

ITEM No ...3.....

REPORT TO: CHILDREN AND FAMILIES SERVICES COMMITTEE –
28 OCTOBER 2019

REPORT ON: PUPIL EQUITY FUND - UPDATE

REPORT BY: EXECUTIVE DIRECTOR OF CHILDREN AND FAMILIES SERVICE

REPORT NO: 295-2019

1.0 PURPOSE OF REPORT

1.1 The purpose of this paper is to update the Children and Families Service Committee as to the use of the Pupil Equity Fund (PEF).

2.0 RECOMMENDATION

It is recommended that the Children and Families Services Committee notes the contents of this report.

3.0 FINANCIAL IMPLICATIONS

3.1 The financial implications arising from the implementation of this project will amount to £5.037m additional available spend across our schools in Dundee for 2019/20. Pupil Equity Funding is allocated to schools on the basis of the estimated number of children and young people in P1-S3 registered for free school meals and the current allocations for Dundee schools are detailed in Appendix 1 of this paper. The Scottish Government will allow schools to carry money forward until June 2020.

4.0 SUMMARY

4.1 The Pupil Equity Fund (PEF) is paid by the Government to local authorities by means of a ring-fenced grant which indicates the amounts that should be allocated directly to each school. The amount allocated to each school has been determined by the number of pupils in P1 – S3 who are eligible to be registered for free school meals.

4.2 National guidance is in place for schools and head teachers. Authority officers and Head Teachers attended events hosted by Education Scotland and the Scottish Government in 2017 and 2018. Local guidance has been drawn up for Head Teachers which outlines proposed partnership working and any governance arrangements that are expected to be in place. A Procurement Framework to support schools with PEF spending (Minute of Meeting of this Committee of 25 June 2018 Article V of report 222-2018 refers) was agreed by committee in June 2018. Dundee City Council PEF guidance was highlighted as a strength in our recent local authority inspection.

4.3 In the context of the two separate funding sources from the Attainment Challenge (central funding and the PEF), plans are in place to avoid duplication or omission and to ensure a whole authority overview of how we are reducing the attainment gap linked to deprivation.

5.0 BACKGROUND

5.1 The First Minister launched the Scottish Attainment Challenge in February 2015 to narrow the poverty-related attainment gap. Initially seven Challenge Authorities were identified, including Dundee, and the Challenge Authorities were asked to submit bids focused on raising attainment in literacy, numeracy and health and wellbeing for pupils in Scottish Index of Multiple Deprivation (SIMD) 1 and 2 in the primary sector.

- 5.2 In June 2016 the Challenge Authorities were asked to submit bids for secondary schools in their areas. The Dundee bid was accepted by the Scottish Government in September 2016 and the Dundee Attainment Challenge work for session 2019/20 now covers the whole of the Broad General Education as well as targeted interventions for the Senior Phase.
- 5.3 As part of the Scottish Government Attainment Challenge fund, the Scottish Government has committed a further £120 million allocated directly to schools to reduce the attainment gap linked to deprivation. In 2019/20, for each child in a publicly funded primary or secondary school who is eligible and registered for free school meals, the school will receive approx. £1,200. This is known as Pupil Equity Funding (PEF). The 2019/20 allocation of PEF was calculated using the most recently available Healthy Living Survey and Pupil Census.
- 5.4 Head Teachers submitted their plans to the Children and Families Service prior to beginning their projects. The creation of the plans have involved pupils and young people, and parents and carers in decision making for the spend. The plans outlined the arrangements schools have in place to evaluate the projects. The format of the annual School Improvement Report and School Improvement Plan (SIP) has also been revised in line with national guidance. In the future, the Scottish Government expects that schools will report on their use of the PEF through the normal process of reporting to parents through the School Improvement Report and School Improvement Plan.
- 5.5 Schools identified a number of resources and interventions to target the money at groups of pupils in need of support, Appendix 2 gives a summary of the areas of spend and additionality that the Pupil Equity Fund has been used for.
- 5.6 Appendix 3 provides case studies of Pupil Equity Fund interventions to illustrate how funding has been used to meet the overarching aims of the Scottish Attainment Challenge.

6.0 CURRENT POSITION

- 6.1 Each school has been notified of its allocation of funding for 2019/20 (See Appendix 1)
- 6.2 The key principles of the Pupil Equity Fund (PEF) are:
- Head Teachers must have access to the full amount of the allocated PEF.
 - The PEF must enable schools to deliver activities, interventions or resources which are clearly additional to those which are already planned.
 - Head Teachers must work in partnership with each other, and their local authority, to agree the use of funding. Schools must take account of the statutory responsibilities of the authority to deliver educational improvement, secure best value and take full cognisance of the authority's role as employer.
 - Parents and carers, children and young people and other key stakeholders should be involved in the planning process.
 - Funding must be provided for targeted support for children and young people affected by poverty to achieve their full potential. Although the PEF is allocated on the basis of free school meal eligibility, Head Teachers can use their professional judgement to bring additional children into 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.
 - Schools must have plans in place at the outset to evaluate the impact of the funding.
- 6.3 Schools can spend their money on a variety of interventions which include working in partnerships, staffing, procurement of resources and equipment and Information and Communications Technology (ICT). If schools choose to spend money on additional teaching staff, then it should be noted that the additional staff employed do not contribute to the pupil teacher ratio for the authority.

- 6.4 Head Teachers will be accountable to the Local Authority for the use of Pupil Equity Funding within their school. To ensure transparency, schools will be expected to incorporate details of their Pupil Equity Funding plans into existing reporting processes to their Parent Council Forum, including their School Improvement Plans/Reports.
- 6.5 Dundee schools have used the learning from the Scottish Attainment Challenge in Dundee to influence their decisions about PEF spending. They have used the same 5 impact measures to monitor progress in raising attainment and closing the gap that exists in their schools. These are as follows:
- Inclusion/(reduced exclusion)
 - Attendance
 - Participation
 - Engagement
 - Attainment
- 6.6 Many schools have used PEF to employ additional family workers to engage and involve parents and carers in their children's learning and improve family learning opportunities. Much of this takes place after school and during holidays and includes providing food for families. This has also positively impacted on attendance and inclusion in our schools.
- 6.7 The work of ASPIRE Dundee, an innovative and ambitious schools and community arts initiative working across Dundee Schools as part of our Scottish Attainment Challenge, has resulted in significant improvements in confidence levels and the self-esteem of our learners. This has been enhanced by a number of schools using PEF to support their work in Growth Mindset to further build confidence and self-belief in our learners. For example, Fintry Primary School has recently featured in a national report by the Winning Scotland Foundation and appeared on national television news to celebrate the positive impact of this work.
- 6.8 Almost all of our schools have used PEF to develop outdoor learning, in particular in the area of numeracy. As well as improving attitudes and confidence towards learning mathematics and numeracy, we have seen significant improvements in CfE numeracy outcomes over the past 2 school sessions.
- 6.9 Another area of significant spend has been the investment in digital learning. There is significant research which tells us we can improve the engagement of all learners and in particular boys' learning by the use of technology. Schools who have used their PEF to enhance the use of technology have seen significant improvements in CfE outcomes in literacy and numeracy as a direct result.
- 6.10 Through our learner voice activities, young people have told our schools that their mental health and wellbeing is an area that causes them great concern. Harris Academy has employed a full-time counsellor through PEF. This work has received very positive feedback from young people and will be shared across the city. This learning will influence the way forward for Dundee schools as we consider the offer of counselling for all learners from Primary 5 onwards.
- 6.11 Overall because of this work which compliments the work of AIM (Anxiety in Motion) and Health and Wellbeing workers in our schools, we are recording improvements in attendance and participation as well as significant reductions in exclusions. All of which contributes to the overall aims to raise attainment and address the inequity that exists for some children, young people and families.

7.0 POLICY IMPLICATIONS

- 7.1 This Report has been subject to an assessment of any impact on equality and diversity, fairness, poverty, environment and corporate risk. There are no major issues.

8.0 CONSULTATIONS

8.1 The Council Management Team and Head Teachers have been consulted in the preparation of this report.

9.0 BACKGROUND PAPERS

9.1 None

Paul Clancy
Executive Director of Children and Families Service

Pamela Nesbitt
Education Manager

October 2019

Allocated Funding 2019/20

School	Total
Ancrum Road Primary School	£ 106,800
Ardler Primary School	£ 54,000
Ballumbie Primary School	£ 205,200
Barnhill Primary School	£ 32,400
Blackness Primary School	£ 59,400
Camperdown Primary School	£ 166,800
Claypotts Castle Primary School	£ 188,400
Clelington Primary School	£ 148,800
Craigiebarns Primary School	£ 98,400
Craigowl Primary School	£ 153,600
Dens Road Primary School	£ 104,760
Downfield Primary School	£ 145,200
Eastern Primary School	£ 54,000
Fintry Primary School	£ 141,600
Forthill Primary School	£ 36,000
Glebelands Primary School	£ 109,200
Longhaugh Primary	£ 154,800
Mill Of Mains Primary School	£ 85,200
Our Lady's RC Primary School	£ 75,600
Rosebank Primary School	£ 81,600
Rowantree Primary School	£ 188,400
Sidlaw View Primary School	£ 117,600
St Andrew's RC Primary School	£ 95,040
St Clement's RC Primary School	£ 110,400
St Fergus' R C Primary School	£ 51,600
St Francis RC Primary School	£ 217,200
St Joseph's RC Primary School	£ 62,400
St Mary's RC Primary School	£ 123,600
St Ninian's RC Primary School	£ 61,560
Ss Peter & Paul RC School	£ 160,800
St Pius' RC Primary School	£ 94,800
Tayview Primary School	£ 124,800
Victoria Park Primary School	£ 74,520
Baldragon Academy	£ 147,600
Braeview Academy	£ 158,400
Craigie High School	£ 148,800
Grove Academy	£ 72,000
Harris Academy	£ 169,200
Morgan Academy	£ 177,600
St John's RC High School	£ 188,400
St Paul's RC Academy	£ 216,000
Kingspark School	£ 64,800
Off-site Education Service	£ 9,600
Total	£ 5036,880

Note: Allocations are based on the number of children and young people in P1-S3 registered for free school meals - £1200 per child registered

2019/20 SUMMARY

**DUNDEE CITY COUNCIL – CHILDREN AND FAMILIES SERVICE
 SUMMARY OF PUPIL EQUITY FUND SPENDING PROPOSALS BY EQUITY INTERVENTION**

EARLY INTERVENTION AND PREVENTION	SOCIAL AND EMOTIONAL WELLBEING	PROMOTING HEALTHY LIFESTYLES
<ul style="list-style-type: none"> • Primary and Early Years Support Assistants (PEYSA) Appointments • Early Years Educator • Principal Teacher (PT) Guidance • PT Early Intervention 	<ul style="list-style-type: none"> • PEYSA Appointments • Outdoor education • Growth Mindset • See, next column → 	<ul style="list-style-type: none"> • Health & Wellbeing Assistants • Nurture room resources e.g. calm bags, furniture etc • Playground toys, outdoor storage • Staff training resources for Health & Wellbeing • Outdoor education • Mental Health Worker/Play Therapist • Outdoor learning resources • Cooking equipment • Growth mindset materials • PT Health & Fitness • PT Health & Wellbeing • Breakfast club resources • PASS (Pupil Attitudes to Self and School) Assessments • Provision of breakfast/healthy snacks
TARGETED APPROACHES TO LITERACY & NUMERACY	PROMOTING A HIGH QUALITY LEARNING EXPERIENCE	DIFFERENTIATED SUPPORT
<ul style="list-style-type: none"> • PEYSA Appointments • Principal Teacher Literacy • Principal Teacher Numeracy • Supported study teacher/Curriculum lead teachers • Additional Fresh Start resources • Numeracy recovery programmes • Enhanced supported study classes • Sensory room equipment • Makaton story books 	<ul style="list-style-type: none"> • PEYSA Appointments • I pads/digital tools • Principal Teacher Raising Attainment • Raising Attainment Teacher • Numicon Resources • Library resources • Additional DHT • Inclusion teacher 	<ul style="list-style-type: none"> • Pupil Support Teacher • Pupil Support Worker • Provision of Physical Education Kits • Alternative to exclusion teacher • School trips
USING EVIDENCE AND DATA	EMPLOYABILITY AND SKILLS DEVELOPMENT	ENGAGING BEYOND THE SCHOOL
<ul style="list-style-type: none"> • Additional administrative support 	<ul style="list-style-type: none"> • Developing the Young Workforce (DYW) Coordinator 	<ul style="list-style-type: none"> • School & Family Development Workers • Family Involvement Officer

PARTNERSHIP WORKING	PROFESSIONAL LEARNING AND LEADERSHIP	RESEARCH AND EVALUATION TO MONITOR IMPACT
<ul style="list-style-type: none"> • Additional Support Needs partner training • Showcase the Street • Tree of Knowledge • CANI Coaching (coaching programmes for parents) 	<ul style="list-style-type: none"> • Training in family learning • Career Long Professional Learning (CLPL) in cooperative learning • Read, Write Inc. development day • ICT training • Mental health training • Professional reading resources for staff • Action for Children Roots of Empathy Course • Differentiation CLPL • Leadership Development programmes – Columba 1400/Jane Mudd Partnership 	<ul style="list-style-type: none"> • Additional administrative support

1-1 Tutoring at St Francis RC PS

What did we do?

Over the last three years our Primary 1 entry data in Numeracy was below the national average. With PEF we decided to implement a small test of change with Numeracy targeting P1 pupils ensuring we raise attainment and close the gap. We used the 'Plan, Do, Study, Act' (PDSA) improvement methodology to support our intervention of 1 to 1 tutoring.

Class teachers identified individual learners for targeted intervention using standardised assessment data, professional judgement and classroom observations. They recorded the ongoing progress and achievements with learners using recording mechanisms such as run charts. Almost all of this work was undertaken after school and we used PEF to fund supported study rates for staff.

Positive Impact from 1-1 tutoring

Pupils: confidence in their ability to approach tasks and engagement in classroom learning.

Data: 90% of children in the class achieved added value to their Numeracy results and finished in Bands 3-6 on their Scottish National Standardised Assessments (SNSA), 60% of the children finished in Bands 5 or 6 (see figure 1 below). Our improvements have been sustained as the original group of children are predicted to be on track to achieve first level in Numeracy as this is now year 3 of the same model used.

Teacher: developed skill and understanding when using PDSA model to improve outcomes for our learners and close the attainment gap.

Next Steps:

This considerable impact from the 1-1 tutoring intervention across St Francis has inspired and motivated staff across the school. We have been able to demonstrate our capacity to scale and spread the intervention last session across First and Second Level to improve outcomes for our learners. The impact of this has resulted in our achievement of a level results improving by 10% in two years. This model is also well supported by Maths No Problem, purchased through PEF and introduced this session to help raise attainment, close the gap and develop skill and understanding within Numeracy. We are further developing this model to improve outcomes within literacy across all levels using teaching staff and support staff, outlined in our School Improvement Plan for 2019-20.

Pupil Equity Fund Summer Activities at St Francis R.C. Primary School



Our Family Allotment was open throughout the holidays holding regular drop-in days for all children who wished to attend. The focus of our Summer Club was to continue to prepare for autumn harvest and some competitions. We won more than 10 awards at the Flower and Food Festivals, including a GOLD award! Our Allotment has been awarded 5 stars by the Royal Horticultural Society and is in the final of a National Competition! Our harvest foods are also used in our Cooking clubs in school!!!



Our Dundee Dance Stars Camp involved a week of dancing fun with a performance to families at the end of the week. We were also able to offer and share this activity across the whole North East Campus.



We used our PEF to fund over 15 different Summer Clubs and activities meaning school did not close for one single day!! This resulted in over one hundred families, and more than 250 children, attending across the entire six weeks. All our summer activities at St Francis provided breakfast and/or lunch for children. This was supported by Dundee Bairns. Feedback from all stakeholders was very positive and this has been our fourth year providing this for our school community.