



Pupil Equity Funding

Guidance for Moray school

Background

The Pupil Equity Fund (PEF) has been provided to support those children and young people who face barriers in their learning due to the impact of poverty and almost £1.3 million has been allocated to Moray schools in 2017/18. The overall objective is to improve educational outcomes for young people in relation to attainment. The funding has been allocated based on the number of children and young people from P1 to S3 in each primary, secondary and special schools across Scotland based on data from the 2016 census registered for free school meals. An estimate for P1 to P3 is being used and the allocations will not be recalculated if your school has more children registered for free school meals this year.

The PEF is the next phase in the Scottish Government's Scottish Attainment Challenge launched by the First Minister in February 2015 to bring a greater sense of urgency and priority for everyone involved in Scottish education to relentlessly focus their efforts on narrowing the poverty-related attainment gap in Scotland. The Scottish Attainment Challenge was introduced to focus and accelerate targeted improvements in literacy, numeracy and health and wellbeing. Moray was not one of the challenge authorities and had to challenge schools, but received the "universal offer" which involved 45 days of Attainment Advisor time per year. However, along with all local authorities, Moray will benefit from the PEF and this provides a unique opportunity to tackle some of the issues affecting our communities in relation to poverty, rural poverty and deprivation.

Expectations

Head Teachers will be expected to demonstrate a strong contextual awareness of their schools and the gaps which exist in their schools. Using robust analysis of local evidence and data, Head Teachers should formulate plans which identify the key issues to be addressed to support the target group of young people most in need of additional support. Schools should focus on a small number of priorities and these should be consistent with local and national priorities and consistent with their School Improvement Plans. Whilst schools can choose to utilise their funding in a way which best meets their needs, they are encouraged to work in wider partnerships, both with other schools, but also with other partners, to identify and tackle the issues identified. Head Teachers will also be expected to demonstrate a clear rationale for their approach and a clear methodology to measure impact in this

area. The use of funding should complement and add to the school's existing approaches to raising attainment and the impact should be considered in terms of desired outcomes for pupils and how progress towards these will be measured over time. Improvement plans should include consideration of how data will be collected and reported.

Bid Development and planning

Head Teachers are expected to consider the following points during the development and planning phase of pupil equity funding;

- Funding must enable schools to deliver activities, interventions or resources which are clearly additional to those which were already planned
- Head Teacher's should work in partnership with each other and their local authorities to agree use of the funding
- The operation of the PEF should articulate as closely to existing planning and reporting procedures
- Parents, carers, children and young people and other key stakeholders should be involved in the planning process
- Funding must be targeted to children and young people affected by poverty. Head Teachers can use their professional judgement to bring additional children into the targeted interventions
- Head Teachers must base their use of funding on a clear contextual analysis which:
 - Identifies the poverty related attainment gap in their school
 - Ensures plans are grounded in evidence of what is known to be effective at raising attainment for all children affected by poverty
- Schools must specify plans at the outset to evaluate the impact of the funding

On this basis, I would expect all Head Teachers to:

- i) Identify all children in their school affected by poverty and who are underperforming
- ii) Identify baseline measures specific to project (in numeracy, literacy and health and wellbeing) for those children affected by poverty
- iii) Ensure interventions are based on proven methodology which will clearly evidence a positive impact.
- iv) Submit a robust action plan outlining the key elements of the proposal and the expected/anticipated outcomes
- v) All interventions must be grounded in evidence of what is known to be effective at raising attainment for all children affected by poverty.

Timeline

April Planning at school/ASG level, submit plans and proposals to QIO by Friday
28th April

May Further support/advice for schools to finalise plans and proposals

June Final preparation for implementation

Accountability/Governance/Reporting

On-going evaluation of the use and impact of PEF should feature at school level, ASG and LMG meetings and I would expect this to be a standing item on all core agendas to ensure learning and emerging good practice can be disseminated. Guidance for school improvement planning and standards and quality reporting has been updated to incorporate the PEF and to avoid any duplication. Quality Improvement Officers will gather evidence of impact during school visits and on annual basis the Corporate Director (Education and Social Care) will receive a report on the impact of the PEF across Moray schools which will be scrutinised by the Directorate's Senior Management Team and reported to the Children and Young People's Services Committee.

Inserts at Head Teacher meetings will be used to share progress on use of the PEF and the share emerging practice.

Appendix 1 provides a pro forma which Head Teachers can use for developing their bid.

Appendix 2 contains the main interventions for equity which should be used to inform planning

Laurence Findlay
February 2017

Appendix 1

School	
Amount allocated	£
Summary of proposal	

Data and analysis	Proposed Interventions	Impact measurement and Governance
<ul style="list-style-type: none"> • Presentation of local data • Analysis of what this means in terms of “gaps” in attainment and achievement • Identification of target groups/individuals • Rationale for plan/proposal 	<ul style="list-style-type: none"> • Proposals to address the issues identified by the data • Rationale for and evidence why these should work • Expected aim and impact • Costing 	<ul style="list-style-type: none"> • Proposals for evaluating and measuring impact • Data which will be expected • Plans for collecting data and reporting • Plans for local governance and reporting (including sharing practice at a local level)

Data and analysis (this section should provide the evidence to support your planned interventions)

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Proposed interventions

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Impact Measurement and Governance (outputs and outcomes for target group and how this will be reported and shared locally)

