

North Lanarkshire Council Report

Education, Children and Families Committee

Does this report require to be approved? Yes No

Ref JMcP/ MO'H Date 20/05/25

Proposed Strategic Equity Fund Operating Model

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Executive Summary

The Scottish Attainment Challenge (SAC) aims to raise the attainment of children and young people living in deprived areas, to close the equity gap.

In November 2021, the Cabinet Secretary for Education and Skills announced plans for the Scottish Attainment Challenge (SAC) for 2022/23 to 2025/26. Details of this refresh can be found on the [Scottish Government website](#).

Notably, the plan outlined a reconfigured model through which all local authorities would benefit from a new funding model, referred to as Scottish Equity Fund (SEF). As part of this new funding model, the funding provided by Scottish Government to North Lanarkshire Council was reducing by circa £3,000,000 between 2023 and 2026.

Recently, the Cabinet Secretary announced a potential 1-year extension of SAC funding into the 2026-27 session. This could mean that NL receives £3,383,214 in SEF funding, and schools retain their PEF allocation for another year. However, a change in government could affect this, and until written confirmation is received, planning for funding cessation in March 2026 continues.

To enable the Service to manage this reduction effectively, reducing risk to the Council and maximising benefits for learners, a core programme of activity worth circa £3 million was approved by SLT in (February 2023). This protected a core programme of activity and allowed the tapering to be managed effectively through reductions to funding/resources out with the core model.

This report provides an update on the impact of the use of the allocated funding for session 2024-25 and outlines proposals for a new operating model for session 2025-26. Full details of the proposed plan for the final academic session 2025-26, is outlined in Appendix 1.

The Service recognises the need to manage this reduction effectively to reduce risk to the Council and to continue to prepare for the end of the additional funding allocation in financial session 2025-26. Considering the associated risks and potential impact on service delivery and outcomes for learners, this has been included in the corporate risk register.

Recommendations

It is recommended that the Committee:

- (1) Consider the report, noting financial implications;
- (2) Note the service's approach to mitigate the risks associated with the cessation of SAC funding.

The Plan for North Lanarkshire

Priority	Support all children and young people to realise their full potential
Ambition statement	(6) Raise attainment and skills for learning, life, and work to enhance opportunities and choices
Programme of Work	Brighter Futures

1. Background

- 1.1 Scottish Attainment Challenge planning guidance states that local authorities should consider the totality of Attainment Scotland Funding (Strategic Equity Funding (SEF), Pupil Equity Funding (PEF) and Care Experienced Children and Young People (CECYP) funding, working collaboratively with headteachers, senior leaders and other partners to identify how the funding is best utilised to enhance local plans to tackle the poverty-related attainment gap and contribute to the mission of the Scottish Attainment Challenge. It emphasises that Strategic Equity Funding must be used to deliver targeted activities, approaches or resources which are clearly additional to universal local improvement plans. The table below outlines the totality of North Lanarkshire's SAC funding for session 2025-26.

Scottish Attainment Challenge – Attainment Scotland Fund (2025-26)		
Scottish Equity Funding (SEF) £3,383,214	Pupil Equity Funding (PEF) £9,678,420	Care Experienced Children and Young People (CECYP) £595,350

- 1.2 Within the reconfigured SEF funding allocation model, North Lanarkshire's funding has reduced by circa £7.5 million in 2021 – 2022 to £3.5 million in 2025 - 2026. Under this tapering arrangement, £1 million of funding has been removed each year, as detailed in the table below. To date, no further information has been provided by the Scottish Government advising if any future funding will be provided and therefore the Service are continuing to plan on the premise that there will be no additional funding available.

Local Authority	2022/2023	2023/2024	2024/2025	2025/2026	Confirmed - End of SAC
North Lanarkshire	£6,454,948	£5,431,037	£4,407,126	£3,383,214	£0.00

- 1.3 At a meeting on the 26th of March 2025, the Cabinet Secretary commented that the SEF, PEF and CEYP funding will continue into session 2026-27 (this is a 1-year extension). This means that NL could potentially receive £3,383,214 SEF funding in line with this year's allocation. Furthermore, schools will potentially retain their existing PEF allocation for another year – until 2026-27. It is worth noting that a change of

Government could impact on this, however, it is more positive than we originally thought. However, until the service receives written confirmation of this extension, they are continuing to plan for cessation of funding in March 2026.

- 1.4 Regardless of end date, to enable the Service to manage this reduction effectively, maximising benefits for children and families, the service developed a reconfigured Scottish Equity Fund (SEF) core plan worth circa £3 million. This core plan was designed to strengthen the work of the service overall, in line with One Plan and NL's Programme of Work, aligning roles and protecting a core programme of activity to support sustainable approaches to improvement. The plan reflects national recommendations and centres around the Scottish Attainment Challenge organisers: learning and teaching; leadership; and families and communities. This core plan was approved at SLT in February 2023. If additional funding becomes available, where practicable and appropriate, the model will be extended and implemented into session 2026-27.
- 1.5 To date, the service has sought to protect the core model by managing the reduction through the tapering of additionality provided by resources or supports funded by remaining funds out with the 3 million for the core model, as illustrated below. Approval is sought on the best use of this 'additional' allocation, annually. However, for session 2025-26, there are **no additional funds** out with the core model and therefore a robust evaluation of all aspects of the SEF plan was undertaken to create the SEF model for the final confirmed year of SEF allocation.

Local Authority	2022/2023	2023/2024	2024/2025	2025/2026
North Lanarkshire Total Allocation	£6,454,948	£5,431,037	£4,407,126	£3,383,214
Allocation for core model (circa)	£3,000,000	£3,000,000	£3,000,000	£3,000,000
Remaining allocation to provide further support	£3,454,948	£2,431,037	£1,407,126	£383,214

- 1.6 At this point, Scottish Government has not formally confirmed in writing any plans to extend or replace SAC funding (SEF/PEF/CECYP) beyond this parliamentary period, therefore, at this juncture, the service is planning on the basis that there will be no additional SAC funding after March 2026. Therefore, the service plan to manage the final allocation effectively, using a planned carry forward (April 2026-June 2026) to enable them to create a plan that aligns to the academic school session.
- 1.7 Taking cognisance of the information above, this report outlines our proposal for further adaptations to the core plan for session 2025-26, the final year of confirmed SEF funding. It also outlines progress made during session 2023-24 (last full session) and mid-term progress for session 2024-2025. It illustrates how we have used our service self-evaluation evidence to identify key priority areas, to support continuous improvement.
- 1.8 Notably, we have made it a priority to safeguard essential elements of integrated working within our core plan. This ensures that children, young people, and families receive the appropriate support at the right time within their local communities, placing children at the centre of our planning processes. This strategy enables us to optimise the use of available resources, adopting a holistic approach to all available funding, with a focus on enhancing outcomes for families.

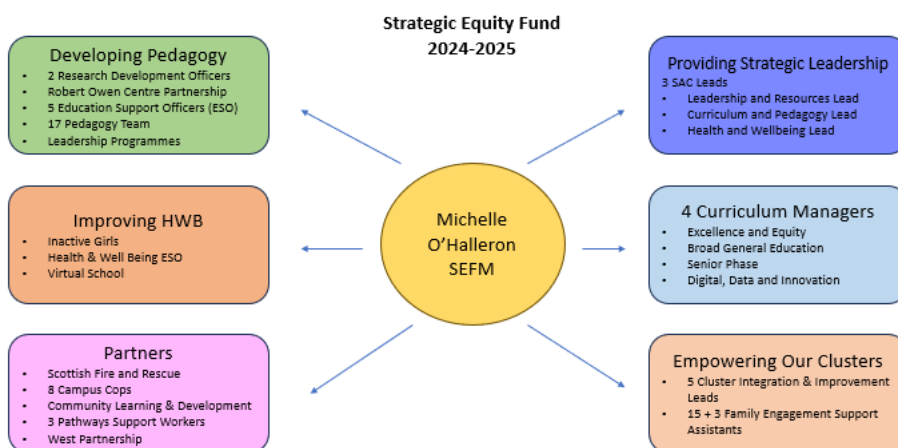
2 Report

SEF Core Model 2024-2025

- 2.1 To maximise the benefits of SEF funding and to ensure any future tapering was managed effectively, a core model was created costing circa £3 million. The model was designed to strengthen the strategic efficacy and purchase of the Education and Families Manager team and to support achievement of service improvement priorities.
- 2.2 In session 2024-25, SEF expenditure centred around four strategic workstreams, as outlined below. By aligning these workstreams to NL's stretch aims and identifying clear measures and outcomes, we were able to track our progress. These workstreams will continue to be the focus in session 2025-26.

Improving leadership	Improving standards across our schools and centres	Improving wellbeing and ensuring children and young people thrive	Supporting families through effective partnership working
<ul style="list-style-type: none"> Building staff capacity Empowering local decision making Deploying resources to those in most need Developing systems that support effective data driven improvement 	<ul style="list-style-type: none"> Raising attainment and closing the gap Improving learning and teaching Improving curricular progression Improving routes to achievement and employability Improving outcomes from inspection 	<ul style="list-style-type: none"> Improved engagement of most vulnerable groups Improved balance of care Improving mental health Reducing the impact of trauma Improving the impact of GIRFEC Improving attendance Reducing exclusion 	<ul style="list-style-type: none"> Strengthening Whole Family Support, incl. kinship carers and adopters. Protecting children (Signs of Safety and Contextual Safeguarding) Tackling Poverty and access to economic opportunities Improving support to care experienced young people

- 2.3 The diagram below illustrates key operational aspects of improvement work supported through the 2024-25 SEF core model.



- 2.4 A detailed summary of expected spends against the core model is included in Appendix 1. This will potentially result in a carry forward of approximately £900,000 from session's 2024-25 allocation, to be used from April- August 2025. This will be needed for the remainder of the academic session, but it falls under financial session 2025-26, so the

service sought and received SG approval. (Please note that final carry forward figures may vary after final year end calculations.)

- 2.5 These savings will be carried forward into session 2025-26 and used to minimise the impact of the reductions. With support from our colleagues in the budget unit, we have also managed to re-align some of the costs, to allow us to maximise our carry forward for session 2025-26 to allow us to continue to deliver some of the targeted interventions.
- 2.6 In line with agreed reporting procedures, the following sections exemplify some of the key impacts of the core model during session 2023-24 (the last full reporting session). It also highlights how the model has evolved to further extend good progress into session 2024-25.

Learning Hub Update

- 2.7 As noted in the diagram in section 2.3, specific emphasis was placed on identifying and deploying resources to build overall staff capacity and to support schools and clusters to raise attainment through improved pedagogical approaches and classroom practice. These resources included:
- Education Support Officers (ESOs) to lead pedagogical developments in key areas such as Literacy, Numeracy and Health and Wellbeing.
 - An enhanced Pedagogy Team (August 2024 to June 2025) to provide direct support to schools by modelling effective classroom practice to build staff capacity.
- 2.8 The Education Support Officers (ESOs), based within the Learning Hub at Noble Primary, are responsible for all continuous lifelong professional learning (CLPL) in relation to literacy, numeracy, learning, teaching and assessment and STEM. This ensures teaching staff are kept abreast of the best research based pedagogical approaches.
- 2.9 During session 2023-2024, the Literacy ESO:
- Delivered literacy training (CLPL) to 850 practitioners to ensure practitioners are aware of the latest research-based teaching approaches,
 - Delivered monitoring and tracking training to 77 senior leaders to enhance their ability to quality assure approaches to literacy across their school,
 - Worked with Literacy Coaches from 75% of establishments to ensure that key messages relating to research and pedagogical approaches are delivered to most establishments,
 - Delivered 47 bespoke training sessions that were customised according to school priorities and staff development needs,
 - Delivered wider training to the Virtual School, Cluster Attainment Teachers, Community Learning and Development (CLD), Children's House staff, SDS and parent workshops. This ensures a consistent approach from wider staff teams when supporting children and young people,
 - Delivered training to two other local authorities (Midlothian and West Lothian).
- 2.10 During session 2023-2024, the Numeracy ESO:

- Delivered core numeracy CLPL to 700 practitioners, and bespoke CLPL to 408 practitioners to ensure practitioners are aware of the latest research-based teaching approaches,
- Delivered monitoring and tracking training to 50 senior leaders and 30 validated self-evaluation (VSE) Champions to support consistent understanding and expectations during VSE visits,
- Worked with Numeracy Coaches from 64% of primary schools, to ensure that key messages relating to research and pedagogical approaches are delivered to most establishments,
- Delivered 40 whole school engagements across Primary, Secondary and ASN settings, covering early to third level numeracy. This has improved consistency in approach in relation to best practice.

2.11 During session 2023-2024, the Learning, Teaching and Assessment (LTA) ESO:

- Delivered LTA CLPL to 1223 practitioners,
- Delivered monitoring and tracking training to 27 senior leaders,
- Worked with 75% of Primary, and 78% of Secondary schools at Assessment and Moderation Lead (AML) sessions,
- Worked with 21 participants of Cohort 2 of Improving our Classrooms, and 3 schools in cohort 1 of 'Improving our Departments'; a West Partnership learning opportunity. All the ongoing work in relation to learning, teaching and assessment has improved teachers' confidence when assessing levels and has improved classroom practice which in turn will improve outcomes for learners.

2.12 During session 2023-2024, the Science, Technology, Engineering and Maths (STEM) ESO:

- Delivered STEM CLPL to 689 practitioners,
- Worked with 2013 pupils, delivering high-quality, engaging STEM lessons,
- Delivered 209 pedagogy workshops,
- Worked with 8917 pupils via partnership engagements.

This CLPL and exemplification is improving practitioner confidence when teaching STEM and has improved pupil engagement levels.

2.13 In addition to the universal training noted above, the ESOs delivered CLPL in relation to literacy and numeracy interventions and assessments. Furthermore, they continue to work on developments such as a non-fiction reading pilot; this pilot promotes a new interdisciplinary approach to non-fiction literacy with the aim of raising attainment. It takes cognisance of the recommendation within the Muir report, which states, "*All learners have an entitlement to Learning for Sustainability (LfS): a cross-curricular approach that weaves together distinct but closely related themes of sustainable development education, climate education, global citizenship, children's rights and outdoor learning.*" (Muir, 2022)

2.14 During session 2024-25, we have significantly expanded the reach and impact of literacy and numeracy professional learning through the removal of costs to all establishments wishing to undertake training. Core literacy and numeracy sessions have been repeated in term two to meet demand, and some literacy sessions will be offered out for a third time in term three due to waiting lists. This exemplifies the value placed on this training by head teachers and staff alike.

- 2.15 The Learning Hub continues to demonstrate its commitment to partnership and collaborative approaches. Most recently, they have worked alongside practitioners, Education Scotland and educational psychologists to develop new dyscalculia guidance. This will be launched and rolled out in the current academic session.

Pedagogy Team

- 2.16 The Pedagogy Team were deployed at universal level to model best practice in literacy and numeracy within primary classrooms. They also provided additional and intensive level support to establishments and staff where self-evaluation results indicated further support was required to secure identified improvements.
- 2.17 During session 2023-2024. In total, they worked with 101 classes, 105 practitioners and 1990 children. Notably, on average, over one third of the children they worked with live in Quintile 1 (most deprived area).
- 2.18 The capacity of the pedagogy team was enhanced during session 2024-25 by the creation of new pedagogy principal teacher roles. From August 2024, the team increased to 5.6 FTE principal teachers and 11.4 FTE class teachers. This increase in capacity has been used to increase the provision of direct support for establishments on a data-informed, needs basis. So far this session, the team has worked intensively with 22 schools, 98 class teachers, across 94 classes and 2326 learners from P1 to P7 to model best practice in pedagogical approaches in literacy and numeracy. All staff stated that they benefited from input from the team, reporting improvements to their skillset and confidence, particularly in teaching literacy.

Leadership Update

- 2.19 North Lanarkshire developed a suite of leadership programmes in 2019, and these continue to attract colleagues from across Scotland. During session 2023-24, 51 participants enrolled on the Principal Teacher Leadership Programme, 37 on the Depute Head Teacher programme, and 7 on the Head Teacher programme. 17% of participants overall joined from other local authorities out with North Lanarkshire.
- 2.20 During session 2024-25, 55 participants registered for the Principal Teacher programme, 34 participants for the Depute Head Teacher programme, and 24 for the Head Teacher programme. This includes participants from 14 Local Authorities, as well as North Lanarkshire colleagues, again exemplifying the quality of the leadership opportunities provided by North Lanarkshire.
- 2.21 There is a cost associated with participation in our leadership programmes with each participant paying £250 for their respective programme. For session 2023-24 (last full session), the total income generation for all leadership programmes (including early years, digital and LTA) amounted to £49,250. The predicted income from all leadership programmes for session 2024-2025 is £46,750.

HWB: Roadmap to Recovery

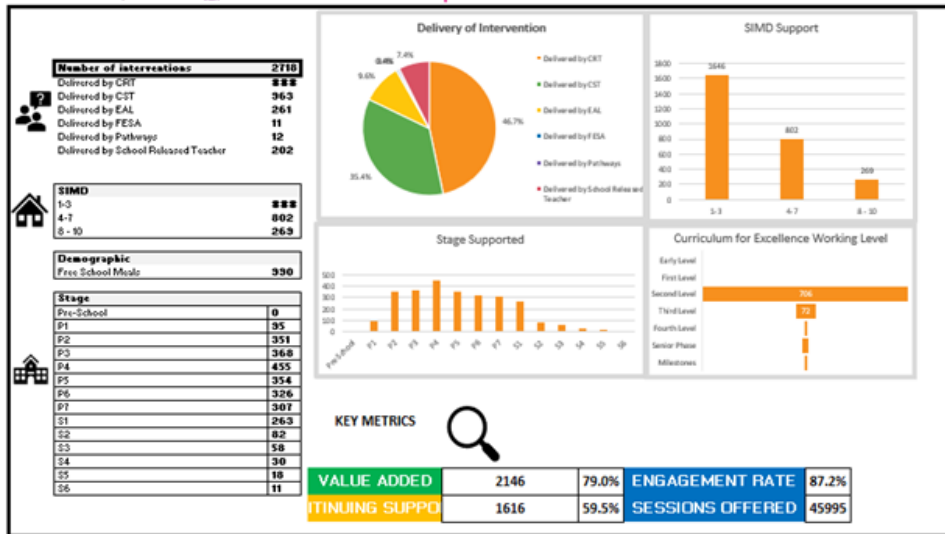
- 2.22 Data gathered from the strengths and difficulties questionnaire (SDQ) has been synthesised and important correlations have been identified between difficulties in health and wellbeing, attainment and attendance. As a result, the service has

introduced monthly attendance monitoring procedures that support early identification and intervention, at establishment and cluster level. The service has also joined a national group, led by Education Scotland, which is focusing on sharing good practice on improving attendance, as it is recognised that this is a national issue.

- 2.23 As part of the Empowering Clusters model colleagues from Community Learning and Development (CLD) have continued to offer a range of family learning and parental engagement opportunities, with demand for services remaining high. For example, between 1st April 2024 and the 30th of June 2024, over 1000 distinct learners attended either a family learning or parental engagement project. This has impacted positively on family relationships, confidence and engagement.
- 2.24 Feedback from colleagues in CLD and local data, highlight an increasing trend in referrals for support from families with children with identified additional support needs, or with children who are awaiting identification. In response to this shift in demand, the CLD Family Learning team has developed their approaches as exemplified below:
- Staff have undertaken additional training to address complex issues: such as Sleep Action and Solihull understanding your child's behaviour, LIAM, Autism and Neurodiversity Training.
 - Extended partnership working with a range of other agencies (e.g., HOPE for Autism, The Disability Forum, Early Intervention CAMHS, Neurodevelopment Service for Children and Young people, Education) to effectively support and signpost families to ensure that they are receiving the right support at the right time.
 - Modified and developed new and existing programmes to meet the evolving needs and to support inclusive practice e.g. Mood for Food and ASN support groups for parents. The training undertaken by CLD staff has built staff capacity and confidence in supporting children, young people and families. It has also enhanced their ability to provide further, bespoke support to families most in need.
- 2.25 A next step identified as part of ongoing work in relation to the Roadmap to Recovery, Part 2, is the need for health and wellbeing curriculum progressive pathways. This will strengthen universal curriculum provision across establishments and provide better consistency. Work is already underway to progress this.

Empowering Clusters

- 2.26 The Empowering Cluster tracking system was revised in August 2024 to improve functionality and to incorporate a range of data to support planning for continuous improvement. Using the new system, data will be captured three times per year to track progress and support planning for continuous improvement. The new system offers an automatic data analysis tool, as shown below, which can be used by Cluster Improvement and Integration Leads (CIILs) and Cluster Chairs to inform next steps and the strategic deployment of resources. This feature supports the ongoing cycle of planning, monitoring, and evaluating progress. The service is currently exploring the potential for integrating this into the service dashboard using Power BI.



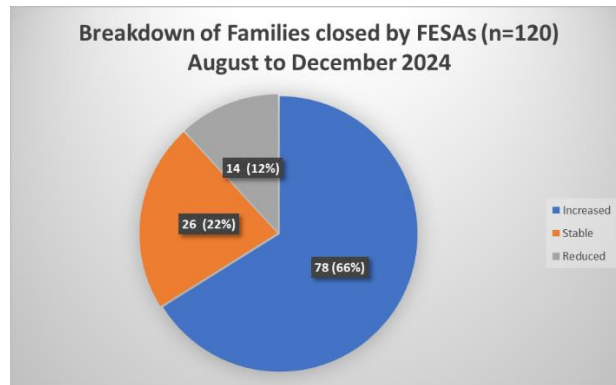
2.27 Initial interim data collected indicates that a total of 1,834 individual supports have been provided, at an additional level, through cluster teams between September and December 2024.

Role	Literacy Supports	H&WB Supports	Numeracy Supports
Cluster Resource Teacher (CRT)	753	79	242
Cluster Support Teacher (CST)	455	173	132
Grand Total	1208	252	374

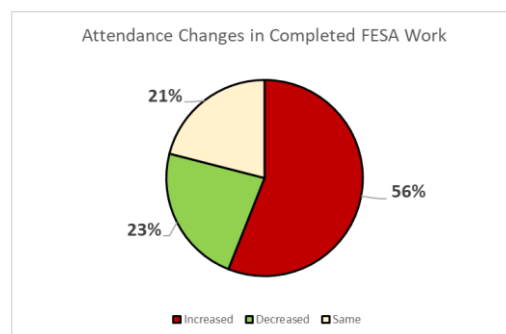
Partnership Working

Family Engagement Support Workers

- 2.28 Scottish Equity Funding has been used to invest in Family Engagement Support Assistants (FESAs). FESAs provide bespoke, family centred, support where there is a concern about school attendance. There are currently circa 15 FESAs working across the school clusters. This again reflects the changing demands placed on services to provide bespoke support in response to local needs.
- 2.29 This approach prioritises families living in SIMD 1 and 2. During session 2023/24, the FESAs completed work with 192 children and their families, offering practical supports with establishing routines and signposting families to agencies who can provide support such as the Tackling Poverty Team and Mental Health Services. They aid and support communication between families and schools.
- 2.30 From August to December 2024, FESAs worked in all 15 clusters. During this period, staff worked with 547 children and completed work with 120. Attendance outcomes are illustrated in the chart below:



- 2.31 As illustrated below, attendance improved for 56% of young people supported by FESAs. Evaluation evidence shows that the impact is greater within the primary sector for young people whose attendance is between 30-60%. Furthermore, evaluations show that the most common themes impacting on attendance are poverty (cost of school day); parental mental health and communication/engagement with schools.



- 2.32 As the data illustrates, earlier identification and intervention, both in terms of age and attendance level, is crucial to improving attendance levels and maximising the impact of the interventions led by FESA.

Campus Police Officers

- 2.33 There are currently 8 campus officers deployed across 12 secondary schools in North Lanarkshire as a partnership arrangement with Police Scotland, funded through SEF.
- 2.34 To date, individual establishments create their own workplan with associated measures for officers however, next session, new processes will be introduced which will allow for more robust data collection and clearer reporting of impact. Simultaneously, the campus officer remit will be refined to target support around key areas such as strengthening the health and wellbeing curriculum offer and providing intensive support to young people at risk of, or currently, in conflict with the law. The aim of this is to help build positive relationships and intervene at an early stage to avoid any escalation of behaviours.

Pupil Equity Funding

- 2.35 Local Authority Pupil Equity Fund (PEF) guidance and quality assurance approaches were updated for session 2024-25 to create more robust support and challenge for establishments in their planning. This guidance has been well received by establishment heads and senior leaders and is helping to reduce bureaucracy and

promote outcome-based PEF planning with a focus on improving outcomes for children and young people most affected by poverty.

- 2.36 PEF sampling continues, which involves school visits by NL's Attainment Advisor and SAC Curriculum Manager. This has improved our capacity to evaluate the impact of PEF on outcomes for children more effectively. These improvements were further scrutinised when identified establishments were visited by Scottish Government ministers, as part of their sampling and quality assurance processes, and feedback was positive.
- 2.37 Notably, during session 2023-2024, three North Lanarkshire establishments were identified (20% of establishments inspected) by HMle as having practice worth sharing, nationally. These establishments are Stane Primary School for their innovative and impactful use of Pupil Equity funding; St Ignatius Primary School for innovative approaches to learning, teaching and assessment, and alternative curriculum offerings, and Firpark Primary School, for effective partnership working with parent council and families.
- 2.38 Furthermore, a sharing good practice network has been established to support senior leaders in driving the equity agenda within schools. The main objectives of the network meetings are to provide updates on local and national policy, facilitate collaborative planning and share effective practice across the local authority.

Participatory Budgeting

- 2.39 The Local Authority's tackling poverty team continues to collaborate with schools to complete the 'three questions' evaluation. This initiative involves collaborating with parents, staff and pupils to identify common themes related to the impact of the cost-of-living crisis and the cost of the school day. Currently, six schools are piloting participatory budgeting approaches through PEF. Based on feedback and lessons learned, this approach will be expanded throughout this session to support schools in addressing common issues identified through the 'three questions' evaluation process. As a result of this work, the service is working with a range of partners to refresh and update approaches to teaching financial education to ensure it meets the needs of all children and young people.
- 2.40 In March 2024, nine Additional Support Needs (ASN) schools collaboratively used PEF funding to allow a dedicated Welfare Rights Officer to be employed on a temporary basis (August 24 to June 25) to provide an income maximisation service to the families of students attending these schools.
- 2.41 The Welfare Rights Officer collaborated with establishment head teachers to agree the most appropriate delivery model, for their context. Most schools within the pilot opted to use a targeted approach, where the details of P1 and S1 pupils were provided to the welfare rights officer, who then made direct contact with the families to discuss income maximisation.
- 2.42 To date, the total income generated for identified families, through this targeted approach, is £116,367, with a further 49 claims awaiting an outcome.
- 2.43 The Tackling Poverty team aims to leverage the success of this pilot by continuing to work closely with colleagues to create a sustainable model for service design and delivery. This model will support efforts to reduce child poverty and enhance family well-being.

Care Experienced / Virtual School

2.44 In addition to SEF funding, every local authority also benefits from the Care Experienced Young People (CEYP) Fund. This has also been reducing, as detailed in the table below. Unlike SEF and PEF, CEYP is funded across an academic session, and at this point, we do not have any information beyond 2024-2025.

Academic Session	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
CEYP Fund	£619,200	£712,800	£652,800	£591,675	£559,825	£595,350

2.45 NL has made effective use of the CEYP Fund to create a Virtual School team. The team consists of a Virtual School Lead, support workers, support assistants, and a learner journey pathways coordinator.

2.46 During session 2023-24, the Virtual School team worked with Education Scotland to create a Keeping the Promise award. During session 2024-25, Virtual school staff have delivered information sessions about the award to Cluster Chairs, central team officers, head teachers and other relevant staff.

2.47 The table below highlights the number of establishments who have included this as a main priority within their improvement plan for session 2024-25.

School Type	Total Number of Schools	Number of schools with 'Keeping The Promise' on improvement plan	Percentage of schools with 'Keeping The Promise' on improvement plan (%)
Primary	118	73	62
Secondary	23	11	48
ASN	14	4	29

2.48 Furthermore, to increase opportunities and support for care experienced children and young people to achieve more formal national qualifications in the senior phase, enhanced teacher allocation is now in place, funded through SEF, and this is contributing to increased opportunities for learners. 27 young people were supported in session 2023/24 to achieve 88 National 3 or 4 qualifications across eight curricular areas. The impact of this can be seen below:

- 17/27 achieved three or more national qualifications - 63%
- 10/27 achieved four or more national qualifications - 37%
- 5/27 achieved five or more national qualifications - 19%
- 25/27 achieved a national qualification in English – 93%
- 25/27 achieved a national qualification in Maths – 93%
- 6/27 achieved N4 English – 22%
- 7/27 achieved N4 Maths – 26%
- 9/27 achieved N4 English and N4 Maths – 33%

2.49 A virtual school improvement priority has been agreed for session 2024-25 which sets a target of 60% of S4 learners working entirely with the virtual school achieving a minimum of five full SQA course awards. Levels of direct teacher support have been

increased for this target group. 72% of this group are currently on track to achieve the target set.

- 2.50 The virtual school continues to make significant progress in reducing the number of exclusions for care experienced young people, as evidenced in the table below. Work will continue this session, and they will continue to support schools to best meet the needs of care experienced children and young people.

Session	CE Exclusions	Days Lost	Young People
2019-20	158	339.5	92
2020-21	105	233	72
2021-22	82	138.5	56
2022-23	19	40	15
2023-24	11	22	11

Stretch Aims

- 2.51 When the Scottish Government moved to their new operating model in 2021-22 local authorities were asked to use local intelligence and data to identify stretch aims (targets) for various measures and to submit these to the Scottish Government. These measures are categorised as 'core' and 'core plus'. The core elements are part of a requisite package of measures identified by Scottish Government. Initially, in 2022-23 these stretch aims were set over a 1-year period however, from session 2023-24 local authorities were asked to set stretch aims over a three-year period.
- 2.52 At a minimum, **core** stretch aims had to include targets for both overall progress and for progress in reducing the poverty-related gaps (Q1 – most deprived vs Q5 – least deprived) in:
- achievement of Curriculum for Excellence Levels; % of pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy and % of pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy;
 - % of leavers achieving 1 or more awards at SCQF level 5 or better (all SCQF) based on the "Summary Statistics for Attainment and Initial Leaver Destinations" publication;
 - % of leavers achieving 1 or more awards at SCQF level 6 or better based on the "Summary Statistics for Attainment and Initial Leaver Destinations" publication;
 - the percentage of young adults (16–19-year-olds) participating in education, training or employment in the LA in the year to 31st March based on the Annual Participation Measure produced by Skills Development Scotland; and
 - a locally identified aim for health and wellbeing, to be measured using local datasets.
- 2.53 The "core plus" element enabled local authorities to identify further aims, measurable by either local or national data.
- 2.54 The service identified the 4 'core plus' stretch aims outlined below. These areas were selected to reflect trends in data and ongoing service improvement work around the curriculum rationale and development of pathways for learners:
- % of P4 learners achieving expected levels for writing (CfE first level)
 - % of S3 pupils achieving third level or better in combined literacy (based on reading, writing and talking and listening)

- % of S3 pupils achieving third level or better in numeracy
 - % of leavers achieving S5 1+ Highers (A-C passes based on all candidates) (Excludes ASN schools) (based on S4 roll figures from Insight)
- 2.55 Appendix 1 shows progress towards our ambitious stretch aims. It is worth noting that when setting NL's core and core plus aims, evaluative evidence gathered through the first year of the target setting process was used, alongside guidance presented by the Scottish Government. The Service reflected on the potential tension between setting more cautious targets that are easier to achieve or setting more aspirational and challenging targets. Based on our high aspirations, and research evidencing that setting more challenging targets leads to better outcomes, NL set ambitious targets, accepting the risk that these may be difficult to achieve.
- 2.56 National ACEL attainment data, published in December 2024, and comparison results, indicate that NL is performing well nationally, in Curriculum for Excellence Levels (literacy: reading, writing, talking and listening and numeracy) across most stages and organisers, at the primary stages. However, for the purposes of this SAC report, we will focus on P,1,4,7 combined literacy and numeracy data as this is the main pre-requisite for the core stretch aim measures, as defined by Scottish Government.
- 2.57 Last session's P1, P4 and P7 combined data shows that the percentage of Quintile 1 (most deprived) pupils achieving expected levels or better in literacy (based on reading, writing and talking and listening) increased from 67.52% to 68.21%. This is in no small part due to the relentless focus on improving universal, additional and intensive support offers around these indicators.
- 2.58 Analysis of our P1,4,7 combined data for literacy and numeracy also indicates that last session we closed the attainment gap between our most (Q1) and least deprived (Q5) learners in both areas. For literacy, the gap reduced from 18.54pp to 15.07pp and for numeracy, the gap reduced from 16.1pp to 13.4pp.
- 2.59 In session 2023-24, the percentage of S3 learners achieving third level or better in literacy (based on reading, writing and talking and listening) dipped slightly in Q1 but improved in Q5. Q5 improved from 88.50% in session 2022-23 to 94.15% in session 2023-24. While we strive to close the attainment gap, we also want to improve outcomes for all learners including those within Q5.
- 2.60 Similarly, the percentage of S3 learners achieving third level or better in numeracy improved in both Q1 (78.13% in 2023 to 80.56% in 2024) and Q5 (93.87% in 2023 to 97.19% in 2024), in session 2023-24. Notably, the rate of improvement of learners in Q5 exceeded the rate of improvement of the learners in Q1, therefore this has impacted on our ability to close the gap. It is also worth noting that within NL we have significantly more learners within Q1 than within Q5.
- 2.61 The number of Q1 learners achieving at least 1 award at SCQF 5 and 6 (All SCQF Insight data) decreased last session and therefore, improving attainment in these areas will remain a key focus for improvement next session.
- 2.62 The Annual Participation Measure (APM) refers to the percentage of young adults (16–19-year-olds) participating in education, training or employment. Last session, our overall APM increased from 91.0% to 91.9%. However, notably, our APM for learners in Q1 rose from 85.7% to 87.2%.

- 2.63 One of NL's core plus stretch aims was to increase the percentage of leavers achieving 1+ Higher (A-C passes based on all candidates) in S5. Notably, the percentage of Q1 leavers achieving S5 1+ Higher last session increased from 36.84% to 37.7%.
- 2.64 We noted marginal gains in overall attendance figures at the primary stage with data increasing from 91.16% in 2023 to 91.61% in session 2024. Attendance rates for Q1 learners at the primary stages increased from 88.52% in 2023 to 89.15% in 2024. Overall attendance at the secondary stage increased from 85.54% in 2023 to 85.72% in 2024.
- 2.65 As previously reported, in setting NL's core and core plus stretch aims, evaluative evidence gathered through the first year of the target setting process (check year) was used and analysis of local and national attainment trends over a 5-year period to identify future targets. In line with Scottish Government guidance, the 2022-23 data was key to the target setting process. However, within NL, for some indicators, the 2022-23 data was above the normal trajectory, thus impacting on the baseline and subsequent aspirational stretch aims set. In summary, for some measures, that means that NL's baseline started at the highest baseline figure from within the 5-year trend data.
- 2.66 Based on NL's current improvement trajectory, incremental progress is being made towards the ambitious stretch aims set. Work will continue towards these targets, deploying resources to support increased attainment and improved outcomes. Although, based on current trajectories all aspirational stretch aims may not be reached, progress is evident in some key measures. Further information about our progress towards our stretch aims is available in Appendix 1.

Proposed SEF Plan for session 2025-26

- 2.67 As mentioned above, the service is planning that this is the final year of SAC funding (including SEF, PEF and CECYP). Therefore, the core plan is built on the premise that no further funding will be allocated for session 2026-2027.
- 2.68 To allow us to protect as much support as possible for establishments, the service has made difficult decisions and some of the original core model has been removed or significantly reduced to allow us to remain within our allocated budget. Notably, some of these core aspects can be directly funded by individual establishments using PEF funding.
- 2.69 Therefore, to allow us to continue to implement our strategic model, and maximise use of funding available for session 2025-26, we propose to make further amendments to the core model to maximise impact and increase the team's contribution to the wider central team.
- 2.70 Notably, we propose to reduce the funding for Future Fridays by a further £150,000 to £200,000. The allocated £200,000 will only partially cover costs associated with Principal Teacher of Future Friday posts. Schools will be required to use their own PEF allocations to deliver their individual Future Fridays offer and any associated costs. Simultaneously, the service is exploring possible options to create a new iteration of the Future Friday programme. Further information will be presented to committee in due course.
- 2.71 The total expenditure for the core model for session 2025-26 is outlined in the table below. Please note, the proposed spend is higher than the SEF allocation, and we are

reliant on the carry forward of circa **£900,000** from session 2024-25 to cover the planned spend, with remaining funds reserved for potential future pay awards etc. Importantly, the carry forward figure may vary slightly based on discrepancies between predicted expenditure and actual expenditure. Any additional funding at year end, will be used to further support the model.

Scottish Government SEF Allocation 2025-26	£3,383,214
2024-25 Carry Forward	£900,000
Total available for 2025-26	£4,283,214
Workstream 1: Leadership for Improvement	£502,302
Workstream 2: Health and Wellbeing	£1,722,776
Workstream 3: Leadership for Learning	£771,592
Non-Core Costs	£722,824
5% Admin Charge	£169,161
Total planned spend for session 2025-26	£3,888,655
Remaining funds available from SG Funding for April 2026 – August 2026	£394,559

Staffing Impact/Operating Model

2.72 As stated previously, due to reducing funding and the potential end of the SAC model in session 2025-26, the service has conducted a thorough review of all aspects of the model and made difficult decisions about whether to retain or end supports, in line with budget constraints. The diagram below illustrates the proposed core model for academic session 2025-2026.

2.73 As noted in the diagram below, from 1st April 2025 onwards, the five CIIL posts, previously funded through the SAC core model, will now be funded through a central budget line, out with SAC. This allows SAC funding to be used to extend the following posts into session 2025-26:

- 6 x Pedagogy PTs
- 15 x FESAs

April 2025-March 2026

WORKSTREAM: Leadership for Improvement	Cost session 25/26	WORKSTREAM: Health and Wellbeing	Cost session 25/26	WORKSTREAM: Leadership for Learning	Cost session 25/26
Improvement & Resources Lead	£113,774	HWB Lead - NL15	£77,960	SAC Lead	£113,774
Future Friday costs	£200,000	Cluster Family Engagement Workers NL7 - 15 FTE	£567,165	ESO x 3 (Lit, Numeracy & LTA)	£258,954
Leaderships Resources	£2,000	Deletion - Cluster model 5 FTE from. (costed at DHT 3) 5 FTE	£0	ESO x 1 (STEM, Curriculum Dev/ LTA)	£86,318
Admin support: NLC5	£32,421	Police partners: Total of 8 shared funding:	£188,444	6 x PT1 Posts (August 25 to March 26)	£287,546
Business Apprentice NLC2	£28,485	3 Pathways Support Workers (NLC7)	£113,433	Literacy & Numeracy: Training Resources	£25,000
2x RDOs	£75,622	HWB ESO	£86,318	Total	£771,592
West Partnership	£50,000	CLD NLC 12 X3	£185,676		
Total	£502,302	Missing YP	£40,000		
		Total	£1,258,996		

2025/26 Allocation	£3,383,214
(plus) C/F 2024/25	£900,000
Total	£4,283,214
Core Model Total	£2,532,890
Non Core Spend	£722,824
5% Admin Charge	£169,161
Carry Forward Available	£858,339

April 2026-August 2026

2.74 Please note, the Future Friday allocation noted above is the allocation for April 2025 to August 2026. However, for budgeting purposes it is included in the April 2025 to March 2026 allocation.

WORKSTREAM: Leadership for Improvement	Cost session 25/26 (April - Aug 26)	WORKSTREAM: Health and Wellbeing	Cost session 25/26 (April - Aug 26)	WORKSTREAM: Leadership for Learning	Cost session 25/26 (April - Aug 26)
SAC Leadership and Equity	£37,915.00	HWB Lead - NL15	£25,987	SAC Curriculum and Pedagogy Lead	£37,915
1 x STEM ESO Curr Dev	£32,369.00	15 x NL7 FFESA posts	£189,055	6 x PT posts	£172,527
Admin support: NLC5	£10,807	HWB ESO	£32,369	ESO x 3 (Lit, Numeracy & LTA)	£97,108
Business Apprentice NLC2	£9,495	CLD NLC 12 X3	£61,892	Total	£307,550
West Partnership	£15,000	3 Pathways Support Workers (NLC7)	£37,811		
Total	£105,586.00	Total	£347,114		

CF 2025-26	£858,339
Total for model: April – August 2026 (minus oncosts etc)	£760,250

2.75 In addition to the changes outlined above, further posts funded as part of the session 2023-2024 SEF model will also come to an end in June 2024 and will not be replaced. It is worth noting that these were all temporary posts.

- **Curriculum Managers** – deletion of all 4 curriculum manager posts from 1 July 2025

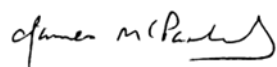
- **Education Support Officers** – reducing from two temporary posts to one temporary post from 14 August 2025
 - **Pedagogy Team** – 5.6 FTE PT posts and 11.4 FTE class teacher posts will reduce to 5.6 FTE PT posts only from 1 July 2025
- 2.76 The reduction in the above posts will have significant workload implications on the remaining team, but all efforts will be made to continue with essential and impactful service provision.
- 2.77 To mitigate the impact of these reductions and in preparation for the end of the SAC model, the number of SAC Leads will be reduced from 2 FTE SAC Leads to 1.6 FTE from July 2025. The savings associated with this reduction, along with the carry forward noted above, will be used to potentially appoint one temporary Curriculum Manager (CM) and one Education Support Officer (ESO), subject to available funding. These posts will be for a period of one academic session, in the first instance.
- 2.78 The service recognises the challenges associated with managing the tapering funds and has sought to align and maximise the use of all available resources to continue to build staff capacity and ensure sustainable approaches to improvement, across the service. However, with the end of the Scottish Attainment Challenge Fund in session 2025-26, the service must maximise the use of all funds, using carry forwards strategically to ensure any SEF allocation is used to provide high quality support for the remainder of the funding programme, across the school academic year. Should updated information be provided by the Scottish Government about the future SAC funding, or equivalent additional funding, a further update will be brought to Committee for approval.

3. Measures of success

- 3.1 Reconfiguration of the SEF model will allow us to align and strengthen core functions of the team to raise attainment and close the poverty related attainment gap.
- 3.2 Reduced funding will be effectively managed to diminish risk and to maximise positive outcomes for children and families.
- 3.3 Clear outcomes and measures will be identified to support effective governance and reporting processes.
- 3.4 Priorities will be aligned to Stretch aims and service priorities to support transparency of reporting processes.

4. Supporting documentation

Appendix 1 – Core Model 2025-26



James McParland
Chief Officer (Education – South)

5. Impacts

<p>5.1 Public Sector Equality Duty and Fairer Scotland Duty Does the report contain information that has an impact as a result of the Public Sector Equality Duty and/or Fairer Scotland Duty? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> If Yes, please provide a brief summary of the impact?</p> <p>If Yes, has an assessment been carried out and published on the council's website? https://www.northlanarkshire.gov.uk/your-community/equalities/equality-and-fairer-scotland-duty-impact-assessments Yes <input type="checkbox"/> No <input type="checkbox"/></p>
<p>5.2 Financial impact Does the report contain any financial impacts? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> If Yes, have all relevant financial impacts been discussed and agreed with Finance? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> If Yes, please provide a brief summary of the impact?</p> <p>All aspects of finance within this report have been discussed with relevant finance officers and presented to E&F SMT.</p>
<p>5.3 HR policy impact Does the report contain any HR policy or procedure impacts? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> If Yes, have all relevant HR impacts been discussed and agreed with People Resources? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> If Yes, please provide a brief summary of the impact?</p> <p>All aspects of HR within this report have been discussed with relevant finance officers and presented to E&F SMT.</p>
<p>5.4 Legal impact Does the report contain any legal impacts (such as general legal matters, statutory considerations (including employment law considerations), or new legislation)? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> If Yes, have all relevant legal impacts been discussed and agreed with Legal and Democratic? Yes <input type="checkbox"/> No <input type="checkbox"/> If Yes, please provide a brief summary of the impact?</p>
<p>5.5 Data protection impact Does the report / project / practice contain or involve the processing of personal data? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> If Yes, is the processing of this personal data likely to result in a high risk to the data subject? Yes <input type="checkbox"/> No <input type="checkbox"/> If Yes, has a Data Protection Impact Assessment (DPIA) been carried out and e-mailed to dataprotection@northlan.gov.uk Yes <input type="checkbox"/> No <input type="checkbox"/></p>

<p>5.6 Technology / Digital impact Does the report contain information that has an impact on either technology, digital transformation, service redesign / business change processes, data management, or connectivity / broadband / Wi-Fi? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> If Yes, please provide a brief summary of the impact?</p> <p>Where the impact identifies a requirement for significant technology change, has an assessment been carried out (or is scheduled to be carried out) by the Enterprise Architecture Governance Group (EAGG)? Yes <input type="checkbox"/> No <input type="checkbox"/></p>
<p>5.7 Environmental / Carbon impact Does the report / project / practice contain information that has an impact on any environmental or carbon matters? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> If Yes, please provide a brief summary of the impact?</p>
<p>5.8 Communications impact Does the report contain any information that has an impact on the council's communications activities? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> If Yes, please provide a brief summary of the impact?</p>
<p>5.9 Risk impact Is there a risk impact? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> If Yes, please provide a brief summary of the key risks and potential impacts, highlighting where the risk(s) are assessed and recorded (e.g. Corporate or Service or Project Risk Registers), and how they are managed?</p> <p>SAC/SEF considered as part of risk register at service and CMT levels.</p>
<p>5.10 Armed Forces Covenant Duty Does the report require to take due regard of the Armed Forces Covenant Duty (i.e. does it relate to healthcare, housing, or education services for in-Service or ex-Service personnel, or their families, or widow(er)s)? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> If Yes, please provide a brief summary of the provision which has been made to ensure there has been appropriate consideration of the particular needs of the Armed Forces community to make sure that they do not face disadvantage compared to other citizens in the provision of public services.</p>
<p>5.11 Children's rights and wellbeing impact Does the report contain any information regarding any council activity, service delivery, policy, or plan that has an impact on children and young people up to the age of 18, or on a specific group of these? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> If Yes, please provide a brief summary of the impact and the provision that has been made to ensure there has been appropriate consideration of the relevant Articles from the United Nations Convention on the Rights of the Child (UNCRC).</p> <p>If Yes, has a Children's Rights and Wellbeing Impact Assessment (CRWIA) been carried out? Yes <input type="checkbox"/> No <input type="checkbox"/></p>

Appendix 1: NL Key Performance Measures (Including core and core plus stretch aims and KMS identified in performance management framework)

Please note: 2023/24 attainment data has been updated following Scottish Government cleansing exercise and confirmation of latest SQA data. **Tolerance Level 0.5pp above or below.**

Key Performance Measure	June 2022 Attainment	June 2023 Attainment	June 2024 Attainment	June 2025 Attainment	Stretch aim Target (2026)
% of pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy	72.23%	75.47%	75.05%		77.0%
% of Q1 pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy	63.93%	67.52%	68.21%		69.40%
% of Q5 pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy	82.94%	86.06%	83.28%		86.7%
Q1 – Q5 Gap (P1, P4 and P7 combined) achieving expected levels or better in literacy)	19.01pp	18.54pp	15.07pp		17.3pp
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy	79.38%	81.31%	81.19%		90.46%
% of Q1 primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy	72.60%	74.80%	75.11%		82.48%
% of Q5 pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy	89.15%	90.90%	88.51%		97.35%
Q1 – Q5 Gap (P1, P4 and P7 combined) achieving expected levels or better in numeracy	16.55pp	16.10pp	13.4pp		14.87pp
% of S3 pupils achieving third level or better in literacy (based on reading, writing and talking and listening (Core Plus)	85.14%	84.35%	86.71%		87.0%
% of S3 Q1 pupils achieving third level or better in literacy (based on reading, writing and talking and listening (Core Plus)	79.21%	79.50%	79.30%		84.0%
% of S3 Q5 pupils achieving third level or better in literacy (based on reading, writing and talking and listening (Core Plus)	93.11%	88.50%	94.15%		92.20%
Q1 – Q5 Gap (S3 3 rd level or above literacy)	13.9pp	9.0pp	14.85pp		8.2pp
% of S3 pupils achieving third level or better in numeracy (Core Plus)	85.34%	85.11%	88.02%		89.10%
% of S3 Q1 pupils achieving third level or better in numeracy (Core Plus)	76.20%	78.13%	80.56%		81.50%
% of S3 Q5 pupils achieving third level or better in numeracy (Core Plus)	95.96%	93.87%	97.19%		95.5%
Q1 – Q5 Gap (S3 3 rd level or above numeracy)	19.76pp	15.74pp	16.63pp		14.0pp
Number and percentage of secondary school leavers by total qualifications attained under the All SCQF measure (S2.2a) (Based on leavers data therefore previous year's data.)	June 2022 (20/21 Insight)	June 2023 (21/22 Insight)	June 2024 (22/23 insight)		
% of leavers achieving 1 or more awards at SCQF Level 5 or better (All SCQF)	88.55%	87.46%	85.82		90.46%
% of Q1 leavers achieving 1 or more awards at SCQF Level 5 or better	81.73%	78.48%	77.09		82.48%
% of Q5 leavers achieving 1 or more awards at SCQF Level 5 or better	97.96%	96.60%	95.59%		97.35%
Q1 – Q5 gap SCQF 5	16.23pp	17.52pp	18.5pp		14.87%
% of leavers achieving 1 or more awards at SCQF Level 6 or better	67.49%	64.62%	61.89%		69.12%

Key Performance Measure	June 2022 Attainment	June 2023 Attainment	June 2024 Attainment	June 2025 Attainment	Stretch aim Target (2026)
% of Q1 leavers achieving 1 or more awards at SCQF Level 6 or better	54.82%	49.13%	48.93%		54.13%
% of Q5 leavers achieving 1 or more awards at SCQF Level 6 or better	83.67%	81.41%	82.89%		87.41%
Q1 – Q5 gap SCQF 6	28.85pp	32.28pp	33.96pp		33.28pp
Annual Participation Measure The percentage of young adults (16-19 year olds) participating in education, training or employment in the LA in the year to 31st March. (SDS data)	June 2022	June 2023	June 2024		
Overall	90.2%	91.0%	91.9%		94.6%
Quintile 1	85.1%	85.7%	87.2%		92.0%
Quintile 5	95.5%	96.0%	96.4%		98.0%
Q1 – Q5 gap (APM)	10.4pp	10.3pp	9.2pp		6.0pp
Core Plus Stretch aims		June 2023	June 2024		
% Attendance Primary		91.16%	91.61%		93.0%
% attendance Q1 Primary		88.52%	89.15%		89.8%
% attendance Q5 Primary		94.50%	94.69%		95.0%
Q1 – Q5 Gap Primary		5.98pp	5.54pp		5.2pp
% Attendance Secondary		85.54%	85.72%		88.4%
% Attendance Q1 Secondary		81.57%	81.21%		85.6%
% Attendance Q5 Secondary		90.41%	91.23%		91.7%
Q1- Q5 Gap Secondary		8.84pp	10.02pp		6.1pp
% of leavers achieving S5 1+ Higher (A-C passes based on all candidates) (Excludes ASN schools)	57.5%	53.36%	53.2%		57.41%
% of Q1 leavers achieving S5 1+ Higher (A-C passes based on all candidates)	40.6%	36.84%	37.7%		41.4%
% of Q5 leavers achieving S5 1+ Higher (A-C passes based on all candidates)	74.8%	77.58%	72.6%		78.82%
Q1 – Q5 gap leavers achieving S5 1+ Higher (A-C passes based on all candidates)	34.2pp	40.74pp	34.9pp		37.42pp
% of P4 learners achieving expected level for writing	70.90%	73.45%	73.89%		76.70%
% of Q1 P4 learners achieving expected level for writing	62.53%	66.35%	67.06%		70.4%
% of Q5 P4 learners achieving expected level for writing	81.21%	83.91%	84.40%		85.7%
Q1 – Q5 Gap for P4 learners achieving expected level for writing	18.68pp	17.56pp	17.34pp		15.3pp

*Final SCQF for 2024 leavers will be reported when the Summary Statistics for Attainment and Initial Leaver Destinations 2024 data is published in February 2025

*1 For reference, SEEMIS BI does not provide the S4 roll figure for Q1 or Q5 so this information has been taken from Insight (i.e. for 2024 – taken from 2023 S4 on Insight). The 2024 percentages are then a comparison of the number of pupils that got an A-C pass in the SEEMIS BI data with the S4