

ITEM No ...3.....

REPORT TO: CHILDREN AND FAMILIES SERVICES COMMITTEE – 26
OCTOBER 2020

REPORT ON: PUPIL EQUITY FUND - UPDATE

REPORT BY: EXECUTIVE DIRECTOR OF CHILDREN AND FAMILIES SERVICE

REPORT NO: 272-2020

1.0 PURPOSE OF REPORT

- 1.1 The purpose of this paper is to update the Children and Families Service Committee as to the use of the Pupil Equity Fund (PEF).

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 The financial implications arising from the implementation of this project will amount to £5.069m additional available spend across our schools in Dundee for 2020/21 and a further £5.286 for 2021/22. Pupil Equity Funding is allocated to schools on the basis of the estimated number of children and young people in P1-S3 registered for free school meals and the current allocations for Dundee schools are detailed in Appendix 1 of this paper. The Scottish Government will allow schools to carry money forward until June 2021 and June 2022.

4.0 SUMMARY

- 4.1 As in the last 3 years, the Pupil Equity Fund (PEF) is paid by the 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 National guidance is in place for schools and head teachers and was updated on the 18 May 2020 including reference to COVID-19. This guidance is adhered to by all Head Teachers and the Education Manager and Education Officer team have an overview and quality assurance role in ensuring plans are compliant with the guidance.
- 4.3 Local guidance has been drawn up for Head Teachers which outlines proposed partnership working and any governance arrangements that are expected to be in place.
- 4.4. A Procurement Framework was set up designed to support schools with PEF spending to ensure appropriate compliance with procurement processes. A wide range of partner providers are now registered on the framework supporting initiatives to raise attainment and close the equity gap and this has recently been reviewed.
- 4.5 In the context of the two separate funding sources from the Attainment Challenge (central funding and the PEF), plans are in place to avoid duplication or omission and to 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 five years ago with the aim to narrow the poverty-related attainment gap. Dundee was one of the seven Challenge Authorities initially identified, and the scope of the Attainment Challenge fund is across primary and secondary sectors and includes the Pupil Equity Fund.
- 5.2 Each year we have been asked to submit bids focused on raising attainment in literacy, numeracy and health and wellbeing for pupils in Scottish Index of Multiple Deprivation (SIMD) 1 and 2 in the primary and secondary sector.
- 5.3 As part of the Scottish Government Attainment Challenge fund, the Scottish Government has committed a further £120 million allocated directly to schools to reduce the attainment gap linked to deprivation. Publicly funded primary, secondary and special schools will receive approximately £1,200 in 2020/21 and 2021/22 for each child in Primary 1 to S3, or equivalent, who is registered for free school meals under national eligibility criteria. In order to facilitate this, 2.1% of the proposed 2020-21 PEF allocation has been applied to allocations for 2021-22. This is known as Pupil Equity Funding (PEF). Allocations change from year to year based on the numbers of children eligible.
- 5.4 The 2020/21 and 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 are in the process of updating and submitting their 2020/21 plans to the Children and Families Service and many of the projects and initiatives from the 2019/20 plan are being rolled forward as a result of the recent lockdown due to COVID-19. The creation of the plans has involved pupils and young people, and parents and carers in decision making for the spend and this has been conducted virtually for this session through digital communication as a result of the COVID-19 pandemic. Head Teachers have been conducting Parent Council meetings through conference calls or Microsoft Teams meetings and engaging with learners through GLOW and other virtual formats.
- 5.6 A number of the interventions planned for last session were continued during the lockdown period 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 include the rationale, proposed interventions, measurements of success, financial detail and governance and outline 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 will 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 have identified a number of resources and interventions to target the money at groups of pupils in need of support, Appendix 2 gives a summary of the areas of spend and additionality that the Pupil Equity Fund has been used for.

6.0 CURRENT POSITION

- 6.1 Each school has been notified of its allocation of funding for 2020/21 and 2021/22 (See Appendix 1).

- 6.2 The key principles of the Pupil Equity Fund (PEF) continue to be:
- Head Teachers must have access to the full amount of the allocated PEF.
 - The PEF must enable schools to deliver activities, interventions or resources which are clearly additional to those which are already planned.
 - Head Teachers must work in partnership with each other, and their local authority, to agree the use of funding. Schools must take account of the statutory responsibilities of the authority to deliver educational improvement, secure best value and take full cognisance of the authority's role as employer.
 - Parents and carers, children and young people and other key stakeholders should be involved in the planning process.
 - Funding must be provided for targeted support for children and young people affected by poverty to achieve their full potential. Although the PEF is allocated on the basis of free school meal eligibility, Head Teachers can use their professional judgement to bring additional children into targeted interventions.
 - Head Teachers must base their use of the funding on a clear contextual analysis which identifies the poverty related attainment gap in their schools 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.
- 6.3 Schools spend their money on a variety of interventions which include working in partnerships with a range of providers, staffing, procurement of resources and equipment and digital technology. This has particularly supported the access to learning and blended learning approaches for our children and young people during COVID-19. If schools choose 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.
- 6.4 Schools have access to a wider range of partners and providers and procure them as additionality to the resource available through the Devolved School Management (DSM) budget. This results in the PEF being able to be used flexibly to target interventions for identified groups of pupils within the parameters of the National Guidance.
- 6.5 PEF plans will have a focus on those who have been most affected by the COVID pandemic and will embrace the work of the Child Poverty Action Group (CPAG) – Cost of the School Day.
- 6.6 Head Teachers will be accountable to the Local Authority for the use of Pupil Equity Funding within their school. To ensure transparency, schools will be 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.
- 6.7 Dundee schools have used the learning from the Scottish Attainment Challenge in Dundee to influence their decisions about PEF spending. They have used the same 5 impact measures 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
- 6.8 The use of PEF is evaluated against these measures 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 impact are detailed in the next sections.

- 6.9 Interventions using outdoor education providers and partnership working targeted at vulnerable young people and particularly those with complex and distressed behaviour resulting in poor engagement with school, have seen an increase in the attendance of such young people and have resulted in a prevention of school refusal.
- 6.10 Interventions to support mental health and wellbeing 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.
- 6.11 A focus on professional development and upskilling of teachers and support staff has increased the knowledge and understanding in pedagogical practices and supporting learners.
- 6.12 Many schools have used PEF to employ additional family workers to engage 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 the recent lockdown, where children were not accessing schools for food and learning and during recovery has also positively impacted on attendance and inclusion in our schools.
- 6.13 Many 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.
- 6.14 A number of schools are using PEF to support their work in Growth Mindset to further build confidence and self-belief in our learners. Many have also invested in family learning work through parent coaching programmes. The impact is that parental engagement has strengthened resulting in improved engaged, involved and informed learners and their families.
- 6.15 Another area of significant spend has been the investment in digital learning. There is significant research which tells us we can improve the engagement of all learners by the use of technology and this has been vitally important during the lockdown. 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.
- 6.16 Through our learner voice activities, young people have told our schools that their mental health and wellbeing is an area that causes them great concern. We are also acutely aware of the impact of COVID-19 on the health and well being of our young people. Schools are working with a range of partners such as Ancrum Outdoor Centre, Aberlour, Outward Bound and others to support the young people who have been adversely affected by the lockdown and lack of contact and support normally provided through being in school.
- 6.17 All of these interventions contribute to the overall aim to raise attainment and address the inequity that exists for some children, young people and families.

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 Management 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

October 2020

Allocated Funding 2020/21 and 2021/22

School	2020/21	2021/22
Ancrum Road Primary School	£ 94,101	£ 98,139
Ardler Primary School	£ 54,041	£ 56,359
Ballumbie Primary School	£ 205,590	£ 214,410
Barnhill Primary School	£ 26,433	£ 27,567
Blackness Primary School	£ 55,216	£ 57,584
Camperdown Primary School	£ 169,171	£ 176,429
Claypotts Castle Primary School	£ 175,045	£ 182,555
Cleington Primary School	£ 142,151	£ 148,249
Craigiebarns Primary School	£ 89,285	£ 93,115
Craigowl Primary School	£ 140,976	£ 147,024
Dens Road Primary School	£ 104,557	£ 109,043
Downfield Primary School	£ 146,850	£ 153,150
Eastern Primary School	£ 49,342	£ 51,458
Fintry Primary School	£ 139,801	£ 145,799
Forthill Primary School	£ 42,293	£ 44,107
Glebelands Primary School	£ 109,256	£ 113,944
Longhaugh Primary School	£ 138,626	£ 144,574
Mill Of Mains Primary School	£ 91,634	£ 95,566
Our Lady's RC Primary School	£ 75,187	£ 78,413
Rosebank Primary School	£ 99,858	£ 104,142
Rowantree Primary School	£ 184,444	£ 192,356
Sidlaw View Primary School	£ 109,256	£ 113,944
St Andrew's RC Primary School	£ 91,634	£ 95,566
St Clement's RC Primary School	£ 97,273	£ 101,447
St Fergus' RC Primary School	£ 52,866	£ 55,134
St Francis RC Primary School	£ 203,240	£ 211,960
St Joseph's RC Primary School	£ 61,090	£ 63,710
St Mary's RC Primary School	£ 129,228	£ 134,772
St Ninian's Primary School	£ 61,090	£ 63,710
St Peter and Paul RC School	£ 162,122	£ 169,078
St Pius X RC Primary School	£ 102,208	£ 106,592
Tayview Primary School	£ 137,452	£ 143,348
Victoria Park Primary School	£ 70,488	£ 73,512
Baldragon Academy	£ 157,423	£ 164,177
Braeview Academy	£ 159,773	£ 166,627
Craigie High School	£ 176,220	£ 183,780
Grove Academy	£ 71,663	£ 74,737
Harris Academy	£ 183,269	£ 191,131
Morgan Academy	£ 175,045	£ 182,555
St John's RC High School	£ 202,066	£ 210,734

St Paul's RC Academy	£ 225,562	£ 235,238
Kingspark School	£ 95,159	£ 99,241
Off-Site Education Service	£ 10,573	£ 11,027
	£ 5,068,557	£ 5,286,003

Note: Allocations are based on the number of children and young people in P1-S3 registered for free school meals - £1200 per child registered

2020/21 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 • Tree of Knowledge • CANI Coaching (coaching programmes for parents) • Outward Bound • Ancrum Outdoor Centre • Aberlour • Barnardos 	<ul style="list-style-type: none"> • Training in family learning • Career Long Professional Learning (CLPL) in cooperative learning • Read, Write Inc. development day • 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 	<ul style="list-style-type: none"> • Additional administrative support