

Education, Children and Families Committee

10.00, Tuesday, 12 December 2017

Pupil Equity Fund

Item number	7.16
Report number	
Executive/routine	
Wards	
Council Commitments	

Executive Summary

The Pupil Equity Funding (PEF) is additional funding allocated directly to schools and targeted at closing the poverty related attainment gap. The Scottish Government committed to this funding as part of the Scottish Attainment Challenge programme from 2017-18. The Pupil Equity Funding forms part of the £750m Attainment Scotland Fund which will be invested over the current Parliamentary term.

This report details the guidance and support made available to schools to ensure they were able to fulfil the aims of Pupil Equity Funding.

Pupil Equity Fund

1. Recommendations

- 1.1 It is recommended that the committee notes:
 - 1.1.1 The amount of funds downloaded to schools in regard to Pupil Equity Fund; and
 - 1.1.2 The guidance developed to support schools.

2. Background

- 2.1 Primary, secondary and special schools received £1,200 in August 2017 for each child in Primary 1 to S3, eligible and registered for free school meals. As all children in P1-P3 are in receipt of free school meals, an estimate was calculated for this cohort using national eligibility criteria.
- 2.2 Although the funding is allocated to schools on the basis of free school meal eligibility, headteachers have the discretion to make decisions about which children and young people would benefit most from any particular intervention, whilst keeping a clear focus on delivering equity.
- 2.3 Headteachers should have full access to the funds and use them to focus on activities and interventions that lead to improvements in literacy, numeracy and health and wellbeing.

3. Main report

- 3.1 The Scottish Attainment Challenge was launched in February 2015 to focus targeted improvement activity in literacy, numeracy and health and wellbeing and to close the poverty related attainment gap.
- 3.2 Seven Scottish Attainment Challenge authorities were identified. The City of Edinburgh was not among these but twelve Attainment Challenge Schools were identified. These schools received additional funding and significant support from the Attainment Advisor.
- 3.3 The Pupil Equity Fund was launched to support all schools in the country. Nationally, £120 million was provided to help raise attainment with a focus on supporting those children and young people who face barriers to their learning due to the impact of poverty.

Planning for the funding is a partnership between Scottish Government, local authorities and schools, with headteachers leading the planning process. The

Council's share of the Pupil Equity Fund is £7.5M. Individual school allocations are highlighted in appendix 1.

- 3.4 Schools were given clear guidance to develop plans in line with government guidance (see appendix 1).
- 3.5 When developing plans, Headteachers were expected to work in partnership with each other, Council and wider partners and agencies, and to ensure that their existing statutory responsibilities to improve outcomes were fulfilled.
- 3.6 As with other school improvement planning, planning for PEF was expected to be based on clear self-evaluation, highlighting in this case, the poverty-related attainment gap and which interventions were to be used to address it.
- 3.7 Education Scotland provided support via the National Improvement Hub, highlighting effective interventions. In addition, the Educational Endowment Foundation provided clear analysis of interventions based on of impact and cost.
- 3.8 Many schools opted to provide additional staffing to meet certain outcomes, such as family learning, pupil support and raising attainment. (see appendix 2)
- 3.9 Additional posts were created: Senior Development Officer and Development Officer, with associated role profiles. Posts created and funded via PEF were not counted in the annual teacher numbers census.
- 3.10 Several council services supported the delivery of the additional planning and implementation of resources caused by PEF, namely Finance, Procurement, HR, Payroll, Information Governance and Quality Improvement. Each service area produced guidance and delivered workshops to Headteachers during a conference in April.
- 3.11 As several new suppliers were identified by schools to deliver interventions, the Commercial and Procurement Service recognised and responded to the need to work closely with schools to assist in the purchasing of services. A PEF Framework was created to ensure that schools complied with the procurement obligations of openness and transparency. Suppliers were assessed and approved for admission to the framework. The framework will be opened every six months. In exceptional cases a waiver may be granted for services to be approved.
- 3.12 An operational group was formed and meets regularly to ensure that issues arising from PEF are shared and solutions found. Currently these include updating the guidance and providing training for school Business Managers.
- 3.13 Despite the significant planning and support, several interventions have not been implemented as planned. Frequently these relate to difficulties recruiting appropriate staff to fulfil specific roles.
- 3.14 The concomitant effects of interventions being delayed are that budgets may not be fully spent within the period allocated. Guidance is being sought from Scottish Government about the ability to carry forward PEF into the next financial and academic session.

- 3.15 Reporting for the success of interventions is to be done through the Standards and Quality/School Improvement Planning process.
- 3.16 To ensure that Headteachers are able to reliably report on the impact of interventions, clear pre and post measures are expected to be used. Although raising attainment is the overarching aim, other measures such as attendance, latecoming, exclusion/inclusion, participation and engagement are also deemed to be appropriate. There is an understanding that measures of impact are unlikely to be fully reliable until interventions are given time to fully embed, and that this may take longer than one school session.
- 3.17 School inspections focus on schools' success in raising attainment and achievement and ways in which they can demonstrate improvements in equity for all learners.
- 3.18 Inspections of Local Authorities are also now focused on how they close the poverty related attainment gap. While these start with the aforementioned Challenge Authorities there is an understanding that they may be extended to all 32 local authorities.

4. Measures of success

- 4.1 Measures of success are detailed in each PEF plan. The overall success of delivery within CEC will be gauged by Quality Improvement Officers through discussion with Headteachers.

5. Financial impact

- 5.1 PEF budget totalled £7.5 million for 2017/18

6. Risk, policy, compliance and governance impact

- 6.1 Service areas have supported headteachers to ensure compliance with best value. Information Governance support is also developing as external providers work with schools and may be expected to hold sensitive information. Where this is identified, Privacy Impact Assessments are required to be completed.

7. Equalities impact

- 7.1 Pupil Equity Fund is designed to reduce inequality. Headteachers were given scope to extend the use of the fund beyond those claiming free school meals.

8. Sustainability impact

- 8.1 Guidance to Headteachers emphasises the need to plan for sustainability as the funding is only expected to last for the duration of this parliament.

9. Consultation and engagement

- 9.1 Headteachers are directed to consult with parents and pupils in the planning of PEF interventions.

10. Background reading/external references

- 10.1 <http://www.gov.scot/Resource/0051/00516300.pdf>

Alistair Gaw

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11. Appendices

- 1 PEF Operational Guidance
- 2 PEF Overview of interventions 2017/18

Closing the Attainment Gap in City of Edinburgh: Starter paper Pupil Equity Funding (PEF) Operational Guidelines



What is the Attainment Gap?

'Data shows that it doesn't matter where you go to a school in Scotland, students from a privileged background do better.'

Pupil Equity Funding

The Pupil Equity Fund is additional funding that has been allocated directly to schools. Interventions should be considered within the context of the school planning cycle and **must be targeted towards closing the poverty related attainment gap.**

How has the Funding been Allocated?

Funding has been allocated based on estimated numbers of children and young people registered for school meals under the national eligibility criteria.

This approach will be kept under review by Scottish Government as there is an awareness that there is a shortfall between the numbers of those who are entitled to Free Meals and the numbers that are registered.

How much Funding will Edinburgh Schools receive?

Publicly funded Primary, Secondary and Special schools have been allocated funding. A spreadsheet giving the allocation for each school in the City can be found in the appendices. (Appendix 1,2,3)

How can it be used?

The funding should be focused on activities and interventions that will lead to improvements in **literacy, numeracy and health and wellbeing**. **Although the funding is allocated to schools based on free school meal eligibility, Head Teachers have the discretion to make decisions about which children and young people would benefit most from any intervention, whilst keeping a clear focus on delivering equity.**

Family learning opportunities can also be considered as potential interventions, as can interventions that impact on transitions between school stages e.g. early level. PEF in Edinburgh should not be used to fund **core** activities, interventions or resources. Further information on how funding may be used is available in the National Operational Guidance and from CEC Attainment adviser.

Evidence of Impact – Excellence and Equity

All young people make **expected progress**

There is **excellent** progress for many

All SIMD bands are proportionately represented in the 'excellent'

There should be no **pattern** of lower attainment for children in lower SIMD bands

Key Principles



Partnership approach

Headteachers should work in partnership with each other, CEC and wider partners and agencies to agree the use of the funding. Schools should take account of the statutory responsibilities of the authority to deliver educational improvement, secure best value, and the authority's role as employer. All partners should work together to ensure there is opportunity for creative and innovative solutions to ensure the best outcome for our young people within the parameters identified above.

As we move forward with locality working, schools should make all attempts to engage with their respective Integrated Children's Services Management Group in their locality to improve partnership approaches to delivering the Pupil Equity Fund.

Contact can be made through the ICSMG chair who is the Council's Local Communities and Families Social Work Practice Team Manager.

ICSMGs have a wide range of public and third sector agencies involved in improving joint working that can assist with the development, delivery and evaluation of PEF projects and ultimately benefit children and young people's attendance, attainment and achievement outcomes.

Engagement with ICSMGs will also ensure better connectivity with other activities and services delivered to children and young people in the locality, thus, avoiding duplication and making best use of PEF resources.

Planning

Head Teachers must base their use of the funding on a clear contextual analysis which identifies the poverty related attainment gap in their schools and plans must be grounded in evidence of what is known to be effective at raising attainment for children affected by poverty. There should be consideration of opportunities for collaboration across sectors, clusters and localities; research that is available; sustainability; unintended consequences. The Attainment Adviser for Edinburgh, the Quality Improvement Team and Senior managers will provide proportionate support and challenge. Parents and carers, children and young people and other key stakeholders should be involved in the planning process. Although the Pupil Equity Funding is allocated based on free school meal eligibility professional judgement can be used to bring additional children into the targeted interventions. The focus for interventions should be on sustainable inputs although it is recognised that there will also be a need for resources.

City of Edinburgh Outline Planning PEF Plan

The City of Edinburgh PEF plan is included (Appendix A) with this Guidance. **This form should be completed and submitted to Kerry.blair@edinburgh.gov.uk by Friday 19th May 2017**

Completed forms will be considered from the end of April 2017.

The proposed use of PEF funding as documented must be signed off by the Service Manager/ Head of Schools before funding will be released.

Forms will be reviewed in line with criteria (see appendix A)

Support

CEC will deliver an event for all schools that will bring together HTs, Partner agencies and also provide an opportunity for an Educational Village for providers. This will be an opportunity for sharing evidence of positive interventions in CEC through Attainment Challenge funding.

A CEC guide to 'Getting started' with Pupil Equity funding has been issued to all schools, this provides information, reflective questions and reading lists to support staff in schools.

Additional information of CEC approaches and interventions for Literacy, Numeracy and Health and Well Being will be shared on 365.

There is a [framework¹](#) of evidenced and proven educational interventions and strategies to help tackle the poverty related attainment gap.

The National Improvement Hub provides a wide range of improvement, self-evaluation and research materials are available and where practice exemplars can be shared.

¹ <https://education.gov.scot/improvement/Pages/Interventions-for-Equity-framework.aspx>
<http://www.gov.scot/Resource/0051/00516300.pdf?dm=1LQE,4VH3N,3LDTUA,FXMP,1>

CEC Attainment Advisor will be able to provide advice and support.

There is a dedicated Scottish Attainment Challenge community on Glow where all educators can have online discussions, ask questions, post responses, exchange ideas, access additional resource materials and share examples of practice.

Glow provides access to collaboration and communication tools on including Yammer, Sharepoint, Blogs and Glow TV.

School Improvement Planning guidance will be provided through the Quality Improvement Team in line with National Improvement Framework.

Staffing

Any teachers recruited will be excluded from the authority's contribution to any national teacher numbers and / or ratio commitment.

Creating Promoted Posts using Pupil Equity Funding

Head Teachers have the option to create the following promoted teaching posts using their PEF allocations:

- Senior Development Officer (PEF) on the HT/DHT salary scale
- Development Officer (PEF) on the PT/CL salary scale

Operational detail on this can be found in Appendix 4 of this Guidance.

A CEC working group will be set up to support schools who identify the need to recruit additional staff for an appropriate intervention or activity to ensure that the job remits and specifications are clearly linked to the aims of the intervention

Finance

The PEF funding will not be released for the proposed project until the PEF plan has been agreed.

Separate accounting arrangements are being set up for the PEF allocations and this will be tailored to each school's requirements following approval of attainment plans.

It is important that all expenditure relating to PEF is recorded separately from DSM expenditure. It is also recognised that schools may have several different staffing requirements associated with the PEF plans, these will become clearer when the proposals for use of PEF have been submitted.

Detailed Finance, HR and procurement guidance, considering school requirements, will be prepared in advance of a workshop with business managers (25 May 2017)

Under spent grant may be carried forward to the next financial year. Arrangements will be drawn up to facilitate schools carrying forward Pupil Equity Funding. This should be considered separately from other funding within the devolved school management budget.

Procurement

A CEC working group has been set up to support schools who identify the need to procure resources or use of contracts. The Pupil Equity Funding can be used to procure digital technologies, including hardware and software when its allocation and use is particularly

focused on supporting children and young people affected by poverty to achieve their full potential. The Scottish Government provides access to a range of national procurement frameworks for the purchase of digital technology products and devices, including a range of desktops, laptops and tablets. The frameworks offer a direct route to market and significant savings against RRP. (recommended retail price).

If there is a need to depart from Council or Scottish Government contracts then the advice of ICT Solutions should be sought to make sure Council policies, Standing Orders and legislative requirements such as data protection are not breached.

For services related to Health and Wellbeing and general provision of support for children at risk of disengagement the procurement working group will establish a broad framework of providers. In order to give schools, the maximum flexibility and choice the proposal is to allow all potential providers meeting minimum criteria onto the framework. Schools are encouraged to notify providers to register on <http://www.publiccontractsscotland.gov.uk/> so they are notified of the opportunity. A framework agreement will mean that basic checks and the agreement of contractual terms and duties of care don't have to be done at an individual school level.

Accountability and Reporting

Headteachers are accountable to CEC for their use of Pupil Equity Funding within their school.

The QIEO Team will support Schools in incorporating details of their Pupil Equity Funding plans into existing reporting processes to their Parent Council and Forum, including in their School Improvement Plans and Standards and Quality Reports. These reports should be publicly available so that parents can understand what is happening in their school.

School inspection and other review processes will be used where necessary to ensure schools use their funding appropriately. The 'How Good Is Our School? 4' includes an evaluation on the six-point scale of the school's success in raising attainment and achievement and ways in which they can demonstrate improvements to equity for all learners. In addition, the operation, use and effectiveness of the Pupil Equity Funding at closing the poverty related attainment gap at a local authority level will feed into other existing quality assurance processes.

Appendix 1

Secondary PEF Allocations: CEC

School	Equity Funding
Balerno Community High School	19,200
Boroughmuir High School	12,000
Broughton High School	99,600
Castlebrae Community High School	33,600
Craigmount High School	44,400
Craigroyston Community High School	115,200
Currie Community High School	16,800
Drummond Community High School	43,200
Firrhill High School	27,600
Forrester High School	73,200
Gracemount High School	80,400
Holy Rood RC High School	120,000
James Gillespie's High School	51,600
Leith Academy	96,000
Liberton High School	56,400
Portobello High School	66,000
Queensferry Community High School	28,800
St Augustine's High School	70,800
St Thomas Of Aquin's High School	45,600
The Royal High School	18,000
Trinity Academy	43,200
Tynecastle High School	69,600
Wester Hailes Education Centre	82,800

Appendix 2

Primary PEF Allocations CEC

School	Sector	Equity Funding (£)
Canal View Primary School	Primary	223,200
Castleview Primary School	Primary	196,800
Niddrie Mill Primary School	Primary	177,600
Forthview Primary	Primary	176,400
Granton Primary School	Primary	182,400
Gracemount Primary School	Primary	190,800
Craigroyston Primary School	Primary	132,000
Pirniehall Primary School	Primary	127,200
Broomhouse Primary School	Primary	127,200
St Francis' RC Primary School	Primary	97,200
Clovenstone Primary School	Primary	94,800
Craigour Park Primary	Primary	166,800
Sighthill Primary School	Primary	84,000
Craigentenny Primary School	Primary	112,800
Stenhouse Primary School	Primary	110,400
St Ninian's RC Primary School	Primary	112,800
Leith Primary School	Primary	138,000
St David's RC Primary School	Primary	78,000
Gilmerton Primary School	Primary	136,800
Ferryhill Primary School	Primary	105,600
St Catherine's RC Primary School	Primary	70,800
St Joseph's RC Primary School	Primary	68,400
Balgreen Primary School	Primary	121,200
Broughton Primary School	Primary	64,800
Royal Mile Primary School	Primary	51,600
Abbeyhill Primary School	Primary	38,400
Blackhall Primary School	Primary	12,000
Bonaly Primary School	Primary	7,200
Brunstane Primary School	Primary	110,400
Bruntsfield Primary School	Primary	39,600
Buckstone Primary School	Primary	7,200
Bun-sgoil Taobh na Pairce (Parkside Primary)	Primary	30,000
Carrick Knowe Primary School	Primary	79,200
Clermiston Primary School	Primary	66,000
Colinton Primary School	Primary	4,800
Corstorphine Primary School	Primary	26,400
Craiglockhart Primary School	Primary	27,600
Cramond Primary School	Primary	21,600
Currie Primary School	Primary	34,800
Dalmeny Primary School	Primary	8,400
Dalry Primary School	Primary	86,400
Davidson's Mains Primary School	Primary	33,600

Dean Park Primary School	Primary	10,800
Duddingston Primary School	Primary	49,200
East Craigs Primary School	Primary	68,400
Echline Primary School	Primary	16,800
Flora Stevenson Primary	Primary	60,000
Fox Covert Primary School	Primary	26,400
Fox Covert RC Primary School	Primary	19,200
Gylemuir Primary School	Primary	57,600
Hermitage Park Primary School	Primary	86,400
Hillwood Primary School	Primary	20,400
Holy Cross RC Primary School	Primary	49,200
James Gillespie's Primary School	Primary	18,000
Juniper Green Primary School	Primary	31,200
Kirkliston Primary School	Primary	62,400
Leith Walk Primary School	Primary	64,800
Liberton Primary School	Primary	76,800
Longstone Primary School	Primary	37,200
Lorne Primary School	Primary	58,800
Murrayburn Primary School	Primary	117,600
Nether Currie Primary School	Primary	9,600
Newcraighall Primary School	Primary	33,600
Oxgangs Primary School	Primary	57,600
Parsons Green Primary School	Primary	42,000
Pentland Primary School	Primary	42,000
Preston Street Primary School	Primary	51,600
Prestonfield Primary School	Primary	45,600
Queensferry Primary School	Primary	28,800
Ratho Primary School	Primary	15,600
Roseburn Primary School	Primary	15,600
Sciennes Primary School	Primary	61,200
South Morningside Primary School	Primary	12,000
St Cuthbert's RC Primary School	Primary	46,800
St John Vianney RC Primary School	Primary	74,400
St John's RC Primary School	Primary	55,200
St Margaret's SQ Primary School	Primary	15,600
St Mark's RC Primary School	Primary	45,600
St Mary's RC Primary School (Edinburgh)	Primary	39,600
St Mary's RC Primary School (Leith)	Primary	64,800
St Peter's RC Primary School	Primary	13,200
Stockbridge Primary School	Primary	15,600
The Royal High Primary School	Primary	51,600
Tollcross Primary School	Primary	52,800
Towerbank Primary School	Primary	75,600
Trinity Primary School	Primary	70,800
Victoria Primary School	Primary	94,800
Wardie Primary School	Primary	34,800

Appendix 3

Special PEF Allocations

Braidburn Special School	36,000
Gorgie Mills	27,600
Howdenhall & St Katharine's Special School	*
Kaimes School	26,400
Oaklands School	33,600
Panmure St Ann's special school	
Pilrig Park School	*
Prospect Bank School	38,400
Redhall School	56,400
Rowanfield Special School	7,200
St Crispin's School	34,800
Woodlands School	10,800

Appendix 4

Creating Promoted Posts using Pupil Equity Funding

Head Teachers have the option to create the following promoted teaching posts using their PEF allocations:

- Senior Development Officer (PEF) on the HT/DHT salary scale
- Development Officer (PEF) on the PT/CL salary scale

A detailed remit will need to be created for any new posts so the post can be job sized. If the remit is to have budget responsibility include the amount of the budget. If the remit is to include any teaching time, detail the number of hours, classes and year groups involved along with an outline of what the teaching time would entail. The remit should be emailed to cf.jobsizing@edinburgh.gov.uk

Points to consider when creating the post:

- The post will be temporary with a maximum duration of 23 months
- The duties must not impact on any existing promoted post holder duties (double counting)
- Due to double counting the post cannot have any line management duties
- The full cost of the post will be paid for by the schools, this will include:
 - job sized salary
 - salary oncosts
 - any absence cover costs for the post (this would include any maternity/paternity costs)

The costing points would also apply to any extra teacher posts and support staff posts created in school with the additional cost of McCrone cover time to be factored in for teachers.

Appendix A City of Edinburgh Council - Outline planning proposal (PEF)

Consider

- Opportunities for collaboration across sector, cluster, localities etc.
- Research available
- Sustainability
- Unintended consequences

Name of School	
Amount of Funding Allocated	

How the funding can be used in Edinburgh?

The funding should support activities and interventions that will lead to improvements in **literacy, numeracy and health and wellbeing through the 3 organisers of learning and teaching, leadership or family and communities**. Although the funding is allocated to schools on the basis of free school meal eligibility, Head teachers have the discretion to make decisions about which children and young people would benefit most from any particular intervention, whilst keeping a clear focus on delivering equity. PEF in Edinburgh should **not** be used to fund **core** activities, interventions or resources

Complete the tables below for each proposed intervention.

Please copy /delete tables as appropriate

1. Proposed Intervention or Joint intervention	
Description of intervention or joint intervention	
Partners (schools/other partners) in joint intervention (if applicable)	
Target population who will benefit from intervention	
Resources to be used	
Estimated Costs If joint please detail split of estimated cost for each school)	
Intended impact/outcome of Intervention	
This section should include specific reference to young people from the poverty related attainment gap	
Measurement of Impact/outcomes	
What baseline data do you have?	
What new baseline data will you need to collect?	
How will the impact be measured?	Short
	Medium
	Long

2. Proposed Intervention or Joint intervention	
Description of intervention or joint intervention	
Partners (schools/other partners) in joint intervention (if applicable)	
Target population who will benefit from intervention	
Resources to be used	
Estimated Costs If joint please detail split of estimated cost for each school)	
Intended impact/outcome of Intervention This section should include specific reference to young people from the poverty related attainment gap	
Measurement of Impact/outcomes	
What baseline data do you have?	
What new baseline data will you need to collect?	
How will the impact be measured?	Short
	Medium
	Long

3. Proposed Intervention or Joint intervention	
Description of intervention or joint intervention	
Partners (schools/other partners) in joint intervention (if applicable)	
Target population who will benefit from intervention	
Resources to be used	
Estimated Costs If joint please detail split of estimated cost for each school)	
Intended impact/outcome of Intervention This section should include specific reference to young people from the poverty related attainment gap	
Measurement of Impact/outcomes	
What baseline data do you have?	
What new baseline data will you need to collect?	
How will the impact be measured?	Short
	Medium
	Long

School Summary of Expenditure

	a) type of service or supply e.g. counselling b) suggested provider/s if known	Cost	CEC Service				
Goods/ Resources /equipment to be purchased or hired							
Commissioned services/ partners							
Transport Costs							
Accommodation / LETS costs							
Other							
	Post Title	FTE or number of Hours	Grade of Post	Salary	On costs Include provision for sickness absence	No of weeks	Total Cost including On cost
Promoted Staff/ Leaders (List each individual posts)							
Teaching Staff (List each individual post)							
Support Staff (List each individual post)							
Supported Study List how many hours at each level of post (approx. £20)							
Other							

Signature of Head Teacher _____

Date: _____ -

Signature of Quality Improvement Manager/ Service Manager

Date : _____

Please return form to Kerry.blair@edinburgh.gov.uk

by **Friday 19th MAY 2017** at the latest

[CEC- Criteria for reviewing Pupil Equity Fund Proposals](#)

Proposals should:

1. Have a clear focus on **raising attainment of children and young people experiencing socio economic disadvantage. This may include:**
 - Pupils **experiencing poverty** (as measured by SIMD, Free School Meals eligibility or other available evidence);
 - Pupils **experiencing poverty** who **also** experience disadvantage for other reasons. For example, disadvantage related to; a protected characteristic (as defined in the Equality Act 2010); a need for which they require additional support; being looked after; or having caring responsibilities.
2. Focus on **targeted improvements in literacy, numeracy and / or health & wellbeing.**
 - Interventions which aim to raise attainment in literacy, numeracy and contribute to progression in health and wellbeing.
 - Interventions which are aimed at improving -
 - Attendance
 - Exclusion
 - Engagement - in every lesson and beyond school
 - Participation
 - This may include projects involving parental / family engagement and career long professional development or those that help develop and realise aspirations for children and young people.
 - Interventions which promote creativity and innovation in learning and teaching to raise attainment in literacy, numeracy and contribute to progression in health and wellbeing.
3. Seek to develop **evidenced based approaches** to raising the attainment which are innovative and capable, if successful, of being **sustainable beyond the funding period;**
 - Proposed projects should have some form of relevant evidence base.
 - Interventions should not be a short-term fix, but part of a longer term drive for continuous and sustainable improvement where it is needed most.
4. Include a **clear plan to measure outcomes.**
 - A clear method to assess the impact of planned interventions in order to show what difference has been made. This will include robust baseline measures.
A plan to measure short and medium as well as long term outcomes

School	Post	Hours	Further info	Lit Num	HWB	Family work	Other
Primary							
Abbeyhill	EYP	12		L and N	Mindfulness		WA clubs trip
Balgreen	PSA	?		N	Nurture space mindfulness	Family learning	
Blackhall					Nurturing sessions		
Bonaly					Emotional challenges		
Broomhouse	PSA	20.25		L and N			WA JASS trips
Broughton	PSA	0.5			Nurture room	Family learning	
Brunstane	DO - PEF	14		L and N		Family support	
Bruntsfield	Teacher	?		N	1-1 support		
Buckstone					Inclusion 1 in 5		
Canal View				L	Mindfulness		CPD Osiris
Carrick Knowe				L and N	Nurturing sessions		
Castleview	PSO	36	HWB/Family Liaison	N	Mentoring	Family liaison	CPD Osiris
Clermiston				L and N	Mentoring		
Clovenstone	teacher	0.4			Nurture sessions	Family liaison	
Colinton				N	Resilience		
Corstorphine	PSA	?		L and N	1 to 1 support	Family liaison	
Craigentenny	Teacher	?		L and N		Home link	CPD Nurture
Craiglockhart	PSA	27.5		L and N	1 to 1 support	Family liaison	
Craigour Park				L and N			
Craigroyston	DO - PEF	?		L	Mentoring		CPD L&T
Craigroyston	PSO	?					
Crammond					Emotional WB		WA
Currie	PSA	25		L and N	Confidence		
Dalmeny					Seasons for Growth		
Dalry	PSA	16.67		L and N			Outdoor learning
Dalry	DO - PEF	35					
Davidson's Mains				L			

Dean Park				L and N			X Curr
East Craig's	PSA	0.5			Nurture	Family liaison	
Echline				L and N	Personal skills dev		JASS John Muir
Ferryhill	PSA	25			Nurture space		
Ferryhill	SfL Teacher	35			Confidence building		
Forthview	Teacher	35		L and N	Roots of empathy		
Forthview	Teacher	35					
Forthview	Teacher	7	Post split with Gylemuir PS				
Forthview	EYP	36	Dance Specialist				
Forthview	PSA	24					
Forthview	PSA	27					
Fox Covert	PSA	22		L and N	Nurturing	Mindfulness	CPD Masterclases
Gilmerton	EYP	36			Emotional WB Nurturing	Family learning Family liaison	
Gracemount	Teacher	22.91	Equity in Literacy & Assistive Technology	N			
Gracemount	SfL Teacher	35					
Granton	EYP	21		L and N			
Granton	Teacher	14					
Gylemuir	PSO - PEF	18	Post split with Forrester		Nurturing space	Family Learning	CPD Aifl
Hermitage Park	SDO - PEF	35		L and N	Mindfulness	Family liaison Mindfulness	
Hermitage Park	EYP	36		L and N	1 to 1 Support		
Hillwood							
Holy Cross RC	PEF	?		L and N	Nurture support	Family learning	
James Gillespie's	PSA	?			Nurture group	Home link support	WA Costs
Juniper Green				N	Mindfulness	Home link support	
Kirkliston	PSA	0.5		L		Family support	
	PSA	?					
Leith	PSA	27.5		L and N	Nurture base	Family liaison	WA costs
	Teacher	?					
Leith Walk	PSO	36			1 to 1 support		

Liberton	DO - PEF	27.5		L and N	Nurture base		
	SfL Teacher	35					
Longstone				N	Healthy life style		
Lorne	PSA	26.03		L and N	Nurture Mental health	Family learning	
Murrayburn				L and N	1 to 1 support	Family learning	
Nether Currie	SfL Teacher	?		L and N			
Newcraighall				L		Family liaison	Outdoor learning
Niddrie Mill	Teacher	35		L and N	1 to 1 support Wellbeing		
Niddrie Mill	PSO	36	HWB/Family Liaison				
Oxgangs					Nurture base Emotional WB		WA costs
Parsons Green				L and N	Nurture		Outdoor learning
Pentland				N			
Pirniehall	PSA	16		L and N	Mentoring Healthy Eating	Family learning	CPD
Pirniehall	PSA	17					
Preston Street	PSA	?			Nurture group	Family learning	CPD
Prestonfield	SfL Teacher	15.4		L and N	Nurture group		
Queensferry				N	Nurture group		
Ratho	Teacher	16.01		L and N	Growth mind set		
Ratho	Science Special	16.01					
Roseburn				L and N	Nurture group		CPD L and N
Royal Mile	SfL Teacher	?		L and N			Outdoor learning
	Teacher	?					
	EYP	?					
Sciennes				L and N			
Sighthill				L and N	Mental agility	Parental engagement	
Sth Morningside					1 in 5		
St Andrew's Fox Covert RC							
St Catherine's RC				L and N		Parental comms	Outdoor learning

St Cuthbert's	DO - PEF	16		L and N	Nurture groups	Family engagement	
St Cuthbert's	Nursery Nurse	14					
St David's	EYP	31.25		N	Individ support	Family learning	
	PSA	?					
St Francis' RC	SfL Teacher	?		L and N	Nurture groups	CPD leadership	
	DO - PEF						
St John's	EYP	36					
St John's	Teacher	21.6		L and N	Transition EY-P1		
St John Vianney RC				N	Mental WB		
St Joseph's	PSO	36	HWB and Family Liaison	L	Growth mindest		
	DO - PEF	?					
St Margaret's	PSA	18		L and N	Emotional WB		Xcurr costs CPD Osiris
St Mark's RC					Nurture groups	Family learning	Outdoor learning
St Mary's RC	PSA x 2	0.8		L	Nurture groups		Music
	SfL Teacher	0.16					
St Ninian's	Teacher	35		L and N	Nurture groups	Family liaison	Breakfast club
St Peter's	PSA	24		N	Growth mindset Transition P7-S1	Parental workshops	CPD
Stenhouse	EYP	35		N		Parents hub	
	DO - PEF	?					
Stockbridge	PSO	?		N	Emotional WB		
Tabh na Pairce				L	Nurture groups		
Tollcross				N			
Towerbank	Teacher	35	Maths Specialist	N	Nurture groups		Outdoor learning Costs Xcurr
Trinity	PSA x2	26.25		L	Nurture groups	Family engagement	
Victoria	SfL Teacher	?		L and N		Family Support	Outdoor learning
	PSA	?					
Wardie					1 to 1 support		CPD HWB
Secondary							
Balerno				L and N			

Boroughmuir	DO - PEF	0.2			Mentoring		
Broughton	PSA	?			Nurture groups	Family liaison	Outdoor learning
Castlebrae	SDO - PEF	21		L	Nurture groups		
Craigmount	DO - PEF	0.44		N	Nurture groups		Cluster work
	PSA	?					
Craigroyston	DO - PEF		Key vacancy not yet received	L and N		Homelink (Univ)	Xcurr
Currie	Teacher	14.7		L and N	Support groups		
Drummond				L and N	Nurture groups	Family support	CPD 1 in 5
Forrester	SDO - PEF	?		L and N	1 to 1 support	Family learning	
Forrester	PSO - PEF	18	Post split with Gylemuir				
Gracemount	SDO - PEF	35		L and N	Nurture groups Gowing confidence	Parental engagement	
Gracemount	Teacher	35	Equity in STEM & Science				
Holy Rood	Teacher	35	Parental Engagement/Home Link	L and N	Mentoring	Family support Home Learning	CPD 1 in 5
JGHS	PSA	?		L and N	1 to 1 support Growth mindset		
Leith Academy	PSA	?			1 to 1 support	Family support	
Leith Academy	DO - PEF	35	Improving Opportunities				
Leith Academy	DO - PEF	3.5	Growing Confidence				
Liberton	PSO	36	HWB/Family Liaison		1 to 1 support		Outdoor learning
Portobello				L	1 to 1 support		
Queensferry				L and N	Mentoring Growth mindset	Family learning Parental support re HWB	
St Augustine's	PSA	?			1 to 1 support	Family support	
	DO - PEF	?					
St Thomas'	PSA	?		L and N	Nurture groups		
	DO - PEF	?					
Trinity Academy	SDO - PEF	?		L and N	Emotional WB		
Tynecastle	DO - PEF	35		N			Breakfast club

Tynecastle	DO - PEF	3.5	DO Data & Digital Strategy				
WHEC	SfL Teacher	17.5		L and N		Family engagement	
	SDO - PEF	35	Raising Attainment and Achievement				
Special							
Gorgie Mills	DO - PEF	35		L and N	Mindfulness	Parental support	Miibus - parent link
Kaimes	PSA	34					
Oaklands	PSA	34		L		Family support Family Learning	
Pilrig Park	PSO	36	HWB/ Family Liaison		Realx kids Safe Space		
Prospect Bank	PSA	?		L and N	Emotional WB		
St Crispin's						Parental enagement	Outdoor learning
Woodlands	PSA	30			Mentoring		Outdoor learning