East Renfrewshire Council: Education Department

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	Neilston Primary School		
Year	2019-20	**Total Pupil Equity Fund Budget**	£50,400
School Roll	281	**Number of pupils eligible for PEF**	36

2. Interventions

Intervention 1 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

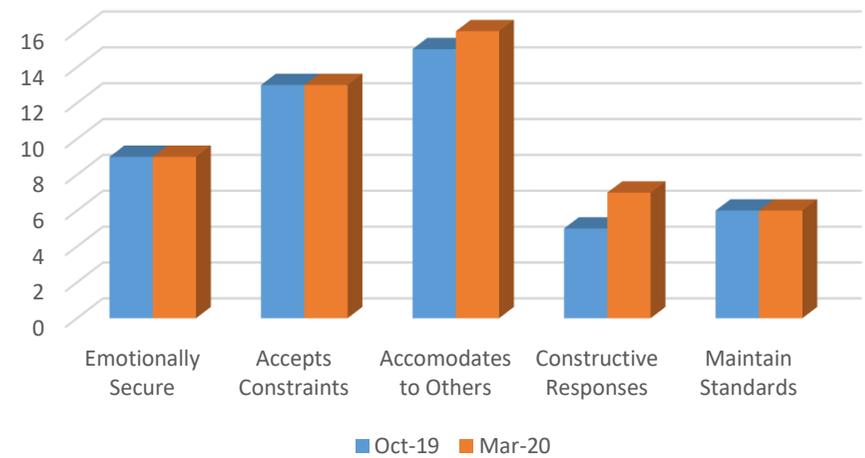| Action Short summary of key actions	Impact and Outcome An evaluative statement linked to relevant targets[1]
Stretch Aims: Raise attainment in social, emotional and behavioural development by increased positive outcomes (as measured in boxall assessment tool kit).	Our Nurture group started in November this year, later than anticipated - due to the complex needs of an individual pupil and the level of intensive nurture support required. Therefore, Boxall Profiles were completed in November and again in March at the start of lockdown. It would be useful to note this serves as mid-session and not end of session data. The average results for this group (5 P1 boys) showed improvements in the majority of key developmental strands. There was a marked improvement in purposeful attention, constructive participation and connecting experiences. Results for emotionally secure remained the same and accepting constraints dipped very slightly. Attendance in session 19-20 showed an average of 93%. Both children below 90% have significant family support from Family First and we aimed, with success, to use this link to build good relationships with both families and gradually break down barriers showing engagement and attendance improving latterly. As part of our Nurture Accreditation Programme, we assessed P1 pupils in March in order to identify children who may need interventions next session and to provide an overall view of the whole year group. We assessed all our P7 pupils at transition allowing clear and comprehensive information to be passed on to High School. Our Boxall results helped identify pupils who would require enhanced transition support to high school.

---

[1] This section should provide evidence of success or otherwise in terms of improving outcomes of the targeted group – This should include data in relation to attendance, standardised tests, SNSA, Curriculum for Excellence levels, pupil engagement etc.

Boxall Analysis - Core Nurture Group

Categories: Puposeful Attention, Constructive Participation, Connects Experiences, Insightful Involvement, Cognitive Engagement

Legend: Oct-19, Mar-20

Boxall Analysis - Core Nurture Group

Categories: Emotionally Secure, Accepts Constraints, Accomodates to Others, Constructive Responses, Maintain Standards

Legend: Oct-19, Mar-20
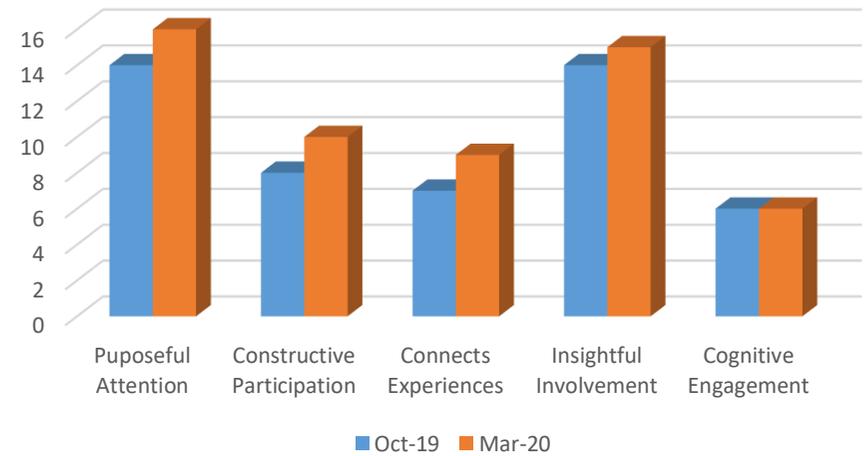
Our Nurture Teacher and a class teacher with pupils who had been in the core nurture group completed *Promotiong Resilience & Emotional Wellbeing Through Targeted Intervention* training in January 2020. Curriclum recovery will include using these interventions across stages from August 2020.

Intervention 2 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**		

Raise attainment in spelling and reading by closing the gap between chronological age and spelling (targeted groups).	This session our raising attainment team, which consists of two teachers and Pupils Support Assistants **P1-4 Literacy Support** The pupils who received extra support from August to March all improved academically as well as emotionally. They all became more confident and more independent. Every child became more confident in talking and listening to each other. They could self-assess, talk about their progress and most could tell what they needed to work on. The new P1 children very quickly became settled and comfortable in their working. The pupils started to see the skills they were learning and knew what to do next to improve through their Learning Intentions and Success Criteria. They became proud of what they were able to do. "I've got it now, I can do this" " Look at what I've done" highlighting motivation and self-belief. They all felt included and shared respect for each other. Impact on learning (using Nessy Learning Programme August and January assessment): **Increased Attainment in Spelling** Percentage of Cohort (y-axis, 0–120) Year Group (x-axis) |	P1	P2	P3	P4
Percentage	75	55	100	75	

P5-7 Literacy Support Teacher:
Building self-esteem has been the focus of learning support as a P5 to P7 literacy support teacher. Due to the small group and one to one teaching approach, all pupils developed confidence and positivity towards language learning.
All P6 and P7 pupils have develop awareness of themselves as learners through teaching of comprehension strategies because feedback linked to the strategies taught. Most P5 pupils have developed accuracy with phonics and spelling.
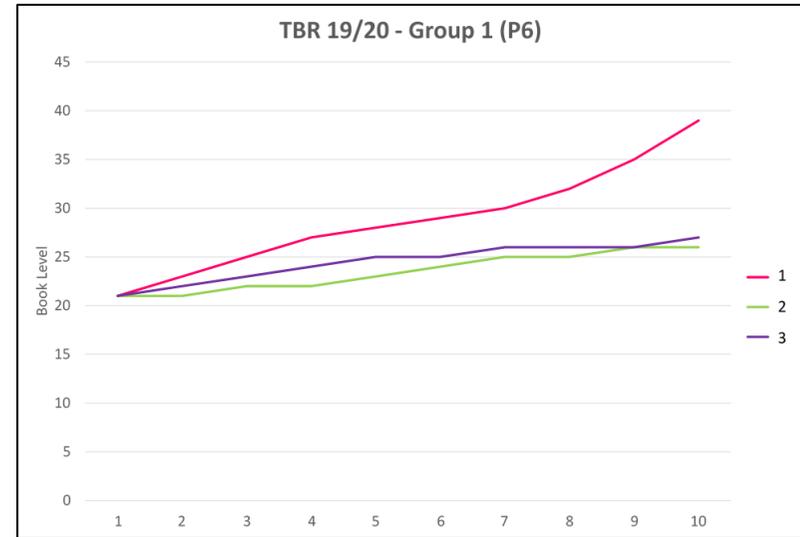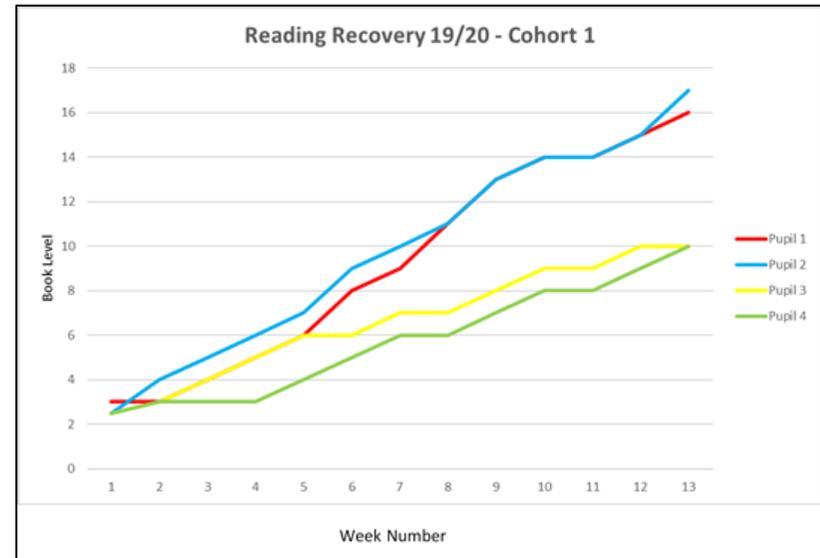All P5 pupils have developed confidence and positivity with tackling unseen texts. Small group teaching has enabled the development of P5 and P6 writing skills.

Data from standardised test comparisons is within the Standards and Quality Report.

All of the above is consistent with and resulting from CLPL with PSAs which focussed on giving pupils the right support at the right time, with consistency. The focus this academic session was to ensure pupils increase ownership over their learning and responsibility for their work. The aim being that gradually, without adults present, pupils demonstrate the capacity and confidence to structure and plan their work. PSAs were actively encouraged to look for opportunities to allow pupils to attempt parts of tasks independently and to experience a healthy mix of success and challenge. CLPL looked at good questioning skills inform their interactions and the benefit of increased 'wait time' for pupils to think and respond.

Annually, we assess spelling P2-7 throughout the school using SWST but were unable to conduct planned assessment in May.

For the second year, the Reading Recovery Programme was implemented from October 2019 until March 2020. The data shows significant increases in both reading ability and confidence. The same can be said for the Together Better Readers Programme where 1 class teacher and 2 PSAs are currently trained to deliver this. We also have had support in delivering this programme through a senior school pupil from our cluster High School, who assists with this once a week. As well as improved comprehension, fluency and accuracy, class teachers have noticed huge gains in engagement and enjoyment in reading in the P6 pupils that took part in the programme this session. All parents of Reading Recovery cohorts were invited to attend live lessons and have received support and tips for helping at home.

Reading Recovery 19/20 - Cohort 1

Y-axis: Book Level (0 to 18)
X-axis: Week Number (1 to 13)

Legend: Pupil 1 (red), Pupil 2 (blue), Pupil 3 (yellow), Pupil 4 (green)

TBR 19/20 - Group 1 (P6)

Y-axis: Book Level (0 to 45)
X-axis: 1 to 10

Legend: 1 (pink/red), 2 (green), 3 (purple)

Intervention 3 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**		
Ensuring consistent and effective approaches to skills development in Maths, underpinned by the use of Number Talks with the aim of increasing attainment by 2%	From initial SEAL assessments completed in September 2018 and 2019, 100% of pupils in the SfL groups for mathematics have shown a significant increase in their development of Number Sense and their understanding on numbers and their relationships. The P6 and P7 pupils can confidently use the Number Talks strategies that have been taught to tackle mental calculations within the four operations. The Standards and Quality Report (SQR) also highlights increased motivation, resilience, enquiry and maths agility as a result of this intervention and priority we place on this being embedded in learning		

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.

This session we have developed our practice with the National Nurturing Schools Programme standards. The social and emotional needs of the pupils assessed and tracked at P7 and P1; nurture principles shared and explained to pupils through assemblies. Self-evaluation against the nurture standards was also shared more widely with our Parent Council and thoughts embedded into our nurture accreditation planning.

In November 2019, Neilston Primary was asked to represent primary colleagues throughout the authority in the Education/Nurture element of the Customer Excellence Award. We could exemplify, with ease, our values, ethos, relationships and collaboration in the validation visit, which also involved views of pupils, parents and staff. The assessor could see how our knowledge and approaches influenced practice and improved outcomes for our young people and their families.

We continue to centre on the social and emotional needs of our pupils through check-in groups for vulnerable P7 pupils, Social Use of Language groups at P4-5 and Therapet sessions across all ages. We take a close look at and decide on interventions and outcomes based on My World Triangle questionnaires on Forms for all pupils in P3-7 in September and May. We conducted a Learning in Lockdown questionnaire through Forms,

acting on results eg., what learning pupils would like to have more of or pupils who were finding learning from home challenging and making contact with families requiring reassurance or support.

We place huge emphasis on bespoke staff development needs to support our young people through social and emotional interventions and this session have undertaken Seasons for Growth groups and been asked by Notre Dame Centre (Moira Sugden) to represent and support other East Renfrewshire companions.

Two teachers had *Promotiong Resilience & Emotional Wellbeing Through Targeted Intervention* training in January 2020 and as a result of lockdown, have developed approaches for use in the class from August 2020. Staff will apply this with classes and particular groups and individuals in the blended learning week. Our Skills Academy Programme 2019-20 included a 'Happy Minds, Healthy Body Pathway which places emphasis on resilience, self-awareness and care.

Our Reading Recovery (RR) and Together Better Readers (TBR) continue to have huge benefits both huge benefits both in terms of attainment, and seen and un-foreseen benefits to learning including developed talking and listening skills, the ability to generate good ideas in writing and increased self-confidence. This has enabled these pupils to build friendships with their peers in the playground and work successfully, independently and collaboratively in class. A welcome development this year was having an Eastwood S6 pupil learn to use TBR approaches and work with three pupils weekly as his community involvement – we hope this is something to develop further in the future.

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

PEF enabled employment of 1.0fte teacher and 25hr PSA to provide nurture provision. A challenge during the first 4 months this session was the nurture teacher and PSA were increasingly committed to supporting one pupil with significant social and emotional needs. The 2:1 ratio needed to maintain safety has led to some other interventions being severely curtailed to meet the needs of this young person.

Challenges faced in lockdown limited the attainment and progression we would have anticipated eg., in the nurture group however parents had contact and support and were offered advice including Family First, if suitable.

Making regular contact with pupils was made easier as many engaged more readily in Google Classrooms – virtual playground for each stage.

Appendix 2

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)	• 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?		
	• Do all staff have sufficiently high aspirations and expectations for all children and young people? • How ambitious are the targets for disadvantaged pupils?		
	• 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?		
	• How effective are the strategies used and how does the school evaluate them? • Do evidence-based systems for evaluation of impact exist? • How effective are our approaches to evaluating and monitoring the impact and sustainability of our professional learning? • How well do we involve all stakeholders in evaluating our progress and planning for improvement? • How do we know the PEF funding and associated changes we have made have improved outcomes for learners? • To what extent do practitioners at all levels engage in professional learning which supports them to improve learning, raise attainment and close the poverty related attainment gap? • To what extent is there a culture of collaborative professional learning across the school?		

Category	Suggested questions and areas to explore	Strengths	Areas for Development
Learning Provision – Curriculum (2.2)	• 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)	• 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)	• 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?		
	• How well does the school make use of evidence including the EEF toolkit? • Do evidence-based systems for evaluation of impact exist?		
	• 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?		
	• 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?		