

WEST DUNBARTONSHIRE COUNCIL**Report by Laura Mason, Chief Education Officer****Educational Services Committee: 5th June 2019****Subject: Pupil Equity Funding in West Dunbartonshire Schools****1. Purpose****1.1** The purpose of this report is to:

- a) inform elected members of practices to narrow the poverty related attainment gap resourced from the Pupil Equity Fund (PEF); and
- b) update elected members on how we have ensured adherence to policy and guidance.

2. Recommendations**2.1** Members of the Educational Services Committee are asked to:

- a) discuss and note West Dunbartonshire Council's (WDC) practices in relation to PEF and to
- b) discuss and note West Dunbartonshire Council's Governance of PEF.

3. Background**3.1** The Scottish Attainment Challenge is about achieving equity in education. This can be achieved by ensuring every child has the same opportunity to succeed, with a particular focus on closing the poverty-related attainment gap.**3.2** The Scottish Attainment Challenge was launched in February 2015. It is underpinned by The National Improvement Framework, Curriculum for Excellence and Getting it Right for Every Child.**3.3** The £750 million Attainment Scotland Fund is a targeted initiative invested over the current parliamentary term. It focusses on supporting pupils in the local authorities of Scotland with the highest concentrations of deprivation, one of which West Dunbartonshire.**3.4** Every council area is benefitting from Pupil Equity Funding (PEF) as part of the Attainment Scotland Fund. 95% of schools in Scotland have been allocated funding for pupils in P1-S3 known to be eligible for free school meals.

- 3.5** PEF is allocated directly to schools. This funding is to be spent at the discretion of the head-teachers working in partnership with each other and their local authority. School communities will be responsible for identifying, planning and implementing interventions.

4. Main Issues

- 4.1** WDC is committed to working with a range of stakeholders, to ensure positive outcomes for those most at risk of missing out as a result of poverty. We ensure all of our schools are clear about the steps they need to take to actively promote and monitor high quality learning experiences; reduce the poverty related gap and increase attainment in literacy, numeracy and health and well-being.

- 4.2** Senior managers in school and at central level are clear of their roles in planning, managing and monitoring interventions to address inequity in a range of ways such as:

- Planning support focussed on the twelve interventions for inequity as identified by Scottish Government (Appendix 2 twelve interventions model)
- robust tracking and monitoring at class and school level focussing on individual pupils; knowing their gaps and plans to address
- ensuring targeted and timely interventions using existing school resources such as support staff, supported study, mentors, buddies

- 4.3** Continuing staff development is integral to supporting and ensuring appropriate targeted interventions and scrutiny of impact and spends. Governance arrangements ensure joined up and collegiate approaches to this. (Appendix 3 PEF governance)

- 4.4** In session 2018 -2019 all of our schools successfully engaged in a range of interventions to narrow the gap; reflecting the twelve identified interventions for equity. The number instigated depended on the financial allocation to the schools and the costs associated with individual plans. It is difficult to attribute impact on attainment to any one intervention as these form part of the bigger picture of school improvement and it's many facets. It appears that many of the main themes of intervention/projects overlap between different areas – for example literacy and family learning, HWB and family learning. An approximate breakdown of percentages of interventions however is as follows

Literacy	Num/Maths	HWB	Families parents	DYW/employ	Other
15%	10%	35%	10%	5%	15%

4.5 Some examples of effective PEF planning and spending are:

Additional Support Needs Settings

1. The Choices Programme delivered an art intervention aimed at promoting well-being, improving learner engagement and attendance. Staff and pupils report improvements in engagement with learning and in pupils' abilities to engage in dialogue about feelings and emotions and strategies to support these. Attendance support is an ongoing issue individual to needs of these young people and will take time to demonstrate impact.
2. Kilpatrick school delivered health and well-being interventions aimed at improving opportunities for their young people to be active and maintain healthy lifestyles after school and in the holiday periods. Participation for session 2017/18 and 2018/19 has also been compared. There is a 71% increase in football participation and 46% increase in wheelchair basketball participation. Parent/carer feedback regarding activities is extremely positive.
3. Kilpatrick also delivered and developed Nurture interventions and approaches across the school. This resulted in an increase in the number of pupils who are able to stay in class for prolonged periods with their peers. A significant reduction in incidents of violence and aggression involving pupils receiving Enhanced Nurture support, increased attendance for almost all pupils receiving Enhanced Nurture, reduction in days lost due to exclusions for pupils receiving Enhanced Nurture, Assessments known as Boxall Profiles and Beyond are being utilised to identify the needs and plan for these children.

Primary Schools

1. Goldenhill Primary School are delivering an intervention aimed at supporting a number of children in P.4 for whom there is an identified attainment gap in maths and numeracy. This involves using specific resources targeted at supporting learners with concepts and providing additional small group teaching support in basic number bonds, addition and subtraction. It is being evidenced that almost all learners are developing in their development of counting verbally, Counting objects, Reading and writing, using hundreds, tens and units, estimation, word problems, translation, remembered facts and derived facts and ordinal numbers. This will lead to raised attainment in these areas.
2. St Mary's Duntocher have demonstrated how PEF funding can be targeted at individual pupil level by planning and liaising with a parent and a partner provider to offer 1-1 relationship building which will directly benefit their child. This is a good example to a school using specific assessment

information on individuals to support their well-being and readiness to learn.

3. St Michael's Primary has invested in an Early Years Practitioner who is supporting the development of Literacy and numeracy skills of targeted children working at early level across all stages. The worker has focussed on targeted support for learners, developing skills in phonics, common words, reading and number work. She has been working with small groups of children to increase social skills through nurturing approaches. For two sessions each week, she works with the link early education centre working with preschool children, forging valuable links with children and their families. The intervention has also funded the creation of a range of resources for specific learners to support their development at home for parents to use with their children and support at homework clubs with learners at early level and the set up of a lending library for primary 1 learners and families.

Secondary Schools

Our Lady and St Patrick's High School have employed a youth worker who has been supporting a targeted group of young people to improve their well-being, levels of attendance, participation and engagement in school. The young people have been successful in a range of wider achievements:

- 11 young people in S4 took part in the Fire Reach Programme over the course of a week. 11 received their basic first aid certificate with 9 completing the full course
- 36 young people in S1, 2, 3 and 4 are on track to compete the Dynamic Youth Award at Level 3
- 15 Young people are on track to complete and receive their Px2 Course Award
- 7 young people in S4 are on track to achieve a Youth Achievement Award at Level 4
- 7 young people in S4 have prepared, submitted and been successful in securing a bid of £1000 for an innovative idea through the DYW Incredible Innovations Challenge. The group have also reached the finals for this competition
- 12 Young people in S1 and S2 are participating in the PATHS programme to deal with issues such as dealing with anger, the causes of stress, problem solving and team building activities.

Clydebank High School have developed teacher professionalism and leadership in Implementing course structure and assessments overview to improve tracking and monitoring of successes and help plan appropriate interventions targeted at individuals.

They have worked on developing teacher confidence of CfE levels through moderation of literacy both within English and across the curriculum with targeted supports at transition for most vulnerable. This is to ensure progress made in literacy continues and develops appropriately and that those needing support with reading

via the Reading Wise programme receive it. To develop pupil engagement and involvement, a programme of outdoor learning in literacy has been developed.

Dumbarton Academy have been developing the confidence of targeted young people to develop further engagement with school life and improve their chances of securing positive destinations long term, through a range of interventions:

- 20 pupils have benefited from a residential experience in November at Dumfries House with CANI Coaching
- The Princes Trust Achieve programme is supporting a targeted group of S3 pupils
- PE kits have been purchased to support targeted pupils
- A group of pupils have been working with Working 4 U to gain Youth Achievement awards
- Teacher professionalism has been developed through a range of Professional learning about the impacts of poverty and meeting needs of learners
- Providing targeted support through additional staffing to individuals; maintaining school attendance and in the Toast Club

Local Learning Community example

St Peter the Apostle Learning Community have continued to implement a project which is developing Approaches to Enhanced Transition. This has resulted in a reduction in exclusion data and improved well-being outcomes for target groups with a specific focus on learners in SIMD 1 + 2. Improved partnership working including health, social work, psychological services and 3rd sector organisations have been developed and Improved parental engagement in supporting learner participation in enhanced transition opportunities.

Developing Teacher Professionalism example

St Stephen's Primary School have invested in developing teacher professionalism A cohort of 4 teachers have completed professional learning in the *Teacher Excellence Model* (TEM) which has focused on developing pedagogy specifically in the areas of Challenge, Feedback and Learner Engagement

- Staff professional enquiry has developed as a result of this research based professional learning programme
- Outcomes for learners are improving, particularly in the area of writing
- Class teachers report that learners' resilience and abilities to cope with challenge are increasing and this has been observed during SLT class visits and observations around the school
- Staff confidence in the use of learning intentions and success criteria is developing in these target classrooms
- The TEM cohort are sharing their learning and approaches with other staff to positive effect. Their confidence is growing as lead learners

- Introduction of the *Teaching Backwards* approach to lesson planning; where lessons start with the answer and work backwards with pupils, is leading to more focus in planning on key aspects of an effective learning experience
 - Teachers involved in this programme have contributed to the development of our shared Learning and Teaching policy
 - Almost all learners experience the use of learning intentions and success criteria leading to greater pupil understanding of learning targets and increased abilities to articulate their understanding of their learning
- 4.6** Measurements of success and impact have varied from project to project; containing a range of statistical and softer data. Realistically, it is expected that longitudinal analysis of impact is necessary to determine the success of most interventions in narrowing the gap. It is also apparent that no one intervention alone will raise attainment.
- 5. People Implications**
- 5.1** There are no people implications as a result of this report; however it is essential that robust systems are in place to ensure appropriate staff training and recruitment.
- 6. Financial and Procurement Implications**
- 6.1** All activities related to the implementation of these interventions are contained within PEF Budgets.
- 6.2** Total Pupil Equity Funding in West Dunbartonshire for Session 2018-2019 was £3,425 880, an increase of £45 480 on the previous allocation (Appendix 1 PEF allocations). For session 2019-2020 it is £3,353 520.
- 6.3** By end of the reporting period to July 2019, funding for the session 2018-19 will have been fully committed and spent..
- 6.4** Financial scrutiny has been ensured via monitoring at school level, reporting updates to Senior Education Officers and WDC Finance Business Partner.
- 6.5** We are currently working with Procurement partners to ensure compliance and scrutiny of all spends and that Head teachers have appropriate training to manage spends in line with Council policy.
- 7. Risk Analysis**
- 7.1** If the Council is unable to ensure positive outcomes for children, we will not be meeting their needs (Children and Young People Act 2014) (Equalities Act 2010).

- 7.2** If the Council is unable to narrow the poverty related gap this could result in reputational damage.
- 7.3** If the Council were not able to manage and monitor spends appropriately then there is risk of reputational damage and inequity.

8. Equalities Impact Assessment (EIA)

- 8.1** The supports and guidance enhance the quality of the service provided to all children and young people and therefore can be seen to have a positive impact in terms of the equalities.

9. Consultation

- 9.1** Legal Services and the Section 95 Officer have been consulted in relation to the content of this report.

10. Strategic Assessment

- 10.1** This report reflects the Council's aspiration to reduce inequalities for the people of West Dunbartonshire.

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Appendices: Appendix 1 – PEF allocations
Appendix 2 - Twelve interventions model
Appendix 3 - PEF governance

Background Papers: Getting it Right for Every Child (Scottish Government 2015)

Wards Affected: All Wards

