



Dyslexia
Scotland

Sean Connery Foundation Dyslexia Initiative

Annual Report | October 2024

Charity No. SC000951

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Executive Summary

This is the annual report of the Sean Connery Foundation Dyslexia Initiative, marking the conclusion of the second year of interventions.

The report describes the structure and the aims of the Initiative, the training of teachers and support staff and their subsequent deployment in participating schools.

The number of learners with literacy difficulties/dyslexia participating in the Initiative increased from 305 at the end of Year 1 to 716 at the beginning of Year 3. The number of schools participating increased from 17 at the end of Year 1 to 45 at the beginning of Year 3.

More than 1100 teachers and Pupil Support Assistants have now received training in how to help learners with literacy difficulties/dyslexia.

The report presents quantitative data from pre and post intervention assessments; and qualitative data from a range of feedback mechanisms. Evidence is presented of statistically significant improvements in learners' reading ability scores. Qualitative, subjective data from the feedback of learners, staff, parents and carers continues to demonstrate almost universal high levels of satisfaction with the work of the Initiative.

Work has commenced on ensuring the legacy of the Initiative in the form of Continuing Training Modules to be hosted on the Open University Open Learn Platform, funded by a grant from HSBC UK bank.

“The generous funding given to the City of Edinburgh Council by the Sean Connery Foundation in conjunction with Dyslexia Scotland has allowed our authority to develop and extend our strong interventions for children with literacy issues.

Our intensive interventions are deployed when quality teaching and additional support has not led to competence in literacy skills.

The SCF funding has allowed such intensive interventions to be delivered to many more children in Edinburgh. There is a strong evidence base for these interventions and for their sustainability. Many thanks to the SCF for allowing us to deliver this work across Edinburgh.”

Dr Lynne Binnie, Head of Education (Inclusion), City of Edinburgh Council

“The Sean Connery Foundation Dyslexia Initiative owes its success so far to the close collaborative working between all the partners involved, including the substantial financial support from the Sean Connery Foundation, the hard work, commitment and in-kind support of the City of Edinburgh Council teams, the guidance and mentoring advice from Dyslexia Scotland’s consultant, the initiative’s Steering Committee and the involvement of the ‘Mission Dyslexia’ team in the delivery of their primary school workshops across the authority.

The programme has now completed three full terms and has provided intensive training for education staff in the area. This report shows that there has been a very positive and encouraging impact on dyslexic children and young people and their families, as well as on the professional development of teachers and Pupil Support Assistants. Beyond the three-year programme, the learning from this excellent collaboration with the City of Edinburgh Council, the Sean Connery Foundation and Dyslexia Scotland will be shared through online modules available to teachers across Scotland with the support of HSBC UK.”

Cathy Magee, Chief Executive, Dyslexia Scotland

“The Sean Connery Foundation Dyslexia Initiative has been a great example of excellent collaboration between public, private, charitable and philanthropic organisations and it has been a pleasure to be involved as parent representatives as volunteers for Dyslexia Scotland. The impact on schools and children in Edinburgh has been self-evident throughout the process and we have seen regular positive and complimentary feedback from parents of the school children involved. We are additionally happy to note the enduring and sustainable actions in the form of online modules which will further assist parents in supporting dyslexic children and young adults, made possible by additional funding from HSBC UK. On behalf of parents, we would like to take this opportunity to thank all on the steering group for their enthusiasm, professionalism and energy in delivering this unique initiative to improve children’s literacy in Scotland.”

Jonathan Rae and Cara Davidson, Parent representatives, Volunteers,
Dyslexia Scotland South East Branch



Programme Overview

The Sean Connery Foundation Dyslexia Initiative is a unique partnership between the City of Edinburgh Council (CEC), Dyslexia Scotland and the Sean Connery Foundation. The aim of the programme is to enable more learners in City of Edinburgh schools to reach their full potential by benefitting from high-quality, targeted interventions which enhance literacy and build personal confidence, thereby improving life chances. The support from the Sean Connery Foundation enables the City of Edinburgh's established Literacy/Dyslexia Support Team (L/DST) to provide intensive tailored programmes to an increased number of learners. Teachers and Pupil Support Assistants (PSAs) benefit from bespoke training courses before being deployed on secondments to schools across Edinburgh. This is leading to a significant scaling up of identification and support for individuals and groups of learners with dyslexia.

The 2023 Annual Report covered the first year of the programme. Training for the Initiative had commenced in August 2022 for L/DST teachers and PSAs. The teams had operated in schools over three blocks during academic year 2022/23.

The 2024 Annual Report provides an update on progress over the second full year of the programme, three more blocks, coinciding with academic year 2023/24 (plus half of the first term of 2024/25). During the period of the report the programme worked in 28 Edinburgh schools: 25 primary schools and three secondary schools. Teams from the Initiative have worked with 411 children (see Tables 1, 2 and 3 below for a breakdown and explanation).

Learners were assessed at the beginning and end of each intervention in order to provide a basis for objective evidence of the impact of the programme.

A statistical analysis of pre and post intervention assessment scores concluded that there was a statistically significant improvement in pupils' learning. This analysis reinforces the subjective reports, which have continued to be overwhelmingly positive.

Work has commenced on ensuring a legacy for the Initiative. During August 2024 it was announced that Dyslexia Scotland had been awarded a grant from HSBC UK as part of their 'Supporting Our Communities' programme, which supports local branches to get involved with helping local initiatives. The intention of the grant is that it should be used to develop training for teachers and parents. Online courses and masterclass webinars will support school children, their teachers and parents, and local authorities to build understanding of dyslexia and to improve literacy levels.

Governance

Organisations involved with the Initiative during Years 1 and 2 were as follows:

- Sean Connery Foundation
- The City of Edinburgh Council (CEC)
- Dyslexia Scotland
- Education Scotland
- University of Glasgow
- Educational Consultant
- Parental representatives, Dyslexia Scotland South East
- Mission Dyslexia

Interactions between the different organisations supporting the Initiative have been very effective. The Steering Committee has met quarterly, producing a well-documented action log. Frequent operational meetings between individuals and between participating organisations have been held as required by the programme.

A series of documents has been produced to facilitate the programme and to provide update reports. These have all been agreed by the Steering Committee and shared with the wider educational community to help drive change. Documents included the following:

- Initiative Introduction/Brochure

- Training Report
- Interim Report (Impact Report, January 2023)
- Thematic Analysis (Blocks one and two)
- Evaluative reports on some of the participating schools
- Dyslexia and Inclusive Practice Module Data
- 2023/24 Annual Report
- Statistical Significance of Assessment Results for Learners Receiving Individual Support through the Sean Connery Foundation Dyslexia Initiative.

The Steering Committee has played an indispensable role in driving forward the work of the Initiative. The range of partners included representatives from Dyslexia Scotland (from their Board and parental reps), City of Edinburgh Council, Education Scotland and University of Glasgow. The partnerships were based on mutual trust and respect for the particular contribution each person/organisation brought.

Mission Dyslexia is a highly regarded book/resource for 7 to 12 year olds, based on characters developed during a pilot programme, 'Mission Superheroes'. These workshops are now delivered throughout Scotland. The resource and a linked professional learning guide on the Addressing Dyslexia Toolkit encourage children to recognise the strengths that dyslexia can bring to their lives through identifying with cartoon superheroes such as Creatia, Persisto and Willforce.

The initiative is led by Paul McNeill, who is Head of Community Football for the Scottish Football Association, and also an experienced public and keynote speaker. Paul is dyslexic and volunteers as an Ambassador for Dyslexia Scotland.

The CEC offered the opportunity to Edinburgh primary schools to participate in tailored Mission Dyslexia workshops. The overall objective of the workshops was to work with the Edinburgh City Council Sean Connery Foundation L/DST to help support children within the learning environment. Workshop aims were to: highlight the positive aspects of dyslexia; build confidence in children with literacy difficulties in an identification (or in assessment process) of dyslexia; work on innovative and creative ways to overcome challenges learners face in school; create the start of a coping

strategy that can be used in school and at home.

During workshops, a cohort within a school is introduced to the cartoon superheroes, Creatia, Persisto and Willforce. Paul introduces himself as: "I am Paul and I learn differently from others. I'm 50 but can't spell the word 'spell.'" Children are not asked to identify as dyslexic, thereby reducing the potential for parental complaints or misunderstandings where a child has not yet been formally identified.

15 workshops were completed during Year 2, along with one webinar. All 309 children who participated received a copy of Mission Dyslexia.

There has been independent assessment of workshops, and feedback was found to be very positive from pupils and staff attending. Children were fully engaged and involved throughout the session, including a few with complex profiles. Paul McNeill was said to be a charismatic presenter, and his personal testament to overcoming diversity was inspiring.

Quotes from attendees included the following:

"It was clear they had a better understanding of their own strengths related to dyslexia and how to see this positively."

"A key was the facilitator, Paul, as he has a clear interest in this area and a very engaging way to support the children."

"Paul was very enthusiastic and engaging."

"The children were all chatting and discussing their superpower. It created a very inclusive and supportive environment."

“Greatly received by all. It would be useful in the future if there were any opportunities to roll out the programme with other year groups in the school. Please could you provide a date of when Paul can do the parental workshops with the parents and their children?”

Training

Before the Initiative programme started, the CEC provided a specialist team to support learners with literacy difficulties/dyslexia: the Literacy/Dyslexia Support Team (L/DST), staffed with a range of highly experienced specialist teachers.

Four teachers (one successfully reapplying) and four PSAs were seconded to the Initiative during Year 2.

Seconded staff undertook 6 weeks' initial intensive training followed by training input throughout their term of deployment, building up teacher/PSA skills as they worked in schools.

Training aims for teachers and PSAs included the following:

- familiarisation with the national education context and the CEC's processes and procedures for supporting learners;
- knowledge of effective use of the CEC Literacy and Dyslexia Guidelines;
- literacy difficulties/dyslexia strengths and areas of need;
- assessment process for identification of literacy difficulties/dyslexia;
- knowledge and skills in use of supports and strategies;
- understanding of how to work with staff in different school contexts.

Supplementary training aims for PSAs included:

- familiarisation with the specialist support team from the L/DST;
- familiarisation with working in the classroom context;
- equipping them to assess, support and develop learning of children and

young people with severe literacy difficulties/dyslexia.

There were separate training sessions for teachers and PSAs, with some plenary sessions bringing teachers and PSAs together. Training made use of a blended learning approach, with online modules, face-to-face teaching, practical assessments, and opportunities for PSAs to shadow staff, and coaching and mentoring from specialist staff. This all represents the continued development of a fresh new approach to staff development in the CEC.

Staff teams completed a feedback exercise seeking views on how the training prepared them to undertake their new roles. The evaluations have continued to be overwhelmingly positive. All feedback is used for continuous improvement and to improve the training programme in the future.

Continuing Training Modules

One of the objectives of the programme from the outset was that there should be an enduring legacy, both within City of Edinburgh schools, and more widely throughout Scotland. The programme's training course proved to be highly successful and valued by participating staff. The next stage has been to capture and share the high leverage activities with the wider educational community through the use of modular learning. Currently there is a focused plan of development of modular training units, free at the point of access.

Education Scotland and Dyslexia Scotland have already developed a suite of three online modules, staged on the Open University (OU) Open Learn platform. The plan is now to build on this established platform to develop two more modules to capture and share the work of the Initiative across Scotland and the wider educational community.

The module content is relevant for all educational practitioners and supports teachers to meet the required General Teaching Council for Scotland (GTCS) Standards for Professional Learning (gaining a digital badge on completion). These are specific modules to support dyslexia and literacy difficulties:

- **Module 1: Introduction to Dyslexia and Inclusive Education (published April 2017, updated 2021)**
- **Module 2: Supporting Dyslexia, Inclusive Practice and Literacy (published May 2017, updated 2021)**
- **Module 3: Dyslexia: Identification and Support (published March 2018, updated 2021)**

Module 1 is designed as an entry level module suitable for all staff and parents/carers. Modules 2 and 3 are more specialised.

Two further modules are to be developed. Module 4 will provide a training opportunity for teachers and PSAs to learn about the practical classroom intervention and strategies deployed to such good effect by the Sean Connery Foundation Dyslexia Initiative team. The module will include information and guidance on supporting practitioners and will be especially relevant for staff taking forward the role of support for pupils within both the primary and secondary sectors. The module can also support teachers working with neurodivergent learners, as there can be co-occurrence of dyslexia and autism as well as other neurodivergent conditions. Module 5 will provide a training opportunity for staff, parents and partners to learn about Mission Dyslexia and to gain access to a range of curriculum support materials to help staff build on the initial workshops. Associated costs are to be funded by an HSBC UK bank grant.

There is an evolving strong community of practice and sharing of expertise about dyslexia and inclusive practice in Scotland, including the teaching staff involved in the SCF programme in the City of Edinburgh Council, the Dyslexia Scotland/Education Scotland GTCS-accredited Professional Recognition programme and the Addressing Dyslexia Toolkit working group. For example, alumni from the Professional Recognition programme and others who help with Masterclasses, as well as the Panel, are to help review submissions in future programmes. Also, there is a great deal of professional learning and sharing in teachers' own schools, authorities and across Scotland from the practitioner enquiries.

Communications and Publicity

All primary and all secondary schools in Edinburgh have been offered the opportunity to participate in Mission Dyslexia.

The work of the Initiative has been widely shared on the CEC and Dyslexia Scotland websites and social media, so raising awareness within the CEC educational and wider dyslexia community.

As described in the 2023 Annual Report, in June 2023 the Scotsman newspaper ran a two-page story with the headline 'Connery dyslexia scheme success hailed,' and with Stephane Connery being quoted as saying that for his father learning to read was the single most important thing to happen in his life.

In October 2024 Jenny Gilruth MSP, Cabinet Secretary for Education and Skills, visited Roseburn Primary School in Edinburgh in order to view the work of the Initiative. Ms Gilruth said:

"The Sean Connery Foundation Dyslexia Initiative in Edinburgh has been life-changing for hundreds of young people. It has been fascinating to see the innovative work they are supporting to ensure that children with dyslexia are given the tools they need to thrive in their education.

The Scottish Government shares this goal, which is why we are working closely in partnership with Dyslexia Scotland and Education Scotland to improve the learning experiences of children and young people with dyslexia."

The visit was reported on the Scotsman website and other media outlets and the article included a quote from Samara Connery on how inspiring she found the visit.

Who Benefits from the Initiative?

Scope of the Initiative within City of Edinburgh Council

Table 1 - Numbers of Learners Participating

Stage of intervention	Number of learners during Years 1 and 2 combined. (Year 1 numbers in brackets.)	Description of support
Learners with significant delayed progress in all aspects of literacy.	76 (31)	Intensive individual interventions from both the teacher and PSA during the block on all aspects of literacy.
Learners not making the required progress in a targeted area of literacy (termed 'Hotlisters').	510 (220)	Targeted shorter individual intervention for specific reading spelling or writing difficulty, delivered by the PSA but overseen by the teacher. Learners could be added to or removed from the list during the block.
Group work	130 (54)	Groups of up to 6 learners with similar profiles work together on spelling skills, reading or cursive writing. Delivered by the teacher and /or PSA.
Total	716 (305)	

Stage of intervention	Number of learners during Years 1 and 2 combined. (Year 1 numbers in brackets.)	Description of support
Learners attending the Lunchtime club. (This number is not included in the total because many of the Lunchtime club attendees are included in the categories above.)	72 (50)	Learners are able to socialise with friends and develop new skills and build their confidence. Run by the PSA.

Table 2 - Numbers of Schools Participating

Schools	Number of schools during Years 1 and 2 combined. (Year 1 numbers in brackets)
Primary	40 (15)
Secondary	5 (2)
Total	45 (17)

Table 3 - Numbers of Teachers, PSAs and Parents Participating During Years 1 and 2 Combined. (Year 1 numbers in brackets)

Number of teachers worked with/ trained in school	55 (30)
Cooperative teaching – number of in- school teachers	16 (8)
Number of in-school PSAs trained while working directly with the teams	64 (25)
Standalone whole school training – number of staff trained	973 (231)
Dyslexia assessment training – number of staff advised/ supported/ trained	36 (13)
Parent/Carer group – number of participants	100 (60)
Number of parents/carers meeting L/ DST teachers for individual discussions of their child’s assessment outcomes, etc.	58 (22)
Total	1302 (389)

Outcomes, Indicators and Measures

At the commencement of the Initiative, a series of desired outcomes and targets was identified, together with indicators for each one, and identified means of measurement. These are shown in tables in Appendix 1, which also displays progress statements against each.

Challenges

The Initiative has faced a number of challenges. The calibre of the professional learning delivered by the L/DST specialist staff to the seconded staff was of the highest quality, as evidenced in the feedback from the staff and PSAs. However, this proved to be demanding on the time of the team delivering the training. In order to minimise this issue in future, digitalising of some elements of the training is currently being developed in partnership with Education Scotland for inclusion in module 4. The challenge has been the demands on the L/DST team. This has been mitigated by using an underspend in the budget to recruit two part-time experienced staff.

One of the main challenges to the programme has been retention of PSA members of the teams. Two of the PSAs acquired promoted posts in special schools as a result of their newly-acquired knowledge and skills. As this is a peripatetic role, PSAs found travelling to schools further from their homes time-consuming. As each team consists of just two members, a teacher and a PSA, if a member leaves the programme at short notice the programme for that team is placed in jeopardy because of the lead time required to recruit and train a replacement. The team is hopeful that the recruitment of an additional PSA will help to cover for future absences.

As discussed elsewhere, outcomes for learners receiving group interventions have been less successful than those receiving one-to-one interventions because of the diverse profiles of learners put forward by school staff. However, this has been addressed by working with smaller groups of learners (2-3 where possible) with more similar profiles.

The Initiative has proved successful for primary school and younger secondary school learners, but during Year 1 there was limited involvement with older learners. In Year 2, with the recruitment of a teacher from a secondary school to the team and with more participating senior schools, there has been an increase in older learners being supported.

Quantitative Data

Statistical Analysis of Year 2 Data

Analysis was carried out on three assessments. These were pre-and post-tests on the following.

- the phonemic decoding section of the TOWRE
- knowledge of phonic patterns and their use in reading
- knowledge of phonic patterns and their use in spelling

The analysis used the sign test, a non-parametric statistical analysis. The sign test assigned a plus where the post-test result for an individual is greater than the pre-test result, and a minus where the post-test result is smaller than the pre-test result. The numbers of pluses and minuses were then used to calculate the level of significance of the results.

The data consisted of the results of 53 primary pupils and 6 secondary pupils assessed on the above three assessments. All the data were anonymised.

The null hypothesis was postulated: that there were no differences between the pre-and post-test results. A one-tailed test was used since the prediction is that post-test scores, in the samples considered as a whole, will be higher than pre-test scores.

Results

Phonemic decoding section of the TOWRE

Primary sample

Sample size N=45 (7 pupils showed no change between pre-and post-test assessment and data for one pupil were incomplete).

- 36 pupils scored plus (post-test results > pre-test results).
- 9 pupils scored minus (post-test results < pre-test results).

Following analysis, the null hypothesis was rejected, and it was concluded that the teaching intervention was successful with a significance level ($p < 0.01$).

Secondary sample

There only were 6 pupils and data for 2 were incomplete so it was not possible to apply the sign test.

Knowledge of phonic patterns and their use in reading

Primary sample

N=52 (data for one pupil were incomplete)

48 pupils scored plus (post-test results > pre-test results).

4 pupils scored minus (post-test results < pre-test results).

Following analysis, the null hypothesis was rejected, and it was concluded that the teaching intervention was successful with a significance level ($p < 0.01$).

Secondary sample

There only were 6 pupils and data for 3 were incomplete so it was not possible to apply the sign test.

Knowledge of phonic patterns and their use in spelling

Primary sample

N=47 (data for 6 pupils were incomplete).

46 pupils scored plus (post-test results > pre-test results)

1 pupil scored minus (post-test results < pre-test results).

Following analysis, the null hypothesis was rejected, and it was concluded that the teaching intervention was successful with a significance level

($p < 0.01$).

Secondary sample

N=5 (data for 1 pupil were incomplete).

5 pupils scored plus (post-test results > pre-test results).

Following analysis, the null hypothesis was rejected, and it was concluded that the teaching intervention was successful with a significance level ($p < 0.01$).

Conclusion

In summary, on the three assessments noted above the results indicate that for the primary sample the teaching intervention was significantly successful ($p < 0.01$), and for the secondary sample it was also significantly successful ($p < 0.01$), in terms of their knowledge of phonic patterns and their use in spelling.

One Year On

One of the key questions relating to the efficacy of the Initiative has been whether improvements are sustained after the pupil has ceased to participate.

Follow-up testing of a number of early participants took place one year after their involvement began. Standardised TOWRE scores were recorded for three tests: Test 1, in September 2022, before participation; Test 2, on completion of participation; Test 3, one year on, in September 2023.

17 pupils were available to take all three tests (plus one pupil who took only Test 1 and Test 3.)

6 other pupils were not available to take Test 3, and they have not been included in the discussion below.

10 of 17 pupils had improved from Test 1 to Test 2. Of these, 6 sustained their improvement in Test 3 or improved further. A further 3 achieved a score in Test 3 that was lower than Test 2, but higher than Test 1. One pupil had improved from Test 1 to Test 2, but achieved only their original (Test 1) score at Test 3.

Two pupils achieved the same scores at Test 1 and Test 2, but higher scores at Test 3.

Three pupils had achieved lower scores in Test 2 than in Test 1, but went on to achieve higher scores in Test 3.

One pupil received a lower score in Test 2 than Test 1, and a still lower score at Test 3.

One pupil received the same score in all three tests.

The pupil who missed Test 2 improved their score from Test 1 to Test 3.

In summary, 15 of the 18 pupils achieved higher scores at Test 3, one year on, than at Test 1, before participating in the Initiative. Two achieved the same score at Test 3 as at Test 1, and only one achieved a lower score.

Although the range of possible outcomes from the three tests means that it is difficult to conduct a formal statistical analysis, it is considered that the information presented above provides clear evidence that improvements were sustained in the longer term.



Qualitative Data

Wellbeing Web



The Wellbeing Web diagram provides a pictorial representation of learners' responses to a series of wellbeing-related questions, before and after their involvement with the initiative. The diagram shows that for 65 responses from learners at 17 schools, there was a very significant improvement in every category.

Conclusion

This report has shown the scale and impact of the programme during its second year, which has continued to build on the successful work of the first year. The number of learners participating in the programme has increased from 305 at the end of Year 1 to a cumulative total of 716 by the end of Year 2, an increase of 135%.

More than 1100 staff have benefitted in varying degrees from high-quality specialist training in how to support dyslexic learners and their parents (compared with just over 300 by the end of Year 1). This is especially valued as it enables the work of the Team to impact more fully on the in-class experience of a greater number of learners and creates that very important link between intervention and what happens in the classroom.

More than 150 parents/carers engaged meaningfully with the parental group sessions offered by the team, or through individual sessions.

The table of Outcomes, Indicators and Measures in Appendix 1 records the successes and progress of the Initiative at the end of Year 2.

The statistical analysis of reading ability scores has demonstrated statistically significant improvements, showing that Year 2 of the Initiative has been a great success. Data from TOWRE tests taken one year on provide evidence that improvements have been sustained over time.

Across the CEC there is a heightened awareness of how the Sean Connery Foundation Dyslexia Initiative is benefitting many of Edinburgh's children and their parents/carers. The visit of the Cabinet Secretary for Education and Skills has ensured that there is recognition of the Initiative at the highest level of the Scottish Government.

A benefit of the Initiative that was noted in Year 1 was that it had been successful in supporting a significant number of learners who were previously disengaged from education or who had previously masked their difficulties by stopping cooperation with their teachers. This benefit has

continued throughout Year 2.

In conclusion, Year 2 of the Initiative has built on the success of Year 1. The cumulative total of learners benefitting from the programme has increased from 305 to 716, an increase of 135%. The cumulative total of schools participating has increased from 17 to 45, an increase of 165%. The cumulative total of school staff participating has increased by 273%, from 307 to 1144.



Appendix 1 - Outcomes, Indicators and Measures

Benefits to Children and Young People

Outcome/Target	Indicator	Measure	Progress
Improvements in literacy	<p>Parameters relevant to each evaluative tool (e.g. word recognition threshold of concern; standardised norms; sight word efficiency and phonemic decoding efficiency).</p> <p>Tracking of test outputs over 3 year period of programme.</p>	<p>Edinburgh Diagnostic Reading Assessment</p> <p>Test of Word Reading Efficiency (TOWRE)</p>	76 learners across 45 schools received intensive individual interventions from both the Sean Connery Foundation (SCF) Initiative teachers and PSAs during the block on all aspects of literacy; almost all made significant gains in their literacy skills. 510 learners received shorter individual interventions; almost all made progress in their literacy.

Outcome/Target	Indicator	Measure	Progress
More positive view of dyslexia; developed strategies to build on strengths, leading to improved self-advocacy, building of more successful relationships, self-esteem, confidence and resilience.	Analysis of ten-point scale emoji responses. Individual learners' subjective opinions/ responses.	Learner Progress and Wellbeing Web Evaluation Tool School focus groups	Almost 80 learners completed the Learner Progress and Wellbeing Web Evaluation Tool (pictorially illustrated in the Wellbeing Web diagram); striking progress was observed across the eight self-reported categories.
Individualised milestones using SMART targets, created from a range of evidence-based assessments.	Analysis of numbers of learners being assigned milestones/ SMART targets.	Programme interim reports. Diagnostic Literacy Assessment results recorded on Tracking Assessment Tool	716 learners in total have participated in individual or group interventions, working towards individualised targets based on the Additional Support for Learning (ASL) Diagnostic Literacy Assessment carried out by the Initiative teams.
Evidence-based progress from prior levels of attainment to reach planned milestones.	Analysis of collated data of individual learners' progress.	Programme quarterly and biannual reports	As stated above under the Improvements in Literacy Outcome, almost all learners have made significant progress against their planned milestones.

Outcome/Target	Indicator	Measure	Progress
Improved monitoring of learners' progress.	Number of learners with dyslexia/literacy difficulties being actively monitored.	<p>Diagnostic Literacy Assessment undertaken at start and end of intervention and undertaken a year later for learners undertaking an individual literacy programme.</p> <p>Programme quarterly and bi-annual reports.</p>	The increased capacity funded by the Initiative has provided robust objective scrutiny of learners' progress.
More one-to-one teaching from a specialist dyslexia practitioner.	Number of learners receiving specialist one-to-one teaching.	Programme quarterly and biannual reports.	586 learners benefitted from one-to-one access to highly-trained staff from the Initiative.

Outcome/Target	Indicator	Measure	Progress
Improved engagement in learning; improved optimism about their future.	Individual learners' subjective opinions/ responses. Qualitative information about individual learners from staff feedback and discussions.	School focus groups.	Feedback from learners and from staff has continued to demonstrate the impact of the Initiative on learners' engagement and levels of optimism.

Benefits to Educators and Schools

Outcome/Target	Indicators	Measure	Progress
Improved capacity of school staff to support learners with dyslexia or literacy difficulties.	Number of staff with relevant training and experience; assessed levels of capability and confidence.	Pre and post evaluations for Support for Learning staff and support staff: confidence in supporting learners, class teachers and assessing dyslexia.	Across the 45 schools supported by the Initiative, 973 staff have benefitted from whole-staff training on dyslexia, cooperative teaching, and from observing the teams operating within their school. There was clear evidence from the Good Practice school visits of increased confidence of staff in supporting learners with dyslexia.

Outcome/Target	Indicator	Measure	Progress
Improved access to the additional training offered by Dyslexia Scotland (including the annual Dyslexia Scotland Education conference and the Mission Dyslexia workshops and related Mission Superheroes resource pack).	Number of staff who have attended relevant literacy and dyslexia training	Whole school training evaluation: staff attending professional courses offered by Dyslexia Scotland and/or City of Edinburgh Council.	<p>An increased awareness of dyslexia has encouraged teaching practitioners to apply for training provided by Dyslexia Scotland. During the year, 72 staff from across Scotland have undertaken formal Professional Recognition, accredited by the General Teaching Council for Scotland. A further 48 have started the 2024-25 programme. Twelve spaces were taken up by the SCF team at the 2024 Dyslexia Scotland education conference. Around 300 teachers across Scotland attend the conference each year.</p> <p>Mission Dyslexia continued to increase participation through 15 school assemblies/ workshops and one webinar.</p>
Improved confidence in supporting learners by accessing high quality training from the team.	Evaluation (by direct observation and evaluation of responses) of educators' levels of confidence.	School staff focus group: questions for groups of different staff including teachers and support staff (PSAs).	Evaluative comments are extracted from feedback from focus groups, and they continue to be universally positive in reporting improved confidence.

Outcome/Target	Indicator	Measure	Progress
<p>Central analysis of data from: assessment of the various assessments, supported by City of Edinburgh Council's Psychological Services' team and Dyslexia Scotland, resulting in publication of interim and annual reports.</p>	<p>The Steering Committee for this Initiative: assessment of range and quality of data outputs.</p>	<p>Outputs of City of Edinburgh Council's Psychological Services' team data analysis and their evaluation via interim and annual reports.</p>	<p>The Psychological Services team undertakes regular analysis of data to monitor progress which is shared via the interim reports. The Steering Committee has effectively overseen the work of the Initiative by providing challenge and support.</p>

Outcome/Target	Indicators	Measure	Progress
Children seen to be progressing in their levels of literacy.	Evaluation of parent and carer views/ observations/opinions.	Online/hardcopy survey: parents and carers provide feedback on the impact of interventions on their child.	Parent interviews have continued as a feature of school Good Practice visits, and parents speak highly of the improvement in their children's literacy.
Improvements observed in children's wellbeing and self-esteem	Evaluation of parent and carer views/ observations/opinions.	Online survey: parents and carers provide feedback on the impact of interventions on their child.	Parents interviewed during school Good Practice visits report that their children experienced significant improvements in feelings of wellbeing and self-esteem.

Benefits to Families

Outcome/Target	Indicators	Measure	Progress
Parents and carers better informed of strategies to support home learning.	Evaluation of parent and carer views/ observations/opinions Evaluation of parental knowledge and understanding	Online survey: parents and carers provide feedback on the impact of interventions on their child Focus groups of parents/ guardians	During parents' groups, parents/carers voiced their appreciation of working with the Initiative teams, and how it supported their understanding of what was happening to their child at school. This was also reflected in focus group feedback.
Meaningful engagement and involvement in the programme.	Evaluation (by means of face-to-face discussions and direct observation) of parent and carer engagement and involvement.	Focus groups of parents and carers	As above, parents reported the positive impact of the interventions on their children's self-esteem and their own understanding of how to support their children.
Improved accessibility of specialist advice from skilled practitioners.	Evaluation of parent and carer experiences of seeking and obtaining advice.	Focus groups of parents and carers.	During their school placements the Initiative teams had regular contact with parents/carers via regular meetings of parents' groups.



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