
Report To:	Education and Communities Committee	Date:	12 March 2019
Report By:	Corporate Director Education, Communities & Organisational Development	Report No:	EDUCOM/17/19/SP
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Subject:	Update on the use of the Pupil Equity Fund		

1.0 PURPOSE

- 1.1 The purpose of this paper is to update the Committee on the use of the Pupil Equity Funding (PEF) for session 2018/19.

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.
- 2.2 The funding for 2018/19 was £2,436,120 and presently schools have committed £2,289,800. It is anticipated that all funding will be committed to spend by the end of the financial year.
- 2.3 Schools submit annual plans to the authority officers outlining how they intend to use their PEF. The plans are supported by national and local guidance. All schools link their PEF plans to their annual improvement planning process.
- 2.4 In addition and as part of the ongoing monitoring process, schools report on the impact of the previous year's funding. Opportunities exist for schools to share their plans for the forthcoming year.
- 2.5 Schools have taken forward a wide variety of interventions with opportunities to share best practice. Schools have ensured that their PEF plans align closely with Scottish Attainment Challenge aims. This is contributing to a wider whole authority overview of how we are reducing the attainment gap.
- 2.6 There have been a number of developments at National level to ensure that establishments can track and measure progress; this has included the development of the Broad General Education Toolkit and the implementation of Scottish National Standardised Assessments.
- 2.7 At this stage, experimental data and evidence from the newly developed Broad General Education Toolkit continues to show that Attainment within Inverclyde remains strong.

3.0 RECOMMENDATIONS

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

Stephen Parsons
Acting Head of Education

4.0 BACKGROUND

- 4.1 As part of the Scottish Government Attainment Challenge fund, the Scottish Government committed £120 million to be allocated directly to schools to reduce the attainment gap linked to deprivation. Since session 2017/18, for each child in a publicly funded primary or secondary school who is registered for free school meals, the school will receive £1,200. This is known as Pupil Equity Funding (PEF). The Pupil Equity Funding forms part of the Scottish Attainment funding, to be administered over the course of the current parliament.
- 4.2 Each school was notified of their second allocation of PEF funding in February 2018 (Appendix 1).
- 4.3 Schools submitted plans and proposals for PEF spending in April 2018. In line with the advice from the Scottish Government and Education Scotland the plans for, and evaluations of, PEF are part of the school's improvement planning cycle.
- 4.4 Authority Education Officers working alongside Head Teachers have ensured that any proposed use of PEF links with the aims of the Scottish Attainment Challenge. All schools 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.
- 4.5 Plans continue to have a degree of flexibility and are subject to change 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 review progress, learn from each other and to share practice as to the interventions that are having the most significant impact.

5.0 CURRENT POSITION

5.1 Timetable for PEF Implementation was as follows:

- i. PEF plans for session 2018/19 were submitted to the authority in April 2018. The plans clearly show arrangements that schools have in place to evaluate projects.
- ii. PEF plans were discussed and evaluated against the aims of the Scottish Attainment Challenge and the Scottish Educational Endowment Toolkit.
- iii. Education Officers provided additional support and feedback to schools.

Plans implemented in establishments from May 2018 (Appendix 2 - Summary of Pupil Equity Spending proposals by Equity Intervention).

- 5.2 In 2018/19 Inverclyde schools were awarded £2,436,120 in Pupil Equity Funding. Presently, as we approach the end of the financial year March 2019, schools have committed expenditure of £2,289,800. Schools have plans in place to ensure that the remaining underspend of £146,320 will be committed to spend over the next month.
- 5.3 A number of schools continue to experience issues associated with recruitment and back filling.
- 5.4 During session 2018/19 schools employed 32.3 fte additional teaching staff. The additional staff enable schools to take forward literacy, numeracy or health and wellbeing initiatives; in particular to target interventions and recovery style programmes for those pupils who were not making the expected progress.
- 5.5 Schools remunerated an additional 32 members of staff for taking on additional responsibility and leadership opportunities to take forward and lead initiatives within the school. This included the monitoring and tracking of progress for pupils, ensuring that pupils received the support they needed and undertaking evaluations to ensure that interventions are effective.
- 5.6 58.11 fte additional extra support staff: these include CLD workers, Health and Wellbeing Coaches, extra ASN support staff, additional admin support were employed to help with the tracking and monitoring process and EYECOs.

- 5.7 Schools continue to focus on enhancing the classroom practice of teachers through the provision of high quality professional development while co-ordinating approaches with the work of Inverclyde's Attainment Challenge. This is ensuring a coherent and consistent approach to the development of pedagogy.
- 5.8 Nurture approaches continue to be a strong feature of establishments' targeted support. All establishments have developed nurture bases. Schools continue to work with Community Learning and Wellbeing Officers to build on and improve parental engagement.

Current challenges

- 5.9 The implementation of additional posts is closely monitor to ensure equity and fairness in the system. We are fortunate that schools operate in a collegiate way and support each other to ensure that core vacancies are filled and that schools are supported in taking plans forward.
- 5.10 All PEF posts created remain temporary appointments. It should be noted that if schools chose to spend money on additional staff, it does not contribute to the authority pupil teacher ratio.

Evaluation of impact of intervention

- 5.11 The first evaluation of the impact of interventions through PEF on an individual school basis was reported through the school's Standards and Quality report in June 2018 and their proposals submitted in April 2018. All Head Teachers are able to identify and articulate attainment gaps for their respective establishments. Head Teachers implemented strategies and interventions to targeted cohorts of young people who were at risk of not making the expected progress.
- 5.12 The authority has ensured that robust arrangements have been put in place to support Head Teachers in tracking and monitoring their individual PEF.
- 5.13 Head Teachers report that they feel empowered and well supported by the authority in developing and implementing their Pupil Equity Fund plans.
- 5.14 There have been a number of developments at National level to ensure that establishments can track and measure progress. Inverclyde schools have been heavily involved in the development of the Broad General Education (BGE) Toolkit. The BGE Benchmarking tool contains national, local authority and school level data that have been provided by schools in the "achievement of Curriculum for Excellence levels". At this stage, the BGE Toolkit is termed experimental due to the ongoing developments. However it continues to show that Attainment within Inverclyde remains strong. In almost all of the elements Inverclyde continues to perform in line with or slightly above our Virtual Comparator.
- 5.15 Throughout the school year establishments have worked to moderate standards through familiarisation with the curriculum benchmarks and the implementation of the authority moderation plan. As a result, Teachers' Professional judgements are more accurate, robust and in line with national figures. This has contributed to schools being more able to identify their attainment gaps relative to the school profile.
- 5.16 Schools have also been involved in implementing Scottish National Standardised Assessments (SNSA: year 1 of standardised tests). Schools were supported in the implementation through the involvement of Education Officers and the issuing of Inverclyde Authority guidelines.
- 5.17 There is much evidence to indicate that the overall attainment in Inverclyde has improved. Early Evaluations continue to be positive and early results show significant progress, however schools continue to develop their understanding of data analysis linking this to pupil progress and the poverty related attainment gap.

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 18/19		N/A	

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 2018.

Allocation of funding to schools for 18/19

Aileymill Primary School	Primary	£ 176,400
All Saints Primary School	Primary	£ 195,600
Ardgowan Primary School	Primary	£ 91,200
Gourock Primary School	Primary	£ 38,400
Inverkip Primary School	Primary	£ 14,400
Kilmacolm Primary School	Primary	£ 24,000
King's Oak Primary School	Primary	£ 202,800
Lady Alice Primary School	Primary	£ 81,600
Moorfoot Primary School	Primary	£ 26,400
Newark Primary School	Primary	£ 175,200
St Andrew's Primary School	Primary	£ 104,400
St Francis' Primary School	Primary	£ 108,000
St John's Primary School	Primary	£ 68,400
St Joseph's Primary School	Primary	£ 92,400
St Mary's Primary School	Primary	£ 72,360
St Michael's Primary School	Primary	£ 95,040
St Ninian's Primary School	Primary	£ 36,720
St Patrick's Primary School	Primary	£ 72,000
Wemyss Bay Primary School	Primary	£ 18,000
Whinhill Primary School	Primary	£ 93,600
Clydeview Academy	Secondary	£ 51,600
Inverclyde Academy	Secondary	£ 134,400
Notre Dame High School	Secondary	£ 126,000
Port Glasgow High School	Secondary	£ 84,000
St Columba's High School	Secondary	£ 97,200
St Stephen's High School	Secondary	£ 93,600
Craigmarloch School	Special	£ 61,200
Lomond View Academy	Special	£ 1,200
		£2,436,120

Appendix 2 - Summary of Pupil Equity Spending proposals by Equity Intervention

1. Early Interventions	2.Social & Emotional Well Being	3. Health & Well Being
Eyecos Classroom Assistants	Counselling Programmes Bespoke Counselling	Health & Well-being coaches Nurture Groups

<p>Early Years Learning Assistants Active Play Programmes Language Assistants Staff Additional Responsibilities</p>	<p>Play Therapists Welfare Officers</p>	<p>Breakfast Clubs Outdoor Learning Play Coaches Counselling Programmes</p>
<p>4. Targeted Support Literacy Numeracy</p>	<p>5 Professional Development</p>	<p>6. Wider Engagement</p>
<p>Staff Development Accelerated Reading Numeracy Recovery SEAL Targeting Phonics Development Reading Programmes Additional Staff Targeted Support Differentiated Support Classroom Assistants Staff Additional Responsibilities</p>	<p>High Quality Learning and Teaching Developing Pedagogy Coaching Support Visible Learning Literacy training PEF PT's Differentiated Support</p>	<p>Family Learning Officers Extra-Curricular Sports Clubs Family Library Outdoor Play Areas Family Support Residential Seminars Enhanced Supported study STEM Week ends</p>
<p>7. Partnership Working</p>	<p>8. Resources</p>	
<p>Counselling Services Cluster Welfare Officers CLD Support Coaching Support Outreach Workers Children's Advocacy Officer Residential</p>	<p>Administrative Assistants Digital IT Wi-Fi</p>	