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**Excellence and Equity**

**Getting the best attainment outcomes for all pupils in Dundee**

**Guidance for Dundee Schools on the use of Pupil Equity Funding (PEF) 2019-20**

This guidance should be read alongside the Scottish Government National Operational Guidance:

[**https://www.gov.scot/policies/schools/pupil-attainment/**](https://www.gov.scot/policies/schools/pupil-attainment/)

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**Background**

Two funding sources have been provided by the Scottish Government to raise the attainment of children and young people, with a particular focus on supporting those who face barriers to their learning due to the impact of poverty. Scottish Attainment Challenge funding is provided to local authorities for early years, primary and secondary school projects and Pupil Equity Funding (allocated to schools based on free school meals) combine to provide this financial support. Although these sources are viewed separately, successful outcomes for pupils remain at the centre of any work, regardless of the source of finance. Central support (Attainment Challenge funding) via Staff Tutors, Education Support Officers, Education Officers and Data Analysts enhances the work schools undertake using Pupil Equity Funding. To ensure best value it is important to avoid duplication of effort and spend through the two different funding sources. Clarity of expectations and governance is also needed.

PEF builds upon the work of the Scottish Attainment Challenge in supporting schools to close the poverty related attainment gap. PEF is a clear partnership between Scottish Government, local authorities and schools with Head Teachers leading the planning process. Partnerships across schools, with Local Authority officers and within Regional Educational Improvement Collaboratives work to identify need and to plan and to agree the use of the funding.

PEF is allocated based on the numbers of pupils registered for Free School Meals in each primary, secondary and special school in Scotland (an estimate for P1 to P3 is used.) PEF will be available each year for the duration of this Parliament. Allocations are calculated using data from the previous session (and are not re-calculated if actual figures for the current session are different). Dundee’s overall PEF allocation for 2018-19 was £4.974 million. The allocation for 2019-20 has not been confirmed to date. Appendix C lists school level allocations for 2018-19, as indicative figures.

The main improvement drivers of the Scottish Attainment Challenge and Pupil Equity Funding apply to all school sectors. Schools identify improvements, take forward projects, share successes and lessons learned, analyse data and, most importantly, bring about improved outcomes for pupils in SIMD 1 and 2. One of the key features of successful practice is partnership working and collaboration within and across schools. Future interventions will build upon this very good, collaborative approach and will extending more widely within the Tayside Regional Improvement Collaborative.

The local authority’s role is to support and guide Head Teachers to reduce the gaps linked to deprivation. Head Teachers are accountable to the local authority for the use of Pupil Equity Funding within their school and must follow authority procedures on procurement, finance and managing appointment to ensure best value. The administration of Pupil Equity Funding spending is supported by 2 FTE Finance Support Officers. Their work helps schools to monitor their ongoing spend and use of resources and allows Head Teachers greater freedom to lead learning and teaching in their school.

The operation of PEF spending should articulate as closely to existing planning and reporting procedures as possible e.g. through School Improvement Planning and School Improvement reporting. **To ensure transparency, schools will be expected to incorporate details of their Pupil Equity Funding plans into existing reporting processes to their Parent Council and Forum, in School Improvement Plans and School Improvement Reports.** These reports are publicly available so that parents can understand what is happening in their school.

**Planning for Improvement**

When developing plans, schools should consider the feasibility of their planned interventions and take into account the time taken to implement some of these, such as staff recruitment timescales.

In their plan, schools, with the support of the link Education Officer, should identify the issues to be addressed, and the target group or groups of pupils for whom deprivation is an issue based on an analysis of local evidence and data. This will directly link to School Improvement Planning. Schools should focus on a small number of specific aspects of literacy, numeracy, health and wellbeing or employability skills. Whilst a particular focus may overlap with other areas, there should be a clear rationale and evidence base for why an approach is chosen, with clear methodology to measure impact.

**Phase 1:** **Identify gaps and barriers to learning**

* What do you mean by ‘the gaps’?
* How do you identify the gaps at department or school level?
* How do you identify the gaps at classroom level?
* Consult, share, collaborate

**Phase 2: Improvement Planning**

* Consider: what story will the data tell by the end of each session?
* Keep a clear focus upon the quality of learning and teaching
* Encourage innovative approaches based upon evidence of success and your context
* Work with partners within and beyond the school gates
* Be bold – what can you do to make the breakthrough for children living in poverty?
* Consult, share, collaborate

**Phase 3: Identify Targeted Interventions**

* Which children and why? (don’t become too generic)
* Don’t allow ‘mission creep’ over time
* **IMPACT -** how will you know that the identified children are making more progress than they were before?
* What are your plans for tracking attainment?
* Consult, share, collaborate

**Available supports:**

* Interventions for Equity Framework / Education Endowment Foundation
* Peer to peer support: School Improvement Partnerships, Cluster HTs and other link Local Authority Officers - sharing practice and building capacity (clearly focussed upon improving attainment and achievement).
* Education Managers, Link Education Officers, Education Support Officers and Staff Tutors
* Education Scotland Attainment Advisors, Area Lead Officers, Improvement Advisors
* Tayside Regional Improvement Collaborative projects
* Other partners: for example with the Dundee Health and Social Care Partnership, other council services, or private and voluntary organisations.

Impact should always be considered in terms of the desired outcomes for pupils and how progress towards these will be measured over time. Improvement plans should include consideration of how data will be collected and reported.

**Planning PEF Spending**

* Funding may cover staff costs, both teaching and support, resources or services. The funding **cannot be used for capital expenditure**.
* Funding must provide additionality to core service delivery in new or enhanced activity.
* Specific outcomes need to be identified and plans for measurement/evaluation included
* Targeted outcomes/measures should be specified: for example, attainment levels, attendance, exclusions, positive destinations. Any additional measures, both quantitative and qualitative, should be discussed with link Education Officers.
* While PEF plans should support SIP priorities, the staffing section of the PEF plan (Appendix B), needs to be submitted before the finished SIP so that subsequent appointments can begin as soon as possible.
* All PEF appointments need to be based upon a sound, evidence based rationale. Schools should audit/review their current PEF plan to project requirements. This will involve renewal or termination of current contracts or the appointment of additional PEF staff. This review should be completed and Appendix B (projected staffing requirements) submitted to the school’s Link Education Officer by Friday 1st March 2019. Once the SIP is finalised in June, the staffing element of the PEF plan can be amended if needed.
* The planning process should always include consideration of Working Time Agreements, the parent forum (e.g. through the Parent Council) and pupils.
* Education Officers will discuss plans with Education Managers, Human Resources and Finance colleagues as required, to ensure staffing meets national and local terms and conditions, and to clarify that expenditure is compliant with procurement regulations.
* Where plans include establishing additional posts, standard Human Resources / Recruitment processes will be used.

**Recording of Plans for PEF Spending**

Templates are provided in Appendices A and B which should be used to set out detail of the proposed plan, using, where appropriate, the Framework of Interventions and other advice published on the National Improvement Hub by Scottish Government and Education Scotland.

**Timeline for PEF Planning-Evaluation for 2019/2020**

(Central PEF Event for Head Teachers to be confirmed)

|  |  |
| --- | --- |
| 8th March 2019 | Submit projected staffing requirements (PEF plan Appendix B) to Link Education Officer. |
| March/April 2019 | Review 18/19 plan and begin draft Plan for 19/20. |
| May/June 2019 | Complete consultation with all stakeholders (including parents) on PEF Plan 19/20  Share plan within School Improvement Partnership and Cluster and discuss with link Education Officer (support and challenge). |
| By Friday 21st June 2019 | Submit final PEF Plans (Appendix A, including summary of spend, and Appendix B plans) to link Education Officer. |
| By September 2019 | Discuss PEF plans at School Improvement Partnership Meeting 1. |
| December 2019 | Half yearly progress update to staff, parents and Education Officer, detailing progress (impact and spend) to date. |

**Governance and Reporting**

* Involve all stakeholders in formulation of PEF Plans
* Share final PEF plan with staff, parents and other stakeholders
* Discuss final PEF plan with School Improvement Partners and Cluster schools (support and challenge).
* Discuss progress at Term 2 School Improvement Partnership Meeting
* Review PEF Plan mid-session (December) and provide a progress update to staff, parents and link Education Officer highlighting any on-going improvement whilst ensuring that funds are appropriately allocated with a view to avoiding any carry-forward/underspend.
* Evaluate the PEF Plan by the end of May, detailing the impact of PEF spending.
* Include key aspects of the evaluation in updates of the School Self-Evaluation document.
* Include an evaluation of progress towards planned outcomes in the annual School Improvement Report.
* A service-wide approach to recording the impact of interventions, using a consistent suite of measures, is under development and will be issued to schools, along with guidance. This will augment or replace the current ‘Matrix’ recording/reporting arrangements.

Note: School inspection and school improvement processes will report on the way in which schools are using their PEF. HGIOS 4 includes an evaluation on the six point scale of the school’s success in raising attainment and achievement and ways in which they can demonstrate improvements to equity for all learners.

**Finance and Monitoring**

* Pupil Equity Funding is a Scottish Government Grant which will be allocated to schools in full, using specific financial codes. Funding is provided for and is accounted for each financial year. The Grant claim has been completed centrally and will be paid to the Local Authority in one instalment. One of the grant conditions is that the Local Authority has to provide the Scottish Government with progress of the programme in an end of year summary report which provides details of actual expenditure and anticipated carry forwards. This report is to be submitted by the end of April each year.
* Arrangements should be in place for the Parent Council, Finance/DSM Committee and pupils and parents to be consulted on the proposed plan. Schools should consider how this can be aligned with the school and Local Authority improvement plans. The plans should be shared with all stakeholder groups once finalised to ensure transparency in accordance with DCC Devolved School Management procedures.
* When school plans are approved, funding is allocated in the General Ledger (accessed via the Civica Financials Web system) according to expenditure headings as detailed in Appendix A below. Schools must ensure that all PEF spending is matched to the correct financial codes. This enables accurate monitoring of the spending funding and ensures that information reported to the Scottish Government is complete.
* Each school must ensure that effective financial monitoring systems are in place, using direct access to Authorities Financials, regular ledger reports provided by Finance Officers and any other monitoring tools. It is recommended that monthly meetings take place between school staff responsible for financial systems (Head Teacher/Promoted Staff/Business Manager/Admin Officers) to ensure that spending is appropriate, matched to plans, on track and correctly coded. Regular updates should be provided to key stakeholders (staff/pupils/parents). This could include a standing item on the agenda for staff meetings and parent council meetings.

**Additional Staffing**

**Support (LGE) Staff**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| To establish a new post:   * Head Teachers should first seek the approval of their Education Manager via Appendix B. * Once agreed, HR will arrange for an Establishment Change Note to be completed. * Once ECN s is approved, HR will advise the Head Teacher and recruitment can begin in accordance with current procedures. * Prior to any advertising, all posts will be considered for potential redeployment in accordance with Council procedures. * The termination of fixed term contracts needs to be carefully managed. Depending on length of time in a temporary post, consideration will require to be given to the Council’s Redeployment Policy and also statutory rights to redundancy payments and fair dismissal procedure. Any payment will require to be funded by the school which has engaged the employee. If their contract ends, any employee appointed under PEF who has in excess of 2 years’ service will be held as excess by the school which employs them until a redeployment is found. This will be paid from that school’s PEF.   **Job Titles, Grades and Costs**   * Head Teachers must be clear about the number of hours per week and number of days which the requested Support Staff will work eg pupil days (190); pupil days plus INSET days (195); pupil days, INSET and one holiday week (200) (must be included on the Appendix B Staffing Plan.) * The table shows the grades and annual costs. These costs are full year (not term time), include employer add-on costs and the pay award, and are for full time (37 hour) staff at the top of the relevant pay scale (only actual costs will be paid and charged to PEF). * See Scaling Calculator [External Link](http://dmlink.dundeecity.gov.uk/WebRep/CeRDMSGetNodeContent/OTgetNode.php?node=a5a6679d72a7a4a3590b)   'School LGE Staff Cost Calculator.xlsx' for actual costs for each grade of staff for the different working patterns.  |  |  |  |  | | --- | --- | --- | --- | | **Job Title** | **Grade** | **Indicative Annual Cost £** (37 hours, full year) |  | | Education Resource Worker (Secondary) | 8 | 36, 787 |  | | Pupil Support Worker (Secondary) | 8 | 36, 787 |  | | Health and Wellbeing Worker (Secondary) | 8 | 36, 787 |  | | School & Family Development Worker (Primary) | 7 | 32, 114 |  | | Learning and Care Assistant (LCA) | 5 | 27, 585 |  | | Health and Wellbeing Assistant (Primary) | 5 | 27, 585 |  | | Primary-Early Years Support Assistant (PEYSA) | 4 | 23, 322 |  | | *Other posts may be available – contact HR for guidance* | | |  |   Job Descriptions are available at <https://onedundee.dundeecity.gov.uk/dundee-negotiating-committee-teachers-dnct/job-descriptions>  **Teaching Staff**   * Additional Teaching staff can be requested and paid for using PEF * Indicative post cost: **£49, 044 \*** (including add-ons - based on a top of the scale, 35 hour week, 195 day contract.) *(This is a maximum, indicative figure - the actual cost charged to the school’s PEF may be less, depending on pay scale placement)* * Dundee City Council Recruitment processes must always be followed. * Teaching appointments must always follow DNCT/10 (Transfer of Temporary to Permanent Contracts). A temporary teacher can transfer to permanency once they have given satisfactory service for a period of one school session if there is a post to be deployed to. Redeployment will be considered once a temporary employee has been employed for 1 year. Any cash conservation triggered by this process will require to be funded by the school which has made the temporary appointment. This could result in ongoing financial commitment for the school. * Particular care must be taken in planning the appointment of promoted posts to support the raising of attainment. These will be job sized in accordance with local procedures. These posts should not be given any responsibility already assigned to an existing member of promoted staff (to avoid re-job sizing of promoted staff in permanent posts). Also, under SNCT agreements, on cessation of a temporary promoted post contract which has lasted 2 or 3 consecutive school years, the teacher is entitled to receive a 3-year period of cash conservation. |  |  |  |  |  |

Education HR / Children and Families Finance can advise further on the staffing matters

*\* This figure will increase with any Teachers’ pay award*

**Partnerships**

* Schools may want to enter into partnerships with a range of bodies including third party sectors, to provide positive outcomes for pupils.
* It is good practice to have a partnership agreement in place, if one does not already exist.
* Any third sector or partner provider must be listed on the Authority’s Procurement Framework (contact Carol Lamont/Linda Smith with enquiries).
* Consider:
  + Is the partner a trusted and proven source?
  + Does this partner have the capacity to deliver the expected outcomes?
  + What are the procurement arrangements for entering into this partnership?
  + Am I getting best value?
  + Has contact/advice been sought from the contracts team?
  + Am I signing up for anything that means the authority is liable to continue the partnership beyond the period of known funding?
  + How are recruitment checks and PVG checks carried out for the organisation?
  + What are the insurance arrangements in place?
  + What will the invoicing arrangements be?
  + Is there a clear understanding of roles and responsibilities?

**Procurement**

* Dundee City Council procures resources through procurement frameworks. Whilst this may appear to limit flexibility, it creates economies of scale leading to best value and mitigate the risk of a legal challenge.
* Procurement law is complex but is premised around getting best value for the authority whilst allowing fair competition for suppliers. In essence, public servants should be accountable for spending public money.
* Advice will need to be taken about the procurement thresholds and best value frameworks in use for any resources or services purchased.
* If the authority breaches procurement rules then the authority is liable and could be taken to court.
* Resources or services which are procured must comply with the Dundee City Council Corporate Procurement Process:

[**https://onedundee.dundeecity.gov.uk/our-council/financial-assets/procurement/corporate-procurement**](https://onedundee.dundeecity.gov.uk/our-council/financial-assets/procurement/corporate-procurement)

**Purchase of ICT**

* Schools have a core allocation of ICT hardware which is purchased through, and maintained by, ICT section. The hardware can access the school network and is part of a refresh process for schools. Licences are paid centrally. An inventory should be held at both school level and central ICT section of all computer equipment in schools.
* **If schools wish to purchase additional ICT equipment then this must be purchased through ICT section as per normal procedures.**
* Advice should be sought from the Education Support Officer for ICT and from the ICT section (AICTOs) before making any purchase.
* The National Procurement catalogue (XMA Scotland) contains a list of items that can be purchased. This means that any ICT schools purchase will work effectively and be able to be maintained by ICT section.
* Any additional ICT purchased will not be part of the refresh program

**Appendix A Pupil Equity Fund – Spending Plan**

**Please return both parts of Appendix A to link Education Officer by Friday, 21st June 2019**

|  |  |  |  |
| --- | --- | --- | --- |
| **School:**  **Clepington PS** | **Local Authority: Dundee City Council** | | **Education Manager: Danny Webster**  **Link Education Officer: Iris Thomson** |
| **April 2019 – March 2020** | **PEF Allocation: £148,800** | | **Completed by: Paula Cheghall** |
| **Plan Discussed with Parent Council** (date): **7th May 2019** | | | **Plan Discussed with Pupil Council** (date): **29th March 2019** |
| **PART 1:** | |  |  |
| **Evidence based rationale:**  *Why are you planning to spend your PEF allocation in this way?*   * Presentation of data in the local context * Analysis of what this reveals in terms of the attainment gaps * Identification of target populations * Rationale behind proposals | | Our attainment data shows a slight increase in writing attainment across P1, P4 and P7 this session. Based on SIMD data, we are seeing that the gap is closing significantly in reading at P1, P4 and P7.  Our gaps between SIMD 1&2 and 3-10 have also reduced in reading, and numeracy at P4 and P7.  12% of our children have ASN and require individualised planning and around 30 children require significant support to access the curriculum. | |
| **Proposed Interventions:**  *What are you planning to do with your PEF allocation?*   * Proposals to address identified issues * Aim and expected impact of proposals * Initial assessment of funding requirement * Plans to work in partnership with other schools/local partners/providers, if applicable * Link to HGIOS 4 quality indicators / NIF | | **Proposals**   * Focus on supporting children access the curriculum – partnership with external agencies and support staff * Writing gap – Collaborative Action Research Project focusing on P5 writing to identify gaps, writing resources to support gaps, supported study, partnership with John Muir and authority staff (writing engagement through environmental context), track engagement in writing – focus of QA discussions * Support from SFDW to work with families to reduce attendance figures of intermittent absence * Enhance learning environment to support learner engagement – calmer learning environment * Work with Barnardos, Showcase and KIKO to look at creative approaches to increase engagement and support resilience * Raising Attainment Teachers to focus on targeted supports with measureable outcomes   **Aims**   * Raise attainment in writing and numeracy and close the poverty related attainment gap * Ensure all children are engaged in learning and can access the curriculum * Ensure all children can access P7 residential     **Links to HGIOS/NIF**  NIF - Improvement in attainment, particularly in literacy and numeracy, Closing the attainment gap between the most and least disadvantaged children and young people  HGIOS 4 QI 3.2 Raising Attainment and Achievement  HGIOS 4 QI 2.3 Learning, teaching and Assessment (Learning and Engagement)  HGIOS 4 2.4 Personalised Support ( Targeted Support) | |
| |  | | --- | | **Impact Measurement:**  *How will you know your interventions are having an impact/improving outcomes?*   * Proposals for measuring impact (including specific reference to targeting young people most affected by poverty) * Data, new and existing, which will be required * Plans for how data will be collected and reported | | | **Measurement**   * use of Ros Wilson Standards for writing assessment (criterion scale) * Leuven Scale of Engagement * Seemis attendance data * Wellbeing wheel targeted group   **Data collection**   * Focus on P4 writing assessment data in Term 4 of session 208/19, target group tracked throughout P5 * Assessment of all P1 – P7 in September following Big Write input, tracking of attainment 3 times per year and of engagement levels in writing (Leuven scale) * Attendance meetings with DHT and SFDW to ascertain children to focus intervention, track attendance monthly * PT and Raising Attainment Teachers review data twice per term to focus support and interventions * Data analysis termly by all staff and by SMT monthly (to ascertain next steps) | |
| |  | | --- | | **Governance:**  *How will you organise the management and reporting arrangements?*   * Proposals for how the work will be managed at school level/partnership level (if applicable) * Plans for reporting on progress | | | **Work will be strategically managed by key leads:**   * HT and class teachers – writing data * HT and Class Teachers - Engagement in learning data * DHT and partners – H&WB data * DHT and SFDW – attendance data   **Report on progress**   * Data analysed termly and shared with stakeholders * Discuss progress at Term 2 School Improvement Partnership Meeting * Review PEF Plan mid-session (December) and provide a progress update to staff, parents and link Education Officer highlighting any on-going improvement whilst ensuring that funds are appropriately allocated with a view to avoiding any carry-forward/underspend. * Evaluate the PEF Plan by the end of May, detailing the impact of PEF spending. * Include key aspects of the evaluation in updates of the School Self-Evaluation document. | |
| **Financial Monitoring**  *How will you monitor the planned spending?*   * Plans for Stakeholder involvement * Planned monitoring processes | | * Monitor spending monthly with SLT and termly with Parent and Pupil Council * Staff, Parents and children to agree to the plan * Will feedback to stakeholders following data analysis discussions | |

**Part 2 Breakdown Summary of Proposed Funding**

(This table will be used by Finance Officers to allocate funds to budget heading on Financials Ledger – **please do not adapt**)

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Ledger Heading** | **Role / Purpose** | **Budget Allocated (£)** |
| **Teaching Staff** | Teachers Basic Complement |  |  |
| **Supported Study** | Teachers Basic Complement |  |  |
| **Support Staff** | LGE Employees | PEYSA x 1 (£20322 )  SFDW x 0.5 (£16057)  LCA x 0.5 (£14000) | £20322  £16057  £14000 |
| **Transport** | Transport | Trip transport and (P7 residential funding) | £4000 |
| **Resources** | Per Capita   * Literacy * Numeracy * Health and Wellbeing * ICT Hardware * ICT Software * Other | KIKO targeted support (2 places)  Literacy – John Muir Award (Young Reporter writing focus, Explorer Award P6)  H&WB – vision and values art work with focus groups (work with environmental artist)  ICT hardware – ipads + ipad storage + 4 interactive boards  Learning Environment  Literacy resources  Sound system – enhance performance as part of curriculum | £2340  £4000  £2000  £11000  £32000  £2000  £2000 |
| **Commissioned/ purchased services or partners** | Third Party Payments | H&WB Partnership - Barnardos – Creative approaches (2 groups – P4s)  Place to Be Counselling resource  Showcase - Dance | £1200  £32000  £1000 |
| **Staff CLPL** | Training / CLPL | Staff Training – H&WB - Paul Dix Pivotal,  L&T -Osiris – Excellence in Teaching | £4000 |
| **Total** | | | £147, 919 |

**APPENDIX B PUPIL EQUITY FUNDING – STAFFING PROPOSALS**

**Please return Appendix B, Parts 1 and 2, to link Education Officer by 8th March 2019.**

**School: Clepington PS**

**Part 1 - Current PEF Staffing and Retention**

* *These will be reviewed by Managers in conjunction with HR to determine any implications to consider redeployment internal to C&F and council wide redeployments and give advice to HTs re potential cash conservations of salary and rights to being permanent prior to final sign off.*

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Role/Remit | Total FTE | Total Hours  Worked | Full Year or Number of Days | Number of staff/posts and status eg secondment, temporary contract | Names | Retain  for 2019-20  Number (FTE)  (and names if known) | Declare for redeployment 2019-20  Number (FTE)  (and names if known) | £  Proposed PEF spend retaining |
| Teaching Staff (Promoted) |  |  |  |  |  |  |  |  |  |
| Teaching Staff |  |  |  |  |  |  |  |  |  |
| Support Staff | PEYSA | 1FTE | 30 | 195 | Temp contract | Bobi Mitchell | Retain B Mitchell |  | £20322 |
|  | LCA | 0.5FTE | 16.25 | 195 | Temp contract | Kerry McDonald | Retain K McDonald  (1 FTE) – school pay 0.5FTE |  | £14000 |
|  | SFDW x 0.5 | 0.5FTE |  |  |  | Natalie Hocking |  |  | £16057 |
|  |  |  |  |  |  |  |  |  | £30399 |

**Part 2 - Additional PEF Staffing Proposals**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Role/Remit | Total FTE | Total Hours  to be worked | Number of staff/posts | Proposed new PEF Spend  £ |
| Teaching staff (Promoted) |  |  |  |  |  |
| Teaching staff |  |  |  |  |  |
| Support staff | SFDW | 0.5FTE | 18.5 | 1 post | £16057 |

**Appendix C Allocated Funding 2019-2020**

Full allocations can be found at:

<https://www.gov.scot/publications/pupil-equity-funding-school-allocations-2019-to-2020/>

**Appendix D NHS Tayside Allied Health Professions Support**

The allied health professions (AHPs) of speech and language therapy, physiotherapy and occupational therapy currently work in partnership with parents, school staff and children in order to support development and attainment for children with additional support needs. They also carry out whole class/school interventions and training to support all children or targeted groups of children deemed at risk of not attaining their full potential.

There is a range of ways in which this support is provided and this is developing and changing over time. Through service redesign the AHPs plan to have an increase in time spent in prevention and early intervention models within schools and nurseries. This is in response to increasing evidence on the impact of life chances for children at risk of not achieving their developmental milestones. It is recognised that this is an intergenerational cycle of disadvantage. National work aiming to break this cycle is underway with an illustration of the impact from poor speech, language and communication shown in the link here:

[**Speech and language and communication capacity - a national asset**](https://www.rcslt.org/governments/docs/speech_and_language_communication_capacity_factsheet_2016)

Whilst the Intergenerational Cycle in its present format has a focus on Speech Language and Communication, the core principles are applicable across all areas of child and young people's development, opportunity, participation and societal contribution. The cycle highlights the critical role of early intervention and prevention for all Allied Health Professions in CYP services in interrupting the intergenerational cycle and achieving positive wellbeing outcomes for CYP in Scotland.

AHPs are developing a full range of options of ways to work within educational settings and with parents. This is available on request. Through the use of the new Pupil Equity Funding, there is an opportunity for us to consider ways to support this partnership working such as specific items that will support learning of the staff e.g. “Teaching children to Listen” manual at £20 each.

We would be more than happy and willing to discuss our recommendation as well as other ideas and ways to build on this over the next few years. For further discussion/engagement with this please contact the Allied Health Profession Lead in the first instance.

Morag Dorward, Allied Health Profession Lead for C&YP, NHS Tayside [morag.dorward@nhs.net](mailto:morag.dorward@nhs.net) Tel: 01382 346550

**Appendix E** **Support and Guidance on Effective Interventions**

**Interventions for Equity: A framework to support Pupil Equity Funding**

This is an introduction to the initial version of a framework which has been developed to support schools in the use of Scottish Attainment Challenge - Pupil Equity Funding (PEF). The framework will be continuously updated and developed to support the funding. It is based on a range of interventions and approaches that are currently being used in schools across Scotland.  This overview offers guidance around how this fits with existing school improvement planning processes and national research developments and plans.

<https://education.gov.scot/improvement/interventions-for-equity-a-framework-to-support-pupil-equity-funding>

**Interventions for Equity**

This is an initial framework to support the Scottish Attainment Challenge - Pupil Equity Funding (PEF).  It is based on a range of interventions and approaches that are currently being used in schools across Scotland and will continue to be updated and developed. These are neither exhaustive or definitive but can provide a helpful stimulus for discussions around planning. Decisions schools make about the most appropriate interventions and approaches should be based on effective self-evaluation and improvement planning, including robust measures of impact and progress.

<https://education.gov.scot/improvement/framework-for-intervention>

**Driving Excellence and Equity: Advice on School Improvement Planning 2017/18**

This resource provides essential advice and support on how partnership can work constructively, to create a meaningful improvement plan.

<https://education.gov.scot/improvement/Pages/nif-driving-excellence.aspx>

**Education Endowment Foundation – advice on what works best can be found at**

<https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/>