
Report to People Committee

Date of Meeting: 16 May 2019

Subject: The use of Pupil Equity Funding (PEF) in the Hillfoots and Lornshill Clusters

Report by: Cathy Quinn, Improving Outcomes Manager

1.0 Purpose

- 1.1. This paper reports on how schools in the **Hillfoots and Lornshill Clusters** are using PEF to bring about improvement and close the poverty related attainment gap in the key areas of literacy, numeracy and health and well-being.

2.0 Recommendations

It is recommended that the People Committee notes the report, comments and challenging as appropriate.

3.0 Considerations

- 3.1 PEF began in session 2017/18 and we are now in Year 2. The grant funding is allocated directly to schools on the basis of the actual number of children and young people in P1-S3 registered for free school meals under the national eligibility criteria.
- 3.2 Headteachers were provided with updated guidance for 2018/19. (Appendix 1)
- 3.4 Funding must provide targeted support for children and young people affected by poverty to achieve their full potential. Although the Pupil Equity Funding is allocated on the basis of free school meal eligibility, Headteachers can use their professional judgement to bring additional children into the targeted interventions.
- 3.5 In line with the roles and responsibilities for local authorities, as set out in the PEF National Operational Guidance 2018, the Chief Education Officer asked the Education Scotland Attainment Advisor to provide update reports on how schools are using the additional funding to improve the educational outcomes of children affected by poverty. This is the second and third of these reports and focusses on the **Hillfoots Cluster** (Appendix 2) and **Lornshill Cluster**. (Appendix 3)
- 4.0 **Hillfoots Cluster** allocations are as set out in the table below and a more detailed breakdown of how the funding is used in each establishment is included. (Appendix 4)

Establishment	Allocated PEF 2018/19
Alva Academy	£ 66,000
Alva Primary PS	£109,200
Coalsnaughton PS	£ 36,000
Menstrie PS	£ 39,600
Muckhart PS	£ 2,160
Strathdevon PS	£ 8,400
Tillicoultry PS	£ 93,600

4.1 The Attainment Advisor's reports summarises the work of the **Hillfoots Cluster** under the categories of Leadership, Learning & Teaching and Families & Communities as set out in the 2018 National Operational Guidance. It notes key strengths and offers advice on next steps.

Strengths

- Many of the PEF interventions are being used to extend and enhance Scottish Attainment Challenge programmes.
- Headteachers are able to provide some early qualitative examples of impact, including improvement of learning and teaching that is leading to better pupil engagement and increased attainment
- The Improvement Analyst has supported the increased use of data through the creation of a Clackmannanshire tracking system
- All of the schools visited are using an increasing range of data as a basis for planning and monitoring PEF interventions.

Next Steps

- Schools should continue to draw on the expertise of the Improvement Analyst and Attainment Advisor to help them further define poverty related attainment gaps in order to ensure the most appropriate targeting of PEF initiatives and ensure that initiatives help to close identified poverty related gaps.
- Schools have been offered support to define more specific short, medium and long-term outcomes for each of their initiatives. This will help them to monitor progress and impact throughout the year and adapt their plans as necessary.
- Further develop family engagement across the cluster by developing local partnerships

4.2 To provide live evidence, Alison Littlejohns, Headteacher Alva Primary School will report to the People Committee on how they have utilised PEF funding to compliment and enhance the Equitable Literacy Programme.

5.0 Lornshill Cluster

Allocations for the **Lornshill Cluster** are as set out in the table below and a more detailed breakdown of how the funding is used in each establishment is included. (*Appendix 5*)

Establishment	Allocated PEF 2018/19
Lornshill Academy	£121,000
Abercromby Primary School	£85,320

Banchory Primary School	£104,760
Clackmannan Primary School	£69,120
Craigbank Primary School	£46,800
Deerpark Primary School	£77,760
Fishcross Primary School	£15,600
St Bernadette's Primary School	£30,000
St Serf's Primary School	£59,400

5.1 The Attainment Advisor's second report summarises the work of the **Lornhill Cluster** under the categories of Leadership, Learning & Teaching and Families & Communities as set out in the 2018 National Operational Guidance. It notes key strengths and offers advice on next steps. (Appendix 3)

5.2 Strengths

- Many of the PEF interventions are being used to extend and enhance Scottish Attainment Challenge programmes.
- Headteachers have clear measures in place to assess the impact of interventions. They are able to provide some early qualitative examples of impact and have clear measures in place.
- The Improvement Analyst has supported the increased use of data through the creation of a Clackmannanshire tracking system
- All of the schools visited are using an increasing range of data as a basis for planning and monitoring PEF interventions.

Next Steps

- Schools should continue to draw on the expertise of the Improvement Analyst / Attainment Advisor to help them further define poverty related attainment gaps in order to ensure the most appropriate targeting of PEF initiatives and ensure that initiatives help to close identified poverty related gaps.
- Schools have been offered support to define more specific short, medium and long-term outcomes for each of their initiatives. This will help them to monitor progress and impact throughout the year and adapt their plans as necessary.
- Following on from the work with Connect continue to increase the range and quality of family engagement activities, consulting closely with families to ensure they are appropriately targeted.

5.3 To provide live evidence, Gemma Kennedy, Headteacher of Banchory Primary School will report to the People Committee on how they have utilised PEF funding to improve digital learning.

6.0 Sustainability Implications

6.1 This is external funding.

7.0 Resource Implications

8.0 Exempt Reports

8.1 Is this report exempt? Yes No

9.0 Declarations

The recommendations contained within this report support or implement our Corporate Priorities and Council Policies.

(1) Our Priorities

Clackmannanshire will be attractive to businesses & people and ensure fair opportunities for all

Our families; children and young people will have the best possible start in life

Women and girls will be confident and aspirational, and achieve their full potential

Our communities will be resilient and empowered so that they can thrive and flourish

The Council is effective, efficient and recognised for excellence

(2) Council Policies (Please detail)

Not applicable

10.0 Equalities Impact

10.1 Have you undertaken the required equalities impact assessment to ensure that no groups are adversely affected by the recommendations?

Yes

No

11.0 Legality

11.1 In adopting the recommendations contained in this report, the Council is acting within its legal powers.

Yes

No

12.0 Appendices

Appendix 1 National Guidance 2018

Appendix 2 Report on Pupil Equity Funding within the Hillfoots Cluster

Appendix 3 Report on Pupil Equity Funding within the Lornshill Cluster

Appendix 4 PEF Interventions within Hillfoots Cluster schools

Appendix 5 PEF Interventions within Lornshill Cluster schools


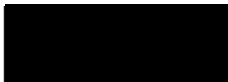
13.0 Background Papers

N/A

Author(s)

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Approved by

NAME	DESIGNATION	SIGNATURE
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What is it?

The Pupil Equity Funding is additional funding allocated directly to schools and targeted at closing the poverty related attainment gap. The Scottish Government has committed to this funding as part of the Scottish Attainment Challenge programme from 2017-18. The Pupil Equity Funding forms part of the £750m Attainment Scotland Fund which will be invested over the current Parliamentary term.

This national guidance is intended to help schools plan how they will most effectively invest their Pupil Equity Funding allocation to improve the educational outcomes of children affected by poverty. Local authorities will issue complementary guidance about how the funding will operate locally.

Key Principles

- Headteachers must have access to the full amount of the allocated Pupil Equity Funding.
- The Pupil Equity Funding must enable schools to deliver activities, interventions or resources which are clearly additional to those which were already planned.
- Headteachers should work in partnership with each other, and their local authority, to agree the use of the funding. Schools must take account of the statutory responsibilities of the authority to deliver educational improvement, secure Best Value, and the authority's role as employer. Local Guidance will set out more detail on how this will operate.
- The operation of the Pupil Equity Funding should articulate as closely to existing planning and reporting procedures as possible – e.g. through School Improvement Planning and Standards and Qualities reports.
- Parents and carers, children and young people and other key stakeholders should be involved in the planning process.
- Funding must provide targeted support for children and young people affected by poverty to achieve their full potential. Although the Pupil Equity Funding is allocated on the basis of free school meal eligibility, Headteachers can use their professional judgement to bring additional children in to the targeted interventions.
- Headteachers must develop a clear rationale for use of the funding, based on a clear contextual analysis which identifies the poverty related attainment gap in their schools and plans must be grounded in evidence of what is known to be effective at raising attainment for children affected by poverty.
- Schools must have plans in place at the outset to evaluate the impact of the funding.

How much is it?

Publicly funded primary, secondary and special schools will receive £1,200 in 2017-18 for each child in Primary 1 to S3, or equivalent, who is registered for free school meals under national eligibility criteria.

How is it allocated?

Pupil Equity Funding will be allocated to schools on the basis of the estimated number of children and young people in P1-S3 registered for free school meals under [the national eligibility criteria](#)¹.

In 2017/18 the funding allocation will be calculated using the most recently available Healthy Living Survey and Pupil Census data and will be based on:

- The estimated number of P1-P3 pupils who would be registered for free school meals using the national eligibility criteria. This will be done by taking the figures for 2014/15 and then applying those to the 2016 school rolls for P1 to P3.
- The estimated number of P4-P7 and S1-3 pupils who are registered for free school meals.
- The estimated number of special school pupils in the P1-S3 age range registered for free school meals.

The approach to estimating free school meal registrations will be kept under review as the Government seeks to improve the quality of data for identifying children living in households affected by poverty.

Funding for 2017/18 will be paid by the Government to local authorities by means of ring-fenced grant which will clearly indicate the amounts that should be allocated directly to each school. Local authorities will confirm arrangements for draw down at school level.

How can it be used?

Although the funding is allocated to schools on the basis of free school meal eligibility, Headteachers have discretion to make decisions about which children and young people would benefit most from any particular intervention, whilst keeping a clear focus on delivering equity. Funding should not be used in ways that stigmatises children and young people or their parents. Interventions that impact on transitions between school stages – for example between nursery and primary or between broad general education and senior phase – can also be considered.

The funding should be focused on activities and interventions that will lead to improvements in literacy, numeracy and health and wellbeing. Leadership; learning & teaching; and families and communities are useful organisers to consider when determining interventions..

A framework, '[Interventions for Equity](#),'² has been developed to support the planning and implementing of interventions to meet the needs of children and young people affected by poverty in order to close the attainment gap. The examples cited act as a stimulus for wider reflection of what would suit your local context and are by no means the only interventions that should be considered.

Headteachers 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. Interventions should be considered within the context of the school planning cycle and must be targeted towards closing the poverty related attainment gap. Where appropriate, funding should articulate with existing Scottish Attainment Challenge School and Challenge Authority improvement plans.

¹ <http://www.gov.scot/Topics/Education/Schools/HLivi/schoolmeals/FreeSchoolMeals>

² <https://education.gov.scot/improvement/Pages/Interventions-for-Equity-framework.aspx>

Evidence shows that some children and young people from equalities groups can be disproportionately affected by deprivation and can therefore face significant additional barriers to learning. Education authorities have responsibilities to actively address inequality and the promotion of equity is a shared responsibility held by all staff, partners and stakeholders. In this context, headteachers should consider additional steps that might be required to close the educational attainment gap for pupils affected by poverty who may also experience disadvantage for other reasons. For example, disadvantage related to; a protected characteristic (disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex (gender) and sexual orientation); a need for which they require additional support; being looked after; having caring responsibilities.

Headteachers will need to be familiar with local policies and procedures – such as the Local Code of Corporate Governance, Local Schemes of Delegation, the Role of the Section 95 officer, the local Devolved School Management policy and local school planning cycle – the local operational guidance which may issue alongside this national guidance should contain more information about these local policies.

Partnerships

Parents and the local community are a valuable source of support and partnership. In many contexts schools may be able to achieve the best possible outcomes for children and young people by working with a range of bodies such as parent groups; parent councils; other local authority and public sector services; third sector organisations (including youth work, family learning organisations); other educational sectors; and/or centres of expertise. Understanding the needs of children and young people should help to identify appropriate areas for collaboration.

Staffing

Where schools identify the need to recruit additional staff for an appropriate intervention or activity, they should work closely with the Local Authority (as the employer) to ensure that the job remits and specifications are clearly tied to the aims of the intervention. Headteachers need to take full account of local HR policies and procedures and that staffing costs include not just salaries but also on-costs such as pensions, sick leave, maternity cover and also potentially recruitment costs. Local guidance should provide further clear details of these costs. Any teachers recruited through Pupil Equity Funding will be excluded from the authority's contribution to any national teacher numbers and / or ratio commitment, which means it is essential to fill core staffing posts first before recruiting additional teachers.

Procurement

Purchase of resources, equipment or services must comply with existing local authority procurement procedures. This will be particularly important when buying ICT resources (see below) or, for example, services from third sector partners. Schools should liaise with their relevant local authority finance partners to ensure compliance with procurement policies and legislation.

ICT

The Pupil Equity Funding can be used to procure digital technologies, including hardware and software, when its allocation and use is particularly focused on supporting children and young people affected by poverty to achieve their full potential. The Scottish Government

provides access to a range of national procurement frameworks for the purchase of digital technology products and devices, including a range of desktops, laptops and tablets. The frameworks offer a direct route to market and significant savings against RRP.

To prevent issues arising with compatibility and connectivity, schools seeking to purchase digital technology should do so in close consultation with the IT Department at their local authority.

We know that simply providing more technology does not result in improved outcomes for learners. Therefore, any deployment of technology in an educational setting should be undertaken in line with the objectives of the national [Digital Learning and Teaching Strategy](#)³.

Support

There is a package of support available to assist schools in planning how to use their Pupil Equity Funding. This includes:

- A [framework](#)⁴ of evidenced and proven educational interventions and strategies to help tackle the poverty related attainment gap. The framework can be used by all partners and should help to inform the decisions schools make. The structure and content will be dynamic and will continue to evolve as an integral part of the National Improvement Hub, where a wide range of improvement, self-evaluation and research materials are available and where practice exemplars can be shared. Other research summaries and intervention examples will be incorporated as these become available.
- This suite of materials will be developed further in the coming months as the Scottish Government works with the Education Endowment Foundation to develop a Scottish specific version of their [Teaching and Learning toolkit](#)⁵.
- Attainment Advisors who will be able to provide advice on a regional basis.
- A dedicated Scottish Attainment Challenge community on Glow where all educators can have online discussions, ask questions, post responses, exchange ideas, access additional resource materials and share examples of practice. In addition, this secure community will be used to host regular discussions about the interventions and strategies being developed through the Pupil Equity Funding.
- Access to collaboration and communication tools on Glow including Yammer, Sharepoint, Blogs and Glow TV. These tools provide great opportunities for joint working and for sharing materials across all involved in the Scottish Attainment Challenge, with the ability to control visibility where required.
- [Guidance](#) on School Improvement Planning, including Standards and Quality reporting through the National Improvement Framework.⁶
- We will continue to explore what other events and national support can be provided during the coming year.

Local authorities will also offer their own packages of support for schools to help them plan how to use the funding effectively.

³ www.gov.scot/Publications/2016/09/9494

⁴ <https://education.gov.scot/improvement/Pages/Interventions-for-Equity-framework.aspx>

⁵ <https://education.gov.scot/improvement/Pages/Education-Endowment-Foundation.aspx>

⁶ <https://education.gov.scot/improvement/nif1poster>

Outcomes, impact and measurement

At a school level, it is essential that headteachers continue to make best use of the data they have access to locally to understand which children and young people would benefit from targeted support and to monitor and track learners' progress over time. Further guidance on the [BGE assessment model](#)⁷ was issued in November 2016. Progress towards closing the attainment gap will be reported in the annual national and local National Improvement Framework evidence reports.

Accountability and reporting

The Headteacher will be accountable to their local authority for the use of Pupil Equity Funding within their school. To ensure transparency, schools will be expected to incorporate details of their Pupil Equity Funding plans into existing reporting processes to their Parent Council and Forum, including in their annual School Improvement Plans and Standards and Quality Reports. These reports should be publicly available so that parents can understand what is happening in their school. The arrangements for publication will be confirmed by your local authority.

School inspection and other review processes will be used where necessary to ensure schools use their funding appropriately. '[How Good Is Our School? 4](#)'⁸ includes an evaluation on the six point scale of the school's success in raising attainment and achievement and ways in which they can demonstrate improvements to equity for all learners. In addition, the operation, use and effectiveness of the Pupil Equity Funding at closing the poverty related attainment gap at a local authority level will feed into other existing quality assurance processes, such as Audit Scotland's Shared Risk Assessment.

Unspent funds

Where schools are unable to spend their full allocation during the financial year, any underspent grant may be carried forward to the next financial year though it would be expected that it would normally be spent within the school year. Schools will need to liaise closely with their local authority to agree arrangements for carrying forward Pupil Equity Funding, which should be considered separately from other funding within the devolved school management budget.

Scottish Government March 2017

⁷ <https://education.gov.scot/improvement/curriculum-for-excellence-benchmarks>

⁸ <https://education.gov.scot/improvement/Pages/frwk2hgios.aspx>

Appendix 2:

Report on Pupil Equity Funding within the Hillfoots Cluster

7.3.19

Compiled by: Patricia Leeson (Attainment Advisor)

This report aims to provide a detailed description of how Pupil Equity Funding is being used in the Hillfoots Cluster.

Pupil Equity Funding (PEF) is additional funding allocated directly to schools and targeted at closing the poverty related attainment gap. The Scottish Government has committed to this funding as part of the Scottish Attainment Challenge programme from 2017 until 2021. It is allocated to schools on the basis of the estimated number of children and young people in P1-S3 registered for free school meals under the national eligibility criteria. Publicly funded primary, secondary and special schools receive £1,200 in 2018/19 for each child in Primary 1 to S3, or equivalent, who is registered for free school meals under national eligibility criteria.

Roles and Responsibilities:

Headteachers

As PEF is allocated directly to schools; it is for headteachers to decide how best to spend PEF. They have the discretion to make decisions about which children and young people would benefit most from any particular intervention or approach. However, the funding should be focused on delivering equity and headteachers are expected to consult with key stakeholders, including parents, carers, children and young people as part of the decision making process.

Local Authority

The local authority should support and challenge schools in the use of PEF. For example, local authorities may provide guidance to schools about how funding will operate locally and how schools might work together to agree the use of funding and ensure best value in the activities, interventions and resources that they deliver.

Clackmannanshire Education Service provided headteachers with initial guidance relating to PEF in 2017/18 and has updated this guidance for 2018/19. (*Appendix2*) Schools are further supported and challenged by the Senior Management team and the Attainment Advisor to track and monitor progress.

The Pupil Equity Funding National Operational Guidance 2018 states, *“The funding should be focused on activities and interventions that will lead to improvements in literacy, numeracy and health and wellbeing. Leadership; learning & teaching; and families and communities are useful organisers to consider when determining interventions and approaches.”*

During January, February and March 2019 the Attainment Advisor for Clackmannanshire was asked by the Senior Management team to evaluate the progress and impact of schools within the Hillfoots Cluster. Allocations for each school are noted in the table below. A more detailed breakdown of how the funding is used in each establishment is included in *Appendix 3*.

Establishment	Allocated Pupil Equity Funding 2018/19
Alva Academy	£66,000
Alva Primary School	£109,200
Coalsnaughton Primary School	£36,000
Menstrie Primary School	£39,600
Muckhart Primary School	*
Strathdevon Primary School	*
Tillicoultry Primary School	£93,600

* Where schools receive a relatively small allocation it has not been published here as it may allow individuals to be identified.

How is pupil equity funding being used?

Cluster Priority – Literacy Intervention

As a result of interrogating literacy data across the cluster headteachers agreed to contribute funding to a joint literacy initiative. A four year plan has been developed. In the first two years of the plan (2017-18 and 2018-19) two learning assistants, with specific training in literacy strategies, have worked every week with identified individuals and small groups within each primary school. The intervention has had a positive impact across the cluster. For example, in one primary school, where work was focused in Primary 2, children made an average reading gain of 2 years over a 7 month period. Across the cluster pupils' attitudes to reading have also shown improvement. As well as the impact on pupils this work has led to a culture change within the cluster where headteachers have embraced collaborative working sharing data and resources and planning together.

Leadership

Staffing

Three of the schools visited have used PEF to enhance their staffing in order to implement initiatives to deliver excellence and equity. For some schools this has led to an enhancement of the school leadership team with, for example an extra depute head teacher post being created, principal teachers being released to take on more leadership responsibility and a dedicated attainment teacher. These enhanced leadership roles have specific responsibilities for co-ordinating and/or delivering support programmes in literacy and numeracy.

Other staffing enhancements include increased learning assistant hours and the addition of a support worker. The remits of these additional staff include:

- providing additional support to identified groups of children
- leading additional learning initiatives at breakfast, lunchtime and after school clubs.

Learning and Teaching

There is a strong coherence between school PEF initiatives and the Clackmannanshire Scottish Attainment Challenge Programme initiatives, particularly the Equitable Literacy Programme.

Literacy

The majority of primary schools in the cluster have used some of this session's PEF to enhance their literacy resources to ensure they are providing literacy rich environments. This compliments the extensive staff development which all primary schools are receiving as part of the Equitable Literacy Programme. As described above, several have also used some additional staffing to deliver targeted literacy interventions as part of support programmes.

Schools are using a variety of measures to monitor impact. The results of some of these were not yet available at the time of visits but headteachers were able to describe impact to date, examples of which include:

- "A more consistent approach to the teaching of reading"
- "Increased teacher confidence"
- "Pupil engagement with reading has increased"
- "Almost all of the targeted pupils are now reading books at the appropriate level for their age and stage"
- "Improvement in phonics skills to date"

Numeracy

A majority of the schools within the cluster are using some of their PEF to enhance numeracy by delivering targeted additional support. In some schools this is complimenting the numeracy work being delivered by the Clackmannanshire Improving Outcomes Principal Teachers as part of the Scottish Attainment Challenge.

Schools are using a variety of measures to monitor impact. The results of some of these were not yet available at the time of visits but headteachers were able to describe impact to date, examples of which include:

- "predicted increase from 60-68% in numeracy at P7"
- "P7 attitudes to maths have improved as evidenced by attitudes survey"
- "Early indications would suggest an improvement in numeracy attainment"

Health and Well-Being

Almost all schools in the cluster are using PEF to finance a range of initiatives aimed at improving health and well-being. A majority of schools are developing nurturing approaches and some nurturing spaces. One school has trained staff in 'Drawing and Talking Therapy' and offers a programme of support to targeted pupils. Another school is delivering a resilience programme to P6 children. Several schools are also using PEF to provide extra-curricular activities and extend pupils' experiences by using PEF to fund or subsidise visits and trips to ensure all pupils can participate.

Schools are using a variety of measures to monitor impact. The results of some of these were not yet available at the time of visits but headteachers were able to describe impact to date, examples of which include:

- “increase in attendance, reduction in anxiety, better relationships and improved ability to self-regulate in targeted pupils”
- “reduction in exclusions and behaviour incidents”
- “increased confidence and calmness in identified pupils”
- “Boxall Profiles show improved outcomes for targeted individuals.
- “learners manage mainstream class more positively”
- “learners in some classes access safe space in class until they are ready to re-engage”

Families and Communities

Few of the PEF funded activities and interventions within the cluster have focused on families and communities. However, one school has created a parent room funded through PEF. This is part of a wider initiative to encourage and support family learning and engagement building on PEF initiatives from last session.

Strengths

- Many of the PEF interventions are being used to extend and enhance Scottish Attainment Challenge programmes.
- Headteachers are able to provide some early qualitative examples of impact, including improvement of learning and teaching that is leading to better pupil engagement and increased attainment
- The Improvement Analyst has supported the increased use of data through the creation of a Clackmannanshire tracking system
- All of the schools visited are using an increasing range of data as a basis for planning and monitoring PEF interventions.

Next Steps

- Schools should continue to draw on the expertise of the Improvement Analyst / Attainment Advisor to help them further define poverty related attainment gaps in order to ensure the most appropriate targeting of PEF initiatives and ensure that initiatives help to close identified poverty related gaps.
- Schools have been offered support to define more specific short, medium and long-term outcomes for each of their initiatives. This will help them to monitor progress and impact throughout the year and adapt their plans as necessary.
- Further develop family engagement across the cluster by developing local partnerships

Patricia Leeson (Attainment Advisor) 7.3.19

Compiled by: Patricia Leeson (Attainment Advisor)

This report aims to provide a detailed description of how Pupil Equity Funding is being used in the Lornshill Cluster.

Pupil Equity Funding (PEF) is additional funding allocated directly to schools and targeted at closing the poverty related attainment gap. The Scottish Government has committed to this funding as part of the Scottish Attainment Challenge programme from 2017 until 2021. It is allocated to schools on the basis of the estimated number of children and young people in P1-S3 registered for free school meals under the national eligibility criteria. Publicly funded primary, secondary and special schools receive £1,200 in 2018/19 for each child in Primary 1 to S3, or equivalent, who is registered for free school meals under national eligibility criteria.

Roles and Responsibilities:

Headteachers

As PEF is allocated directly to schools; it is for headteachers to decide how best to spend PEF. They have the discretion to make decisions about which children and young people would benefit most from any particular intervention or approach. However, the funding should be focused on delivering equity and headteachers are expected to consult with key stakeholders, including parents, carers, children and young people as part of the decision making process.

Local Authority

The local authority should support and challenge schools in the use of PEF. For example, local authorities may provide guidance to schools about how funding will operate locally and how schools might work together to agree the use of funding and ensure best value in the activities, interventions and resources that they deliver.

Clackmannanshire Education Service provided headteachers with initial guidance relating to PEF in 2017/18 and has updated this guidance for 2018/19. (*Appendix2*) Schools are further supported and challenged by the Senior Management team and the Attainment Advisor to track and monitor progress.

The Pupil Equity Funding National Operational Guidance 2018 states,
“The funding should be focused on activities and interventions that will lead to improvements in literacy, numeracy and health and wellbeing. Leadership; learning & teaching; and families and communities are useful organisers to consider when determining interventions and approaches.”

During February and March 2019 the Attainment Advisor for Clackmannanshire was asked by the Senior Management team to gather information about the progress and impact of PEF initiatives in schools within the Lornshill Cluster. Allocations for each school are noted in the table below. A more detailed breakdown of how the funding is used in each establishment is included in *Appendix 3*.

Establishment	Allocated Pupil Equity Funding 2018/19
Lornshill Academy	£121,000
Abercromby Primary School	£85,320
Banchory Primary School	£104,760
Clackmannan Primary School	£69,120
Craigbank Primary School	£46,800
Deerpark Primary School	£77,760
Fishcross Primary School	£15,600
St Bernadette's Primary School	£30,000
St Serf's Primary School	£59,400

How is pupil equity funding being used?

Cluster Priority – Family Engagement

Family engagement in education is a key factor in improving outcomes for young people. In recognition of this, establishment leaders from Lornshill Cluster agreed to invest in professional learning to improve their existing approaches to family engagement. Working with 'Connect', establishment leaders reflected on their current practice and agreed the principles and practices of effective family engagement. As a result schools have been able to evaluate their existing practice and plan for improvement.

Leadership

Staffing

A majority of the schools have used PEF to enhance their staffing in order to implement initiatives to deliver excellence and equity. A range of staff have been recruited including teachers, learning assistants, support workers and a PEPASS development officer. The remits of all of these staff are targeted at providing additional support in literacy, numeracy and / or health and well-being initiatives.

Learning and Teaching

There is a strong coherence between school PEF initiatives and the Clackmannanshire Scottish Attainment Challenge Programme initiatives, particularly the Equitable Literacy Programme. Two of the schools in the cluster have used PEF to fund particular professional development to improve learning and teaching.

Literacy

All of primary schools in the cluster have used some of this session's PEF to enhance their literacy resources to ensure they are providing literacy rich environments. This compliments the extensive staff development which all primary schools are receiving as part of the Equitable Literacy Programme. Almost all have also used some additional staffing to deliver targeted literacy interventions as part of support programmes. One school has also introduced lunchtime literacy groups.

Schools are using a variety of measures to monitor impact. The results of some of these were not yet available as they are due to be measured during May and June.

However, headteachers were able to describe impact to date, examples of which include:

- “Of the 14 pupils identified for reading intervention 8 have increased by two reading levels as measured by running records.”
- “One P5 child has gone up 4 levels in Read Write Ink”
- “There is a change in pedagogy around the teaching of literacy – much more whole class teaching with appropriate differentiation”
- “Attainment data shows that pupils are making progress including one child who has made 2 year 8 months progress in reading in 9 months”

Numeracy

Almost all of the schools within the cluster are using some of their PEF to enhance numeracy by delivering targeted additional support. In some schools this is complimenting the numeracy work being delivered by the Clackmannanshire Improving Outcomes Principal Teachers as part of the Scottish Attainment Challenge. One school has particularly focused on engaging with families in order that they are in better position to support their children with numeracy.

Schools are using a variety of measures to monitor impact. The results of some of these were not yet available at the time of visits but headteachers were able to provide some individual examples of impact to date, examples of which include:

- “Of the 16 pupils identified for a numeracy intervention 50% have made progress to date”
- “Early indications of improving attainment in numeracy”

Health and Well-Being

All of the schools in the cluster have prioritised health and well-being as part of their PEF. A range of initiatives have been introduced. These include:

- a nurture space to support the most vulnerable pupils and increase their time in school.
- specific interventions such as Seasons for Growth to support targeted pupils
- the introduction and expansion of lunchtime and after school activities
- the provision of a ‘social snack’ for pupils

Several schools are also using PEF to provide extra-curricular activities and extend pupils’ experiences by using PEF to fund or subsidise visits and trips to ensure all pupils can participate.

Schools are using a variety of measures to monitor impact. The results of some of these were not yet available at the time of visits but headteachers were able to describe impact to date, examples of which include:

- “Since the introduction of ‘social snack’ there have been no blue cards after break time”
- “ the development of outdoor learning has had a positive change on pedagogy”
- “teachers and parents report that mini-gym is resulting in more engaged pupils”

Families and Communities

The cluster work with Connect which has been undertaken by all establishment leaders has resulted in them evaluating their current practice in relation to family engagement. Schools are already beginning to improve their approach. For example, one school, has created a family room and employed a fulltime support worker to promote family learning both during and out of school hours. They have also introduced a range of monthly events. Over these events the number of parents from SIMD 1 & 2 attending has increased.

Strengths

- Many of the PEF interventions are being used to extend and enhance Scottish Attainment Challenge programmes.
- Headteachers have clear measures in place to assess the impact of interventions. They are able to provide some early qualitative examples of impact and have clear measures in place.
- The Improvement Analyst has supported the increased use of data through the creation of a Clackmannanshire tracking system
- All of the schools visited are using an increasing range of data as a basis for planning and monitoring PEF interventions.

Next Steps

- Schools should continue to draw on the expertise of the Improvement Analyst / Attainment Advisor to help them further define poverty related attainment gaps in order to ensure the most appropriate targeting of PEF initiatives and ensure that initiatives help to close identified poverty related gaps.
- Schools have been offered support to define more specific short, medium and long-term outcomes for each of their initiatives. This will help them to monitor progress and impact throughout the year and adapt their plans as necessary.
- Following on from the work with Connect continue to increase the range and quality of family engagement activities, consulting closely with families to ensure they are appropriately targeted.

Patricia Leeson (Attainment Advisor) 9.4.19

Appendix 4

PEF Interventions within **Hillfoots Cluster** Schools

Establishment	Literacy	Numeracy	HWB	Other
Alva Academy	DHT – co-ordinating targeted academic support from S1-S6 and enhancing transition programme	DHT – co-ordinating targeted academic support from S1-S6 and enhancing transition programme	Establishment of Alva Academy Nurture Area (ANA) PEPASS – Extra curricular activities and clubs including establishment of breakfast club which includes sport activities	Staffing – 1 FTE Support Worker (HWB) PT1 – PEPASS (HWB) DHT
Alva Primary School and ASD Resource	Resources to support Equitable Literacy Programme Targeted literacy support to compliment Equitable Literacy Programme	Targeted numeracy support to complement SAC numeracy programme	Nurture – whole school nurture approach and nurture spaces within classrooms	Staffing – Additional Probationer has allowed the release of 2 PTs (1 FTE)
Coalsnaughton Primary School	Reading Café led by PEF Learning Assistant Wednesday & Thursday lunchtimes Literacy Resources Busy Bee Learning Hub 3-4pm weekly (introduced last year through PEF but has been sustainable without further PEF spending) Extending experiential learning with a focus on closing the vocabulary grant through experiences and visits related to curriculum	Maths Recovery delivered by PEF Attainment Teacher Numeracy Resources Busy Bee Learning Hub 3-4pm weekly (introduced last year through PEF but has been sustainable without further PEF spending)	Blue Room created for parents to support parental engagement Subsidised residential	Staffing - 0.4 FTE Attainment Teacher 4.5hrs (increased to 13.5hrs) Learning Assistant

Menstrie Primary School	<p>Reading clinics with targeted pupils (40mins 3 times per week)</p> <p>Targeted literacy groups with LAs across the school</p>	<p>Changing pedagogy in numeracy and maths.</p> <p>Targeted support in numeracy and maths</p>	<p>Play within learning.</p> <p>Staff trained in drawing and talking therapy</p> <p>Targeted support in drawing and talking therapy (6-8 week programme of 40 minutes one to one per week)</p> <p>Nurturing schools programme</p>	
Muckhart Primary School	<p>Resources to support SAC Equitable Reading Programme</p> <p>Targeted interventions including: Hot Chocolate Reading and Paired Reading</p>		<p>Resources to support the introduction of R4L strategies (The school are not currently targeted as part of the LA R4L but felt this would be beneficial)</p> <p>Covering the cost of residential trip for targeted pupils</p>	
Strathdevon Primary School	<p>Resources to support SAC Equitable Literacy Programme</p> <p>*Clicker 7</p> <p>*Ipad</p> <p>*Nessy Subscription</p>			<p>* ICT Resources to support learning (particularly for pupils with additional support needs)</p>

<p>Tillicoultry Primary School</p>	<p>Attainment teacher to target small groups to support literacy</p>	<p>Attainment teacher to target small groups to support numeracy</p>	<p>Nurturing space in school supports individuals for whom HWB is a barrier to learning</p> <p>All class environments are engaging and include a safe space for children for children who need this</p> <p>Staff training in NME approaches and R4L strategies in order to support children's HWB in class</p> <p>Weekly judo class for targeted children who are FSM entitlement</p> <p>All FSM entitled children participate in outdoor residential excursion</p> <p>Staff outdoor learning training</p> <p>Resilience course for P6 classes</p>	
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Appendix 5

PEF Interventions within Lornshill Cluster Schools

Establishment	Literacy	Numeracy	HWB	Other
Lornshill Academy		<p>Maths Family Learning Project to provide families with greater access to numeracy support leading to raised attainment in numeracy.</p> <p>Providing maths teachers to work with cluster primaries, including direct work with pupils and primary colleagues.</p>	Introduction of a nurture space	Free music tuition to pupils at risk of missing out
Abercromby Primary School	<p>Resources to support Equitable Literacy Programme including books and visualisers.</p> <p>Additional learning assistant supporting one to one and small group work and lunchtime groups</p>	<p>Resources to support learning and teaching in numeracy.</p> <p>Additional learning assistant working with support and challenge groups across the school.</p>	<p>As part of review and update of positive behaviour and anti-bullying policy:</p> <p>M&M Productions with specific messages about relationships.</p> <p>Excursions – ensuring all pupils can participate</p>	<p>Staffing to support Family Engagement:</p> <p>Family Support Worker (35hrs per week & 15 days during school holidays)</p> <p>Supply Cover to release Acting PT to lead on Family Engagement</p> <p>Establishment of LINK family room</p> <p>Monthly family evening events</p> <p>Tapestry: Dylan Wiliam book purchased for all staff</p> <p>2 X LAs receiving training (paid to attend evening sessions)</p> <p>Resources to support AiFL</p>

Establishment	Literacy	Numeracy	HWB	Other
Banchory Primary School	<p>Resources to support the Equitable Literacy Programme</p> <ul style="list-style-type: none"> - class libraries - literacy comprehension boxes - Novels and picture books <p>Learning support in literacy</p>	<p>Sumdog</p> <p>Resources to support SAC numeracy programme</p> <p>Learning support in numeracy</p>	<p>Resources to enhance the learning environment in line with R4L</p> <p>Senior Support Worker helps coordinate staged intervention programme and delivery of whole class programmes such as Cool for School, Mediation, Seasons for Growth as well as individual self-regulation timetables</p> <p>Tablet Academy has supported work with pupils, parents and staff</p> <p>Outdoor Learning -staff training and resources</p>	<p>Staffing: Senior Support Worker</p> <p>Support for Learning Teacher 0.2 (PEF has funded an extra day taking this post from 0.4 to 0.6)</p> <p>PEPASS Development Officer</p> <p>10 hour Learning Assistant Post</p> <p>Tablet Academy</p> <p>Resources, out of school experiences and staff described</p>
Clackmannan Primary School	<p>PEF Funded 0.4 (0.2) FTE has allowed class teachers to be released to provide extra targeted literacy (reading) support to identified pupils</p> <p>Resources for Equitable Literacy Programme</p> <p>PEF Funded Learning Assistant time providing support to targeted individuals and groups</p>	<p>PEF Funded Learning Assistant time providing support to targeted individuals and groups</p>	<p>Further developed learning environment building on last year's R4L</p> <p>Social Snack provided for all P1 & P1/2 Pupils everyday</p> <p>Active schools lunchtime and after school clubs free for all pupils</p>	<p>Funded Professional Learning:</p> <p>P1 Teacher Early Years Pedagogue Masters</p> <p>P2 Teacher 6 x Pushing Play into P2 masterclasses</p> <p>Staffing: 0.4 FTE Teacher(Aug-Dec) reduced to 0.2 FTE (Jan-March)</p> <p>2 FTE Learning Assistants</p> <p>Play resources</p>

Establishment	Literacy	Numeracy	HWB	Other
Craigbank Primary School	Resources to support Equitable Literacy Programme Additional staffing providing additional support in literacy	Additional staffing providing additional support in numeracy	Additional Staffing has supported the development of outdoor learning	Staffing: 1 FTE Learning Assistant Architecture and Design Scotland – advice and support to develop a high quality learning environment which will support early years transition from nursery through the creation of a ‘one-ery’
Deerpark Primary School	Resources to support Equitable Literacy Programme PEF Staffing supporting interventions	PEF Staffing supporting interventions	Partnership with Wellbeing Scotland Partnership with Sonia Grant – Growth Mindset P6 and P7 activity day at Fordell Firs	Staffing: 3 Learning Assistants 0.5 FTE Teacher
Fishcross Primary School	Resources to enhance Equitable Literacy Programme Bespoke programme for targeted children delivered by PEF Teacher	Bespoke programme for targeted children delivered by PEF Teacher	Transport – to all all pupils to travel to sporting events Bespoke programme for targeted children delivered by PEF Teacher	Staffing 0.2 FTE Teacher ICT 3 Laptops
St Serf's Primary School	Resources to support Equitable Literacy Programme and LIFT Programme			Music Tuition Tablet Academy

Establishment	Literacy	Numeracy	HWB	Other
St Bernadette's Primary School	<p>Additional literacy support by PT</p> <p>Literacy resources to support the Equitable Literacy Programme</p>	<p>Additional numeracy support by PT including Maths Recovery</p>	<p>Sensory Mini Gym (was established last year) – 11 targeted pupils have timetabled programme developed with Occupational Therapist to support regulation and sensory issues. This is supported by PEF support assistant</p> <p>Resources for each classroom to support the Readiness for learning programme</p>	<p>Staffing</p> <p>0.4 FTE Newly Qualified Teacher – allows PT to be released full time to offer additional support. (This only happened for part of the year due to staffing issues)</p> <p>0.5 FTE Support assistant</p> <p>Laptops to enhance learning and accessibility</p> <p>Theatre Group to enhance pupils' experiential learning</p>