**Auchenharvie Academy**

**PUPIL EQUITY FUNDING IMPACT SUMMARY 2018-19**

How has the Pupil Equity Fund improved the experiences and outcomes of our learners in 2018-19?

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| * *Improve the effectiveness of literacy and numeracy interventions through ever-more robust tracking and monitoring and data analysis and enhanced staffing.*
* *Create Literacy and Numeracy Intervention groups to raise learners’ attainment and to work towards closing any poverty-related attainment gaps. Supported by enhanced staffing.*
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| **Approach and Intended Impact**Existing tracking and monitoring approaches were focused on identifying learners who were underachieving and the intention was to use additional staffing provided through PEF to support intervention work. However, due to cuts in classroom assistant hours PEF was required to ensure that current levels of support for ASN could be maintained. Additional interventions in literacy and numeracy were subsequently undertaken by substantive and temporary staff and supported via digital support programmes and targeted support via a targeted social studies curriculum initiative.**Total Spend: £ 60,483.52** **Evaluation and Evidence*** Based on Tracking and Monitoring Data and teachers’ professional judgements[[1]](#footnote-1), we can demonstrate a mixed picture in relation to attainment in literacy and numeracy.
* Our current S1 cohort shows a 36 percentage point increase in reading at CfE Level 3 or above compared to last session’s S1 cohort. This is attributable in part to interventions supported through PEF, including Read-Write-Inc.
* Our current S2 cohort have made significant progress in all three components of literacy. By the measure of % of learners working at CfE Level 3 or above there have been 56 percentage point increases in Reading; a 37 percentage point increase in Writing and a 23 percentage point increase in Listening and Talk for this cohort since the end of S1.
* Whilst our current S3 cohort is behind the national average in all three components of literacy and there is a gap between learners with a FME and those without, significant progress has been made with this cohort over the last session.[[2]](#footnote-2) By the measure of % of learners working at CfE Level 3 or above there has been a 38 percentage point increase in Reading, a 46 percentage point increase in Writing and a 54 percentage point increase in Listening and Talk.
* In numeracy we are 2 percentage points behind the national average of 89% of S3 learners achieving CfE Level 3 or above in Numeracy. Our current S3 cohort has however seen a 47 percentage point increase in learners achieving CfE Level 3 or above in Numeracy since the end of S2.
* Our current S2 cohort has seen a 40 percentage point increase in learners achieving CfE Level 3 or above.
* There is a 15 percentage point deficit for this session’s S1 cohort, compared to last session’s S1 cohort, achieving CfE Level 2. This should be understood in light of learners’ lower levels of attainment on entering S1 and the increased number of learners working at CfE Level 1 on entering S1.

**Next Steps*** Whilst overall attainment is positive in literacy and numeracy based on the progress of each cohort, we need to maintain a much more relentless focus on closing the gap in literacy and numeracy as measured by FME status.
* To provide further targeted support to tackle socio-economic attainment gaps we have appointed a Principal Teacher of Interventions and Transitions who will take forward our intention to offer targeted support with established literacy and numeracy groups. In addition, the PEF funded classroom assistant will, where possible, be deployed to support interventions work in literacy and numeracy. However, it should be remembered that our incoming cohort of S1 have significant ASN requirements.
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| * *Improve Health and Wellbeing through pro-active interventions and through clubs and extra-curricular activities supported by staff*
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| **Approach and Intended Impact**As a school we are acutely aware of the socio-economic and wellbeing issues that can present as barriers to the attainment and achievement of our learners. This has led to us prioritising pro-active and responsive approaches to interventions to support learners via additional resourcing and capacity. In particular, we have benefited from the services of a Campus Police Officer, further support to Nurture, the funding of supported study sessions and ‘the funding of a small number of additional activities clubs, including ‘Girls Make Your Move’, a Gaming Club and an enterprise group. **Total Spend: £32,242.52****Evaluation*** Our new Campus Police Officer (CPO) has made an immediate and tangible contribution to the work and life of the school. Positive staff and parental verbal feedback has highlighted that our CPO prioritises the wellbeing of young people. Of particular note is our CPO’s focus on engaging with our young people in relation to diversionary activities. In addition, our CPO has already developed, and in places implemented, extensive plans for involvement in the curriculum, namely with regards to Modern Studies and DYW.
* Additional funding for Nurture has made a positive contribution to existing provision and has supported learners to develop interpersonal skills beyond their groups and the school, as demonstrated from staff feedback.
* Wellbeing clubs were limited this session due to the need to fund supported-study activities. The provision of supported study sessions has increased opportunities for learners’ to receive bespoke support across the curriculum. We have recently began a ‘Technical Enterprise Group’ to encourage learner participation and this has already contributed to work around developing our House System ethos.

**Next Steps*** We will continue to part-fund our CPO into next session due to the excellent level of service the current incumbent provides and the additional benefits they will bring to aspects of the curriculum.
* Nurture will continue to be supported with a budget for basic resources and supplies.
* Moving forward, a targeted approach to monitoring participation will be implemented to ensure a strategic approach to supporting participation via any PEF supported clubs.
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| * *Enhance our work with parents and carers through Family Learning programmes lead by our PT Family Learning.*
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| **Approach and Intended Impact**Engaging families and supporting learning through working with parents and carers has been a significant aspect of our work supported by PEF. Our approach has blended universal and targeted approaches to improving engagement, supporting families and subsequently improving outcomes for learners. Our approach has been driven forward by our Principal Teacher of Family Learning (0.6fte), additional funding for our Area Inclusion Worker and resourcing to support parental activities.**Total Spend: £14,787.18****Evaluation*** Impact statements and pre- & post- questionnaires from Parents In Partnership (PIP) cohorts continue to highlight a positive impact in relation to parental engagement and confidence. In addition, further successes highlight the impact of the programme, including: achievement of SQA accredited learning; 100% attendance at parents’ evenings from targeted parent group; and targeted parents involved in further education and/or employment following participation in PIP.
* Universal approaches to parental engagement remain an area for focus building on trialling of inserts to parents’ evenings and distribution of study cards.

**Next Steps*** Family learning will continue next session with the support of PEF, there will be an additional focus on using tracking and monitoring data to shape the design of the programme for parents with a view to having an impact on literacy, numeracy and health and wellbeing outcomes for young people.
* Universal approaches to increasing and improving parental engagement are embedded in our SIP for next session and will focus on a reformatting of parents’ evening and the use of digital technology to support home learning.
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| * *Poverty proof our curriculum and tackle the cost of the school day.*
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| **Approach and Intended Impact**As a school we are dedicated to providing an equitable learning environment and to support this we allocated amounts from PEF to raise aspirations and mitigate against the potentially negative impact of learners’ socio-economic context. This has centred on ensuring access to resources to support learning at school and at home across the curriculum, including: curriculum-related excursions, celebrating success events, access to uniform and any other resources requisite for full participation.**Total Spend: £15,725.05****Evaluation*** Professional dialogue with staff, particularly those planning trips and events, highlights a deeper understanding of and more inclusive approach towards mitigating the cost of the school day via better planning and publicity. Evidence from self-evaluation activities, including Faculty Health Checks of Science and Health and Wellbeing, demonstrates effective approaches to poverty-proofing and ensuring all learners can participate, including: creation of electronic resources to support home learning, cost-absorption and reduction in Home Economics and sensitive approaches to resourcing kit in Physical Education. Moreover, staff have been encouraged to think creatively about accessing alternative funding to ensure equity and poverty-proof our curriculum, including: Historic Environment Scotland transport funding and additional funding for Duke of Edinburgh.
* Based on a sample survey of parents, we continue to provide a good amount of notice on impending costs associated with school activities for most trips. From the survey, we do need to continue to make the support offered by the school more transparent.
* Increased participation and positive pupil feedback from a range of curricular and social events, including: theatre experiences to enrich the English and Drama curricula. Funding has also supported celebrating success events, supporting our approach to Positive Relationships.
* PEF support has also enabled learners to access learning experiences that have further enriched their education, including summer schools

**Next Steps*** Following a curriculum activities audit, we will continue to support curricular events and excursions but will ensure that a participation and activity tracking system allows us to more strategically target funding to close any ‘activity gaps’.
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| * *Support learners into positive pathways and destinations by supporting DYW Initiatives*
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| **Approach and Intended Impact**Through the involvement of partners, namely Skills Force, we sought to support our DYW initiatives and ensure that we offered appropriate pathways for all learners in our curriculum with the ultimate aim of securing positive initial post-school destinations. **Total Spend: £5,250.00****Evaluation*** Existing Customer Service DYW Streams (Barista) have continued to be developed. 10 pupils have completed the Customer Service: Barista this session. They have completed an extensive portfolio of industry-relevant awards, including: SQA Employability, Emergency First Aid and Health and Safety at Work. This supports learners into a viable post-school destination either following the courses or after they leave the school, contributing to the extremely positive post-school destinations statistics for Auchenharvie Academy.

**Next Steps*** The appointment of our own PT DYW will allow us to continue to work with partners to support DYW initiatives that offer opportunities for our young people to develop skills that are relevant to the local labour market, further education courses and beyond.
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1. The data presented is based on the most recent Teacher Judgement Levels for Literacy and Numeracy submitted in June 2019. [↑](#footnote-ref-1)
2. *Achievement of Curriculum for Excellence (CfE) Levels 2017/18.* Accessed here: <https://www.gov.scot/binaries/content/documents/govscot/publications/statistics/2018/12/achievement-curriculum-excellence-cfe-levels-2017-18/documents/achievement-curriculum-excellence-cfe-levels-2017-18/achievement-curriculum-excellence-cfe-levels-2017-18/govscot%3Adocument/00543891.pdf> [↑](#footnote-ref-2)