Appendix 3

Argyll and Bute Council Education Service

Tackling the Poverty Related Attainment Gap in Argyll and Bute

Strategic Equity Funding Plan 2023-2026

August 2023

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'Excellence and equity cannot be divided'

Ernest L. Boyer

1.1 Introduction

Argyll and Bute Council is fully committed to delivering high quality educational experiences and to securing the best possible outcomes for all children, young people and adults.

Our vision statement 'Our Children, Their Future' signals our commitment to ensuring positive outcomes and destinations for all of our young people, it is our aim to ensure that all of our children and young people are well-equipped with a range of skills and competencies that they can draw on and utilise now and in later life. Ambition, Excellence and Equality are our core values as a service and all of our work is underpinned by article 28 of the UNCRC which states that children and young people have the right to education.

The impact of the Covid-19 global pandemic, has highlighted the equity gap and the need for us as an education service to take action. We maintain a relentless focus on tackling the poverty-related attainment gap as we strive to improve outcomes for those living in poverty. Due to the rural nature of many areas across Argyll and Bute, we are aware that national measures such as the Scottish Index of Multiple Deprivation (SIMD) is not always an accurate reflection of the level of poverty that exists within our communities. We know that our schools and educators know our families and communities best and therefore we empower them to use their local knowledge in order to target resources effectively.

This document is closely linked to the education service strategic plan and is informed by a range of evidence and data including our annual progress and impact report 2022-23. It also outlines how we adhere to the key principles of planning for Strategic Equity Funding (SEF) within the Scottish Attainment Challenge (SAC).

1.2 Local Context

Improving outcomes for all of our children and young people is our raison d'etre and it is through our relentless focus on removing barriers to learning and participation and ensuring excellence through equity that we will tackle the poverty related attainment gap. Our vision and work as an education service align closely to the priorities set out in Getting it Right for Every Child (GIRFEC) and the National Improvement Framework (NIF) and we have already made some progress towards closing the gap between our most and least disadvantaged learners but like every local authority, we have more to do.

We must ensure greater consistency across all of our schools and services in order to ensure that there is equity of experience for all. Knowing our services, schools and settings well, through the use of a wide range of meaningful data and evidence is key to building on our strengths and identifying our next steps. Change has to be well informed and managed to ensure sustainability and long lasting impact. We know that the Scottish Attainment Challenge funding is not guaranteed infinitely and therefore, we must ensure that sustainability is a key factor in all initiatives and developments at both local authority and school level.

We are ambitious for each and every one of our children and young people and in addition to our universal approaches we will use the funding to deliver more targeted support and interventions for those in key equity groups who need it most across our schools and settings.

Our skill in gathering and analysing a range of data qualitative and quantitative data has improved at pace and it is this data, subsequent analysis and consultation with stakeholders that has informed our clear rationale for the use of Scottish Attainment Challenge Funding. We will continue to seek out opportunities to collaborate with other services and third sector organisations in order to ensure a strategic and cohesive approach to tackling the poverty related attainment gap.

2.1 Key themes and areas of focus

Argyll and Bute Council Education Service has actively consulted with school leaders around the planned spend of SEF. Consultation was through virtual HT sessions around the development of stretch aims and SEF funding as well as email communication. It is the intention of the Service that as the funding amount of SEF increases over the remaining years until 2026, there will be increased consultation and collaboration.

Published national data and our own local data including Achievement of Curriculum for Excellence Levels (ACEL), school leavers' SCQF data for attainment at Levels 5 and 6, attendance data and participation measure data for 16-19 year olds and a range of other evidence has informed our SEF plan. Three main areas of focus were evident. Whilst these areas are interconnected, each has their own clear set of associated actions and measures.

Wellbeing – Readiness to Learn

The impact of COVID-19 is still prevalent, particularly on our children and young people. In listening to their views and opinions and through analysis of both qualitative and quantitative data including attendance, exclusion and numbers of referrals to other services, we recognise that there is work required in order to ensure that every one of our learners are happy, confident and feel ready to learn. Post COVID-19 pandemic, attendance at school continues to be a local and national issue, with attendance rates consistently sitting lower than pre-pandemic levels. This has led us to undertake a major piece of work to address non-attendance across Argyll and Bute. This will be formally launched during session 2023-24. Whilst we have made good progress through our 'Our Children, their Nurturing Education' (OCTNE) programme, further work will be carried out in order to ensure that all children and young people feel secure and nurtured.

Learning and Teaching

We know that our practitioners are our greatest resource and the quality of the experiences that are delivered is pivotal to ensuring excellence for all through equity informed practice. From listening to children and young people, practitioners and our parents and carers coupled with our own quality assurance evidence, we have recognised the need for work to ensure consistent high quality learning and teaching across the authority. We believe in equity of experience and know that there is work need to ensure that this is consistent across all of our learning environments and that all of our practitioners feel empowered and supported to deliver experiences of the highest quality for all learners.

Literacy and Numeracy

Attainment in literacy for Argyll and Bute continues to be an area of focus for 2023-24 and the coming years this has informed our decision to spend a significant proportion of SEF on employing an Education Support Officer for Literacy and why we are continuing our participation in the CYPIC Improving Writing Programme. Through interrogation of data, it is evident that there is need for ongoing universal and targeted numeracy work in order to raise attainment for all whilst closing the poverty related attainment gap. We will utilise the skills and expertise of our existing practitioners in order to provide support and challenge for schools.

High quality leadership and the use of research and data will be integral to all three themes. The short and long term outcomes and key themes in our Theory of Change Logic model (Appendix 1) are congruent with the national model. Whilst we will aim to build on existing practice, we will work to ensure a greater level of rigour around tracking and monitoring to ensure progress and achievement for all. In line with local and national priorities, Participatory Budgeting will be addressed through our plan in one Council locality each school session. A sum of money from SEF will be ring-fenced for this purpose and schools will be supported to lead a Participatory Budgeting approach within their own setting. One project proposal from the locality will then be selected and the funding awarded. This will provide a meaningful vehicle on which to further empower our schools and their communities.

2.2 Three Year Strategic Plan (Our Theory of Change-Logic Model)

Our three year strategic plan (appendix 1) details the high level activities that will be undertaken to achieve the intended outcomes. The activities which we will deliver through SEF will complement the activities detailed on our Service Plan with the main aim of targeting additionality to those children and young people adversely affected by poverty. A degree of flexibility will be inbuilt in order for us to respond to findings from

ongoing evaluation and monitoring and ongoing analysis of performance both quantitative and qualitative research will take place, allowing support, challenge and resource to be targeted at specific establishments.

Local authorities remain accountable for the use of Attainment Scotland Funding, including PEF, therefore in collaboration with schools, a deep understanding of their context, rationale for improvement and use of Pupil Equity Funding (or core budget) will be considered to set ambitious individual targets.

Our SEF funded Education Officer for the Scottish Attainment Challenge in partnership with our Education Scotland Attainment Advisor and other members of the central team, will coordinate a framework of support for schools in order to ensure that there is clear alignment across all funding streams and that all PEF interventions and initiatives are clearly based on evidence and data and that there is rigorous ongoing monitoring both in terms of impact on learners and budget. Our PEF guidance is included as appendix 3 and we will publish our PEF support framework early in session 2023-24.

2.3 One Year Operational Action Plan

A one year action plan will be devised and shared for each year until 2026. This contains detail of the key areas of focus under each of the three overarching themes. The plan for session 2023-24 can be found in appendix 2. Following analysis of impact of activities from each annual plan, the 3 year plan may be refined or adapted in order to respond to what our data and evidence is telling us.

2.4 Scottish Attainment Challenge Funding Streams

Our targets for the 3 year period are ambitious but achievable and will drive improvements in literacy, numeracy and health and wellbeing. We are cognisant of the fact that the various SAC funding streams (Strategic Equity Funding, Pupil Equity Funding and Care Experienced Children and Young People Fund) are designed to provide additionality to more universal plans and initiatives and must be utilised carefully in order to ensure a sharp focus on improving outcomes for those adversely affected by poverty. Due to the fact that funding has been guaranteed until session 2025-26, our service and schools have been able to plan ahead to ensure that initiatives and interventions which are proven to be having an impact can be scaled up or sustained. We are mindful of the fact that sustainability must be inbuilt to any work taken forward and that our ultimate goal is to ensure that the most effective approaches become embedded as routine practice in our schools and settings.

The table below indicates Argyll and Bute allocations from the various funding streams that are part of the Scottish Attainment Challenge (SAC)

Local Authorities	2022/23	2023/24	2024/25	2025/26
Argyll and Bute SEF	£142,162	£282,615	£423,068	£563,522
Argyll and Bute PEF	£1,366,800	£1,366,800	£1,366,800	£1,366,800
Argyll and Bute CECYPF	£127, 400	TBC	TBC	TBC

3.1 Stretch Aims

Attainment Advisors within Education Scotland's regional improvement teams work with authorities to identify core attainment measures and specific aims (Stretch Aims) which, informed by local evidence and data, are identified as local priority areas for improvement. The stretch aims are intended to be both ambitious and achievable within local contexts and targets are specific to individual authorities. Progress towards achieving the current stretch aims will be reported on later in 2023. Our stretch aims for 2022-23 and our provisional stretch aims for 2023-24 can be found in appendix 4.

The Stretch Aims are intended to support recovery from the pandemic and accelerate progress in closing the attainment gap and include:

- Achievement of Curriculum for Excellence Levels (literacy P1/4/7 combined and numeracy P1/4/7 combined)
- Schools leavers achieving 1 + award SCQF level 5
- School leavers achieving 1 + award at Level 6
- Attendance
- 16-19 year old participation measure

The stretch aims for literacy and numeracy identify the percentage of young people who achieve their expected Curriculum for Excellence (CfE) level:

- An overall attainment target, which includes all young people
- An attainment target for young people who live in the most deprived areas (SIMD quintile 1)
- An attainment target for young people who live in the least deprived areas (SIMD quintile 5)
- A target to reduce the attainment gap between the most and least deprived young people

In addition, In order to measure the impact of our investment in nurture and nurturing approaches, we devised a 'Core Plus' stretch aim. This was a bespoke measure for schools engaged with Argyll and Bute's *'Our Children, Their Nurturing Education'* programme. Pupils across nine schools at P1, P4, P7 and S3 formed the sample group. Five questions to measure pupils' perception of the wellbeing indicator for 'achieving' were developed using a Likert scale. The 'overall' measure above was a cumulative measure of those responses at scale level 5 for all questions.

3.2 Monitoring, Evaluation and Reporting on Progress and Impact

The proposed SEF plan clearly signals our relentless focus on improving outcomes. The plan is ambitious and is part of the wider equity agenda as well as our longer term strategic goals to close the poverty related attainment gap in Argyll and Bute.

We are committed to ensuring that our improvement activities are:

Specific -The funding is specifically focusing on acute areas of required improvement which, as data suggests, is literacy and numeracy, health and wellbeing (readiness to learn) and learning and teaching.

Measurable – Evidence of impact will be collected via collection and analysis of a range of qualitative and quantitative data including progress and achievement data collected 3 times a year, stakeholder views and our own quality assurance processes. The data used to produce our stretch aims for 2022-23 work as a reliable baseline for the SEF plan 2023-26. Progress and Achievement data is collected centrally 3 times over the academic year (Oct, Feb, June) and predictions for achievement of a level operate for P1,4 and 7. We are already closely tracking the attainment profile of pupils living in SIMD Q1 and conducting follow up conversations with Head teachers and school staff. The impact of Participatory Budgeting will be measured through qualitative data from participants within the school communities that are part of the target group. Measures for interventions/approaches/resources decided through the PB process will be developed as appropriate depending on the area of focus identified by the community.

Achievable, Realistic and Timely – The aims of the SEF are achievable, realistic and timely because they are informed by and directly correspond to our 2023-26 stretch aims and our interim 2023-24 stretch aims.

The education service's SEF Plan and Strategic Plan clearly identifies how progress will be monitored and annually reported. Using existing quality assurance mechanisms, the Executive Director, Heads of Education and Education Management Team will scrutinise the progress and impact of the plan at identified points across the year, reviewing progress against the stretch aims. Quarterly meetings with our Education Scotland Attainment Advisor and Senior Regional Advisor will provide further support and challenge. Our annual Impact and Progress Report will also outline progress with improving outcomes for children and young people impacted by poverty. This report will be shared with Elected Members annually at Community Services Committee. In addition, progress measures relating to Primary Schools such as Achievement of Curriculum for Excellence Levels (ACEL) and attendance data will also be shared annually through primary area reports at area committee meetings.

Education Managers will analyse performance data for all link schools as part of their support and challenge role. In addition, raising attainment will be continue to be a key focus for all Quality Improvement visits to schools and ELC settings.

A robust PEF support framework is due to be finalised early in session 2023-24. This will outline the level of support and challenge that schools can expect on an annual basis and includes:

- Focus visit from Education Officer (SAC)
- Support from Attainment advisor if requested/required
- Budget support/information on a monthly basis from Administrative Finance Assistant (AfA)
- Opportunities to moderate PEF plans and progress with 'family groups' of schools with shared areas of focus.
- Targeted support as required from members of the Performance and Improvement and wider central team.

Evidence gathered from school PEF reports, professional discussions and performance data as outlined above, will inform the department's ongoing evaluation of the progress made towards meeting its annual stretch aims. This progress will be monitored externally through progress discussions with Education Scotland as well as written reports to Scottish Government. Schools report on the impact of Pupil Equity Funding to Parent Councils and the wider parent body on an annual basis through their Standards and Quality Report. The information should be accessible, succinct and focussed on progress/impact and next steps. Key messages and developments are shared at locality area committees on an annual basis.

In Argyll and Bute, we believe that ensuring equity is everyone's responsibility. It is only through our collective endeavours at all levels of the system that we will make significant progress in ensuring excellence for all through equity. Our schools are empowered to make best use of available resources for the benefit of their families and communities and they are cognisant of the fact that with empowerment and autonomy comes accountability. We challenge all staff across our establishments to think and act creatively and innovatively, informed by data, evidence and research in order to improve outcomes for all children and young people and especially those adversely impacted by poverty.

APPENDIX 1

Tackling the Poverty-Related Attainment Gap – Our Theory of Change
Strategic Plan 2023-2026

Vision 'Our children, their future: achieving excellence through equity'

Mission: Closing the poverty related attainment gap in literacy and numeracy between the most and least disadvantaged, achieving equity for all, improving outcomes for all children and young people, especially those impacted by poverty in order to achieve the national vision of excellence and equity in education.

INPUTS

- Scottish Attainment Challenge Funding: SEF, PEF,CECYPF
- A&B core budget
- Children, young people and families
- Central QI team
- Educational Psychology Team
- Nurture Team
- ANA PT/working group
- High Quality CLPL
- Ed Scot Attainment Advisor
- Virtual Headteacher
- School performance data
- Data team
- DYW team
- Third sector organisations
- Argyll and Bute Children's Group
- CLD team
- Digital Team

ACTIVITIES

Wellbeing:Readiness to Learn

- Launch and embed Addressing Non-Attendance (ANA) guidance and associated support and CLPL.
- Further develop 'Our Children, their Nurturing Education' programme to ensure an ongoing commitment to supporting the mental health, wellbeing, attainment and achievement of all children and young people.
- Review ASN provision across A&B with intention of redesign
- Enhance collaboration and partnership working to ensure pupils are well equipped to learn and engage in school
- Implement Parental Engagement Strategy
- Evaluate impact of School Counselling Service

Learning and Teaching

- Launch Learning, teaching and assessment framework
- Provide guidance and support on the most up to date pedagogical practices and research
- Introduce robust programme of CLPL including targeted and universal support for learning, teaching and assessment
- Launch refreshed GAPE programme
- Further develop approaches to assessment and moderation
- Create a culture of professional inquiry and effective use of educational research
- Embed a coaching culture at all levels which supports teacher leadership and empowerment.
- Build leadership capacity at all levels to improve learning, teaching and assessment
- Develop approaches to foster greater collaboration both within and outwith A&B

OUTCOMES/IMPACT

Short term

- **Attendance for all primary pupils ≥ 93.5%.** Gap between FSM v Non-FSM pupils will be **≤ 4pp**.
- **Attendance for all secondary pupils will be ≥ 90%.** Gap between FSM v non-FSM pupils will be **≤ 7.5pp.**
- **Nurture core plus stretch aim ≥ 64%**
- Attendance and Exclusion data – key equity groups, SIMD, ASN, EAL and Care Experienced pupils
- No of children being educated full time in LA settings (link to attendance)
- Cost of the school day including activities is reduced
- No. of referrals and re-referrals to school counselling service
- No of schools achieving OCTNE accreditation
- Improved tracking and supporting of attendance
- **Positive destinations ≥ 93.5%** overall. Gap between Q1 and 5 pupils will be **≤ 6.5pp**.
- **School leavers 1+ at SCQF Level 5 ≥ 91.5%** overall. Gap between Q1 and 5 pupils will be **≤ 13.5pp**.
- **School leavers 1+ at SCQF Level 6 ≥ 67%** overall. Gap between Q1 and 5 pupils will be **≤ 27%**.
- Achievement of Curriculum for Excellence Levels (stretch aims)
- NIF performance targets / evaluations i.e. number of schools evaluating Q.Is 1.2, 2.3, 3.2 as Good or better
- Staff attendance data for professional learning in pedagogical approaches.
- Quality assurance programme – evaluations of learners' experiences improve/increased number of central team L&T observations
- Inspection evidence- increase in number of schools evaluated as Good or better for Q.I 2.3

Long term by 2026 and beyond

- **Attendance for all primary pupils ≥ 94.5%.** Gap between FSM v Non-FSM pupils will be **≤ 4pp**.
- **Attendance for all secondary pupils ≥ 93%.** Gap between FSM v non-FSM pupils will be **≤ 7pp**.
- **Nurture core plus stretch aim ≥ 70%**
- A sustained focus on children and young people's readiness to learn through engagement, participation, attendance, confidence, wellbeing, attainment and inclusion.
- All parts of the system are aware of the range of approaches to support equity, can apply them in their local context and identify impact evidence.
- Increased skill in identifying and tackling rural poverty in areas where this is most pertinent.
- **Positive destinations will be ≥ 95%** for all pupils. Gap between Q1 and 5 pupils will be **≤ 4.5pp**.
- **School leavers 1+ at SCQF Level 5 ≥ 93%** overall Gap between Q1 and 5 pupils will be **≤ 11pp**.
- **School leavers 1+ at SCQF Level 6 ≥ 72%** overall Gap between Q1 and 5 pupils will be **≤ 25%.**
- Achieve equity for every child and young person
- Improved outcomes for children and young people impacted by poverty.
- The attainment gap between the most and least disadvantaged children and young people is closed.
- High quality learning, teaching and assessment, focusing on equity of experience

Tackling the Poverty-Related Attainment Gap – Our Theory of Change
Strategic Plan 2023-2026

Argyll & Bute Council

INPUTS

Literacy ESO
Numeracy Lead
Gaelic PT

Northern Alliance

Education Scotland networks

Literacy and Numeracy

ACTIVITIES

- Build leadership capability and capacity of senior staff and teachers in schools on use of data for improvement in order to ensure rigour and consistency.
- Provide high quality professional learning on the teaching of key aspects of literacy and numeracy.
- Ensure parents/carers have the literacy and numeracy and maths skills to support their children.
- Support and challenge schools on approaches to raising attainment and use of additional resource, with focus on key equity groups.
- Work with DYW team/ employers and HE/FE to promote greater understanding of numeracy and maths as an essential skill for learning, life and work.
- Further develop use of CYPIC Improving writing methodology.
- Refresh Literacy and Numeracy strategies and guidance.
- Share impactful interventions and learning within and beyond A&B from SEF, PEF and CECYPF.

OUTCOMES/IMPACT

Short term

- **P1-4-7 literacy ≥ 71%** overall. Gap between Q1 and 5 pupils will be **≤ 11pp**
- **P1-4-7 numeracy ≥ 78%** overall. Gap between Q1 and 5 pupils will be **≤ 16.5pp**
- Achievement of Curriculum for Excellence Levels (stretch aims)
- Staff attendance data for professional learning in pedagogical approaches in literacy and numeracy
- Quality assurance programme – evaluations of learners' experiences improve/increased number of central team L&T observations
- Inspection evidence- increase in number of schools evaluated as Good or better for Q.I 2.3 and 3.2

Long term by 2026 and beyond

- P**1-4-7 literacy for all ≥ 76%** Gap between Q1 and 5 pupils will be **≤ 10pp**
- **P1-4-7 numeracy for all ≥ 83%** Gap between Q1 and 5 pupils will be **≤ 13pp**
- All parts of the system are aware of the range of approaches to support equity, can apply them in their local context and identify impact evidence.
- Achieve equity for every child and young person
- Improved outcomes for children and young people impacted by poverty.
- The attainment gap between the most and least disadvantaged children and young people in literacy and numeracy is closed.
- High quality learning, teaching and assessment, focusing on achieving equity for all learners.

Contextual Factors

- Impact of COVID
- Increase in cost of living/ poverty
- Education Reform
- Changes in funding models
- Parent/Carer/ Family engagement
- Political change
- Focus on Health and Wellbeing
- Voice of Children and Young People
- Focus on wider achievement
- Role of local authorities Partnership working
- Local context
- Bureaucracy and workload for staff

Assumptions

- There is no hierarchy of outcomes in terms of importance to the programme
- There is a recognition that some of the outcomes will need to be continuously met, as they are contingent on ongoing activity
- Collaboration with partners will lead to innovative and impactful approaches Engagement with Children and Young People and their families will lead to better decision making
- Leadership and professional learning will support development of a positive culture and ethos
- Use of data and evidence when they are critically interrogated can lead to better targetting of those who need support and can assist with monitoring of progress
- The right to and goals of education are enshrined in the United Nations Convention on the Rights of the Child (UNCRC)
- The Service's Strategic Plan will complement the SEF plan 2023-26
- Local authorities have the statutory duties to provide education, deliver educational improvement, secure best value, and fulfill their role as employer

Key resources

National Improvement Hub

Equity Toolkit

Pupil Equity Funding: Looking inwards, outwards forwards

Tackling the Poverty-Related Attainment Gap
Strategic Equity Funding Operational Plan 2023-24

Vision : 'Our children, their future: achieving excellence through equity'

Mission: Closing the poverty related attainment gap in literacy and numeracy between the most and least disadvantaged, achieving equity for all, improving outcomes for all children and young people, especially those impacted by poverty in order to achieve the national vision of excellence and equity in education.

Critical Activities 2023-24

Wellbeing: Readiness to Learn

- Launch Addressing Non-Attendance (ANA) policy and guidance and deliver associated training and support.
- Early Intervention approaches for pupils experiencing emotionally based school avoidance.
- Further develop 'Our Children, their Nurturing Education' programme, support increased number of schools on their nurture journey to ensure that nurturing principles and approaches are embedded.
- Develop online wellbeing resources for children, young people and their families.
- Further develop approaches to supporting and tracking care experienced children and young people in order that they attain and achieve.

Learning and Teaching

- Launch Argyll and Bute Learning, Teaching and Assessment Framework and associated materials and professional learning opportunities including refreshed GAPE programme.
- Build capacity at all levels in order to drive forward pedagogical improvement, through engagement with research and best practice whilst strengthening approaches to quality assurance and self-evaluation of Q.I 2.3
- Support and challenge schools to raise attainment through analysis of data, improved professional judgements and learning and teaching, particularly for key equity groups.
- Build leadership capability and capacity of senior staff and teachers in schools on use of data for improvement in order to ensure rigour and consistency at all levels.
- Share successful interventions and learning within and beyond Argyll and Bute from SEF, PEF and CECYPF.

Literacy and Numeracy

- Provide high quality professional learning on key aspects of literacy and numeracy
- Provided targeted literacy and numeracy support for schools based on analysis of data and evidence.
- Support and challenge schools to raise attainment through analysis of data, improved professional judgements, the target-setting process and improved learning and teaching, particularly for key equity groups.
- Support and challenge schools on their approaches to raising attainment and use of additional resource, with a focus on key equity groups.
- Engage staff at all levels in professional learning with a focus on equity and reducing poverty-related attainment gap.
- Build leadership capability and capacity of senior staff and teachers in schools on use of data for improvement in order to ensure rigour and consistency at all levels.
- Refresh A&B literacy and numeracy strategies and associated guidance.

Appendix 2
Proposed Spending Overview 2023-24

Description	Total	Duration
Education Officer (SAC)*	104,199	1st of April 2023 to 31st of March 2024
Part salary for Lead Teacher (Recovery and Renewal)- Literacy and Numeracy	16,217	1st of April 2023 to 15th of August 2023
Nurture teacher 1.0FTE*	40,086.88	11th August 2023 to 31st of March 2024
Nurture Teacher 0.5 FTE*	20,043.44	11th August 2023 to 31st of March 2024
Education Support Officer-Literacy*	49,323	11th of August 2023 to 31st of March 2024
Cover costs- Numeracy Lead*	7,000	August 2023-March 2024
Travel and Subsistence – Literacy ESO/Numeracy Lead)	2000	August 2023-March 2024
Literacy and Numeracy resources/training	TBC	Dependent on what is left after calculated salary increase
Participatory budgeting	5000	
Carry forward from financial year 2022-23 (spent by August 2023)	29,255	
Non-PEF schools	7,141	
Cover	3,748	
Lead Teacher (Recovery and Renewal)- Literacy and Numeracy	18,365	
Income financial year 2023-24	282, 165	
Total income inc carry forward	311,165	
Total projected cost April 2023-March 2024	311,165	
* denotes cost likely to increase due to teachers' salary increase January 2024		

Appendix 3 PEF Information Pack and Guidance

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1 Introduction

1.1 Nationally, the Scottish Government has provided funding to help raise attainment with a focus on supporting those children and young people who face barriers to their learning due to the impact of poverty. This is called Pupil Equity Funding (PEF).

PEF has been allocated based on the numbers of children and young people from P1 to S3 in each primary, secondary and special school in Scotland known to be eligible and registered for free school meals. The funding is available for the financial year 2023-24. The planning for the funding is a partnership between Scottish Government, local authorities and schools with Head Teachers leading the planning process.

The First Minister launched the Scottish Attainment Challenge in February 2015 to bring a greater sense of urgency and priority for everyone involved in Scottish education to relentlessly focus their efforts on narrowing the poverty-related attainment gap at all levels and in all sectors. The Challenge has been introduced to focus and accelerate targeted improvement activity in literacy, numeracy and health and wellbeing. It also supports and complements a broader range of initiatives and programmes to ensure that all of Scotland's children and young people reach their full potential.

This advice should be read in conjunction with the national operational guidance on Pupil Equity Funding, Argyll and Bute Education Service School Improvement Planning and Standards and Quality guidance as well as *Our Children, Their Future* to ensure that all interventions are directed to meet the Education Service key objectives to deliver improved outcomes for children and young people.

1.2 Planning for improvement

1.2.1 When developing proposals, schools should consider the feasibility of their plans and take into account the time taken to implement some interventions, such as staff recruitment timescales, adherence to local authority policies and availability of staff sought.

1.2.2 Schools, with the support of the central team, colleagues and partners, should identify the issue to be addressed, and the target group (or groups) of pupils experiencing disadvantage most in need of additional support, based on an analysis of local evidence and data. Schools should ensure that they focus on a small number of priorities to meet national priorities and those detailed in *Our Children, Their Future*. A focused number of priorities will allow for robust

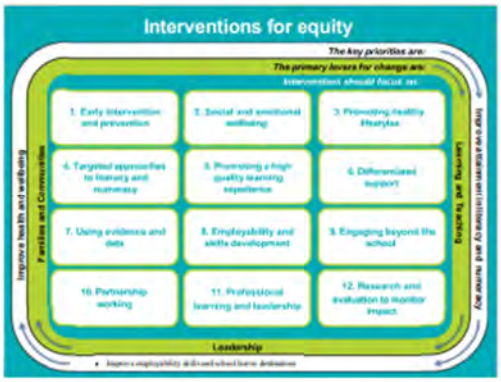
planning and evaluation. It is a legal requirement that every School Improvement Plan identify how the school plans to close the attainment gap. Therefore, the identified priorities in the PEF plan should be aligned and referred to within the School's Improvement Plan. The funding should be focused on activities and interventions that will lead to improvements in Literacy, Numeracy, and/or Health and Wellbeing for pupils experiencing disadvantage. Schools should choose to utilise funding in a way which best meets their pupils' needs, based on an analysis of their local needs, and the current evidence base. Whilst a particular focus may overlap with other areas, there should be a clear rationale for why a particular approach has been chosen, with clear methodology to measure impact and demonstrate improvement in this area. The use of funding should complement and add to the school's approaches to raising attainment.

1.2.3 Impact must be considered in terms of the desired outcomes for pupils and how progress towards these will be measured over time. Planning must include consideration of how data and/or evidence will be collected and reported, including reporting timescales. Short, medium and long term outcomes should be given to ensure progress over time. This would allow for plans to be amended if the intended results were not being achieved. Evaluation methods should be clarified before any intervention begins.

1.2.4 **Explicit consideration should be given to working in partnership with other schools, sharing practice and building capacity**. Other partnerships should also be considered, such as with local third sector partners, for example, to support family learning or health and wellbeing.

1.2.5 **A template is provided in the 2023-24 School Improvement Planning form which should be used to set out detail of the proposed plan** using, where appropriate, the framework of interventions published by Scottish Government and the Equity Toolkit.

Scotland's Equity Toolkit | Resources | Education Scotland
Interventions for Equity | Self-evaluation | National Improvement Hub (education.gov.scot)



2 Timeline for submission of plans and financial reporting

2.1 The following timeline will be used by the Education Service in working with schools to support and agree the completion of plans:

- Schools draft plans in consultation with colleagues, partners, children and young people and parents with support from the central team as required.
- All plans to be submitted to argyllhousereception@argyll-bute.gov.uk as part of the School Improvement Plan no later than Friday 16th June 2023.
- All PEF planning will be discussed by the Education Central Team and schools contacted for further information if required.
- During the first Quality Improvement Visit feedback on the school's PEF plan will be given and a date for a revised version to be completed will be agreed.
- In consultation with the link Education Manager, school plans will be revised as appropriate during school Quality Improvement Visits, and as required through discussion with the SAC Education Officer, during the session.
- At two points within an academic year opportunity will be created for peer moderation on plans and progress. This will be coordinated centrally and communicated to Head Teachers.
- Mid-year progress reporting section should be completed by the beginning of February 2024.
- Financial reports will be expected from Head Teachers in mid May on committed spends between April-September.

3 Points to consider when planning improvement approaches

3.1 Schools should take account of the following points when preparing their plans:

- The grant awards seek to deliver improvements to educational attainment by specific targeting of key groups of learners to reduce the impact of poverty on attainment outcomes. Funding must provide targeted support for children affected by poverty. However, Head Teachers can use their professional judgement along with an evidence based approach to bring additional disadvantaged children in to the targeted interventions.
- Funding may cover staff costs, both teaching and non-teaching, logistics, resources and services. The funding cannot be used for capital expenditure or re-establishment of a service that has been previously withdrawn through Service Choices e.g. school librarians. Any appointments will require to be in line with procurement approaches and adhere to HR policies.

- Funding must provide additionality to core service delivery in new or enhanced activity and take into account the views of children and young people and, where appropriate, other stakeholders. Schools must be able to evidence and report on how pupil views were gathered and informed PEF intervention planning.

- Targeted deliverables in outputs such as hours of activity, numbers of pupils, analysis of pupils' background, parental involvement etc. should be included.

- Targeted outcomes must be specified and include baselines and measures: for example, attainment levels, improved wellbeing, attendance, exclusions, achievement and positive destinations.

- Targeted outcomes should take into consideration pupils from identified equalities groups and the 6 priority family types that may be disproportionately affected by deprivation.

- Funding will be for financial year 2023/24. The funding budget will be managed centrally and downloaded to establishments and vired across expenditure headings as required.

- The PEF spending plan should be shared with your AFA who will profile budget lines accordingly and monitor this with you on a monthly basis.

- The Scottish Government also expect school to project committed spends to September 2024.

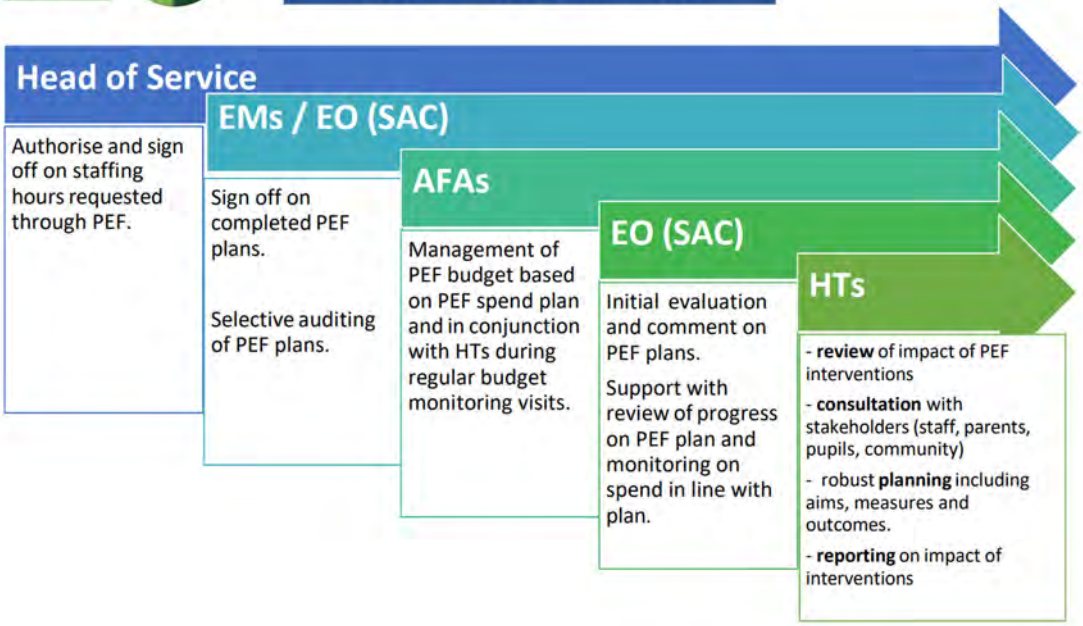
- In conjunction with the link Education Officer, staff, the Parent Council and pupils should be consulted on the proposed plan.

- Contracts should be temporary, not exceeding a school year and checks should be made with HR made to ensure any appointments do not lead to permanency. If permanency of post arises directly from implementation of the PEF, then the full ongoing salary costs will be met by the school.

3.2 A summary report on the implementation and impact of plans should be included in the supplied reporting format as part of the Standards and Quality Report and should be submitted to the Education Service at the end of each academic year, evaluating progress towards targeted outcomes.

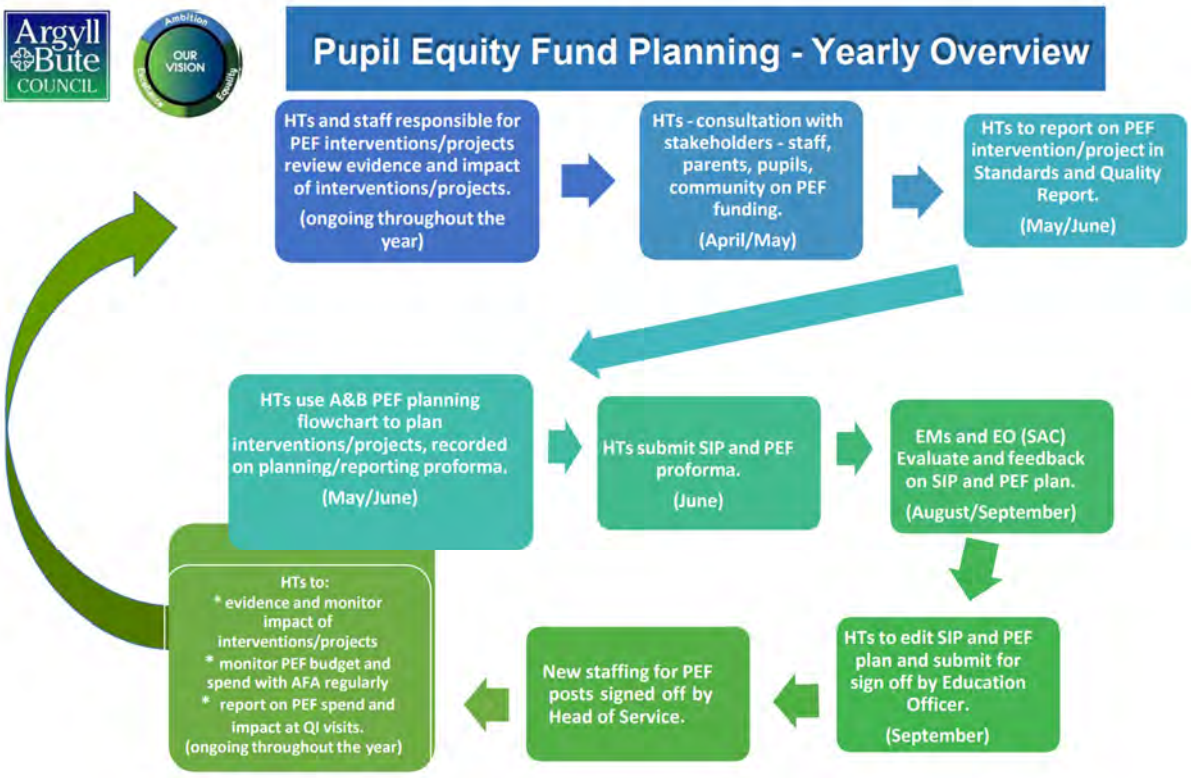
Further guidance on planning for Pupil Equity Funding should be sought from the Education Officer: Scottish Attainment Challenge or your link Education Manager.

Pupil Equity Funding
Roles and Responsibilities



7

Pupil Equity Fund Planning - Yearly Overview



8

Pupil Equity Fund Planning, Action, Measure Flowchart

Identify the gap

1. Identify your target group
Look at or consider:
* Who is the target group? Which pupils are experiencing disadvantage due to poverty?
* What is the gap?
* SIMD data
* FSME data
* Community context
* Think about your equalities groups that may be disproportionately affected by deprivation.

2. Key target areas
* Attainment
* Attendance
* HWB indicators/inclusion
* Participation/engagement
* Wider achievement

3. Data to support analysis
* ACEL achievement
* SNSA data
* Standardised assessment information
* School tracking information
* Wellbeing app

Consultation

1. Have you taken into consideration views of stakeholders?
* Staff
*Pupils
* Parent Council
* Parent Forum
* Have you captured evidence of your consultation?

Improvement Planning

1. What is the aim?
What is it you are trying to achieve?
* For who?
* What should change, by how much?
* By when?
* Keep it SMART!
* Have you considered risks, contingencies, how to minimise the possibilities of failure/maximise the possibilities of success?

2. What is your baseline?
What are you going to use to measure impact
* See example measurement tools – p.9

3. Measures
* What tool will you use to measure?
* When, how often and what will you measure?

Intervention

1. Where to look for evidence based examples:
* Interventions for Equity
* Equity Toolkit
* National Improvement Hub
* EEF
* SAC self evaluation resource

2. Design your intervention
* challenge questions here?
* Project management
* Check procurement rules and regulations and HR processes

3. Intervention plan
*Who
*When
*How
* What measure
* Measure checkpoints – evidencing impact as the project proceeds
* Identify project manager

Impact

1. Reporting on IMPACT
* Who did you target?
* What was your aim?
* What was the baseline?
*What did you do?
* What was the measureable difference? % change?

2. Future planning
* Adopt, Adapt or Abandon
* Have you considered risks, contingencies, how to minimise the possibilities of failure/maximise the possibilities of success?

9

Argyll & Bute Council
PEF Guidance Framework - Self Evaluation Reflective Questions

Have PEF projects/interventions been planned on the basis of a contextual analysis of your learners' needs including review of all relevant data?
Are the planned activities, interventions and/or resources providing targeted support for children and young people affected by poverty to achieve their full potential?
Are your plans grounded in evidence of what is known to be effective at raising attainment for children and young people affected by poverty?
Are activities, interventions and/or resources clearly additional to those already planned? (i.e. not budget substitution)
Have parents and carers, children and young people and other key stakeholders been involved in developing your plans?
Have you discussed the PEF projects with all relevant staff and identified leads where appropriate?
Have you set clear outcomes and measures to evidence impact?
If your plans involve the third sector, have you agreed measures and outcomes with them, including processes to evaluate impact?
Have you considered PEF projects at cluster level which might address common interests?
Have you incorporated details of PEF plans into existing reporting processes to Parent Council and Forum including SIP/S&Q?
Has consideration been given to HR and procurement requirements? Have you sought advice and confirmed processes as appropriate?
Have you considered risks, contingencies, how to minimise the possibilities of failure/maximise the possibilities of success? Sustainability beyond the life of the funding?

10

THE SCOTTISH ATTAINMENT CHALLENGE

Please use the following link to access the National Operational Guidance:
Pupil Equity Funding : National Operational Guidance 2023 (www.gov.scot)

Measurement Tools
Outcomes and Measures

Writing Outcomes:

Outcomes are specific, measureable statements that let you know when you have reached your goals. The best outcomes are written as SMART targets

- **S**pecific
- **M**easureable
- **A**chievable
- **R**elevant
- **T**ime bound

To develop outcomes for PEF projects/interventions ask yourself:

- Who/what will change?
- By how much?
- By when?
- How will it be measured?

Outcomes/Measures Reflective Questions:

- How confident are we that all of our staff and partners understand how to use data effectively to monitor the impact of our interventions and approaches?
- To what extent is our self-evaluation underpinned by a shared strong understanding of our data?
- Are there sufficient opportunities for professional discussion of data and evidence as part of our self-evaluation processes at all levels?
- To what extent is our effectiveness in using data and evidence enabling us to set out clear outcomes and measurable targets?
- How well are we making progress at improving the attendance and reducing rates of exclusion of children and young people living in our most deprived communities and circumstances?
- Is progress evident at all stages from early years to post school? Is progress sustained beyond the intervention?
- How confident are we that our interventions and approaches, whether universal or targeted, are leading to improvement? How effectively do we change our approaches if they are not having the intended impact?
- To what extent are we narrowing the attainment gap in literacy, numeracy and health and wellbeing? What can we do to ensure that we make sufficient

progress over time in all three of these areas?

- How confident are we that all children and young people, regardless of their socio-economic circumstances, are accessing a wide range of learning experiences and pathways? Are they progressing to positive and sustained destinations?

Some possible measures:

Listed are a number of measures generally used by schools, this list is not exhaustive and you may find other measures to be more appropriate for your intervention/project.

- Pre/post teacher judgement (on specific criteria liked to plan)
- Whole school tracking information
- Emergent literacy trackers
- XBRA data
- Pre/post pupil survey
- Standardised assessments
- GL assessments
- SNSA
- Boxall
- YARC
- Suffolk
- Wraps
- Parallel spelling
- Behavioural Indicators of Self Esteem (BIOS)
- Levels of parental engagement
- Attendance data
- Class assessments
- Wellbeing webs / tools
- Class observations
- Record of behaviour incidents
- Monitoring of pupil work (progression of 'book looks')
- Leuven Scale

Measurement - Leuven Scale

***** The following is an excerpt from-*****
Comhairle nan Eilean Siar
Pupil Equity Fund
A Guide to Tracking Change and Measuring Impact Using the Five Measures

Measurement - Engagement with Learning

What is Engagement with Learning?

Children with a high level of engagement show high levels of concentration and are fully absorbed by the learning experience. They show interest and motivation and, therefore, tend to persevere with tasks. Their body language indicates intense mental activity and they most engaged are operating at the very limits of their capabilities. As a result of these qualities high levels of engagement lead to deep learning. Engagement with activities and learning from activities happens in different ways:

- **Behavioural**
  A learner who is behaviourally engaged would be observed to be doing the activity set, or one of the activities on offer, and would not be behaving in a disruptive manner.

- **Emotional**
  A learner who is engaged emotionally would be experiencing emotional responses to the activity: such as interest, enjoyment, or a sense of belonging or achievement. This may be apparent from the learner's level of motivation to engage with the activity, or from his or her facial or bodily expression.

- **Cognitive**
  A cognitively engaged learner would be absorbed in the activity. He or she would be pursuing learning going beyond the requirements of the task, perhaps by doing it to his or her very best ability, by experimenting, asking questions or doing further reading. He or she would relish challenge and may be motivated to persist in solving problems and overcoming difficulties.

A learners' engagement will vary according to their interest, motivation to learn, confidence, ability to do the task, and mood. Some factors are within the learner and some relate to the teacher's relationship with the learner, understanding of the learner's level of skill and prior learning, and skill in planning learning activities that capture the learner's interest. Environmental aspects such as seating arrangements, space, temperature and resources can also affect engagement.

Measuring Engagement with Learning

A measure of engagement has been developed for use in Western Isles schools using the Leuven Involvement Scale. The Scottish Government has recommended the Leuven Scale to schools as a measure of engagement to be used through Primary and Secondary. It is a five point framework that can be used to measure engagement against set criteria.

The Leuven Involvement Scale (Adapted)		
Rating		Exemplification
5	Extremely High	The learner is continuously engaged in the activity and completely absorbed in it: • is absolutely focused, concentrating without interruption • is highly motivated, is finding the activity strongly appealing, perseveres • not distracted, even by strong stimuli • is alert, has attention for detail, shows precision • demonstrates intense mental activity and experience • the learner's capabilities, imagination and mental capacity are in top gear • the learner obviously enjoys being engrossed in the activity
4	High	There are clear signs of involvement but these are not always present to their full extent: • the learner is engaged in the activity without interruption • most of the time there is real concentration, but during some brief moments the attention is more superficial • the learner feels challenged, there is a certain degree of motivation • the learner's capabilities, and imagination are, to a certain extent addressed in the activity • they are mostly happy to engage in most learning and other school activities
3	Moderate	The learner is busy the whole time, but without real concentration: • in routine actions, attention is superficial • the learner is not absorbed in the activity, activities are short lived • limited motivation, no real dedication, does not feel challenged • the learner does not gain deep level experiences • the learner does not use his/her capabilities to full extent • the activity does not address the learner's imagination
2	Low	The learner shows some degree of activity although this is often interrupted: • limited concentration: looks away during the activity • fiddles, fidgets, and/or daydreams • easily distracted from tasks • learner's action only leads to limited results • Significant support is needed to engage with learning • referral is needed to HT/SMT or Support for Learning (Staged Intervention)
1	Extremely Low	The learner hardly shows any activity: • no concentration: staring, prolonged daydreaming • an absent, passive attitude • no goal- oriented activity, aimless actions, not producing anything • no signs of exploration and interest • not taking anything in, no mental activity

Method of Assessment *(See Figure 1 on P17)*

The PEF Dataset sheet requires the recording of a baseline measure of engagement and then allows for up to five future recordings, all completed using the same methodology. The learner's level of engagement is assessed through observation of him/her in class in a situation during which they are expected to complete a task that has been set. The observer must complete the process as set out in the flow diagram **(Figure 1, Page 17).** A focused observer may be able to observe more than one child at a time in the same class.

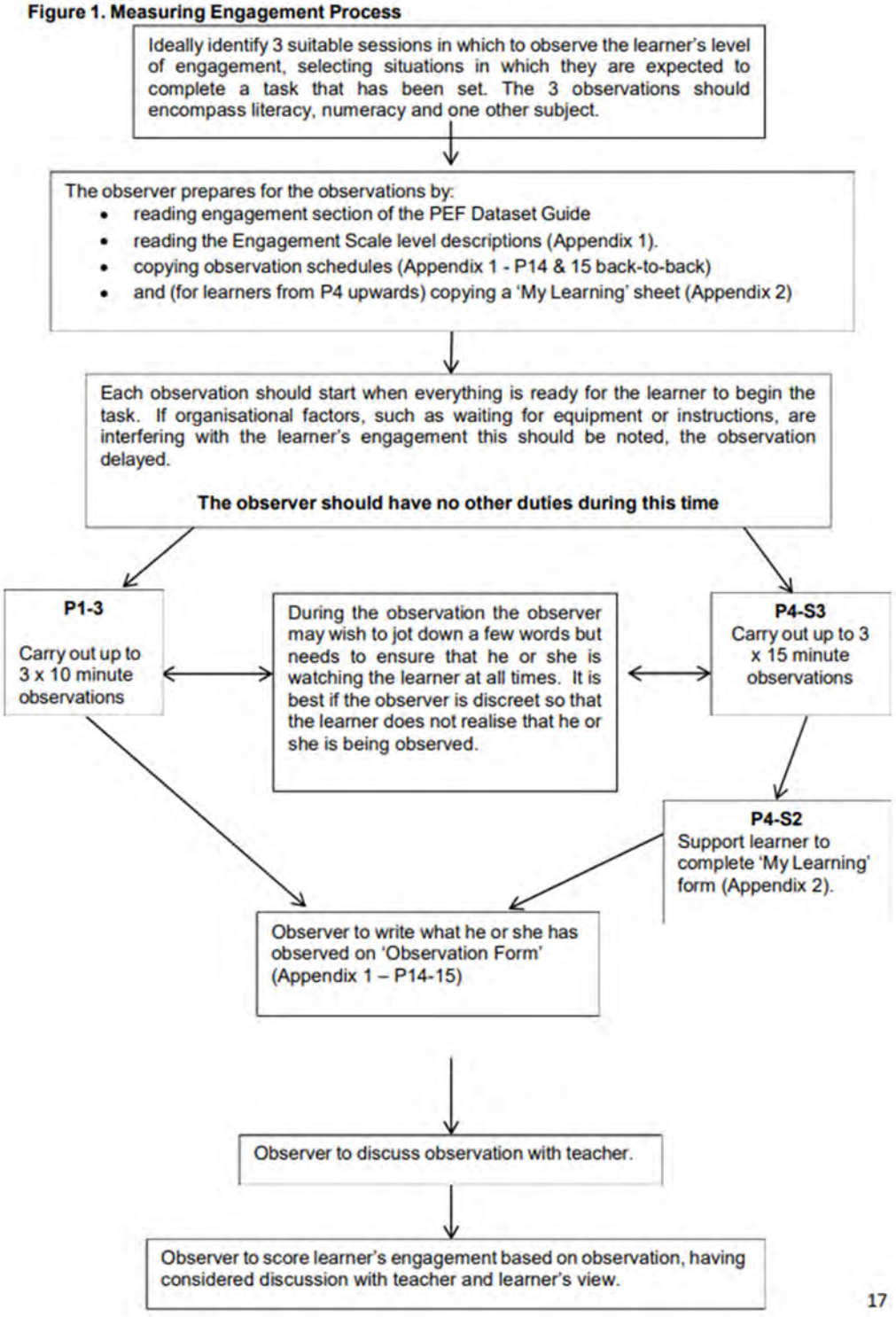
To make reliable judgements, it is recommended that the engagement score be calculated as an average of three observations of different activities, ideally all on the same week. They should all be of the same duration, as set out below:

- P1-3: 3 x 10 minute observations
- P4-S3 : 3 x 15 minute observations

Learners who are in Primary 4 or above can be asked to complete a brief self- report form after the end of the observed period.

After taking a baseline measure of engagement, the Dataset allows for up to five more recordings. The minimum expectation is that there would be one more recording in May 2018, repeating the methodology of the first baseline measure. If engagement is a particular issue for a learner, then additional interim measurements could be taken.

Figure 1. Measuring Engagement Process



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Measuring Engagement: Observation Form

Observer: Learner:
Curriculum Area: Activity:
Date: Observation Start time: Observation Finish Time:

Aspect of Engagement	Evidence observed
Estimate of percentage of time spent on activity	
Focus on Activity	
Enjoyment of activity	
Being challenged by activity	
Showing interest in further exploration or research	
Imagination or creativity being engaged by activity	

Level of Engagement agreed (based on Engagement Scale levels, see reverse), following reflection on learner's view, and discussion with teacher:

Measuring Engagement:

Scale of Engagement

(Adapted from the Leuven Scale for Involvement for use in the Western Isles)

The Leuven Involvement Scale (Adapted)			
Rating		Exemplification	
5	Extremely High	The learner is continuously engaged in the activity and completely absorbed in it: • is absolutely focused, concentrating without interruption • is highly motivated, is finding the activity strongly appealing, perseveres • not distracted, even by strong stimuli • is alert, has attention for detail, shows precision • demonstrates intense mental activity and experience • the learner's capabilities, imagination and mental capacity are in top gear • the learner obviously enjoys being engrossed in the activity	
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1	Extremely Low	The learner hardly shows any activity: • no concentration: staring, prolonged daydreaming • an absent, passive attitude • no goal- oriented activity, aimless actions, not producing anything • no signs of exploration and interest • not taking anything in, no mental activity	

Learner Feedback Form

Name: **Date:**

Which statement best describes your learning in the last activity?

Please tick	What I thought	
	The activity was fascinating. I was really absorbed in it. I felt energised by the challenge. I had to use my imagination.	
	I found the activity interesting. I enjoyed it and I had to think hard, I concentrated well. I felt I was being challenged.	
	I worked hard. The activity was OK. I quite enjoyed it, I had to think.	
	I kept getting distracted. The activity wasn't interesting. I didn't get much done.	
	I found the activity boring. I didn't see the point	
Comments:		

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Pupil Equity Funding | Planning and Reporting	School Name:

Pupil Equity Funding must be used to deliver activities, approaches or resources which are clearly additional to universal local improvement plans.

Identify:

- Who is the target group? What is the gap? SIMD data? FSME? Community context?
- Think about your equalities groups that may be disproportionately affected by deprivation.
- What data did you use to identify this? ACEL achievement, SNSA data, Standardised assessment information, School tracking information, Wellbeing app
- **To be included:**

- School locality (rural, urban, remote rural, etc. https://www.gov.scot/binaries/content/documents/govscot/publications/transparency-data/2017/05/rural-schools/documents/rural-schools-list-2017-xlsx/rural-schools-list-2017-xlsx/govscot%3Adocument/Rural%2Bschools%2Blist%2BMay%2B2017.xlsx

-% FSME

- % SIMD 1/2 and other bands as appropriate

A consideration for longer term planning of approaches, with funding confirmed for 3 years, should be considered in the targets below.

A few examples of how you may want to detail context for your PEF expenditure. These are only for illustration purposes and can be amended as necessary.

Sample 1

The school is classed as a (remote rural, rural, urban, etc).

Target group: # pupils from P1-P7 who are:

- % SIMD 1 or 2
- x% of children Deciles 3-4, x % of children Deciles 5-7, x% of children Deciles 8-10
- x% of children FSME
- x% of children EAL
- through professional judgement and knowledge of families, pupils have been identified as requiring additional support due to socio-economic background.

Add school information here

X% of these targeted pupils have been identified as needing literacy intervention through use of X data* (attainment, attendance, engagement), and X% have been identified as needing numeracy intervention through use of X data.

A further # pupils have been identified as requiring HWB/nurture support.

* Note: Data gathered around attainment, attendance, engagement must then correlate with SIMD, FSME and other markers of disadvantage. For example the target group could be defined as, "all those living in SIMD quintile 1 (and/or with FSME etc.) and whose attendance is under 80%". Some of those with low attendance may have no observable socio-economic disadvantage so they will need an intervention not funded through PEF.

Sample 2

The school is classed as a (remote rural, rural, urban, etc).

The SIMD picture for the school is limited due to the rural context of the school has only a small amount to tell us (enter data here %SIMD 1&2). Staff have accessed school data, information and local knowledge to identify families experiencing disadvantage or potential disadvantage. (Enter details of what this is for your school's context) We also know of a small number of families who, for various reasons, do not apply for FSME, even though they would fall within the eligibility category (include %FSME).

Targeted PEF funded interventions will support pupils who:

- are care experienced
- from a traveller background
- have experienced ACEs
- have challenges forming attachments
- live in one of the aspects of poverty as identified in the national strategy for 'closing the gap'.
- experience digital inequity

Targeted PEF interventions will include nurture for those children identified through Boxall profiles

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Identification of target groups/individuals through observation, profiles (Boxall), ACEL, SNSA, GL (etc.) linked to markers of disadvantage (see note in sample 1).

Through consultation with stakeholders and data across the school (reading, writing, mental agility, etc.) has been identified as a priority area for targeted intervention.

Pupil Equity Funding | Planning and Reporting

What are you planning to do with your PEF Allocation?	How will progress be measured (what, when and how)?	What was the impact of your planned interventions?
• Proposals to address identified issues within Literacy, Numeracy and/or Health and Wellbeing. • How have you consulted with and involved parents/carers and pupils in the process? • Aim and expected impact of proposals. • Plans to work in partnership with other schools/local partners/providers, if applicable • Link to Our Children, Their Future • Link to HGIOS 4 Quality indicators / NIF • Which organiser does the planned key actions fall within – Teaching and Learning, Leadership, Family and Community	• How will you know your interventions are having an impact/improving outcomes? • Proposals for measuring impact (including specific reference to targeting young people most affected by poverty). • Data, new and existing, which will be required. • Plans for how data will be collected and reported.	• Do you have quantitative and qualitative data that tells the story of attainment and achievement for the target group(s)? • What was the impact for pupils based on the outcome(s)/measures(s) you identified?

This section of the plan tells the story of how your PEF spend impacted attainment for those pupils disadvantaged by poverty.

Area	Key Actions	Outcome and Measure	Mid-Year Progress	Impact
Detail here what is the area of focus for the intervention, who will be the key lead person and links to key documents.	***The actions we are planning in order to improve attainment in the areas we have identified for the target group(s) experiencing disadvantage due to poverty.***	***(Success Criteria to facilitate evaluation of learners' progress)*** ***This is what we want to happen for the pupils by when, by how much, who, what*** ***and includes how we will measure the specific outcomes.***	***This is where we check to see if things are on track and if we need to continue, adapt or abandon what we had planned. Record information on progress and detail any changes.*** ***What is progress looking like based on your planned action/outcome/measure – on track, complete, not on track?***	***This is where we bring together qualitative and quantitative data to show how what we did improved attainment for the identified pupils.*** ***How did you meet the aims set out in your proposed interventions?*** ***What data do you have that evidences impact?*** ***Identify any significant changes in expenditure.***

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Area	Key Actions	Outcomes and Measure	Mid-Year Progress	Impact
Literacy **HGiOS – 2.3, 3.2** **OCTF – Outcomes 1, 2** **Organiser – Learning & Teaching**	***Define the intervention here*** • ***What action/change is taking place?*** • ***Staff involved?*** ***Timings- is it whole year or over a number of weeks/term?*** Target group will demonstrate progress in literacy skills of: - blending and segmentation - reading fluency - comprehension skills - vocabulary Gather baseline data from target group including rate of progress from previous year Systematic regular pupil support sessions timetabled through the week for targeted pupils, using Dancing Bears and PM+ resources (ASN: PEF and PST: PEF) Provide training for all practitioners in the effective use of Accelerated Reader online programme Provide training for all practitioners on the effective use of the reading scheme - guided reading lessons and online resources Pupil Support Teacher (PEF) to teach alongside class teachers within class shared reading sessions	***by when, by how much, who, what*** ***Target group A - % increase in (raw score, age, level, etc.) from baseline for x skill measured by (YARC, Suffolk, Parallel Spelling, Accelerated Reading, Nessy, etc.)*** By June 2024 100% of targeted pupils with a +1yr gap will improve their reading age by at least 6 months +months in school Target group : Accelerated Reading data - gathered through Star Testing • August baseline • November, April, June – pick ups Pupil confidence and motivation survey • August baseline • June pick up Comparison of library and reading records • June 2023/June 2024 will evidence an increase in texts read	***Detail here progress towards outcome (on track? Complete and moving on to? Not on track and why?) Identify if any adaptations need to be made or if aspects need to be abandoned.*** As of December 2023, 89% of targeted cohort are on track with improvements. Data has been analysed from RA within Star Tests in August and November pick-ups. 13% not on track are also now in receipt of weekly targeted comprehension support (ASN: PEF). Early indications using the inbuilt assessment within the supported resource are evidencing a weekly upward trend of raised scores.	***Detail the impact of the interventions as outlined in your Outcome and associated measure.*** • In June 2024, ***almost all*** pupils within target cohort (93%) have raised reading ages by at least 16 months (AR data) • In June 2024, ***almost all*** pupils articulate an increased confidence and motivation to read. This was evidenced by pupil and parent surveys and learning conversations with pupils. • Teachers observe increased engagement amongst cohort within class shared reading sessions. • Library and reading records for ***almost all*** pupils in cohort evidence increased number of texts read from comparison of same records for children the previous academic session. • ASN pupils within P2/P3 targeted cohort evidence improvements in progress, with ***almost all*** moving through at least 6 PM+ benchmark levels • In June 2024 ***most*** pupils within phonic target cohort (87%) increased retained phonic sounds by 14+ months. This is evidenced through internal phonics tracking records, Highland Literacy assessments, Codecracker fluency scores and Burt reading tests.

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		By June 2024, 100% of P2 and P3 pupils with +1 year gap) will improve their phonological awareness by 14+ months • ASN pupils in P2 & P3: by June 2024 individually profiled ***increases*** in PM Benchmark levels from August benchmark • Target group : by June 2024 14+month increase in retained phonic sounds from August baseline measured by Codecracker and Highland Literacy phonological assessment	As of December 2023, 94% of targeted P2/P3 ASN cohort have increased PM benchmark levels in line with individual targets. 6% of pupils not increasing are now being supported by timetabled 1-1 Pupil Support Teacher sessions in addition to daily practice with ASN. As of December 2023 phonic target groups are making good progress with Codecracker fluency records indicating consistently raised scores in 100% of pupils.	

Numeracy **HGiOS – 2.3, 3.2** **OCTF – Outcomes 1, 2** **Organiser – Learning & Teaching**	P4/5 Target groups will demonstrate progress in numeracy skills of: - mental agility Pupil Support Teacher (PEF) will: Share the NPLR (Numeracy Professional Learning Resource) professional document with staff. Staff familiarise themselves with the NPLR. Gather baseline data from target group through use of SEAL assessments and *Numeracy Signposts* Use assessment information to identify gaps and emerging patterns. Using the patterns that have emerged from assessments and using the NPLR as a scaffold, PST (PEF) will employ targeted SEAL strategies with identified individuals and groups daily in 8 week block periods.	***Target group A - % increase in (raw score, number of occurrences, time) from baseline. Measured by (Boxall, pupil survey, wellbeing web data, Emotion Works, staff observation, SNSA, Progress and Achievement Data, etc.)*** By end of each 8 week block 100% of targeted P4/5 pupils with identified gaps will improve their confidence and skill in mental agility by engaging in daily supported focus sessions. Target groups : SEAL assessment data • Pre intervention block baseline • Post intervention block pick up Pupil confidence survey • Pre intervention block baseline • Post intervention block pick up Teacher observation during class lessons.	***Detail here progress towards outcome (on track? Complete and moving on to? Not on track and why?) Identify if any adaptations need to be made or if aspects need to be abandoned.*** As of December 2023, 3 blocks have been complete. Almost all children within these cohorts are observed to have increased confidence and post block survey and assessments evidence this alongside improvements in almost all cases (92% of pupils across the 3 blocks). Further blocks are planned for the remainder of the year, with a renewed focus on applying *Number Talks* strategies.	***Detail the impact of the interventions as outlined in your Outcome and associated measure.*** • By end of 8 week blocks ***all*** pupils within target groups (100%) evidenced improved progress in mental agility. Authority SEAL Maths Recovery assessment records (mental agility) show individual progress. • By end of 8 week blocks, ***almost all*** (95%) pupils articulate an increased confidence in applying mental strategies. This was evidenced by pupil and surveys and learning conversations with pupils. • Staff observe targeted pupils relying less on concrete aids to make calculations. • Additionally, ***most*** pupils can articulate processes using the language of *Number Talks*.

HWB **HGiOS – 2.3, 3.1** **OCTF – Outcomes 1, 3** **Organiser – Learning and Teaching**	Identified pupils will develop their skills, attitudes and resilience to be more 'learning ready'. - spending more time in class - more time engaging with teacher designed activity - less time (or less number of) being dysregulated - an improved sense of self-worth and ambition. - increased understanding of vocabulary of emotion - increased understanding and use of self-regulation strategies.	***Target group A - % increase in (raw score, number of occurrences, time) from baseline. Measured by (Boxall, pupil survey, wellbeing web data, Emotion Works, staff observation, SNSA, Progress and Achievement Data, etc.)*** By June 2024, 100% of all pupils will improve their HWB by having experience of outdoor learning at least once per week • In June 2024, pupils will self-evaluate on their Wellbeing wheels 7+ on 'I am encouraged to be active' (current baseline as of June 2023 was 70%)	***Detail here progress towards outcome (on track? Complete and moving on to? Not on track and why). Identify if any adaptations need to be made or if aspects need to be abandoned.*** As of December 2023, pupils have participated in 8 outdoor learning sessions. These sessions are proving very popular with all pupils. HT has noted improvement in positive attitudes and behaviour.	***Detail the impact of the interventions as outlined in your Outcome and associated measure.*** • By June 2024, ***almost all*** pupils participated in all outdoor learning sessions. (Attendance data) • By June 2024, ***all*** pupils showed an increase in ability to self-assess risk and participate in co-operative outdoor learning activities. This was evidenced by HT observations and learning conversations with pupils. • In June 2024, 100% of ***all*** pupils recorded 7+ on their Shanarri indicator ' I am encouraged to be active'. **Possible next steps …** • As per positive results, this intervention will continue for next school session 2024-25 and will continue to be a SIP HWB priority

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Parental Engagement **HGiOS – 2.3, 2.7** **OCTF – Outcomes 3, 5** **Organiser – Families and Communities**	Target Group of identified pupils with less than 85% attendance through 2022-23 reporting periods. Our family liaison officer will offer home visits and engage with identified families on a weekly basis. Targeted families with 5 or less weekly Seesaw engagements. Support with SeeSaw through provision of school device Prepared video 'how to' guides. Additional face to face workshops will be offered where appropriate or necessary Monthly coffee mornings will be organised and run by family liaison officer throughout the year	By June 2024 attendance for targeted pupils will increase by at least 10% • Attendance records – monthly tracking and monitoring 100% of families of pupils identified will show an 85% increase in engagement with SeeSaw • At least 10 weekly engagements in Seesaw increased attendance at stay and play sessions, parents' nights/meetings / Coffee Mornings • Attendance register for Stay and Play / Parent Meetings	***Detail here progress towards outcome (on track? Complete and moving on to? Not on track and why?) Identify if any adaptations need to be made or if aspects need to be abandoned.*** As of December 2023, 60% of targeted pupils have increased attendance by 10%, 25% of pupils have a 5% increase and the remaining 15% have no increase or show a further decline. From January 2024 the Nurture Base will be opened up to facilitate a 'Soft Start' session targeting this 15% to enable an alternative experience to start their day. Seesaw engagement has increased within all targeted families. All are making at least 10 weekly engagements, with 52% exceeding this target. 95% of targeted families attended November Parents Meeting. The remaining 5% took up the offer of phone consultations with staff. Numbers at monthly coffee mornings have increased from 10 (September) to 26 (December)	***Detail the impact of the interventions as outlined in your Outcome and associated measure.*** • By June 2024, the ***majority*** of targeted pupils had raised attendance levels by at least 10%. (Attendance data) • By June 2024, all targeted families showed an increase in Seesaw engagement. This was evidenced by online interactions. • By June 2024, 100% of targeted families had attended at least 12 Stay and Play sessions and 4 coffee mornings. Parents reported the value of these informal sessions and how this has helped them connect better with the school. This was evidenced through Sessional registers and Parental Feedback **Possible next steps …** • As per positive results, this intervention will continue for next school session 2024-25. Plan to include information at Coffee Mornings and to offer specific workshop support in shared reading to targeted group.

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Pupil Equity Funding | Planning and Reporting

Remember contracts should be *temporary* and should not exceed a school year

Staff Spend Detail * Note: - Please see information from HR regarding PEF posts

Name	Post	Start Date	Proposed End Date	Cumulative Time in Post
				years months
				years months

Highlight the Intervention for Equity addressed by your PEF interventions
https://education.gov.scot/improvement/self-evaluation/Interventions%20for%20Equity

Remember to tick

Early intervention and prevention	☐	Social and Emotional Wellbeing	☐	Promoting Healthy Lifestyles	☐	Targeted approaches to Literacy and Numeracy	☐	Promoting a High Quality Learning Experience	☐	Differentiated Support	☐
Employability and Skills Development	☐	Engaging Beyond the	☐	Partnership Working	☐	Professional Learning and Leadership	☐	Research and Evaluation to Monitor Impact	☐	Using Evidence and Data	☐

You may wish to add a note to attached spreadsheet/table dependent on your allocation amount

Spend Details			Carry Forward 2022-23	PEF Allocation 2023-24
Staffing	Accelerated Reader	£5,623.11	£ 2,200	£ 13,000
Supported Study Resources	Seesaw	£818.40	**Spend Checkpoints**	
Purchased/Commissioned Services	Sum Dog	£294.00	**Mid-Year Spend checkpoint (Dec – Jan)** Identify any significant changes in expenditure.	**Final spend (End of Session)** Identify any significant changes in expenditure.
Other	Education City (still to be authorised)	£1520		
	PM Benchmark assessment kit	£262.50		
	Numicon Maths Recovery	£336.75		

Break spend details down into the *specifics* of the staffing, resources etc.

* Please note that your PEF spend plan should be shared with your AFA who will profile this budget line and monitor it monthly.

£ During your mid-year checkpoint note spends and any change in spend allocations here.

£ Note all final spends and any committed spends that would be part of any carry forward here.

GUIDANCE ON EMPLOYING STAFF USING PEF (OR OTHER TEMPORARY) FUNDING

Ring fenced post for a current employee (irrespective of whether s/he already holds a permanent or temporary post)

The post may be ring fenced providing the number of hours being offered is less than 10 per week and the employee is suitably skilled and experienced to undertake the duties. Otherwise, the post should be advertised. A new post must be created in order to identify this work is funded by PEF and as being a separate and distinct contract from any other the employee may hold.

Do not put hours funded by PEF through as additional hours on a timesheet/via MyView – we need to be able to monitor and track where and how PEF is being utilised. The procedure to be followed is:

1. An ad auth form must be completed and authorised, clearly showing the PEF budget code and that it is a temporary post. The form is sent to annemargaret.houston@argyll-bute.gov.uk
2. The successful candidate will receive a contract separate to any others s/he may hold with the council so a Successful Candidate Form (SCF) needs to be completed and sent to annemargaret.houston@argyll-bute.gov.uk . This can be sent at the same time as the Ad Auth form.
3. You cannot process hours you wish to allocate to PEF funding via timesheets/MyView – you must follow the above process. It will help to monitor and report on spending against this budget.

Employing a new employee

The recruitment process as described at 1-3 will need to be followed. As we don't know how long PEF funding will continue, posts will be offered on a temporary basis. You need to be aware that the employee is building up employment rights from when s/he starts in post and If s/he continues to be employed in a PEF funded post for a continuous period of 2 or more years, s/he will be entitled to a redundancy payment when the funding comes to an end, which could be substantial. The cost of redundancy will not be funded centrally.

You may also wish to note that if the employee **transfers** from another post within the Council and there is no break in service before s/he starts work with you, his/her service is continuous from their start date with the Council. If, however, s/he does not transfer to your post, i.e. s/he stays in their original post as well as your post, then their continuous service date is the date s/he begins employment with you.

PEF funding to augment reduced staffing budget

Where an employee has been identified as having their hours reduced due to reduction in budget, it is possible to offer the employee work funded by PEF. There is likely to be implications for employees accepting a PEF funded post and HR's Transformation team will be able to support and guide you in this. Their involvement is essential to ensure we comply with Council and legal processes and to ensure the employee understands the implications of accepting this type of post and receives the relevant correspondence and contract. If you plan to use PEF funding which may help mitigate the number of hours an employee has to reduce, you must

discuss this with the HR Transformation team prior to taking any action. (HRtransform@argyll-bute.gov.uk).

PEF funding to second an employee

There have been some occasions where an employee has been deployed to PEF funded duties rather than undertake the duties of their contracted post. This may be because the PEF post offers better conditions, e.g. more hours than their contracted post. Irrespective of whether there is an increase in hours or not, the employee should be seconded into the PEF funded post (which has been duly created and described as above) and at the end of the secondment s/he will return to their substantive post. Their contracted post can be backfilled for the period of the secondment.

Temporary posts

Be realistic about the duration of a temporary post and review your requirements regularly to ensure you are complying with the purpose of the funding.
Be aware that if you employ a person for a period of 2 or more years, that person has the same employment rights as a permanent employee and if s/he cannot be redeployed into a suitable post then s/he will be entitled to a redundancy payment. There may not be a central budget for paying redundancy costs.

Links to further information

- PEF examples Scotland
- Education Endowment Foundation Teaching and Learning Toolkit https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/
- EEF Early Years Toolkit summarises the evidence for early years settings
- EEF Promising Projects https://educationendowmentfoundation.org.uk/tools/promising/
- National Improvement Hub NIH SAC Useful research link
- Pupil Equity Funding National Operational Guidance (published 30/3/22)

  Pupil Equity Funding : National Operational Guidance 2023 (www.gov.scot)
- Equity Toolkit

  Scotland's Equity Toolkit | Resources | Education Scotland
- The Scottish Attainment Challenge Self Evaluation Resource

  Scottish Attainment Challenge self-evaluation resource | Resources | National Improvement Hub (education.gov.scot)
- EEF Teaching and Learning Toolkit

  Teaching and Learning Toolkit | EEF (educationendowmentfoundation.org.uk)
- The Cost of the School Day Toolkit, updated 2021 | CPAG

  Cost of the School Day Ideas Bank | CPAG
- Looking inwards, outwards

  Pupil Equity Funding: Looking inwards, outwards, forwards – sharing effective practice to maximise support for learners and practitioners | Resources | National Improvement Hub (education.gov.scot)

Appendix 4 Provisional Stretch Aims 2023-2026 June 2023

Subject to further consultation and confirmation of data from session 2022-23

Literacy (P 1/4/7 Combined) Stretch Aim				
	Overall	SIMD Q1	SIMD Q5	GAP (Q1-Q5)
Confirmed ACEL Data 2022 (DEC)	62.4%	53%	80%	27.4pp
Interim Stretch Aim 2023/24	71%	70%	81%	11pp
Final Stretch Aim 2025-26	76%	75%	85%	10pp

Numeracy (P 1/4/7 Combined) Stretch Aim				
	Overall	SIMD Q1	SIMD Q5	GAP (Q1-Q5)
Confirmed ACEL Data 2022 (DEC)	72.7%	68.1%	85.9%	17.8pp
Interim Stretch Aim 2023/24	78%	73%	89.5%	16.5pp
Final Stretch Aim 2025-26	83%	78%	91%	13pp

School Leavers with 1 or more pass at ALL SCQF Level 5				
	Overall	SIMD Q1	SIMD Q5	GAP (Q1-Q5)
Confirmed Data 2021-22 (Feb 2023)	90.93% (VC 91.32%)	83.61% (VC 86.23%)	98.04% (VC 98.43%)	14.43pp
Stretch Aims 2023/24	91.5%	85%	98.5%	13.5pp
Interim Improvement between 2023 and 24	0.57pp	1.39pp	0.46pp	0.93pp
Final Stretch Aim 2025/26	93%	89%	100%	11pp

School Leavers with 1 or more pass at ALL SCQF Level 6				
	Overall	SIMD Q1	SIMD Q5	GAP (Q1-Q5)
Confirmed Data 2021-22 (Feb 2023)	65.99% (VC 69.37%)	54.10% (VC 59.05%)	82.35% (VC 92.75%)	28.25pp
Interim Stretch Aims 2023/24	66.5%	57%	84%	27pp
Interim Improvement between 2023 and 24	0.51pp	2.9pp	1.65pp	1.25pp
Final Stretch Aim 2025/26	69%	63%	89%	26pp

HWB – Attendance in Primary - Free School Meal registered and Non Free School Meal Registered				
	Overall	FSM registered	Non FSM registered	GAP (FSM/non FSM)
Confirmed Data May 2023	92.71%	88.86%	93.43%	4.57pp
Interim Stretch Aims 2023/24	93.5%	89.5%	93.5%	4pp
Interim Improvement between 2023 and 24	0.79pp	0.64pp	0.07pp	0.57pp
Final Stretch Aim 2025/26	94.5%	92%	96%	4pp

HWB – Attendance in Secondary - Free School Meal registered and Non Free School Meal Registered				
	Overall	FSM registered	Non FSM registered	GAP (FSM/non FSM)
Confirmed Data May 2023	88.33%	81.24%	89.46%	8.23pp
Interim Stretch Aims 2023/24	90%	82%	89.5%	7.5pp

Interim Improvement between 2023 and 24	1.67pp	0.76pp	0.04pp	0.72pp
Final Stretch Aim 2025/26	92%	87%	94%	7pp

Participation Measure - 16-19 year olds in Education, Training and Employment				
	Overall	Q1	Q5	Gap (Q1 – Q5)
Confirmed SDS Data 2021-22 (Aug 2022)	93.9%	89.1%	95.5%	6.4pp
Snapshot Data SDS May 2023	92.7%	87.1%	94.2%	7.1pp
Confirmed SDS Data 2022-23 (Aug 2023)	*TBC*	*TBC*	*TBC*	*TBC*
Interim Stretch Aims 2023/24	93.5%	89.5%	96%	6.5pp
Interim Improvement between 2023 and 24	0.8pp	2.4pp	1.8pp	0.6pp
Final Stretch Aim 2025/26	95%	92.5%	97%	4.5pp

Argyll and Bute – 'Our Children, Their Nurturing Education'	
	Overall
Confirmed Data (June 2023)	61.08% (N.B 2023 Stretch Aim = 60%)
Interim Stretch Aim 2023/24	64%
Interim Improvement between 2023 and 24	2.92pp
Final Stretch Aim 2025/26	70%