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<b>Report To:</b>	<b>Education and Communities Committee</b>	<b>Date:</b>	<b>13 March 2018</b>
<b>Report By:</b>	<b>Corporate Director Education, Communities &amp; Organisational Development</b>	<b>Report No:</b>	<b>EDUCOM/33/18/RB</b>
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<b>Subject:</b>	<b>Update on the use of the Pupil Equity Fund</b>		

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## **1.0 PURPOSE**

- 1.1 The purpose of this paper is to update the Committee as to how schools are using Pupil Equity Funding (PEF).

## **2.0 SUMMARY**

- 2.1 The PEF has been paid by the Scottish Government to local authorities by means of a ring-fenced grant with indicated amounts that should be allocated directly to each school. The amount allocated to each school has been decided according to the number of pupils in P1-S3 who are eligible to be registered for free school meals. The funding for 2017/18 was announced in January 2017 and the funding for 18/19 was announced in February 2018.
- 2.2 Schools now have plans in place as to how they will use their PEF. The plans are supported by national and local guidance. All schools are expected to link their PEF plans to their annual improvement planning process through the ongoing Standards and Quality Report and Improvement Plan. In June 2018 schools will be asked to report on the impact of the previous year's funding and to share their plans for the forthcoming year.
- 2.3 Whilst schools submit indicative plans that have been agreed with the school community, this may be subject to change. Head Teachers have received support and guidance in matters of finance, procurement, ICT, Human Resources and educational research. Trade unions have worked with officers to agree protocols for recruitment to ensure a consistent approach across Inverclyde.
- 2.4 Schools have taken forward a wide variety of interventions and opportunities to share practice and to identify what is working well are offered both locally and through Education Scotland.

## **3.0 RECOMMENDATIONS**

- 3.1 The Committee is asked to note the contents of this report.

**Ruth Binks**  
**Head of Education**

## 4.0 BACKGROUND

- 4.1 The First Minister launched the Scottish Attainment Challenge in February 2015 to narrow the poverty-related attainment gap. Initially seven Challenge Authorities were identified, including Inverclyde, and the Challenge Authorities were asked to submit bids focussed on raising attainment in literacy, numeracy and health and wellbeing for pupils in SIMD 1 and 2 in the primary sector.
- 4.2 In June 2016 the Challenge Authorities were asked to submit bids for secondary schools in their areas. The Inverclyde bid was accepted by the Scottish Government in September 2016 and the Inverclyde Attainment Challenge work now covers the whole of the Broad General Education.
- 4.3 As part of the Scottish Government Attainment Challenge fund, the Scottish Government has committed a further £120 million allocated directly to schools to reduce the attainment gap linked to deprivation. In 2017/18, for each child in a publicly funded primary or secondary school who is eligible and registered for free school meals, the school will receive £1,200. This is known as Pupil Equity Funding (PEF). The 2017/18 allocation of PEF was calculated using the most recently available Healthy Living Survey and Pupil Census.
- 4.4 Each school was notified of their initial allocation of funding on 31 January 2017. In February 2018 the latest allocation of PEF funding (Appendix 1) was announced.
- 4.5 Schools were asked to submit initial plans for PEF in April 2017. The Scottish Government and Education Scotland remain very clear that PEF should not provide extra bureaucracy for school leaders, therefore the plans for, and evaluations of, PEF should be part of the school's improvement planning cycle through the annual Standards and Quality Report and Improvement Plan. Inverclyde Education Services have now adapted the pro-forma for both documents to take PEF into account.
- 4.6 Quality Improvement Officers, the Corporate Director, Heads of Service and the Attainment Challenge Team have worked alongside schools to provide support and challenge to their educational thinking. The aim remains to dovetail the support offered to schools through the Attainment Challenge with any proposed use of PEF. In this way, evidence based interventions can be identified and put into practice. All schools will benefit from the data sets that have been used in the Attainment Challenge to help to track and monitor the progress of individual pupils and to evaluate the impact of the funding. Heads of establishment meetings give schools the opportunities to discuss interventions and share good practice.
- 4.7 The draft key principles of the PEF are:
  - Head Teachers must have access to the full amount of the allocated PEF.
  - The PEF must enable schools to deliver activities, interventions or resources which are clearly additional to those which are already planned.
  - Head Teachers must work in partnership with each other, and their local authority, to agree the use of funding. Schools must take account of the statutory responsibilities of the authority to deliver educational improvement, secure best value, and the authority's role as employer.
  - Parents and carers, children and young people and other key stakeholders should be involved in the planning process.
  - Funding must be provided for targeted support for children and young people affected by poverty to achieve their full potential. Although the PEF is allocated on the basis of free school meal eligibility, Head Teachers can use their professional judgement to bring additional children into targeted interventions.
  - Head Teachers must base their use of the funding on a clear contextual analysis which identifies the poverty related attainment gap in their schools and plans must be grounded in evidence of what is known to be effective at raising attainment for children affected by poverty.
  - Schools must have plans in place at the outset to evaluate the impact of the funding.

- 4.8 Unsurprisingly, plans have remained flexible and have changed throughout the year. This has been in the main because of the difficulty in recruiting extra staff but also because schools have had opportunities to learn from each other and to share practice as to what is working.

## 5.0 CURRENT POSITION

**Listed below are the interventions currently in place in Inverclyde Schools. The list is not exhaustive.**

- 5.1 Additional teaching staff to take forward literacy, numeracy or health and wellbeing. Particularly to look at interventions and recovery style programmes for those who may have gaps in their learning.
- 5.2 Responsibility pay and leadership opportunities for teachers to take forward and lead initiatives within the school. This includes the monitoring and tracking of progress for pupils, ensuring that pupils receive the support they need and undertaking evaluations to ensure that interventions are effective.
- 5.3 Extra support staff: these include CLD workers, Health and Wellbeing Coaches, extra ASN support staff, additional admin support to help with the tracking and monitoring process and EYECOs. The post of the Health and Wellbeing Coach has been particularly successful and case studies are attached.
- 5.4 Funding activities for pupils who otherwise would be unable to attend because of cost.
- 5.5 Enhance the classroom practice of teachers through the provision of high quality professional development. The work of Inverclyde's Attainment Challenge is heavily influenced by the work of John Hattie and the Inverclyde Learning, Teaching and Assessment Policy is based on his research. Hattie has conducted research to identify the effect sizes of different interventions. His programme, Visible Learning, allows teachers to build upon their practice in their classroom to ensure that they get maximum impact for all of their learners. Almost all primary schools have chosen to undertake training in Visible Learning for all classroom practitioners and this is being considered by some secondary schools. One secondary school has piloted using a company who take forward pedagogy (effective teaching practice) through a coaching and mentoring approach.
- 5.6 One secondary school has introduced an Attainment Centre and other secondary schools have introduced nurture facilities to help support those who have become increasingly disengaged in their learning.
- 5.7 Extra targeted supported study sessions are taking place, including the introduction of breakfast clubs in secondary schools.
- 5.8 Resources: these include activities to support literacy, numeracy and Health and Wellbeing.
- 5.9 Increased ICT: the increased use of technology is not only more motivating for pupils but can allow pupils to access individual adaptive programmes at their level and to use online documents to show progress. This is especially important if a pupil is receiving support from a range of different adults. Whilst schools may have wanted to purchase more ICT equipment, they have been initially frustrated by the lack of Wi-Fi capability in their schools. If learning is truly to take place in all areas of the school and beyond the classroom, then increasing Wi-Fi capacity will support learners and especially those who may not have access to Wi-Fi at home. Head Teachers requested that a survey was carried out to identify what it would take to increase the Wi-Fi capability in schools so that pupils could make the best use of any ICT. The survey has taken place and many schools hope to pursue this option because they see this as a cost effective way of allowing pupils access to programmes and interventions that they may not ordinarily have had access to.

- 5.10 Counselling Services: in order to support the mental health of pupils, some schools have opted for counselling and therapeutic play services.
- 5.11 Minor adaptations to buildings to create spaces for family learning or nurture rooms e.g. extra cookers for family cooking sessions.

### **Current challenges**

- 5.12 Backfill for posts remains problematic with almost all teachers initially employed for PEF having to backfill core vacancies. We are fortunate that schools operate in a collegiate way and support each other to ensure that core vacancies are filled but this does mean that plans cannot be taken forward as anticipated and schools have an underspend. All too often teachers appointed to support pupils have to be taken off timetable to cover for absences elsewhere. With very little supply in the system, at least there are teachers available through PEF to cover classes but it could be argued that the employment of the additional PEF teachers is contributing to the lack of available supply staff.
- 5.13 Year upon year funding sources and uncertainty around the future funding models mean that temporary posts have to be created. There is a risk that in the longer term, post holders are entitled to a conservation of salary and there will be no funding in place to support this.
- 5.14 As schools share successes of different interventions and programmes then spend against procurement thresholds become increasingly difficult to monitor. For example, a school may buy in an intervention or programme that is subsequently taken up by other schools. The initial school would not meet the procurement threshold but as the spend gets bigger then this impacts on the overall authority spend.
- 5.15 If schools have requested ICT then support has been given through ICT services to procure and maintain equipment. Schools need to consider that some of the equipment they purchase will need to be supported and connected to the network. An ICT catalogue has been created to ensure that costs for support and maintenance are identified in advance so that schools are not subjected to unexpected costs at a later stage. Schools still find the support charges expensive (although they do not truly reflect the actual cost). Whilst PEF is very much welcomed, there is an inevitable increased pressure on workload for central services that needs to be taken into account.
- 5.16 Because of delays in securing services and appointing staff, most schools have spent less than anticipated at this point in the financial year. The Scottish Government has approved a carry forward until the end of the academic year and in exceptional circumstances beyond.
- 5.17 Case studies are provided in Appendix 2. All of the case studies are examples of emerging good practice that can have been shared across the Authority and through the Glasgow City Regional Improvement Collaborative.

### **5.18 Evaluation of impact of interventions**

The first evaluation of the impact of interventions through PEF on an individual school basis will be reported through the school's Standards and Quality Report in June 2018. We fully anticipate that the evaluations will dovetail with, and build upon, the ongoing evaluations of the Attainment Challenge and the Inverclyde Education Services Standards and Quality Report. Schools who receive the most PEF will have had the most support from the Attainment Challenge and it may be difficult to pinpoint the exact cause and effect of each intervention. However, we do expect to see the impact of the totality of interventions put into place on a school by school basis. Schools will report on how they are decreasing the poverty related attainment gap, increasing engagement for pupils especially those at most risk of missing out and improving outcomes for all pupils.

## 6.0 IMPLICATIONS

### Finance

#### 6.1 Financial Implications:

##### One off Costs

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report £000	Virement From	Other Comments
Schools	Various	17/18 (Academic Year)  18/19 (Academic Year)	2,450  2,429	N/A	The Scottish Government will allow schools to carry forward this money.

##### Annually Recurring Costs/ (Savings)

Cost Centre	Budget Heading	With Effect from	Annual Net Impact £000	Virement From (If Applicable)	Other Comments
N/A					

### Legal

- 6.2 Schools must consider any legal implications when entering into partnership working and follow statutory guidance for procurement.

### Human Resources

- 6.3 There are substantial human resources implications for this policy, including recruitment, job sizing and ensuring that the authority is not liable for any permanent contracts beyond the duration of the funding.

### Equalities

- 6.4 Has an Equality Impact Assessment been carried out?

Yes See attached appendix

No This report does not introduce a new policy, function or strategy or recommend a change to an existing policy, function or strategy. Therefore, no Equality Impact Assessment is required.

### Repopulation

- 6.5 N/A.

## 7.0 CONSULTATIONS

- 7.1 Ongoing consultations are taking place with head teachers and trade unions.

## **8.0 CONCLUSIONS**

- 8.1 The targeted PEF continues to be welcomed by Inverclyde and schools will review the impact and next steps in their forthcoming standards and quality and improvement plans.

## **9.0 BACKGROUND PAPERS**

- 9.1 Update on the use of the Pupil Equity Funding March 2017.  
Update on the use of the Pupil Equity Fund September 2017.

## Appendix 1 – Allocation of funding to schools for 17/18 & 18/19

		2017/18	2018/19	Difference
Aileymill Primary School	Primary	£184,800	£176,400	-£8,400
All Saints Primary School	Primary	£202,800	£195,600	-£7,200
Ardgowan Primary School	Primary	£87,600	£91,200	£3,600
Gourock Primary School	Primary	£33,600	£38,400	£4,800
Inverkip Primary School	Primary	£9,600	£14,400	£4,800
Kilmacolm Primary School	Primary	£18,000	£24,000	£6,000
King's Oak Primary School	Primary	£196,800	£202,800	£6,000
Lady Alice Primary School	Primary	£90,000	£81,600	-£8,400
Moorfoot Primary School	Primary	£28,800	£26,400	-£2,400
Newark Primary School	Primary	£168,000	£175,200	£7,200
St Andrew's Primary School	Primary	£109,200	£104,400	-£4,800
St Francis' Primary School	Primary	£120,000	£108,000	-£12,000
St John's Primary School	Primary	£70,800	£68,400	-£2,400
St Joseph's Primary School	Primary	£88,800	£92,400	£3,600
St Mary's Primary School	Primary	£80,400	£72,000	-£8,400
St Michael's Primary School	Primary	£105,600	£94,800	-£10,800
St Ninian's Primary School	Primary	£40,800	£30,000	-£10,800
St Patrick's Primary School	Primary	£68,400	£72,000	£3,600
Wemyss Bay Primary School	Primary	£18,000	£18,000	£0
Whinhill Primary School	Primary	£96,000	£93,600	-£2,400
Clydeview Academy	Secondary	£43,200	£51,600	£8,400
Inverclyde Academy	Secondary	£142,800	£134,400	-£8,400
Notre Dame High School	Secondary	£123,600	£126,000	£2,400
Port Glasgow High School	Secondary	£88,800	£84,000	-£4,800
St Columba's High School	Secondary	£85,200	£97,200	£12,000
St Stephen's High School	Secondary	£87,600	£93,600	£6,000
Craigmarloch School	Special	£61,200	£61,200	£0
Lomond View Academy	Special	£0	£1,200	£1,200
		£2,450,400	£2,428,800	-£21,600

## **Appendix 2 Case Studies from different schools in Inverclyde**

### **Impact of Health & Wellbeing Coach at two different primary schools**

#### **School 1**

During the Session 2016/17 the school identified issues regarding playground behaviours and pupil engagement and sought to make improvements that would be sustainable. Play is an important part of growing up and learning. It gives children the chance to develop the valuable skills of social interaction that they will need to become confident and successful citizens. It also gives children the chance to take risks and encourages active lifestyles. If pupils are happy and gain confidence through their playground experience then learning in the classroom is improved.

An initial audit carried out by the Pupil Council identified a lack of structure in the playground, minimum activity during the Breakfast Club and a lack of pupil engagement socially. Addressing the Health and Wellbeing of the pupils through targeted interventions became a PEF priority.

Interventions aimed at increasing pupil engagement in decision making regarding playground structures and activities, increasing pupil engagement in sporting activities at the Breakfast Club, during PE Lessons and during break times were identified.

The introduction of a Health & Wellbeing Coach (H&W Coach) with a specific remit to support improvements was the preferred pathway. Collaboration with Education Services, the Active Schools Manager and cluster schools identified the remit required for the post and following safe recruitment procedures a Health & Wellbeing Coach began working with school in August 2017.

The H&W Coach liaised effectively with School staff, Breakfast Club staff, the Active School Coordinator and more importantly pupils to identify possible structures that could be implemented quickly to make initial improvements. Ongoing dialogue with all stakeholders identified a proposed plan that would engage pupils in practical ways and create a clearer structure to ensure an increase in pupil participation in sporting activities, leading to a safer and happier playground for all pupils.

The H&W Coach implemented the following:

- Creation of a Pupil Sports Council who would lead developments.
- Timetables for varied sporting activities on the MUGA providing increased opportunities for pupils to attempt sports that they may not otherwise get the chance to participate in.
- Liaison with support staff, engaging in Inverclyde Council's PRPB Policy focusing on Solution Oriented approaches.
- Liaising effectively with staff to support afterschool clubs - increasing participation rates.
- Supporting teaching staff in delivering quality PE Lessons for all pupils but especially focusing on effective participation of SIMD 1 + 2 pupils or those who may be missing out.
- Lunch Clubs for P1 and P2 pupils led by P6 sports leaders.

Through the introduction of the H&W Coach we have observed:

- A reduction in playground incidents requiring SMT interventions.
- An increase in pupil engagement in decision making and leading change.
- An increase in pupils leading learning, particularly for P1 and P2 pupils.
- Increased staff confidence in delivering quality PE lessons.
- Increased numbers in the Breakfast Club.
- Increased opportunities for participating in sports other than football and netball on the MUGA.
- Increased pupil participation in afterschool clubs.



Due to the success of the H&W Coach we intend to continue to support the improvements already made and in consultation with the pupils identify further improvements to playground activities. We will involve the H&W Coach in further developing the PRPB Policy with a focus on promoting positive relationships; this will be in consultation with Inverclyde Educational Psychologists and Attainment Challenge Nurture Principal Teacher. We will also engage further with Active Schools to promote further opportunities for pupils to attempt new sports. Utilising the expertise of the H&W Coach engaging in Family Health and Fitness through partnership working with Community Learning & Development (CLD) and Barnardo's and increased transition work will be future development opportunities.

## **School 2**

Child X struggled with concentration, communication, following instructions and displayed a high level of impulsivity. When Child X attended an after school club it was noticed that he concentrated very well, was able to follow all instructions given by the coach and was able to interact on a similar level to that of his peers. His level of concentration and contribution was significantly greater than which he ordinarily displayed.

It was apparent that Child X seemed to engage well through physical activity. Through discussion, the Head Teacher, Health and Wellbeing Coach and class teacher decided to trial provision of 1:1 physical activity for Child X each morning before he engaged in any formal learning in class. The desired outcome was that Child X would be more settled in class following the physical activity and that this would lead to an improvement in his attainment.

The improvements seen within this setting were quite remarkable. Child X always followed the instructions of the Health and Wellbeing Coach. He came to understand the concept of sharing and also waiting his turn. He has also learned that if he wants to move on to another activity that he must first of all tidy away the resources he is no longer using.

The 1:1 physical activity sessions provided an additional opportunity each day to support and develop Child X's speech. The Health and Wellbeing Coach would model the correct pronunciation of words that were spoken and Child X would repeat them. This opportunity for modelling and imitation has led to real improvements in Child X's communication.

Feedback from Child X's class teacher about his readiness for learning following his 1:1 sessions has been very positive. He has been more focused in class and able to concentrate for extended periods of time. This increased engagement, in addition to improved social and communication skills, should lead to improvement in attainment over time.

Building a positive relationship with the Health and Wellbeing Coach has improved Child X's self-esteem, motivation and engagement within the school setting.

## **Impact of PEF money to appointment of an Equity Team in a secondary school:**

DHT Excellence & Equity, PT Learning & Teaching, PT Equity, PT STEM/DYW.

Extended equity team meetings were held to identify S2/3 target group. Extended equity team comprises equity team plus Pastoral Support Team, PT Support for Learning, Nurture teacher, Home-link worker & SLT.

Each pupil was targeted for one of the following categories or a combination:

- Literacy/Numeracy, Nurture, Participation/Engagement, Attendance and key staff were identified and linked to each pupil e.g. PT STEM, PT Equity etc.

Pupil Equity team and nurture implementation group taking lead role in collegiate meetings and INSET days:

- Collegiate 1 – Focus on Equity Vs Equality and gathering Engagement Levels data
- Collegiate 2 – Focus on Excellence in Learning and Teaching with introduction to Practitioner Enquiry
- INSET day 3 – Focus on Nurture/ ACES & Data Walls activity

Large number of staff (teaching and ASN) engaging with Coaching & Modelling Officers for Literacy, Numeracy, Health, Wellbeing & Nurture.

Extended Equity Team trained in Boxall profiling. Maths and English staff engaging with Visible Learning. PT Learning & teaching involved in Moderation and Collaborative action research planning with cluster.

Literacy and Numeracy resources purchased, Visible Learning books, Nurture Groups established.

Numerous STEM events, competitions and clubs organised by PT STEM/DYW and target pupils included in every activity.

PT Equity targeting pupils to participate in sports clubs and family cook school.

Man Utd trip – all target pupils.

### **Impact:**

#### **Attendance:**

Average attendance rates this session so far have been compared with last session for target group. Significant improvement in attendance for some targeted pupils.

S2 - 45% of target pupils have increased attendance (average increase 5.8%)

S3 – 48% of target pupils have increased attendance (average increase 8.1%)

#### **Engagement:**

Levels of engagement in each subject area measured using Leuven scale (in August and December) and averages calculated for each pupil.

<b><i>Effect on average engagement levels between August &amp; December 2017</i></b>	<b><i>Percentage of pupils (%)</i></b>	
	<b><i>S2</i></b>	<b><i>S3</i></b>
Increase	62	68
No change	3	24
Decrease	14	8

**Participation:**

Significant increase in regular participation in clubs at lunchtime and after school by target pupils. Many target pupils volunteering to help at parental events (even if their parents not attending).

**Literacy/ Numeracy:**

Focus August – December on Literacy / January- April the focus is numeracy

Focus on S2

Level 2 Reading – 71% of pupils have improved between August and December 2017.

**IMPACT OF THE CREATION OF AN ATTAINMENT CENTRE AT A SECONDARY SCHOOL**

A significant percentage of our pupils live within SIMD 1-3 and are dealing with deprivation factors. To address these issues and meet the needs of the pupils we have established an Attainment Centre within the school.

The Attainment Centre has been supporting the pupils the pupils in a variety of ways; to name a few:

- Soft start to the school day – Some of our young people come to school without having spoken to another adult, or eaten a breakfast. Our soft start offers a healthy breakfast with staff, so that pupils can discuss the day ahead and any challenges they may face. It also allows us to support home learning activities that may not have been completed or just have a smiling face to say good morning.
- Alternative curriculum – If our young people are struggling to manage a full day within classes of 20/30 pupils, the team will organise a ‘Team around the child’ meeting to discuss alternative delivery of education provision for a percentage of these lessons. The pupil will then have a bespoke curriculum including 1-2-1 support, group work sessions, and outdoor learning.
- Supporting Attendance – When a pupil has been absent, or is developing a pattern of non-attendance, the Attainment Centre team will organise a meeting with family to put support in place. This has resulted in a number of supports such as transport to and from school, the purchasing of school uniform (because the pupil has grown since the allocation of the clothing grant allowance), even taking the pupil for a haircut because he couldn't face coming to school with his unkempt appearance.

The funding for the Attainment Centre has been spent on supporting these areas but mainly it has enabled the school to staff the Attainment Centre with teaching and CLD members.

The success of the Attainment Centre has been seen in attendance, attainment and behavioural statistics; however the true measure of success is the change in the health and wellbeing of the pupils and their improving positive attitudes. They now smile more!