

# Education, Children and Families Committee

10.00, Tuesday, 1 March 2022

## Child Poverty Update – Schools and Lifelong Learning

Executive/routine  
Wards  
Council Commitments

### 1. Recommendations

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- 1.1 The Education, Children and Families Committee is asked to:
  - 1.1.1 note the progress and actions delivered by Schools and Lifelong Learning towards reducing child poverty

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## Child Poverty Update – Schools and Lifelong Learning

### 2. Executive Summary

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- 2.1 This report covers ongoing activities designed to address one or more of the three drivers of poverty. It updates members on actions taken by Schools and Lifelong Learning that contribute to reducing child poverty.
- 2.2 The updates in this report combine to provide an overview of activity, rather than quantitative cumulative information on citywide reductions/increases in poverty.
- 2.3 Details and data on levels of poverty in Edinburgh are contained within the Local Child Poverty Action Report (LCPAR) which local authorities are required to submit to Scottish Government each June/July. The LCPAR annually outlines the collective progress made by the council and its partners towards child poverty targets.

### 3. Background

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#### **Recap of responsibilities arising from Child Poverty (Scotland) Act**

- 3.1 The Child Poverty (Scotland) Act places a duty on local authorities and health boards to jointly prepare an annual Local Child Poverty Action Report on actions to reduce the impact of child poverty. The legislation states that these reports must aim to provide a strategic forward look, as well as an account of progress to date, and should:
  - 3.1.1 describe any measures taken in the area of the local authority during the reporting year...for the purpose of contributing to the meeting of [national] child poverty targets, and
  - 3.1.2 set out information on measures that the local authority plans to take to contribute to the meeting of the [national] child poverty reduction targets
- 3.2 The Policy and Sustainability Committee is the executive committee that provides political leadership and approves the programme, targets and strategy for reducing poverty. There may be specific policy commitments or actions contained within the programme that require approval at other executive committees as appropriate.
- 3.3 Edinburgh's LCPAR is combined with the End Poverty Edinburgh Delivery Report, providing coherence and co-ordination across the council and its partners. As such,

the LCPAR ensures that actions to reduce poverty generally, are streamlined with actions to reduce child poverty specifically.

- 3.4 The first LCPAR was published in June 2019 but the impact of Covid-19 delayed the second reports. Edinburgh's second LCPAR was presented to Policy and Sustainability and referred to Education Children and Families.
- 3.5 Work is currently underway to produce the third LCPAR which will be presented to Policy and Sustainability, and referred to Education, Children and Families.
- 3.6 Several actions outlined in this report are also actions in the End Poverty Edinburgh Delivery Plan. Progress against those targets will reported in the LCPAR.
- 3.7 Brief updates are contained within each Education, Children and Families Business Bulletin. The Committee also agreed to receive six monthly update report on Schools and Lifelong Learning actions that are helping reduce child poverty.

## 4. Main report

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- 4.1 The End Poverty Edinburgh Delivery Plan recognises that schools, learning communities and Lifelong Learning play a significant role in meeting ambitious targets.
- 4.2 Schools, Early Years settings and Learning Communities across the city focus on equity and reducing the poverty related attainment and achievement gap.
- 4.3 The strategic Lifelong Learning teams lead and/or contribute to citywide actions to raise awareness of and mitigate the impact of poverty in schools and communities. The locality Lifelong Learning Development Officers, often in partnership with third sector organisations, focus much of their work on individuals and communities facing the greatest disadvantage.
- 4.4 Several the actions in this report have specific targets as part of the End Poverty Edinburgh Delivery plan and are reported annually in the LCPAR. Many other updates, such as the work of the Edinburgh Learns Boards, equity and attainment reports etc. are also reported to this committee in more detail.

### **1 in 5: Raising Awareness of Child Poverty**

- 4.5 1 in 5 is led by the Lifelong Learning strategic Health and Wellbeing (H&WB) Team. Over several years the team has delivered impactful training and Career Long Professional Learning (CLPL) to many school leaders and practitioners. The team produced ***Making Education Equal for All: a Framework for Equity*** in 2018 when it was distributed to all schools. In November 2021, the Head Teacher conference focussed on equity and child poverty. ***Making Education Equal for All*** was promoted again, with all head encouraged to ensure its content is considered across the learning community, with all staff and when planning learning.
- 4.6 The H&WB team has delivered **1 in 5** seminars to over 120 school and multi-agency staff August and December 2021. These have covered: Talking About Money in Schools; Family and Youth Homelessness. Staff attending feedback that

they feel better informed and more confident/knowledgeable about how to better address these issues in their schools.

- 4.7 Over 50 low income parents and carers (including some living in temporary accommodation) were offered counselling via the Health and Wellbeing Team. This is helping families deal with distress from things ranging from Covid, lack of money through to parenting and relationships. This in turn will have a positive benefit on their children (110 children in total).
- 4.8 The H&WB Team produced a Financial Support for Families leaflet which is now available online. School leaders are encouraged ensure its prominence.

### **Discover**

- 4.9 The Discover programme continues to support families during all school holidays. Over the Christmas holiday period, 353 families and 423 children living in poverty each received 2 boxes (Discover in a Box). The boxes contain art resources, food, ingredients and utensils linked to the Discover (online) programme as well as information and advice leaflets, free period products etc. Additional Discover boxes and art packs were distributed to families in Early Years Centres. 26 families also received a digital device from the Discover programme. All families could take part in a varied online programme of fun learning, cooking workshops and activities.
- 4.10 In February holiday 450 boxes were distributed to families and their children.
- 4.11 There have been 175 new families recommended to Discover in the past 6 months. Feedback continues to be highly positive with families reporting positive benefits. particularly on finances, wellbeing, relationships and their children's engagement.

### **1 in 5 and Child/Family Homelessness**

- 4.12 Each week the Health and Wellbeing Team provides primary and secondary schools with an update on the number of children living in temporary homeless accommodation. Approximately 20-50 more children and young people every week are presenting as homeless with their families. The team works with primary and secondary schools offering practical, emotional and financial support to these families. Among other benefits this helps contribute to improved school attendance. Currently the total number of children living in temporary homeless accommodations is over 2,500.
- 4.13 In addition to this, the Early Years Team works on an ongoing basis to support the c.1,015 children under 5 who have presented as homeless since March 2020.
- 89% were not in a nursery/centre at point of becoming homeless
  - 11% are now enrolled at a nursey /centre

### **Attainment Scotland Funding and Pupil Equity Fund (PEF) from 2022**

- 4.14 In addition to PEF and the Care Experienced Children and Young People fund, from 2022, each local authority (rather than specific schools) will now be allocated Scottish Attainment Challenge (SAC) funding annually. Local authorities will be responsible for decisions on its allocation to schools with planning underway.

### **Edinburgh Learns for Life: Equity Board**

4.15 The Equity Board Action Plan has 5 key themes, each linked to a sub-group that meets at least once between each Board meeting. The themes/sub-groups are:

4.15.1 Creating processes that ensure that staff are aware of their roles within promoting Equity: Resources to support these actions include the 1 in 5 Pupil Equity Framework, other 1 in 5 resources and the Leadership for Equity CLPL.

4.15.2 Promoting understanding of data and the ability to use data to inform next steps in closing the poverty-related attainment and achievement gap: The 2021 data by quintile is now available, showing the attainment gaps between Quintile 1 and Quintile 5 as a city-wide measure, and as individual school measures. Across the local authority, the current gap is:

	<b>Literacy</b>	<b>Numeracy</b>
P1	28.2%	20.5%
P4	27.4%	27%
P7	27%	25%
<b>Overall Gap</b>	<b>27.5%</b> (57.3%-84.8%)	<b>24.2%</b> (65.1%-83.3%)

4.15.3 Self-evaluation and decisions at school level on how best to deploy resources, including financial resources, to achieve equity: CLPL for schools now includes a finance session examining self-evaluation in relation to Pupil Equity Funding and Participatory Budgeting. Schools were surveyed about the Positive Action [funding] Review. The responses will inform new models for consideration.

4.15.4 Wider partnerships and promoting these with schools: work is underway to illustrate the range of partners available to work with schools and how schools can identify them. This work links with the End Poverty Edinburgh Network of Networks and several exemplary partnerships which are designed to reduce poverty (including the Granton Learning Strategy, and Get Into Summer).

4.15.5 Sub-group 5: Leadership for Equity CLPL: The Leadership for Equity programme is an Edinburgh Learns for Life Equity Board action as well as being a deliverable within the End Poverty Edinburgh Delivery plan. Progress will also be reported in the LCPAR.

### **Leadership for Equity**

4.16 There are 47 leaders participating in the first cohort of the programme. In relation to a range of measures, staff confidence and skills have increased and:

- 100% agree/strongly agree that the learning from this course will have a positive impact on the staff in their establishment
- 100% agree/strongly agree that the course will support them in developing key strategic actions for equity.

Three sessions for class teachers are taking place between March and May 2022 and planning for a mandatory version of the training is under way.

### **Strategic CLD (Community Learning and Development / Lifelong Learning)**

4.17 The CLD plan 2021-24 identifies some key themes and links to wider work to mitigate the impact of poverty across the city. The themes are:

- **Adult Learning**: integrated learning provision (Theme 1: Maximising the use of the learning space; Theme 2: Maximising routes on the learner journey, and Theme 3: Improving digital literacies)
- **Youth Work** (Theme 1: Develop a citywide youth work recovery plan: Theme 2: Create a new Edinburgh youth and children's work strategy)
- **Capacity Building** (Theme 1: Improve engagement with the community)

4.18 The CLD Plan (2021-24) links to most of the seven areas of action needed to end poverty as identified by the Edinburgh Poverty Commission. Specific links are:

- Equality in our health and wellbeing
- Opportunities that drive justice and boost prospects
- Income security that offers a real lifeline

### **Citywide Creative Learning (Lifelong Learning Strategic Team)**

4.19 The **Youth Music Initiative (YMI)** is completely free of charge and continues to address and tackle inequality and poverty, providing musical education to all P1 – P5 pupils and a high number of pupils in Special schools. YMI contributes to supporting the needs and health and wellbeing of young people, engaging with schools, communities and families to develop learning, and ensuring more pupils from a range of backgrounds take part in quality music making.

Since the start November 2021, YMI has delivered music lessons in schools to around 3000 pupils living in areas of social and economic deprivation ranking high in the Scottish Index of Multiple Deprivation (SIMD).

4.20 Edinburgh has continued to provide a free **Instrumental Music Service (IMS)** offering lessons in all schools from p4/5 – S6 and supporting SQA music.

One of the commitments made in the SNP's 'First Steps' document, was to abolish fees for instrumental music tuition in schools within the new Government's first 100 days. The Scottish Government has committed to working with local authorities to develop a model for a long-term sustainable Instrumental Music Services which includes sustainable funding arrangements.

Funding will be distributed to all local authorities based on the number of pupils 5-18 on the school roll in each area, regardless of current charging arrangements.

This funding is intended to see the pre-pandemic level of provision in local authorities sustained at no cost to families and is intended to cover the cost of instrument hire as well as tuition. The Scottish Government does not expect any family to receive a charge associated with any part of their music lesson.

Officials are working to establish a sustainable approach to the service and to funding for future years, which will take account of an expected increase in demand.

4.21 **Screen Education Edinburgh (SEE)** continues to deliver progressive film education programmes for some of Edinburgh's most disadvantaged young people. These programmes are all offered at no cost to families or schools and provide pathways to qualifications, HE/FE and industry. Many of the programmes are supported with high quality CLPL for teachers. All SEE's work has as at its core a

commitment to develop skills and to ensure an inclusive and diverse mix of young people participate and benefit.

4.22 These programmes include:

- 4.22.1 BFI Film Academy Edinburgh which develops young people aged 16 to 19 in all aspects of filmmaking, alongside industry engagement and progression support. The young people gain a level 5 BFI Screen Skills qualification Preparing to Work in Film.
- 4.22.2 Moving Image Arts develops young people aged 16 to 25 in film history, theory and production through the study of an A level qualification. This includes prelim, final exam and assessment of a portfolio of work culminating in the production of a film by each learner.
- 4.22.3 The Edinburgh City Film Education programme has been delivered from August 2021 to April 2022, with teacher development in filmmaking through online CLPL at 3 curriculum stages covering primary, secondary and media studies. Alongside this, learning resources are being developed for in-class filmmaking for all schools in the City in drama, animation and documentary. A programme targeting SIMD 1 and 2 targeted programme is also taking place with teachers and 72 pupils at Broomhouse Primary School, Craigroyston High School, Edinburgh Secure Services Howdenhall & St Katherines, Forthview Primary School and St Augustines RC High School.
- 4.22.4 In the Frame is a documentary filmmaking learning programme targeting learners of all ages(including adults) in North Edinburgh, (Drylaw, Graton, Muirhouse and West Pilton). From 12 adult learners, 9 are resident in SIMD 1 & 2, 5 in receipt of benefits, 2 living with a disability, 6 living with mental health conditions and 2 justice experienced. 3 projects with young people are also taking place at Craigroyston High School, Forthview Primary School and Spartans Alternative School with 41 pupils benefitting, (all SIMD 1 & 2).

#### **Citywide Sport and Outdoor Learning (Lifelong Learning Strategic Team)**

- 4.23 The Active Schools programme aims to narrow the gap between pupils who can and cannot access sport and physical activity. This includes ensuring that opportunities to participate in Extra-curricular and Wider Achievement activities are available at low or no cost. The national agency for sport, **sportscotland**, states 'Active Schools activity should be free to all children and young people', fully complementing the drive to poverty proofing the school day.
- 4.24 Curriculum swimming is universally offered to primary schools. Primary schools in lower SIMD areas are prioritised for a higher number of lessons per pupil.
- 4.25 The Outdoor Learning Team delivered its Outdoor Learning evaluation toolkit (February 2022). This provides resources to review excursions with staff, families and the wider community within an equity context. The team surveys schools to regarding funding for P7 residential visits and monitors attendance to ensure equity. Findings indicate schools use different funding sources and spend time successfully

reducing the cost of excursions and maximising attendance for young people from low incomes families, (including for residential visits). This work is ongoing.

- 4.26 A report titled **School Excursions Equity (Further update)** is also presented to this Committee and should be referenced for more detail on excursions and costs.

### **Early Years work with Maximise**

- 4.27 The following data for Maximise was taken in December 2020

4.27.1 27 families actively engaged in ongoing support from the early years Maximise pilot in the 5 Early Years standalone settings in the North of the city. Out of these 27 families, 17 are accessing money or housing advice, 8 are accessing family support and 6 are accessing employability support. Some are accessing more than one aspect of support.

4.27.2 An additional 6 (mostly self-referred) families accessed very short pieces of money/housing advice. These families are not receiving ongoing support.

4.27.3 A further 8 families are on the waiting list. Initial conversations suggest that there are: 2 for employability, 6 for money/ housing advice and 2 for family support. Of these, 5 are self-referrals from a recent promotion by the Early year's settings. Turnaround from point of referrals to accessing support is approx. 8 days.

### **Citywide Adult Learning and ESOL (Lifelong Learning)**

- 4.28 Approximately 260 staff locally and from across Scotland, attended six one-off CLPL webinars. These were delivered by Lifelong Learning Development Officers in collaboration with Edinburgh University and the Scottish Book Trust. Four of the six were hosted by Education Scotland. The sessions described methods used and outcomes of, a family learning programme *which had been developed and delivered to families between Feb 2020 and April 2021* utilising **Read Write Count** resources. These resources are universally gifted to families, with additional support provided to staff to encourage low income families to use and benefit from them.

### **Access to Free Period Products**

- 4.29 A small team of Lifelong Learning strategic and locality officers, a Quality Improvement Education Officer (QIEO) and a representative of the Third Sector oversees the roll out of free period products in schools and community venues. The group also develops and delivers training and education, including providing information about and raising awareness of sustainable products.
- 4.30 As part of the roll-out of the Period Products (Free Provision) (Scotland) Act 2021, Local authorities are required to engage with citizens. Edinburgh citizens were invited to complete a survey to share their views of what free period products they would like and where they would like to access them. The survey was open from the 18 January to 28 February, with findings informing decisions about the roll out.
- 4.31 Individuals on low incomes in some target groups (such as Discover) can order home delivery of products. This was extremely welcome during lockdown and throughout the pandemic.

4.32 Each of the Lifelong Learning Locality Teams is developing and delivering a range of locally responsive work to reduce/mitigate the impact of poverty. Much of this is done in addition to the work carried out with the Strategic lifelong learning Teams to delivery the Discover programme, and aspects of 1 in 5.

4.33 More detailed information on each of the localities' work is contained in Appendix 1

### **End Poverty Edinburgh**

4.34 The series of Network of Networks meetings continues to attract good participation and feedback. A recent focus was on employability. The most recent, in February 2022) focussed on the *opportunities* theme of the End Poverty in Edinburgh Delivery Plan, which spans all ages and aims to reduce the poverty-related attainment and achievement gap.

4.35 That session gave people the chance to:

- hear about plans and aspirations across Directorates from Paul Lawrence (Executive Director of Place) and Amanda Hatton (Executive Director of Education & Children's Services)
- learn about the developments in Granton to support learning for life and which demonstrates strong partnership approaches , and
- make connections, generate ideas, opportunities and constructive challenges in the breakout sessions.

## **5. Next Steps**

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5.1 Each area of work in this report has outlined its planned actions and will report to relevant Boards and via Committee Reports as required/requested

5.2 Currently work is underway to produce the third LCPAR (combined with the End poverty Edinburgh Delivery Report) for submission to Scottish Government in June/July 2022. Several updates in this report (1 in 5, Discover, Leadership for Equity) are included in the LCPAR, demonstrating progress against targets.

## **6. Financial impact**

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6.1 There are no financial implications arising from this report

## **7. Stakeholder/Community Impact**

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7.1 The End Poverty Edinburgh Citizens Group continues to engage with stakeholders including Elected Members, the Edinburgh University Community Board and EVOC, sharing their experiences and priorities, and helping inform decision making.

7.2 Each of the Lifelong Learning Teams (both citywide and locality) continue to engage with groups and communities, using feedback to inform and shape plans. This

includes work with adults, children and young people, as well specific geographic areas of the city and with communities of interest.

- 7.3 Schools engage with parents and carers as well as taking account of learner voice when planning learning and teaching
- 7.4 The Granton Learning Strategy recently undertook stakeholder engagement and a creative Learner-led consultation. Projects in 3 primary schools and 3 Early Years settings as well as with community groups, engaged artists to illicit feedback about how, why and where people like to learn. This is informing curriculum reform in the schools and settings. It is helping shape the delivery of the Granton Learning Strategy, as well as wider aspects of Edinburgh learns for Life citywide.

## **8. Background reading/external references**

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- 8.1 Local Child Poverty Action Report and End poverty Edinburgh Delivery Plan and Report:  
<https://democracy.edinburgh.gov.uk/documents/s39258/7.12%20End%20Poverty%20in%20Edinburgh%20Annual%20Report%20-%20Referral%20from%20PS%20Cttee.pdf>
- 8.2 Financial Support for Families: The Financial Support for Families leaflet is available online can be found [here](#)
- 8.3 The report on School Excursions Equity Update can be found on the Education, Children and Families Committee agenda 1 March 2022.
- 8.4 The CLD plan is available as follows;
  - 8.4.1 Part 1 of the CLD plan: [edinburgh-community-learning-and-development-plan-2021-2024-part-1-context-and-detail \(edinburghpartnership.scot\)](#)
  - 8.4.2 Part 2 of the CLD Plan: [edinburgh-community-learning-and-development-plan-2021-2024-part-two-needs-and-governance \(edinburghpartnership.scot\)](#)
  - 8.4.3 An integrated impact assessment considers the wider impact of the proposed actions in the CLD plan in terms of equalities, rights and sustainability [edinburgh-community-learning-and-development-plan-2021-2024-part-three-integrated-impact-assessment \(edinburghpartnership.scot\)](#)

## **9. Appendices**

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- 9.1 Appendix 1: Lifelong Learning Localities; work to mitigate/reduce the impacts of poverty.

## Appendix 1 Child Poverty Updates by Lifelong Learning Localities

The updates on actions to reduce Child Poverty between July - December 2021 shown below are provided by the Lifelong Learning localities

All localities contribute to the citywide **Discover!** programme (see 4.9 – 4.11 of main report)

### SOUTH EAST LOCALITY (LIFELONG LEARNING)

<p><b>Brief update</b></p>	<ol style="list-style-type: none"> <li>1. <b>Discover!</b> (see 4.9 – 4.11 of main report for <b>Discover!</b> citywide) Some SE Lifelong Learning Development Officers (LLDO) continue to assist with <b>Discover in a Box</b> distribution during school holidays. They also contributed to supporting Picnics in the Park/Picnic in a Country Park aspects of <b>Discover!</b> Summer 2021.</li> <li>2. <b>South East</b> summer programme 21 + family Xmas 21 <ul style="list-style-type: none"> <li>• TRANSITION P7 programme- small groups- referred – included an environmental arts group in Gracemount walled garden and a series of trips/local activities</li> <li>• Family Fridays- targeted programme of free activities and picnics/food provision -local to SE -using parks /Dynamic Earth</li> <li>• Targeted S1 programme - all outdoors and free using canal and Bridge 8</li> <li>• Family Xmas 21 – gift boxes and food delivery to those at risk</li> </ul> </li> <li>3. <b>Bikes and bikeability</b>-sports LLDO lead <ul style="list-style-type: none"> <li>• cycle training. Non riders/less confident riders are often children who do not have, and cannot afford, a bike</li> <li>• using networks so that bikes are provided for those who cannot afford them, and servicing bikes and putting them in working order</li> </ul> </li> <li>4. <b>ESOL/ADULT LEARNING/SYRIAN ESOL/FAMILY LEARNING</b> Online until centres reopened in sept/Oct 21 – delivering in 5/6 centres -mix of online and face to face</li> <li>5. <b>MOREDUN LIBRARY</b> Programmes of small group activities to encourage 8-14yr olds who have struggled with gaps in education and social contact -now offering 8 session p/w-all with registered library card</li> </ol>
<p><b>Impact</b></p>	<p>Impacts related to the <b>Discover!</b> programme and provision of food. Learning skills/having fun and the personal development benefits that result from this-social skills and developing awareness of what's on in local area for families improved health and well being</p>

	improved life chances, access to work and training, improved social skills, access to learning support and reading skills		
<b>Planned Next Steps</b>	Most will continue and develop		
<b>Poverty Driver impacted by action</b>	<b>Cost of Living</b>	<b>Income from Social Security and Benefits in Kind</b>	<b>Income from Employment</b>
<b>Please tick which</b>	Yes		
<b>Please state any priority groups impacted and/or targeted</b>	<ol style="list-style-type: none"> <li>1. Those who are referred to the Citywide <i>Discover!</i> programme</li> <li>2. Mostly those on lower incomes - identified via contacts and through work with schools/centres/libraries/colleagues-e.g. FaHST/LOG group</li> <li>3. asylum seekers /refugee status</li> </ol>		

## NORTH WEST LOCALITY (LIFELONG LEARNING)

<b>Brief update 1</b>	<p>Collaborative work with 3rd sector project Stepping Stones and community Midwives based in North West.</p> <p>Stepping stones and lifelong learning provide one to one support through phone and face to face now that restrictions are lifting. All support carried out by phone or on doorstep, outdoor areas during time of restrictions.</p> <p>Support offered is Health literacy, literacy, support to attend ESL classes, engage in community groups. Support with benefit access and housing. Information and support to access food banks, local food coops and clothes from charities.</p>		
<b>Impact</b>	<p>Combat isolation, support with impact of poverty, support with gaining English language, support to access literacy learning.</p> <p>68 referrals made to other organisations or LLL, 34 families visited.</p>		
<b>Planned Next Steps</b>	Continue support to referrals from midwives. Encourage more community engagement now that services and groups are opening again.		
<b>Poverty Driver impacted by action</b>	<b>Cost of Living</b>	<b>Income from Social Security and Benefits in Kind</b>	<b>Income from Employment</b>
<b>Please tick which</b>	x	x	x
<b>Please state any priority groups impacted and/or targeted</b>	Pregnant women and families identified by midwives in NW Edinburgh.		

<b><u>Brief update 2</u></b>	<p><b>1. Bikes</b></p> <ul style="list-style-type: none"> <li>- cycle training. Non riders/less confident riders are often children who do not have, and cannot afford, a bike</li> <li>- using networks so that bikes are provided for those who cannot afford them, and servicing bikes and putting them in working order</li> </ul> <p><b>2. Alternative programme</b></p> <ul style="list-style-type: none"> <li>- providing outdoor learning opportunities for pupils who did not attend the Benmore residential trip. For some of these finance was an issue, even though assistance could be provided</li> </ul>		
<b>Impact</b>	<p>1. Learning skills/having fun and the personal development benefits that result from this.</p> <p>Having a functioning bike, and the benefits of being able to do this activity – social/exercise/independence etc</p> <p>2. Helping to provide an exciting and stimulating programme so these pupils had a positive experience, and did not feel left out.</p>		
<b>Planned Next Steps</b>	Continue with the above.		
<b>Poverty Driver impacted by action</b>	<b>Cost of Living</b>	<b>Income from Social Security and Benefits in Kind</b>	<b>Income from Employment</b>
<b>Please tick which</b>	Yes		
<b>Please state any priority groups impacted and/or targeted</b>	<p>1 Those who are targeted through <b><i>Discover!</i></b></p> <p>2 Mostly those on lower incomes - identified via contacts and through work with schools/colleagues.</p> <p>3 Some from lower income families</p>		

<b>Brief update 3</b>	<p>Peep Learning Together programme - Universal provision/city wide.</p> <p>Supporting peep trained practitioners to implement virtual Peep Learning Together sessions for parents and carers with children aged 0 – 5 years. This delivery model is rolled out within early year's settings and developed in collaboration with Early Years' Service.</p> <p>Digital peep sessions are facilitated by early years' service.</p> <p>135 families engaged within SIMD 1 and 2.</p> <p>100 plus families engaged city wide (out with SIMD 1 and 2) .</p> <p>Triple P Programme Online – Targeted provision/ city wide.</p> <p>For parent and carers of children aged 6 – 10 years. Aims to strengthen parent- child relationship and encourage positive behaviour/build parental capacity to support children's emotional behaviours.</p>
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	Data is collected by enrolled families by primary school and postcode, reaching families within SIMD 1 and 2 areas and city wide.		
<b>Impact</b>	<p>Peep Learning Together Programme  Reducing inequalities by reaching families within SIMD areas  Reaching isolated families and engages them in their children's learning  Improved parent and child interactions  Increased parental self-confidence  Improved understanding of how to supports children's early literacy and communication development  Increased connections to early years settings  Supports attainment</p> <p>Triple P Parenting Online programme - 22 parents engaged  Assessment pre and post indicate – enhanced parent and child relationships  Families are supported within SIMD 1 and 2 areas  Improved family well- being, parents the intervention supports siblings and family members  Improved parental capacity to manage their child's behaviours more effectively  Child well -being increased and developing skills to self-regulate at home, school and social engagement  Families are signposted to other services and support</p>		
<b>Planned Next Steps</b>	<ul style="list-style-type: none"> <li>➤ Continue to implement Peep digital sessions and build capacity within early years settings to reach and engage families.</li> <li>➤ Deliver Triple P group online on Microsoft Teams - new development.</li> <li>➤ Continue to support parents with Triple P online with facilitation support.</li> </ul>		
<b>Poverty Driver impacted by action</b>	<b>Cost of Living</b>	<b>Income from Social Security and Benefits in Kind</b>	<b>Income from Employment</b>
<b>Please tick which</b>			
<b>Please state any priority groups impacted and/or targeted</b>	<p>Families residing within SIMD 1 and 2</p> <p>Peep Learning Together programme - Parents of children aged 0 – 5. BAME families, EAL families, families on low income.</p> <p>Triple P online - parents of children aged 6 – 10 years who meet assessment criteria with children displaying clinical range of behaviours</p>		

North West also has a group called 'Time for a Change' that has supported more isolated people engaging after pandemic. Some bullet points below about how it has contributed  
Includes support for 3 families , 5 adults and 7 children.

Through the Time for Change Project:

- Digital Devices: providing Discover art and food boxes, digital devices - enabling families to access food, health and wellbeing information online
- Language Support: providing language support where English is not their first language - supporting lone parent to apply to Edinburgh College for ESOL class and navigate through the ESOL system - enabling them to be more confident parent
- Learning Opportunities: Providing social and learning opportunities to meet others, practice speaking English, make connections, build a support network, increase confidence in social situations e.g. speaking with GP, teachers etc
- Building connections: Arranging visits to Botanics and Exhibitions
- Food poverty: Providing lunch and pantry at Thursday Get Togethers; reducing stigma around food poverty, supporting parents to be involved preparing lunch and development of pantry, overcoming social isolation, sharing ideas and recipes about making cheap healthy meals
- Employability - Tutoring a certificated Food and Hygiene Level 2 course; tailored around individual language needs and interests. Increasing opportunities for other learning, knowledge and confidence

## NORTH WEST LOCALITY (LIFELONG LEARNING)

### 1. Reduce Inequalities, improve equity

The Excel project is a partnership between CEC, Jack Kane Community Centre, and St Francis Roman Catholic Primary School. The activities offered through the Excel programme are designed to enable and equip children and families to improve their wellbeing and to improve learning and development outcomes. Participating children, aged 8-12, have access to educational activities during school break, lunchtimes, targeted group work and enhanced transition support in P7. One to one session for children and wider family support are also available.

***‘Social skills are a huge part of the programme. It is important to learn to work together through collaboration and communication and a sense of achieving something together is a wonderful outcome. We are also trying to make the programme quite diverse so that children can access a wider range of learning experiences, both in the school and out with.’(Head Teacher)***

### 2. Reduce the achievement and attainment gap, between those learners (of all ages) facing the greatest and least disadvantage

Holiday Matters: Holiday periods are a time of great inequity for children and their families, over certain holiday periods many of their access to critical support that keep them safe, healthy, and engaged are lost to them.

Long breaks in learning can often set back children’s learning, with children from disadvantaged backgrounds being disproportionately affected. To minimise their learning loss, the **Holiday Matters** programme extends learning beyond term times and throughout the year. Offering a range of diverse opportunities for children whilst providing support for extended families, **Holiday Matters** boosts confidence, increases achievement, whilst combating stress related issues especially relating to family matters and poverty.

***‘Individual children from my class who attended Holiday Matters came back to school really positive, motivated and ready to learn – they wanted to share their Holiday Matters experience.’ (Class Teacher)***

### 3. Universal and Targeted Youth Work:

The CEC through its Lifelong Learning team carry out both universal and targeted open provision for young people and children in the NE which is free at the point of delivery. This collaboration with community centres and third sector partners means that buildings, budgets, and resources can be shared to thousands of children and young people within their communities.

***‘Thanks for everything that you do and keeping the group on – it’s been difficult for us and xxx has struggled at times and the group has been good for her and keeping her included and involved’ (Parent).***

**4. *Improve skills for learning, skills for life and skills for work and personal fulfilment for learners of all ages***

V-Inspired: is a supportive volunteering project for young people 14-20yrs of age whom reside within the greater Craigmillar area, providing volunteering placements, group work, training and one to one support.

***‘From volunteering, I feel a bigger part of my community and it’s a good feeling. A feeling of belonging and that I am part of something bigger.’***

<p>Parent &amp; Carer Support</p>	<p>The new Parent and Carer Support webpages on the council webpage <a href="http://www.edinburgh.gov.uk/supportforfamilies">www.edinburgh.gov.uk/supportforfamilies</a> has a page specifically for Financial Support for Families which is will be updated twice per year with the support of the Health and Wellbeing Team. We are also collating information on employability support for parents to include in the February update.</p> <p>The Parent and Carer Support Team continue to respond to enquiries from parents/ carers and professionals to help parents who are requiring support. Included in our response to enquiries over the last few months we have provided support or information to help families access foodbanks, baby equipment, a bus pass, computer devices to access parenting programmes, Christmas gifts, the Discover programme, childcare, benefits and housing support services and homelessness organisations.</p>
<p>Drummond Community High School Librarian</p>	<p>Although our school provides the budget of £3 per head for the library to register for the Bookbuzz programme , where every S1 receives a free book to take home and keep. Research undertaken by the National Literacy Trust shows book ownership is a key factor that impacts on how likely a child is to read. It allows the library to share 17 different titles which students can browse and order the book of their choice.</p>
<p>Craigmillar Library</p>	<p>Over the Christmas period we (NE libraries) made craft packs to hand out to children in the area. The premise was to engage children in the library and promote reading as there was little bits of reading or a quiz in most of the packs. E.g. one pack had t’was the night before Christmas to be read with an adult. Additionally many of the families struggle financially hence the free resources from the library to provide an activity during the holidays.</p> <p>I am also sending books to Edinburgh women’s aid approx. every 6 weeks , this is co-ordinated with their family workers to share books to families accommodated within a EWA refuge across the city. This might be relative to Gillian’s heading : EY work – brief overview (Maximise, EY children in homeless accommodation etc. the books are for children, teenagers and adults now. I did get feedback that one of the parents is really happy we are offering this project as her child loves books and she was really struggling</p>

financially to purchase enough to keep her child going. For some of the parents English is not the first language and we are now providing teenage titles and bilingual titles at their request to support their reading and learning.

This project promotes literacy which we know is a key skill for improving educational outcomes and life chances.

## **SOUTH WEST LOCALITY (LIFELONG LEARNING)**

In the South West Locality we run a programme of literacy/ numeracy classes, ESOL, parenting programmes and young mums groups that work with adults and young people, including parents so that they can improve specific skills and access new opportunities and employment. In addition to this, over the summer of 2021 we delivered a programme of free activities for young people and families across our community centres and libraries, so that young people, children and parents could engage in fun activities and access opportunities to socialise again. So that we could provide new and exciting activities and work with families across the locality our programme was delivered in partnership with a range of organisations including Tasting Change, Healthy Living Centre, LOVE Gorgie Farm, Harmeny Sports Club. A result of these programmes has also been that parents and children were reintroduced to our buildings in a safe, welcoming and targeted way, so that they could then continue to access activities and services throughout the year.

**Discover!:** During summer 2021, locality based Lifelong Learning Development Officers along with other locality and strategic teams, delivered a series of Picnics In Local Parks. (See main report on **Discover!** citywide). Participants consistently reported that these events eased the emotional pressures of the recent lockdown and the financial pressures of school holidays. Participants also reported that these events introduced them to local greenspaces that they had not previously visited.