Education, Children and Families Committee

10.00am, Tuesday, 23 January

Edinburgh Learns for Life: Equity

Executive/routine
Wards
Council Commitments

1. Recommendations

1.1 The Education, Children and Families committee is asked to:

1.1.1 Note the content of this report.

1.1.2 Note next steps from Section 5, including:

1.1.2.1 Continued commitment to developing a culture of equity across the authority, through impactful professional learning and all Edinburgh Learns for Life Boards considering work through an equity lens.

1.1.2.2 Further support positive data culture through the procurement of a cloud-based, universal tracking and monitoring system.

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Report

2. Executive Summary

2.1 This report provides an update on the strategic actions of the Edinburgh Learns for Life: Equity Board. It outlines the impact of the Attainment Scotland Fund, including the Pupil Equity Fund and Strategic Equity Fund, on outcomes for children and young people experiencing poverty-related barriers. Our evaluation of Stretch Aims (targets to close the poverty related attainment gap - Appendix 1) indicates that there is progress in the closing of the poverty-related attainment gap. New Stretch Aims have been set for 2023-2026 and these relate to core measures determined by Scottish Government and core plus measures identified by the local authority.

3. Background

3.1 Closing the Poverty Related Attainment Gap has been a requirement of all local authorities since the introduction of the Education Act (2016) and the establishment of the National Improvement Framework (NIF). 'Closing the attainment gap between the most and least disadvantaged children and young people' is one of the key NIF priorities.

3.2 In March 2022, the refreshed Scottish Attainment Challenge (SAC 2.0) was launched through the *Framework for Recovery and Accelerating Progress*. Funding is provided through the £1 billion *Attainment Scotland Fund*. Funding allocations have been confirmed until March 2026, to support strategic planning over this period. In 2022/23 Edinburgh was allocated £641,043 and this has increased to £1,274,381 in session 2023/24.

3.3 The City of Edinburgh's response to the new policy landscape is set out in the *Finance for Equity Framework* (see Business Bulletin April 2023). This provides guidance on how the Attainment Scotland Funding should be used to help close the poverty related attainment gap and raise the attainment of all.

3.4 This report provides an update in relation to actions within education, specifically related to impact of the Attainment Scotland Fund, including the Pupil Equity Fund and Strategic Equity Fund, and an evaluation of our Stretch Aims. It follows on from the Edinburgh Learns: Equity Report September 2022 and the Education Standards and Quality Report September 2023.

3.5 Other actions that impact on poverty across education (including Wider Achievement and Lifelong Learning), are not contained within this report. It is acknowledged that these wider actions contribute to outcomes for children and young people facing poverty related barriers. These include out of school and

holiday activity, as well as opportunities in schools but not supported via the Attainment Fund. These actions are not detailed here, as this report focusses on Attainment Fund and Teacher CLPL impacts.

4.   Main report

4.1   Pupil Equity Funding (PEF)

4.1.1   A revised Finance for Equity Planning Template is being used to ensure baseline data and measurable outcomes are included in planning. The Senior Development Officer Equity and Attainment Adviser have been working with targeted schools to ensure PEF resources are being maximised to improve outcomes for learners. Officers also review equity planning and impact during quality assurance meetings with school leaders.

4.2   Scottish Equity Funding (SEF)

4.2.1   A place-based approach to allocating SEF has been adopted, to ensure best value and to improve outcomes for learners. A Team around the Learning Community (TALC) model has resulted in the allocation of SEF to learning communities that have secured approval for their proposals.

4.2.2   These proposals are clearly based on Learning Community needs-analyses. This approach to identifying needs, and the joint planning for meeting these needs across each learning community, are important levers for improving equity and closing the poverty related attainment gap through collaborative improvement and innovative practice.

4.3   Stretch Aims

4.2.3   From 2022 all local authorities have been required by the Scottish Government to set ambitious Stretch Aims to close the poverty-related attainment gap. These focus on Core Measures determined by the Scottish Government, along with Core Plus measures identified by Edinburgh. Appendix 1 provides an evaluation of progress against each measure. From 2023, local authorities are setting 3-year Stretch Aims with annual trajectories. These are also outlined in Appendix 1.

4.2.4   There is an overall positive trend with the attainment gap at its lowest in the last 5-year period for both Literacy and Numeracy Curriculum for Excellence levels (ACEL). Further details can be found in Appendix 2.

4.2.5   There has been a rigorous approach to the tracking and monitoring of ACEL data throughout the session, with targeted and intensive support being provided to schools highlighted through the collection of predictions in November and March and other quality assurance processes.

4.2.6 Quality Improvement Education Officers (QIEOs) have adopted a coaching in context approach and visited schools on a bespoke basis to support more effective use of data in raising attainment and meeting the stretch aims.

Leadership for Equity

4.2.7 Our commitment to accelerating progress in closing the poverty related attainment gap is evident in our *Leadership for Equity* professional learning offer. Further details of the programme can be found in Appendix 3.

4.2.8 We have exceeded the target Key Performance Indicator (KPI) for the training of school leaders. Plans are in place to adapt the training next session to train larger cohorts of teaching staff, across Learning Communities

Teachers' Charter

4.2.9 *Scotland's Equity Toolkit* (10.4) highlights that the effects of high-quality learning and teaching are significant for children and young people from disadvantaged backgrounds and those with protected characteristics. There is a strong consensus from educational research that high performance in education systems is dependent on the quality of teaching. We ensure our staff are well trained through Teachers' Charter professional learning offer. Since 2021 the participation rates of teaching staff in each of the four aspects of the Teachers' Charter are: 34% Formative Assessment, 39% Differentiation, 28% Skills and 26% Leadership of Learning.

4.2.10 We predict we will meet our KPI of 40% for the first two aspects this session.

5.   Next Steps

5.1   Continual development of the Edinburgh Learns Equity professional learning offer to ensure all staff in education have the knowledge, understanding, attitudes and skills to respond effectively to the challenge of delivering equity and closing the poverty related attainment gap. This would also support with meeting of KPIS for staff in Early Years and Pupil Support Assistants through the launch of the Support Worker Charter.

5.2   All Edinburgh Learns for Life Boards to consider strategic activity through an equity lens.

5.3   Continue to develop more effective approaches to tracking and monitoring to improve outcomes for learners. Including the procurement of a cloud-based, universal tracking and monitoring system to meet the needs of all system users. The new system will support data intelligence across all settings, enable school staff and officers to track Stretch Aims robustly and drive progress in closing the gap.

6.   Financial impact

6.1   Interventions and actions listed within the report include those annually funded by the Scottish Government through the Attainment Scotland Fund.

7.   Equality and Poverty Impact

7.1   Further actions have been taken within Children, Education and Justice services, to embed the End Poverty Edinburgh Plan.

7.2   A monthly Ending Poverty 'Network of Networks' continues to meet to provide opportunities for collaboration amongst anti-poverty representatives across CEC, including those from third sector organisations and those with lived experience of poverty.

7.3   This session, CEC is part of the Facing up to Poverty in Schools, Practice Network. Chaired by Public Health Scotland, and in conjunction with Child Poverty Action Group, this network is a forum for Local Authority equity representatives to examine the impact of poverty in schools and consider actions to reduce cost barriers and mitigate the effects of poverty in education settings.

8.   Climate and Nature Emergency Implications

8.1   It is estimated that there is minimal impact on climate and the environment in this progress update.

9.   Risk, policy, compliance, governance and community impact

9.1   Views and impact were, and continue, to be gathered from schools by the local authority in relation to the management of resources to support equity, specifically the use of Scottish Attainment Challenge funding.

9.2   Interrogation of data from schools in areas of high deprivation allows for the provision of intensive support and interventions.

9.3   Boards will consider work through an equity lens and report to and be governed by the Equity board.

10.   Background reading/external references

Scottish Government publications

10.1   The Scottish Attainment Challenge: Framework for Recovery and Accelerating Progress (www.gov.scot)

10.2   Pupil Equity Funding : National Operational Guidance 2023 (www.gov.scot)

11.   Appendices

Appendix 1

The City of Edinburgh Stretch Aims 2023-2026

Stretch Aims

Core Stretch aim **NIF measure: Achievement of Curriculum for Excellence Level Numeracy (combined P1, P4, P7)**				
Annual Trajectory	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1-Q5)
2022/23 SA	84.5%	74%	91.5%	16.5pp
2022/23 Actual	83.77%	72%	91%	19pp
2023/24 SA	84.65%	75.5%	91.5%	16pp
2024/25 SA	84.8%	77%	92%	15pp
2025/26 SA	**85.0%**	**78.5%**	**92.5%**	**14pp**

Evaluation of Stretch Aim progress 2022/23:
Primary numeracy levels increased in 2022-23 for the P1 and P7 stages. P1 increased to 87.6% from 86.6% in 2021-22 and P7 increased by 1.7pp to 82.3%. In P4 there has been 0.3pp decrease to 81.4%.

Numeracy ACEL (P1, P4 & P7 combined) all pupils: 82.97% (2021-22), 83.77% (2022-23).
• We are 0.7pp short of our stretch aim 84.5% for all pupils.
• The stretch aim for the Numeracy gap is 16pp (P1, P4 & P7 combined) and we are 3pp short of this at 19pp

The impact of the revised Numeracy and Mathematics Strategy (2020) is reflected in the strong attainment levels demonstrating sustained improvement over time. Consistently high-quality teaching of Numeracy has been embedded through the Stages in Early Arithmetical Learning (SEAL) approach, the use of Progression Pathways to ensure continuity and progression in learning and better articulation of learning within the Broad General Education and the Senior Phase.

During session 2022-23, a comprehensive professional learning (PL) offer for numeracy with a particular focus on second level was delivered. Based on research and evidence of what works, this PL aimed to develop teachers' skills in approaches such as Concrete, Pictorial Abstract and the use of digital. The universal PL offer was complemented by more targeted 1:1 coaching and team teaching to further develop teachers' skills and raise attainment. This coaching approach has had a particular impact on teachers' confidence and practice, and on learner engagement and progress, with a focus also on closing the attainment gap. All teachers working with the numeracy development officer in this way found the approach extremely useful, with impact evident on their practice and on learner progress. This has had direct impact on raising attainment overall in Numeracy.

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There has been a rigorous approach by the local authority to the tracking and monitoring of ACEL data throughout the session, with targeted and intensive support being provided to schools highlighted through the collection of predictions in November and March and other quality assurance processes.

Additional information and rationale for aims (max 300 words)
The 3-year stretch aim assumes meeting the national standard of 85% for All Pupils (1pp improvement on 2023 level). For Q1 this assumes 1pp improvement each year; and 1.5pp improvement per year for Q5. This projects a gap reduction of 1pp each year.

Core Stretch aim
NIF measure: Achievement of Curriculum for Excellence Level Literacy (combined P1, P4, P7)

Annual Trajectory	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1-Q5)
Current level (2021-22)	77.04%	62.47%	86.74%	24.3pp
2022/23 SA	78.5%	65%	87%	22pp
2022/23 Actual	77.34%	64%	87%	22pp
2023/24 SA	80%	67%	87.5	20.5pp
2024/25 SA	82.5%	69.5%	87.75	18.25pp
2025/26 SA	85.0%	72.0%	88.0%	16.0pp

Evaluation of Stretch Aim progress 2022/23:
Literacy levels have increased in 2022-23 at P1 (80.5%) and P7 (77.6%) compared to session 2021-22 (by 0.6pp and 0.5 pp respectively). There has been a slight decrease in P4 of 0.1pp to 74.1%.
Some improvement in Writing is evident, particularly in P1 and P7. We will track progress in Listening and Talking closely as there are drops of 1pp at P1 and P4. The actions arising from the Literacy Thematic Review will continue to support progress across each of the organisers.
Literacy ACEL (P1, P4 & P7 combined) all pupils: 77.04% (2021-22), 77.34% (2022-23).
• 1.2pp short of our stretch aim 78.5% for 2022-23 for all pupils.
• The stretch aim for the Literacy gap is 22.0 pp (P1, P4, & P7 combined) and we have achieved this.

There has been a rigorous approach by the local authority to the tracking and monitoring of ACEL data throughout the session, with targeted and intensive support being provided to schools highlighted through the collection of predictions in November and March and other quality assurance processes.

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Officers have adopted a coaching in context approach to improve the quality of Raising Attainment meetings and local moderation. The commitment to accelerating progress in closing the poverty related attainment gap has been reinforced with school leaders through events such as the Headteacher Conference on SAC 2.0 and our Leadership for Equity professional learning offer, where best practice is shared. Ensuring that resources, such as PEF, are managed effectively to implement appropriate interventions to close the poverty-related attainment gap has been a key focus for the SDO Equity and Attainment Advisor working with schools. Maximising learning time to improve outcomes for our children and young people has resulted in very good progress towards meeting ambitious targets set.

Additional information and rationale for aims (max 300 words)
The 3-year stretch aim assumes meeting the national standard of 85% for All Pupils (7.7pp improvement on 2023 level). For Q1 this assumes approximately 2.5pp improvement each year; and 0.33pp improvement per year for Q5. This projects a gap reduction of 2pp each year to 16pp by end of 2026 session.

Core Stretch aim
NIF measure: Annual Participation Measure – percentage of 16–19-years-olds participating in education, training or employment.

Annual Trajectory	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1-Q5)
2022/23 SA	93%	88%	97%	9pp
2022/23 Actual	95%	91.4%	97.8%	6.4pp
2023/24 SA	95.7%	92.0%	98.0%	6pp
2024/25 SA	96.4%	92.75%	98.25%	5.5pp
2025/26 SA	97.2%	93.5%	98.5%	5pp

Evaluation of Stretch Aim progress:
- The SA for the APR in 2023 has been exceeded by 2pp and indicates that more 16-19 years old young people are participating in training, education or employment.
- The gap between young people living in Q1 and Q5 is at its lowest ever (6.4pp) and is 2.6pp lower than the SA of 9pp.

We have established a shared vision that is focused on the importance of tackling the poverty related attainment gap, particularly sustained school leaver destinations. The Youth Employment Partnership provides the bridge between school and post-school destinations. Over the last three years there has been an improving trend in our school leaver destination results (initial and sustained). Young people at risk of a negative destination are known and tracked through the 16+ system with relevant partners so that appropriate follow-up is in place. Positive destinations for school leavers for session 21-22 were 96.1%. This is

significantly above the national average (95.7%) and above the virtual comparator (95.9%) and reflects the progress made in the APR.
There is a better understanding of the Scottish Credit and Qualification Framework (SCQF) and now a broader range of options in schools. Our success in integrating employer engagement continues to grow through a range of initiatives such as Career Ready, MCR Pathways and our own Job Education Training programme.

Additional information and rationale for aims (max 300 words)
The 3-year SA recognises the significant improvement in the APR during 2022/23 session and how this exceeded the 2023 Stretch Aim by 2.6pp. This aligns with the improvement in the SLDR, due to the numbers of young people participating in employment. We anticipate a Gap reduction of 0.5pp each year to achieve a 5pp gap by the end of session 2026. This assumes a 0.75pp improvement in the APR of Q1 and 0.25pp increase for Q5.

Core Stretch aim
NIF measure: percentage of school leavers attaining 1 or more awards (NQ only) at SCQF level 5 or higher

Annual Trajectory	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1-Q5)
2022 Leavers Actual	86.18%	74.41%	95.84%	21.43pp
2023 Leavers Actual	Tbc	Tbc	Tbc	Tbc
Stretch aim to be achieved 2022-23	88.3%	77.6%	95.5%	17.9pp

Evaluation of Progress:
There is an improving trend over a five-year period in the gap between the proportion of school leavers from the most deprived and least deprived areas attaining 1 pass or more at SCQF levels 4 and 5.
The Leavers data will be available in February 2024 and this will be used to determine whether the Stretch Aim has been achieved. This measure is no longer being used for the 2023-2026 Stretch Aims.

Core Stretch aim (new)
NIF measure: percentage of school leavers attaining 1 or more awards (any) at SCQF level 5 or higher

Annual Trajectory	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1-Q5)
2021/22 Actual	88.57%	79.56%	96.59%	17.03pp
2022/23 Actual	Tbc	Tbc	Tbc	Tbc
2023/24 SA	89.5%	80.5%	97%	16.5pp
2024/25 SA	90.25%	81.5%	97.25%	15.75pp
2025/26 SA	91%	82.5%	97.5%	15pp

Additional information and rationale for aims (max 300 words)

This assumes a reduction by 0.75pp in the gap between Q1 and Q5 each session. The improvement in Q1 will be approximately 1pp per year, and 0.25pp for Q5.

There is a better understanding of the Scottish Credit and Qualification Framework (SCQF) and now a broader range of options in schools. In the Senior Phase we offer 64 vocational whole course awards in the form of National Progression Awards (NPAs) or Skills for Work Courses. The NPAs are particularly suited to learners whose post school destination will be college as the curriculum content and mode of assessment articulates better with the college curriculum offer.
This Core Plus measure recognizes the parity of esteem in each learner's pathway and will drive improvement in attainment to maximise outcomes.

Core Stretch aim
NIF measure: percentage of school leavers attaining 1 or more awards (NQ only) at SCQF Level 6 or higher.

Annual Trajectory	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1-Q5)
2022 Leavers	63.74%	37.94%	83.19%	45.25pp
2023 Leavers	tbc	tbc	tbc	tbc
Stretch aim to be achieved 2022-23	69.4%	47.0%	85.4%	38.4pp

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Evaluation of Progress:
The Leavers data will be available in February 2024 and this will be used to
determine whether the Stretch Aim has been achieved. This measure is no
longer being used for the 2023-2026 Stretch Aims.

Core Stretch aim (new) **NIF measure: percentage of school leavers attaining 1 or more awards (ANY) at SCQF Level 6 or higher.**				
Annual Trajectory	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1-Q5)
2021/22 Leavers Actual	68.38%	44.85%	85.54%	40.69pp
2022/23 Leavers	Tbc	Tbc	Tbc	Tbc
2023/24 SA	70%	46.5%	86%	39.5pp
2024/25 SA	71%	47.75%	86.25%	38.75pp
2025/26 SA	72%	48.5%	86.5%	38pp

Additional information and rationale for aims (max 300 words)
This assumes a reduction by 0.75pp in the gap between Q1 and Q5 each session. The improvement in Q1 will be approximately 1pp per year, and 0.25pp for Q5.

There is a better understanding of the Scottish Credit and Qualification Framework (SCQF) and now a broader range of options in schools. In the Senior Phase we offer 64 vocational whole course awards in the form of National Progression Awards (NPAs) or Skills for Work Courses. The NPAs are particularly suited to learners whose post school destination will be college as the curriculum content and mode of assessment articulates better with the college curriculum offer.
This Core Plus measure recognizes the parity of esteem in each learner's pathway and will drive improvement in attainment to maximise outcomes.

Core Stretch aim **Health and wellbeing – percentage attendance**				
Annual Trajectory	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1-Q5)
2022/23 SA	Pri 93.1% Sec 91%	Pri 91% Sec 87.1%	Pri 94.5% Sec 93.3%	Pri 3.5pp Sec 6.2pp
2022/23 Actual	Pri 93% Sec 90%	Pri 89.5% Sec 85.8%	Pri 95.4% Sec 93%	Pri 5.8pp Sec 7.2pp
2023/24 SA	Pri 93.5% Sec 91.5%	Pri 91.5% Sec 88%	Pri 96% Sec 93.5%	Pri 5.5pp Sec 5.5pp
2024/25 SA	Pri 94.0% Sec 92%	Pri 92% Sec 89%	Pri 96.5% Sec 94%	Pri 4.5pp Sec 5pp
2025/26 SA	Primary 94.5%	Primary 92.8%	Primary 97% Secondary 94.5%	Pri 4.2pp Sec 4.4pp

	Secondary 92.5%	Secondary 90.1%		

Evaluation of Stretch Aim progress:
At an overall level we are 0.1pp short of our SA for Primary and 2pp short of the Secondary SA.
In terms of the Gap, we are 2.3pp short of our Primary SA and 1pp short of the Secondary SA.

Attendance Conferences took place in November and March to share best practice and upskill those who lead on improving attendance in our schools. Conference evaluations indicated significantly increased confidence in staff ability to improve attendance. Key themes for these events included: the role of the Pupil Support Officer; common barriers to attendance and supports available; and using data to support attendance.
An Attendance Network has been created for staff to access a range of supports, resources and presentations to enhance practice. Most learning communities are or are planning to work collaboratively to share good practice, develop synergies and promote the importance of good attendance across their communities.
This session, overall attendance in the primary sector improved every month compared to last year. By May in the secondary sector, it was broadly similar to last session. In line with national priorities we are now focusing on the poverty related attendance gap.
There has also been work completed on SEEMIS coding and custom reports and crib sheets have been created for schools. This will support consistency in how schools record attendance and their ability to monitor and track through custom reports allowing them to target interventions.

Additional information and rationale for aims (max 300 words)

Based on our actual gap in 2023 (Primary 5.8pp, Secondary 7.8pp) we are striving to achieve a reduction in this over the next 3 years of 1.6pp in Primary and 2.8pp in Secondary. This will enable us to ensure that attendance in each sector is above 90%.

National work through a deep dive led by Education Scotland into attendance is currently underway. This will provide a national perspective and feed into the LA plans and allow comparisons to be drawn across LAs.

Core Plus Stretch aim (NEW)
NIF measure: Achievement of Curriculum for Excellence Level Numeracy – S3 3rd Level or higher.

Annual Trajectory	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1-Q5)
2021/22 Actual	94.1%	88%	97%	9pp
2022/23 Actual	95.1%	91%	98%	7pp

2023/24 SA	95.8%	91.7%	98.3%	6.6pp
2024/25 SA	96.4%	92.4%	98.7%	6.3pp
2025/26 SA	97%	93%	99%	6pp

Additional information and rationale for aims (max 300 words)

The percentage of leavers achieving SCQF level 4 Literacy has increased year-on-year. We continue to be above the VC for SCQF level 4 Literacy and Numeracy, and SCQF level 5 Literacy.
By introducing this Core Plus measure, we wish to highlight the significance of Numeracy attainment and ensure that progress is being maximized throughout the BGE and by the end of S3 to ensure outcomes are improved for all learners. More leavers attained literacy skills than numeracy skills, which was more marked at higher SCQF levels, and reflects the national picture. We are below the Virtual Comparator (VC) for SCQF level 5 Numeracy, therefore improving attainment in our ACEL is essential to address this gap.

Based on our actual gap for 2023 of 7pp we aim to reduce this to 6pp over the next 3 years. The attainment of 3rd Level by the end of S3 for Q1 would increase by 2pp to 93% and for Q1 by 1pp to 99%.

Core Plus Stretch aim (NEW)
NIF measure: Achievement of Curriculum for Excellence Level Literacy – S3 3rd Level or higher.

Annual Trajectory	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1-Q5)
2021/22 Actual	91.1%	84%	97%	13pp
2022/23 Actual	92.7%	88.5%	96.9%	8.4pp
2023/24 SA	93.5%	89.6%	97.2%	7.6pp
2024/25 SA	94.3%	90.5%	97.5%	7.0pp
2025/26 SA	95%	91.6%	98%	6.4pp

Additional information and rationale for aims (max 300 words)

The percentage of leavers achieving SCQF level 4 Literacy has increased year-on-year. We continue to be above the VC for SCQF level 4 Literacy and Numeracy, and SCQF level 5 Literacy.
We are undertaking a Literacy thematic review to identify best practice and develop a more coherent literacy strategy. By introducing this Core Plus measure we wish to highlight the significance of Literacy attainment and ensure that

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progress is being maximized throughout the BGE and by the end of S3 to ensure outcomes are improved for all learners.

In secondary there has been an increase of 1.6pp to 92.7% at 3rd Level or better compared to 2021-22.

Based on our actual gap for 2023 of 8.4pp we aim to reduce this to 6.4pp over the next 3 years. The attainment of 3rd Level by the end of S3 for Q1 would increase by 3.1pp to 91.6% and for Q5 by 1.1pp to 98%.

Core Plus Stretch aim (NEW)
NIF measure: Achievement of Curriculum for Excellence Level Numeracy – S3 4th Level or higher.

Annual Trajectory	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1-Q5)
2021/22 Actual	75.6%	59%	88%	29pp
2022/23 Actual	78.3%	59%	91%	33pp
2023/24 SA	79.3%	60.7%	91.7%	31pp
2024/25 SA	81%	63.4%	92.4%	29pp
2025/26 SA	82.5%	66%	93%	27pp

Additional information and rationale for aims (max 300 words)

The percentage of leavers achieving SCQF level 4 Literacy has increased year-on-year. We continue to be above the VC for SCQF level 4 Literacy and Numeracy, and SCQF level 5 Literacy.
By introducing this Core Plus measure, we wish to highlight the significance of Numeracy attainment and ensure that progress is being maximized throughout the BGE and by the end of S3 to ensure outcomes are improved for all learners. More leavers attained literacy skills than numeracy skills, which was more marked at higher SCQF levels, and reflects the national picture. We are below the Virtual Comparator (VC) for SCQF level 5 Numeracy, therefore improving attainment in our ACEL is essential to address this gap.

In secondary there has been an increase of 2.6pp to 78.3% overall at 4th Level or better compared to 2021-22.

Based on our actual gap for 2023 of 33pp we aim to reduce this to 27pp over the next 3 years. The attainment of 4th Level by the end of S3 for Q1 would increase by 7pp to 66% and for Q5 by 5pp to 93%.

Core Plus Stretch aim (NEW)
NIF measure: Achievement of Curriculum for Excellence Level Literacy – S3 4th Level or higher.

Annual Trajectory	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1-Q5)
2021/22 Actual	62.5%	49%	83%	33pp
2022/23 Actual	71.1%	60%	88%	27pp
2023/24 SA	74.5%	61.8%	88.3%	26.5pp
2024/25 SA	77.9%	62.9%	88.6%	25.7pp
2025/26 SA	80.5%	64%	89%	25pp

Additional information and rationale for aims (max 300 words)

The percentage of leavers achieving SCQF level 4 Literacy has increased year-on-year. We continue to be above the VC for SCQF level 4 Literacy and Numeracy, and SCQF level 5 Literacy.

We are undertaking a Literacy thematic review to identify best practice and develop a more coherent literacy strategy. By introducing this Core Plus measure we wish to highlight the significance of Literacy attainment and ensure that progress is being maximized throughout the BGE and by the end of S3 to ensure outcomes are improved for all learners.

In secondary there has been an increase of 8.6pp to 71.1% overall at 4th Level or better compared to 2021-22.

Based on our actual gap for 2023 of 27pp we aim to reduce this to 25pp over the next 3 years. The attainment of 4th Level by the end of S3 for Q1 would increase by 4pp to 66% and for Q5 by 1pp to 89%.

Core Plus Stretch aim
Percentage of S4 pupils attaining 3 or more awards (any) at SCQF level 5 or higher.

Annual Trajectory	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1-Q5)
2022/23 SA	74.8%	55%	89%	34pp
2022/23 Actual	71.05%	51.59%	87.13%	35.54pp
2023/24 SA	75%	56%	89.33%	33.33pp

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2024/25 SA	76%	57.66%	89.66%	32pp
2025/26 SA	77%	59%	90%	31pp
Additional information and rationale for aims (max 300 words) This assumes a reduction by 1pp in the gap between Q1 and Q5 each session. The improvement in Q1 will be approximately 1.33pp per year, and 0.33pp for Q5.				

Core Plus Stretch aim (NEW)
Percentage of S5 pupils attaining 3 or more awards (any) at SCQF level 6 or higher.

Annual Trajectory	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1-Q5)
2022/23 Actual	56.37%	30.52%	76.88%	46.4pp
2023/24 SA	58%	32%	77%	45pp
2024/25 SA	59.5%	34%	77.5%	43.5pp
2025/26 SA	61%	36%	78%	42pp
Additional information and rationale for aims (max 300 words) This assumes a reduction by 1.5pp in the gap between Q1 and Q5 each session. The improvement in Q1 will be approximately 2pp per year, and 0.5pp for Q5.				

Appendix 2

Closing the Poverty-Related Attainment Gap (PRAG)

- There is an overall positive trend with the attainment gap at its lowest in the last 5-year period for both Literacy and Numeracy Curriculum for Excellence levels (ACEL).

- This is encouraging, particularly as funding received in the City of Edinburgh is significantly less than in several of the other large local authorities, such as Glasgow, Fife, Dundee, North and South Lanarkshire.

Broad General Education

- Improvement in attainment for 2022-23 is reflected in the poverty-related attainment data. The gap in attainment between those living in Quintile 1 versus those in Quintile 5 is at its lowest level in the last five years for Numeracy and each of the Literacy organisers (Reading, Writing, Listening & Talking) in P1 and P7.

- Literacy levels have increased in 2022-23 at P1 (80.5%) and P7 (77.6%) compared to session 2021-22 (by 0.6pp and 0.5 pp respectively). There has been a slight decrease in P4 of 0.1pp to 74.1%

- Some improvement in Writing is evident, particularly in P1 and P7. We will track progress in Listening and Talking closely as there are drops of 1pp at P1 and P4. The actions arising from the Literacy Thematic Review will continue to support progress across each of the organisers.

- For Numeracy there has been a reduction of 7 percentage points (pp) in P1 and 4pp in P7 since 2021-22. For Literacy in P1 the gap for Reading is 18% (22% in 2022); Writing is 18% (6pp drop since 2022); Listening & Talking is 11% (16% in 2022). In P7 the gap for Reading is 17% (20% in 2022); Writing is 20% (3pp drop since 2022); Listening & Talking is 11% (16% in 2022).

- In P4 the Gap in Numeracy and each of the Literacy organisers has increased since 2021-22. The gap in Numeracy has increased to 23% (16% in 2022). There has been a 4pp increase in the Reading gap (to 22%) and 5pp increase in the Listening & Talk gap (now 17%) compared to 2022. Writing in P4 has the largest gap of 27% (8pp increase since 2022). Therefore, accelerating progress in learning for this particular cohort of children is a priority.

- In S3 the poverty-related attainment gap is at its lowest level in the last five years for Third Level + Numeracy and Literacy (7%). It is also at its lowest for Fourth Level Literacy (27%). There has been an increase of 4pp in Fourth Level Numeracy to 33% though this gap is less than the pre-Covid period.

Senior Phase

- **National summary statistics for Leavers (All SCQF Awards)**

The table below displays the attainment gap between the most deprived and least deprived areas for leavers attaining 1 pass or more for whole course awards at SCQF levels 4,5 and 6.

National summary statistics for Leavers (National Qualifications only)

	2018		2019		2020		2021		2022	
	Q1	Q5	Q1	Q5	Q1	Q5	Q1	Q5	Q1	Q5
1@ SCQF 4	92	99	94	99	90	99	94	99	95	99
Gap	**7%**		**5%**		**9%**		**5%**		**4%**	
1@ SCQF 5	72	96	76	95	76	97	81	96	80	96
Gap	**24%**		**19%**		**21%**		**15%**		**16%**	
1@ SCQF 6	44	86	46	84	51	89	51	87	45	86
Gap	**42%**		**38%**		**37%**		**36%**		**41%**	

Improvements – There is an improving trend over a five-year period in the gap between the proportion of school leavers from the most deprived and least deprived areas attaining 1 pass or more at SCQF levels 4 and 5.

Areas of concern – The attainment gap for 1 pass or more at SCQF 6 remains static, this measure will be a key area for improvement.

Leaver destinations

- The stretch aim for the Annual Participation Measure has been exceeded by 2pp ad indicated that more 16-19 year old young people are participating in training, education or employment. The gap between young people living in Q1 and Q5 is at its lowest ever (6.4pp) and is 2.6pp lower than the Stretch Aim of 9pp.

- Over the last three years there has been an improving trend in our school leaver destination results (initial and sustained). Young people at risk of a negative destination are known and tracked through the 16+ system with relevant partners so that appropriate follow-up is in place

Appendix 3

Leadership for Equity

"Leadership for Equity" is our externally accredited professional learning programme that provides participants with the leadership knowledge, understanding, attitudes and skills to respond effectively to the challenge of delivering equity and closing the poverty related attainment gap at a whole-school strategic or classroom level. The programme covers a range of areas, including

- Social Justice, equity, poverty and associated implications for school and classroom ethos and culture
- The theory and pedagogical approaches required to address poverty, the poverty related attainment gap, associated challenges and barriers to learning
- Research on learning and teaching practices which have the biggest impact on closing the poverty related attainment gap
- Working in partnership with parents & carers and support staff to promote equity and close the poverty related attainment gap

The programme has completed its second year of delivery and building on the pilot of online delivery in 2021-22, an in-person delivery model was adopted in 2022-23, to Senior Leaders and Class Teachers. Course materials have been developed further to include a Middle Leaders version of the course. This will be extended over the next 2-3 years to include a programme for Early Years Heads of Centre initially, followed by Early Officers, Early Years Practitioners, Pupil Support Assistants and Newly Qualified Teachers. The programme covers a range of areas, including
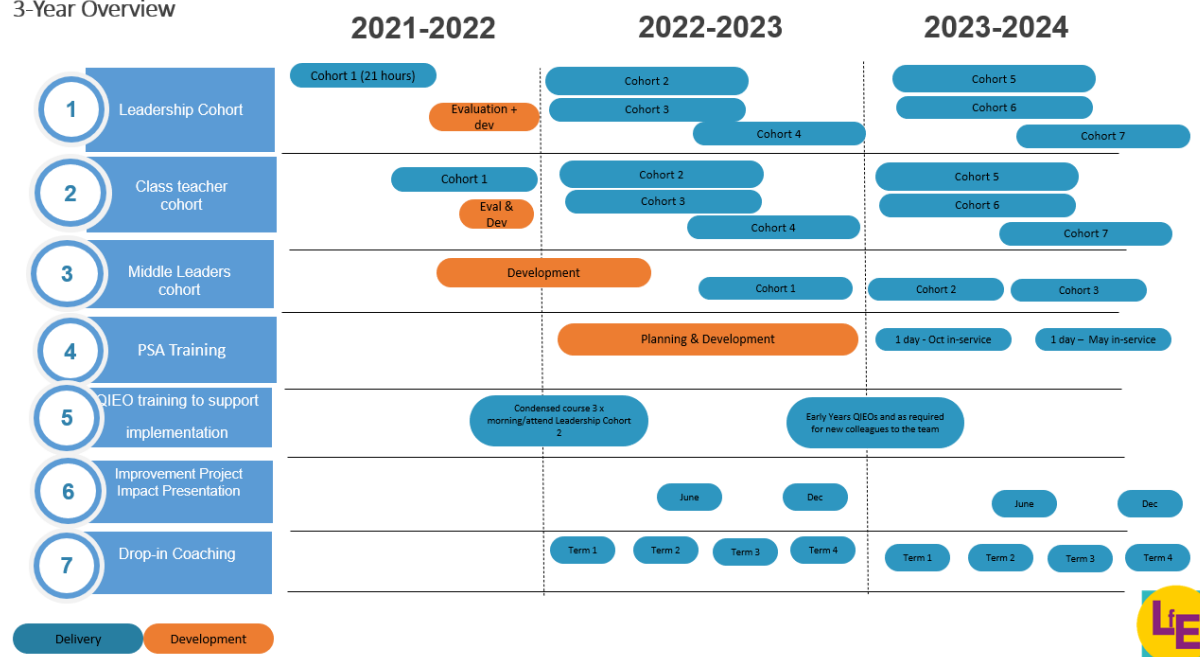
A "Planning for Impact Toolkit" has been developed. This provides detailed implementation strategies on all the main themes covered in the course and is designed to be an additional support for Senior Leaders in their application of key strategic actions to promote equity in schools following skills and knowledge gained through participation in the course.

Participation rates

Sector	Senior Leaders	Teachers	Middle Leaders
Primary	66	45	11
Secondary	21	11	7
Special	2	1	1
Total	89	57	19

89 Senior school leaders, 57 teachers and 19 Middle Leaders across Edinburgh, have completed this suite of professional learning to date. The target Key Performance Indicator (KPI) for the training of school leaders was set at 20%. We have exceeded this with 29% of school leaders completing the equity training. The KPI target for teaching staff was 5% and we are 3pp short of this. This session, we have increased the number of cohorts for both teacher and middle leader training, to address the shortfall in training opportunities and meet our KPI. Development plans are also in place to include a programme for Early Years, Pupil Support Assistants and Newly Qualified Teachers

Evaluations

Evaluations showed that 100% agree that the course will support them in developing key strategic actions for equity and have a positive impact on staff in their establishment. The course has been described by participants as 'an invaluable opportunity to improve practice in my school', 'motivating and thought provoking', and 'informative, inspiring and interesting'.

Evaluations

Leaders

"Really thought provoking and has given me a desire to improve in certain areas. Feel everyone should have this CLPL to make a true and lasting difference in children's lives."

"Best CLPL I have done this session and will be a key driver on school improvement next year."

"This has been the best CLPL and has made me reflect on many, many aspects of my practice and our school practice. It has supported and challenged me - and I now need to make a meal with it!"

"This remains one of the best professional learning courses I have ever done since becoming a HT."

"Brilliant day - challenging, supportive, thought provoking, and very real for our work in schools. This will help me plan forward."

Teachers

"Thank you for a really worthwhile and interesting course. This has had a really big impact on my reflective practice. I feel this course will have a positive impact on my practice and I will take away lots of strategies to implement in my classroom."

"Thank you - you got through a tonne of information and are very encouraging with practical examples which are very helpful. It would be good to prioritise time to reflect and discuss."

"It was exceptionally helpful and informative, well delivered and challenging."

"A day of data... was interesting, enjoyable and most of all valuable."

Measuring impact

Re-engagement and sharing sessions are held 6 months after course completion. Delegates undertake a project in school, following this CLPL, and present to their colleagues on intended outcomes, measures for success, actions taken and evaluation of project to close the poverty-related attainment gap in their schools. Delegates are offered a 1:1 coaching session with a member of the LfE team, to support with planning and ensure the project is impactful for young people living in poverty.