

RAISE South Belfast Strategic Area Plan





RAISE South Belfast

Strategic Area Plan

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RAISE South Belfast Strategic Area Plan

What is the RAISE Programme?

The RAISE Programme is a whole community and place-based approach to tackling educational disadvantage in 18 localities¹ across Northern Ireland, supporting the Department of Education’s vision that “every child and young person is happy, learning and succeeding”.

TransformED NI, a Strategy for Educational Excellence in Northern Ireland, outlines the Minister of Education’s priorities in a comprehensive strategy for the transformation of teaching and learning in Northern Ireland. The RAISE Programme is the signature approach to tackling educational disadvantage in this regard and will complement existing school-based programmes.

The RAISE Programme’s Strategic Objectives are:

- Raising achievement and addressing educational disadvantage; and
- Raising aspirations through a whole community approach to education.

STRATEGIC OBJECTIVES
Raising **achievement** and addressing educational disadvantage;
and
Raising **aspirations** through a whole community approach to education

RAISING ACHIEVEMENT

- ✓ Raising standards with a focus on increasing literacy, numeracy and digital skills outcomes for all pupils;
- ✓ Reduce the gap between FSME and non-FSME pupils;
- ✓ Improve pathways for children which motivate and support learners at risk of exclusion, marginalisation and underachievement;
- ✓ Increase opportunities and empower education professionals through professional learning programmes.

RAISING ASPIRATIONS

- ✓ Increase the value of education to families and children;
- ✓ Increase pupil attendance, engagement, confidence and aspiration;
- ✓ Increase the proportion of school leavers going to positive destinations;
- ✓ Improve relationships between education settings and children and young people, parents and community;
- ✓ Build capacity within communities and increase collective impact through a whole community approach.

INTERMEDIARY BENEFITS

¹ Belfast has been sub divided into four areas.



The RAISE Programme helps to deliver on the mission set by the ‘A Fair Start’ report to ensure all children and young people regardless of background are given the best start in life. It aims to raise educational achievement and aspirations using a combination of Locality-Led Projects and Cross-Cutting Initiatives.

A series of Locality-Led Projects will be identified through an open call to deliver against the objectives and needs set out in the Strategic Area Plan for each RAISE locality. Cross-Cutting Initiatives will complement locality led projects by responding in a strategic way to priorities common to several localities and bringing additional opportunities to communities around key themes.

This bespoke Strategic Area Plan sets out the context for South Belfast and identifies the key issues that underpin educational disadvantage in the area, highlights potential proposals on how to address the identified gaps in provision and support the educational achievement of children and young people in the locality.

This Plan has been developed through a co-design process involving public engagement and creative approaches to give voice to organisations, children and young people and parents in the locality. The Department of Education recognises the commitment of local stakeholders and the Locality Reference Group to this co-design process. The Locality Reference Group has played a critical role in informing, shaping and developing this Strategic Area Plan on behalf of the locality. It was produced in accordance with the guidance on the development of a Strategic Area Plan which can be found on the [DE website](#)². This Plan is owned by the locality and the Locality Reference Group.

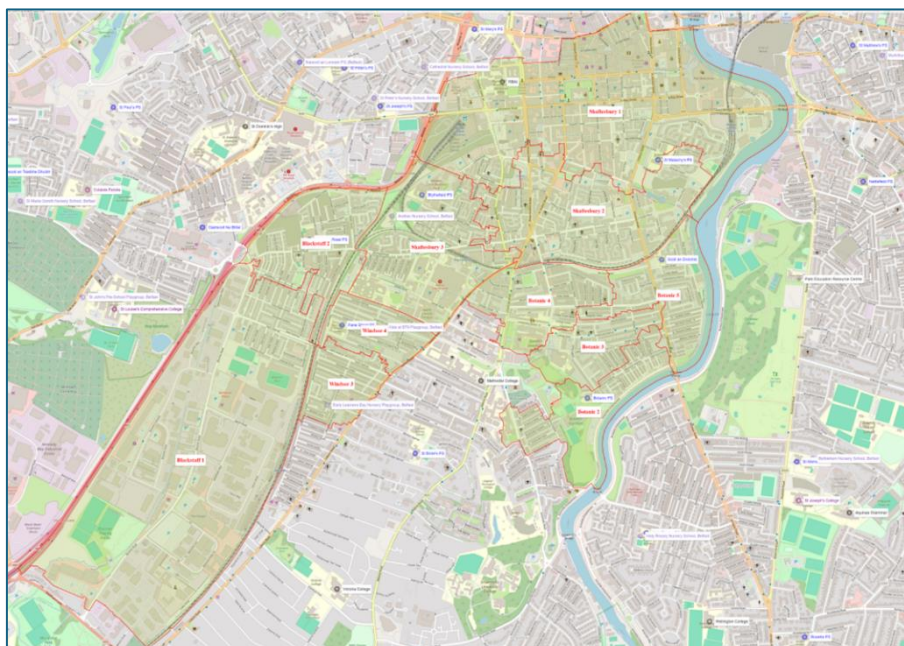
² [Developing a Locality Strategic Area Plan, Department of Education](#)



Introducing the RAISE South Belfast Locality

The RAISE South Belfast locality is within the Belfast City Council local government district (LGD) and includes the Super Output Areas (SOAs) of Botanic 2, 3, 4, 5, Windsor 3, 4, Blackstaff 1, 2, and Shaftesbury 1, 2, 3. The SOAs included two areas which mostly fall into the two Neighbourhood Renewal areas of Inner South Belfast and South-West Belfast.

The map below shows the RAISE Super Output Areas (SOAs) for South Belfast are Botanic 2, 3, 4, 5, Windsor 3, 4, Blackstaff 1,2, and Shaftesbury 1, 2, 3.



The total population of Inner South Belfast and South West Belfast Neighbourhood Renewal Areas is 10,678 with 2,728 of the population 0 – 15 years old³.

There are 2, 860 pupils in the RAISE South Belfast locality⁴.

The South Belfast locality is known for its diverse population with almost equal numbers of those from communities traditionally known as a Catholic, Nationalist or Republican (CNR) background and those from a Protestant, Unionist and Loyalist (PUL) background. Along with a growing population of those from minority ethnic communities, particularly from the Roma community.

The RAISE South Belfast locality experiences higher levels of social and economic disadvantage in comparison to the rest of the constituency.

³ [Neighbourhood Renewal Area Profiles 2022 - Belfast | Department for Communities](#)

⁴ Data source: NI Annual School census



South Belfast also has a transient community with a large student population who live within the RAISE locality during term time as well as higher numbers of minority ethnic community residents in comparison with other RAISE localities in Belfast or the rest of Northern Ireland. There is a diverse community in the locality with many cultures, ethnicities and languages spoken within the RAISE locality and in South Belfast more generally.

The RAISE Programme has engaged with key stakeholders through over 30 individual meetings as well as: an engagement event with community, schools and other interested stakeholders; consultation workshops with children and young people and parents / carers; a Strategic Area Plan workshop for stakeholders and; a series of meetings of the Locality Reference Group.



Key Statistics - Why is the RAISE Programme needed in South Belfast?

The vision for RAISE South Belfast:

That South Belfast will be a safe and inspiring place for our children and young people to grow and prosper through education.

Whilst the RAISE South Belfast locality has some of the highest performing pupils at GCSE, the RAISE locality Botanic 2 has the highest number of young people not achieving 5+ GCSEs (including English and Maths) and the highest absenteeism across the whole of Northern Ireland⁵.

The statistics below set out the context behind the need for the RAISE Programme in the South Belfast locality. Department of Education data⁶ shows:

- 54.1% of pupils in the RAISE South Belfast locality are in receipt of Free School Meals Entitlement (FSME). This is compared to the Northern Ireland average of 25.9%.
- The absence rate for the RAISE South Belfast locality is 14.4%, significantly higher than the Northern Ireland average of 8.2%.
- Pupils not achieving 5+ GCSEs A*-C, including Maths and English, (2017/18 to 2021/22) is 50.72% compared to the Northern Ireland average of 25%.
- 29% of school leavers went on to attend Higher Education compared with the Northern Ireland average of 43%.
- South Belfast's diverse community is reflected in the schools in the area. 38% of children and young people attending school in South Belfast are from minority ethnic communities. This compares to a Northern Ireland average of approximately 7%. It is to be noted that South Belfast also has the highest numbers of Roma pupils of all RAISE Localities.
- 11.5% of pupils have a Statement of SEN, the Northern Ireland average is 8.55% and 17.2% of are in the SEN Categories 1 and 2 compared with a Northern Ireland average of 11.54%
- Children Looked After are considerably higher than the Northern Ireland average.

⁵ Data source: NI Annual School census

⁶ Data source: NI Annual School census and NI Annual School leavers survey



The data contained in the table below relates to the 11 SOAs identified in RAISE South Belfast.

Pupil Numbers: (including nursery pupils) 2,860
Statemented Pupils: 329
Stages 1&2: 492
Total SEN: 821
FSME: 1,503
Newcomer Pupils: 852
Children looked after: 30
Irish Traveller: 8
Roma: 162
% of school leavers Not achieving 5+ GCSEs A*-C incl. Eng/Math 2017/18 to 2021/22: 50.72%

The anonymised table below shows the level of absence in some of the primary schools in the overall South Belfast locality⁷.

% Attendance	% Absence	% Authorised absence	% Unauthorised absence
88.1	11.9	3.4	8.5
92.3	7.7	4.0	3.7
89.1	10.9	4.7	6.2
85.7	14.3	5.2	9.2
83.5	16.5	12.4	4.1
89.0	11.0	5.0	6.1
89.2	10.8	5.4	5.5
95.4	4.7	3.1	1.6
95.0	5.0	3.4	1.6
93.8	6.2	3.6	2.6
91.8	8.2	3.7	4.4
94.1	6.0	3.9	2.1
93.3	6.7	4.5	2.2

The anonymised table below shows the level of absence in some of the post-primary schools in the overall South Belfast locality.⁸

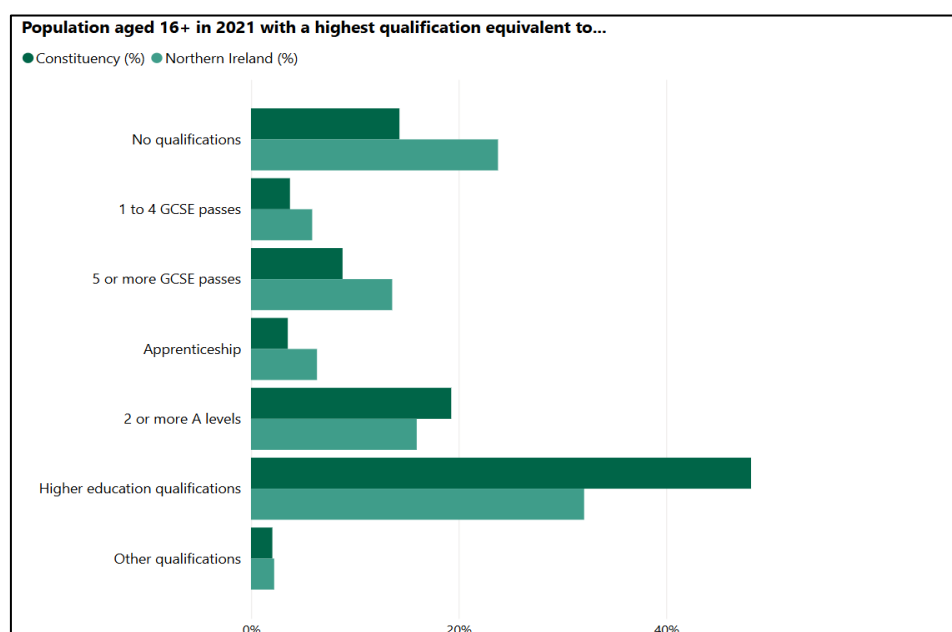
⁷ [Attendance at grant aided primary, post primary and special schools 2023/24 | Department of Education](#)

⁸ [Attendance at grant aided primary, post primary and special schools 2023/24 | Department of Education](#)



% Attendance	% Absence	% Authorised absence	% Unauthorised absence
83.5	16.5	9.5	6.9
84.3	15.7	11.0	4.7
85.7	14.3	9.2	5.1
91.6	8.5	6.8	1.6
93.2	6.8	4.0	2.8
93.3	6.7	4.7	2.0
93.7	6.3	5.3	1.0
94.2	5.8	5.2	0.6
95.4	4.6	4.3	0.3

The table below shows the overall picture in the South Belfast and Mid Down Parliamentary Constituency in terms of education. This the level of need within the RAISE locality in comparison to the rest of the Parliamentary Constituency and demonstrates clearly the education and skills gap between more affluent areas and areas with high levels of deprivation.⁹



Within the SOAs, results for education, training, higher education and qualifications outcomes for the South Belfast area from the Multiple Deprivation Measures Index 2017¹⁰ show that:

⁹ [2021 census results: what qualifications do people in your constituency have?](#)

¹⁰ [NIMDM17_SOAreults.xls](#)



- The proportion of 18–21-year olds who have not enrolled in Higher Education Courses at Higher or Further Education establishments ranges from 52% up to 94%.
- Proportion of working age adults (25-64) with no or low levels of qualification ranges from 24% up to 48%.

It is clear from this data that there is a significant and pressing need for interventions in the South Belfast area to deliver positive outcomes for children now and in their futures.



Existing Collaboration and Complementary Investment

There are a number of key strategic plans and programmes which are relevant to the RAISE locality.

This includes the Belfast Agenda, produced by Belfast City Council. The RAISE Programme’s Strategic Objectives and the Department of Education’s vision that “every child and young person is happy, learning and succeeding” aligns with the strategic intent of the Belfast Agenda¹¹ which outlines that “every child and young person is supported in their wellbeing and learning”.

The Tackling Educational Inequalities Theme within the Belfast Agenda recognises the importance of a “whole community approach” which is referenced on numerous occasions in the Belfast Agenda Action Plan. This is the key methodology of the RAISE programme included in the strategic objective ‘Raising aspirations through a whole community approach’. Both the Belfast Agenda and RAISE draw on the “A Fair Start” report¹² as the informing document. It is therefore crucial that close working relationships are established and maintained with Belfast City Council to ensure that RAISE and the Belfast Agenda are aligned and work together to achieve their respective outcomes.

It is important to note that whilst the Belfast Agenda and Belfast City Council operate on a citywide basis, the RAISE Programme will focus on smaller sections of the city due to the criteria used to select the SOAs. All of the actions contained within the Belfast Agenda Tackling Education Inequalities theme align with the priorities and objectives laid out in this Strategic Area Plan.

The Belfast City Council Citywide GCSE programme focuses on raising GCSE attainment and bridging the gap between FSME and non-FSME pupils, offering additional after school revision classes supporting the achievement of pupils from D-C grades.

The Belfast City Council Hardship Programme gives participating schools the autonomy to design stigma free projects that help tackle poverty with projects including breakfast clubs, healthy eating initiatives, uniform assistance, stationery support and period poverty projects.

Both the Citywide GCSE and the Hardship Programmes ended in August 2025.

Ensuring work with children and young people across Belfast is as aligned as possible, there are ongoing discussions about addressing the educational outcomes of Looked

¹¹ [Belfast Agenda 2024 - 2028 | Your say Belfast](#)

¹² [A Fair Start – Final Report & Action Plan | Department of Education](#)



After Children with Belfast Health and Social Care Trust who have responsibility for the Belfast Outcomes Group as well as linking in with the South Belfast Locality Planning Group. Belfast City Council Community Planning is also connected with this work.

The South Belfast locality is represented on all of Belfast City Council's boards and working groups. This includes representation on the Education Inequalities Task Force, the Labour Market Partnership, VCSE Sectoral Advisory Panel, Community Planning Partnership, Neighbourhood Partnerships, the South Belfast Area Partnership and other strategic organisations and networks.

Neighbourhood Renewal Partnerships and their representatives ensure that all the work aligns with the work already being carried out under the education thematic area in Neighbourhood Renewal plans.

Existing collaborations include:

Inner South Neighbourhood Partnership- Inner South has an education subgroup including Markets Development Association, Donegall Pass Community Forum, Donegall Pass Community Enterprises, South Belfast Alternatives, Youth Action, Lower Ormeau Residents Action Group (LORAG), An Droichead, Belfast City Council, Mornington Community Project and the Education Authority (EA).

South-West Neighbourhood Partnership- Includes groups who have an education focus in their work including South City Resource Centre, Belfast South Resource Centre (BSRC), Windsor Women's Centre, and Greater Village Regeneration Trust.

Queen's Communities and Place (QCAP)- There is a targeted piece of work by QCAP at QUBs with Market area with Market Development Association a key partner in the work. Growing up in the Market (GUIM) is a three-year longitudinal study which began in early 2022. The Market area has been QCAP's pilot-phase partner since 2021. Building on this foundation, QCAP is now supporting the Belfast Community Research and Innovation Network (BCRIN), a wider group of community organisations across the inner-city, to build research capacity and ensure that local actors can meaningfully participate in, and shape innovation and policy agendas.

Primary Principal's Forum- 16 South Belfast schools are involved with this group as are Q-CAP from Queen's University Belfast. QCAP reflects QUB's commitment to act as a civic university by addressing long-standing social and spatial inequalities through sustained, place-based partnerships. It recognises that universities have a responsibility to support the development of locally relevant knowledge and capacity, particularly in areas that have experienced systemic underinvestment. This approach moves beyond



outreach or short-term engagement, embedding academic expertise within community-led efforts to address educational, economic, and social challenges.

South Belfast Post-Primary Principal's Area Learning Community (SBALC) - The community is made up of 11 Post Primary schools, two of which are special schools and Belfast Metropolitan College (BMC). The member schools and BMC work in partnership to implement a curriculum that will meet the needs of pupils. The community aims to provide 14-16 and post 16 students with access to a wider choice of academic, applied and vocational courses. Collaboration within the SBALC provides students with access to a curriculum that will meet their needs while at the same time contributing to the needs of the Northern Ireland economy.

South Belfast Family Support Hubs - Hubs direct families to the services they need. This can be a service provided by a Hub member or a service provided by an organisation not directly involved with the Hub but associated with it. LORAG manage the Family Support Hub South Belfast 1 covering Botanic, Shaftesbury, Stranmillis, Ballynafeigh, Rosetta, Minnowburn, Beechill (Belvoir estate). Windsor Women's Centre manage the Family Support Hub South Belfast 2 CASA Family Support Hub covering the areas of Windsor, Blackstaff, Finaghy, Malone, Musgrave and Upper Malone Wards.

South Belfast Locality Planning Group - There is strong representation on the group from the statutory, voluntary and community organisations working with and for children, young people and families in the area. Area Covered by the South Belfast Locality Planning Group (Wards 2014) includes, Belvoir, Blackstaff, Central, Finaghy, Malone, Musgrave, Ormeau, Rosetta, Stranmillis, Upper Malone, Windsor, Beechill, Cairnshill, Carryduff East, Carryduff West, Galwally, Knockbracken and Newtownbreda.

WRAP Programme is funded through the Department of Education by the Executive Programme on Paramilitarism and Organised Crime (EPPOC) since 2019. This investment has funded the STEP (Seamless Transition through Education Programme) in South Belfast, the successor to the Belfast South Early Intervention project. STEP is a bespoke early intervention programme that seeks to build a positive whole community approach to education and works to develop the education infrastructure in South Belfast by connecting schools and five community-based partners. The consortium of community and voluntary sector organisations working on STEP is led and co-ordinated by Forward South Partnership, and consists of South Belfast Sure Start, Barnardo's, Sólás and Belfast South Community Resources. The WRAP programme is currently funded until March 2026, though this may be extended for one year. The entire EPPOC programme is due to close in March 2027 so these interventions will cease to be funded.



Significant investments – there is a range of investment tackling educational disadvantage in South Belfast. The Belfast Wide Early Years Project funded under ‘A Fair Start’ offers bespoke support for children age 2-4 who have or may have additional and/or special educational needs. There is also Sure Start, Nurture, Extended Schools, the Pathway Fund, Bright Start School Age and Toybox.

Funding through the PEACE PLUS for the Transformation Youth Empowerment Programme across four different age groups (9-12; 12-15; 16-18; and 19-25 years) to enable young people to become agents of peace in their communities and beyond, with the goal of promoting and understanding peace among the younger generation and inspire future Belfast.

Other government departments, including the Executive Office and the Department of Health also invest in South Belfast. Programmes include, the Planned Interventions Programme, T-BUC Camps Programme, and a range of other programmes aimed at those from minority ethnic communities, refugees and asylum seekers.



Needs Analysis

Views of Children and Young People

The RAISE Programme are using the Lundy Model of Participation¹³. This rights-based framework ensured that children and young people were provided with a safe and inclusive space to express their views, were supported to develop and articulate their voice, had their views actively listened to by an audience with the power to act, and saw their input have genuine influence on the development of the Strategic Area Plan.

Stranmillis University College, Centre for Research in Educational Under-Achievement (CREU) were commissioned to carry out a consultation with one cohort of children and young people in the South Belfast locality to ask them about their aspirations, barriers to learning and their solutions to overcome these barriers. There were 10 boys who participated in the RAISE workshop, hosted by TREE Northern Ireland in South Belfast. Eight of the young experts were from South Belfast and two were from East Belfast. The young experts were aged between 16-18 years. It is important to note that these are the opinions expressed by the young people within the group.

- **Career Aspirations:** The young people in the South Belfast focus group shared a variety of aspirations for their future, spanning career ambitions, lifestyle goals, family dreams, and personal achievements. Overall, these aspirations reflect a strong desire for financial stability, independence and a better quality of life.
- **Barriers to school-based learning:** The young people in the group highlighted several significant barriers to their learning experiences in school:-
- **Teacher-Student Relationships:** One of the key barriers young people identified was a lack of understanding and support from teachers. Many felt that their teachers didn't relate to their experiences or struggles, with one student saying, "*teachers don't understand us.*"
- **Improved Support Systems:** One major priority was to provide better support within the school environment.
- **Career Planning and Guidance:** The young people highlighted the importance of better career guidance and planning opportunities.

¹³ [Enabling the meaningful participation of children and young people globally: The Lundy Model | Research | Queen's University Belfast](#)



- **Positive Role Models and Motivation:** Many young people expressed the need for more positive role models in school. One young person mentioned, "*We should have more positive role models in school,*" stressing the importance of having people to look up to who could inspire and motivate them.
- **Better Facilities and Resources:** Several young people pointed out that schools needed more resources, both in terms of physical facilities and learning materials.
- **Teacher-Student Relations and Emotional Support:** The young people also suggested that restorative practices could help improve relationships with teachers.

Overall, these suggestions reflect a desire for a school environment that is more inclusive, supportive and responsive to the needs of young people in South Belfast. By focusing on better resources, improved teacher-student relationships, career planning, and listening to the young people, schools can help create a more empowering experience for all young people, giving them the tools and support to succeed both academically and personally.

Other factors included:

Social and Environmental Barriers: The young people spoke of the negative perceptions attached to their community.

Perceived Lack of Resources and Opportunities: A recurring theme in the young people's experiences was the lack of resources available to them, both in school and in the community. One student remarked, "*you need resources to do well. This area doesn't really have any resources,*" underscoring the significant disadvantage they felt compared to other areas.

Poverty and Lack of Support Systems: Many young people pointed to poverty as a major barrier to their learning, with one noting, "*you'd need a brain to do well in South. If you're smart you can get out. If not, you get left behind.*" The young people called for a more understanding, inclusive and supportive school environment that takes their diverse needs and experiences into account.

Views of Parents and Carers

Parenting Focus NI were commissioned by the Department of Education to carry out consultation with parents in each RAISE locality. There were focus groups in Fane Street Primary School and Holy Rosary Primary School attended by a total of 17 parents from



minority ethnic communities and newcomer families living in South Belfast. The groups met to discuss their experiences, challenges, and suggestions regarding engagement with their children's education. The discussion centred around six key questions designed to explore their perspectives on education, barriers to involvement, existing supports and areas for improvement.

Making Education Meaningful and Positive Parents emphasised the importance of creating a supportive and welcoming environment at home and school to make education a meaningful part of family life. They highlighted the value of a family support worker within the school, who provides a point of contact for questions and assistance. This role helps bridge gaps and fosters trust, ensuring parents feel connected to their child's education.

Cultural Inclusion and School Support was highlighted to give children a sense of belonging making families feel welcome and respected, reinforcing the positive view of education. Parents believed this fostered mutual respect and understanding amongst pupils.

Children with Special Educational Needs (SEN): Parents of children with SEN faced additional difficulties, as the language barrier made it even harder to identify and access the necessary support. They found navigating the system particularly isolating, further compounding the challenges of accessing support for their children.

Parental Involvement in Education Parents actively engage with their children's education through homework support, attending parent evenings and participating in school activities. However, language barriers often hinder their ability to assist with homework. They expressed a strong desire for a homework club, which could operate with or without parent involvement, to provide additional academic support for children. Transfer tests, and particularly the introduction of the SEAG test, were identified as another area where parents require guidance to better support their children.

The group identified several barriers to their involvement in their children's education:

Language barriers: These make it difficult to help with schoolwork or fully understand school communications as well as for parents to access education themselves. A recurring concern for parents was the difficulty of obtaining proper English qualifications. Without an ESOL (English for Speakers of Other Languages) policy in Northern Ireland, many parents, especially women struggled to access further education.



Social isolation and support: lack of family and community support with childcare and other responsibilities. Transport as a major challenge for access to sporting and music activities.

Financial barriers to participation: Expenses such as PE gear, swimming lessons, and extracurricular clubs caused significant financial difficulties for families. Many families struggled to afford the costs of extracurricular activities that could enhance their children's education and social development, such as after-school clubs, homework clubs, and breakfast clubs.

Holiday hunger: Feeding children during school holidays creates financial and emotional stress, impacting parents' mental health.

Time constraints: Balancing work, household duties, and school commitments poses challenges.

Housing: presented a significant barrier to parents' ability to support their children's education with many families living in overcrowded accommodation.

Communication with Schools: Parents generally felt that communication between families and the school was effective. They appreciated English language support, which facilitates their understanding of school updates and expectations. However, they suggested more targeted communication regarding transfer test preparation and available resources. They also emphasised the importance of ensuring parents' opinions and concerns are actively considered in school decision-making processes.

Parenting Focus also carried out a parent survey. 41 parents from South Belfast responded. Similar numbers of parents responded from each education sector (early years, primary and post-primary). 46% of parents / carers who responded to the survey had neurodiverse children and 22% children with special educational needs. 18% responded that their child experienced school related anxiety and 29% experienced school refusal / avoidance. The main barriers to their children engaging in learning were anxiety or emotional distress, lack of confidence / motivation and additional learning needs.

Extra support with GCSE English and Maths (older pupils) and also speech, language and communication were the areas in which parents / carers believed their child needed extra support. Targeted small group learning was the most popular additional learning support followed by youth work mentors, creative approaches to learning outside of school, afterschool and breakfast clubs and learning through play. 39% of parents / carers responded that their child would also benefit from more support in managing their



behaviour. In relation to support for themselves, parents / carers most popular response was for support with emotional regulation, then one to one support and signposting to other services.

The feedback from this group underscores the critical role of community-focused supports in enhancing parental engagement and children's educational experiences. Investing in these supports will strengthen family and community connections, helping newcomer families overcome barriers and fully participate in their children's education. Families were keen to see more inclusive police and support structures that would allow them to fully participate in education and wider society.

Gaps in provision

These gaps and emerging priorities have been identified by the stakeholders and the Locality Reference Group as well as looking at where the data and research points to in terms of the issues which require attention. There is substantial work already being done in South Belfast from early years right through to post-16. However, throughout the engagement process it has been made very clear that pressures and issues which impact on the lives of children, young people and the professionals who work with them still persist. There were several gaps which emerged from the engagement process with stakeholders in the locality, which are listed below. Each of these emerging priorities has been examined in more detail with data and research to reaffirm the need for each priority to be tackled through the RAISE Programme.

- **Attendance (Primary and Post-Primary)**
- **Capacity building**
- **GCSE support with a focus on FSME pupils**
- **Literacy, numeracy and digital skills (Primary schools)**
- **Transition supports**
- **Speech, Language and Communication**



Emerging Priorities

Emerging Priority – Attendance (primary and post primary)

This is an issue which came up consistently across all sectors during the engagement process. Attendance is also a key focus for the Department of Education. The absence rate for the locality is 14.4% compared to the NI average of 8.2% with SOAs Botanic 1 and 2 with the highest absence rates across all RAISE localities¹⁴. Data evidence highlights this and demonstrates that there is a clear need for interventions to be implemented targeting attendance issues within the locality.

Post-primary school leaders identified the need for a whole community approach to improving attendance and engagement in learning. The view was clearly articulated that once pupils are in school, progress is being made on improving educational outcomes. But a challenge remains in the capacity of schools to respond to the barriers to attendance and engagement in learning and it is recognized that community-led support, working collaboratively with schools is a key priority in this locality.

School Engagement Coaches will work with post-primary pupils to identify and address barriers to attendance and engagement in school. They will also link tprimary schools with those pupils identified as under-achieving and disengaging from learning as an early intervention.

Learning from evidence of what works will be critical. Research: ‘Beyond the Classroom’ by the Centre for Young Lives, Leeds Beckett University and YMCA George Williams College¹⁵ examined different approaches in the wake of the marked spike in absence rates post COVID which has continued to the present day. This research found that “positive impact of enrichment on children’s and young people school attendance and have seen clear correlations between enrichment and attendance, with children and young people with higher attendance more likely to be attending enrichment activities.”¹⁶ This highlights the need to try alternative approaches to solve the attendance issue and highlights several case studies which demonstrated improved attendance due to alternative approaches and methods being used. Another approach is the RESTORE project in Leeds delivered by the CATCH community centre ¹⁷ operating a close partnership with schools in the area. School leaders report a 7% improvement in

¹⁴ Data source: NI Annual School census

¹⁵ [New research reveals positive link between enrichment and tackling the school attendance crisis | Centre for Young Lives | Press Release](#)

¹⁶ [67a614f50d1d776cdb401fe9_e395f5cde76251aafb2430a5c27847d9_24_13_031 - Report - Centre for Young Lives_FINAL.pdf](#)

¹⁷ [67a614f50d1d776cdb401fe9_e395f5cde76251aafb2430a5c27847d9_24_13_031 - Report - Centre for Young Lives_FINAL.pdf](#)



attendance rates and credit the whole school approach, with additional community-based enrichment activity.

Knockmore Primary School's HERO (Here, Every day, Ready, On time) ¹⁸ is an excellent local example of an innovative approach taken by a school, its pupils and the wider community to improve attendance at school level. This pupil led initiative improved pupil attendance by 4% points and how they have embedded a culture of attending regularly in a child centred way.

Belfast South City Resources have previously employed a Family Support Worker who empowered and enabled parents, carers and extended family to maximise the educational experience of their children by supporting parents to develop their own learning and self-confidence; developing peer parent relationships and support networks and; encouraging inclusive parent models with nursery and primary school practitioners.

Emerging Priority – Capacity building

The South Belfast locality has many strengths with school networks developing collaboration and a well-established post-primary principal's forum in SBALC. There is a strong family support network with great buy-in and success across the locality, an experienced and skilled early years sector and highly skilled community and youth workers.

The locality recognises however that there is a need to strengthen the collaboration between schools in the area and between schools and the wider community, voluntary and statutory sectors that could support their efforts to raise achievement, improve attendance and raise aspirations. Specifically, the issue of collaborative working across the locality seems to be something which is inhibited due to the geographic spread of the various key organisations. If this can be overcome and stronger collaboration across the locality can be embedded, then RAISE South Belfast can be a success. This potential has already been demonstrated by the Locality Reference Group and their ability to work collectively and proactively.

A need for support with co-ordination and building connections between education settings and the wider community has been identified by the Locality Reference Group. Schools have identified the need for clusters of school professionals to develop and build professional relationships with community and voluntary organisations to support pupil engagement, attendance and achievement.

¹⁸ [Improving Pupil Attendance – HERO Initiative | Department of Education](#)



The Co-ordination role of the School Engagement Coaches team is to build capacity within schools and communities to increase attendance through a whole community approach and connect the RAISE locality-based objectives to ensure effective cross over in learning and impact.

Emerging Priority – GCSE support with a focus on FSME pupils

It is of significant concern to stakeholders in South Belfast that over half of all pupils in the RAISE South Belfast locality - 50.7% are leaving school without achieving 5+ GCSEs A*-C incl. Eng/Math 2017/18 to 2021/22¹⁹

The South Belfast Locality Reference Group have highlighted the ending of the Belfast Citywide GCSE Programme in August 2025 as an area of concern and have made clear the benefits of this Programme for those FSME pupils who were on the borderline between achieving 5 GCSEs A*-C including English and Maths.

The data outlined in this document and information gathered during the engagement process clearly demonstrates that much more needs to be done in the overall South Belfast locality to close the GCSE attainment gap between FSME and Non-FSME pupils. Research shows that in 2020/21 in Northern Ireland, 83.8% of school leavers not entitled to free school meals achieved at least five GCSEs at grades A* - C or equivalent (i.e. achieving at level 2 or above) including GCSEs in English and Maths, while 59.8% of those entitled to free school meals achieved these grades. This represented a gap of 24.0 percentage points between these two groups compared.²⁰ This highlights the significant need for more targeted programmes in areas where there are high levels of FSME to ensure that the attainment gap continues to close.

Emerging Priority – Literacy, numeracy and digital skills (primary)

It has been agreed that in order to improve achievement at GCSE levels much more needs to be done to improve literacy, numeracy and digital skills at an earlier stage and this is a significant priority in South Belfast.

This need is something which emerged consistently early on in the engagement process with schools across the locality and talked about anecdotally from teachers, community workers, post-16 providers and youth workers in all the stakeholder engagements.

School leaders involved in the South Belfast Primary Principals Group have highlighted the need for a coordinated approach to improving literacy, numeracy and digital skills.

¹⁹ Data source: NI Annual School census and NI Annual School leavers survey

²⁰ [Measuring Equality in Northern Ireland - Education - 1 of 6 Areas of Life](#)



Pupils identified as under-achieving in these curriculum areas, identified through standardised measures, would benefit from in-school teacher learning support to improve achievement. Alongside the small group teacher-led support, there needs to be coordinated work with the community partners in South Belfast to promote and encourage good attendance patterns among the school community aligned to the work of the School Engagement Coaches.

Clusters of school leaders involved in Literacy, Numeracy and Digital skills curriculum development would be strengthened in South Belfast to share good practice and improve teaching and learning.

Key stakeholders have identified the example of the success of similar targeted interventions such as Sharing the Learning in West Belfast to see the effectiveness of such interventions.²¹ TransformED NI: Transforming Teaching and Learning: A Strategy for Educational Excellence in Northern Ireland, 2025²² notes, ‘Literacy and numeracy are the essential foundation of education. Pupils must develop the necessary literacy and numeracy skills to succeed at school and later in life and at work.’

Emerging Priority – Transition supports

It has been acknowledged by the Locality Reference Group that the work of the WRAP programme in supporting transitions already exists but there is still significant demand for transition supports across the locality. It has also been highlighted by the Locality Reference Group that this is an area where funding streams will be ending soon, and it is important that improvements in pupils making successful transitions to school settings is not lost over the lifetime of RAISE funding and so agreed that this priority should remain in the plan.

The data shows that attendance is a huge concern within the South Belfast RAISE locality and transition points are an important point in a child’s journey which can have a bearing on their future attendance and engagement.

Children who have the necessary academic preparedness and who are able to work independently are often able to cope with problems and are more likely to be successful.²³ Successful transitions, as identified from case studies in the research, are those with close cross-phase links. A variety of opportunities for induction, taster days and visits between schools appear to improve institutional adjustment. For example,

²¹ [West Belfast Partnership End of Year Status Report 23-24 \(003\) 12.12.pdf](#)

²² [TransformED NI: Transforming teaching and learning: a strategy for Educational Excellence in Northern Ireland | Department of Education](#)

²³ [EEF Blog: Supporting pupils through transitions – a trio of... | EEF](#)



help with getting to know the physical school building, school routines, along with the relaxing of rules in the early weeks, to allow time for explanation, practise and reinforcement.

Transition between primary and secondary school has historically been recognised as a significant event in the lives of most children and can be the most difficult transition in their educational career.²⁴ Schools that use formal transition programs can see fewer incidents of bullying during transition.²⁵ Research suggests that both pupils and parents would like there to be more familiarisation-related opportunities²⁶, and that these can be effective²⁷ in building their understanding of the new physical and human environment. Examples include:

- More induction/taster days.
- More opportunities to meet others (pupils and key staff e.g., head teacher or form/support teacher) from the school.
- More opportunities to discuss what will happen in secondary school.
- A clearer map of the school.
- Information booklet/handbook.
- Help from secondary school to navigate their new environment, such as tours of the building.

Emerging Priority – Speech, Language and Communication

The consequences of any untreated or persistent speech and language therapy needs are indeed quite likely to have a much broader ripple effect into educational and employment outcomes,²⁸ likelihood of offending²⁹, quality of life in general³⁰ and in some instances mortality³¹. Therefore, these consequences will have a long-term and sustained impact not just on speech and language therapy services, but more importantly on the individuals with speech and language needs themselves and the wider world.

Belfast South City Resource delivered the Connect and Learn project to provide opportunities where children, young people and their families from multiple and diverse communities and backgrounds connect and engage with each other to learn at different

²⁴ [Effective Transitions Summary\[1\]_0.pdf](#)

²⁵ [Transition Between Primary and Secondary School: Why it is Important and How it can be Supported](#)

²⁶ [Primary to secondary school transitions: systematic literature review - gov.scot](#)

²⁷ [Facilitating a Successful Transition to Secondary .pdf](#)

²⁸ [Education and employment outcomes of young adults with a history of developmental language disorder - PubMed](#)

²⁹ [Language difficulties and criminal justice: the need for earlier identification - PubMed](#)

³⁰ [Health-related quality-of-life of children with speech and language difficulties: a review of the literature - PubMed](#)

³¹ [Addressing the mental health impact of COVID-19 through population health - PubMed](#)



stages of their lives. The project delivered a coordinated afterschool's support programme for primary school aged children in the South Urban Village area and assisted transitions from nursery to primary schools and from primary to secondary level education and supported children and young people to access appropriate support in community settings to increase their competence, build their confidence and enable them to build relationships. The response from parents and children to the programme was overwhelmingly positive.

The Locality Reference Group recognised the long-term impact of speech, language and communication support as an early intervention, as well as the requirement for relevant speech, language and communication support for some pupils at later education transition points. There is an identified need in the RAISE South Belfast locality for speech, language and communication support for Key Stage 2 and Key Stage 4 pupils to fully enable them to access learning, improve attendance and attainment.



Summary of Key Needs Identified

The table below provides a summary of the key needs identified in South Belfast. Further detail is provided in the RAISE South Belfast Strategic Area Plan Strategic Objectives section.

Priority Ranking	Objective
1	<p>Improve primary and post-primary attendance</p> <p>School Engagement Coaches, with a coordination role, to improve the attendance and engagement of primary and post-primary school pupils through community-based workers, working closely with schools.</p>
2	<p>Improve GCSE attainment, with a focus on FSME pupils</p> <p>To improve the achievement of 5 GCSE grade A*-C including Maths and English (with a focus on FSME pupils and those on the Grade C/D boundary.) Deliver out-of-school hours in school or in a community setting, providing term time and holiday time GCSE support in community and academic settings.</p>
3	<p>Improve attendance and attainment through literacy, numeracy and digital skills support in primary schools</p> <p>To improve the attendance and attainment of primary school pupils identified by schools as not yet ready to learn, through:</p> <ul style="list-style-type: none"> • In-school small group focused learning support • literacy and numeracy clusters of school professionals • a community based approach emphasising school/parent/community engagement to provide support for pupils out-of-school
4.	<p>Implement transitions support</p> <p>To implement effective transitions supports for children, young people and parents by developing and delivering appropriate transition programmes for all ages and stages.</p>
5.	<p>Increase Literacy and Communication skills</p> <p>To increase literacy outcomes for all pupils by providing Speech, Language and Communication support for primary and post-primary pupils with a focus on increasing literacy outcomes for all pupils.</p>



Next Steps

To deliver against the objectives and identified needs set out in this Strategic Area Plan a series of Locality-Led Projects will be identified through an open call for projects. Project proposals are invited from a wide range of organisations. Further information is available in guidance notes on the [DE website](#)³².

Organisations will submit a Locality-Led Project Identification Template for consideration by an Assessment Panel against agreed assessment criteria. Decisions on the range of projects to be supported in each Locality will be taken by the RAISE Programme Board.

³² [RAISE Locality-Led Projects](#)



RAISE South Belfast Strategic Area Plan Objectives

Objective	Rationale	Measures	Who will benefit?	Scale of Support	Potential Solutions	Priority / Ranking
OBJECTIVE 1: IMPROVE PRIMARY AND POST-PRIMARY ATTENDANCE						
<p>To improve primary and post-primary attendance School Engagement Coaches, with a coordination role, to improve the attendance and engagement of primary and post-primary school pupils through community-based workers, working closely with schools.</p> <p>To enable a co-ordinated approach to improving attendance and achievement across primary and post-primary phases.</p> <p>Targets to be achieved between January 2026 – August 2027.</p> <p>Lead RAISE Intermediary Benefit Increase pupil attendance, engagement, confidence and aspiration.</p>	<p>Absence data the absence rate for the RAISE South Belfast locality is 14.4%, which is significantly higher than the Northern Ireland average of 8.2%.</p> <p>Academic achievement data Pupils not achieving 5+ GCSEs A*-C including Maths and English (2017/18 to 2021/22) is 50.7% compared to the Northern Ireland average of 25%.</p> <p>29% of school leavers went on to attend Higher Education compared with the Northern Ireland average of 43%.</p> <p>School leaders within the South Belfast Area Learning Community (ALC) have identified the value of community-based support for pupils and their families to support their attendance and engagement.</p> <p>The diversity in the geographical areas included in RAISE South Belfast requires a team and a coordination role will ensure connectivity and provide guidance, administration and knowledge to the projects taking place across the locality as a whole.</p>	<p>Attendance data provided by schools will be used to measure improvements.</p> <p>A reduction in the absence levels of pupils in the selected cohort in the 'at risk' category by 10%.</p> <p>Improved parental engagement and support.</p> <p>Coordinator will demonstrate that capacity has been increased through agreed targets and legacy outcomes.</p>	<p>Key Stage 2, 3 & 4 post-primary pupils and their families identified by schools in the 'At Risk' Tier.</p> <p>School and community settings.</p> <p>Due to the diversity of pupils in the South Belfast locality, minority ethnic communities and 'newcomer' pupils will also benefit from this objective.</p>	<p>Up to 200 pupils and their families</p> <p>10% of pupils selected fall into the 85% and 90% 'at risk' non-attendance bracket as identified by schools, youth workers and community.</p> <p>Area Learning Communities and established community collaborations.</p>	<p>It is anticipated that this objective could be delivered by four workers based in the community (three coaches and one a coordinator) working directly with primary and post primary pupils and their families. These roles could:</p> <ul style="list-style-type: none"> • Identify barriers to attendance and existing services to address these barriers • Further utilise a range of existing services and locally agreed evidence-based programmes • Work with the parents, developing innovative strategies to use at home to support school attendance and engagement (in line with school approaches) focused on routines & structure, emotional regulation, Social, Behavioural and Emotional Wellbeing. <p>The coordinator could provide infrastructure and support across the locality. The role may include:</p> <ul style="list-style-type: none"> • Build capacity within schools and communities to increase attendance. • Increase collective impact on attendance through a whole community approach. • Connecting the RAISE locality-based objectives to ensure effective cross over in learning and impact. • liaise with schools, community, youth and early years settings, department and statutory agencies. 	1. (High)



OBJECTIVE 2: IMPROVE GCSE ATTAINMENT, WITH A FOCUS ON FSME PUPILS

<p>To improve the achievement of 5 GCSE grade A*-C including Maths and English (with a focus on FSME pupils and those on the Grade C/D boundary.)</p> <p>Deliver out-of-school hours in school or in a community setting, providing term time and holiday time GCSE support in community and academic settings.</p> <p>Targets to be achieved between January 2026 – August 2027.</p> <p>Lead RAISE Intermediary Benefit Reduce the gap between FSME and non-FSME pupils.</p>	<p>Academic achievement data Pupils not achieving 5+ GCSEs A*-C including Maths and English (2017/18 to 2021/22) is 50.7% compared to the Northern Ireland average of 25%.</p> <p>29% of school leavers went on to attend Higher Education compared with the Northern Ireland average of 43%.</p> <p>Key gap identified through Strategic Area Plan in Northern Ireland, 83.8% of school leavers not entitled to free school meals achieved at least five GCSEs at grades A* - C or equivalent (i.e. achieving at level 2 or above) including GCSE English and Maths. 59.8% of those entitled to free school meals achieved these grades. This a gap of 24% between these two groups.</p> <p>The Belfast Citywide GCSE Programme was effective in South Belfast and is a model that could be adapted and replicated.</p>	<p>Increase the pass rate at GCSE grade A*-C, including English and Maths for FSME pupils by 2%.</p>	<p>Key Stage 4: Year 11, 12 & 13 (GCSE repeats)</p> <p>Pupils identified by schools as in need of additional support in Year 11 & 12.</p> <p>Year 13 pupils who have not achieved GCSE, doing resits in November</p> <p>All SOAs</p> <p>Due to the diversity of pupils in the South Belfast locality, minority ethnic and ‘new comer’ pupils will also benefit from this objective.</p>	<p>Up to 200 pupils.</p>	<p>To achieve this objective, it is anticipated that there could be targeted support for pupils in Year 11, 12 and repeating Year 13 pupils through the delivery of outside school hours / during holiday periods.</p> <p>Support will be aimed at those on FSME or who are identified by schools/community as needing support and who may not meet the FSME threshold due to changes in Universal Credit and tax credits.</p> <p>This may be in community settings or on the school estate after school hours.</p>	<p>2. (High)</p>
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OBJECTIVE 3: IMPROVE ATTENDANCE AND ATTAINMENT THROUGH LITERACY, NUMERACY AND DIGITAL SKILLS SUPPORT IN PRIMARY SCHOOLS

<p>To improve the attendance and attainment of primary school pupils identified by schools as not yet ready to learn, through:</p> <ul style="list-style-type: none"> • In-school small group focused teacher-led learning support • literacy and numeracy curriculum clusters of school professionals • a community based approach emphasising school/parent/community engagement to provide support for pupils out-of-school. <p>Targets to be achieved between January 2026 – August 2027.</p> <p>Lead RAISE Intermediary Benefit Raising standards with a focus on increasing literacy, numeracy and digital skills outcomes for all pupils.</p>	<p>Key gap identified through Strategic Area Plan Literacy, numeracy and digital skills in primary schools with a focus on FSME pupils.</p> <p>The recently established Primary Schools Principals Forum convened by QCAP, identified the need for a whole community approach to supporting pupils with lower than expected literacy and/or numeracy achievement and attendance levels.</p> <p>This need emerged early on in the engagement process with schools across the locality and reinforced by teachers, community workers, post-16 providers and youth workers in all of the stakeholder engagements.</p>	<p>Combination of FSME, PTE/PTM and attendance scores over a two-year period will be used to demonstrate the improvement of each student. Use scores in PTE/PTM in May 2026 and May 2027 to evidence improvement of at least one standardised point per pupil in any school's group.</p> <p>Measurement will be against an agreed baseline using the rate of attendance. Will move above 90% attendance rate by using a locally agreed place-based approach.</p>	<p>P3/P4 and P6 primary school pupils across up to 12 South Belfast primary schools. Each school will identify a cohort of children in P3/P4 and P6 based on level of need decided by teachers in the relevant schools.</p> <p>May 2025 scores in PTE/PTM, attendance data and FSME will be used to select pupils.</p> <p>Due to the diversity of pupils in the South Belfast locality, minority ethnic communities and 'new comer' pupils will also benefit from this objective.</p>	<p>Up to 200 pupils and their families.</p>	<p>It is anticipated that this objective could be delivered through a programme of in-school, teacher led small, focused groups.</p> <p>Series of support sessions delivered in each school, supported by volunteers/ university students.</p> <p>Agreed data collection and analysis to provide an evidence based approach.</p> <p>Community support will be drawn upon where the schools identify this as being required to fulfil the attendance improvements within this objective.</p> <p>Schools and Curriculum cluster groups through the ALCs will agree strategies to improve attendance to implement in 2027-2028 school year. Teachers will be released to engage in clusters to build capacity and the legacy of the programme.</p>	<p>3. (High)</p>
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OBJECTIVE 4: IMPLEMENT TRANSITION SUPPORTS

<p>To implement effective transitions supports for children, young people and parents by developing and delivering appropriate transition programmes for all ages and stages.</p> <p>Targets to be achieved between January 2026 – August 2027.</p> <p>Lead RAISE Intermediary Benefit Improve relationships between education settings and children and young people, parents and community.</p>	<p>The DE WRAP programme currently provides a service in relation to transition. There is potential for this service to be extended across the locality and recognition that this funding is due to end in 2026/2027.</p> <p>The data shows that attendance is a huge concern within the South Belfast RAISE locality and transition points are an important point in a child’s journey which can have a bearing on their future attendance and engagement. It is clear from the research that transition points are key in a young person’s life and must be negotiated with care to ensure they are confident in moving on to the next stage of their education. Some children are vulnerable to poor academic progression and disengagement during transition.</p>	<p>Improvement in children, young people and parents’ attitudes to self, education and outlook on the future.</p> <p>Improvement in children, young people and teachers in feeling more connected to community.</p> <p>Achieve the targets of 85% of parents reporting a successful transition by the end of the 2025/26 and 2026/27 academic years.</p>	<p>All ages and stages.</p> <p>Parents and families School and community settings.</p> <p>Due to the diversity of pupils in the South Belfast locality, minority ethnic and ‘newcomer’ pupils will also benefit from this objective.</p>	<p>There are no single group of children who are especially vulnerable to a poor transition. Instead, there are a range of risk and protective factors that are associated with different indicators of transition success.</p>	<p>It is anticipated that this objective will be delivered by providing resources for families, schools and community in South Belfast working at each stage to ensure consistent messages to parents and children and ease transition to next phase.</p> <p>This could be achieved through:</p> <ul style="list-style-type: none"> • Developing and implementing appropriate transition programmes for all ages and stages. • Providing resources and support for families, schools and community. • Connecting with the other RAISE locality led projects to ensure effective cross over in learning and impact. 	<p>4. (High)</p>
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OBJECTIVE 5: INCREASE LITERACY AND COMMUNICATION SKILLS

<p>To increase literacy outcomes for all pupils by providing Speech, Language and Communication support for primary and post-primary pupils with a focus on increasing literacy outcomes for all pupils.</p> <p>Increase opportunities and empower education professionals through professional learning programmes, including opportunities to improve speech, language, communication and literacy.</p> <p>Targets to be achieved between January 2026 – August 2027.</p> <p>Lead RAISE Intermediary Benefit Raising standards with a focus on increasing literacy, numeracy and digital skills outcomes for all pupils</p>	<p>Academic achievement data Pupils not achieving 5+ GCSEs A*-C including Math's and English (2017/18 to 2021/22) is 50.7% compared to the NI average of 25%.</p> <p>Key gap identified through Strategic Area Plan were the long-term impact of speech, language and communication support as an early intervention, as well as the requirement for relevant speech, language and communication support for some pupils at later education transition points.</p> <p>There is an identified need in the RAISE South Belfast locality for speech, language and communication support for Key Stage 2 and Key Stage 4 pupils to fully enable them to access learning, improve attendance and attainment.</p> <p>The Locality Reference Group discussed in particular the importance of improving reading ages at primary stage to enable them to access post primary curriculum.</p>	<p>Improved PTE / PTM scores for KS2 pupils . Improved GCSE grades for KS4 pupils.</p> <p>Increased engagement in reading.</p> <p>Improve key literacy and numeracy skills for KS2 children as they approach SEAG test and transition to post-primary school.</p> <p>To improve literacy and numeracy attainment of pupils in KS2 identified as under-achieving by schools with pupils from RAISE locality.</p>	<p>Key Stage 2 children who may not have access to tutors or supports outside of school.</p> <p>Young people who may be sitting at GCSE grade C or below in English and Maths.</p> <p>School and Community staff working with children and families impacted.</p> <p>Due to the diversity of pupils in the South Belfast locality, minority ethnic communities and 'new comer' pupils will also benefit from this objective.</p>	<p>Up to 80 nursery pupils.</p> <p>Up to 1,500 primary pupils.</p> <p>Up to 1,100 post primary pupils.</p>	<p>It is anticipated that that a project could deliver this objective through:</p> <p>Primary school Out of school community based learning programmes with a focus on literacy and numeracy for pupils identified by school as under-achieving.</p> <p>Out of school community based sessions/events with a focus on reading.</p> <p>Family learning opportunities for parents and children after school and in community settings.</p> <p>Parent workshops or programmes aimed at building confidence of parents to support their child's learning at home.</p> <p>Literacy and Numeracy Co-ordinators across South Belfast schools sharing good practice and using data effectively to track progress across the locality.</p> <p>Post primary Out of school community based learning programmes with a focus on literacy and numeracy for pupils identified by school as under-achieving.</p> <p>Programmes of supports and targeted interventions will be provided to increase speech & language outcomes.</p>	<p>5. (High)</p>
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					Provide training for staff and volunteers to increase their understanding in how to help speech, language and communication in early years Key Stage 1, Key Stage 2 and Key Stage 4.	
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RAISE
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