

**SCOTTISH ATTAINMENT CHALLENGE: PUPIL EQUITY FUNDING**

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**1.0 EXECUTIVE SUMMARY**

1.1 This paper provides the Committee with an update on the Scottish Government Pupil Equity Funding (PEF), introduced in 2017 as a core element of the Scottish Attainment Challenge which distributed £120 million Pupil Equity Funding to schools across Scotland. This additional funding is allocated directly to schools and is targeted at closing the poverty related attainment gap.

1.2 The paper also provides an overview of the 2018 Scottish Government Pupil Equity Funding allocations for Argyll and Bute schools eligible to receive PEF funding (Appendix A).

**1.3 RECOMMENDATIONS**

It is recommended that the Community Services Committee:

- a) Note the update on the 2018 Scottish Government Pupil Equity Funding;
- b) Note the provision of strategic guidance at Scottish Government and Authority levels to support the implementation of the Pupil Equity Funding, and
- c) Request that further updates on Pupil Equity Funding are presented to a future meeting of the Community Services Committee.

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**2.0 INTRODUCTION**

- 2.1 On 1 February 2017 the share each school received from the Scottish Government's £120 million Pupil Equity Funding was announced. Funding was provided through the Attainment Scotland Fund and allocated directly to schools, targeted at those children most affected by the poverty related attainment gap.
- 2.2 The Pupil Equity Funding forms part of the Scottish Government £750m Attainment Scotland Fund which will be invested over the current Parliamentary term and is anticipated to continue until the end of this Parliament.
- 2.3 Education Services presented a report to Community Services Committee in March 2017 with information on the continued intention of the Scottish Government, as part of the Scottish Attainment Challenge to disperse £120m Pupil Equity Funding to a number of schools within Argyll and Bute for the specific purpose of raising attainment and closing the gap. An outline for Committee of some of the actions that Education Services undertook to address the specific grant requirements associated with the funding was also included within the report.
- 2.4 This paper provides the Committee with updated information on the continued intention of the Scottish Government, as part of the Scottish Attainment Challenge, to disperse £1.4 million of the £122 million 2018 Pupil Equity Funding to a number of schools within Argyll and Bute for the specific purpose of raising attainment and closing the gap.

**3.0 RECOMMENDATIONS**

It is recommended that the Community Services Committee:

- a) Note the update on the 2018 Scottish Government Pupil Equity Funding;
- b) Note the provision of strategic guidance at Scottish Government and Authority levels to support the implementation of the Pupil Equity Funding, and
- c) Request that further updates on Pupil Equity Funding are presented to a future meeting of the Community Services Committee.

## 4.0 DETAIL

4.1 The First Minister has reinforced the Scottish Government's commitment to continually improve Scottish Education and close the attainment gap through the provision of £122 million Pupil Equity funding, ring fenced specifically for the delivery of the Government's Policy to improve education and close the attainment gap. This funding is allocated directly to schools and targeted at closing the poverty related attainment gap. The Scottish Government has committed to this funding as part of the Scottish Attainment Challenge programme from 2018-19 with an anticipated commitment for funding until the end of this Parliament. The Pupil Equity Funding forms part of the £750m Attainment Scotland Fund.

4.2 National operational guidance provided by Scottish Government is intended to help schools plan how they will most effectively invest their Pupil Equity Funding allocation to improve the educational outcomes of children affected by poverty. In 2017 Argyll and Bute issued complementary guidance about how the funding will operate locally. Revised National operational guidance for 2018 has been issued by the Scottish Government. Within the National guidance a core set of key principles are outlined to be observed by schools, Education Authorities and Scottish Government. These are:

- Head Teachers must have access to the full amount of the allocated Pupil Equity Funding;
- The Pupil Equity Funding must enable schools to deliver activities, interventions or resources which are clearly additional to those which were already planned;
- Head Teachers should work in partnership with each other, and their Local Authority, to agree the use of the funding. Schools must take account of the statutory responsibilities of the Authority to deliver educational improvement, secure best value, and the Authority's role as employer. Local Guidance sets out more detail on how this operates;
- The operation of the Pupil Equity Funding should articulate as closely to existing planning and reporting procedures as possible – e.g. through School Improvement Planning and Standards and Qualities reports;
- Parents and carers, children and young people and other key stakeholders should be involved in the planning process, particularly in the 2018 Year of young People;
- Funding must provide targeted support for children and young people affected by poverty to achieve their full potential. Although the Pupil Equity Funding is allocated on the basis of free school meal eligibility, Head Teachers can use their professional judgement to bring additional children in to the targeted interventions;
- Head Teachers must base their use of the funding on a clear contextual analysis which identifies the poverty related attainment gap in their schools and plans must be grounded in evidence of what is known to be effective at raising attainment for children affected by poverty, and

- Schools must have plans in place at the outset to evaluate the impact of the funding. These plans should outline clear outcomes to be achieved and how progress towards these, and the impact on closing the poverty related attainment gap, will be measured. If, as a result of ongoing monitoring the plans are not achieving the results intended, these plans should be amended.

4.3 **Funding levels:** Publicly funded primary, secondary and special schools will receive £1,200 in 2018-19 for each child in Primary 1 to S3, or equivalent, who are eligible and registered for free school meals. In Argyll and Bute, this represents an actual figure of £1,401,600 compared with the 2017-2018 figure of £1,315,200.

4.4 **Funding allocation and criterion:** Pupil Equity Funding will be allocated to schools on the basis of the estimated number of children and young people in P1-S3 registered for free school meals under the national eligibility criteria.

In 2018-19 the funding allocation used by Scottish Government will continue to be calculated using the most recently available Healthy Living Survey and Pupil Census data and is based on:

- The estimated number of P1-P3 pupils who would be registered for free school meals using the national eligibility criteria. This will be done by taking the proportion of pupils registered for free school meals in primary schools in 2014 and then applying those to the 2017 school rolls for P1 to P3;
- The estimated number of P4-P7 and S1-3 pupils who are registered for free school meals, and
- The estimated number of special school pupils in the P1-S3 age range registered for free school meals.

4.5 At this stage Scottish Government has confirmed that the approach to estimating free school meal registrations will be kept under review as Government seeks to improve the quality of data for identifying children living in households affected by poverty.

4.6 Funding for 2017/18 will be paid by the Government to the Authority by means of ring-fenced grant which will clearly indicate the amounts to be allocated directly to each school, with a requirement for the Council will be to confirm arrangements in place for distribution to school level.

4.7 **Spending criteria:** within the guidance there is an explicit message that all funding allocated to schools should be used for the purpose of delivering focused activities and interventions that will lead to improvements in literacy, numeracy and health and wellbeing. Leadership; learning and teaching and families and communities are useful organisers to consider when determining interventions and approaches.

- 4.8 Although the funding is allocated to schools on the basis of free school meal eligibility, Head Teachers will have the discretion to make decisions about which children and young people would benefit most from any particular intervention, whilst keeping a clear focus on delivering equity. Family learning opportunities can also be considered as potential interventions, as can interventions that impact on transitions between school stages.
- 4.9 A framework, “Interventions for Equity” has been developed to support the planning and implementing of interventions to meet the needs of children and young people affected by poverty in order to close the attainment gap. With specific examples cited to act as a stimulus for wider reflection of what would suit the local context of each individual school. The “EEF toolkit” (Education Endowment Foundation) is also available to support decision making.

Head Teachers may work at an individual school and local community level or collegiately in wider school clusters and beyond at local authority level to address common interests. Interventions should be considered within the context of the school planning cycle and must be targeted towards closing the poverty related attainment gap. Where appropriate, funding should articulate with existing Scottish Attainment Challenge School and Challenge Authority improvement plans.

Evidence shows that some children and young people from equalities groups are disproportionately affected by deprivation and can therefore face significant additional barriers to learning. Education Authorities have responsibilities to actively address inequality. In this context, Head Teachers should promote equity by taking into account equality groups when planning support and interventions. Funding should not be used in ways that stigmatises children and young people or their parents.

- 4.10 **Partnership working to improve outcomes for pupils:** The guidance confirms the role of parents and communities in improving outcomes for children and young people. Specifically noting parents and the local community as valuable sources of support and partnership. In many contexts schools may be able to achieve the best possible outcomes for children and young people by working with a range of bodies such as parent groups; Parent Councils; other Local Authority services; third sector organisations (including youth work, family learning organisations); other educational sectors; and/or centres of expertise. Understanding the needs of children and young people should help to identify appropriate areas for collaboration. Participatory budgeting is encouraged that involves people in participating in budgeting decisions that will have a direct impact on improving their lives and it can engage people who would not normally participate with traditional forms of communication.

- 4.11 **Staffing and recruitment and retention:** Where schools identify the need to recruit additional staff for an appropriate intervention or activity, they will be required to work closely with the Authority (as the employer) to ensure that the job remits and specifications are clearly tied to the aims of the intervention. In doing so, Head Teachers will also be required to take full account of the Authority HR policies and procedures. Importantly, any additional teachers recruited utilising the Pupil Equity Funding will be excluded from the Authority's contribution to the national teacher numbers and / or ratio commitment. Given the time limited nature of the funding, a significant concern is the avoidance of ongoing liabilities or redundancy costs that are unfunded.
- 4.12 **Procurement:** the purchase of resources, equipment or services must comply with existing local authority procurement procedures. This will be particularly important when buying ICT resources (see below) or, for example, services from third sector partners. Schools will be required to liaise with the Authority Finance Team to ensure compliance with procurement policies and legislation.
- 4.13 **ICT:** Pupil Equity Funding can be used to procure digital technologies, including hardware and software, when its allocation and use is particularly focused on supporting children and young people affected by poverty to achieve their full potential. The Scottish Government provides access to a range of national procurement frameworks for the purchase of digital technology products and devices, including a range of desktops, laptops and tablets. The frameworks offer a direct route to market and significant savings against RRP.

To prevent issues arising with compatibility and connectivity, schools seeking to purchase digital technology will be required to do so in close consultation with the Council IT Service. Simply providing more technology does not result in improved outcomes for learners. Therefore, any deployment of technology in an educational setting should be undertaken in line with the objectives of the national Digital Learning and Teaching Strategy.

- 4.14 Support for schools to assist them in planning the use of their allocated pupil Equity Funding has been confirmed by Scottish Government and includes:
- A framework of evidenced and proven educational interventions and strategies to help tackle the poverty related attainment gap. The framework can be used by all partners and should help to inform the decisions schools make. The structure and content is confirmed as being dynamic, with a commitment to continue to evolve the framework as an integral part of the National Improvement Hub, where a wide range of improvement, self-evaluation and research materials are available and where practice exemplars can be shared. Other research summaries and intervention examples will be incorporated as these become available;

- The Scottish version of the Education Endowment Foundation (EEF) Teaching and Learning Toolkit, which has been integrated into the National Improvement Hub: Learning and Teaching toolkit. This EEF Toolkit provides an accessible summary of educational research designed to inform discussions on the most effective approaches to improving attainment, with a focus on 5-16 year olds and poverty disadvantage. It contains 34 teaching approaches and interventions, each summarised in terms of their average impact on attainment, the strength of the evidence supporting them and their cost. It is useful for education leaders and practitioners to inform decision making on the use of Pupil Equity Funding, raising attainment and improving equity. It is intended to be used in conjunction with the range of interventions and approaches provided through the framework above to encourage and enhance professional dialogue taking full account of the local context;
- A series of regional events aimed at school leaders took place in February 2017, with Scottish Government supporting locally organised events where possible; and these are currently being scheduled to place again in early 2018;
- Guidance is also available on working with the third sector to help support schools make the best use of funding with other partners;
- Attainment Advisors to provide advice on a regional basis;
- A dedicated Scottish Attainment Challenge community on Glow where all educators will have online discussions, ask questions, post responses, exchange ideas, access additional resource materials and share examples of practice. In addition, this secure community will be used to host regular discussions about the interventions and strategies being developed through the Pupil Equity Funding;
- Access to collaboration and communication tools on Glow including Yammer, Sharepoint, Blogs and Glow TV. These tools provide great opportunities for joint working and for sharing materials across all involved in the Scottish Attainment Challenge, with the ability to control visibility where required, and
- Guidance on School Improvement Planning including Standards and Quality reporting provided through the National Improvement Framework.
- In addition, the Education Authority also offers our own packages of support and detailed procedural guidance for schools to assist them plan how to use the funding effectively.

- 4.15 **Outcomes, impact and measurement:** At a school level, it is essential that teachers continue to make best use of the data they have access to locally to understand which children and young people would benefit from targeted support and to monitor and track learners' progress over time. Schools should articulate clearly defined outcomes to enable progress and impact to be measured. Where appropriate, consideration should be given to defining short, medium and long term outcomes to enable progress to be measured over time and to ensure that plans are resulting in improvements. Improving nationally the confidence and accuracy of teacher professional judgement of achievement of Curriculum for Excellence levels is a key factor in measuring progress. Further guidance on assessment can be found in the Key messages for schools and the Benchmarks issued in November 2016.
- 4.16 **Accountability and reporting:** Head Teachers are accountable to the Education Authority for the use of Pupil Equity Funding within their school. To ensure transparency, schools are expected to incorporate details of their Pupil Equity Funding plans into existing reporting processes to their Parent Council and Forum, including in their School Improvement Plans and Standards and Quality Reports. Reports will be publicly available so that parents can understand what is happening in their school.

School inspection and other review processes will be used where necessary to ensure schools use their funding appropriately. 'How Good Is Our School? 4' includes an evaluation on the six point scale of the school's success in raising attainment and achievement and ways in which they can demonstrate improvements to equity for all learners. In addition, the operation, use and effectiveness of the Pupil Equity Funding at closing the poverty related attainment gap at a Local Authority level feeds into other existing quality assurance processes, such as Audit Scotland's Shared Risk Assessment.

- 4.17 **Unspent funds;** the guidance received from Scottish Government confirms that in circumstances where schools are unable to spend their full allocation during the financial year, any underspent grant may be carried forward to the next financial year though it would be expected that it would normally be spent within the school year. In order to support this requirement Education Services have worked with Finance colleagues to ensure the appropriate arrangements are in place to ensure schools liaise closely with to agree the necessary arrangements for carrying forward Pupil Equity Funding. In doing so, this is considered separately from other funding within the devolved school management budget.

## 5.0 Approaches to identifying the Attainment gap for pupils

- 5.1 **Identified attainment gap;** Argyll and Bute schools were asked to demonstrate that they had undertaken activities to identify and highlight what the attainment gap was in their school, and which pupils were specifically being targeted. These activities were analysed for each of the (Number) schools within the Authority provided with PEF funding, as follows:

- 71% identify that the poverty related attainment gap sits around literacy;
- 39% identify that the poverty related attainment gap sits around numeracy;
- 33% identify that the poverty related attainment gap sits around health and wellbeing;
- 2% identify that the poverty related attainment gap sits around other areas, and
- 20% of schools used specific data to identify the attainment gap when they completed their plans.

5.2 **Proposed Interventions;** having identified which children and young people will be benefiting from the intervention, schools were asked what the specific intervention would be. Interventions were analysed as follows:

- 40% of schools wanted to use their PEF funding to employ additional staff;
- 38% of schools wanted to use their PEF funding for specific literacy resources;
- 34% of schools wanted to use their PEF funding for specific numeracy resources;
- 16% of schools wanted to use their PEF funding for partnership working;
- 13% of schools wanted to use their PEF funding for specific health and wellbeing resources;
- 12% of schools wanted to use their PEF funding for a homework club;
- 12% of schools wanted to use their PEF funding for specific staff training programmes;
- 10% of schools wanted to use their PEF funding for outdoor education activities;
- 8% of schools wanted to use their PEF funding for ICT equipment;
- 7% of schools wanted to use their PEF funding to create nurture groups, and
- 5% of schools wanted to use their PEF funding for breakfast club activities.

5.3 **Impact Measurement;** when asked how schools plan on tracking the impact of their interventions, there were a variety of approaches including:

- 40% of schools planned on using literacy baseline data to analyse impact;
- 34% of schools planned on using numeracy baseline data to analyse impact;
- 20% of schools planned on using changes in the wellbeing wheel indicators to measure impact;
- 20% of schools planned on ongoing tracking of pupils to measure impact;
- 9% of schools planned on analysing attendance to measure impact;
- 7% of schools planned on analysing engagement to measure impact;
- 6% of schools planned on analysing participation to measure impact, and
- 2% of schools planned on analysing late coming to measure impact.

- 5.4 The impact of Pupil Equity Funding on closing the attainment gap and improving outcomes for children and young people will be further analysed with schools during March – June 2018. This analysis will be reported upon within the Authority Annual Education Plan performance report scheduled for submission to the Scottish Government in August 2018.

## **6.0 Pupil Equity Funding - Roles**

- 6.1 In taking forward the expectations arising from the new Pupil Equity Fund there are a number of key roles for schools, Local Authorities and Nationally. These are defined as follows:

### **Key roles: Schools**

- Develop and implement a plan for use of funding to make greatest impact. Taking into account national and local operational guidance;
- Explore opportunities for collaboration with other schools and partners, including consideration of Community Learning and Development (CLD), family learning and out of school activities;
- Consult with parents and children and young people on plans;
- Publish plans and progress reports;
- Develop measurement plans to ensure desired outcomes are achieved, and
- Report on progress through existing standards and qualities reporting.

### **Key roles: Local Authority**

- Support for planning and reporting:
  - Facilitate collaborative approaches within and across school clusters and
  - Support schools in their decision making.
- Operationally:
  - Ensure schools are aware of and are supported to comply with Human Resource (HR), Procurement and Finance processes;
  - Provide support to schools in responding to HR, Procurement and Finance matters, and
  - Ensure schools are able to fully access the funding allocated to them from the pupil Equity Funding.
- Accountability:
  - Part of the normal Local Government processes – complying with the statutory responsibilities for school improvement, value for money and performance reporting and
  - Ensuring a continued use of existing approaches to securing improvement with schools. For example: School Improvement Planning, guidance, support and review and preparation and publication of Standards and quality reporting mechanisms.

### **Key roles: National**

- Confirming individual school funding allocations;
- Issue of grant funding notification to the local authority and processing of grant draw down from the Authority;
- Monitoring of progress:
  - School inspection and review processes;
  - Audit Scotland's Shared Risk Assessment process (SRA), and
  - Sampling of School Improvement Plans/Standards and Quality reports.
- Support:
  - Through the work of Education Scotland Attainment Advisors /Area Lead Officers (ALOs);
  - Provision of a framework of interventions (as noted in section 4.9 of this report), and
  - Scottish specific EEF learning and teaching toolkit.
- Provision of a range of networking and collaboration tools and events for the Local Authority and schools.

6.2 In 2017 Education Services, in conjunction with schools, in responding to the Scottish Attainment Challenge undertook a number of steps to respond to the updated National expectations and ensure adherence to the revised statutory obligations placed on the Council. These included:

- In June 2017, the Education Service participated in the second year of the Teacher Judgement Survey where the achievement of Curriculum for Excellence levels were gathered nationally for Reading, Writing, Listening and Talking and Numeracy at the stages of P1, P4, P7 and S3. The 2017 Evidence Report details the national picture of the percentage of P1, P4, P7 and S3 pupils who are achieving the expected CfE Level relevant for their stage in Literacy and Numeracy (Appendix C).
- All local Authorities have direct access to a named Scottish Government Attainment Advisor who works collaboratively alongside local authority staff on agreed priorities which support the Scottish Attainment Challenge (SAC). The Attainment Advisor has supported initiatives in Rosneath, John Logie Baird, Luss, Colgrain Primary Schools and more recently to the Kintyre Cluster.
- The Education Service recruited a team of Quality Assurance and Moderation Support Officers (QAMSOs) from within the central team and education establishments. These officers are released from the Authority to attend National Improvement Framework workshops in Glasgow and Edinburgh on sharing standards of attainment. The knowledge gained at these meetings by QAMSOs is being used to inform the Education Service's strategy for raising attainment in literacy and numeracy and to ensure standards of attainment are in line with national expectations.
- Key messages from the QAMSO events as well as feedback from Education Scotland on school submissions were the focus for the agenda

at an Authority Assessment Facilitator event attended by 51 practitioners from 41 schools in November. Two events, focusing on achievement of a level for Literacy and Numeracy at P4 and P7 are planned for March, supported by the Authority and the QAMSOs. This approach will allow us to continue to develop a shared understanding of expected standards, improve consistency as well as developing teacher confidence.

- The Education Service training for Assessment and Moderation Facilitators (AMFs) who build capacity in their establishments in order that teachers are confident in planning for improved attainment and making quality professional judgements on achieving Curriculum for Excellence levels was evaluated for impact. 100% of our AMFs reported that the training they had undergone from the Authority had impacted on teaching, learning, assessment and moderation in the classroom, 40% describing this impact as significant. In August, the Assessment Facilitators, using materials provided by the Authority, ran inset training for Clusters on assessment and moderation. The feedback from 42 participating schools was very positive, particularly in regard to the clarification of holistic assessments.
- Two P1 Authority Pilots, involving 21 schools commenced this session; the Early Acquisition of Literacy and the Stages of Early Arithmetical Learning. NIF data was used for the selection of schools for these pilots. These pilots are developing teacher pedagogy, promoting active, experiential learning and making learning engaging for our learners. Early indications are showing a high engagement of both pupil and teacher, with teachers reporting that the pupils are attaining expected progress or above.
- Specific, directed support and training has been offered to schools in response to NIF data by Principal Teachers – 27 schools supported in Numeracy, 24 schools supported in Literacy. Twilight training was provided by PTs for Literacy and Numeracy on gathering assessment evidence and how to use the Benchmarks to come to a judgement about progress, in response to Literacy NIF data, delivered to 10 identified schools October to November 2017. In November the Principal Teacher (PT) of Literacy worked with a small working group to look at approaches to writing across the authority with the intended aim of creating guidance and training resources to support schools. Writing moderation sessions have been held at 5 identified schools. The PT is working with the English Teachers' network on to discuss approaches to level 4 assessment to tackle the wide variations in results. Key messages relating to level 4 assessments from the national moderation events that have so far taken place have been disseminated with all English departments.
- Disseminated a range of updates and supporting information to Head Teachers through the work of the JSC and LNCT, Head Teachers' meetings and regular education bulletins and briefings, and

- Nominated a Lead Authority Officer for INSIGHT who has engaged in training and development of the Senior Phase Benchmarking Tool across all ten secondary school in the Authority. Targeted work is currently being undertaken with four secondary schools.

## **7.0 CONCLUSION**

- 7.1 The Scottish Attainment Challenge focuses on, and accelerates targeted improvement activity in literacy, numeracy and health and wellbeing in specific areas of Scotland. It is also intended to support and complement the broader range of initiatives and programmes to ensure that all of Scotland's children and young people reach their full potential.

## **8.0 IMPLICATIONS**

- |     |                  |   |
|-----|------------------|---|
| 8.1 | Policy           | The introduction of the Scottish Attainment Challenge: Pupil Equity Funding supports the central purpose of the Scottish Government and the delivery on the national outcomes. Supporting delivery on the SOA Outcomes 1 and 3.           |
| 8.2 | Financial        | Potential financial implications given the time limited nature of funding in ensuring the avoidance of ongoing liabilities or redundancy costs which are unfunded.  |
| 8.3 | Legal            | The Council requires to meet their statutory duties as prescribed in the 'Standards in Scotland's etc., Act 2000'.  |
| 8.4 | HR               | Potential HR implications given the time limited nature of the funding in ensuring the avoidance of ongoing HR liabilities or redundancy costs which are unfunded.  |
| 8.5 | Equalities       | One of the two main tenets of the Scottish Government's vision for Education is to address educational inequalities. This current approach from Scottish Government is aimed at reducing inequalities.                                    |
| 8.6 | Risk             | Potential reputational risk to the Council by failing to deliver the statutory requirements of the revisions arising within the Standards in Scotland's School etc., Act 2000.  |
| 8.7 | Customer Service | The Scottish Attainment Challenge, Pupil Equity Funding is clear around expectations, particularly for parental involvement and engagement which should provide positive benefits in supporting their role in their children's education. |

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13 February 2018

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**Appendix A:**

Full school allocation list:

<http://www.gov.scot/Topics/Education/Schools/Raisingeducationalattainment/pupilequityfund/Allocations1819>

**Further information sources:**

<http://www.gov.scot/Topics/Education/Schools/HLivi/schoolmeals/FreeSchoolMeals>

<https://education.gov.scot/improvement/Pages/Interventions-for-Equity-framework.aspx>

<https://beta.gov.scot/publications/equality-impact-assessment-eqia-results-scottish-attainment-challenge/>

[www.gov.scot/Publications/2016/09/9494](http://www.gov.scot/Publications/2016/09/9494)

<https://beta.gov.scot/publications/pupil-equity-fund-operational-guidance-2018>

## Appendix 1

### Pupil Equity Funding – School Level Funding 2018-2019 Argyll and Bute Council

| School                      | Allocation before top up | Top Up  | Allocation including top up |
|-----------------------------|--------------------------|---------|-----------------------------|
| Achaleven Primary School    | £ -                      | £ -     | £ -                         |
| Ardrihaig Primary School    | £ 8,400                  | £ 1,320 | £ 9,720                     |
| Arinagour Primary School    | £ -                      | *       | *                           |
| Arrochar Primary School     | £ -                      | £ -     | £ -                         |
| Barcaldine Primary School   | *                        | £ -     | *                           |
| Bowmore Primary Gaelic Unit | £ -                      | *       | *                           |
| Bowmore Primary School      | *                        | £ -     | *                           |
| Bunessan Primary School     | *                        | *       | *                           |
| Cardross Primary School     | £ 7,200                  | £ 2,520 | £ 9,720                     |
| Carradale Primary School    | *                        | *       | *                           |
| Castlehill Primary School   | £ 40,800                 | £ -     | £ 40,800                    |
| Clachan Primary School      | £ -                      | £ -     | £ -                         |
| Colgrain Primary School     | £ 45,600                 | £ -     | £ 45,600                    |
| Craignish Primary School    | £ -                      | £ -     | £ -                         |
| Dalintober Primary School   | £ 60,000                 | £ -     | £ 60,000                    |
| Dalmally Primary School     | *                        | £ -     | *                           |
| Dervaig Primary School      | *                        | *       | *                           |
| Drumlemble Primary School   | *                        | *       | *                           |
| Dunbeg Primary School       | £ 6,000                  | £ 1,560 | £ 7,560                     |
| Dunoon Primary School       | £ 51,600                 | £ -     | £ 51,600                    |
| Easdale Primary School      | *                        | £ -     | *                           |
| Furnace Primary School      | *                        | *       | *                           |
| Garelochhead Primary School | £ 15,600                 | £ -     | £ 15,600                    |
| Gigha Primary School        | *                        | £ -     | *                           |
| Glassary Primary School     | *                        | £ -     | *                           |
| Glenbarr Primary School     | £ -                      | £ -     | £ -                         |
| Hermitage Primary School    | £ 39,600                 | £ 6,840 | £ 46,440                    |
| Innellan Primary School     | £ 7,200                  | £ -     | £ 7,200                     |
| Inveraray Primary School    | £ 9,600                  | £ -     | £ 9,600                     |
| Iona Primary School         | £ -                      | £ -     | £ -                         |

|                                 |          |         |          |
|---------------------------------|----------|---------|----------|
| John Logie Baird Primary School | £ 32,400 | £ -     | £ 32,400 |
| Keills Primary School           | *        | £ -     | *        |
| Kilchattan Primary School       | £ -      | *       | *        |
| Kilchrenan Primary School       | £ -      | *       | *        |
| Kilcreggan Primary School       | £ 15,600 | £ -     | £ 15,600 |
| Kilmartin Primary School        | *        | *       | *        |
| Kilmodan Primary School         | *        | £ -     | *        |
| Kilninver Primary School        | *        | *       | *        |
| Kirn Primary School             | £ 70,800 | £ -     | £ 70,800 |
| Lismore Primary School          | £ -      | £ -     | £ -      |
| Lochdonhead Primary School      | £ -      | £ -     | £ -      |
| Lochgilphead High School        | £ 44,400 | £ -     | £ 44,400 |
| Lochgoilhead Primary School     | £ 7,200  | £ -     | £ 7,200  |
| Lochnell Primary School         | £ 15,600 | £ -     | £ 15,600 |
| Luìng Primary School            | *        | £ -     | *        |
| Luss Primary School             | *        | £ -     | *        |
| Minard Primary School           | £ -      | £ -     | £ -      |
| North Bute Primary School       | £ 7,200  | £ -     | £ 7,200  |
| Park Primary School             | £ 27,600 | £ -     | £ 27,600 |
| Port Charlotte Primary School   | *        | *       | *        |
| Port Ellen Primary School       | £ 7,200  | £ 1,440 | £ 8,640  |
| Rhu Primary School              | £ 19,200 | £ 240   | £ 19,440 |
| Rhunahaorine Primary School     | £ 8,400  | £ 240   | £ 8,640  |
| Rockfield Gaelic Unit           | £ 9,600  | £ 1,200 | £ 10,800 |
| Rockfield Primary School        | £ 70,800 | £ -     | £ 70,800 |
| Rosneath Primary School         | £ 32,400 | £ -     | £ 32,400 |
| Rothesay Academy                | £ 81,600 | £ -     | £ 81,600 |
| Salen Primary Gaelic Unit       | *        | £ -     | *        |
| Salen Primary School            | *        | *       | *        |
| Sandbank Primary Gaelic Unit    | *        | £ -     | *        |
| Sandbank Primary School         | £ 13,200 | £ 5,160 | £ 18,360 |
| Small Isles Primary School      | £ -      | £ -     | £ -      |
| Southend Primary School         | £ -      | *       | *        |
| St Andrew's Primary School      | £ 26,400 | £ -     | £ 26,400 |
| St Columba's Primary School     | £ 19,200 | £ -     | £ 19,200 |
| St Joseph's Primary School      | £ 38,400 | £ -     | £ 38,400 |
| St Mun's Primary School         | £ 48,000 | £ 1,680 | £ 49,680 |
| Strachur Primary School         | *        | £ -     | *        |
| Strath of Appin Primary         | *        | *       | *        |
| Strath of Appin Primary GMU     | £ -      | £ -     | £ -      |
| Strone Primary School           | £ 10,800 | £ -     | £ 10,800 |

|                                      |                      |                    |                      |
|--------------------------------------|----------------------|--------------------|----------------------|
| Tarbert Academy                      | £ 10,800             | £ -                | £ 10,800             |
| Taynuilt Primary School              | £ 8,400              | £ 240              | £ 8,640              |
| Tayvallich Primary School            | *                    | £ -                | *                    |
| Tighnabruaich Primary School         | £ 8,400              | £ -                | £ 8,400              |
| Tiree High School                    | *                    | *                  | *                    |
| Tiree Primary Gaelic Unit            | *                    | £ -                | *                    |
| Tobermory High School                | £ 6,000              | £ -                | £ 6,000              |
| Toward Primary School                | *                    | £ -                | *                    |
| Ulva Primary School                  | £ -                  | £ 6,480            | £ 6,480              |
| Campbeltown Grammar School           | £ 19,200             | £ -                | £ 19,200             |
| Dunoon Grammar School                | £ 87,600             | £ -                | £ 87,600             |
| Hermitage Academy                    | £ 69,600             | £ -                | £ 69,600             |
| Islay High School                    | *                    | *                  | *                    |
| Lochgilphead High School             | £ 28,800             | £ -                | £ 28,800             |
| Oban High School                     | £ 75,600             | £ -                | £ 75,600             |
| Rothesay Academy                     | £ 45,600             | £ -                | £ 45,600             |
| Tarbert Academy                      | *                    | *                  | *                    |
| Tiree High School                    | *                    | *                  | *                    |
| Tobermory High School                | *                    | £ -                | *                    |
| Parklands School                     | *                    | *                  | *                    |
| <b>Total Argyll and Bute Council</b> | <b>£ 1,341,600</b>   | <b>£ 60,000</b>    | <b>£ 1,401,600</b>   |
| <b>Total Scotland</b>                | <b>£ 120,560,400</b> | <b>£ 1,697,880</b> | <b>£ 122,258,280</b> |