

Using the Pupil Equity Fund Successfully to Maximise Improved Outcomes

Supplementary Guidance for Schools - Reporting

Background

This guidance is written to support schools in East Renfrewshire to consider how they report on their use of the Pupil Equity Fund (PEF) to raise attainment for children and young people who are living with poverty and other barriers to their learning. It is not written to replace the National Operational Guidance, but in support of that and specific to our local circumstances.

Schools were asked to submit their PEF plans along with, or as part of, their School Improvement Plan in June 2017. Part of the grant conditions associated with the PEF includes an expectation that local authorities will:

'submit a report to the Scottish Ministers summarising the outcomes and performance of the Programme at authority level. Such a report shall include such statistical and other information relating to the impact of the programme as shall be required by the Scottish Ministers.'

This information will form part of our annual standards and quality report which will also provide evidence of the progress we have made with the ERC Local Improvement Plan 2017-2020 and with the priorities of the National Improvement Framework. School PEF reports will provide the evidence for the ERC report.

Reporting

As set out in the authority guidance, Standards and Quality Reports should include a clear evaluation of the impact of the school's actions, including the use of the Pupil Equity Funding, to improve excellence and equity, and achieve positive outcomes for all children and young people. An evaluative statement should be included as part of the question *'How good are we at ensuring the best possible outcomes for all our children / learners?'* This will relate to school self-evaluation, particularly in relation to the quality indicators 3.1 and 3.2, but may also take account of other relevant QIs.

Quality Improvement Officers and the Education Leadership Team have worked closely with schools, offering support and challenge to Head Teachers and school staff. To help share best practice in the use of PEF across the authority and beyond, schools should also complete a short summary report. This should help identify the evidence based interventions that are making a difference, the impact that the additional funding is making for children and young people, and any ongoing challenges. It should also support schools in developing plans for 2018-19 which are based on a clear rationale and rigorous self-evaluation. A template has been developed for this purpose (see Appendix 1).

The report should indicate how resources have been used to provide targeted interventions in literacy, numeracy and health and wellbeing to close the poverty related attainment gap. Specifically it should consider the progress against short, medium and long term impacts and outcomes and with any relevant milestones set out in the plan.

Self-evaluation for Improvement

In reporting on progress schools should evaluate the impact that interventions have had. An audit toolkit is included as Appendix 2. This includes a number of the key questions from the Pupil Premium Review guide along with relevant challenge questions from HGIOS? 4 and challenge questions used as part of the inspection of local authorities. The audit tool will support schools in:

- Evaluating current strengths and areas for improvement;
- Identifying the effectiveness of interventions;
- Identifying the effectiveness of how resources have been deployed including spend; and,
- Identifying the effectiveness of the leadership provided for PEF.

Head Teachers should engage with their link QIO in the formulation of their PEF report, this should be completed by the end of the school session.

East Renfrewshire Education Department

Report on Use and Impact of Pupil Equity Funding

1. Summary Information			
School	Eastwood High School		
Year	2017/18	Total Pupil Equity Fund Budget	£60000
School Roll	1030	Number of pupils eligible for PEF	50

Intervention 2 - <u>Lowest Performing 20% Spend</u> Indication of area of focus	Literacy	Numeracy	HWB
Indication of NIF Driver(s)	School Leadership	Parental Engagement	School Improvement
	Teacher Professionalism	Assessment of Children's Progress	Performance Information
Action Short summary of key actions	Impact and Outcome An evaluative statement linked to relevant targets		
To reduce the gap in Numeracy by the end of S3 (L3) between FME & non FME pupils to <10% by June 2019. To reduce the same gap at L4 to < 10% by June 2021 Employ an additional 1FTE in Maths to allow greater timetabling flexibility and targeted intervention in Maths & Numeracy The percentages shown opposite show % of 3A or better achieved by end of S3 using teacher judgements and % of 4A achieved by end of S3 using teacher judgements Under the SNSAs it is the relevant percentages for pupils achieving "High" "medium" and "Low" used for comparison	S3 CfE Teacher Judgements <u>Mathematics 2016/17</u> FME Non FME 83%(3A+), 61% (4A) : 95% (3A+), 77% (4A) <u>Mathematics SNSA 2016/17</u> FME Non FME X X <u>Mathematics 2017/18</u> FME Non FME 87% (3A+), 56%(4A) 95% (3A+),84% (4A) <u>Mathematics SNSA 2017/18</u> FME Non FME 43%, 43%, 14% : 63%, 30%, 7%		

Intervention 3 – <u>Pupil Equity Fund Spend</u> Indication of area of focus	Literacy	Numeracy	HWB
Indication of NIF Driver(s)	School Leadership	Parental Engagement	School Improvement
	Teacher Professionalism	Assessment of Children's Progress	Performance Information
Action Short summary of key actions	Impact and Outcome An evaluative statement linked to relevant targets		
To reduce the gap in extra- curricular sports participation rates between FME and Non FME pupils to <10% by June 2019 and <5% by June 2021 (S1, S2 & S3) 1.45FTE in PE to increase the range of and participation in sports activities within the targeted group in partnership with Active Schools.	Please see below progress towards achieving Intervention 3 in relation to the spending of the PEF funding Please see info on SIMD/FME S1-3 extracurricular participation below.		

SIMD 1-3 from S1-3 – 2017-18

13 out of 32 pupils (41%)
have taken part in our extracurricular
programme this year
8% increase on last year

Gender Breakdown

6/15 Females (40%)
7/17 Males (41%)

SIMD 1-3 from S1-3 - 2016-17

13 out of 39 pupils (33%)
took part last

Gender Breakdown

7/21 Females (33%)
6/18 Males (33%)

FME from S1-3 – 2017-18

26 out of 47 pupils (55%)
have taken part in our extracurricular
programme this year.
12% increase on last year

Gender Breakdown

15/25 Females (60%)
11/22 Males (50%)

FME from S1-3 – 2016-17

23 out of 54 pupils (43%)

Gender Breakdown

13/29 Females (45%)
10/25 Males (40%)

The current school average for extracurricular participation is 45%.

3. Identification of Good Practice

In what ways were areas of good practice developed? You may wish to include learning and teaching, resources, materials etc.

4. Challenges

What were the key challenges you faced in implementing your PEF plan?

Audit Toolkit: Effective use of Pupil Equity Funding

Category	Suggested questions and areas to explore	Strengths	Areas for Development
Leadership and Management (1.1 and 1.3)	<ul style="list-style-type: none"> How well does the school make use of evidence including the EEF toolkit? How well do staff use up-to-date research/data from Scotland and beyond to inform their learning and developments? How effectively does the school identify priorities for PEF? How effective are we at ensuring an inward, outward and forward focus in our evaluation and improvement activities? 		
	<ul style="list-style-type: none"> Do all staff have sufficiently high aspirations and expectations for all children and young people? How ambitious are the targets for disadvantaged pupils? 		
	<ul style="list-style-type: none"> How well matched are the school's strategies with the perceived barriers to learning for disadvantaged pupils? How does the school divide its use of funding between activities which have a clear and direct impact on pupil progress and those which focused on providing wider opportunities or meeting social/emotional needs? Do all staff and partners have up-to-date knowledge about the local community and understand circumstances affecting children's lives and learning? To what extent does practitioner enquiry form a regular feature of our approaches to continuous improvement? 		

Category	Suggested questions and areas to explore	Strengths	Areas for Development
Learning Provision – Curriculum (2.2)	<ul style="list-style-type: none"> • To what extent does our curriculum promote equity and raise attainment for all children and young people? • How well do our approaches to profiling develop children's and young people's awareness of themselves as learners and support them to recognise the skills for learning, life and work they are developing to inform the planning of future learning? • Do we have a shared understanding of what progression looks like? • How well is the school using PEF to support pupils to develop positive attitudes to learning and a thirst for knowledge across the four contexts of learning? • Where support is focused on wider issues in pupils' and their families' lives and / or to widen opportunity, is there evidence that this support is improving engagement and contributing to closing performance gaps? • How effectively are we using our partners to provide opportunities for learners to develop skills and achieve? 		
Learning Provision – Learning, teaching and assessment (2.3)	<ul style="list-style-type: none"> • How well do class teachers plan for disadvantaged pupils within lessons and for targeted interventions? • How well does the school plan for and achieve quality teaching for disadvantaged pupils? • How effective are support staff in implementing strategies and raising attainment and progress of disadvantaged pupils? • Are parents/carers and other partners involved in supporting pupils? • How effectively does the school engage families and partners in identifying, leading and supporting school improvement priorities? • To what extent is parental engagement work focused on improving outcomes in literacy, numeracy and HWB? • Where out of school interventions and enrichment takes place, how does the school evaluate impact? • To what extent is a quality body of evidence used to support assessment judgements and decisions about next steps? 		

Category	Suggested questions and areas to explore	Strengths	Areas for Development
Successes and Achievement – Raising Attainment and Achievement (3.2)	<ul style="list-style-type: none"> What is the overall number and proportion of pupils registered for free school meals (FSM) within the whole school population? What is the two/three year pattern in registering for free school meals? How well does the school know the FSM data and patterns? Is there a shared understanding of the poverty related attainment gap amongst staff across the school? 		
	<ul style="list-style-type: none"> How well does the school make use of evidence including the EEF toolkit? Do evidence-based systems for evaluation of impact exist? 		
	<ul style="list-style-type: none"> What is the progress of disadvantaged pupils relative to their starting points? Are there gaps between pupils eligible for PEF and those who are not? How quickly are attainment gaps for disadvantaged pupils closing compared to the national average? What story does the current data tell? How is pupil attainment and achievement informing the use of PEF? 		
	<ul style="list-style-type: none"> To what extent do all teachers have well-developed skills of data analysis which are focused on improvement? How well are we removing barriers to learning and ensuring equity for all? How well can we demonstrate improvement in attainment for groups and individuals facing barriers to learning, including poverty? 		