NORTH AYRSHIRE COUNCIL

23 March 2021

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 during session 2019-20; • Year to date spend for 2020-21; and • A preliminary assessment of the implications of COVID-19.
Recommendation:	It is proposed that Cabinet: a) Notes the use of PEF investment during session 2019-20; b) Notes the year to date spend for 2020-21; and c) Notes the initial indications of the impact of Covid-19 on PEF use for session 2020-21.

1. Executive Summary

1.1 Across North Ayrshire Council schools, we 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 2019-20, North Ayrshire had cumulatively spent 97% of this allocation.

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 2019-20, 79% of overall spend was on staff costs, while 21% was used for purchasing additional resources.

1.3 Good practice is being shared through case studies within North Ayrshire about what is working well.

1.4 Collaborative conferences have been held across the South West Educational Improvement Collaborative, with plans to extend this approach further over the next year.

1.5 Good progress is being made towards planned outcomes. An increasing amount of data and supporting evidence is now available. However, as a result of COVID-19, data was not collected in term 4 of the 2019-20 academic year for literacy, numeracy or health and wellbeing measures.

1.6   Head Teachers have re-evaluated and realigned resources and budgets to help support children and young people throughout the pandemic.

2.   **Background**

2.1   In February 2015, the 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. An allocation of £120m is 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.

2.2   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.

2.3   North Ayrshire Council has received Pupil Equity Funding for five years, details of which are outlined in the table below. The PEF Funding relating to each individual school can be found at Appendix 1.

Year	PEF Funding
2017-18	£4.39m
2018-19	£4.41m
2019-20	£4.46m
2020-21	£4.30m
2021-22	£4.48m

2.4   Pupil Equity Funding must provide targeted support for children and young people affected by poverty to achieve their full potential. Although the funding is allocated on the basis of free school meal eligibility, Head Teachers can use their professional judgement to bring additional children into the targeted interventions.

2.5   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 are taking a participatory budgeting approach to the allocation of PEF in their school communities.

2.6   There is the ability to carry-forward a proportion of funding from one financial year to the next, particularly where there have been challenges in the recruitment of staff or availability of higher value purchases. In 2017-18 schools carried forward £2m (46%), in 2018-19 a total of £0.5m (12.34%) was carried forward and in 2019-20, this was reduced to £0.3m (7.79%), as schools became fully staffed or diversified in their approaches.

2.7   At the end of 2019-20 £4.7m was spent and the table below shows the split between staffing and other resources. The table also shows the year to date split of expenditure for 2020-21, as at January 2021, of the total budget of £4.3m and this will increase up to year end. Details of individual schools spend is available upon request.

Description	Amount of Spend 2019-20	Year to Date Spend 2020-21
Teaching Staff	£1.8m	£1.4m
Support Staff	£1.9m	£1.4m
Resources & Materials	£1.0m	£0.7m
Totals	£4.7m	£3.5m

2.8 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. Financial reports are provided to all schools on a monthly basis. At service level, evidence from school reports is included in the annual report on progress towards the National Improvement Framework priorities.

2.9 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 to schools ensure that PEF and SAC activities complement each other.

2.10 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. 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. The latest data is included in Appendix 2.

2.11 Professional learning has been a focus for 2019-20 to strengthen the measurement of outcomes. All schools were offered training and bespoke analysis of school data using North Ayrshire's Power Bi Data visualisation tool, with almost all schools participating. Feedback from schools identified an increased confidence in using data to identify gaps and inform planning. Further developments to the data tool will be undertaken during session 2020-21, with data dialogue sessions being extended to school leadership teams and class teachers.

2.12 As part of the evaluation of PEF, 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 a sample of these case studies can be seen at Appendix 3.

2.13 Head Teachers have reconsidered budget expenditure due to the Covid-19 pandemic and have realigned budgets to such areas as:

- Outdoor learning to promote health and wellbeing.
- Providing support to children and young people on remote learning.
- Providing additional resources to support home learning.

- Purchase of digital software and IT equipment.
- Providing online activities and personalised support for the most vulnerable.
- Targeted interventions for Primary 1-3 in response to poor engagement with remote learning.
- Practical science resources to enable more focus on health and wellbeing.
- Purchase of e-Books.

A further detailed report on PEF expenditure for 2020-21 will be developed following year end.

2.14 The impact of PEF on outcomes is measured in a variety of ways following the end of each academic session. Individual interventions are evaluated against the specific targeted focus they were designed to improve. More broadly, the collective impact of PEF and other interventions is measured through the annual review of learner outcomes. A paper will be presented to Cabinet in April 2021 which focuses on excellence and equity, measuring progress and achievement over time for all pupils and targeted groups of individuals, and then benchmarking this performance against other local authorities and the national picture.

2.15 As a member of the South West Educational Improvement Collaborative, North Ayrshire has participated in collaborative working across the regional improvement collaborative local authorities. Primary school family learning networks were established across the SWEIC to facilitate collaboration on shared priorities; promote interesting practice and resources; and enhance analysis of data to support school improvement. This has enabled primary schools to identify common improvement priorities and share effective use of Pupil Equity Funding across the SWEIC.

3.   Proposals

3.1   It is proposed that Cabinet:

a.   Notes the use of PEF investment during session 2019-20;

b.   Notes the year to date spend for 2020-21; and

c.   Notes the initial indications of the impact of Covid-19 on PEF use for session 2020-21.

4.   Implications/Socio-economic Duty

Financial

4.1   Pupil Equity Funding is external funding, provided annually by the Scottish Government as a grant. The current financial position is outlined at 2.7.

Human Resources

4.2   All temporary staff are employed on fixed-term contracts and funded through the Scottish Government's Attainment Scotland Fund. There may be workforce implications

should the funding be withdrawn and the service has set-up a Workforce Planning Working Group to assess the potential impact of this.

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: Aspiring Communities:

- Children and young people 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
Executive Director

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 2017 – 2020   **Appendix 1**

School	2017/18 Allocation	2018/19 Allocation	2019/20 Allocation	2020/21 Allocation	2021/22 Allocation
Abbey Primary School	£ 84,000	£ 87,600	£ 82,800	£ 88,110	£ 91,890
Annick Primary School	£ 63,600	£ 73,200	£ 76,800	£ 75,187	£ 78,413
Ardeer Primary School	£ 98,400	£ 88,560	£ 79,200	£ 75,187	£ 78,413
Beith Primary School	£ 105,600	£ 104,400	£ 93,960	£ 81,414	£ 84,906
Blacklands Primary School	£ 48,000	£ 44,400	£ 57,600	£ 64,614	£ 67,386
Brodick Primary School	£ 7,200	£ 6,480	£ 6,000	£ 5,287	£ 5,513
Caledonia Primary School	£ 104,400	£ 93,960	£ 99,600	£ 87,758	£ 91,522
Castlepark Primary School	£ 217,200	£ 229,200	£ 242,400	£ 231,435	£ 241,364
Corrie Primary School	£ 1,200	£ 1,200	£ 1,200	£ 1,175	£ 1,225
Corsehill Primary School	£ 68,400	£ 66,000	£ 79,200	£ 75,187	£ 78,413
Cumbrae Primary School	£ 8,400	£ 7,560	£ 9,600	£ 10,573	£ 11,027
Dalry Primary School	£ 121,200	£ 118,800	£ 117,600	£ 103,617	£ 108,063
Dreghorn Primary School	£ 74,400	£ 78,000	£ 82,800	£ 75,187	£ 78,413
Dykesmains Primary School	£ 81,600	£ 94,800	£ 85,320	£ 79,886	£ 83,314
Elderbank Primary School	£ 193,200	£ 198,000	£ 204,000	£ 179,744	£ 187,456
Fairlie Primary School	£ 7,200	£ 8,400	£ 10,800	£ 9,516	£ 9,924
Garnock Community Campus (Opened 18/19)	£ 38,400	£ 43,200	£ 38,880	£ 37,594	£ 39,206
Gateside Primary School	£ 7,200	£ 6,480	£ 4,320	£ 5,874	£ 6,126
Glebe Primary School	£ 84,000	£ 82,800	£ 96,000	£ 86,935	£ 90,665
Glencairn Primary School	£ 79,200	£ 79,200	£ 86,400	£ 90,460	£ 94,340
Hayocks Primary School	£ 160,800	£ 148,800	£ 150,000	£ 132,164	£ 137,835
Kilmory Primary School	£ 1,200	£ 2,400	£ 2,400	£ 2,350	£ 2,450
Lamlash Primary School	£ 9,600	£ 8,640	£ 12,000	£ 10,573	£ 11,027
Largs Primary School (Opened 18/19)	£ -	£ 98,400	£ 90,000	£ 79,299	£ 82,701
Lawthorn Primary School	£ 51,600	£ 51,600	£ 46,800	£ 52,866	£ 55,134
Loudoun-Montgomery Primary School	£ 69,600	£ 78,000	£ 70,200	£ 75,187	£ 78,413
Mayfield Primary School	£ 79,200	£ 80,400	£ 72,360	£ 83,411	£ 86,989
Moorpark Primary School	£ 82,800	£ 74,520	£ 66,000	£ 58,740	£ 61,260
Pennyburn Primary School	£ 112,800	£ 110,400	£ 103,200	£ 91,634	£ 95,566
Pirnmill Primary School	£ 1,200	£ -	£ -	£ -	£ -
Shiskine Primary School	£ 1,200	£ 3,240	£ -	£ -	£ -
Skelmorlie Primary School	£ 6,000	£ 5,400	£ 6,000	£ 5,874	£ 6,126
Springside Primary School	£ 39,600	£ 46,800	£ 42,120	£ 48,167	£ 50,233
St Anthony's Primary School	£ 70,800	£ 63,720	£ 57,600	£ 65,789	£ 68,611
St Bridget's Primary School	£ 66,000	£ 79,200	£ 84,000	£ 78,712	£ 82,088
St John Ogilvie Primary School	£ 63,600	£ 63,600	£ 79,200	£ 69,783	£ 72,777
St John's Primary School	£ 48,000	£ 55,200	£ 49,680	£ 39,121	£ 40,799
St Luke's Primary School	£ 40,800	£ 43,200	£ 50,400	£ 45,817	£ 47,783
St Mark's Primary School	£ 109,200	£ 117,600	£ 109,200	£ 105,732	£ 110,268
St Mary's Primary School	£ 15,600	£ 15,600	£ 18,000	£ 15,860	£ 16,540
St Palladius' Primary School	£ 21,600	£ 22,800	£ 24,000	£ 21,146	£ 22,054
St Peter's Primary School	£ 63,600	£ 57,240	£ 50,400	£ 44,642	£ 46,558
St Winning's Primary School	£ 39,600	£ 43,200	£ 48,000	£ 49,342	£ 51,458
Stanley Primary School	£ 182,400	£ 175,200	£ 178,800	£ 157,540	£ 164,299
West Kilbride Primary School	£ 46,800	£ 49,200	£ 51,600	£ 45,817	£ 47,783
Whitehirst Park Primary	£ 31,200	£ 28,080	£ 27,600	£ 25,846	£ 26,954
Whiting Bay Primary School	£ 6,000	£ 7,200	£ 6,480	£ 4,699	£ 4,901
Winton Primary School	£ 73,200	£ 79,200	£ 74,400	£ 66,964	£ 69,836
Woodlands Primary School	£ 182,400	£ 194,400	£ 175,200	£ 154,369	£ 160,991
Ardrossan Academy	£ 124,800	£ 129,600	£ 126,000	£ 123,354	£ 128,646
Arran High School	£ 14,400	£ 12,960	£ 9,720	£ 8,459	£ 8,821
Auchenharvie Academy	£ 127,200	£ 121,200	£ 132,000	£ 144,500	£ 150,700
Garnock Community Campus (Opened 18/19)	£ 114,000	£ 106,800	£ 115,200	£ 132,752	£ 138,448
Greenwood Academy	£ 178,800	£ 166,800	£ 178,800	£ 172,696	£ 180,104
Irvine Royal Academy	£ 133,200	£ 133,200	£ 138,000	£ 153,899	£ 160,501
Kilwinning Academy	£ 108,000	£ 116,400	£ 122,400	£ 117,480	£ 122,520
Largs Academy	£ 64,800	£ 58,320	£ 61,200	£ 64,614	£ 67,386
St Matthew's Academy	£ 181,200	£ 177,600	£ 174,000	£ 178,570	£ 186,230
Haysholm School	£ 22,800	£ 26,400	£ 28,800	£ 30,545	£ 31,855
James McFarlane School	£ 6,000	£ 8,400	£ 32,400	£ 28,548	£ 29,772
James Reid School	£ 26,400	£ 27,600	£ 32,400	£ 28,548	£ 29,772
Stanecastle School	£ 14,400	£ 13,200	£ 13,200	£ 17,622	£ 18,378
TOTALS	£ 4,285,200	£ 4,413,960	£ 4,464,240	£ 4,297,771	£ 4,482,149

Data on key measures in reducing attainment gap **Appendix 2**

Covid-19 impacted on the ability for teacher judgement assessment of achievement of Curriculum for Excellence levels to be completed. As a result of Covid-19, data was not collected in term 4 of the 2019-20 academic year for literacy, numeracy or health and wellbeing measures. The most current data available on key measures is provided below which was reported in the 2018-19 academic year report.

<u>Key progress in reducing attainment gaps in literacy</u>

Area of focus	Learner group	Performance Measure	2015-16	2016-17	2017-18	2018-19	Trend across all years
Literacy	PRIMARY (P1, P4, P7)	Gap between SIMD 1&2 and SIMD 3-10 in % achieving expected CfE level in literacy	-12%	-13%	-12%	-12%	→
	SECONDARY (S3)	Gap between SIMD 1&2 and SIMD 3-10 in % achieving expected CfE level in literacy	-22%	-8%	-2%	-6%	↑
	P1	Gap between SIMD 1&2 and SIMD 3-10 in % achieving expected CfE level in literacy	-10%	-12%	-11%	-13%	↓
	P4	Gap between SIMD 1&2 and SIMD 3-10 in % achieving expected CfE level in literacy	-12%	-19%	-11%	-10%	↑
	P7	Gap between SIMD 1&2 and SIMD 3-10 in % achieving expected CfE level in literacy	-15%	-10%	-14%	-14%	↑
	S3 - level 3 or above	Gap between SIMD 1&2 and SIMD 3-10 in % achieving expected CfE level in literacy	-22%	-8%	-2%	-6%	↑
	S3 - level 4 or above	Gap between SIMD 1&2 and SIMD 3-10 in % achieving expected CfE level in literacy	-24%	-18%	-15%	-5%	↑
	Early Years	Gap between SIMD 1&2 and SIMD 3-10 in proportion of pupils achieving their EY developmental milestones before P1 (Literacy Component)	N/A	-3%	-11%	-6%	↑

Key progress in reducing attainment gaps in numeracy

Area of focus	Learner group	Performance Measure	2015-16	2016-17	2017-18	2018-19	Trend across all years
Numeracy	PRIMARY (P1, P4, P7)	Gap between SIMD 1&2 and SIMD 3-10 in % achieving expected CfE level in numeracy	-11%	-9%	-9%	-10%	↑
	SECONDARY (S3)	Gap between SIMD 1&2 and SIMD 3-10 in % achieving expected CfE level in numeracy	-18%	-12%	-1%	-6%	↑
	P1	Gap between SIMD 1&2 and SIMD 3-10 in % achieving expected CfE level in numeracy	-9%	-8%	-6%	-9%	→
	P4	Gap between SIMD 1&2 and SIMD 3-10 in % achieving expected CfE level in numeracy	-11%	-15%	-11%	-8%	↑
	P7	Gap between SIMD 1&2 and SIMD 3-10 in % achieving expected CfE level in numeracy	-17%	-7%	-9%	-14%	↑
	S3 - level 3 or above	Gap between SIMD 1&2 and SIMD 3-10 in % achieving expected CfE level in numeracy	-18%	-12%	-1%	-6%	↑
	S3 - level 4 or above	Gap between SIMD 1&2 and SIMD 3-10 in % achieving expected CfE level in numeracy	-28%	-16%	-15%	-16%	↑
	Early Years	Gap between SIMD 1&2 and SIMD 3-10 in proportion of pupils achieving their EY developmental milestones before P1 (Numeracy Component)	N/A	-3%	-9%	-6%	↑

Key progress in reducing gaps in health & wellbeing

Area of focus	Learner group	Performance Measure	2016-17	2017-18	2018-19	Trend across all years
Health & wellbeing	Early Years	Gap between SIMD 1&2 and SIMD 3-10 in proportion of pupils achieving their EY developmental milestones before P1 (Health and Wellbeing component)	N/A	-5%	-3%	↑
	Lower Primary (P1 - P3)	Gap between SIMD 1&2 and SIMD 3-10 in PASS satisfaction with school across all factors	N/A	-1%	-0.2%	↑
	Upper Primary (P4 - P7)	Gap between SIMD 1&2 and SIMD 3-10 in PASS satisfaction with school across all factors	N/A	-6%	-6%	→
	Secondary (S1 - S6)	Gap between SIMD 1&2 and SIMD 3-10 in PASS satisfaction with school across all factors	N/A	-8%	-9%	↓

Key	
Very good or good progress in reducing the gap	
Some progress in reducing the gap	
Limited or no progress in reducing the gap as of yet	

School: Irvine Royal Academy

Intervention Name	Barnardo's Attainment Worker
Introduction	The Barnardo's Attainment Worker was asked to run 6 week health and wellbeing groups for young people within the school. The groups were bespoke, looking at what the young people identified was important to cover within the time frame. We looked to address the lack of social opportunities for young people, reducing isolation and improve mental health and wellbeing.
Objective	The following key objectives have been identified to support our children and young people most in need: ➢ Improved mental health and emotional wellbeing ➢ Social skills improved/gained ➢ Views and opinions voiced and acted on ➢ Reduction in level of risk/harm ➢ Satisfactory school attendance ➢ Improved behaviour in school ➢ More positive social networks
Target Group	Children and young people are referred to the Barnardo's Worker from teaching staff who feel they are most in need. There are also drop in sessions at lunchtimes and group sessions.
Theme	To provide a forum where views and opinions can be heard and improve social skills and confidence.
Intended Outcomes	The outcomes for our children and young people are: • Improved outcomes for young people • Positive feedback from young people • Positive observations from worker • Feedback from school • Positive relationship between worker and young people • Young people actively seeking out support from worker
Impact	The impact for children and young people to have more positive social networks and relationships at schools. This will improve their school attendance and behaviour in school.
Outputs	The outputs from the groups were positive, with all young people initially having 'big concerns' to 'no big concerns'. Feedback comments from young people include: *"My voice feels like it has been heard"*

	"Its helped a lot with my confidence and helping myself open up and talk to others" *"it was good we were all able to communicate and have something in common. Family"* *"I think it is amazing you feel worth it"* *"Helps with issues, they listen, let you talk"* Further information on feedback and results is included in the attached document.
Next Steps	Overall all 3 groups have benefited from the sessions and achieved their outcomes. The feedback from the young people is evidence that the groups/sessions have had a positive impact on them. Further sessions are planned for the future.

School: Largs Academy

Intervention Name	Raising Attainment - Developing the Young Workforce Teacher
Intervention Change due to COVID-19	Supporting Digital Provision
Objective	To evaluate lockdown 1 and create the contingency plan for working with pupils, staff and parents.
Target Group	• To provide support to those young people most in need who are identified through class teachers and pupil support teachers. • To support parents in their role relating to home learning. • To support staff within the school to provide devices and assist in the use of digital technology.
Theme	Ensure each young person has the equipment and information they require to participate in digital learning. Examples of supports provided are detailed below: • Twilight training sessions for staff. • Parental Help Guides in the use of digital platforms. • Leaders of Learning – S6 pupils supporting pupils in lunchtime training sessions. • Working closely with parents/carers to facilitate remote access. • Working closely with IT Technician in school to provide digital software and hardware where required.
Intended Outcomes	There is no disadvantage to any young people due to the lack of digital equipment or knowledge and information required to participate in learning.

	Trackers of engagement are monitored i.e. digital class registers, review of homework being returned to teachers. This allows teachers to target certain groups of young people who may be struggling with technology or another reason and provide appropriate support.
Impact	Feedback from surveys to parent/carers have been much more positive than in the initial lockdown with regard to accessing digital technology and also the structure to teaching and learning. Staff have an increased confidence in the use digital technology for teaching and learning.
Next Steps	Further monitoring and engagement with staff, parents/carers and young people. To include digital wellbeing activities for pupils.

School: Garnock Community Campus

Intervention Name	Targeted Support to children and young people during lockdown
Objective	• To ensure children and young people have access to and the ability to participate in digital learning throughout lockdown. • Provide support to children and young people in school and in the community.
Target Group	Support provided to the children and young people most vulnerable and most in need of guidance and direction.
Themes	• A Classroom Assistant has been allocated to provide targeted literacy and numeracy support in-school, and during remote learning, they continue this support by attending virtual meetings and drop-ins with the children and provide support on the digital platforms we are using i.e. Google Classroom. • The campus police officer provides valuable support to pupils in school through positive relationships and safety inputs. During remote learning, our campus police officer is supporting non-engaging families in the community and has kept staff updated on their circumstances.
Intended Outcomes	To ensure children and young people are included in all aspects of remote learning and feel supported within and outwith the school environment.
Impact	Valuable assistance has been given to pupils most in need to access digital learning and the positive liaison between the Campus Police Officer and the school has ensured that children are receiving the support they require.
Next Steps	To continue to provide support in this way as long as required and until there is a full return of young people to school.

School: St. John Ogilvie Primary School

Intervention	Classroom Assistant Support
Objective	The majority of PEF budget has been spent on additional Classroom Assistants, with the main areas of focus being: • Raising Attainment in Literacy • Raising Attainment in Numeracy
Target Group	The support is targeted at the most vulnerable children, who have additional support needs and/or challenging behaviour.
Theme	The main themes are attainment in Literacy and Numeracy, however, as a result of the pandemic, the Classroom Assistants have also provided support relating to children's mental health and wellbeing. Especially those children who were not engaging whilst home learning.
Intended Outcomes	To raise attainment of the most vulnerable children and improve challenging behaviours. The health and wellbeing of children in school and also providing emotional support to key worker children in the hubs.
Impact	The support being provided by the classroom assistants has ensured that children are engaging with the school curriculum and getting the emotional support to improve their health and wellbeing. The children have also been supported in the use of technology and are able to participate in weekly live class check-ins and utilise Rising Stars, Sumdog and EducationCity online software for school work and homework.
Next Steps	• To continue to provide nurturing support to the most vulnerable children. • To help raise attainment in Literacy and Numeracy. • To support children to engage with technology in school and also with homework.

Irvine Royal Academy
Group work: August – October 2020

Introduction
The Barnardo's Attainment Worker was asked to run 6 week health and wellbeing groups for young people within the school. There were 3 groups organised. Outcomes we looked to address were the lack of social opportunities for young people, reducing isolation and improve mental health and wellbeing.

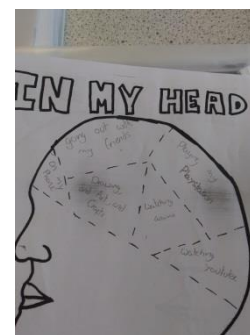## Demographic of Young people attending
The Crazy Group
- 5 girls age between 12 to 14

The Clowns Group
- 4 boys aged between 13 and 14

The Girls Group
- 5 girls age between 13 and 14

What was delivered?
All groups were delivered on Tuesdays for 6 weeks, one period per week. All groups had an input on mental health and wellbeing support and two groups looked at the importance of a self-care plan. The rest of the sessions were then tailored to cover the young people's thoughts.

The Crazy Group
- ➢ How people view me, anxiety
- ➢ Triggers
- ➢ Friendships and conflict

The Clown Group
The Clown group was not consistent with attendance and at times only one young person attended the session.
- ➢ Inside my head; thought and feelings
- ➢ Roles and responsibility
- ➢ Family

The Girls Group
- ➢ Feelings about school
- ➢ Family
- ➢ Trust
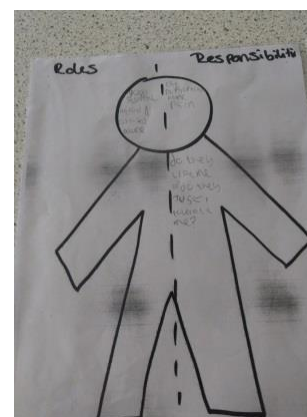
Outcome data

Initial outcomes in particular around mental health and wellbeing and social skills were scored higher due to the lockdown and school closures that the young people had just experienced. The data collected from recordings, evaluations and attendance of the group help to establish closing outcomes.
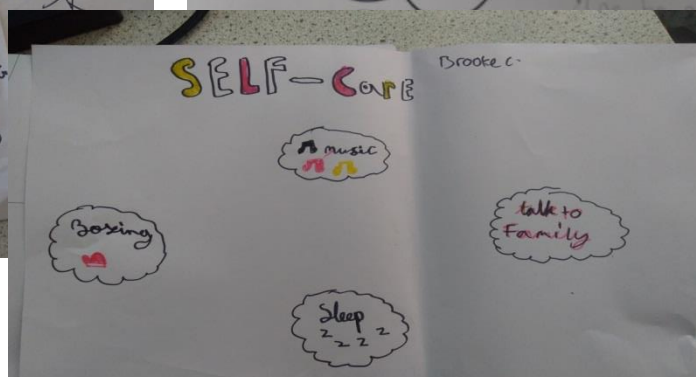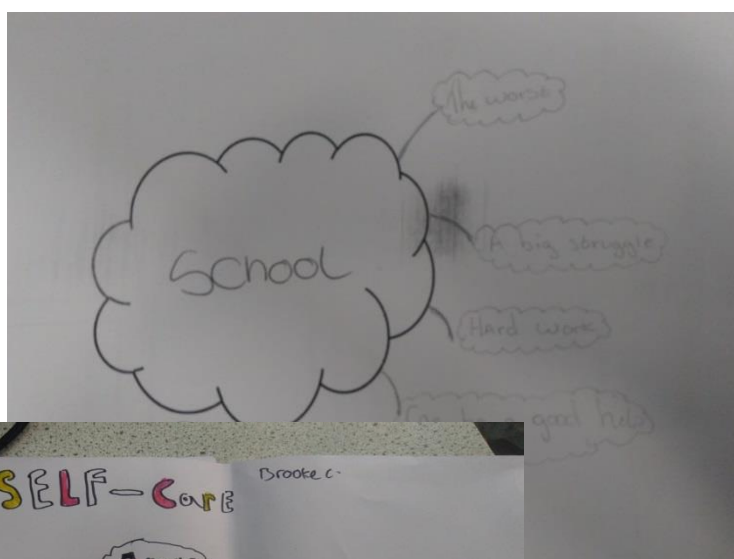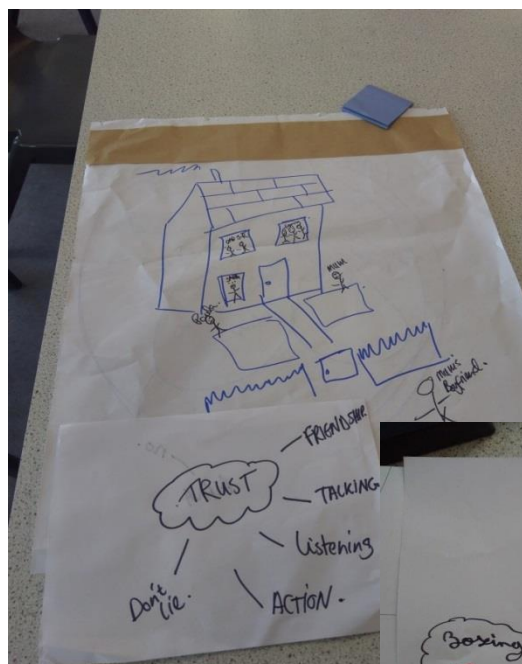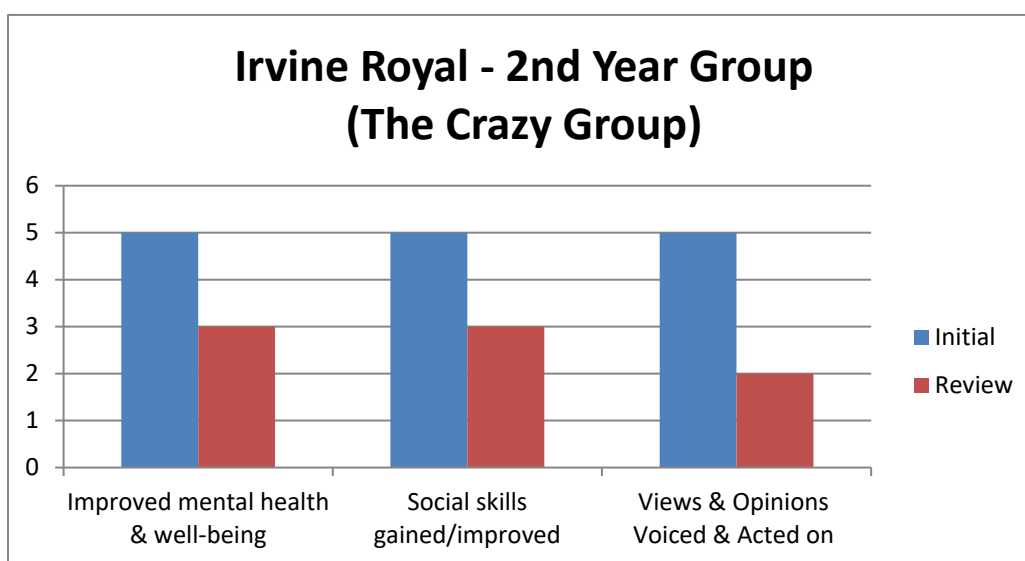
Outcomes	Initial	Review
Improved mental health & well-being	5	3
Social skills gained/improved	5	3
Views & Opinions Voiced & Acted on	5	2

Irvine Royal - 2nd Year Group (The Crazy Group)

Key
1 Things are good
2 Mostly OK
3 No big concerns
4 Someone is helping
5 Big Concerns

	Initial	Review
Outcomes		
Improved mental health & well-being	5	3
Social skills gained/improved	5	4
Views & Opinions Voiced & Acted on	5	3
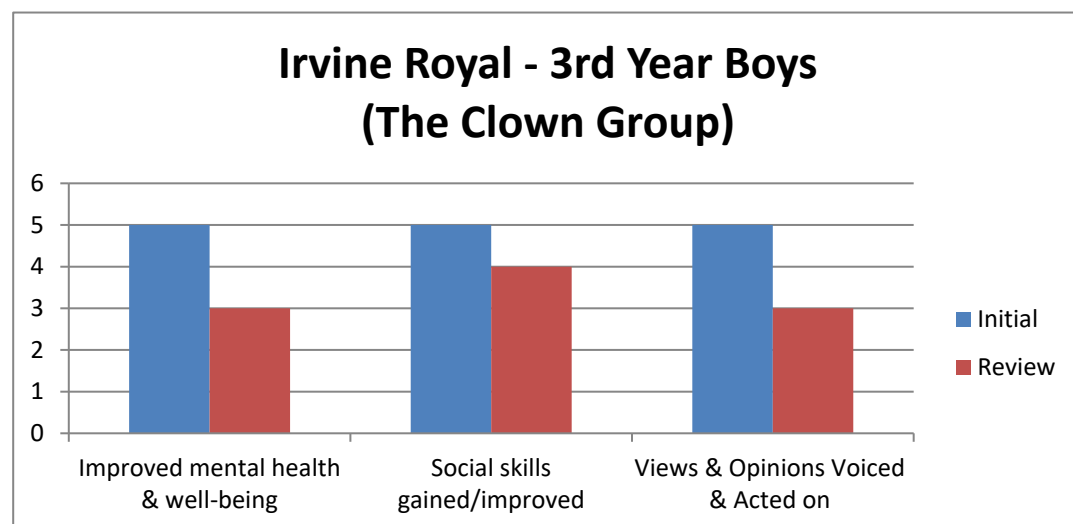
Irvine Royal - 3rd Year Boys (The Clown Group)

Key
1 Things are good
2 Mostly OK
3 No big concerns
4 Someone is helping
5 Big Concerns

	Initial	Review
Outcomes		
Improved mental health & well-being	5	3
Social skills gained/improved	5	3
Views & Opinions Voiced & Acted on	5	3

Irvine Royal - 3rd Year Girls Group
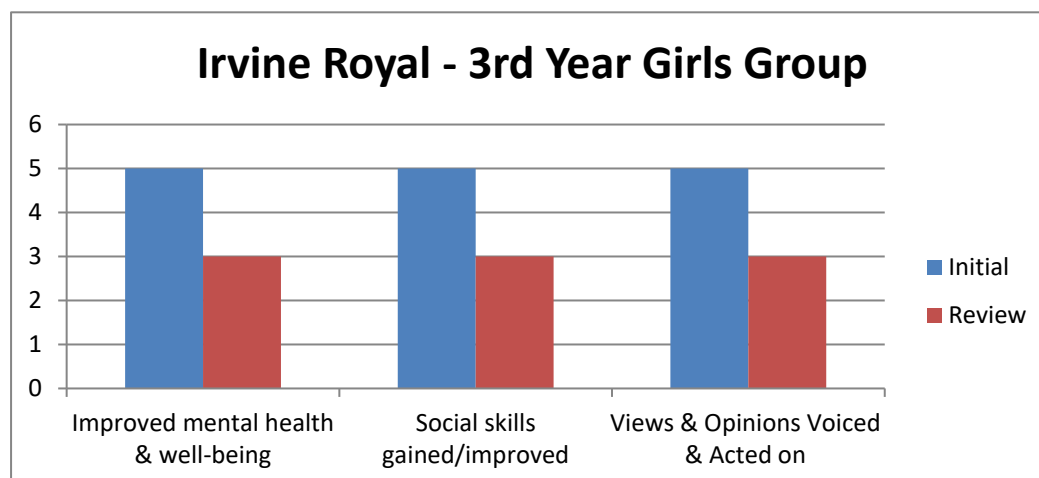
Key
1 Things are good
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4 Someone is helping
5 Big Concerns
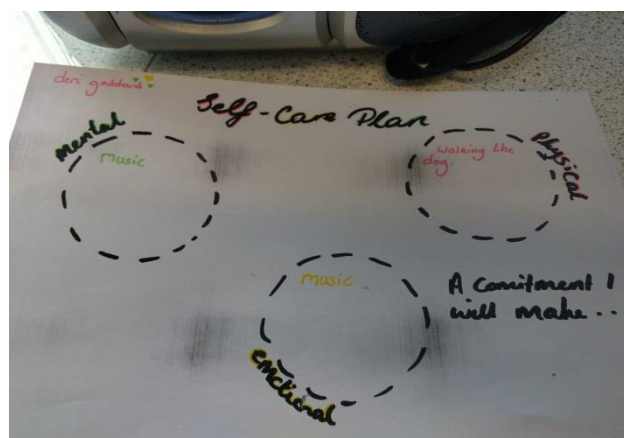
Feedback from young people

Young people were consulted on the first sessions about the plan for the group, the activities and if they wanted any changes or had any ideas as well as deciding their own group names and developing a group agreement. During the sessions it gave the worker the opportunity to get to know the young people and she would receive positive comments about the group which along with activities and observations informed the outcomes scores.

Questionnaires were sent out to young people at the end of the group. Not all were handed back in.

Young people's feedback:

How has going to the group helped you?
"To see people more open and to see how they really are"
"My voice feels like it has been heard"
"Its made me feel better and to know that people are here to listen and just to be heard and to just know people are near the same situation as me"
"Yes they made me learn things"
"not really"
"Its helped a lot with my confidence and helping myself open up and talk to others"
"Aye because it helped me talk to others without being judged"
"Helped me talk to folk"
"helped with my anxiety"

Tell us what was good about the group
"It was fun and enjoyable"
"I feel like it helped me get on with my day after expressing my feelings/emotions to the group"
"That people in the group understand you and your voice can be heard without anyone laughing at what you say"
"open up"
"got help"
"it was good we were all able to communicate and have something in common. Family"
"more sweets and pizza"

Did you feel comfortable in the group? Did you feel your voice was heard?

"the best I am great had so much fun"

"I think it is amazing you feel worth it"

"I felt a little comfortable in the group but it wasn't 10 because I had trust issues and I was worried"

"A few times in the group I thought my voice was heard other time I feel it could have been better other than that it was good"

What would you tell other people about the work that Barnardo's do?

"Helps with issues, they listen, let you talk"

"That it's friendly"

"That your not alone and people are here to listen to you and give you the help you need"

"I would tell them that they help you and they will listen to each other"

"they are amazing at their job"

"Yes I told them its amazing"

"It is injoy all and so much fun"

"It has helped me through a lot of rough times, if I had more issues I'd ask to do another group"

What do you think other young people would want at future groups?

"To be heard, to have trust in the group. For people not to be anxious and scared to attend the group. To feel safe"

"To talk about the issues there struggling with, also think they get a lot of help"
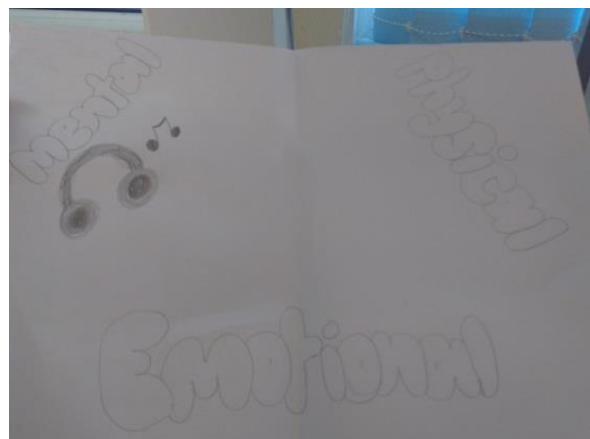
"for everyone to be happy"

"more activities, more time"

"I think they would want to have somethings that are kind of designed to all their equal.hobbies,art,anime".

"we could talk more about fighting"

"yes"

"lunchtime group

Evaluation

The Clowns group

The attendance for this group was not regular. This may be because it was in periods the young people enjoyed going to class. Therefore the worker felt the social interaction could have been a lot better. Due to the feedback from the young people they appeared to have enjoyed the group and it appeared to give opportunity to discuss feelings and emotions. If the worker was to run another boys group a discussion beforehand with the boys may be needed around the class that would be more appropriate to come out of.

The Crazy group

There was a lot of discussion in this group about mental health such as; anxiety, school dynamics, family relationships and friendships. The group was attended well and the young people appeared to socialise well. The worker also tried to listen to the young people and is working towards creating a lunch time group. One success from this group is that the worker has had other young people come forward and ask to attend the group and would like support to be provided by Barnardo's. It has also given the worker the opportunity to get to know those young people who may benefit from one to one support.

The Girls group

This group appeared to be attended well. Some of the young people appeared to lack trust in others in the group. Other young people appeared to feel it gave them confidence and they were able to open up in the group. Some felt it helped with issues and made them feel better. Some young people from this group have also gone on to attend another group looking at loss and grief.

Overall all 3 groups have achieved their outcomes and potentially had they ran for a longer period outcomes might have further improved as relationships continued to develop. The feedback from the young people is evidence that the groups/sessions have had a positive impact on them.