



THE SCOTTISH



ATTAINMENT



CHALLENGE



SCOTLAND: THE BEST PLACE
IN THE WORLD TO LEARN

Refreshed Scottish Attainment Challenge



Expanded Mission

To use education to improve outcomes for children and young people impacted by poverty with a focus on tackling the poverty related attainment gap.

Framework for
Recovery and
Accelerating Progress

SAC

Enhanced Support

Simplified Resource
Allocation



The Refreshed Scottish Attainment Challenge

Framework for recovery and accelerating progress

- Streamlined planning and reporting
- Local stretch aims
- Ensuring progress – monitoring, supporting, interventions
- Clarity on roles and responsibilities
- A contribution to an ongoing improvement process. It will evolve over time
- Empowerment and collaboration at the heart of how we will work as a system

Simplified Resource Allocation

- Pupil Equity Funding (multi-year allocations) Set for 4 financial years from 2022/23 based on 2020 Healthy living Survey and 2021 Census which reports on Free meal **registration** (NOT entitlement)
- 32 Local Authorities (multi-year allocations) Known as the Strategic Equity Fund
- Care Experienced Children & Young People
- National Programmes



Strategic Equity Fund

- £43 million
- Distributed equitably based on Children in Low Income Families data (2019/20 financial year)
- Approaches and enhanced resources must be targeted towards children and young people impacted by poverty, informed by local understanding of local need
- Improvement in literacy, numeracy and to support health and wellbeing



PEF Equity Fund

- Additional funding allocated directly to schools and targeted at closing the poverty related attainment gap
- Funding has been committed up until 2025/26
- £1125 per eligible (registered for FSM) pupil (P1-S3)
- “Consideration should be given to how the school can work with community partners beyond education to deliver proposed and collaboratively agreed aims and outcomes.”
- Participatory budgeting approach



Care Experienced Children and Young People Fund

- Provided to local authorities to support CECYP from birth to the age of 26
- To improve the educational outcomes, supported by the strategic goals of The Promise and SAC
- Chief Social Worker and Chief Education Officer
- £1200 per looked after child aged 5-15 (although local authorities should use local data to understand who (individuals, groups or families) would benefit most).



Framework for Recovery and Accelerating Progress

- Reinforce our collective commitment to equity in education
- Set high expectations, including annual, ambitious locally identified stretch aims
- Multi-year funding
- Planning should read across and into other services' plans and identify opportunities to collaborate with other services and partners



Partnership Working

- SEF, PEF and CECYP Fund- "To use education to improve outcomes for children and young people impacted by poverty with a focus on tackling the poverty related attainment gap."
- Some LAs have increased awareness of partnership working using PEF. This includes providing lists of providers with information to support procurement processes. See PEF Report for more information.
- Wick High School, Highland Council-
 - S1 Transition
 - Senior Transition



SAC National Programmes

- National programmes will continue to be funded as part of the Attainment Scotland Fund, ASF
- Young Scot
- Youth Link Scotland
- Celcis
- Children's Poverty Action Groups receiving allocated funds based on submitted plans from them to support CPAG.



Links to SAC Guidance

- [SAC Logic Model](#)
- [SAC Framework](#)
- [Scottish Equity Fund](#)
- [Pupil Equity Fund](#)
- [Care Experienced Children and Young People Fund](#)



Supporting schools with PEF

Key considerations:

- What are the main aims of your organisation and how does this link to the refreshed Scottish Attainment Challenge mission?
- What baseline measures do you use when engaging in change projects?
- What are some of the key areas that your organisation may be able to support in relation to Pupil Equity Funding (consider the themes of Leadership, Learning and Teaching and Families and Communities)?
- What reporting mechanisms do you use to monitor, track and evaluate progress and impact?
- What does your organisation hope to gain from the partnership with the school/setting?
- What are some of the potential risks which may arise during a partnership project with your organisation? What are possible solutions to these risks?
- What examples can you give of positive impact on learners in relation to literacy, numeracy, HWB and/or improving outcomes for learners most impacted by poverty?





What does this mean for you?

- <https://jamboard.google.com/d/1U0HD46uZBjGM8daxiQUY0vR0OBxKahrIR2stEqX6F1k/edit?usp=sharing>
- As a CLD Leaders, what does the SAC Refresh mean for me?
- Next Steps for CLD Leaders