

REPORT TO: Education Committee

MEETING DATE: 22 November 2022

BY: Executive Director – Education & Children’s Services

SUBJECT: Education Service Progress Report and Improvement Plan 2022/23

1. PURPOSE

- 1.1. To seek the Committee’s approval of the Education Service Progress Report and Improvement Plan on key improvement priorities achieved for session 2021/22 and identification of key improvement priorities planned for session 2022/23.

2. RECOMMENDATIONS

- 2.1. The Committee is asked to:-
- i. Note the overall positive progress made by the Education Service in delivery of the Council Plan and the priorities within the National Improvement Framework.
 - ii. Note the impact of the COVID-19 pandemic on the progress of the 2021/22 priorities and the steps being taken to secure continuous improvement in session 2022/23.
 - iii. Approve the Progress Report and Improvement Plan (Appendix 1).
 - iv. Note that this Progress Report and Improvement Plan has been submitted to the Scottish Government in draft, in line with the Local Authority’s statutory duty pending Committee approval.

3. BACKGROUND

- 3.1 The Standards in Scotland’s Schools etc. Act 2000 places a duty on the education authority to annually prepare and publish a report as to its success in meeting the objectives set out in the most recently published Education Local Improvement Plan.

- 3.2 The Education (Scotland) Act 2016 amended the Standards in Scotland's Schools etc. Act 2000 placing new duties on education authorities in to the preparation and publication of annual plans and reports linked to the National Improvement Framework.
- 3.3 The Scottish Government has encouraged education authorities to prioritise recovery and where possible to streamline ongoing improvement priorities.
- 3.4 The Education Service has reviewed progress from last session as part of a range of ongoing methods of self-evaluation. In addition, officers have reviewed school standards and quality reports and school improvement plans in order to ascertain where further improvement is required.
- 3.5 Plans for the use of Pupil Equity Funding have this year been amalgamated into School Improvement Plans to ensure a holistic approach to improvement planning, specifically relating to raising attainment and closing the poverty-related attainment gap.
- 3.6 This streamlined planning format is a vital component of our recovery plan and the ways in which we plan to improve further the quality and holistic nature of our work.
- 3.7 The refreshed Scottish Attainment Challenge programme aims to address challenges and ensure that equity lies at the heart of the education experience for all. East Lothian Council will benefit from almost £2M of Strategic Equity Funding over the next 4 years to support COVID recovery and accelerate closing the poverty-related attainment gap. Planning for this is also encompassed within this plan.
- 3.8 While in the past the report has also included a data pack summarising the range of data that informs our improvement actions, this data is not publicly available at this point. The most up to date data available was published in the Raising Attainment Strategy approved by Education Committee in June.

3.9 **Key Successes, Summary of Progress and Next Steps**

- 3.9.1 A summary of the progress made with the main priorities for the Education Service between August 2021 and March 2022, are outlined below alongside the key areas where further progress is required.

Attainment and achievement – During school session 2020-21, the Quality Improvement Team engaged Head Teachers in collaborative analysis of attainment data with the aim of identifying key areas for improvement across the local authority. These areas are embedded in the Raising Attainment Plan which contains aims for each year from June 2022-24 and are;

- Attainment of Early Level Literacy and Numeracy
- Attainment of Writing at all BGE levels

- Gender based attainment gap (girls v boys)
- Poverty related attainment gap (Q1 vQ5)

3.10 All schools, as part of the Raising Attainment Strategy, identify through self-evaluation which of these key area(s) for improvement would be included in their School Improvement Plan. Schools are asked to identify aims and to develop universal and targeted approaches which would address these. The Quality Improvement Team provide regular support and challenge to schools through their quality assurance processes which contribute to a relentless focus on raising attainment and closing the poverty related attainment gap.

All staff have now been made aware of their responsibilities under the Corporate Parenting Plan.

3.11 Ensuring Wellbeing, Equality and Inclusion (GIRFEC) – A renewed focus on attendance was provided with the launch of a new attendance policy in January 2022 “*Included, Engaged & Involved: A Positive Approach to Improving Attendance*”. The policy was presented to each of the six ASG meetings and three twilight sessions were offered to staff to support understanding and implementation. The policy includes a school self-evaluation toolkit which all schools were offered support with to aid implementation. There was a focus on secondary schools’ use of part time timetables which lead to a significant reduction in use. Attendance and exclusion data is reported and analysed at ASG Level and is a focus for individual school professional dialogue.

3.12 The Mental Health and Wellbeing Single Point of Access (SPA) supported 834 children and young people with an intervention to meet their needs.

3.13 This was discussed in more detail at our recent briefing, and will be supplemented by a bespoke Mental Health briefing by Dr Lynne Binnie.

3.14 Head Teachers have a strategic overview of the attendance, attainment and exclusions of care experienced children and young people and support schools to ensure they receive all they need to thrive at school.

3.15 Attendance and exclusion data is reported and analysed at ASG Level and is a focus for individual school professional dialogue. Some schools have benefitted from individual visits from the Virtual Head Teacher for Care Experienced Children and Young People to review planning around individual children.

3.16 UNCRC training programme for staff has been rolled out to schools to ensure a clear focus to the teaching of children’s rights as part of the curriculum.

3.17 A range of professional learning sessions took place to support schools to embed children’s rights within their policies and practice. Schools are

being supported and encouraged to apply for Rights Respecting School accreditation. There are currently 14 schools with a Bronze Award, 5 with Silver and 4 with Gold.

Through training, all Designated Managers, teachers and school staff will be supported to be aware of the issues facing care experienced pupils so they can best engage and encourage.

- 3.18 Almost all Designated Senior Managers (DSM) attended professional learning sessions on the governance and aims of The Promise. All participants reported an increased knowledge of The Promise and all participants identified a least one aspect of their practice they would seek to improve or update as a result of the training.
- 3.19 Employability – ‘Workforce for the Future’ (WFTF) was funded via the Young Person’s Guarantee. This initiative created 18 job placements across a variety of Council service areas, during 2022-23. The outcomes for the first cohort of WFTF have proved hugely successful. The young people gained both experience and skills, whilst bringing additional energy.
- 3.20 Education Support Officers in Literacy and Numeracy were appointed to lead innovative approaches to Family Learning, with a view to improving attainment and educational outcomes (monitoring and evaluating using data).
- 3.21 East Lothian Works is supporting 250 pupils on Broad General Education, Foundation Apprenticeship and Senior Phase Courses.
- In 2021-22, East Lothian Works offered 4 internal Foundation Apprenticeship frameworks (Business Skills, Accountancy, Scientific Technologies and Social Services Children and Young People).
- 3.22 Our initial Positive Destinations Report (SLDR for the 2019-20 cohort the initial snapshot result was 92.5% (below the National Average of 93.3%, for the first time). For the 2020-21 cohort, the initial SLDR result increased to 96.1% in East Lothian. As an additional support, every ELC school leaver was allocated a key worker to work with until the age of 19.
- 3.23 Our Participation Measure (the statistic which records positive destinations 3 years after the school leave date) in August 21 was 94% (August 2021) and 5th out of 32 local authorities. Prior to the pandemic, we had reached a peak of 95.8%. The Participation Measure tracks the current status of 16-19 year olds.
- 3.24 Leadership – The Pre-consultation phases 1 and 2 of the Learning Estate Review were completed and the feedback data was analysed and a draft Learning Estate Strategy has been produced. Many of our regional aspirations align with the Scottish Government’s Learning Estate Strategy.

- 3.25 None of the 1324 young people engaged in our Instrumental Music Service have been charged to participate in the service in Session 2021/22.
- 3.26 No young person in East Lothian has been charged to participate in any of the 8 Curriculum for Excellence curriculum areas in Session 2021/22.
- 3.27 We will continue to progress and finalise the DSM review and the approaches to funding ASN in our schools. We will conclude the findings of two short life working groups focusing on ASN funding and management structures in primary schools by December 2022 and will recommend any changes to the current scheme for implementation in April 2023.
- 3.28 **Key challenges and opportunities**
- 3.29 The first part of the Progress Report and Improvement Plan also sets out the key challenges and opportunities facing the Education Service for 2022/23 and beyond. It also seeks to align these with the key areas of focus for our teams.
- 3.30 We continue to be firmly focused on improving outcomes for all of our children and young people and ensuring they have a high quality education service. Our county is rapidly expanding and this presents a range of exciting opportunities as we continue with our work to expand our school estate. We are committed to continuing to improve our approaches for children and young people who require additional support to ensure that the right support is being provided at the right time, in the right place to those who need it most. We will continue to work in partnership with our Head Teachers and staff through our ongoing support, and the next stages of the development of our Self-Improving Schools System.
- 3.31 We will continue to implement key national policies including the Scottish Government's commitment to raising attainment for those children and young people who face barriers to their learning due to the impact of poverty and disadvantage. We will also continue to implement the required actions and steps taken to take forward the four priority areas set out in the National Improvement Framework across the key drivers for improvement.
- 3.32 Our three new recovery focused priorities of Curriculum, Inclusion and Wellbeing and Leadership encompass our aspirations for continuous universal and targeted improvement while taking into account evaluation of outcomes from last session.
- 3.33 Overall we plan to have a sharper focus on baseline measures and expected impact, making our measurable outcomes for learners more explicit.

4. POLICY IMPLICATIONS

- 4.1 The reporting of performance and planning for improvement is a statutory duty placed on the education authority. The annual publication of a Progress Report and Improvement Plan demonstrates the Council's commitment to fulfilling this duty.

5 INTEGRATED IMPACT ASSESSMENT

- 5.1 The subject of this report does not affect the wellbeing of the community or have a significant impact on equality, the environment or economy.

6. RESOURCE IMPLICATIONS

- 6.1 Financial - none
6.2 Personnel - none
6.2 Other - none

7 BACKGROUND PAPERS

- 7.1 Education Service Progress and Improvement Plan 2022/23 (Appendix 1)

AUTHOR'S NAME	Nicola McDowell
DESIGNATION	Head of Education
CONTACT INFO	E-mail – nmcdowell1@eastlothian.gov.uk
DATE	22 November 2022



East Lothian
Council

EDUCATION PROGRESS REPORT & IMPROVEMENT PLAN 2022/23



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Introduction

Across East Lothian we are ambitious for our children and young people and working together, we will support them to be confident, resilient and to achieve within their schools and wider communities. During 2019, Education and Children's Services came together as one integrated service. We are now working together to ensure everything we do starts with the child and family and builds the right support and services around them.

Working together, we:

- **share common values, approaches, behaviour and a strong commitment to do the very best for East Lothian's children and young people**
- **are ambitious for our children and young people**
- **promote and prioritise early intervention and prevention**
- **take a relationship-based approach with each other, our children, young people and their families promote creativity and innovation**
- **want East Lothian to be an inclusive place to live and learn.**



Our approaches will ensure that we support our children and families to have the very best start in life and that they can go on to have fulfilling lives, better health and living longer. Our vision and values also align closely with the Key Priorities in the National Improvement Framework for Scottish Education 'Achieving Excellence and Equity' (*Scottish Government, January 2016*) and Delivering Excellence and Equity in Scottish Education (*Scottish Government, June 2016*):

- **Improvement in attainment, particularly in literacy and numeracy;**
- **Closing the attainment gap between the most and least disadvantaged children;**
- **Improvement in children and young people's health and wellbeing; and**
- **Improvement in employability skills and sustained, positive school leaver destinations for all.**

We will continue to have a relentless focus on Inclusion, Achievement, Ambition and Progress for All. We all work together to Get it Right for Every Child and to ensure that all our children and young people are Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included.

This Progress Report highlights our evaluation of Education priorities from 2021/22, and also sets out our improvement priorities for Session 2022/23.

COVID-19 in East Lothian

At the start of the new school session 2021/22, school staff, children and families continued to adapt very well to the continued mitigations to ensure the health and safety of all users though the impact of these remained challenging. School staff worked hard to assess children's progress and to support them to move on in their learning. Post-Christmas the pace of improvement and change was disrupted due to periods of disruptive staff absence that saw many of our schools affected so badly by staffing issues that remote learning had to be invoked across primary

classes and secondary year groups. Our aim continued to be to progress with all of our improvement priorities but there remains no doubt that our focus changed, with recovery being at the heart, and the pace of change adapted to suit the circumstances.

Context of East Lothian

East Lothian's population is projected to grow by about 1% a year over the next 19 years from just over 100 000 to over 125 000 by 2037. Significant growth is projected across all age groups but particularly among children with the 0-16 year group projected to grow by almost a third.



In 2021/22 there were:

- 8,609 pupils in East Lothian Council's 34 primary schools
- 6,421 pupils in six secondary schools
- 2,350 children accessing 1140 hours of early learning and childcare across 33 Local Authority settings and 17 private and voluntary sector partnership centres
- 65 Eligible 2s
- Specialist provision in enhanced learning centres is provided within 4 mainstream primary schools and 2 mainstream secondary schools with 73 primary and 62 secondary pupils attending during this academic session
- 28.9% of all pupils had an additional support need
- 1.9% of all pupils were recorded as care experienced

- 7.0% of pupils were recorded as living in the 20% most deprived areas compared with 19.7% in the 20% least deprived areas
- The Pupil Teacher Ratio (PTR) reduced to 14.6 (down from 14.8 in 2020/21)
- The average primary class size decreased slightly to 23.3
- 76% of our primary school buildings were reported as in 'good' or 'satisfactory' condition
- 100% of our secondary school buildings were reported as in 'good' or 'satisfactory' condition

Further information on our services and teams is contained in Appendix 1.

Progress during session 2021/22 with our priorities

This next section of this report describes the progress made with the main priorities for the Education Service between August 2021 and June 2022. The reports sets out what we have achieved and areas where further progress is needed. In the second section of the report, we set out our key priorities for session 2022/23 which takes account of our progress to date, what the data is telling us and the impact of the COVID-19 pandemic.

The Standards in Scotland's Schools etc. Act 2000 places duties on education authorities in relation to the delivery of school education and having due regard to reduce inequalities of educational outcome experienced by pupils as a result of socio-economic disadvantage. This Act requires education authorities to prepare and publish an annual report setting out the steps taken to secure improvements in education provision and outcomes set out in the National Improvement Framework Improvement Plan and those identified by the Council. The Scottish Government expects every education authority to prepare and submit a National Improvement Framework Plan and Progress Report by the end of September, annually.



This Education Service Progress Report and Improvement Plan continues to take account of the priorities set out in the Scottish Government's 2020 National Improvement Framework and Improvement Plan, East Lothian Children and Young People's Services Plan and the East Lothian Council Plan. The focus for session 2021/22 is 'Getting it Right for Our Children – Living and Learning in East Lothian'.

Our aim is to continue to develop an integrated service that seeks to get it right for all of our children, living and learning in East Lothian through the actions taken across our service areas and in our schools, and to improve the quality of the experiences we provide for children, young people and families in East Lothian.

Overall, progress has been made to deliver on most of the key priorities and objectives set out in the Education Service Plan, however this has been adversely affected by the pandemic. Quality Frameworks such as How Good is Our School? (4th edition) and How Good is our Early Learning and Childcare continue to support the Education Service to benchmark our service provision, including feedback from our key stakeholders.

We continue to make use of a range of data and evidence to inform progress made with current priorities and inform future areas for improvement. Further evidence gathered to inform this progress report would usually include the following, however Education Scotland scrutiny inspections were on hold all year, although recovery visits did take place, and in-school reviews were not permitted due to COVID guidance restrictions:

- Education Scotland and Care Inspectorate reports on schools and services
- School validation/review visits
- Attainment and achievement data, including Local Government Benchmarking Framework data (though there are limitations in the use of SQA data for both years due to the cancellation of the examination diets)

Attainment data previously published is accurate up until 2018/19. Following that, alternative assessment arrangements as a result of the pandemic meant that data collected either wasn't published or could not be meaningfully compared to previous years. All the most up to date data and projections are contained within the Raising Attainment Strategy, along with our stretch and core plus aims within our Scottish Attainment Challenge plan.

New data is not yet available. ACEL (Curriculum for Excellence) data will be published in December 2022, and Insight data will be published in February 2023. We are not permitted to share this data until that time.

Education Service Improvement Priorities 2020/21: Evaluation of progress and next steps

PRIORITY 1 : Attainment and Achievement

In Session 2021/22 we aimed to:

- 1.1** Improve attainment within the broad general education stages, by implementing the Raising Attainment Strategy
- 1.2** Improve attainment within the senior phase by maximising opportunities through curriculum planning, consortium arrangements and partnership delivery
- 1.3** Identify and reduce the attainment gap between the most and least deprived children
- 1.4** Continue to focus on improving the attainment and achievement of Looked After children and young people.
- 1.5** Continue to support our looked after children and young people to achieve by implementing the corporate parenting plan.

Evaluation of Progress

1.1-1.4 See Appendix 2 for latest attainment information and stretch aims for Session 2022/23. This also gives details of the attainment gap between the most and least disadvantaged in East Lothian, and plans to improve the outcomes of looked after children and young people.

New data is not yet available. ACEL (Curriculum for Excellence) data will be published in December 2022, and Insight data will be published in February 2023. We are not permitted to share this data until that time.

During school session 2020-21, the Quality Improvement Team engaged Head Teachers in collaborative analysis of attainment data with the aim of identifying key areas for improvement across the local authority. These areas are embedded in the Raising Attainment Plan which contains aims for each year from June 2022-24 and are;

- Attainment of Early Level Literacy and Numeracy
- Attainment of Writing at all BGE levels
- Gender based attainment gap (girls v boys)
- Poverty related attainment gap (Q1 vQ5)

All schools, as part of the Raising Attainment Strategy, identify through self-evaluation which of these key area(s) for improvement would be included in their School Improvement Plan. Schools are asked to identify aims and to develop universal and targeted approaches which would address these. The Quality Improvement Team provide regular support and challenge to schools through their quality assurance processes which contribute to a relentless focus on raising attainment and closing the poverty related attainment gap.

All staff have been made aware of their responsibilities under the Corporate Parenting Plan.

PRIORITY 2 : Ensuring Wellbeing, Equality and Inclusion (GIRFEC)

In Session 2021/22 we aimed to:

- 2.1.** Improve the attendance, participation and engagement of all learners and especially those who are living in poverty, are care experienced or have other protected characteristics
- 2.2.** Improve the mental health and wellbeing of our children and young people
- 2.3** Embed the principles of UNCRC and The Promise across all aspects of the Education Service
 - HTs will have a strategic overview of the attendance, attainment and exclusions of care experienced children and young people and support schools to ensure they receive all they need to thrive at school.

- UNCRC training programme for staff is rolled out to schools to ensure a clear focus to the teaching of children’s rights as part of the curriculum. This will include a specific focus at HT Meetings.
- Through training, all Designated Managers, Teachers and school staff will be supported to be aware of the issues facing care experienced pupils so they can best engage and encourage.
- All Designated Managers will receive training to ensure language around care experienced children and young people is easily understood, positive and does not create or compound stigma.

Evaluation of Progress

2.1. Improve the attendance, participation and engagement of all learners and especially those who are living in poverty, are care experienced or have other protected characteristics:

A renewed focus on attendance was provided with the launch of a new attendance policy in January 2022 “*Included, Engaged & Involved: A Positive Approach to Improving Attendance*”. The policy was presented to each of the six ASG meetings and 3 twilight sessions were offered to staff to support understanding and implementation. The policy includes school self-evaluation toolkit which all schools were offered support with to aid implement. There was a focus on secondary schools’ use of part time timetables which lead to a significant reduction in use. Attendance and exclusion data is reported and analysed at ASG Level and is a focus for individual school professional dialogue.

Table 1: East Lothian Council Attendance Figures June 2022

	ELC Overall Attendance %	ASN Attendance %	C Exp Attendance %	FSM Attendance %	ELC Overall Exclusion Incidents Rate per 1000 pupils	ASN Exclusion Incidents Rate per 1000 pupils	C Exp Exclusion Incidents Rate per 1000 pupils
Annual Average (mean)	89.4	84.9	84.9	83.1	21.56	51.95	55.56

2.2. Improve the mental health and wellbeing of our children and young people:

The Mental Health and Wellbeing Single Point of Access (SPA) supported 834 children and young people with an intervention to meet their needs. The main presenting issue for children and young people referred for support through SPA in session 21/22 was anxiety which accounted for 40% of all referrals. Other frequently recurring reasons for referral included emotional/behavioural difficulties (n=138), low mood/depression (n=113) and trauma (n=96). A range of interventions were offered including school counselling, Low Intensity Anxiety Management and Seasons for Growth.

Responses from children and young people referred to the SPA highlighted that the main feature of support that they found most helpful was simply the ability to talk to someone. Being able to access the Mental Health Youth Worker Service allowed children and young people quick and easy access to someone that they could talk and open up to was shown to be of great value to them. Children and young people also said that the support from the Mental Health Youth Worker made them feel better about themselves and helped them to accept help.

Quotes from children and young people on what they found most helpful about the support

“Just being able to talk with someone”

“Made me feel better about me”

“The Mental Health Youth Worker. She is the best Mental health youth worker I’ve ever met...she’s the only one who made me ready to accept help. She’s phenomenal and I truly hope that every young person like me can find their mental health youth worker”

“Having someone to talk to”

HTs have a strategic overview of the attendance, attainment and exclusions of care experienced children and young people and support schools to ensure they receive all they need to thrive at school.

Attendance and exclusion data is reported and analysed at ASG Level and is a focus for individual school professional dialogue. Some schools have benefitted from individual visits from the Virtual Head Teacher for Care Experienced Children and Young People to review planning around individual children. A revised procedure around reporting of exclusion for Care Experienced children and young people has been developed and shared.

2.3 Embed the principles of UNCRC and The Promise across all aspects of the Education Service

UNCRC training programme for staff is rolled out to schools to ensure a clear focus to the teaching of children's rights as part of the curriculum. This will include a specific focus at HT Meetings.

A range of professional learning sessions took place to support schools to embed children's rights within their policies and practice. Schools are being supported and encouraged to apply for Rights Respecting School accreditation. We currently have 14 schools with a Bronze Award, 5 with Silver and 4 with Gold.

Through training, all Designated Managers, Teachers and school staff will be supported to be aware of the issues facing care experienced pupils so they can best engage and encourage.

Almost all Designated Senior Managers (DSM) attended professional learning sessions on the governance and aims of The Promise. All participants reported an increased knowledge of The Promise and all participants identified a least one aspect of their practice they would seek to improve or update as a result of the training.

All Designated Managers will receive training to ensure language around care experienced children and young people is easily understood, positive and does not create or compound stigma.

100% of secondary DSM and 89% of primary DSM attended professional learning sessions to increase awareness, confidence and skills in the appropriate use of language regarding children and young people who are care experienced. The sessions increase knowledge and skills in framing language appropriately to ensure staff present information appropriately. The sessions provided a strong focus on the use of the term Care Experienced as opposed to 'LAC'. Very positive feedback was provided by participants.

Quotes from participants on the DMS children and young people on what they found most helpful about the support

“Powerful and challenging..... a great fit for what we do every day, and a message for our whole community!”

“Very inspiring - changing our words will help change our world.”

Framing reference guide shared with all participants to inform future practice and planning.

PRIORITY 3 - Employability

In Session 2021/22 we aimed to:

- 3.1** Clear communication of the ELC Employability offer.
- 3.2** Progress the Workforce for the Future plan
- 3.3** Parental Employability Support Fund (PESF) and Family Learning.
- 3.4** Implementation of No-one Left Behind Phase 2 (NOLB). Transition Support.
- 3.5** Co-ordination and support for 3-18 Developing Scotland Young Workforce.
 - Scientific Technologies NPA 6 Chemistry Pilot Project.
 - Development and Support of IRES City Deal Design Engineer Construct pilot projects.
 - Development of Social Value Community Agriculture Pilot Project and STEAM Education, in partnership with SRUC, BESA and Morrison’s Construction.

- Development of Enterprise programmes.
- Development of Disability Support through Career Education and Work Placement Standards.

3.6 Development of a pilot Vocational Skills College programme

3.7 Development of a post school training and upskilling partnership programme.

- Identification of and support for Care Experienced adults (working with Children’s Services)

3.8 Progress the implementation of no-one Left Behind (NOLB)

- Developing a range of innovative qualifications pathways in partnership with the IRES City Deal
- Stakeholder Engagement and feedback
- Impact Dashboards
- Data Analysis
- Online Presence
- CBIP and Social Value
- Procurement Framework
- Grant Claims
- Finance
- Administration
- Single point of referral and triage

Evaluation of Progress

‘Workforce for the Future’ was funded via the Young Person’s Guarantee. This initiative created 18 job placements across a variety of Council service areas, during 2022-23. The outcomes for the first cohort of WFTF have proved hugely successful. The young people gained both experience and skills, whilst bringing additional energy. The strategy remains a priority and supports:

- Health and Social Care Plan.
- LAC, Care Leavers and Corporate Parenting.
- Separation between the Council’s ‘Statement of Intent’ and the role of partners.
- The Council’s Workforce Development Plan

Education Support Officers in Literacy and Numeracy were appointed to lead innovative approaches to Family Learning, with a view to improving attainment and educational outcomes (monitoring and evaluating using data). Input in this area has greatly improved Key performance Indicators detailed within PESF and regional measures such as 'the number of clients who have been involved in Council Programmes who have successfully transitioned into work'. Success indicators include:

- The individual's participation has increased their hourly or annual wage
- Achievement of a qualification or certification
- Achievement of Employment, Self-Employment or Sustained Employment
- Progression along the Strategic Skills Pipeline

The ESOs have been working with QIOs and the South East Improvement Collaborative (SEIC) to support the delivery of Literacy CPD, to almost all primary and secondary schools in East Lothian. Officers are also working with QIOs on Numeracy recovery; seeking opportunities through parental engagement, family learning, best classroom practices and pedagogical research.

ELW, throughout COVID19, continued to offer an extensive School to College Partnership (SCP) programme; including an internal portfolio of Edinburgh College Foundation Apprenticeships, the ELW School Programme offer, and a variety of certificated courses delivered by Edinburgh College. For academic term 22-23, we have 250 young people enrolled in BGE and Senior phase courses. This includes ASPIRE, World of Sport, Uniform Services, NPA Business and Customer Service, The School Leavers Programmes and Personal Development Awards and Working with People. Excluding College placements, ELW are supporting 250 pupils on BGE, FA and Senior Phase Courses.

In 2021-22, East Lothian Works offered 4 internal Foundation Apprenticeship frameworks (Business Skills, Accountancy, Scientific Technologies and Social Services Children and Young People). The new business Skills FA is now well established, with some notable successes. In 21-22, 51 young people were enrolled on the 2 year FA. Notably, despite businesses being closed due to COVID19. 96 young people have enrolled in these frameworks, which started in August 2022. We will be working with industry to add the IT Software FA, in August 2023.

Musselburgh Grammar School and Ross High School remain engaged in the IRES City Deal Pilot Schools for Design Engineer Construct (DEC).

ELW continued to successfully partner with The Ridge, who are training pupils in Construction Crafts and Rural Skills at SCQF levels 4 and 5. Due to pupil demand, we have been forced to increase the number of spaces available on these courses. In 2021-22 12 pupils successfully completed the NPA level 5 Construction and 5 pupils completed Rural Skills qualifications. For session 22-23, 60 pupils are registered to take courses at The Ridge.

ELW continued to work on developing a range of new qualifications, through engagement with the IRES City Deal; including new DEC and a Data Driven Innovation (DDI) pathway. Courses for adults have been developed and delivered in partnership with Edinburgh College.

A range of exciting new opportunities will be introduced with the opening of the Wallyford Learning Campus, in August 2023. A Regional Construction Skills Academy, in partnership with Edinburgh College and Morrison's Construction, is now live on site with 12 pupils studying a Level 4 Construction Crafts qualification. In addition, 12 school leavers have embarked upon the 'Introduction to Construction' course.

The Local Employability Partnership Group (LEP) was re-established. A Transitions Task Force (TTF) (made up of ELW, SDS, DWP and Edinburgh College) was formed as a subgroup of the LEP, as it was recognised that existing processes could be improved, to better meet the needs of vulnerable cohorts and those at most at risk of disengagement. The LEP is the monitoring and decision making partnership group for employability services across East Lothian and has an agreed set of KPIs which are reviewed annually. There are a number of operational sub groups of the LEP which specific responsibility for the following areas: young people; disability and health related conditions; adult learning, training and reskilling and a commissioning group.

Our initial Positive Destinations Report (SLDR for the 2019-20 cohort the initial snapshot result was 92.5% (below the National Average of 93.3%, for the first time). For the 2020-21 cohort, the initial SLDR result increased to 96.1% in East Lothian. As an additional support, every ELC school leaver was allocated a key worker to work with until the age of 19.

Our Participation Measure (the statistic which records positive destinations 3 years after the school leave date) in August 21 was 94% (August 2021) and 5th out of 32 local authorities. Prior to the pandemic, we had reached a peak of 95.8%. The Participation Measure tracks the current status of 16-19 year olds. In August 22, this had fallen slightly to 93.3%. There was a slight increase in the number of young people not participating in employment, education and training, which the LEP task force are now following up. SDS have also allocated additional staff to ensure that these young people are supported into an appropriate destination.

According to the PPRC data, (CP4) 'the number of people participating in ELW operated or funded employability programmes' was 467 in 2021/22. This was an increase from 138 in 2020/21. The second measure (CP5) '% of people involved in Council operated employability programmes, progressed into employment' was 35.5% in 2020/21 and increased to 43% in 2021/22.

PRIORITY 4 - Leadership

In Session 2021/22 we aimed to:

4.1 Develop and maintain a school estate strategy.

- Continue to develop the learning estate strategy and improvement plan through a pre-consultation during 2021 that will seek to gather the views of East Lothian stakeholders

4.2 Continue to deliver a Best Value efficient and effective service at a time of diminishing resources and growing demand.

- Implement the removal of charging for the Instrumental Music Service
- Implement the removal of charging for curriculum resources

4.3 Continue to progress and finalise the DSM review and the approaches to funding ASN in our schools.

Evaluation of Progress

4.1 The Pre-consultation phases 1 and 2 of the Learning Estate Review were completed and the feedback data was analysed. Hub South East were commissioned, as an independent body, to work with Education and other key Council Services to consider the data and produce a draft Learning Estate Strategy which outlines our vision for an improved, efficient, sustainable and affordable Learning Estate of the Future. Many of our regional aspirations align with the Scottish Government's Learning Estate Strategy. The strategy will be presented to Council in December 2022.

4.2 None of the 1324 young people engaged in our Instrumental Music Service were charged to participate in the service in Session 2021/22.

No young person in East Lothian has been charged to participate in any of the eight CfE curriculum areas in Session 2021/22.

4.3 Updated DSM Scheme guidelines were presented to and approved at Education Committee for noting on 21 June 2022 and will be published on council and school websites.

We will continue to progress and finalise the DSM review and the approaches to funding ASN in our schools. We will conclude the findings of two short life working groups focussing on ASN funding and management structures in primary schools by December 2022 and will recommend any changes to the current scheme for implementation in April 2023.

Continued impact of COVID-19 and implications for improvement planning 2022/23

Whilst Education has continued to progress key areas of development during session 2021/22, COVID-19 has had a significant impact on the delivery of key improvement priorities for the service. In addition, the impact of COVID-19 on children, young people, families and communities is not yet fully known. We remain, however ambitious for our children and young people which is reflected in the improvement priorities below.

The remainder of this document, takes account of the progress to date, the impact of COVID-19 and sets out the key priorities for the service for session 2022/23.

Key Priorities of the National Improvement Framework

The National Improvement Framework (NIF) sets out the vision and priorities for Scottish education that have been agreed across the system, and the national improvement activity that needs to be undertaken to help deliver those key priorities, and can then be used to support and inform improvement planning at regional, local authority and establishment level. This year, the NIF has been informed by the challenges for the whole education system in dealing with the health, social, and educational impacts of COVID-19.

- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in skills and sustained, positive school-leaver destinations for all young people
- Improvement in attainment, particularly in literacy and numeracy.

The drivers of improvement in the outcomes achieved by children and young people through education are:

- School and ELC leadership
- Teacher and practitioner professionalism
- Parent/carer involvement and engagement

- Curriculum and assessment
- School and ELC improvement
- Performance information

The improvement priorities below reflect these national drivers, along with the requirements of the Scottish Attainment Challenge and Framework for Recovery and Accelerating Progress and local priorities arising from robust self-evaluation.

Closing the Poverty-Related Attainment Gap in East Lothian

During school session 2020-21, the Quality Improvement Team engaged Head Teachers in collaborative analysis of attainment data with the aim of identifying key areas for improvement across the local authority. These areas are embedded in the Raising Attainment Plan which contains aims for each year from June 2022-24 and are;

- Attainment of Early Level Literacy and Numeracy
- Attainment of Writing at all BGE levels
- Gender based attainment gap (girls v boys)
- Poverty related attainment gap (Q1 vQ5)

All schools, as part of the Raising Attainment Strategy, identify through self-evaluation which of these key area(s) for improvement would be included in their School Improvement Plan. Schools are asked to identify aims and to develop universal and targeted approaches which would address these. The Quality Improvement Team provide regular support and challenge to schools through their quality assurance processes which contribute to a relentless focus on raising attainment and closing the poverty related attainment gap.

Quality assurance processes continue to be supported by the use of the SEEMIS Progress and Achievement module. This has allowed regular monitoring of progress at local authority and school level. This level of data analysis has supported schools to regularly review and evaluate the impact of planned interventions for groups and individual pupils and has informed the allocation of resources. Schools are now demonstrating improved rigour in their analysis and use of data to inform improvement.

The Scottish Attainment Challenge and Framework for Recovery and Accelerating Progress

The first five years of the Scottish Attainment Challenge saw much 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.

The new Framework for Recovery and Accelerating Progress been developed to support the next phase of the Scottish Attainment Challenge. It aims to:

- reinforce our 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

For East Lothian Council this will be:

▪ 2022/23	£200,099
▪ 2023/24	£397,793
▪ 2024/25	£595,488
▪ 2025/26	£793,182

- 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
- 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

There is a requirement for local authorities to submit a one-page financial plan for Strategic Equity Funding (SEF) to Scottish Government by September each year.

The stretch aims set by East Lothian Council for Session 2022/23 are:

	Achievement of Curriculum for Excellence Levels LITERACY P1,4,7			
	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1-Q5)
Level (2020 -21)	60.7	41.2	70.8	29.6
Stretch Aim to be achieved 2022/23	66.2	45.2	72.8	27.6
Improvement (percentage point)	5.5	4	2	2

	Achievement of Curriculum for Excellence Levels NUMERACY P1,4,7			
	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1-Q5)
Level (2020 -21)	68.8	52.4	78.6	26.2
Stretch Aim to be achieved 2022/23	71.8	56.4	80.6	24.2
Improvement (percentage point)	3	4	2	2

	The proportion of school leavers attaining 1 or more pass at SCQF level 5			
	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1-Q5)
Level (2020 -21)	84.8	65.7	92.8	27.1
Stretch Aim to be achieved 2022/23	91.6	75.7	94.8	19.1
Improvement (percentage point)	6.8	10	2	8

	The proportion of school leavers attaining 1 or more pass at SCQF level 6			
	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1-Q5)
Level (2020 -21)	67	37.3	81.4	44.1
Stretch Aim to be achieved 2022/23	74.5	47.3	83.4	36.1
Improvement (percentage point)	7.5	10	2	8

	The proportion of 16-19 year olds participating in education, employment or training			
	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1-Q5)
Level (2020 -21)	94	88.8	97.2	8.4
Stretch Aim to be achieved 2022/23	100	100	100	0
Improvement (percentage point)	6	11.2	2.8	8.4

	Overall pupil attendance rate			
	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1-Q5)
Level (2020 -21)	91.8	88.1	93.8	5.7
Stretch Aim to be achieved 2022/23	92.3	90	95	5
Improvement (percentage point)	0.5	1.9	1.2	0.7

The associated plan for spending the Strategic Equity Funding allocated to East Lothian Council in 2022/23 is below:

Type of resource	FTE/ units	Forecast Cost
Staff	FTE	
<i>QIO</i>	<i>1</i>	<i>£48,101</i>
PT	6	£128,574
Teachers	1.32	£48,978
Family Support Workers	4	£121,372
Staff total		£347,025
Non-staff	Units	
<i>FSW Laptops with 4G</i>	<i>4</i>	<i>£3,100</i>
<i>FSW Mobile and running costs</i>	<i>4</i>	<i>£2,224</i>
FSW Mileage costs	4	£2,600
Locality funding	6	£23,437
Non-staff total		£31,361
Total 2022/23	/	£378,386

Priority	High Level Actions	Lead Person Timescale	2022-23 Baseline Measure	Expected impact and measurable outcomes for learners
A relentless focus on raising attainment and improving outcomes for our learners				
<p>PRIORITY 1</p> <p>Curriculum – Meeting the Needs of All Learners</p> <p>NIF Priority:</p> <p>Closing the Poverty Related Attainment Gap</p> <p>Improvement in skills and sustained positive school – leaver destinations for all young people</p> <p>Improvement in attainment, particularly in literacy and numeracy</p>	<p>We will:</p> <p>Support schools to develop a refreshed curriculum rationale shaped by their values and reflecting the new needs of the school and its community.</p> <p>Each school’s curriculum will:</p> <ul style="list-style-type: none"> • reflect a recovery focus • be unique to each school • ensure that all learners have the opportunity to achieve their potential through clear progression in learning • support positive outcomes for learners • provide flexible learning pathways which lead to raised attainment through meeting the needs and aspirations of 	<p>Neil Craik-Collins</p>	<p>100% of schools have a refreshed rationale for their curriculum</p> <p>School Improvement Plans reflect stretch aims and targets within individual schools’ Service Level Agreements</p>	<p>Raised attainment in line with the stretch aims set out in Appendix 2</p>

	<p>all learners, have a strong focus on literacy, numeracy and health and wellbeing</p> <ul style="list-style-type: none"> articulate how resources/ staffing and time are used creatively to ensure the needs of all learners are met, including the use of Digital Learning and Teaching Strategy 			
Priority	High Level Actions	Lead Person Timescale	2022-23 Baseline Measure	Expected impact and measurable outcomes for learners
A relentless focus on raising attainment and improving outcomes for our learners				
<p>PRIORITY 2</p> <p>Getting it Right for Every East Lothian Child</p> <p>Ensuring Wellbeing,</p>	<p>We will:</p> <p>Ensure a universal commitment to inclusive practice.</p> <p>Develop knowledge, understanding and application of statutory guidance and policies relating to inclusion and equality:</p>	Lynne Binnie	<p>The agreed Working Time Agreement reflects that each school will spend 2 hours developing inclusive practice.</p> <p>Every Head Teacher will attend 4 weekly Head Teacher Update Sessions which will feature 'Policy in a Nutshell' sessions to raise awareness, improve knowledge and allow for questions.</p>	<p>Increased attendance and decreased exclusions overall and for targeted groups in line with stretch aims in Appendix 2</p> <p>Policy guidance is followed and results reflected as above</p>

<p>Equality and Inclusion</p> <p>NIF Priority:</p> <p>Improvement in children and young people’s health and wellbeing</p> <p>Placing the human rights of every child and young person at the centre of education</p> <p>Closing the Poverty Related Attainment Gap</p> <p>Improvement in skills and sustained positive school – leaver destinations for all young people</p> <p>Improvement in attainment, particularly in literacy and numeracy</p>	<ul style="list-style-type: none"> • safeguarding and child protection • attendance and exclusion • meeting the needs of learners with additional support needs <p>Develop effective strategies to improve attainment and achievement for targeted groups of children and young people:</p> <ul style="list-style-type: none"> • from our most deprived areas • looked after and accommodated • those with additional support needs <p>Ensure children’s rights are placed at the heart of everything we do.</p> <p>Work collaboratively with Children’s Services and Communities, as well as other partners to provide a holistic approach to getting it right for our learners.</p>	<p>QIO Team</p>	<p>Current level of engagement schools with Rights Respecting Schools Award: 14 Bronze 5 Silver 4 Gold</p>	<p>100% of staff have completed the appropriate level of Child Protection training</p> <p>As above</p> <p>See Appendix 2</p> <p>100% of schools are engaging with the Rights Respecting Schools Award</p>
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Priority	High Level Actions	Lead Person Timescale	2022-23 Baseline Measure	Expected impact and measurable outcomes for learners
A relentless focus on raising attainment and improving outcomes for our learners				
PRIORITY 3	We will:			
Leadership	Develop a skilled workforce <ul style="list-style-type: none"> clearly defined roles and remits at all levels 	Richard Parker		All roles within the Education Service will have a corresponding remit and responsibilities within a clearly defined structure
NIF Priority:	Develop leadership of learning <ul style="list-style-type: none"> professional learning for teachers- focus on developing effective pedagogical practice ELCC staff support staff NQTs develop the Pedagogy Team 	Pedagogy Team Margo Cunningham Alison Cameron Lynne Binnie Amy Perryman Karen Haspolat		Universal offer of professional learning opportunities provided by the Pedagogy Team Targeted offer to selected schools with specific attainment targets 'ELCC Centre of Excellence' approach to training for all ELCC staff - impact evaluated through quality assurance visits and Care Inspectorate inspection gradings Programme of training for support staff Support staff conference Ambitious programme of professional learning for NQTs- supports 100% of NQTs to meet the Standard for Full Registration Ensure outward looking approach to seeking best practice from across Scotland- targets for specific schools met

	<ul style="list-style-type: none"> • promote professional enquiry <p>Pupil Leadership</p> <ul style="list-style-type: none"> • development of learner voice at school and authority level <p>Head Teacher Leadership and Empowerment</p> <ul style="list-style-type: none"> • strategic governance group • accountability <p>locality forums with shared accountability to improve engagement, find solutions and improve outcomes</p>	<p>Karen Thomson</p> <p>Jennifer Boyle</p> <p>Nicola McDowell</p>		<p>100% of schools committed to professional enquiry as evidenced in school improvement plans</p> <p>Learner voice has been captured from each school, specifically: ASN learners Care experienced learners Learners from lowest income families Results contribute to school improvement priorities, stretch aims and related Equity policies eg Cost of the School Day, Poverty Plan</p> <p>Strategic Governance Group meets once per term It comprises representatives from: Each ASG All levels of the system – HT, DHT, teacher, learner It links directly to Education Committee</p>
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Glossary

ASG	Associated Schools Group	GIRFEC	Getting it Right for Every Child
ASL	Additional Support for Learning	HWB	Health and Wellbeing
BGE	Broad General Education	NOLB	No-One Left Behind
CAMHS	Child and Adolescent Mental Health Service	PEF	Pupil Equity Funding
CfE	Curriculum for Excellence	PESF	Parental Employability Support Fund
CLPL	Career Long Professional Learning	PSE	Personal and Social Education
DESF	Disability Employability Support Fund	QAMSO	Quality Assurance and Moderation Support Officer
DSM	Devolved School Management	QIO	Quality Improvement Officer
DYW	Developing the Young Workforce	SDS	Skills Development Scotland
EAL	English as an Additional Language	SEIC	South East Improvement Collaborative
ELCC	Early Learning and Childcare	SIMD	Scottish Index of Multiple Deprivation
ELW	East Lothian Works	SLDR	School Leaver Destinations Report
EPS	Educational Psychology Service	STEAM	Science, Technology, Engineering, Arts and Maths
ESOL	English for Speakers of Other Languages	UNCRC	United Nations Convention on the Rights of the Child

Appendix 1

Background Information: Our service and teams

East Lothian Council's Education Service has the following responsibilities:

- Curriculum, Qualifications and Assessment
- Early Learning and Childcare
- Education Management and Review
- Quality Improvement and Service Planning
- Schools Services Support
- Specialist Music Service
- Physical Activity and Outdoor Learning
- Additional Support Needs and Education Psychology Services
- East Lothian Works

Early Learning and Childcare (ELCC)	<p>Delivers the statutory duty to provide ELCC to eligible 2 year olds and children from the term after their third birthday. In East Lothian this is provided through provision in :</p> <ul style="list-style-type: none">• 33 early learning and childcare centres within primary schools• 40 funded providers (16 private nurseries, 23 childminders and 1 playgroup) <p>Additional early learning and childcare is provided through:</p> <ul style="list-style-type: none">• Playgroups of which there are 14 in East Lothian.<ul style="list-style-type: none">• 5 Tots and Teens Playgroups.
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School Years	Delivers the statutory duty to provide primary and secondary education through provision in 34 primary schools and 6 secondary schools
Additional Support Needs	Delivers the statutory duty to ensure additional support needs are met through: <ul style="list-style-type: none"> • inclusive practices and support in all schools; • specialist provision in 3 mainstream primary schools and 3 mainstream secondary schools; and • specialist professionals supporting children and young people who require additional support.
Quality Improvement Team	Delivers the following services to fulfil the duties set out in statute: <ul style="list-style-type: none"> • support and challenge of schools to improve the quality of education; • support for quality assurance and self-evaluation; • support for the development of the curriculum and learning, teaching and assessment; • liaison with national and local organisations and bodies; and • development of local policy, including policy informed by National Policy, relating to education.
Educational Psychology Service (EPS)	The EPS service delivers the following service making use of sound research evidence to support teaching and the overall wellbeing for children and young people: <ul style="list-style-type: none"> • consultation • assessment • intervention • training • research

Education Business Support Team	<p>Delivers the following services, including those required to fulfil duties set out in statute:</p> <ul style="list-style-type: none"> • strategic resource planning; • strategic planning and delivery of career long professional learning; • leadership development; • support for newly qualified teachers, student teachers and supply teachers; • recruitment of education service staff; • national and local policy relating to education; • support for the use of assistive technologies; • development of the Digital Learning and Teaching Strategy; • support for financial stewardship in all schools; • the use of technology to enhance learning and teaching, online services and learning portals;
	<ul style="list-style-type: none"> • specialist music and drama provision; • physical activity and education; • data analysis and performance; • pupil placement and admissions; • school estate projection planning; • staffing allocations; • scheme of devolved school management; • Improved employee relations through collaborative working with Trades Unions.
East Lothian Works	<p>East Lothian Works, East Lothian’s employability hub, brings together all employability-related services under the East Lothian <i>One Council Approach</i>. East Lothian Works is the central point of contact for employment advice, training and skills development, working in partnership with a number of external partners including Queen Margaret University, Napier University, The Edinburgh College, Skills Development Scotland and Job Centre Plus. Its main focus is an employability support and intervention service.</p>

Appendix 2

Stretch Aims

	Achievement of Curriculum for Excellence Levels LITERACY P1,4,7			
	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1-Q5)
Level (2020 -21)	60.7	41.2	70.8	29.6
Stretch Aim to be achieved 2022/23	66.2	45.2	72.8	27.6
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Stretch Aim to be achieved 2022/23	74.5	47.3	83.4	36.1
Improvement (percentage point)	7.5	10	2	8

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	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1-Q5)
Level (2020 -21)	94	88.8	97.2	8.4
Stretch Aim to be achieved 2022/23	100	100	100	0
Improvement (percentage point)	6	11.2	2.8	8.4

	Overall pupil attendance rate			
	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1-Q5)
Level (2020 -21)	91.8	88.1	93.8	5.7
Stretch Aim to be achieved 2022/23	92.3	90	95	5
Improvement (percentage point)	0.5	1.9	1.2	0.7

Strategic Equity Funding Resource Plan

In the table below, please insert a brief breakdown of how the local authority's Strategic Equity Funding will be invested over the course of the 2022/23 academic year.

Type of resource	FTE/ units	Forecast Cost
Staff	FTE	
<i>QIO</i>	1	£48,101
PT	6	£128,574
Teachers	1.32	£48,978
Family Support Workers	4	£121,372
Staff total		£347,025
Non-staff	Units	
<i>FSW Laptops with 4G</i>	4	£3,100
<i>FSW Mobile and running costs</i>	4	£2,224
FSW Mileage costs	4	£2,600
Locality funding	6	£23,437
Non-staff total		£31,361
Total 2022/23	/	£378,386

Local Authority: East Lothian

Completed by: Nicola McDowell, Head of Education

Date: 30.09.22



Versions of this leaflet can be supplied in Braille, large print, audiotape or in your own language. Please phone Customer Services if you require assistance on 01620 827199

East Lothian Council
John Muir House
Brewery Park
Haddington
East Lothian
EH41 3HA

www.eastlothian.gov.uk
Call Centre **01620 827 827**

