
From: [redacted]

Sent: 17 May 2019 13:17

To: Deputy First Minister and Cabinet Secretary for Education and Skills <DFMCSE@gov.scot>

Cc: FM Policy Team Mailbox <fmpolicyteam@gov.scot>; Permanent Secretary <PermanentSecretary@gov.scot>; DG Education, Communities & Justice <DGECJ@gov.scot>; Robertson FMG (Fiona) (Director of Learning) <Fiona.Robertson@gov.scot>; Logan G (Graeme) <Graeme.Logan@gov.scot>; [redacted]; Gorman G (Gayle) <Gayle.Gorman@educationscotland.gov.scot>; Walker M (Maria) <Maria.Walker@educationscotland.gov.scot>; [redacted]; [redacted]; Wilson M (Mick) <Mick.Wilson@gov.scot>; Hicks C (Clare) <Clare.Hicks@gov.scot>; Bruce A (Andrew) <Andrew.Bruce@gov.scot>; [redacted]; [redacted]; [redacted]; [redacted]; [redacted]; [redacted]; [redacted]; [redacted]; [redacted]; [redacted]; McAllister C (Colin) <Colin.McAllister@gov.scot>; [redacted]; [redacted]; Communications DFM & Education <CommunicationsDFM&Education@gov.scot>; First Minister <firstminister@gov.scot>; Minister for Further Education, Higher Education and Science <MinisterFEHES@gov.scot>; Minister for Children and Young People <MinisterCYP@gov.scot>; [redacted]>

Subject: Evaluation of Attainment Scotland Fund - Publication of reports

Evaluation of Attainment Scotland Fund: Publication of reports Thursday 30th May

Please find attached a submission regarding the publication of 3 reports associated with the evaluation of the Attainment Scotland Fund:

1. [redacted – out of scope]
2. Headteacher Survey 2018 report
3. [redacted – out of scope]

The reports are due to be published on Thursday 30th May at 9.30am.

Kind Regards,
[redacted]

From: Logan G (Graeme)
Sent: 23 May 2019 16:10
To: Deputy First Minister and Cabinet Secretary for Education and Skills;
McAllister C (Colin); Robertson FMG (Fiona) (Director of Learning); Wilson M
(Mick); [redacted]; [redacted]; [redacted]; [redacted]; Communications DFM
& Education; [redacted]; DG Education, Communities & Justice
Subject: FW: Evaluation of Attainment Scotland Fund - Publication of reports
Follow Up Flag: Follow up
Flag Status: Completed

Mr Swinney

[redacted – not in scope]

The publication of the [redacted – out of scope] and headteacher survey will now take place on the afternoon of Thursday 30 May (1pm). You are due to visit Holyrood High School in Edinburgh on the morning of the 30th to announce the SAC funding for session 2019/20.

Thanks
Graeme.

Deputy First Minister and Cabinet Secretary for Education and Skills

SCOTTISH ATTAINMENT CHALLENGE – PUBLICATION OF YEAR 3 INTERIM EVALUATION OF THE ATTAINMENT SCOTLAND FUND, HEADTEACHER SURVEY 2018 AND SCHOOL CASE STUDIES

Purpose

1. To inform DFM of the publication of three associated evaluation reports scheduled for **9:30 am on Thursday 30th May**:
 - a. [redacted – not in scope]
 - b. Headteacher Survey 2018
 - c. [redacted – not in scope]

Timing

2. Routine

Background

3. The evaluation of the Attainment Scotland Fund (ASF) aims to provide learning about the overall implementation of the ASF and the extent to which the aims of the ASF have been met.
4. [redacted – not in scope]
5. [redacted – not in scope]
6. We are also publishing standalone reports on findings from two of the above data sources included within the main report (Headteacher Survey 2018 and School Case Studies).
7. The headteacher survey report (**Annex B**) presents on findings from the third year of an online survey to headteachers. Previously, headteachers of schools within the Challenge Authorities and Schools Programme were invited to take part. This year, for the first time, the survey was expanded to include a sample of headteachers of schools outwith these strands but in receipt of Pupil Equity Funding. The survey asked headteachers to reflect on their experience of the ASF in the previous school year (i.e. 2017/18).
8. [redacted – not in scope]

[redacted – not in scope]

9. [redacted – not in scope]

Evidence around closing the poverty-related attainment gap

10. In Year 3, 88% of headteachers reported seeing an improvement in closing the poverty-related attainment gap as a result of their interventions supported by the ASF. This was an increase from 78% in Year 2. In addition, 95% expect to see improvements over the next 5 years as a result of the ASF.

11. [redacted – not in scope]

12. [redacted – not in scope]

13. [redacted – not in scope]

14. [redacted – not in scope]

15. [redacted – not in scope]

Pupil Equity Funding

16. Results from the headteacher survey indicated largely positive experiences in relation to implementing Pupil Equity Funding. Specifically,

- 93% of headteachers reported having an implementation plan to manage PEF effectively
- 83% of headteachers agreed that the process of receiving PEF was easy to understand
- 71% agreed that the process of working out allocations was transparent
- 66% of headteachers felt there was sufficient support in place to develop and implement their plan for PEF

17. There was evidence that experiences were more divided in relation to the reporting requirements for PEF, which may reflect local authorities' varied approaches to this. 58% of headteachers agreed that the reporting requirements were reasonable.

18. There was some emerging evidence that schools outwith the Challenge Authority and Schools Programme and in receipt of PEF only may have slightly different perspectives in relation to their experiences of the ASF. This could reflect the schools' later stage of involvement with the ASF.

What was working well in the implementation of the ASF?

19. [redacted – not in scope]

- There was clear evidence that teachers and schools valued the autonomy provided to them through PEF. 89% of headteachers felt they had the autonomy to develop a plan for PEF.
- [redacted – not in scope]
- [redacted – not in scope] In addition, 71% of headteachers felt there had been an increase in collaboration as a result of the ASF.

Challenges encountered by stakeholders

20. The evaluation also identified some challenges experienced by stakeholders, including:

- Challenge Authorities noted improvements around reporting and timescales associated with the ASF. Some schools noted challenges in enough time to plan for PEF in 2017/18 but there was emerging evidence that this had improved in 2018/19.
- There was some evidence of a decrease in the confidence of sustainability of improvements. Stakeholders were confident that the improved skills and practice would remain beyond the years of the ASF. However, they also raised concerns that withdrawal of funding would lead to a loss in the additional staffing resources, viewed as key to the success of the ASF.
- The experience of the ASF in the context of wider resourcing pressures was an issue raised by schools. This impacted on the extent to which the ASF was perceived as additional by a few schools and this is an area to be explored in the Year 4 evaluation.

Communications

21. The publication of all 3 reports will coincide with the announcement of the Challenge Authority and Schools Programme funding allocations. This announcement is scheduled to take place at Holyrood High School, in Edinburgh, at 10 am on Thursday 30 May. We are continuing to liaise with Comms to develop a communications strategy to support the publications and associated visit.

Next Steps

22. The final versions of all 3 reports will be published online at 9.30am on Thursday 30th May.

Action

23. The DFM is asked to note our intention to publish these 3 reports on 30th May. Officials are happy to discuss any aspect of the publication.

[Redacted]
Learning Analysis

Copy List:	For Action	For Comments	For Information		
			Portfolio Interest	Constit Interest	General Awareness
First Minister					X
Minister for Further Education, Higher Education and Science			X		X
Minister for Children and Young People			X		X

DG Learning and Justice
 Director for Learning, Fiona Robertson
 FM Policy and Delivery Unit
 Permanent Secretary
 Graeme Logan
 [redacted]
 Gayle Gorman
 Maria Walker
 [redacted]
 [redacted]
 Mick Wilson
 Clare Hicks
 Andy Bruce
 [redacted]
 [redacted]
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 [redacted]
 [redacted]
 [redacted]
 [redacted]
 Colin McAllister
 [redacted]
 [redacted]
 Communications DFM & Education



Scottish Government
Riaghaltas na h-Alba
gov.scot

Attainment Scotland Fund Evaluation: Headteacher Survey 2018 - Appendix (Technical Report)



CHILDREN, EDUCATION AND SKILLS



1. Survey methodology and response

1.1. Scottish Government commissioned the survey to include headteachers of schools in receipt of Challenge Authority, Schools Programme and/or Pupil Equity Funding. The overall aim is to build on learning from previous surveys to further improve operation of the ASF, and to maximise the impact of programmes supported by the Fund. This includes the following specific objectives:

- Provide insight on the experience of headteachers benefiting through each of the ASF streams, identifying any variation in experience or views across schools;
- Build on longitudinal data to monitor changes over time; and
- Provide evidence of what is working and what is not working well to inform ongoing delivery of the ASF.

1.2. Survey content was adapted from previous exercises to maintain longitudinal data, and was adapted to ensure relevance to the experience of schools in receipt of Pupil Equity Funding only, included in the survey for the first time in 2018. The survey sample comprised 100% of schools in receipt of Challenge Authority and Schools Programme funding, and a sample of schools in receipt of PEF-only stratified by urban/rural geography and the level of PEF allocation. The survey sample is summarised below.

Survey sample structure

	Challenge Authority	Schools Programme	PEF-only	All
Urban area	550	57	300	907 (47%)
Small town	60	9	102	171 (16%)
Rural area	64	8	239	311 (37%)
Total	674 (49%)	74 (5%)	641 (46%)	1,389

1.3. Urban/rural stratification of the survey sample was based on the 6-fold Scottish Government urban/rural classification¹:

- Urban area: schools in areas classified as '1: large urban' or '2: other urban';

¹ www.gov.scot/Topics/Statistics/About/Methodology/UrbanRuralClassification

- Small town: schools in areas classified as ‘3. accessible small town’ or ‘4. remote small towns’; and
- Rural area: schools in areas classified as ‘5. accessible rural areas’ or ‘6. remote rural areas’.

1.4. PEF is allocated on basis of the number of pupils in receipt of Free School Meals. For the purposes of this research, different thresholds were calculated for Primary and Secondary schools. The table below displays the thresholds calculated for PEF. A primary school that received up to £7,200 is in the bottom 25% of PEF allocations. Whereas a primary school that received over £66,600 is in the group of those that receive the top 25% of PEF allocations. In secondary schools, those that received up to £33,600 are in the bottom 25% of PEF allocations and those that received above £102,000 are in the top 25% of PEF allocations.

PEF threshold by school type (2017/18)

	Primaries	Secondaries
Quartile 1	≤ £7,200	≤ £33,600
Quartile 4	≥ £66,600	≥ £102,000

1.5. The survey was issued direct to schools by email in October 2018, supported by promotion via Education Scotland and local authorities. The fieldwork period was maximised to enable the broadest possible response, running for 9 weeks to early December 2018.

Survey response

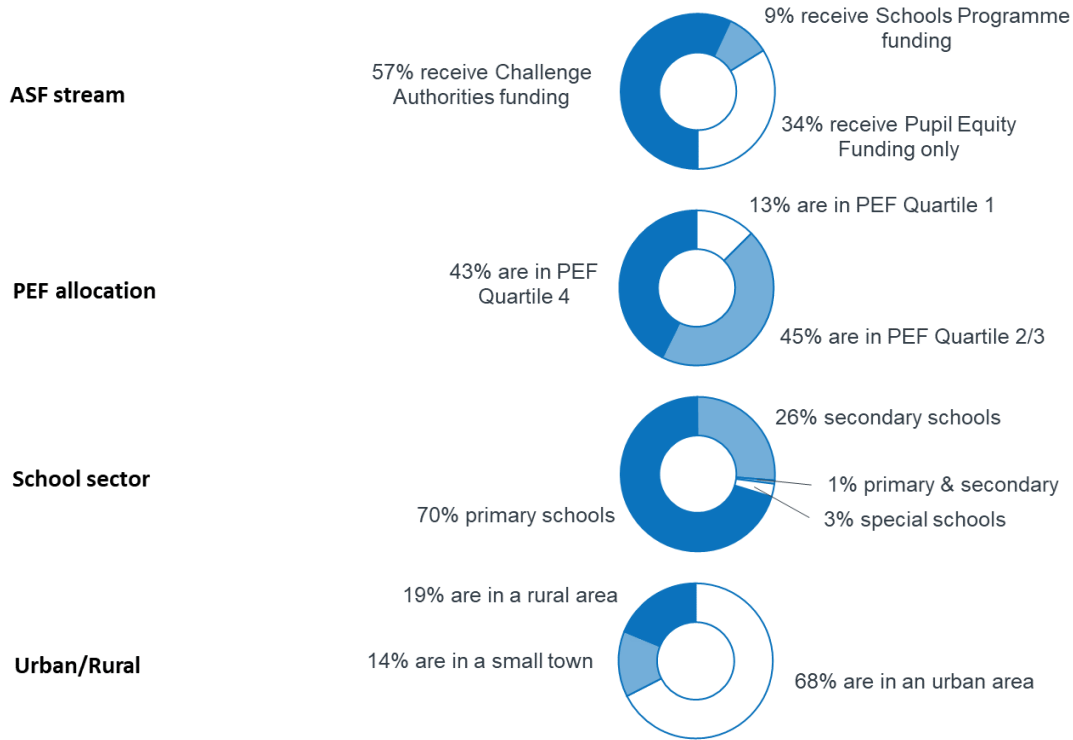
1.6. A total of 553 responses were received by survey close, equivalent to an overall response rate of 40% and comparing with 52% in 2017. The lower overall response is due to a lower 29% response from ‘PEF-only’ schools included in the survey for the first time this year; the 47% response rate for Challenge Authority schools is similar to that achieved in 2017, and the 69% Schools Programme response is 10 points higher than 2017.

Overview of survey response

	Surveys issued	Returns	Response rate
Challenge Authority	674	315	47%
Schools Programme	74	51	69%
PEF-only	641	187	29%
Total	1,389	553	40%

1.7. The profile of survey respondents is summarised over the page. The largest groups are Challenge Authority schools, schools with a higher PEF allocation, primary schools and schools in urban areas. The lower response received from PEF-only schools has resulted in some under-representation of this group – survey weighting has been used to correct for this response bias.

Profile of survey respondents (n=553)



Note: Quartile 1 = lower PEF allocation, Quartile 4 = higher allocation.

Analysis and reporting

1.8. Survey data show some inconsistency between responses and data on ASF support provided to schools. For example, 84 Challenge Authority and 2 Schools Programme respondents indicated their school received only Pupil Equity Funding, suggesting some lack of clarity on funding streams. The final categorisation of respondents has sought to correct these inconsistencies.

1.9. Survey responses have been weighted against the overall profile of schools in receipt of ASF funding, based on ASF stream and urban/rural location. This has been designed to adjust for survey response bias, and to account for the over-sampling of Challenge Authority and Schools Programme funding streams in the original survey sample.

- 1.10. Survey analysis has used 95% Confidence Interval tests to identify significant differences from previous survey findings, and across key respondent groups. These include ASF stream, PEF allocation, school sector and urban/rural location. Where variation across these groups is noted in the main survey report, this is based on a statistically significant difference between groups.
- 1.11. The survey included several open ended questions where respondents were invited to answer in their own words. Key word analysis has been used to identify the main themes emerging through responses to these questions; for questions where sufficient number of written responses have been received, we provide tabular results of this analysis in the main report.

2. Survey Questions

The Attainment Scotland Fund

How clear do you find the aim(s) of the Attainment Scotland Fund?

Please describe, in your own words, the aim(s) of the Attainment Scotland Fund.

The Attainment Scotland Fund aims to close the poverty-related attainment gap, by focusing on improving numeracy and literacy attainment and health and wellbeing of pupils living in poverty. How much do you agree with this aim?

Interventions and approaches

Thinking specifically about the last school year 2017/18, did your school have any interventions or approaches being supported through Challenge Authority/Schools Programme funding and/or Pupil Equity Funding?

As a school who has received both Challenge Authority/Schools Programme funding and Pupil Equity Funding, which of the following approaches did you take for choosing interventions?

- There were two separate school plans, one for interventions/approaches supported through [Challenge Authority / Schools Programme] funding and a separate plan for Pupil Equity Funding
- There was one single school plan of interventions/approaches regardless of the funding stream
- Other (please specify)

Please list the interventions/approaches supported by Challenge Authority/Schools Programme funding and/or Pupil Equity Funding in or for your school during 2017/18.

- Numeracy interventions/approaches
- Literacy interventions/approaches
- Health and Wellbeing interventions/approaches
- Other interventions/approaches

During 2017/18, how many of these interventions/approaches were intended to target the following groups?

- Targeted specifically at the most deprived pupils or parents of the most deprived pupils
- Targeted at all pupils, all parents or all teachers, or all in a certain year group
- Targeted in another way or according to another criteria

How many of these interventions/approaches were:

- Newly introduced in your school during 2017/18
- A scale-up of an intervention from previous school year 2016/17

- Continuing, at the same level, an intervention that was introduced in the previous school year 2016/17

Has your school stopped or are you planning on stopping any interventions or approaches that had been supported by Challenge Authority/Schools Programme funding and/or Pupil Equity Funding?

- Challenge Authority/Schools Programme funded interventions/approaches
- Pupil Equity Funding supported interventions/approaches

If your school has stopped any interventions or approaches, what was this decision based on?

Thinking about the interventions/approaches you listed earlier, how much emphasis has there been on the following areas?

- Leadership skills
- Collaboration within the school or across schools
- Data skills or use
- Self-improvement and/or improvement planning
- Teaching skills or practice
- Resources or tools for teaching and learning
- The learning environment
- Family learning
- Parental or community engagement with the school
- Other

To what extent do you agree or disagree with the following statements.

- I feel confident using evidence to inform the development of interventions / approaches
- I always use available evidence to measure the extent to which the interventions are having a desired impact
- Through the fund, I feel that my skills and knowledge of how to use data for teaching planning, evaluation and improvement at a school level have been significantly improved

Do you have an evaluation plan in place to measure progress and impact of interventions/approaches in your school supported by Challenge Authority, Schools Programme and/or Pupil Equity Funding?

You said you have an evaluation plan in place, did you have two separate evaluation plans or one plan for all interventions/approaches?

Impact of interventions and approaches

So far, have you seen any improvement in closing the poverty-related gap in literacy attainment, numeracy attainment or health and wellbeing in your school as a result of interventions supported by Challenge Authority/Schools Programme funding and/or Pupil Equity Funding?

Are you expecting to see any improvement in the coming five years in closing the poverty-related gap in literacy attainment, numeracy attainment or health

and wellbeing in your school as a result of interventions supported by Challenge Authority/Schools Programme funding and/or Pupil Equity Funding?

What are the main factors that help interventions succeed in improving the poverty-related gap in literacy attainment, numeracy attainment or health and wellbeing in your school?

What are the main barriers in making the interventions successful in closing the poverty-related gap in literacy attainment, numeracy attainment or health and wellbeing in your school?

Do you expect that any improvement in the poverty-related gap in literacy attainment, numeracy attainment or health and wellbeing in your school as a result of Challenge Authority/Schools Programme funding and/or Pupil Equity Funding will be sustainable beyond the years of the funding?

Collaborative working

As the result of Challenge Authority/Schools Programme funding and/or Pupil Equity Funding, do you think there has been any change in the number of staff in your school working collaboratively to improve their practice?

Please tell us why you think this change has happened. Please tell us why you think this change hasn't happened.

Unintended consequences

Did your school's participation in Challenge Authority/Schools Programme funding and/or Pupil Equity Funding have any unintended positive consequences? Please tell us about any unintended positive consequences.

Did your school's participation in Challenge Authority/Schools Programme funding and/or Pupil Equity Funding have any unintended negative consequences? Please tell us about any unintended negative consequences.

Governance and administration

What do you think is working well in the national and/or local governance and organisation of the Attainment Scotland Fund, and the support you receive from the Scottish Government, Education Scotland, your Attainment Advisor and/or your local authority?

- Working well around Challenge Authority / Schools Programme funding
- Working well around Pupil Equity Funding

What do you think could be improved in the national and/or local governance and organisation of the Attainment Scotland Fund, and the support you receive from the Scottish Government, Education Scotland, your Attainment Advisor and/or your local authority?

- Could be improved around Challenge Authority / Schools Programme funding
- Could be improved around Pupil Equity Fundi

Pupil Equity Funding

Did you feel that there was sufficient support in place to develop and implement your school plans for Pupil Equity Funding?

Which of the following sources of information did you consult when developing your plans for Pupil Equity Funding?

Thinking about your experience of Pupil Equity Funding, to what extent do you agree or disagree with the following?

- The process of receiving PEF was easy to understand
- The process of working out allocations was transparent
- Reporting requirements associated with PEF funding are reasonable

To what extent do you agree or disagree with the following statements?

- The school has an implementation plan in place to manage Pupil Equity Funding effectively
- As headteacher I have autonomy to develop a plan for Pupil Equity Funding taking account of the school's local context and needs

Your school receives Challenge Authority/Schools Programme and Pupil Equity Funding. What do you think are the additional benefits of receiving both? And what do you think are the additional challenges of receiving both?

3. Tabular results

3.1. The tables below set out weighted survey results, including analysis by ASF funding stream and comparison with previous survey results. Note that question non-response has been excluded from percentage bases.

How clear do you find the aim(s) of the Attainment Scotland Fund?

	2018	2017	2016	Challenge Authority	Schools Programme	PEF-only
<i>Base (all respondents)</i>	534	212	139	307	50	177
Very clear	51%	67%	72%	64%	72%	44%
Somewhat clear	40%	31%	24%	32%	28%	44%
Neither clear nor unclear	4%	1%	2%	2%		6%
Somewhat unclear	1%	<0.5%		<0.5%		2%
Very unclear	1%		1%	1%		1%
I don't know	3%	<0.5%	1%	1%		4%

The Attainment Scotland Fund aims to close the poverty-related attainment gap, by focusing on improving numeracy and literacy attainment and health and wellbeing of pupils living in poverty. How much do you agree with this aim?

	2018	2017	2016	Challenge Authority	Schools Programme	PEF-only
<i>Base (all respondents)</i>	541	211	139	308	50	183
Strongly Agree	57%	70%	71%	64%	58%	53%
Agree	37%	29%	26%	31%	39%	40%
Neither agree nor disagree	4%	1%	2%	2%	3%	4%
Disagree	2%	<0.5%	1%	2%		2%
Strongly Disagree	<0.5%					<0.5%
I don't know	<0.5%			<0.5%		1%

Thinking specifically about the last school year 2017/18, did your school have any interventions or approaches being supported through Challenge Authority/Schools Programme funding and/or Pupil Equity Funding?

	2018	2017	2016	Challenge Authority	Schools Programme	PEF-only
<i>Base (all respondents)</i>	540	214	110	307	50	183
Yes	99%	97%	100%	99%	98%	98%
No	1%	2%		<0.5%	2%	1%
I don't know	1%	1%		<0.5%		1%

As a school who has received both Challenge Authority/Schools Programme funding and Pupil Equity Funding, which of the following approaches did you take for choosing interventions?

	2018	2017	2016	Challenge Authority	Schools Programme	PEF-only
<i>Base (those indicating they receive CA/SP & PEF)</i>	270	-	-	205	43	22
There were two separate school plans, one for interventions/approaches supported through CA/SP funding and a separate plan for PEF	35%	-	-	33%	52%	-
There was one single school plan of interventions/approaches regardless of the funding stream	61%	-	-	64%	34%	-
Other (please specify)	4%	-	-	3%	14%	-

During 2017/18, how many of these interventions/approaches were intended to target the following groups?

	2018	2017	2016	Challenge Authority	Schools Programme	PEF-only
Targeted specifically at the most deprived pupils or parents of the most deprived pupils						
<i>Base (all respondents)</i>	486	198	-	280	43	163
Most interventions	73%	78%	-	72%	93%	72%
Some interventions	21%	20%	-	24%	5%	21%
Few interventions	4%	2%	-	4%	2%	4%
No interventions	2%	1%	-	1%		3%
Targeted at all pupils, all parents or all teachers, or all in a certain year group						
<i>Base (all respondents)</i>	474	179	-	275	43	156
Most interventions	18%	28%	-	26%	18%	15%
Some interventions	49%	47%	-	60%	63%	43%
Few interventions	23%	15%	-	9%	9%	30%
No interventions	10%	10%	-	4%	10%	12%
Targeted in another way or according to another criteria						
<i>Base (all respondents)</i>	450	166	-	259	41	150
Most interventions	13%	14%	-	18%	10%	11%
Some interventions	45%	36%	-	45%	38%	45%
Few interventions	22%	26%	-	23%	33%	21%
No interventions	20%	25%	-	14%	19%	22%

How many of these interventions/approaches were:

	2018	2017	2016	Challenge Authority	Schools Programme	PEF-only
Newly introduced in your school during 2017/18						
<i>Base (all respondents)</i>	470	188	-	268	42	160
Most interventions	56%	43%	-	47%	30%	61%
Some interventions	37%	39%	-	48%	42%	33%
Few interventions	5%	13%	-	5%	22%	4%
No interventions	2%	4%	-		5%	2%
A scale-up of an intervention from previous school year 2016/17						
<i>Base (all respondents)</i>	437	171	-	247	41	149
Most interventions	10%	23%	-	18%	31%	6%
Some interventions	43%	43%	-	47%	45%	41%
Few interventions	30%	16%	-	21%	23%	34%
No interventions	17%	18%	-	14%		19%
Continuing, at the same level, an intervention that was introduced in the previous school year 2016/17						
<i>Base (all respondents)</i>	407	152	-	230	40	137
Most interventions	3%	8%	-	5%	13%	2%
Some interventions	23%	27%	-	30%	48%	19%
Few interventions	23%	24%	-	34%	37%	18%
No interventions	50%	41%	-	31%	2%	61%

Has your school stopped or are you planning on stopping any interventions or approaches that had been supported by Challenge Authority/Schools Programme funding and/or Pupil Equity Funding?

	2018	2017	2016	Challenge Authority	Schools Programme	PEF-only
Challenge Authority/Schools Programme funded interventions/approaches						
<i>Base (those indicating they receive CA/SP)</i>	237	-	-	185	40	-
Yes	11%	-	-	9%	28%	-
No	80%	-	-	82%	67%	-
Don't know	9%	-	-	10%	5%	-
Pupil Equity Funding supported interventions/approaches						
<i>Base (those indicating they receive PEF)</i>	481	-	-	276	40	165
Yes	20%	-	-	23%	21%	19%
No	71%	-	-	71%	72%	72%
Don't know	8%	-	-	7%	6%	9%

Thinking about the interventions/approaches you listed earlier, how much emphasis has there been on the following areas?

	2018	2017	2016	Challenge Authority	Schools Programme	PEF-only
Leadership skills						
<i>Base (all respondents)</i>	461	-	-	266	43	152
Strong emphasis	27%	-	-	42%	37%	20%
Some emphasis	49%	-	-	45%	53%	51%
Little emphasis	20%	-	-	11%	10%	25%
No emphasis	3%	-	-	3%		3%
Collaboration within the school or across schools						
<i>Base (all respondents)</i>	458	-	-	267	42	149
Strong emphasis	38%	-	-	43%	40%	35%
Some emphasis	44%	-	-	47%	25%	45%
Little emphasis	15%	-	-	9%	33%	16%
No emphasis	3%	-	-	2%	2%	4%
Data skills or use						
<i>Base (all respondents)</i>	460	-	-	264	43	153
Strong emphasis	40%	-	-	53%	33%	34%
Some emphasis	41%	-	-	36%	53%	42%
Little emphasis	15%	-	-	8%	13%	19%
No emphasis	4%	-	-	2%		5%
Self-improvement and/or improvement planning						
<i>Base (all respondents)</i>	457	-	-	266	42	149
Strong emphasis	41%	-	-	56%	43%	35%
Some emphasis	47%	-	-	36%	53%	51%
Little emphasis	9%	-	-	5%	4%	11%
No emphasis	3%	-	-	3%		3%
Teaching skills or practice						
<i>Base (all respondents)</i>	472	-	-	272	43	157
Strong emphasis	57%	-	-	77%	52%	49%
Some emphasis	35%	-	-	22%	46%	41%
Little emphasis	6%	-	-	2%	2%	8%
No emphasis	1%	-	-			2%
Resources or tools for teaching and learning						
<i>Base (all respondents)</i>	471	-	-	273	41	157
Strong emphasis	44%	-	-	45%	19%	45%
Some emphasis	44%	-	-	47%	70%	42%
Little emphasis	10%	-	-	8%	10%	11%
No emphasis	2%	-	-	<0.5%	2%	3%

	2018	2017	2016	Challenge Authority	Schools Programme	PEF-only
The learning environment						
<i>Base (all respondents)</i>	471	-	-	271	43	157
Strong emphasis	38%	-	-	46%	38%	35%
Some emphasis	44%	-	-	38%	47%	46%
Little emphasis	16%	-	-	14%	10%	18%
No emphasis	2%	-	-	2%	4%	2%
Family learning						
<i>Base (all respondents)</i>	463	-	-	272	42	149
Strong emphasis	27%	-	-	37%	26%	22%
Some emphasis	52%	-	-	48%	65%	52%
Little emphasis	16%	-	-	12%	8%	19%
No emphasis	5%	-	-	2%	2%	6%
Parental or community engagement with the school						
<i>Base (all respondents)</i>	468	-	-	271	43	154
Strong emphasis	31%	-	-	40%	42%	27%
Some emphasis	52%	-	-	48%	49%	53%
Little emphasis	14%	-	-	10%	8%	16%
No emphasis	3%	-	-	2%	2%	4%
Other						
<i>Base (all respondents)</i>	51	-	-	26	<10 resps	20
Strong emphasis	44%	-	-	54%	<10 resps	42%
Some emphasis	16%	-	-	20%	<10 resps	13%
Little emphasis		-	-		<10 resps	
No emphasis	41%	-	-	27%	<10 resps	45%

To what extent do you agree or disagree with the following statements.

	2018	2017	2016	Challenge Authority	Schools Programme	PEF-only
I feel confident using evidence to inform the development of interventions / approaches						
<i>Base (all respondents)</i>	479	205	-	270	43	166
Strongly agree	30%	30%	-	26%	26%	32%
Agree	60%	54%	-	65%	73%	58%
Neither agree nor disagree	7%	13%	-	7%	2%	8%
Disagree	2%	2%	-	1%		3%
Strongly disagree			-			
I don't know	<0.5%		-	1%		
I always use available evidence to measure the extent to which the interventions are having a desired impact						
<i>Base (all respondents)</i>	480	206	-	271	43	166
Strongly agree	28%	29%	-	28%	41%	27%
Agree	62%	56%	-	62%	58%	63%
Neither agree nor disagree	9%	13%	-	9%	2%	9%
Disagree	1%	2%	-	1%		1%
Strongly disagree			-			
I don't know			-			
Through the fund, I feel that my skills and knowledge of how to use data for teaching planning, evaluation and improvement at a school level have been significantly improved						
<i>Base (all respondents)</i>	478	205	-	269	43	166
Strongly agree	21%	28%	-	28%	28%	17%
Agree	39%	40%	-	46%	63%	35%
Neither agree nor disagree	30%	23%	-	19%	6%	35%
Disagree	8%	6%	-	5%	4%	10%
Strongly disagree	2%	1%	-	1%		2%
I don't know	<0.5%	<0.5%	-	1%		

Do you have an evaluation plan in place to measure progress and impact of interventions/approaches in your school supported by Challenge Authority/Schools Programme and/or Pupil Equity Funding?

	2018	2017	2016	Challenge Authority	Schools Programme	PEF-only
<i>Base (all respondents)</i>	479	-	-	271	42	166
Yes	92%	-	-	96%	98%	90%
No	5%	-	-	3%		6%
I don't know	2%	-	-	1%	2%	3%

You said you have an evaluation plan in place, which of the following applies to your school?

	2018	2017	2016	Challenge Authority	Schools Programme	PEF-only
<i>Base (those indicating they receive CA/SP & PEF, with an evaluation plan)</i>	245	-	-	188	39	-
There were two separate evaluation plans, one for interventions/ approaches supported by CA/SP and another plan for interventions/ approaches supported by PEF	24%	-	-	22%	36%	-
There was one evaluation plan to measure progress of all interventions / approaches regardless of the funding stream	69%	-	-	71%	52%	-
Other (please specify)	8%	-	-	7%	12%	-

So far, have you seen any improvement in closing the poverty-related gap in literacy attainment, numeracy attainment or health and wellbeing in your school as a result of interventions supported by Challenge Authority/Schools Programme funding and/or Pupil Equity Funding?

	2018	2017	2016	Challenge Authority	Schools Programme	PEF-only
<i>Base (all respondents)</i>	478	207	144	269	43	166
Yes, a lot	12%	14%	10%	14%	23%	10%
Yes, a little	76%	64%	67%	78%	75%	75%
No	9%	14%	19%	5%	2%	11%
I don't know	3%	7%	4%	3%		4%

Are you expecting to see any improvement in the coming five years in closing the poverty-related gap in literacy attainment, numeracy attainment or health and wellbeing in your school as a result of interventions supported by Challenge Authority/Schools Programme funding and/or Pupil Equity Funding?

	2018	2017	2016	Challenge Authority	Schools Programme	PEF-only
<i>Base (all respondents)</i>	480	207	144	271	43	166
Yes, a lot	56%	60%	62%	57%	74%	55%
Yes, a little	39%	37%	31%	40%	24%	40%
No	2%	<0.5%	2%		2%	2%
I don't know	3%	2%	6%	3%		3%

Do you expect that any improvement in the poverty-related gap in literacy attainment, numeracy attainment or health and wellbeing in your school as a result of Challenge Authority/Schools Programme funding and/or Pupil Equity Funding will be sustainable beyond the years of the funding?

	2018	2017	2016	Challenge Authority	Schools Programme	PEF-only
<i>Base (all respondents)</i>	466	200	138	262	43	161
Yes	42%	58%	38%	41%	46%	42%
No	17%	10%	12%	19%	9%	16%
I don't know	42%	33%	51%	40%	44%	42%

As the result of Challenge Authority/Schools Programme funding and/or Pupil Equity Funding, do you think there has been any change in the number of staff in your school working collaboratively to improve their practice?

	2018	2017	2016	Challenge Authority	Schools Programme	PEF-only
<i>Base (all respondents)</i>	470	207	144	261	44	165
Yes, there has been a large increase in collaborative working as a result of the fund	29%	39%	32%	40%	52%	23%
Yes, there has been a small increase in collaborative working as a result of the fund	42%	38%	39%	40%	46%	43%
Yes, there has been an increase in collaborative working, but I don't think it is as a result of the fund	21%	18%	18%	15%	2%	24%
No, there has been no increase in collaborative working	7%	3%	9%	4%		8%
I am not sure	1%	1%	2%	1%		1%

Did your school's participation in Challenge Authority/Schools Programme funding and/or Pupil Equity Funding have any unintended positive consequences?

	2018	2017	2016	Challenge Authority	Schools Programme	PEF-only
<i>Base (all respondents)</i>	447	203	141	251	41	155
Yes	38%	40%	36%	40%	45%	36%
No	62%	60%	64%	60%	55%	64%

Did your school's participation in Challenge Authority/Schools Programme funding and/or Pupil Equity Funding have any unintended negative consequences?

	2018	2017	2016	Challenge Authority	Schools Programme	PEF-only
<i>Base (all respondents)</i>	443	204	139	245	42	156
Yes	18%	24%	19%	19%	26%	17%
No	82%	76%	81%	82%	74%	83%

Did you feel that there was sufficient support in place to develop and implement your school plans for Pupil Equity Funding?

	2018	2017	2016	Challenge Authority	Schools Programme	PEF-only
<i>Base (those indicating they receive PEF)</i>	449	312	-	247	39	163
Yes	66%	56%	-	67%	65%	66%
No	25%	37%	-	26%	10%	25%
I don't know	9%	7%	-	7%	25%	9%

Which of the following sources of information did you consult when developing your plans for Pupil Equity Funding? Please select all that apply

	2018	2017	2016	Challenge Authority	Schools Programme	PEF-only
<i>Base (those indicating they receive PEF)</i>	450	311	-	246	38	166
National operational guidance (Scottish Government)	76%	-	-	75%	67%	76%
Local guidance (e.g. guidance developed by local authorities)	89%	-	-	90%	73%	89%
Attainment advisors	35%	38%	-	41%	82%	31%
Teachers within the school	84%	95%	-	91%	66%	82%
Other schools (other teachers, headteachers)	68%	84%	-	76%	52%	65%
Local authority	72%	86%	-	80%	57%	70%
Education Scotland	62%	42%	-	58%	64%	63%
Scottish Government	27%	21%	-	27%	30%	27%
National Improvement Hub	55%	-	-	51%	33%	58%
Education Endowment Foundation (EEF) – Scottish version Learning and Teaching	59%	50%	-	60%	59%	59%
Universities / Academia sources	12%	10%	-	14%	4%	12%
Parents (e.g. Parent council)	75%	5%	-	89%	74%	70%
Other sources (please write in below)	17%	79%	-	22%	9%	15%
Don't know / can't remember	1%	30%	-		2%	1%
None	<0.5%	1%	-	<0.5%		

Thinking about your experience of Pupil Equity Funding, to what extent do you agree or disagree with the following?

	2018	2017	2016	Challenge Authority	Schools Programme	PEF-only
The process of receiving PEF was easy to understand						
<i>Base (those indicating they receive PEF)</i>	445	-	-	244	38	163
Strongly agree	28%	-	-	24%	43%	29%
Agree	55%	-	-	59%	50%	53%
Neither agree nor disagree	8%	-	-	9%	5%	8%
Disagree	7%	-	-	5%	2%	9%
Strongly disagree	<0.5%	-	-	2%		
I don't know	1%	-	-	<0.5%		1%
The process of working out allocations was transparent						
<i>Base (those indicating they receive PEF)</i>	444	-	-	244	38	162
Strongly agree	24%	-	-	22%	43%	24%
Agree	47%	-	-	53%	48%	45%
Neither agree nor disagree	12%	-	-	15%	7%	12%
Disagree	12%	-	-	8%	2%	14%
Strongly disagree	3%	-	-	1%		3%
I don't know	2%	-	-	1%		2%
Reporting requirements associated with PEF funding are reasonable						
<i>Base (those indicating they receive PEF)</i>	443	-	-	242	38	163
Strongly agree	11%	-	-	11%	18%	11%
Agree	47%	-	-	50%	68%	44%
Neither agree nor disagree	24%	-	-	24%	4%	25%
Disagree	12%	-	-	10%	9%	13%
Strongly disagree	5%	-	-	2%	2%	6%
I don't know	1%	-	-	2%		1%

Thinking about your experience of Pupil Equity Funding, to what extent do you agree or disagree with the following?

	2018	2017	2016	Challenge Authority	Schools Programme	PEF-only
The school has an implementation plan in place to manage Pupil Equity Funding effectively						
<i>Base (those indicating they receive PEF)</i>	446	313	-	245	38	163
Strongly agree	34%	39%	-	35%	35%	33%
Agree	59%	51%	-	56%	63%	60%
Neither agree nor disagree	6%	8%	-	8%	2%	6%
Disagree	1%	1%	-	<0.5%		1%
Strongly disagree			-			
I don't know			-			
As headteacher I have autonomy to develop a plan for Pupil Equity Funding taking account of the school's local context and needs						
<i>Base (those indicating they receive PEF)</i>	443	312	-	243	38	162
Strongly agree	39%	31%	-	38%	53%	39%
Agree	49%	50%	-	52%	38%	49%
Neither agree nor disagree	6%	12%	-	6%	9%	6%
Disagree	4%	5%	-	4%		4%
Strongly disagree	<0.5%	2%	-			1%
I don't know	1%		-			1%



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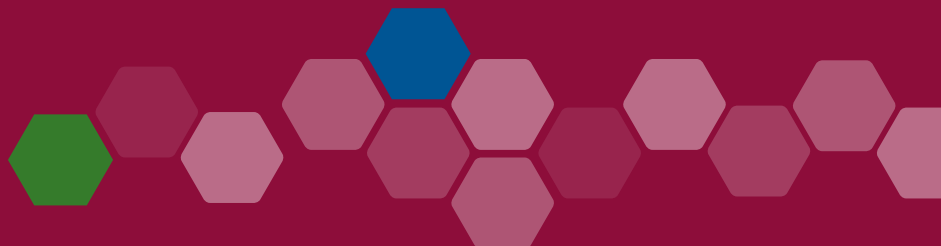
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Paper No 1.1

Minutes of Programme Board Meeting – 28 March 2019 13:15-15:45

Minute of Meeting 22

Board Members present

Fiona Robertson – Director of Learning, Scottish Government – Chair
Gayle Gorman, Chief Inspector and Chief Executive, Education Scotland
Maria Walker, Strategic Director, Education Scotland
Andy Bruce, Deputy Director, Improvement, Attainment and Wellbeing, Joint SRO
[redacted - name]
Mick Wilson, Deputy Director, Education Analytical Services
[redacted - name]

In Attendance

REDACTED - NAME, Scottish Attainment Challenge Policy Unit Lead
REDACTED - NAME, Programme Management Office

Apologies

Chris Chapman – Senior Academic Advisor

Welcome and Apologies

[REDACTED – NOT IN SCOPE]

Head Teacher Survey – Paper 6 [REDACTED – NOT IN SCOPE]

The two papers were discussed at the same time. [REDACTED – NOT IN SCOPE]

The Head Teacher survey (paper 6) is a stand alone survey and this is the 3rd one. All previous reports on these have been published. This one has seen the inclusion of PEF schools for the first time. It was noted that the report is generally positive and any issues which emerged were ones that we knew about.

It was agreed that the report could be published in the near future.

[REDACTED – NOT IN SCOPE]

It was noted that there were similar messages to what has been seen before with main issues being sustainability. [REDACTED – NOT IN SCOPE]

[REDACTED – NOT IN SCOPE]

LM noted a concern about the 40% response rate. Other members felt this response was positive when compared to previous response rates. It was noted that the low response may be a sector norm. Discussions were held around possible options to encourage a higher response rate.



ACTION:

The Head Teacher survey should be published as soon as possible, ensuring consideration is given to ensuring synthesis across the range of reports such as inspection, Head Teacher and evaluation. [REDACTED – NOT IN SCOPE]

[REDACTED – NOT IN SCOPE]

Scottish Attainment Challenge - Ongoing Actions										
Ref	Action raised	Last Action	Next action	Owner	Topic/Task	Date raised	Target Date	Latest note	Older Notes	Status
[REDACTED - NOTE IN SCOPE]										
[REDACTED - NOT IN SCOPE]										
2019-20	SRO	SRO	SRO	Mick	Head teacher survey to be published as soon as possible, ensuring consideration is given to ensuring synthesis across the full range of reports (inspection, HT and evaluation). [redacted]	28/03/19	30/06/19	<p>10/06: Evaluation report due for publication 21st June currently</p> <p>20/06: confirmation from DFM that he is content for publication on 21st to go ahead.</p>	<p>05/04/2019: SRO noted need to have a thought about the audience and so dissemination of this before it goes to PB - is it for HT, RICS etc. In addition, it should be considered in line with a refresh of the joint comms strategy</p> <p>25/04: this will now be considered going forward. Mean time, conversations have hapened with [redacted] and [redacted] in SACPU with a view to publishing (and announcing) on 30th May for all 3 along with DFM visit to announce CA/SP funding.</p> <p>29/05: HT survey and case studies to be published 30th May @1pm. [REDACTED - NOT IN SCOPE]</p>	to be closed