



Auchenharvie Academy

Pupil Equity Fund

Self-Evaluation Report

2017 – 2018



Respect

Equality

Determination

CONTENTS

INTRODUCTION	Page 3
PUPIL EQUITY FUND COHORT PROFILE	Page 6
PUPIL EQUITY FUND AREAS AND STREAMS	Page 9
a. Literacy and Numeracy	Page 9
b. Health and Wellbeing	Page 14
c. Family Learning and Engagement	Page 26
d. Developing the Young Workforce	Page 31
PUPIL EQUITY FUND 2018 – 2019	Page 33

INTRODUCTION

For the academic session 2017-18, Auchendarvie Academy was allocated £127,200 as the part of the Scottish Government’s Pupil Equity Fund (PEF). The PEF allocation was based on the number of learners (106) in receipt of Free School Meals at the time of allocation and for each pupil the school was allocated an additional £1,200. To support recruitment activities North Ayrshire Council retained 3% of each school’s allocated amount, leaving Auchendarvie Academy with a balance of £123,384 to spend on strategies and resources to improve outcomes for learners.

In line with advice from the Scottish Government, existing policy (namely the National Improvement Framework) was reviewed and consultations with all stakeholders (pupils, parents, partners and staff) were held to identify key priorities. These priorities have become our ‘PEF Streams’ and they fall within the broad areas noted in the table below:

Area	Stream
Literacy and Numeracy	<i>Attainment of PEF Learners in Literacy</i>
	<i>Attainment of PEF Learners in Numeracy</i>
	<i>SUMDOG</i>
Health and Wellbeing	<i>Attendance and Inclusion</i>
	<i>Nurture</i>
	<i>Wellbeing Participation Clubs</i>
	<i>Campus Police Officer</i>
Family Learning and Engagement	<i>Parents in Partnership (PIP)</i>
	<i>Parental Empowerment Programme (PEP)</i>
	<i>Show My Homework</i>
Developing the Young Workforce	<i>Skills Force</i>

Evaluating the PEF Streams: Approach and Issues

This report is an evaluation of the resourcing and strategies that the PEF has supported in Auchenhavrie Academy and an attempt to gauge the extent of their impact on improving outcomes for learners in literacy, numeracy and health and wellbeing. The report continues by looking at each of the broad headings of: Literacy and Numeracy; Health and Wellbeing; Family Learning and Developing the Young Workforce, and their associated streams. For each heading there is an introduction that summarises the background and key actions taken, a section that explains what we were aiming to achieve and how we evaluated our work and then a section that reports on impact.

Our approach to evaluating the impact of the work supported by the PEF has evolved organically throughout the session, as the streams have developed in light of emerging priorities and the needs of learners, parents and staff. The working model has been to ensure that we are clear on what we are aiming to achieve and can evidence progress towards this in some way. This has been very experimental. The overall evaluation of the PEF work in Auchenhavrie Academy this session can be described as deploying a mixed-methods approach, with both quantitative data and qualitative evidence being used to support the evaluations on strengths and areas for development.

Our quantitative data chiefly includes attendance statistics, pre- and post-intervention questionnaire responses and attainment and progress information from tracking and monitoring activities. The use of quantitative data at this stage can only suggest, rather than confirm, trends. Indeed, a particular limitation of the evaluations using quantitative data presented here is that it is not possible to establish a statistically sound relationship of causality between the PEF work and outcomes due to the variables at play¹. This is chiefly the result of school-wide improvement agendas and activities that are also directly impacting on many of the same outcomes. However, as Auchenhavrie Academy is driven to ensure an excellent and equitable learning environment for all, it should be concluded that, at the very least, PEF work has played a positive, rather than negating, role in our areas of success.

Our qualitative evidence includes: observation reports, impact statements and accounts of activities captured in a variety of ways, including visual sources. Again, this evidence can only suggest conclusions and support the accompanying evaluative commentaries for each stream. However, given that we have been clear about what we aim to achieve and that often this relates to capturing the developing views of pupils and parents on their experiences, the qualitative evidence does allow

¹ K. F. Punch & A. Oancea, *Introduction to Research Methods in Education* (2nd ed. London, 2014), pp.272 – 278.

for a meaningful evaluative comment, capturing the impact of the interventions supported by the PEF this session.²

As directed by Scottish Government guidelines, activities, resources and interventions supported by the PEF have been focused on our identified pupils, our 'PEF Cohort'. However this has not been to the exclusion of other learners and indeed in line with the context of the school we recognise that much of the PEF supported work is of direct importance to many learners not identified in the cohort.³ However, we have ensured that *all S1 – S3 learners* in the PEF Cohort have been directly supported through the additional funding, chiefly through our work in improving literacy and numeracy but also through our energies to support home learning with digital technology.

The evaluation report has offered an opportunity to not only reflect on the impact of additional resourcing and interventions supported by the PEF but also provides a starting point from which to get better at monitoring what matters in relation to the PEF supported work. In turn, we can be confident that we are using and constantly responding to evidence to inform our decision making. This will ensure that we continue to engage in programmes, projects and strategies that work.

At the end of the report a summary of how we intend to continue our work with the PEF in session 2018-2019 is provided and it lays out: the areas of focus; required resources; the targets and impacts we are aiming to achieve and the sources of evidence we will analyse to monitor the impact on and improvement of outcomes for our young people with regards to literacy, numeracy and health and wellbeing.

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² S. B. Merriam & E. J. Tisdell, *Qualitative Research: A Guide to Design and Implementation*. (4th ed. San Francisco, 2016), pp. 6 – 12.

³ Scottish Government, *Pupil Equity Funding – National Operational Guidance – 2017* (March 2017), p.1. Accessed here: <https://beta.gov.scot/publications/pupil-equity-fund-national-operational-guidance-2017/Pupil%20equity%20funding%20-%20national%20operational%20guidance%202017.pdf?inline=true>

1. PUPIL EQUITY FUND COHORT PROFILE

The initial allocation for 106 learners covered our current S2 to S4 learners with a Free Meal Entitlement (FME). With the PEF's focus on S1 to S3, our PEF cohort also include this session's S1 learners, bringing the total to 152 learners. The following charts provide an overview of the profile of our PEF learners, at the time of allocation, including: stage, gender, SIMD, and Looked After status.

Stage

There are 152 learners across S1 to S4 who make up our PEF cohort. The table below details the number of learners in each stage and the percentage of each stage as a total of the cohort.

Stage	S1	S2	S3	S4	Total
No. of Learners	50	41	27	34	152
% of PEF Cohort	33%	27%	18%	22%	

Gender

Of the 152 learners in the PEF cohort, 87 are female and 65 are male. The table below shows the distribution of gender across the stages and a breakdown of percentages for the total for each stage and the overall cohort.

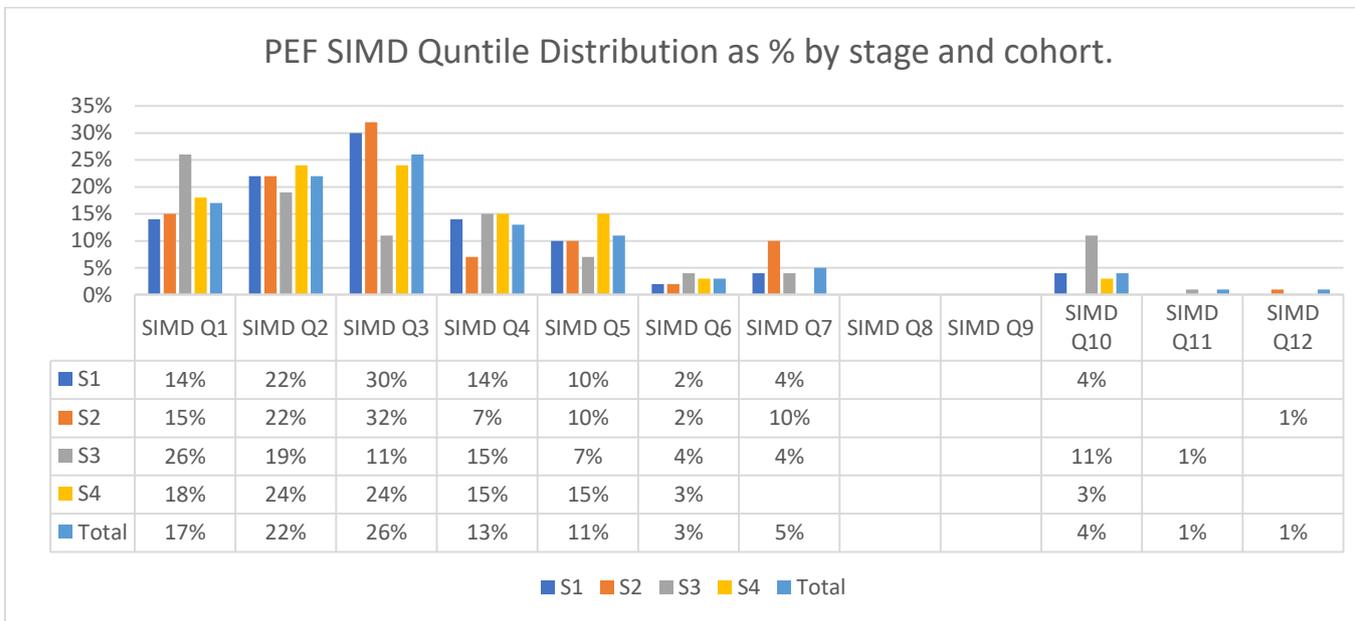
<i>Gender</i>	Females		Males		Totals
	No. Female	%. Female	No. Male	%. Male	
<i>S1</i>	26	52%	24	48%	50
<i>S2</i>	28	68%	13	32%	41
<i>S3</i>	15	56%	12	44%	27
<i>S4</i>	18	53%	16	47%	34
Totals	87	57%	65	43%	152

SIMD

The chart below shows the distribution of the PEF cohort by stage and as a group by SIMD quintile. All PEF learners fall within SIMD Quintile 1 – 12. 77% of the PEF cohort are living in the 20% most deprived areas nationally.

SIMD No. of Learners	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Total
S1	7	11	15	7	5	1	2			2			50
S2	6	9	13	3	4	1	4					1	41
S3	7	5	3	4	2	1	1			3	1		27
S4	6	8	8	5	5	1				1			34
Total	26	33	39	19	16	4	7	0	0	6	1	1	152

The chart below shows the distribution of the PEF learners by SIMD as a percentage across the stages and across the total cohort.



Looked After Status

The following highlights the number of learners with a recorded Looked After status, this is broken down into: Looked After Away from Home (LAAFH), Looked After At Home (LAAH) or Previously Looked After (PLA). Of the 152 learners in the cohort, 20% (30) have a recorded Looked After status.

Looked After Status	LAAH	LAAFH	PLA	Stage Totals	Stage %
S1	2	2	4	8	16%
S2	2	1	6	9	22%
S3	4	2	1	7	26%
S4	1	1	4	6	18%
				Cohort Total	Cohort %
Cohort Total	9	6	15	30	20%

2. PUPIL EQUITY FUND STREAMS

a. Literacy and Numeracy

Background

To support improved outcomes for our learners in Literacy and Numeracy it was envisaged that we would appoint a primary-trained teacher with specialist qualifications in Additional Support Needs and/or experience in developing the fundamentals of literacy and numeracy. However, despite repeated advertisements, it was not possible to recruit for this post.

As an alternative measure it was decided that two secondary teachers would be appointed, one in Numeracy (0.4fte) and the other in Literacy (0.6fte). The aim of this was to improve the capacity of colleagues in the Faculty of Mathematics and Numeracy and the Faculty of Languages and Literacy to develop differentiated resources and work with targeted learners. Additional funding was also allocated, to provide supply staff, in order to support colleagues' development work. In addition, funding was released for an additional classroom assistant to maintain our current compliment and ensure we could continue to deliver targeted support on both an individual and group basis in class, focusing on literacy and numeracy.

The PEF was also used to purchase a license to *SUMDOG*, a digital learning resource aligned to CfE Mathematics and Numeracy - Experiences and Outcomes, that supports learners' progress and reports on their achievements in numeracy. Feedback from staff and pupils has been very positive regarding *SUMDOG* and we have subsequently extended our license for another academic session and we have also included *SUMDOG*'s literacy programme for session 2018-2019.

What did we hope to achieve?

The additional staffing and resourcing in relation to literacy and numeracy was focused on achieving

- improvements in the CfE Levels of S3 in literacy and numeracy, against existing national measures⁴
- fewer pupils studying at CfE Level 1 in literacy and numeracy by the end of S2.

⁴ National measures for the BGE are based on the data available from *Achievement of Curriculum for Excellence (CfE) Levels 2016/17* (Scottish Government, 2017), available here: <http://www.gov.scot/Resource/0052/00529096.pdf>. In short, this applies the broad benchmark of achieving CfE Level 3 in Numeracy and the three components of Literacy by the end of S3 as the national measure.

How did we evaluate this?

To evaluate this aspect of our work we have focused on analysing teachers’ professional judgements regarding pupils’ achieved *CfE* levels, which have been recorded as part of robust approaches to tracking, monitoring and interventions.⁵ The charts below detail the number and percentage of learners achieving at the different *CfE* Levels in numeracy and the three components of literacy: listening and talk, reading and writing.

S3 Attainment Data

S3 Listening and Talk	CfE L1		CfE L2		CfE L3		CfE L4		N.A	Grand Total	% Achieved CfE L3 or Above		National	
PEF	2	7.4%	2	7.4%	13	48.1%	5	18.5%	5	18.5%	27	18	66.7%	90%
Non-PEF		0.0%	11	11.2%	58	59.2%	25	25.5%	4	4.1%	98	83	84.7%	
Whole-Year	2	1.6%	13	10.4%	71	56.8%	30	24.0%	9	7.2%	125	101	80.8%	
S3 Reading	CfE L1		CfE L2		CfE L3		CfE L4		N.A	Grand Total	% Achieved CfE L3 or Above		National	
PEF	2	7.4%	1	3.7%	18	66.7%	1	3.7%	5	18.5%	27	19	70.4%	89%
Non-PEF	1	1.0%	7	7.1%	84	85.7%	2	2.0%	4	4.1%	98	86	87.8%	
Whole-Year	3	2.4%	8	6.4%	102	81.6%	3	2.4%	9	7.2%	125	105	84.0%	
S3 Writing	CfE L1		CfE L2		CfE L3		CfE L4		N.A	Grand Total	% Achieved CfE L3 or Above		National	
PEF	1	3.7%	2	7.4%	17	63.0%	2	7.4%	5	18.5%	27	19	70.4%	91%
Non-PEF	2	2.0%	6	6.1%	73	74.5%	13	13.3%	4	4.1%	98	86	87.8%	
Whole-Year	3	2.4%	8	6.4%	90	72.0%	15	12.0%	9	7.2%	125	105	84.0%	
S3 Numeracy	CfE 1		CfE 2		CfE 3		CfE 4		NA	Grand Total	% Achieved CfE L3 or Above		National	
PEF		0.0%		0.0%	13	48.1%	11	40.7%	3	11.1%	27	24	88.9%	88%
Non-PEF	1	0.01		0.0%	24	24.5%	70	71.4%	3	3.1%	98	94	95.9%	
Whole-Year	1	0.01		0.0%	37	29.6%	81	64.8%	6	4.8%	125	118	94.4%	

⁵ In session 2017-18, Auchendarvie Academy introduced a new Tracking, Monitoring and Interventions Policy aimed at improving the availability and reliability of the data generated through tracking and monitoring, see here: https://blogs.glowscotland.org.uk/na/auchendarvieparentzone/files/2018/03/AA_TrackingMonitoringInterventionsPolicy_2017-18.pdf.17ql12i.pdf and to further improve this work and improve the consistency and quality of teachers’ professional judgements a major focus of our curriculum development work this session has focused on the moderation of the planning of learning, teaching and assessment in the Broad General Education phase.

S2 Attainment Data

S2 Reading	CfE 1		CfE L2		CfE L3		CfE L4		N.A		Totals	Learners Achieved CfE L2 or Above	
PEF	1	2.4%	17	41.5%	22	53.7%		0	1	2.4%	41	39	95.1%
Non-PEF	6	8.8%	24	35.3%	33	48.5%		0	5	7.4%	68	57	83.8%
Whole-Year	7	6.4%	41	37.6%	55	50.5%		0	6	5.5%	109	96	88.1%

S2 Writing	CfE 1		CfE L2		CfE L3		CfE L4		N.A		Totals	Learners Achieved CfE L2 or Above	
PEF	3	7.3%	21	51.2%	16	39.0%		0.0%	1	2.4%	41	37	90.2%
Non-PEF	5	7.4%	32	47.1%	26	38.2%		0.0%	5	7.4%	68	58	85.3%
Whole-Year	8	7.3%	53	48.6%	42	38.5%		0.0%	6	5.5%	109	95	87.2%

S2 Listen and Talk	CfE 1		CfE L2		CfE L3		CfE L4		N.A		Totals	Learners Achieved CfE L2 or Above	
PEF	3	7.3%	11	26.8%	26	63.4%		0.0%	1	2.4%	41	37	90.2%
Non-PEF	6	8.8%	23	33.8%	34	50.0%		0.0%	5	7.4%	68	57	83.8%
Whole-Year	9	8.3%	34	31.2%	60	55.0%		0.0%	6	5.5%	109	94	86.2%

S2 Numeracy	CfE 1		CfE L2		CfE L3		CfE L4		N.A		Totals	Learners Achieved CfE L2 or Above	
PEF	5	12.2%	16	39.0%	13	31.7%		0.0%	7	17.1%	41	29	70.7%
Non-PEF	7	10.3%	22	32.4%	31	45.6%		0.0%	8	11.8%	68	53	77.9%
Whole-Year	12	11.0%	38	34.9%	44	40.4%		0.0%	15	13.8%	109	82	75.2%

S1 Attainment Data

S1 Reading	CfE 1		CfE L2		CfE L3		CfE L4		N.A		Totals	Learners Achieved CfE L2 or Above	
PEF	9	18.4%	33	67.3%	4	8.2%		0	3	6.1%	49	37	75.5%
Non-PEF	6	8.2%	54	74.0%	12	16.4%		0	1	1.4%	73	66	90.4%
Whole-Year	15	12.3%	87	71.3%	16	13.1%		0	4	3.3%	122	103	84.4%

S1 Writing	CfE 1		CfE L2		CfE L3		CfE L4		N.A		Totals	Learners Achieved CfE L2 or Above	
PEF	8	16.3%	32	65.3%	6	12.2%		0.0%	3	6.1%	49	38	77.6%
Non-PEF	6	8.3%	46	63.0%	20	27.4%		0.0%	1	1.4%	73	66	90.4%
Whole-Year	14	11.5%	78	63.9%	26	21.3%		0.0%	4	3.3%	122	104	85.2%

S1 Listen and Talk	CfE 1		CfE L2		CfE L3		CfE L4		N.A		Totals	Learners Achieved CfE L2 or Above	
PEF	8	16.3%	19	38.8%	19	38.8%		0.0%	3	6.1%	49	38	77.6%
Non-PEF	4	5.5%	27	37.0%	41	56.2%		0.0%	1	1.4%	73	68	93.2%
Whole-Year	12	9.8%	46	37.7%	60	49.2%		0.0%	4	3.3%	122	106	86.9%

S1 Numeracy	CfE 1		CfE L2		CfE L3		CfE L4		N.A		Totals	Learners Achieved CfE L2 or Above	
PEF	21	42.9%	24	49.0%		0.0%		0.0%	4	8.2%	49	24	49.0%
Non-PEF	21	28.8%	48	65.8%		0.0%		0.0%	4	5.5%	73	48	65.8%
Whole-Year	42	34.4%	72	59.0%		0.0%		0.0%	8	6.6%	122	72	59.0%

How well are we improving outcomes for learners?

The attainment data suggests that we are improving attainment across S1-S3 and in some cases closing the gap between our PEF and NON-PEF cohorts. However, a more consistent and targeted approach to ensuring all learners, no matter the barriers they face to accessing the curriculum, needs to be taken forward using the additional resourcing and opportunities offered by the PEF.

Strengths

- ✓ Attainment in numeracy for our S3 PEF Cohort is just above the national average, when measured against the benchmark of the percentage of learners achieving CfE Level 3 or better by the end of S3, with 40.7% of the S3 PEF Cohort also achieving CfE Level 4 by the end of S3.
- ✓ Over 90% of the S2 PEF Cohort have achieved CfE Level 2 or better by the end of S2 in all three components in Literacy. The S2 PEF Cohort are outperforming the Non-PEF Cohort in all three components of Literacy.
- ✓ Over 75% of the S1 PEF Cohort have already achieved CfE Level 2 or above in all three components in Literacy.
- ✓ Staff and student feedback on *SUMDOG* has been very positive as a tool for engaging learners. This will continue to be a tool deployed to target improvements in numeracy and from next session will be taken forward to support literacy outcomes.



Areas for Development

- Attainment in all three components of literacy for our S3 PEF Cohort is significantly behind the Non-PEF Cohort and the national average when measured against the benchmark of the % of learners achieving CfE Level 3 or better by the end of S3. The difference between the PEF and Non-PEF cohorts is: 18.0 percentage points in Listening and Talk and 17.4 percentage points in both Reading and Writing. The disparity between the two groups is explained in part by the high percentage of the PEF Cohort learners who have not been assessed and/or for whom data is not available (18.5%).

Therefore, ensuring that all learners have opportunities to demonstrate progress in literacy, regardless of any barriers to their learning, is a vital next step to ensure we close the gap in attainment between the cohorts and work towards achieving the most equitable experience we can for all learners. Moreover, literacy interventions should continue to be targeted early and the new digital resources could be used to engage all learners and provide them with opportunities to demonstrate progress.

- There is still a gap of 7.0 percentage points between our S3 PEF and Non-PEF cohort in numeracy, explained again in part by the number of learners who have not been assessed or for whom data is not available. We will therefore continue to focus on ensuring an equitable provision regardless of learners' circumstances.

- 11 of the 15 non-assessed S2 learners recorded in the chart above are still working at CfE Early Years Level and have not yet achieved CfE Level 1. These learners will continue to receive targeted support in numeracy and this will need to be further reinforced across the curriculum to support the holistic development of numeracy skills.

- The S1 PEF Cohort are behind the Non-PEF Cohort on the measure of achieving CfE Level 2 or above in all three components of literacy and in numeracy. Further targeted work will ensure that we continue to work towards closing any socio-economic related attainment gaps.

b. Health and Wellbeing

Through a range of approaches we have sought to ensure that we can support and enhance the social, emotional, mental and physical health and wellbeing of our learners. In session 2017-2018 this has involved using the Pupil Equity Fund to improve attendance, develop our Nurture provision, encourage and support participation in a range of activities focused on wellbeing and to deploy a Campus Police Officer.

Attendance and Inclusion

Background

Attendance has been a central focus of our work, because only by supporting learners to maximise their attendance can we, in turn, enable learners to achieve and attain through high-quality learning and teaching and through opportunities beyond the classroom. This aspect of our work has been supported by the PEF as it has enabled us to fund more hours of Area Inclusion Worker time for the cluster, and therefore more time for Auchenhavrie Academy. Our Area Inclusion Worker and our Principal Teachers of Pastoral Care have had a relentless focus on tracking attendance and, in line with North Ayrshire Council's new attendance policy, *Every School Day Matters*, have supported learners and their families to maximise attendance.

What did we hope to achieve?

In relation to attendance and inclusion we were focused on improving the attendance of all learners but in particular:

- Improving attendance rates of targeted learners to ensure that they are included and achieving.

How did we evaluate this?

Attendance at whole-school level has been rigorously tracked this session by the Head Teacher. In addition attendance data has been analysed to better identify patterns of non-attendance and disengagement using monthly averages. In particular, a case-study analysed patterns of attendance between August 2017 and January 2018 and has supported decision-making around what works moving forward. The table below compares the average attendance rates for different groups (either the whole-year group or the PEF Cohort) for blocks of monitoring, first between August 2017 and January 2018 and then between February 2018 and May 2018.

GROUP	August 2017 – January 2018 Average Attendance Rate	February 2018 – May 2018 Average Attendance Rate
S1 Whole-Year Group	89.9%	90.5%
S1 PEF Cohort	85.1%	87.7%
S2 Whole-Year Group	88.3%	89.1%
S2 PEF Cohort	87.8%	87.2%
S3 Whole-Year Group	86.9%	89.7%
S3 PEF Cohort	83.5%	86.3%

How well are we improving outcomes for learners?

Overall, the PEF has helped to support a whole-school focus on improving attendance. We can evidence a positive trend of increased attendance in our targeted groups but it is clear that further work needs to be undertaken to better support targeted learners at an earlier point in the year. This will help us to ensure that we maximise opportunities for learners to achieve and attain.

Strengths

- ✓ With a 2.47 percentage point increase in the whole-school average rate of attendance, from 87.55% in session 2016-17 to an average of 90.02% by the penultimate week of session 2017-2018, our efforts with regards to whole-school attendance have been successful.
- ✓ The S1 PEF Cohort's average attendance rate has improved by 2.6 percentage points in the period between February 2018 and the end of May 2018, compared with the period between August 2017 and the end of January 2018. This is 2.0 percentage points on average more than the S1 year group as a whole.
- ✓ The S3 PEF Cohort's average attendance rate has improved by 2.8 percentage points in the period between February 2018 and the end of May 2018, compared with the period between August 2017 and the end of January 2018. This is in line with S3 year group as a whole.

Areas for Development

- The S2 PEF cohort's average attendance rate decreased by 0.6 of a percentage point in the period between February 2018 and the end of May 2018, compared with the period between August 2017 and the end of January 2018. The S2 year group as whole however had a 2.8

percentage point increase over the same timeframe. This suggests that we should ensure a targeted approach is adopted for this cohort next session.

- The case-study that examined the S1-S3 PEF Cohorts' attendance has demonstrated that monthly monitoring is not an effective timescale to enable staff to effectively support learners to improve and maintain their attendance. This highlights that a more tailored and time-sensitive model is required.

ii. Nurture

Background

Nurture is central to North Ayrshire Council's work to support and improve the wellbeing of learners, particularly those experiencing social and emotional barriers to their learning. In Auchenhavie Academy, we have established a formal programme of Nurture interventions with a dedicated Teacher of Nurture, Nurture Learning Assistant and a Nurture Classroom, called: *The View*. The PEF has been used to further our work with nurture and has been primarily focused on enhancing the learning environment. Other funding has since been allocated for training in specialist techniques to support learners.

What did we hope to achieve?

It was agreed that the PEF would be used to:

- Create a safe, secure and purposeful learning environment in which the Nurture programme could be effectively delivered.

How did we evaluate this?

Nurture is a formal programme of support focused on developing learners' social and emotional skillsets. Progress in Nurture is gauged on the Boxall Profile, with each learner having an individualised set of targets and experiences. To evaluate the learning environment we have carried out a case-study of *The View* that has included observations, sampling of pupil progress in relation to Boxall Profiles, pupil voice and visual evidence.

Case-Study Evidence

- *Lesson Observation Report (Nurture Session observed by DHT (Pastoral) and DHT (PEF))*

Learning Environment

- Mrs McColl and Mrs Small have created a very good learning environment with existing resources. *The View* has a distinct identity that does well to balance the priorities of creating a welcoming space, ensuring progressive and meaningful sessions and, though to a lesser extent, offering privacy where required.
- Effective use of space has been achieved by using the furniture and displays. This marks out distinct 'spaces' within the one room and this is highly beneficial as it supports learners in understanding and following the routines as they were well aware of what could and did take place in the different 'spaces', e.g. the main table for check-ins, the seating area for group work.
- Through their routines, and continued encouragement of the young people to follow them, staff have ensured that the resources have been well looked after and the respect for *The View* was evident in the learners conduct and good manners throughout but particularly during the 'Snack preparation' section of the session. It was clear that learners knew the routines and what each 'space' in the room was for.

- *Sample of Pupil Progress against Boxall Profiles*

The table below is a summary of the S2 PEF learners' progress between September 2017 and January 2018, as outlined in their Boxall Profiles and action plans. After initial assessment, learners are given certain targets, from a list of 10 from A to J. Learners do not need to work through these in any order, may only be given a handful of targets and will progress at their own pace.

Learners' Targets		A	B	C	D	E	F	G	H	I	J	Targets Achieved (%)
1	Target	✓	✓	✓	✓	✓					✓	33%
	Achieved	✓	✓									
2	Target		✓		✓			✓		✓		50%
	Achieved		✓		✓							
3	Target	✓			✓	✓		✓	✓		✓	16%
	Achieved	✓										
4	Target		✓	✓	✓				✓	✓		40%
	Achieved		✓	✓								
5	Target										✓	100%
	Achieved										✓	
6	Target	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10%
	Achieved	✓										

- *Pupil Voice (Opinions about Nurture on the board).*



- *Visual Evidence*

Below are photographs of *The View* (the Nurture classroom). These show many of the resources that PEF has supported.



In this area Nurture sessions focus on discussions, check-ins and reviewing progress.

Some Nurture sessions also involve opportunities for Learners to prepare, share, enjoy and tidy-up after a snack. This supports the development of social skills and co-operation.

In this area Nurture sessions focus group work tasks and activities. Such activities can involve the use of games to develop team-working skills.

Discussions regularly take place in this space and learners often lead aspects of the sessions together.



Through observations, it is clear that the environment in *The View* is supporting learners to feel safe, secure and welcome.

This environment is central to their continuing success in working towards their identified targets.

How well are we improving outcomes for learners?

Following discussion with Nurture staff it is clear that measuring the impact of Nurture is by its nature a long-term project and is driven by the associated Boxall Profiling tools. However, it is clear that the PEF has supported staff to create a very good learning environment that supports high-quality work, which is already resulting in successes for the young people involved.

Strengths

- ✓ The learning environment is not only welcoming and well-thought of by learners, it effectively supports and facilitates a wide range of strategies that are central to empowering learners to achieve their targets.
- ✓ Using the Boxall Profile Targets as indicators, all PEF learners in Nurture are making progress, with all PEF learners having made some progress towards their targets in Nurture over the year.

Areas for Development

- We will continue to develop Nurture, in line with school priorities and authority guidelines, to maximise support and outcomes for young people, ensuring sessions are focused on making progress towards learners' targets.

The Boxall Profile for Young People ©

CONFIDENTIAL

For the structured assessment of the developmental progress of secondary aged young people.
The Profile should only be used in conjunction with the BPYP Handbook*

Young Person's name: [REDACTED] Assessment completed by: [REDACTED]
 Date of Birth: [REDACTED] Age at assessment: [REDACTED]
 Relationship to the young person (teacher, youth worker etc.): [REDACTED] How long have you known the young person? [REDACTED]
 Establishment: [REDACTED] Date of Assessment: [REDACTED]
 Situation in which assessed (Nurture Group, Class, Children's Unit, Youth Group etc.): **NURTURE**
 Attainments/Achievements to date: [REDACTED]

SUMMARY RECORD: After completing the BPYP and reflecting on the needs of the young person, please identify the priority areas for intervention:

SECTION	CLUSTER	SUB-CLUSTER	Agreed Priority Area (✓)
Developmental Strands	Organisation of Experience	A gives purposeful attention	✓
		B participates constructively	✓
		C connects up experiences	✓
		D shows insightful involvement	✓
		E engages cognitively with peers	✓
	Internalisation of Controls	F is emotionally secure	✓
		G is biddable, accepts constraints	✓
		H accommodates to others	✓
		I responds constructively to others	✓
		J maintains internalised standards	✓
Diagnostic Profile	Self-limiting Features	Q disengaged	✓
		R self-negating	✓
	Undeveloped Behaviour	S undifferentiated attachments	✓
		T inconsequential behaviour	✓
		U craves attachment, reassurance	✓
	Unsupported Development	V avoids/rejects attachment	✓
		W insecure sense of self	✓
		X negativism towards self	✓
		Y negativism towards others	✓
		Z wants grabs disregarding others	✓

Notes/Interventions/Ideas/Strategies to develop individual Behaviour Plan:

iii. Wellbeing Participation Clubs

Background

To offer our learners, and particularly our PEF cohort, opportunities to engage in activities and experiences that support them to be safe, healthy, active, achieving, responsible, respected, nurtured and included we asked learners which activity groups and clubs they would like to have available to them. Based on pupil feedback, we offered these opportunities, known as *Wellbeing Participation Clubs*, supported by the PEF to ensure that staff were supporting the organisation and running of these groups. The established groups include: hairdressing, computer gaming, drama, netball and gymnastics. This work has been funded for a further year to maximise impact and encourage.

What did we hope to achieve?

By developing bespoke Wellbeing Participation Clubs, supported by the PEF, we aimed to:

- Improve learners' health and wellbeing and their participation in activities.

How did we evaluate this?

The approach to evaluating health and wellbeing with regards to the Wellbeing Participation clubs has been adapted from a whole-school initiative to more proactively target support and interventions. This involves a pre- and post-intervention evaluation model that uses the Wellbeing Indicators, linked questions and simple self-recorded scores based on a rating of 0 – 5. Evidence from wellbeing focus groups has also been utilised.

Health and Wellbeing Questionnaire.

Name _____ Class _____ Date _____

Scale 1 = 5 Total / 35

SAFE Scale 1 = 5 Total / 35

- I have regular contact with adults I trust. _____
- I can work out where there is risk and make the right choices. _____
- I am able to cope when things go wrong. _____
- I feel confident about myself. _____
- I have the confidence to tell an adult if I have been harmed, feel scared or threatened. _____
- I feel part of my school. _____
- I feel safe at school. _____

HEALTHY Scale 1 = 5 Total / 35

- I am happy with who I am. _____
- I feel loved and trusted. _____
- I am able to cope with new problems and challenges. _____
- I care and show respect for others. _____
- I can work out where there is risk and make the right choices. _____
- I know where to go for support when things go wrong. _____
- I am aware of how to look after my body. _____

ACHIEVING Scale 1 = 5 Total / 30

- I know and have agreed my learning targets with an adult. _____
- I am learning about the things I can do and the things I need to work on. _____
- I join in with activities at school and know that they are important and valued. _____
- I can cope at times of change. _____
- I have opportunities to develop skills which I can use now and in the future. _____
- I am learning to do more things for myself. _____

NURTURED Scale 1 = 5 Total / 30

- I receive regular praise and encouragement. _____
- I have someone I trust and can turn to when I need to. _____
- I feel confident about myself. _____
- I feel part of my school. _____
- I care and show respect for others. _____
- I am able to cope with new problems and challenges. _____

ACTIVE Scale 1 = 5 Total / 35

- I am physically active. _____
- I join in sports and activities in nursery/school and the community. _____
- I am learning about the things I can do and the things I need to work on. _____
- I receive regular praise and encouragement. _____
- I feel confident and able to cope with new challenges in my chosen sports/recreational activities. _____
- Everyone's achievements are recognised and celebrated. _____
- I have regular opportunities to learn outdoors. _____

RESPECTED Scale 1 = 5 Total / 40

- I receive regular praise and encouragement. _____
- I feel confident about myself. _____
- I feel part of my nursery/school. _____
- I feel valued by friends and adults and in return I respect them. _____
- I am optimistic about what I can achieve. _____
- I understand that I am responsible for my actions and that actions have consequences. _____
- I am actively involved in planning, assessing and reviewing learning. _____
- I contribute to my nursery/school community in a positive way. _____

RESPONSIBLE Scale 1 = 5 Total / 40

- I know that I am responsible for my own actions and that actions have consequences. _____
- I care and show respect for others. _____
- I feel confident about myself. _____
- I can work out where there is risk and make the right choices. _____
- I have opportunities to develop life skills. _____
- I have opportunities to develop leadership skills. _____
- I am encouraged to act as a role model for others. _____
- I am actively involved in assessing, planning and reviewing my learning. _____

INCLUDED Scale 1 = 5 Total / 40

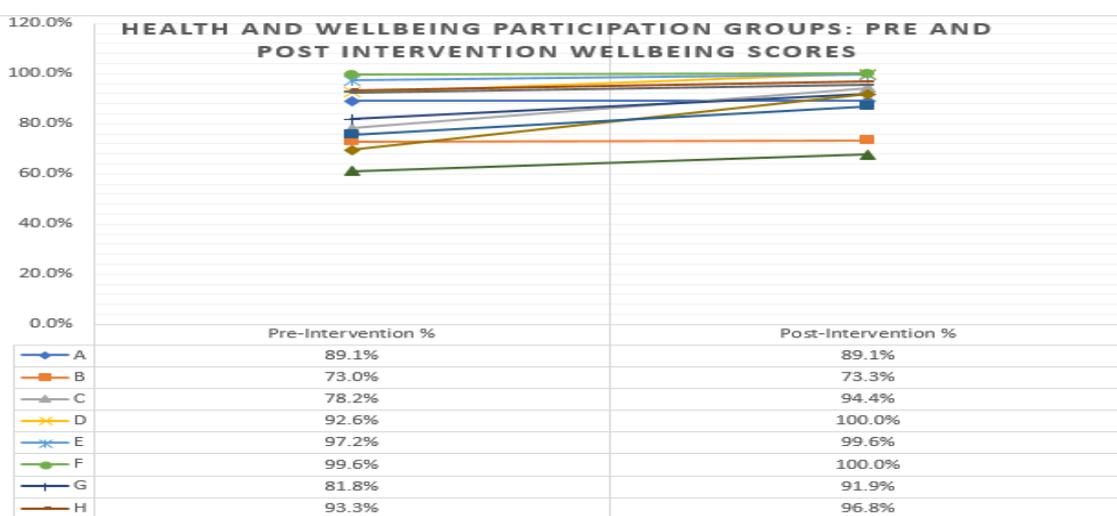
- I have someone I trust and can turn to when I need to. _____
- I feel listened to and taken seriously. _____
- I feel confident about myself. _____
- I feel part of my nursery/school. _____
- I am able to cope with problems and new challenges. _____
- I am optimistic about what I can achieve. _____
- I am receiving the support I need to participate fully at nursery/school. _____
- I know we are all different and that we should respect and value these differences. _____

Indicators of Concern:

SAFE **HEALTHY** **ACHIEVING** **NURTURED**
ACTIVE **RESPECTED** **RESPONSIBLE** **INCLUDED**

The pre- and post- participation scores for a sample of the PEF Cohort engaging in these clubs was then collated and analysed for trends. The table below shows the raw data and the chart below represents the data.

Pupil	A	B	C	D	E	F	G	H	I	J	K	L
Pre-Int %	89.1%	73.0%	78.2%	92.6%	97.2%	99.6%	81.8%	93.3%	92.6%	69.5%	75.8%	61.1%
Post-Int %	89.1%	73.3%	94.4%	100.0%	99.6%	100.0%	91.9%	96.8%	95.4%	91.9%	87.0%	67.7%



Focus Group Comments

Strengths:

- PE good wide range of sports and after school clubs
- Encouraged to be active and to keep trying.
- Canteen have changed drinks to keep us healthy
- Other teachers ask us about our activities not just P.E staff.

Strengths:

- Always try and get P.E. teacher to teach P.E.
- Canteen promotes healthy food - exciting/eye catching.
- Teachers always encouraging us try to get best out of us. They never put us down. Always see the best in you.
- Lots of clubs available, lots of options
- Posters around the school, food, active groups
- Teachers open door - you can go and talk to them

How well are we improving outcomes for learners?

Our pupil-centred approach to developing opportunities for participation and inclusion has led to increased participation in the life of the school by learners who may have otherwise not engaged.

Where learners are engaging there is a demonstrably positive impact on their overall wellbeing.

Strengths

- ✓ Learners who have completed pre- and post-participation questionnaires have all reported an increase in their overall wellbeing, as gauged through increased average scores.
- ✓ Focus group evidence also highlights that pupils are aware of and are happy with the range of groups offered and are also aware that staff are focused on their wellbeing, inclusion and participation.

Areas for Development

- A more consistent approach to monitoring participation will be developed throughout session 2018-19, to ensure we engage as many learners as possible in appropriate opportunities.

iv. Campus Police Officer

Background

In term 3 of the session a Campus Police Officer (CPO) joined the school, part-funded through the PEF. The role of CPOs in schools has been widely debated but at Auchenharvie Academy we are very clear that our CPO's role is to support young people in their learning and life-choices.

What did we hope to achieve?

As we have worked more closely with our CPO, we are continuing to develop the key areas of focus for their work. Initially, the aim was

- To successfully integrate a Campus Police Officer into the school community, with a focus on the Campus Police Officer supporting learners, staff, families and the wider community as appropriate.

How did we evaluate this?

Our CPO's involvement has been developing throughout the session and has been observed by colleagues in SLT and Pastoral Care. These observations have informed the evaluations so far. Moving forward, with a much clearer set of targets in mind, we will generate pupil voice and other data to gauge the impact of this initiative.

How well are we improving outcomes for learners?

Since joining the school our CPO has been focused on proactive measures to ensure young people are making positive choices and feel supported, achieving this by being a visible presence within the school and maintaining an open-door policy for all young people and staff.

Strengths

- ✓ Professional dialogue and feedback has highlighted that our CPO is beginning to establish good relationships with many pupils, parents and staff.
- ✓ Our CPO has also been very involved in supporting SLT and the Pastoral Team in matters surrounding young peoples' use of social media and in supporting parents with this.
- ✓ Moreover, anti-bullying initiatives and supporting SLT and Pastoral staff in dealing with more serious cases has also been a key aspect of our CPOs work.

Areas for Development

- Our CPO will continue to focus on encouraging positive choices by providing an expert input into our developing Personal and Social Education curriculum, supporting targeted groups and linking with curricular areas to enhance learning as appropriate, particularly in areas such as Social Studies, Religious and Moral Education, ICT and Cyber Security.

- Our CPO has been and will continue to engage with our Parents in Partnership Programme to ensure positive links with parents and carers continue to be established to ensure all young people and their families feel safe and included in the school.

c. Family Learning and Engagement

Background

Family Learning has been a major aspect of our work in relation to PEF. Through the additional funding we have been able to create the post of Principal Teacher of Family Learning and appoint an additional Area Inclusion Worker to the cluster to enable us to have more access to our existing Area Inclusion Worker and their expert knowledge of the local community and families. In session 2017-2018, there have been two main strands within Family Learning: the *Parental Empowerment Programme* (PEP) which engaged with five parent of our PEF cohort and the *Parents in Partnership Programme* (PIP) which ran with ten parents of our PEF Cohort. We have also purchased a subscription to *Show My Homework* a digital platform that supports home-learning and communication with parents.

What did we hope to achieve?

Our work around family learning, supported by the PEF, has been driven chiefly by the PEP and PIP programmes and these have helped to shape our aims and the intended impact of the work.

- The aim of the Parental Empowerment Programme was focused on parents/carers developing their confidence, skills and ambitions in relation to themselves and their family units.
- The aim of the Parents in Partnership Programme was focused on developing parents/carers confidence and comfort levels in approach and engaging with the school and empowering them to support their child(ren) at home with their learning.
- We also aimed for Show My Homework to increase parental engagement with the school and, in particular, homework.

How did we evaluate this?

The PEP and the PIP both involved a pre-existing design that monitored impact. For both programmes this was primarily through pre- and post-intervention questionnaires, aligned to the aims of the respective programmes. Both programme evaluations also made extensive use of ‘impact statements’ to capture qualitative evidence of their impact. In addition, the PIP programme, which is a collaborative programme designed and monitored by the Centre for Excellence for Looked After Children in Scotland (CELCIS), was evaluated in an external report. Moreover, Show My Homework (SMH) has been evaluated in light of the externally produced report by the operators of SMH who were able to compare our use of the platform with UK-wide data sets.

Question 1. What have been your highlights since Dumfries House, in connection to your Parent Empowerment Programme?

Doing the values exercise with my family, our values are now displayed in the kitchen at home.

My kids noticing the change in me, asking about my values and what's important. I'm continuing to use the wellbeing techniques I learned and am more focused and balanced because of this. I have become engaged to my partner after 16 years.

I've realised what's important, I have a better routine, I'm talking more to my kids, I exercise and practice self-care.

Question 3. How has your programme impacted on your family relationships?

Kids are less dependent on me, bringing it back to basics, meal times, chatting and planning holidays etc.

We watch tv together now instead of being in separate rooms, playing board games as a family and co-parenting.

We now have family outings, kids choosing the outings. This has never happened before.

Spending more time 1-1 with kids, they are now asking for more "Mum Time" they have never asked for this before and I'm seeing the benefits.

We are more open and honest, more time together as a family, we now share meals together. Our communication has improved we are now talking about the school and what they've been learning about.

The results of these tests give a good indication that parents and carers felt their knowledge of various aspects of the school including staff and curriculum had improved by the end of the programme. The results also suggest an increased level of comfort in approaching the school and greater confidence in helping their child with homework. However, due to the small sample size (n=10), caution must be exercised in drawing any firm conclusions from these results.

Parents in Partnership Programme: Impact Statements (Parents)

'As a parent, I feel this course has helped me with my confidence which has then helped my son with his. I feel my son has progressed more at school and doesn't feel so scared to try new things. The course has made me more aware of what is out there to help if I ever needed it. I feel now that my son and myself can continue to keep striving and learning to be the best that we can be.'

'The course has built a great, supportive and inspirational group of parents. It has also taken me out of my comfort zone with the security of a fantastic group to support me. I was anxious I would not fit in with other parents but we have all gelled regardless of background. This has given my children and myself something to talk about at home.'

I have decided to start up a support group for parents/carers with children who have ASN. I have gained the confidence to do this from this course and with the support of the staff.'

This is due to start on January 25th in St Cuthbert's Church Hall for all Auchenharvie Parents of young people with ASN and all cluster primaries

'I feel this course has given me a better understanding of what my child is doing within his academic life. We can talk about more (in depth) which is great for our home life. This has also helped me learn and as a result I have applied and been accepted to University. I would never have done this without taking part in this course.'

'I was anxious at the start of the course but am now desperate for a Tuesday to come around. I am delighted that the group is continuing. I am now in the process of applying to be a classroom assistant within North Ayrshire which is down to taking part in this course.'

'Due to me having the confidence to support my daughter more at home, she has moved up a Maths class.'

Parents in Partnership Programme: Impact Statements (Staff)

‘I have realised that there is benefit to having a programme like this run in the school. The parents were brilliant to work with and have shared with me stories of how it has impacted their relationship with their child and how this has had a positive impact on their child's attendance at school etc. It has provided me with job satisfaction in being able to help the parents enjoy school and acknowledge the importance of education which will then greatly influence their child's perception of school.’

Science Teacher

‘The parents were so enthusiastic and really wanted to learn. If we could bottle it so that their children realise the importance of education then I am sure attainment would also increase. The parents were responsive and told me how they loved what I did. I will remember this as we rarely receive so much feedback from our pupils. It gave me a warm glow.’

Mathematics Teacher

‘I had a positive experience teaching the PIP group, so much so that I’m continuing to teach them Spanish a period a week over a 4 week block. I thought the parents and carers were really keen to learn and enjoyed taking part. It was nice to see them come out of their shell as the lesson progressed and they were all really enthusiastic about the lesson.’

Modern Languages Teacher

Show My Homework: Report Extract (March 2018)

Your Parental Activity: Above Average

31% of your students have parents who logged into their account to check their child's homework in Term 2.

How well are we improving outcomes for learners?

Family learning in Auchenharvie Academy, supported by the PEF, is an example of very good practice, as a result of the very positive impact it has on parents/carers and their families. This will continue to develop in scale and scope.

Strengths

- ✓ The Parental Empowerment Programme, delivered by Cani Coaching, involved 5 parents/carers of young people attending Auchenharvie Academy. Whilst the cohort was small, pre- and post- intervention questionnaires highlighted that parents' views on their confidence, communication, hopes and aspirations, ability to deal conflict and to adapt and change had improved by an average of at least 20 percentage points.

- ✓ As a result of the *Parents In Partnership Programme* our targeted cohort of parents/carers are increasingly more confident in engaging with the school and supporting their child(ren). Moreover, the PIP programme has developed participants' leadership skills and they have increasingly taken forward initiatives and activities within and beyond the school. This includes establishing an ASN support group, operating a clothing bank and supporting the school show.

- ✓ Staff have positively engaged with the *Parents in Partnership Programme* and have highlighted that it has been beneficial in terms of developing their own professional knowledge and job-satisfaction. This is supporting staff to better understand the context of the school and the wider experiences of their learners and enabling them to develop evermore equitable practices.

- ✓ Show My Homework has been introduced to Auchenharvie Academy and there is evidence of a comparatively strong parental engagement with the tool.

Areas for Development

- The Principal Teacher of Family Learning has a very clear idea of how to continue to develop the work of the *Parents in Partnership Programme* and increase the coverage and numbers of learners, parents and staff involved with PIP and the main area for development is to continue to provide the same high-quality programme for new cohorts of parents/carers.

- In line with the school's priorities to develop Home Learning, we will further integrate the use of Show My Homework into existing practice to ensure that parents continue to engage with the platform and can more effectively support their child(ren).

d. Developing the Young Workforce

Background

In line with our school vision, to ensure all young people continue to a positive post-school destination, we have ensured that we continue to offer meaningful and progressive opportunities to ensure that learners develop skills for learning, life and work. The PEF has been central to this work as it has ensured that outside providers, *Skills Force*, have been an integral part of promoting ongoing initiatives that are supporting our expanding suite of ‘Developing the Young Workforce’ programmes, including our Barista Customer Service programme and Nail Bar initiative.

What did we hope to achieve?

Local labour-market intelligence data has driven us to offer a more diverse and vocational set of courses across our curriculum. The purpose of using *Skills Force* was to:

- Support learners at risk of not achieving 5+ SQA qualifications at SCQF Level 5 or above to broaden their portfolio of qualifications that respond to local employer-demand.

How did we evaluate this?

The main evaluation criteria centre on how many awards and qualifications the learners have achieved. This information is detailed in the tables below.

2017-18 Barista						
<u>Pupil</u>	Barista Course – City and Guild Certificate SCQF level 5 Via MIKO arranged with Princes trust	SQA Customer Care Level 4 [AC]	SQA Level 4 Information Technology for Administration DM3R 10/ASP001 SCQF level 4 [AC]	SQA Employability Award (SCQF Level 3/4) [SKF]	Emergency First Aid at Work (SCQF Level 5) [SKF]	Health & Safety at Work (SCQF Level 5) [SKF]
Non-PEF 7	Pass	Pass	Pass	Yes	Yes	No
Non-PEF 8	Pass	Passed intro	Pass	No	No	No
Non-PEF 9	Pass	Pass	Pass	Yes	Yes	Yes
Non-PEF 10	Pass	Withdrawn	Withdrawn	No	No	No
PEF 6	Pass	Passed intro	Withdrawn	No	No	No
PEF 7	Pass	Pass	Pass	Yes	Yes	No
Non-PEF 11	Pass	Pass	Pass	Yes	Yes	No
Non-PEF 12	Pass	Pass	Pass	Yes	Yes	Yes
Non-PEF 13	Pass	Pass	Pass	Yes	Yes	Yes
Non-PEF 14	Pass	Pass	Pass	No	No	No
Non-PEF 15	Pass	Pass	Pass	Yes	Yes	No

<u>2017-18</u> <u>Nail Bar</u>		
<u>Pupil</u>	NPA Level 4 Creative Nails [AC]	SQA Level 4 Personal Development – Self in Community [AC]
PEF 1	PASS	PASS
Non-PEF 1	PASS	PASS
Non-PEF 2	PASS	PASS
PEF 2	PASS	PASS
Non-PEF 3	PASS	PASS
Non-PEF 4	X	X
PEF 3	PASS	PASS
Non-PEF 5	X	X
PEF 4	PASS	PASS
PEF 5	PASS	PASS
Non-PEF 6	X	X

How well are we improving outcomes for learners?

Our DYW Streams are developing well to support a range of learners to develop the necessary skills and secure industry-standard qualifications, with a view to securing a positive post-school destination. Continuing to target this work more effectively and monitor progress will allow us to build on the success and opportunities available to learners.

Strengths

- ✓ 63.6% of participants in the Barista course achieved *two* additional awards as a direct result of *Skills Force's* involvement with the DYW streams. Moreover, 27.2% of the participants secured yet a further additional award (Health and Safety at Work – SCQF L5).
- ✓ 72.7% (8 out of 11) of the initial participants on the Nail Bar DYW stream, completed both the NPA Creative Nail Finishing at Level 4 and an SQA Personal Development unit.

Areas for Development

- Further monitoring and learning conversations should be deployed to better support all learners to secure the additional awards and qualifications available through participation in the *Skills Force* input into the DYW streams to ensure that our learners are the most competitive in the local and regional employment-landscape.

Family Learning and Engagement	Parental Engagement Q.I. 2.1/3.1 Included Achieving Responsible Respected	Principal Teacher (Family Learning) Area Inclusions Working (0.4fte) Activities and Engagement Budget Show My Homework	<ul style="list-style-type: none"> Increasing numbers of parents engaged in our Parents in Partnership Programme and increased positive feedback on the <i>impact</i> of PIP. Improved attendance at parents' evenings and other parental engagement events throughout the year. Increased use of Show My Homework by Staff and Parents to better support pupil learning. 	<ul style="list-style-type: none"> CELCIS Evaluation and Monitoring Programme Impact Statements Engagement and Participation Rates SMHW Data Monitoring and National Comparison Reports.
Developing the Young Workforce	School Leadership QI 3.3 Achieving Responsible	Skills Force Input into Developing DYW Streams	<ul style="list-style-type: none"> Improved numbers of learners completing awards, units and qualifications delivered through <i>Skills Force</i>. 	<ul style="list-style-type: none"> Rates of successful completion of Skills Force qualifications
Embedding Equity and Poverty Proofing	Performance Information School Improvement Teacher Professionalism Assessment of Children's Progress Q.I.1.1/1.5/3.2 Included Achieving	PEF Depute Head Teacher 7.5hrs per week Data Analysis Support ICT Provision Poverty-Proofing Budget (Experiences and Opportunities)	<ul style="list-style-type: none"> Improved reliability and availability of evaluation data to better use additional resourcing and funding and develop teachers' agency to support learners. Improved access to ICT to support learning across the curriculum. Improved participation in learning opportunities and other experiences that develop literacy, numeracy and wellbeing. 	<ul style="list-style-type: none"> Evaluation reports; data monitoring; PEF Review Group Feedback Pupil, Parent, Partner and Staff Voice Evaluations of Learning Experiences and Opportunities supported by Poverty-Proofing.