

Education, Children and Families Committee

10:00 am, Tuesday, 24 August, 2021

School Excursions - Equity

Executive/routine
Wards
Council Commitments

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 Note the initial findings from information gathered about school residential visits to Benmore and Lagganlia just prior to the onset of the pandemic; existing good practice and the different kinds of funding available to schools.
 - 1.1.2 Note the different estimated costs of investing in a central dedicated P7 residential excursion fund for pupils from low-income families.
 - 1.1.3 Note the key actions which will be included in a 2021/22 action plan. These provide the next steps in reducing inequality and maximising participation in school excursions.

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Report

School Excursions - Equity

2. Executive Summary

- 2.1 The Council is committed to ensuring that every child can participate equally in school experiences and that no child is excluded from these as a result of inability to meet school costs, including school residential visits. Left unaddressed, the cost of a residential excursion can be a significant barrier to the participation of pupils from low-income families on these visits. This report summarises information about some residential visits prior to COVID-19, including an updated and developing city-wide understanding of the proportion of pupils attending specific school residential visits and how these are funded; and why some pupils are not attending. High quality residential excursions are hugely valued and deliver significant and unique benefits and outcomes. Existing good practice in removing/reducing financial and non-financial barriers are provided, plus existing funding identified and the estimated costs of investing in a central fund presented. Information gained has been used to create the next steps for improvement and development.

3. Background

- 3.1 This report is in response to a request from the Education, Children and Families Committee December 2019 meeting (see 8.1) to: *'report on how schools can ensure that young people from low incomes families are not excluded from experiencing residential outdoor learning, the percentage of young people who were not attending outdoor learning and the reasons why and investment required to allow appropriate financial support to be available to address the reducing poverty and inequality agenda: the report to also include data on numbers of children attending and details of funding in place for all of them to attend.'*
- 3.2 The Sport and Outdoor Learning Unit (SOLU) started gathering information in February/March 2020. This focused on Benmore and Lagganlia visits. The template in Appendix 9.1 was created, tested and then shared; focusing on finding out the:
- 3.2.1 number of young people who attended and how they were funded; and
 - 3.2.2 number of young people who did not attend and why.

Some information was collected and then COVID-19 prevented any further residential stays. This information is presented in Section 4 as an initial baseline (13 schools).

- 3.3 'Outdoor Learning' is one of the three core strands of Learning for Sustainability, alongside Global Citizenship and Sustainable Development Education. Learning for Sustainability is a core part of the General Teaching Council for Scotland's (GTCS) Professional Standards.
- 3.4 The outdoor environment offers motivating, exciting, different, relevant and easily accessible contexts for learning. The Scottish Government advocates this is best delivered through a combination of onsite, local and residential experiences and outlined the vision: *'all children and young people are participating in a range of progressive and creative outdoor learning experiences which are clearly part of the curriculum* (Curriculum for Excellence through Outdoor Learning, 2010 – see 8.2 and Appendix 9.2). Residential experiences are an integral part of effective outdoor learning and cannot be replaced by onsite and local learning; all three are required to achieve the very best outcomes.
- 3.5 The Scottish Government detailed more recently the importance of outdoor learning school residential visits via its COVID-19 guidance, stating these are: *'longstanding features of Scottish education as they allow young people to undergo a more immersive educational experience and develop skills for life such as resilience and independence. The overnight aspect is therefore seen as integral to the learning experience'* (Scottish Government 30 June, 2021 – see 8.3). The document in 8.4 provides an evidence-based summary of the educational value of residential outdoor learning experiences, especially supporting young persons' needs in response to COVID-19. There can be significantly greater outcomes for vulnerable pupils; those visiting a wilderness setting; and participants attending longer courses. Past evidence about the effectiveness of Benmore and Lagganlia can be found via 8.1 (December 2019 Report Appendix 9.6).
- 3.6 SOLU, which incorporates the Outdoor Learning Team, is an integral part of the Lifelong Learning Team (Appendices 9.3 – SOLU Scope of Work and 9.4 SOLU Centres).
- 3.7 Since the start of COVID-19, the Scottish Government had not recommended/ permitted overnight school visits until May 2021. Post-May 2021 visits are subject to strict conditions (see 8.3).
- 3.8 The Council's Benmore and Lagganlia Outdoor Centres have been temporarily closed since March 2020 due to the Covid-19 pandemic. In line with recently updated Scottish Government guidance (8.3), the Council has responded promptly and approved the safe restart of school residential excursions to Benmore and Lagganlia early in the new 2021/22 academic year (subject to ongoing national advice and assessment of local infection rates). Overnight camping expeditions were also approved, and some started promptly in late June/early July. The Council is at the forefront of delivering a proportionate and incremental reintroduction of overnight visits. Furthermore, SOLU staff are working with partners at the national

level, including the Scottish Government, to create guidance and resources for use across Scotland (examples via 8.4 and 8.5).

- 3.9 The Child Poverty Action Group (CPAG) in Scotland regards school excursions as a 'cost of the school day' (see 8.6). CPAG has produced a toolkit to support schools, local authorities and their partners to take action to identify and address financial barriers to participation and learning (Appendix 9.5 CPAG Toolkit Key Messages).
- 3.10 According to CPAG and other evidence, child poverty rates in Scotland are expected to rise further in the coming years and there is increasing concern across households on their financial situation (see 8.7, 8.8 and 8.9).
- 3.11 The Council is committed to reducing the Cost of the School Day, which addresses barriers to participation and allows equal access to education for all (e.g. see 4.3.2 – Pupil Equity Funding: PEF). The Council sets out expectations for minimising the cost of school excursions via its Pupil Equity Framework (Appendix 9.6).
- 3.12 Schools invest significant time in reducing and removing barriers to participation on excursions.
- 3.13 Some non-residential excursions are funded centrally by the Council; reducing the cost to families. These include the Primary Swimming programme and P7 Risk Factory workshops (Appendix 9.7).
- 3.14 The Excursions Policy was reviewed at the Education, Children and Families Committee meeting in December 2019 (8.1). This included updates linked to reducing inequality and the Council's net zero carbon target. A further review is being undertaken in Autumn 2021 in response to COVID-19 (see 5.1).
- 3.15 The Council continues to be committed to high quality residential visits, as proven by its capital works investment programme and the prompt proposed restart of Benmore and Lagganlia residential visits. The Council operating its own centres is as important as ever: allowing it to directly control the safety, availability of provision and quality of its services; guaranteeing the best provision to Edinburgh children and young people. The centres work closely with Edinburgh schools and are a beacon of good practice throughout the UK and beyond.

4. Main report

- 4.1 The cost of school excursions, including residential visits, should be considered as 'Part of the Cost of the School Day'; addressed alongside other costs and assessed as part of a school's performance in achieving 'Equity for all Learners' (8.20 Education Scotland – How Good is Our School 4 – HGIS4).

4.2 Baseline information (pre and during COVID-19)

- 4.2.1 In response to the Committee request in Section 3.1, an initial review of schools visiting Benmore and Lagganlia is detailed in Appendix 9.8. Key findings (13 schools):

- 4.2.1.1 Schools secured a high attendance rate with 95.8% of pupils visiting Benmore or Lagganlia.
- 4.2.1.2 Non-attendance was due to pupils not wanting to attend (48.3%); parent/carer general concerns linked to readiness of pupil to attend a residential (24.1%) and 'other' (24.1%), which included family holidays, pupils arriving just before departure and 'cultural' reasons. No school recorded financial concerns as a reason for non-attendance; thus indicating these schools are undertaking significant and effective work to minimise financial barriers.
- 4.2.1.3 Of those attending, 143 (21.9%) did not pay the full amount. Most of these paid £150 or less, including 44 (30.8%) not paying anything.
- 4.2.2 Schools used a variety of funding sources to subsidise the 143 pupils. Nearly half of the pupils were supported via a combination of sources, including PEF, non-PEF school funding, third-party charity grants and school fundraising. The remainder were supported by individual categories.
- 4.2.3 Primary Head Teacher Survey regarding Benmore and Lagganlia – March 2021 Appendix 9.9. Key findings (40 responses):
 - 4.2.3.1 The Council having its own residential centres is highly valued (see Q2 for reasons).
 - 4.2.3.2 Further evidence of many schools effectively addressing financial barriers is indicated by Head Teachers selecting 'Financial' outwith of the three most common reasons for pupils not attending a residential. Some Head Teachers did select 'Financial' within the 'top 3', thus indicating variation across the city and the continued need to provide action via rigorous monitoring, support and guidance.
 - 4.2.3.2 Head Teachers requested support with (i) reducing costs potentially via a central fund and/or signposting to grants; (ii) maximising attendance of pupils with certain protected characteristics and English as an Additional Language (EAL) groups; (iii) meeting pupils' additional needs; and (iv) creating shorter more local residential experiences prior to P7 (reducing anxieties and developing confidence and skills). This can be achieved by sharing good practice across the city, producing additional resources and updating training.
- 4.2.4 Epic Days programme (extended day offsite visit) in Appendix 9.10. Key findings:
 - 4.2.4.1 Although Epic Days are not residentials, they are extended days and useful to monitor to ensure financial barriers are being addressed and good practice identified.
 - 4.2.4.2 Schools secured a high attendance rate with 96% of pupils attending their Epic Days (adjusted for whole-class COVID-19 absences).

- 4.2.4.3 Non-attendance was due to family holidays; pupils not wanting to attend; COVID-19; medical reasons and concerns linked to readiness to attend an extended day excursion. No school recorded financial concerns as a reason for non-attendance, thus indicating these schools are undertaking significant and effective work to minimise financial barriers.
 - 4.2.4.4 Schools liaised with SOLU to adapt the day to meet specific needs including adjusting activities; shortening the day and providing additional rest breaks.
 - 4.2.4.5 Of those attending, 196 (35.9%) did not pay the full amount. Nearly all paid less than half of the total cost of the visit, including 181 (92.3%) not paying anything.
 - 4.2.4.6 Schools used a variety of funding sources to subsidise 196 pupils. Half were supported by non-PEF school funding. The remaining pupils were funded by third-party charity grants (19.9%), PEF (11.2%), school fundraising (2.6%) or a combination of different sources, including those above (16.3%).
- 4.2.5 Existing good practice by schools is detailed in the case studies and examples in Appendices 9.8, 9.10 and 9.11. These show how those Edinburgh schools work to ensure young people from low incomes families are not excluded from experiencing excursions, including residential outdoor learning. Examples include free or subsidised excursions (supported by PEF, non-PEF school funding, fundraising and external grants/donations); flexible payment plans started early (for all families); good communication and consultation with families; access to kit; using active travel for local visits; and auditing visits, then carefully selecting high quality ones which deliver the best outcomes (avoiding too many lower quality excursions). Solutions may not necessarily cost money but have required schools to do things differently. Schools are also addressing non-financial barriers.

Good practice includes supporting individual circumstances including pupils with specific protected characteristics; using interpreters to engage families where English as an Additional Language (EAL) may be a barrier; supporting pupils with additional support needs (e.g. specialist equipment, additional staff and liaising with families and specialists); and involving young people and families in reviewing and designing excursions. Appendix 9.12 provides a summary of some funding sources/solutions being used by Edinburgh schools. Actual solutions used by schools will depend on their local contexts and resources. Schools also cater for those not attending residential visits, including themed weeks based in and around Edinburgh.

4.3 Moving Forward

- 4.3.1 Left unaddressed, the cost of a residential excursion can be a significant barrier to the participation of pupils from low-income families. Based on Section 4.2 and background information, many schools are using different

funding sources and spending significant time successfully reducing the cost of excursions for young people from low incomes families, including residential visits, and maximising attendance. Responding to the impact of COVID-19, building on existing strengths, addressing non-financial barriers and identifying areas for further improvement at the school and city-wide levels will avoid complacency and sustain continued progress.

- 4.3.2 The Council's 2021/22 Pupil Equity Funding (PEF) guidance, designed to close the poverty related attainment gap, expects all spends to be linked to priority criteria, which includes 'Reducing the Cost of the School Day' and the 'Cost of Wider Achievement Opportunities'. This enables schools to allocate PEF to residential offsite visits, thus ensuring this funding is used to reduce/remove barriers.
- 4.3.3 A self-evaluation resource based on the CPAG The Cost of the School Day Toolkit and Council's Pupil Equity Framework will be shared with schools in Autumn 2021 (Appendix 9.13). This will support schools in reviewing practice via robust challenge questions/expectations and setting goals for improvement.
- 4.3.4 The cost of investing in a city-wide fund to provide financial support to pupils from low-income families attending a high-quality residential visit is explored in Appendix 9.14. This focuses on a 'P7 residential excursion guarantee' model, exploring different tiers of contribution which may then be supplemented by PEF and other funding sources. Supporting all young people to attend Benmore and Lagganlia reduces potential inequality of experiencing high-quality residential outdoor learning; delivered by first-rate appropriately qualified instructors in inspirational and unique wild places. A central fund would significantly reduce the time staff spend on liaising with families and securing additional funding, often from multiple sources, and release funding for other priority activity. Council Officers await further details regarding the First Minister Nicola Sturgeon's statement in May 2021, which stated the intention to: '*take steps to remove charges for core curriculum activities*' (see 8.10).
- 4.3.5 The 2021/22 Benmore and Lagganlia budgets were recently approved via the Council's Service Resumption process. These include an allocation for COVID-19 mitigations to support attendance at Benmore and Lagganlia, such as centrally funding additional coaches to maintain school groupings and dealing with transporting close contacts and symptomatic persons (subject to national guidance conditions). The Centres are liaising with schools to ensure a flexible and supportive approach in order to maximise pupil attendance.

5. Next Steps

- 5.1 The Outdoor Learning Team is finalising its 2021/22 Action Plan. This includes Excursions Adaptation and Renewal with Appendix 9.15 providing more detail about priority future actions which will focus on maximising participation/reducing

inequality. These actions were created using the evidence in this report, and includes a continued data gathering exercise to check initial findings in this report and to extend beyond Benmore and Lagganlia and into Secondary education. This will assist in setting policy, checking progress, ensuring accountability and identifying priority work. This is especially important in response to COVID-19 and supporting family anxieties towards affording excursions.

6. Financial impact

- 6.1 Interventions and actions listed within the report include those annually funded by the Scottish Government, including Pupil Equity Funding and Scottish Attainment Challenge Schools Programme Funding.
- 6.2 Schools annually auditing their excursions programmes allow budgets to be allocated in advance, thus minimising financial risks.
- 6.3 The estimated costs of investing in a central fund are for illustrative purposes and are not allocated to any budget.
- 6.4 There is a potential financial risk if establishments do not comply with the Communities and Families Excursions Policy and COVID-19 Excursions Toolbox.

7. Stakeholder/Community Impact

- 7.1 The Sport and Outdoor Learning Team undertake work by involving staff, volunteers, young people, families, and partners. This is via evaluation feedback; surveys; parent enquiries; discussions during training; updates to Council procedures; and meetings with colleagues from across the Council.
- 7.2 Views of parents/carers, families, and young people continue to be gathered by schools as part of the self-evaluation process assessing the impact of the interventions and supports delivered to children and young people experiencing poverty-related barriers.
- 7.3 Views and impact were and continue to be gathered from schools by the local authority in relation to the management of resources to support equity, specifically the use of Pupil Equity Funding and the content of the PEF Plan template.
- 7.4 The Communities and Families Excursions Policy provides guidance on equity and equality. Compliance with this guidance will minimise the risk of equity and equality issues.
- 7.5 A significant number of actions via SOLU and partners are specifically targeted at addressing inequality. Planned work in Appendix 9.15 will continue to address this priority.

8. Background reading/external references

- 8.1 Previous Outdoor Learning Report. Education, Children and Families Committee, Tuesday, 10 December, 2019. [General link to meeting documents](#) and [link to Outdoor Learning report: <https://democracy.edinburgh.gov.uk/documents/s11782/7.10%20Outdoor%20Learning.pdf>](#). Also includes another report - 7.7: [Communities and Families Excursions Policy](#).
- 8.2 Curriculum for Excellence Through Outdoor Learning – a planned and progressive approach: <https://education.gov.scot/Documents/cfe-through-outdoor-learning.pdf>.
- 8.3 Scottish Government guidance - Coronavirus (COVID-19): school visits and trips: <https://www.gov.scot/publications/coronavirus-covid-19-guidance-for-school-visits-and-trips/>.
- 8.4 Educational value of Scotland’s Outdoor Education Centres: <https://www.sapoe.org.uk/links/local-authority-outdoor-education-centres/>.
- 8.5 Coronavirus (COVID-19) - guidance to support the reintroduction of school residential visits v2 May 2021: <https://www.goingoutthere.co.uk/appendix/coronavirus-covid-19-reopening-and-operation-of-outdoor-education-centres-and-reintroducing-visits-by-schools/>.
- 8.6 Child Poverty Action Group (CPAG) in Scotland - The Cost of the School Day Toolkit: <https://cpag.org.uk/scotland/CoSD/toolkit>.
- 8.7 Child Poverty Action Group (CPAG) in Scotland – The Facts: <https://cpag.org.uk/scotland/child-poverty/facts>.
- 8.8 Child Poverty Action Group (CPAG) in Scotland - Poverty in the Pandemic - <https://cpag.org.uk/policy-and-campaigns/report/poverty-pandemic-update-impact-coronavirus-low-income-families-and>.
- 8.9 Scotland’s Wellbeing - The Impact of COVID-19 – Chapter 4: Communities, Poverty, Human Rights: <https://nationalperformance.gov.scot/scotlands-wellbeing-impact-covid-19-chapter-4-communities-poverty-human-rights>.
- 8.10 Statement given by the First Minister Nicola Sturgeon at the Scottish Parliament, Edinburgh on Wednesday 26 May 2021: <https://www.gov.scot/publications/priorities-government-statement-26-2021/>
- 8.11 Previous report – updated Communities and Families Excursions Policy. Education, Children and Families Committee, Tuesday, 12 December, 2017. [General link to meeting documents](#) and [link to Communities and Families Excursions Policy report](#).
- 8.12 Previous Outdoor Learning Report. Education, Children and Families Committee, Tuesday, 12 December, 2017. [General link to meeting documents](#) and [link to Outdoor Learning report](#).
- 8.13 Previous Committee report: [1 March 2016, Outdoor Centres and Outdoor Learning](#).

- 8.14 Previous Committee report: [11 September 2014, Sports and Outdoor Learning Unit](#).
- 8.15 Previous Committee report: [21 June 2011, Outdoor Learning Strategy 2011 – 2014](#).
- 8.16 More about the Outdoor Learning Team:
- Outdoor Learning Team’s website: <https://www.experienceoutdoors.org.uk/>.
 - Outdoor Learning Team’s website – Outdoor Learning: <https://www.experienceoutdoors.org.uk/outdoor-learning-scotland>.
 - About Us: <https://www.experienceoutdoors.org.uk/about-us>.
 - Our Purpose, Our Definition, and Our Values: <https://www.experienceoutdoors.org.uk/our-purpose>.
 - Blog: <https://www.experienceoutdoors.org.uk/experience-outdoors/get-your-duke-of-edinburgh-award>
 - The Risk Factory website: <https://theriskfactory.org/>
- 8.17 The City of Edinburgh Council Child Poverty Resources – [website](#).
- 8.18 [Going Out There: Scottish Framework for Safe Practice in Offsite Visits](#). A framework developed in partnership by the Scottish Government, the Health and Safety Executive (HSE), the Scottish Advisory Panel for Outdoor Education, Education Scotland and the Association of Directors of Education, with input from other partners including voluntary organisations and providers.
- 8.19 National Bus Travel Concession Scheme for Young Persons (Scotland) Amendment Order 2021: <https://www.transport.gov.scot/publication/draft-ssi-national-bus-travel-concession-scheme-for-young-persons-scotland-amendment-order-2021/>
- 8.20 Education Scotland – How Good is Our School? – HGIOS 4: <https://education.gov.scot/improvement/self-evaluation/HGIOS4>

9. Appendices

Appendix 9.1	Information Template.
Appendix 9.2	Planned and Progressive Outdoor Learning and Excursions.
Appendix 9.3	Sport and Outdoor Learning Scope of Work.
Appendix 9.4	Overview of Centres.
Appendix 9.5	Child Poverty Action Group (CPAG) in Scotland - The Cost of the School Day Toolkit Summary Key Messages.
Appendix 9.6	Making Education Equal for All - Edinburgh’s Pupil Equity Framework.
Appendix 9.7	Examples of Centrally Funded Day Excursions (Council and National).
Appendix 9.8	Benmore and Lagganlia (Residential) - February / March 2020 Initial Baseline.

Appendix 9.9	Edinburgh Primary Head Teacher Survey - Residential Outdoor Centres (Benmore and Lagganlia) March 2021
Appendix 9.10	Epic Days Programme Data (P7 Extended Day) – Summer 2021.
Appendix 9.11	Case Studies
Appendix 9.12	Sources of Funding Available to Schools (direct and indirect).
Appendix 9.13	Draft Self-Evaluation Resource
Appendix 9.14	Estimated Costs of Investing in a City-Wide Fund – ‘P7 residential excursion guarantee’ model
Appendix 9.15	2021/22 Action Plan Summary

Appendix 9.1 Original MS Excel Template for data collection

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
2	Any questions? Key contact: Andrew.Bradshaw@edinburgh.gov.uk														
3	Section A	Introductory Information													
4	A1	Name of School:													
5	A2	Person submitting this form:													
6	A3	Academic year (drop-down menu):													
7	A4	Outdoor Centre (drop-down menu):													
8	A5	Excursion month:													
9	A6	Number of pupils eligible to attend (e.g. class or year group number):													Pupils
10	A7	Number of pupils who attended the residential excursion:													Pupils
11	A8	Number of pupils who did NOT attend the residential excursion (A5-A6):												0	Pupils
12	A9	Percentage attending :												#DIV/0!	%
13															
14	Section B	Pupils attending the excursion												0	Pupils
15	B1	Before ANY subsidy/reduction, what was the total cost of the excursion (including transport and any other costs) PER PUPIL - total													Amount
16	B2	For how many pupils did families/other parties pay the full/total amount (B1)?													Pupils
17	B3	Percentage paying full/total amount:												#DIV/0!	%
18	B4	Number not paying full/total amount - B1 (A6 - B2):												0	Pupils
19	B5	Please provide more detail about the pupils in B4. IF NONE, LEAVE BLANK. This is an opportunity to describe how the reduction/subsidy was funded.													
20		Best Fit Category (scroll down the drop-down menu - 'combination' option at the bottom)					Further information/description.					Amount charged	Reduction per pupil (from B1). Ignore empty rows amounts.	Number of Pupils	
21	B5a Group 1												£0.00		
22	B5b Group 2												£0.00		
23	B5c Group 3												£0.00		
24	B5d Group 4												£0.00		
25	B5e Group 5												£0.00		
26	B5f Group 6												£0.00		
27	B5vi Group 7	Individual reductions for individual pupils (too complex to group above).					Combination. Include an average charge amount (Cell M32):						£0.00		
28		Average reduction (not weighted to number of pupils):										#DIV/0!			
29		Average reduction (weighted to number of pupils):										#REF!			
30		Total reduction/subsidy:										#REF!			
31		Total pupils (should equal B4). Please check if CELL is RED. Okay if GREEN.											0		
32															
33	OPTIONAL additional information for Section B:														
34															
35															
36															
37															
38															
39	Section C	Pupils NOT attending the residential excursion												0	Pupils
40	C1	Please provide more detail about the pupils included in A7. This is an opportunity to describe the reasons why some pupils did not attend the													
41		The aim is to maximise participation. BEST FIT PRIMARY reason for not attending. Please try to identify the primary reason . We know schools are very good at identifying barriers and providing support in overcoming these. The information below will										Number of Pupils	%		
42	C1a Group 1	Financial.											#DIV/0!		
43	C1b Group 2	Parental / carer concerns about purchasing and / or obtaining clothing / kit.											#DIV/0!		
44	C1c Group 3	Parental / carer GENERAL concerns linked to readiness of pupil to attend a residential.											#DIV/0!		
45	C1d Group 4	Parental / carer concerns linked to adventurous activity.											#DIV/0!		
46	C1e Group 5	Parental / carer concerns linked to food / meeting dietary needs.											#DIV/0!		
47	C1f Group 6	Pupils not wanting to attend (GENERAL).											#DIV/0!		
48	C1g Group 7	Medical reasons.											#DIV/0!		
49	C1h Group 8	Short notice cancellation (were attending) e.g. due to illness, injury or family circumstances.											#DIV/0!		
50	C1i Group 9	Other (please provide more information below - this will allow us to create additional 'group categories' in the future).											#DIV/0!		
51	Information for Grp 9:														
52	C1j Group 10	Combination of above (if no PRIMARY reason):											#DIV/0!		
53	C1k Group 11	Despite working with families, reason not known:											#DIV/0!		
54		Total pupils:										0			
55		If CELL is RED, please check numbers again. Okay if GREEN (or remains										#DIV/0!			
56	Optional additional information for Section C:														
57															
58															
59															
60															
61															
62	Section D														
63	D1	Would you like us to contact the School to help you with increasing participation in residential excursions?													
64	D2	If you are demonstrating good practice above, are you okay with us contacting you/the School so we can share good practice with other schools? Please record any good practice below (D3).													
65	D3	Good practice:													
66	D4	If yes to D2 and/or D3, key contacts:													
67															

Appendix 9.2 Planned and Progressive Outdoor Learning and Excursions

“The Journey through education for any child in Scotland must include opportunities for a series of planned, quality outdoor learning experiences”

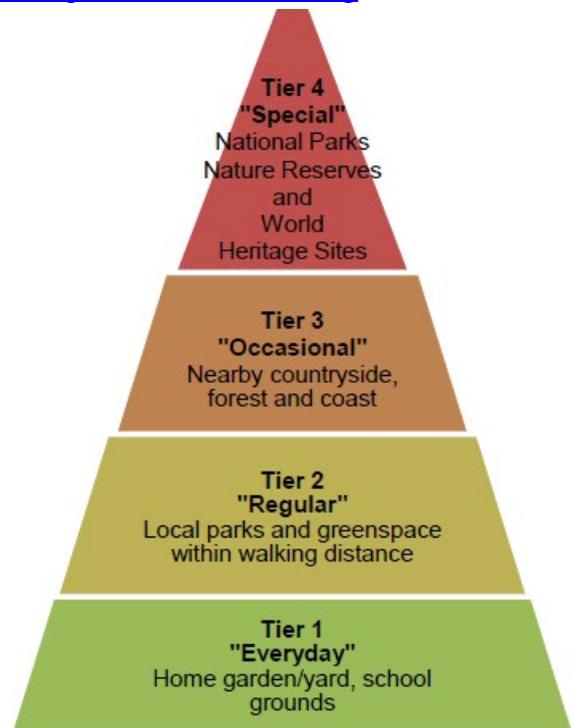
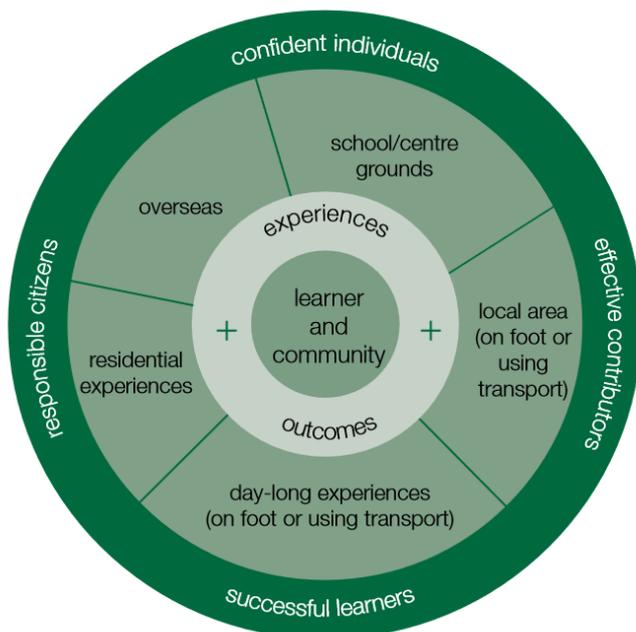
The vision for outdoor learning in Scotland is that:

- all children and young people are participating in a range of progressive and creative outdoor learning experiences which are clearly part of the curriculum.
- schools and centres are providing regular, frequent, enjoyable and challenging opportunities for all children and young people to learn outdoors throughout their school career and beyond
- teachers and educators embed outdoor learning in the curriculum so that learning in the outdoor environment becomes a reality for all children and young people.

Curriculum for Excellence through Outdoor Learning

Learning and Teaching Scotland 2010

Curriculum for Excellence Through Outdoor Learning – reference to a planned and progressive approach. [Curriculum for Excellence Through Outdoor Learning](#).



Diagrams presenting a progressive approach to planning outdoor learning and excursion. The pyramid provides a useful indication of frequency.

Appendix 9.3 Sport and Outdoor Learning Scope of Work

The Sport and Outdoor Learning Unit (S&OL) comprises Active Schools; Sports Development; Sports Academy; Community Sport Hubs; Primary Curricular Swimming; Active Travel; Sports Grants; Facility Development and Support; Outdoor Centres, namely Bangholm (Edinburgh), Benmore (Loch Lomond and Trossachs), and Lagganlia (Cairngorms); and the Risk Factory (Edinburgh). The Unit's staff work with schools and Council services; families; public bodies; and the third sector to champion the importance of sport and outdoor learning, and deliver:

- Strategic planning and development linked to Council and external priorities.
- Specialist advice and guidance linked to safety, affordable provision, education pedagogy (including statutory elements of the Curriculum for Excellence), and adventurous activity.
- Career-Long Professional Learning (CLPL) including courses, workshops, conferences, adventurous activity National Governing Body training and digital resources – building capacity.
- Targeted deployment of staff to support outdoor learning and physical activity, including during COVID-19.
- Enviaible range of Adventurous activity National Governing Body training and assessment via internal course directorships (significant savings).
- City-wide, locality-targeted and residential/expedition sport, physical activity and outdoor learning programmes, sessions and ceremonies.
- City-wide sport and outdoor learning events, including large multi-school events.
- Resources for self-led planning and delivering provision.
- Communities and Families excursions / offsite visit advice, approvals and compulsory training (health and safety). Includes significant technical adventurous activity, residential and overseas travel. Monitored via an up to date an extensive Excursions Policy and resources, including a COVID-19 Excursions Toolbox (position statements and resources to support forward planning).
- Wider achievement awards, including coordinating the Duke of Edinburgh's Award across Edinburgh.
- Leadership awards for young people.
- Low cost kit and equipment hire, and maintenance to support inclusion.
- Partnership development and working to increase capacity, breadth and depth of provision and support.
- Supports the management of the Council's relationship with Edinburgh Leisure.
- Specialist support for Council services and initiatives e.g. locality working, school grounds and facilities design, policy development, Council Schools staff travelling abroad (not excursions) and probationer teacher induction.
- Supports the responsibility of the Council's sporting estate and infrastructure, and its future development.
- Work with the Estates Team on all sport facility Community Asset Transfer enquiries.
- Council representation across different specialist bodies, memberships, partnerships, and consultations.
- Successful applications for external funding e.g. 2019 Scottish Natural Heritage grant (£26k) – digital Outdoor Learning Map; and Cycling Scotland grant of c£20K annually to support Bikeability.

Appendix 9.4 Overview of Centres

The Outdoor Learning Team comprises four centres:

<p>9.4.1 Bangholm Outdoor Centre</p>	<p>Bangholm is a non-residential centre located on Craighall Gardens in North Edinburgh. It is currently being redeveloped and staff will return to a new centre in 2022. Bangholm staff focus on excursion approval (UK and overseas); specialist technical advice; wider achievement awards (Duke of Edinburgh's Award, John Muir Award and Junior Award Scheme for Schools); Curriculum for Excellence advice and support; outdoor learning partnership working; delivering training and specialist courses; equipment and kit loans; and direct delivery to children, young people and others.</p> <p>Bangholm Outdoor Centre (location).</p>
<p>9.4.2 Benmore and Lagganlia Outdoor Residential Centres</p>	<p>Benmore Outdoor Centre in Benmore Botanic Gardens, near Dunoon and Lagganlia Outdoor Centre in Glen Feshie, near Aviemore, are residential centres in unique locations within Scotland's two National Parks. These locations provide outstanding opportunities for children, young people and others to experience inspirational outdoor and adventurous learning in wild surroundings.</p> <p>Benmore Outdoor Centre (location). Explore Argyll: LINK</p> <p>Lagganlia Outdoor Centre (location). Explore Cairngorms: LINK</p> <p>The number of young people visiting the Benmore and Lagganlia Outdoor Centres from Council schools increased prior to COVID-19, with 3932 young people visiting in 2018/19; a 35% increase since 2015/16. The number of Council primary schools increased from 49 (2015/16) to 68 (2018/19). Very high satisfaction rates reflect the high quality, wide ranging adventurous provision set within two Scottish National Parks. The centres use evaluation feedback to avoid complacency and develop further.</p> <p>Delivering provision via the Council's own centres allows the Schools and Lifelong Learning Team to directly manage quality and embed Council initiatives. Many cheaper alternatives with onsite activities in non-wilderness locations, delivered by instructors rotating across different groups, do not generally deliver the same level, breadth and depth of outcomes and experiences.</p>
<p>9.4.3 The Risk Factory</p>	<p>The Risk Factory, located in Southwest Edinburgh, is an interactive safety centre focused on supporting children and young people. The Centre 'manufactures' everyday risks in a safe environment with the aim to teach how to deal with or avoid risks. The Centre is part funded including a contribution by The City of Edinburgh Council. The Risk Factory (location). The Risk Factory: https://theriskfactory.org/ .</p>

Appendix 9.5 Child Poverty Action Group (CPAG) in Scotland - The Cost of the School Day Toolkit Summary Key Messages.

Text extracted from CPAG Toolkit.

We know that living in poverty impacts negatively on children's social, physical, emotional and cognitive outcomes and subjects families to increased levels of stress and worry. In short, income matters for child health and wellbeing and the case for action is compelling.

Poverty-proofing the school day, that is, considering how policies and practices can impact on children and young people on a low income's experience of the school day, is an important contribution to tackling poverty.

We can, and must enable all of our children to take full and equal advantage of opportunities in school and consider how to reduce the extra costs for parents and carers

Investigating school costs with children, parents/ carers and staff and taking action to address identified problems and barriers can help:

- ensure equal access to opportunities at school and remove barriers to participation and learning for children and young people from low income households
- minimise opportunities for income stigma and exclusion amongst children and young people
- reduce the pressures which school costs place on low family incomes
- support families to access financial entitlements and maximise their incomes – increased family income leads to improved cognitive development and school achievement
- ensure that Pupil Equity Funding is accurately used to remove the financial barriers which stand in the way of children and young people's participation and learning.

Child Poverty Action Group (CPAG) in Scotland - The Cost of the School Day Toolkit

Appendix 9.6 Making Education Equal for All Edinburgh's Pupil Equity Framework

[Link to document](#)

Summary guidance from the framework:

Schools already adopt a range of measures to minimise costs and reduce pressure on family budgets. In addition 'Top Tips' for reducing school costs, developed from ideas and recommendations made as part of '1 in 5', have been distributed to all schools with an expectation that they should adopt some or all of the recommendations it contains, as well as develop their own approaches to minimise costs.

Minimise costs and reduce pressure on family budgets.

All children and young people should be able to meet the costs of school and have the resources they need to support their learning.

School Trips

Schools should:

- * Have a transparent policy for planning, funding and delivering school trips.
- * Ensure that during the planning of trips, costs are kept to a minimum.
- * Provide financial support or reduced fees for children living in low income households, including additional reductions for siblings.
- * Conduct an annual audit of potential or planned trips for the school year, and clarify the aims and purpose as well as the estimated costs for each. This information should be used to:
 - Review and develop a clear rationale and justification of costs for all trips.
 - Make modifications to school trips so that they are accessible to children from low-income households and are cost efficient.
 - Inform and consult parents at the start of the school year about plans for school trips to get their advice on how to: make them more affordable/accessible; identify parents who require financial support or reduced costs; and ensure that parents have time to plan finances accordingly (see also communication with parents).
 - Set out the steps that will be taken to ensure that all children can afford to go on trips and any alternative measures that will be in place to ensure the trip is equitable and accessible.
- * Allow parents the opportunity to pay for trips and other costs in affordable instalments. This must be given a long lead in time where required. Trips should not be offered on a 'first come first served' basis as this will favour pupils from families who are able to pay in advance.
- * Where trips require special clothing and equipment, e.g. school camps, this should be made available at no charge by the activity provider. If this is not possible, it should be made available to borrow or purchase at low cost from the school through exchanges and flash sales.
- * In addition, the local authority should investigate the potential to set up a central fund to provide financial support to children from low-income families and facilitate their inclusion in more expensive but hugely beneficial activities, such as residential stays at outdoor centres.

Appendix 9.7 Examples of Centrally Funded Excursions and Resources (Council and National)

Programmes, Experiences and Resources	Description
Primary Curricular Swimming	<p>Most curricular swimming is an excursion; requires pupils to visit an offsite location.</p> <p>The Council has developed a comprehensive curricular swimming programme over many years which offers swimming lessons to every primary school in the city. Some pupils who may be struggling in other subject areas find themselves excelling in the pool, not just in executing the strokes but in cooperating with and supporting classmates and building self-confidence which then transfers into other school activities.</p> <p>Swimming is a crucial life skill that lasts into adulthood and has the potential to save our own lives and those of other people. Over the last 5 years 60% of our pupils leave primary school deemed as safe swimmers, while the other 40% make significant progress towards that goal. Annually, over 6000 pupils receive swimming lessons from a group of core staff (5.1FTE). More recently we have focused greater numbers of lessons towards schools in lower SIMD deciles and solely focus on Primaries 4 and 5 where the greatest benefits can be made.</p>
Discover!	<p>The Schools and Lifelong Learning Team via Discover! coordinates a range of family excursions during school holidays (not school excursions). Independent visits will also be funded. These have restarted in Summer 21 and includes visits to local greenspaces.</p>
Active Schools Extra-Curricular Activity Programme	<p>Starting in the new academic year, Active Schools will provide an extra-curricular activity programme where the participant will not be charged as stipulated by sportscotland (the main funder of Active Schools). This may include some offsite activity.</p>
The Risk Factory	<p>Edinburgh Primary 7 pupils undertake a half-day interactive community safety session at The Risk Factory. Sessions are subsidised centrally by the Council and are free to participants (excluding transport, which is the responsibility of schools). During 2018/19, 97.7% of Council schools attended their free practical scenario-based risk awareness session. This involved 3918 young people; an approximate 24% increase in pupils since 2015/16.</p>
Outdoor Learning Challenge at Holyrood Park	<p>During September 2019, the CEC Outdoor Learning Team, in partnership with Dynamic Earth and Historic Environment Scotland, organised and delivered the Outdoor Learning Challenge at Holyrood Park. This was spread over two days with three clear aims: to provide free outdoor learning provision to P6 pupils (excluding transport); to showcase Outdoor Learning providers/supporters working in and around Edinburgh; and to inspire and demonstrate to school staff how they can take the curriculum outdoors, including low cost solutions. Just under 2400 City of Edinburgh P6 pupils from 2 special and 47 primary schools attended. 38 separate partner organisations contributed to the activities/stations over the course of the whole event; between them running 60</p>

	<p>different stations over the two days. This included many stations involving physical activity and significant support from our colleagues in the Sports Team. A twilight workshop was held for around 200 attendees, providing the opportunity to gain new ideas and meet providers. Many schools walked or used public transport to get to the event. This showcased affordable and environmentally sustainable outdoor learning.</p> <p>More info via our blog: https://www.experienceoutdoors.org.uk/experience-outdoors/outdoor-learning-at-holyrood-park</p> <p>Key outcomes: free provision to around 2400 CEC P6 pupils; Career Long Professional Learning (CLPL) workshop and experiences throughout the event; and improved links with outdoor learning providers.</p>
<p>Edinburgh Schools Adventure Race</p>	<p>The Edinburgh Schools Adventure Race takes place annually in June for S5s and is designed to encourage teams to develop strategies that will enable them to complete a series of activity tasks and answer various questions located in green space across the City. Supervised groups set off from their own school at 08:30; equipped with a GPS route tracker, City map and bus tickets. They complete activity challenges (climbing/abseiling, cycling, canoeing, orienteering); team building/problem solving activities; summit as many of Edinburgh's seven hills as they can; and answer general knowledge questions about Edinburgh. Teams then travel to the finish line at the City Chambers.</p> <p>Key outcome: participation in a free excursion with active travel, which raises the profile of sustainable development and the different Outdoor Learning partners.</p>
<p>Digital Outdoor Learning Map</p>	<p>An innovative online Outdoor Learning Map where users can upload and share good practice across Edinburgh and beyond.</p> <p>This is a significant platform for sharing key ideas, resources and good practice. Users will be able to search using different criteria. This will provide significant assistance in supporting the development of affordable learning and meeting the Council's net zero carbon target.</p> <p>The OL Map will also be used to search for the Council's Adventurous Activity Providers. Users will search by location, activity and /or name. This will save time and enable more schools and locality groups to locate appropriate providers.</p> <p>Outdoor Learning Map: https://www.experienceoutdoors.org.uk/resources/schools-communities</p> <p>Scottish Natural Heritage (Outdoor Learning Nature Fund) – confirmation of grant: https://www.nature.scot/professional-advice/education/outdoor-learning-nature-fund</p> <p>Key outcomes: providing a platform for approved stakeholders to share good practice, ideas and resources linked to outdoor learning.</p>
<p>50 Ways to Experience Outdoors project</p>	<p>Affordable outdoor learning and supporting the Council's net zero carbon target – onsite and local excursions.</p>

Designed by the Council's teachers and the Outdoor Learning Team for teachers. This project was the idea of a teacher and was facilitated by the Outdoor Learning Team. 50 ideas are presented to develop affordable outdoor learning. Interactive links provide further details, including references to Curriculum for Excellence. The new Outdoor Learning Map provides a platform for sharing good practice and ideas for implementing this resource across the City.

50 Ways to Experience Outdoors:

<https://www.experienceoutdoors.org.uk/resources/schools-communities>

Key outcome: resource used creatively by school and community groups to increase affordable outdoor learning (onsite and local excursions).

Appendix 9.8 Benmore and Lagganlia (Residentials) - February / March 2020 Initial Baseline

Benmore and Lagganlia Initial Data Survey

13 City of Edinburgh Primary schools completed a data return during February and March 2020 (just before COVID-19 resulted in school closures and no residential school visits).

Schools Profile

The following tables detail the type of schools in this initial survey.

SIMD Deciles 1-2 Combined %			
Percentage of pupils in deciles 1-2 (grouped):	100-66	65-33	32-0
Number of schools:	3	0	10

SIMD Deciles 1-4 Combined %			
Percentage of pupils in deciles 1-2 (grouped):	100-66	65-33	32-0
Number of schools:	3	2	8

The Scottish Index of Multiple Deprivation is a relative measure of deprivation. SIMD decile 1 - most deprived to SIMD decile 10 - least deprived. The tables above look at deciles 1 to 4.

More information on Scottish Index of Multiple Deprivation 2020:

<https://www.gov.scot/collections/scottish-index-of-multiple-deprivation-2020/>

Attendance

Total number of pupils:	683
Total number who attended the residential visit:	654
Total number who did not attend the residential visit:	29
Attendance rate:	95.8%

Reasons for Non-Attendance

Reasons (categorised)	Number	%
Financial concerns (GENERAL):	0	0.0
Parental / carer concerns about purchasing and / or obtaining clothing / kit:	0	0.0
Parental / carer GENERAL concerns linked to readiness of pupil to attend a residential:	7	24.1
Parental / carer concerns linked to adventurous activity:	0	0.0
Parental / carer concerns linked to food / meeting dietary needs:	0	0.0
Pupils not wanting to attend (GENERAL):	14	48.3
Medical reasons:	1	3.4
Short notice cancellation (were attending) e.g. due to illness, injury or family circumstances:	0	0.0
Other (please provide more information below - this will allow us to create additional 'group categories' in the future):	7	24.1
Total:	29	

- For 'other', schools recorded family holidays; pupils new to the school and arriving just before departure - anxious about attending; and 'cultural' reasons.

How many pupils paid the full amount via parents/carers?

Total number of pupils attending:	654
Number of pupils paying the full amount:	511 (78.1%)
Number of pupils not paying the full amount:	143 (21.9%)

Pupils not paying the full amount via parents / carers – how much did they pay via parents/carers?

Charge groupings:	Not charged - £0	£1 - £50	£51 - 100	£101 - £150	£151 - £200	£201 – full amount	Not clear	Total
Number of pupils:	44	1	8	66	22	0	2	143
	119 (83.2%) paying £150 or less.							

- The total cost of residential visit cost recorded by schools ranged between £300 and £360. Exceptions include shorter stays.

Pupils not paying the full amount via parents / carers – how were they funded?

Funding Category	Number	%
School fundraising reduction:	12	8.4%
Pupil Equity Funded (PEF) funded reduction:	14	9.8%
Other direct school funding (not PEF):	30	21%
The Edinburgh Education Trust (Looked After Children):	0	0%
Friends of Lagganlia (FoL) reduction:	0	0%
Friends of Benmore House (FoBH) reduction:	0	0%
Third-party charity grant-funded reduction (not FoL or FoBH):	17	11.9%
External party / person contribution (not covered above):	0	0%
Other source:	0	0%
Combination of above:	70	49%
Total:	143	

Comments by schools

- Good practice includes: maintaining good relationships and communications with families including the children; working extensively over time to assist families in supporting the pupil to attend; payment steps/instalments well in advance; payment extensions where appropriate; understanding individuals' circumstances; camp blog – before, during and after; and payment tiers for different families (criteria).

Appendix 9.9 Edinburgh Primary Head Teacher Survey - Residential Outdoor Centres (Benmore and Lagganlia) March 2021

- Only relevant questions and responses are included.
- 40 primary Head Teachers completed the survey.

	Agree	Disagree	Not Sure
Q1 Our school community values CEC having its own residential centres?	40 (100%)	0	0
Q2 Explain your response (linked to previous question)	<p>Selected response to illustrate the breadth of responses:</p> <p>CEC's commitment to Outdoor learning is mirrored in its protection of Benmore and Lagganlia. This sends a strong message to school communities about the value placed on residential experiences and acknowledges that these centres provide an expertise beyond our school's ability.</p> <p>Community values the excellent opportunity provided by highly qualified professional staff in great location. Many parents and carers also had a Benmore / Lagganlia experience and remember it as one of the most memorable and important experiences of their school career.</p> <p>The residential experience provided at Lagganlia is outstanding. Parents, children and staff can all rely on the excellent quality of instruction at a very reasonable price.</p> <p>Having staff who know how Edinburgh works, understand how education and outdoor learning can work together and support each other to develop our own practice. We love having Lagganlia staff come and visit our school following a residential.</p> <p>The families, staff and children consistently rank residential as being a key and critical part of what [school name] can offer. Everyone gains from the residential and they are very well supported by almost all children taking part.</p> <p>It's particularly important that our centres are managed by our own staff who share our values, understand our contexts and ensure the high-quality provision using trained and experienced staff. The Health and Safety around our visits are simplified and are a shared responsibility.</p> <p>Benmore have always offered my schools a high-quality experience for my children - and staff. They truly do make the 'magic happen'. They have moulded determined and dedicated staff. I have had experiences where they have 'made the impossible, possible' during our residential stays at Benmore for some of my children with complex, extensive and sensitive needs. They give our children memories of a lifetime and ensure everything is led seamlessly.</p> <p>Benmore always provide an outstanding learning and life experience for our visiting pupils. They have the setting and skills to offer outdoor learning that is not available in the city.</p> <p>It's brilliant. They incorporate our resilience / growth mindset work. We know that they are 'ours'.</p> <p>Really important in maintaining standards, sustainability of staff. It is a very different experience to any other outdoor central I have visited and that is because it is attached to CEC. Has highly trained staff who often stay for many years and are part of the CEC CPD programme following the same priorities.</p> <p>At [school name] we strongly believe that a residential experience for all learners is a key experience for all. Our CEC residential centres provide this excellent experience and so much more!</p> <p>Outdoor Learning is critical to pupils wellbeing, learning & development. Learning to take risks safely - challenge themselves, being organised, independent and coping with being away from home is essential and having a CEC trusted centre is invaluable as part of the CEC learning provision. Same high standards, values and policies. Investment into future - high quality recruitment, training & staff retention is evident and essential to the relationships forged between staff & pupils.</p> <p>CEC residential centres are *far* better than any others I have visited. They can be more expensive but even still, CEC centres represent far better value for money than the best of the rest.</p> <p>The centres provide an incredible opportunity for our children with new experiences ranging from their first time away from home to new activities to time away from all things electronic to time with different peers and the chance to form new friendships.</p> <p>Having taken P7 pupils to Lagganlia many times over the last 20 years I know what an outstanding experience it is for our learners. It's the highlight of our pupils year, the experience pupils have been most upset about missing this year but far more than just staff and pupil's love of the experience is the knowledge that in that one week the opportunities pupils have and the things they learn about themselves and others develop skills they will take with them through their life. It truly is life changing for some and for all unforgettable. The instructors are second to none but I also believe it's the experience of being away from home, eating different meals, living with people not from your family, managing your own belongings,</p>		

	<p>organising yourself that really are developed in a way we could never do in school. We couldn't underestimate the value of this week for our pupils - it is amazing.</p> <p>Build relationships with staff, security of knowing the standards/risk assessment/training is the same as in council activities in Edinburgh, continuity of staff and school and know what to expect and good communication as inter authority.</p> <p>A rich experience, new experiences - some of the children have never experienced such life skills, being away from the family, making beds etc HWB, independence, self-management, risk taking (safely), relationships, resilience, transitions - very positive.</p> <p>It is vitally important that CEC continue to have its own residential centres where education is at the forefront of decision making in both these establishments. I believe we owe it to the children and families of CEC to ensure our community has the opportunity to experience the very best outdoor educational experience on offer in the best setting with the best staff.</p> <p>There are huge benefits from having own centres from working with colleagues (rather than a provider), similar arrangements and protocols, vision and values.</p> <p>This is an invaluable experience for all young people and one which cannot be replicated in school. We have seen the direct positive impact this has on the children and the new ways they develop confidence in their abilities and skills. The instructors are amazingly skilled, and the children love them.</p> <p>We have a programme of outdoor learning in our school and residential experiences are a core feature of this and the fact our council also values this by owning its own centres is fantastic. We believe that every child should be given the opportunity to have at least one residential experience in primary school, but preferably more!</p> <p>Reassuring for parents. Consistency and continuity.</p>
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Q3 Can you rank the reasons as to why your pupils do not attend a residential (over the last 5 years)? Top – most common and bottom – least common.

1 (Top)	Pupils not wanting to attend (GENERAL).
2	Parental / carer GENERAL concerns linked to readiness of pupil to attend a residential.
3	Parental / carer concerns linked to specific areas e.g. adventurous activity or food.
4	Financial.
5 (Bottom)	Other.

Q4 Is there any support that SOLU could provide to assist the school in removing barriers to attending residential?

Summary of responses (in no hierarchical order):

1. Share good practice.
2. Support with maximising attendance of pupils with certain protected characteristics and those where English is an Additional Language (EAL) e.g. videos and other materials explaining benefits.
3. Building experiences, resilience and confidence e.g. shorter and closer stays near Edinburgh prior to P7.
4. Support with accessing grants, including signposting.
5. Reducing transport costs.
6. Central fund for supporting pupils who meet specific criteria.
7. Support with meeting additional needs, including additional staff.
8. Additional pre-contact with Centre staff e.g. via Teams.

Q5 Which of these ideas would be useful in preparing pupils, parents/carers and staff for visits to Benmore/Lagganlia?			
Support with poverty proofing residential visits.	97.5% stated - useful and would have impact.		
Pre and post visit contact with pupils via Microsoft Teams.	72.5% stated - useful and would have impact.		
Pre-visit contact with parents/carers via Microsoft Teams.	62.5% stated - useful and would have impact.		
	Yes	No	Not Sure
Q6 Do residential visits to Benmore or Lagganlia represent good value for money (cost balanced with quality of experiences and outcomes)?	36 (90%)	0	4 (10%)

Appendix 9.10 Epic Days Programme Data (P7 Extended Day) – Summer 2021

Summer 2021 Primary 7 Epic Days Initial Data Survey

Section 1 Progress so far

The Epic Days programme is delivered by the Sport and Outdoor Learning Unit and comprises an extended day (10:00 – 21:00) for Primary 7 pupils.

Total number of pupils eligible to attend so far:	3126			
Total number of pupils attended so far:	2834			
Attendance rate:	90.7%			
Not attended so far:	292			
	Not attended due to Covid e.g. close contacts:	183 (5.9%)	Not attended for other reasons:	109 (3.5%)
Attendance rate mins COVID-19 absences:	96%			

Wave 1 of the Epic Days programme was delivered in the Summer 2. Remaining P7 pupils will be offered provision via the Secondary schools (clusters) and a separate Special Schools programme.

Deciles 1-2 Combined %					
Percentage of pupils in deciles 1-2 (grouped):	100-80	79-60	59-40	39-20	19-0
Number of primary schools (with a P7 cohort):	6	8	6	17	51
Number of schools offered an EPIC Day slot in Wave 1 of the programme:	6	8	6	17	30
Number of schools who accepted an EPIC Day slot in Wave 1 of the programme:	6	8	6	17	30

Deciles 1-4 Combined %					
Percentage of pupils in deciles 1-2 (grouped):	100-80	79-60	59-40	39-20	19-0
Number of primary schools (with a P7 cohort):	19	9	6	19	35*
Number of schools offered an EPIC Day slot in Wave 1 of the programme:	19	9	5	19	15
Number of schools who accepted an EPIC Day slot in Wave 1 of the programme:	19	9	5	19	15

The Scottish Index of Multiple Deprivation is a relative measure of deprivation. SIMD decile 1 - most deprived to SIMD decile 10 - least deprived. The tables above look at deciles 1 to 4.

More information on Scottish Index of Multiple Deprivation 2020:

<https://www.gov.scot/collections/scottish-index-of-multiple-deprivation-2020/>

Section 2 Data Survey Results

14 City of Edinburgh Primary schools completed a data return in July 2021.

Schools Profile

The following table details the type of schools in this initial survey.

SIMD Deciles 1-4 Combined %			
Percentage of pupils in deciles 1-2 (grouped):	100-66	65-33	32-0
Number of schools:	2	4	8

Attendance (14 schools)

Total number of pupils:	579
Total number who attended the Epic Days visit:	546
Total number who did not attend the Epic Days visit:	33
Attendance rate:	94.%

Reasons for Non-Attendance

Reasons (categorised)	Number	%
Financial concerns (GENERAL):	0	0%
Parental /carer concerns about obtaining clothing / kit:	0	0%
Parental / carer GENERAL concerns linked to readiness of pupil to attend an extended excursion day:	1	3%
Parental / carer concerns linked to adventurous activity:	0	0%
Parental / carer concerns linked to food / meeting dietary needs:	0	0%
Pupils not wanting to attend (GENERAL):	5	15.2%
Medical reasons:	3	9.1%
COVID-19 related:	3	9.1%
Short notice cancellation (were attending) e.g. due to illness, injury or family circumstances (non COVID-19):	5	15.2%
Other:	13	39.4%
Combination of above (if no PRIMARY reason):	2	6%
Despite working with families, reason not known:	1	3%
Total:	33	

- For 'other', examples include family holidays and other absence.
- Schools liaised with SOLU to adapt the day to meet specific needs including adjusting activities; shortening the day and including additional rest breaks.

How many pupils paid the full amount via parents/carers?

Total number of pupils attending:	546
Number of pupils paying the full amount:	350 (64.1%)
Number of pupils not paying the full amount:	196 (35.9%)

Pupils not paying the full amount via parents / carers – how much did they pay via parents/carers?

Charge groupings:	Not charged - £0	Charged £1 – less than 50% of total cost	Charged more than 50% of total cost	Not allocated a grouping (to be checked)	Total
Number of pupils:	181	5	0	10	196

Pupils not paying the full amount via parents / carers – how were they funded?

Funding Category	Number	%
School fundraising reduction:	5	2.6%
Pupil Equity Funded (PEF) funded reduction:	22	11.2%
Other direct school funding (not PEF):	98	50%
The Edinburgh Education Trust (Looked After Children):	0	0%
Third-party charity grant-funded reduction:	39	19.9%
External party / person contribution (not covered above):	0	0%
Other source:	0	0%
Combination of above:	32	16.3%
Total:	196	

Comments by schools

- Good practice for any kind of excursion include use of PEF; external grants e.g. Edinburgh Children’s Holiday Fund and John Watson’s Trust; reductions for twins and siblings; Parent Council fundraising support; regular updates for parents/carers; instalment plans established well in advance; and understanding specific circumstances.

Appendix 9.11 Case Studies

School:	Castleview Primary School	
Context about the school (key factors):	<p>Castleview is situated in the South East of Edinburgh in Craigmillar. Craigmillar is an area of positive action, multiple deprivation and regeneration. It has a current roll of 452 in the Primary Stages plus 64 full time nursery places. The school's roll has steadily increased in recent years. This session the school took in an additional class in Primary make this year group three stream. P2- P7 is currently two-stream. This is the SMID makeup of the school based on the 2020 census shows that 50% pupils live in SIMD 1, 44% live in SIMD 2 and the remaining 6% of pupils are scattered across deciles 4-9, notably some of these families are in homeless accommodation or pupils are looked after. Over a third of the school population are EAL and there is a growing Syrian refugee population.</p> <p>The school building is owned by AMEY and was opened in 2003.</p> <p>The school is lucky to have generous grounds including a small wooded area, an Astro pitch, a traditional playground, a grassy hill area, a grassy play space and a sheltered garden.</p> <p>The school also has direct access to the expansive Craigmillar Castle Park which is used daily by classes in the school.</p>	
	Actions / approaches to remove or reduce barriers	Examples of impact e.g. attendance.
Residential	<p>There is no cost; the school pays for all children. This message is given to parents early on so there is no additional stress for families.</p> <p>Castleview recognises relationships are key. The school spends PEF and other additional monies on staffing which means they can provide appropriate enhanced pupil: staff ratio and those staff who have relationships with children can attend and support them to have success.</p> <p>Time and energy, including involving interpreters, is spent to engage with families where EAL may be a barrier to understanding the value of residential excursions.</p> <p>The school has an extensive kit for all children including a tracksuit, waterproofs and ruck sacks. Where clothing/kit is required, the school provides a suitcase, underwear, nightwear and clothing. This is done discreetly so other children are not aware.</p>	<p>Attendance to our residential experiences is high.</p> <p>Children feedback about positive experiences. Many have never left Edinburgh.</p>
Non-residential	<p>Again there is never a cost. The school pays for all excursions. Cost is not a barrier.</p> <p>Careful thought is put into what excursions are selected. The relevance to the curriculum is key alongside sustainable travel.</p> <p>The school works hard and promotes its work and successes. This contributes to generating other funding sources.</p>	<p>Excursions are fun and educational. All pupils are able to participate. Provides pupils with wider experiences and can promote inclusion.</p>

	<p>Castleview recognises relationships are key. The school spends PEF and other additional monies on staffing which means they can provide an appropriate enhanced pupil: staff ratio and those staff who have relationships with children can attend and support them to have success.</p> <p>The team work hard to keep up to date with GIRFEC guidance and advice to ensure excursions are inclusive. This includes endless preparation for children with ASN using social stories, photobooks and other means.</p>	
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School:	<i>Stenhouse Primary School</i>	
Context about the school (key factors):	<p>With a significant percentage of families residing in SIMD1-3 (45%) and a further 35% in SIMD 4, the school provides support for all our pupils in terms of our embedded 1 in 5 Poverty Awareness strategic vision which is part of our greater Equalities and Equity work. There is prevalence of in-work poverty within our school community too.</p> <p>With 27 different home languages spoken, our diversity of culture is an asset to our community.</p>	
	Actions / approach to remove or reduce barriers	Examples of impact e.g. attendance.
Residential	<p>Financial constraints are the most significant factor in attendance at residential excursions. We have successful approaches to removing these barriers for almost all our pupils.</p> <ul style="list-style-type: none"> -Parent info meeting the year before school camp to show the structure and benefits of school camp. -Parents invited to confidentially request financial support at this early stage. -Via the school's Fair for All fund (supported using PEF to reduce the cost of the school day), families only pay for the residential experience. The school pays for the transport costs as this can add a significant amount for each child. -School applies for funding support for those who have requested and those who will not have had the confidence to do so – we use our in-depth local knowledge of our families and the relationships we have with them to apply on their behalf. -Class fundraising begins the year before school camp. We actively take our fundraising out of our community so we are not asking for money from the very people who we are trying to support. The Gyle, Tesco and St Andrews Bus Station have been supportive in accommodating us for bag packing, carol singing etc. 	<p>Almost all our pupils attend residential excursions, with a small number not attending usually due to cultural reasons.</p> <p>For those not attending, linking with partners such as Active Schools and using our own staff, alternative outdoor experiences for these pupils are planned as day trips.</p> <p>This ensures that all our pupils gain outdoor experiences and can share their achievements with each other. This boosts self-esteem in some of our most vulnerable pupils and ensures that there is equity of experience and provision regardless of barriers.</p> <p>Relationships between the pupils as well as between the staff are deepened. This promotes wellbeing and a sense of belonging.</p>

	<p>-Pre-covid, our P6 classes went to camp. Therefore we ask for donations of outgrown outdoors clothing from the previous year's pupils. Families have been responsive to handing in good quality clothing to be re-used to prevent additional costs for some.</p> <p>-A "Free to a Good Home" event is planned for families to come and choose anything that has been handed in that is useful to their child.</p> <p>-Regular communications to reassure families that specialist equipment will be made available and not to go and buy expensive garments.</p> <p>-Communication with families of different cultures offering alternative camp arrangements.</p> <p>-As a school with Language and Communication classes, we support the inclusion of our pupils where possible. Staffing and/or parental support attend with our LCC pupils to ensure they gain the same experiences, modified where required, as their mainstream peers.</p>	
Non-residential	<p>Widening pupils' experiences of their locality and provisions on their doorsteps – transportation can be an issue but using Fair for All funds we do not charge for any school excursions. We firmly believe that this is part of their education and that no cost should be attached to that.</p> <p>We make direct calls to families of pupils to explain the importance of engagement and to reassure any concerns.</p> <p>Class teachers will build activities and learning opportunities into their daily lessons in advance to create enthusiasm and excitement for the excursion. This is successful in convincing most pupils to engage. It also allows time for anxious pupils to ask questions and to feel supported in attempting something that may be out-with their comfort zone or usual experiences.</p>	<p>Almost all pupils gain confidence, improve self-esteem, refine teamwork and leadership skills during excursions.</p> <p>Many of our pupils experience outdoor activities for the first time or visit places for the first time (even when close to home).</p> <p>Some of our pupils have gone on to pursue these activities as extra-curricular having first experienced them on an excursion.</p> <p>For various reasons a number of our families will have limited opportunities for wider achievement. Excursions support this life skill and provides pupils with opportunities that may not otherwise be available to them.</p> <p>Less academic pupils can thrive in outdoors or indeed alternative contexts. This boosts self-esteem and mental wellbeing at a time when the pressures of academic success are all to prevalent.</p>

School:	Woodlands Special School
Context about the	Situated in Currie, Woodlands is a secondary Special School catering for 80 learners from across the city who have complex needs. Excursions are a daily feature at Woodlands as all staff appreciate the

<p>school (key factors):</p>	<p>importance of ensuring that quality and relevant learning takes place both in and out of the school grounds. Our staff team provide opportunities and experiences for our learners on the widest of scales from life skills in the local area to skiing in France.</p> <p><u>Actions/approaches for all excursions</u></p> <p>As a staff team we are hugely passionate about excursions. Staff are aware that an excursion is anything that happens beyond the school gate, regardless of the scale. Having the support to plan excursions is vital so that staff feel confident and motivated to provide these opportunities.</p> <p>The school has created an Excursions Authorisation Form to ensure that all elements of the planning and execution of the excursion have been carefully considered. Where possible, we encourage learners to be part of the planning process. The Authorisation Form really helps staff focus on the purpose and desired outcomes of the excursion.</p> <p>Due to the complex needs of our learners, all parents/carers are informed of all excursions that we would like their child to participate in. To support parents/carer and to ensure communication is both clear and concise, we have a standardised letter which is sent out to parents providing key information.</p> <p>Staff prepare learners for excursions and additional visual supports such as social stories are produced as necessary.</p> <p>At Woodlands we encourage teaching and support staff to be responsible for excursions in order to maximise opportunities for our learners. All teaching and Pupil Support Assistants participate in Group Leader training. The Excursions Co-ordinator is always happy to discuss suggestions staff have for excursions so that ideas can hopefully become a reality. By having a whole staff approach to excursions, we can look creatively at the opportunities that we can provide for our young people.</p>	
	<p>Actions / approaches to remove or reduce potential ‘barriers’</p>	<p>Examples of impact e.g. attendance.</p>
<p>Residential</p>	<p><u>Residential</u></p> <p>The staff team at Woodlands have a passion to ensure that learner’s experiences are not limited by their individual needs. Over the years, learners at Woodlands have participated in various residential trips including Lagganlia and Benmore, Duke of Edinburgh’s Award expeditions and a foreign ski trip.</p> <p>Residential excursions can come with a significant cost and we are keen to ensure that learners are not disadvantaged by this. At Woodlands we are grateful to receive an annual grant from Dawson Trust which covers all Outdoor Education costs as well as equipment/clothing if necessary. We also actively fundraise for specific purposes too.</p> <p>Attending residential excursions provides opportunities for learners to participate in activities which are out of their comfort zone but with the support of adults who they trust and who have a deep understanding of their needs and the strategies that are required to support them.</p> <p>Participating in these excursions regularly leads to increased confidence, self-esteem and self-belief. This provides a strong foundation to introduce other activities to learners as they know that they will be supported and that they can achieve.</p> <p>Residential excursions can also be an anxious time for parents so it is vital that parents are aware of what happens on the residential as this can often help alleviate their anxieties of what their child is able to achieve. This is particularly helpful as learners look to transition either to the next year group or transition from school to their positive destination.</p> <p>For learners and parents/carers who have an awareness of experiences offered to mainstream learners, participating in a residential experience removes feelings of inequality. This can be</p>	

		particularly important if the learner has a sibling who attends a mainstream provision.
Non-residential	<p><u>Travel</u> Before Covid, we had a dedicated school minibus which was used regularly. We had a regular minibus driver who knew all the learners and was aware of their needs. The driver was familiar to the learners and this was a huge asset.</p> <p>Our learners also have bus passes so they can make regular use of public transport. Staff have supported parents to apply for these bus passes.</p> <p>Both eliminate the cost of travel for parents.</p> <p><u>After School Ski Club</u> In partnership with Kaimes Special School, our learners participate in an after-school Ski Club on a Friday afternoon. This is funded by a grant from Children in Need so there is no cost to parents/carers. One of our teachers is also a qualified Ski Instructor so this has allowed the learners to be supported by someone they know. It has also enabled the teacher to incorporate a block of skiing in the Outdoor Education programme.</p>	<p><u>Travel training</u> This helps to increase self-esteem and confidence but also helps to reduce parental anxieties when they see what their child can achieve. Travel training is usually carried out by one of our PSAs and this involves communication with the parent and at times, working with the parent so that they feel confident to allow their child to participate in travel training. This has allowed learners to travel independently post-school but also to work experience whilst learners are at school and on occasion allowing learners to travel to/from school.</p> <p><u>Local Area Excursions</u> We have always made use of the immediate area to provide opportunities for learners to practice essential life skills in real life settings. More recently, this has provided excellent opportunities as we support learners to manage in environments where there are Covid restrictions.</p> <p><u>After School Ski Club</u> Many of our learners have thrived participating in the ski club. To give one example of impact, we had one learner who was curious to come along to the ski club and a lot of support was provided by a trusted member of staff to even to get to the point where they wanted to try it out. This included talking about the ski club, organising transports so that the child could be collected from Hillend, having a member of staff who the child trusted being able to go with them, other learners encouraging and supporting the child. This child has sight and hearing difficulties and even though they only attended for a few months, they were able to ski for a short period independently and the emotion from the child, the staff members and the other learners who were willing him on was overwhelming. This success was celebrated in assembly and with the child's parent.</p> <p>Many of our learners would never have the opportunity to learn to ski if it was not for the Ski Club. By raising awareness of the club and by celebrating the successes that our learners have had, this has helped to inspire and motivate others. In fact, watching our learners ski inspired and motivated me to learn to ski and I shared this journey with them in assembly. I have since helped at the Ski Club and the learners have loved supporting and encouraging me!</p>

	<p><u>Riding for the Disabled</u> One of the ways that we have removed barriers is to empower our Support Staff to lead excursions. This helps to offer more excursions but enables all staff to realise the importance that excursions play in the development of our young people. The cost of RDA is covered by the grant from Dawson's Trust.</p> <p><u>Building relationships</u> For many of our learners, the greatest barrier to participation can be anxiety. Woodlands staff have a culture of nurturing positive relationships, building trust, working with learners and parent(s) to supporting the learner at a pace that works for them. By having a culture of raising awareness of excursions, planning in advance and working with the learner and parent to identify the cause of this anxiety this often helps to build learner curiosity and self-belief. Learners start to become more interested in trying an activity and because staff know the learners so well, we can use these positive relationships to help nurture that curiosity.</p>	<p><u>Riding for the Disabled</u> This has been a regular part of our pre-Covid timetable for several years and is co-ordinated by two Pupil Support Assistants. I truly believe that excursions should be led by all staff members and this is an excellent example of why. This allows Pupil Support Assistants to be leaders and to promote the positive outcomes that horse riding can bring to learners.</p> <p><u>Panto</u> One of the greatest examples of staff helping a learner to overcome anxiety was our annual excursion to the panto. It took a learner until he was in S5 to overcome his anxieties to attend this whole school excursion. Staff who he trusted, worked closely with him over the months before the panto to have gentle conversations with him to identify his worries. This led to him going to the theatre a few weeks before the performance so he could visualise the surroundings when it was empty. He could see the quiet break out space that would be available and where he would be seated. He was able to travel on a smaller minibus with the staff who would be supporting him. On the day he attended the panto he had an absolutely amazing time. His parent was amazed that he went.</p>
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Summary

In summary, removing barriers to excursions in the special school context consists of a combination of approaches. Financial barriers for us have been the most straightforward to overcome as we are fortunate to have grant funding and also charitable donations.

Non-financial barriers are overcome with a mixture of good planning and parental involvement. However, ultimately all of this is underpinned by empowering all staff as Group Leaders with the desire and creativity to provide positive and meaningful experiences for our learners, having excellent knowledge of the needs our learners as well as building positive and trusting relationships. Promoting awareness of excursions through our established culture of celebrating success and participation ensures that from entering the doors of Woodlands, learners are aware of the opportunities that will be available to them in the future.

School:	Craigroyston Community High School	
Context about the school (key factors):	<p>We are based in the North West of Edinburgh within a community that has SIMD mainly 1-4 for 80% of our students.</p> <p>Our School role is currently over 600 students and set to expand even more in the coming years with Cluster intakes.</p>	
	Actions / approaches to remove or reduce potential 'barriers'	Examples of impact e.g. attendance.
Residential	<ul style="list-style-type: none"> School Fund support– this is a fund contributed to by donations, fundraising and ongoing invested funds from outside sources solely for 	<ul style="list-style-type: none"> Applications to the school fund allows staff organising the residential to reduce the cost to parents for their child.

	<p>the provision of opportunities for students in our school.</p> <ul style="list-style-type: none"> • Fundraising events – bag packing, race night, bingo, Christmas fair etc. • Grants – Erasmus, and British Council for overseas trips. • Meetings with parents throughout the planning stages of any residential trip planned. • Support with preparing passports for overseas trips including purchasing the Group passport for students who do not have their own and linking it with members of staff who are attending the trip. • Awareness of any students who might have personal or cultural needs which might be compromised by aspects of any trip and ensuring that these are accounted for and managed suitably prior to attending e.g. Transgender students and rooming. • Specialised equipment required for any residential is often provided either by the school directly or we source it from other agencies we work with to borrow. • Linking with specialised agencies such as Social Work to ensure that we follow all measures and procedures required for some of our children who might be on the Child Protection register or Looked After Children and to ensure that we are keeping everyone safe. • Duke of Edinburgh’s Award offered as an elective for students in Senior Phase is supported via the curriculum time and school budget to allow them to achieve their awards. 	<ul style="list-style-type: none"> • This allows a larger number of students to be involved in residential trips regardless of the financial restrictions at home. • Fundraising in many forms ensures that all students are able to not only be supported but feel like they have contributed through time and effort, therefore taking away the stigma that some feel of being ‘charity cases’. • All students are offered the opportunities and it is made clear to all parents and students that any barriers they might feel should be brought to us to look at a possible way to assist. • Residential trips are included as part of the student’s education and growth, so we will try all ways we can to ensure that all students get to have the chance to be involved no matter what their situation. • Parents/ guardians having confidence in how we prepare the students and plan all the measures to ensure students are safe and have a great time. • Variety of excursions we are able to offer.
<p>Non-residential</p>	<ul style="list-style-type: none"> • Excursions carried out via curriculum time and supported financially by many of the same means as the residential trips, i.e. School Fund and school budget. • Transport finance supports provision of bus tokens for public transport, minibuses when required and rare occasion coaches for bigger event numbers. • Local visits for links to curriculum areas are encouraged and used often by staff with all year groups. • City wide visits are frequently used as specific links to aspects in the curriculum as well as opportunities to build confidence with young people who might not frequently travel outside their own community. • Theatre visits, Book Festival Visits, Science Festival Visits, Art exhibitions, career fairs, young drivers’ events, Visits to Business premises such as Apex Hotel for Hospitality insight, are carried out each year and actively encouraged to enhance the learning experience of our young people. 	<ul style="list-style-type: none"> • Day events are part of the curriculum and desirable for all levels in the school, and therefore staff are encouraged to use this experience wisely to enhance student learning. • All students are given the opportunity and additional support for needs; medical, physical or learning based are put in place to allow all students where possible to attend an opportunity. • Year on year students come to realise the plans and expectations of being out of school. • They begin to understand how these events link to their learning. • They realise that as they move up the school the opportunities become different. • All staff in our school are encouraged to experience these events too so often they might support another staff member of faculty as part of their personal development.

	<ul style="list-style-type: none">• Parents are always informed via a detailed letter about any day excursion taking place.• Staffing is always generous and where identified PSA's are often used to support some of our more vulnerable and/ or challenging students to ensure inclusion.	
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Other Schools – Residential

	Towerbank Primary School	Balgreen Primary School
Context	Large school with 3 classes per primary stage. Catchment includes a wide range of families living in a range of SIMD deciles from 1 to 10.	25% pupils live in SIMD 1. 25% of our pupils have EAL 60% in SIMD 1 and 2
Actions / approach to remove or reduce barriers	<p>We operate a tiered cost system for all residential activities:</p> <ul style="list-style-type: none"> -Tier 1 is the full cost. -Tier 2 is half cost and available for any family to select if they are in receipt of benefits or have twins. No proof or paperwork is required -Tier 3 is for families in challenging circumstances. Tier 3 is either free or a token payment of 5% of full cost. Families again do not need to prove this but are asked to discuss with a member of the leadership team confidentially. <p>All costs for T2 and T3 are taken from the PEF. In normal years £10K is set aside annually for this.</p> <p>We also provide any clothing/specialist equipment if needed by children e.g. ski goggles</p> <p>We also provide specialist equipment for all staff including support staff to encourage attendance at residential. We recently bought all PSAs a high quality long jacket for the playground and residential</p>	<p>School uses PEF funding to subsidise places for pupils in SIMD 1 and 2 as well as others on a case by case basis. We endeavour to take all pupils on a residential at Lagganlia if possible.</p> <p>As much notice as possible is given to allow parents maximum time to pay towards their camp.</p> <p>Flexible payment plans can be extended after the camp has taken place in order to ensure maximum attendance.</p> <p>Pupils not attending a residential are offered an alternative weekly timetable.</p>
Outcomes	Most residential have full attendance for P7 and P6.	<p>Majority of pupils attend residential camp - averaging 90% year on year. Those not attending is often due to cultural reasons. Pupils who do not attend do not miss out as a result of cost.</p> <p>Lower rate of non-participation through improved relationships with staff/peers. Attendance often increases as a result of improved relationships, shared understanding of family situations and empathy. Timing of camp is key - we try to visit near the start of the session to then appreciate and enjoy the social benefits of camp in the following months.</p> <p>Senior Management Team always attend camp as we enjoy the activities and getting to spend time with the pupils in an informal setting. This helps us with any transition experiences that may be needed come May/June.</p>

	St Andrew's Fox Covert RC Primary School	St Catherine's RC Primary School
Context	St Andrew's is a single stream RC Primary school in the Clermiston area of Edinburgh. We have a mixed SIMD profile and many of our pupils live a significant distance from our school due to our large catchment. Our staff team is, without exception, enthusiastic and committed to learning beyond the classroom. We shortly hope to be awarded Gold Level from Learning Outside the Classroom as a reflection of our work.	St. Catherine's is in an area of deprivation but currently the area is undergoing a big change with new social housing being built alongside larger new bought housing. We did an exercise using the Cost of the School Day toolkit two years ago to look at how we fully poverty proof the school day. We use our PEF and Scottish Attainment Challenge (SAC) monies to ensure that all activities and experiences are free at source to all our pupils, regardless of status.
Actions / approach to remove or reduce barriers	<p>Financial Approaches</p> <ul style="list-style-type: none"> • Learning beyond the classroom (LBtC) discussed at every PC meeting in terms of its values and impacts: PC are supportive and offer money each session to support pupils with residential • Parish supports financially as needed • School reaches out to various donors for support with residential • PEF is used to support with residential • Gear provided through our partners at a local independent school <p>Non-Financial Approaches</p> <ul style="list-style-type: none"> • making LBtC at the heart of our approaches to pedagogy, wellbeing and attainment- hard to ignore when we constantly talk about this and share the benefits; becomes the core offer of the school • understanding the specific roles of the Outdoor Ed team at the centre so we can get bespoke support as and when we need it • robust active travel Active Travel – St Andrew's Fox Covert (standrewsfoxcovert.com) • robust staff development plan from pedagogy to ML qualification • all staff 1st aid trained • all interviews contain a LBtC question • curriculum plans incorporate Learning for Sustainability - make it easy! • Talk about it- a lot Classrooms Without Walls – St Andrew's Fox Covert (standrewsfoxcovert.com) Head Teacher's Blog – St Andrew's Fox Covert (standrewsfoxcovert.com) • School Improvement Plan incorporates LBtC- strategy to make it happen! • Timetabling off site PSA support is essential • Use partners: sustrans, parish, Experience Outdoors, Outward Bound, Hillend etc. • No indoor breaks or lunches- promote fresh air! <p>For us, learning beyond the classroom can also take place inside! Links with business and other indoor places have been established</p>	<p>Camp fully subsidised for both P5 overnight residential and for P7 4-day residential camp. Using PEF monies in both instances.</p> <p>EPIC Day fully subsidised.</p>
Outcomes	<ul style="list-style-type: none"> • 100% of attendance at residential 	<p>100% attendance at the last P5 camp. Only 3 children did not attend the last P7 camp.</p>

Appendix 9.12 Sources of Funding and Monies Used by Schools (direct and indirect)

Examples	Descriptions
School funding: Pupil Equity Funding (PEF)	<p>Pupil Equity Funding is money that goes to a child's school to help them provide the best possible opportunities for children's learning. In particular, it is there to help the school support children who experience barriers to learning and who might be falling behind or not getting the same chances in their education because their family is experiencing poverty or other financial difficulties. This money is given to schools as part of the Scottish Government's Scottish Attainment Challenge.</p> <p>Scottish Government has included a top up payment, recognising the new and additional challenges schools face as a result of the pandemic.</p> <p>The Council has issued Local Operational Guidance to support PEF spending.</p> <p>https://www.gov.scot/policies/schools/pupil-attainment/</p>
School funding: other	<p>Head Teachers may decide to allocate expenditure from other appropriate budgets to support excursions.</p>
Grants	<p>Various grants can be used to reduce the cost of excursions e.g. https://www.experienceoutdoors.org.uk/schools-communities/poverty-proofing.</p> <p>Schools and Edinburgh young people also benefit from charities and other organisations being awarded grants. This includes organisations awarded funding via the City of Edinburgh Council Communities and Families Service 3-year grant:</p> <p>Example 1: The Friends of the Award are using this grant funding to support young people to achieve accredited awards, which will include overnight Duke of Edinburgh's Award expeditions.</p> <p>Example 2: The Green Team receives funding for their education support programme. This programme utilises the expertise of the Green Team to deliver high quality outdoor learning and play experiences for children; supporting their development and encouraging greater participation within Edinburgh's greenspaces. In addition, the programme provides training for parents and teachers – building their confidence in the outdoors and increasing awareness of local facilities. Activities and training are focussed on areas of deprivation/disadvantage to ensure free access for those communities in greatest need.</p>
Fundraising	<p>Schools and Parents Council often undertake fundraising methods that do not place additional pressures on low income families e.g. bag packing in a supermarket. A transparent process and criteria are used to allocate the funding.</p>
Donations	<p>Subject to following the latest Council guidance for accepting donations, these can provide additional funding.</p>

Appendix 9.13 Estimated Costs of Investing in a City-Wide Fund – ‘P7 residential excursion guarantee’ model

DRAFT Self Evaluation resource

Created using the [Making Education Equal for All Edinburgh’s Pupil Equity Framework](#) and [CPAG Cost of the School Day Toolkit](#).

Draft version

Challenge questions	HGIOS Level 5 illustration / features of highly effective practice	CEC Pupil Equity Framework Expectations	Existing good practice in the City and beyond CASE STUDIES link	Strengths and achievements		Improvement priorities (next steps)
				What?	How do we know (evidence)?	
How well are we removing financial barriers to maximise attendance on excursions and ensuring equity for all?	<p>1.5 Management of resources to promote equity "... Staff have a shared understanding of what impacts on child poverty and make effective use of current available data on levels of child poverty, applying this to ensure equity..."</p> <p>2.2 Curriculum "... We ensure children and young people have access to high-quality learning in all curriculum areas and through outdoor learning..."</p> <p>2.4 Personalised support "... Staff and partners take positive and proactive steps to ensure that barriers to learning are minimised. Staff are highly-responsive to the circumstances of at risk children, including young carers, looked after children and children living in poverty... The school works with key partners to remove barriers to learning and provide an inclusive learning environment."</p> <p>3.1 Ensuring wellbeing, equality and inclusion "... Our school community has a shared understanding of wellbeing and in the dignity and worth of every individual. We know and can demonstrate that all of our children and young people feel safe, healthy, achieving, nurtured, active, respected, responsible and included... Our learners benefit from the high-</p>	<p>Schools should:</p> <p>1 Have a transparent policy for planning, funding and delivering school trips. '</p> <p>2 Ensure that during the planning of trips, costs are kept to a minimum.</p> <p>3 Provide financial support or reduced fees for children living in low income households, including additional reductions for siblings.</p> <p>4 Conduct an annual audit of potential or planned trips for the school year, and clarify the aims and purpose as well as the estimated costs for each. This information should be used to:</p> <ul style="list-style-type: none"> • Review and develop a clear rationale and justification of costs for all trips. • Make modifications to school trips so that they are accessible to children from low-income households and are cost efficient. • Inform and consult parents at the start of the school year about plans for school trips to get their advice on how to make them more 	<p>Know who attends excursions and who does not and why. Patterns and trends identified and addressed. Informs policy, support and planning.</p> <p>A policy exists for planning, funding and delivering excursions.</p> <p>Excursion programme audited and approved annually to ensure educational value, appropriate number and identify costs and pupils requiring support. Allows the allocation of internal funding including PEF, external funding requests, adjusting visits, and liaising with families.</p> <p>Affordable instalment plans over an appropriate timescale.</p> <p>Staff attend regular training to understand local contexts and needs.</p> <p>Dedicated staff time to complete funding applications and liaising with parents.</p> <p>Parents and pupils know well in advance about excursions.</p> <p>Spare specialist and non-specialist kit available.</p>			

<p>How well are we removing non-financial barriers to maximise attendance on excursions and ensuring equity for all?</p>	<p>quality education which we provide for all children and young people... We ensure children and young people are active participants in discussions and decisions which may affect their lives..."</p> <p>"... All learners are included, engaged and involved in the life of the school. ... We understand, value and celebrate diversity and challenge discrimination... We have effective strategies in place which are improving attainment and achievement for children and young people facing challenges such as those from our most deprived areas, young carers, those who are looked after and those with additional support needs..."</p> <p>3.2 Raising attainment and achievement... We have effective systems in place to promote equity of success and achievement for all our children and young people. We have raised the attainment of all our learners and in particular our most disadvantaged children and young people...."</p>	<p>affordable/accessible; identify parents who require financial support or reduced costs; and ensure that parents have time to plan finances accordingly (see also communication with parents).</p> <ul style="list-style-type: none"> • Set out the steps that will be taken to ensure that all children can afford to go on trips and any alternative measures that will be in place to ensure the trip is equitable and accessible. <p>5 Allow parents the opportunity to pay for trips and other costs in affordable instalments. This must be given a long lead in time where required. Trips should not be offered on a 'first come first served' basis as this will favour pupils from families who are able to pay in advance.</p> <p>6 Where trips require special clothing and equipment, e.g. school camps, this should be made available at no charge by the activity provider. If this is not possible, it should be made available to borrow or purchase at low cost from the school through exchanges and flash sales.</p>	<p>Staff work with individual families to understand specific barriers and find solutions.</p> <p>A progressive and affordable excursion programme builds confidence and reduces anxieties for longer residential visits.</p> <p>Interpreters and translated information used to liaise with EAL families, detailing the benefits and arrangements for excursions.</p> <p>Pupils involved in planning and reviewing excursions. Their feedback used to improve future provision.</p> <p>Liaison with specialists to support specific needs (well in advance and incorporated into planning meetings).</p> <p>Accessing specialist equipment and undertake training.</p> <p>Funding allocated to increase staff: pupil ratios.</p> <p>Liaising with providers to make reasonable adjustments.</p>			
<p>How well do we enable parents/carers/families and the local community to contribute to improving excursions?</p>	<p>2.7 Partnerships "... The school consistently involves parents and carers in shaping policy and services to improve impacts."</p>		<p>School community consulted to understand their views on excursions, including costs, and ideas for improvement.</p> <p>School and Parent Council devised fundraising methods without placing additional pressures on low income families e.g. bag packing in supermarkets.</p>			

Appendix 9.14 Estimated Costs of Investing in a City-Wide Fund – ‘P7 residential excursion guarantee’ model

The table below details the potential annual costs of providing a central fund for supporting Primary 7 pupils using different criteria (Column A). Columns B to E show a full contribution, tapering off to a part-contribution which could then be further supported by PEF and funding sources.

Costs have been calculated based on a 4-night stay costing £350, including transport. This will support visits to Benmore and Lagganlia, thus allowing pupils to experience high quality provision for a sustained period; a dedicated instructor for the week – developing sustained relationships and maximising outcomes; and the opportunity to experience wild part of Scotland. Charges to Benmore and Lagganlia do vary throughout the year.

A	B	Annual cost		
		C	D	E
	Average number of pupils ¹	100% of residential visit	50% of residential visit	25% of residential visit
SIMD1-2 (most deprived)	813	£284,550	£142,275	£71,138
SIMD 1-4	1469	£514,150	£257,075	£128,538
Free School Meals	614	£214,900	£107,450	£53,726

¹Average calculated from ScotXed Pupil Census 2020 data P1-P7.

Appendix 9.15 2021/22 Action Plan Summary

The table below summarises priorities from the Outdoor Learning Team Action Plan which relate to this report. The action plan is being finalised for the start of the new academic year.

	Priority	Why?	Timeline
1	Monitoring, Evaluation and Review		
1.1	Review, finalise and distribute the self-evaluation grid and associated resources to assist schools in evaluating their practice and identifying improvement priorities (Appendix 9.13). Embed into existing review and reporting cycles.	Integrating within existing structures and processes supports school improvement (in contrast to creating new layers of complexity and accountability).	Distribute September 2021.
1.2	Integrate city wide strategic actions and progress reviews within existing equity and equality structures including the Edinburgh Learns Equity and Equality Boards, and their related sub-groups.	Actions needs to be evidence-based using a manageable process that is valued and meaningful.	Throughout 2021/22.
1.3	Integrate a school's assessment of its effectiveness in delivering inclusive excursions into existing accountability, planning and reporting processes and templates.	Data in this report is based on an initial data collection. These findings need to be checked for a larger number of schools.	Explore – Autumn 2021. Incorporate into the next cycle.
1.4	Update the data collection spreadsheet and continue to collect data using a manageable process that is valued by schools. Use this information to check initial findings in this report, inform progress, support accountability and identify ongoing priorities. As residential excursions incrementally restart, extend to non-Lagganlia and Benmore visits, and Secondary education.		Continuous throughout 2021/22.
2	Excursions Policy Renewal		
2.1	Maintain the COVID-19 Excursions Toolbox; providing updated position statements and resources to support forward planning.	Residential excursions are being reintroduced incrementally. Ongoing advice is required in response to changes in national guidance.	Continuous. V10 update due in early August 2021.
2.2	Undertake a review of the Communities and Families Excursions policy. Focus on the response to COVID-19 and maximising safety, minimising financial risks, educational effectiveness, equity, equality and environmental sustainability. Policy will be benchmarked against the very recently updated https://www.goingoutthere.co.uk/ resource (Scottish Framework for Safe Practice in Off-Site Visits – see line 8.19).	Required in response to COVID-19, recently updated national guidance and supporting a net-zero carbon target.	Autumn 2021. Updated Policy ready for January 1, 2022.

3	Sharing Good Practice		
3.1	Update the 'Every Child, Every Chance' Experience Outdoors webpage with new case studies. These will demonstrate effective practice in reducing financial and non-financial barriers. https://www.experienceoutdoors.org.uk/schools-communities/poverty-proofing	Case studies need to be refreshed with developing practice in response to emerging needs e.g. COVID-19 adaptation and renewal.	Completed by December 2021.
3.2	Continue to develop the Council's Outdoor Learning Map to facilitate sharing good practice, including developing the use of local outdoor spaces accessed via active travel.	Developing onsite and local outdoor learning accessed via active travel reduces costs and supports the Council's net zero target. Residentials are still vital and form part of a progressive approach to outdoor learning.	
4	Communication, Guidance and Signposting		
4.1	Update Head Teachers via the annual Outdoor Learning letter.	Head teacher value key periodic updates.	Distributed August 2021.
4.2	Review and renew guidance on how to minimise financial and non-financial barriers. To include support on how to maximise attendance for those pupils with protected characteristics (disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex (gender) and sexual orientation). Can include resources for parents/carers.	Based on information in this report, both financial and non-financial barriers exist. All need to be addressed to maximise attendance.	Audit need in October 2021. Develop resources throughout 2021/22.
4.3	Update signposting to external funding sources. Offer workshops for completing grant applications.	New grants emerge. Schools value regular updates.	From October 2021.
4.4	Highlight the new National Bus Travel Concession Scheme for Young Persons (Scotland) and how this can reduce the cost of excursions. Guidance to support safe use of public transport and encouraging the uptake and use of the new scheme. See line 8.20.	To be introduced in 2021. Can significantly reduce the cost of excursions transport.	August 2021.
5	Training		
5.1	Update the 'excursion' part of the 1 in 5 Poverty Project Training. Support delivery and improve based on feedback.	Training needs to be up to date to reflect current and emerging priorities, plus incorporates the latest good practice.	From September 2021.
5.2	Create and trial bitesize training: removing barriers to attending excursions (online and school-specific). Incorporate CPAG 'The Cost of the School Day' Toolkit and existing good practice from the city and beyond. Collaborate with the Early Years Team to cater for settings and schools. Practical workshop allowing participants to consider their own settings/schools.		From January 2022.

5.3	Launch a new Sport and Outdoor Learning training offer, including additional cycle training and coordination to build capacity and extend active travel for local excursions.		September 2021
6	Direct Delivery and Resources		
6.1	Restart SOLU's Duke of Edinburgh's Award direct provision – low cost/affordable overnight camping expeditions.	Valued by Secondary schools.	July 2021 onwards.
6.2	Review SOLU's affordable outdoor learning offer including Challenge Days at Holyrood, Adventure Race, Epic Days and explore new opportunities based on COVID-19 renewal including transition events and shorter more local low cost residential experiences for younger primary pupils – to support preparations and skills for visiting Benmore and Lagganlia. .	The COVID-19 recovery provides an opportunity to retain new programmes and address emerging needs.	3 year programme and business plan created by December 2021.
6.3	Further promote the Bangholm Outdoor Centre kit store and explore solutions to providing clothing and kit for residential visits.	Support with kit and clothing can reduce anxieties. Addressing this well before departure is effective practice.	By October 2021
7	Partnerships and Stakeholders		
7.1	Maintain the Edinburgh Outdoor Learning Network. Explore key priorities including equity and equality. Share good practice.	A network comprising of a significant number of partners. Keeping them up to date, consulting with them and working together to address priorities will maximise outcomes.	Ongoing.
7.2	Monitor Scottish Government announcements regarding reducing the Cost of the School Day for pupils belonging to low-income families.	Emerging guidance may require action to maximise benefits.	Ongoing.
8	Outdoor Learning Strategy and Development		
8.1	Undertake COVID-19 recovery work using Outdoor Learning and Physical Activity via key projects including supporting key transitions and resilience; improving physical literacy and developing the use of cycling (active travel). Supported via an additional £57k and will assist in developing low cost / high quality excursions.	The need to address needs and priorities relating to a COVID-19 recovery.	Starts August 2021 and continues throughout 2021/22.
8.2	Plan the next Outdoor Learning Strategy. This will include consultation with young people, led by The City of Edinburgh's Members of the Scottish Youth Parliament (MSYPs), Council staff, partners, volunteers and families. It will be created using baseline evidence and consultation, and support Council priorities, which are City-wide, or locality focused. This will allow the OL Team to set realistic, relevant and focused targets that reflect the capacity of the OL Team and stakeholders, Council structural change and the targeted needs of Edinburgh residents.	A new Outdoor Learning Strategy is required. Required in response to COVID-19 and other Council priorities including wellbeing, equity, equality and environmental sustainability.	By February 2022.

