

Schools Programme Alignment with Pupil Equity Funding 2017/18

Aberdeen City

Bramble Brae Primary

PEF funding will be used to complement the SAC funding already in place. The PEF plan for Bramble Brae School includes:

- increased educational visits and excursions aimed at broadening the pupils' experiences and opportunities beyond the school or home environment
- developing a nurture space in the school to build on the whole school nurturing approaches that have been developed through our SAC funding from Year 2
- all staff including SLT engaging in the Visible Learning approach to increase the capacity of teachers across all stages
- further developing work with families to target issues of attendance, lateness, emotional issues which impact on academic attainment (Barnardo's Family Worker)
- development of written literacy skills through of upper stages pupils, specifically in writing and listening and talking. This also supports the DYW agenda (SHMU Speak Out programme)
- opportunities for development of DYW across the school linked to whole school contexts for learning to help raise aspirations and ambition of our pupils (Business and Community Ambassador approach)

Manor Park School

PEF funding will focus on interventions in Literacy and Numeracy and Health and Wellbeing as a means for creating an ethos for positive learning and promoting engagement of all pupils in their learning. Several of the PEF projects will support previous work from SAC and build upon these interventions.

PEF Funding Projects:

- Creation of a programme of intervention which uses nurturing approaches, enhances transition between Nursery and Primary 1 and supports the targeted intervention in Literacy and Numeracy through play as part of pupils' early years experience. This would build on previous SAC interventions and support the raising of attainment.
- Continue to develop the use of Great Teaching, Great Learning programme following SAC interventions to develop high quality learning within our school through high quality teaching and collaborative working.
- Continuing the development of using Numicon as a resource for supporting the raising of attainment and upskilling staff to deliver high quality learning and teaching.
- Employ a Family Link Worker who will work alongside families of pupils experiencing significant barriers to learning as a result of emotional, social and behavioural needs. This will support the continuation of work undertaken by school staff to support these pupils and develop an ethos which promotes positive learning for all our pupils across the school.
- Raising aspirations through experiences by partnership working, which will increase pupils' confidence levels and motivation to engage with learning through raised expectations.

Riverbank School

PEF funding will be used to complement the SAC funding already in place. The PEF plan for Riverbank includes

- opportunities for children to enjoy wider experiences with their peers (Outdoor learning strategy),
- whole school approach to numeracy to be implemented (SEAL approach),
- SLT of the school to develop leadership skills through Visible Learning (ASG strategy)
- Targeted EAL PSA support throughout the school
- Nurture group to be implemented at Riverbank – additional PSA to support

Tullos School

Through the PEF funding we are intending to raise attainment in literacy through focusing on writing skills throughout the schools. We are introducing training, resources and new initiatives for all staff to increase staff confidence and develop understanding of the processes in the teaching of writing. Pupils will receive high quality teaching and learning opportunities impacting on the quality of their work which in turn will raise attainment. We are also going to provide pupils and parents a programme of experiences to enhance writing stimuli. By being able to offer pupils in the middle and upper stages the focused support and genuine purpose for writing through Writing with Writers and Speak Out this will increase their motivation and increase confidence and thus support teachers to raise attainment. The ongoing PSA support is also vital in the continuing programmes that have supported literacy development in infant and middle stages.

Family learning and increased engagement is a fundamental part of our PEF bid where we are identifying targeted families to build their confidence and capacity to support their child's education. A Family Support work is crucial to build the links with the families and promote collaboration between home and school. We are creating a Family Room where families and the wider community will have access to courses and support and the Family worker will facilitate in this. This in turn will raise attainment through improved understanding and family interaction.

Northfield Academy

We aim to use some of our PEF funding to support the post of an Acting PT (Equity) to oversee Literacy/Numeracy activities in the school. The needs in the school have shown that with many pupils arriving in Secondary School with low levels in Literacy and Numeracy, it would be beneficial to have a staff member with the necessary skills to teach the Primary Curriculum and provide support to the PSAs who oversee the interventions. The interventions are showing promising early results and it would make sense to continue these. The post would include timetabling, grouping, assessing, purchasing of resources, evaluating, tracking and monitoring trends. The sharing of this information will help plan more effective learning transitions. The role will incorporate a teaching commitment for the targeted pupils and combine the SAC/PEF coordinator role. Data gathered by the PT will be shared with Head Teacher, Local Authority rep and the Attainment Advisor during termly visits. Fixed term of 1 yr.

Following the success of Sumdog in Glasgow and on the advice of our SEAL trainer **[redacted]** - QIO Mathematics for Glasgow), we are using Sumdog programme as part of our SEAL activities. We wish to work collaboratively with our Primary Schools to support this intervention, ensuring a cohesive approach by using part of our PEF monies to offer funding to those of our ASG schools who may not have sufficient funds to purchase it themselves.

We aim to offer a series of subject specific one to one tutoring sessions for S4 – S6 pupils from decile 1 & 2 as an additional support to help young people as they progress towards their national qualifications.

St Machar Academy

As a school we are committed to improving the life chances and opportunities of our young people. We plan to continue to use SAC funding to continue with our improvements in literacy & numeracy we as realise that these skills are crucial to improved attainment and positive sustained destinations for all of our young people, in particular those in SIMD 1-3. As a school our positive sustained destinations is below the national average and the virtual comparator therefore we plan to use our PEF to focus on developing the young work force by developing through partnership working. We aim to use some of our PEF funding to support the post of an Acting PT to oversee Literacy/Numeracy activities in the school as well as all other PEF initiatives. This focused approach to attainment mean that we can track, monitor, evaluate and intervene to achieve the best possible outcomes for the target young people young people.. Data gathered by the PT will be shared with Head Teacher, Local Authority rep and the Attainment Advisor during termly visits. Fixed term of 1 yr.

Torry Academy

Our PEP allocation is so very low compared to the number of pupils living in SIMD 1 – 3 In S1 there are [redacted] pupils living within Decile 1 or 2 and in S2 there are [redacted] pupils living within Decile 1 or 2

Due to the location of the school, the majority of pupils either go home for lunch or go to the nearest shops

Parents who are eligible for FSM have not registered which has resulted in Torry Academy receiving far less than equivalent schools allocations. It is essential that full funding is allocated to try and close the gap

The PEF funding will complement the SAC programme by focusing on additional Health and Wellbeing activities to improve pupil attendance, improve punctuality, increase resilience and reduce the number of exclusions of a targeted group of pupils

In order to 'Close the Gap' (using data from 15 /16 young people in SIMD 1 and 2 achieved 509 Tarrif points) identified pupils will be given 1-1 / small group curricular tutorials prior to SQA examinations

Data gathered will be shared with Head Teacher, Local Authority rep and the Attainment Advisor during termly visits.

Argyll & Bute

Rosneath Primary

The proposed activities and interventions described above allow Rosneath to continue to build on the existing work which has shown impact on the children and their families over the last two years. This enables the school to use the PEF allocation to begin a new phase of improvement activity based on on-going self-evaluation processes.

The school has identified a need to focus on numeracy and consistency in ensuring high quality learning and teaching across the school. Plans are well underway to scope this out over the coming year and the PEF funding will be used to support both of these developments

Dumfries & Galloway

Kelloholm Primary

The Year 3 proposal continues to request the support of the members of staff already contracted to continue the projects of Years 1 and 2. The PEF funding will allow us to fund the remaining SAC projects i.e. whole school swimming, after school clubs, breakfast club, parental engagement and collaborative working with Family Learning.

PEF funding will also allow us to employ an additional Learning Assistant to deliver a reading recovery programme. This will be targeted at individual on a 1-1 basis, who continue to struggle with reading. We are considering an additional nursery nurse to enhance the work being carried out by the Speech and Language Therapist.

Sanquhar Academy

As detailed above, our proposal is to use monies from the School's Programme to introduce additional staffing that will enable us to put our PEF in to action. Our aim is to use our PEF allocation to continue and improve upon the work made possible using our School's Programme funding from last year through interventions in Literacy, Numeracy and Wellbeing focused on our targeted groups. We will use our PEF to continue to develop our use of the Sound Reading System, Accelerated Reading programme, Dyslexia Screening toolkit, Ninja Maths and other similar strategies. We will also use PEF to ensure that colleagues can experience appropriate professional learning opportunities to ensure that we are fully aware of the latest thinking and approaches to closing the poverty related attainment gap.

Our PEF will also be used to develop new ways of engaging with the families of targeted group pupils and their communities through a programme of tailored events.

We will also use our PEF to continue our work on developing the wellbeing of our targeted group pupils by working with 'Realize Your Potential' and other third sector partners to identify and implement interventions to reduce barriers to learning.

Edinburgh

Canal View Primary

PEF

1. Play-based Primary One Deliver a new model of Primary 1 experience focusing on learning through play. Majority of our children are not presenting as 'school ready'; the attainment gap begins at the Early Level. Through this intervention we will provide research-led, developmentally appropriate play-based learning experiences for our Primary 1s. This will involve; A Speech and Language Therapist 0.6 £20 000; Initial resourcing – furniture and outdoor equipment £29500; Funding an Early Years Practitioner £18 980 included in this model. Teacher £23 309 Total £91809

2. Osiris Outstanding Teacher Intervention – Programme leading to whole school improvement through a focus on 10 teachers who will participate in a self-evaluative process (**cost £20,900**)

3. Natural Play worker A project worker who will develop increased engagement of parents and develop teacher capacity for using the outdoors in learning and teaching **£18, 880 (Natural Play worker) plus £4120 for resources = £23 000**

4. Health and Wellbeing - Mindfulness and Yoga for children, families and staff. Nurturing learners, families and staff to help them develop the knowledge and skills they need for positive mental,

emotional, social and physical wellbeing at school, in their everyday lives as a preparation for adult life. Increased skills in self-regulation (**£20,000**)

5. Raising attainment in literacy through Drama. Embedding interactive, creative drama approaches to improve attainment in Literacy (**£16499**)

6. 0.6 FTE Numeracy Support Teacher Improving attainment in Numeracy through targeted intervention and building teacher capacity through team teaching. (**£18 596**)

7. Better Movers, Better Thinkers. Developing learning and teaching in physical education and across the curriculum to develop the ability of all learners to move and think in a more cohesive way with a specific focus on developing, enhancing and fostering [Executive Function \(EF\) skills](#) within their learning. process (**£21 696 – 0.7 FTE teacher**)

8. Continuing the development of Growth Mindset Theory in the school community Walker and Bromwich (£10,000) To further develop Growth Mindset culture across the school community, involving learners and families in artistic and creative experiences.

8. PASS (£500)

SAC

1. Home-link teacher will be vital in supporting parents' initiatives 1, 3, 4, 6, 7 and 8 with changes to the delivery of the Primary 1 experience which will focused on pedagogically based learning through play. They will continue to build on positive relationships with families, building capacity in parental vocabulary and confidence in playing positively with their children.

He will work alongside the Nature Play worker to extend engagement with families and raise achievement in Health and Wellbeing. We anticipate an increase in attainment across the curriculum based upon research findings from other similar interventions.

As teachers progress through the PEF developments (OSIRIS Teacher development, behaviour management mentoring) part of the Home-link teacher's remit will be to support parental engagement across the interventions. The Home-link teacher will continue to support identified children with Literacy, Numeracy, and Health and Wellbeing. They will continue to develop a whole school approach to positive Behaviour management through Better Relationships, Better Learning and mentoring a group of teachers using the Dr Bill Rodgers methodology. Developing pedagogy and teacher

The Home-link teacher will continue to push developments in increased attendance rates and reduced lateness amongst the identified group of learners, supporting parents and carers in this (see data in Home-link section).

2. Porridge and Play will develop home-school links which research shows is vital to a successful school career. It will also ensure that families first extended contact with the school is positive and enjoyable.

Working through this project will upskill teachers in using Drama to develop vocabulary, thinking skills and problem solving. This will enable the approach to become sustainable after the delivery of the intervention.

The programme of Porridge and Play would be supplemented by the service of a Speech and Language Therapist secured with PEF.

Castlevew Primary

The proposed continuation of our schools funded intervention will complement the planned use of our PEF. The role of the Attainment Coordinator will enhance our Senior Leadership team (SLT) and have an overall focus on the attainment drive in the school. The SLT/Attainment Coordinator will monitor and evaluate our teaching and learning practice at early, first and second level and this will link to the planned PEF interventions:

- Recruit Pupil Support Assistant to focus on developing Outdoor Learning
- Recruit Pupil Support Assistant to focus on increase Pupil mentoring
- Recruit Pupil Support Assistant to focus on further developing parental engagement
- Increase Pupil mentoring opportunities
- Recruit Pupil Support Assistant to focus on Outdoor Learning, increase Pupil mentoring opportunities parental engagement - Families Connect, All Teach All Learn, PEEP.
- Release class teacher to support outdoor learning 0.1 FTE a week.
- Recruit Early Years Practitioner to support learning through play in Primary One and Pupil Mentoring opportunities.
- Recruit Early Years Practitioner to support learning through play in Primary One and working across Early Level Nursery to Primary One, supporting Transition and support free flow play indoor and outdoor in Primary One.
- Develop free flow play in Primary One getting change request to AMEY building management to add gates to secure the Primary One Playground.
- Upskill 5 teaching staff using OSIRIS Teaching Excellence Model
- Recruit Attainment Teachers to support and deliver Targets Intervention Groups and parental engagement.
- Employ crèche workers to support all parental engagement sessions.
- Invest in Numicon resource and training for the use of this to support and improve the teaching and learning in numeracy.

Clovenstone Primary

The Outstanding Teacher Intervention Programme would complement our planned use of PEF monies absolutely.

Our planned use of PEF funding centres around a focus on improving outcomes in literacy, numeracy and health and wellbeing through a variety of interventions and approaches. This relies on high quality learning and teaching to be successful. In engaging with the programme outlined above we would be putting a relentless focus on improving the quality of teaching, which will result in teaching of a consistently high quality – ensuring that pupils learn well.

With our PEF monies in 2017-18 we intend to:

- Continue to raise attainment in Literacy, in particular promoting reading for enjoyment through our 0.2 FTE Librarian working with both children and parents.
- Continue to raise attainment in numeracy through a dedicated support assistant to provide focussed interventions for identified children
- Implement nurturing approaches throughout our school, through nurture training for all staff and a dedicated Nurture class for identified children. We will have a dedicated Nurture teacher and A Nurture PSA who will be responsible for the Nurture class, and also nurturing interventions with P1-3.
- Further develop Parental Engagement with a Family Support Worker responsible for engaging with parents and providing support to families through a variety of planned and responsive interventions.
- Support children fully through the services of a Youth Worker to provide targeted support for individual and small groups of children – focussed on mental health and social and emotional wellbeing.

Craigroyston Primary

A **seconded DHT** (£58065) will be appointed to oversee and monitor the effectiveness of all of the interventions funded through the school's programmes and PEF. The DHT will also plan with the Speech Language Therapist further supports for pupils with additional support needs in language development as well as developing intervention programmes to support numeracy and HWB at all stages. This will include a whole school nurture approach.

A **Family Literacy Worker** (£16283) is also to be employed through the PEF and they will work with parents and carers to develop opportunities for reading at home and in the community. This will complement the ongoing work to close the vocabulary gap.

A **Pupil Support Officer** (£40708) will be appointed to support children with emotional and behavioural wellbeing by building staff capacity and providing bespoke interventions to support individuals and groups of children. The role will also include working with parents to offer support and build relationships between home and school.

Plans are in place to secure staffing identified in our plans and are subject to local recruitment processes

£15000 will be allocated to a group of staff engaging in the OSIRIS Outstanding Teaching Interventions Programme to improve pedagogical practice and to build the capacity of staff to develop quality teaching. This programme is being negotiated and will be confirmed when funding has been agreed.

Sighthill Primary

The Outstanding Teacher Intervention Programme would complement our planned use of PEF monies perfectly.

Our planned use of PEF funding centres around a focus on improving outcomes in literacy, numeracy and health and wellbeing through a variety of interventions and approaches. This relies on high quality learning and teaching to be successful.

In engaging with the programme outlined above we would be putting a relentless focus on improving the quality of teaching, which will result in teaching of a consistently high quality – ensuring that pupils learn well.

From our PEF we will:

- continue to raise attainment through employing our STEM teacher and PSA who provide focussed intervention in Maths to groups of identified pupils in P2 – P7.
- Continue to raise attainment in Literacy through encouraging enjoyment of reading and writing with the input of a Reading Patron who is working with both the children and parents
- To further develop our successful Parental Engagement with a Home Link teacher who would be responsible for co-ordinating activities/workshops etc to assist and encourage parents to support their child's learning and encourage a closer link with the school and community. They would also be responsible for improving attendance and punctuality of targeted children and implementing Nurture Groups to meet the emotional needs and providing practical strategies for aiding engagement.
- Focussing on the children's Health and Well Being, fund a Community Development Worker from With Kids for 1 day a week to support both children and families for their Social and Emotional Well Being eg 1:1 art/play therapy

St Catherine's RC Primary

The PEF funding allocation will be focused on four key areas.

- Developing cultural capital;
- Providing opportunities to develop learning outside the classroom;
- Engaging parents;
- Digital learning platforms (Bug Club Reading, Sumdog, Education City & hardware to allow groups to use these simultaneously)

In addition to this we are planning to continue and extend the current targeted support provision in Literacy and Numeracy using funding from the Schools Programme. Through our use of attainment data and SIMD data we identify target pupils/groups who are underachieving and use the extra staffing for short term individual programmes; smaller groups with focused outcomes; additional teaching slots (for reinforcement/'catch up'). By doing this in the early and middle school we are expecting a legacy of increased number of pupils reaching expected levels.

St Francis RC Primary

Our nurture teacher will allow us to continue to improve our nurture context from previous years with a greater strategic approach. This will allow more robust analysis of PASS data and therefore of all proposed activities. Nurture Talk will be used as a whole class approach from P1 – 4 to support listening and talking and our DHT will be released from class using PEF funding to monitor these programmes at regular intervals across the academic year. The cost of this will be subject to change, depending on the teaching pay scale. £39, 497 – £50 125, this includes on costs approx. £46,434

The OSIRIS project will identify 5 teachers to develop professional learning and leadership with a focus on improving teachers 'practice and the language of teaching. Teachers who take part in the programme will be coached in training so that they can deliver the programme to other teachers. There will be collaborative working across schools with Niddriemill to improve professional learning which will have a direct impact on improved implementation and analysis of the SAC projects planned. There will be shared costs with Niddriemill and our contribution will total £22,500 with additional travel costs approx. £750. Family Learning Programmes/ Resources £6,500.

Our planned School Based Children's Development Worker at a cost of £20,816 - will promote effective partnership working between home, school and community. Reinforcing the curriculum in literacy, numeracy and health and well-being through family learning programmes (including digital learning), wider achievement school projects and national programmes such as Bookbug, PlayTalkRead and Read, Write Count

Castlebrae Community High School

The planned use of the PEF is to close the attainment gap by providing the learners with excellent opportunities that they would not normally receive without this funding. The summary page at the beginning shows that Castlebrae will commit 90% of the Pupil Equity Funding to support the interventions described in this document. It should also be noted that the Attainment Fund Scotland – Schools Programme is not the only funding that the school seeks to support us in closing the attainment gap.

Craigroyston Community High School

The planned use of PEF is still being discussed within the school, within our cluster and within our local authority. We have a broad overview of how we will target the use of this resource but at this stage are unable to give detail. We will have this detail in the next 6-8 weeks. The local authority has

made it quite clear at a recent engagement event that all use of schools' PEF will be ratified by them in the first instance. To give you more of an idea of our current plans, we are looking to use the funding to complement our Scottish Attainment Challenge work, for example we are particularly interested in recruiting a primary specialist to assist with the Literacy and Numeracy Intervention.

Holyrood RC High

S1 data: 46% of S1 roll belongs to SIMD deciles 1 and 2

S2 data: 23.4% of pupils have a standardized Test Score 85 or less in Reading (based on P7 testing)

S3 data: 17.8% of pupils have a standardized Test Score 85 or less in Reading (based on P7 testing)

There is a strong correlation between pupils with a FME and those belonging to SIMD levels 1 and 2.

Data/Evidence supporting PEF and SAC strategies

- Appointment of Admin Support Assistant to generate data that supports the identification and tracking & monitoring of PEF/Scottish Attainment Challenge pupils.

Parental Engagement Strategies

- Consulting parents: using a parent focus group to **further identify barriers to learning**. This will gain families' views on where PEF money could be utilised to support equity for children from our lowest deciles and families in poverty.
- Scottish Attainment Challenge interventions as described in detail in bid will complement and ensure the fair allocation of PEF funding.
- PEF funding to provide Parenting Skills Programme (such as Triple P). This will align with the Scottish Attainment Challenge bid, specifically transition.

Whole School Ethos of Attainment

- The appointment of a specialist teacher will enhance Cluster transition and ensure appropriate strategies to support pupils in literacy, numeracy and health and wellbeing. This will also allow the school to gather information on families in poverty within our cluster and identify the best practice to support them using PEF and Scottish Attainment Challenge funding.
- Extend the mentoring programme, a Scottish Attainment Challenge initiative, identifying further pupils eligible for PEF funding. This includes integrating Growth Mindset as part of the programme to enhance pupil confidence and resilience. This will go some way to addressing the 'poverty of aspiration' for our targeted pupils. Plans underway as part of the Scottish Attainment Challenge to work with partnership services (Education Psychologist) to develop meaningful strategies and resources. This will align with the PEF funding.
- Agree a core of learning experiences as an 'entitlement' for all pupils to have by the end of the BGE, e.g. hill walking, school trips, beach, swimming etc. in order to enhance health and wellbeing and wider opportunities for PEF pupils and build their cultural capital.

Meeting Learning Needs of Targeted Pupils

- Identify the 'cost of the school' day and the implications caused by the lack of finance (barriers to pupils engaging fully in their learning (e.g. costs associated with accessing curricular subjects, such as, FTT, DET and the cost of purchasing uniform, equipment, schoolbags etc.) Identify a new means of providing financial support through PEF funding.
- Identify the travel costs for out of school experiences such as school trips and outdoor learning. Identify appropriate financial support through PEF funding.
- Identify a homework time and space after school that ensures all pupils have access to an environment, that allows them to learn effectively. This will require staffing (funded by PEF)

to supervise and support the pupils. This aligns with Family Engagement Workshops as part of the Scottish Attainment Challenge bid.

High Quality Learning and Teaching

All of the below interventions align with the current Scottish Attainment Challenge initiatives underway in school.

PEF funding to provide:

- The delivery of CLPL sessions by an identified lead teacher to support all staff in delivering high quality pedagogy.
- The delivery of CLPL sessions by a (specifically trained) lead PSA to support other staff in delivering high quality support for identified pupils.
- Appropriate literacy and numeracy software that enhances learning and teaching.
- Speech and language therapy resources and support from partnership services that enhance the learning experience of PEF pupils.
- 'Nurture' resources and support from partnership services (education psychologists) that develop **confidence and resilience** and enhance the learning experience of targeted pupils.

Wester Hailes Education Centre

I have established clear plans to raise attainment through SAC funding from session 16-17 and plan to consolidate this next session. The new post (Intervention 6) will strengthen the existing SAC bid whilst also developing teacher leadership capacity across the school. The Inclusion post is the 'driver' to improving experiences and outcomes for all pupils but particularly those stakeholders who are most 'at risk' of non-engagement and exclusion.

Falkirk

Langlees Primary

- -A proposed additional DHT as part of PEF to oversee :
 - Re-starting and deliver the Nurture Class (as was on original AC proposal but staff shortages halted this)
 - Overseeing the work of Development of HWB (intervention 3) and Personalised Support (intervention 4 and 5)
 - Co-ordination of agencies (FDAMH Training Academy, Aberlour) particularly around HWB to provide support to staff and families around mental health and well being
 - Parental Engagement linked to above
 - Oversee a proposed family grant to enable pupils to access Outdoor Education (Intervention 3).
- PEF-Continuation of additional EYO/CT in Early Years to develop Early Years curriculum/learning space – working closely alongside SALT (intervention 1) and proposed additional Ed Psychologist (intervention 5) to deliver a better quality early level curriculum
- PEF-Updated digital technology in school to enable us to administer standardized tests to collate a wider range of data (intervention 1 and 2) and adapt the curriculum to suit some learner's needs (intervention 5)
- Continue to use PDSA cycle of improvement that has started in AC and carry this training over into PEF

- Further develop the Literacy and Numeracy Curriculum through resourcing and interventions i.e. Three Read and Fresh Start (intervention 1 and intervention 2), one of which was on original AC bid.

Fife

Inzievar Primary

It is my plan to use the PEF money to further raise attainment within the school in Literacy and Numeracy by appointing Literacy and Numeracy Development Officers. The Officers will make use of the data already gathered from last session in order to target groups and individuals at risk of falling further behind. They will also be tasked with identifying and disseminating resources to support good L&T in Literacy & Numeracy, as well as working collegiately to improve L&T in classes. The officers will be responsible for collating attainment and assessment data and using it to inform teachers of progress and where to target intervention.

As part of our Cluster, we have decided to use our PEF money to buy Sollihull on-line Parenting Programme licence which can be used by the Family Worker and the Nursery Teacher using the HWB data gathered to identify families who would benefit from this resource.

Based on the data gathered this session about disruptions to learning caused by children struggling emotionally, I am also intending to invite a speaker from SACRO to do an input to all staff on Restorative Practice.

We have a very high percentage (14%-which will have a big impact on our attainment data) of children in P1 with ASD and/or ADHD. This session we have piloted an approach similar to that used in DAS classes in order to assess and meet the needs of these children. (The children spend the first part of the day in a room set up to meet their needs and do multi-sensory activities for short, timed periods) We have already seen some success and would like to develop this model further. We would also like to develop the approaches used in the small group situation within mainstream with a view to fully integrating these children back into class by P3. This approach meets our "Readiness to Learn" agenda.

Pathhead Primary

Through self-evaluation of our school and looking at a variety of evidence, one of the main gaps we have at Pathhead is in Parental Engagement and confidence and knowledge at supporting their children in their learning. The other barrier we have is HWB and 'readiness to learn'. We are planning on using our PEF money to further extend our range of programmes that we have to improve the HWB of our children and families, to provide further high quality CPD for staff and to look at specific interventions around language and literacy i.e Speech and Language Therapy.

During the last 2 years we have made significant progress in building relationships with Parents and Families and would like to continue to build on this with the Schools Programme through the following ways:

- Building the capacity of staff through working on Outdoor Learning.
- Continuing to build relationships between staff and families.
- Increasing the engagement, participation and confidence of Parents.
- Creating groups which support pupils and families i.e Adult Basic Education.

Through further development of our work on closing the gap, we are striving to make our work sustainable through Parents running the groups for themselves.

Southwood Primary

Self-evaluation at the outset of SAC indicated that one of the main barriers for identified children was their emotional wellbeing and subsequent behaviour. Our Bright Future approach coupled with the joint working with the Family Support Worker has had a profound positive effect on the emotional wellbeing and behaviour of our targeted individuals.

We received short term funding (12 weeks) to implement an intensive intervention to support our most dis-engaged pupils. Early evaluation has shown this to be highly effective, a report by the school's EP of the provision and its impact on the pupils notes "In my opinion, continuing the "DEN" is critical in maintaining these very vulnerable young people in school, developing their relationships and fostering their learning".

Our PEF funding will be used to provide this intensive support for a group of identified children for whom a much higher level of intervention is required to support them to re-engage with education and life of the school. Our DEN (Develop, Engage, Nurture) will provide support for our pupils with the most significant barriers to learning. The identified PT of Pupil Support and PSA 3 will work with existing support staff to develop The Den and this intervention will complement and support the SAC interventions.

We further intend to develop outdoor learning through a highly skilled and experienced teacher working with PSAs to upskill them to deliver outdoor learning. This will ensure a whole range of approaches to engage our most disadvantaged pupils whose barrier to learning is their behaviour and engagement due to the effects of poverty.

St Kenneth's Primary

During Session 2017-18 St Kenneth's will utilise PEF Funding to:

- Develop a strategic approach to high quality Teaching and Learning across the curriculum through progress of work around Metacognition, feedback and formative assessment.
- Build on the success of increased parental involvement and move towards greater opportunities for Family Learning.
- Build knowledge and expertise, at all levels, around relationship building (particularly understanding of Social and Emotional development and Self Regulation)– both between pupils and between families.

St Serf's RC Primary

Our planned use of **Pupil Equity Funding is 1 FTE Raising Attainment in Writing/Conceptual Maths Teacher/Assessment and Moderation**

This not only works alongside all other projects currently going on in school and our community but drives forward change of culture in terms of our writing and Maths vision for school. These two areas are still significantly below the national average – especially Writing. This teacher will build capacity in these two areas with training, teacher modelling, gathering data, using Improvement Methodologies and small tests of change to alter outcomes for our learners. They will have a strategic overview working with Pedagogy Team in Fife and the Cluster to ensure that Conceptual Understanding in Maths is part of our current pedagogy.

Warout Primary

PEF funding will allow for:-

Principal Teacher Attainment work with the improvement methodology in literacy and numeracy and to build professional capacity within the school and raise attainment with identified children.

Study Clubs especially in Science and Computing to supplement our STEAM work

Lunch-time clubs to develop social skills and friendships

Experiences outside school including school trips

Family Link Worker to link family and school life and help show parents how they can help with their child's learning

How the two will complement each other can be explained as follows:-

During March 2016, our school consulted with staff, parents and pupils to look at closing the equity gap within our school using funding from the Attainment Fund and also through Pupil Equity Funding. From all the feedback given, we have three main school priorities for next year.

- **Improvements in Teaching and Learning**
- **Children's Resilience/Readiness to learn.**
- **Partnership with parents/others.**

Interventions to meet these priorities will be met through both Attainment fund and pupil Equity Funding and can be broken further down as follows:-

Funding through **Attainment Fund** is highlighted in Green and **PEF** is in Yellow.

Improvements in Teaching and Learning

Pedagogical Core

- Co-operative Learning, AiFL, Differentiation, **Outdoor Learning**

Communication

- **Speech and Language Therapy – Robust Vocabulary, Listening Skills, Communication Environment, Parents and Early Years**

Curriculum

- Clear Curriculum Rationale

STEAM/Skills for work

- **After school clubs, science, computing, Gender Imbalances relating to STEAM, Numeracy through STEAM**

Professional Capital

- **Principal Teacher to initiate a sustainable Lesson Study model throughout school for teachers and support staff.**
- **Embedding the Quality Improvement Methodology to improve learning and teaching approaches throughout the school.**
- **Additional Support staff to build support staff capacity through CPD opportunities and lesson study model within and outside school.**

Children's Resilience/Readiness to learn

Nurture

- Nature Therapy – **Outdoor Learning, Outdoor Equipment**

Social Skills

- Developing playground, **Support staff for friendship groups, Lego Therapy, Circle of Friends**

Pupil Voice

- Whole school involvement in pupil voice groups

Self Esteem/Confidence

- PEPAS, Rights, Respecting Schools, **After School Clubs, Growth Mind-set**

Partnership with parents/others

Parents

- Parent Council, After School clubs, Learning Logs, Twitter, Class Do-jo, Family Cooking, transitions, Book bags

Partners

- ASIST, EP, PSS, FACST

Family Link Worker

St Columba's High School

The St Columba's Attainment Challenge programme (the School's Programme) is characterised by its rationale in establishing a Targeted Support service. The rationale at the heart of this service is that in order to disrupt the pattern of inequity between economic deprivation and pupil attainment, as highlighted by the OECD, there is a need to consider and respond to deprivation in the same way as we respond to specific additional support needs. Essentially, St Columba's HS recognises that barriers to learning exist through recognised additional support needs and deprivation and our Targeted Support Service provides us with an opportunity to plan interventions that will disrupt this inequity between deprivation and pupil achievement. Our associated interventions complement this rationale by targeting interventions at specific aspects of family learning and engagement as well as specific aspects of pupil achievement such as Literacy, Numeracy, and Health and Wellbeing.

Our rationale for the PEF is characterised by our plans to ensure that we disrupt the pattern of inequity in learning and teaching. Our ambition is to ensure that the barrier of deprivation is removed in every lesson through effective learning and teaching that is equitable for all pupils, and with a specific focus on pupils with Free Meal Entitlement. Our PEF planning, therefore, complements our School's Programme plan through its focus on creating an Equity Learning and Intervention Team. At the heart of this team, there will be a focus on personalised learning in every lesson appropriate to the needs and barriers of every pupil. This will also provide the opportunity for our pupils to develop their learning in innovative and ambitious ways through our development of digital learning and through our digital learning family engagement programme.

Glenwood High School

The PEF monies enables us to target slightly larger subgroups of young people who will benefit from additional support in literacy, numeracy, health and wellbeing by increasing our use of ASN and PSA staff as well as widening the scope of our study support classes after school and developing the Better Movers Thinkers programme.

The four established areas of intervention mentioned above create an additional layer of intensive support for our young people who are most deprived and most in need and who would struggle in the slightly larger groupings targeted by PEF funding. By operating this tiered system, based upon level of need, we can be more specific with our targeted interventions making the differentiation process more effective. Whilst the two funding streams are separate, with different boundaries and levels of scrutiny, the programmes articulate very well and complement one another resulting in a synergy that makes the whole PEF/SAC programme more effective for a wider group of disadvantaged young people

Viewforth High School

The interventions described in our School's Programme bid set out to address the type of negative attitudes to school which research shows are common in the type of socioeconomic context surrounding Viewforth High School. As a result, these interventions focus on activities related to

building ethos and improving the health and well-being of a group of pupils who, along with their families, receive intensive support.

While it is important to have the right learning culture and the correct conditions for learning, Viewforth's planned use of the Pupil Equity Funding would focus resources on improving the literacy, numeracy and health and wellbeing through better pedagogy and classroom practice by all teachers in their delivery of courses and programmes within the BGE. In addition to a professional learning programme for teaching staff in the delivery of BGE courses we would plan to develop a particular focus on removing the barriers to classroom learning for those pupils from SIMDs 1 – 3 who make up most of our FMR cohort.

We believe that our twin track approach of supporting those at risk of disengaging during the early years of secondary education via the Schools Programme while at the same time improving curricular delivery and developing appropriate progression pathways via the PEF resources provides equity for all and will make a significant long term impact on deprivation in our catchment.

Highland

Bishop Eden Primary

Additional funding would allow interventions started in 16/17 to continue particularly the continuation of the work of the Literacy Development Officer, the Family Link Worker and the Literacy PSA . PEF is being used to increase the strategic capacity of Head Teacher to lead and manage the development of tracking and data analysis, leadership roles with pupils and staff and numeracy. The HT will collaborate with the LDO to ensure successful implementation of Literacy plans while some of the funding will allow a member of staff to take on a leadership role in becoming the literacy co-ordinator for the school.

This will allow more dedicated, focused time to support and deepen the impact of the implementation of our main improvement priorities which fully embrace the Attainment Challenge. The main focus is the need to improve Social and Emotional Learning as without this effective learning just doesn't take place. Intervention 1 – providing time for the Head Teacher to lead and develop a whole school approach is key along with the work of the Family Link Worker and the PSAs and third sector organisations who can continue to provide a wide variety of after school experiences for our learners.

Merkinch Primary

Our current management team of 4 (HT, DHT, 2PTs) have a teaching commitment of 2.6fte. We plan to use our PEF funding to increase capacity of our management team by reducing their overall teaching commitment by 1.4fte to 1.2fte and adding a PT of Intensive Support to the team. We would also use PEF to continue the literacy and Wellbeing interventions started with 3 PSAs last year. In addition 10 hours of clerical support will clear many of the current operational barriers preventing the management team's strategic effectiveness so that they will be able to improve the way we...

- Collect and analyse data (Adopt 'Primary Insight' as soon as available)
- Conduct additional tracking meetings to support Class Teachers to analyse data and identify barriers to learning and to plan for the personalised support and interventions required in order for the children and families to overcome the barriers
- Lead and build numeracy across the school with a specific initial focus on mental maths while developing expertise within the staff in implementing the Highland Numeracy Programme
- Lead and manage the development of Literacy across the school and liaise with the LDO

- Lead, develop and manage the PSAs team with a clear focus on Literacy, Numeracy and Wellbeing interventions
- Increase the number and frequency of home visits to improve attendance, parental engagement and reduce barriers to learning (Working with the recently appointed Family Support Worker)
- Collaborate with Partner Agencies and 3rd Sector Organisations to support our work with our pupils and their families
- Develop a more robust approach to assessment, impacting on teacher accountability, planning and meeting of needs
- Lead and manage Creative Arts development across the school which is designed to support and improve Social and Emotional Learning for our pupils and their parents encouraging increased Parental Engagement in their child's learning
- Lead and develop our Nurturing approach across the school

Additional funding to PEF would allow interventions started in 16/17 to continue and to expand. The development of Social and Emotional Learning and our Nurturing approach underpins everything we do at Merkinch where we have 440 pupils aged 3-12. At 96% SIMD 1 & 2, within our Risk Matrix which identifies levels of risk to achieving full potential through measuring; attendance, ASN, EAL, LAC, SIMD, FSM, Clothing Grants, YC and exclusions. 3% of our children are shown as having low or no risk of additional support interventions, 27% are medium risk and 73% have been identified as high risk which can involve outside and partner agencies. We currently have 140 children with child plans.

Increasing the team of people dealing with this workload will increase the pace of progress we have been able to make so far. We would be far more effective in drilling down into the data, detecting the unknown barriers our children face, collaborating with parents and partner agencies to identifying effective interventions, monitor the interventions and reinforce learning using a much larger, more targeted, up skilled PSA team.

Milton Primary

PEF funding is being used to continue to fund a full time Literacy PSA who has focused on Early interventions with Primary 1-3 supported by the Literacy Development Officer. As part of her role she has embedded a number of Literacy interventions into Early Years. Additional funding for an Early Years worker would allow the Literacy PSA to grow her focus into first and second level along with the children she has been working with whilst the Early Years worker takes over the Literacy PSA role in Early Years. The strategic authority proposal for Speech and Language Support workers would augment this area of development further.

'Authority SAC funding' for an Inclusion and Support Worker 0.4fte has made a significant difference to attendance, motivation and engagement across the school as well as building positive relationships with our pupils and their families. We would like this position to continue and hope the strategic authority proposal goes ahead. In addition we would like to build on this position by adding 0.6fte Youth Worker to further develop family and community engagement with the school (as outlined in proposal).

In considering our improvement priorities with a focus on equity and long term plans for developing Numeracy we had hoped our PEF allocation would be higher to enhance ongoing Numeracy development. We would therefore appreciate additional funding to be able to do this.

Additional funding for management time would allow more robust implementation at an increased pace of the interventions we have identified that will close the poverty gap at Milton.

Newton Park Primary

Following the significant impact of the SAC funded literacy PSA intervention in adding 16 months to the predicted reading age of the current Primary 2 class in just 7 months, we would like to continue this intervention using Pupil Equity Funding and augment it by engaging and training Numeracy and Wellbeing PSAs and increasing the reach of the intervention from Primary 1-3 to Primary 4-7. We have chosen to expand this intervention as there is currently plentiful capacity in Wick to recruit and train personnel who would meet the requirements for this position. Additionally feedback from Literacy PSAs, some of whom have given up permanent contracts to take on the job, is extremely positive. The proposed interventions identified above of increasing the capacity of our management team and the introduction of a Youth Worker would be key to the success of our plans, principally because the management team would need time to ensure the increased number and remit of the PSAs are led, trained and managed appropriately and ensure the desired impact is realised. The PSAs would support the work of the Youth Worker with positive playtime activities, after school clubs and community events.

Invergordon Academy

Our overarching strategy is to ensure greatest impact where there is greatest need. We have already seen how the role of the CSW is vital in supporting less advantaged pupils to engage meaningfully in education and, as a consequence, to improve their overall achievement. The majority of the PEF allocation will provide an additional CSW to further enhance the already significant impact of this service. The remaining allocation will be used to create staff capacity – class teachers, middle and senior leaders – in order to allow key individuals greater time to focus on planning, delivering, monitoring and evaluating the interventions being put in place to close the poverty related attainment gap.

Schools Programme funding will provide additional capacity to achieve measurable improvements in the wellbeing and achievement of our young people, while supporting us to create a sustainable legacy beyond the lifetime of programme funding.

Wick High School

Additional funding would allow interventions started in 16/17 to continue as outlined in our plan. While evaluating our work so far, it became clear that there is a need for the management team (SMT) in the school to become much more strategic in their approach to school improvement. Consequently, increasing the capacity of our SMT with our PEF allocation by removing the current teaching commitment of each SMT member and delegating many of our administrative tasks to additional admin support will clear many of the barriers which are currently affecting our SMT effectiveness. This will allow more dedicated, focused time to support and deepen the impact of the implementation of our main improvement priorities which fully embrace the Attainment Challenge.

We are confident that the alignment of the funds will allow a more focused approach and greater impact of our planned work to improve Learning, Teaching and Assessment in the school through our ongoing involvement with 'Visible Learning' backed up with targeted CPD. Underpinning this will be ongoing work led by our Principal Teacher of Additional Support Needs to improve and develop the Social and Emotional Learning of our young people. The ASN team is currently enhanced by additional PSA, Youth Worker and Family Link Worker support funded by the Schools Programme. To overcome teacher shortages and further support this team we would like to appoint a dedicated part time clerical support thus allowing more dedicated time to directly focus on improving the

literacy, numeracy and wellbeing of the young people identified with additional needs associated with poverty and deprivation.

Alness Academy

Our self-evaluation for improvement with a focus on equity has highlighted three main areas where the attainment gap is widest

1. Engagement in learning
2. Positive destinations
3. BGE Numeracy

Our planned use of PEF focuses on further involvement of Building Learning Power to improve teaching and learner application by developing attributes of resilience, resourcefulness, reflectiveness and reciprocity in our young people. In addition the creative and innovative approaches to our curriculum, funded through PEF, involving STEM, Literacy, Music and Outdoor Education Adventure Learning should have positive benefits on academic learning and non-cognitive outcomes such as self-confidence, perseverance and resilience. These interventions will enhance the BLP work and support further improvement in learning, motivation and engagement.

The ongoing work of the Pupil Support Teacher will build on this and will focus on a targeted group of young people from SIMD 1 and 2, identified as being at risk of disengaging from education and certainly not achieving anywhere near their potential. The work of the Wider Achievements Officer will attempt to interrupt the cycle of deprivation experienced in Alness by improving the possibility of our SIMD 1 & 2 young people achieving a more positive destination when they leave school.

Work of the Numeracy Development officer will underpin improvements in meta cognition skills as well as improving the approach and delivery of numeracy across the school.

Inverness High

Augmenting and developing the pastoral support team

There is a need to develop the pastoral team at the High School to help with the high level of support needed by pupils – (almost 60 per cent of pupils have an ASN and 126 have a Child's Plan. In total almost 80% of the school resides in SIMD1, 2 and 3 and over 30% register for FSM. Levels of deprivation are high and levels of need are increasing with a growing school roll and an increasing percentage of pupils with complex academic, social and behavioural needs coming up from our feeder priorities. To do this, we shall appoint an additional principal teacher of guidance using our PEF, augmented by our Intensive Support Officer (ISO) and a Children's Services Worker (CSW) working in pupil support along with the two current members of guidance. This will help to ensure we can keep pace with the growing support needs amongst our pupil body and lead to greater levels of health, wellbeing and achievement.

Raising attainment in literacy and numeracy

Work has already been done under SAC to address issues of attainment, mainly targeted on literacy, including creative writing sessions with Moniack Mhor, greater resources for reluctant readers and extra tutored support for EAL pupils. We have recently appointed a CSW to work specifically on literacy and numeracy with vulnerable pupils and their families. These activities will continue, complement and be built on by additional PEF-funded teachers in English and mathematics providing targeted and more intensive support for pupils who need it in lower SIMD deciles and enabling additional development time for existing teachers to develop BGE literacy and numeracy and a more effective curricular transition programme from primary into S1.

Raising attainment through development of leadership and wider achievement

A new CSW employed to develop pupil leadership in the school and to ensure provision of an increased number of wider achievement awards (including DofE and SQA awards) will augment the extra-curricular programme already being expanded through the use of Scottish Attainment Challenge funding.

Scottish Borders

Burnfoot Community School

An Early Years Teacher will be employed through PEF and will build on the early literacy work started through Scottish Attainment Challenge. A team approach to Early Level and early intervention will be further developed. Teacher time will focus on Nurture group work with identified P1 children and support for enhanced literacy and storytelling within ELC. Teacher time will contribute to bringing ELC and P1 together as a coherent Early Level. The team will contribute to work being developed to support children and families and provide elements of parenting support. This team will consist of ELC staff, P1 teachers, Early Years Teacher, and Nurture assistant and will be led by Senior Leadership Team who will establish links across the teams in the school. They will work closely with Storyworld Team to ensure drama and storytelling and story retelling are at the core of Early Level.

PEF funding will maintain the Support Team working from Room 1, classroom assistant and ANA support will work across all classes in school and will be directed by Senior Leadership Team. They will provide individual and small group support as necessary. They will work on a flexible timetable and will also support children through playtimes and lunchtimes. They will work with teacher (alternative curriculum) to provide support for identified children.

Whole school work in vocabulary and early language development started in Year 2 will continue with a team approach to supporting children and families across the school being established. The employment of a Speech and Language Therapist will provide a short term input of expertise into both the Children and Families Team and the Early Years Team. The expected outcomes will be to train staff and establish a year planner of parenting support and advice which can be taken forward through the Early Years Centre and Early Years Team

St Margaret's RC Primary

The PEF allocation will be joined with our partner school to upskill teachers and support staff in the delivery of numeracy and maths concepts in an active manner, promoting independent application of skills and depth of understanding of concepts. All staff who work with the children will attend professional training on teaching maths and numeracy. The school will develop consistent vocabulary of maths across the school. From this training the staff will deliver numeracy and maths workshops for parents and children supported by EAL teacher who can explain the concepts in the child and parents first language and then apply in English.

Our PEF money is also paying to release our PT to attend training for 'Building Resilience' focussed Health and Wellbeing programme aimed at the whole school building resilience and developing understanding of emotional literacy. Following this training there will be opportunities for staff, parents and pupils to engage in learning.

Hawick High School

Our PEF allocation will focus on improving attendance and closing the gap in attainment between our most and least deprived students.

The interventions outlined above will have a positive impact on pupil's attendance as they will be more engaged with their learning.

The in house mentoring programme will ensure that there is support in school to focus the young people on their learning and to provide appropriate interventions to help overcome any barriers. The resultant effect will have a positive impact on the progress of the young people which will improve attainment in literacy and numeracy as well as overall health and wellbeing.

The long term impact of the programme will result in improved whole school attainment particularly for our most deprived students. This will narrow the gap in attainment for our young people living in our most deprived areas, increasing equity.

South Ayrshire

Primary PEF programmes (employing teachers, nursery nurses, CLD workers, school assistants, early years workers and counsellors)

Braehead	£134,400
Dalmilling	£223,200
Newton	£ 96,000

are designed to enhance the impact of the basket of interventions utilised in the attainment challenge schools.

The Ayr Academy programme, £64,800, will employ a social work assistant and an education welfare officer to improve the attendance and engagement of LAC and SIMD 1 and 2 pupils so that they benefit from the literacy, numeracy and health and wellbeing interventions.

South Lanarkshire

Auchinraith Primary

In discussion with pupils, parents and staff

During our first two years our focus has been on Literacy and Health and Wellbeing. Through PEF funding we would hope to secure two additional teachers as well as an extra two support staff.

Extra staffing would allow us to provide quality intervention programmes, allowing us to develop capacity and maximise all learning opportunities. In addition to this we plan to have staff trained in CUSTTAD and a CUSTTAD room would be set up to run as part of our support network.

We are investing in GL Assessments across the school in order to have detailed assessment data for all children from Primary 1-7. This would be in both reading and maths and will complement the new National Assessments. From this we will be identifying areas within maths that are in need of improvement and this will inform our next steps in this area. Staff will be provided with training for Catch Up Maths.

In order to further raise attainment we plan to roll out the accelerated reading programme within P4 and P7.

We plan to continue working on Outdoor Learning with Project 31 and we will work with these outside providers to ensure development of outdoor learning skills across our Social Subjects programme. Our outdoor areas will be developed and areas within our school grounds will be explored in order to increase capacity for learning.

A new science programme has been developed in conjunction with SLC and this will be resourced and training rolled out to staff.

Digital technology will be explored and developed in order to enhance the curriculum.

After school homework sessions will be run by staff across the year and we will involve parents in the sessions.

Finally as a further development for Health and Wellbeing we will be planning an after school programme of sport and creativity. This will also include workshops and after school events for Parents / Carers to share in the learning with pupils.

Beckford Primary

Following a successful visit from HMIE in September 2016, we want to combine the work of our SAC and PEF monies to help us secure the following improvements and build on our existing work at a quicker pace:

- Continue to improve attainment across all curriculum areas.
- Continue to work towards achieving a consistency of high-quality learning and teaching to ensure all children experience the support and challenge they require.
- Develop children's skills and provide further opportunities to equip and enable them to become confident independent learners.

Literacy, Numeracy and HWB initiatives will be further enhanced by the ICT equipment we plan to purchase through PEF. Staff will utilise the new equipment to further enhance the delivery of SAC interventions in literacy and numeracy, to help raise attainment.

An additional member of teaching staff (SAC) will help us to ensure consistency of learning and teaching, and ensure our pupils benefit from teachers who have the opportunity to engage in high quality professional development. It will also allow us to target individual pupils to ensure appropriate support and challenge.

The introduction of a Family Learning/HWB Co-ordinator (PEF) will ensure we are able to meet the emotional and social needs of our pupils and their families, which will in turn help us to maximise pupil attainment and achievement. The continuation of Family Learning Clubs and Masterclasses supported by our PEF teacher will develop skills for life, learning and work and help build aspiration for our pupils.

Burgh Primary

Proposed P.E.F Spend 2017-18

Staffing

PEF funding will allow us to secure additional teacher and support staff time which will further enhance interventions in place.

Additional Teacher (0.6) – this will allow for the release of staff to take forward P.E.F priorities.

Additional Support Staff x 2 – this will allow further development of use of targeted approaches.

Professional Learning

Project 31 – training in developing maths/literacy in the outdoors.

Resources

Literacy/Numeracy in the outdoor environment – delivered in partnership with Project 31 Outdoor Learning/Family Workshop (Literacy – Male Father Figures)

We have identified that many of our boys struggle with literacy. We plan to work with a local group on an outdoor project to promote listening/talking in the outdoors. The project will focus on identified male pupils and an associated male figure. We plan to deliver Family Story Telling Sessions. We plan to develop a range of loose materials, i.e. **loose materials** can be moved, carried, combined, redesigned, lined up, and taken apart and put back together in multiple ways, for use in maths. We feel that this will benefit many of our pupils, in particular our boys.

Digital Technology to enhance literacy/numeracy

We hope to invest in technology which will enhance the teaching of literacy and numeracy.

Recordable speaking and listening packs

Online subscriptions

Lego Kits/training

Health and Wellbeing – this is an area we wish to begin developing through P.E.F. Some ideas generated so far include;

- Development of Sport/Creative arts – targeting our most vulnerable pupils.
Creative Arts: Drama Residency: We plan to have a drama teacher in school 1 day per week for the year to bring drama into literacy/HWB
Art project: each class will work on an art project linked to an area of the curriculum.
Creativity in the classroom: Hoping to secure Paul Gorman – Hidden Giants

Sport: We hope to secure a range of coaches to enhance P.E. lessons/after school provision. After school provision will target most in need.

- Exploration of Children’s University to enhance pupil experience out with school. P.E.F will be used to fund social experiences for children and families, this will include transportation.
- Development of the outdoor space to develop play experiences.

Carstairs Junction Primary

SAC funding will continue Literacy, Health and Wellbeing and Wider Learning. Through appropriate learning and teaching strategies with targeted pupils there will be an improvement in motivation, engagement, achievement and attainment in literacy. Growth Mindset will increase confidence and develop a ‘can do’ attitude. A shift of emphasis on the process of learning rather than the product of learning is paramount. Social and emotional learning is important for vulnerable pupils. This will impact on readiness to learn and narrow the attainment gap.

PEF funding will be used to target numeracy by providing extra support to staff and pupils. Firstly an audit of current practice, key principles and resources will identify any gaps in teaching and learning. There has to be a consistent, coherent progressive approach. This will encompass changing the teaching and understanding for all. The children’s attitude to learning is very important. Through professional learning and dialogue staff will develop more confidence to improve the learning culture of the school. Early Intervention strategies will be used with targeted children to support greater consistency and brisker progress towards achieving benchmarks.

The Tapestry programme Great Teaching- Great Learning’ , Moderation within the Learning community, further collaborative work as part of the Teachers’ Learning Community will continue.

Monitoring and Tracking, class visits, peer observation and pupil feedback will ensure equity and increased attainment. These measures will bridge both funding streams.

Cathkin Primary

The proposed funding by the Schools Programme will continue the planned 4 year Schools Programme previously submitted in year 1 to allow year 3 to progress as planned.

The PEF funding will focus on ICT and equity across Expressive arts giving more access to extra curricular opportunities and promoting wider achievement for those pupils in SIMD 1&2 as well as those in receipt of free school meals.

The SAC teacher will allow the planned use of the PEF funding to be carried out, release staff for professional development and further leadership opportunities, including shadowing and team teaching, and interventions to be put in place.

The Nurture component of the schools plan will complement the PEF monies by preparing vulnerable children, and giving them the opportunity for wider achievement.

Harelesshill Primary

PEF funding will be used to support the development of high quality teaching and learning across the school in all curricular areas. Further development of Family Learning and the continued development of the Health and Wellbeing of our children and their families will continue to be a priority and PEF funding will be used to develop this. There is a plan to have more staff and new members of staff trained in using the North Lanarkshire Council Active Literacy approaches in order to further progress attainment in Literacy. Therefore this funding focussing specifically on the teaching and learning of numeracy will support and complement this plan.

James Aiton Primary

The focus of our Pupil Equity Funding will be to raise attainment in numeracy in Primary 4-7. Our data suggests that there are significant gaps in children's learning of maths and numeracy across the school, particularly at second level. Assessment information highlights that 32% of our learners in P4-7 are not progressing at the level expected.

The aim is to support staff to deploy a wide range of effective learning and teaching approaches to promote positive attitudes and develop high expectations, confidence and resilience in maths. Through CPD opportunities, all staff will promote engaging teaching styles; develop and consolidate key concepts in maths, problem solving, logical thinking and promote growth mind-set approaches and highlight the relevance of maths to everyday life and work.

Staff will promote opportunities for Interdisciplinary learning (with a maths focus) and support learners to make connections to help deepen their understanding and apply their learning in different contexts. Staff will support all learners, irrespective of their ability, to have access to meaningful learning experiences which enable them to progress their skills in numeracy and mathematics. Staff will enable all learners to demonstrate confidence in applying their maths skills in real and meaningful contexts.

Parental Involvement Programmes will be established to help parents/carers support their children's learning in maths and numeracy. We will appoint a member of staff to become our 'Numeracy Champion', who could offer adult numeracy classes in school on a weekly basis. This would allow parents to sample current maths practices so that they feel more comfortable supporting their child at home.

This will therefore align with our focus on Literacy and H&Wb in the SAC schools programme

Loch Primary

Our proposed activities through the Schools Programme, along with our plans for the use of Pupil Equity Funding, both have a focus on increased opportunities for pupils to engage in a variety of learning experiences to support and enhance their Literacy, Numeracy and Health and Wellbeing development. Through the provision of a range of targeted interventions and whole school approaches we believe that both funding streams will together impact positively on pupil attainment, enhancing their skills for life, learning and work.

Rigside Primary

Nurture intervention supports use of The Spark Counselling service, which we aim to buy in through PEF. The counsellor will work with our most vulnerable children with significant social, emotional and behavioural needs to help them overcome the barriers they have with their learning; supporting our Nurturing School work. The use of a counsellor will help to improve HWB of targeted individuals by working on areas such as resilience, self-esteem, attachment, etc. Partnership working between The Spark service and school staff would mean an integrated approach for children and hopefully would increase improvements in children's wellbeing assessments and Boxall Profiles.

Our home-school partnership/family learning initiative will be supported by a 0.2 Home-school Partnership worker, who will be purchased through PEF. This will enable staff to work together with the home-school worker on joint-projects to help improve sustainability of various interventions, e.g. Literacy and Numeracy. All staff will work collaboratively to further engage families in their child's learning and give families the skills and knowledge needed to support their child at home. Effective partnership working will be established and sustained over time.

Literacy, Numeracy and HWB initiatives will be further enhanced by the ICT equipment we plan to purchase through PEF. Staff will utilise the new equipment to further enhance the delivery of SAC interventions.

PEF funding and SAC funding will both be used towards widening children's experiences and developing HWB through extended learning opportunities. Both money-streams will provide children with a wide range of extended learning opportunities, which wouldn't otherwise be available to them.

Robert Smillie Primary

PEF Funding will be used to secure a member of teaching staff and a member of support staff to run the Nurture Class. The room / space needs to be equipped and appropriately resourced so that it can function as a Nurture Class.

Current in-class ICT at Robert Smillie is in need of upgrading. Money has been allocated to allow purchase of interactive technology for our classes in a rolling programme over the 4 years of PEF funding. This will enable all teachers to access online learning and teaching resources in an efficient and effective manner, improving pupil engagement in learning.

GL Assessments will now be purchased through PEF funding, enabling us to collect better data on Literacy, Numeracy and Health and Wellbeing. This data will be used to evaluate effectiveness of learning and teaching and identify areas for specific improvements.

Enhanced parental partnership programmes at points of transition have been highlighted as an area for additional time and resource.

Health and Wellbeing programmes of study for resilience will be purchased for the full school.

Renewal of library resources including non-fiction books will be funded through PEF.

Linking into the Growth Mindset work of the school, we want to offer all pupils greater opportunities to develop a broader skill sets through working with specialist partner providers. These partners will help us to raise aspirations of our pupils and develop greater skills for learning, life and work.

St Mark's Primary

- Nurture CUSTTAD (individuals) 2 days, Targeted Support Numeracy 3 days (1.0 FTE teacher PEF Funded)
- Nurture Base (groups) 2 days, Targeted Support Literacy 3 days (1.0 FTE teacher SAC Funded)
- Catch Up Literacy, Catch Up Numeracy, Movement Group (motor skills) (27.5 hrs Support Assistant SAC Funded)
- Resources and equipment to take forward these initiatives

Both the PEF and SAC Plans are targeted at improving attainment in Literacy, Numeracy and Health and Wellbeing and are based on the identified needs of the pupils within the school, in particular the targeted pupils within the FSM entitlement and SIMD 1 and 2 deciles. The plans complement one another and when implemented together will make a significant impact.

St Paul's Primary

- ICT provision and enhancing digital literacy experiences within the establishment for all learners. *We do not have a computer suite due to space limitations but two computers in each classroom and some laptops.* We have been fundraising with our Parent Council to enhance our provision but have thus far only raised £800.00. It would take many years to be able to raise the potential £25,000 that we propose spending on ICT through our PEF allocation.
- Food Technology will be further implemented across the establishment. Family sessions will be offered in partnership with our Home School Partner with a clear emphasis on developing skills for learning, life and work and healthy eating.
- We have identified a progressive programme on emotional literacy which is inclusive and differentiated. All staff will engage in professional learning and expand on the skills they have and use in daily practice e.g. nurturing principles. This programme is visual and progressive across all the stages. We have identified local community sport and fitness groups to enhance our partnership working and provision of clubs to children across all stages. A significant number of pupils are not accessing clubs in the community. We have via a consultation meeting identified 3 partners who will operate clubs in the school. This ensures equity and will provide children with the opportunity to try out new sports, e.g. Tae Kwon Do. Discounted rates will then be made available to these pupils should they wish to then attend the local club following the block of after school clubs that we are hosting.

- Musical instruments will be purchased for use with all children and staff. Through consultation with South Lanarkshire Council's Youth Music Coordinator we have evaluated the provision as an area of development. Pupils will showcase their learning and achievement to parents/carers and the wider community. Furthermore, all staff will actively engage in professional to enhance their skills and experience and provide them with a programme of sessions to deliver within their class.

Calderside Academy

The focus for PEF is around S1-S3 where Schools Programme interventions will allow interventions for senior phase as well as BGE. PEF will focus on engagement, attendance, appropriate programmes of study, vocational opportunities and generally supporting vulnerable young people. It will be about extending some of the ideas that have worked well such as support assistants in other areas of the school widening the focus to literacy and numeracy out-with the current English and maths support. PEF will allow some technology to support the learning of those with internet access and to support those who don't. It will also allow development of a better online resource to extend online learning for young people to support learning at home. Work done in Schools Programme interventions in general will build PEF initiatives focussing on lower school

Cathkin High

Aligned to the schools programme the Pupil Equity fund will support wider issues across the school which impact on the poverty related attainment gap. Consultation has taken place with staff and will take place via our Board of Governance in the first instance (representing Parents and pupils) and also with our Parent Council on agreeing Interventions for Equity. The Pupil Equity Funding will focus on activities, resources and interventions which lead to improvements in literacy, numeracy, health and wellbeing, leadership, learning & teaching whilst supporting families. In addition, the Pupil Equity Fund will support our development of digital technology as there will be 140,000 technological jobs available in the future. Therefore, in order to ensure positive and sustained destinations for all of our pupils we will need to prepare them with this skill set for employment.

The Schools programme provides, in the main, the teaching and support staff who will take charge of the programmes of intervention for Decile 1 and 2 children. The schools programme will focus on achieving improvements in: closing the attainment gap, Literacy, Numeracy and Health and Wellbeing. The schools programme will continue with interventions which we have evidenced, in our evaluation, to have had a positive impact. The Schools programme will also allow us to support out of school learning for pupils and parents (in particular in Deciles 1 and 2) and the development of study skills.

Hamilton Grammar

Proposed activities are continuations of Year 1 plans with additional emphasis on areas of progress or a development of Year 1 thinking in the light of experience. We have sought to retain the integrity of our Year 1 planning model and the concept of Champions for the 4 areas, supplemented by targeted additional staff to assist with the workstreams. This gap in staffing was a main finding from last year and a barrier to the pace and momentum of progress in general.

In line with national research and studies, it is our intention to keep the PEF support closer to the identified children through monitoring the cost of school day and generic subject assistance, extra curricular opportunities and funding them directly. This will be supplemented by Equity Officers in areas such as data analysis; aspects of learning and teaching; out of hours learning; coaching and

mentoring; digital literacy to support this cohort to a greater degree in terms of a wraparound provision.

Given the large scale interventions underway in Numeracy, HWB and Supported Study via the Schools Programme and the planned major focus in Literacy this session (as originally planned and on the back of our associated primary school partner's work), we feel there is a good range of interventions contributing to our provision. We have spread our resource across parents, family learning, staff development, pedagogy, partnership working as well as direct, pupil centred learning or pastoral interventions.

Holy Cross High School

Our PEF will facilitate additional staffing in English, Mathematics and Support for Learning. This will provide opportunities for smaller class sizes and targeted support for small groups in the key free school meal entitlement cohort.

PEF funding has enabled other subject departments across the school – science, social subjects, music/art & design – to identify areas of intervention for the FSM group which compliment work already going on through SAC.

For example, ICT package shared between science and social subjects is to assist the young people in FSM group who do not have access to IT at home. Therefore, assignments and project work become so much more difficult for these young people – unless additional resources are targeted for them. No young people in the FSM cohort will pay for educational excursions, which directly enhance their learning experience.

Lanark Grammar

There is a strong coherence with our planned use of Scottish Attainment Challenge funding and Pupil Equity Funding. This is evidenced through our focus on literacy, numeracy and health and wellbeing across both areas (SAC and PEF) and through using lead roles to take forward key areas of work. We are focussed significantly on our pupils' attendance and participation in the full life of the school both through their learning experiences and engagement in the wider opportunities which are available to them. Through such participation we hope to raise attainment in core areas and support emotional wellbeing and increased resilience. This work involves core staff from within the establishment, including specific working groups, our Educational Psychologist, and a range of partners from outwith the establishment.

A number of key leadership roles will be established to take forward specific aspects of our work extending leadership opportunities and providing coherence across different strands of activity. This will ensure that we are working effectively on a wide range of activities which will impact on pupils in a targeted fashion and, where appropriate, have universal impact.

Our work within SAC has provided a strong platform from which to extend activity within PEF where our focus will focus on establishing a consistent approach to learning, teaching and assessment in the Broad General Education, establishing Literacy Champions from all curriculum areas to support the work of our whole-school Literacy working group, and the implementation of a whole-school monitoring and tracking programme for the BGE.

Larkhall Academy

Our PEF will facilitate an additional Maths teacher that will mean both reduced class sizes for key FSM groups as well as providing vital numeracy support for these pupils and their teachers. This will further be supported by a numeracy support assistant who will provide guidance for these pupils. The purchase of C-touch interactive screens across the school will mean that numeracy good practice will be shared.

A key member of staff to be released so that they can provide support and interventions for the targeted pupils such as flexible curriculum packages, facilitating work placements, co-ordinating an extensive mentoring programme.

Staff responsibility enhancement will allow for additionally as regard to leading developments in DYW and Insight analysis. As a result learners should have a broader range of provisions in line with their attainment potential and positive leaver destination.

No young people who are within the focus group would pay for educational excursions which directly enhance their learning and experience.

The purchase of targeted resources will support the literacy, numeracy and HWB outcomes for the targeted young people.

Educational Psychologist input has been secured for 0.2FTE and this will facilitate both direct and immediate support for young people as well as CLPL opportunities for staff.

All actions will be set against careful monitoring processes.

Stonelaw High School

The plans for SAC moving into year 2 will build on the work that was undertaken in the previous session. This will focus on our young people who are in deciles 1, 2 and 3 in relation to Literacy, Numeracy Health and Wellbeing and the promotion of targeted Out of Hours learning across all year groups. The long term sustainable nature of the work that has been undertaken will create a strong platform that will allow complimentary work in relation to PEF. We will continue with our focus on Literacy and Numeracy to improve our performance against our virtual comparators in particular @ level 5 in S5 and S6 (more so in Numeracy than Literacy). I am anticipating that PEF will support our planned use of digital technologies in particular to support improvements in Numeracy. We are anticipating funding a post for DYW through PEF (we had a disappointing leaver Destinations figure this session and we need a sharper focus on this moving forward into next session) This post holder will work in partnership with Skills Development Scotland and Clyde gateway to support SIMD 1-3 moving into strong sustained destinations. This post is also planning to deliver Employability in S5 and S6. Early indicators from staff have shown that we require additional support in terms of Learning and Teaching in relation to Differentiation and meeting the needs of some group of learners including SIMD 1-3. This aligns with our whole school improvement plan and quality assurance activities from this session. It is anticipated that the work that has been undertaken through SAC will mean that the development and implementation of PEF funded activities will have a greater impact on the poverty related attainment gap across all year groups.

Trinity High School

The Scottish Attainment Challenge along with the National Improvement Framework and HGIOS 4 is providing a new level of clarity about our collective whole school priorities for closing the attainment gap in Trinity High School. As we move forward with incorporating PEF into our improvement planning, alignment of both these funding streams with the main drivers within NIF are key to securing that improvement. PEF will give us an opportunity to continue to build upon the improvements being made under SAC with a more strategic and effective focus on improving attainment for our most disadvantaged pupils in literacy and numeracy across all areas of the curriculum and on developing our pupils' health and wellbeing. Our commitment to self-evaluation, use of our data, involvement of our parents and partners will ensure that PEF planning will complement our SAC interventions to ensure highly effective outcomes for our learners.

Contextual analysis of our data from various sources including Insight, SQA results and pupil attitudinal data indicates that specific and targeted interventions with a focus on Literacy and

Numeracy are having an impact. To this end our improvement planning priorities, incorporating PEF include:

- Development and implementation of one additional Numeracy and one additional Literacy class per week for S1 pupils.
- Promoting social and emotional wellbeing through the provision of a range of targeted physical activity programmes.
- Improvements in teaching and learning experiences for our pupils by providing teaching staff with opportunities to further develop innovative approaches to their pedagogy through professional learning, sharing good practice from class visits/learning experiences, and working with learning community colleagues.
- Improvements in teaching and learning experiences for our pupils by providing and making effective use of resources to support learning, including digital learning.
- Support our most disadvantaged pupils with the essential resources to prepare them for learning, including uniform/PE kit.
- Further development of an effective whole-school BGE tracking system. Development of a process to support the effective use of the data that it provides, including PL sessions to staff on data use/interpretation.

Further develop our whole school approach to the use of Insight, the analysis of the data within and using this to develop effective interventions.

Stirling

Raploch Primary

Part of the profile of our school is the very high numbers of children with identified Additional Support Needs – 90 in total (46% of the school roll). Of these, 42 children (21.6%) have Social and Emotional Behavioural Needs as part of their Additional Support Needs profile. **[redacted]**

To address the equity gap and, at the same time, the poverty related attainment gap, it is fundamental that there is a change brought about to the reasons behind these SEBN. Much of this stems from family difficulties, poor parental mental health, substance misuse, alcohol misuse, domestic violence, adult learning difficulties, poor parenting capacity, living with the effects of crime and the general stresses of living in poverty. To effectively address some of these issues we need to act in a preventative way rather than simply trying to respond to the resulting trauma and damage to the health and wellbeing of children and families in our community. Early and effective intervention is key, working in partnership with families is also key. With this in mind it is our intention to appoint a Campus Based Social Worker. This Campus Based Social Worker would have a protected remit for early and effective intervention and prevention – working with Raploch Nursery and also Our Lady's Primary School as well as with Raploch Primary. Social Work have agreed to fund 20% of this post (£10 000) as an acknowledgement of the shared commitment to bringing about change and the belief in this approach. We intend to fund the other 80% (£40 000).

In addition to this, we acknowledge that our school is not fully equipped to meet the needs of those high percentage of children with SEBN – which of course impacts adversely upon attainment. To do this in a much more inclusive way, reducing the need to seek off-site placements for our children **[redacted]** and to improve outcomes for these most vulnerable of our children, we intend to appoint an Inclusion Support Teacher to work in partnership with teachers and support staff to create a school that is ready to fully meet the needs of the children it serves. (Cost of this teacher would be £42 502). This would be an enhancement to our current provision and would sit within the continuum of support offered by the school and also by the SEBN outreach service – who would be a key partner in this.

To fully staff this enhancement to provision, we intend to employ our Inclusion Support Worker for an additional 0.4 FTE from the PEF – making this a full time post. (Cost of 0.4FTE of an ISW is £11 334)

(This gives a total spend this session for the PEF of £93 836).

These three members of the Wellbeing and Inclusion Support Team would work closely with each other and also with the Educational Psychologist working on the RaFT intervention through SAC and the PEPAS co-ordinator obtained through SAC.

With the Principal Teacher having a co-ordinating role for all of the above, this would create a wrap-around package of support for all children and families requiring support to address the challenges and difficulties that come through living in poverty. We are looking to break the cycle, to disrupt this pattern of poverty and to be truly transformational in our approach to this.

Wallace High

A significant portion of our planned use of PEF is to sustain elements of our SAC bid from last session (mental health work; counselling services; PT Pupil Support programme lead role). This is complemented by targeted Literacy and Numeracy support for 0.3 x 2 will allow development of focused resources to work with young people who require additional support with Literacy and Numeracy and, consequently, up-skilling of other staff regarding interventions that prove effective. We are also using our PEF to add an SLA with particular focus on decile 1 and 2 pupils with behaviour support needs and their ability to access the curriculum and achieve. Our PEF will also fund admin support officer hours to help co-ordinate targeted positive destinations in a systemic fashion. We are also utilising PEF to fund key School of Sport inputs in football, rugby and dance. These have been key in our school to targeting participation, attendance and core skills for many pupils from decile 1 and 2 families in recent sessions. Unfortunately the Youth Justice cashback scheme funding from SFA and SRU has been withdrawn from Wallace and as we have evidence of impact from Edinburgh University research into the programme we see this as a key intervention to continue. Our only way of sustaining this in a context of reduced funding was because this was fully funded through Cashback. This has been withdrawn for the session ahead and so we require PEF monies to sustain this crucial part of our co-ordinated working to close the gap for young people from our most deprived communities. In totality, therefore, SAC and PEF funding combines to sustain our SAC programme from last session and key work that we are doing to target improved outcomes and experiences for decile 1 and 2 pupils.

West Lothian

Bridgend Primary

It is our intention to spend the PEF on a 1FTE teacher, 0.5 Nursery Nurse and make a contribution to the WL support network.

Following analysis of attainment data for session 2016/17, it has been agreed that the appointment of an additional 1FTE teacher would further support SIMD 1 and 2 children to reach their full academic potential. The new SAC teacher have a clear remit to raise attainment in literacy and numeracy, focused on SIMD 1 and 2 children, complementing the ongoing class interventions. The SAC teacher will have responsibility for the further development of Story Sacks and Play-Along Maths interventions, extending these throughout the school. The provision of individual support as appropriate, to SIMD 1 and 2, will provide specific targeted interventions. To support family learning, regular learning and wellbeing conversations between teachers, pupils and parents in SIMD 1 and 2 will be facilitated by the SAC teacher. This will develop family understanding of pupils as learners and

support parents in helping children learn at home. The SAC teacher will have additional responsibility to support vocabulary development with the community toddler group and pre-school children.

0.5 Nursery Nurse

The role of the SAC nursery nurse will be to continue to support the development of early literacy and numeracy skills of SIMD 1 and 2 children in nursery to primary 4 classes. This involves working directly with targeted groups of children and individuals and families to support programmes and activities directed by the class teachers, running parent and other community partner workshops and training sessions, developing “buddy” groups, training senior pupils to support younger children and maintaining resources and materials for Story Sacks and Play-Along Maths sacks. A CAPER (Children And Parents Enjoy Reading) weekly project is planned where parents and guardians of the Primary 1 children will experience model reading techniques and excellent storytelling. This has been a particularly successful initiative in schools in similar areas of deprivation. The nursery nurse will have responsibility for the promotion, introduction, delivery and maintenance of this project. PEEP pathways will be introduced with the opportunity for parents to gain certificated accreditation and recognition of their learning. This will complement the ongoing Big Bedtime Read initiative in the Early Years, led by the SAC nursery nurse.

WL Collaborative Support

Head teachers across the authority agreed that they would contribute 3.5% for the provision of support in coordinating the delivery of planned interventions, the provision of CLPL opportunities within Literacy, Numeracy and Health & Wellbeing and support with performance data analysis.

St Thomas' Primary

It is our intention to spend the PEF on employing an additional Pupil Support Worker (PSW). The proposed activities contained in this proposal will be complemented by this appointment as this will allow us to target specific interventions to raise attainment and close the gap for individual pupils and small groups in SIMD 1 and 2. The children will be identified through baseline assessments, ongoing assessment as part of the Scottish Attainment Challenge and teacher professional judgements. The PSW will be trained in interventions to support the development of literacy and numeracy skills particularly in the Early Years. This will allow continuity of the established work of the Nursery Nurse provided through the Schools programme. The PSW will also be trained to support our planned Family Learning Programme, PEEP, Word Boost and Number Talks in order to be able to support and lead family learning workshops. In evaluating the success of initiatives as part of the SAC, we recognise that staff trained to the highest standard in specific programmes of interventions have had the greatest impact on attainment and believe that spending PEF on this will ensure continued improvement for targeted pupils and initiatives.

WL Collaborative Support

Head teachers across the authority agreed that they would contribute 3.5% for the provision of support in coordinating the delivery of planned interventions, the provision of CLPL opportunities within Literacy, Numeracy and Health & Wellbeing and support with performance data analysis.

St Kentigern's Academy

The Attainment Challenge Fund will be used to underpin the core principles of the Student Equity Fund (PEF). It will allow us to continue funding for the SAC Post holders SAC Co-ordinators and PSWs to further develop the work undertaken in year one. It will also provide the CLPL to provide all staff with a toolkit for supporting learning, teaching and assessment of SIMD 1 and 2 students in a consistent approach across the school. This will then be further developed to support all students in

the school to ensure equity in their learning, especially in our school identified 'gap' of SIMD 3 learners. One of our PEF focuses is to enhance our work in 'Developing the Young Workforce' and our targeted work in the skills development of our SIMD 1 and 2 cohorts will enhance the impact on these learners.

The activities planned in year two, along with the successes from year one, will be further evaluated and will inform our approaches to our use of PEF and provide learners with a 'toolkit' to allow them equity in learning. In addition, the schools programme funding will allow us the capacity for our staff to be further developed with the skills to ensure they meet our learners individual needs. All of this links perfectly with our school vision of ensuring all learners develop their potential, based on our core values of Love, Faith, Equality, Inclusiveness, Hope and Respect.

Schools Programme Alignment with Pupil Equity Funding 2018/19

Aberdeen City

Bramble Brae Primary

Pupil Equity Funding will be used to complement the SAC funding already in place which is aimed at developing experiences and opportunities for our pupils across the curriculum; this over will impact on pupil progress, raising attainment in Literacy, Numeracy and Health and Wellbeing and raising aspirations.

The PEF plan for Bramble Brae School includes:

- increased educational visits and excursions aimed at broadening the pupils' experiences and opportunities beyond the school or home environment
- all staff including SLT engaging in the Visible Learning approach to increase the capacity of teachers and enhance the learning experiences for pupils
- further developing work with families to target issues of attendance, lateness, resilience and emotional issues which impact on academic attainment. This work will be supported by a school based Barnardo's worker.
- development of written and oral literacy skills of our upper stages pupils through the SHMU Speak Out programme. This work also supports the DYW agenda.
- increased opportunities for development of DYW across the school linked to whole school contexts for learning to help raise aspirations and ambition of our pupils. This work is supported by a Business and Community ambassador.
- using physical literacy to improve academic attainment, wellbeing, fundamental physical skills and behaviour through the STEP programme. This will also provide leadership opportunities for PSA staff funded by the Schools Programme.

Manor Park School

In order to raise attainment, PEF will continue to focus on readiness to learn for targeted groups of pupils, whilst also supporting the theme of engaged experiential learning. PEF funding will focus on interventions in Literacy and Numeracy and Health and Wellbeing as a means for creating an ethos for positive learning and promoting engagement of all pupils in their learning by building resilience, aspiration and positive attitude towards learning. Several of the PEF projects will support work from SAC and build upon previous SAC interventions. These will include:

- Continue a programme of intervention to develop the use of nurturing approaches across the school, through targeted intervention for pupils who require additional support in relation to their health and wellbeing in order to increase their engagement in learning, and therefore increase the levels of attainment across the school. This will include building on the targeted intervention of play based learning in Primary 1 through play based opportunities across the school and developing pupil leadership through outdoor learning. This would build on previous SAC interventions.

- Continue to develop the use of approaches and learning from Great Teaching, Great Learning programme, following SAC interventions, to develop high quality learning within our school through high quality teaching and collaborative working.
- Continuing the development of using Numicon as a resource for supporting the raising of attainment and upskilling staff to deliver high quality learning and teaching.

Raising aspirations through experiences by partnership working, which will increase pupils' confidence levels and motivation to engage with learning through raised expectations, whilst also addressing external pressures our learners face, through family engagement opportunities.

Riverbank School

Focus of SAC will be on 'closing the gap' in P1, hence the introduction of an Early Years Practitioner in each Primary 1 class. We will continue to utilise the Therapeutic counsellor throughout the school. The Family Home Link worker previously funded through SAC will continue to be funded but through PEF funding. Other initiatives previously funded through SAC (Readingwise PSA) can now be sustained by PSA staff as they will no longer be required to support in P1 classes due to the support of the Early Years Practitioner. The remainder of PEF Funding will focus on a PSA specifically support children with EAL (focus on P2 & P3) , a Northern Star worker and providing wider experiences for children in P4-P7.

Tullos School

Our focus on Literacy particularly writing is evident in Speak out intervention in the Schools programme however through the PEF funding we are providing more stimulus for writing throughout the school with termly school trips and visitors. We are also providing another focus on engagement and motivation for writing through the Writing through Film intervention. Also we are training staff in the delivery of writing and have purchased resources to support this. All these interventions have been funded through the PEF. Our Family Learning Worker will be working closely with our Barnardos worker who is funded through PEF. Together they will run interventions to engage our families and support targeted pupils both in the home and at school. AFC have also be supporting attendance agenda by running a Breakfast Club for targeted pupils. The SEAL Numeracy approach was introduced and staff trained through the PEF funding. This has allowed our Schools Programme PSA to use the strategies and assessments to support their groups of pupils. Our school counsellor has a focus on HWB and our PEF intervention of Team Tullos also focuses on this. Staff have also engaged in professional dialogue about Adverse Childhood Experiences which will continue to be a focus for our PEF next session.

Northfield Academy

The aim is to continue using some of our PEF to fund the Acting PT (Equity). Analysing literacy and numeracy data from our associated primary schools shows that there is a large group of pupils with literacy and numeracy levels well below national expectations. The PT

Equity would be responsible for: timetabling, grouping, assessing, purchasing of resources, evaluating, tracking and monitoring trends. The role will incorporate a teaching commitment for the targeted pupils and combine the SAC/PEF coordinator role. Data gathered by the PT will be shared with Head Teacher, Local Authority and the Attainment Advisor as required.

St Machar Academy

As a school we are committed to improving the life chances and opportunities of our young people. We plan to continue to use SAC funding to continue with our improvements in literacy & numeracy as we realise that these skills are crucial to improved attainment and positive sustained destinations for all of our young people, in particular those in SIMD 1-3. As a school our positive sustained destinations is below the national average and the virtual comparator therefore we plan to use our SAC & PEF to focus on developing the young work force by developing through partnership working including the introduction of MCR Pathways. We aim to use some of our PEF to support the post of an Acting DHT to oversee SAC & PEF strategies. This focused approach to attainment means that we can track, monitor, evaluate and intervene to achieve the best possible outcomes for the target group of young people. Data gathered by the DHT will be shared with Head Teacher, Local Authority rep and the Attainment Advisor during termly visits.

Lochside Academy (formerly Torry Academy)

Lochside Academy will open on the 23rd August 2018 bringing together Torry Academy and Kincorth Academy. This plan is both a continuation of Torry's SAC Plan with the introduction of some new activities. Analysing literacy, numeracy data from our associated primary schools shows that there is a large group of pupils with literacy and numeracy levels well below national expectations. Our new PT of Curriculum and Equity will be responsible for: timetabling, grouping, assessing, purchasing of resources, evaluating, tracking and monitoring trends. The 0.2fte teaching post will have responsibility for the delivery of the Reading wise programme. Data gathered by the PT Curriculum and Equity will be shared with Teaching Staff, Head Teacher, Local Authority and the Attainment Advisor as required.

Argyll & Bute

Rosneath Primary

The focus of the PEF in the school for the coming year will be on developing numeracy. This will include looking at pedagogy, resources and progression.

Dumfries & Galloway

Kelloholm Primary

- Learning Assistant working with targeted groups (identified by Attainment Teacher and GIRFEC officer) to close the gap for reading (those with 2 years + difference with Reading Age (RA) and Chronological Age (CA) using Reading Aware.

- GIRFEC officer employed to support our most vulnerable children (attend meetings/share key information/support families/liase with key staff to create targeted support systems).
- Continue with whole school swimming, breakfast club and family learning projects.
- Establish Bikeability training for children in upper school – delivery practical bike maintenance skills/encourage healthy lifestyle
- Develop Growing School project – establish sustainable vegetable and fruit growing programme using polytunnel and raised beds. A Collaborative programme with school community impacting on healthy choices.
- Collaborative targeted teaching and Learning using the Closing the Literacy Gap programme, targeting the P3 cohort. Build capacity with staff to cascade programme across the school.
- Increase the frequency for Outdoor Learning for all learners using Growing School and school grounds, supported by key member of staff.
- Support the implementation of Dyslexia Friendly School programme into P5 before cascade to whole school.

SAC and PEF align through the collective approach to impact on attendance (25% of school population under 90% attendance); reduce the literacy gap across the school population; reduce school exclusion to zero and reduce classroom exclusion to zero; increase engagement with literacy to impact across the curriculum for all; and increase participation with wider school activities and wider offers.

Sanquhar Academy

Our intention is to continue to use money from the SAC Schools Programme to continue to provide extra staffing to support the interventions in Literacy, Numeracy and Wellbeing for our targeted groups. We will use PEF to fund the staff costs to create an additional PT post to support improved engagement 1:1 with pupils and their families building on the profiling and strategic interventions developed by the PT Attainment.

We will continue to use PEF money to develop the use of Sound Reading System, Accelerated Reader programme, Dyslexia toolkit and Ninja Maths to support learners and allow earlier intervention and support for pupils that have proven successful in improving attainment in Literacy and Numeracy. We will continue to provide opportunities for staff to bid for new learning resources for improving learning and teaching in the classroom through a bidding process managed by the PT Attainment that is focussed on raising attainment based on criteria that is evidence based and that has a proven impact on improving attainment. We will extend this consultation process to include parents and pupils more effectively.(EEF)

We will continue to use PEF to support professional development of colleagues to ensure they are kept up to date with current research, approaches and practices to closing the poverty related attainment gap. E.g. Osiris events, SLS and other similar providers.

We plan to continue to use PEF funding to support our targeted group of pupils working with Realize Your Potential following the improvement in the Rickter Scale scores across the SHANARRI indicators. This will involve developing a 3 year model of support for targeted pupils. A key aspect of this approach is developing pupil leadership through a mentor programme that will see targeted pupils who have been involved in the programme delivering the programme to a new cohort of targeted pupils in the following years.

PEF will be used to work with Action for Children to improve engagement with the families of targeted pupils and to try and further reduce barriers to learning for these pupils by improving parental engagement and supporting them in supporting the learning of targeted pupils.

Edinburgh

Canal View Primary

PEF

1. Transformation of P1 curriculum using Developmentally-led approaches based upon research and Best Practice in Early Years Education

2. Osiris Outstanding Teacher Intervention with second cohort of teachers

3. Natural Play worker – universal and targeted (working with targeted families in partnership with Homelink teacher)

4. Health and Wellbeing - Mindfulness and Yoga for children, families and staff – Universal intervention for staff, universal for families and targeted mindfulness and movement for identified children.

5. Raising attainment in literacy through Drama

SAC

1. Home-link teacher will be vital in supporting parents' initiatives. They will continue to build on positive relationships with families, building capacity in parental vocabulary and confidence in playing positively with their children. There are 20 identified families at present. The Home Link Teacher has regular contact with families through, phone calls and meetings. 28 families, including some of the identified parents/carers have engaged in this way. The Home Link Teacher communicates with families to ensure that these families are participating in PEF opportunities.

We intend to develop the work of the Homelink teacher to include working alongside the Nature Play worker to extend engagement with families and raise achievement in Health and Wellbeing eg growing in Polly tunnel and development of a small school farm. We anticipate an increase in attainment across the curriculum. This will result in improved joint learning experiences shared by targeted parents and carers. We anticipate improved attainment based upon increased positive attitudes towards school and increased motivations.

As teachers progress through the PEF developments (OSIRIS Teacher development, behaviour management mentoring) part of the Home-link teacher's remit will be to support teacher capacity as well as supporting Class Teachers with improving relationships and engagement with targeted families. The Home-link teacher will continue to support identified children with Literacy, Numeracy, and Health and Wellbeing.

The Home-link teacher will continue to push developments in increased attendance rates and reduced lateness amongst the identified group of learners, supporting parents and carers in this (see data in Home-link section). The home link Teacher will continue to support targeted parents with advice and support. This is resulting in increased confidence of parents/carers in approaching school. The Home Link Teacher arranges counselling for parents where appropriate, as well as giving guidance on housing, benefits and is liaising and planning interventions with community groups/businesses to support targeted families.

2. Porridge and Play will continue to develop home-school links, starting with the important transition from Nursery to P1. It will also ensure that families first extended contact with the school is positive and enjoyable. This will also provide opportunities for parents to develop their capacity for imaginative games and use of exciting vocabulary. It encourages an emphasis on signing songs and rhymes with children, which is crucial for early phonological development.

Working through this project will continue to upskill teachers and practitioners in using Drama to develop vocabulary, thinking skills and problem solving, particularly with the new teachers in Primary 1. Those teachers involved with the interventions previously will be able to transfer their skills to their new stages. This will enable the approach to become sustainable after the delivery of the intervention.

The vocabulary development would be supplemented by the service of a Speech and Language Therapist secured with PEF. The Therapist will identify targeted children through BVPS and other diagnostic tools and work with them and their families to develop vocabulary using the games and rhymes introduced by Porridge and Play.

Castleview Primary

The proposed continuation of our Schools' Fund interventions fully complements our planned and continued use of PEF. Both planned Schools' Fund interventions, the Attainment Coordinator to **enhance the senior leadership team (SLT)** and the expansion of the **Castleview Reading Collective to include P4 children and families**, are wholly complimentary to the use of our PEF money. They are fundamental to ensuring the correctly identified pupils received valuable targeted interventions alongside high quality teaching and learning and that there is ongoing high quality monitoring and coaching support for this process. In addition, they support us in the expansion of the involvement and active engagement of parents in pupil learning. In the Castleview context we believe these strategies; Targeted Intervention and Parental Engagement are key ways to raise attainment in Literacy, Numeracy and Health and Wellbeing, thus improving the life chances of the children in our care.

1. Continuing to enhance the SLT will further develop and improve the overall focus on the attainment drive in the school. It will allow for closer monitoring and evaluation of teaching and learning practice at early, first and second level. The SLT will have a tracking overview of the planned complementary PEF interventions which include;

- Universal and Targeted Outdoor Learning.
- Increase in Pupil Support Assistants, Early Years Practitioners and Pupil Support Officer to provide more key adults for children and parents.
- Parental Engagement All Teach, All Learn sessions.
- Increased opportunities for staff learning from each other and school, city and national moderation.
- Development of a play-based curriculum in Primary One and the development of Froebelian pedagogy across the Early Level.
- Attainment Teachers to support and deliver Targets Intervention Groups and parental engagement.

- An increase in staffing and time devolved to our Wellbeing Team to remove barriers to learning and address individual pupil needs.

2. Extending the Reading Collective Initiative to P4 allows us to continue to fine-tune this model and extend its scope to include more children and families. We wish to build on the evidence of the success of this parental engagement model and we would like to implement it further through the school.

Clovenstone Primary

Schools Programme Intervention 1 – For the 2018/2019 session, we plan to use the funding from the Schools Programme to employ a Home Link Teacher for three days per week. This Home Link Teacher has been working in this role, funded by PEF, since August 2017. The plan would be for her to continue to build on the good work she has been doing to date. She will support targeted families to access a variety of services, to implement structures and routines in the home, and will facilitate courses such as Raising Children with Confidence and family learning opportunities designed to enable parents to support their children with literacy and numeracy development.

PEF Interventions – Pupil Equity Funding will be used to continue the seconded role of a Principal Teacher on a full-time basis and an Early Intervention Teacher for 2 days per week. The overarching themes of our planned use of PEF, facilitated and monitored by the Principal Teacher, are to develop readiness for learning and to promote and nurture positive relationships. This will be done through the continued facilitation of a Nurture Class and the promotion and development of nurturing approaches throughout the school, the use of programmes such as Roots of Empathy, Seasons for Growth and Building Resilience to develop resilience and empathy in our learners and support individuals to cope with change and loss. The Early Intervention Teacher will support learners in P1-P3, identified through assessment, with progress in literacy and numeracy. Pupils Support Assistants, who have been SEAL trained, will continue to facilitate numeracy support groups throughout the school for children whose needs have been identified through the use of assessment.

How they complement each other – A ‘Family Supper Club’, developed by the Home Link Teacher, will be implemented as a targeted intervention and will very closely mirror the principles and practices evident in the Nurture Class. This will support parents to introduce such principles and practices in their homes.

The attendance of parents at the Raising Children with Confidence course, which will be facilitated by the home link teacher, will reinforce the key messages about the importance of developing and maintaining positive relationships which are the crux of Roots of Empathy, Seasons for Growth and Building Resilience.

Family learning opportunities, designed to empower parents to support their children’s development in literacy and numeracy, will build on the impact of the Early Intervention strategies and the numeracy support strategies being used in school.

Craigroyston Primary

Schools’ Programme

Intervention 1 –Early Literacy Programme

This will be carried on from last year with identified next steps implemented.

Intervention 2 – ICT to Enhance Learning

This will be a continuation of the programmes from last year, consolidating the input and progressing the work with parents and carers.

Pupil Equity Funding

A **seconded DO** (£52706) will be appointed to oversee and monitor the effectiveness of all of the interventions funded through the Schools' Programme and PEF. The DO will also plan with the Speech Language Therapist further supports for pupils with additional support needs in language development as well as developing intervention programmes to support numeracy and HWB at all stages. This will include a whole school nurture approach.

A **Family Learning Worker** (£13312) is also to be employed through the PEF and they will work with parents and carers to develop family learning opportunities for literacy work at home and in the community. This will complement the ongoing work to close the vocabulary gap.

A **Money Manager** (£7600) is to be employed through PEF to support families to get out of debt and advise on all poverty related issues.

A **Pupil Support Officer** (£31314) will be appointed to support children with emotional and behavioural wellbeing. She will build staff capacity and provide bespoke interventions to support individuals and groups of children. The role will also include working with parents to offer support and build relationships between home and school complementing the work of the Family Learning Worker and the Money Manager.

Staffing identified in our plans have all been recruited

Staff Training £15000 will be allocated to a group of staff engaging in the OSIRIS

Outstanding Teaching Interventions Programme to improve pedagogical practice and to build the capacity of staff to develop quality teaching. This programme has been negotiated and will be confirmed when funding has been agreed.

Niddrie Mill Primary

The Acting Depute Head teacher will be in charge of all activities focussed on closing the gap and specifically monitoring all of the interventions put in place through PEF funding. These include: Speech and Language Therapists in lower school, additional support staff to carry out targeted intervention groups for literacy and numeracy for pupils in SIMD 1 and 2 based on their 'gaps' in learning and two Pupil Wellbeing Officers who are working with individuals and groups of children with low emotional wellbeing and resilience. The ADHT will also be heavily involved with class teachers in the collaborative process of using a wide range of data and ongoing assessments to identify pupils who will access these interventions based on SIMD and attainment and achievement. This process will consider data gathered from ongoing assessment of attainment progress in literacy and numeracy, engagement, attendance, inclusion and participation. Additionally, Wellbeing Webs will be used to measure how children feel about their health and wellbeing. To complement our focus on literacy and numeracy, we plan to further develop Family Learning through a partnership with Family Support Service Circle. The ADHT will have responsibility for monitoring this and evaluating the impact.

Sighthill Primary

Schools' Programme Intervention 1

This year we would like to continue the The Outstanding Teacher Intervention Programme to bring in the remaining cohort of five teachers. This would allow the impact of the interventions to be felt across the staff as a whole and impact on the experience of learning of all of our pupils. The Outstanding Teacher Intervention Programme would complement our planned use of PEF as this centres around a focus on improving outcomes in literacy, numeracy and health and wellbeing through a variety of interventions and approaches. These all rely on high quality learning and teaching to be successful and therefore complemented by the OSIRIS.

Schools' Programme Intervention 2

We would also like to fund a Community Development Worker from With Kids for 1 day a week to supplement the current two day service provided by Withkids. This will extend the capacity of WithKids continue to build on and extend the work that they have been carrying out with our parents. They will working in close partnership with targeted families identified by the school, building trust and relationships and providing a range of advice and support through coaching, parent groups, family sessions ,community consultations and involving parents in a steering group to empower parents to take on leadership roles.

PEF Interventions

The school is currently undergoing a period of transition as the Headteacher has been absent for two months and her replacement is currently being recruited. These plans may change when the new HT takes over and further details of any changes can be supplied at a later date.

From our PEF funding we currently intend to:

1. STEM teacher

Continue to raise attainment in numeracy through continuing to employ our STEM teacher and PSA who provide focussed interventions in Maths to groups of identified pupils in P2 – P7. Continue to build on the impact of this with the STEM teacher providing support for class teachers on appropriate differentiation. She will also extend her work to provide further eg SEAL training for the PSA s.

2. Reading Patron

Continue to raise attainment in Literacy through encouraging enjoyment of reading and writing with the input of a Reading Patron who is working with both the children and parents and keeping the profile of reading for enjoyment high across the school as a whole.

3. Homelink Teacher

Linking in with the work Withkids are doing we want to further develop our successful Parental Engagement with a Home Link teacher who would be responsible for co-ordinating activities/family learning etc to assist and encourage parents to support their child's learning in literacy, numeracy and HWB and encourage a closer link between the school and community. They would also be responsible for working with targeted families and improving attendance and punctuality of children and implementing informal nurture groups to meet the emotional needs of targeted pupils and providing practical strategies for aiding engagement.

4. Play Therapist

To employ a play therapist for one day a week (in partnership with With Kids) to support targetted children and families in their Social and Emotional Well Being eg 1:1 art/play therapy, parenting workshops and drop-in session, parent steering group.

St Catherine's RC Primary

We are only part of the way through implementation of our PEF initiatives for this session and consequently do not have a full picture of the impact. At this stage, we are intending to use some of our PEF to continue and extend some of the initiatives started with funding from the Schools' Programme in session 2016-2017 and continued in 2017-2018, however this will not be confirmed until May/June 2018. Further details can be supplied later on request

PEF Proposals 2018/19-continuing projects previously funded through Schools' Programme

- Increasing cultural capital through providing opportunities to develop learning outside the classroom.
- Improving opportunities for learning in Literacy and Numeracy through digital learning platforms
- Engaging parents through digital communication
- Providing additional SfL support to: create smaller literacy and numeracy group sizes; teach short term intervention groups
- PEF will also be used to supplement SAC funding to make up difference in salary costs from teacher pay award 2017-2018 and teachers changing scale points.

We are about to begin the process of consulting with stakeholders around the use of the PEF funding for new initiatives as follows:

- Top up of Early Years Practitioner time to support Early Level progression and transition (Nursery/P1)
- EAL support due to increase in percentage of EAL pupils in Primary 1 (70% of P1 pupils 2017-2018 are EAL and of that 85% are in SIMD1 & 2)

Parent Partnership working with EAL parents

St Francis RC Primary

Intervention 2

Dr Peter Lovatt has observed curriculum dance across the school and is keen to do a small research project on the role of dance in improving health and well-being across a targeted group and this will be funded through PEF.

Intervention 3

Our Excel worker will be part funded through PEF to allow him to support other aspects of partnership working across Health & Wellbeing, Literacy and Numeracy.

The resources to support the Numeracy home link activities and task will be funded through PEF.

Intervention 4

Our teaching staff who completed the Osiris teaching programme last session will be released through PEF funding to facilitate regular collegiate working groups and lead learning across Health & Wellbeing, Reading, Numeracy and STEM.

Castlebrae Community High School

The funding from the Schools Programme will allow the successful interventions from 2016/17 to continue as outlined in the plan. Our school vision is to encourage young people

to work hard so that they have the confidence and motivation to make the most of every opportunity and to experience success. **Castlebrae has a high level of deprivation with 80% of the pupils in SIMD 1 and 2 and 100% of pupils in SIMD 1 – 5. The average SIMD for each pupil in the school is between SIMD 1 and 2 (1.79). The significant, high concentration of deprivation is demonstrated by a standard deviation of 1.13 relating to the SIMD profile of the school. There is no clear pattern of attainment for deciles 3, 4 or 5 (given the small number of pupils involved) so we have no attainment gap in the traditional sense. Our challenge is to raise attainment for all of our young people.** The universal Literacy, Numeracy and Health and Wellbeing interventions described below are designed to augment our existing targeted interventions. We use relevant data to ensure all strategies are appropriate and measure improvement in attainment. Our PEF allocation will continue to be spent on engaging with partners to provide such experiences and opportunities. Our strategic partnership with Columba 1400 (leadership academy for all S2 pupils), Portobello Kayaking and Sailing Club (PSKC) and Foxlake (outdoor adventure company) is now an established programme of activities for our S1-3 pupils. Collaboratively we work as a group to help pupils realise their full potential through a series of values based leadership approaches. Each partnership promotes success through SQA accredited certification. Evidence has shown thus far that supporting our pupils through this programme of events has positively impacted attendance rates, exclusion numbers dropping as are negative referrals. Our young people are now more ambitious and better prepared for the world of work through progressive learning that connects them more directly to employment. They are resilient, adaptable and understand the value of the skills they are acquiring.

We are proposing to employ a mental health professional on a part time basis and train 16 staff in mental health first aid with the support of Society for Adolescent Health and Medicine and Psychological services. We will use our PEF to facilitate and align this intervention closely to the Nurture intervention of the Scottish Attainment Challenge. Improved mental well-being should impact on attainment with services on site reducing the waiting time for young people to be seen by professionals if necessary.

At Castlebrae we engage parents through every partnership opportunity. Families receive high-quality universal and targeted support that enables them to access learning activities which meet their needs. Universal support is open to all families. Targeted support is offered to those families who have been identified as having singular or multiple needs that are having an impact on their health and wellbeing, development and/or learning. Families have regular opportunities to discuss their learning with staff and set appropriate targets for the next stages. We hope to further develop our community approach through a targeted group of parents (“Friends of Castlebrae”) throughout this academic year.

We are using the funding to strengthen the School’s capacity for greater strategic leadership and impact in terms of school improvement. The development officer posts are designed to give such capacity. By having the staff in place gives more dedicated, focused time to support and deepen the impact of the implementation of our main improvement priorities which fully embrace the Attainment Challenge.

Craigroyston Community High School

All of our initiatives delivered through the schools' programme and PEF ensure that we are giving our pupils every opportunity to build the skills to work towards a sustained positive destination after school.

PEF Intervention 1: Development Officer (DYW) £52,588

Through our DYW DO we continue to build on our overarching theme of employability. Our aim is to ensure that every young person leaves with a robust, sustained positive destination.

PEF Intervention 2: MCR Pathways £30,000

MCR Pathways is a school based mentoring programme that supports disadvantaged young people to reach their full potential. This will enable us to have a targeted approach to mentoring our most vulnerable students including all LAC/LAAC pupils.

PEF Intervention 3: Spartans Academy £4,000

[redacted]

PEF Intervention 4: Counselling £3,900

With the number of mental health issues affecting our young people rising, we have employed an additional counsellor. This has enabled us to target pupils who need additional support.

PEF/ SP Intervention 5: PSA (0.5) £9,000

An additional PSA (which is jointly funded by the school's programme) enables us to provide additional support with literacy and numeracy to pupils who access the Curricular Support Base. This service is often used by pupils who find it difficult to attend mainstream classes. At this stage, we have still to allocate the remaining £13,312 to specific initiatives. It is likely that the funding will be spent on pupil leadership and our new attendance initiative.

Holyrood RC High

School Context

Key data indicators (arising from self-evaluation) used to identify/target areas for improvement (HR = Holy Road):

- 46% of school roll in S1-S3 are SIMD levels 1 and 2.
- CfE Levels: **% achieving level 3+**

Reading 86% Writing 85% L&T 86% Numeracy 79%

% achieving level 4+

Reading 56% Writing 56% L&T 58% Numeracy 31%

- Insight data identifies a gap with the VC in level 5 literacy and numeracy: 2017 data: literacy - HR 82.43%, VC 84.05%, numeracy - HR 56.76%, VC 65.41%.
- Insight data identifies a gap with the VC in level 4 literacy and numeracy: 2017 data: literacy - HR 94.59%, VC 96.82%, numeracy - HR 91.22%, VC 91.35%.
- 29% of the school's population are EAL pupils.
- Positive Destinations: Insight data indicates we should address the small gap between HR (6.99%) and our VC (6.4%) in terms of leavers that are not in employment.

Schools Programme Attainment Challenge Target Group Criteria:

- The targeted group comprises 53 pupils (S1 - 29, S2 – 18, S3 – 6) who have a standardized test score of less than 85% and who are from SIMD deciles 1 and 2
- A further 24 S1-S3 pupils have been targeted based on HWB needs.

PEF interventions in literacy, numeracy and HWB will align with Attainment Challenge interventions to address the skills gap and improve post 16 options.

Literacy: The PEF literacy interventions below are aligned with (and enhance) the Attainment Challenge literacy intervention programmes.

- Writing Skills Programme: The Programme will enhance the ongoing SRA pupil intervention programme and link to staff CLPL activities provided within the Attainment Challenge.
- Provision of French/Italian dictionaries and MP3 players for loan to pupils in Modern Languages: this will remove barriers to learning through the provision of additional learning resources.
- Provision of dictionaries for EAL pupils to improve translation resources to support curricular access and improve attainment.
- Literacy CLPL for PSAs will enable staff to better support targeted pupils and enhance the ongoing SRA programmes and staff CLPL activities within the Attainment Challenge.
- Provision of additional literacy software for use by SFL and the introduction of a 'Writing Project' tool will complement Attainment Challenge interventions in relation to improving pupils' writing skills (which will impact on their learning across the curriculum).
- The introduction of the services of a Speech and Language Therapist will provide resources and support to enhance the learning experience of pupils targeted for Attainment Challenge interventions.
- Family EAL Support Twilight Sessions will provide advice and support to families with literacy challenges.

Numeracy: The PEF numeracy interventions below are aligned with (and enhance) the Attainment Challenge numeracy intervention programmes.

- Provision of calculators for S1-S3 FME pupils will remove barriers to learning as additional learning resources to support improvement in numeracy skills.
- Provision of additional numeracy textbooks will enrich learning experiences in S1-S3 to support improvement in numeracy skills.
- The delivery of CLPL sessions to PSAs will support and improve the quality of Attainment Challenge interventions for targeted pupils. This will also enhance and complement the ongoing SEAL programmes and planned staff CLPL activities within the Attainment Challenge.
- The introduction of an additional numeracy software package will complement Attainment Challenge interventions and support targeted pupils' participation in focused numeracy work/tasks.
- The introduction of F1 Maths in Motion to support practical mathematical skills (measuring angles, proportion, statistical analysis) with logic/problem solving techniques (impact analysis) will complement Attainment Challenge interventions. This is in conjunction with Science, so that all S1 and S2 pupils (400 pupils) will have 8 sessions to design and race their cars in a championship in March 2018. The planned expansion to the whole school (with S1 and S2 pupils mentoring S3 and S4) will further complement Attainment Challenge interventions.

HWB: The PEF numeracy interventions below are aligned with (and enhance) the Attainment Challenge numeracy intervention programmes.

- The S1 John Muir Award and John Muir Way excursion learning experiences will enhance HWB Attainment Challenge interventions and provide opportunities for pupils to build and improve their cultural capital.
- Employment of a Youth/Community Worker will support the ongoing Attainment Challenge targeted work with transitions, literacy, numeracy and HWB. It will align with the Attainment Challenge Family Engagement Workshops and targeted 'Nurture' groups
- The procurement of Nurture resources and support from educational psychologists to develop confidence and resilience programmes will enhance the learning experience of targeted pupils. This aligns with the HWB Family Engagement Workshops and targeted 'Nurture' groups created as part of the Attainment Challenge interventions.
- The provision of a trained counsellor to support pupils with mental health issues will align with the HWB Family Engagement Workshops and targeted 'Nurture' groups created as part of the Attainment Challenge interventions.
- The delivery of a Parenting Skills Programme will enable parents to reflect on their parenting style and further develop skills to engage in learning activities with their children. This will align with the Attainment Challenge interventions relating to transitions, HWB, literacy and numeracy.
- Curricular costs and essential equipment associated with the school day (e.g. FTT, DET, PE kit, scientific calculators etc.) will remove barriers to learning and support equity by improving access to the curriculum.
- Curricular and residential experiences (including travel costs) will provide opportunities to improve cultural capital and enriched learning for pupils living in poverty and includes the targeted Attainment Challenge pupils. This aligns with HWB Family Engagement Workshops of the Attainment Challenge interventions.
- The sharpened focus on widening/increasing participation in extra-curricular activities through promotional events and use of PEF to remove barriers linked to associated costs (including travel) will complement our Attainment Challenge interventions to improve the cultural capital of the targeted group
- The identification and provision of a set of core BGE pupil experiences will complement Attainment Challenge interventions to improve the HWB and cultural capital of the targeted group.

Wester Hailes Education Centre

WHEC has 81% of its school population in SIMD 1-2 and 92% in SIMD 1-4. Additional funding will enhance interventions started in 17/18. Our self-evaluation has indicated a clear need for additional resources to support attainment/ achievement as a lever for school improvement. These are the key factors to break the continued cycle of disadvantage in our community.

PEF will be used to fund a Senior Development Officer (a seconded Curricular Leader), to join with the SLT, as a Raising Attainment and Achievement coordinator. The Senior Development Officer is an integral part of an ongoing strategy to support aspirations and close the poverty related attainment gap throughout the school, cluster and community. It

is evident that increasing the capacity of our Joint Leadership Team will ultimately lead to more effective approaches and sustainability of practices. Furthermore, this will allow more dedicated, focused time to support and deepen the impact of the implementation of our main improvement priorities which fully embrace the Attainment Challenge and National Improvement Framework. We are confident that the alignment of the funds will allow more targeted interventions for the most 'at risk' pupils and demonstrate greater impact of our planned work to improve our practice and pedagogy.

PEF will also be used to purchase IT devices (circa 15K) for all pupils in S1 –S3 who do not have access/do not possess personal devices. This is part of our raising attainment strategy and promotes effective teaching and learning at school and at home.

Falkirk

Langlees Primary

From PEF we are midst recruitment for an additional member of staff namely a Strategic Raising Attainment Co-coordinator and an additional Clerical Assistant. The Strategic Raising Attainment Co-coordinator will co-ordinate the named projects below linked to SAC e.g.

- co-ordination, ordering/resourcing of the school and class libraries
- liaison with external third sector partners e.g. Aberlour, Go Youth Trust, Creative Specialists
- liaison and co-ordination of Phase 3 and 4 Outdoors with e.g. Grounds for Learning, Authority link, Focus Group and Parents CATCA Group
- establish and provide support for Family Learning Group to be established at the Dawson Centre

The Clerical will organise and take minutes for Team Around Child Meetings planned by named person and external agencies that will enable us to meet the outcomes in Intervention 4 around improvement in targeted and universal support for pupils and families. The clerical will also support us to improve pupil attendance by enabling us to monitor more closely trends and patterns linked to poor attendance. The clerical will work closely with the Strategic Raising Attainment Co-ordinator in sourcing and processing resources linked to PEF and SAC.

Part of PEF strategy has been around digital refurbishment and this has led to pupils identifying a greater need for digital technologies inside and outside. Pupils at present are involved in budgeting and ordering to enhance digi-learning outdoors thus enhancing Intervention 3 around Outdoor Learning.

Some of our PEF spend has been on literacy and specific interventions around improvements in attainment within Second Level through i.e. Fresh Start. The library refurbishment allow pupils to engage with a wider range of texts that have all been book banded in line with school reading resources.

PEF spend on digital technologies will enable our pupils to input and track their own improvement data in numeracy at second level.

Falkirk High

The proposed interventions are a continuation of the work that has been taken place as a result of the School Programme for 2016/17. The funding will continue to support that is being carried out to close the 5 Gaps that have been identified through extensive data analysis, that are imperative to improve the outcomes for children and families within Falkirk High School.

A support hub has been established within the school where all professionals who are funded from PEF and the School Programme are working collaboratively to close Falkirk High 5 gaps.

Professional	Identified gap	
Home School partnership worker	Improve the attendance of pupils living in SIMD 1-3 Reduce the number of exclusions	Ensure positive destinations for all pupils
Leader of Targeted Wider Achievement	Improve the attendance of pupils living in SIMD 1-3	
Outreach Support Worker	Improve the attendance of pupils living in SIMD 1-3 Ensure positive destinations for all pupils	Increase attainment of pupils living in SIMD 1-3 Reduce the number of exclusions
SLT	Increase attainment of pupils living in SIMD 1-3	Reduce the language deficit of pupils living in SIMD 1-3
CLD Worker	Improve the attendance of pupils living in SIMD 1-3 Increase attainment of pupils living in SIMD 1-3	Ensure positive destinations for all pupils

The proposed continuation of these roles will supplement the work that is being carried out and will allow for the interventions to become more embedded and more effective. The professionals detailed above will provide support and training to existing school staff to facilitate professional learning and a change in mind set and approach as to how we work with pupils and families in Falkirk High School.

Fife

Inzievar Primary

It is my plan again this year to use the PEF money to further raise attainment within the school in Literacy and Numeracy by retaining Literacy and Numeracy Development Officers. The Officers will continue to make use of data gathered this session in order to target groups and individuals at risk of falling further behind. They are also to be tasked with identifying and disseminating resources to support good L&T in Literacy & Numeracy, as well as working collegially to improve L&T in classes. The officers will be responsible for collating attainment and assessment data and using it to inform teachers of progress and where to target intervention.

We still have a number of our most vulnerable children in the school with social, emotional and behavioural difficulties due to a high number of ACEs in their lives already. Some of these children are communicating their anxiety through very heightened behaviours and some are internalising what's happening to them and opting out of learning. These behaviours are both interrupting learning for everyone and risking some children being disadvantaged in their learning. This session we have opened a Nurture Room which is starting to tackle this problem and already we have seen some early successes. We have had staff trained in Nurture and it is my intention to roll this programme out further across

the school. To do this it is my intention to retain the PT HWb and to add a Nurture Teacher to the team to allow the PT to look at the wider HWb remit within the school. The 2 PSAs from the SAC proposal will work within this Nurture team and this approach meets our “Readiness to Learn” agenda.

Pathhead Primary

the school’s main priority continues to focus on Health and Wellbeing and the development and sustainability of positive relationships. The Family Link Worker is a key component and works closely to build self-esteem of parents and in turn children. The Hub is a safe place for both children and parents to learn new skills to allow them to achieve more within the classroom and in society.

There has been significant progress with building relationships and families and we would like to build on this with the Schools Programme through the following ways:

- Continuing to build relationships with parents and families
- Targeted focus groups to develop literacy and numeracy skills
- Increased support for

Southwood Primary

Self-evaluation at the outset of SAC indicated that one of the main barriers for identified children was their emotional wellbeing and subsequent behaviour. Our Bright Future approach coupled with the joint working with the Family Support Worker has had a profound positive effect on the emotional wellbeing and behaviour of our targeted individuals.

We received short term funding (12 weeks) to implement an intensive intervention to support our most dis-engaged pupils. Early evaluation had shown this to be highly effective, a report by the school’s EP of the provision and its impact on the pupils noted “In my opinion, continuing the “DEN” is critical in maintaining these very vulnerable young people in school, developing their relationships and fostering their learning”.

Our PEF funding will be used to provide this intensive support for a group of identified children for whom a much higher level of intervention is required to support them to re-engage with education and life of the school. Our DEN (Develop, Engage, Nurture) will provide support for our pupils with the most significant barriers to learning. The identified DHT of Pupil Support and PSAs will work with existing support staff to develop these approaches and take them in to all classrooms to enable learners to fully engage in the life of the school.

We have successfully started to develop outdoor learning in our local area through a highly skilled and experienced teacher working with PSAs to up-skill all staff to deliver outdoor learning opportunities. This has ensured a whole range of approaches to engage our most disadvantaged pupils whose barrier to learning is their behaviour and engagement due to the effects of poverty. We wish to further extend these opportunities by funding additional support staff and travel to new environments as many of our pupils have very limited experience outside of their immediate local area.

St Kenneth’s Primary

Both the above interventions have been in place since the start of the schools program and continue to significantly impact the targeted support for our most vulnerable pupils. Through both interventions we can better support families to address barriers to learning at home and form a partnership that support the whole child and minimises the impact ACE on learning.

This aligns with our proposed PEF spend in the following ways

Health and Wellbeing

- Professional learning to facilitate approaches including Lego therapy, Mindfulness, Emotional Regulation and KIT bag.
- Re-organising HWB curriculum at all stages to place emphasis on themes and strategies most effecting our learners
- Development of a 'Connection base' to support parental engagement and group therapy

Family Learning and Parental Engagement

- Parental Engagement promoting positive resilience and mental health
- Family learning through targeted after school clubs run by PSAs and Teaching staff
- Increased opportunities for parents to learn alongside their child eg Paired reading, lending library, number bags

Professional Learning

- All staff will engaged in Model for Improvement cycles to monitor impact for the above approaches.

St Serf's RC Primary

A Speech and Language Teacher will be based in St Serf part time. We intend to build capacity of current staff around developing vocabulary, rich communication in spoken and written language. Robust Vocab intervention in Infants and Upper classes would be desirable. Possibly using the 'shape coding' methods. Working in conjunction with teaching and PSA staff to train them in using the 'robust vocab' approach and a general awareness of the acquisition of speech and language to help our children progress. Initial baseline assessments have been gathered in one stage, we would like this to be done in another two stages and then data will be gathered using a variety of improvement methodologies. We hope that by the end of the year, we will have increased the Writing CFE Levels of our SIMD 1+2 children by 18% to 60% overall and Increase the use of extended sentences for a targeted group of preschool children.

Warout Primary

PEF funding will allow for:-

Principal Teacher Attainment work with the improvement methodology in literacy and numeracy and to build professional capacity within the school and raise attainment with identified children.

Study Clubs especially in Literacy, Numeracy, Science and Computing to supplement our STEAM work

Lunch-time/After school clubs to develop social skills and friendships

Experiences outside school including school trips

Family Link Worker to link family and school life and help show parents how they can help with their child's learning

Early Year's Officer for smooth transition between nursery and P1

How the two will complement each other can be explained as follows:-

During February 2018, our school consulted with staff, parents and pupils to look at closing the equity gap within our school using funding from the Attainment Fund and also through Pupil Equity Funding. From all the feedback given, we are continuing working towards our three main school priorities from last year:-

- **Improvements in Teaching and Learning**
- **Children's Resilience/Readiness to learn.**
- **Partnership with parents/others.**

Interventions to meet these priorities will be met through both Attainment fund and pupil Equity Funding and can be broken further down as follows:-

Funding through **Attainment Fund** is highlighted in Green and **PEF is in Yellow.**

Improvements in Teaching and Learning

Pedagogical Core

- Co-operative Learning, AiFL, Differentiation, **Outdoor Learning**

Communication

- **Speech and Language Therapy – Robust Vocabulary, Listening Skills, Communication Environment, Parents and Early Years**

Curriculum

- Clear Curriculum Rationale

STEAM/Skills for work

- **After school clubs, science, computing, Gender Imbalances relating to STEAM, Numeracy through STEAM**

Professional Capital

- **Principal Teacher to initiate a sustainable Lesson Study model throughout school for teachers and support staff.**
- **Embedding the Quality Improvement Methodology to improve learning and teaching approaches throughout the school.**
- **Additional Support staff to build support staff capacity through CPD opportunities and lesson study model within and outside school.**

Children's Resilience/Readiness to learn

Nurture

- Nature Therapy – **Outdoor Learning, Outdoor Equipment**

Social Skills

- Developing playground, **Support staff for friendship groups, Lego Therapy, Circle of Friends**

Pupil Voice

- Whole school involvement in pupil voice groups

Self Esteem/Confidence

- PEPAS, Rights, Respecting Schools, **After School Clubs, Growth Mind-set**

Partnership with parents/others

Parents

- Parent Council, **After School clubs, Learning Logs, Twitter, Class Do-jo, Family Cooking, transitions, Book bags**

Partners

- ASIST, EP, PSS, FACST

Family Link Worker and Early Year's Officer

St Columba's High School

The St Columba's Attainment Challenge programme (the School's Programme) is characterised by its rationale in establishing a Targeted Support service and strategic leadership of personalised learning at all levels to close the poverty related attainment gap. The rationale at the heart of this service is that in order to disrupt the pattern of inequity between economic deprivation and pupil attainment, as highlighted by the OECD, there is a need to consider and respond to deprivation in the same way as we respond to specific additional support needs. Essentially, St Columba's HS recognises that barriers to learning exist through recognised additional support needs and deprivation and our Targeted Support Service provides us with an opportunity to plan interventions that will disrupt this inequity between deprivation and pupil achievement. Our associated interventions complement this rationale by targeting interventions at specific aspects of family learning and engagement as well as specific aspects of pupil achievement such as Literacy, Numeracy, and Health and Wellbeing. In summary, our Scottish Attainment Challenge programme is about implementing the structural and pedagogical changes that underpin the specific interventions required to improve outcomes for our young people. Our strategy is founded on blending the implementation of specific intervention programmes with long term cultural and sustainable pedagogical.

Our rationale for the Pupil Equity Fund (PEF) is characterised by our plans to ensure that we disrupt the pattern of inequity in learning and teaching. Our ambition is to ensure that the barrier of deprivation is removed in every lesson through effective personalised learning and teaching that is equitable for all pupils. Our PEF planning, therefore, complements our School's Programme plan through it's focus on creating an Equity Learning and Intervention Team. At the heart of this team, there will be a focus on personalised learning in every lesson appropriate to the needs and barriers of every pupil. This will also provide the opportunity for our pupils to develop their learning in innovative and ambitious ways through our development of digital learning and through our digital learning family engagement programme.

Glenwood High School

Our SAC funding will complement our planned use of PEF in the following ways:

Improving Attendance – As part of our PEF plans for next session we are considering appointing a Pupil Support Officer (PSO). The PSO will link with the FC3, PSA and family worker appointed through SAC. This will create a focused “team around the child” which will support both pupils and families in tackling the barriers to school attendance.

Literacy – As part of our PEF plan this year we have appointed a 0.4 FTE English teacher to help expand the work already started through the accelerated reader programme via SAC funding. This additionality appears to be helping to provide greater impact with the targeted group of pupils and is also increasing dialogue with the English department regarding wider curriculum delivery. We are currently looking at Education Endowment Foundation evidence to consider how we implement our reading interventions in order to have greater impact.

We would anticipate this additionality to the literacy intervention continuing into next session.

Family Worker – As part of the family worker interventions with parents/carers and pupils we have used the 7 Habits programme. This has had a significant impact on our pupils and parents/carers. All staff are receiving 7 Habits training this session and this will continue through PEF next session. This will contribute towards the school hopefully achieving Lighthouse status by June 2020.

Furthermore, our PEF interventions focus on developing learning and teaching and DYW interventions. Both these approaches will ensure we are providing more engaging and active learning for pupils and also helps raise aspirations in young people. This work will impact on those young people that we are focusing on through the SAC attendance intervention as the learning and teaching they receive as they attend will be more engaging.

Viewforth High School

The interventions described in our School's Programme set out to promote the positive attitudes to school which research shows are increasingly necessary in the type of socioeconomic context surrounding Viewforth High School. As a result, these interventions describe activities to increase pupil engagement by building ethos and improving the health and well-being of a group of pupils who, along with their families, receive intensive support.

While it is important to have the right learning culture and the correct conditions for learning, Viewforth's planned use of the Pupil Equity Funding focuses resources on improving the literacy, numeracy and health and wellbeing through better pedagogy and classroom practice by all teachers in their delivery of courses and programmes within the BGE.

In addition to improving the pedagogy used in the delivery of BGE courses we plan to develop a particular focus on using de-escalation strategies and restorative approaches to remove the barriers to classroom learning for those pupils from SIMDs 1 – 3 who make up most of our FMR cohort.

We believe that our twin track approach of supporting those at risk of disengaging during the early years of secondary education via the Schools Programme while at the same time improving curricular delivery via the PEF resources provides equity for all and will make a significant long term impact on deprivation in our catchment.

Highland

Bishop Eden Primary

Additional funding would allow interventions started in 16/17 and 17/18 to continue, particularly the continuation of the work of the Literacy Development Officer, the Family Link Worker the Literacy PSA and Numeracy PSA. PEF is again being used to increase the strategic capacity of Head Teacher to lead and manage the development of tracking and data analysis, leadership roles with pupils and staff, with the addition of family learning and community leadership within school and after school activities. The HT will continue to collaborate with the LDO to ensure successful implementation of Literacy plans whilst also tracking developments and progress within numeracy across the school. This will allow for continued dedicated, focused time to support and deepen the impact of the

implementation of our main improvement priorities which fully embrace the Attainment Challenge.

Merkinch Primary

We plan to continue to use our PEF funding to increase the strategic capacity of our management team by reducing their overall teaching commitment by 1.4fte to 1.2fte and by continuing with our 1fte PT of Intensive Support. 10 hours of additional clerical support (PEF) will help support and free up the management team's strategic effectiveness. The additional funding will be used to:

1. Continue to lead and manage the development of Literacy across the school and ensure that the previous work and improvements made through our work with the LDO are embedded and maintained by an identified member of the Leadership team. Further develop skills of listening and talking through engagement with whole school project on drama and performance with Out of the Box drama company. The additionally funded PSA's will support the literacy and reading developments across the school by providing targeted support to enable learners to:
 - achieve early level emerging literacy skills for reading with a specific focus on phonological awareness skills
 - address phonics skills and knowledge
 - develop use and knowledge of reading comprehension strategies
 - develop language skills through targeted intervention Talk Boost
2. Continue to ensure Nurturing approaches across the school are embedded and Nurture provision is meeting the needs of targeted children and families. The additionally funded PSA's will support this through:
 - Support at key identifiable trigger times
 - Providing soft start sessions at key transition times
 - Emotional check ins and guidance
 - Curriculum and learning support

Coulhill Primary

Despite severe staffing challenges since October 2016 positive progress has been made as a result of Teacher engagement with Tapestry and the work of the SAC Literacy Development Officer (LDO). Pedagogical confidence is growing as the quality of professional conversation instigated by Tapestry and the LDO increases. Improvements in learning and teaching, particularly in the upper school, have been noted through classroom observation and evidenced through improvements in pupil engagement and learning quality. The 17/18 PEF funded PSA for numeracy has accelerated numeracy progress for targeted groups mainly in Primary 2 by an average of 4 months. Work of a PEF nurture PSA and a Family Link worker have ensured a drop in behaviour referrals, a rise in attendance and the beginnings of improved parental engagement mainly evidenced through observation of much calmer classes with accompanying increased motivation of almost all pupils towards their learning. A SAC action plan (Appendix 1) has been identified, supported by the Authority Strategic SAC plan (work of the LDO, NDO and SALT) and on-going PEF actions detailed in the next paragraph. This inaugural proposal for additional funding specifically targeted at Early level to address the developmental delay in language, numeracy and social / emotional learning experienced by most pupils entering nursery and Primary 1, would also support priorities identified in the SAC Action Plan.

PEF will continue to be utilised in 18/19 to develop the PSA team across the school with the continuation of work by the Numeracy PSA focusing on the mental agility of targeted groups of pupils at the beginning of first level. The nurture PSA will continue to work as part of the ASN team. Their focus in supporting pupil engagement and motivation through the continuing development of a nurturing approach across the school, soft start sessions and targeted nurture sessions for those finding fulltime class timetables challenging, would continue. PEF will also be used to engage a full time Family Link Worker to support parental involvement, improve absence and reduce behaviour referrals. On going work involving the LDO will continue to build teaching and PSA staff expertise in reading. The work of the Speech and Language Practitioner will continue to support oral language development in the Nursery and into Primary One.

Milton Primary

Additional funding would allow us to continue to support the development of strategic leadership at all levels across the school which is proving to be key in closing the gap for the 93% of pupils in the school affected by deprivation. Increasing the capacity for leadership of the Head Teacher will focus on three main areas.

1. Supporting existing and new teachers, to understand the poverty related attainment gap and how to 'own' and address the gap in their own class.
2. Lead the development of the Inclusion Support Workers and augmented PEF funded PSA team who will continue to work collaboratively with class teachers and support targeted literacy, numeracy and wellbeing interventions across the school with identified groups of pupils.
3. Improve pupil voice and work with parents to improve parental engagement and involvement in the school.

Continuing to increase the leadership capacity of the PT will consolidate and help to further develop work started last year on our very first combined Nursery and Primary 1 class by supporting the delivery of interventions by support staff, tracking and identifying next steps and delivering appropriate training to the Early Level support team.

To address the numeracy gap, continuing to engage a Class Teacher to mentor, guide and support teacher colleagues in the teaching of numeracy will help continue the upward trend of our numeracy attainment.

The Literacy Development Officer will continue to support ongoing comprehension training with new and current teaching staff before moving on to developing oral language.

Newton Park Primary

The appointment of our Administrator and additional teacher time, will continue to support the increasing leadership capacity at all levels within the school. Already a very positive impact of this is being observed and evidenced, as the identification of areas of need affected by equity and the actions arising from this are being addressed more effectively and attainment rises.

An increasingly skilled PSA team funded by PEF is currently complementing all additionally funded interventions by supporting the pupils across the school most affected by poverty with learning and social and emotional development. The continuing training, up-skilling and development of our augmented PSA team, funded by PEF, will ensure sustainability beyond the life of the funding. As a result of increased SMT capacity, learning conversations

with teachers are resulting in teachers taking increasing ownership of the identification of pupil need , effective interventions and robust measures of impact in their classrooms. We are seeing more focused effective interventions, closer monitoring of impact and improved collaborative working with the PSA team as a result.

The on-going work of the Family Link Worker supported by key members of the PSA team in the nurture room, the playground and with after school activities will continue to support the improvement of social and emotional development , family learning and parental engagement. PEF will also support the expansion of our breakfast club and homework support group to increase the number of targeted SIMD / FSM children for whom poverty is having a significant effect on their readiness to learn.

Invergordon Academy

The majority of our PEF allocation will be used to sustain our CSW post to further enhance the already significant impact of this service. The remaining allocation will fund supply staff to create the capacity for class teachers and leaders to devote greater time to focus on researching, planning, delivering, monitoring and evaluating the interventions being put in place to close the poverty related attainment gap. In addition it will allow for professional learning underpinning these interventions, thus providing knowledge, skills and strategies that will endure beyond the funding.

Raising attainment in literacy and numeracy are key to raising attainment across the curriculum. Schools Programme funding will further increase our capacity to provide staff time to identify and address gaps in fundamental literacy/numeracy skills. We have already seen the positive effect of our extended wellbeing team in improving the educational experience of our disadvantaged young people, allowing them to engage more meaningfully with and be better supported in school. Continued funding would allow this team to build on the positive outcomes we have achieved so far. The SIMD/FSM group account for 28% of our roll with 15% allocated specific interventions. We aim to build on successful interventions and develop more creative approaches to improve pupil and parental engagement with learning.

Schools Programme funding will continue to provide additional capacity to achieve measurable improvements in attendance, pupil and parental engagement, emotional wellbeing, positive behaviour and ultimately the attainment of our young people, while supporting us to create a sustainable legacy beyond the lifetime of programme funding.

Wick High School

PEF funding for Session 18-19 will allow continuation and extension of literacy interventions from our SAC Plan 2017-18. Curricular transition data on Reading for our P7 learners in 2017 indicated that 34% of the learners had not achieved Level 2 in Reading by the end of P7, while 48% of learners in SIMD 1&2 had not achieved Level 2, a gap of 14%. A 6% gap in Reading in our S3 Achievement of a Level data for SIMD pupils was identified. A Principal Teacher Literacy is to be appointed to support literacy developments in the school using PEF (PT Literacy @ £58,089). To support this work an additional Pupil Support Assistant will be appointed using PEF (Pupil Support Assistant @ £14,000). Management time and targeted Pupil Support Assistant time will allow increased focus on reading interventions for the target group to close the identified gap in reading. They will also support the introduction

of Accelerated Reading Scheme across our Associated Schools Groups for young people from P6 to S2. Through the intervention we intend to accelerate progress in reading scores for 70% of the targeted group over the time of the interventions. The Accelerated Reading intervention and PM Benchmarking will be used to benchmark reading across the ASG and target interventions earlier for those young people who are experiencing difficulties. Additional targeted support for learners will increase learner engagement and understanding of key literacy concepts, improving confidence, application, attendance and attainment.

Alness Academy

There has been good progress this year with the additional funded appointed posts and strategy. We have tried to align PEF and additional funding planning more closely for next session. The data gathered for the target SIMD / FSM group demonstrated a required focus on nurture, behaviour and achievement so we are aligning our additional funding and PEF spend to resource planning to support these areas. In addition to additional funding spend, PEF will fund the set up of a nurture room which will be set up and run by the Nurture/behaviour PT and PSA. Both these posts will link to the wider achievement / CSW post with regard to planning strategy to meet pupil need. PEF funding will also supplement the start up, and running of, the community café, again, this is included the wider achievement, nurture strategy and involves many of the same pupils. An additional part time PSA / HE teacher input may be required from PEF once the café is ready for launch due to the nature of the healthy eating / cooking aspect of the plans for pupil and parent classes. We would hope the planning and set up of the café could be built into the employability S1/2 courses. PEF will also be used to resource activities for the Outdoor learning (supply) teacher to work with target behaviour pupils with a more personalised curriculum. Literacy and numeracy is a focus on our strategy for our target groups and, while numeracy is funded with additional funding funded in the main, with most resources purchased this session, literacy now requires an ASG approach to reading comprehension - this project will be funded through PEF and moderation activities with Primaries planned in literacy and numeracy will also be covered with PEF funding if cover is required to facilitate this.

Inverness High

Augmenting and developing the wellbeing of the 78% of pupils at IHS affected by deprivation

The main focus of our Attainment Challenge funding, both PEF and additional funding (AF), has been to improve the wellbeing of the 78% of pupils at IHS affected by deprivation. Recent analysis shows we have 86 pupils needing either stage 3 or stage 4 intervention. Currently this number is increasing year on year. Within our pastoral team there has been success in the role played by the Intensive Support Officer, working closely with our family link CSWs, in increasing attendance and decreasing behaviour referrals of some of our most vulnerable pupils through family liaison, outreach visits and 1:1 time spent with pupils. In addition, the appointment of a principal teacher of guidance using PEF has enabled us to increase our support for pupils in a time of increasing level of need. There is some evidence that the number of attempted suicides and mental health referrals amongst our pupils is improving.

Raising attainment in literacy and numeracy

Through PEF, the use of more targeted support for pupils in English and maths classes will continue – 1:1 tuition, individual feedback and opportunities for paired and small group working will increase. We shall free up time for teachers to look at further intervention methods and to liaise with our feeder primaries on schemes of work and on assessment of levels of pupils. This will enable further targeting of support delivered in collaboration with our AF-funded family literacy and numeracy CSW and our EAL tutor (specifically increasing the levels of literacy for our EAL pupils).

Scottish Borders

Burnfoot Community School

This is an integral component of the inclusion agenda in place within our school. A proportion of our allocated PEF money will be used to primarily support interventions around Health and wellbeing, in particular nurture, safe and inclusion. We will be supporting our young people and families through the inclusion of a pastoral support worker and additional staffing in order to provide early intervention and prevention support using an integrated multi-agency model.

The remainder of our PEF allocation will be targeting Literacy and Numeracy through targeted intervention.

St Margaret's RC Primary

The PEF allocation for St Margaret's RC Primary will be joined with our partner schools as last year and follow a similar model, to upskill teachers and support staff in the delivery of Reading development, with a focus on building confidence and enjoyment in reading, promoting the application of skills. All staff will attend professional learning on teaching critical reading skills. The schools will develop a consistent approach to developing reading skills across the school. From this training staff will deliver reading workshops focussing on appropriate skills for Early, First and Second level. These workshops will be supported by our bilingual teacher who can explain the critical skills in the child and parents first language and then give appropriate support to parents to build skills supporting literacy in English.

Our PEF money will also fund cover for our Principal teacher to attend the train the trainer events for the delivery of health and wellbeing programme for children which will build on the work from this session with parents and staff.

Hawick High School

The PEF intervention is based around increasing school attainment through improving attendance and engagement in school of pupils in SIMD 1 &2 by ensuring young people are engaged in learning, by providing personal support to overcome barriers and working alongside families to promote this engagement as part of the multi-agency support offered in school. This is related to the SAC proposal because the Learning Zone continues to offer an opportunity for young people to be the first point of engagement with school. It offers a safer environment for learning to take place, and this allows for the identified gaps in their learning to be addressed by specific interventions, based around literacy and numeracy, so that they can then move onto accessing the whole curriculum from S3. They will have been

supported to feel empowered to do this; they will have ambition for S3 and onto Senior Phase.

South Ayrshire

The primary schools use PEF to implement the schools' programme funded interventions across the schools.

Braehead has strengthened the school based team, including third sector partnerships, to support family engagement and learning, improve attendance and implement proven interventions.

Dalmilling has appointed additional teaching staff, school assistants, CLD worker and early years' workers to offer reading enrichment interventions, family learning programmes and enhanced HWB provision.

Newton has increased teaching staff to implement the basket of selected interventions Primary 4 – 7, a counsellor to support family workers in addressing mental health concerns, an early years practitioner to maintain early gains in nursery and the infant department and a music teacher to build self-esteem and increase working memory.

Ayr has appointed education welfare officers to improve attendance and a school assistant to implement nurture principles and practices across the school.

South Lanarkshire

Auchinraith Primary

PEF Funding will be used to secure two additional class teachers and one member of support staff in order to enhance classroom interventions and to release staff to run the Nurture Provision within the school. This coupled with the staffing allocation through SAC will allow an increase in the amount of Nurture sessions available to groups of pupils. This will link with our continued RRS agenda and with the introduction of a standardised approach to Growth Mindset.

Literacy development through the introduction of a new reading resource at Primary 1-3 and book banding of resource.

Health and Wellbeing will be an establishment Improvement priority during session 2018/19. Programmes of work will be updated and a Counselling Network service will be established within the school to run alongside the Nurture and Give Us A Break programmes. Outdoor Learning opportunities will be enhanced and built into monthly Health and Wellbeing programmes of work targeting every stage throughout the session. Mathematics and Numeracy will also be an establishment Improvement Priority during session 2018/19. This will link with Tapestry and will allow extra Support Staff to undertake Catch Up Numeracy to enhance developing maths resources.

Continuation on the roll out and development of Accelerated Reading Programme and renewal and update of quality texts including non-fiction books to be funded through PEF. Curriculum will be enhanced through outings and residential experiences funded through PEF linking with the Nurture ethos within the school.

Beckford Primary

We plan to use our SAC and PEF monies to help us secure the following improvements and build on our existing work at a quicker pace:

- Continue to improve attainment across all curriculum areas.
- Continue to provide opportunities to ensure the wellbeing of our children and their families is supported to improve outcomes for all.
- Continue to work towards achieving a consistency of high-quality learning and teaching to ensure all children experience the support and challenge they require.
- Continue to develop children's skills and provide further opportunities to equip and enable them to become confident independent learners.

An additional member of teaching staff (SAC) will help us to ensure consistency of learning and teaching, and ensure our pupils benefit from teachers who have the opportunity to engage in high quality professional development. It will also allow us to target individual pupils to ensure appropriate support and challenge.

Our Family Learning/HWB Co-ordinator (PEF) will continue to ensure we are able to meet the emotional and social needs of our pupils and their families, which will in turn help us to maximise pupil attainment and achievement. The continuation of Family Learning Clubs and Masterclasses supported by our PEF teacher will develop skills for life, learning and work and help build aspiration for our pupils. We plan to increase opportunities further to support the positive development of health and wellbeing skills through programmes supported by our Place2Be Partner, Pivotal Partner, PEF Teacher and Active Schools partners to ensure improved wellbeing, attainment and achievement outcomes for all learners.

Burgh Primary

Staffing

PEF funding has been used to secure additional teacher and support staff time which will further enhance interventions in place.

Additional Support Staff

Teacher x1.0 FTE

Professional Learning

Training in developing maths/literacy in the outdoors.

Resources

Outdoor learning

50 things to do before you are 11 and $\frac{3}{4}$

Health and Wellbeing –

Creative Arts: Drama Residency: We plan to have a drama teacher in school 1 day per week for the year to bring drama into literacy

Creativity in the classroom: Hidden Giants

Art Therapy – Teacher to be released to carry out art therapy with pupils. She will undertake training.

Sports Coaching - We hope to create a school based activity programme.

Carstairs Junction Primary

PEF funding will be used to target numeracy within our establishment. An audit of current practice, key principles and resources will identify gaps in learning, teaching and resources. Staff will engage in professional learning and collegiately devise a coherent and progressive programme to ensure consistency of approach and those identified gaps are closed. Pupils' attitudes to numeracy will also be a key focus and these will be addressed to promote a more positive and confident attitude towards numeracy both within the classroom environment, outdoor environment and the wider world.

We will continue to work with Tapestry and next session this will also be a key initiative within our Learning Community. We will therefore work in collaboration with our partner schools to develop staffs' pedagogical knowledge and deliver high-quality teaching and learning within our establishment.

Monitoring and Tracking, class visits, peer observation and pupil feedback will ensure equity and increased attainment.

Cathkin Primary

The proposed funding by the Schools Programme will continue the planned 4 year Schools Programme previously submitted in year 1 to allow year 4 to progress as planned.

The Literacy component of SAC will be complemented by the PEF monies to fully resource the programme and give opportunities for wider literacy experiences in the wider community e.g. authors , theatre visits.

The PEF funding will focus on Parental engagement , Outdoor Learning opportunities and equity across Expressive arts giving more access to extra curricular opportunities and promoting wider achievement for those pupils in SIMD 1&2 as well as those in receipt of free school meals. This will complement the SAC component of parental Literacy home work engagement.

The SAC teacher will allow the planned use of the PEF funding to be carried out by releasing class staff to work with the identified SAC/PEF pupils within their classes ,release for professional development and leadership opportunities , shadowing and team teaching to occur and programmes and interventions to be put in place.

The Nurture component of the schools plan in Year 1-3 will be continued and complemented by the PEF monies by supporting vulnerable children and families.

Harelesshill Primary

Pef funding will be used to complement the SAC funding already in place. The PEF plan for Hareleeshill Primary includes:

- The deployment of 2 co-ordinators with specific responsibility for attendance and family engagement to target issues of attendance, lateness, emotional issues that impact on academic attainment and to motivate and provide opportunities for parents and families to become actively involved in the school community.
- The deployment of 1 Health and Wellbeing coordinator with specific responsibility for the development of health and wellbeing across the whole school and increase the engagement of children in a variety of activities aimed at developing physical and mental health and wellbeing.

- The deployment of an attainment and achievement manager with responsibility for tracking and monitoring and the analysis of this, line management of the coordinators, identification and implementation of appropriate interventions and measuring the impact of these.
- Increased educational visits, excursions and outdoor family learning opportunities beyond the school and home environment.
- The training and accreditation of 2 members of teaching staff in nurture to develop a consistent and embedded whole school approach to nurture.
- Development of literacy skills in particular writing at the upper stages.
- Development of Social Skills through weekly social skills groups for targeted children.
- Development of Community and Business links whilst raising awareness of skills for learning, life and work, particularly at second level.

James Aiton Primary

Maths

The primary focus for PEF will be to raise attainment in maths and numeracy in Primary 4-7. Our data suggests that there are significant gaps in children's understanding of maths concepts across the school, but particularly at the upper stages. The aim is to support staff to deploy a wide range of effective learning and teaching approaches and to support children to develop a positive attitude, confidence and resilience in learning maths. Through CPD opportunities, all staff will promote engaging teaching styles, problem solving, logical thinking and promote growth mind-set approaches and highlight the relevance of maths to everyday life and work.

Health & Wellbeing – LC Project

Findings from a recent Realigning Children's Services Survey, suggests that there may be a link between health status and deprivation. 24% of the children surveyed in our school reported that they always experience negative emotions, such as worry and anxiety. 34% of children reported that they worry about not doing well in school and have experienced bullying. We are seeing a significant increase in children being referred to other services, such as Health and Social Work for Mental Health issues. As a result, we are proposing a collaborative project across our Learning Community to tackle Mental Health.

We are looking at funding a counselling service for children, which can be accessible to all children and their families. This service would exist for all children in/across the Learning Community and provide immediate access to families experiencing a range of challenges. This would reduce waiting times and the number of referrals to CAMHS.

Loch Primary

Through consultation with pupils, staff, parent/carers and stakeholders we believe our proposed activities through the Schools Programme, along with our plans for the use of Pupil Equity Funding, both have a focus on increased opportunities for pupils to engage in a variety of high quality learning experiences to support and enhance their Literacy, Numeracy and Health and Wellbeing development. Additional staffing from Pupil Equity Funding will enable targeted intervention and support to raise attainment in both Literacy and Numeracy. Through close partnership working with wider agencies, the Health and

Wellbeing of our pupils will be enhanced. Further Literacy, Numeracy and Health and Wellbeing staff training opportunities and resources will complement the work already carried out in these curricular areas through the Schools Programme. Through the provision of a range of targeted interventions and whole school approaches we believe that both funding streams will together impact positively on pupil attainment, enhancing their skills for life, learning and work leading to positive destinations.

Rigside Primary

The Nurture and Emotional Wellbeing interventions complement the ongoing partnership with The Spark, a third sector counselling service which is continuing through PEF. The counsellor will continue to support our most vulnerable children by helping them overcome the barriers they face to learning due to significant social, emotional and behavioural needs. Building on the existing partnership and positive relationships with The Spark, an integrated approach to developing the resilience, attachment and self-worth of targeted children can continue. It is expected that this will result in improvements in wellbeing assessments, Boxall Profiles and Strengths and Difficulties Questionnaires.

A 0.2 Home-School Partnership Worker, funded through PEF, will support the Family Learning and Home-school partnership initiative. This will provide further opportunities for staff to work collaboratively with the Home-School Partnership Worker, enable future sustainability to parental involvement programmes for Literacy, Numeracy and Health and Wellbeing. Ongoing effective partnerships between all staff and parents will further improve children's learning and provide parents with skills and knowledge to support their child at home.

New ICT equipment, purchased through PEF, will be used by to further enhance the Literacy, Numeracy and Health and Wellbeing interventions in the SAC plan.

Both SAC and PEF funding will continue to be used to widen children's experiences and to develop their Health and Wellbeing through Out of School Hours Learning (extra-curricular activities). This provision of extended learning, through PEF and SAC enables children to access a wide range of experiences and to develop skills and talents which couldn't otherwise be available to them.

Robert Smillie Primary

PEF Funding will be used to continue funding a member of teaching staff and a member of support staff to run the Nurture Class and acquire any further resources needed.

Health and Wellbeing will be an establishment improvement priority for 2018 2019. Health and Wellbeing programmes of study will be resourced for the full school. Partnership work with Pivotal Education, Barnardos and The Voice Project will provide additional interventions for identified children with the greatest need as well as whole school approaches to consistency.

GL Assessments will continue to be purchased through PEF funding, enabling us to build a consistent picture with data on Literacy, Numeracy and Health and Wellbeing. Year on year data will be used to evaluate effectiveness of learning and teaching and identify areas for specific improvements.

Continuation of renewal of library and reading resources including non-fiction books will be funded through PEF.

Linking into the Growth Mindset work of the school, we want to offer all pupils' greater opportunities to develop a broader skill sets through working with specialist partner providers. These partners will help us to raise aspirations of our pupils and develop greater skills for learning, life and work.

Enriching the curriculum through trips and excursions, including residential experiences will be funded through PEF and will contribute to strong attachment to the school and whole school nurturing approaches.

St Mark's Primary

Both the PEF and SAC Plans complement one another and are targeted at improving attainment in Literacy, Numeracy and Health and Wellbeing and are based on the identified needs of the pupils within the school, in particular the targeted pupils within the FSM entitlement and SIMD 1 and 2 deciles.

- Targeted Support Literacy 3 days (0.6 FTE teacher SAC Funded)
- Targeted Support Numeracy 3 days (0.6 FTE teacher PEF funded)
- Additional resources, on-going subscription costs for interventions (SAC funded)
- Nurture CUSTTAD (for individuals) 2 days (0.4 FTE SAC funded, training for new staff member required)
- Nurture Base (for groups) 2 days (0.4 FTE teacher PEF funded, 2 days PSA post PEF funded)
- Additional equipment, resources, running costs for Nurture Room, healthy life skills – gardening, cookery (PEF funded)
- Creation of Multi-Sensory/Calming room to support individuals (SAC funded)
- Resilience: Bounce Back programme leadership, Developing the Young Workforce leadership (0.1FTE teacher SAC funded)
- Principal Teacher additional remit – SAC/PEF Attainment, Tracking and Monitoring, Targeted Support Lead, Parental Engagement (0.4 FTE teacher SAC Funded to release from class commitment)
- Support Staff additional hours to support SAC and PEF interventions (including Catch Up Literacy, Numeracy, 5 Minute Box, Movement Group, Reading Cloud, Resource organisation, Data Gathering and Administrative support)

St Paul's Primary

Our PEF spend will be used to develop our Outdoor Learning in Literacy, Numeracy and Health and Wellbeing as well as set up a Nurture Class within the school to support the emotional wellbeing of our targeted pupils. Our funding by the schools programme will complement this with further interventions in Literacy, Numeracy, Health and Wellbeing and family engagement to raise attainment for our targeted pupils and families and close the poverty related gap.

Funding will allow us to build capacity of teaching staff and support staff to take learning outdoors for all pupils with an increase in outdoor learning throughout the school and ensure its sustainability. Funding will also allow us to further develop our Numeracy programme for Outer Maths by giving pupils a variety of different experiences in the outdoors with all classes which will develop learning across the curriculum, mathematical learning in other activities, including; numbers and patterns in the environment, practical activities underpinned by children's developing communication skills, activities that are imaginative and enjoyable, real-life problem solving as well as give children extended opportunities to develop their vocabulary and language skills.

Calderside Academy

The focus for SAC is mainly on improving attainment levels for the identified SIMD 1&2 pupils with a focus on Literacy and Numeracy. PEF, will also support improvements in attainment in literacy and numeracy in those identified curricular areas not supported by SAC. PEF will also have a focus on health and wellbeing, attendance, transition, engagement and participation. The two programmes complement each other to create a support network for vulnerable pupils from backgrounds of

poverty and disadvantage, identified in primary and supported as necessary through their time in the BGE and senior phase. The continuum of support will improve the life chances of the young people involved and will help to reduce the poverty related attainment gap.

Data will be gathered to identify levels of progress in closing the gap approaches across both SAC and PEF.

Cathkin High

PEF - £127,200

The schools programme will support the additional staffing required to deliver the personalised support essential for our Decile 1 and 2 pupils to raise attainment, close the gap and ensure positive sustained destinations. This will allow the PEF funding to be spent on the wider resources and additional requirements such as further developing partnerships that will enhance the SAC outcomes.

We are very clear about our local employment routes such as STEM Foundation apprenticeships and early childcare placements however, we found that many pupils failed to sustain the Foundation apprenticeships in Stem due to the Mathematical requirements, so PEF funding will allow us to deal with the immediate numeracy needs (ongoing school tuition) whilst SAC will support future Numeracy attainment.

Our PEF funding will support the following whole school improvements: technology -school digital literacy plan, Nursery training to access future local jobs, supported study, our Mind 2 learn development (which will raise attainment) and new courses which will support future vocational progression and raise attainment: cosmetology and music technology courses to name two developments.

Hamilton Grammar

Our 6 SAC Champions (*Literacy, Numeracy, HWB, Partnerships, Employability and Supported Study*) work collaboratively with our PEF Equity Officers (*Data Analysis, STEM, Digital Literacy, Research, Performance*) as the school's *Equity Collective* to ensure a level of wraparound support for our targeted cohort of learners and help to remove some of the barriers we have come up against in current interventions. This complementary provision is maintaining pace, momentum and accountability of individual interventions to keep more students on track. Importantly, we have structured our approach to support progress across all of the National Improvement Framework drivers so that we maximise the opportunities for staff, families and pupils to engage with, get involved with and lead the level of change necessary to close the poverty related attainment gap. In line with national research and studies, it is our intention to keep the PEF support closer to the identified children through monitoring the cost of school day and generic subject assistance, extra-curricular opportunities and funding them directly. As such we will continue to spread our resource flexibly across parents, family learning, staff development, pedagogy, partnership working as well as direct, pupil centred learning or pastoral interventions. Our SAC interventions will continue in the broad areas mentioned already with a sharper emphasis on SIMD 1-2 pupils and smaller group work as we move away from larger scale approaches which have either run their course or reached a level of sustainability as part of the life and work of the school.

Holy Cross High School

The SAC and PEF programmes complement each other using funding from each to identify members of staff who will support young people in SIMD 1 + 2; and those who qualify under FME.

Interventions will focus on Numeracy, Literacy, HWB and other specific National Improvement Framework priorities.

The funding from both SAC/PEF provides time for other members of staff to co-ordinate and lead interventions all of which aim to raise the attainment of young people in SIMD 1 + 2 and the FME group.

For example:

0.5 Fte : 0.3 of which will focus on raising attainment in literacy; working in partnership with the literacy co-ordinator.

0.2 which will provide the time for a member of staff to concentrate on the HWB agenda focusing on the attendance of specific groups of young people in S1, S2 and S3.

0.4 Fte: Working with the numeracy co-ordinator on interventions which aim to raise the attainment of young people in targeted groups in numeracy across S1, S2 and S3.

0.2 Fte: Providing time and commissioned work for a member of staff to analyse and interrogate the attainment data on young people in the FME group in S1, S2 and S3. The member of staff will also identify where interventions should be targeted for maximum impact.

It is anticipated that the work that has been undertaken through SAC will mean that the development and implementation of our PEF funded activities will have a greater impact on the poverty related attainment gap across all year groups.

Lanark Grammar

Specific elements of our interventions in relation to PEF link closely to our SAC interventions. There are explicit links in supporting Literacy development through the August 2018 appointment of a teacher of English 1 FTE (0.5 FTE PEF funded). In August 2017, we appointed a School Support Assistant (1FTE PEF funded). Both these appointments will support work on literacy intervention and provide the opportunity to further target individuals and groups in need of additional support. In relation to numeracy, we have used PEF to fund 0.5FTE of a 1 FTE Maths teacher. This appointment will commence in August 2018 and support our work in numeracy. This appointment will support work on numeracy intervention and provide the opportunity to further target individuals and groups in need of additional support. Therefore, these three appointments will have a direct link to the focus of SAC interventions.

In the forthcoming session, we shall place an increased importance on health and wellbeing within our PEF priorities extending and complementing the focus of SAC-related interventions.

Larkhall Academy

We have a number of identified pupils in S1-S3 who meet the criteria for both PEF and SAC . This allows us to offer a wide range of interventions and support. Our PEF strategy is centred around the following areas and the key elements which support and complement our SAC strategy are detailed below.

Literacy – Our PEF literacy interventions are interlinked with our SAC programme with the aspiration that each young person attains a reading age at or above their chronological reading age.

Numeracy – As per Literacy

HWB – We have interventions in place to build parental capacity which we hope will lead to better parental engagement throughout each young person's school journey.

Nurture – We will expand our Nurture provision significantly to help improve the social and emotional HWB of our young people.

DYW – Curricular input for all year groups (S1-S3) supports our Senior Phase SAC provision. Initial whole school leaver destination statistics are positive.

Stonelaw High School

The plans for SAC moving into year 3 will build on the work that was undertaken in the previous session. This will focus on our young people who are in deciles 1, 2 and 3 in relation to Literacy, Numeracy Health and Wellbeing and the promotion of targeted Out of Hours learning across all year groups. The long term sustainable nature of the work that has been undertaken will create a strong platform that will allow complimentary work in relation to PEF. We will continue with our focus on Literacy and Numeracy to improve our performance against our virtual comparators in particular @ level 5 in S5 and S6 (more so in Numeracy than Literacy). I am anticipating that PEF will support our planned use of digital technologies in particular to support improvements in Numeracy. WE have funded 2 PEF coordinators last session and anticipate this will continue into year 2 of PEF. This has created a strong Team to support the delivery of our improvements in closing the poverty related attainment gap. Our anticipated funding a post for DYW through SAC (we had a disappointing leaver Destinations figure last session and we need a sharper focus on this moving forward into next session) This post holder will work in partnership with Skills Development Scotland and Clyde gateway to support SIMD 1-3 moving into strong sustained destinations. This post is also planning to deliver Employability in S5 and S6. This aligns with our whole school improvement plan and quality assurance activities from this session. It is anticipated that the work that has been undertaken through SAC will mean that the development and implementation of PEF funded activities will have a greater impact on the poverty related attainment gap across all year groups.

Trinity High School

The Scottish Attainment Challenge along with the National Improvement Framework and HGIOS 4 is providing a new level of clarity about our collective whole school priorities for closing the attainment gap in Trinity High School. As we move forward with incorporating PEF into our improvement planning, alignment of both these funding streams with the main drivers within NIF are key to securing that improvement. PEF will give us an opportunity to continue to build upon the improvements being made under SAC with a more strategic and effective focus on improving attainment for our most disadvantaged pupils in literacy and numeracy across all areas of the curriculum and on developing our pupils' health and wellbeing. Our commitment to self-evaluation, use of our data, involvement of our parents and partners will ensure that PEF planning will complement our SAC interventions to ensure highly effective outcomes for our learners.

Contextual analysis of our data from various sources including Insight, SQA results and pupil attitudinal data indicates that specific and targeted interventions with a focus on Literacy and Numeracy are having an impact. To this end our improvement planning priorities, incorporating PEF include:

- Development and implementation of one additional Numeracy and one additional Literacy class per week for S1 pupils.
- Promoting social and emotional wellbeing through the provision of a range of targeted physical activity programmes.
- Improvements in teaching and learning experiences for our pupils by providing teaching staff with opportunities to further develop innovative approaches to their pedagogy through professional learning, sharing good practice from class visits/learning experiences, and working with learning community colleagues.
- Improvements in teaching and learning experiences for our pupils by providing and making effective use of resources to support learning, including digital learning.

- Support our most disadvantaged pupils with the essential resources to prepare them for learning, including uniform/PE kit.
- Further development of an effective whole-school BGE tracking system. Development of a process to support the effective use of the data that it provides, including PL sessions to staff on data use/interpretation.

Further develop our whole school approach to the use of Insight, the analysis of the data within and using this to develop effective interventions.

Stirling

Raploch Primary

Part of the profile of our school is the very high numbers of children with identified Additional Support Needs – 96 in total (52% of the school roll). Of these, 57 children (31%) have Social and Emotional Behavioural Needs as part of their Additional Support Needs profile. **[redacted]**.

To address the equity gap and, at the same time, the poverty related attainment gap, it is fundamental that there is continued work to bring about change to the reasons behind these SEBN and poor emotional / mental health. Much of this stems from family difficulties, poor parental mental health, substance misuse, alcohol misuse, domestic violence, adult learning difficulties, poor parenting capacity, living with the effects of crime and the general stresses of living in poverty – all contributing to multiple Adverse Childhood Experiences and toxic trauma. To effectively address some of these issues we need to act in a preventative way rather than simply trying to respond to the resulting trauma and damage to the health and wellbeing of children and families in our community. Early and effective intervention is key, working in partnership with families is also key. With this in mind, we have appointed a Campus Based Social Worker. This Campus Based Social Worker has a protected remit for early and effective intervention and prevention – working with Raploch Nursery and also Our Lady's Primary School as well as with Raploch Primary. (cost £42 000)

In addition to this, we acknowledge that our school is not fully equipped to meet the needs of those high percentage of children with SEBN – which of course impacts adversely upon attainment. To do this in a much more inclusive way, reducing the need to seek off-site placements for our children **[redacted]** and to improve outcomes for these most vulnerable of our children, we have appointed an additional 0.6 FTE Depute Headteacher (positive inclusion remit) from August 2018. This additional 0.6 DHT will work in partnership with teachers, support staff, Campus Social Worker, Trauma Therapist and the SEBN service to create a school that is ready to fully meet the needs of the children it serves. (Cost of this 0.6 DHT is £36 000). This will be an enhancement to our current provision and sits within the continuum of support offered by the school and also by the SEBN outreach service – who would be a key partner in this.

To fully staff this enhancement to provision, we will continue to employ our Inclusion Support Worker for an additional 0.4 FTE from the PEF – making this a full time post. (Cost of 0.4FTE of an ISW is £10 000)

£3600 of the PEF will go to supporting the pupils in the offsite SEBN provision at Millhall.

£3000 will go towards funding any social inclusion projects undertaken by the DHT, SW or ISW (This gives a total spend this session for the PEF of £94 600).

These three members of the Wellbeing and Inclusion Support Team would work closely with each other, with the 0.6 PT for Health and Wellbeing funded through SAC and also with the Consultant Psychologist and Trauma Therapist working with us through SAC funding and the PEPAS Co-ordinator also funded through SAC.

This would create a holistic wrap-around package of support for all children and families requiring support to address the challenges and difficulties that come through living in poverty. We are looking to break the cycle of poverty and to be truly transformational in our approach to this.

Wallace High

A significant portion of our planned use of PEF is to sustain elements of our SAC plans from the last two sessions (mental health work; counselling services; proportion of Easter School support; and PT Pupil Support programme lead role). This is complemented by targeted support for our primary Literacy programme (0.2) that will allow development of focused resources to work with young people who require additional support with Literacy for our decile 1 and 2 learning community schools and, consequently, up-skilling of other staff regarding interventions that prove effective. We are also using our PEF to sustain an additional SLA with particular focus on decile 1 and 2 pupils with behaviour support needs and their ability to access the curriculum and achieve. Our PEF will also fund admin support officer hours to help co-ordinate targeted attendance and destinations in a systemic fashion and an additional 0.2 community teaching role for targeted, bespoke support with pupils who we are concerned about underachieving as a result of poor attendance. We are also utilising PEF to fund School of Sport inputs in football, rugby and dance. These have been key in our school to targeting participation, attendance and core skills for many pupils from decile 1 and 2 families in recent sessions. Unfortunately, the Youth Justice cashback scheme funding from SFA and SRU has been withdrawn from Wallace and as we have evidence of impact from Edinburgh University research into the programme we see this as a key intervention to continue. Our only way of sustaining this in a context of reduced funding was because this was fully funded through Cashback. This has been withdrawn for last session and the session ahead and so we require PEF monies to sustain this crucial part of our co-ordinated working to close the gap for young people from our most deprived communities. We are also using PEF to fund a Music Therapy programme for children with severe and complex needs in our Ochil House provision. In totality, therefore, SAC and PEF funding combines to sustain our SAC programme from the past two sessions and key work that we are doing to target improved outcomes and experiences for decile 1 and 2 pupils.

West Lothian

Bridgend Primary

Excellence & Equity Teacher

It is intended that we build on year three's success of employing a 1.0FTE additional teacher (Excellence & Equity) by maintaining this provision. The E&E teacher will continue to;

- Provide additional literacy and numeracy support for SIMD 1/ 2 & FSM children
- Release class teachers to enable effective 1:1 pupil feedback sessions – next steps in literacy and numeracy.
- Support literacy and numeracy family learning opportunities
- Support and encourage teacher engagement in the reflection process through Maths Recovery (training completed 2017/18)
- Help devise and deliver appropriate next steps for universal and targeted progression

The cost of this post will primarily be funded through PEF but due to the reduction in the school allowance this session and the pay increase there will be a deficit which we propose to fund through the schools programme.

West Lothian Central Collaborative Support

Head teachers across the authority have agreed to continue to contribute 3.5% of their PEF allocation for the provision of support in coordinating the delivery of planned interventions, the

provision of CLPL opportunities within Literacy, Numeracy and Health & Wellbeing and support with performance data analysis.

Numeracy, Literacy and Health & Wellbeing PEF Leads have been established to provide strategic advice, support and CLPL to schools.

PEF Manager post has been provided to assist schools in relation to Finance, HR and Procurement.

St Thomas' Primary

Pupil Support Worker

It is our intention to spend the PEF on extending the contract of our additional Pupil Support Worker (PSW). The proposed activities contained in this proposal have and will continue to be complemented by this appointment as this will allow us to target specific interventions to raise attainment and close the gap for individual pupils and small groups in receipt of FSM. The children will be identified through baseline assessments, ongoing assessment as part of the Scottish Attainment Challenge and teacher professional judgements. The PSW has been trained in interventions to support the development of literacy and numeracy skills particularly in the Early Years. This will allow continuity of the established work of the Nursery Nurse provided through the Schools programme in session 2017/18. The PSW will also have the shared responsibility for delivering our Family Learning Programme, PEEP, Word Boost and Number Talks and supporting and leading family learning workshops in these interventions. In evaluating the success of initiatives as part of the SAC, we recognise that staff trained to the highest standard in specific programmes and interventions have had the greatest impact on attainment and believe that spending PEF on this will ensure continued improvement for targeted pupils and initiatives.

West Lothian Central Collaborative Support

Head teachers across the authority have agreed to continue to contribute 3.5% of their PEF allocation for the provision of support in coordinating the delivery of planned interventions, the provision of CLPL opportunities within Literacy, Numeracy and Health & Wellbeing and support with performance data analysis.

Numeracy, Literacy and Health & Wellbeing PEF Leads have been established to provide strategic advice, support and CLPL to schools.

PEF Manager post has been provided to assist schools in relation to Finance, HR and Procurement.

St Kentigern's Academy

The Attainment Challenge Fund will be used to underpin the core principles of the Student Equity Fund (PEF). It will allow us to continue funding for the SAC Post holders, SAC Co-ordinators and PSWs to further develop the work undertaken in years one and two.

It will also provide the CLPL to provide all staff with a toolkit for supporting learning, teaching and assessment of SIMD 1 and 2 students in a consistent approach across the school. This will then be further developed to support all students in the school to ensure equity in their learning, especially in our school identified 'gap' of SIMD 3 learners. One of our PEF focuses is to enhance our work in 'Developing the Young Workforce' and our targeted work in the skills development of our SIMD 1 and 2 cohorts will enhance the impact on these learners.

The activities planned in year three, along with the successes from year one and two will be further evaluated and will inform our approaches to our use of PEF and will better provide equity in learning. In addition, the schools programme funding will allow us the capacity for our staff to be further developed with the skills to ensure they meet our learners' individual needs. All of this links perfectly with our school vision of ensuring all learners develop their potential, based on our core values of Love, Faith, Equality, Inclusiveness, Hope and Respect.