COVID Additional Funding: Spending Options Appraisal

Option 1: Supporting Systems Wide Transformational Change (based on discussion at the last meeting)

Problems to be **Outcomes** addressed Positive life destinations Children identified with ASN at ELC stage Contributing citizens Inadequate parenting **Early Intervention, Prevention and Continuing Support** skills throughout the young person's life Resilient mental health ELC (2-4 years) Primary (4-12 years) Secondary (12-18 years) Children and Young and well-being people needing family support throughout their learning journey

Key Principles	Approach	Objectives	Possible Posts to be funded
 The initial focus is on targeted early intervention Support given to the child/young person throughout their learning journey 	 The ethos of the approach is to be learner centred and not school based Post holder forms long term relationship with not only the learner but with parents Parent involvement is important aspect 	 To support transitions from ELC to Primary to Secondary and then tertiary education and/or employment To improve attainment and quality of life for the child/young person 	 Support posts to be based within each ASG area Posts to be non-teaching (reflecting conversation of the challenges of recruiting teachers).

Option 2: Targeted intervention to support improved attainment (based on discussion at the last meeting)

Problems to be Deep dive **Outcomes** addressed analysis of attainment Improved attainment Evidence of a data widening attainment The attainment gap is gap for certain reduced (e.g. by subjects within school subject area, Moray gender) Intervention Indentification of attainment process is reviewed Positive destinations gaps are supported Increased learner confidence Targeted and tailored intervention based on intelligence

Key Principles	Approach	Objectives	Possible Posts to be funded
 Intervention is evidence based following a deep dive analysis of attainment data Learning support is tailored for individual learners 	 Based on the evidence base, interventions can be at an ELC, Primary or Secondary School phase Train the trainer approach to be considered as part of the intervention approach A continuous learning approach is adopted in terms of the process. 	 Reduce the attainment gap To support transitions from ELC to Primary to Secondary and then tertiary education and/or employment Improved learner confidence 	 Consideration needs to be given if these are teaching or non- teaching posts. Also if a train the trainer approach can be adopted.