't just skills she can use on the pitch."  

## Providers reflections

"It was great to offer these places in our camps to kids who would not normally be able to attend. They all integrated well and some new friendships were formed. The kids learned a host of new martial arts and sporting activities and they all loved our outdoor trips."



*"Having this program enabled me to work with the most vulnerable families or those who need support. I used this time to engage with the same families for all the activities to allow me to build up a great working relationship, to be able to support them in any other way moving forward."*

*"The program was well attended by the children, parents were feeling less stressed as they had additional support, and all trips were enjoyed by all families."*

*"Whole family days were a great success and first time we have offered whole family events. The families really enjoyed opportunity to come along and have fun as a whole group. The feeling was very relaxed and the families were very appreciative to have some fun activities to take part in over the summer. Summer holidays for young carers and their families are hard as they can often be quite isolated and not have many options to take part in something."*

*"Number of parents who commented, that there was no need for an evening meal as the children had been fed a hot meal during the day, that a snack meal was all that was required for evening. Comments re the breakfast bundles helping to stretch the household budget as often the children attended the breakfast club at school."*



Bug catching



Den building



## Areas for improvement

Areas for improvement were identified; these will be taken forward by the planning group.

- More time for advanced planning and opportunities for collaboration between partner providers at local planning level.
- Payment of funds to successful grant applicants to be managed in a timelier manner to enable partner providers to purchase the equipment and resources in advance of programmes starting.
- Further development of electronic booking systems making the booking process more user friendly for parents and carers.
- Consider increasing opportunities for day trips and family activities.

## 5. Conclusion

The summer 2022 model of targeted summer activities to support vulnerable children and young people in West Lothian has complemented direct payments made to families of children and young people entitled to free school meals, and has embedded support for the most vulnerable children and young people within their local community over the holiday period in line with Scottish Government funding guidelines. The additionality of West Lothian Council sourced funding has provided the opportunity for the “Get Into Summer 2022” programme to be accessed by a wider population of families across West Lothian.

Community Learning and Development Partners have delivered a high quality and well received programme of summer holiday provision with activities taking place in every ward across West Lothian. The communication strategy was effective in ensuring that information about the range of activities on offer across the council areas were communicated at the earliest possible opportunity, following completion of the programme. The new model attracted new partner providers improving diversity and inclusion, as well as supporting local businesses, the third sector, and other community groups, helping with their financial sustainability.

