



Attainment Scotland Fund Evaluation - Headteacher Survey 2021: Technical Report



CHILDREN, EDUCATION AND SKILLS

Headteacher Survey 2021 Technical Report

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1. Survey methodology and response

1.1. The 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 was to gather information in order 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 included the following specific objectives:

- Provide insight on the experience of headteachers benefiting through each of the ASF streams during the 2020/21 school year, and understanding the impact of COVID-19 on ASF-supported approaches;
- Consider whether (and how) experiences have varied across key groups;
- 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. This was the sixth Headteacher Survey since 2016. The survey scope and content have evolved over this period, and for the present survey this involved some revisions to reflect changes in COVID-19 related government restrictions since the 2020 survey, and to reduce the number of 'open' free text questions that headteachers are asked to complete. The main themes explored through the survey were:

- Development of ASF-supported approaches including understanding of the challenges and barriers faced by pupils affected by poverty, capacity to select from the range of approaches that could be used to close the poverty-related attainment gap, and the extent to which achieving equity in education is embedded within school communities;
- Use of data and evaluation, including views on skills and capacity within the school to use evidence to develop approaches and measure their impact;
- Impact achieved in terms of closing the poverty-related attainment gap including how COVID-19 had affected progress to date, and views on the sustainability of progress and the focus on equity in education;

- The extent to which ASF support has contributed to an increase in collaborative working, within and between schools, and with other agencies;
- Views on processes around Pupil Equity Funding including developing a PEF plan, and the specific impact of PEF.

1.3. The survey sampling approach was modified from the previous survey, with a return to a 100% sample approach. On this basis, the survey was issued to headteachers of all Challenge Authority and Schools Programme schools, and all those in receipt of Pupil Equity Funding only. As a result, the survey sample for the present survey was around 50% larger than the 2020 survey sample.

1.4. The profile of schools across the three ASF streams and urban/rural geography is summarised below.

Survey population by ASF stream

	Challenge Authority	Schools Programme	PEF-only	All
Urban area	485	48	672	1205 (50%)
Small town	47	8	201	256 (11%)
Rural area	61	8	674	743 (31%)
Unknown	63	9	115	187 (8%)
Total	656 (27%)	73 (3%)	1662 (70%)	2,391

Note: 'Unknown' urban/rural location is recorded where school postcode information could not be matched to geocoding data.

- 1.5. 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';
 - **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 The Scottish Government Urban Rural Classification provides a consistent way of defining urban and rural areas across Scotland. For more details [see link](#).

1.6. Consistent with previous surveys, survey invites were issued directly to schools, supported by promotion via Education Scotland and local authorities. The survey was issued in October 2021 and the fieldwork period ran to mid-November 2021.

Survey response

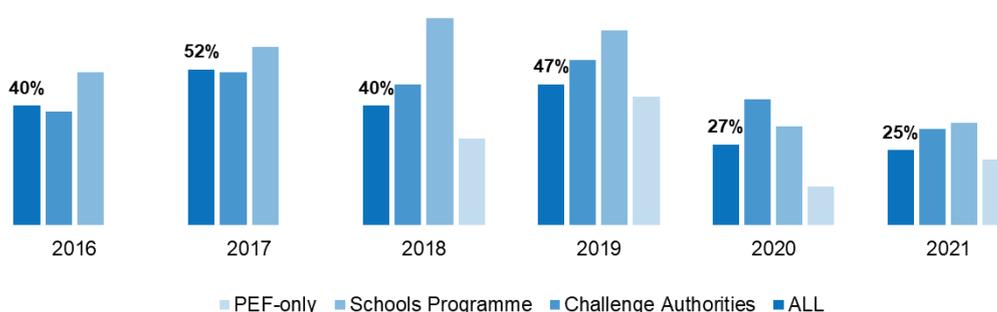
1.7. A total of 597 responses were received by survey close, equivalent to an overall response rate of 25%. The level of survey response is similar to the 27% achieved by the 2020 survey, but remains substantially lower than response to the 2019 survey (47%). This is likely to reflect in part the continuing pressures on schools associated with the COVID-19 pandemic; the present survey was conducted in October and November 2021 with high COVID-19 case rates across Scotland.

1.8. In this context, we very much appreciate those schools able to participate. Moreover, the increased sample size used for the present survey means that the volume of responses is nearly 50% higher than the 2020 survey.

Overview of survey response by ASF Funding Stream, surveys issued, returns and response rate

ASF Stream	Surveys issued	Returns	Response rate
Challenge Authority	656	207	32%
Schools Programme	73	25	34%
PEF-only	1,662	365	22%
Total	2,391	597	25%

Survey response by ASF stream



1.9. The table below summarises the profile of survey respondents, and compares this with all schools in receipt of ASF support. In terms of the profile of respondents, the largest groups are PEF-only schools, primary schools, and schools in urban areas. This differs somewhat from the profile of all ASF-supported schools on a number of indicators:

- PEF-only schools are over-represented and Challenge Authority schools under-represented due to a lower response rate for Challenge Authority schools. Survey weighting has been used to correct for this response bias.
- Schools with lower PEF allocations are under-represented, and those with higher allocations are over-represented.
- Schools in rural areas are under-represented, and schools in urban areas over-represented. Again, survey weighting has been used to correct for this.

Profile of survey respondents

	Respondents (n=597)	All schools in receipt of ASF	Differential
Attainment Scotland Fund			
Challenge Authorities	34%	27%	7%
Schools' Programme	5%	3%	1%
PEF-only	61%	69%	-8%
PEF allocation²			
Lower	21%	27%	-5%
Middle	44%	49%	-4%
Higher	35%	25%	10%
School sector			
Primary schools	84%	81%	3%
Secondary schools	12%	15%	-3%
Special schools	4%	5%	-1%
Urban/rural location			
Urban	61%	55%	6%
Small town	11%	12%	-1%
Rural	28%	34%	-6%

² 'Lower', 'middle' and 'higher' ranges of PEF allocation are based, respectively, on the lower 25% of schools, middle 50% of schools, and upper 25% of schools in terms of PEF allocation in 2018/19.

Analysis and reporting

- 1.10. Survey responses have been weighted by ASF stream and urban/rural location to adjust for response bias³; all results presented in the remainder of this report are weighted. Base numbers for each survey question vary due to question non-response – i.e. the results exclude non-respondents to the question unless stated otherwise.
- 1.11. The volume of survey responses permitted more detailed analysis across key respondent groups. Survey analysis has used hypothesis tests with a 5% significance level to identify significant differences across these groups, and from previous survey findings.⁴ These included:
- ASF stream;
 - PEF allocation;
 - School sector; and
 - Urban/rural location.
- 1.12. Where variation across these groups is noted in the body of the survey report, this is based on a statistically significant difference between groups.
- 1.13. Survey data showed some inconsistency between responses and data on ASF support provided to schools - for example, 20 Challenge Authority respondents indicated that their school received only Pupil Equity Funding. Consistent with previous surveys, the categorisation of respondents used in our analysis has been based on Scottish Government records rather than self-reporting.

³ Survey weighting is used to re-balance survey responses to bring them more in line with the known profile of the wider population. In this instance, and consistent with previous surveys, weights were calculated to ensure response data was more consistent with the profile of all schools in receipt of ASF support, in terms of their distribution across ASF streams and urban/rural geography.

⁴ Hypothesis testing is used to assess whether the difference between two survey results (such as between the current and previous survey, or between two respondent groups) is significant. Using a 5% significance level, where a difference between two results is identified as significant, this means that we can be 95% confident that the difference exists in the wider population (i.e. all schools in receipt of ASF support).

1.14. The survey included a number of questions giving headteachers the opportunity to respond in their own words. This feedback has been coded into broad themes, and the results presented in the survey report. This includes the percentage of respondents coded into each theme – note that these percentages are based on those answering the question, and respondents can be assigned to multiple themes. Presentation of written feedback also includes direct quotes - this material has been edited for brevity and to ensure anonymity.

2. Survey Questions

The Attainment Scotland Fund

1. To what extent would you say you understand the challenges and barriers faced by pupils affected by poverty in your school?
2. How aware are you of the range of approaches that could be used to close the poverty-related attainment gap?
3. To what extent do you feel confident in selecting the approach(es) to closing the poverty-related attainment gap that would be most effective in your school?
4. To what extent has an overall approach to achieving equity in education, specifically in relation to the poverty-related attainment gap, been embedded within your school community?
5. As a result of COVID-19 and school building closures, greater flexibility was provided in how ASF funds can be used. Have you made use of this greater flexibility to change any aspects of how ASF funds are used in your school?
6. How have you used the greater flexibility in use of ASF funds?

ASF-supported approaches

7. Which of the following have you used in the last year as part of your schools' approach for achieving equity in education?
8. Thinking about new circumstances affecting families which have emerged since the start of the COVID-19 pandemic, to what extent have you seen more or less of the following issues since the start of the 2020/21 school year?
9. Please tell us about any other new or emerging circumstances in your school's community since the start of the 2020/21 school year that may lead to pupils and families needing additional support to close the poverty-related gap.
10. Have you made any of the following changes to your approach to support these new or emerging pupils and families being affected by poverty?
11. Thinking about the 2020/21 school year as a whole, to what extent did your approach to addressing the poverty-related attainment gap change from the previous year?
12. Thinking about your school's approach to addressing the poverty-related attainment gap during the period of school building closures from January to March 2021, did this differ from the rest of the year?

13. If yes, please tell us how your approach differed during school building closures from January to March 2021.
14. To what extent do you feel your experience of responding to the COVID-19 pandemic from March to June 2020 helped your approach to addressing the poverty-related attainment gap during the 2020/21 school year?
15. If your experience of the 2020/21 school year (including school building closures) differed from the previous school year, please tell us what you found more challenging?
16. If your experience of the 2020/21 school year (including school building closures) differed from the previous school year, please tell us what you found less challenging?

Engagement with families and communities

17. To what extent has engagement with families and communities been part of your school's approach to achieving equity in education?
18. Please tell us how you adapted your approach to engagement with families and communities in 2020/21, and specifically during the period of school building closures from January to March 2021.
19. Thinking about your experience of engaging with families and communities since the start of the COVID-19 pandemic, what would you say have been the main learning points?

Use of data and evidence

20. How would you rate your school's approach to the following?
 - Using data and evidence to inform the development of approaches
 - Identifying the most appropriate measure(s) to assess the impact of approaches
 - Using evidence to measure whether approaches are having the desired impact
 - Measuring progress and impact of approaches supported by Challenge Authority/Schools Programme funding and/or Pupil Equity Funding
21. To what extent has ASF support helped to develop staff skills and knowledge in using data for teaching planning, evaluation and improvement?

Impact of approaches

22. 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/approaches supported by Challenge Authority, Schools Programme and/or Pupil Equity Funding?
23. Please explain your answer above.
24. Are you expecting to see 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/approaches supported by Challenge Authority, Schools Programme and/or Pupil Equity Funding?
25. Please explain your answer above.
26. To what extent have COVID-19 and school building closures during 2020/21 had an impact on the progress you have made in closing the poverty-related gap?
27. Please explain your answer above.

Sustainability

28. Do you think that any improvement in the poverty-related attainment gap in your school as a result of Attainment Scotland Funding will be/is sustainable?
29. To what extent do you expect the focus on closing the poverty-related attainment gap in your school will be/is sustainable?
30. Can you tell us a little about your views on the sustainability of closing the poverty-related attainment gap in your school (e.g. the sustainability of specific improvements to date, or how the focus on equity is likely to be sustainable in the future)?

Collaborative working

31. As the result of Challenge Authority, Schools Programme and/or Pupil Equity Funding, do you think there has been a change in staff working collaboratively in your wider school community to improve their practice during the 2020/21 school year?
32. Has there been improved collaboration in the following areas over the past year as a result of Challenge Authority, Schools Programme and/or Pupil Equity Funding? Please select ALL that apply
33. Please tell us about any new collaborations that have emerged in 2020/21, including specifically during or as a result of the period of school building closures from January to March 2021.

Pupil Equity Funding

34. Thinking about your experience of Pupil Equity Funding in the previous school year 2020/21, to what extent do you agree or disagree with the following statements?
- Reporting requirements associated with PEF funding are reasonable
 - Timescales for planning for implementation of PEF have been adequate
 - PEF has provided my school with additional resource needed to address the poverty-related attainment gap
 - As headteacher I have autonomy to develop a plan for Pupil Equity Funding taking account of the school's local context and needs
 - There was sufficient support in place to develop and implement school plans for Pupil Equity Funding in 2020/21
 - PEF has been used effectively in my school to meet local needs
35. Which of the following did you consult when developing your plans for Pupil Equity Funding?
36. Have you used Pupil Equity Funding to support specific approaches, distinct from those supported by Challenge Authority/Schools Programme funding?
37. If you have used Pupil Equity Funding to fund distinct approaches, please tell us a little about these.
38. So far, have you seen any improvement in closing the poverty-related gap in your school specifically as a result of your use of Pupil Equity Funding?
39. Please explain your answer above.

Learning from experience of school building closures

40. What would you say have been the main challenges to your work in closing the poverty-related gap as a result of COVID-19 impacts during the school year 2020/21?
41. Is there anything about your school's response to these challenges, and any creative solutions, that you would like to share? This could include the overall school approach and ethos that have evolved during 2020/21, specific approaches used, or targeting of support for specific groups of pupils and families.

3. Tabular results

3.1. The tables below set out weighted survey results, including analysis by ASF funding stream and comparison with previous results.

To what extent would you say you understand the challenges and barriers faced by pupils affected by poverty in your school?

	All (n)	All (%)	Challenge Authority	Schools Programme	PEF-only
To a great extent	430	72%	85%	96%	66%
To a moderate extent	143	24%	12%	4%	29%
To some extent	22	4%	4%	-	4%
To a small extent	1	0.2%	-	-	0.3%
Not at all	-	0%	-	-	-

How aware are you of the range of approaches that could be used to close the poverty-related attainment gap?

	All (n)	All (%)	Challenge Authority	Schools Programme	PEF-only
Very aware	369	62%	77%	89%	56%
Moderately aware	193	33%	21%	11%	38%
Somewhat aware	30	5%	2%	-	7%
Slightly aware	-	-	-	-	-
Not at all aware	-	-	-	-	-

To what extent do you feel confident in selecting the approach(es) to closing the poverty-related attainment gap that would be most effective in your school?

	All (n)	All (%)	Challenge Authority	Schools Programme	PEF-only
To a great extent	277	47%	58%	71%	42%
To a moderate extent	265	45%	39%	29%	48%
To some extent	44	8%	3%	-	10%
To a small extent	1	0.2%	-	-	0.2%
Not at all	1	0.2%	-	-	0.3%

To what extent has an overall approach to achieving equity in education, specifically in relation to the poverty-related attainment gap, been embedded within your school community?

	All (n)	All (%)	Challenge Authority	Schools Programme	PEF-only
To a great extent	185	31%	41%	71%	26%
To a moderate extent	292	49%	46%	26%	52%
To some extent	102	17%	12%	4%	20%
To a small extent	12	2%	1%	-	3%
Not at all	-	-	-	-	-

As a result of COVID-19 and school building closures, greater flexibility was provided in how ASF funds can be used. Have you made use of this greater flexibility to change any aspects of how ASF funds are used in your school?

	All (n)	All (%)	Challenge Authority	Schools Programme	PEF-only
Yes	424	73%	80%	81%	70%
No	159	27%	21%	19%	30%

How have you used the greater flexibility in use of ASF funds?

	All (n)	All (%)	Challenge Authority	Schools Programme	PEF-only
Additional staffing capacity	278	82%	85%	73%	80%
Digital resources and connectivity	170	65%	76%	53%	61%
Support for those affected by poverty in pandemic	348	52%	67%	68%	44%
More family and community engagement	136	46%	51%	77%	42%
Other remote learning resources and support	108	40%	44%	49%	38%
Additional support and specialist learning services	220	32%	49%	64%	23%
Building links with external partners and services	196	25%	41%	27%	19%
Other	31	7%	7%	5%	8%

Which of the following have you used in the last year as part of your schools' approach for achieving equity in education?

	All (n)	All (%)	Challenge Authority	Schools Programme	PEF-only
Approaches focused on pupils or parents experiencing socio-economic deprivation	458	82%	89%	96%	78%
Approaches focused on pupils who experience disadvantage for reasons other than socio-economic deprivation	444	79%	77%	81%	80%
Universal approaches - focused on all pupils, parents and/or teachers	454	81%	88%	81%	78%

Thinking about new circumstances affecting families which have emerged since the start of the COVID-19 pandemic, to what extent have you seen more or less of the following issues since the start of the 2020/21 school year?

Families experiencing poverty including food and fuel poverty, risk of homelessness	All (n)	All (%)	Challenge Authority	Schools Programme	PEF-only
Much more common	206	36%	55%	44%	29%
A little more common	238	42%	36%	52%	44%
No real change	111	20%	7%	4%	25%
A little less common	-	-	-	-	-
Much less common	1	0.2%	-	-	0.3%
I don't know	11	2%	1%	-	2%
Insecurity of employment affecting families	All (n)	All (%)	Challenge Authority	Schools Programme	PEF-only
Much more common	189	34%	44%	34%	29%
A little more common	265	47%	46%	58%	47%
No real change	92	16%	5%	8%	21%
A little less common	-	-	-	-	-
Much less common	-	-	-	-	-
I don't know	19	3%	5%	-	3%

Pupils/parents needing support with their physical health and wellbeing	All (n)	All (%)	Challenge Authority	Schools Programme	PEF-only
Much more common	224	40%	53%	54%	34%
A little more common	206	37%	30%	27%	40%
No real change	130	23%	17%	15%	26%
A little less common	-	-	-	-	-
Much less common	-	-	-	-	-
I don't know	4	1%	1%	4%	1%
Pupils/parents needing support with their mental health and emotional wellbeing	All (n)	All (%)	Challenge Authority	Schools Programme	PEF-only
Much more common	439	77%	82%	93%	75%
A little more common	120	21%	17%	7%	23%
No real change	7	1%	1%	-	1%
A little less common	-	-	-	-	-
Much less common	-	-	-	-	-
I don't know	2	0.3%	0.4%	-	0.3%
Digital connectivity issues	All (n)	All (%)	Challenge Authority	Schools Programme	PEF-only
Much more common	248	44%	56%	49%	39%
A little more common	198	35%	30%	32%	37%
No real change	101	18%	12%	15%	20%
A little less common	11	2%	1%	4%	2%
Much less common	7	1%	0.4%	-	2%
I don't know	1	0.1%	0.4%	-	-
Families struggling with remote learning	All (n)	All (%)	Challenge Authority	Schools Programme	PEF-only
Much more common	290	51%	61%	70%	46%
A little more common	190	34%	26%	11%	38%
No real change	60	11%	9%	15%	11%
A little less common	16	3%	4%	4%	2%
Much less common	11	2%	0.4%	-	3%
I don't know	-	-	-	-	-

Difficulties accessing other support services due to COVID-19	All (n)	All (%)	Challenge Authority	Schools Programme	PEF-only
Much more common	357	63%	68%	59%	61%
A little more common	141	25%	21%	26%	27%
No real change	49	9%	8%	7%	9%
A little less common	3	1%	-	4%	1%
Much less common	1	0.2%	-	-	0.3%
I don't know	16	3%	4%	4%	2%

Have you made any of the following changes to your approach to support these new or emerging pupils and families being affected by poverty?

	All (n)	All (%)	Challenge Authority	Schools Programme	PEF-only
Greater focus on mental health	378	87%	89%	88%	86%
More support for remote learning	429	77%	84%	82%	75%
More support with digital connectivity	435	76%	87%	85%	72%
Additional staffing skills and capacity	341	71%	75%	69%	69%
Additional support for parents and families	376	67%	80%	85%	61%
Helping families to access financial support, help with food, clothes, etc	398	67%	78%	88%	62%
Using community links/partnerships to reach more families in need	487	61%	72%	81%	55%
Greater focus on physical health and wellbeing	329	59%	61%	56%	58%
Initiatives to reduce the cost of the school day	328	58%	70%	81%	53%
Other	28	5%	8%	4%	4%

Thinking about the 2020/21 school year as a whole, to what extent did your approach to addressing the poverty-related attainment gap change from the previous year?

	All (n)	All (%)	Challenge Authority	Schools Programme	PEF-only
Changed significantly	92	16%	19%	15%	15%
Changed to some extent	372	66%	70%	74%	64%
Limited change	88	16%	10%	11%	18%
No change	11	2%	1%	-	2%

Thinking about your school's approach to addressing the poverty-related attainment gap during the period of school building closures from January to March 2021, did this differ from the rest of the year?

	All (n)	All (%)	Challenge Authority	Schools Programme	PEF-only
Yes	433	77%	84%	89%	74%
No	128	23%	16%	11%	26%

To what extent do you feel your experience of responding to the COVID-19 pandemic from March to June 2020 helped your approach to addressing the poverty-related attainment gap during the 2020/21 school year?

	All (n)	All (%)	Challenge Authority	Schools Programme	PEF-only
To a great extent	121	22%	30%	31%	19%
To a moderate extent	303	55%	54%	57%	56%
To little extent	92	17%	12%	12%	19%
Not at all	13	2%	2%	-	3%
Unsure	18	3%	2%	-	4%

To what extent has engagement with families and communities been part of your school's approach to achieving equity in education?

	All (n)	All (%)	Challenge Authority	Schools Programme	PEF-only
To a great extent	256	47%	59%	80%	41%
To a moderate extent	192	35%	29%	20%	38%
To some extent	90	17%	10%	-	20%
Not very well	6	1%	1%	-	1%
Not at all	1	0.2%	-	-	0.3%

How would you rate your school's approach to the following?

Using data and evidence to inform the development of approaches	All (n)	All (%)	Challenge Authority	Schools Programme	PEF-only
Very good	172	33%	45%	31%	28%
Good	287	55%	48%	69%	57%
Adequate	65	12%	7%	-	15%
Fairly poor	-	-	-	-	-
Very poor	-	-	-	-	-
Don't know	1	0.2%	-	-	0.3%

Identifying the most appropriate measure(s) to assess the impact of approaches	All (n)	All (%)	Challenge Authority	Schools Programme	PEF-only
Very good	95	18%	27%	21%	15%
Good	326	63%	61%	67%	63%
Adequate	96	18%	11%	12%	22%
Fairly poor	3	1%	1%	-	0%
Very poor	-	-	-	-	-
Don't know	1	0.2%	-	-	0.3%
Using evidence to measure whether approaches are having the desired impact	All (n)	All (%)	Challenge Authority	Schools Programme	PEF-only
Very good	110	21%	29%	39%	18%
Good	304	58%	57%	61%	59%
Adequate	102	20%	15%	-	22%
Fairly poor	4	1%	-	-	1%
Very poor	-	-	-	-	-
Don't know	1	0.2%	-	-	0.3%
Measuring progress and impact of approaches supported by CA/SP funding and/or PEF	All (n)	All (%)	Challenge Authority	Schools Programme	PEF-only
Very good	122	23%	33%	39%	19%
Good	290	56%	56%	61%	55%
Adequate	103	20%	10%	-	24%
Fairly poor	3	1%	-	-	1%
Very poor	-	-	-	-	-
Don't know	3	1%	-	-	1%

To what extent has ASF support helped to develop staff skills and knowledge in using data for teaching planning, evaluation and improvement?

	All (n)	All (%)	Challenge Authority	Schools Programme	PEF-only
To a great extent	106	20%	36%	39%	14%
To a moderate extent	211	41%	47%	49%	38%
To some extent	174	34%	15%	12%	41%
Not very well	14	3%	1%	-	4%
Not at all	14	3%	-	-	4%

Have you seen or are you expecting to see 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/approaches supported by Challenge Authority, Schools Programme and/or Pupil Equity Funding?

Whether seen improvement to date	All (n)	All (%)	Challenge Authority	Schools Programme	PEF-only
Yes, a lot	85	17%	23%	39%	13%
Yes, a little	363	70%	66%	53%	73%
No	46	9%	8%	4%	9%
I don't know	22	4%	3%	4%	5%
Whether expecting improvement in the future	All (n)	All (%)	Challenge Authority	Schools Programme	PEF-only
Yes, a lot	179	35%	35%	57%	34%
Yes, a little	307	59%	60%	43%	60%
No	14	3%	3%	-	3%
I don't know	17	3%	3%	-	4%

To what extent have COVID-19 and school building closures during 2020/21 had an impact on the progress you have made in closing the poverty-related gap?

	All (n)	All (%)	Challenge Authority	Schools Programme	PEF-only
Significant impact	276	54%	62%	66%	50%
Some impact	210	41%	36%	30%	43%
Little or no impact	21	4%	2%	4%	5%
I don't know	7	1%	1%	-	2%

Do you think that any improvement in the poverty-related attainment gap in your school as a result of Attainment Scotland Funding will be/is sustainable?

	All (n)	All (%)	Challenge Authority	Schools Programme	PEF-only
Yes, to a great extent	84	17%	15%	14%	17%
Yes, to a moderate extent	186	37%	45%	50%	33%
To some extent	196	39%	36%	36%	41%
Not very well	11	2%	3%	-	2%
Not at all	7	1%	-	-	2%
I don't know	18	4%	2%	-	5%

To what extent do you expect the focus on closing the poverty-related attainment gap in your school will be/is sustainable?

	All (n)	All (%)	Challenge Authority	Schools Programme	PEF-only
Yes, to a great extent	137	27%	31%	31%	26%
Yes, to a moderate extent	188	37%	39%	56%	36%
To some extent	147	29%	28%	13%	31%
Not very well	12	3%	2%	-	3%
Not at all	2	1%	-	-	1%
I don't know	17	3%	1%	-	4%

As the result of Challenge Authority, Schools Programme and/or Pupil Equity Funding, do you think there has been a change in staff working collaboratively in your wider school community to improve their practice during the 2020/21 school year?

	All (n)	All (%)	Challenge Authority	Schools Programme	PEF-only
Large increase in collaborative working as a result of the fund	122	25%	30%	63%	21%
Small increase in collaborative working as a result of the fund	181	37%	38%	32%	37%
Increase in collaborative working, but I don't think it is as a result of the fund	106	22%	18%	5%	24%
No increase in collaborative working	56	11%	8%	-	13%
I am not sure	27	5%	6%	-	5%

Has there been improved collaboration in the following areas over the past year as a result of Challenge Authority, Schools Programme and/or Pupil Equity Funding?

Pre-school building closures (August 2019 to March 2020)	All (n)	All (%)	Challenge Authority	Schools Programme	PEF-only
Between schools in my LA	227	55%	65%	37%	51%
With other schools outwith my LA	49	12%	22%	5%	8%
With public sector partners in health, social work, educational psychology and others	138	33%	38%	43%	31%
With third sector organisations	160	39%	51%	42%	33%
With universities and colleges	22	5%	8%	5%	4%
With families and communities	278	67%	70%	72%	66%
With others	19	5%	4%	5%	5%

Thinking about your experience of Pupil Equity Funding in the previous school year 2020/21, to what extent do you agree or disagree with the following statements?

Reporting requirements associated with PEF funding are reasonable	All (n)	All (%)	Challenge Authority	Schools Programme	PEF-only
Strongly agree	44	9%	16%	15%	6%
Agree	282	58%	62%	76%	56%
Neither agree nor disagree	75	15%	11%	-	18%
Disagree	57	12%	8%	5%	14%
Strongly disagree	20	4%	2%	5%	5%
Don't know	7	2%	1%	-	2%
Timescales for planning for implementation of PEF have been adequate	All (n)	All (%)	Challenge Authority	Schools Programme	PEF-only
Strongly agree	37	8%	13%	10%	6%
Agree	305	64%	63%	80%	63%
Neither agree nor disagree	73	15%	15%	5%	16%
Disagree	47	10%	8%	-	11%
Strongly disagree	11	2%	-	5%	3%
Don't know	6	1%	1%	-	1%
PEF has provided my school with additional resource needed to address the poverty-related attainment gap	All (n)	All (%)	Challenge Authority	Schools Programme	PEF-only
Strongly agree	246	51%	57%	95%	47%
Agree	186	38%	35%	5%	41%
Neither agree nor disagree	22	5%	3%	-	6%
Disagree	18	4%	4%	-	4%
Strongly disagree	9	2%	1%	-	2%
Don't know	4	1%	1%	-	1%
As headteacher I have autonomy to develop a plan for PEF taking account of the school's local context and needs	All (n)	All (%)	Challenge Authority	Schools Programme	PEF-only
Strongly agree	237	49%	56%	82%	46%
Agree	209	44%	37%	14%	48%
Neither agree nor disagree	23	5%	5%	-	5%
Disagree	5	1%	1%	-	1%
Strongly disagree	2	1%	1%	5%	0.3%
Don't know	4	1%	1%	-	1%

There was sufficient support in place to develop and implement school plans for PEF in 2020/21	All (n)	All (%)	Challenge Authority	Schools Programme	PEF-only
Strongly agree	152	32%	40%	63%	27%
Agree	231	48%	41%	28%	52%
Neither agree nor disagree	57	12%	8%	9%	14%
Disagree	29	6%	8%	-	6%
Strongly disagree	6	1%	2%	-	1%
Don't know	6	1%	1%	-	1%
PEF has been used effectively in my school to meet local needs	All (n)	All (%)	Challenge Authority	Schools Programme	PEF-only
Strongly agree	219	45%	54%	81%	40%
Agree	230	47%	38%	19%	53%
Neither agree nor disagree	28	6%	7%	-	6%
Disagree	2	0.4%	1%	-	0.3%
Strongly disagree	1	0.2%	-	-	0.4%
Don't know	5	1%	1%	-	1%

Which of the following did you consult when developing your plans for PEF?

	All (n)	All (%)	Challenge Authority	Schools Programme	PEF-only
National operational guidance	348	72%	77%	95%	69%
Local guidance	434	90%	88%	95%	91%
Attainment advisors	212	44%	50%	86%	40%
Teachers within the school	439	91%	95%	100%	89%
Other schools	278	58%	62%	28%	57%
Local authority	351	73%	78%	66%	71%
Education Scotland	188	39%	41%	35%	39%
Scottish Government	74	15%	16%	10%	15%
National Improvement Hub	200	42%	40%	39%	42%
Education Endowment Foundation (EEF)	231	48%	56%	51%	44%
Parents and communities	378	78%	94%	75%	72%
Children and young people	356	74%	83%	91%	69%
Other sources	24	5%	6%	-	5%
Don't know / can't remember	1	0.2%	-	-	0.3%
None	1	0.2%	-	-	0.3%

Have you used Pupil Equity Funding to support specific approaches, distinct from those supported by Challenge Authority/Schools Programme funding?

	All (n)	All (%)	Challenge Authority	Schools Programme	PEF-only
Used all PEF funding to support distinct approaches	31	19%	22%	5%	15%
Used some PEF funding to support distinct approaches	101	61%	60%	71%	57%
Used all PEF funding in combination with CA/SP	34	20%	18%	24%	28%

So far, have you seen any improvement in closing the poverty-related attainment gap in your school specifically as a result of your use of Pupil Equity Funding?

	All (n)	All (%)	Challenge Authority	Schools Programme	PEF-only
Yes, a lot	33	20%	23%	19%	8%
Yes, a little	124	74%	71%	81%	81%
No	7	4%	4%	-	8%
I don't know	4	2%	2%	-	3%



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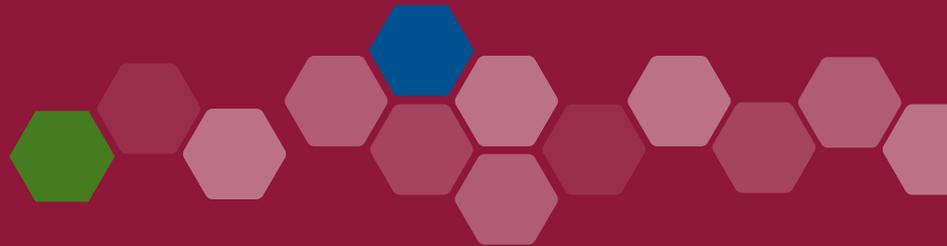
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