

EDUCATION AND SKILLS COMMITTEE

Attainment and achievement of school aged children experiencing poverty

Supplementary Submission from the City of Edinburgh Council

[Following the City of Edinburgh Council's appearance at the Committee on 9 May 2018, the Committee asked for additional information on the take up and implementation of the 1 in 5 project across schools in Edinburgh and the impact of PEF funded work.]

1 in 5 (Evaluation Executive Summary attached [Annexe A])

- Of the 23 High Schools in Edinburgh, 17 have an identified 1 in 5 Lead, usually a promoted member of staff or SLT
- Of the 16 High Schools, 4 have a full cluster model (i.e. an identified lead in all the cluster schools) and 1 has not yet rolled 1 in 5 out to all staff
- Of the 86 Primary Schools in Edinburgh, 46 have an identified 1 in 5 Lead
- Of the 9 Special Schools, 5 have an identified 1 in 5 Lead
- One Early Years Centre has an identified 1 in 5 Lead

(as training is on-going these numbers may change but are correct at the most recent count)

Pupil Equity Fund (PEF), Please find attached:

- P1 Case Study, Stenhouse Primary School [Annexe B]
- Case Study, Canal View Primary School (referred to in the Committee) [Annexe C]
- Canal View End of Year Report – EXTRACT [Annexe D]
- Tynecastle High School PEF Seminar Proposal [Annexe E]

Note – all 3 above examples have a 1 in 5 Lead and Tynecastle is one of the 4 whole Clusters with a 1 in 5 Lead.

Linda Lees
Lifelong Learning Strategic Manager, City of Edinburgh
Council
29 May 2018

ANNEXE A

**Evaluation of ‘1 in 5: Raising Awareness of Child Poverty in Edinburgh’
Executive Summary Dr Briega Nugent**

Background

22% of children in Edinburgh are living in relative deprivation,¹ affecting around 17,363 children.² Poverty affects all aspects of life and the gap in outcomes remains wide in terms of standard of living, quality of life, health, opportunities and educational attainment. This initiative began in 2015 and was developed by the 1 in 5 project team, a small team within the Children and Families Department, the City of Edinburgh Council. It aims to help schools develop policies and put into practice initiatives that:

- Reduce the cost of the school day
- Promote equal access to opportunities
- Reduce poverty related stigma

What does the project involve?

The core element is the interactive training delivered that explores the scale, impact, causes and stigmatising affects of child poverty. This adopts an innovative ‘train the trainer’ model, so that the person being trained becomes themselves ‘trainers’, enabling scaling up. Since the pilot, this approach has led to 1 to 2 staff members leading on the work in 16 High Schools,³ Special Schools and 52 primary schools. Schools also receive ongoing support and in some areas have come together to form a ‘cluster’ group, which is an effective way to share ideas and collaborate.

Methodology

The research adopted a mixed methods approach capturing views and testimonies from 27 teachers and 12 parents who had just taken part in training and 163 teachers who filled in a survey around six months afterwards. 23 teachers and two pupils from across three primary, three secondary and one nursery all at different stages of engagement and ends of the spectrum were interviewed. Abductive analysis was carried out drawing on the work of Strauss and Corbin (1998).³

Findings***The Immediate Outcomes: A Call to Action***

The overwhelming reaction is that the materials, resources and training are thought provoking and could be defined as ‘a call to action’, with participants immediately inspired to come up with ideas or ‘take it to the next level’ to help families.

The Intermediate Outcomes

Of the 163 teachers:

- 92.5% (150) had increased their understanding of the scale of child poverty.

¹ Relative poverty is a measure of whether low income households are keeping pace with middle income households Scottish Government (2017) Poverty and Income Inequality in Scotland: 2015/16. Available at: <http://www.gov.scot/Publications/2017/03/2213/downloads#res515392>

² End Child Poverty (2016) Child Poverty Map of the UK. Available at: <http://www.endchildpoverty.org.uk/poverty-in-your-area-2016/>

³ Strauss, A. and Corbin, J. (1998) Basics of Qualitative Research Techniques and Procedures for Developing Grounded Theory. London: Sage Publications.

- 91% (147) now understood more about the impact of poverty on children's outcomes.
- 84% (136) said that they understood more about the causes of poverty.
- 78% (126) felt that the financial implications of homework and charitable events were now being considered.
- 71% (115) reported that this had an impact on social events and 61%(99) on the cost of prom and leavers' dances.

This project has made a significant impact to reduce the costs of the school day and for children and young people to have equal access to opportunities. All of the schools that were the focus of the study have made significant changes to how stationary, uniforms, materials and trips were provided as a result of the training. Stationary was generally being discreetly provided for free, and five of the schools had established 'swap shops' for uniforms marketed as eco-friendly or 'vintage', thereby removing potential stigma. Materials for classes such as home economics continue to cost students and it is advised that procurement policies be reviewed.

In terms of equal access, as a result of the training, in two schools a rule has been established that all children go to all trips and the parent council and funding has been made available for those unable to pay. An audit of trips has led to a more discerning approach in deciding what to do. A significant challenge has been addressing the growing levels of food poverty with schools reaching out to local businesses such as Waitrose and Nairn's Outcakes for support. Sanitary products were also identified as an area of need and not all children have access to the internet at home. There continues to be a significant gap between those who can afford tuition and those who cannot with homework clubs offered to counteract this.

Reducing poverty related stigma is an ongoing challenge although it was felt that progress has been made with staff members. Two schools were trying to 'myth bust' to the wider community using innovative ways, such as showing 'I, Daniel Blake' in the school for free or reframing this issue to be about rights or entitlements.

Challenges

The main challenge is overcoming the shame felt by individuals about what is a structural issue, and to do this by building relationships with families. In St. Ninian's Primary School and Broughton High School a dedicated worker will take this forward.

The long-term outcomes

This research is not able to report on the long-term outcomes but it does appear that this initiative is helping to change the narratives and myths around poverty. It was felt that this has the potential to be a part of a cultural shift and more empathetic and compassionate engagement with the complex issues surrounding inequality.

Conclusion

This project is 'a call to action' with an almost immediate response pursued. It promotes dialogue between teachers, pupils, parents and the wider community to develop initiatives and be responsive to what families in the area need. Both young people interviewed felt that the project had had a marked improvement on their lives, raising their aspirations, attainment and helped them understand their situation and become advocates for change. Schools further on in their engagement with the project recognise that support from the wider community is essential and are making these links. This is helping people to understand that poverty is not a choice, but a form of

social injustice. This is not just a project but rather could be better described as 'a movement.' It is recommended that it be expanded to become Scotland wide.

This issue is really important to me because it is so close to home...pupils and teachers are affected by this...this needs to be spoken about and should not be hidden...There should be things put in place to help people get access to equal opportunities...It is very important and integral for our school to be a community. It is important to make people feel that no matter what your background is you can come here and be a part of our community.' (Steven, S6 Pupil)

ANNEXE B**Case Study – A New Approach to P1 at Stenhouse Primary School****Setting the Scene**

Stenhouse Primary School is situated in the South West locality of the city. We are a school that receives additional support in the form of Positive Action funding due to the numbers of families residing in SIMD 1 and 2. We also receive a substantial amount of PEF. 57% of our pupils live in SIMD 1-3. A further 30% live in SIMD 4. Only 5% of pupils live in SIMD 7-10. For the past few years we have had either two straight Primary 1 classes or one P1 class and a P1/2 class. For the session 2017/18 we have, for the first time, two straight P1 classes *and* a P1/2 class.

Traditionally we have allowed for PSA support for most mornings for both P1 classes.

Our Primary 1 provision has been led by a very dedicated staff team, with a very structured, rigorous and formal approach to children's learning. In the past two years we have enhanced and developed our now very full transition programme from nursery to P1. Attainment in the past has been good in Primary 1 but this impact has not been sustained into P4/P7 with value added.

A Change in the Make-up of the Day

We discussed as a team how to make positive but manageable changes to the school day for our P1 pupils. Teachers expressed a desire to have more time to spend quality time with pupils rather than rushing through pre-planned carousel activities.

Based on research into children's anxiety and mental health conditions, we decided to remove a lot of the rigidity in the P1 day. The biggest change for the daily routine is the percentage of the day that children are spent in continuous provision, leading their own learning. Furthermore, children have the option to spend the majority of their day in the outdoors, which is a huge change from previous sessions where it would be one or two token lessons per year.

The daily routine has changed and adapted over the course of the year as children have become older and more able to cope with different challenges. Teachers still see literacy and SEAL groups throughout the course of the day, and have done since early in the session. We adapted both the Literacy Rich and SEAL programmes to match the ability of the children and to reflect results from the baseline.

Next steps – adapt planning formats to allow more responsive planning based on observations of children.

	Typical Daily Routine from 2016/17	Typical Daily Routine from 2017/18
Before Break	Register	Soft Start/Self Register
	Literacy Carousels/Reading	Play outdoors/indoors with Literacy Focus Groups
Breaktime		
After Break	Milk/Story	Milk/Story/Wordboost
	SEAL Carousels	Play outdoors/indoors with SEAL Focus Groups
Lunchtime		
Afternoon	Whole Class Lessons with the	Mixture of whole class input, play, free flow between classrooms depending on the day
Hometime		

A Change in Staffing

The Principal Teacher for the Early Years now has class contact 1.5 days a week in P1. We have used PEF budget to allocate a full time PSA to all P1 classrooms. We have spent some time as a group discussing topics such as observations of children, risky play and outdoor provision.

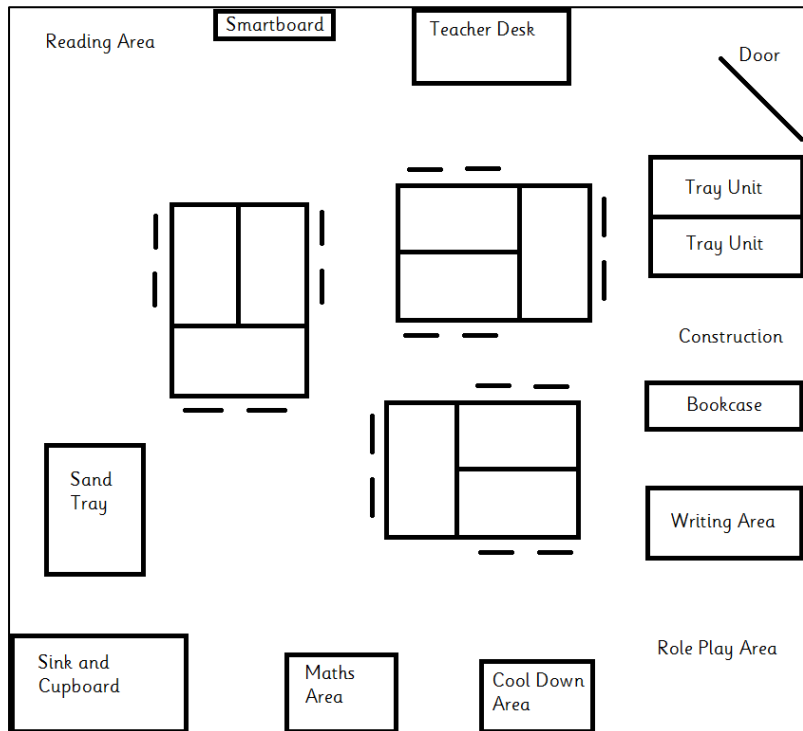
Next steps – to increase skillset in the Early Years by meeting more regularly and potentially employing an EYP who can work closely with the team to lead areas of responsive planning and observation.

A Change of Environment

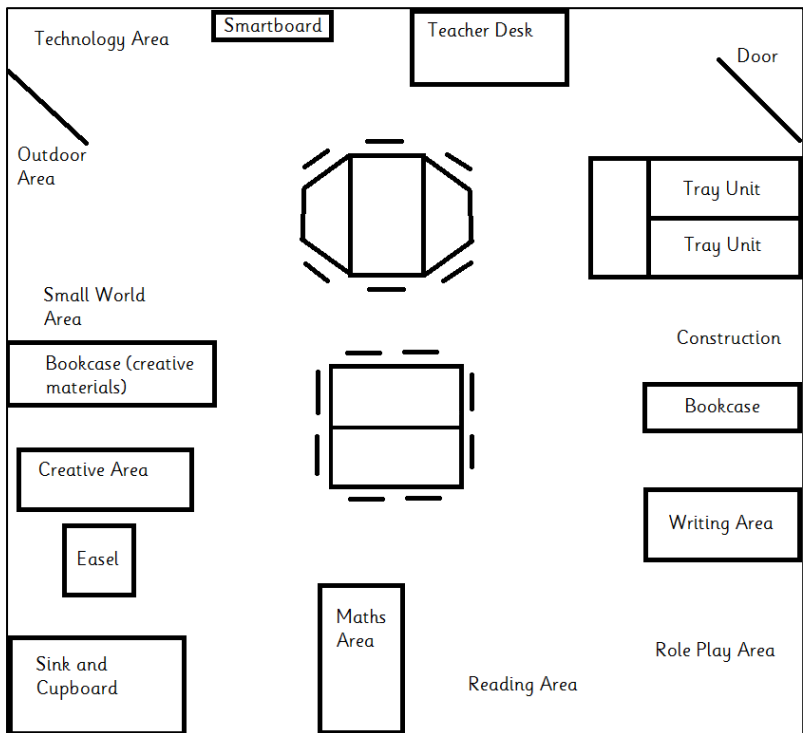
The P1 team made some big changes to the environment of their classrooms this year. All have moved away from a desk/chair for each pupil with limited space for play opportunities, to a more flexible approach to seating. The biggest change has been the utilisation of the courtyard outside the P1 classrooms – which now houses extensive areas for literacy, numeracy, construction, sand, water, mud and loose parts play. We have invested in split flooring of vinyl/carpet areas to promote messy and creative play indoors.

Next steps – to use the Environmental Toolkits to audit quality of provision across the classrooms. To gradually invest in neutral décor and flexible furnishing options.

Old Layout of a Typical P1 Classroom (Room 9)



New Layout of a Typical P1 Classroom (Room 9)
Plus all the experiences offered outdoors – literacy, numeracy, sand, water, mud, construction, risky play, loose parts...



Impact – Parents, Pupils, Staff, Visitors

Throughout the session, PT has led regular parent focus groups to assess the impact of the new approach, as well as informing parents about new developments throughout the course of the year.

Block 1 Literacy attainment showed improvements in all areas when average scores were taken.

A selection of parental comments from these groups:

- “I love the way the P1s are learning!”
- “Really excited about the new approach to P1. My child loves school and I feel this has contributed to that”
- “My child really benefits from the new approach to P1. I was worried how he would have coped before sitting at a desk when all he really wanted to do was play outside. The play based learning suits him perfectly.”
- “My child didn’t know anyone in her class before she started. Within a few days she had made lots of friends and knew nearly everyone. I don’t think that would have happened if they were all sat at a desk all day.”

Children’s Voice

One of our members of staff undertook a piece of research into our play based P1 – as part of this, she asked children their views on P1. Children universally expressed happiness with their time at school. She found that the majority of children stated the best thing about P1 was some form of play experience.

- Being a shopkeeper
- Being outside
- Playing with friends
- Painting/being in the art area
- Building with Lego

“I like playing in P1 – it makes it lots of fun but we still learn stuff” P1 pupil, April 2018

Staff comments

P1 staff were very reflective about strengths and areas for development. These areas for development tie in with the next steps outlined in the body of the case study – staff particularly wanted to develop their skills in planning and observing good quality play experiences.

- I felt there was a much more relaxed start to P1. There was time to settle children that needed it without rushing into 'work'. The children have been more emotionally stable over the year, tears in the morning and not wanting to come to school are rare. I also feel the children are more independent and ready to tackle tasks on their own than in previous years.
- It has had a positive impact on what the children think of school and their attitude towards it.
- Having taught P1 both ways, I can see the benefits to play based approach. Most children have been relaxed coming in each day and the transition from nursery seemed much smoother. Having a soft start has been great for the children who drift in after the bell as they can still come in without the fear of interrupting us and I am able to speak to them and welcome them in each morning.

- I feel like the majority of my class are more independent, confident and seem relaxed and calm most of the time.

Visitors to the setting

- “Myself and a colleague came for a visit to see how you are structuring Primary 1. I wanted to write to you to express how impressed we were by your school. We came away with many ideas for our own school. [The staff] were also fantastic, enthusiastic and gave us great ideas for changing our own school.” P1 teacher from another school in the authority
- “...I wanted to pass on my thanks for the enthusiasm you fuelled in one of my parents who visited you in her professional capacity! I had been raving about your outlook, banging on about a Frobelian approach, and she loved your setting.” Nursery headteacher in the cluster
- “There’s a huge difference in the school... I don’t hear teachers talking about issues with P1s struggling to adjust to school life... I was in the classroom for 50 minutes and I saw children doing writing, drawing, relaxing on a bean bag, playing with the soft toys... there was a buzz, it was great.” WithKids Play Therapist

Summary

Here at Stenhouse, we celebrate the big changes that we have made in our P1 provision to date, but we are also realistic in acknowledging that there is still much work to do! The pace of change in education is unprecedented, and a “one size fits all” approach can’t be relied on. We plan to be reactive to the future pupils in our P1 cohorts, who will join us with different life experiences, personalities, ASN and aspirations. Our new approach to P1 provision allows for this flexibility and creativity and we look forward to continuing the journey of development in our P1 department and throughout the school.

ANNEXE C**Case Study- City of Edinburgh Council Attainment Adviser-Jennifer Ross
Canal View Primary School****Area of Focus:****Literacy. Numeracy. HWB.****Case Study**

Canal View is a school in the Wester Hailes area of the city with a roll of 350 pupils almost all of whom live in SIMD deciles 1 and 2. The Head teacher Ann Moore took over three years ago when the attainment was exceptionally low and there was an ethos across the school of low expectation and aspiration. Over the last three years the school's attainment has been steadily rising as demonstrated by both their standardised test scores and CfE levels in both Maths and reading and at P1, P4 and P7. This year in particular, their mean Maths scores outstripped Edinburgh City mean scores by 8 points at P1, 2.3 points at P4 and by 1.5 points at P7.

Ann Moore and her staff have enthusiastically embraced the opportunities afforded by their inclusion in the Scottish Attainment Challenge by adopting an impressive holistic and rigorous approach which includes a rich range of both universal and targeted interventions to close the gap.

Universal and Targeted Interventions

- The school embarked on a very structured and rigorous approach to the embedding of the "Growth Mindset" philosophy within its vision, policies and practice.
Year 1 challenge monies were used to buy in the services of a professional research organisation (OSIRIS) to deliver high quality Growth Mindset CPD to staff and provide 1 to 1 coaching over a year's period for the 14 staff and PSAs who volunteered to carry out action research projects focussed on an aspect of the Growth Mindset development in their daily work.
A range of projects were aimed at developing a culture of action research and embedding the Growth Mindset philosophy across the whole school community and in all aspects of day to day school life
- development of the role of a Home link teacher taking the philosophies of Growth Mindset into family homes and building parents' understanding of and confidence in the ideas
- concepts such as the, "Learning Pit" and, "Austin's Butterfly" were embedded in daily practice in order to raise children's aspirations and focus them clearly on the processes involved in deep learning.

Individual Practitioner Enquiry Projects

1. Can parents 'use of Growth Mindset language impact on children's learning in the early years
- 2." The fantastic struggle"-exploring negative associations of key learning words

3. How can we use the language of learning to encourage our children to develop a more positive learning ethic?
4. Is there any correlation between Growth Mindset language and attainment in the reporting of Mathematics?
5. How can we support parents at home using a Growth Mindset?
6. Has our teaching and school ethos had an impact on children with Fixed Mindsets?
7. Does developing metacognition help learners to adopt a Growth Mindset?
 - raising the profile of Maths across the school through a range of creative approaches which included high quality interactive visual numeracy displays , increasing the motivation of learners through a weekly “Canal View conundrum”, use of assemblies to explore strategies used in problem solving and to promote Maths generally as relevant and fun!
 - Establishing innovative ways of involving parents and the local community in children’s learning in Maths and reading eg.
 1. Coffee and counting sessions- family learning opportunities where parents came in to school and children taught them using the strategies they had been learning in class-these were very positively evaluated by parents
 2. Links made with local businesses to encourage children to use Maths in the wider community eg working out change in the local newsagent rewarded with a marble to take into school
 - Class projects to allow pupils opportunities to explore and apply their learning in different concepts such as fractions and number structures by creating large scale posters for display around the school
 - Maths Support teacher building capacity and supporting learning and teaching generally across the school by team planning, team teaching and modelling and providing targeted support in and out of class for identified pupils.
 - Maths Support teacher targeted more in depth SEAL assessments for individuals to assist in planning interventions.
 - Structured word boost programmes designed by Speech and Language Therapists to address the vocabulary gap. All staff have received training in the “Wordboost “programme which runs from Nursery to P7 and this embedded in the weekly programme for each class.
 - Prior to the SAC the school had developed strong links with a drama practitioner, who works with teachers and children at all stages in the

school ,developing interdisciplinary learning and modelling the use of drama as a tool across the curriculum to bring learning alive and stimulate and develop children’s imaginations .This is beginning to impact on pedagogy through almost all teachers’ embedding the use of drama and creative approaches in their own planning across all areas of the curriculum. This is in turn developing learners’ confidence, communication and creativity skills and has led to an increase in pupils being able to apply this range of skills in their literacy, numeracy and interdisciplinary learning.

- the final significant feature of their universal approach is to develop a rich range of partnerships with Arts organisations such as Imagine Festival, Catherine Wheels Theatre Company , the Drama Studio and Lickety Spit who have been funded with this year’s challenge monies to deliver their “Porridge and Play” Nursery Project focussed on using drama workers to model play with parents and toddlers.

In order to capitalise on the experiences provided by the theatre companies, the Head teacher has provided ongoing related training for teachers and support staff. This training is aimed at progressively developing staff skills in utilising the rich experiences provided by high quality live theatre for pupil reflection which in turn is beginning to impact positively on attainment in literacy as well as health and well-being. Pedagogy is showing signs of positive impact with some teachers developing innovative responses to the drama including the use of digital technology.

Canal View Primary is a school very clearly focussed on transformational change with the whole team, under the leadership of their Head teacher, Ann Moore, united in the common purpose of closing the equity gap for their pupils.

Progress made in this school so far indicates that it may well provide clear signposts for the profession as a whole and should be closely monitored as their journey develops.

Quotes

Head teacher- Ann Moore

“I have LOVED being part of the Scottish Attainment Challenge. It has given me the freedom and the permission to follow my instincts built up over my career and to do things that I passionately believe in to enhance the lives of my children. It’s giving a platform to demonstrate what I have always believed, that the power of the Arts can change children’s lives when part of an approach that includes rigour in the core curriculum and a clear focus on developing pedagogy. The SAC is helping to build an ethos of aspiration at Canal View which is inclusive of all children but also targeted and focused. We’re using the belief that creativity is the way to enhance human potential. We want children to see that, to lift them up and to see that their potential is limitless.”

Parent

“At home Ben wants to practice everything he does at school. He’s constantly You-tubing things he’s learned and saying, “I’m just going to teach my sister this”. He really struggled with the constructive criticism at first but now he has moved away from the need for praise and he is thinking about the process of things. He is applying his learning more and thinking constantly about the process rather than just seeking positive feedback.”

Teacher

“Children have really embraced Growth Mindset and now know that if they’re getting everything right then perhaps it is too easy. They now celebrate their mistakes and say, it’s just my first attempt”. They are really brilliant at working things out together. They are developing the passion I want them to have for Maths.”

P6 Pupil

“Ages ago I used to fake being sick and I didn’t want to come to school but now, I get up at 6.30 am because of all the drama. My improvement has gone up because I’m sticking in and all the teachers are helping me. All the teachers are talking now about Growth Mindset.

P4 Pupil

“I don’t know what used to make me want to come to school. But now, when I go to sleep I can’t wait for the next day. When I wake up I’m desperate to go to school.

P5 Pupil

“I think this school is passionate about our values like love”

Canal View – end of year report 2016/17 (EXTRACT)

Details of Interventions

Please provide a description of each of your interventions (max 200 words per intervention)

Home link Teacher:

There has been an ability to support our more vulnerable children in class

There has also been a mentoring programme set up for staff to engage in managing classroom behaviour 9 class teachers have volunteered to take part in this intervention. The Teacher is an accredited Behaviour support trainer and is mentoring 9 voluntary class teachers undertaking an internationally renowned programme.

Attendance group – targeted children were identified by staff, those children whose attainment was low and there were issues around lateness and or attendance. This involves meeting the children every day and a celebration on a Friday.

Enhancing relationship with families who find it challenging to engage with school. This includes home visits supporting parents or carers to attend events in school as well as one to one meetings with children and their parents.

The teacher is also supporting children who are not achieving their anticipated levels by running small group, nurturing experiences focusing on the interests of the child linked to the curriculum.

Practioner Enquiry:

14 members of staff participated in a research programme which targeted children as well as delivering a whole school approach to Growth Mindset.

Teachers and support staff worked together to identify an area of research they identified as having an impact on attainment and closing the gap.

The projects were:

- Can parents use of Growth Mindset language impact on their children's learning in the Early Years?
- The Fantastic Struggle: Exploring Negative Associations of Key Learning Word
- How can we use 'the language of learning' to encourage our pupils to develop a more positive 'learning eth
- Is there any correlation between growth mindset language and attainment in the reporting of Mathematics?
- Does developing metacognition help learners to adopt a growth mindset?

- How Can We Support Parents with Reading at Home using a growth mindset
- Has our teaching and school ethos had an impact on children with fixed mindsets?

Likety Leap/Porridge and Play

A residency was commissioned by Canal View as a pilot to explore the impact of theatre and drama-led play approaches in nursery and P1 as a way to bridge the attainment gap.

The **6-week residency** working primarily with nursery and Primary 1 children, their families and staff.

Continuing Professional Development for teaching staff (CPD)

40 Nursery places for children to participate in two, weekly LicketyLeap sessions in groups of ten – intensive immersive theatre experience performed with Licketyspit actor-pedagogues. Communication/language skills/emotional literacy/problem solving.

49 Primary 1 participants (two classes).

Each class (25) received two hour-long Porridge & Play introduction sessions (Play only) with teachers.

Each class plus parents/carers/siblings received three weekly sessions of full-scale Porridge & Play including 'breakfast' - porridge or 'lunch' soup.

Tapestry Navigators

Provided opportunities for all teachers to reflect on current practice in school on effective strategies for closing the gap. The strategies explored are: Family engagement, feedback; metacognition; collaborative learning and peer tutoring. Each teacher focusing in on 4 or 5 targeted children.

Sumdog

Training for all staff on developing the programme as a method of improving numeracy. Sumdog uses educational games to motivate learners in Common Core maths, reading and writing. When students master skills, Sumdog rewards them: their virtual pets learn tricks. Each correct answer earns a virtual coin, which can be spent in Sumdog's on-screen store. The programme provides appropriate challenge for learners. It is also used as an assessment tool by staff. Teachers set skills and levels which are differentiated across the class.

What impact did you see as a result of this? (max 200 words per intervention)

Home Link Teacher

It has been positively impacting by reducing time spent in dealing with behaviour issues and a full evaluation is to be undertaken at the end of each session.

There has been an increase in parental engagement as a result. There were 2 groups running alongside a family learning worker. 12 families attended at least one of the sessions most attended all or most.

These were targeted parents who had not been involved in school groups prior to this intervention.

Children who had huge issues with late coming have improved as has attendance in most of the targeted group.

Practitioner Enquiry:

Staff involved in driving school improvement. Aspirations have been raised through a consistent approach to delivering Growth Mindset across the curriculum. Teachers have become more confident in supporting targeted children to close the attainment gap through working with identified children and their parents or carers. There has been an increase in children using Growth Mindset to describe the process of their learning.

Parents involved in the nursery intervention report that they are using Growth Mindset language at home and are happy that they understand how their children will approach their learning when they come into Primary 1.

Likety Leap/Porridge and Play

Excellent parent/carer engagement as detailed below.

LicketyLeap (Nursery only) 2 half-day sessions a week apart	Children	Parent /carer engagement
Full two-session participation	32 (73%)	94%
Total participating children (one session)	45	n/a

Porridge & Play	Children	Parent /carer participation	siblings	
Nursery	61	75%		
Primary One	49	71%		
				78 families
TOTALS	110	85%	15	133 adults

Total participants – children and adults 258

Porridge & Play allowed some children to relate positively to school for the first time. Children loved having their families in. Some children were more vocal than usual and clearly came out of their shells during the sessions.

Parents views were positive about the experience:

“Bonding time with my sons”

“It gets everyone involved and is good fun”

“My daughter is becoming less frustrated showing her emotions”

“I'm normally shy, I took part & enjoyed it”

“Yes, gives me different tools to interact with children”

Tapestry Navigators

The strategy that has been focused on initially was parental engagement; we have seen a high level of parental engagement during after-school clubs aimed at increasing parent/ carer's ability to support their children's learning at home. Engagement has been across the school. Parental engagement has been supported through the use of Social Media, our school twitter account is a good tool to share the learning going on in school.

Sumdog

Increased levels of motivation and enthusiasm among students, encouraging home learning as well as opportunities in school.

Supported children who were EAL learners as well as those who were less confident. Learners participated more in home learning activities.

How did you measure this impact and what did your data tell you? (max 200 words)

Home Link Teacher

- Evaluation sheet for teachers of targeted children.
- Participation rates for disengaged parents improved.
- Improved attendance figures for targeted children.
- Reduction in lateness for targeted groups.

Practioner Enquiry

Parent feedback was collected at the end of the nursery project which showed that parents felt more confident about the use of Growth Mindset language at home and enjoyed being aware of how to support their children's education.

Standardised Reading Tests were delivered to learners taking part in the Growth Mindset and Reading enquiry which showed a significant improvement in their reading age (see table below).

Child ID [IDs removed]	CA June 16	Reading Age June 16	CA Dec 16	Reading Age Dec 16	RA Diff (months)
	6:04	5:10	6:10	6:03	+5
	7:02	6:03	7:09	6:06	+3
	6:09	5:06	7:03	6:09	+15
	7:00	6:00	7:07	6:09	+9
	6:06	5:09	7:00	6:06	+9
	7:00	6:00	7:07	6:09	+9
	6:10	5:06	7:04	6:00	+6
	6:08	6:00	7:02	6:03	+3
	7:02	5:09	7:08	6:06	+9
	6:04	5:00	6:10	6:00	+12
	7:01	6:00	7:07	6:09	+9
	6:03	5:06	6:09	6:06	+12

Attainment data collected for the children involved in other interventions and this will be evaluated against the end of year standardised test scores.

Throughout the practitioner enquiry there was a clear theme that consistent, positive use of Growth Mindset approaches resulted in significant improvements in children's conceptions of themselves as learners.

Teachers report that this has had a positive impact upon children's willingness to persevere at a task and employ a wider range of strategies when finding a task challenging. An attitudinal survey has shown significant progress amongst the targeted group.

LiketyLeap/Porridge and Play

Information was gathered about attendance figures for each session. Questionnaires were delivered to staff and parents/ carers to collect opinions about the intervention.

The data showed that the intervention was very successful at engaging parents and developing positive relationships with school. As a result of the feedback we are scheduling the intervention to be delivered earlier on in the next school year to enable us to fully capitalise upon the increased parental engagement.

Tapestry Navigators

Parents involved carried out an evaluation; all participants reported that the afterschool clubs helped them to support their child's learning. They felt that it was a positive way of spending quality time with one another.

Teachers within the group were enthusiastic and valued the opportunity to reflect on their practice and develop new, effective pedagogy to close the gap.

Sumdog

The P6 class won a regional competition in Sumdog. They then came second in a British wide competition.

In the targeted P6 class every child had progressed through the set levels.

Tynecastle High School PEF Seminar Proposal

Pupil Equity Funding Events, February/March 2018

Name	
Email address	
Telephone number	
School	Tynecastle High School
Local authority	City of Edinburgh
Seminar Title	Whoever and Wherever you are
Sub-title	Leadership at all Levels

<p>200 word descriptor (please include the theme, ie Leadership, Learning and Teaching and/or Families and Communities</p>	<p>PEF decisions have followed consultations with staff, students and parents. Leadership at all levels is what ensures that our whole school community has a voice in school improvement. With the first Pupil Support Officer (Family Engagement) post in the city; as the only school in Scotland to achieve Apple Distinguished status; and as the first school in Scotland to be embarking on Participatory Budgeting, led by students for 10% of our allocation, we are very excited about the improvements we are driving.</p> <p>We have used PEF to support our ongoing poverty-proofing work and focus on equity for all. Our Pupil Support Officer has led initiatives which include, our free Breakfast Club, our Family Support finance service, 1:1 work with young people, family engagement, travel cost assistance, improved community links, our "formal wear" donation campaign to provide dresses, kilts and corsages for Christmas dances and Prom, and the school's provision of free feminine hygiene products.</p> <p>Our focus on Literacy and Numeracy outcomes is seen in our introduction of Sumdog, free calculators for targeted groups, free pencils and targeted resourcing of our school library.</p> <p>The continued development of iPad for S3, together with our new tracking and monitoring system have ensured that all young people have equitable access to innovative learning and teaching wherever and whenever they are. Added to this our developing systems have allowed us to ensure all young people are known and tracked, leading to improved outcomes.</p>
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