

---

## NORTH AYRSHIRE COUNCIL

22 February 2022

### Cabinet

---

<b>Title:</b>	<b>Pupil Equity Funding in North Ayrshire – Progress Report</b>
<b>Purpose:</b>	To provide an update on: <ul style="list-style-type: none"><li>• The use of Pupil Equity Funding (PEF) in North Ayrshire during session 2020-21</li><li>• Year to date spend for 2021-22; and</li><li>• Assessment of the impact of Covid-19 on implementation and impact</li></ul>
<b>Recommendation:</b>	It is recommended that Cabinet notes: <ul style="list-style-type: none"><li>(a) the use of PEF investment to date;</li><li>(b) the positive impact PEF is having within school communities; and</li><li>(c) the impact covid-19 has had on PEF in the 2020-21 academic year.</li></ul>

---

### 1. Executive Summary

- 1.1 North Ayrshire Council schools have received Pupil Equity Funding (PEF) over the last five years to reduce poverty related attainment gaps in literacy, numeracy and health and wellbeing. In the first four years of funding schools received in the region of £4.4m each year, which increased to £5.1m in 2021-22 due to a 15% uplift provided in response to the Covid-19 pandemic.
- 1.2 Plans are created by every school to outline how PEF will be spent and analysis shows almost all interventions focus on: improving literacy; numeracy; and health and wellbeing. In 2020-21 financial year, 79% of overall spend was on staff costs, while 21% was used for purchasing additional resources.
- 1.3 Good practice is shared through a variety of approaches including: networking between schools within school clusters; engagement in the South West Education Improvement Collaborative (SWEIC) events; and case studies created to share what is working well.
- 1.4 Whilst the local authority continues to make good progressing in implementing PEF plans to improve outcomes for children and young people, recent data indicates the Covid-19 pandemic has resulted in a widening of local attainment gaps. North Ayrshire's data reflects national reporting that attainment gaps have widened. Head Teachers continue to respond to the needs of their school communities and through a range of

assessment practices put in place supports using PEF that will have the greatest impact on improving outcomes for learners.

- 1.5 Scottish Government is currently refreshing the policy framework surrounding the Attainment Scotland Fund including PEF and it is anticipated further guidance will be issued in Spring 2022 to outline expectations on the spend and reporting on this funding. As a result, work is underway in the Education Service to enhance approaches used to capture, share, and report impact associated with PEF interventions.

## **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 around £130m is provided directly to schools in the form of the Pupil Equity Fund to provide additional resource to reduce poverty-related attainment gaps.
- 2.2 All local authorities benefit 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 through PEF.
- 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.

<b>Year</b>	<b>PEF Funding</b>
2017-18	£4.39m
2018-19	£4.41m
2019-20	£4.46m
2020-21	£4.30m
2021-22	£5.15m

- 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 determine which pupils receive targeted interventions.
- 2.5 All schools work with their school community to decide how to invest PEF and are encouraged to use participatory budgeting approaches to inform decision making.

## **2.6 Monitoring and tracking of PEF financial performance**

- 2.6.1 Financial governance of PEF is monitored by the Education Service's Attainment Challenge Programme Board via regular updates on the spend profile throughout each year. In addition, financial reports are provided to all schools monthly to track spend. This enables school leadership teams to effectively plan and utilise the funding to deliver intended outcomes.

- 2.6.2 The table below outlines £3.9m was spent in total at the end of 2020-21 financial year, with 79% of funding utilised for staffing and 21% spent on resources and materials. The year to date spend, as at December 2021, for the 2021-22 financial year is also provided in the table. This shows how much of the £5.15m available has been spent so far and has been separated into staff and resources. Details of individual schools spend is available upon request.

Description	PEF spend profile 2020-21	PEF spend profile 2021-22 (as at Dec 21)
Teaching Staff	£1.6m	£1.3m
Support Staff	£1.5m	£1.1m
Resources & Materials	£0.8m	£0.6m
Totals	£3.9m	£3.0m

- 2.6.3 Unspent Pupil Equity Funding can be carried forward from one financial year to the next, useful when there are challenges in the recruitment of staff or availability of higher value purchases. Carry forward has reduced significantly since PEF was introduced in 2017-18 from £2m (46%) to £0.7m (16.6%) in 2020-21. Carry forward increased slightly in 2020-21, from the previous financial year, due to difficulties recruiting and purchasing resources during the pandemic.

## 2.7 Measuring impact of PEF

- 2.7.1 Scottish Government's Pupil Equity Funding: national operational guidance 2021 stipulates that funding should be used to reduce the poverty related attainment gap through targeted support for children, young people and their families which will lead to improvements in literacy, numeracy, and health and wellbeing.
- 2.7.2 Head teachers are provided with full autonomy to allocate PEF to address poverty related attainment gaps in their school. Schools are also responsible for measuring and evaluating the impact of PEF interventions. Approaches vary on a school-to-school basis but in most circumstances measurement of PEF impact focuses on the pupils who benefit from the intervention at school level through qualitative and quantitative data.
- 2.7.3 Schools are requested to provide an overview of planned PEF activity for the academic year as part of their annual school improvement plan as well as a summary of impact at the end of the academic year. Education Senior Managers provide support to establishments throughout the academic year and carry out quality improvement visits/virtual meetings to assess progress as part of the Education Service's Quality Improvement Framework. An annual professional discussion on school attainment and achievement also occurs between Head Teachers, Senior Managers and Heads of Service to evaluate performance.
- 2.7.4 Pupil Equity Funding and 'Challenge Authority' funding, which is received by the local authority's Education Service, are primary drivers in reducing the poverty-related attainment gap across North Ayrshire schools. At a service level, a set of overarching attainment gap measures are well-established to measure progress that can be partly assigned to impact of PEF and Challenge Authority interventions. These measures

are also used as the basis of reporting performance to Scottish Government through the National Improvement Framework. Interventions implemented through Challenge Authority funding, which is directed by the Education Service centrally, and Pupil Equity Funding, as directed by head teachers, are both accessed by learners to reduce attainment gaps. Consequently, no intervention or funding stream is viewed in isolation or assessed as making the most difference in reducing the poverty related attainment gap.

- 2.7.5 There is broad alignment between areas of focus for interventions funded through PEF and those coordinated centrally through Challenge Authority funding. The Education Service's senior leadership team works with schools to ensure that PEF and SAC activities are complementary, and duplication is minimised.
- 2.8 Pupil Equity Fund impact on closing attainment gaps and school communities (These highlights are supported by data provided in appendix 2 and PEF summary impact reports in appendix 3)
  - 2.8.1 In 2016, the Scottish Government began to collect statistics on the Curriculum for Excellence (CfE) level achieved in Literacy (Listening and Talking, Reading, Writing) and Numeracy by pupils in the Broad General Education stages P1, P4, P7 and S3. This is based on teacher judgement about each pupil's achievement of a level made at the end of June each session. This is used as a primary measure to identify attainment gaps between pupils living in SIMD 1-2 areas versus 3-10 areas.
  - 2.8.2 As evidenced in appendix 1, the literacy attainment gap between pupils living in SIMD 1-2 areas and pupils living in SIMD 3-10 areas has increased at all stages of primary school (P1, P4, P7). The attainment gap in numeracy attainment has also increased at most stages of primary school (P1, P4) with a slight narrowing of the gap in P7. The widening of literacy and numeracy attainment gaps in primary schools is not specific to North Ayrshire as nationally reported data shows several other local authorities have reported similar data. The reason for the widening of attainment gaps is due to the negative impact of the covid-19 pandemic, which has disrupted learning environments and the provision of in-school learning. It is anticipated that work across the Service, as part of Covid-19 recovery, will result in attainment gaps reducing again in future years.
  - 2.8.3 Curriculum for Excellence (CfE) levels in literacy and numeracy were not recorded in secondary schools at S3 in the 2019-20 or 2020-21 academic year as shown in appendix 1. This was due to the covid-19 pandemic impacting on the recording of CfE levels at school level. While data is not available locally, feedback from schools as well as corresponding national data indicates these attainment gaps are likely to have widened and work is underway across the service to support learners. Data will be collected in the 2021-22 academic year which will provide further information.
  - 2.8.4 Measurement of progress made in reducing attainment gaps in health and wellbeing continues to present a challenge for the local authority due to the lack of a suitable tool to measure progress. The Covid-19 pandemic and work on-going to finalise Scottish Government's Health and Wellbeing Census, which will be issued to all schools, has also led to delays in measuring progress in this area.

- 2.8.5 While Attainment Scotland Funding is primarily focused on supporting children and young people participating in the Broad General Education curriculum in P1-S3, the Education Service recognises that early intervention is critical and provides a range of supports pre-school through the Early Years Service to raise attainment and reduce attainment gaps. The Education Service has developed its own early years milestones assessment to assess development in literacy, numeracy and health and wellbeing in the year before a child starts P1. Data provided in appendix 2 shows that the attainment gap, between pupils living in SIMD 1 and 2 areas versus pupils living in SIMD 3-10 areas, has widened in early years in both literacy and numeracy. This mirrors primary literacy and numeracy attainment gaps. The disruption caused by the covid-19 pandemic is responsible for the widening of these attainment gaps. The Early Years Service continues to monitor this gap and put in place appropriate targeted supports throughout the Service's recovery phase to address need.
- 2.8.6 As highlighted in section 2.7.3, schools are required to produce a summary of PEF impact at the end of the academic year. A selection of summary reports across a range of schools is provided at appendix 3. Senior manager quality improvement conversations during the 2020-21 academic year and a central review of the PEF summary reports highlights schools are utilising PEF in a variety of ways that are impactful in meeting the needs of their school community and addressing the poverty related attainment gap.

### **3. Proposals**

- 3.1 It is proposed that Cabinet notes:
- (a) the use of PEF investment to date;
  - (b) the positive impact PEF is having within school communities;
  - (c) the impact Covid-19 has had on PEF in the 2020-21 academic year.

### **4. Implications/Socio-economic Duty**

#### **Financial**

- 4.1 Pupil Equity Funding is external funding, provided annually by the Scottish Government as a grant. There are no financial implications to be considered in relation to this funding at present.

#### **Human Resources**

- 4.2 All staff funded through the Scottish Government's Attainment Scotland Fund are employed on fixed-term contracts. A workforce planning group is established to assess and manage the workforce implications associated with this funding situation.

#### **Legal**

- 4.3 None.

## **Equality/Socio-economic**

- 4.4 PEF is utilised to reduce the poverty related attainment gap through providing targeted support to children, young people, and their families by improving literacy, numeracy and health and wellbeing. Improving the attainment and achievement of learners positively impacts the number of school leavers who engage in further education or employment.

## **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 Pupil Equity Funding improves the attainment and achievement of learners which positively impacts on the number of school leavers engaging in further education or employment locally. A reduction in the poverty related attainment gap ensures wider access to local economic and employment opportunities for all North Ayrshire residents. Pupil Equity Funding also provides considerable opportunities to invest in the local community through providing employment and also has the potential to lead to procurement of resources from local suppliers within North Ayrshire.

## **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.

Caroline Amos  
Executive Director (Interim) (Communities and Education Directorate)

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

## **Background Papers**

0

# APPENDIX 1 - school PEF allocations 2017-22

Local Authority	Seed Code	School	Stage	2017/18 Allocation	2018/19 Allocation	2019/20 Allocation	2020/21 Allocation	Revised 2021/22 Allocation	Total PEF allocation 2017-22
North Ayrshire	8212627	Abbey Primary School	Primary	£ 84,000	£ 87,600	£ 82,800	£ 88,110	£ 105,674	£ 448,184
North Ayrshire	8218323	Annick Primary School	Primary	£ 63,600	£ 73,200	£ 76,800	£ 75,187	£ 90,175	£ 378,962
North Ayrshire	8214123	Ardeer Primary School	Primary	£ 98,400	£ 88,560	£ 79,200	£ 75,187	£ 90,175	£ 431,522
North Ayrshire	8210829	Beith Primary School	Primary	£ 105,600	£ 104,400	£ 93,960	£ 81,414	£ 97,642	£ 483,016
North Ayrshire	8212724	Blacklands Primary School	Primary	£ 48,000	£ 44,400	£ 57,600	£ 64,614	£ 77,494	£ 292,108
North Ayrshire	8218129	Brisbane Primary School (Closed 17/18)	Primary	£ 33,600	£ -	£ -	£ -	£ -	£ 33,600
North Ayrshire	8200122	Brodick Primary School	Primary	£ 7,200	£ 6,480	£ 6,000	£ 5,287	£ 6,340	£ 31,307
North Ayrshire	8218625	Caledonia Primary School	Primary	£ 104,400	£ 93,960	£ 99,600	£ 87,758	£ 105,251	£ 490,969
North Ayrshire	8211825	Castlepark Primary School	Primary	£ 217,200	£ 229,200	£ 242,400	£ 231,435	£ 277,569	£ 1,197,804
North Ayrshire	8200327	Corrie Primary School	Primary	£ 1,200	£ 1,200	£ 1,200	£ 1,175	£ 1,409	£ 6,184
North Ayrshire	8212821	Corsehill Primary School	Primary	£ 68,400	£ 66,000	£ 79,200	£ 75,187	£ 90,175	£ 378,962
North Ayrshire	8218226	Cumbræ Primary School	Primary	£ 8,400	£ 7,560	£ 9,600	£ 10,573	£ 12,681	£ 48,814
North Ayrshire	8210926	Dalry Primary School	Primary	£ 121,200	£ 118,800	£ 117,600	£ 103,617	£ 124,272	£ 585,489
North Ayrshire	8211124	Dreghorn Primary School	Primary	£ 74,400	£ 78,000	£ 82,800	£ 75,187	£ 90,175	£ 400,562
North Ayrshire	8213429	Dykesmains Primary School	Primary	£ 81,600	£ 94,800	£ 85,320	£ 79,886	£ 95,811	£ 437,417
North Ayrshire	1003127	Elderbank Primary School	Primary	£ 193,200	£ 198,000	£ 204,000	£ 179,744	£ 215,574	£ 990,518
North Ayrshire	8211221	Fairlie Primary School	Primary	£ 7,200	£ 8,400	£ 10,800	£ 9,516	£ 11,413	£ 47,329
North Ayrshire	8215634	Garnock Community Campus (Opened 18/19)	Primary	£ 38,400	£ 43,200	£ 38,880	£ 37,594	£ 45,087	£ 203,161
North Ayrshire	8211329	Gateside Primary School	Primary	£ 7,200	£ 6,480	£ 4,320	£ 5,874	£ 7,045	£ 30,919
North Ayrshire	8211922	Glebe Primary School	Primary	£ 84,000	£ 82,800	£ 96,000	£ 86,935	£ 104,265	£ 454,000
North Ayrshire	8214328	Glencairn Primary School	Primary	£ 79,200	£ 79,200	£ 86,400	£ 90,460	£ 108,491	£ 443,751
North Ayrshire	8214220	Hayocks Primary School	Primary	£ 160,800	£ 148,800	£ 150,000	£ 132,164	£ 158,510	£ 750,274
North Ayrshire	8216223	Kelburn Primary School (Closed 17/18)	Primary	£ 70,800	£ -	£ -	£ -	£ -	£ 70,800
North Ayrshire	8200424	Kilmory Primary School	Primary	£ 1,200	£ 2,400	£ 2,400	£ 2,350	£ 2,818	£ 11,168
North Ayrshire	8218420	Lamlash Primary School	Primary	£ 9,600	£ 8,640	£ 12,000	£ 10,573	£ 12,681	£ 53,494
North Ayrshire		Largs Primary School (Opened 18/19)	Primary	£ -	£ 98,400	£ 90,000	£ 79,299	£ 95,106	£ 362,805
North Ayrshire	8218722	Lawthorn Primary School	Primary	£ 51,600	£ 51,600	£ 46,800	£ 52,866	£ 63,404	£ 266,270

North Ayrshire	8212120	Loudoun-Montgomery Primary School	Primary	£ 69,600	£ 78,000	£ 70,200	£ 75,187	£ 90,175	£ 383,162
North Ayrshire	8213623	Mayfield Primary School	Primary	£ 79,200	£ 80,400	£ 72,360	£ 83,411	£ 100,038	£ 415,409
North Ayrshire	8211523	Moorpark Primary School	Primary	£ 82,800	£ 74,520	£ 66,000	£ 58,740	£ 70,449	£ 352,509
North Ayrshire	8212929	Pennyburn Primary School	Primary	£ 112,800	£ 110,400	£ 103,200	£ 91,634	£ 109,900	£ 527,934
North Ayrshire	8200521	Pirnmill Primary School	Primary	£ 1,200	£ -	£ -	£ -	£ -	£ 1,200
North Ayrshire	8200629	Shiskine Primary School	Primary	£ 1,200	£ 3,240	£ -	£ -	£ -	£ 4,440
North Ayrshire	8213925	Skelmorlie Primary School	Primary	£ 6,000	£ 5,400	£ 6,000	£ 5,874	£ 7,045	£ 30,319
North Ayrshire	8214026	Springside Primary School	Primary	£ 39,600	£ 46,800	£ 42,120	£ 48,167	£ 57,768	£ 234,455
North Ayrshire	8213720	St Anthony's Primary School	Primary	£ 70,800	£ 63,720	£ 57,600	£ 65,789	£ 78,903	£ 336,812
North Ayrshire	8211620	St Bridget's Primary School	Primary	£ 66,000	£ 79,200	£ 84,000	£ 78,712	£ 94,402	£ 402,314
North Ayrshire	8218528	St John Ogilvie Primary School	Primary	£ 63,600	£ 63,600	£ 79,200	£ 69,783	£ 83,693	£ 359,876
North Ayrshire	8214425	St John's Primary School	Primary	£ 48,000	£ 55,200	£ 49,680	£ 39,121	£ 46,919	£ 238,920
North Ayrshire	8217025	St Luke's Primary School	Primary	£ 40,800	£ 43,200	£ 50,400	£ 45,817	£ 54,950	£ 235,167
North Ayrshire	8217521	St Mark's Primary School	Primary	£ 109,200	£ 117,600	£ 109,200	£ 105,732	£ 126,808	£ 568,540
North Ayrshire	8213224	St Mary's Primary School	Primary	£ 15,600	£ 15,600	£ 18,000	£ 15,860	£ 19,021	£ 84,081
North Ayrshire	8211027	St Palladius' Primary School	Primary	£ 21,600	£ 22,800	£ 24,000	£ 21,146	£ 25,362	£ 114,908
North Ayrshire	8210721	St Peter's Primary School	Primary	£ 63,600	£ 57,240	£ 50,400	£ 44,642	£ 53,541	£ 269,423
North Ayrshire	8213127	St Winning's Primary School	Primary	£ 39,600	£ 43,200	£ 48,000	£ 49,342	£ 59,177	£ 239,319
North Ayrshire	8210527	Stanley Primary School	Primary	£ 182,400	£ 175,200	£ 178,800	£ 157,540	£ 188,944	£ 882,884
North Ayrshire	8214522	West Kilbride Primary School	Primary	£ 46,800	£ 49,200	£ 51,600	£ 45,817	£ 54,950	£ 248,367
North Ayrshire	8216924	Whitehirst Park Primary	Primary	£ 31,200	£ 28,080	£ 27,600	£ 25,846	£ 30,998	£ 143,724
North Ayrshire	8200726	Whiting Bay Primary School	Primary	£ 6,000	£ 7,200	£ 6,480	£ 4,699	£ 5,636	£ 30,015
North Ayrshire	8210624	Winton Primary School	Primary	£ 73,200	£ 79,200	£ 74,400	£ 66,964	£ 80,312	£ 374,076
North Ayrshire	8212422	Woodlands Primary School	Primary	£ 182,400	£ 194,400	£ 175,200	£ 154,369	£ 185,140	£ 891,509
North Ayrshire	8214638	Ardrossan Academy	Secondary	£ 124,800	£ 129,600	£ 126,000	£ 123,354	£ 147,943	£ 651,697
North Ayrshire	8200831	Arran High School	Secondary	£ 14,400	£ 12,960	£ 9,720	£ 8,459	£ 10,145	£ 55,684
North Ayrshire	8216134	Auchenharvie Academy	Secondary	£ 127,200	£ 121,200	£ 132,000	£ 144,500	£ 173,305	£ 698,205
North Ayrshire	8215634	Garnock Community Campus (Opened 18/19)	Secondary	£ 114,000	£ 106,800	£ 115,200	£ 132,752	£ 159,215	£ 627,967
North Ayrshire	8215030	Greenwood Academy	Secondary	£ 178,800	£ 166,800	£ 178,800	£ 172,696	£ 207,120	£ 904,216
North Ayrshire	8215138	Irvine Royal Academy	Secondary	£ 133,200	£ 133,200	£ 138,000	£ 153,899	£ 184,576	£ 742,875
North Ayrshire	8217831	Kilwinning Academy	Secondary	£ 108,000	£ 116,400	£ 122,400	£ 117,480	£ 140,898	£ 605,178
North Ayrshire	8215839	Largs Academy	Secondary	£ 64,800	£ 58,320	£ 61,200	£ 64,614	£ 77,494	£ 326,428
North Ayrshire	8210039	St Matthew's Academy	Secondary	£ 181,200	£ 177,600	£ 174,000	£ 178,570	£ 214,165	£ 925,535
North Ayrshire	8217742	Haysholm School	Special	£ 22,800	£ 26,400	£ 28,800	£ 30,545	£ 36,633	£ 145,178
North Ayrshire	8217440	James McFarlane School	Special	£ 6,000	£ 8,400	£ 32,400	£ 28,548	£ 34,238	£ 109,586
North Ayrshire	8216541	James Reid School	Special	£ 26,400	£ 27,600	£ 32,400	£ 28,548	£ 34,238	£ 149,186
North Ayrshire	8217149	Stanecastle School	Special	£ 14,400	£ 13,200	£ 13,200	£ 17,622	£ 21,135	£ 79,557



<b>Total</b>	£ 4,389,600	£ 4,413,960	£ 4,464,240	£ 4,297,771	£ 5,154,472	£ 22,720,043
--------------	-------------	-------------	-------------	-------------	-------------	--------------

<b>School type</b>	<b>2017/18 PEF Allocation</b>	<b>2018/19 PEF Allocation</b>	<b>2019/20 PEF Allocation</b>	<b>2020/21 PEF Allocation</b>	<b>Revised 2021/22 PEF Allocation</b>	<b>Total PEF allocation 2017-22</b>
Primary	3273600	£ 3,315,480	£ 3,300,120	£ 3,096,184	£ 3,713,367	£16,698,751
Secondary	1046400	£ 1,022,880	£ 1,057,320	£ 1,096,324	£ 1,314,860	£ 5,537,784
Special	69600	£ 75,600	£ 106,800	£ 105,263	£ 126,245	£ 483,508

## Appendix 2 – Attainment Gaps in Achievement of Curriculum for Excellence Levels in literacy and numeracy at P1, P4, P7 and Early Years Development Milestones

### Literacy

AOF	Learner group	Performance Measure	2015-16	2016-17	2017-18	2018-2019	2019-20	2020-21	Trend across all years
Literacy (Strategic PIs)	PRIMARY (P1, P4, P7)	Gap between SIMD 1&2 and SIMD 3-10 in % achieving expected CfE level in literacy	-12.1	-13.3	-11.8	-12.1	*	-18.4	↓
	SECONDARY (S3)	Gap between SIMD 1&2 and SIMD 3-10 in % achieving expected CfE level in literacy	-21.6	-7.5	-1.8	-5.9	*	*	↑
	P1	Gap between SIMD 1&2 and SIMD 3-10 in % achieving expected CfE level in literacy	-9.9	-12.3	-10.8	-13.2	*	-21.7	↓
	P4	Gap between SIMD 1&2 and SIMD 3-10 in % achieving expected CfE level in literacy	-12.4	-18.6	-11.1	-9.9	*	-16.6	↑
	P7	Gap between SIMD 1&2 and SIMD 3-10 in % achieving expected CfE level in literacy	-15.3	-9.9	-13.5	-13.7	*	-17.2	↓
	S3 - level 3 or above	Gap between SIMD 1&2 and SIMD 3-10 in % achieving expected CfE level in literacy	-21.6	-7.5	-1.8	-5.9	*	*	↑
	S3 - level 4 or above	Gap between SIMD 1&2 and SIMD 3-10 in % achieving expected CfE level in literacy	-24.4	-17.9	-14.5	-4.9	*	*	↑
	N5 (see note)	Gap between SIMD 1&2 and SIMD 3-10 in proportion of pupils achieving their EY developmental milestones before P1 (Literacy Component)	N/A	-3.5	-10.6	-5.6	*	-17.6	↓

\*data was not captured due to covid-19

### Numeracy

AOF	Learner group	Performance Measure	2015-16	2016-17	2017-18	2018-2019	2019-20	2020-21	Trend across all years
Numeracy (Strategic PIs)	PRIMARY (P1, P4, P7)	Gap between SIMD 1&2 and SIMD 3-10 in % achieving expected CfE level in numeracy	-11.4	-9.4	-9.0	-10.0	*	-17.4	↓
	SECONDARY (S3)	Gap between SIMD 1&2 and SIMD 3-10 in % achieving expected CfE level in numeracy	-18.2	-12.2	-0.5	-6.0	*	*	↑
	P1	Gap between SIMD 1&2 and SIMD 3-10 in % achieving expected CfE level in numeracy	-8.6	-7.6	-6.2	-8.6	*	-17.6	↓
	P4	Gap between SIMD 1&2 and SIMD 3-10 in % achieving expected CfE level in numeracy	-10.5	-14.9	-11.3	-8.0	*	-21.1	↓
	P7	Gap between SIMD 1&2 and SIMD 3-10 in % achieving expected CfE level in numeracy	-16.5	-6.8	-9.4	-13.8	*	-13.5	↑
	S3 - level 3 or above	Gap between SIMD 1&2 and SIMD 3-10 in % achieving expected CfE level in numeracy	-18.2	-12.2	-0.5	-6.0	*	*	↑
	S3 - level 4 or above	Gap between SIMD 1&2 and SIMD 3-10 in % achieving expected CfE level in numeracy	-27.7	-16.4	-15.4	-15.6	*	*	↑

	N5 (see note)	Gap between SIMD 1&2 and SIMD 3-10 in proportion of pupils achieving their EY developmental milestones before P1 (Numeracy Component)	N/A	-2.9	-9.0	-5.9	*	-20.4	↓
--	---------------	---	-----	------	------	------	---	-------	---

\*data was not captured due to covid-19

## Appendix 3 – Sample of School Impact Summary Reports

### Glencairn Primary School



North Ayrshire Council  
Comhairle Siorrachd Àir a Tuath

### PUPIL EQUITY FUNDING IMPACT SUMMARY 2020-2021

How has the Pupil Equity Fund improved the experiences and outcomes of our learners in 2020-21? It is acknowledged that the COVID-19 pandemic and periods of closure will have impacted upon the planned outcomes.

#### **Key Area - Nurture**

Teacher - £11,088, Practitioner - £3523

##### **Intended Impact**

To support identified pupils & reduce the barriers to learning.

Nurture groups assess learning and social and emotional needs and give help that is needed to remove the barriers to learning. The relationship between the two nurture staff is always nurturing and supportive, providing a role model for children

##### **What has improved/changed for the target group? What difference did PEF make?**

Needs of individual pupils were assessed & targets identified. Staff were focussed on nurture for specific pupils. Unfortunately, due to a period of remote learning, Covid restrictions upon return and our 0.6 nurture practitioner being absent since October we have been unable to run our nurture room as normal. The nurture staff have continued to work with the pupils in small groups to develop their skills and work towards achieving their targets.

##### **How do you know this? What does the evidence show?**

##### **How did you evaluate the intervention?**

##### **In what ways is this supporting you to reduce the poverty-related attainment gap?**

Boxall profiles have shown some progress however this has been limited.

##### **What now? Continue? Embed? Amend? Stop?**

Nurture will continue in Glencairn. Our Nurture Teacher will change this year however, the new member of staff has had previous experience of nurture and has been a highly skilled infant teacher for many years. Children in nursery have been identified and Boxalls and pen portraits will be completed in August.

#### **Key Area – Reading Recovery**

Teacher - £20,529

##### **Intended Impact**

To enable children within the lowest achieving 20% in literacy to reach, or in some cases, exceed, age-expected levels in reading. Ability and stamina in writing is also expected to increase.

##### **What has improved/changed for the target group? What difference did PEF make?**

All of the children involved in Reading Recovery have made gains in literacy. Two are now reading at the age-expected level for Primary 2, while the other two children are beyond expectations. All are now more confident, independent writers, with one of the children making accelerated progress.

PEF provided the funding for this intervention to take place. It is not only the target group of children who have benefited from Reading Recovery. The Reading Recovery teacher has provided staff training, with the aim of embedding the strategies across the school. She has also worked with small groups across the school to help raise attainment.

##### **How do you know this? What does the evidence show?**

An Observation Survey of Early Literacy Achievement (OSELA) is carried out at the beginning and end of the intervention.

This evidence shows that all children have made improvements in their reading and writing behaviours e.g. ability to read and write a high volume of high frequency words; concepts about print; hearing and recording sounds in words; ability to read unseen texts at easy/instructional level etc.

**Staff regularly use Running Records to assess pupils' progress and use Fluency Rubrics to further inform the next steps needed to help progress children towards being a balanced reader.**

**How did you evaluate the intervention?**

**In what ways is this supporting you to reduce the poverty-related attainment gap?**

The intervention was evaluated using the OSELA assessment as detailed above. Further assessments are carried out 3 and 6 months after the end of the intervention.

The Reading Recovery teacher has worked with groups in the upper and lower stages of the school, applying the strategies and methodologies learned throughout her training/practice. These short interventions have helped to raise attainment across other stages within the school, in turn supporting us to reduce the poverty-related attainment gap.

Raising Attainment paperwork is completed at the beginning and end of the intervention to identify SMART targets and track progress.

**What now? Continue? Embed? Amend? Stop?**

Our Support for Learning Teacher will be trained in Reading Recovery next session. This will give us additional expertise within our staffing. Pupils in P2 will be identified and targeted for intervention.

Our current Reading Recovery teacher, will continue to provide support to pupils using the invaluable knowledge she has gained during her 2 years PLA involvement with Reading Recovery. She will also continue to attend training/meetings. Groups and individual children will be identified and targeted support provide. She will also provide support to SfL teacher during her period of training.

## ***Key Area – Principal Teacher***

£1963

**Intended Impact**

To support current management team in taking key areas of School Improvement Plan forward eg. RRS. Also providing class teachers with support and guidance from vast experience.

PT has also been part of the Raising Attainment team, working with small groups of children for focussed intervention. Further areas of responsibility were identified and taken forward for this role.

**What has improved/changed for the target group? What difference did PEF make?**

Focus on RRS – recently gained Silver award due to the incredible amount of work carried out by PT. Pupils, staff & parents were led through articles ensuring all were included.

**How do you know this? What does the evidence show?**

**How did you evaluate the intervention?**

**In what ways is this supporting you to reduce the poverty-related attainment gap?**

Silver Award achieved.

Raising Attainment groups will continue next year.

**What now? Continue? Embed? Amend? Stop?**

We will continue to pay enhanced rate for PT. PT remits will be revisited & agreed.

## ***Key Area – Raising Attainment Teacher***

£3836

**Intended Impact**

To support identified pupils through tracking for intensive literacy & numeracy support. Support is focussed with clear objectives set out by DHT.

**What has improved/changed for the target group? What difference did PEF make?**

Pupils in P4, P2, P6, P7 have been targeted for Reading and Spelling interventions. Groups were identified through tracking meetings & assessment data. Targets were identified and Pupils have made gains & the

tracking clearly shows that targeted groups have made progress. This has allowed us to partially make gains during our recovery phase on our return to school.
<b>How do you know this? What does the evidence show?</b> <b>How did you evaluate the intervention?</b> <b>In what ways is this supporting you to reduce the poverty-related attainment gap?</b> Pre & post assessment provide data to demonstrate that pupils have made progress.
<b>What now? Continue? Embed? Amend? Stop?</b> North Ayrshire have provided Glencairn with an additional 1.0FTE teacher. This member of staff will backfill our experienced class teachers who will deliver the Raising Attainment focus. Once again, groups of pupils will be identified for short term intervention.

<b>Key Area – Family Support Worker</b> £31,231
<b>Intended Impact</b> To support pupils and families.
<b>What has improved/changed for the target group? What difference did PEF make?</b> The family support worker supports pupils in school with varying issues. Often pupils require support with emotional issues deriving from home, friendships, etc. These include our families with a wide variety of issues including school attendance, routines, finances, family dynamics, domestic abuse, etc. These lists are not exhaustive. She also supports the whole school community, helping us to build trust and good relationships between home and school.
<b>How do you know this? What does the evidence show?</b> <b>How did you evaluate the intervention?</b> <b>In what ways is this supporting you to reduce the poverty-related attainment gap?</b> Wellbeing Scale is used to gather data pre and post intervention. Stakeholder feedback also identifies the high regard that pupils, parents and staff have for this role.
<b>What now? Continue? Embed? Amend? Stop?</b> Shona will continue to work in Glencairn. She is contracted for 35 hours per week.
<b>Key Area – School Counsellor</b> £14,592
<b>Intended Impact</b> To provide one to one support for identified pupils & families.
<b>What has improved/changed for the target group? What difference did PEF make?</b> Pupils and parents have been supported to explore their thoughts and feelings. Outside counselling can be provided but this is usually for an identified period of time. Often, the needs of the children and parents require a longer period of time and having our own counsellor allows this to occur if necessary.
<b>How do you know this? What does the evidence show?</b> <b>How did you evaluate the intervention?</b> <b>In what ways is this supporting you to reduce the poverty-related attainment gap?</b> Children & parents have benefitted from sessions with counsellor. This is clear through post & pre intervention conversations/data. Pupils are more able to settle to learning and parents are providing a higher level of care for their children.
<b>What now? Continue? Embed? Amend? Stop?</b> School counsellor will continue next session. Some pupils and parents will continue on from this session. New referrals will be screened by SMT. Some pupils and parents will continue on from this session. New referrals will be screened by SMT.

## **Key Area – Digital Learning**

ipads - £1918.00

### **Intended Impact**

Staff have identified a shortage in digital technology in school/classes. ipads were bought to support increasing need to develop digital learning throughout school. Devices are required to support lessons for pupils.

### **What has improved/changed for the target group? What difference did PEF make?**

ipads have not yet arrived. Issue with supplier.

### **How do you know this? What does the evidence show?**

#### **How did you evaluate the intervention?**

#### **In what ways is this supporting you to reduce the poverty-related attainment gap?**

N/A

### **What now? Continue? Embed? Amend? Stop?**

Digital learning has been included within our School Improvement Plan. Staff have identified a pathway to promote knowledge, skills and use of these as we progress into next session.



## Auchenharvie Academy

### PUPIL EQUITY FUNDING IMPACT SUMMARY 2020-21

How has the Pupil Equity Fund improved the experiences and outcomes of our learners in 2020-21?

#### ***PEF Intervention: PT Family Learning***

##### ***Aims:***

- To contribute towards the whole school agenda of closing the poverty related attainment gap through effective collaboration with families and colleagues.
- The early identification of pupils in P6/7 and S1/2 who would benefit from enhanced parent/carer literacy/numeracy/wellbeing and/or family based education interventions (as outlined in HGios 4 Q1 2.5) to support their child's learning at home.
- To work in collaboration with the NAC family learning team to provide bespoke programmes of support for targeted parents/carers. This will be in co-construction with parents/carers.
- To work with research based methods of improvement in parental engagement.
- To improve the confidence of targeted parents/carers in engaging positively with staff at Auchenharvie in all matters relating to their child's education.
- To develop a programme of attainment/achievement for parents/carers participating in the 'Parents in Partnership' programme.

#### **Approach and Intended Impact**

##### **Family Learning and Engagement Background**

Family Learning has continued to be a major aspect of our work in relation to PEF. In session 2020-2021, we have continued to focus on two main strands of Family Learning. Our targeted 'Parents in Partnership' Programme (PIP) engaging with a further 4 families to add to our original cohort and a Universal programme of events offering support to all families within our community. There has clearly been a huge barrier this year in the form of COVID-19 which has meant we have had to adapt to the new norm, often creating new approaches to ensure we are engaging with as many of our families as possible.

The aim of the Parents in Partnership Programme was focused on developing parents/carers confidence and comfort levels in approach and engaging with the school and empowering them to support their child(ren) at home with their learning. We never envisaged the role that parents/carers would be playing in home learning this year and the initiatives and relationships we have already built and put in place really stood us in good stead throughout both lockdowns.

##### **Evaluation and Evidence**

Throughout this session we have been taking the lead from the families in our community and basing the work we do and what they need most from us. Throughout term one and two we focused on targeting new families and engaging with our primary families. We also moved to a virtual platform for our embedded Parents in Partnership initiative as we weren't able to have parents into the school building. The school community came together to create hampers for families who needed us most through the pandemic. These families had been



impacted greatly by COVID. The work being done was highlighted at a national level through CELCIS who shared our work as best practice.

Throughout the pandemic we have also built up strong relationships with local businesses and the North Ayrshire Foodbank. I have now been invited to distribute food bank vouchers directly to pupils and their families so that they have a link to the food bank within the school. This is a huge step towards helping to address some of the issues with poverty in our school community and make the process a lot more straight forward for those in the most need.

We have managed to secure various funding through Locality budgeting to target inclusion for those most in need and also funding from local supermarkets to help support food projects for families. On top of all of this, the families we already engage with are continuing to flourish and work with us in partnership. We have been continuing to engage with them all virtually with them always initiating the 'get togethers' with minimal input from the school. The mental health workshops we have had for them have been really useful along with the wellbeing check-ins which have been happening weekly.

We have been working closely with our primary colleagues to identify the families we will be working with in the next few years and have already started to contact them about future interventions relating to family learning and transitions.

### **2020/2021 Activities**

<i>August '20</i>	Identifying parents/carers – new S1  Continually linking with our original PIP group and supporting them as best we can.	
<i>September '20</i>	Mental Health Improvement Course with NHS Public Health	2 parents signed up
<i>October '20</i>	Transition Cupcake Challenge – p7s  Cost of the School Day	<b>All schools participated</b> in this with some <b>engagement</b> from all.  Invited to the North Ayrshire working group for COSD – to be part of writing the policy for this.
<i>November '20</i>	Virtual PIP  How to Videos  Cost of the School Day	Videos uploaded for parents/carers in school community introducing our school and faculties  Science department pilot our first 'how to' videos including pupils delivering how to complete certain aspects of work <b>to help learning at home</b> .  Ongoing work.
<i>December '20</i>	Virtual PIP  Christmas Food Hampers  Food Bank Collection  Asda Funding  Cost of the School Day	Videos uploaded for parents/carers in school community introducing our school and faculties  <b>58 families</b> identified (non SW involvement) and hampers delivered across the community.  <b>1000</b> items collected by our staff for the local food bank  Successful in a <b>£600</b> bid to help families – should receive cheque in January.  Ongoing work.
<i>January '21</i>	Stationary Drive for families  Remote learning parental check in	<b>£80</b> worth of stationary from ASDA with faculties also providing items. Glow form to all with an opt in and <b>28 families</b> asking for supplies to collect.  Parents/carers invited to drop in sessions to hear their feedback on remote learning so far – <b>highly positive</b> . You said – we did report written up.
<i>February '21</i>	Toiletries Drive for families	Link with a local businessman who provided <b>£400</b> worth of toiletries for families in need. Glow form issued and <b>28 families</b> engaged with this. Toiletries provided to these families for <b>every person</b> in their house.

	Remote learning parental check in	Parents/carers invited to drop in sessions to hear their feedback on remote learning so far – <b>highly positive</b> . You said – we did report written up.
March /April '21	Food Bank drop offs	Have established links with NA food bank who delivered enough food for <b>58 families</b> . A group of staff delivered these to houses who had opted into the initiative.
	PB Inclusion clothing funding	£1200 for PB funding secured for a year which is aimed at clothing items for including all pupils i.e if a pupils needs a sports kit we can buy it etc.
	World Book day collaboration	Link with FH English to hang bags of books to our school gates for families of S1/S2 pupils to collect. <b>Over 100</b> bags were collected on world book day.
	Transition parental Zoom	Linking with Transition team to meet our new p7 families and discuss what we can offer in term 4. <b>20</b> families engaged.

### Next Steps (including potential funding)

The Principal Teacher of Family Learning continues to have a very clear idea of how to develop the work of the Parents in Partnership Programme and also to develop of universal programme of events tailored to meet to needs of our families. These two programmes are embedded into the life and workings of our school and are recognised at a local authority level.

In line with the school's priorities to continue to develop Home Learning, the Principal Teacher of Family Learning is looking to continue to develop the use of departmental lesson tutorials which are available on the school website for families to access from home.

In session 2021/2022, the Family Learning team will be working really closely with the PT of Raising Attainment and the PT of Transitions ad Interventions to ensure we are targeting the correct families and using the correct methods of intervention. After 4 years of working we are now adapting our own database to measure the impact of the intervention of pupils and their families in line with literacy, numeracy, health and wellbeing, family learning, partner agencies etc. This will allow us to track each individual as they progress through their school career. We have come to this method through rigorous and robust self-evaluation processes to ensure we have meticulous ways of measuring the data we are gathering from our young people and their families. It could be argued that Family Learning has an even more important role to play in the coming months and years, so we will continue to work with families in a friendly and compassionate way, being as flexible and understanding to their needs as we can with the impact on the young people being at the heart of all that we do.

### PUPIL EQUITY FUNDING IMPACT SUMMARY 2020-21

How has the Pupil Equity Fund improved the experiences and outcomes of our learners in 2020-21?

#### **PEF Intervention: Learning and Teaching**

##### **Aims:**

- To contribute towards the whole school agenda of closing the poverty related attainment gap through effective collaboration with colleagues.
- To lead on the development of a strong shared understanding of effective learning and teaching across the school.
- To support the building of learning environments that are nurturing and lead to high quality learning outcomes.
- To work with research based methods of improvement in teaching methodologies.

- To lead on the delivery of high quality L&T interventions in conjunction with relevant teachers/principal teachers.
- Identification of whole school L&T strengths and developmental areas from observations/QA and feedback mechanisms.
- Co-ordination with the PT Attainment and Achievement in the gathering of data on pupil level/progress to identify areas of L&T interventions.
- To provide CLPL for staff supporting the delivery of excellent learning and teaching across the school.
- To lead and support staff in the effective use of differentiation, HOTS, AifL, active learning, digital technology, pupils leading learning, feedback and questioning for pupils working across the BGE/Senior Phase.

### **Approach and Intended Impact**

Auchenharvie Academy is committed to excellence and equity through the provision of the highest quality of experiences for all our pupils. Learning and teaching is at the centre of this aim, and our teachers are crucial to helping our pupils reach their goals.

#### ***Aims***

- To maintain a positive learning environment in which all pupils have the opportunity to achieve their potential in a wide range of learning activities.
- To support the development of excellent learning and teaching in a range of contexts in which the contributions of all staff and pupils are valued.
- To set out practice that promotes self-evaluation from staff and pupils in order to promote dialogue in order to reflect upon, improve and share best practice.

Under the Curriculum for Excellence, it is the responsibility of teachers to develop pupils' literacy, numeracy and health and wellbeing. Young people should be supported in their learning style and education should provide learners with a range of skills, techniques and strategies to be life-long learners. Pupils should be able to take responsibility for their own learning and be able to work individually or as part of a group. Learners who have confidence in their ability to be leaders of their own learning will be motivated to succeed, and this will contribute to focussed, on task learning. In essence young people should develop positive attitudes to work, acquire knowledge and understanding and develop the key skills that will help them succeed in life.

### **Evaluation and Evidence**

#### ***Looking Inward***

Collaboration with Faculty Leaders and Principal Teachers at the beginning of my post to gain a wider understanding of the learning and teaching strategies being utilised across the school.

The school newsletter 'The Harvie Herald', provides an overview of some of the work taking place across the school as well as providing recommended reading and strategies for effective learning and teaching. This has begun to improve staff ethos to want to share best practice but done in a manner where staff are encouraged and supported to see the benefits of CLPL and sharing the best practice using the models given. The themes of the newsletter are centred on the HGIOS4 Quality Indicators and all staff are invited to contribute on a monthly basis.

During remote learning, pupil questionnaires were issued and feedback shared with staff, pupils and parents.

The questions explored the remote learning pupil entitlements according to Education Scotland. Pupils were questioned on the ease of accessing online learning, staff checking if pupils were coping with the work, pupils feeling safe and cared for online, pupils being encouraged to do the best they can, staff checking for pupil understanding of content and instructions for tasks the volume of work and challenge within online lessons, opportunities for pupils to interact with each other and to rate their overall experience of online learning within each faculty.

Mapping Your School Journey was created as a visual representation of the opportunities and experiences our young people have during their time at Auchenharvie Academy. This has been shared with pupils, parents, staff and partners within the school and online.

### ***Looking Outward***

A review of several secondary school inspection reports with a learning, teaching and assessment grade of 4 and 5 supported reflection upon our current practice and consideration of ideas for future development such as the use of a virtual learning environment, outdoor learning and interdisciplinary learning opportunities.

‘What Scotland Learned – 100 Stories of Lockdown’ was published by Education Scotland as a result of the remote learning period. In light of this, ‘What Auchenharvie Learned’ was devised, based upon pupil, parent and staff feedback during remote learning. Staff have also been encouraged to share good practice, both remotely and within the classroom, encompassing the themes of the Circle of Teaching.

Continuation of established links with the North Ayrshire Council Professional Learning Academy by sharing best practice with other practitioners within the authority.

Library resources for learning and teaching have been collated on a spreadsheet for staff to access based on their development needs. Information regarding inspirational educational podcasts are shared with all staff via the monthly newsletter to enhance the high quality learning and teaching experiences of our young people.

### ***Looking Forward***

The Learning and Teaching policy has been amended in light of the difficult and challenging circumstances our pupils are facing as a result of the ongoing COVID-19 pandemic. The policy now incorporates recommended remote learning strategies as well as SWAN, which is a useful acronym to remember how to support everyone’s health and wellbeing. After consultation with Faculty Heads, Auchenharvie collated a list of recommended and not recommended routines, tasks and activities to promote a safer learning environment for all.

Learning and teaching go-staff were identified to be centred on the themes of the Circle of Teaching. This has promoted a relaxed environment where staff are able to seek support to improve and share good practice.

A staff INSET programme was tailored to meet staff learning and teaching needs, with a focus on the Circle of Teaching model as per the whole school learning and teaching policy.

A group of pupils across S1-6 lead the roles of HARVIE Ambassadors for learning and teaching and provide pupil feedback to be shared with staff during INSET sessions to improve the consistency of learning and teaching across the school.

The focus of the learning and teaching working group this session is aligned with the School Improvement Plan on implementing revised arrangements for the current use of registration to incorporate greater pupil engagement in personal learning via Personal Support. The Learning and Teaching working group collaborated to develop engaging and relevant activities to be completed each morning during the existing registration time, incorporating the themes within the pupil version of HGIOS4.

Based on pupil feedback from their remote learning experience, suggestions for improvement of live lessons, setting tasks and styles of tasks provided were shared with staff to improve the remote learning experience of our young people.

I have the responsibility of School Regent to support students and newly qualified teachers. I devised professional development programmes for both students and the NQT involving internal and external agencies to provide them with experience across whole school issues such as nurture, family learning, support for learning, area inclusion, MCR pathways, school counselling, pastoral, health and safety, SQA coordination, Duke of Edinburgh, outreach service and the role of the campus police officer. A further professional development programme was devised, centred around the Circle of Teaching themes as per the whole school Learning and Teaching policy. I created a handbook specifically for students and NQT's, highlighting important school information and policies to be implemented in their everyday learning and teaching practice. I engaged in formal lesson observations of the NQT, while providing supportive and constructive feedback via coaching models. I communicated with the NQT, his supporter as well as NAC PT Professional Learning and Leadership Development regarding GTCS profile submissions and ensured deadlines were met. In preparation for writing applications and upcoming interviews, I held weekly regent meetings and communicated remotely to provide feedback and support.

### **Next Steps (including potential funding)**

Subject-specific professional development opportunities to be embedded into INSET and collegiate sessions, exploring the themes within the Circle of Teaching model.

Implementation of lesson study model and peer learning walks across the school as a means of sharing best practice.

Continue to develop links with North Ayrshire Council Professional Learning Academy by encouraging colleagues to attend twilight sessions and professional reading.

A tracking and monitoring spreadsheet template has been devised for staff to consider at classroom level in order for staff to drill down on the key components of their course where pupils are attaining, require interventions and further consolidation.

A pupil evaluation template for staff has been devised in order to encourage learners' self-reflection and thinking time via coaching techniques. It is anticipated to be used as a tool to facilitate quality learning conversations by questioning, listening, to provoke thinking and set targets for improvement.

Pupil feedback from remote learning suggested pupils would prefer a single online platform as a means of communication between staff and pupils. As a result, Auchenharvie Academy will be using the whole-school approach of utilising Microsoft Teams as part of our Learning and Teaching. This platform has multiple capabilities to enable staff to share resources for consolidation, upload homework tasks and assignments while offering quality feedback to our young people. Time will be given during the in-service day in August where staff will provide support, share the features of Microsoft Teams with staff and time will be allocated for staff to create their class teams in preparation for the new session. Information sessions will also be provided for pupils and parents in the new session.

One of the themes within the Circle of Teaching model is 'Expectations' which encompasses the school values, positive relationships and nurture. A new whole-school initiative will be launched in August 2021 in line with the School Improvement Plan called 'Harvie Heroes', with the aim of promoting positive relationships and the school ethos while celebrating an additional form of success amongst our young people. 'Harvie Heroes' incorporates the school values as well as the four capacities, which reflect and recognise the lifelong nature of education and learning. The four capacities are aimed at helping our young people to become successful learners, confident individuals, responsible citizens and effective contributors. Each month will have a different skill focus, to be shared and reinforced within our everyday practice. At the end of the month, pupils and class teachers will have the opportunity to reflect on who they believe have successfully demonstrated the monthly focus. The Harvie Heroes will be issued with certificates, have the opportunity for their names displayed in corridors, shared on school Twitter pages and earn House points.

Explore outdoor learning opportunities with award accreditation, involvement of family learning and interdisciplinary learning.

Department approach to supporting parents to access subject-specific resources. Narrated guides to support pupils and parents in accessing subject-specific resources and study techniques. This could be accessed multiple times rather than a stand-alone information session.

Continue to implement and develop the Personal Support programme to promote greater pupil engagement in personal learning via Personal Support.

## **PUPIL EQUITY FUNDING IMPACT SUMMARY 2020-21**

How has the Pupil Equity Fund improved the experiences and outcomes of our learners in 2019-20?

### **PEF Intervention: Support learners into positive pathways and destinations by supporting DYW Initiatives**

**Aims: To implement the career education standard throughout the curriculum, provide all pupils with a meaningful work experience where appropriate, work collaboratively with partners to provide pupils with opportunities that will enhance their skills and prepare them for the world of work.**

### **Approach and Intended Impact**

This year we worked with a range of key partners, namely Ayrshire College, The Princes' Trust and DYW Ayrshire to support and expand our DYW initiatives that offer opportunities for our young people to develop skills that are relevant to the local labour market, further education courses and beyond.

We also liaised closely with the Chamber of Commerce to provide the majority of pupils with a virtual work placement as well as meaningful information about jobs, apprenticeships and destination opportunities. Furthermore, we aimed to encourage all departments to establish relationships with at least one employer in order to imbed business resources into the curriculum. This in turn aimed to provide all pupils with the opportunity to interact with employers and partners in order to connect the learning in class with the world of work.

Finally, we linked with SDS to better inform our pupils with regard to the world of work, career options and to support pupils leaving school into a positive, sustained destination and also to establish staff CLPL DYW opportunities.

### **Evaluation and Evidence**

#### **DYW Update**

This year we faced a significant barrier, COVID 19 in which we have had to adapt to a new norm and establish virtual ways to connect pupils, partners and employers together.

- We continued to develop our DYW streams, by introducing two new innovative skills projects; *Construction Operatives and Smoothie Bar*. Due to delays caused by COVID19 the construction course start date has been scheduled for August 2021. This session Smoothie Bar was embedded successfully within our Barista cohort.
- This year we ran in total six ISPs plus an Employability course, all in partnership with Ayrshire College. A large portion of the year has been dedicated to home and virtual learning, however despite circumstances, fifty one pupils are participating in at least one of our ISPs and are estimated to achieve at least one level 4 qualification.

- In addition of the pupils who have participated in these streams, attendance has increased as well as pupil engagement and confidence.

ISP Name	No. Of Pupils
Barista & Smoothie Bar	12
Cycle Maintenance	10
Early Education & Childcare	13
Nail Bar	6
Cyber Security	5
Employability	48

- These courses support learners into a viable post-school destination either following the courses to further education level or in other positive destinations after they leave the school, contributing to the year on year positive post-school destinations statistics for Auchenhavie Academy.

### Work Placement Update

- Due to COVID19 all work placement opportunities this session were virtual. We worked with the Chamber of Commerce to establish employer links and offer opportunities to pupils. All S4-6 pupils were contacted and relevant information placed on the Auchenhavie DYW Twitter. A Google Classroom was also created in order to relay opportunities and promote communication with pupils. This has been a success and currently there are 120 pupils accessing the platform.
- Three virtual work placements ran over the course of a day- a week this year.

Work Placement	No. Of Pupils	Impact
British Army	4	Pupils noted increased knowledge of jobs and roles within the British Army. Two pupils completed British Army applications. In addition two pupils have applied for Uniformed Services at the Ayrshire College.
Construction (Morrison's Construction)	9	Pupils all gained experience in different job roles within the construction industry. They gained the chance to speak to several employees in Morrison's Construction. They also had the opportunity to create a CV and participate in a mock interview. All pupils successfully completed the week and achieved a City & Guilds Virtual Certificate. Increased home learning attendance from some pupils was noted.
Business Branding (Large Printing Company)	2	Pupils gained DYW certificates of achievement for their excellent contribution to the branding and logo design of our two new ISPs.

- In addition all S4 & S5 pupils are on track to complete the steps to work award during June 2021 as well as experiencing a virtual work placement when they are scheduled to be in the Social Subjects department.
- The English, Science (Chemistry) and Social Subjects departments have engaged with the Chamber of Commerce and in turn have created partnerships with employers allowing them to embed virtual resources and webinars into the curriculum allowing pupils to see the pathways from curriculum to career.
- Development of learning and teaching resources has begun to include 'career connections' into all lessons and PowerPoints. Pupils will be able to see specific careers or sectors that each topic or lesson relates to, as well as the skills used in each lesson.

- SDS have created online CLPL resources which embed all DYW and career education resources and training for staff. Original plan was to embed these into the whole school CLPL programme this session, however due to COVID19 this has been delayed until session 2021/22.
- Staff communication has been sent out monthly via GLOW and HARVIE HERALD to access and support any virtual CLPL sessions and inform them of resources related to DYW and the Career Education Standard.

#### **Next Steps (including potential funding)**

- To continue development and expansion of our ISP's by introducing Fashion as a senior elective as well as Construction. (Funding will be sought via DYW Ayrshire)
- To continue to develop partnerships between employers and departments through our Chamber of Commerce in order to further enhance the career education standard in our curriculum.
- To develop work placement programme in order to allow as many pupils as possible to receive at least one work placement either practically or virtually.
- Continue to work with the Chamber of Commerce to introduce additional enterprise competitions during the academic year.
- Continue to work with the Prince's Trust to implement the achieve award into the curriculum, initially in the BGE curriculum.

#### **PUPIL EQUITY FUNDING IMPACT SUMMARY 2020-21**

How has the Pupil Equity Fund improved the experiences and outcomes of our learners in 2020-21?

##### ***PEF Intervention: PT Transition and Interventions***

###### ***Aims:***

- **Improve the effectiveness of literacy and numeracy interventions through robust tracking and monitoring and data analysis.**
  - **Create Literacy and Numeracy Intervention groups to raise learners' attainment and to work towards closing any poverty-related attainment gaps supported by enhanced staffs understanding of literacy and numeracy difficulties.**
  - **Partnership working with associated primaries to identify earlier children who are underperforming.**
  - **Enhance the Primary to Secondary transition programme.**
-



### **Approach and Intended Impact**

- **Primary to Secondary Transition Programme**

Further strengthen and develop the transition programme between Auchenhavrie Academy and the 5 associated Primary school through collaborative working and sharing of ideas.

- **Catch Up Maths Training**

The teacher will complete catch up maths intervention training to target pupils who have significant difficulties in numeracy.

- **Targeted groups in S1 and S2 English**

In S1 and S2 small targeted groups will be selected to work with the teacher on specific areas where they have gaps. The focus will be either reading or writing. Data from the Primary schools, New Star reader as well as staffs professional judgement will be used to decide upon the groupings of children.

- **Enhanced Transition**

Through weekly visits to the cluster Primary Schools, the teacher in collaboration with the transition team, P7 teachers and head teachers at our associated Primary schools will identify a group of P7 pupils who would benefit from taking part in an enhanced transition programme. This will provide us with a better understanding of some of our targeted S1 pupils who might benefit from input in nurture input when they begin with us in August 2021.

### **Evaluation and Evidence**

#### **Primary to Secondary Transition Programme**

Due to COVID 19 and restrictions that were in place the transition programme had to be completely revamped to incorporate online transition activities.

- Weekly class visits by the Teacher on a rota basis for each Primary school.
- S1 Ambassadors selected and used to enhance the transition programme by planning the virtual challenge day and taking part in virtual question and answers sessions with P7 pupils.
- 6 Virtual meetings were held on a regular basis with both P7 parents throughout the 4 terms to keep them updated on the transition programme, future plans and to provide the opportunity for questions to be answered. Parents were also kept up to date using the school's website, twitter and through letters to Primary schools. Positive feedback has been received from P7 parents via a glow form.
- Virtual meeting with P7 pupils during lockdown as well as when they were back in school to answer any questions and give an update on the transition programme. All pupils benefited from getting to meet various staff members and have any questions they had answered. P7 teacher's feedback that these sessions helped to ease some pupils' anxieties.
- Due to COVID restrictions the normal challenge day couldn't go ahead as planned. 2 virtual challenge days were held. One in November incorporating drama, technical and science and a further one in May with maths. Feedback from all schools was extremely positive and is something that both P7 teachers and pupils think would be hugely beneficial to become a permanent feature in the transition programme.
- The transition programme will be further developed in session 21/22 to include 6 week maths and English weekly sessions in each Primary school from a subject specialist as well as subject of the month spotlight.
- Staff and the Family Learning team to run a parent/carer and child after school club to help support for the pupil and parent with the transition from Primary to Secondary.
- Staff assigned to the project are joining the core transition team next session.

#### **Catch Up Maths Training**

The teacher completed Catch up Maths training in December 2020. Due to going into lockdown and school closures she was unable to begin implementing the intervention until April 2021 when all pupils were back at school full time. 3 pupils from S1 have been selected, these pupils are engaging well with the programme and talk very positively about the sessions.

#### **Targeted groups in S1 and S2 English**

Unfortunately, due to the period of home schooling the new S1 data wasn't up to date as it was based on where the pupils were in February, many of the pupils hadn't engaged in online learning. To allow the pupils a period to

settle into secondary and their new class and surrounding in term 1 the teacher provided support one period a week with 4 groups of children during their S1 English reading period. The focus of this was morphological awareness to help boost the pupil's vocabulary and familiarisation with words. In S2, the teacher provide support to 4 S2 classes during their reading period. The class were spilt into smaller groups to take part in literacy circles. The pupil's confidence grew considerably throughout the course of the term. Many of the activities were based on the SHORS approach. In term 2, the teacher had a targeted group of S1 pupils who had identified gaps in both their mechanical reading and their understanding of what they were reading. The SHORS intervention approach was used with these children. Post intervention results in their New Star reader shows a marked increase in their reading age. Unfortunately, due to COVID and school closures term 3's intervention couldn't be carried out as planned, very few children in both S1 and S2 carried out any of the planned activities throughout the period of home learning. S2 focus in term 2 was writing. Pre and post intervention assessments show a dramatic improvement in some of the pupils writing, participation, engagement and their overall confidence in their writing ability.

### **Enhanced Transition**

Unfortunately, due to the various restrictions and updated Authority guidance the enhanced transition programme wasn't able to go ahead as planned. Adaptions had to be made and the programme had to be altered children from different schools were unable to mix. Due to this each Primary school was offered a one 2 hour session for the identified pupils. During the enhanced transition visit each group of pupils got to meet members of the extended support team who will be there to support them on their secondary education journey.

### **Next Steps (including potential funding)**

- **S1-S3 spreadsheet to track pupils gaps in English and Maths**
- **Maths teachers to link with each cluster Primary school and deliver a 6 week block of maths lessons in both P7 and P6 allowing for earlier identification of pupils will difficulties in maths. 0.2 funding for a Secondary Maths teacher to allow for this**
- **Employ another teacher to assist with English and Maths interventions**
- **Further develop the transition programme, subject spotlights of the month, monthly challenges and videos from subjects**
- **P7 parent/ carer Transition after school club**
- **Parent/carers homework club focusing on S1-S3 Maths and English**
- **Reintroduce "Boosted Reading" to S1 – S3 pupils**
- **Further collaboration with Primary colleagues, the teacher to begin working with children in P6**
- **BGE novel project**
- **Targeted literacy and numeracy lunchtime clubs**
- **Tracking of P7 parental and pupil engagement in transition events**