

ITEM No ...3.....

REPORT TO: CHILDREN AND FAMILIES SERVICES COMMITTEE – 27 JUNE 2022

REPORT ON: PUPIL EQUITY FUND - UPDATE

REPORT BY: EXECUTIVE DIRECTOR OF CHILDREN AND FAMILIES SERVICE

REPORT NO: 160-2022

1.0 PURPOSE OF REPORT

1.1 The purpose of this paper is to provide the Children and Families Service Committee with an overview of the use of the Pupil Equity Fund (PEF) during session 2021/22, as well as an update about PEF allocations from 2022/23 until 2025/26.

2.0 RECOMMENDATION

It is recommended that the Children and Families Services Committee notes the contents of this report.

3.0 FINANCIAL IMPLICATIONS

3.1 Pupil Equity Fund (PEF) is additional funding allocated to schools and targeted at closing the poverty-related attainment gap. PEF is allocated to schools on the basis of the estimated number of children and young people in P1-S3 registered for free school meals. Taking into account the disruption caused by COVID-19, in 2021/ 22 schools received an additional uplift (15%) to their PEF, known as Pupil Equity Fund Premium, to support education recovery efforts for children and young people impacted by poverty. The Scottish Government has allowed schools to carry money forward until June 2022 as well as planned carry forward into session 2022/23. The total PEF allocated to schools in Dundee for 2021/22 was £5.286m. PEF allocations for individual schools in Dundee for 2021/22 are detailed in Appendix 1.

3.2 The total Pupil Equity Fund (PEF) allocated to schools in Dundee for 2022/23 is £5,107,235. This includes a top-up of £76, 160, as a 10% smoothing is applied so that no school level allocation is lower than 90% of the 2021/22 initial allocation (before smoothing and premiums). As PEF allocations will be fixed for four years, from 2022/23 up until 2025/26, the total PEF investment in Dundee over this period will be £20,428,940. The PEF allocations for individual schools in Dundee for 2022/23 – 2025/26 are detailed in Appendix 2.

4.0 SUMMARY

4.1 The Pupil Equity Fund (PEF) is paid by the Scottish Government to local authorities by means of a ring-fenced grant which indicates the amounts that should be allocated directly to each school. The amount allocated to each school has been determined by the number of pupils in P1 – S3 who are eligible to be registered for free school meals.

4.2 An additional £20 million Pupil Equity Fund premium was provided nationally to support education recovery efforts for children and young people from disadvantaged backgrounds, as part of the investment of over £200 million through the Attainment Scotland Fund in 2021 to 2022. This was issued as a 15% uplift to the previously published 2021 to 2022 PEF allocations for schools. This provided further resource to schools to tackle the poverty related attainment gap, recognising the new and additional challenges schools and their children and young people face as a result of COVID-19.

4.3 A Procurement Framework support schools with PEF spending to ensure appropriate compliance with procurement policies and legislation. A wide range of partner providers are registered on the framework and support initiatives to raise attainment and close the poverty-related equity gap.

- 4.4 In the context of the Attainment Challenge funding streams, planning processes avoid duplication or omission of improvement activity and workstreams, and ensure a whole authority overview of how we are reducing the attainment gap linked to deprivation.

5.0 BACKGROUND

- 5.1 The First Minister launched the Scottish Attainment Challenge in 2015 with the aim of helping to achieve equity in educational outcomes with a particular focus on closing the poverty-related attainment gap. The Attainment Challenge is supported by the Attainment Scotland Fund, and underpinned by the National Improvement Framework, Curriculum for Excellence and Getting it Right for Every Child. During 2021/ 22 the Attainment Challenge comprised of the following elements: Challenge Authorities; Schools Programme; and, Pupil Equity Funding.
- 5.2 The purpose of PEF is to support schools to develop plans focused on raising attainment in literacy, numeracy and health and wellbeing and to use education to improve outcomes for children and young people impacted by poverty, with a focus on tackling the poverty-related attainment gap.
- 5.3 Publicly funded primary, secondary and special schools received £1,200 in 2021/22 for each child in Primary 1 to S3, or equivalent, registered for free school meals under national eligibility criteria. The allocations were fixed across two years. In order to facilitate this, 2.1% of the proposed 2020-21 PEF allocation was applied to allocations for 2021-22. In addition to this, a £20 million Pupil Equity Fund premium was introduced in 2021-22. This was issued as a 15% uplift to the previously published 2021/22 PEF allocations for schools.
- 5.4 The 2021/22 allocation of PEF was calculated using the most recently available Healthy Living Survey and Pupil Census. Allocations have been provided for both financial years of 2020/21 and 2021/22 particularly in response to the current COVID-19 situation and to assist with longer term financial planning.
- 5.5 Head Teachers updated 2021/22 plans and submitted these to the Children and Families Service and many of the projects and initiatives from previous plans were rolled forward as a result of the ongoing impact of COVID-19. The creation of the plans involved pupils and young people, and parents and carers in decision making for the spend and this was conducted virtually through digital communication as a result of the COVID-19 pandemic. Head Teachers conducted Parent Council meetings through conference calls or Microsoft Teams meetings and engaged with learners through GLOW and other virtual formats.
- 5.6 A number of the interventions planned during the lockdown period have continued through this last year of recovery and PEF was used by schools to support many children, young people and families in need such as access to learning resources, digital technology, connectivity, food poverty and other aspects to reduce the impact of the equity gap.
- 5.7 The plans included the rationale, proposed interventions, measurements of success, financial detail and governance and outlined the arrangements schools have in place to evaluate the projects. The format of the annual School Improvement Report (SIR) and School Improvement Plan (SIP) has also been revised in line with national guidance. The Scottish Government expects that schools report on their use of the PEF through the normal process of reporting to parents through the School Improvement Report and School Improvement Plan.
- 5.8 Schools identified a number of resources and interventions to target the money at groups of pupils in need of support, Appendix 3 gives a summary of the areas of spend and additionality that the Pupil Equity Fund has been used for.
- 5.9 Schools spent their money on a variety of interventions which included working in partnerships with a range of providers, staffing, procurement of resources, equipment and digital technology. This particularly supported the access to learning and blended learning approaches for our children and young people during COVID-19 and the ongoing recovery

period. If schools chose to spend money on additional teaching staff, then it should be noted that the additional staff employed do not contribute to the pupil teacher ratio for the authority.

- 5.10 Schools accessed a wide range of partners and providers and procured them as additionality to the resource available through the Devolved School Management (DSM) budget. This resulted in the PEF being able to be used flexibly to target interventions for identified groups of pupils within the parameters of the National Guidance.
- 5.11 PEF plans are focused on children and young people most affected by the COVID pandemic and embrace the work of the Child Poverty Action Group (CPAG) – Cost of the School Day.
- 5.12 Head Teachers are accountable to the Local Authority for the use of Pupil Equity Funding within their school. Schools should consult and engage effectively with teachers, parents and carers, children and young people and the wider community when implementing approaches to closing the poverty-related attainment gap. To ensure transparency, schools are expected to incorporate details of their Pupil Equity Funding plans into existing reporting processes to their Parent Council Forum, including their School Improvement Plans/Reports.
- 5.13 Dundee schools continue to use the learning from the Scottish Attainment Challenge in Dundee to influence their decisions about PEF spending. They have used the same 5 key indicators to monitor progress in raising attainment and closing the gap that exists in their schools. These are as follows:
- Inclusion/reduced exclusion
 - Attendance
 - Participation
 - Engagement
 - Attainment
- 5.14 The use of PEF is evaluated against these key indicators to ensure we can demonstrate impact of the use of the additional funding on individuals and specific groups as well as whole school impact. Examples of a range of interventions and impact are detailed in Appendix 4

6.0 CURRENT POSITION

- 6.1 Each school has been notified of its allocation of funding for 2022/23 (See Appendix 2).
- 6.2 Publicly funded primary, secondary and special schools will receive an increased £1,225 in 2022/23 for each child in P1 to S3, or equivalent, who is registered for free school meals under national eligibility criteria. The allocations are fixed across four years, providing clarity to support strategic planning over that period.
- 6.3 Updated local guidance is under development for Head Teachers. This guidance outlines proposed partnership working and governance arrangements that are expected to be in place.
- 6.4 The key principles of the Pupil Equity Fund (PEF), following the refresh of the Scottish Attainment Challenge are:
- Headteachers will have access to their school's full allocated amount of Pupil Equity Funding and should work in partnership with each other, and their local authority, to agree the use of the funding.
 - Pupil Equity Funding must enable schools to deliver activities, approaches or resources which are clearly additional to universal local improvement plans.
 - Teachers, parents and carers, children and young people and other key stakeholders should be meaningfully involved throughout the processes of planning, implementing and evaluating approaches.

- Funding must provide targeted support for children and young people (and their families if appropriate) affected by poverty to achieve their full potential, focusing on targeted improvement activity in literacy, numeracy and health and wellbeing.
- Although the Pupil Equity Funding is allocated on the basis of free school meal registration, headteachers can use their professional judgement to identify children in their school who may benefit from the targeted interventions and approaches, with the aim of closing the poverty-related attainment gap.
- Schools must take account of the statutory responsibilities of the authority to deliver educational improvement, secure Best Value, and the authority's role as employer. Local Guidance will set out more detail on how this will operate. The contributions of wider services supporting children and young people and their families are vital to supporting pupils' readiness to learn. Collaboration across services is crucial in tackling the poverty related attainment gap.
- The operation of the Pupil Equity Funding should be included within existing planning procedures e.g. through School Improvement Plans and Standards and Quality reports, or equivalent report if appropriate, each of which should be easily accessible to stakeholders. This must provide clarity to stakeholders on how Pupil Equity Funding is being used and its expected impact.
- Headteachers must develop a clear rationale for use of the funding, based on a robust contextual analysis of relevant data which identifies the poverty-related attainment gap in their schools and learning communities and plans must be grounded in evidence of what is known to be effective at raising attainment for children affected by poverty.
- Schools must have plans in place at the outset to evaluate the impact of the funding. These plans should outline clear outcomes to be achieved and how progress towards these, and the impact on closing the poverty-related attainment gap, will be measured. If, as a result of this ongoing monitoring, the plans are not achieving the results intended, these plans should be amended. Plans for sustainability must be considered as part of this.

6.5 Schools received updated PEF Guidance on 30 March 2022 to support PEF planning based on evidence of impact over the last 2 years with a view to accelerating progress and achievement.

7.0 POLICY IMPLICATIONS

7.1 This Report has been subject to an assessment of any impact on equality and diversity, fairness and poverty, environment and corporate risk. There are no major issues.

8.0 CONSULTATIONS

8.1 The Council Leadership Team and Head Teachers have been consulted in the preparation of this report.

9.0 BACKGROUND PAPERS

9.1 None

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Executive Director

Pamela Nesbitt
Education Manager

June 2022

Pupil Equity Funding - School Level Funding 2021-22

		Original allocation	15% Premium	Total allocation
Ancrum Road Primary School	Primary	£ 98,139	£ 14,721	£ 112,859
Ardler Primary School	Primary	£ 56,359	£ 8,454	£ 64,813
Ballumbie Primary School	Primary	£ 214,410	£ 32,162	£ 246,572
Barnhill Primary School	Primary	£ 27,567	£ 4,135	£ 31,702
Blackness Primary School	Primary	£ 57,584	£ 8,638	£ 66,222
Camperdown Primary School	Primary	£ 176,429	£ 26,464	£ 202,893
Claypotts Castle Primary School	Primary	£ 182,555	£ 27,383	£ 209,938
Cleington Primary School	Primary	£ 148,249	£ 22,237	£ 170,487
Craigiebarns Primary School	Primary	£ 93,115	£ 13,967	£ 107,082
Craigowl Primary School	Primary	£ 147,024	£ 22,054	£ 169,078
Dens Road Primary School	Primary	£ 109,043	£ 16,356	£ 125,399
Downfield Primary School	Primary	£ 153,150	£ 22,973	£ 176,123
Eastern Primary School	Primary	£ 51,458	£ 7,719	£ 59,177
Fintry Primary School	Primary	£ 145,799	£ 21,870	£ 167,669
Forthill Primary School	Primary	£ 44,107	£ 6,616	£ 50,723
Glebelands Primary School	Primary	£ 113,944	£ 17,092	£ 131,035
Longhaugh Primary School	Primary	£ 144,574	£ 21,686	£ 166,260
Mill Of Mains Primary School	Primary	£ 95,566	£ 14,335	£ 109,900
Our Lady's RC Primary School	Primary	£ 78,413	£ 11,762	£ 90,175
Rosebank Primary School	Primary	£ 104,142	£ 15,621	£ 119,763
Rowantree Primary School	Primary	£ 192,356	£ 28,853	£ 221,210
Sidlaw View Primary School	Primary	£ 113,944	£ 17,092	£ 131,035
St Andrew's RC Primary School	Primary	£ 95,566	£ 14,335	£ 109,900
St Clement's RC Primary School	Primary	£ 101,447	£ 15,217	£ 116,664
St Fergus' RC Primary School	Primary	£ 55,134	£ 8,270	£ 63,404
St Francis RC Primary School	Primary	£ 211,960	£ 31,794	£ 243,754
St Joseph's RC Primary School	Primary	£ 63,710	£ 9,557	£ 73,267
St Mary's RC Primary School	Primary	£ 134,772	£ 20,216	£ 154,988
St Ninian's Primary School	Primary	£ 63,710	£ 9,557	£ 73,267
St Peter and Paul RC School	Primary	£ 169,078	£ 25,362	£ 194,439
St Pius X RC Primary School	Primary	£ 106,592	£ 15,989	£ 122,581
Tayview Primary School	Primary	£ 143,348	£ 21,502	£ 164,851
Victoria Park Primary School	Primary	£ 73,512	£ 11,027	£ 84,539
Baldragon Academy	Secondary	£ 164,177	£ 24,627	£ 188,803
Braeview Academy	Secondary	£ 166,627	£ 24,994	£ 191,621
Craigie High School	Secondary	£ 183,780	£ 27,567	£ 211,347
Grove Academy	Secondary	£ 74,737	£ 11,211	£ 85,948
Harris Academy	Secondary	£ 191,131	£ 28,670	£ 219,801
Morgan Academy	Secondary	£ 182,555	£ 27,383	£ 209,938
St John's RC High School	Secondary	£ 210,734	£ 31,610	£ 242,345
St Paul's RC Academy	Secondary	£ 235,238	£ 35,286	£ 270,524
Kingspark School	Special	£ 99,241	£ 14,886	£ 114,127
Off-Site Education Service	Special	£ 11,027	£ 1,654	£ 12,681
		£5,286,003	£792,900	£6,078,903

Note: Allocations are based on the number of children and young people in P1-S3 registered for free school meals - £1200 per child registered and include the 2.1% increase from 2020/21

Pupil Equity Funding - School Level Funding 2022-23 to 2025-26

		2022-23 Total Allocation including Top-up
Ancrum Road Primary School	Primary	£ 79,920
Ardler Primary School	Primary	£ 50,225
Ballumbie Primary School	Primary	£ 196,000
Barnhill Primary School	Primary	£ 26,950
Blackness Primary School	Primary	£ 51,450
Camperdown Primary School	Primary	£ 155,520
Claypotts Castle Primary School	Primary	£ 173,950
Cleington Primary School	Primary	£ 130,680
Craigiebarns Primary School	Primary	£ 95,550
Craigowl Primary School	Primary	£ 129,600
Dens Road Primary School	Primary	£ 99,225
Downfield Primary School	Primary	£ 139,650
Eastern Primary School	Primary	£ 52,675
Fintry Primary School	Primary	£ 145,775
Forthill Primary School	Primary	£ 45,325
Glebelands Primary School	Primary	£ 109,025
Longhaugh Primary School	Primary	£ 143,325
Mill Of Mains Primary School	Primary	£ 90,650
Our Lady's RC Primary School	Primary	£ 91,875
Rosebank Primary School	Primary	£ 132,300
Rowantree Primary School	Primary	£ 188,650
Sidlaw View Primary School	Primary	£ 111,475
St Andrew's RC Primary School	Primary	£ 111,475
St Clement's RC Primary School	Primary	£ 94,325
St Fergus' RC Primary School	Primary	£ 56,350
St Francis RC Primary School	Primary	£ 186,840
St Joseph's RC Primary School	Primary	£ 71,050
St Mary's RC Primary School	Primary	£ 127,400
St Ninian's Primary School	Primary	£ 77,175
St Peter and Paul RC School	Primary	£ 149,040
St Pius X RC Primary School	Primary	£ 93,960
Tayview Primary School	Primary	£ 131,075
Victoria Park Primary School	Primary	£ 64,800
Baldragon Academy	Secondary	£ 171,500
Braeview Academy	Secondary	£ 160,475
Craigie High School	Secondary	£ 175,175
Grove Academy	Secondary	£ 65,880
Harris Academy	Secondary	£ 184,975
Morgan Academy	Secondary	£ 182,525
St John's RC High School	Secondary	£ 222,950
St Paul's RC Academy	Secondary	£ 232,750
Kingspark School	Special	£ 98,000
Off-Site Education Service	Special	£ 9,720
		£5,107,235

Note: Total school level allocations use the same calculation methodology as 2021-22 (10% smoothing will also be applied, so that no school level allocation is lower than 90% of the 2021-22 initial allocation (before smoothing and 2.1% adjustment was applied).

2021/22 SUMMARY

**DUNDEE CITY COUNCIL – CHILDREN AND FAMILIES SERVICE
SUMMARY OF PUPIL EQUITY FUND SPENDING PROPOSALS BY EQUITY INTERVENTION**

EARLY INTERVENTION AND PREVENTION	SOCIAL AND EMOTIONAL WELLBEING	PROMOTING HEALTHY LIFESTYLES
<ul style="list-style-type: none"> • Primary and Early Years Support Assistants (PEYSA) Appointments • Early Years Educator • Principal Teacher (PT) Guidance • PT Early Intervention 	<ul style="list-style-type: none"> • PEYSA Appointments • Outdoor education • Growth Mindset • Place2Be • Roots of Empathy • See, next column → 	<ul style="list-style-type: none"> • Health & Wellbeing Assistants • Nurture room resources e.g. calm bags, furniture etc • Playground toys, outdoor storage • Staff training resources for Health & Wellbeing • Outdoor education • Mental Health Worker/Play Therapist • Outdoor learning resources • Cooking equipment • Growth mindset materials • PT Health & Fitness • PT Health & Wellbeing • Breakfast club resources • PASS (Pupil Attitudes to Self and School) Assessments • Provision of breakfast/healthy snacks • John Muir Awards
TARGETED APPROACHES TO LITERACY & NUMERACY	PROMOTING A HIGH QUALITY LEARNING EXPERIENCE	DIFFERENTIATED SUPPORT
<ul style="list-style-type: none"> • PEYSA Appointments • Principal Teacher Literacy • Principal Teacher Numeracy • Supported study teacher/Curriculum lead teachers • Additional Fresh Start resources • Numeracy recovery programmes • Enhanced supported study classes • Sensory room equipment • Makaton story books 	<ul style="list-style-type: none"> • PEYSA Appointments • I pads/digital tools • Principal Teacher Raising Attainment • Raising Attainment Teacher • Numicon Resources • Library resources • Additional DHT • Inclusion teacher 	<ul style="list-style-type: none"> • Pupil Support Teacher • Pupil Support Worker • Provision of Physical Education Kits • Alternative to exclusion teacher • School trips
USING EVIDENCE AND DATA	EMPLOYABILITY AND SKILLS DEVELOPMENT	ENGAGING BEYOND THE SCHOOL
<ul style="list-style-type: none"> • Additional administrative support 	<ul style="list-style-type: none"> • Developing the Young Workforce (DYW) Coordinator 	<ul style="list-style-type: none"> • School & Family Development Workers • Family Involvement Officer
PARTNERSHIP WORKING	PROFESSIONAL LEARNING AND LEADERSHIP	RESEARCH AND EVALUATION TO MONITOR IMPACT
<ul style="list-style-type: none"> • Additional Support Needs partner training • Showcase the Street 	<ul style="list-style-type: none"> • Training in family learning 	<ul style="list-style-type: none"> • Additional administrative support

<ul style="list-style-type: none">• Tree of Knowledge• CANI Coaching (coaching programmes for parents)• Outward Bound• Ancrum Outdoor Centre• Aberlour• Barnardos	<ul style="list-style-type: none">• Career Long Professional Learning (CLPL) in cooperative learning• Read, Write Inc. development days• ICT training• Mental health training• Professional reading resources for staff• Action for Children Roots of Empathy Course• Differentiation CLPL• Leadership Development programmes – Columba 1400/Jane Mudd Partnership	
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PUPIL EQUITY FUND (PEF) OVERVIEW OF REACH AND IMPACT

Introduction

This report detail gives an overview of the main interventions and strategies schools have used in relation to PEF and this is illustrated by the inclusion of two case studies, one primary and one secondary.

Summary

Across Dundee City schools the main areas of focus for PEF spend relate to health and wellbeing, attainment, inclusion and participation. Across all settings the majority of PEF spending funds teacher and support staff posts, whose remit relates to health and wellbeing, attainment in literacy and numeracy and transitions. In the main the support is targeted to the needs of cohorts and individual learners, with a small number of interventions targeting whole school populations.

Supporting transition between primary and secondary school is detailed in both sectors' plans. Similarly, breakfast clubs are a key feature of every school, with a rationale to provide non-stigmatised nurture to targeted pupils, as well as a means to promoting attendance. Extra-curricular activities, and access to community resources feature highly in school plans, as do alternatives to the curriculum. The Duke of Edinburgh (DOE) award is a consistent feature in secondary school plans to enable wider achievement opportunities to targeted groups. One school attended to building capacity within their setting to deliver the DOE course to targeted groups. This demonstrates efforts to make interventions sustainable and cost effective. These equitable approaches also consider the global needs of the young people involved; recognising that achievement in the widest sense can impact positively on areas of wellbeing and attainment.

Table 1 below gives an overview of the range and impact of key interventions or strategies across Dundee City Schools. This is followed by two case studies, giving an overview of how one primary school and one secondary school have used PEF to improve outcomes for young people impacted by poverty.

TABLE 1 OVERVIEW OF INTERVENTIONS AND STRATEGIES

Intervention	Description	Impact
Health & Wellbeing	<ul style="list-style-type: none"> • Ancrum Outdoor Centre; Aberlour and Outward Bound <ul style="list-style-type: none"> ○ Attendance ○ Participation ○ Engagement ○ Inclusion 	<p>These providers have supported young people adversely affected by lockdown. Young people involved in this work have been encouraged to build resilience and social skills enabling them to return to school and participate in learning. This focused particularly on those with complex and distressed behaviour resulting in poor engagement with school, and schools have seen an increase in the attendance of such young people resulting in prevention of school refusal.</p> <p>Interventions such as these support mental health and wellbeing and have impacted on the length of time young people can engage, focus and learn within school and have supported many young people through challenging situations.</p>
	<ul style="list-style-type: none"> • Growth Mindset (GM) <ul style="list-style-type: none"> ○ Attainment ○ Engagement ○ Inclusion ○ Attendance <p>External Link 'Dundee Impact Report (April 2021) v1.pdf'</p>	<ul style="list-style-type: none"> • 40 schools have had GM approaches delivered (including offsite provision) • Gm delivered to 299 learners; 40 members of senior leadership teams; 239 teachers • The impact of this work has been to develop resilience in our children and young people, with a focus on how they learn and manage the challenges and barriers to learning in the classroom and at home • Parental engagement has strengthened resulting in improved engaged, involved and informed learners and their families.
Digital Learning	<ul style="list-style-type: none"> • Research evidences improved engagement of learners through the use of technology. This has been vitally important during the ongoing pandemic. <ul style="list-style-type: none"> ○ Attainment ○ Engagement ○ Participation ○ Inclusion 	<p>PEF has been used to enhance the access to digital learning including the purchase of tablets and laptops for home use as well as additional professional development to support staff in the provision of digital learning. As an effective tool for learning at home, digital technologies provide schools with an additional resource for supporting some of our most vulnerable pupils.</p>
Families and communities	<ul style="list-style-type: none"> • CANI Coaching <ul style="list-style-type: none"> ○ Attendance ○ Inclusion ○ Engagement ○ Participation ○ Attainment 	<ul style="list-style-type: none"> • This work involved vulnerable families developing confidence working with schools and supporting learning at home - parents/carers reported high levels of confidence at the completion of the work • The work also developed young people as mentors to support children transitioning from primary to secondary • For those working as mentors this work ensured that young people remained engaged in learning and for those transitioning, it provided emotional and practical support within the first year of secondary school

	<ul style="list-style-type: none"> • School & Family Development Workers (SFDW) <ul style="list-style-type: none"> ○ Attendance ○ Inclusion ○ Engagement ○ Participation ○ Attainment 	<ul style="list-style-type: none"> • All primary schools have an SFDW and some schools have added to this resource through PEF • This work engages and involve parents and carers in their children’s learning and improve family learning opportunities. Much of this takes place after school and during holidays and includes providing food for families. This work was invaluable during lockdown periods and self-isolation periods, where children were not accessing schools for food and learning and during recovery has also positively impacted on attendance and inclusion in our schools. • This group of staff also targets support direct to families i.e. signposting to third sector providers, adult learning and employment opportunities, bereavement and mental health supports
Learning and transitions	<ul style="list-style-type: none"> • Curriculum leadership posts <ul style="list-style-type: none"> ○ Engagement ○ Participation ○ Attainment 	<p>Schools have also identified curriculum leadership posts for teachers to enhance the curriculum and delivery of high-quality learning and teaching. This includes developing blended learning and digital learning opportunities for young people as we move through the recovery from the lockdown. In all schools adopting this approach there has been a strong focus on literacy and numeracy which is a central theme of Attainment Scotland Fund.</p>
	<ul style="list-style-type: none"> • Developing pedagogy in schools <ul style="list-style-type: none"> ○ Engagement ○ Participation ○ Attainment 	<p>A focus on professional development and upskilling of teachers and support staff</p> <ul style="list-style-type: none"> • has increased the knowledge and understanding in pedagogical practices and supporting learners • has developed staff confidence in implementing a wider range of pedagogical approaches to better support learners who require recover and accelerated learning to mitigate attainment gaps

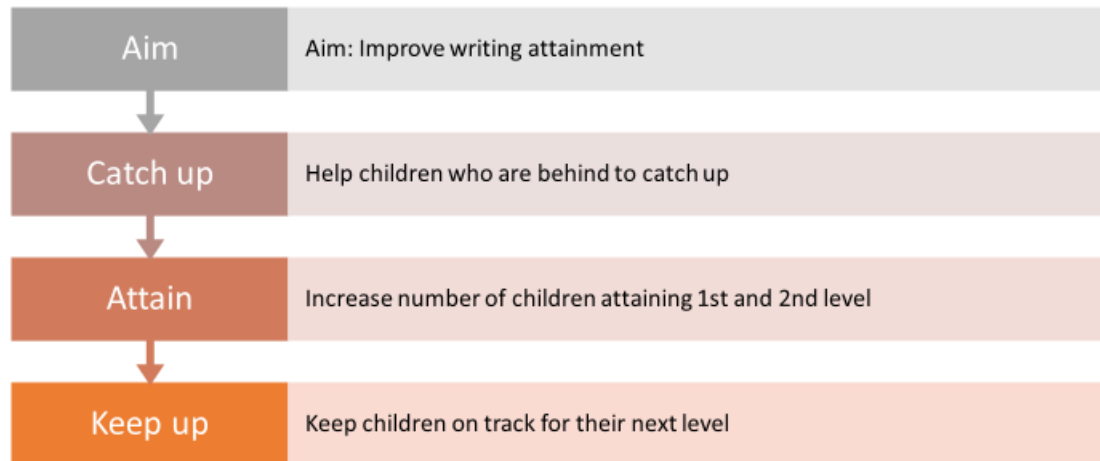
All of these examples of interventions contribute to the overall aim to improve outcomes, raise attainment and address the inequity that exists for some children, young people and families. Schools will report on the impact of their PEF plans 2021/22 at individual school level through the normal process of reporting to parents through the School Improvement Report and School Improvement Plan.

PEF CASE STUDIES

Case study 1:

School	Ancrum Road Primary School – Lochee Ward
Pupil roll	307 - SIMD 1+2 40% - adding SIMD 3 increases this to 60%. A few children living in SIMD 8-10 also have lives affected by poverty.
PEF award	£106,800
Impact of poverty	For a number of children there are mental and emotional wellbeing issues. Children present at school with challenges such as self-regulation, lack of focus in the learning process, attendance at school. Some parents and carers have poor mental health and this often has an impact on their children's performance in school.
Rationale for spend	The school has a strong focus on improving the health and wellbeing outcomes for children. This also supports children's engagement and motivation in learning so that teachers and support staff can focus on closing attainment gaps and raising attainment for all.
Range of interventions	<p>The school spends a proportion of its PEF each session on developing leadership across the school and five teachers are supported as curriculum leaders developing a range of school improvements focused on raising attainment and closing gaps, developing collective efficacy, building capacity and encouraging individual responsibility for improvement within each classroom.</p> <ul style="list-style-type: none">• There is a strong commitment to improvement science in the school at classroom level and change is always built upon robust data to ensure that the PEF money has been well spent and achieves the outcomes required for children affected by poverty.• Digital learning has been developed to improve engagement and participation in learning.• To develop• The school has also spent funds on literacy and numeracy resources to support closing the attainment gap. These resources ensure that there is consistency in the learning environment across the school.• School staff have participated in professional learning to support improvement.• The school has developed robust tracking tools to monitor children's progress in learning.
Exemplar	<p>The Daily Write is a planned programme of writing, highly structured and which allows teachers to track improvement using run-charts to demonstrate how each child has progressed in their writing.</p> <p>Exemplars of classroom run-charts and other descriptors of the work are shown below.</p>

Daily Write Project



OUTCOMES

The chart on the following page is the progress for one class using this resource. Similar progress has been achieved across the school:

Aim 1: By *, 85% of children in P4 will use adjectives in at least 3 sentences.

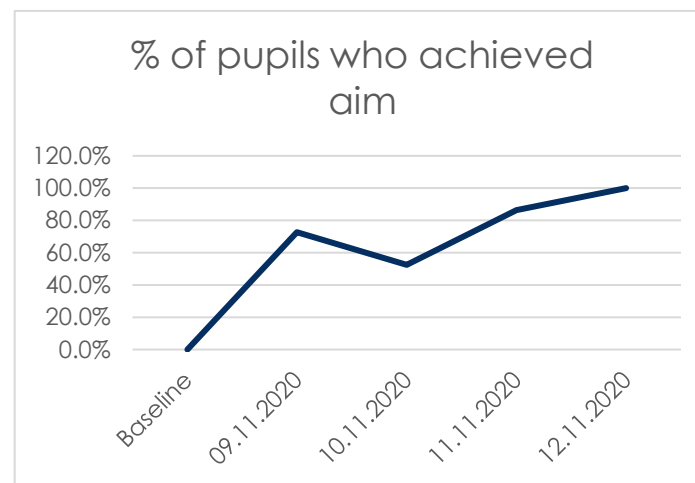
Date	No. of pupils who achieved aim	Total No. of Pupils	% of pupils who achieved aim
Baseline	0	24	0.0%
09.11.2020	16	22	72.7%
10.11.2020	11	21	52.4%
11.11.2020	19	22	86.4%
12.11.2020	22	22	100.0%
16.11.2020	16	21	76.2%
17.11.2020	4	16	25.0%
18.11.2020	19	22	86.4%
19.11.2020	10	11	90.9%
23.11.2020	21	24	87.5%
24.11.2020	11	19	57.9%
25.11.2020	16	20	80.0%

Annotations - what happened on the day

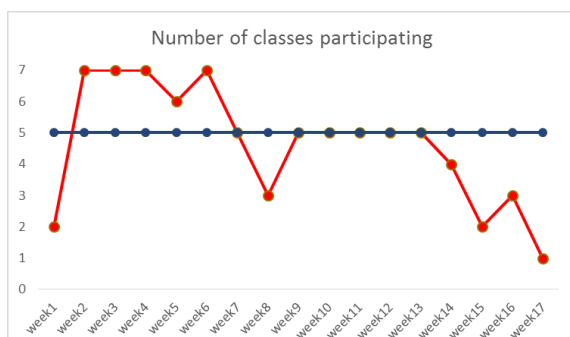
Slight adjustment to target. Story telling rather than describing.

SNSA's

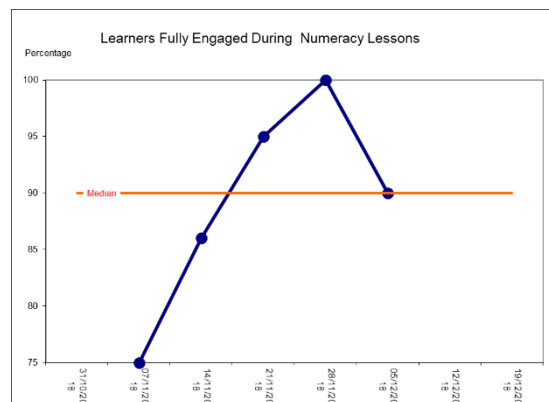
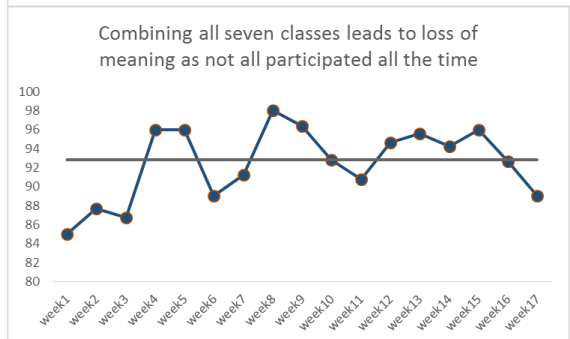
Personal writing prompt.



Engaging in Numeracy at Ancrum Primary School October – an additional intervention that made improvements in numeracy

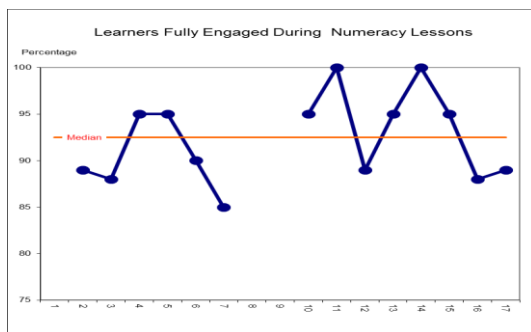


Looking at each class separately shows a clearer picture – variation by class, topic, teaching staff present. For instance, P4 took part in six sessions and their most successful session was “Division by picking your own strategy”



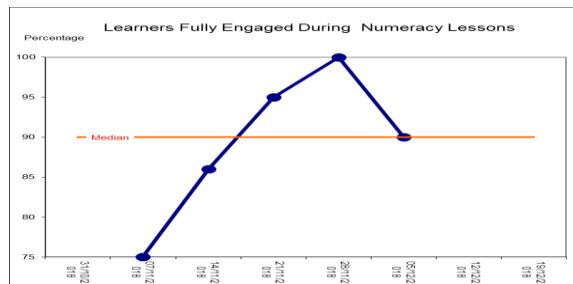
P1a: two most successful sessions:

- Subtracting using i-pad
- Subtracting on number line
- There was a gap around Christmas holidays

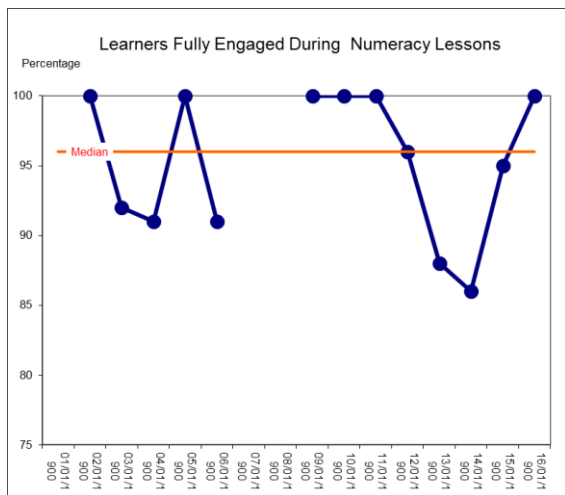


P1b: most successful session:

- Hopping on a number line (adding)
- The class didn't resume activity after Christmas

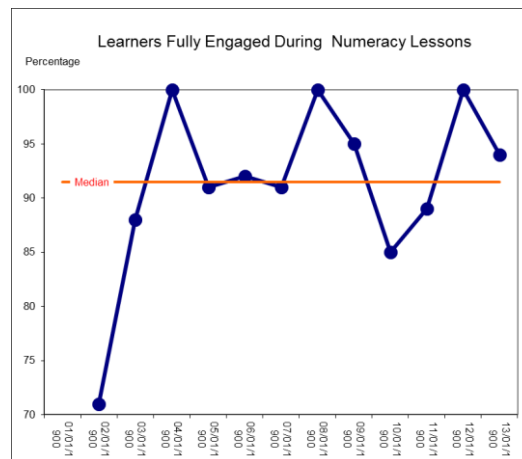


P5a: Apart from a break at Christmas the class consistently showed engagement of 85-100% with six very successful sessions each with different methodologies



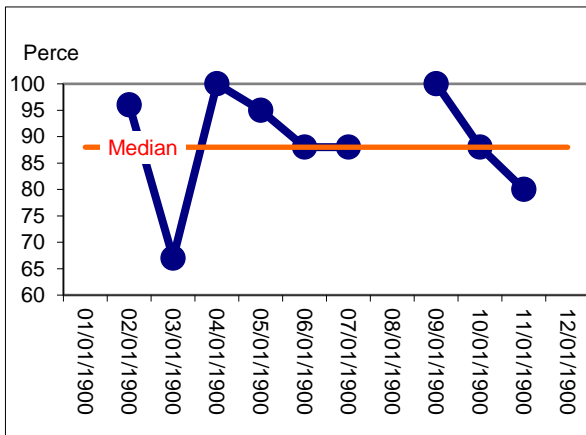
P5b: 3 started with a relatively low baseline but then had successful sessions with over 85% engagement. Only one of the 100% ones was labelled: "Sequencing (place value/bridging)"

- (Other two not labelled)



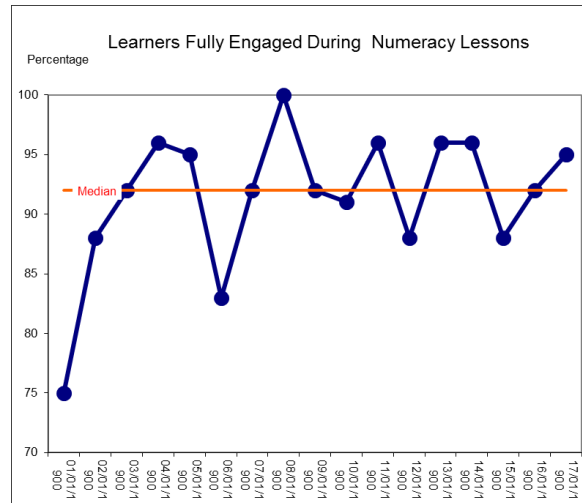
P7a: ran 9 sessions mostly successfully, the one least successful one was about simplifying fractions, the two most successful sessions were:

- Improper fractions to mixed number
- Rounding decimals



P7b: consistently measured engagement and improved after initial baseline. The most successful session was the

- Christmas numeracy challenge



Case study 2:

School	Harris Academy – West End Ward
Pupil roll	1300+
PEF award	£169,200
Impact of poverty	Poor attendance, latecoming, poor hygiene, low aspirations.
Rationale for spend	<p><i>Respect, Equality, Enjoyment, Achievement</i>, are the stated values of Harris Academy and the school plans interventions through PEF to meet these explicit aims.</p> <p>The school has developed a strong “pupil voice” that includes an effective senior pupil team and pupil focus groups which meet regularly to discuss a range of school improvement priorities, including the use and impact of Pupil Equity Fund.</p> <p>Consultation with parents through a well-established parent council ensures that the views of parents are considered within the decision-making process. There is an active Staff Consultative Committee the school which supports robust planning of Pupil Equity funding.</p> <p>In the roll-out phase of Cost of the School Day project, Harris Academy was the first school to engage in whole-school training with the CoSD city project team.</p>
Range of interventions	<p>The school spends a proportion of its PEF on staff:</p> <ul style="list-style-type: none"> • Principal Teacher (PT) of Guidance whose focus is Developing Young Workforce (DYW) • PT of Learning & Teaching whose focus is to develop high quality learning and teaching across the school; he leads the School Improvement Group and works collaboratively with the senior leadership team to track and monitor school improvement priorities • Pupil Support Worker (PSW) who works with young people to reduce exclusions, improve attendance at school and engagement in learning <p>The school has had success in numeracy in the broad general education, providing additional learning time for classes, and targeted learning for specific groups.</p> <p>The school has had a strong and sustained focus on health and wellbeing across all year groups. Supported by PEF, pupils benefit from:</p> <ul style="list-style-type: none"> • Cost of the School Day initiatives that mitigate the impact of poverty – <ul style="list-style-type: none"> ○ curriculum costs for Home Economics have been paid for through PEF ○ purchase of PE kits to ensure engagement in this key area of the curriculum ○ provision of school uniform to support families who need help with clothing costs

	<ul style="list-style-type: none"> ○ moving school events to the further reaches of the school catchment area to reduce travel costs for families ○ Provision of breakfast at the start of the school day – staff outside distributing fruit to all pupils who require/want food and ensuring that there is no stigma attached to accepting support ○ School staff have a history of supporting individual pupils whose personal circumstances offer significant challenges to engagement and participation in school ○ School has increased gaps between school trips to give families more time to save for and fund school trips ● School runs a mentoring programme led by a former head teacher <ul style="list-style-type: none"> ○ Programme targets senior pupils ○ Work with pupils and provides families with forensic level of detail about their young people and supports the mentoring process ○ Mentoring sustains learner engagement in the senior phase and improves outcomes and sustainable destinations for school pupils ● School Improvement Action Group – led by PT Learning & Teaching takes responsibility for a range of improvement priorities and this session: <ul style="list-style-type: none"> ○ Developed an online learning portal giving access to all pupils – critical to recent C-19 crisis ○ Ensured all parents had access to the portal to support their young people in learning ○ Upskilled all staff in the use of the portal to offer high quality learning opportunities for young people 																									
Exemplar	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="5" style="text-align: center;">Harris Academy: S3 Achievement of a level - Numeracy</th> </tr> <tr> <th></th> <th style="text-align: center;">'16/17</th> <th style="text-align: center;">'17/18</th> <th style="text-align: center;">'18/19</th> <th style="text-align: center;">'19/20</th> </tr> </thead> <tbody> <tr> <td>2nd level and above</td> <td style="text-align: center;">99%</td> <td style="text-align: center;">99%</td> <td style="text-align: center;">94%</td> <td style="text-align: center;">99.5%</td> </tr> <tr> <td>3rd level and above</td> <td style="text-align: center;">91%</td> <td style="text-align: center;">90%</td> <td style="text-align: center;">90%</td> <td style="text-align: center;">91%</td> </tr> <tr> <td>4th level</td> <td style="text-align: center;">39%</td> <td style="text-align: center;">53%</td> <td style="text-align: center;">66%%</td> <td style="text-align: center;">76%</td> </tr> </tbody> </table>	Harris Academy: S3 Achievement of a level - Numeracy						'16/17	'17/18	'18/19	'19/20	2nd level and above	99%	99%	94%	99.5%	3rd level and above	91%	90%	90%	91%	4th level	39%	53%	66%%	76%
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