

Pupil Equity Funding: Looking inwards, outwards, forwards – sharing effective practice to maximise support for learners and practitioners

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HM Chief Inspector and Chief Executive's Foreword

In February 2015 the First Minister launched the Scottish Attainment Challenge to bring a greater sense of urgency to achieving equity in educational outcomes, with a particular focus on closing the poverty-related attainment gap. Pupil Equity Funding (PEF) was introduced as a key part of the Scottish Attainment Challenge programme from 2017/18. This funding has allowed headteachers to make decisions most appropriate to their school context and invest in strategies and approaches to improve the educational outcomes of children and young people affected by poverty.

Schools have been supported by their local authorities and by Education Scotland attainment advisors to plan, implement, monitor and report on their use of PEF. Since its introduction, practice in relation to PEF has evolved. For example, schools, supported by their local authorities and attainment advisors are making more effective use of data to inform decisions about PEF.

On the 23rd November 2021, the Cabinet Secretary for Education and Skills, outlined the Scottish Government's plans for the next phase of the Scottish Attainment Challenge. **Its mission is to use education to improve outcomes for children and young people impacted by poverty with a focus on tackling the poverty-related attainment gap.** As part of this refreshed programme PEF allocations will be confirmed for a four-year period allowing headteachers to plan more effectively.

Education Scotland is committed to working with the profession to support educational recovery, reduce variation and accelerate progress in closing the poverty-related attainment gap. As part of our support attainment advisors have worked with their colleagues in local authorities and headteachers to gather examples of PEF work to date. A range of these examples are highlighted within this resource to support improvement. It describes examples of practice from schools using PEF in different contexts across Scotland and some approaches local authorities use to support their schools to maximise the potential of PEF.

I hope that all those involved, who use or support the use of PEF, will find this publication useful as they continue to build on their practice in order to improve outcomes for children and young people impacted by poverty.



Gayle Gowan -

Executive Summary

Background

Pupil Equity Funding (PEF) was introduced as part of the Scottish Attainment Challenge programme in 2017/18. It is additional funding allocated to schools and targeted at closing the poverty-related attainment gap. In light of the disruption caused by Covid-19, in 2021/22 schools received an additional uplift to their PEF, known as Pupil Equity Fund premium to support education recovery efforts for children and young people impacted by poverty.

Since its introduction headteachers and local authorities have evolved and refined their approaches to PEF. The Cabinet Secretary for Education and Skills outlined plans for a refresh of the Scottish Attainment Challenge in November 2021. As we move into this next phase of the Scottish Attainment Challenge this publication provides some reflection on current practice and how schools and local authorities might build on this as they further develop their approaches to PEF.

Process

Between November 2021 and January 2022 attainment advisors met with local authority officers and with headteachers or nominated staff from schools across each of the 32 local authorities to discuss their approaches to PEF. These discussions were structured around a series of key questions to explore how the use of PEF was supported, implemented and monitored.

Local authority staff and attainment advisors nominated schools which they felt may have useful practice to share in relation to their approaches to PEF. From the list of nominated schools a final list was selected in order to provide examples from a range of schools based on PEF amount, rurality and sector.

We would like to offer our sincere thanks to all local authority and school staff who participated in these discussions and so generously shared their practice. A full list of schools who participated can be found in Appendix 1.

Key Findings

PEF Guidance

Most headteachers found PEF guidance produced by their local authority particularly helpful. Local authorities who produce PEF guidance base their guidance on the national operational guidance. Key features of effective local guidance include clear processes, advice on identifying poverty-related gaps, guidance relating to planning and reporting and practical advice relating to finance and human resourcing.

[Pupil Equity Funding National Operational Guidance 2022](#) (published 30/3/22) advises local authorities to issue specific complementary guidance about how PEF will operate locally.

Planning and Reporting

Approaches to planning and reporting have evolved. [Pupil Equity Funding National Operational Guidance 2022](#) (published 30/3/22) highlights the need for headteachers to develop a clear rationale based on robust contextual analysis which identifies poverty-related attainment gaps. It also states that plans should include clear outcomes and measures. Some local authorities provide planning templates which can help guide headteachers through this process encouraging them to carefully consider how PEF will impact on closing the poverty-related gaps identified.

Similarly some local authorities have adapted their Standards and Quality Reports to ensure that schools report explicitly on the impact of PEF. [Pupil Equity Funding National Operational Guidance 2022](#) (published 30/3/22) reinforces the expectation to explicitly report on the impact of PEF on

outcomes for learners impacted by poverty. Importantly it also reminds us of the obligation to ensure that these plans and reports are made publicly available so that parents can easily access, understand and where appropriate, challenge, what is happening in their school with regard to Pupil Equity Funding. Local authorities should confirm arrangements for publication so that all schools have a clear understanding of this obligation.

Finance

Headteachers appreciate the systems and staff which local authorities have provided to help them manage the financial responsibilities associated with PEF. These include financial tracking systems and dedicated staff to help monitor PEF spending. A few local authorities have also produced useful 'catalogues' to support schools in using PEF to work with partner organisations. These have helped to reduce some of the bureaucracy and allowed headteachers to focus on strategies to improve outcomes for learners impacted by poverty.

Data

Local authorities are supporting staff at all levels to use data to make decisions about the best use of PEF and to measure the impact of work. Some local authorities have developed authority-wide data systems which help schools to identify and monitor poverty-related gaps. Professional learning has played a key role in building the data literacy of staff. In many cases this is co-designed and delivered by attainment advisors and local authority officers.

Professional Learning

As well as supporting the development of data literacy which supports effective PEF use local authorities and regional improvement collaboratives have offered a range of professional learning to support the planning, use, monitoring and reporting of PEF. This is an area where joint work between attainment advisors and local authority officers has been particularly notable. In some local authorities wider 'equity' programmes have been developed. Professional learning has also helped local authority officers to develop their understanding of PEF and wider equity issues in order to provide effective support and challenge to schools around equity.

Collaboration

Headteachers have valued the opportunity to work with others to develop their approaches to PEF. Local authority structures and school groupings have provided a useful platform for discussion and peer review of PEF planning and implementation. Regional collaboratives have provided an opportunity to share practice across local authority boundaries. Some local authorities have also hosted annual PEF events to allow a wider showcasing of practice. The pandemic has interrupted some of this work but helpful online spaces and resources have been developed and encourage ongoing collaboration.

Networks have been created in a few local authorities which provide dedicated support to particular groups of staff who are responsible for or employed through PEF. These have provided helpful advice and an opportunity to share practice.

There are also some examples where schools have pooled their funding to invest in a joint project, for example funding a member of staff to work across schools. There are also several examples of schools working with community partners to improve outcomes for children and young people impacted by poverty.

[Pupil Equity Funding National Operational Guidance 2022](#) (published 30/3/22) continues to encourage schools to collaborate with each other and with partners in relation to PEF.

Involving learners and their families

All local authorities promote the meaningful involvement of parents and pupils in PEF. And there are some examples of how this is being developed through, for example, participatory budgeting. However, this was an area that a significant number of local authorities and schools would like to develop further.

[Pupil Equity Funding National Operational Guidance 2022](#) (published 30/3/22) highlights as a key principle the need to involve learners, parents and other stakeholders meaningfully throughout the processes of planning, implementing and evaluating PEF.

Quality assurance and governance

Local authorities have a variety of processes in place to quality assure the use of PEF. These include the monitoring of PEF plans, PEF focused visits to schools and incorporating a focus on PEF into existing quality assurance programmes. Some local authorities reported a tension in achieving the correct balance of empowerment and accountability in relation to PEF. However, the majority of headteachers reported the professional dialogue they had with local authority officers as one of the most valuable supports in relation to PEF. Every local authority reports on the planning and impact of PEF to a committee of elected members as part of internal governance structures.

[Pupil Equity Funding National Operational Guidance 2022](#) (published 30/3/22) provides a useful reminder that headteachers are accountable to their local authority for the use of PEF in their schools.

Impact

Several schools were able to provide examples of the positive impact of PEF. Those that were mentioned most often included increased engagement with families, improved attainment, increased awareness of poverty-related barriers, reduced costs associated with school, improvements in health and well-being and increased staff capacity. Other areas mentioned included increased positive destinations, increased attendance and changes in culture. All local authorities report that PEF is contributing to improving outcomes for children and young people experiencing poverty. However, several pointed out that it was difficult to attribute improvements to PEF alone.

Covid-19

School building closures and remote learning as a consequence of Covid-19 led to adaptations of PEF plans during academic years 2019/20 and 2020/21. In supporting the most disadvantaged young people during the period of school building closures, schools identified barriers to learning and responded to the changing needs of those learners affected by poverty. Schools have welcomed the flexibility provided by Pupil Equity Funding premium to support recovery efforts for children and young people impacted by poverty. This is allowing them to adapt to changing needs within their school communities.

Conclusion and next steps

A number of themes emerged from conversations with headteachers about next steps. These included the more meaningful involvement of stakeholders and further development of partnerships and collaboration.

Local authorities identified a number of areas they would like to further develop including updating local guidance, supporting increased collaboration with stakeholders, continuing to develop data literacy in staff and the way data is used to measure the impact of PEF.

In light of the refreshed Scottish Attainment Challenge it will be important for school leaders and local authority staff to work together to consider how they will build on current practice to:

- report robustly on the impact of PEF on children and young people affected by poverty

- ensure clear roles and responsibilities for headteachers, local authority officers and attainment advisors in relation to PEF
- develop longer-term planning which will maximise funding and allow engagement with partners to deliver the most appropriate approaches for closing poverty-related gaps
- meaningfully involve children, young people and their parents in the planning, implementation and evaluation of PEF

PUPIL EQUITY FUNDING: LOOKING INWARDS, OUTWARDS, FORWARDS

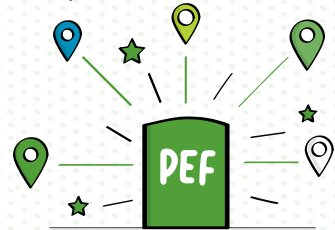
— • sharing effective practice to maximise support for learners and practitioners • —

SCHOOL LEADERS

SUPPORTED BY LOCAL AUTHORITIES AND ATTAINMENT ADVISORS TO ENSURE EFFECTIVE USE OF PEF

CLEAR identification of poverty related gaps

Making best use of full PEF allocation



Impact of PEF (increased attainment, improved HWB, raised awareness of barriers, increased staff capacity, positive destinations, family engagement, reduced costs)



Flexibility to adapt to COVID-19 & recovery

SHARING PRACTICE



Collaboration and PARTNERSHIPS



EFFECTIVE PLANNING targeted, clear outcomes and impact measures

CLEAR RATIONALE and EVIDENCE BASED APPROACHES

Involving CHILDREN, YOUNG PEOPLE and THEIR PARENTS in DECISION MAKING



PARTICIPATORY BUDGETING

REDUCING the COST of the SCHOOL DAY

POLICIES AND PRACTICE WHICH SUPPORT EQUITY

QUALITY ASSURANCE

SUPPORTING FAMILIES

Professional learning OPPORTUNITIES (data, pedagogy, planning, reporting)



WORKING IN PARTNERSHIP WITH SCHOOL LEADERS AND ATTAINMENT ADVISORS TO OFFER EFFECTIVE SUPPORT AND CHALLENGE AROUND PLANNING, IMPLEMENTATION, MONITORING AND REPORTING OF PEF



PROFESSIONAL DIALOGUE as a key feature of robust QUALITY ASSURANCE



DEDICATED STAFF TO ASSIST WITH FINANCE AND HR. Reducing bureaucracy so school leaders can focus on strategy.

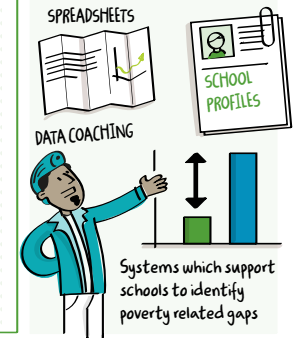


CLEAR GOVERNANCE STRUCTURES

SCHOOL GROUPINGS, NETWORKS, ONLINE GROUPS



Structures which support collaboration, sharing practice and partnership



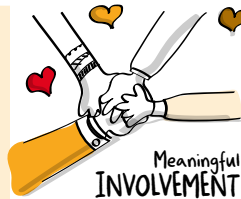
SPREADSHEETS

SCHOOL PROFILES

DATA COACHING

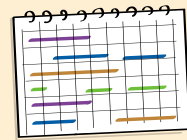
Systems which support schools to identify poverty related gaps

BUILDING ON CURRENT PRACTICE INTO THE NEXT PHASE OF SAC



Meaningful INVOLVEMENT of children, young people and parents.

Longer term PLANNING



'four year funding allocations'

ROBUST REPORTING of impact on children and young people affected by poverty



MAXIMISE FUNDING



EFFECTIVE Partnerships

CLEAR ROLES and responsibilities



— • Using education to improve outcomes for children and young people impacted by poverty with a focus on tackling the poverty-related attainment gap. • —

Pupil Equity Funding - A checklist for schools

Schools
We make use of the support offered by our local authority and our attainment advisor and collaborate with others to ensure effective use of PEF to continuously improve outcomes for children and young people impacted by poverty.
Through our robust contextual analysis we clearly identify poverty-related attainment gaps in order to target PEF appropriately. In doing so we consider attainment, attendance, inclusion, engagement and participation.
We meaningfully involve children, young people, their parents and other key stakeholders in PEF planning, implementation and evaluation. This may include the use of participatory budgeting.
Our planning has a strong rationale, clear outcomes and measures and approaches which are evidence based.
Taking account of the four-year allocation of PEF we ensure we consider longer-term approaches and make effective use of our full allocation.
We work collaboratively with other schools and with community partners to improve outcomes for children and young people impacted by poverty.
We closely monitor and track the impact of our work so that we can make changes where necessary to ensure positive outcomes for children and young people impacted by poverty.
Within our Standards and Quality Reports we explicitly report on how PEF has improved outcomes for children and young people impacted by poverty.
Our plans and reports outlining the use and impact of PEF are publicly available so that our stakeholders have clarity on how the funding is used and the impact it is having.
Our wider school policies and practice support equity.

Pupil Equity Funding - A checklist for local authorities

Local Authorities

We work in partnership with our attainment advisor to support our schools in their use of PEF by:

- providing local guidance which is regularly updated to reflect national PEF guidance
- clear processes they should follow in relation to planning, implementing, monitoring and reporting on PEF
- help to identify poverty-related gaps through our systems, professional dialogue and career-long professional learning (CLPL)
- practical advice on finance and HR to reduce bureaucracy and allow school leaders to focus on strategy
- professional learning which supports their use of PEF in terms of planning, pedagogy, using data, reporting, involving others, etc.
- creating structures and opportunities which support schools to collaborate and share practice
- quality assurance processes which provide regular support and challenge around all aspects of PEF (planning, implementation, monitoring and reporting) through professional dialogue
- encouraging effective partnerships through reducing bureaucracy related to working with other agencies, schools, etc.
- helping them to develop their approaches to meaningfully involve children, young people and their families
- ensuring clear guidance on the publication of plans and reports relating to PEF to ensure stakeholders have clarity on the use and impact of PEF
- ensuring our wider policies and practice support equity

Introduction

The Scottish Attainment Challenge was launched by the Scottish Government in February 2015. Its purpose was to bring a greater sense of urgency to achieving equity in educational outcomes, with a particular focus on closing the poverty-related attainment gap.

Pupil Equity Funding (PEF) was introduced as part of the Scottish Attainment Challenge programme in 2017/18. It is additional funding allocated directly to schools and targeted at closing the poverty-related attainment gap. Publicly funded primary, secondary and special schools received £1,200 in 2021/22 for each child in Primary 1 to S3, or equivalent, who was registered for free school meals under national eligibility criteria. The key purpose of this funding is to support raising attainment of children and young people impacted by poverty. In light of the disruption caused by Covid-19, in 2021/22 schools received an additional 15% uplift to their PEF in order to support education recovery efforts for children and young people impacted by poverty. Pupil Equity Fund premium provided further resources to schools to help them tackle the poverty-related attainment gap, recognising the new and additional challenges caused by the pandemic.

In November 2021 the Cabinet Secretary for Education and Skills, Shirley-Anne Somerville, outlined plans for a refresh of the Scottish Attainment Challenge. Its mission is **to use education to improve outcomes for children and young people impacted by poverty with a focus on tackling the poverty-related gap.**

As we move into this next phase of the Scottish Attainment Challenge it is important to reflect on our current practice and how that has evolved. This will enable us to build on our existing practice to support recovery, reduce variation and accelerate progress in tackling the poverty-related gap.

This publication is intended to support school leaders and local authority staff as they work together to further develop and refine their approaches to PEF. Each section reflects on a different aspect of PEF practice and provides examples of approaches being employed across the country. It is hoped this sharing of current practice will help staff involved in the planning, implementation and monitoring of PEF to reflect and build on their current practice as we enter the next phase of the Scottish Attainment Challenge ensuring every child and young person has the same opportunity to succeed in education.

Methodology

In November 2021 Education Scotland attainment advisors met with local authority staff to identify schools who were using PEF effectively. Each local authority nominated a number of schools. From these schools a selection were chosen to ensure a range based on the following criteria:

- Sector – Primary, Secondary, All-through, ASN
- PEF Allocation – small £50,000, medium £50,000-£100,000, large £100,000
- Setting – urban or rural

Between November 2021 and January 2022 attainment advisors met with officers from each of the 32 local authorities to discuss their approaches to supporting schools in their use of PEF. The attainment advisors also met with the headteachers or nominated staff from each of the selected schools to gather examples of their practice in relation to PEF. In addition to these interviews with the selected schools attainment advisors, with the permission of headteachers and local authorities, also highlighted some further examples of work which has been drawn upon. A full list of schools is contained in Appendix 1.

Section 1 PEF Guidance

Local Authority PEF Guidance

When asked to comment on which guidance they found particularly useful, most headteachers mentioned their local authority PEF guidance. All local authorities make use of the Pupil Equity Funding: national operational guidance 2021 to support headteachers in their use of PEF. Most have used this national guidance to produce bespoke local authority guidance materials. These are updated regularly in accordance with the national guidance and developing practice. Attainment advisors across the country have worked with local authorities to help produce local PEF guidance.

The headteacher of Auchendarvie Academy explained that North Ayrshire Council's Equity Guidance document is particularly helpful. It provides information on acceptable uses of PEF and ensures schools are cognisant of the national PEF guidance and rationales for PEF. The guidance is updated each year to reflect the national PEF operational guidance. The headteacher found the document particularly helpful in terms of advice it provides for the financial aspects of PEF such as procurement and HR.

The headteacher of Glashieburn Primary School commented on Aberdeen City Council's PEF guidance booklet. This is updated annually and includes a step by step guide on implementing PEF. These steps are particularly helpful to new headteachers. The guidance also includes helpful examples of outcomes and measures as well as a list of service providers with a cost versus impact ratio.

In best practice guidance materials include a number of key features:

- Clear processes
- Advice on identifying poverty-related gaps
- Guidance relating to planning and reporting
- Practical advice relating to finance and human resourcing

Clear processes which support headteachers to plan, implement and report on PEF have proved helpful. Within their guidance, for example, Argyll and Bute Council, have provided a helpful flowchart. (Figure 1)

Pupil Equity Fund Planning, Action, Measure Flowchart

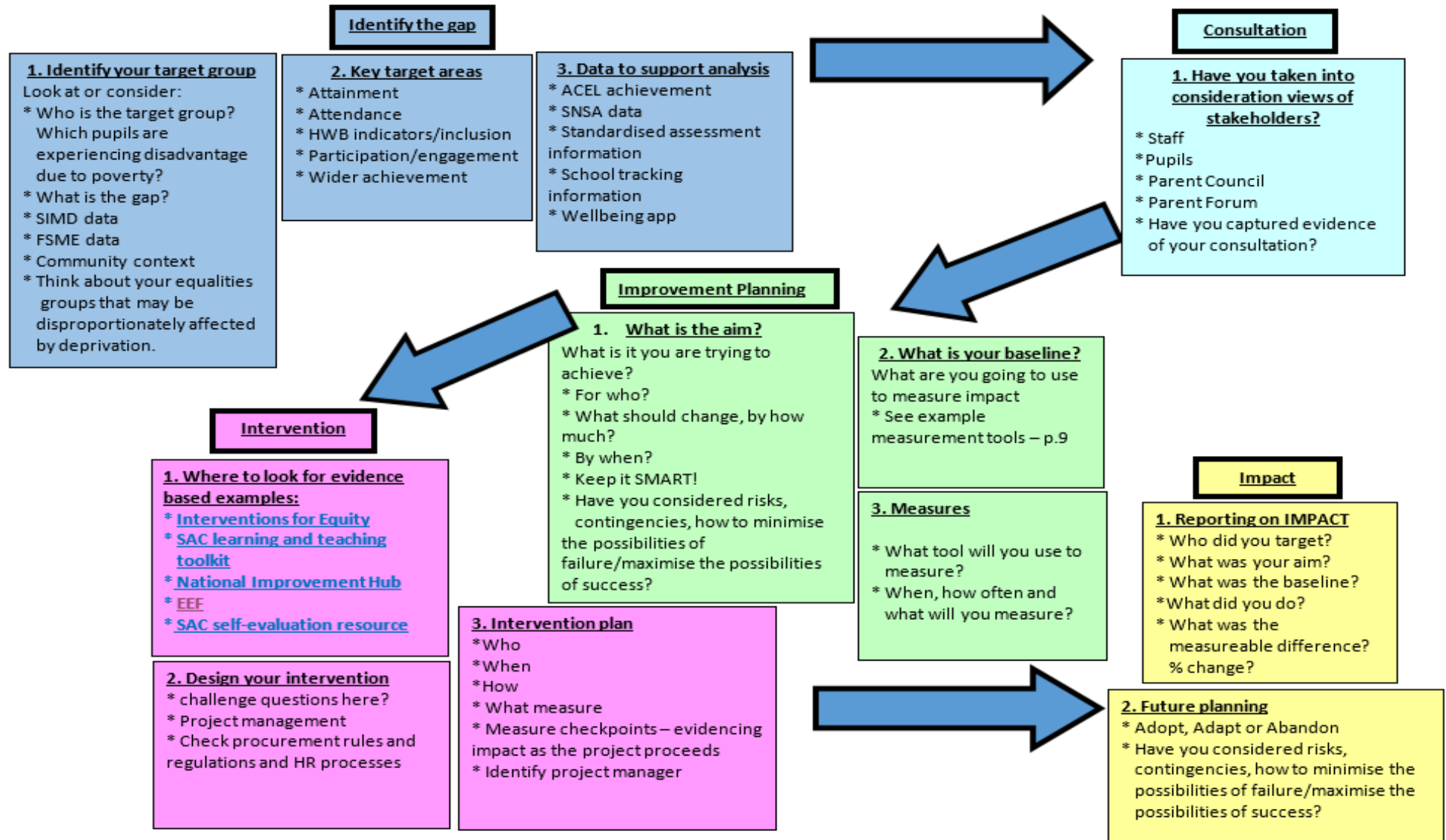


Figure 1

Several local authorities have also provided helpful guidance to schools on how they can identify poverty-related gaps which will help them to target PEF most effectively.

For example, Moray Council provide some helpful tips on using the 5 key indicators to identify gaps (Figure 2). Comhairle nan Eilean Siar have developed a helpful guide to using these measures. 'The Pupil Equity Fund – Five Measures Guide' includes agreed methods for measuring each of the 5 indicators.

1. Attainment	2. Attendance	3. Inclusion	4. Engagement	5. Participation
<ul style="list-style-type: none"> • Baselines • Achievement of a level • Achievement over time • Marginal gains • Insight and BGE data • Moray Tracker data 	<ul style="list-style-type: none"> • Exclusion rates (compare National, Moray and ASG) • Patterns of attendance/non-attendance • Prevalence of latecoming 	<ul style="list-style-type: none"> • Ethos and culture • Reduction of exclusions • Social and emotional supports • Health and wellbeing supports • Cost of the School day 	<ul style="list-style-type: none"> • Pupils engaged in their learning: <ul style="list-style-type: none"> - Emotional - Behavioural - Cognitive • Parent's engaged within their children's learning • Equitable opportunities for all 	<ul style="list-style-type: none"> • Relevant and authentic, participatory dialogues must be influential and consequential rather than tokenistic • Safe and child friendly approaches • The 7 Golden Rules of Participation

Figure 2

PEF Guidance in Stirling contains a helpful section on contextual analysis. (Appendix 2). This suggests a range of data that schools might consider in order to explore any poverty-related gaps as part of their PEF planning.

Planning and Reporting

In line with national guidance all local authorities have sought to ensure that the operation of PEF articulates closely to existing planning and reporting procedures. In some local authorities headteachers use the same templates as they use for improvement planning. However, several local authorities have developed a specific planning template for PEF. Examples of some local authority templates from Stirling, Midlothian, Clackmannanshire and Shetland used to support PEF planning are available in Appendix 3. In a few local authorities the use of a template is optional. It is clear that approaches to planning have evolved over time.

In the best examples of planning and reporting guidance headteachers are encouraged to:

- clarify the poverty-related gaps they are aiming to address
- ensure that the actions they plan to implement are evidence based
- ensure they have clearly defined outcomes and measures to evaluate impact
- explicitly report on the impact on outcomes for learners affected by poverty

In almost all local authorities approaches to planning, monitoring, reporting and governance of PEF have positively evolved since its introduction. Since the introduction of PEF local authorities have continued to refine school improvement and PEF planning processes and templates to ensure they are effective. For some local authorities this has led to including PEF within school improvement plans and for others separating both plans.

In Stirling the template used for PEF planning (Appendix 3) was amended in 2019/20. This was in response to the local authority 2018/19 PEF evaluation which showed that within the plans there was scope to improve contextual analysis identifying poverty-related attainment gaps and SMART outcomes. Analysis of recent PEF plans in Stirling shows an improvement in the use of data to inform schools' contextual analysis and identify poverty-related attainment gaps, as well as an increase in the number of plans which use SMART learner based outcomes and measures for reporting.

Midlothian Council introduced a new format for PEF planning (Appendix 3) last session to ensure the gap is more clearly identified and the outcomes are specific and measurable.

Within Standards and Quality Reporting (SQR) templates there are examples of how local authorities have encouraged schools to explicitly report on PEF. Stirling Council have a specific question within their SQR (Appendix 4) which requires schools to report on PEF. In Comhairle nan Eilean Siar the impact of PEF is reported under the heading of 'Closing the Poverty-related Attainment Gap.' A new PEF template within the SQR in Shetland has ensured that reports on the impact of PEF are more visible. In Renfrewshire an extra section has been added to the SQR template in order to highlight the impact of PEF separately.

In addition to reporting on the impact of PEF within the SQRs, headteachers use a variety of approaches to fulfil their responsibilities to report to parents and stakeholders about PEF. These included via school websites, social media and newsletters. New ways of reporting to parents are emerging through the use of Sway, school apps and school blogs.

Finance and Human Resourcing

Headteachers have found the advice and guidance which local authorities have provided around finance and human resourcing particularly helpful. In a few local authorities PEF menus or catalogues have been provided. North Ayrshire's PEF Guidance contains a helpful flowchart to help schools navigate the procurement process as well as a useful table outlining procurement timescales. It also includes detailed advice on all aspects of recruitment. Further information on approaches to PEF budgeting are detailed in the 'Finance' section of this publication.

The headteacher and senior leadership team (SLT) at Berryhill Primary School explained that North Lanarkshire Council's PEF 'menu' provides staff costings, service providers and details of interventions. The menu operates in conjunction with the local authority procurement framework and minimises the time senior leaders need to spend on administration and finance issues relating to PEF.

Further Guidance Resources

As well as their local authority guidance school leaders also highlighted other guidance which they had used and found helpful in relation to PEF. Some local authority guidance helpfully provides links to these resources:

[Pupil Equity Funding National Operational Guidance](#) (published 30/3/22)

[The Interventions for Equity Toolkit](#)

[The Scottish Attainment Challenge Self Evaluation Resource](#)

[EEF Teaching and Learning Toolkit](#)

[The Cost of the School Day Toolkit, updated 2021 | CPAG](#)

Headteachers also found the [Spotlight on Equity Sway](#) which is produced by attainment advisors each month a useful and informative resource. Past editions of the Spotlight on Equity Sway can be accessed in Appendix 5.

Braidhurst High School in North Lanarkshire has used the Interventions for Equity resource to explore examples of interventions that have worked elsewhere and to apply some of the lessons within their own context. They explained that this, along with other 'outward looking' approaches has significantly influenced their approaches to literacy and numeracy within their PEF planning and helped to shape some of the school's PEF-funded 'Cost of the School Day' approaches to raise pupil attendance. Although this work is in its early stages data for the current school year indicates increased attendance levels across all stages for almost all months compared to pre-pandemic levels.

Firpark Secondary, part of North Lanarkshire's additional support needs (ASN) provision, used the Interventions for Equity resource along with Pupil Equity Funding National Operational Guidance to help shape the strategic remit for an additional promoted post funded through PEF and ensure that parents played an active role in the recruitment process.



Inverclyde Council Supporting improved PEF planning using data

Why was action required?

Inverclyde Council wanted to support their schools to improve reporting on the impact of PEF. They identified that improving PEF planning would be a first step to achieving this. In addition, most schools were not using their full PEF allocation within the year. This was resulting in large carry forwards. The head of education was keen to ensure that all schools were given appropriate support and challenge to create impactful plans that would utilise all the available funding effectively.

What action was taken?

When schools returned in August the head of education briefed headteachers on PEF budgets and planning. They were asked to submit a revised and updated PEF plan to education officers by the end of September 2021. This could be submitted as part of their school improvement plan or as a separate document. They were encouraged to use a uniformed PEF plan format that focused on outcomes and measures.

Most headteachers took up an offer of PEF training and participated in one to one support sessions with the attainment advisor. During these sessions PEF plans were reviewed and discussed. Education officers were given support to review their school data using newly developed dashboards. This supported them to develop a deeper understanding of how to analyse poverty-related attainment gaps.

Headteachers also engaged in professional learning focusing on using the data dashboard. This further enhanced their, already confident, approach to data analysis. Use of the dashboard enabled headteachers to put faces to the data and direct PEF supports and interventions accordingly. The use of the dashboard has been well received. The attainment challenge lead has described it as a, 'game changer'.

The attainment advisor met individually with each education officer to review current PEF plans identifying lines of enquiry. Education officers met with headteachers individually between August and October to provide support and challenge on planning.

What was the impact of this action?

PEF progress is now integrated into all quality improvement visit dialogues with establishments. The local authority reports that the new approaches to support and challenge around PEF planning have resulted in most schools submitting plans with strong rationales and outcomes and measures that should support the closing of the poverty-related attainment gap. Local authority data indicated that the poverty-related attainment gap had slightly reduced over the period June 2021 to November 2021 in primary schools although it was too early to review the full impact of this additional support and challenge.

Section 2 Finance

Local authorities described the systems which they have in place to support PEF budgeting and monitor PEF spending. These systems help headteachers to manage the increased financial responsibilities associated with PEF and are designed to identify and address any underspends in a timely manner.

Local Authority Systems

A number of local authorities were able to describe how processes were impacting positively on underspends. For example, in Dumfries and Galloway individual finance workbooks are provided for every school and have helped headteachers track and monitor PEF spend. Stirling Council's recently revised format for budget monitoring at school level supports discussion of financial issues. The system is working well and resulted in a 94% PEF spend in 2020/21. North Ayrshire Council likewise reported that their PEF spend tracking system has reduced underspend. Inverclyde Council has introduced greater financial governance of PEF plans using their central finance team meaning that larger underspends require approval and are addressed timeously. In this way the Inverclyde Council framework is identifying procurement and other financial issues early. Aberdeen City and North Lanarkshire Councils have introduced a monthly budget report process to facilitate the early identification of financial and procurement issues with the aim of being able to address underspend and other problems early, support schools and decrease overall underspend. Several local authorities have had an audit of their PEF spend and have used the findings to improve their systems.

Dedicated Staff

In some local authorities, dedicated central officers have been deployed to support headteachers to manage PEF finances. Resources have also been developed to support procurement. School leaders highly value the practical support which local authorities provide around the financial management of PEF.

Highland Council has employed a local principal officer (equity) to co-ordinate and support PEF spending across the local authority. This role includes leading and managing the information and statistics relating to PEF spend and impact. This officer also provides establishments with regular information and support and helps monitor PEF spending, including highlighting underspends.

Inverclyde Council has reviewed the role of school business officers who now provide monthly updates regarding PEF spending. This ensures that headteachers have current and accurate budget information and follow procurement procedures.

Angus Council provide training for their headteachers in finance and procurement to enhance delivery of PEF.

In Dundee termly financial information is available to schools and central staff to ensure funds are spent timeously and risks associated with over/underspends identified and mitigated at an early opportunity. School finance officers and business managers meet regularly with school staff to review procurement and school spend issues. This supports schools to manage their PEF budget effectively by forward planning and amending throughout the year.

Challenges

Although, local authority frameworks and finance officers who assist with budgeting are appreciated, issues associated with procurement processes remain a challenge for some headteachers. In some cases these have led to delays in schools being able to implement chosen interventions or engage with partners. A few headteachers also felt disadvantaged by constraints around purchasing from certain providers which they reported as being more costly, at times, than they could have sourced elsewhere.

Headteachers welcomed the recent announcement of multi-year Pupil Equity Funding as part of the SAC Refresh. This will support their strategic planning and help in the recruitment and retention of high quality staff. The uncertainty of year on year funding has made both of these challenging.

East Ayrshire Council Supporting partnership working and ensuring best value in relation to PEF	
Why was action required?	East Ayrshire Council wanted to support education colleagues to comply with over-arching statutory and legislative governance arrangements relating to contracts and financial regulations and Scottish Government guidance. They also wanted to reduce the time taken for schools to broker agreements with partners and providers, allowing them to focus on more strategic PEF processes.
What action was taken?	<p>The senior leadership team supported the procurement and finance team to develop a multi-supplier framework known as their 'Educational Attainment Catalogue'. They ensured best value was considered throughout. The catalogue showcases a variety of offers from partners and agencies across a range of themes. The framework was organised into "lots" under the following key themes:</p> <ul style="list-style-type: none"> • Improvement in attainment, particularly in literacy and numeracy • Leadership for All • Improvement in children and young people's health and well-being • Improvement in employability skills and sustained, positive school-leaver destinations for all young people • Parental Engagement and Involvement
What was the impact of this action?	The framework has removed some of the bureaucracy involved in liaising with suppliers and partners. It provides a bank of what the council have described as high quality providers in a 'one stop shop'. This is allowing headteachers more time to focus on core PEF planning and ensuring best value when working with partners and providers to support the most vulnerable children and young people.

Section 3 The use of data to support PEF

Across the country there is a range of support to help school staff with the data analysis necessary to ensure PEF is targeted appropriately.

Local Authority Data Systems

Several local authorities have developed authority-wide data systems. For example, North Lanarkshire Council has developed an authority-wide data dashboard that supports schools to identify gaps and area of strengths in attainment and achievement. In East Renfrewshire all schools can access the LA tracking database where they can view a range of attainment and achievement data to explore equity. Perth and Kinross Council have developed a 'Closing the Gap Tool' (Appendix 6) to support schools in tracking key interventions including those funded through PEF. The tool is centrally stored online so that it can be used for analysis, support and reporting.

As well as their tracking and monitoring system Clackmannanshire Council provide each establishment with a school profile. This contains an analysis of data to help their decision making around PEF. In Fife each school has local stretch aim targets based on their own context and linked to NIF targets. Falkirk Council have recently introduced a data tracker which is being used by schools to inform attainment gaps and facilitates the monitoring of PEF spend and impact.

The headteacher of New Cumnock Primary School described how East Ayrshire Council's authority wide tracking and monitoring is the main tool used to identify poverty-related attainment gaps, support pace and challenge meetings as well as evaluate impact. It allows data to be interrogated at many levels to support PEF planning which ensures interventions are targeting the right learners. The headteacher also appreciates the school data packs which provide a wealth of relevant information which supports PEF planning.

Professional Learning

In many local authorities professional learning sessions as well as one to one, data coaching conversations and drop in sessions have helped school leaders to identify poverty-related gaps. Local authority officers and attainment advisors have worked together to deliver this support. For example, in Stirling the attainment advisor has worked with local authority colleagues to develop and deliver a programme of professional learning to 'data coaches' from each school. Moray Council have helpfully provided the national [Data and the Poverty-related Attainment Gap](#) webinar delivered by attainment advisors within their PEF Guidance. The Forth Valley and West Lothian Regional Improvement Collaborative have funded a data coach for each of the local authorities. Along with attainment advisors they have played a key role in supporting headteachers to identify poverty-related gaps.

The headteacher of St Gerardine School in Moray has met with the attainment advisor on a termly basis to support data analysis and planning for PEF. Support from the attainment advisor in carrying out deep dives on school data helped provide a clear evidence base for targeted interventions to groups of children identified as not on track for expected levels of literacy and numeracy.

Having the support and guidance of a dedicated attainment advisor over the past two years was described by the headteacher of Ross High School in East Lothian as being a ‘game changer’. Supportive and challenging discussions with the attainment advisor clarified the headteacher’s understanding of the rationale for PEF and specifically who was entitled to additional support, ways of providing that support and measures for impact.

Perth and Kinross Council Closing the Gap Tool

Why was action required?

The local authority wanted to:

- provide a ‘one stop’ tool that schools and centres can use to plan, track, measure and evidence the impact of key interventions including those funded through PEF
- support schools and settings to reflect and evaluate on the delivery of interventions for groups and individuals. This can then inform future planning and decision making; maximise the use of resources and ensure the best outcomes for learners
- to allow patterns to be identified across individual and groups of schools or centres which may: influence support; facilitate further reflection and increase networking and shared approaches or practice

What action was taken?

The Closing the Gap Tool (Appendix 6) has been developed with members of the central team including the SAC lead; the data team; the Educational Psychology Service and the attainment advisor.

Each section of the tool links into the strategic thinking process outlined in Perth and Kinross Council’s Raising Attainment Strategy.

The tool was developed and then trialled in a selection of schools. Feedback was taken and the tool was adjusted. The tool is currently in the second phase of roll out across the authority. Training sessions have been offered to all school leaders.

What was the impact of this action?

An analysis of data collected from the trial group of schools allowed patterns to be identified including types of intervention and common barriers. It also allowed schools and the authority to understand the impact of each intervention and the next steps planned for learners. Feedback from trial schools indicated that the tool was easy to use and that it helped them with the planning process as well as tracking impact.

Section 4 Professional learning to support PEF

Local authorities have provided a wide range of professional learning to support the planning, use, monitoring and reporting of PEF. There is evidence from across the country of attainment advisors and local authority staff working together to develop and deliver effective professional learning activities.

Planning

There are numerous examples of professional learning to support planning and reporting of PEF. For example in Shetland headteacher development days regularly include professional learning opportunities to support planning, implementing and reporting on PEF. The local authority reports that a recent session on setting outcomes and aligning measures delivered by the attainment advisor has resulted in most schools having clearer outcomes and measures identified. Meanwhile West Lothian's Equity Team have delivered a professional learning programme focusing on data, measures and outcomes. The aim of this programme is to support more effective planning in response to data and to promote effective approaches to evaluation.

Approaches

Several local authorities have provided professional learning on approaches and interventions which can help to ensure equity. For example, in Perth and Kinross the Educational Psychology Service and the attainment advisor have delivered intensive training to identified leaders using quality improvement theory to support the identification, planning and evaluation of PEF interventions. Meanwhile East Dunbartonshire Council has offered extensive professional learning in trauma and poverty informed practice. South Ayrshire Council has provided training on how to implement and measure the impact of PEF interventions for support for learning staff across the authority.

Equity Programmes

There are examples of wider 'equity' programmes that have been developed such as the 'Leadership for Equity' programme which has been developed in Edinburgh. This suite of learning is designed for leaders and practitioners. It is currently in its pilot year. In South Lanarkshire an equity professional learning programme is delivered annually. This is aimed at senior leaders and class teachers and topics include outcomes and measures, attendance and engagement, partnerships for equity, Cost of the School Day, data and classroom practice. Renfrewshire Council established a PEF mentoring programme. This initiative was part of a leadership development programme for deputy headteachers who were able to offer support to schools in relation to PEF.

Local authority officers

Professional learning to support effective use of PEF has not been limited to school staff. Local authority officers have also benefited from learning in this area in order to effectively support and monitor the use of PEF. In North Lanarkshire, for example, family managers have been trained in evaluative writing to support effective reporting in link schools. Meanwhile in Aberdeenshire quality improvement officers and managers accessed training provided by Education Scotland. The authority viewed this as effective in building capacity to further support schools in the effective use of PEF and closing the poverty-related attainment gap. Inverclyde Council's education officers have engaged in professional learning which has enabled them to interrogate the poverty-related attainment gap. This training supported them to challenge and support schools leading to improved PEF planning. Attainment advisors from the Forth Valley and West Lothian Regional Improvement Team led a session for local authority officers on exploring equity through improvement meetings to help build capacity across the region to robustly monitor the use of PEF.

The majority of headteachers commented on how professional learning had helped their school to implement PEF more effectively. Many appreciated local authorities providing time at headteacher meetings to focus on aspects of PEF and share practice. Several highlighted how local authority officers and their attainment advisor had worked together to provide useful learning sessions.

The headteacher of Aith Junior High School in Shetland commented on the positive impact of professional learning sessions delivered by the attainment advisor. They believe that their planning and reporting in relation to PEF has improved as a result.

The depute headteacher of Cowdenbeath PS explained how senior leaders within the school have engaged in professional learning and information sessions with the attainment advisor and Fife Council's equity quality improvement officer. As a result they feel more confident in using their pupil equity funding to meet the needs of individual children, groups and cohorts effectively.

Regional Improvement Collaboratives have also played an important role in providing professional learning which is impacting positively on practice in relation to PEF and equity more generally.

The headteacher of Berryhill Primary School in North Lanarkshire explained that the professional learning provided by the West Partnership on using data has further improved staff confidence and capacity in this area. She believes this is now leading to earlier identification of gaps and planned interventions for children.

The headteacher of Buchanhaven Primary School in Aberdeenshire explained that senior leadership staff attended a number of webinars during the recent Northern Alliance Promoting Equity Week. Evaluations indicated raised awareness of, and increased confidence in, supporting children and young people disadvantaged by poverty. This has resulted in a strengthening of the relational and nurture approaches within the school.

The headteacher of Lochies School in Clackmannanshire attended a PEF event which was specifically focused on supporting those staff working in additional support needs sector within Forth Valley and West Lothian. She found this particularly helpful. It provided an opportunity to discuss key challenges within the sector with attainment advisors and share PEF practice across the four local authorities.

Developing a data culture in Stirling

Why was action required?

A self-evaluation exercise with Primary headteachers using the [Scottish Attainment Challenge - Self-evaluation resource](#) in February 2019 highlighted variability in the confident use of data across Stirling at all levels of the system. Additionally the Education Scotland [How well are the Scottish Attainment Challenge authorities improving learning, raising attainment and closing the poverty-related attainment gap? Summary report June 2019](#) highlighted that local authorities who were making the most difference to children and young people affected by poverty were improving their use of data across their authorities. The local authority wanted to create a culture of using data for improvement in order to improve outcomes for children and young people affected by poverty.

What action was taken?

The team lead for excellence and equity worked alongside the attainment advisor to develop Stirling's Data Champions programme.

Initial Programme (2019/2020)

Initially the team lead for excellence and equity and the attainment advisor worked with 8 data coaches, who had been identified by their HTs as having skills/expertise in the use of data for improvement. They developed a programme that would be delivered to data champions (classroom practitioners) within the local authority. The data coaches were trained by the team lead for excellence and equity and the attainment advisor. From October 2019-March 2020 the data coaches delivered training and coaching/mentoring to data champions.

The training consisted of 3 CLPL sessions:

1. Session 1 (Oct 2019): What is data and how can I use it to improve outcomes for all learners?

Themes covered in the session: Types of data; data dialogue activity; reflective challenge questions around data; where it can be used; supporting development of data culture in schools and toolkits available to support conversations

2. Session 2: (Nov 2019): Playing with the data (A practical session putting the training from Session 1 into practice)

Themes covered in the session: Exploring own data from school through coaching and mentoring approach; using a data dialogue template; considering data culture and developing implementation plans

3. Session 3: (April 2020): How is the implementation plan going?

Themes covered in the session: Self-evaluation around what is working and what is not. How has implementation gone? Reflective/challenge questions for each other – supporting Data Champions to develop skills in this area.

In light of Covid-19 and feedback, the 2020/21 programme was revised and adapted for remote delivery by the attainment advisor and the RIC data coach with the aim of practitioners accessing this in a flexible way. The data coaches programme has been further developed and extended for session 2021/22, with new data champions joining the existing cohort.

What was the impact of this action?

34 schools are involved in the Data Champions programme. All have implementation plans in place to improve data culture within their settings.

Stirling now have 45 data champions and 7 data coaches across the LA.

Section 5 Sharing practice, partnerships and collaboration

All local authorities have encouraged collaboration in relation to PEF. Headteachers have valued local authority structures and events which have provided opportunities for them to discuss PEF planning, implementation and impact with each other.

School Groupings

There are several examples of school groupings which have provided helpful platforms for professional discussion around PEF.

South Lanarkshire Council had previously created ‘school families’ bringing together schools with similar demographics in order for them to share, amongst other things, successful approaches to PEF interventions, data collection and tracking and monitoring.

Aberdeenshire Council encourages headteachers to discuss their PEF planning process and priorities at cluster meetings; sharing ideas and best practice and identifying areas for collaboration.

Angus Council supports collaboration through a triads forum where headteachers and senior leadership teams engage in professional conversations on school improvement, including PEF. As a result, there is increased capacity to consider equity alongside attainment, target support to reduce barriers and optimise opportunities for learners impacted by poverty. Schools also meet regularly as clusters to collaborate and share learning.

In Fife, PEF is a standing item on the agenda of cluster meetings. This provides time for schools to discuss progress, impact and challenges and allows for sharing of practice across schools. The cluster link education manager attends these meetings to provide support and challenge. This empowers clusters to be creative and innovative in their work to support approaches and initiatives to close the poverty-related attainment gap.

In Glasgow a peer review process allows similar schools to explore, discuss, challenge and share outcomes and practice around the Scottish Attainment Challenge, including, as appropriate, the use of PEF. Wider local improvement groups, which are geographically based, also contain a professional dialogue element which has included discussions around the use of PEF.

South Ayrshire Council has created ‘school families’ which brings together schools with similar demographics in order for them to share, amongst other things, successful approaches to PEF interventions, data collection, tracking and monitoring.

School leaders have valued these opportunities to share practice and learn from each other’s experiences of PEF. Staff at Jedburgh Grammar Campus have appreciated opportunities created by Scottish Borders Council’s equity lead to meet as a cluster to share strengths and areas for development. The deputy headteacher at Plockton Primary School described how associated school groups in Highland meet regularly for professional discussion sharing effective practice related to PEF. Firpark Secondary has three members of staff who participate on North Lanarkshire’s PEF Group. The school benefits from the strategic and operational knowledge they bring back to school. Senior leaders at Cowdenbeath Primary School and St Columba’s High School in Fife have been involved in a range of practice sharing across the clusters, local authority and regional improvement

collaborative to share their learning and progress as well as to support them in identifying next steps. The headteacher of Dundonald Primary in the South Ayrshire highlighted the distinct focus and time set aside at headteacher meetings to discuss how schools are using PEF.

Inter-authority Opportunities

As well as opportunities to engage with local colleagues around PEF headteachers have welcomed opportunities to engage with colleagues across local authority boundaries. Regional Improvement Collaboratives have provided a useful platform to facilitate this. For example, headteachers within the South West Educational Improvement Collaborative (SWEIC) have valued the opportunity to engage with colleagues across the four SWEIC authorities through the 'families of schools' model where schools who share similar dynamics including size, PEF allocation and staffing have been grouped together. Headteachers in the Forth Valley and West Lothian Regional Improvement Collaborative (FVWL) appreciated the opportunity to engage with colleagues across the four local authorities at a series of four online PEF sessions hosted by the attainment advisors. An additional specific session for colleagues working in Additional Support Needs (ASN) establishments to support their use of PEF was particularly welcomed. It provided an opportunity for staff to discuss some of the key challenges they face in relation to PEF and share examples of practice.

PEF Events

A number of local authorities have organised specific events to facilitate sharing practice around PEF. For example, East Renfrewshire Council delivered a showcase event where schools shared their approaches to closing the poverty-related attainment gap, through a series of workshops. Prior to the pandemic both Renfrewshire and West Dunbartonshire Councils hosted annual PEF conferences providing a useful platform for sharing effective practice around PEF.

Online Spaces

A few local authorities highlighted online spaces and resources they have developed to support collaboration around PEF.

West Dunbartonshire Council have created a 'PEF Classroom' on Google which is used to host meetings, share guidance, provide advice and signpost support relevant to PEF.

South Lanarkshire Council have used Microsoft Teams to create a Participatory Budgeting Lead Teams page to promote collaboration in relation to PEF.

In response to feedback from headteachers, East Ayrshire Council have ensured that they all have access to all school improvement plans and standards and quality reports in order to moderate, seek reassurance and gain insight into effective use of PEF.

Angus Council have created a PEF spreadsheet which supports school senior leadership teams to identify schools with similar PEF priorities. It also provides access to information about interventions employed by other schools and facilitates collaboration between and across schools to share practice and resources.

Staff at Lincluden Primary School in Dumfries and Galloway value the 'Engage' online tool which has been created by the local authority. Headteachers are signposted to various national key documents and messages using this platform.

Staff in Braidhurst High School have made use of the SAC/PEF Teams group that was set up by North Lanarkshire Council to promote collaboration and professional dialogue between establishments around PEF/SAC plans. The headteacher notes that this outward-looking approach is reflected in the establishment's PEF plans and collaborative approaches to tackling poverty and improving outcomes for young people.

Several schools and local authorities have also shared their work around PEF via the [National Improvement Hub](#)

Networks

In a number of local authorities specific networks have been established which are supporting collaboration around PEF and equity more generally. City of Edinburgh Council, for example, has an established Equity Network open to all interested practitioners across a wide variety of roles who meet regularly to network, share practice and solutions. The membership of this network has continued to grow and evaluations are consistently very positive. Meanwhile the Perth and Kinross Equity Network provides monthly opportunities for practitioners with an equity or PEF remit to exchange ideas and explore national messages and key equity issues. As a result of these sessions, schools have shared information on resources, effective approaches or interventions and advice on PEF spending. In Stirling a network of school based family support staff funded through PEF has been established. Professional learning opportunities are part of the six weekly network meetings. The network has been key to identifying and addressing barriers to engagement with learning and ensuring appropriate support to vulnerable families including during periods of remote learning. This network has now been extended across the Forth Valley and West Lothian Regional Collaborative.

Joint Projects

As well as sharing practice there are examples of how schools have collaborated around joint PEF projects. In most cases this collaborative approach is across clusters or associated school groups. However, in one example, almost all schools in Comhairle nan Eilean Siar have pooled their PEF funding together. This collaborative of schools analyse data, plan, develop and implement strategies together. As a result, targeted support from education attainment workers, who can work across schools, supports health and well-being and attainment in numeracy and literacy.

The headteacher of St Mark's Primary School in East Renfrewshire highlighted the continued benefit of cluster working in relation to PEF. A PEF-funded maths teacher from the associated secondary works with teachers and pupils from P6 and P7 to build capacity, address gaps from lockdown and raise attainment in numeracy and maths.

Gleniffer High School in Renfrewshire have used PEF to enhance transition of pupils from associated primaries. The transition programme involves the school pupil support team and a physical education teacher supporting primary colleagues. The programme also includes a primary transition teacher who focuses on developing pedagogy and ensuring progression in learning as pupils move from primary to secondary.

Newcastleton Primary School in the Scottish Borders worked in collaboration with Stirches Primary, as partner schools until Easter 2021. Together they employed a support for learning teacher for an extra day. The school also worked with Community Learning and Development (CLD) focusing on family learning. Focus of the work targeted individual families to encourage engagement with their child's learning.

A collective decision was taken by five South Ayrshire schools to amalgamate their respective PEF funding so that they could implement interventions that individually they would not have been able to fund. These interventions included creating a numeracy lead who worked across the five schools.

Partnerships

Local authorities have sought to make it easier for schools to engage with partners beyond education. For example, as Aberdeen City Council has increased its awareness of how best to implement PEF, they have drawn together an analysis of previous and ongoing involvement with partner organisations. This cost versus impact analysis of interventions has allowed headteachers to make informed decisions about future PEF spend. Meanwhile, as described in an earlier example, East Ayrshire Council have created a catalogue of providers for schools to select to support their planning and decision making. Considerable effort was taken to consider the suitability and best value of each provider, including important checks such as PVG. This has resulted in easier procurement processes for headteachers and helped tackle the bureaucracy around brokering partnerships with providers. In North Lanarkshire the restructuring of 'education families' has brought together social work, health, justice and education to better inform integrated approaches and interventions to improve outcomes for children and young people disadvantaged by poverty. This restructure has facilitated increased opportunities to bring all sectors together at the PEF planning stage to further support collaboration in order to close the poverty-related attainment gap.

There are several examples of schools engaging with partners including local services and organisations within their community. Collaborations with third sector organisations have focused on support for families, increasing participation and engagement, health and well-being, providing further opportunities within the curriculum and achieving positive destinations.

Clerkhill Primary School in Aberdeenshire have engaged in a number of partnerships with cluster schools, churches, third sector, local businesses and health colleagues. Pupil surveys in 2018 evidenced a need for providing further opportunities for participation. This resulted in identified children attending a variety of out of school activities including sports and music clubs. The school report that for some children this has resulted in improved social skills and increased engagement in the life of the school.

Partnership with a local church in 2019/20 led to the provision of a successful breakfast club for targeted children. This was valued by children and parents, with increased school attendance evident. A lego league and science club were established in partnership with a local business. These provided opportunities for targeted children to experience science through social interaction sessions in 2019/20.

Eastbank Academy in Glasgow has worked with a variety of partners since the introduction of PEF. The school reports that this has had a positive impact on attainment, achievement and well-being as evidenced by a variety of data held in the school. They have worked with local third sector partners to support targeted young people around employability contributing to positive destinations. The employment of a school liaison youth worker has played a key role in this work.

Challenge Authority SAC funding as well as PEF has provided supported study opportunities for pupils in conjunction with Glasgow University, contributing to more positive attainment results for some young people.

The school also reports that a PEF-funded partnership with Police Scotland has contributed to increased participation and engagement of identified young people.

St Peter the Apostle Learning Community West Dunbartonshire Transition Programme

Why was action required?

West Dunbartonshire Council recognises the benefits of collaboration and joint approaches to improving outcomes for children and young people. This being so, it has created a culture that encourages schools to work collaboratively, with each other and with partners. Within this context, the St. Peter the Apostle Learning Community undertook a joint PEF-funded project having identified a need to develop an enhanced transition programme for P7 to S1 that would target the needs of young people whose needs were not being met by the existing arrangements. The costs were shared across the seven schools (6 primary schools and 1 secondary school). This learning community includes council wards with the highest levels of deprivation within West Dunbartonshire.

What action was taken?

In 2017/2018, the learning community used PEF to fund additional educational psychologist input to support the design and delivery of an enhanced transition programme. Training for school staff was included in the programme to ensure sustainability beyond PEF. In addition, the funding was used to enhance the allocation of pupil and family support workers to support delivery of the programme. Initially, funding was also used for a project lead. A needs analysis was undertaken at the outset and this identified a cohort of anxious young people who were vulnerable at the point of transition. The needs analysis was based on existing data: Scottish Index of Multiple Deprivation (SIMD); attendance; attainment; and teacher reports, as well as data collected specifically for the project: strengths and difficulties questionnaire (data collected from young people, parents and parent) and Stirling Children's Well-being Scale (data collected from pupils). In year one, the Friends for Life programme was used and in year two, a bespoke programme, the Readiness for High School programme, was developed. The Spence Anxiety Scale was used pre and post-delivery of the programme as a measure of impact, along with feedback from young people, parents and staff. The programme has continued beyond the initial project and is now delivered by class teachers.

What was the impact of this action?

Evaluations of the programme carried out by the Educational Psychology Service at the end of years one and two demonstrate a decrease in overall anxiety scores indicating that the programme was helping to reduce anxiety in the target groups. Feedback from pupil focus groups reinforced the positive impact of the programme.



Section 6 Involving learners and their families

All local authorities promote the meaningful involvement of staff, parents and pupils in PEF. The value of consultation as part of PEF planning is recognised and encouraged by local authorities. For example, in Dundee, there is a clear expectation that schools will consult with parents and data collected in relation to this is available to education officers as part of quality assurance measures. Other local authorities, such as Clackmannanshire, ask schools to note who has been consulted as part of PEF planning templates. Stirling Council have developed a ‘Social Justice Ambassadors’ programme to ensure the meaningful involvement of children and young people in decision making which affects them, including PEF.

The majority of establishments explained how they had engaged with learners and their families around PEF. Most commonly this was through consultations with Pupil Councils and Parent Councils. However, there were a few examples of wider consultation.

At Auchenhavie Academy, in North Ayrshire, for example, a pupil voice calendar (Figure 3) has been created. This was designed with the help of the Pupil Council and reflects the ongoing work of the, separate but connected, school and pupil improvement plans. This regular consultation ensures that identified groups who could be disadvantaged are well represented. The school also described equity focused ‘walk in their shoes’ (WIT) visits which are used to monitor the impact of equity approaches and interventions. (Appendix 7) These involve members of the senior management team observing classes to ensure that equity interventions are having the desired impact on learners. During these visits they also check in with learners to ensure their perceptions of observations are an accurate reflection of what the young people are experiencing.



AUCHENHAVIE ACADEMY PUPIL VOICE CALENDAR (2021/22)



KEY: All Teaching Staff ✓ Faculty Leaders/Principal Teachers ✓ PT Pastoral / PT Pupil Support ✓ Senior Leadership Team ✓ Pupils ✓ Parents ✓ Partners ✓

ACTIVITY	Theme	Frequency & Guidance	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
Pupil HGIOS 4	HGIOUS Theme 4 HWB	Monthly			✓ Plan for 2021/22	✓ Plan for 2021/22	✓ Theme 4 – Q1-3	✓ Theme 4 – Q4-6	✓ Theme 4 – Q7-9	✓ Theme 4 – Q10-11	✓ Theme 4 – Q12-13	✓ Plan for 2022/23	
NAC Youth Parliament		Termly		✓✓		✓✓			✓✓			✓✓	
Pupil Council		Fortnightly	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Student Leaders with HT		Weekly			✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	
Pupil Voice inc Surveys / focus groups / learning walks Focus confirmed as per SIP 3 through Pupil Council		Ongoing	✓✓ SIP	✓✓ DIP's	✓✓✓ L+T (1)	✓✓ PSE	✓✓✓ FEEDBACK	✓✓✓ LEARNING ENV - WALK	✓ DIFFERENTIATION	✓✓✓ CURRICULUM	✓✓✓ L+T (2)	✓✓✓ SIP/DIP's	
SIG Working Groups		X6 Annually			✓✓✓	✓✓✓		✓✓✓	✓✓✓	✓✓✓		✓✓✓	

Figure 3

There are lots of examples from across the country of how schools ensure that parents are informed about PEF. Examples include publishing school improvement plans, PEF plans and standards and quality reports on school websites, apps and social media channels. Work funded by PEF also features in school newsletters and sways.

The meaningful involvement of stakeholders in decisions about PEF is an important aspect of Pupil Equity Funding: national operational guidance 2021. A significant number of local authorities and headteachers noted that they would like to further develop their approaches to involving stakeholders, particularly parents, more meaningfully in decisions about PEF.

Participatory Budgeting

The majority of local authorities who mentioned participatory budgeting in relation to PEF felt this was an area they wanted to develop further. Some local authorities were able to share work that was already underway. For example, in both Renfrewshire and North Lanarkshire a group of schools is involved in a pilot project to explore the use of participatory budgeting as a means of parents and pupils shaping how PEF is used. In South Lanarkshire staff across all sectors have found the effective practice relating to participatory budgeting shared on their internal PEF Teams page a helpful resource. All schools in South Lanarkshire have allocated a minimum of 5% of their 2021/2022 PEF allocation to participatory budgeting and each school has a participatory budgeting stakeholder group comprising of pupils, parents and staff. Professional learning sessions have supported schools in developing their practice in this area. In West Lothian there is a commitment that every school places 3% of their PEF allocation to participatory budgeting.

Our Lady of Lourdes Primary School in West Lothian allocate 3% of PEF to participatory budgeting and engage with pupils, parents and staff as to what this should be used for. The current support is for uniform and they are also planning to have a food larder outside which will be accessible by all families, no questions asked. The school also have strong links with the local parish community and are currently benefitting from Mission Christmas, which provides toys and gifts for any family in need. Cost of the School Day is high on the list of priorities for this school, both the parish and parent council work in partnership with the school to provide snacks for all children for playtime.

The headteacher of Rigside Primary School in South Lanarkshire highlighted the online learning sessions developed by South Lanarkshire Council's equity team on participatory budgeting. These along with a step-by-step guide led to the successful implementation of participatory budgeting processes in session 2020/2021.



Tynecastle High School, City of Edinburgh Council Participatory Budgeting

Why was action required?

The headteacher met with the Parent Council to keep them informed on major financial decisions. During this meeting participatory budgeting (PB) was discussed in relation to the allocation of PEF. As a result the school decided to use this approach.

What action was taken?

A steering group was established by recruiting interested students and members of the Parent Council. A City of Edinburgh Council (CEC) Strategy and Insight colleague delivered training to the steering group about the PB process over a few sessions.

The priority was to educate current students about PB through a series of classroom presentations as part of the social subjects curriculum. CEC Lifelong Learning colleagues were tasked with creating an educational presentation and delivering it to all students in the school. As part of the presentation, students were asked to generate ideas that were in line with PEF criteria, and to submit these ideas to the steering group. This was followed up in tutor time to generate ideas for the PB vote. S3-S6 pupils were able to submit ideas online, and S1-2 pupils could submit suggestion sheets.

A senior student subgroup sorted the various suggestions into distinct categories, and then analysed the ideas to identify ones that met the PEF criteria and discarded the ideas that were not in line with PEF criteria. The steering group decided that all ideas which met the criteria, and within the available budget would be eligible for voting. One potential pitfall of this style of idea generation would be that ideas were vague and had no costing attached to them. The steering group was tasked with producing costs for each of the ideas by speaking to department heads and the Senior Leadership Team (SLT).

The steering group was then tasked with establishing a voting process. There was a collective decision to allow students to vote on every option that was available through a ranking system. Money would be funded to the first choice, then second, etc until no funding remained. Due to Tynecastle High School's status as an Apple distinguished school and centre for digital learning excellence, the steering group decided to allow all students in S3-S6 to vote online via survey monkey on their iPads during tutor time, with S1-2 pupils voting on paper ballots. This decision allowed for a very quick voting process and easy collection of results and data. All paper ballots were collected and added to the online results.

Once all the results were in, the school decided to announce the results via tutor time simultaneously to year groups, and the SLT ran a showcase event to highlight the work and celebrate the sharing of the results with the school community, media, and local government officials.

What was the impact of this action?

305 (55%) students voted on £8000 of PEF money (10% of the overall PEF budget). The total funding requested was £14,500 for the 10 projects. 47 ideas were generated and 10 met the criteria to go to a vote.

The school reports there is no formal evaluation of this work as it was undertaken in session 2018/2019 and the funding had not all been spent by the end of the session. In the following session Covid-19 and lockdowns prevented further developments including completion of the evaluation. However, the school has firm plans to continue developing participatory budgeting this session and have been asked to share their practice with other schools.

Section 7 Quality assurance and governance

Quality Assurance

There are a range of processes across local authorities to monitor and quality assure the use of PEF. This includes reviewing PEF planning and reporting to ensure effective implementation and progress. This works best where headteachers, local authority officers and attainment advisors engage in regular professional dialogue to develop and share effective practice.

In Moray the AA is involved in reviewing and providing advice on PEF plans. The LA provides both challenge and support to schools through reviewing plans and reported impact which allows them to signpost effective practice examples. In Clackmannanshire quality improvement officers and the attainment advisor work together to review school planning and reporting in order to ensure appropriate and proportionate support to establishments.

A number of LAs collate the findings of schools' PEF plans and compile them into a PEF Impact report which is used for a number of purposes, including reporting to elected members.

In the best examples, quality assurance of PEF has become an established part of local authority quality assurance processes offering important support and challenge in relation to closing the poverty-related attainment gap. For example Aberdeenshire Council, similar to other local authorities, has incorporated this into existing procedures. As part of the quality assurance process, headteachers and senior leadership teams engage in termly dialogue with central officers. This dialogue focuses on the progress and impact of school priorities, including PEF. PEF impact visits by the central team and attainment advisor have also been a feature of the PEF landscape in South Ayrshire. PEF impact visits allow support and advice to be offered where appropriate and/or are requested by headteachers themselves.

Stirling Council have created a helpful template (Appendix 8) for mid-year visits to ensure a consistent approach is taken to monitoring PEF plans and the impact on pupils and families. Other local authorities such as West Lothian support robust self-evaluation of PEF impact during their validated self-evaluation (VSE) visits to schools.

Some local authorities have reported a tension in achieving the correct balance of empowerment and accountability in relation to the quality assurance of PEF. However, over time local authority officers have become more confident in offering support and challenge in line with the expectations set out in national PEF guidance.

Most local authorities describe good working relationships between the central staff and the attainment advisor leading to robust discussion when monitoring PEF plans and spending. This has resulted in increased confidence and a better understanding of the poverty-related attainment gap. In some cases schools are supported to re-submit plans or amend priorities when the submitted plan does not reflect the national expectations.

Headteachers were asked what support they had found most helpful in relation to PEF. The majority of headteachers referenced the professional dialogue they have with local authority officers. In many cases this has been incorporated into existing local authority quality assurance processes.

The headteacher of Auchendarvie Academy explained how improvement visits by North Ayrshire’s senior managers, who regularly link with the school are valued and provide robust challenge regarding the use of PEF. The headteacher appreciated how approachable yet skilled the senior managers are in providing the necessary challenge which supports next steps.

The headteacher of Harris Academy described how education officers in Dundee provide an element of quality assurance around PEF by reviewing progress against set aims. When necessary education officers work with schools to overcome or mitigate anticipated challenges to PEF plans.

The senior leadership team at Berryhill Primary School feel highly supported and confident in North Lanarkshire’s self-evaluation processes and the improvement guidance provided to schools. Three annual checkpoints per year for PEF are embedded within the school’s quality assurance and reporting schedule. The Headteacher believes this has been pivotal in refocusing on strategic improvement and closing the poverty-related attainment gap since coming out of the two periods of lockdown.

There are a few examples where support and challenge in relation to PEF is provided not just by local authority officers but by peer headteachers. For example, the headteacher at Corpus Christi Primary explained how the peer review process in Glasgow provides valuable opportunities to discuss PEF planning and implementation with peers and council officers. A similar peer auditing of school improvement plans, standards and quality reports and PEF plans which took place pre-Covid was also highlighted as a useful exercise by school leaders at Stirling High School. The headteacher of St Ronan’s identified the PEF panels arranged by West Dunbartonshire Council as a welcome source of support and challenge from colleagues. They help to ensure a focused approach to the school’s use of PEF.

Governance

Local authorities have described how internal governance structures help ensure appropriate use of PEF. Every local authority reports on the planning and impact of PEF to a committee of elected members. Some local authorities, such as Dumfries & Galloway, North Ayrshire and Stirling, also write their own PEF Impact report.

As well as expecting schools to report on the impact of PEF within their normal reporting processes, such as standards and quality reports (SQRs), a few local authorities have additional reporting procedures. For example, in East Ayrshire further reporting around PEF is undertaken via the local authority’s Children and Young Persons Impact Forum. Headteachers are invited along to participate in additional collaborative dialogue around their improvement planning, including PEF and wider Attainment Scotland Funding. In East Renfrewshire as well as providing evidence of the impact of PEF in their SQRs each school is expected to submit a more detailed PEF report at the end of each academic session. South Lanarkshire Council’s equity team review and analyse school level PEF reporting bi-annually and as a result provide support to schools where required. In North Ayrshire in addition to reporting on PEF within their SQR schools prepare an annual PEF Impact Summary (Appendix 9) which is intended for internal use. These inform case studies for wider sharing including in committee reports. In introducing these additional reports it is important that local authorities have a clear rationale that demonstrates the added value for professional learning and sharing practice as well as meeting their responsibilities to ensure PEF is used effectively.

A number of local authorities collate the findings of schools’ PEF plans and compile them into a local authority PEF impact report. These are used for a number of purposes, including robust monitoring and reporting to elected members as recommended by Audit Scotland during inspections of the nine Challenge Authorities. As the SAC refresh is implemented from April 2022/23 it will be important for schools and local authorities to reflect on their governance arrangements to remove any unnecessary bureaucracy and ensure the balance of reporting is right to support improvement and sharing of practice.

In North Lanarkshire a joint SAC/PEF governance programme board has been established, which is chaired by the Education and Families Director and brings together Heads of Service, the SAC Programme Lead, cross-sector headteachers, finance managers and human resource managers.

In East Ayrshire elected members are involved directly with PEF via two well established forums; ‘Governance and Scrutiny’ and ‘Cabinet’. Both receive regular updates and are active participants within the evaluation of PEF.

Midlothian Council have created a cross party working group of elected members. Headteachers present good practice including PEF and describe the impact it is having. Schools can talk in depth about their PEF plan and revise it to accommodate changes over the year, keeping disadvantage at the centre of their improvement work.

In Orkney an overview of every schools’ use of PEF is presented to elected members by the education service and is also included in the annual progress and achievement report.

Renfrewshire Council PEF Principles Checklist

Why was action required?

Renfrewshire Council wanted to support headteachers in following the PEF national operational guidelines. They developed the PEF Principles Checklist (Appendix 11) to support headteachers. The checklist was also designed to provide prompts for education managers during support and challenge conversations with headteachers.

What action was taken?

In the first year of the Pupil Equity Funding all schools submitted a central PEF principles checklist. These were reviewed centrally by the Scottish Attainment Challenge project manager. Any issues arising were raised with education managers who followed up with headteachers during their support and challenge conversations. Thereafter, headteachers used the PEF principles checklist as a reminder and structure to follow for PEF planning. Education managers continue to use the checklist as part of their quality improvement visits.

What was the impact of this action?

The local authority reports that the development of the checklist has helped headteachers approach planning in a supported and structured way. The checklist acts as a helpful reminder of key principles such as outcomes and measures which has in turn led to more focused planning and reporting around PEF in a majority of schools. The checklist has also provided education managers with a structure for support and challenge conversations around PEF guidance and expectations.

Falkirk Council PEF Thematic Reviews

Why was action required?

Falkirk Council wanted to have a clear understanding of the impact of PEF in order to identify best practice and provide support where appropriate.

What action was taken?

A programme of PEF thematic review visits was undertaken with centre officers and a headteacher involved in each visit. The attainment advisor also joined a number of visits. Each visit took place over the course of a day. The format included completion of robust self-evaluation which was used as the scoping discussion paper for the visit and all focus group discussions with staff including senior managers, pupils, parents and partners. As well as this relevant paperwork was reviewed and classroom observations took place. Half of the local authority schools received a visit. Verbal feedback was provided at the end of each visit and a report was compiled identifying key strengths and areas for improvement.

What was the impact of this action?

The local authority report that completion of the VSE exercise has given them a clearer understanding of how PEF is being used and the impact it is having. The summary report produced as a result of the visits has allowed the local authority to support schools in their PEF planning and allocate appropriate support where required. It is also helping to direct the work of the attainment advisor to ensure a positive impact.



Section 8 Impact

All local authorities report that PEF is contributing to improving outcomes for children and young people experiencing poverty. However, several pointed out that it was difficult to attribute improvements to PEF alone. For example Glasgow City Council explained that over the last five years, they have used their Attainment Scotland Funding, including PEF, to positively impact on outcomes for children and young people. During this period, within the Broad General Education (BGE), attendance has improved, exclusions have reduced and by 2019 the poverty-related attainment gap had reduced in some measures. In the senior phase, 2021 saw the highest percentage of positive destinations and more young people are achieving at least one Higher, allowing them to access higher education. Argyll and Bute Council highlighted as a particular success the improvement in staying-on rates and in the percentage of school leavers going to positive destinations. They believe a range of PEF interventions have contributed to this.

Headteachers described a wide range of positive impacts as a result of approaches and interventions funded by PEF. Those that were mentioned most often included increased engagement with families, improved attainment, increased awareness of poverty-related barriers, reduced costs associated with school, improvements in health and well-being and increased staff capacity. Other successes mentioned included increased positive destinations, increased attendance and changes in culture.

Increased engagement with families

Almost half of the establishments sampled highlighted their use of PEF to support families. In best practice, families were core to developing these projects. Headteachers reported positive outcomes including improved parental engagement and involvement, increased confidence in supporting learning at home and increased access to appropriate resources.

Several schools reported that since the inception and subsequent implementation period of PEF, school staff have significantly increased their understanding and capacity to engage with families. Using PEF, schools have employed a variety of strategies and resources to encourage and develop stronger relationships with families, particularly those living in vulnerable circumstances and experiencing socio-economic deprivation. This has included the employment of specific staff to support work with families.

The impact of PEF-funded posts to specifically support families has also been highlighted as particularly impactful by local authority officers. For example, Fife Council have identified the bespoke work of family support workers as having a positive impact in addressing practical issues such as food reliance. In Dundee the work of school and family development officers supporting parents has resulted in improved attendance for learners.

The headteacher of Corpus Christi Primary in Glasgow reported that PEF has allowed more opportunities to increase parental involvement as well as increasing family learning opportunities. Almost all parents who participated in work in this area have rated it as having a positive impact in their lives.

St Ronan's Primary in West Dunbartonshire reported that the use of PEF has had a positive impact on parents. A joint project with a neighbouring primary school contributed to several parents returning to study and/or work after participating in the project.

Lochies School, Clackmannanshire A Family Learning Initiative

Why was action required?

Lochies learners have a range of additional support needs. Due to the complex nature of these needs some of the children have limited attention spans. Information gathered from families showed that many wanted to read stories with their children but lacked confidence in their ability to do so in a way that would meaningfully engage their children. The school were keen to support families to engage in storytelling with their children to support their learning and development.

What action was taken?

The school used PEF to develop and deliver a family learning project in partnership with NHS Speech and Language Therapy. Through the project which involved 31 learners and 15 families staff and a speech and language therapist provided regular story-telling sessions. Through these sessions which employed a range of sensory and signed story-telling techniques families developed their skills and grew in confidence. During the project the resources used were things that were readily available to ensure that the activities could be carried out by anyone at home without incurring costs. Story packs were provided to ensure equity of access to books and other resources.

What was the impact of this action?

Families reported an increased confidence in reading stories to their children at home. A significant number of families were still using story packs provided by the school several months later. The school has continued to build upon this work and 27 families attended a sensory storytelling day which took place just before lockdown. The school has plans to target a different group of learners and their families by providing a six week programme which makes use of a book bus with a sensory room when COVID restrictions allow.

Increased attainment

A number of local authorities including East Lothian, North Lanarkshire, Fife and Moray reported that between the introduction of PEF and the start of the Covid-19 pandemic their Achievement of Curriculum for Excellence Level (ACEL) data evidenced a narrowing of the poverty-related attainment gap. PEF-funded interventions in literacy and numeracy were noted by a significant number of schools as having a positive impact on the attainment of children and young people experiencing socio-economic disadvantage.

At St Columba's High School in Fife the headteacher and depute headteacher explained that over the past five years, and owing significantly to the Scottish Attainment Challenge and PEF, there has been a change in the culture and ethos of the school. This is ensuring staff are supporting children to achieve and leave school with the best and most qualifications possible. Data from 2020/2021 shows that this has resulted in:

- almost all young people achieving SCQF level 4 in literacy and numeracy by the end of S4
- 74% of young people achieving numeracy at SCQF level 5 by the end of S4. This has almost doubled since 2015/2016
- over 30.8% of S5 pupils achieving 3 Highers compared to 23.1% in 2016
- increased positive destinations. 96.2% (2019/20) and 95% (2020/21) of leavers are leaving school with a positive destinations compared to 89% in 2015

Coupar Angus Primary School in Perth and Kinross used PEF to employ a literacy specialist for part of each week. The literacy specialist provided training and support focused on writing. This included team teaching and working with identified learners. The school believe this has had a significant impact. Targeted learners who were at risk of falling behind are now on track and learning gaps have been reduced for identified children who were performing up to two years behind the expected level for their age and stage. Learner feedback detailed an increase in children's confidence. This approach also ensured that staff capacity and confidence in teaching writing increased and helped to ensure consistency across the school.

At Berryhill Primary School in North Lanarkshire, PEF-funded principal teachers have engaged in and embedded the findings of collaborative action research which has been supported by partnership with the University of Glasgow's Robert Owen Centre. A principal teacher has been fully trained in a range of numeracy approaches and has cascaded this training to all classroom teachers. A cohort of P4 children performing below expected attainment levels by 8-21 months were identified for targeted support. By the end of the intervention, this attainment gap narrowed to an average of 3-8 months. The establishment also has evidence of pupil attitudes towards maths and numeracy improving in this period and attendance increasing for the target cohort as a result of improved confidence and accessibility to the curriculum.

Ross High School in East Lothian deployed four numeracy interventions to meet the needs of targeted young people. They report that evidence gathered before Covid-19 school building closures, demonstrated that all young people had increased in confidence and numerical fluency.

The headteacher at Clerkhill Primary School in Aberdeenshire explained that an online literacy intervention is timetabled for targeted children. Tracking and monitoring of progress indicates significant improvements in basic reading skills for almost all of the children involved. The headteacher also highlighted that resources and training to support numeracy have increased learners understanding of numeracy calculations. Ongoing assessment demonstrated progress for targeted children in the areas of subtraction, multiplication, division, money and fractions.

Woodside Primary School in South Lanarkshire report that the impact of PEF through the coordinated approach taken to supporting literacy in 2020-21, has seen Primary 1 targeted attainment increase by 21% over the course of the year. Primary 2 targeted attainment increased by 31% and targeted reading ages in Primary 2 increased on average by 11 months. In Primary 2 the gap closed by 4%.

Rimbleton Primary School in Fife have invested in professional learning. Supported by the University of Edinburgh the school implemented a professional learning as critical enquiry programme. They report that this has resulted in an increased understanding of effective pedagogy and learning needs. Between 2017 and 2019 combined ACEL data reflected an 8% increase in listening and talking, a 4% increase in reading, in writing the increase was 23% and it was 19% in numeracy.

Stronsay Junior High School, Orkney Targeted PEF interventions

Why was action required?

Stronsay Junior High School serves the island community of Stronsay. It is an all-through junior high school which has 36 pupils. Total PEF over the last three years, 2017-21 has been £12,600. The headteacher was keen to ensure that PEF was carefully targeted at learners who required support to realise their full potential.

What action was taken?

The PEF funding has been used to buy additional hours of a support for learning assistant (SfLA). To ensure that the support was given to children and young people who needed it, the school used a variety of baseline assessments, including the Scottish National Standardised Assessments (SNSAs). Over the last three years, pupils have been able to access 1:1 targeted support sessions with SfLAs, working through the programmes such as specific programmes designed by Speech and Language therapists and commercially produced reading and spelling programmes. They also supported children and young people with their social and emotional needs.

What was the impact of this action?

The school report that they have been able to evidence that this intervention has had a successful impact on learners and the following results were gathered from August 2018-December 2020:

Reading Programme:

- Early Reading Skills: 50% of pupils increased their standardised score
- Single Word Reading: 66% of pupils increased their standardised score
- Oral Reading Fluency: 100% of pupils increased their standardised score
- Oral Reading Accuracy: 66% of pupils increased their standardised score

Spelling Programme:

- 100% of pupils increased their standardised score

Mathematics assessments demonstrate a year-on-year increase in attainment from an average standardised score of 95.6 to 102.

Literacy assessments show an increase in standardised scores by an average of 4.16.

Impact has also been demonstrated through reduced anxiety, improved self-regulation and improved attendance for some identified learners.

Craigroyston Community High School, Edinburgh Attendance and Attainment Champions

Why was action required?

Craigroyston Community High School wanted to give their learners the opportunity to be the best they could be. They developed programmes that would provide a targeted group of young people with one adult who would challenge them, support them and motivate them to achieve this for themselves.

Their aims were:

- Short term: All young people to engage positively with their key person
- Medium term: All young people involved to increase their confidence in class
- Long term: Almost all young people involved to improve their attendance and/or attainment

What action was taken?

There were two initiatives:

Attainment Champions:

- Attainment Champions Initiative focused on the middle 60% of learners in S4 as well as small number from S3 and S5. The Attainment Champions are teachers who coach and mentor 4 individuals throughout the course of the academic year. They meet each young person for 15 minutes per week, track their progress and work with them to reach their full potential. There is regular contact with families and parents/carers are invited to meet with Attainment Champions throughout the session.

Attendance Champions:

- This initiative is focused on supporting young people who have previously had low attendance or face barriers coming to school. The Attendance Champions are teachers who work with four individual young people or families throughout the course of an academic year. They check in with young people regularly and make contact with home throughout the week to help young people attend school as much as they can. Attendance Champions help the school to understand and break down barriers that prevent young people from attending school.

What was the impact of this action?

- Improved whole school attendance
- 77% of young people targeted improved their attendance
- Improved attainment for middle 60% against virtual comparators
- Five qualifications at Level 4 in S4 increased from 28% to 69%
- All parents/carers reflected positively on the intervention
- All young people indicated they would benefit from having a champion again

Increased Awareness

A few local authorities specifically highlighted improved staff awareness of poverty and its impact although this was also recognised widely in the published reports in March 2021 at the end of the first five years of SAC. This raised awareness was echoed by headteachers and school leadership teams.

Larkhall Academy in South Lanarkshire reported that teachers & pupils' relationships have improved due to greater awareness and the understanding of local poverty-related barriers to learning.

In West Dunbartonshire, PEF has led to school staff at St Ronan's Primary School now having a better understanding of poverty and the context of children and their families. As a result of this, school staff report a better understanding of the gaps arising from poverty. A further positive impact of PEF is that the school's increased understanding of poverty has led to the school putting in place Cost of the School Day support to ensure all children are able to participate fully in school life.

The headteacher of Sgoil Uibhist a Tuath in Comhairle nan Eilean Siar reported that over the last five sessions, the school staff have significantly increased their understanding of engaging families in learning through providing sensitive targeted support for families in their school context. Well-being data is gathered at the beginning of the session and targeted support is put in place for identified children. Additional funding for families impacted by poverty includes:

- budget provided for family cooking sessions
- school cooking budget
- devices provided for children to work from home when required
- budget for art and crafts for holiday clubs
- transport budget available for holiday clubs and after school clubs

Parents are also invited to attend holiday clubs with their child to enable them to feel a sense of belonging in their community.



St Columba's High School, Fife Developing a culture of equity and excellence

Why was action required?

St Columba's rationale for Pupil Equity Funding is characterised by plans to ensure they disrupt the pattern of inequity through learning and teaching. Their ambition is to ensure that the barrier of deprivation is removed in every lesson through effective personalised learning and teaching that is equitable for all pupils. Their PEF planning, complements their SAC School's Programme plan through its focus on mitigating against the cost of the school day, ensuring effective classroom support, family support for learning, and the development of pedagogical change including the professional development and training of staff.

What action was taken?

The school began its focus with the whole staff team exploring what excellence looks like in their unique context. They began to dispel myths and assumptions about groups of learners within a cohort through professional learning and dialogue. SAC became linked with the core business of the school with a focus on literacy, numeracy and health and well-being (HWB). A principal teacher (PT) remit for HWB – Creativity was created to improve the support services and systems within the school. The PT modelled and supported restorative approaches and practices. Quality Improvement methodology was used successfully to change and improve these systems across the whole school. This developed into the establishment of a support team who have developed and implemented a systematic and strategic focus on raising attainment in literacy, numeracy and health and well-being. They have developed the capacity of teaching and non-teaching staff to support the strategic focus of 'achievement for all'. The team has been extended to include staff focused on using data for improvement who have focused on developing whole school raising attainment strategies. A number of leadership roles have been created. These are focused on leading, developing and embedding good practice in literacy, numeracy and health and well-being. The roles also focus on leading and managing intervention strategies for specific groups of pupils to improve outcomes and develop a holistic approach to closing the poverty-related attainment gap across the school. The school reports that rigorous and relentless self-evaluation and systematic use of data, ensure that interventions are timely and effective. Data was used to support further development where trends were positive. Data was also used to identify where interventions weren't effective and to support improvement. By creating roles that suited the context of the school and by working effectively as a school community, the team worked to change the culture and ensure a relentless drive to improve outcomes for all young people by breaking some of the poverty-related barriers to education.

Reducing the cost of the school day

Almost half of schools highlighted work to reduce the cost of the school day. Much of this has been supported through PEF but some as part of establishments' wider commitment to equity. For example, being a 'zero cost' school is a key driver for Rigside Primary School in South Lanarkshire. The headteacher noted that Scottish Attainment Challenge Funding including PEF has supported the positive implementation of their Cost of the School Day priorities. Similarly, senior leaders at St Joseph's Primary in Inverclyde explained that they have eliminated any cost of the school day and use some of their PEF to support this endeavour. No cost is attributed to extra-curricular activities, residential trips, theatre experiences or outdoor learning clothing for all learners. This has resulted in children having more opportunity to learn outdoors and experience nature. In addition, PEF has allowed for an improvement in playtime experiences which the school staff believe has resulted in less pupil distress and less conflict with most children more ready to learn upon return to the classroom. The same school also noted that the provision of outdoor learning and improved playground experiences supported children with peer social interaction and reintegration back into school after periods of remote learning and isolation.

Learners at Harris Academy have benefitted from Dundee City Council's commitment to lowering the cost of the school day. This saw the development of breakfast clubs across the city which were

partially funded through PEF. Within Harris Academy the headteacher believes this has removed any stigma attached to breakfast clubs and ensured those in most need have access. PE kits were also purchased for young people impacted by poverty. This approach towards inclusion removed the barriers to participation in PE and ensured those impacted by poverty were able to access the full curriculum. King's Park Primary in Midlothian have made use of PEF to reduce costs for their disadvantaged families to ensure that they have access to the wider offer from the school. This is providing wider experiences and achievements for those young people who would perhaps otherwise miss out due to poverty.

Health and Well-being

As well as evidence of positive impacts on attainment several schools reported that PEF has been used effectively to improve health and wellbeing. This has been evidenced by improved confidence, more positive interactions and increased participation.

Plockton Primary School, in the Highlands reported that a PEF-funded intervention focused on outdoor play has had a positive impact on language and on health and well-being. This improvement was also supported by the introduction of restorative approaches to playground disputes, the number of which has decreased since the introduction of the intervention.

In Buchanhaven Primary School in Aberdeenshire, the engagement of a PEF-funded well-being coach has had a positive impact on the well-being of children and families. Feedback from children, parents and staff suggests the Aberdeen Football Club Community Trust (AFCCT) coach is regarded as a valued member of staff. The school highlighted the positive male role model as an additional benefit. The AFCCT intervention involves 1:1 sessions on identified targets to support the individual pupil's emotional and well-being needs. Impact, highlighted by the school, suggests more young people now have an increased ability to manage emotions and engage more fully in the school day; successfully building resilience and self-regulation.

In Ladyloan Primary School, in Angus PEF is supporting work to improve relationships. The school has continued to develop and adapt this work, which has significantly enhanced the learning environment. They note that this has improved the attendance and engagement of a number of learners and reduced the number of exclusions.

In Renfrewshire, St Catherine's Primary School noted that they had established a partnership with Active Schools and created a project with a well-being focus. This project has led to 95% of pupils taking part in after school or lunch time clubs which in turn has increased children's confidence and created opportunities for wider achievement in the local community.

In Argyll and Bute, Dunoon Grammar and Rothesay Joint Campus Well-being hubs, where some of the specialist staff are funded through PEF, staff report a strong positive impact on vulnerable young people and their families. Operated on the principles of nurture, they are spaces in which young people feel at ease and receive support in building positive relationships and confidence to learn.

Staff at Bowmore Primary School, in Argyll and Bute explained that they have invested in resources to support nurturing practice, and the evidence over time from Boxall profiles and other evaluations demonstrates significant improvement in emotional well-being and social skills for targeted children.

Inverness Royal Academy, Highland Council Using PEF to provide nurture support

Why was action required?

As part of efforts to increase attainment and close the poverty-related attainment gap the headteacher, along with other staff, considered how a nurturing approach could better meet the needs of more vulnerable young people across the school. Support for specific groups of young people was put in place and evaluation methods provided evidence of a need to provide targeted support earlier to ensure the youngest learners have access to nurture support and a range of related experiences as soon as they start in S1. The main aim was to ensure that the health and well-being needs of individuals could be supported to enable conditions for effective learning to take place.

What action was taken?

With reference to a range of data and in consultation with associated primary schools, staff identified a need to provide nurture support to a targeted group of young people entering S1. This cross sector working acknowledges the wealth of knowledge primary 7 teachers have of their learners as well as ensuring there is minimal delay to providing support as young people transition into secondary school. Boxall profiling is completed for learners during the final term of P7 and this information is shared with the secondary school to ensure the support is targeted at the right young people. This data is used throughout S1 to set targets for individuals, which, importantly, is shared with the Guidance Department and with class teachers as relevant. PEF enabled the headteacher to recruit a team of professionals to lead this intervention. A key strength of this lies with the background and experiences of this team, which includes staff from a Youth Work and Social Work background. The headteacher recognises the strength of partnership working to better meet the needs of young people. This has led to the use of a room within the school becoming 'The Bothy'. The name suggests a place of warmth, comfort and safety and staff worked together with young people to develop an empty, bare room into a nurturing environment. The young people themselves create the wall displays which contain many important messages related to developing essential skills and there is always a friendly welcome and facilities to provide refreshments and food. In addition, young people who access this support also have the use of outdoor space where skills can be applied and celebrated. This is enhanced by the opportunity for young people to engage in a range of outdoor activities in the local area, which for some, is the only opportunity they have to access these experiences.

What was the impact of this action?

Results include increased attendance, engagement and attainment. Attainment data for the targeted group shows progress being made in relation to qualifications and positive destinations on leaving school.

Building on positive impacts, there is a growing culture of 'Bothy Seniors'. These are young people who have benefitted from their experiences of the intervention. They are role models who can lead by example and encourage the youngest young people to participate and get the most out of the intervention. Events such as 'Come and Try' encourages young people to access the intervention to see if it is something they think they would benefit from. Young people speak with confidence and clarity about the impact this experience has had on aspects of their confidence and well-being.

Increased Staff Capacity

PEF is contributing to increased staff capacity across the country as schools have invested in staff training and development opportunities. This, alongside local authority, staff development programmes is resulting in better use of data to identify and address poverty-related gaps, improved learning and teaching and increased capacity to deliver effective interventions. PEF has also allowed many schools to increase leadership opportunities. Additional promoted posts, with a specific focus on delivering equity and closing poverty-related gaps have been funded through PEF.

A significant number of local authorities reported that staff across their authority were now using data more effectively to identify and address poverty-related attainment gaps. Dundee Council, for example, reported that the development of data capacity across the system, as well as schools being encouraged to adopt evidence based practices and programmes has supported a more focused and measured approach to closing the gap.

From HT responses across the country, a clear picture is emerging of PEF having been used to support staff development and professional learning as well as leadership roles in order to improve outcomes for the most disadvantaged learners.

Senior leaders at Coupar Angus Primary School in Perth and Kinross described staff training focusing on key strategies to promote positive behaviour and positive relationships. This has resulted in increased consistency of approaches across the school, including shared language and self-regulation strategies. A review of impact demonstrated an increase in positive interactions and positive feedback from staff and learners as well as improved communication with parents.

St Catherine's Primary School, in Renfrewshire have used PEF to fund professional learning for teachers and support staff. The headteacher explained that this has resulted in the delivery of effective numeracy interventions and an improvement in practitioners' use of data to inform planning for equity.

Ross High School, in East Lothian used some PEF to fund an additional principal teacher with a remit targeted at closing poverty-related gaps. The PT has worked to develop a 'Creative Learning Space' in the school which provides a personalised curriculum and pastoral support for a small number of young people. Learning opportunities within this creative space include cycle maintenance, engineering skills and guitar lessons. Most young people in the group have improved attendance rates. Several young people who were at risk of not achieving any qualifications attained a range of National 3 and National 4 qualifications. A few also gained awards at National 5 level.

In St Mark's Primary School, in East Renfrewshire there has been a focus on developing formative assessment to promote high quality learning experiences. All staff now provide feedback during and after lessons. Classroom observations and learning conversations with targeted learners have demonstrated improved engagement for most children.

Senior leaders at Harris Academy, in Dundee, noted that the appointment of PEF-funded PTs Raising Attainment has resulted in year on year improvements in attainment, positives destinations and pedagogy.

Berryhill Primary School, North Lanarkshire Collaborative Action Research

Why was action required?

The PEF Principal Teacher previously engaged with the Robert Owen Centre to trial a collaborative action research approach to driving improvement. The success of this has led to the gradual introduction and embedding of this approach across the school.

What action was taken?

The Principal Teacher has worked in collaboration with the Robert Owen Centre to support all staff in collaborative action research projects within their own learning and teaching. Time has been agreed with the Headteacher within the working time agreement to ensure that all staff can take part and take ownership of PEF and school improvement initiatives in the classroom setting.

What was the impact of this action?

This work has had a direct impact on improving outcomes for children impacted by poverty in a range of literacy, numeracy and health and well-being interventions. It has also created a culture of collaborations and ownership of school improvement across all members of staff in the school.

Positive Destinations

There are a few examples of how schools have used PEF to fund projects aimed at increasing the number of young people achieving positive destinations as well as supporting the Scottish Government's youth employment strategy 'Developing the Young Workforce' (DYW).

At Auchendarvie Academy in North Ayrshire, where 91% of learners reside in SIMD 1-3, the work of PEF-funded principal teachers has led to improved outcomes for school leavers with more than 98% achieving positive destinations.

In Glasgow, Eastbank Academy has offered a PEF-funded childcare course as an option to young people. This has led to increased attainment as well as employment and further education opportunities for the young people involved. More generally, the headteacher believes that PEF has had a significant impact on the school's positive destination data. Increases have been sustained year on year, including after the second snapshot data has been taken, proving longevity of these destinations.

A PEF-funded S3/S4 'Brilliant Club' was established by Braidhurst High School in North Lanarkshire to widen access and exposure to Higher education and university for high-attaining young people, 80% of whom either reside in SIMD 1-4 or experience poverty-related barriers to learning. The impact of the programme is due to be measured at the end of the academic year 2021/22, but rolling data shows that almost all of the targeted group of young people are on track to achieve the grades necessary to access Higher education.

Gleniffer High School, Renfrewshire Nurture leading to positive destinations

Why was action required?

The school wanted to provide targeted support for a group of young people at risk of disengaging from education.

What action was taken?

In partnership with the cluster primary schools, the cluster transition teacher and homelink worker, the school identified a group of young people who would benefit from additional support when they started S1. The school used its Pupil Equity Fund (PEF) to employ an Acting Principal Teacher (PT) and classroom assistant (CA). The acting PT and CA undertook nurture training and delivered a targeted nurture programme in S1 which continued into S2 and S3. In the second year the scope of the programme widened to include a focus on the curriculum. An alternative offering was developed for the targeted group to include, for example, a biking programme. This gave the young people involved the opportunity to work with local partners to develop skills in building and repairing bikes.

What was the impact of this action?

The biggest impact of the nurture programme was that every young person involved has moved onto a positive destination.



Section 9 Covid-19

As with every other aspect of life in Scotland Covid-19 has disrupted the ongoing work in schools and local authorities to improve outcomes for children and young people impacted by poverty. School building closures and remote learning as a consequence of Covid-19 has led to adaptations of PEF plans during academic years 2019/20 and 2020/21.

[Pupil Equity Funding: national operational guidance 2020](#) included a relaxation of PEF spending restrictions in order that local authorities and headteachers could effectively support the education and care of children and young people during the response to the pandemic. This flexibility, however, had to remain consistent with the principle of equity in education. In light of this guidance all local authorities supported schools to be flexible and responsive to the competing challenges and demands created by the pandemic. Schools directed this funding to those most in need based on local knowledge and on emerging challenges. In supporting the most disadvantaged young people during the period of school building closures, schools identified barriers to learning and responded to the changing needs of those learners affected by poverty. In many cases this included providing assistance such as family support or digital access. Several schools noted that relationships with parents and families improved during the period of school closures and they have tried to build upon this as schools returned.

For New Cumnock Primary School in East Ayrshire the main change to PEF plans was in relation to the role of the home link practitioner (HLP). In response to school closures the role had to be adapted to support the needs of families and the community, particularly those experiencing poverty e.g. food, fuel, digital poverty. The HLP supported families to gain access to free digital devices and internet. The HLP maintained communication with them throughout helping to ensure engagement with home learning and arrange practical support. The relationship which developed between the HLP and families broke down any existing barriers. This has continued as schools re-opened.

Lennoxton Primary School in East Dunbartonshire has placed a significant emphasis on family engagement and family learning. The school were proactive in finding solutions to maintaining this to overcome Covid-19 challenges that prevented parent/carers engaging in person with the school. For example, the family learning assistant facilitated live experiences via TEAMS such as ‘Come cook with me’ and family quizzes.

PEF-funded targeted support in areas of health and well-being was cited by Raigmore Primary School in Highland. This targeted support has helped to address the increasing evidence of anxiety amongst children, especially following the return to school buildings after Covid-19 closures. Interventions were adjusted to meet changing needs, for example, support staff delivering care packages to those families most in need.

Jedburgh Grammar Campus, in the Scottish Borders, suspended the PEF literacy intervention as a result of Covid-19 and the PEF lead introduced another intervention in response to newly identified needs to support young people with a one to one approaches with home learning and technology. I pads were issued two days before the first lockdown. The establishment was directly supporting young people and their families who were experiencing issues with the technology as well as home learning/disengagement. This support was maintained until November 2021.

St Mungo’s Academy in Falkirk were keen to address digital poverty and ensure all young people could access lessons. They purchased cameras so those isolating at home could join lessons.

Senior leaders at Coupar Angus Primary School in Perth and Kinross noted some positive impact on contact with parents despite the challenges of Covid-19. The amount of contact with parents and families increased to include regular phone calls home to parents; vouchers for food and home visits to drop off resources such as iPads. This really helped staff to have a deeper understanding of the needs of each family. Relationships were strengthened and parents and carers shared more information with school. There was also an even greater awareness and focus on health and well-being in school and the impact that this can have on outcomes for learners.

Due to the rural setting of Dundonald Primary School in South Ayrshire, Wi-Fi can be unreliable. Therefore during the periods of remote learning, staff ensured that printed packs of resources were physically distributed to families throughout the village and surrounding catchment area.

During the period of remote learning, learning support workers at Aith Junior High School in Shetland provided individual support to vulnerable learners. The school has recognised this bespoke approach has improved communication and further strengthened relationships with identified families and learners. A substantial increase in learners experiencing anxiety while transitioning from remote learning to in school learning, has been observed by the school. In particular, learners in S2 have been identified as finding this challenging. PEF interventions have been adapted to target these learners during the recovery period.

The headteacher of Drakies Primary School in Highland explained that Covid-19 has had an impact on the school's use of PEF. This includes challenges regarding staffing availability which led to less targeted interventions than previously planned for. Increased needs of children have required additional one to one support instead of small group support. The ability of having autonomy has allowed the headteacher to fund additional staff to target gaps for children.

The headteacher of Lochies Primary School explained that the PEF-funded role of home-school support worker was invaluable during the period of school building closures. This provided a single point of contact to ensure families were provided with the support they required and that the school maintained contact with all children. Support provided through the Lochies Learning Relay included hub places, doorstep visits, doorstep tech support, food deliveries, prescription collections, assisted health appointments and the delivery of individualised learning packs including sensory learning packs and activities for siblings and pets to get involved with. The role of home-school support worker has continued and is supporting recovery. For example, supporting the transition back to school particularly for families who have increased anxiety around Covid-19. The school has also worked with NHS to provide six weekly wheelchair and splint clinics within school to ensure that children don't miss important appointments that may otherwise be unmanageable for families.

During lockdown periods Brownhall and Caerlaverock Primary Schools in Dumfries and Galloway had to adapt the delivery of some interventions such as 'Closing the Literacy Gap' and 'Closing the Numeracy Gap' as the children could not access one to one support in school. Learning packs were produced and videos to support families were created and easily accessed using QR codes. Packs were either delivered to families or collected from schools.

Pupil Equity Fund Premium

Pupil Equity Funding: national operational guidance 2021 saw the introduction of additional Pupil Equity Fund premium to support recovery efforts for children and young people from disadvantaged backgrounds. This has provided further resource to schools to tackle the poverty-related attainment gap, recognising the new and additional challenges as a result of Covid-19. Schools have welcomed this flexibility of funding which is allowing them to adapt to changing needs within their school communities.

In Rigside Primary School in South Lanarkshire, PEF has facilitated the ability to change approach and delivery mechanisms should it become evident that processes are not working well. This has been in part possible due to the PEF premium which was applied this year. The flexibility outlined within the national guidance is regarded as being highly relevant.

At Braidhurst High School in North Lanarkshire, the PEF premium is being used to fund attendance and soft start interventions and to implement a sustainable attendance system. The consistent use of data to track the impact of this intervention is leading to improved short-term attendance outcomes for most pupils in the target groups compared to pre-pandemic data.

St Roch's Primary School in Glasgow used pupil equity funding to fund additional staffing. This allowed reduced class sizes to support targeted interventions in literacy and numeracy based on robust data analysis. Additional staffing also allowed the school to further develop their nurturing approaches to include an upper school nurture class.

In Niddrie Mill Primary School in Edinburgh PEF premium allowed the school to take on an additional attainment teacher which enhanced capacity to provide targeted interventions.

Headteachers highlighted some of the challenges which Covid-19 continues to pose to the implementation and impact of PEF initiatives. Pupil and staff absence has had a negative impact on the ability of some schools to provide planned PEF support. Absence has limited the type and amount of support being delivered. Whilst working in bubbles has had implications for the structure, quality, and regularity of interventions since classes cannot be mixed. Several headteachers mentioned the impact that Covid-19 had had on staff and pupil well-being and learning. These challenges have made it difficult to accurately assess the impact of PEF approaches and interventions during this period.

St Joseph's Primary School, Inverclyde
Principal teacher of literacy to build capacity and improve pedagogy

Why was action required?

Children in the school were highly impacted by Covid-19. Recovery to pre-Covid attainment had not been achieved by June 2021 and there was a significant poverty-related attainment gap at most stages across the school in literacy. The school wanted to continue recovery in 2021/2022 and raise attainment across the school, with a particular focus on literacy, initially in writing.

What action was taken?

The school appointed a principal teacher of literacy pedagogy to work in a holistic manner to upskill staff in literacy approaches and support in classes in order to raise attainment using evidence-based approaches. The principal teacher role involves a dual approach:

Upskilling of staff: The principal teacher is responsible for establishing baselines and tracking progress in both staff confidence and children's progress. To upskill staff the principal teacher provided whole school training, coaching and modelling opportunities, facilitated staff meetings to support implementation, supported teachers with planning. The principal teacher guides the whole school to teach different genre in unison. This has led to a supportive, collaborative approach that staff have responded well to. The principal teacher is also responsible for upskilling support staff by delivering training and coaching.

Direct support for children including pupil support assistant support: The principal teacher works closely with staff to identify children who require further support. The principal teacher supports collaborative planning with the class teacher, agreeing the children that they will both target and support during the lesson. They then co-deliver lessons to ensure feedback for the target children is impactful. The principal teacher also is responsible for the development of support staff to deliver supports and interventions.

What was the impact of this action?

Most staff have reported an increase in confidence in delivering writing lessons. Staff meetings are showing increased participation from staff as they use the time together to share their success and challenges. The impact is also evident in the quality of writing in children's jotters in most classes. There is more consistency in the approaches to teaching writing and this will lead to policy development in the future. An example of this consistency is success criteria of genres and core targets being shared with children is evident in most jotters. This is helping the children be aware of what is required to improve their writing, to self-assess and to progress. By the end of the year the school predict an increase in attainment in writing of around 20% based on current pace of progress. This will impact the poverty-related attainment gap as most of the children underperforming have been impacted by poverty.

Cowdenbeath Primary School, Fife

Using PEF to support agile planning in response to remote learning

Why was action required?

Following the initial period of remote learning, the school recognised some learners would likely require additional support upon their return to school to support a wide range of needs and experiences. The aim of this was to reduce attainment gaps which were as a direct result of their remote learning and school closures.

What action was taken?

The school used a proportion of their Pupil Equity Fund to ensure they had experienced and effective teaching staff who were not class-committed. This enabled them to create a support for learning team alongside the support for learning teacher. Initially this was intended to give flexibility and contingency to meet the wide range of educational and academic support needs of their learners. Although the support was not limited to reading, this was a curriculum area in which attainment was positively impacted. Tracking and attainment data for the first, second and fourth terms indicated significant progress was being made by the children in receipt of this support. (The intensive support was harder to implement during remote learning in term 3). Following the creation of the 'support for learning team', the school established a termly attainment liaison process. They identified the academic support needs of all pupils across the school and further sorted children into three levels of support: Universal, additional and intensive. Universal support encompassed all children in every class. In terms of reading, this related to building consistency in learning, teaching and assessment across the whole school through professional dialogue and use of the available resources. Children identified as requiring additional support, typically required additional planning and longer-term targets. These children typically required opportunities for over-learning the fundamentals of reading: phonic recognition, CVC blending, common word recognition and rhyme. The children identified as having the most potential to make the greatest gains in a short time frame, were then in receipt of the intensive support from the support for learning team.

What was the impact of this action?

The support for learning team collected a wide range of formative and summative assessment data throughout the year that has demonstrated immediate, positive gains in reading, particularly for the children in receipt of intensive support. Although the second period of remote learning in the third term appeared to impact progress, this was quickly addressed when children returned to school. This has had a positive impact on attainment with the school. In reading, their combined attainment is above their stretch target for 2020/21 by over 15% and has surpassed their target for 2021/22. In addition to this, the schools targeted approach to raising attainment was the increased opportunities for moderation. The support for learning, team working across different classes and engaging in increased professional dialogue with the senior leadership and teaching teams, facilitated increased opportunities for moderation. This has undoubtedly informed their shared expectations across the school. This positive outcome that was identified by almost all our teachers and some children through our termly liaisons and through our self-evaluation processes.

Section 10 Conclusion and next steps

It is clear that practice, both at school level and at local authority level, has evolved since the introduction of PEF. The refreshed mission of the Scottish Attainment Challenge is **to use education to improve outcomes for children and young people impacted by poverty with a focus on tackling the poverty-related attainment gap**. Schools and local authorities are already identifying some of their next steps in relation to PEF which will help them to achieve this mission.

The schools that participated in the PEF evaluation identified a wide range of next steps. It is clear that experience and learning, stemming from working with PEF since its introduction has informed the next steps identified. Most schools identified at least one area they hoped to develop in relation to their PEF practices. A number of common themes emerged including more meaningful involvement of stakeholders in PEF planning and evaluation and further development of parental engagement and family learning. Schools were also keen to develop partnerships and work more collaboratively in relation to PEF. Several highlighted areas where they would like more professional learning. These included measuring impact, the impact of the pandemic on learning and increasing parental involvement through, for example, participatory budgeting.

The majority of authorities identified updating their guidance as one of the next steps they will take in light of the refresh of the Scottish Attainment Challenge. Other next steps include providing additional support for senior leaders. Increasing collaboration with stakeholders in efforts to improve outcomes for children and young people affected by poverty was also highlighted as a next step. Local authorities also identified revising their work around data both in terms of training for staff but also how they collect, analyse and report on pupil equity funding. Specific mention was made by a number of authorities on increasing the involvement of parents and learners in the development of PEF plans.

As we move into the next phase of the programme there are some important considerations for school leaders and local authorities.

- The refreshed Scottish Attainment Challenge programme will see a broader recognition of children and young people's achievements and attainment. It will be important to build on existing processes to ensure the identification of poverty-related gaps and robustly measure the impact of work to address these. This will enable robust reporting of how PEF is contributing to improved outcomes for children and young people impacted by poverty.
- The refreshed programme will see the continued empowerment of school leaders, particularly in relation to PEF. It will also see a clearer strategic role for local authorities in work to improve outcomes for children impacted by poverty. It will be important to ensure there are clear roles and responsibilities around PEF and consider how best to deploy local authority officers and attainment advisors in order to provide effective support and challenge without introducing unnecessary bureaucracy.
- A move to Pupil Equity Funding being confirmed over four years will enable longer-term planning. It will be important to consider what structures and supports are in place to maximise funding effectively and reduce bureaucracy around engaging with partners to deliver the most appropriate approaches for children and young people impacted by poverty.
- It will be important to keep children, young people and their families at the centre of our work to improve outcomes. Approaches to involving them in decisions and evaluations around PEF will need to evolve so that they are consistently collaborative.

Appendices

Appendix 1

Sincere thanks to the following schools who participated:

Aith Junior High School	Shetland Islands Council
Auchenharvie Academy	North Ayrshire Council
Berryhill Primary School	North Lanarkshire Council
Bowmore Primary School	Argyll and Bute Council
Braidhurst High School	North Lanarkshire Council
Brownhall and Caerlaverock Primary Schools	Dumfries and Galloway Council
Buchanhaven Primary School	Aberdeenshire Council
Clerkhill Primary School	Aberdeenshire Council
Corpus Christi Primary School	Glasgow City Council
Coupar Angus Primary School	Perth and Kinross Council
Cowdenbeath Primary School	Fife Council
Craigroyston High School	Edinburgh City Council
Drakies Primary School	The Highland Council
Dundonald Primary School	South Ayrshire Council
Dunoon Grammar School	Argyll and Bute Council
Eastbank Academy	Glasgow City Council
Firpark Secondary School	North Lanarkshire Council
Glashieburn Primary School	Aberdeen City Council
Gleniffer High School	Renfrewshire Council
Harris Academy	Dundee City Council
Inverness Royal Academy	The Highland Council
Jedburgh Grammar Campus	Scottish Borders Council
King's Park Primary School	Midlothian Council
Ladyloan Primary School	Angus Council
Larkhall Academy	South Lanarkshire Council
Lennoxton Primary School	East Dunbartonshire Council
Lincluden Primary School	Dumfries and Galloway Council
Lochies School	Clackmannanshire Council
Newcastleton Primary School	Scottish Borders Council
New Cumnock Primary School	East Ayrshire Council
Niddrie Mill Primary School	Edinburgh City Council
Our Lady of Lourdes Primary School	West Lothian Council
Plockton Primary School	The Highland Council
Raigmore Primary School	The Highland Council
Rigside Primary School	South Lanarkshire Council
Rimbleton Primary School	Fife Council
Ross High School	East Lothian Council
Sgoil Uibhist a Tuath	Western Isles Council
St Catherine's Primary School	Renfrewshire Council
St Columba's High School	Fife Council
St Gerardine School	Moray Council
Stirling High School	Stirling Council
St Joseph's Primary School	Inverclyde Council
St Mark's Primary School	East Renfrewshire Council
St Mungo's Academy	Falkirk Council
St Roch's Primary School	Glasgow City Council
St Ronan's Primary School	West Dunbartonshire Council
Stronsay Junior High School	Orkney Islands Council
Tynecastle High School	Edinburgh City Council
Woodside Primary School	South Lanarkshire Council


Appendix 2



Contextual Analysis

What are the gaps and barriers to learning?

A clear rationale must be developed for the use of funding, based on a robust contextual analysis which identifies the poverty related gaps and the barriers to learning in their school and community. All staff should be engaged in identifying gaps and barriers to learning for children and young people affected by poverty. This contextual analysis is submitted as part of the School Improvement Planning Overview - PEF (**Appendix 2**).



Identify gap/barrier

The contextual analysis should include analysis a range of data using lenses which indicate poverty, including SIMD and FME. This is likely to include:

- Attainment in literacy and numeracy for those affected by poverty – ACEL levels; NQ data; standardised assessments.
- SIMD quintiles; gap between most and least advantaged e.g. SIMD Quintile 1 and Quintile 5.
- FME data – gaps between most and least advantaged.
- Virtual comparators – local and national using BGE Benchmarking Tool.
- School families using Stirling FOCUS Toolkit.
- Attendance, exclusions, participation, engagement, latecoming.
- Consideration of rural poverty.
- Achievements within school and community.
- Leaver destinations.

Based on learning from previous years:

- What's already working?
- Which groups of learners have already made expected or better progress?
- Which strategies have made a measurable difference in terms of closing the attainment gap?
- Have the strategies you have put in place proved value for money in terms of the progress learners have made compared to the time, resources and staffing you have allocated them?
- Should you continue these or are there alternatives which would offer better value and result in greater impact?

A range of data is available to support contextual analysis. This includes:

- School monitoring and tracking data.
- Stirling FOCUS Toolkit and Insight data.
- BGE Benchmarking Tool (accessed through GLOW).
- [School Information Dashboard](#).
- Schools, Learning and Education ACEL Analysis.
- Schools, Learning and Education Attendance and Exclusion Overview.
- Positive Destinations data.
- [NIF Interactive Evidence report](#).
- School Profiles.

Appendix 3

ACTION PLAN 2019/2020

SECTION 1

Please indicate whether this action plan refers to a SIP or PEF priority by ticking the relevant box

SIP	
PEF	

Please remember that PEF priorities should be specifically targeted at **closing poverty related gaps**.

Cluster/ Establishment		Total PEF Allocation (For PEF Priorities only) Cost of this priority		Links to SAC	
Headteacher		Accountable Person		Improving Outcomes Manager	

Outcome (Transformational)
Please detail proposed intervention in terms of outcomes for learners. (Consider What will change? For whom? By how much? By when?)
Rationale for this proposal?
Please detail the information/data which has prompted this work. For PEF priorities please detail the poverty related gap which you are addressing and the evidence of this gap.
What will you do? What evidence do you have that this will be effective?
Who has been consulted?



Clackmannanshire Council

www.clacks.gov.uk

Comhairle Siorrachd
Chlach Mhanann

NIF Priority	NIF Driver(s)	HGIOS 4 QIs
Closing the gap between the most and least disadvantaged pupils. (For PEF priorities the NIF priority is stated above. For SIP priorities please change as required)		

Start Date	Time Allocation	Progress Review Dates	Completion Date

Outcomes - What change will happen? To whom? By when? (Short and medium term outcomes can relate to others but long term outcomes should always relate to learners)	Measurement Plan - What evidence will you gather to measure impact? When?	RAG (This can be done on each of the dates noted above)	
		Date	RAG
Short			
Medium			
Long (copy and paste from Section 1)			



SECTION 2

For planning within establishment. This section need not be submitted but should be kept updated

Implementation Considerations	
Possible challenges	Solutions
Resources	Other

Specific Tasks	Responsibility	By When?	Ongoing evaluation



SECTION 3 Overall Evaluation
(to be submitted at end of school year with new improvement plan)

Establishment		Headteacher		
Evaluation (Copy and paste the relevant sections)				
Transformational Outcome	Description	Measure	Progress	Impact

Interrupting the Cycle of Poverty – The Pupil Equity Fund Planning Template

Pupil Equity funding should be focused on activities and interventions that will lead to improvements in literacy and numeracy across the Broad General Education, increased levels of engagement, participation, health and wellbeing and an improvement in attendance and a reduction in exclusions. Head Teachers can work at an individual school and local community level or collegiately in wider school clusters and beyond at local authority level to address common interests.



School:
Head Teacher:
Other PEF contact if applicable (DHT or PT with responsibility for the plan):
PEF allocation 21-22:
Carry forward:
Total:

PEF allocation for 2020-2021: (Please also note any carry forward from 2019-2020.)					
Gap Provide details of the gap you want to address.	Outcome Statement What do you hope to achieve? What is going to change? For whom? By how much? Timescale?	Measures What data will you gather to determine whether or not improvement is taking place? When will data be collected?	Lead Staff Member Who is responsible for this element of your PEF plan?	Details of Intervention What are you going to do to achieve the outcome?	Cost
					£
					£
					£
					£
					£

					£
					£
					£
Total: £ (Should be full allocation of PEF)					

Shetland PEF Template

Pupil Equity Fund – Planning and Reporting

PEF Allocation 2021/22			Carry forward from 2021:		
Project/intervention:					
What data/evidence informs this? (what is your gap?)					
Interventions for Equity Interventions for Equity Self-evaluation National Improvement Hub (education.gov.scot) <i>(highlight the interventions that apply)</i>					
Early intervention and prevention	Social and Emotional Wellbeing	Promoting healthy lifestyles	Targeted approaches to literacy and numeracy	Promoting a high quality learning experience	Differentiated support
Use of Evidence and Data	Employability and Skills Development	Engaging beyond the school	Partnership working	Professional learning and leadership	Research and evaluation to monitor impact
Planned Outcome <i>These should be expressed in terms of impact on pupils and, where, appropriate, impact on staff, parents and carers. This should identify what you want to improve, for who, by how much and by when</i>		Details of project/intervention: <i>Bullet points with actions.</i>		Resources and Lead Person <i>Include expenditure. Only job titles should be used.</i>	Measures of impact on learners <i>State how monitoring will take place and by whom.</i> <ul style="list-style-type: none"> • How will you know your interventions are having an impact/improving outcomes? • Data • Plans for how data will be collected and reported
Teaching and Learning					
Leadership					
Family and Community					

Stirling PEF Plan Template

School Improvement Planning Overview – Pupil Equity Fund

School:

PEF Allocation:

National Improvement Framework Policy
<ul style="list-style-type: none"> • Closing the attainment gap between the most and least disadvantaged children
Contextual analysis (identify the gap and barriers to learning)
<p><i>The contextual analysis should include analysis of:</i></p> <ul style="list-style-type: none"> • <i>Attainment in literacy & numeracy – ACEL levels; NQ data; standardised assessments</i> • <i>SIMD quintiles; gap between most and least advantaged e.g. SIMD 1&2 and 9&10</i> • <i>FME data – gaps between most and least advantaged</i> • <i>Virtual comparators – local and national using BGE Benchmarking Tool</i> • <i>School families using Stirling FOCUS Toolkit</i> • <i>Attendance, exclusions, participation, engagement</i> • <i>Achievements within school and community</i> • <i>Leaver destinations</i>

Identified gap/barrier	Outcome for Learners	Impact Measure	Intervention
<i>Linked to barriers identified through analysis of data and illustrated in contextual analysis.</i>	<i>What change do you want to see for learners? How much change? Who are the target group? By when?</i>	<i>How will you know the change is an improvement?</i>	<i>What do you plan to do?</i>

PEF Budget Plan should be submitted alongside this plan

Appendix 4 Stirling SQR Template



Stirling Council Review of Progress for session

Standards and Quality Report

School Priority:	
National Improvement Framework Priority	HGIOS ₄ Quality Indicators and HGIOELC
Key drivers for improvement	Integrated Children's Services Plan Outcomes
Progress:	
Impact:	
Next steps:	

School Priority:	
National Improvement Framework Priority	HGIOS ₄ Quality Indicators and HGIOELC
Key drivers for improvement	Integrated Children's Services Plan Outcomes
Progress:	

Impact:	
Next steps:	

Progress and impact of Pupil Equity Fund:

Wider achievements:

Comments from pupils, parents, stakeholders, staff:

Capacity for Continuous Improvement

Standards and Quality Report

Quality Indicator	Key Strengths	Areas for improvement
1.3 Leadership of change		
2.3 Learning, teaching and assessment		
3.1 Ensuring wellbeing, equity and inclusion		
3.2 Raising attainment and achievement		

Evaluation of school's capacity for continuous improvement:

Key priorities for improvement planning:

Appendix 5 Signposting Equity – Past Editions

2020/21

[Signposting Equity Issue 1 September 2020](#)

[Signposting Equity Issue 2 September 2020](#)

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[Signposting Equity Issue 14 April 2021](#)

[Signposting Equity Issue 15 May 2021](#)

[Signposting Equity Issue 16 June 2021](#)

2021/22

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[Signposting Equity Issue 2 December 2021](#)

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[Signposting Equity Issue 4 February 2022](#)

Appendix 6 PKC Closing the Gap Tool



Perth and Kinross Closing the Gap Intervention Planning and Tracking Tool: User Guidance 2021-2022

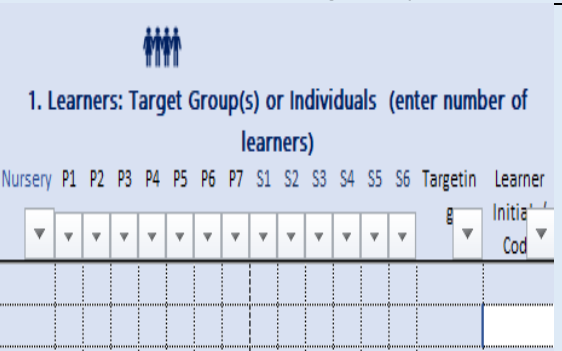
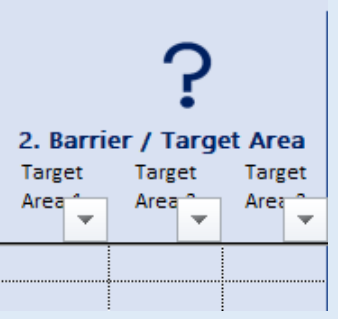
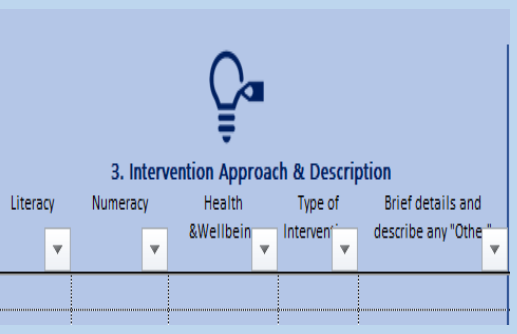
NB: The tool is accessed on an excel spreadsheet that is housed centrally on the Perth and Kinross Council server. The spreadsheet is too large to link. Below is the guidance with added screenshots that have been taken from sections of the excel spreadsheet.

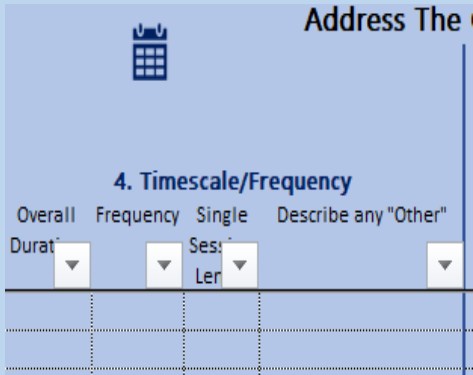
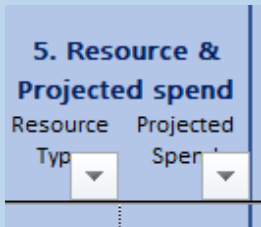
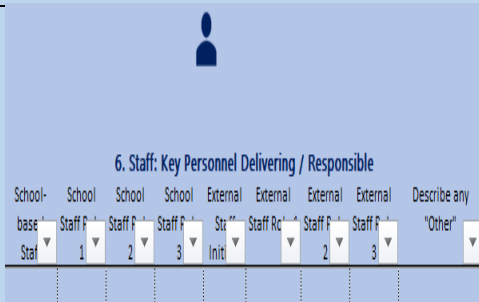
Rationale

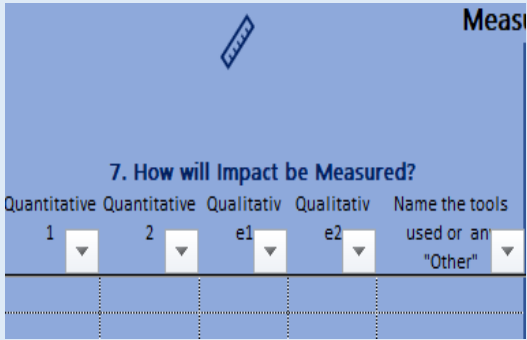
- To provide a 'one stop' tool that schools and centres can use to plan, track, measure and evidence the impact of key interventions including those funded through PEF.
- To support schools and centres to reflect and evaluate the delivery of interventions for groups and individuals. This can then inform future planning and decision making; maximise the use of resources and ensure the best outcomes for learners.
- To allow patterns to be identified across individual and groups of schools or centres which may facilitate further reflection, networking and shared approaches or practice.
- To mirror the approach to intervention planning referenced in the Raising Attainment Strategy: identify the gap; address the gap; measure impact and review and reflect.

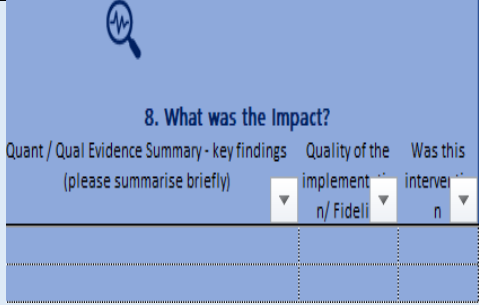
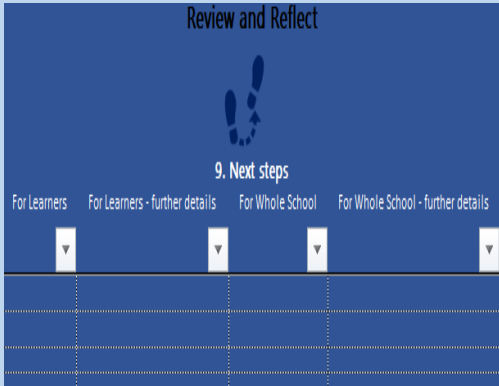
General Guidance and Information

- The tool is intended to be used to track key interventions including those funded through PEF.
- It is recognised that some schools or centres may run numerous interventions. To ensure a realistic and manageable approach leaders may wish to carefully consider which are tracked. It is recommended that all PEF interventions are included. Beyond this, leaders may also wish to consider: evidenced based interventions; specific programmes for targeted groups; interventions linked to need as identified in the school improvement plan and those with significant resource implications or training input.
- It is not intended that any one person should have sole responsibility for inputting all interventions. It is suggested that key staff responsible for the delivery of each intervention input the information which is stored centrally.
- Time should be put aside to review the interventions, analyse the impact using available data and reflect upon the success.
- The tool is designed to complement the PKC Improvement Methodology Approach and aligns with the Raising Attainment Strategy 2020-2023.
- The School Improvement Team will provide support and signpost schools to relevant training and materials.
- The tool will be part of the PKC attainment suite and can be accessed through ERIC.

Detailed Guidance				
	Section	Screen Shot from the Closing the Gap Excel Tracker	Detailed Instruction	Explanation / Purpose
Identify the Gap	1. Learners: Target Group(s) or Individuals	 <p>1. Learners: Target Group(s) or Individuals (enter number of learners)</p>	<ul style="list-style-type: none"> Type in the total number of learners accessing the intervention. Add in the year groups these learners are currently in. The 'learner initial' box is for schools to free type in the initials of the learners / groups for their own records and use. Initials are used to ensure confidentiality. Schools may wish to group learners into year groups where multiple years are involved. 	<p>This is to track who is being supported and across which classes and year groups in school. Schools may use this to consider:</p> <p><i>What is the balance across school between year groups?</i> <i>Are interventions delivered at the most effective stage?</i> <i>How well do we ensure early intervention as appropriate?</i> <i>Are the same pupils being targeted each year? Have they made progress?</i></p>
	2. Barrier / Target Area	 <p>2. Barrier / Target Area</p>	<ul style="list-style-type: none"> Choose the barrier, gap or learning need that the intervention is going to address. Select from the drop down options. Schools may choose up to three for each intervention. If it is different than those available, please detail under 'other'. 	<p>This is to ensure that the intervention is in place to address an identified need. Schools may consider:</p> <p><i>Has a range of data and intelligence been used to accurately identify the needs of groups and individual learners?</i> <i>When identifying gaps and needs - has the onion been peeled all the way back? For example, is attendance the underlying issue or is it something at school or at home that is affecting attendance that needs to be addressed?</i></p>
Address the Gap	3. Intervention Approach & Description	 <p>3. Intervention Approach & Description</p>	<ul style="list-style-type: none"> Please select or note down the name of the intervention. There are four categories: literacy, numeracy, health and wellbeing and C-19 Recovery. Each category has a drop down with some of the most common interventions or an option to briefly detail schools own. The 'further details' section allows schools to free type more detailed information about the intervention as desired. 	<p>This is to track the types of intervention that are being carried out in school and to support schools to ensure these match identified barriers and need. Schools may consider:</p> <p><i>Do interventions clearly match identified needs and barriers?</i> <i>Are interventions researched or evidenced based?</i> <i>Why have these particular interventions been chosen?</i> <i>Has school tailor made or adapted approaches for individuals, groups and local context as required?</i></p>

<p>4. Timescale / Frequency</p>		<ul style="list-style-type: none"> The overall duration refers to the expected amount of time that will be taken to complete the entire intervention. The frequency refers to the amount of times per week/fortnight that the intervention will take place. The time refers to the amount of time that will be taken each time the intervention is delivered (not the amount of overall time). <p><i>NB: If a school selected 6 weeks, once a week for 10 minutes this would indicate that a learner has had six, 10-minute sessions in total delivered over 6 weeks.</i></p>	<p>This is to allow schools to track the frequency and duration of each intervention. Schools may consider:</p> <p><i>Is the intervention being carried out for an appropriate length of time? How will staff review the effectiveness of the intervention during delivery? Is there flexibility to adapt as necessary depending on progress particularly where interventions span a longer timeframe? Are the length of the sessions suitable for the intervention to be completed effectively?</i></p>
<p>5. Resource and Projected spend</p>		<ul style="list-style-type: none"> Select the type of resource required to complete the intervention. Select the projected spend. This will be the total of all the resources used. For human resources schools may wish to detail cost where the staff member is additional to e.g. employed via a PEF money to carry out an intervention/ cover for someone else to carry out an intervention. 	<p>This is to allow schools to track the cost and review the value of each intervention against its effectiveness. Schools may consider:</p> <p><i>Is this intervention value for money? Will the intervention be sustainable in the longer term? What resources are already available to support this intervention? Could re-timetabling / re-organising reduce the cost or ensure resources are available to enable the intervention to take place? Where PEF money is allocated, does the intervention support those pupils affected by poverty?</i></p>
<p>6. Staff: Key Personnel Delivering / Responsible</p>		<ul style="list-style-type: none"> Add initial(s) of internal and external staff who are responsible for and/or delivering the intervention. Select their role(s) in school / as an external provider. When typing in staff initials, schools may wish to add whether the staff member is delivering or co-ordinating the intervention next to their initials as appropriate. 	<p>This is to allow school leaders to track and review who is delivering each intervention in school. It may help schools to consider the following:</p> <p><i>Who is delivering the majority of interventions in school? Who is co-ordinating the intervention? Are staff involved appropriately supported and trained? Does school work with wider partners?</i></p>

<p>Measure Impact</p>	<p>7. How will Impact be Measured?</p>	 <p>The screenshot shows a digital form with the title '7. How will Impact be Measured?'. It has five columns: 'Quantitative 1', 'Quantitative 2', 'Qualitative e1', 'Qualitative e2', and 'Name the tools used or an "Other"'. Each column has a dropdown arrow. There is a blue pencil icon in the top right corner of the form area.</p>	<ul style="list-style-type: none"> Select the type(s) of data that will be used to provide a baseline before the intervention and a final measured outcome for the learners. The data should be qualitative and/or quantitative. Quantitative data can be counted, measured, and expressed using numbers. Qualitative data is often descriptive and conceptual. It can be categorised based on traits and characteristics. <p>Quantitative: Learner tracking data – such as ACEL data. Attendance data – such as the number or percentage of lates, general attendance or exclusions. Standardised Assessment such as SNSA Diagnostic Assessment such as a Boxall Profile Learner work against specific benchmarks / progression pathways. Learner Engagement Data – Such as a Leuven’s scale Other – Schools can add in other quantitative information they plan to use here.</p> <p>Qualitative: Learner feedback – e.g. through questionnaires or focus group discussion. Parent feedback – as above. Staff Feedback - through questionnaires, discussion, evaluative statements etc. Observation – books, lessons etc. Other – Schools can add in other quantitative information they plan to use here.</p>	<p>This is to ensure that all interventions will be effectively measured and evaluated for impact. This is important to consider at the planning stage so that an effective benchmark can be made. Schools may consider:</p> <p><i>What are we trying to improve and how can progress be measured and evidenced?</i> <i>Who will monitor and evaluate the impact of the intervention?</i> <i>What sources of evidence are already available? Can the impact be measured through existing sources?</i></p>
	<p>8. What was the Impact?</p>		<ul style="list-style-type: none"> This section is for schools to free type in the key impact information. For example: <i>8/10 pupils increased their reading age by x %.</i> <i>4/5 pupil’s attendance increased to over 95%</i> <i>Pupil questionnaires demonstrated an increase in confidence in x.</i> 	<p>This is to support schools to track and evaluate the impact of each intervention. This should also help to plan for individual learners and resources going forward. Schools may consider: <i>The fidelity of the intervention (the degree to which the intervention went as planned). How well did school stick to the delivery plan?</i></p>

			<ul style="list-style-type: none"> Schools should indicate if the intervention was successful based on the impact evidenced. Schools should select the impact of the intervention from the drop down. This can be at an interim point or at the end of the intervention. “Yes” would indicate all learners have been successful against outcomes. “Partly” would indicate the majority of learners have been successful against the outcomes. “No” indicates that less than half of learners met the desired outcomes and “insufficient evidence” indicates that there is not enough data to make a judgement. All judgements should be made against the measures as planned for each intervention. 	<p><i>Were adjustments required? What was the quality of the delivery of the intervention? In terms of impact - How does the intervention compare / stand out from others? How engaged were the learners?</i></p> <p>The dropdown for schools to indicate success will allow schools and the LA to evaluate the overall success of different interventions.</p>
<p>Review and Reflect</p>	<p>9. Next Steps</p>		<ul style="list-style-type: none"> This section is for schools to consider the next steps for learners and how the intervention may be used as a whole school. The further details sections can be used to clarify selection. For example, schools may have selected ‘universal provision, no further intervention’. If this was selected as the most applicable option as it pertains to all but one or two pupils, they may wish to state/clarify this in the further details section. 	<p>Next steps are important for schools to plan for after reviewing the impact of the intervention. This may include consideration of:</p> <p><i>The future needs of individuals and groups - Are gaps closed and barriers addressed? Are there further needs / gaps? Where learners return to universal provision - How will practitioners ensure progress is sustained? The future of the intervention within school – What lessons have been learned? How cost effective / value for money was the intervention? Will the intervention be repeated? Are staff confident to deliver this again? Do adaptations need to be made?</i></p>

Appendix 7 Auchenharvie Academy Walk in their Shoes Feedback Template



Auchenharvie Academy
Getting It Right Together: with Self-Evaluation
QI 2.3 Learning, Teaching & Assessment: “Walk in their shoes”

Pupil Name		Class	
Teacher Follower		Date(s)	

	Lesson 1			Lesson 2		
<i>Subject +Teacher</i>						
The Pupil Experience						
Pupil engages fully in the lesson.						
Pupil enjoyed the learning taking place.						
Resilient: Pupil demonstrates the ability to keep going & keep trying even when the class work is challenging.						
Pupil is highly motivated and appears to want to do well/do their best in class.						
Pupil interacts well with other learners & the teacher.						
Pupil is appropriately challenged.						
Pupils work has been differentiated.						
Pupil makes choices about their learning.						
Pupil takes responsibility for their learning.						
Pupil leads learning.						
Pupil expresses their views in class.						
Pupil was able to fully access the curriculum. le) there were no resource issues.						
Pupil is aware of their working level in class.						
Pupil behaves respectfully in class.						
Pupil is treated equally in class.						
Pupil demonstrates determination to succeed in the class.						

=	=	=
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Across all the pupil learning experience:

The bit I liked the best ...

What worked well for this pupil?	What was tricky for this pupil?	What do you suggest the school does next for this pupil?

Appendix 8 Stirling PEF Visit Template



Stirling Council

PEF Update Visits Sharing progress and practice

Date	School	Attendees

What is going well?	Any challenges? Any changes to PEF plan?	Support required? Feedback? Next steps?
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	

FEATURES OF HIGHLY EFFECTIVE PRACTICE	CHALLENGE QUESTIONS	INFORMATION
<p>CONTEXTUAL ANALYSIS The school has set out a clear rationale and plan for its allocation of Pupil Equity Funding taking full account of national and local guidance.</p> <p>The school's plan is well-considered and based on robust self-evaluation including the views of children and young people, parents, partners and staff</p>	<ul style="list-style-type: none"> • To what extent is our rationale for spending our allocation of PEF based on robust self-evaluation with relevant stakeholders? • How effectively are we involved children and young people, parents and partners in decision making around PEF? • To what extent is our self-evaluation informed by effective analysis of data focused on the poverty related attainment gap? 	<ul style="list-style-type: none"> •
<p>IDENTIFIED GAP & OUTCOMES AND MEASURES: The school has used a range of data and evidence to identify attainment gaps for groups and individual children and young people. As a result, appropriate interventions and approaches are in now place, with a clear focus on improvements in health and wellbeing, numeracy and literacy.</p>	<ul style="list-style-type: none"> • To what extent are we clear and specific about our targets, interventions and approaches? • How well have we considered how we will evidence the impact of our interventions and approaches? 	<ul style="list-style-type: none"> •
<p>INTERVENTIONS A range of interventions, such as classroom-based activity, additional targeted support and extended</p>	<ul style="list-style-type: none"> • How effectively are we tracking and monitoring our progress? • How confident are we about making timely informed changes to our 	<ul style="list-style-type: none"> •

<p>opportunities and experiences in and beyond school are in place.</p>	<p>plans if our interventions and approaches are not achieving their intended impact?</p>	
<p>IMPACT Effective systems are in place to monitor and track the progress of individuals and groups. Schools and local authorities are able to evidence impact on raising attainment and closing the poverty-related attainment gap.</p>	<ul style="list-style-type: none"> • How well are we using our Pupil Equity Funding to ensure sustainable improvements in culture, ethos and pedagogy to improve outcomes for learners? • To what extent is our use of Pupil Equity Funding improving outcomes of children and young people and closing the poverty-related attainment gap? 	<ul style="list-style-type: none"> •
<p>COVID specific</p>	<p>At this time of educational recovery, to what extent:</p> <ul style="list-style-type: none"> • Is our rationale for spending our allocation of Pupil Equity Funding supporting recovery and based on robust selfevaluation with relevant stakeholders? • Are we clear and specific about our interventions, approaches and targets to intensify support? 	<ul style="list-style-type: none"> •

Appendix 9 North Ayrshire Council PEF Impact Summary Template

[SCHOOL NAME]

PUPIL EQUITY FUNDING IMPACT SUMMARY 2020-2021



How has the Pupil Equity Fund improved the experiences and outcomes of our learners in 2020-21? It is acknowledged that the COVID-19 pandemic and periods of closure will have impacted upon the planned outcomes.

[Key Area – taken from SIP (PEF summary page – with the blue boxes)]

- Total amount spent in this area
- Focus on short/medium/long term outcomes. What was the intended impact of this intervention?
- What has improved/changed for the target group? What difference did PEF make?
- How do you know this? What does the evidence show?
- How did you evaluate the intervention?
- In what ways is this supporting you to reduce the poverty-related attainment gap?
- What now? Continue? Embed? Amend? Stop?

[Remember to use evaluative language. Include selected data as appropriate.]

[Key Area – taken from SIP – PEF summary page]

[Key Area – taken from SIP – PEF summary page]

Empty rectangular box for content.

[Key Area – taken from SIP – PEF summary page]

Empty rectangular box for content.

[Key Area – taken from SIP – PEF summary page]

Empty rectangular box for content.

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