
NORTH AYRSHIRE COUNCIL

21 January 2020

Cabinet

Title:	Pupil Equity Funding in North Ayrshire – Progress Report
Purpose:	To provide an update on the use of Pupil Equity Funding (PEF) in North Ayrshire and the impact this is having on children's outcomes.
Recommendation:	It is recommended that Cabinet notes the progress made to date.

1. Executive Summary

- 1.1 North Ayrshire Council schools have received in the region of £4.4m for each of the last three financial years as Pupil Equity Funding to reduce the poverty-related attainment gap. Up to the end of the financial year 2018-19, North Ayrshire had cumulatively spent 94% of this allocation, compared with 84% nationally.
- 1.2 Plans have been created in every school which outline how PEF will be spent. Almost all interventions focus on improving literacy, numeracy and health & wellbeing. In 2018-19, 57% of overall spend was on staff costs, while 43% was used for purchasing additional resources.
- 1.3 Schools report good progress is being made towards planned outcomes. An increasing amount of data and supporting evidence is emerging. The overall attainment in literacy and numeracy is improving, with some reduction in the gap between learners from the most and least deprived areas of North Ayrshire.
- 1.4 Good practice is being shared through case studies within North Ayrshire about what is working well and collaborative conferences across the Regional Improvement Collaborative, with plans to extend this approach further over the next year.

2. Background

- 2.1 In February 2015, the Scottish First Minister launched the Scottish Attainment Challenge and the £750m Attainment Scotland Fund. This initiative aims to provide targeted support to increase the educational attainment and outcomes of children in Scotland's highest concentrated areas of deprivation.
- 2.2 In February 2017, it was announced that £120m of the Attainment Scotland Fund would be allocated directly to schools in the form of the Pupil Equity Fund to support schools to use additional resource to target a reduction in the poverty-related attainment gap.

- 2.3 Every council area benefits from Pupil Equity Funding and 95% of schools in Scotland have been allocated funding for pupils in P1-S3 known to be eligible for free school meals. For every child that is registered, the school receives £1,200 in addition to their normal budget. In total, in North Ayrshire, the Pupil Equity Fund in 2017-18 amounted to £4.39m. This rose to £4.41m in 2018-19 and £4.46m in 2019-20. Full details of the amounts allocated to North Ayrshire schools are attached at Appendix 1.
- 2.4 During 2017-18 schools spent £2.3m of the £4.3m allocation and were able to carry forward £2m into the next financial year. Challenges in the recruitment of staff in the initial stages of the fund were responsible for a significant proportion of the carry-forward. By the end of March 2019, the carry-forward amount from financial year 2018-19 had been reduced to £0.5m, meaning that cumulatively 94% of the funding allocated to North Ayrshire had been spent, compared with 84% nationally.
- 2.5 Pupil Equity Funding is to be used at the discretion of head teachers in partnership with their school community. Guidance has been prepared by senior officers to support schools in how to use this funding effectively and this was approved by Cabinet on 26 September 2017, as part of the annual PEF monitoring and reporting arrangements.
- 2.6 All schools work with their school community to decide on how to invest PEF in order to impact positively on pupil outcomes. Plans are developed, which are incorporated into the annual School Improvement Plan. Schools have begun to take a participatory approach to the allocation of PEF in their school communities.
- 2.7 In 2018-19 a wide range of interventions were identified. Almost all interventions focus on the National Improvement Framework (NIF) priorities of improving attainment in literacy and numeracy and improving children's and young people's health and wellbeing. A summary of how each school planned to spend their 2018-19 PEF allocation is accessible at Appendix 2.
- 2.8 At the end of 2018-19, £5.9m of PEF was spent. The table below provides a summary of this was spent by schools:

Description	Amount spent 18/19	% overall spend 18/19
Teaching Staff	£1.8m	31%
Support Staff	£1.6m	26%
Resources	£2.5m	43%
Total	£5.9m	100%

- 2.9 Schools report on the impact of PEF through the annual Standards and Quality Report and a specific PEF impact summary. A selection of extracts from school PEF Impact Summary statements for the 2018-19 academic year is attached at Appendix 3.
- 2.10 The majority of schools report that progress is being made towards planned outcomes, with some schools reporting significant progress. An increasing amount of data and supporting evidence is emerging which demonstrates impact. Almost all schools report that the interventions they are implementing are having a positive impact. Where schools have identified that an intervention is not having as much impact as envisioned,

reasons have been identified and appropriate planning has been put in place to amend, refocus or discontinue the intervention.

- 2.11 Schools evaluate the impact of individual PEF interventions on the group of learners on which the intervention is focused. At directorate level, the range of PEF interventions is part of our overall approach to reducing the poverty-related attainment gap and progress must be seen in the context of the reduction in the gaps in literacy, numeracy and health & wellbeing across the Service. Poverty related attainment gaps were outlined in the paper “Scottish Attainment Challenge in North Ayrshire – Progress Report”, which was presented to Cabinet on 29 October 2019. A copy of this paper is accessible [here](#). It is not possible to isolate one specific intervention or approach as making the most difference. It is more likely a combination of factors in our overall strategic approach which contribute to the reduction in the poverty-related attainment gap.
- 2.12 There has been broad alignment between the areas of focus for interventions funded through PEF in individual schools and those co-ordinated centrally by Senior Managers as a Scottish Attainment Challenge (SAC) ‘Challenge Authority’. North Ayrshire is one of nine ‘Challenge Authorities’ and receives additional funding, through the Attainment Scotland Fund, to reduce the poverty related attainment gap due to high local levels of deprivation. The Education Service’s Quality Improvement Framework (QIF) and Senior Manager QIF visits ensure that PEF and SAC activities complement each other.
- 2.13 As part of the evaluation of PEF in 2018-19 academic year, practice has been identified which would be of benefit to share more widely across the local authority. Case studies from a number of schools have been developed and are being shared. A sample of these case studies is available at Appendix 4.
- 2.14 As a member of the South West Educational Improvement Collaborative, North Ayrshire has participated in collaborative working across the regional improvement collaborative local authorities. A regional event in March 2019, which was coordinated in partnership with Scottish Government, provided an opportunity for school leaders to collaborate on approaches to reducing the poverty-related attainment gap and develop next steps. This led to the creation of 22 families of comparator schools across the region and has enabled primary schools to share key data, discuss thematic areas for development and take forward common improvement priorities in collaboration. In June 2019, an event for middle leaders to share the impact of PEF interventions took place and this has led to plans for further opportunities for middle leaders to work together.
- 2.15 Financial governance of PEF is carried out through regular monitoring under the Education Service’s Attainment Challenge Programme Board. Reporting on progress at school level is managed through the Education Service’s Quality Improvement Framework. At Service level, evidence from school reports is included in the annual report on progress towards the NIF priorities, produced in September each year.
- 2.16 For session 2019-20, further work is planned on professional learning to strengthen the measurement of outcomes. This will be linked to on-going work to further improve data literacy at all levels across the service. Furthermore, a more systematic approach to sharing good practice and the impact of PEF on pupil outcomes across the system will be developed.

3. Proposals

- 3.1 To provide an update on the use of Pupil Equity Funding (PEF) in North Ayrshire and the impact this is having on children's outcomes.

4. Implications/Socio-economic Duty

Financial

- 4.1 Pupil Equity Funding is external funding, provided annually by the Scottish Government as a grant.

Human Resources

- 4.2 None at this time. All temporary staffing is funded through the Scottish Government's Attainment Scotland Fund. There are workforce implications, for which the service is currently planning, following the anticipated cessation of funding in 2022. As part of this approach, the service has developed key sustainability principles which are informing the future planning process.

Legal

- 4.3 None.

Equality/Socio-economic

- 4.4 The focus of the Pupil Equity Fund is to reduce the impact of poverty on outcomes for our young people.

Environmental and Sustainability

- 4.5 None.

Key Priorities

- 4.6 Council Plan Priorities:
"Children experience the best start in life."
"Active and strong communities."

Community Wealth Building

- 4.7 The continued reduction of the poverty related attainment gap ensures wider access to local economic and employment opportunities.

5. Consultation

- 5.1 At school level, regular consultation and evaluation from parents/carers, partners and staff is collected and evaluated on an on-going basis to support future programme improvements and development.

Audrey Sutton
Interim Executive Director, Communities

For further information please contact **Andrew McClelland, Head of Service (Education)**, on **01294 324413**.

Background Papers

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North Ayrshire - Pupil Equity Funding Allocations 2017-20

Appendix 1

Local Authority	Seed Code	School	Stage	Allocation 2017-18	Allocation 2018-19	Allocation 2019-20
North Ayrshire	8212627	Abbey Primary School	Primary	£ 84,000	£ 87,600	£ 82,800
North Ayrshire	8218323	Annick Primary School	Primary	£ 63,600	£ 73,200	£ 76,800
North Ayrshire	8214123	Ardeer Primary School	Primary	£ 98,400	£ 88,560	£ 79,200
North Ayrshire	8210829	Beith Primary School	Primary	£ 105,600	£ 104,400	£ 93,960
North Ayrshire	8212724	Blacklands Primary School	Primary	£ 48,000	£ 44,400	£ 57,600
North Ayrshire	8200122	Brodick Primary School	Primary	£ 7,200	*	*
North Ayrshire	8218625	Caledonia Primary School	Primary	£ 104,400	£ 93,960	£ 99,600
North Ayrshire	8211825	Castlepark Primary School	Primary	£ 217,200	£ 229,200	£ 242,400
North Ayrshire	8200327	Corrie Primary School	Primary	*	*	*
North Ayrshire	8212821	Corsehill Primary School	Primary	£ 68,400	£ 66,000	£ 79,200
North Ayrshire	8218226	Cumbræ Primary School	Primary	£ 8,400	£ 7,560	£ 9,600
North Ayrshire	8210926	Dalry Primary School	Primary	£ 121,200	£ 118,800	£ 117,600
North Ayrshire	8211124	Dreghorn Primary School	Primary	£ 74,400	£ 78,000	£ 82,800
North Ayrshire	8213429	Dykesmains Primary School	Primary	£ 81,600	£ 94,800	£ 85,320
North Ayrshire	1003127	Elderbank Primary School	Primary	£ 193,200	£ 198,000	£ 204,000
North Ayrshire	8211221	Fairlie Primary School	Primary	£ 7,200	£ 8,400	£ 10,800
North Ayrshire	8215634	Garnock Community Campus-Primary	Primary	£ 38,400	£ 43,200	£ 38,880
North Ayrshire	8211329	Gateside Primary School	Primary	£ 7,200	*	*
North Ayrshire	8211922	Glebe Primary School	Primary	£ 84,000	£ 82,800	£ 96,000
North Ayrshire	8214328	Glencairn Primary School	Primary	£ 79,200	£ 79,200	£ 86,400
North Ayrshire	8214220	Hayocks Primary School	Primary	£ 160,800	£ 148,800	£ 150,000
North Ayrshire	8200424	Kilmory Primary School	Primary	*	*	*
North Ayrshire	8218420	Lamlash Primary School	Primary	£ 9,600	£ 8,640	£ 12,000
North Ayrshire	1004336	Largs Primary School	Primary	£ 104,400	£ 98,400	£ 90,000
North Ayrshire	8218722	Lawthorn Primary School	Primary	£ 51,600	£ 51,600	£ 46,800
North Ayrshire	8212120	Loudoun-Montgomery Primary School	Primary	£ 69,600	£ 78,000	£ 70,200
North Ayrshire	8213623	Mayfield Primary School	Primary	£ 79,200	£ 80,400	£ 72,360
North Ayrshire	8211523	Moorpark Primary School	Primary	£ 82,800	£ 74,520	£ 66,000
North Ayrshire	8212929	Pennyburn Primary School	Primary	£ 112,800	£ 110,400	£ 103,200
North Ayrshire	8200521	Pirnmill Primary School	Primary	*	*	*
North Ayrshire	8200629	Shiskine Primary School	Primary	*	*	*
North Ayrshire	8213925	Skelmorlie Primary School	Primary	*	*	*
North Ayrshire	8214026	Springside Primary School	Primary	£ 39,600	£ 46,800	£ 42,120
North Ayrshire	8213720	St Anthony's Primary School	Primary	£ 70,800	£ 63,720	£ 57,600
North Ayrshire	8211620	St Bridget's Primary School	Primary	£ 66,000	£ 79,200	£ 84,000
North Ayrshire	8218528	St John Ogilvie Primary School	Primary	£ 63,600	£ 63,600	£ 79,200
North Ayrshire	8214425	St John's Primary School - Stevenston	Primary	£ 48,000	£ 55,200	£ 49,680
North Ayrshire	8217025	St Luke's Primary School	Primary	£ 40,800	£ 43,200	£ 50,400
North Ayrshire	8217521	St Mark's Primary School - Irvine	Primary	£ 109,200	£ 117,600	£ 109,200
North Ayrshire	8213224	St Mary's Primary School - Largs	Primary	£ 15,600	£ 15,600	£ 18,000
North Ayrshire	8211027	St Palladius' Primary School	Primary	£ 21,600	£ 22,800	£ 24,000
North Ayrshire	8210721	St Peter's Primary School - Ardrossan	Primary	£ 63,600	£ 57,240	£ 50,400
North Ayrshire	8213127	St Winning's Primary School	Primary	£ 39,600	£ 43,200	£ 48,000
North Ayrshire	8210527	Stanley Primary School	Primary	£ 182,400	£ 175,200	£ 178,800
North Ayrshire	8214522	West Kilbride Primary School	Primary	£ 46,800	£ 49,200	£ 51,600
North Ayrshire	8216924	Whitehirst Park Primary School	Primary	£ 31,200	£ 28,080	£ 27,600
North Ayrshire	8200726	Whiting Bay Primary School	Primary	*	£ 7,200	£ 6,480
North Ayrshire	8210624	Winton Primary School	Primary	£ 73,200	£ 79,200	£ 74,400
North Ayrshire	8212422	Woodlands Primary School	Primary	£ 182,400	£ 194,400	£ 175,200
North Ayrshire	8214638	Ardrossan Academy	Secondary	£ 124,800	£ 129,600	£ 126,000
North Ayrshire	8200831	Arran High School	Secondary	£ 14,400	£ 12,960	£ 9,720
North Ayrshire	8216134	Auchenharvie Academy	Secondary	£ 127,200	£ 121,200	£ 132,000
North Ayrshire	8215634	Garnock Community Campus-Seconda	Secondary	£ 114,000	£ 106,800	£ 115,200
North Ayrshire	8215030	Greenwood Academy	Secondary	£ 178,800	£ 166,800	£ 178,800
North Ayrshire	8215138	Irvine Royal Academy	Secondary	£ 133,200	£ 133,200	£ 138,000
North Ayrshire	8217831	Kilwinning Academy	Secondary	£ 108,000	£ 116,400	£ 122,400
North Ayrshire	8215839	Largs Academy	Secondary	£ 64,800	£ 58,320	£ 61,200
North Ayrshire	8210039	St Matthew's Academy	Secondary	£ 181,200	£ 177,600	£ 174,000
North Ayrshire	8217742	Haysholm School	Special	£ 22,800	£ 26,400	£ 28,800
North Ayrshire	8217440	James Mcfarlane School	Special	*	£ 8,400	£ 32,400
North Ayrshire	8216541	James Reid School	Special	£ 26,400	£ 27,600	£ 32,400
North Ayrshire	8217149	Stanecastle School	Special	£ 14,400	£ 13,200	£ 13,200
Totals				£ 4,389,600	£ 4,413,960	£ 4,464,240

For schools where revealing the allocation level may be disclosive to individuals, their results have been redacted and replaced with a *.

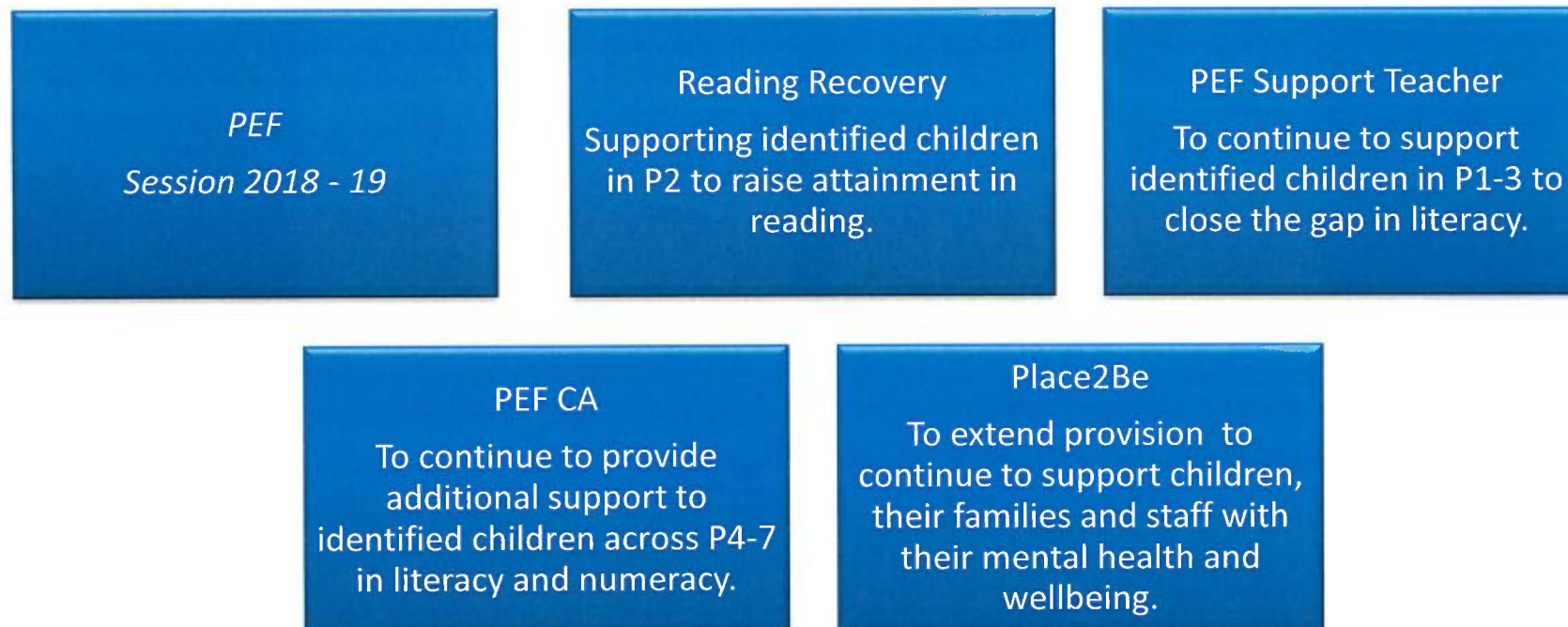
Appendix 2

Overview of school PEF plans 2018-19

Strategic Plan 2018-19: Abbey Primary School



Here is an overview of how we intend to use our Pupil Equity Funding to support improvement:



Strategic Plan 2018-19: Annick Primary School

Here is an overview of how we intend to use our Pupil Equity Funding to support improvement:

Two Early Years Practitioners (EYPs) to support out P1-4 pupils, including MVPs, who 'may not achieve the level' with a particular focus on literacy and numeracy.

The EYPs will work with small groups of our MVPs, and children identified through PASS assessment with a nurture focus. They will use PEEP to work with our families.

Classroom assistant to work with individual pupils to help support their learning in the classroom and to support EYPs in delivering nurture interventions.

Classroom assistant with a focus on supporting literacy across the school, particularly enhancing the use of our library to support literacy across the curriculum. They will also be involved in supporting our pupils with a 'severe and persistent' literacy need

Principal Teacher (0.2) to support the work of the management team in leading approaches to help close the attainment gap.

Strategic Plan 2018-19: Ardeer Primary School

Here is an overview of how we intend to use our Pupil Equity Funding to support improvement:

Further develop family learning opportunities within the school P1-3 and community P4-7.

Raise expectations and experiences in reading P1-7 by implementing new resources and embedding methodology.

Develop personal achievement in maths and numeracy across P1-7 using new approaches to learning.

Provide additional classroom support across P1-7 to further develop learning experiences and challenge.

Promote positive mental wellbeing and introduce visible learning through Growth Mindset.

Strategic Plan 2018-19 Beith Primary School

Here is an overview of how we intend to use our Pupil Equity Funding to support improvement:

Literacy Improvements: Promote reading for enjoyment and literacy through library improvements, using SHORS, Bug Club and targeted support as required to improve attainment.

Targeted Teacher and Classroom Assistant support using Talkboost, Reading Recovery, Nurture and Number Talks to improve attainment for identified learners.

Nurture - support identified pupils in a targeted way to develop their emotional and mental well being, enhancing their resilience.

Nurture: Access training in de-escalation and trauma awareness to support our most vulnerable learners.

Health & WellBeing: Develop and enhance use of outdoor space to promote wellbeing; Focus on healthy eating & tackle obesity.

Strategic Plan 2018-19: Brodick, Corrie, Kilmory, Pirnmill, Shiskine, Whiting Bay Primaries and EYC

Here is an overview of how we intend to use our Pupil Equity Funding to support improvement:

Nurture Class to
promote inclusion, 2
days weekly

Introduce Accelerated
Reader to increase
attainment in Literacy

Implement new
resources to support
Accelerated Reader

Nurture Class staffing
of Teacher and
Classroom Assistant

Implement new
resources to
encourage Outdoor
Learning

Strategic Plan 2018-19: Blacklands Primary and Early Years Class

Here is an overview of how we intend to use our Learner Equity Funding to support improvement:

*DHT top up funded from PEF.
DHT has responsibility for
Health and Wellbeing*

Classroom Assistant funded
from PEF. C/A is trained to
use Talkboost to raise
attainment in literacy.
Talkboost intervention for
identified pupils P1-P7

*Teacher 0.2 top up funded
from PEF. Teacher will
backfill DHT to be released
to team teach to raise
attainment in literacy*

Place 2 Be funded from PEF.
To support children's
wellbeing and mental health

Strategic Plan 2018-19: Caledonia Primary

Here is an overview of how we intend to use our Pupil Equity Funding to support improvement:

*HWB; Place2Be Targeted
children across P1-7 from
PASS and group work*

Breakfast club; SIMD 1
and 2, poor attenders/
latecomers

0.6 PEF Teacher
Reading Recovery;
Targeted children in P2

0.3 PEF Teacher
Numeracy;
Targeted groups in P3-P7

Literacy;
0.3 PEF Teacher; Listening
and Talking P1-3

STEM;
Experiences/visitors to
enhance application of
maths and literacy skills.

Strategic Plan 2018-19: Castlepark Primary School

Here is an overview of how we intend to use our Pupil Equity Funding to support improvement:

*Outdoor Learning
Resources*

*Raising Attainment -
targeted teaching*

*Early Years
Practitioner input in
P1 & P2*

*Resources to support
L&T across the
curriculum*

*Enhancing the
learning environment
to promote pupil
engagement*

Strategic Plan 2018-19: Corsehill Primary School and Early Years Class

Here is an overview of how we intend to use our Pupil Equity Funding to support improvement:

Mindset Matters - whole school programme for pupils, staff and families for developing a growth mindset culture, building resilience and raising aspirations

Classroom Assistant trained in P1 Pedagogy - Early Intervention to raise attainment in Literacy and Numeracy and increase Parental Engagement at P1.

Nurture Trained Classroom Assistant - To lead Talk Boost - supporting identified EY to P7 children with language and communication skills by providing whole class and group sessions weekly following staff training session. To support and enhance a whole school Nurturing Approach.

0.4 Teacher - To raise attainment in Literacy through Reading Recovery Intervention with targeted groups of learners.

Musical Instruments - To develop creativity and aspirations with targeted groups through musical tuition. To support wellbeing through family music therapy sessions.

Strategic Plan 2018-19: Cumbrae Primary

Here is an overview of how we intend to use our Pupil Equity Funding to support improvement:

*Forest School training
for staff to develop
outdoor learning across
school*

Cogmed intervention
programme to improve
working memory for a
targeted group of P6
children.

Nessy Reading and
Nessy Spelling
programme to raise
Literacy attainment for
targeted pupils

'My Big Life Journal' -
Growth Mindset
resource for P3 to P7
pupils

Personal Planner
Diaries for P3 to P7
pupils to target visible
learning and involve
parents

Strategic Plan 2018-19: [Dalry Primary School]

Here is an overview of how we intend to use our Pupil Equity Funding to support improvement:

Reading Recovery - Targeted intervention with identified P2 pupils.

Pastoral & HWB Groups - Targeted intervention groups across the school to promote resilience, self-esteem and health and wellbeing.

Campus Liaison Officer - partnership support within the cluster to promote positive community links and improve pupil outcomes.

Healthy Start Club - Targeted support for identified pupils to promote soft start, self-esteem and positive relationships.

Seasons for Growth - Targeted intervention programme to enhance support for change and loss.

Additional Classroom Assistant support to improve attainment and health & wellbeing.

Strategic Plan 2018-19: Dreghorn Primary School, ESR and Early Years Class



Here is an overview of how we intend to use our Pupil Equity Funding to support improvement:

Nurture teacher funded from PEF. Nurture teacher will carry out observations and Boxall to ensure targeted support for those who require it most.

Nurture Classroom Assistant funded from PEF. C/A will support groups identified by the Nurture teacher both in class and within a small group setting.

SpellingCity programme funded from PEF. SpellingCity will run alongside our new spelling programme to raise attainment in literacy.

Early Years Practitioner funded from PEF to raise attainment in Literacy and Numeracy. EYP will work with identified groups of children from P2-4 to raise attainment.

Strategic Plan 2018-19: Dykesmains Primary School

Here is an overview of how we intend to use our Pupil Equity Funding to support improvement:

Develop a whole school Nurture Classroom

Targeted pupils, CA/EYP and staff to improve HWB of pupils and early intervention for any emotional health issues.
TBC depending on cost and requirement.

Breakfast Club (Year 2)

All pupils where parents/carers require. CA rota. Improves lateness and nutritional start for pupils

Early Year's Practitioner (Year 2)

Focus support P1, focused timetable of needs to improve Literacy, Numeracy and HWB through early Intervention.

Reading Recovery Teacher

Targeted at specific P2 pupils, PLA supporting 0.2 of 0.6 training and cover to improve early intervention with reading also purchase of Big Cat Collins resource to support reading recovery at middle and upper school.

0.8 extra Class Teacher time (Year 2)

All pupils but with focus on SIMD 1 & 2 plus those not on track, staff release CTs to work with focused groups to improve attainment in Literacy and Numeracy plus upskill CTs in supporting pupils with greatest needs.

Focused Resources - Espresso (Year 2)

digital technology access and electronic Mindfulness supports, supporting all pupils and parents to improve knowledge and mental health.
PEF funding for Education Support Resource - Hayocks



Strategic Plan 2018-19 Gateside Primary School

Here is an overview of how we intend to use our Pupil Equity Funding to support improvement:

Literacy Improvements: Promote reading for enjoyment and literacy through new reading materials, using SHORS, Lexia and targeted support as required to improve attainment.

Install digital interactive learning platforms in Infant and middle classes to enhance experiences.

Nurture - support identified pupils in a targeted way to develop their emotional and mental wellbeing, enhancing their resilience.

Health & Wellbeing: Develop and enhance use of outdoor space to promote wellbeing; Focus on healthy eating & tackle obesity.

Strategic Plan 2018-19: Elderbank Primary Early Years, Supported Learning and Enhanced Deaf Provision

Here is an overview of how we intend to use our Pupil Equity Funding to support improvement:

Depute Head Teacher to manage the Pupil Equity Fund workstreams and manage the Assessment and Data Information to ensure it underpins interventions and focuses on securing improvements. Also to provide Staff Professional Learning and Targeted Support for pupils. To integrate the Pupil Support Input to maximise the effect deployment of staff to support pupils.
£61,000

0.8FTE Class Teacher to deliver targeted Support in Numeracy and Literacy to identified pupils. Pupils identified through Teacher Professional Judgement and Standardised Assessments.
£37,122.05

0.4FTE Family Learning Teacher to support Parental Engagement across the school with a particular focus on Enhanced Deaf Provision and Supported Learning. To provide holiday Programmes for families and sibling groups. To provide community support and support parents and carers to ensure they can independently support their children's needs.
£16,787.76

Senior Early Years Practitioner to provide targeted Numeracy and Literacy Support in Primary 1 and 2. Pupils identified through Teacher Professional Judgement and Standardised Assessments.
£15,277.02

Classroom Assistant 9.5 hours per week to provide reinforcement of skills in numeracy and literacy for identified pupils. To provide support with Working Memory
£3243.30

BSL Tutor to provide BSL After School Club to support Health and Wellbeing and Communication for all pupils. To support Personalisation and Choice.
£2,800

Cluster Transition Collaboration - Principal Teacher to support consistency across the cluster and to facilitate high quality professional collaboration to support staff and pupils with the BGE. Summer transition programme for identified pupils.
£5,340

Digital Technology to support learning in Numeracy and Literacy. Purchase of Licenses and access to Digital Teaching and Support Packages, this includes promoting parental engagement through Digital App- Show my Homework
£12,229.80

Purchase of Evisense and BSquared profiling to plan individually for pupils with additional support needs. To track progress and identify next steps in learning
£1,530.00.

To provide training for staff in Rebound Therapy to improve the wellbeing and readiness to learn for pupils on a regular basis.
£726.00

To provide training in Communication (PECs) for parents.
£500

To employ a Children's First Worker 3 days per week to support the Health and Wellbeing of identified pupils.
£24,410.40

To provide access to a Money Advice Worker 3.5 hours a week to support parents to manage their finances and to reduce the associated stress to allow them to provide the capacity to support children to access all appropriate experiences.
£3,845

To support all pupils to access the Outdoor learning Residential experience offered for Primary 7 pupils and to promote social inclusion, build resilience and skills in living independently with peers.
£3,000

Administration Charge
£7920

Staff Training Costs
£1800 -KEY TO LEARNING
Associated Resources £13, 146
£500 - DEAF INCLUSIVE PRACTICE

Strategic Plan 2018-19: Fairlie Primary School

Here is an overview of how we intend to use our Pupil Equity Funding to support improvement:

PEF Allocation £8400

Raise Attainment in
Literacy -Writing

Make effective use of
Data to identify
attainment gaps.

Employ 0.2 FTE Teacher
to Support Writing
across the school.

Implement effective
learning and teaching
strategies and resources
to support improvement
in writing.

Strategic Plan 2018-19: Glebe Primary

Here is an overview of how we intend to use our Pupil Equity Funding to support improvement:

*Two EYPs to support
Literacy/Numeracy
at the early stages
(P1-4)*

*Nurture teacher to
support emotional
HWP for our most
vulnerable pupils*

*Reading Recovery
Programme and
staff to implement*

*Resources/training
to support Nurture
eg Lego Therapy*

*85 iPads to enhance
digital literacy and
parent engagement*

*Talk Boost and staff
to implement*

Strategic Plan 2018-19: Glencairn Primary School & Early Years Classes

Here is an overview of how we intend to use our Pupil Equity Funding to support improvement:

School Counsellor 0.6

To support pupils & families who have been identified as requiring support for personal issues.

To provide guidance & training for staff to support pupils & families

To ensure all pupils are fully supported & enabled to learn and achieve their full potential

Home Inclusion Worker 1.2

To support pupils & families

To develop and deliver strategies that help parents support their children's learning

To develop and deliver programmes that build on learners' strengths and promote resilience

Talk Boost Resources

To give pupils with delayed language the opportunity to develop these skills and to help catch up with their peers

Reading Resources

To ensure school can provide resources for struggling readers

To provide novels to promote reading for enjoyment & ensure pupils who require it are challenged

To provide Read & Respond books across all stages to enhance classroom teaching & learning

Classroom Assistant 0.6

To support pupils within classes to achieve their full potential

Reading Recovery 0.6 Teacher

To raise attainment in literacy

To provide training for staff member

Strategic Plan 2018-19: [Hayocks Primary & Early Years Class]

Here is an overview of how we intend to use our Pupil Equity Funding to support improvement:

<p><u>0.4 Teacher</u></p> <p>Building leadership capacity – Professional learning – Partnership working.</p> <p>Teacher will cover classes to allow for CPD opportunities for staff within and outwith the local authority. It will provide further opportunities for Partnership Working, Distributed Leadership, Sharing good practice, expertise and experiences.</p>	<p><u>1.0 Teacher</u></p> <p>Targeted approaches to literacy and numeracy</p> <p>Customise learning support for those not achieving their targets (P1-P7)</p>	<p><u>Printing Costs and Resources</u></p> <p>Engaging Beyond the School, Partnership Working, Targeted Approaches to Literacy and Numeracy</p> <p>Family Learning Sessions in each class on Numeracy and Literacy – Resources and Family Packs to extend learning at home</p> <p>Develop open areas/learning areas, learning through providing high quality play activities</p>
<p><u>0.5 Early Years Practitioner</u></p> <p>Support children not achieving their milestones in P1 and P2 - support play experiences, with a focus on Numeracy and Literacy</p>	<p><u>Cluster Attendance Support Worker</u></p> <p>Support Families with attendance issues, home routines, parenting skills</p>	<p><u>Supported Study - Homework Clubs and Family Fun Nights</u></p> <p>Social and emotional wellbeing, Promoting healthy lifestyles, Family Learning, Partnership Working</p> <p>Homework clubs offered to all children – 4 week blocks each term – Teacher and Support Staff in each club</p> <p>Evening Family Fun Nights – 4 activities on offer each session – Involve Staff and Partners</p> <p>Variety of Parent Classes – example, cooking within a budget</p>
<p><u>Author visits/School and Class Libraries</u></p> <p>Replenish school and class libraries –provide a variety of genres in class libraries</p> <p>Raising attainment in literacy for all children</p> <p>Motivate boys to engage</p>	<p><u>Educational Trips</u></p> <p>Social and Emotional Wellbeing</p> <p>Providing high quality learning experiences, learning through real life experiences</p> <p>3 Educational Trips over session for each class</p>	<p><u>Free Fruit and Smoothies</u></p> <p>Promoting Healthy Lifestyles - twice a week for all children</p>

Strategic Plan 2018-19: HAYSHOLM SCHOOL

Here is an overview of how we intend to use our Pupil Equity Funding to support improvement:

1. To provide staff cover to enable HT and DHT to deliver ELKLAN training to classroom assistant staff in 'Communication with Children with Severe and Complex Communication Needs.

Once trained Classroom Assistants will be better able to recognise stages of communication development in order to support learners who have severe and complex additional support needs.

Classroom assistants to attend 6 planned sessions over 3 terms. Classroom assistants will then be able to support learners with their communication.

Strategic Plan 2018-19: [James McFarlane School]

Here is an overview of how we intend to use our Pupil Equity Funding to support improvement:

1. To provide staff cover to enable HT and DHT to deliver ELKLAN training to classroom assistant staff in 'Communication with Children with Severe and Complex Communication Needs.

Once trained Classroom Assistants will be better able to recognise stages of communication development in order to support learners who have severe and complex additional support needs.

Classroom assistants to attend 6 planned sessions over 3 terms. Classroom assistants will then be able to support learners with their communication.

Strategic Plan 2018-19 – James Reid

Here is an overview of how we intend to use our Pupil Equity Funding to support improvement:

Optimise parental engagement:
enhance community and create wider
and more diverse opportunities for
parental involvement.

Asset Based Community Development
projects building on parent skills using
parent council as fulcrum.

Strategic Plan 2018-19: Arran High School and Lamlash Primary School

Here is an overview of how we intend to use our Pupil Equity Funding to support improvement:

Increase further levels of literacy by implementing Accelerated Reader programme across our cluster primary schools and in Arran High School, with a particular focus upon those with greatest need.

Develop the capacity of teaching staff by focussing upon using research evidence and data to inform teaching.

Strategic Plan 2018-19: Lawthorn Primary School

Here is an overview of how we intend to use our Pupil Equity Funding to support improvement:

Raising attainment in Literacy

- * Purchase of materials to support Active Literacy.
 - * Additional staffing will enable team teaching/ boost group opportunities from P1 - P3, developing staff capacity and capability.
 - * Staff training opportunities.
- Purchase of Nessy Reading and Spelling to support children with literacy difficulties.

Improving children's physical, mental and emotional wellbeing.

- * Purchase of coaching sessions to increase opportunities for extra curricular activities.

P7 Transition

- * A cluster transition teacher will be funded to support Primary/ Secondary transition.

Raising attainment in Numeracy

- * Purchase of materials to support Professional Development.
- * Additional staffing will enable team teaching/ boost group opportunities from P4 - P7, developing staff capacity and capability.
- * Staff training opportunities.

Strategic Plan 2018-19: Loudoun-Montgomery Primary School

Here is an overview of how we intend to use our Pupil Equity Funding to support improvement:

Provide support for pupils through Early Years Practitioner provision.

Additional hours for Classroom Assistant support.

Provide training for Classroom Assistants in Literacy and Numeracy to allow them to support children.

Provide workshops for parents to enable them to support children at home.

Purchase additional resources to support children and enhance learning and teaching in Literacy and Numeracy.

Enriching the use of ICT through the provision of additional electronic devices to enhance digital literacy.

Strategic Plan 2018-19: Mayfield Primary and Early Years

Here is an overview of how we intend to use our Pupil Equity Funding to support improvement:

Breakfast Club will support pupils in SIMD 1&2

Member of staff employed 0.6 to develop Outdoor Learning, sustainability and with a further focus on Motivating Boys P4-P7

Help with funding for resources for Nurture

Member of staff employed 0.6 for Targeted Literacy and Numeracy Support

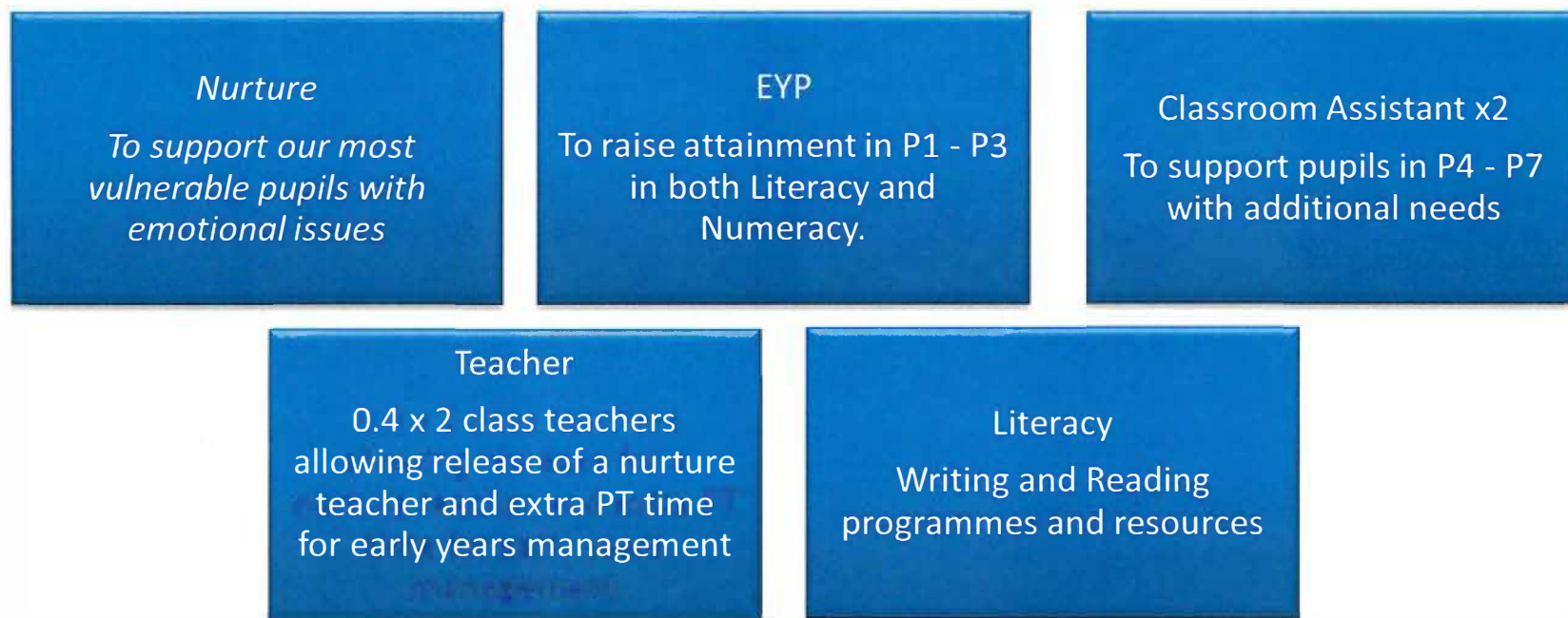
Help with funding for Family Learning Worker activities e.g. Monday homework and outdoor activities club and Partnership Parents Scotland Project.

Home-Link Worker will provide support for SIMD 1&2 pupils in school and at home.

Assistive resources to improve attainment in numeracy and literacy e.g Rapid Readers, Clicker 7, 5 Minute Boxes

Strategic Plan 2018-19: Moorpark Primary

Here is an overview of how we intend to use our Pupil Equity Funding to support improvement:



Strategic Plan 2018-19: Pennyburn PS

Here is an overview of how we intend to use our Pupil Equity Funding to support improvement:

Employ a class teacher to work with small groups of children (P4-7) identified by the teacher, who are almost on target within literacy and numeracy in short bursts of targeted support

Employ 2 Early Years Practitioners to train and implement Talkboost for 2 x 10 week input throughout the school (children will be identified and a baseline taken) CT & EYP

Allocate 0.6 CT to be trained in Reading Recovery. Children will be identified through a baseline assessment and then a 16 week intervention will be implemented. This will raise attainment in P2 reading

Employ a CA to work with the Family Learning Team to support families to engage with their child's learning. Families of children who live in SIMD 1 & 2 will be targeted. This will address some of the issues associated with the poverty gap

Revise SMT structure to have 2 PTs. This will help with the management of PEF resources and monitor the progress and improvement brought about by the other initiatives

Strategic Plan 2018-19: SKELMORLIE PRIMARY AND EARLY YEARS CLASS

Here is an overview of how we intend to use our Pupil Equity Funding to support improvement:

Funding will be used to purchase new reading materials, dictionaries and other literacy resources to support writing and help raise attainment across all areas of literacy

Identified resources outlined by PLA maths strategy group will be purchased to support numeracy , active learning, mental agility and problem solving to help raise attainment in numeracy and mathematics

Promethian board to be purchased for a classroom to support delivery of high quality lessons and interactive learning experiences

Strategic Plan 2018-19: Springside Primary and Early Years Class

Here is an overview of how we intend to use our Pupil Equity Funding to support improvement:

Staff:

Acting DHT- Data analysis, Wellbeing Plans, Assessment

EYP(0.5)- Raising attainment in literacy and numeracy P1-3

Staff:

C.A. - Raising attainment in literacy and numeracy P4-7

Cluster Transition PT- effective transition, raising attainment P7-S1

HWB/Social/Emotional/Mental wellbeing:

C.A.- 2.5 hours per week for Breakfast Club

Subsidy towards Arran trip
Playground games, markings and equipment

Parental Engagement:

Family Fun Night- 2 lets

Parent and Pupil cooking programme P5,6,7

Jigsaws/Board games/Art resources for parents to interact with children

Curriculum:

Music tuition for 2 pupils showing aptitude for strings

Top up of Rapid readers for supported pupils in P4 and P5

Outdoor learning equipment top up- (Science, HWB, Technology)

I.T.:

4 ipads, 4 laptops,
programmable toys to be used from P1-7.
Education City - school and home
Charanga online music resource

Strategic Plan 2018-19: [Stanecastle School]

Here is an overview of how we intend to use our Pupil Equity Funding to support improvement:

Makaton Training for 15 staff/ 2 in-service days/communication with pupils in Stanecastle then moving towards merge

Play Therapist/targeted support for specific pupils/allow children to express and communicate their feelings through play

Mindfulness/mental health training/all pupils/give pupils a better understanding how to support their own mental health and wellbeing

Capall Dorcha theatre workshops/Senior Phase/developing C & YP opportunities to express themselves through expressive arts

Strategic Plan 2018-19: Stanley Primary School and Early Years Class

Here is an overview of how we intend to use our Pupil Equity Funding to support improvement:

Continue to employ 2 current Acting PT's for 1 day each/week to assist with tracking of attainment and development work in Literacy and Numeracy.

Employ 4 EYP's to work with P1 and P2 children to raise attainment in Literacy and Numeracy.

Train a teacher in Reading Recovery techniques to improve children's attainment in Literacy.

Continue to employ 3 Classroom Assistants, currently permanent on extended hours to run the Breakfast Club and improve pupils Health and wellbeing.

Employ 2.6 FTE teachers and 3 Classroom Assistants to work with identified groups of children to raise attainment in Literacy .

Install an all weather outdoor gym to improve children's Health and wellbeing.

Purchase a mobile library and replenish the stock to encourage and promote literacy.

Fund a forest schools initiative, P1-3, Skiing for P4-5, Sailing for P6 and Arran Residential trip for P7. This will improve children's Health and wellbeing.

Strategic Plan 2018-19: St. Anthony's Primary School

Here is an overview of how we intend to use our Pupil Equity Funding to support improvement:

Reading Recovery

Literacy and
Numeracy Teacher

Classroom Assistant
to support Nurture

Centre Stage/ Growth
Mindset

Health and Wellbeing

Texthelp to help
learners with literacy
difficulties

EYP to support Talking
and Listening

Strategic Plan 2018-19: St. Bridget's Primary School, EYC and ESR Base

Here is an overview of how we intend to use our Pupil Equity Funding to support improvement:

*1.0 teacher -
raising
attainment*

1.0 EYP - raise
attainment at
Early Level

Listening/Talking
resources

IT equipment to
enhance L. & T.

HWB resources
& equipment

Strategic Plan 2018-19: ST JOHN'S PRIMARY & EARLY YEARS CLASS

Here is an overview of how we intend to use our Pupil Equity Funding to support improvement:

Reading Recovery to raise attainment in literacy with targeted children in P2

New reading scheme and resources to engage all learners and raise attainment in reading particularly with boys

2 Classroom Assistants to support Literacy, Numeracy & mental Health & wellbeing

Introduce Texthelp app to support Dyslexic learners

Growth Mindset and Visible Learning to improve quality of learning and teaching and engagement of children in their learning

Strategic Plan 2018-19: St John Ogilvie Primary and Early Years

Here is an overview of how we intend to use our Pupil Equity Funding to support improvement:

SCHOOL PRIORITY 1: Literacy

Active comprehension and spelling resources for P3-P7 stages.

Implement specific resources with dyslexic pupils to develop spelling strategies at P3 - P7 stages.

Effective software to enhance 1+2 at all stages.

Implement Talk Boost KS1 and KS2 'ICAN Toolkits' with small groups of children at all stages to support their learning in literacy.

Classroom Assistants to develop literacy skills.

SCHOOL PRIORITY 2: Numeracy

Implement specific resources from Number Box with targeted pupils to develop numeracy skills at all stages.

Individual Numeracy Box for targeted P3-P7 pupils to develop numeracy skills.

Classroom Assistants to develop numeracy skills.

SCHOOL PRIORITY 3: Visible Learning

Effective CLPL input from Dr John Paul Fitzpatrick on Growth Mindset incorporating Visible Learning at cluster and individual school level to help embed these areas at all stages.

SCHOOL PRIORITY 4: Early Years

Implement Talk Boost KS1 'I CAN Toolkit' with small groups of children to support their learning in literacy at early level.

Makaton training to support the development of communication for specific children at early level.

SCHOOL PRIORITY 5: HWB

Implement new resources to develop specific aspects of HWB at all stages.

STAR Room will assist targeted children in developing emotional wellbeing.

Application for RRS Silver Award as a result of all children developing a deeper understanding of their rights.

Strategic Plan 2018-19: St Luke's

Here is an overview of how we intend to use our Pupil Equity Funding to support improvement:

ASN teacher to support individual children or groups with learner's needs

Classroom Assistant to assist supporting learner's needs

Mindfulness to enable children to cope with anxiety and build resilience

Mindfulness opportunities for parents to complete modules in mindfulness to support themselves and their children at home

Read and Write ICT programme purchased to support learner needs

Strategic Plan 2018-19: ST. MARK'S PRIMARY SCHOOL AND EARLY YEARS CLASS

Here is an overview of how we intend to use our Pupil Equity Funding to support improvement:

EMPLOY EARLY YEARS PRACTITIONER TO WORK WITHIN NURTURE CLASS - £8,000

Fund difference between employing classroom assistant and an early years practitioner to facilitate continuity from last year by maintaining same personnel who have already established relationships with children. Provide nurturing environment and activities for 3 groups of children to improve their capacity and ability to learn.

EMPLOY TEACHER TO RAISE ATTAINMENT IN LITERACY AND NUMERACY - £30,154

Support individuals and small groups of children especially those living in deciles 1 and 2 to improve literacy and numeracy skills by targeting children and specific aspects of the reading, writing and numeracy curriculum.

EMPLOY 2 CLASSROOM ASSISTANTS TO RAISE ATTAINMENT IN LITERACY AND NUMERACY - £22,000

Support individuals and small groups of children in primary 1,2 and 3 especially those living in deciles 1 and 2 to improve literacy and numeracy skills by targeting children and specific aspects of the reading, writing and numeracy curriculum.

PURCHASE PROGRAMME OF COUNSELLING SUPPORT PROVIDED BY PLACE2BE - £30,000

Improve mental health and wellbeing of individual pupils and relationships between pupils to build a positive mindset and enable better learning. Support also provided for staff and parents. Individual consultations and group meetings available for pupils.

PAY DEPOSIT FOR ALL PRIMARY 7 PUPILS TO ATTEND ARRAN OUTDOOR CENTRE RESIDENTIAL EXPERIENCE AND HELP FUND VISIT FOR ANY PUPILS UNABLE TO DO SO THEMSELVES - £2,000

Pupils will benefit from a healthy, active lifestyle during his residential experience and will participate in activities which will promote life skills and build confidence and self-esteem.

PURCHASE RESOURCES TO EQUIP DYSLLEXIA FRIENDLY CLASSROOMS £600

Pupils have access to resources which reduce barriers to learning and make it easier for them to achieve.

RIGHT RESPECTING SCHOOL ACCREDITATION COSTS £600

Strategic Plan 2018-19: St. Mary's Primary School

Here is an overview of how we intend to use our Pupil Equity Funding to support improvement:

The plan for 2018/19 is to spend PEF on 2 days PT to continue to enhance attainment in maths/numeracy.

Only by having this teaching flexibility can we continue high quality small group work to ensure we are closing the attainment gap.

We will also have a specific focus on dyscalculia and identify children in need of individualised programme based on current research.

Strategic Plan 2018-19: St Palladius Primary

Here is an overview of how we intend to use our Pupil Equity Funding to support improvement:



0.4 Teacher

27.5 hours
Classroom Assistant

The 0.4 teacher will deliver a Reading Recovery type intervention for pupils identified in Primary 2 and early Primary 3 with specific difficulties in literacy.

The Classroom Assistant will support children in Primary 1 and Primary 2 and deliver the 'Talk Boost' intervention to pupils with speech and language difficulties.

Strategic Plan 2018-19: St. Peter's Primary School

Here is an overview of how we intend to use our Pupil Equity Funding to support improvement:

*The snug nurturing
space staffed by an EYC
practitioner.*

Additional Principal
Teacher (top up of class
teacher and
management time) to
lead Visible Learning.

Teacher to develop the
teaching of numeracy
across the school. (Term
1 only)

Strategic Plan 2018-19: St Winning's PS

Here is an overview of how we intend to use our Pupil Equity Funding to support improvement:

Closing the learning Gap – Focused Intervention

Two classroom assistants trained in Reading Recovery/ phonics, writing and numeracy

1. Accelerated learning for targeted children (SMID 1 & 2, & children).
2. Pupil Progress meetings between class teacher and class assistant and Fri 9 -10 am
3. Training for C A from Irene Halbert at PLA in numeracy literacy & in-house Nurture training by Mary Hector.

S I P - Priority 1 & 2

Developing Emotional Resilience – A Triangulated Approach

1. Onside Ayrshire - project working with specific group of children (ACE)
 - building resilience
 - developing 'new self talk'
 - setting and achieving goals
 - building better relationships
 - increased family capacity and cohesion
2. Weekly pm sessions for all children and families
3. 2 X full day parent and carer workshops to further engage and build capacity for this work to be continued at home .
4. Staff in-service from Onside Ayrshire to further up skill staff

Closing the learning Gap – Text Help Dyslexia

To further develop our work on reading our cluster schools will each purchase Text and Read

1. Purchase this new software after cluster Head teachers are shown demonstration/training
2. All staff will be trained in the usage of this scheme
3. Identified children will be trained in how to use Text Help to aid fluency and comprehension
4. Workshop for parents/carers to further engage with children's reading
5. Evaluate effectiveness and other training needs

S I P - Priority 1 & 3



Strategic Plan 2018-19: Winton Primary School and EYC

Here is an overview of how we intend to use our Pupil Equity Funding to support improvement:

Principal Teacher of Raising Attainment will support the teaching of Literacy and Numeracy in P3, P4 and P5.

Principal Teacher of Raising Attainment will support teachers with data analysis to inform practice.

Teacher will deliver Reading Recovery Programme to identified children in Primary 2 in conjunction with NAC's PLA

Early Years Practitioner will support Early Intervention for identified children in Primary 2 during Term 1

Early Years Practitioner will support Early Intervention in Primary 1 across the session

Classroom Assistant will deliver targeted support in Literacy and Numeracy for identified children in infant department (5 minute literacy and numeracy boxes)

A new reading scheme will be purchased to support the teaching of Phonics across the infant department

The school will work with 'Village Storytelling' to deliver a year long programme across all stages which will support the development of imagination, communication, language, wellbeing and social enterprise.

All teaching staff and classroom assistants will undertake MAKATON Training (Level 1) in conjunction with Speech and Language Therapists

Parents will be offered MAKATON training (Level 1) by Speech and Language Therapists

The Breakfast Club's opening times will be extended to support parents into employment and also support the development of Literacy and Numeracy skills within the sessions

The Family Learning Worker will be funded to deliver a 'CAN' (Cheap and Nutritious) cooking course to parents and children.

Strategic Plan 2018-19: West Kilbride Primary and Early Years Class

Here is an overview of how we intend to use our Pupil Equity Funding to support improvement:

Provide targeted
support to
identified learners.

*Cooperative
Learning Training*

Accelerated
Reading P6&7

Wellbeing Support
from Quarriers

Additional Support
Needs PT and
admin

Strategic Plan 2018-19: Whitehirst Park Primary

Here is an overview of how we intend to use our Pupil Equity Funding to support improvement:

Resources to develop high quality early level learning environment- indoor and outdoor

Resources to support closing the gap in Literacy and Numeracy

ICT Resources to support closing the gap in Literacy and Numeracy

Family Learning Worker to support universal and targeted family learning programmes

Afternoon Nurture Provision provided by Family Learning Worker

Strategic Plan 2018-19: Woodlands Primary and Early Years Class

Here is an overview of how we intend to use our Pupil Equity Funding to support improvement:

Raising attainment
through targeted
teaching in reading
recovery

Providing extra
support for SfL pupils
through CAs and
additional SfL teacher.

Acting DHT to provide
support for raising
attainment and child
protection.

CAs to staff after
school library
/homework clubs

Parental engagement
through Family
Learning team events

Literacy resources
purchased for spelling
and reading



Education and Youth Employment

Secondary Schools SIP Extracts for PEF

Strategic Plan 2018-19: Ardrossan Academy

Here is an overview of how we intend to use our Pupil Equity Funding to support improvement:

*DHT in charge of PEF
strategy **and**
implementation*

Campus Police Officer

*PT posts - Family
learning, DYW, Data
coach, Learning and
teaching and mental
health*

*Literacy, numeracy and
health and wellbeing
strategies*

*Attendance
improvement - **Area
Inclusion Worker***

Strategic Plan 2018-19: Arran High School

Here is an overview of how we intend to use our Pupil Equity Funding to support improvement:

Develop the capacity of teaching by implementing Accelerated Reader programme across primary schools and in Arran High School, with a focus upon those with greatest need.

Develop the capacity of our staff by focussing upon using research evidence and data to inform teaching.

Strategic Plan 2018-19: Auchenharvie Academy

Here is an overview of how we intend to use our Pupil Equity Funding to support improvement:

Improve the effectiveness of literacy and numeracy interventions through ever-more robust tracking and monitoring and data analysis and enhanced staffing.

Create Literacy and Numeracy Intervention groups to raise learners' attainment and to work towards closing any poverty-related attainment gaps. Supported by enhanced staffing.

Improve Health and Wellbeing through pro-active interventions and through clubs and extra-curricular activities supported by staff.

Enhance our work with parents and carers through Family Learning programmes lead by our PT Family Learning.

Poverty proof our curriculum and tackle the cost of the school day.

Support learners into positive pathways and destinations by supporting DYW Initiatives.

Strategic Plan 2018-19: Garnock Community Campus (Secondary, Primary & Early Years)

Here is an overview of how we intend to use our Pupil Equity Funding to support improvement:

Targeted Teacher & Classroom Assistant Support - Our most vulnerable pupils will receive targeted support to improve attainment in literacy and numeracy. Additional staffing in Maths

Leadership role - Enhanced Principal Teacher role will lead to the successful implementation and ongoing evaluation of PEF spending. PT Skills Leadership to promote opportunities across secondary.

Literacy - Clicker 7 and IDL resources purchased to support children who are not yet on track in literacy across campus

Literacy - Reading Resources purchased to improve attainment in P4-7 and to support struggling readers in P1-3. Whole campus writing resource will be purchased to raise attainment for all children at all stages. Additional staffing in English.

HWB - Develop the outdoor space to improve physical and mental wellbeing for all children. Provide outdoor learning for PEF Targeted Pupils to support wellbeing and achievement.

Nurture - Employ an additional classroom assistant to allow us to maintain our enhanced nurture provision. Employ campus Police Officer to support all pupils.

Canine-Coaching for targeted pupils to focus on aspirations.

Nurture - Significantly develop the sensory room to aid de-escalation and to improve emotional and mental wellbeing. Roots to Empathy for P5.

Nurture - Peer mediator training provided to P6 and P5 children to foster a positive ethos in the playground

Strategic Plan 2018-19: Greenwood Academy

Here is an overview of how we intend to use our Pupil Equity Funding to support improvement:

P7 Summer School:

Targeted at vulnerable pupils, but
some activities open to all
Area Inclusion Worker, Youth Worker,
Active Schools

Engaging learners at risk of missing
out through
outdoor learning, community projects
and support for extra-curricular
activities

Youth Worker

Community Cooking:

Targeted parental engagement:
working with parents and learners on
health and wellbeing through diet,
activity and social skills

HE Teacher, Area Inclusion Worker
and Classroom Assistant

Targeted literacy and numeracy
boosters for S1/S2 pupils not on track
Primary -trained Teacher

Focus on Self-evaluation of BGE
Learning, Teaching and
Assessment: "Walk in their Shoes"
and HGIOS 2.3; Visible Learning

PEF Lead Teachers

Focus on consistency of P7 profiles
across cluster; facilitating PASS tests;
ensuring timeous access to P7 data in
order to enhance progress of S1
pupils

PT Transition

Strategic Plan 2018-19: Irvine Royal Academy

Here is an overview of how we intend to use our Pupil Equity Funding to support improvement:

Appointment of
additional staffing
for specific
interventions

Forensic analysis
of key statistics:
knowing our gaps

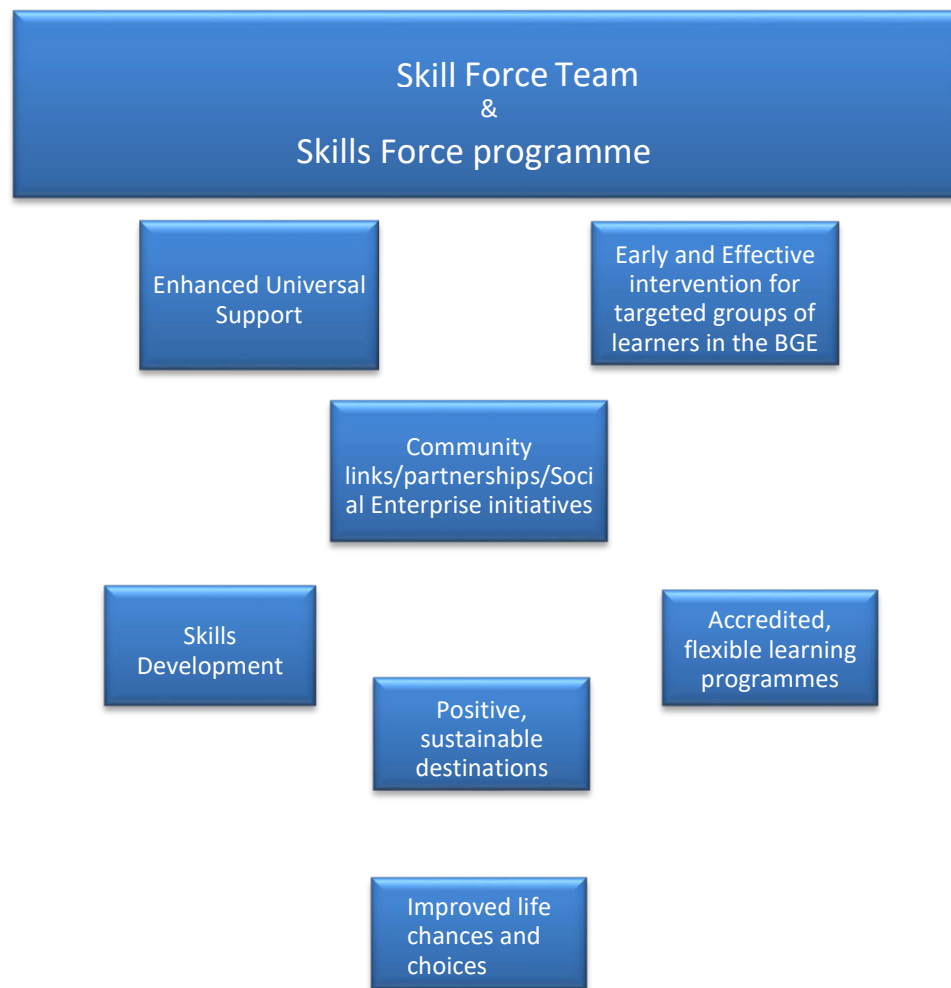
Leadership
Development

Reading Recovery
&
Maths/Numeracy
interventions

Relentless focus on
Learning and
Teaching

Strategic Plan 2018-19: Kilwinning Academy

Here is an overview of how we intend to use our Pupil Equity Funding to support improvement:



Strategic Plan 2018-19: LARGS ACADEMY

Here is an overview of how we intend to use our Pupil Equity Funding to support improvement:

1. Improvement in attainment, particularly in literacy and numeracy

ShowMyHomework; Supported Study; Peer Assisted Learning; Study weekends.

Literacy:

Reading Recovery programme and English boost group; Accelerated Reader.

Numeracy:

Maths boost group.

2. Closing the attainment gap between the most and least disadvantaged children:

Use of data to inform improvement; Focus on Feedback Programme; Recruitment of Youth Worker, Nurture Teacher and Nurture Classroom Assistant.

3. Improvement in children and young people's health and wellbeing:

Mentor Programme; Attendance Focus; Restorative practice; Relationships Policy; RRS Group.

Health and Wellbeing continued:

Anti-Bullying Policy; Mental Health Strategy; Nurture Group; WRAP; PIP; HWB Group.

4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people:

DYW strategies; Recognising Wider Achievement; Curriculum design; College Partnership.

Strategic Plan 2018-19: Saint Matthew's Academy

Here is an overview of how we intend to use our Pupil Equity Funding to support improvement:

We will secure additional staffing to focus on Literacy & Numeracy.

We will facilitate the role of Campus Police Officer

We will continue to provide SNAG breakfast club

We will secure additional staffing and resources to focus on Family Engagement.

We will enable staff to access funding for enrichment experiences for targeted young people.

We will secure additional staffing to focus on Pupil Support.

We will target those pupils who meet the criteria for Pupil Equity Funding and other individual pupils who may benefit.

APPENDIX 3 - Pupil Equity Fund Impact Summary Extracts 2018-19

ARDEER PRIMARY SCHOOL

How has the Pupil Equity Fund improved the experiences and outcomes of our learners in 2018-19?

OBJECTIVE	Raise expectations and experiences in reading P1-7 by implementing new resources and embedding methodology.
Total amount spent in this area	<ul style="list-style-type: none"> £15,517.89 purchasing Collins Big Cat reading scheme across P1-P7.
Focus on short/medium/long term outcomes. What was the intended impact of this intervention?	3.2 Raising Attainment and achievement <ul style="list-style-type: none"> Increased enjoyment, confidence and engagement in reading activities for all pupils Pupils will have access to a range of new stimulating learning resources. Raised achievement and attainment in reading.
What has improved/changed for the target group? What difference did PEF make?	<ul style="list-style-type: none"> The new reading material has provided stimulating books across the stages which interest, engage and challenge our learners. We have been able to implement Strathclyde Higher Order Thinking Skills (SHORS) approaches across P4-7.
How do you know this? What does the evidence show?	<ul style="list-style-type: none"> Attainment results in reading at early and second level have increased significantly. Results at first level are fair considering the specific challenges and individual needs within this class.
How did you evaluate the intervention?	<ul style="list-style-type: none"> Pupil learning conversations and feedback from all stages has shown that the children are enjoying the new material. Some comment that the books are more challenging, others prefer the range of books, some of our boys are liking the vast range of non-fiction material. Attainment at each stage is reviewed, tracked and discussed.
In what ways is this supporting you to reduce the poverty-related attainment gap?	<ul style="list-style-type: none"> This investment has allowed us to provide new and exciting books for all children and raise attainment for all.
Next Steps	Monitor and track pace and challenge at each stage.

OBJECTIVE	Develop personal achievement in maths and numeracy across P1-7 using new approaches to learning.
Total amount spent in this area	<ul style="list-style-type: none"> £2,694.50
Focus on short/medium/long term outcomes. What was the intended impact of this intervention?	3.2 Raising Attainment and achievement <ul style="list-style-type: none"> Introduce 'Big Maths Beat That' to support mental maths skills. Pupils will be more able and confident at the core numerical skills.
What has improved/changed for the target group? What difference did PEF make?	<ul style="list-style-type: none"> PEF allowed us to purchase a licence to have access to a range of support materials in mental maths to support learning. Two members of staff have had training on 'Big Maths' and are leading a working party to implement change. Our target children responded very well to the new approaches and were driven to improve their results.
How do you know this? What does the evidence show?	<ul style="list-style-type: none"> Our target group are now more confident and are consistently attaining better results. Progress was tracked carefully for each child, recorded, monitored and discussed at planning and tracking meetings.
How did you evaluate the intervention?	<ul style="list-style-type: none"> Pupil voice was built into all sessions and feedback was very positive. Assessment data along with evaluative comments from teachers have shown that for those who have been involved in the intervention there has been significant value added.
In what ways is this supporting you to reduce the poverty-related attainment gap?	<ul style="list-style-type: none"> Big maths beat that has allowed us to target groups of children who with some additional support can progress forward in the development of numeracy skills. Our target groups consist mainly of pupils in SIMD 1 and 2, however, our interventions are focussed on raising attainment for all and as a result our approach is universal.
Next Steps	Trained staff will deliver CPD to the rest of the school team and we will develop these approaches across all stages.

ST MARK'S PRIMARY SCHOOL

OBJECTIVE	Raise Attainment in Literacy and Numeracy		
Outcomes	<ul style="list-style-type: none"> Targeted intervention in literacy and numeracy in P1 and P2/1 Targeted intervention to develop HWB, leadership and resilience in P4-P7 		
Approach	Recruitment of three additional full time classroom assistants to lead targeted literacy, numeracy and health & wellbeing interventions.		
Results	<p><u>2 classroom assistants assigned to early level (P1 – P3)</u></p> <ul style="list-style-type: none"> 93% of P1 have achieved a Band 4 or higher in recent literacy Scottish National Standardised Assessments (SNSA) (30% Band 6+, 41% Band 5, 22% Band 4) 92% of P1 have achieved a Band 4 or higher in recent numeracy SNSA (48% Band 6+, 37% Band 5, 7% Band 4) Staff have been trained in Makaton, which will be rolled out across the school, to enhance approaches to support young people with identified communication difficulties Development of speech and language therapy strategies to support children with specific communication difficulties which has increased access and engagement with the curriculum <p><u>1 classroom assistant assigned to upper stage (P4 – P7)</u></p> <ul style="list-style-type: none"> Enable the school to run a Young Sports Leaders programme to increase leadership within P7 pupils Support for pupils with specific social/emotional difficulties to improve resilience 		
Evaluations	<ul style="list-style-type: none"> Classroom assistants have worked in conjunction with class teachers and the School Management Team to evaluate the effectiveness of interventions Speech and Language Therapy progress is meticulously documented in order to measure progress and plan next steps Interventions have been evaluated at departmental, staff and attainment meetings with staff involved in the programmes 		
Outcome	<p><u>2 classroom assistants assigned to early level (P1 – P3)</u></p> <ul style="list-style-type: none"> Raised attainment in P1 literacy and numeracy during the second half of the year with school results above the national average based using the virtual comparator BGE Improvement Tool. <p><u>1 classroom assistant assigned to upper stage (P4 – P7)</u></p> <ul style="list-style-type: none"> Anecdotal evidence indicates targeted children have more calm and focused time in class engaging with the curriculum and less frequent escalations. This supports better engagement with the curriculum and supports raised attainment. Children in P3 benefitted from an increase in skills due experiences provided by P7 sports leaders. This has added to the positive ethos of the school and developed more confident individuals and effective contributors aligned to the principles of Curriculum for Excellence. 		
Summary: <i>Progress made and a key part of on-going strategy to reduced attainment gap.</i>		2018/2019 Funding	£46,000
		=	
		2019/2020 Funding	Continue
		=	

AUCHENHARVIE ACADEMY

OBJECTIVE: *Improve Health and Wellbeing through pro-active interventions and through clubs and extra-curricular activities supported by staff*

Approach and Intended Impact

As a school we are acutely aware of the socio-economic and wellbeing issues that can present as barriers to the attainment and achievement of our learners. This has led to us prioritising pro-active and responsive approaches to interventions to support learners via additional resourcing and capacity. We have benefited from the services of a Campus Police Officer, further enhance Nurture support, the funding of supported study sessions and the funding of a small number of additional activities clubs, including 'Girls Make Your Move', a Gaming Club and an enterprise group.

Total Spend: £32,242.52

Evaluation

- Our new Campus Police Officer (CPO) has made an immediate and tangible contribution to the work and life of the school. Positive staff and parental feedback have highlighted that our CPO prioritises the wellbeing of young people. The school have benefited from our CPO's focus on engaging with our young people in relation to diversionary activities. In addition, our CPO has already developed, and in places implemented, extensive plans for involvement in the curriculum, namely with regards to Modern Studies and Developing the Young Workforce (DYW).
- Additional funding for Nurture has made a positive contribution to existing provision and has supported learners to develop interpersonal skills beyond their groups and the school, as demonstrated from staff feedback.
- Wellbeing clubs were limited this session due to a prioritised need to fund supported-study activities. The provision of supported study sessions has increased opportunities for learners to receive bespoke support across the curriculum. The school have recently begun a 'Technical Enterprise Group' to encourage learner participation and this has already contributed to work around developing our House System ethos.

Next Steps

- We will continue to part-fund our CPO into next session due to the excellent level of service the current CPO provides and the additional benefits they will bring to aspects of the curriculum.
- Nurture will continue to be supported with a budget for basic resources and supplies.
- Moving forward, a targeted approach to monitoring participation will be implemented to ensure a strategic approach to supporting evaluating impact of participation in any PEF supported clubs.

OBJECTIVE: *Enhance our work with parents and carers through Family Learning programmes lead by our PT Family Learning.*

Approach and Intended Impact

Engaging families and supporting learning through working with parents and carers has been a significant aspect of our work supported by PEF. Our approach has blended universal and targeted approaches to improving engagement, supporting families and subsequently improving outcomes for learners. Our approach has been driven forward by our Principal Teacher of Family Learning (0.6fte), additional funding for our Area Inclusion Worker and resourcing to support parental activities.

Total Spend: £14,787.18

Evaluation

- Impact statements and pre- & post- questionnaires from Parents In Partnership (PIP) cohorts continue to highlight a positive impact in relation to parental engagement and confidence. In addition, further positive impact is highlighted through some parents achievement of SQA accredited learning; 100% attendance at parents' evenings from the targeted parent group; and targeted parents involved in further education and/or employment following participation in the PIP programme.
- Universal approaches to parental engagement remains an area of focus and the school are building on this by trialling inserts to parents' evenings and distribution of study cards.

Next Steps

- Family learning will continue next session through PEF and there will be an additional focus on using tracking and monitoring data to shape the design of the programme for parents with enhanced links to impact on literacy, numeracy and health and wellbeing outcomes for young people.
- Universal approaches to increasing and improving parental engagement are embedded in our School Improvement Plan (SIP) for next session and will focus on a modifying the format of parents' evening and enhancing the use of digital technology to support home learning.

OBJECTIVE: *Poverty proof our curriculum and tackle the cost of the school day.*

Approach and Intended Impact

As a school we are dedicated to providing an equitable learning environment and as a result PEF was allocated to raise aspirations and mitigate against the potentially negative impact of learners' socio-economic context. This has centred on ensuring access to resources to support learning at school and at home across the curriculum, including: curriculum-related excursions, celebrating success events, access to uniform and any other resources required for full participation.

Total Spend: £15,725.05

Evaluation

- Professional dialogue with staff, particularly those planning trips and events, has led to a deeper understanding of more inclusive approaches towards mitigating the cost of the school day.
- Evidence from self-evaluation activities, including Faculty Health Checks of Science and Health and Wellbeing, demonstrates effective approaches to poverty-proofing and ensuring all learners can participate. This has included approaches include: creation of electronic resources to support home learning; cost-absorption and reduction in Home Economics; and sensitive approaches to supplying kit in Physical Education. Moreover, staff have been encouraged to think creatively about accessing alternative funding to ensure equity and poverty-proof our curriculum. Additional funding has been secured from Historic Environment Scotland for transport and the Duke of Edinburgh.
- Based on a sample survey of parents, the school has continued to provide a good amount of notice on upcoming costs associated with school trips or activities.
- There has been an increase in participation and positive pupil feedback from a range of curricular and social events, including: theatre experiences to enrich the English and Drama curriculum. Funding has also supported celebrating success events to support the school's approach to Positive Relationships.
- PEF support has also enabled learners to access learning experiences that have further enriched their education, including summer schools.

Next Steps

- Following a curriculum activities audit, the school will continue to support curricular events and excursions with a revised participation and activity tracking system. This will allow the school to more strategically identify and target any identified gaps in activity participation from pupils experiencing poverty.

WHITEHIRST PARK PRIMARY SCHOOL

INTERVENTION: *Resources to develop high quality early level learning environment – indoor and outdoor*

Approx. total spend: £ 7414.58

Objective: To provide a high-quality learning environment to engage all pupils.

Impact on target group: Attainment in current P1 cohort is very good. 100% of Primary 1 Pupils are on track or ahead in Literacy and Numeracy. 51% of the cohort are in the top 5% of Scottish National Standardised Assessment (SNSA) Literacy and 72% are in the top 5% for Numeracy.

Evidence: Class Quality Assurance visits and staff evaluation reveal high levels of engagement within this cohort.

Evaluation: The early level learning environment is improved and will continue to be developed in Session 2019-20.

Impact on reducing the poverty-related attainment gap: 5/10 of Primary 1 pupils in SIMD 1 and 2 are ahead and 5/10 are on track in Literacy and Numeracy. 3/10 pupils are in the Average Band for Literacy and Numeracy SNSA.

Next Steps: Embed use of resources. The resources were a one off purchase to enhance the learning environment. Outdoor Learning is an Improvement Priority for Session 2019-20 and the resources purchased will continue to embed Outdoor Learning in our Early Years Curriculum.

INTERVENTION: *Resources and staffing to support closing the gap in Literacy and Numeracy*

Approx. total spend: £3544.23 (resources) £ 7000 (classroom assistant)

Objective: To reduce the attainment gap in Literacy and Numeracy

Impact on target group: Pupils who are not on track from P2-7 have had access to targeted support from classroom assistant and pupil support teacher using Toe by Toe, Nessy, IDL and 5 minute box. 46/60 (76.6%) of identified pupils have made progress across a level in literacy.

Additional evidence, provided below, highlights all pupils as having made progress in their learning.

Evidence: A range of assessments were completed including: New Group Reading Test; Progress Test English; Progress Test Maths; Baseline Writing; and Pupil Attitude to Self and School. Attainment was tracked and impact statements or progress updates were recorded by classroom assistants on the effectiveness of interventions.

Evaluation: The resources and intervention supported by the pupil support teacher and classroom assistant, alongside work in class, are having a positive impact on pupil literacy attainment. Next session the focus will be on numeracy.

Impact on reducing the poverty-related attainment gap: Of the 36 pupils in SIMD 1 and 2, 12 are not on yet on track. However, 8/12 of these pupils (66.7%) have made progress across a level in literacy.

Next Steps: Embed the use of resources with a greater focus on numeracy in the 2019-20 academic year.

APPENDIX 4

PUPIL EQUITY FUND IN NORTH AYRSHIRE

Sample Case Studies (November 2019)

Annick Primary School – PEF intervention case study

P1 Literacy Intervention – Developing Early writing skills

Annick Primary School has used most of their PEF budget on two Early Years' Practitioners costing approximately £64,000 per year. The Early Years Practitioners provide targeted support to P1-3 pupils experiencing difficulties in literacy, numeracy and health and wellbeing with a clear focus on closing the attainment gap through early intervention. The Early Years Practitioners were initially recruited to support interventions in Primary 1 and provide a range of interventions to support class work as well as parental engagement.

The school has developed an approach to ensure pupils with greatest need are identified and enhanced support can be put in place to raise attainment. Targeted pupils receive an enriched learning experience and are encouraged to take part in the range of after school clubs with a guaranteed place should they wish to attend. This approach ensures a greater focus on closing the poverty related attainment gap.

Initially the decision was made to use our Early Years Practitioners to support our new Primary 1s to reduce the attainment gap through early intervention. In session 2018-19, the school were able to access interventions from the Professional Learning Academy (PLA) and a range of PLA twilight sessions delivered to teaching staff and Early Years Practitioners. The focus was on guided reading and talk for writing. The talk for writing intervention took place with P4 classes and the Story Grammar programme with P1 pupils.

The Story Grammar intervention focused on looking at the same traditional tale; Goldilocks and the Three Bears over the course of six sessions. Pupils began by listening to the story and completed a variety of activities which encouraged the retelling of the story. It was important that the intervention was sustainable and able to be replicated by the Early Years Practitioners. Following the Professional Learning Academy intervention, the Early Years Practitioners replicated the process using a different traditional tale with a focus on targeted children identified by class teachers. This was also extended to identified children in P2 and P3 to help them develop their ability to sequence a story.

The Primary 1 teachers, who were supported by the Early Years Practitioners, introduced the concept of story mapping as a way to plan writing activities. The knowledge and understanding gained from the Story Grammar intervention allows children to develop their writing, listening and talking skills at an appropriate level.

Significant improvements in P1 writing are shown in the table below which captures teacher judgement of pupils expected to achieve expected Curriculum for Excellence levels before and after the programme.

Literacy component	% of pupils projected to achieve expected Curriculum for Excellence level	% of pupils who achieved expected Curriculum for Excellence level
Listening & talking	93%	96%
Reading	98%	96%
Writing	78%	89%

The school plans to continue to use the Story Grammar intervention early in Primary 1 to support all learners develop the skills for early writing with a key focus on structuring a story. Early years practitioners will also use this as an intervention to support P2 pupils who are not on track to achieve expected levels in their writing.

Cumrae Primary School – PEF intervention case study

Intervention name: Increasing learning and engagement through our local environment

Target group: Primary 6/7 initially leading to whole school involvement, partners and the local community

Theme: Leading learning & sustainability

Intended Outcomes:

- To develop self-esteem, confidence, creativity and a positive disposition for learning
- To provide opportunities for children to take risks, cooperate, improve resilience make choices and initiate their own learning
- To help children understand, appreciate and care for their natural environment and unique rural island community
- To enable children to play an active role in their unique island community and have the opportunity to take on purposeful leadership roles which have a positive impact on the island and its future

PEF Spend – approx. £2,000

PEF enabled the school to:

- Buy in an instructor to train one staff member in Forest Schools principles and methodology over a six-week period with the P6/7 class.
- Buy suitable clothing for participants who did not have any.
- Buy equipment including poly tunnels, fire lighting equipment & gardening equipment.

Impact:

- The class were fully involved in planning experiences, participating in activities, writing risk assessments and evaluating the successes of the sessions. From these activities the school saw a remarkable difference in the children's writing attainment because of the pupils saw purpose and value in the writing they were involved in. Pupil vocabulary was also expanded because of learning through practical activities.
- Throughout the 6-week period all children were fully engaged and motivated by activities. Pupils showed initiative and creativity through the learning experiences and at the end of the block were able to discuss with their teacher how to take the learning forward to benefit the whole school. Pupils planned and produced a whole day of forest school learning for their parents/ grandparents which received positive feedback. This evidenced their growth in confidence, knowledge, creativity and leadership skills. Numeracy and literacy skills, specifically in Listening and Talking, were developed in meaningful and valuable contexts.
- The valuable learning opportunities experienced through the Forest Schools encouraged the children to further develop their links with the community and establish a community garden in partnership with a local church. This enabled children to plant and harvest fruit, veg and herbs for their families and school lunches. Six months on and the school have now cooked and served our second 'Community Cafe'. Children are leaders of the whole initiative and advertise, plan, cook, display and serve the food.

- Through being involved in the planning, building, planting and regularly harvesting the foods from our garden, the children truly see the value in home grown cooking. This includes gathering seaweed from our shores as fertilizer for our beds, learning all about different plants and their properties. The children have developed relationships with various intergenerational groups on and off island while developing this project. This is a interdisciplinary learning project with purpose, which has given the children a valuable experience in building their Developing the Young Workforce skills.
- Results from pupil and parent questionnaires evidenced that children were motivated by the experiences and learned about the outdoor environment while developing their leadership skills. In addition, the project has demonstrated a positive impact on Pupil Attitudes to Self and School assessments, which were completed by pupils participating in the project.
- Through classwork the school has seen improvements in attainment in literacy and numeracy for all learners. In addition, this project is enabling the children to engage purposefully in learning across the curriculum, while building a community initiative that will be of benefit to the whole island for years to come.

Next Steps:

All staff will be trained in forest schools by the school's Principal Teacher and P7 children. Pupils will lead the learning to ensure the 'forest schools' learning experiences can be taken further to other areas of the island which can be accessed by bike. Bikes will be hired through PEF for those who do not have the appropriate equipment to participate in the next phase of the project.