

Key Messages from the 2018/19 year Pupil Equity Funding (PEF) Review

- 53 out of the 54 Moray schools received PEF ranging from £1,200 to £109,200 per school.
- In total there were 117 separate interventions in schools; 102 in primary schools and 15 in secondary schools.
- Measures
All schools report positively on the impact of PEF across a variety of interventions in Literacy, Numeracy or Health and Wellbeing.
- Quantitative / Qualitative data
38 (70%) schools report improvements based on quantitative and qualitative evidence. Some report impact still to be realised.

Examples include:

Primary School – Spelling: assessments demonstrate almost all children are making good progress - assessments report 5 minute box intervention is making a difference. 5 minute box numeracy intervention: is also being used. TalkBoost: assessments demonstrate progress for each pupil and development of solid foundational literacy skills.

Primary School - Writing workshops: All pupils attainment in writing (teacher judgement) raised after workshops, 5/10 targeted pupils moved up two thirds of a level (i.e. 2 years progress in one year - more than expected progress) the rest made 1/3 progress but all made more than predicted progress. Reading groups: Yarc reading ages against chronological reading ages - for 6/11 pupils narrowed, for 4/11 remained the same and 1 showed a widening (no impact) Emerging Literacy: All pupils made progress over 6 months 5/10 significant progress Nurture groups - pupils reported positive wellbeing impact but teachers felt that attainment / behaviour improved for only 2 out of 6 pupils

Primary School – Attendance: improved in 100% of targeted pupils. Lateness: improved in 70% of targeted pupils. Emerging Literacy: improved achievement of a level at P1. Family Support Worker (FSW): 100% of families working with FSW reported that they found the experience positive and helpful.

Primary School – Talk Boost: substantial increases of % of pupils working at expected levels after 10 week blocks of intervention. Number Talks: improved oracy in mathematics and number. Sharing of strategies and methodologies modelled by staff has impacted on attainment across the school. Participation in after-school activities: Chanter lessons, Drama Club, Homework Club etc.: impact on learning in class due to support from Homework Club; greater involvement in activities in and out of school. Family support: HSLW, Seasons

for Growth, parent support group, 1:1 support: reduction of exclusions; increase in attendance; increase of parental engagement.

Secondary School - Key interventions in support of learning needs. Due to the impact of work in S1-3 the PT PEF has seen an impact in S4 pupils achieving the relevant Literacy and Numeracy qualification (Nat3/4/5), and will continue through identifying eligible S3 students. As a result staff have an awareness of the equity and excellence agenda and can understand the PEF funding approaches in the school. There is also very close working between the PT PEF and Guidance staff to ensure additional support is in place for those for whom there are specific barriers due to home financial situations. These include: S1 Nurture Group and BGE Breakfast Club: (HWB) target pupils are attending. Targeted numeracy /literacy interventions: pupils in S1/2. Personal Development and Employability Awards: offered to S2/3 pupils and we are currently embarking on family cooking sessions for targeted families.

Secondary School - Attendance of long term absent students: improvement for two students. Attendance at Brunch Club: in conjunction with foodbank averaging 8 pupils per day. Exclusion data: highlights 80% reduction in exclusion for eligible pupils.

- Evaluations
Evaluations varied from little evaluation due to small numbers of pupils to more in-depth evaluations detailing impact from PEF interventions.
- Finance
PEF Plans change over the academic year due to the 'Adopt, Adapt or Abandon' philosophy which is an approach suggested by the Attainment Advisor on evidence of impact. There was a 93% spend of the 2018/19 allocation of £1.342 million, as at 16 September 2019. In percentage terms interventions were classified as follows:
Additional staff – 50%
Resources – 31%
Staff training – 9%
Improving children's health and well-being – 12%
- Reporting
Schools report on PEF spending through their Standards and Quality Reports or directly to a request made during Term 3 to inform the Moray Council return to Scottish Government.

Measurements outlined from end of session evaluations

| Attendance | Inclusion/Exclusion | Attainment | Participation | Engagement | Qualitative |
|---------------------------------|---------------------|---|-----------------|--|----------------|
| Attendance and lateness figures | Exclusion rates | Assessments, eg, Scottish National Standardised Assessments (SNSA), PIPS, INCAS, NA | SHANARRI Wheels | Attendance at HW Club, Lunch Club and Library sessions | Questionnaires |

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|---------------------------|--------------------------|--|--|--|--------------------------------|
| | | Emergent Literacy testing | | | |
| Positive destination data | Boxall Profile (Nurture) | Teacher Professional Judgment (TPJ) | Behaviour monitoring | Observation of pupil engagement in class | Feedback from staff and pupils |
| | | INSIGHT – SQA data for targeted pupils – Literacy, Numeracy and other measures | Violence and Aggression Forms | Parental/carer engagement | |
| | | | Third Sector observations – SkillForce – S3 pupils leading primary project | P7-S1 transition | |

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