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To: Councillor Wheeler, Convener; Councillor Malik, Vice Convener; Councillors Alphonse, Cooke, Donnelly, Lesley Dunbar, Greig, Hutchison, Imrie, Macdonald, Nicoll and Stewart; and Mrs Stephanie Brock (Third Religious Representative), Mrs Louise Bruce (Parent Representative - Primary Schools), Reverend Shuna Dicks (Church of Scotland Religious Representative), Mr John Murray (Roman Catholic Religious Representative), Mr Mike Paul (Teacher Representative - Secondary Schools), Mr Anthony Rafferty (Parent Representative - Secondary Schools) and Miss Pamela Scott (Teacher Representative - Primary Schools).

Town House,
ABERDEEN, 9 September 2019

EDUCATION OPERATIONAL DELIVERY COMMITTEE

The Members of the **EDUCATION OPERATIONAL DELIVERY COMMITTEE** are requested to meet in **Committee Room 2 - Town House** on **TUESDAY, 17 SEPTEMBER 2019 at 10.00am.**

FRASER BELL
CHIEF OFFICER - GOVERNANCE

B U S I N E S S

NOTIFICATION OF URGENT BUSINESS

1.1 There are no items of urgent business

DETERMINATION OF EXEMPT BUSINESS

2.1 There are no items of exempt business

DECLARATIONS OF INTEREST

3.1 Declarations of Interest (Pages 3 - 4)

DEPUTATIONS

- 4.1 There are no requests for deputation at this time

MINUTES OF PREVIOUS MEETINGS

- 5.1 Minute of Previous Meeting (Pages 5 - 10)

NOTICES OF MOTION

- 6.1 There are no Notices of Motion at this time

COMMITTEE PLANNER

- 7.1 Committee Business Planner (Pages 11 - 14)

REFERRALS FROM COUNCIL, COMMITTEES AND SUB COMMITTEES

- 8.1 There are no referrals at this time

FINANCE, PERFORMANCE, RISK AND SERVICE WIDE ISSUES

- 9.1 Aberdeen City Council National Improvement Framework Plan - OPE/19/336 (Pages 15 - 74)

GENERAL BUSINESS

- 10.1 Pupil Equity Fund Update - OPE/19/312 (Pages 75 - 172)

- 10.2 Statutory Consultation Reports: Proposed New School at Countesswells and Proposed Relocation of Milltimber School and St Peter's RC School - RES/19/339 (Pages 173 - 216)

EHRIs related to reports on this agenda can be viewed at
[Equality and Human Rights Impact Assessments](#)

Should you require any further information about this agenda, please contact Stephanie Dunsmuir, tel 01224 522503 or email sdunsmuir@aberdeencity.gov.uk

DECLARATIONS OF INTEREST

You must consider at the earliest stage possible whether you have an interest to declare in relation to any matter which is to be considered. You should consider whether reports for meetings raise any issue of declaration of interest. Your declaration of interest must be made under the standing item on the agenda, however if you do identify the need for a declaration of interest only when a particular matter is being discussed then you must declare the interest as soon as you realise it is necessary. The following wording may be helpful for you in making your declaration.

I declare an interest in item (x) for the following reasons

For example, I know the applicant / I am a member of the Board of X / I am employed by...

and I will therefore withdraw from the meeting room during any discussion and voting on that item.

OR

I have considered whether I require to declare an interest in item (x) for the following reasons however, having applied the objective test, I consider that my interest is so remote / insignificant that it does not require me to remove myself from consideration of the item.

OR

I declare an interest in item (x) for the following reasons however I consider that a specific exclusion applies as my interest is as a member of xxxx, which is

- (a) a devolved public body as defined in Schedule 3 to the Act;
- (b) a public body established by enactment or in pursuance of statutory powers or by the authority of statute or a statutory scheme;
- (c) a body with whom there is in force an agreement which has been made in pursuance of Section 19 of the Enterprise and New Towns (Scotland) Act 1990 by Scottish Enterprise or Highlands and Islands Enterprise for the discharge by that body of any of the functions of Scottish Enterprise or, as the case may be, Highlands and Islands Enterprise; or
- (d) a body being a company:-
 - i. established wholly or mainly for the purpose of providing services to the Councillor's local authority; and
 - ii. which has entered into a contractual arrangement with that local authority for the supply of goods and/or services to that local authority.

OR

I declare an interest in item (x) for the following reasons.....and although the body is covered by a specific exclusion, the matter before the Committee is one that is quasi-judicial / regulatory in nature where the body I am a member of:

- is applying for a licence, a consent or an approval
- is making an objection or representation
- has a material interest concerning a licence consent or approval
- is the subject of a statutory order of a regulatory nature made or proposed to be made by the local authority.... and I will therefore withdraw from the meeting room during any discussion and voting on that item.

EDUCATION OPERATIONAL DELIVERY COMMITTEE

ABERDEEN, 16 May 2019. Minute of Meeting of the EDUCATION OPERATIONAL DELIVERY COMMITTEE. Present:- Councillor Wheeler, Convener; Councillor Malik, Vice-Convener; Councillor Jennifer Stewart, the Depute Provost; and Councillors Alphonse, Cooke, Donnelly, Greig, Houghton (as substitute for Councillor Lesley Dunbar), Hutchison, Macdonald, Avril MacKenzie (as substitute for Councillor Imrie), Catriona Mackenzie and Nicoll. External Members:- Mrs Stephanie Brock (Third Religious Representative), Mrs Louise Bruce (Parent Representative - Primary Schools), Mr John Murray (Roman Catholic Religious Representative), Mr Colm O'Riordan (Parent Representative (Secondary Schools)) and Miss Pamela Scott (Teacher Representative - Primary Schools).

The agenda and reports associated with this minute can be found [here](#)

Please note that if any changes are made to this minute at the point of approval, these will outlined in the subsequent minute and this document will not be retrospectively altered.

DECLARATIONS OF INTEREST

1. There were no declarations of interest.

MINUTE OF PREVIOUS MEETING

2. The Committee had before it the minute of its previous meeting of 14 March 2019 for approval.

The Committee resolved:-

to approve the minute as a correct record.

COMMITTEE BUSINESS PLANNER

3. The Committee had before it the committee business planner as prepared by the Chief Officer – Governance.

The Committee resolved:-

to note the planner.

ANNUAL COMMITTEE EFFECTIVENESS REPORT - GOV/19/237

4. The Committee had before it a report by the Chief Operating Officer which presented the annual committee effectiveness report of the Education Operational Delivery Committee for 2018/19.

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The report recommended:-

that Committee note the report.

The Committee resolved:-

- (i) in response to the query in respect of section 6.7 of the annual report (Reports and Committee Decisions) and the recording of decisions taken by the Education Operational Delivery Committee which were then referred to other Committees, to note that this was the initial annual report for Committee and therefore any feedback in respect of the format and content would be considered when presenting the reports in future years; and
- (ii) to otherwise note the annual report.

EDUCATION IMPROVEMENT JOURNEY - OPE/19/251

5. With reference to article 9 of the minute of its meeting of 6 November 2018, the Committee had before it a report which presented an update on education service progress against agreed key performance indicators, and also sought to address the request at the previous meeting that more detailed analysis of the data be provided for future reports.

The report highlighted a number of key areas of work, namely leadership of change; improving attainment; health and wellbeing; closing the gap; and employability and positive and sustained destinations. Further to Member feedback at the previous meeting, the appendix to the report contained a more visual representation of the data, which was designed to highlight where change, whether positive or negative, could be classed as statistically significant.

The report recommended:-

that Committee –

- (a) note the progress made in delivering on the improvements outlined in the Aberdeen City National Improvement Framework Plan 2018/2019;
- (b) note the analysis of attainment data contained within Appendix A; and
- (c) instruct the Chief Operating Officer to continue to track progress in order to fully evaluate the impact of the National Improvement Framework Plan to the Committee in September 2019.

The Committee resolved:-

- (i) to thank officers for the work put into the report;
- (ii) in respect of 3.2.13 in the report (recruitment challenges), to note that it was hoped that the situation would have improved by August 2019, and to note that officers would circulate a service update to Members after August to provide an update on the situation;

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- (iii) in respect of 3.4.7 in the report (period poverty) to note that there was to be an evaluation of the project and that officers would circulate a service update to Members thereafter; and
- (iv) to approve the recommendations contained in the report.

SCHOOL HOLIDAY PATTERN - OPE/19/254

6. The Committee had before it a report by the Chief Operating Officer which provided feedback from the recent consultation in respect of possible changes to the school holiday pattern and sought a decision on the preferred option for school sessions 2020/2021 to 2024/2025.

The report proposed that Option 4 in Appendix A to the report be approved, namely the retention of the general pattern of holidays of previous years with the exception of bringing the summer holidays forward by one week.

The report recommended:-

that Committee note and consider the summary of feedback on the consultation on the school holiday pattern and approve the preferred option (Option 4 in Appendix A) for school sessions 2020/2021 to 2024/2025.

The Committee resolved:-

to agree that the existing holiday pattern continue for the session 2020/2021 and that a further consultation exercise be undertaken to determine if the summer holiday should be brought forward by a week, reporting back to the Education Operational Delivery Committee in November 2019.

LOCHSIDE ACADEMY - TRANSPORT AND SAFE ROUTES TO SCHOOL - ANNUAL UPDATE 2019 - PLA/19/235

7. With reference to article 5 of the minute of its meeting of 17 January 2019, the Committee had before it a report by the Chief Operating Officer which provided an update on the performance of the transport services and arrangements for pupils accessing Lochside Academy, and the success of provisions in relation to the safe walking routes to Lochside Academy.

The report recommended:-

that the Committee note the outcome of the 2019 annual review for transport and safe routes to school for Lochside Academy.

The Committee resolved:-

- (i) to approve the recommendation contained in the report;

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- (ii) to note that significant numbers of children attending Lochside Academy continue to cross Wellington Road outwith the safe crossing points by climbing over the vehicle guard rail separating the north and southbound carriageways between the Souterhead Roundabout and the junction with Charleston Road North; and
- (iii) to refer the matter at (ii) to the Operational Delivery Committee, with the recommendation they give effect to implementing protective measures to prevent pedestrians crossing Wellington Road between these junctions by instructing the Chief Officer Operations and Protective Services to design and install protective measures to prevent pedestrians crossing Wellington Road between these junctions, to be paid for by reprioritising funds from the Cycling, Walking and Safer Streets Budget.

FREE SCHOOL MEALS - OPE/19/250

8. With reference to article 5 of the minute of its meeting of 19 April 2018, the Committee had before it a report by the Chief Operating Officer in response to the instruction at that Committee for a report prior to the close of each school year which detailed the numbers registered for and taking free school meals by school; assessed the progress made by implementing the new workstreams; and detailed any required adjustments for the following school year.

The report recommended:-

that Committee –

- (a) note the increase in the number of children and young people registered for free school meals;
- (b) instruct the Chief Operating Officer to monitor the impact of the future work of each workstream outlined in the report;
- (c) note the evaluation of the programme to deliver free school meals during school holidays;
- (d) note the evaluation of the Food and Fun Programme for 2018/2019; and
- (e) instruct the Chief Officer – Early Intervention and Community Empowerment to continue with the Food and Fun concept, but examine alternative models of delivery which are less staff resource intensive.

The Committee resolved:-

- (i) to thank officers for the work undertaken;
- (ii) to note the increase in the number of children and young people registered for free school meals;
- (iii) to note that the Scottish Government had qualifying criteria for free school meals which could be varied by Councils using the Education (Scotland) Act 2016;
- (iv) to note the workstreams being progressed by officers to increase the uptake of free school meals across both the Primary and Secondary school estate; and further note the potential for Universal Credit or other benefits to have an adverse impact on eligibility criteria for free school meals, and instruct the Chief Operating Officer

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- to investigate whether the Council should develop a free school meals policy to address anomalies in legislation as part of the wider Universal Credit impact report due to come to the Operational Delivery Committee and also now the Education Operational Delivery Committee in November 2019, and to report back to the Education Operational Delivery Committee with details of any proposed policy and detail of the indicative costs involved;
- (v) to note that following the transition between Primary School and Secondary School the numbers of children and young people in receipt of free school meals declines, and to instruct the Chief Operating Officer to devise and implement a system to ensure that children and young people transitioning from Primary School to Secondary School continue to benefit from the entitlement to free school meals where the entitlement exists and Aberdeen City Council is unaware of any change in family financial circumstances and to report back to Committee with the outcome;
 - (vi) to note the evaluation of the programme to deliver free school meals during school holidays;
 - (vii) to note the evaluation of the Food and Fun Programme for 2018/19; and
 - (viii) to instruct the Chief Officer – Early Intervention and Community Empowerment to continue with the Food and Fun programme examining possible alternative models of delivery which are less staff resource intensive and which may allow for expansion of the programme with the help of partner agencies.
- **COUNCILLOR JOHN WHEELER, Convener**

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EDUCATION OPERATIONAL DELIVERY COMMITTEE BUSINESS PLANNER								
The Business Planner details the reports which have been instructed by the Committee as well as reports which the Functions expect to be submitting for the calendar year.								
Report Title	Minute Reference/Committee Decision or Purpose of Report	Update	Chief Officer	Directorate	Terms of Reference	Delayed or Recommended for removal or transfer, enter either D, R, or T	Explanation if delayed, removed or transferred	
		17 September 2019						
School Estate Strategy - Review	Council 6/3/18 - to instruct the Chief Officer – Corporate Landlord to bring a review of the School Estate report within the next 9 months to the Education Operational Delivery Committee, thereafter to forward the report to the Capital Programme Committee.		Andrew Jones	Corporate Landlord	Resources	Purpose 1; Remit 3.1, 5 and 6	D The Scottish Government is planning to publish its new Learning Estate Strategy in September 2019. Officers feel it prudent to delay finalising the School Estate Strategy for Aberdeen City, until after the national document has been published. This will help ensure that the approach and outcomes of the local strategy are appropriately aligned to the national strategy. It is anticipated that the finalised School Estate Strategy will be presented to the Committee for approval at its November meeting, subject to the national Learning Estates Strategy being published as currently indicated.	
Review of the Use of Pupil Equity Funding	EOD Committee 06/11/18 - The Committee resolved to request that the item remain on the business planner and to note that officers would bring a report to Committee in September 2019 with a review of the full year spend.		Caroline Johnstone	Integrated Children's and Family Services	Operations	Purpose 1		
Statutory Consultation Reports: Proposed New School at Countesswells and Proposed Relocation of Milltimber School and St Peter's RC School	To report the outcomes of statutory consultations on (a) the proposed relocation of Milltimber School, (b) the establishment of a new primary school Countesswells and (c) to relocate St Peter's RC School to the current Riverbank School building (which relocation will take place once the new Riverbank replacement primary school becomes operational - EODC 06/11/18 decision) and to seek committee approval to proceed with these proposals		Andrew Jones	Corporate Landlord	Resources	Purpose 1 Remit 2, 5, 6		
ACC National Improvement Framework Plan	EOD Committee 06/09/18 - The Committee resolved to instruct the Chief Operating Officer to provide an overview of progress towards realising the outcomes detailed in the ACC National Improvement Framework Plan through a service update in January 2019 and formally report on progress in September 2019.		Gael Ross	Integrated Children's and Family Services	Operations	Purpose 1		

	A	B	C	D	E	F	G	H	I
	Report Title	Minute Reference/Committee Decision or Purpose of Report	Update		Chief Officer	Directorate	Terms of Reference	Delayed or Recommended for removal or transfer, enter either D, R, or T	Explanation if delayed, removed or transferred
2									
8			12 November 2019						
9	Cluster Risk Register - Integrated Children's & Family Services	To report on the cluster risk register		Graeme Simpson	Integrated Children's and Family Services	Operations	GD 7.4		
10	Early Learning and Childcare Admissions Policy 2020-21	To update the policy as it is the first year for applications for the increased Early Learning and Childcare entitlement – due to be implemented in August 2020.		Louise Beaton	Integrated Children's and Family Services	Operations	GD 7.1		
11	School Holiday Pattern	EOD Committee 16/05/19 - to agree that the existing holiday pattern continue for the session 2020/2021 and a further consultation exercise be undertaken to determine if the summer holiday should be brought forward by a week, reporting to Committee in November 2019.		Eleanor Sheppard	Integrated Children's and Family Services	Operations	Remit 5		
12	Free School Meals	EOD Committee 16/05/19 - (i) to instruct the Chief Operating Officer to investigate whether the Council should develop a free school meals policy to address anomalies in legislation as part of the wider Universal Credit impact report due to be presented to Operational Delivery Committee and now EODC in November 2019 and to report back to Committee with details of any proposed policy and indicative costs involved; and (ii) to instruct the Chief Operating Officer to devise and implement a system to ensure that children and young people transitioning from Primary School to Secondary School continue to benefit from the entitlement to free school meals where the entitlement exists and ACC is unaware of any change in family financial circumstances and to report back to Committee with the outcome.		Derek McGowan / Mark Reilly	Early Intervention and Community Empowerment / Operations and Protective Services	Operations	Purpose 1		
13	Out of Authority Placements	EOD Committee 17/01/19 - To request that officers submit separate committee reports to a future meeting of the Committee in respect of (a) the Inclusion Review and the presumption of inclusion in mainstream schools; and (b) Out of Authority Placements		Graeme Simpson	Integrated Children's and Family Services	Operations	Purpose 1		
14	Towards an Inclusive School System	EOD Committee 17/01/19 - To request that officers submit separate committee reports to a future meeting of the Committee in respect of (a) the Inclusion Review and the presumption of inclusion in mainstream schools; and (b) Out of Authority Placements. The report will review how effectively schools are able to meet the needs of those in need of additional support in order to plan next steps.		Eleanor Sheppard	Integrated Children's and Family Services	Operations	Purpose 1		

	A	B	C	D	E	F	G	H	I
	Report Title	Minute Reference/Committee Decision or Purpose of Report	Update		Chief Officer	Directorate	Terms of Reference	Delayed or Recommended for removal or transfer, enter either D, R, or T	Explanation if delayed, removed or transferred
2									
15	Educational Improvement Journey - Key Performance Indicator Tracking Report	EOD Committee 19/04/18 - to instruct the Chief Operating Officer to track progress against the proposed KPIs in order to report progress to the Education Operational Delivery Committee. Reporting will comprise (a) a yearly progress report based on validated data and (b) a six monthly update to provide an indication of progress to that point. EOD Committee 06/11/18 - to request that officers include information on the pieces of work being undertaken in respect of the differences in some of the data in the next regular update for the Education Improvement Journey to ensure that detailed analysis was presented with the data.		Reyna Stewart	Business Intelligence and Performance Management	Commissioning	3.1, 3.2 and 6		
16	January 2020 onwards								
17	Lochside Academy - Transport & Safe Routes to Schools Annual Update	E&CS Committee - 16/11/17 - The Committee resolved to instruct the Interim Head of Planning & Sustainable Dev & the Head of Public Infrastructure & Environment to undertake annual updates reviewing the success of provision of free bus travel & the safe routes to school, with the first review to be undertaken in March 2019 (and thereafter annually & reported to Committee at the earliest possible opportunity prior to the end of the fourth school term each year).	28/05/2020	Chris Cormack	Place	Place	Purpose 1		
18	Annual Committee Effectiveness Report	To present the annual effectiveness report for the Committee.	28/05/2020	Rob Polkinghorne	Operations	Operations	GD 7.5		
19	Free School Meals	EOD Committee 19/04/18 - The Committee resolved to instruct the Chief Officer Integrated Children's Services to bring a report to Committee prior to the close of each school year (a) detailing the numbers registered for and taking free school meals by school and (b) assessing the progress made by implementing the new work streams and detailing any required adjustments for the following school year.	28/05/2020	TBC	Operations & Protective Services	Operations	Purpose 1		
20	United Nations Convention on Rights of the Child	Every three years as per the Children and Young People (Scotland) Act 2014 - Part 1 (section 2) of the Children and Young People (Scotland) Act 2014 (the "Act") places a duty on a range of public bodies (including all local authorities and health boards) to report, as soon as practicable after the end of each three-year period, on the steps they have taken to secure better or further effect within their areas of responsibility of the United Nations Convention on the Rights of the Child (UNCRC) requirements.	28/05/2020	TBC	Integrated Children's and Family Services	Operations	Purpose 1	9	

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ABERDEEN CITY COUNCIL

COMMITTEE	Education Operational Delivery Committee
DATE	17 th September 2019
EXEMPT	No
CONFIDENTIAL	No
REPORT TITLE	Aberdeen National Improvement Framework Plan
REPORT NUMBER	OPE/19/316
DIRECTOR	Rob Polkinghorne
CHIEF OFFICER	Graeme Simpson
REPORT AUTHOR	Gael Ross
TERMS OF REFERENCE	1

1. PURPOSE OF REPORT

- 1.1 The purpose of this report is to provide Elected Members with an evaluative summary of progress towards realising the outcomes set out in the Council's National Improvement Framework (NIF) Plan of 2018/2019, and to seek approval to implement the refreshed NIF plan for 2019/2020 following submission of both documents to The Scottish Government.

2. RECOMMENDATIONS

That Committee:-

- 2.1 approve (a) the Evaluation Report highlighting the impact of Aberdeen City work on the Council's National Improvement Framework Plan 2018/2019 in Appendix A and (b) the proposed Council National Improvement Framework Plan for 2019/20 in Appendix B;
- 2.2 instruct the Chief Operating Officer to submit the Evaluation Report and the Council National Improvement Framework Plan for 2019/2020 to The Scottish Government as soon as reasonably practicable;

- 2.3 instruct the Chief Operating Officer to implement the proposed Council National Improvement Framework Plan for 2019/2020 immediately; and
- 2.4 instruct the Chief Operating Officer to provide an overview of progress towards realising the outcomes detailed in the Council's National Improvement Framework Plan through a service update in January 2020 and formally report on progress to the Education Operational Delivery Committee in September 2020.

3. BACKGROUND

3.1 The National Improvement Framework

The NIF for Scottish Education was launched by the First Minister in January 2016. Scottish Ministers have a statutory duty to review the NIF and publish a plan on an annual basis.

3.1.1 The NIF identifies 4 key priorities for action:

- Improvement in attainment, particularly in literacy and numeracy.
- Closing the attainment gap between the most and least disadvantaged children and young people.
- Improvement in children and young people's health and wellbeing.
- Improvement in employability skills and sustained, positive school leaver destinations for all young people.

3.1.2 The NIF is underpinned by a series of planning and reporting duties designed to support transparency, accountability and inform service delivery.

3.1.3 The Aberdeen City NIF Plan of 2018/19 introduced a fifth local priority, the leadership of change. This local priority reflects the national direction of travel.

3.2 NATIONAL DIRECTION OF TRAVEL

3.2.1 The National Improvement Framework Plans sits within much wider national educational reform. A Joint Agreement was reached between the Scottish Government and COSLA on how best to realise school empowerment, collaboration, parental involvement and engagement and pupil participation.

3.2.2 The Joint Agreement led to confirmation that the Scottish Government will not introduce an Education Bill as a means of driving school empowerment at this time. Instead the Scottish Government will continue to work in partnership with local government, teacher representatives and the wider education sector to collectively ensure that schools are supported to take the key decisions relevant to them.

3.2.3 National Devolved School Management Guidelines have been developed in partnership with local government. These Guidelines reflect the expectations and opportunities of an empowered school system. Elected Members should note the Service Update issued in August 2019 provided to outline national expectations.

- 3.2.4 Education Scotland has restructured to enable the organisation to expand the support they provide for headteachers with a focus on school empowerment and improvement. The support arm of Education Scotland is now fully aligned to the Regional Improvement Collaborative.
- 3.2.5 The Headteachers' Charter places a central expectation on headteachers – and through that to the wider empowered system – to support and encourage children and young people to participate in decisions about their own learning and the life of the learning community.
- 3.2.6 In summary all elements of the wider education system are evolving to support an empowered education system. It is important that Officers and school based colleagues continue to collaborate to determine effective means of working together to realise an empowered local system with improvement at its heart.

3.3 Evaluation of The Council's National Improvement Framework Plan 2018/2019

A very high-level evaluative summary of improvements over the last year and next steps are recorded below. A detailed evaluation is contained in Appendix A.

- 3.3.1 Data analysis shows an increase in attainment over time for cohorts of children. 2018/2019 CfE levels are still in draft and yet to be finalised and validated but there are indications of improvement in most areas although a lack of consistency across the system which will need to be addressed through our planned approach to Quality Improvement. Despite gains across the Broad General Education there is a need to continue to sharpen pedagogy and moderation practices in order to improve outcomes for children and young people.
- 3.3.2 Early analysis of SQA data suggests that a broader range of curricular pathways are being accessed by young people across the Senior Phase. The extent of this will only be fully understood when full Insight data is released later in the year. Work continues to progress at pace to further develop the course offering for session 20/21.
- 3.3.3 Recent Inspection reports have identified a significant need to continue to address the Leadership of Change agenda and an increased focus on Learning, Teaching & Assessment. This work will be on-going over session 2019/20 through planned improvement events.
- 3.3.4 Despite the establishment of the Aspire provision for those with mental health needs it has become increasingly apparent that a function wide approach is required. Colleagues across Integrated Children and Family Services are currently planning how best to align service delivery to maximise the impact of specialist interventions.
- 3.3.5 The NIF of session 18/19 provided the structure necessary to support collaborative improvement across the service and progress has been

considerable. The evaluation of the 2018/2019 NIF has been used to inform the proposed plan for next session.

3.4 Developing the Council's National Improvement Framework Plan 2019/2020

3.4.1 The Council's NIF Plan 2019/2020 has been developed in consultation with Head Teachers and is based on common themes and priorities across School Improvement Plans and aligned to the Local Outcome Improvement Plan.

3.4.2 The Scottish Government wants to improve and increase the ways in which parents, carers and families can work with teachers and partners to support improvement, Officers share the national aspiration and need to think differently about how we engage with the full range of stakeholders.

3.4.3 Article 12 of the UNCRC (UN Convention on the Rights of the Child) states that Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. Support Officers have been working closely with Education Scotland to build a Young Leaders of Learning Programme which is sustainable and has been well received by 16 schools within the Council. Following the success of this schools have been identified to receive support in this area which will align with ACC Quality Improvement activities within the new session. The Council and partners continue to work towards UNICEF Child Friendly City Status.

3.4.4 The Council's Draft National Improvement Framework Plan has been developed as the refreshed Regional Improvement Collaborative Plan has been developed, this has brought increased alignment and will ensure that the national resource aligned to the Northern Alliance helps to directly improve our local system.

3.4.5 Analysis of the data has identified some key areas of work to be prioritised over 2019/2020. These include:

- Continue to support practitioners to build a shared understand of high quality learning, teaching and assessment, resulting in increased engagement and levels of attainment.
- Continue to improve leadership at all levels with increased opportunity for collaboration.
- Further improve Quality Improvement processes including self-evaluation and data scrutiny to inform action.
- Improve and redesign support for children and young people within our targeted and specialist provision with a particular focus on mental health.
- Focus on Developing the Young Workforce agenda to reflect the need to broaden the range of learner pathways.

3.4.6 Following the redesign of the central team, Quality Improvement Teams have been established to lead on all 5 areas of the NIF Plan. Each team will be working towards agreed outcomes which are contained within Appendix B. The establishment of these teams will help improve governance of improvements

within the NIF and develop a more collaborative approach to improvement by utilising the expertise of colleagues in schools.

- 3.4.7 As ongoing redesign of the service is realised within the 4th Tier, further support will be offered to improvement teams and schools to maximise the use of available resource and achieve positive outcomes.

4. FINANCIAL IMPLICATIONS

- 4.1 The costs of all improvement actions will be undertaken within existing budgets. Where the Council's National Improvement Framework Plan is aligned with local school priorities Scottish Attainment Challenge funding (£868,800 available across challenge schools) or Pupil Equity Funding (£2,902,920 available across all schools) will also be utilised to support improvement.

5. LEGAL IMPLICATIONS

5.1 The Standards In Scotland's Schools Etc. Act 2000

As the Education Authority, the Local Authority has a duty to:

- Enhance equity and promote a reduction in inequalities of educational outcome experienced by pupils as a result of socio-economic disadvantage.
- Endeavour to secure improvement in the quality of school education with a view to achieving the strategic priorities of the NIF.
- Undertake annual planning and reporting and annual school improvement planning to address the four priorities of the NIF.
- Ensure strategic decisions are taken with due regard as to how they will address, or help to address, the disparity of educational outcomes which exist between the most and least disadvantaged and at the same time raise attainment for all.

6. MANAGEMENT OF RISK

Category	Risk	Low (L) Medium (M) High (H)	Mitigation
Financial	Risk of not having sufficient resource to realise the improvements outlined in the plan	L	Coordinate all work around the NIF Plan to make best use of available resource
Legal	Failure to deliver on legal duties	L	Implementation of the NIF Plan will satisfy these legal duties

Employee	Risk of employees feeling overwhelmed by the many changes in education.	L	Coordinate all changes in the NIF Plan to focus improvement activity.
Customer	Minimal impact on children and young people	L	Promotion of data literacy to support colleagues to effectively identify and address 'the gap'
Environment	N/A		
Technology	Risk of not having sufficient resource for implementation of new digital systems which support improvement	L	Coordinate digital team support around the NIF Plan to make best use of available resource
Reputational	Risk of not effectively utilising PEF and SAC finance to address the equity and excellence agenda	M	Closely monitor and quality assure progress to take action where necessary

7. OUTCOMES

Local Outcome Improvement Plan Themes	
	Impact of Report
<p>Prosperous Economy 10% increase in employment across priority and volume growth sectors by 2026.</p>	<p>The proposals within this report support the delivery of all Children & Young People Stretch Outcomes 1 in the LOIP.</p> <p>The paper seeks approval for the Council's NIF Plan 2019/2020 which will support a large number of the improvement projects within the LOIP including to;</p> <ul style="list-style-type: none"> • Increase the number of people employed in growth sectors (digital/ creative; food and drink; life sciences; tourism; social care and health and construction) by 5% by 2021.
<p>Prosperous People 95% of children (0-5years) will reach their expected developmental milestones by the time of their child health reviews by 2026.</p>	<p>The proposals within this report support the delivery of all Children & Young People Stretch Outcomes 3 to 7 in the LOIP.</p> <p>The paper seeks approval for the Council's NIF Plan 2019/2020 which will support a large number of the improvement projects within the LOIP. These include the following:</p>

90% of children and young people will report that they feel mentally well by 2026.

95% of care experienced children and young people will have the same levels of attainment in education, emotional wellbeing, and positive destinations as their peers by 2026.

95% of children living in our priority localities will sustain a positive destination upon leaving school by 2026.

Child Friendly City which supports all children to prosper and engage actively with their communities by 2026. 8. 25% fewer young people (under 18) charged with an offence by 2026.

- Increase the confidence of school-based staff to recognise and respond to children who require support and directing them to the school Nursing Service to 90% by 2021.
- Increase the confidence of parents and young people to recognise and seek support in response to deteriorating mental wellbeing by 2022.
- Reduce number of requests for specialist support because demand has been diverted from children's social work in partnership forums by 5% by 2020.
- Reduce number of requests for specialist support because demand has been diverted from children's social work in partnership forums by 5% by 2020.
- Increase the number of young people who effectively transition from primary school to secondary school by 2021
- Increase the range and number of accredited courses being provided by schools & partners by 25% by 2021.
- Increase the number of young people taking up foundation apprenticeships to 142 by 2021.
- Reduce the number of winter leavers with no positive destination by 50% by 2021.
- Increase the number of young people who leave school with a minimum of SVQ 3 in literacy and numeracy and 4 other qualifications to 98% 2021
- Increase the number of young people living in Quintiles 1,2 and 3 who achieve a sustained positive destination by working with communities to 90% 2022.
- Increase the number of curricular offerings shaped by school communities by 20%, by 2021.
- Increase the number of opportunities for parents and carers to gain an insight into how to meaningfully contribute to the educational progress of their children and young people by 30% by 2021.
- Increase the number of opportunities to discuss and record skills for life, learning and work from S1 by 20%, by 2021.
- Increase children, young people and families' awareness and understanding of future skill requirements by June 2021.

Prosperous Place	<p>The proposals within this report support the delivery of LOIP Stretch Outcome 11- Healthy life expectancy (time lived in good health) is five years longer by 2026. The paper seeks approval for the ACC National Improvement Framework Plan 2019/2020 which will support a large number of the improvement projects within the LOIP. These include the following:</p> <ul style="list-style-type: none"> • Increase the number of people with autism who are supported to be in education, employment or training by 2021. • Increase number of people in local communities promoting wellbeing and good health choices by 2021. • 100% of schools have a progressive, cohesive and relevant substance misuse curriculum by 2021.
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Design Principles of Target Operating Model	
	Impact of Report
Customer Service Design	The NIF Plan promotes an understanding of the circumstances of individual children and young people to ensure that personalised support is available to them and early intervention is planned when required.
Organisational Design	The NIF Plan ensures the best use of resource in the system and will be developed based on data analysis and demand management information.
Governance	The impact of the NIF Plan is overseen by Chief Officers and by the Education Operations Committee. Decision making processes will include all stakeholders through the provision of Quality Improvement Teams led by Quality Improvement Managers aligned to each are of the improvement within the NIF
Workforce	The plan ensures that colleagues in schools and the central teams have clarity around their roles and responsibilities and feel empowered to support developments within the plan.
Process Design	Quality improvement arrangements will be simple and consistently managed to ensure that any vulnerabilities in the system are quickly addressed.
Technology	The plan includes improvement in the use of technology to deliver the most effective service and makes use of wider partnership support when appropriate.

Partnerships and Alliances	The plan promotes engagement with partners and stakeholders and allows us to work towards a common goal.
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8. IMPACT ASSESSMENTS

Assessment	Outcome
Equality & Human Rights Impact Assessment	Required
Data Protection Impact Assessment	Required
Duty of Due Regard / Fairer Scotland Duty	N/A

9. BACKGROUND PAPERS

None

10. APPENDICES

- Appendix A – Evaluation of the Council's National Improvement Plan for 2018/2019
- Appendix B – Proposed Council National Improvement Plan for 2019/2020

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Aberdeen City Council


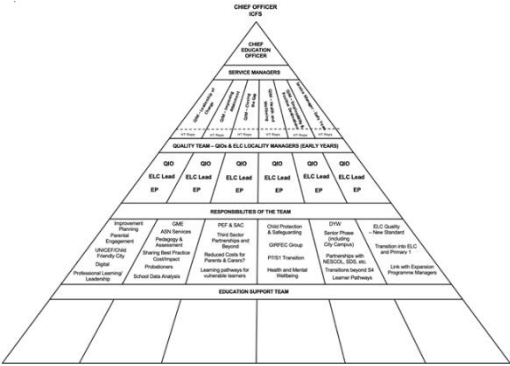
National Improvement Framework Plan 2018-2019

Evaluating and Reporting Progress





<p>Priority 1</p> <p>Improvement in attainment, wellbeing and employability</p>	<p>Priority 2</p> <p>Improvement in attainment, particularly literacy and numeracy</p>	<p>Priority 3</p> <p>Closing the attainment gap between most and least disadvantaged children</p>	<p>Priority 4</p> <p>Improvement in children and young people's health and wellbeing</p>	<p>Priority 5</p> <p>Improvement in employability skills and sustained, positive school leaver destinations for all young people</p>
<p>Improve the attainment, wellbeing and employability of children and young people by matching or exceeding virtual comparator performance across core KPIs by 2021</p>	<p>Increase attainment, particularly in literacy and numeracy, to meet or exceed our virtual comparator performance by 2021</p>	<p>Reduce the attainment related poverty gap between the most and least disadvantaged children in line with virtual comparator performance by 2021</p>	<p>Improve the Health and Wellbeing of children and young people by meeting or exceeding virtual comparator data by 2021</p>	<p>Increase the number of school leaver positive destinations for all young people by meeting or exceeding virtual comparator by 2021</p>

Improvement Activity	2018-2019 Evidence	What did we do and what was the impact?
<p>Improve the attainment, wellbeing and employability of children and young people by matching or exceeding virtual comparator performance across core KPIs by 2021</p> <p>Awaiting Insight data for 2019</p>	<p>Draft Vision for Integrated Children and Family Services</p>  <p>Implemented Third Tier Education Structure. The service is in the process of recruiting remaining QIM and QIO posts</p> 	<p>Primary Driver 1 - Capability and Capacity of the Central Team</p> <p>This area of improvement provided a clear focus on the national empowerment agenda and led us to consider how best to adapt structures and ways of working to build an education system with teacher agency at the core.</p> <p>A draft vision for Integrated Children & Family Services has been developed and is currently being shared with staff. Consultation will take place with all key stakeholders at the beginning of session 2019/2020 to ensure involvement from all. The vision for the function will support closer working practices across education and children's social work and complement delivery of the already established vision for education services.</p> <p>A significant restructure of education services led to the appointment of Quality Improvement Managers and linked Quality Improvement Officers. Recruitment to these posts is on-going. This change has given clear leadership and support to schools from experienced and credible leaders who are modelling more collaborative working practices. This also provides an opportunity to align school line management responsibilities with geographical boundaries in place across children's social work and the Integrated Joint Board. This alignment will help realise more joined up approaches to support improvement for the citizens of Aberdeen.</p>

Aberdeen National Improvement Plan 2019-2020



Agreed QI3.1 Expectations following Professional Learning Session with Education Scotland

Preparation	Things to consider	Key Questions
Data Required (Improvement Team) <ul style="list-style-type: none"> SQUP SIP-related Action Plan Attendance Exclusions Part-time timetables Records of violence/accidents/near miss Complaints Referrals to JCPT Referrals to reception team Referrals to children's reporter Bullying incidents Child protection register SEEMIS is used to record all pastoral notes / significant chronological events SEEMIS wellbeing module is used by staff to address wellbeing concerns, collate and write appropriate plans including IEPs, Child's Plans and C3Ps Request sight of tracking systems in place Record of staff training, CP, first aid, Medication, Prevent, GDPR Review website / twitter feed ACC Policies <ul style="list-style-type: none"> Child Protection & Safeguarding Anti-bullying First Aid & Administration of Medicines School Security Procedures Anti-weapon Children missing in Education Substance Misuse Positive Behaviour Policy Photo / Filming policies School Policies (HT to provide electronic copies) <ul style="list-style-type: none"> Child Protection & Safeguarding Anti-bullying First Aid & Administration of Medicines Positive Behaviour Policy 	Data Analysis <ul style="list-style-type: none"> High level capture of data – any high risks identified Evidence of attendance meetings planned with HSLD and use of data to address any concerns Evidence of multi-agency working / engagement Access / Security reviewed ACC Policies <ul style="list-style-type: none"> Safeguarding and Child Protection Policy is clear, actioned and all staff know the steps required to support individuals Record Keeping guidance used - Review random selection of 5 Adherence to school security procedures – reshare with all staff and contractors (sign in etc) Check records of fire drill (PEEP), first aid, administration of medication tags Do staff know protocols for addressing substance misuse School Policies <ul style="list-style-type: none"> Who is the policy for? Exclusions (PCRA prior to exclusion) Procedures are triangulated Policies up to date, accessible for all and developed by all within the school community Children are given opportunities to participate in curriculum pathways / activities related to wellbeing Are policies accessible for all relevant people? Visible information regarding Named Person, First aid etc 	Staff (HT only this session) <ul style="list-style-type: none"> How do SLT make sure staff are applying/following LA / School policies? What are your processes to identify risk/additional support needs/wellbeing? What stages do you follow? How do you review and evaluate impact and adapt or change/reduce/remove support? Have you selected the correct interventions and how do you know? Have you followed the child's plan, and ensured others have carried out actions on the plan? Do all within the school community understand the wellbeing indicators and can demonstrate these? To what extent are you tracking wellbeing over time and addressing any concerns? How do you celebrate diversity and promote equalities and enable children to access their rights within the school community? Children & Young People (Not 2019-2020) <ul style="list-style-type: none"> Use wellbeing wheel as a stimulus for conversation of completion of activity What do the adults in your school do to help you? How do the adults in school keep you safe? If you have a problem, do you know who to go to? Do you feel listened to and involved in making decisions about your school? Are there any questions you would like to ask me? Question re children's rights

Each Quality Improvement Manager has strategic responsibility for delivery of one of the NIF priorities with project groups recently established to collectively drive improvement. The project groups comprise colleagues from across the education system to capitalise more fully on individual skill sets, ensure that 'the system' are more involved in making strategic recommendations and to ultimately build a more empowered system. This approach will ensure effective governance of the improvements within the NIF and ensure progress is transparently monitored and reported as we move forward. The approach has been welcomed by colleagues based in schools.

Consultation on a re-designed 4th tier has been concluded and the service will move to a 4th tier structure to complement the changes already made across the 3rd tier. This change will drive more efficient working practices and redefine and maximise the impact of the central team.

Around 30 officers attended a professional learning session with Education Scotland and other Local Authorities. This session provided an opportunity to reflect on how best to drive improvement as a central 'quality' team and has proved an effective catalyst to gain a shared understanding of the standards expected, how to support and challenge schools to realise these standards and develop shared accountability and responsibility. Proposed approaches will be shared with schools early in session 19/20. The central team feel this event has built the capacity of the central team by clarifying standards and developing a shared understanding of the legislative requirements.

Sharepoint Site to streamline communication across the service



Quality Improvement Framework



Quality Improvement Visits

Our approach to communication has been reviewed to streamline how information is shared across the service. A new approach building upon more streamlined approaches in 18/19 will see the launch of an education service Sharepoint and Teams Site in September 2019. The site will provide one clear location for all key documents, live progress updates in terms of delivery of the NIF and enable debate and discussion. The site will be open to all across the service where they can seek support from colleagues in areas for improvement. This new approach will be carefully monitored and evaluated over session 19/20.

Head Teachers and Senior Leaders within schools were offered sessions on improvement methodology. Senior officers are using various improvement tools to support planning including the use of Driver Diagrams and Project Charters at this time focussed on delivery of either the NIF or the LOIP although small tests of change are being utilised in a few city schools.

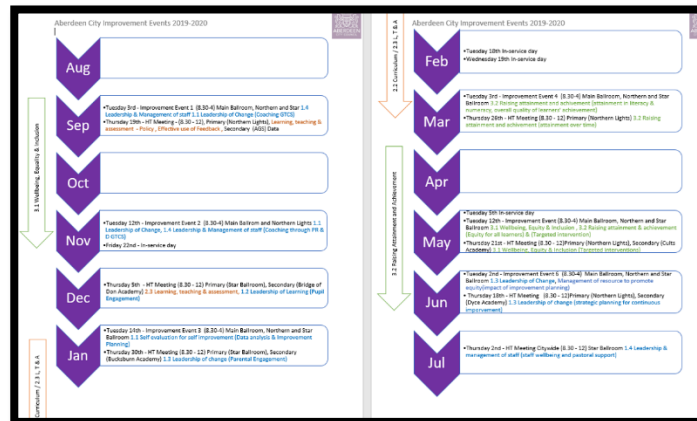
Primary Driver 2 - Collaboration at a Strategic and Local Level

The new central structure offers better alignment across Integrated Children and Family Services, to other functions of the Council and beyond to the Community Planning Partnership. This has led to education colleagues being more heavily involved in delivery of the Local Outcome Improvement Plan with strong representation from all education sectors on the Attainment and Transitions to Adulthood Improvement Group and othes.

Central Officers and Head Teachers have collaborated on the development of a new Quality Improvement Framework which focuses on the Core QIs. This



Quality Improvement Calendar



Professional Learning & Leadership Development Framework

framework is fundamental in setting shared expectations of an agreed standard and signals a significant shift in ways of working. It is thought that this approach will provide more effective oversight of standards in schools to enable more efficient targeting of central resource.

An aligned Quality Assurance Calendar exemplifies how we propose to build in time for sustained collective improvement rather than the traditional provision of stand-alone events which have proved to have limited impact. Agreed trios of schools have been identified to work in partnership within this model to maximise the impact of expertise across the system. This approach reflects our work to build a more empowered system and will be subject to on-going evaluation and review.

All Senior Leadership Team (SLT) Improvement events and targeted professional learning now also support Quality Improvement, providing opportunities to share some of the excellent practice witnessed in schools so that we can learn from the experiences of others. It is thought that this approach will maximise our collective efforts and maintain a clear focus on the core Quality Indicators and our core business of learning and teaching.

Opportunities for sharing practice are planned for all Head Teacher and improvement events. Meetings towards the end of session 2018-2019 have been approached in a more collaborative way, this new approach is already beginning to have an impact on HTs and central staff as a learning community, where all feel empowered to support and lead change.



**Professional Learning
&
Leadership Development Framework
For Teachers**

School Self-evaluation Gradings

Overall Evaluations	Q1.3	Q12.3	Q13.2
6			
5	4 (7%)	2 (3%)	3 (5%)
4	30 (51%)	23 (39%)	21 (36%)
3	22 (37%)	32 (54%)	32 (54%)
2	3 (5%)	1 (2%)	3 (5%)
1		1 (2%)	

Significant work has been undertaken to review the Northern Alliance Plan and associated workstreams which have been reduced in number to 4 for next session. The tightening of the Northern Alliance Plan will enable the service to make better use of the resource and learning from the Regional Improvement Collaborative. The Chief Operating Officer and Chief Education Officer have helped shape the refined plan with the Quality Improvement Manager – Leadership of Change, maintaining strategic oversight of working group progress through the Northern alliance Advisory Forum.

A Professional Learning and Leadership Framework has been developed to support our work to improve capacity across the system. The Framework is designed to support school staff at all levels by identifying contexts that encourage professional learning and leadership development and to confirm signposts for this. Professional learning and development of leadership at all levels is therefore seen as a key priority to increase effectiveness across all schools and in all of our classrooms. This framework also seeks to support the development of leadership as a quality and an approach to be embraced by all even if they are not aspiring to promoted positions. Additionally, it will support critical aspects of professional development and succession-planning regarding school leadership. The quality of this work was recognised by the General Teaching Council for Scotland (GTCS) who have revalidated the Professional Update and Professional Review and Development Framework which sits within our Professional Learning & Leadership framework.

Regional Improvement Collaborative Draft Plan

REGIONAL IMPROVEMENT PLAN 2018/19 PHASE 2						
The Northern Alliance Regional Improvement Plan was previously developed with 13 different workstreams aiming to work collaboratively across the region. On reflection of the past year, and following feedback from Officers, Head Teachers and Teachers, a streamlined approach will help focus activity. There are a number of key themes throughout the existing workstreams which aligned through the National Improvement Framework (NIF) priorities, have formed four new Workstreams.						
KEY THEMES FOR COLLABORATION						
attainment gap	Empowerment	Equality & Equity	Improvement	Leadership	Parental Engagement	Place
NIF PRIORITIES						
1. Improvement in attainment, literacy and numeracy	2. Closing the poverty related attainment gap between the most and least disadvantaged children	3. Improving the structures which help children and young people's mental health and wellbeing	4. Improvement in employability skills and sustained, positive school leaver destinations for all young people			
WORKSTREAMS						
Curriculum	Having attainment and closing the Poverty Gap	Supporting Education in Our Communities	Leadership			
<ul style="list-style-type: none"> Review of attainment across the curriculum Improving access to Quality ECC Improving teacher subject knowledge and learning and teaching Improving family learning and parental engagement 	<ul style="list-style-type: none"> Exploring rural poverty and its impact on attainment Identifying key indicators of rural poverty, reducing impact on attainment Improving the health and wellbeing of children and young people Improved outcomes for vulnerable children 	<ul style="list-style-type: none"> Enabling frameworks to facilitate change in our communities Developing a learning assets strategy, reducing cost, sharing best practice Creating innovative plans for future services Development and impact of (i-gov) model across the Northern Alliance, widening access to curriculum Transforming learning and teaching 	<ul style="list-style-type: none"> Developing leadership at all levels Development of systemic approaches to improve outcomes Improving employability skills for young people 			

Pupil Participation

Pupil Participation & Children's Rights

Pupil Participation

“Learner participation includes all the ways in which children and young people engage in practice and dialogue with educational staff, parents, carers and community members to create positive outcomes and changes.” (Learner Participation in Educational Settings, Education Scotland, 2018)

Pupil participation must be considered as much more than simply the existence of pupil groups and must exist in the classroom, the culture and culture of the school and beyond.

Education Scotland have, through their Learner Participation in an Educational Setting guidance, highlighted four ‘Areas of Participation’:

1. In Learning, Teaching and Assessment
2. In opportunities for personal achievement
3. In decision making groups
4. In connection with the wider world

Article 12 of the UNCRC states that, “The views of children and young people must be considered and taken into account in all matters affecting them.”

This article is at the very heart of the Children and Young People (Scotland) Act 2014. It places greater emphasis on the importance of engaging and consulting with young people in decisions that affect them.

This is further reflected in How Good is Our School (4th Edition) and How good is OUR school? (Big OUR!), through which pupil participation is a theme running throughout

How good is OUR School?

How good is OUR school? has been developed to support learner participation in school self-evaluation.

This resource is grounded in Article 12 of the UNCRC. Children and young people are the most reliable of all that our schools offer and deliver and should be

Involved in decisions about the wider life of the school. This requires them to be provided with accessible information and evidence in order to make judgements and express informed views.

Part 1 of the resource includes guidance for school staff and parents to support them in developing the right culture and ethos as a context for effective learner participation. It includes a definition with features of highly effective practice and challenge questions alongside case studies.

Part 2 of the resource is a framework built around 5 key themes:

- Our relationships
- Our learning and teaching
- Our school and community
- Our health and wellbeing
- Our successes and achievements

Each theme contains features of highly effective practice, suggested activities for evidence gathering and discussion questions.

Young Leaders of Learning (YLL)

The Young Leaders of Learning programme has been designed by Education Scotland to ensure that children and young people are actively involved in on-going self-evaluation activities leading to improvement by >

- Taking part in reciprocal visits to other schools to identify what is working well and areas for improvement
- To promote visits that children and young people can be involved in school improvement activities in their own school

In 2018-19, Aberdeen City Council was the first Local Authority to be involved in the development of this programme with 16 primary schools and 3 secondary schools involved.

We are actively committed to continuing to support this programme and expanding opportunities for further schools to become involved.

Positive working relationships have been further developed with GTCS this session which will build on the coaching and mentoring offer in session 2018/2019.

Updated Partnership Forum guidance will be issued in the new session to ensure all ASGs have consistent working practices and re-establish the focus on multiagency working. Guidance will be aligned to an updated Devolved School Management Scheme which is being updated in keeping with updated national guidance. This new scheme has potential to greatly support the empowerment agenda.

Primary Driver 3 - Engagement with Parents and Carers

The current Parental Engagement Officer meets regularly with parent council representatives to share news and support development of ACC policies and frameworks. Quality Improvement Manager – Leadership of Change met with Parent Council Representatives to explain Standard & Quality Improvement Plans giving guidance on the engagement opportunities that could be available for parents to get involved and examples of practice. This was very positively received and will be built upon over session 19/20.

Quality Improvement Manager – Leadership of Change is also the ACC representative at the Parent Council Termly meeting, providing updates to parents and offering support and guidance where required. The recent Parent Audit was completed and information collated by Support Officers will inform future engagement.



RRSA 2017 – 18	RRSA 2018 –19
Number of active schools = 47 (75%)	Number of active schools = 46 (77%)
Registered = 8	Registered = 7
Bronze awards = 21	Bronze awards = 22
Silver awards = 9	Silver awards = 8
Gold awards = 6	Gold awards = 7 (2 reaccreditations and 1 new award)

In recognition of the importance of work in this area the newly restructured 4th tier has a team responsible for Engagement and Partnerships, working closely with parents to exemplify practice and shape future engagement events. The work of this team will evolve as we establish more collaborative working practices with partners.


Primary Driver 4 - Pupil Participation in Strategic Decision Making

The Education Support Officer for Pupil Engagement is working closely with Education Scotland to build a Young Leaders of Learning Programme which is sustainable and has been well received by 19 schools within ACC. Following early success this will be further developed next session and builds upon our on-going work to support the development of Rights Respecting Schools. Empowerment of children and young people will be a focus to ensure that they are actively involved in on-going self-evaluation activities leading to sustainable improvement.

Work to align the Young Leaders of Learning programme (YLL) into a model aligned to our Quality Improvement model is progressing well. Previous engagement with the YLL programme has shown the impact of pupil engagement and the need for this to be used to influence decision making at local level. Use of this approach aligns with our ambitions to become a Child Friendly City.

Over the year it has become clear that pupil participation needs to be quality assured more fully through the planned calendar of Quality Assurance. Engagement with children and young people will be central to new arrangements for August 2019 with

		<p>focus groups of children supporting the quality improvement visits.</p> <p>A Programme Manager is now in post to lead the partnership to achieve UNICEF Child Friendly City Status with oversight provided from the Community Planning Aberdeen.</p> <p>Evaluation of Progress Progress in this area has been rapid with new structures, systems and ways of working agreed for the coming session. There is now a need to look closely at streamlining systems and reducing levels of bureaucracy. It will be important to continue to monitor progress over the coming months so that systems can be adapted if required. The recently published 'Towards an Empowered System' will be used to enable the service to plot progress as we develop more collaborative ways of working and share best practice across the city.</p>
Improvement Activity	2018-2019 Data	What did we do and what was the impact?

<p>Increase attainment, particularly in literacy and numeracy, to meet or exceed our virtual comparator performance by 2021</p>	 <p>Educational Psychology three priority areas for training this year are:</p> <ol style="list-style-type: none"> 1. ELSA 2. Emotion Coaching 3. Ready Steady Two 	<p>Primary Driver 1 – Curriculum – Learning and Teaching and Learner Pathways</p> <p>In recognition that we required a more focussed professional learning offer the service commissioned Osiris to provide 2 high quality events focussed on developing pedagogy. The first event for school leaders was used as a catalyst for a second event for around 700 practitioners. Evaluations were exceptionally positive with attendees noting how they could practically put learning into practice. As a result of the positive evaluations the service has planned a series of similarly focussed professional learning events for session 19/20 and intend to look for evidence of direct impact during quality improvement visits. Colleagues welcome this focus on core business. This streamlined approach represents a significant change in how professional learning has been offered and will be carefully monitored and evaluated to ensure that it helps build capacity across the system. Work to develop guidance on the minimum expectations in terms of learning and teaching has begun and will be concluded by November 2019. The product of this work will be used to inform the evaluation of quality improvement visits and classroom observations.</p> <p>Positive engagement with The Scottish College for Educational Leadership (SCEL) is benefiting participants with a more regional offer currently being scoped. The Quality Improvement Manager – Leadership of Change is working towards being able to deliver training in system leadership which will provide a sustainable model of delivery.</p> <p>The Educational Psychology Service have developed a range of professional learning offers for schools, with bespoke training available for support staff in 2019/20 as well as on-going opportunities for whole school communities to look at how best to support mental health, wellbeing and resilience. Communities who have engaged with the Educational Psychology programmes are positive about the impact on their</p>
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ELC Awards Brochure



Celebrating ELC Awards
Better outcomes for children & families



Quotes provided following the launch of the ELC Awards

- All Courses delivered were rated by participants with 1 being the worst and 5 being the best. Over 85% courses were rated 5 and 4.

Teacher Leadership Development Opportunities 2018-2019

Routes to Leadership – up to 30, regularly in excess of 20 attendees
MSc Middle Level Leadership – 10 with further 14 for 2019
Masters in Education – 3
MSc Leadership in Professional Context – 4
Coaching Diploma – 13
Into Headship – 4 with further 2 for 2019
Teacher Leadership – 5 increase to 14 in 2019-2020
In Headship – 4 with further 2 for 2019
Excellence in Headship – 3 this year (15 in total over the years as they still have access to the learning opportunities.
Evolving Systems Thinking – 1 Quality Improvement Manager

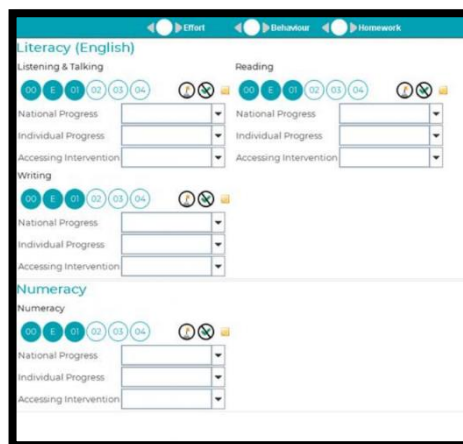
communities and we plan to continue to make these positive approaches available.

An alternative approach to professional learning was also introduced across the Early Years over session 18/19. Colleagues welcome more collaborative professional learning which balances theory and practice and this approach will be the core approach as we move forward.

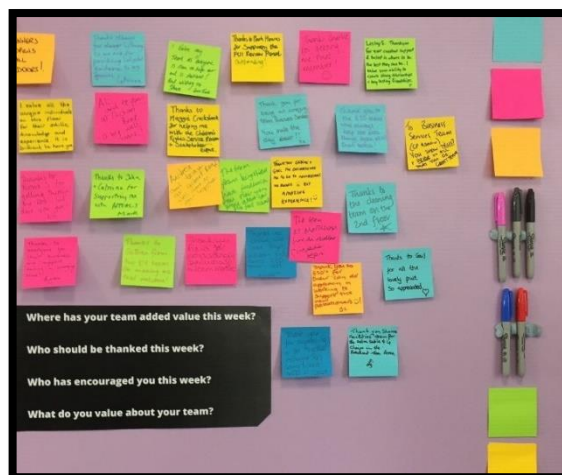
ELC Awards launch took place in June by the ELC Academy involving practitioners from Moray, Aberdeenshire and Aberdeen City. The first round of awards will be open from September for nomination. During the event, colleagues from each local authority were positive about the opportunity to engage with this. Following the restructure of the Early Years' Service, we now have all Locality Leads in post. Post holders will be a valuable tool to support improvement in early learning and childcare and will enjoy close working relationships with Quality Improvement Officers and Managers.

Coaching and mentoring sessions were offered by an Education Support Officer/ Teachers in partnership with GTCS. Coaching for middle leaders was offered through the University of Aberdeen and was well attended and feedback from participants has been positive. Further development of a coaching and mentoring approach to support practitioners working across the service has been developed in partnership with GTCS who will deliver 2 full improvement events for Senior Leaders and continue to support the development of a sustainable model moving forward. This work is being aligned with the coaching and mentoring approaches being developed by People and Organisation. The SEEMiS progress and achievement module has been tested in all secondary schools and some pilot primary schools. Feedback is mixed and officers will engage with

SEEMIS Progress & Achievement Module Proposal



Focused engagement activities with ACC Guiding Principles



colleagues early in session 19/20 to determine an agreed way forward.

A lack of clear and agreed approach in the use of QAMSOs has hindered their ability to effectively support schools to moderate a level. This vulnerability is being addressed currently by the Raising Attainment Quality Improvement Manager to ensure that this valuable resource is fully utilised.

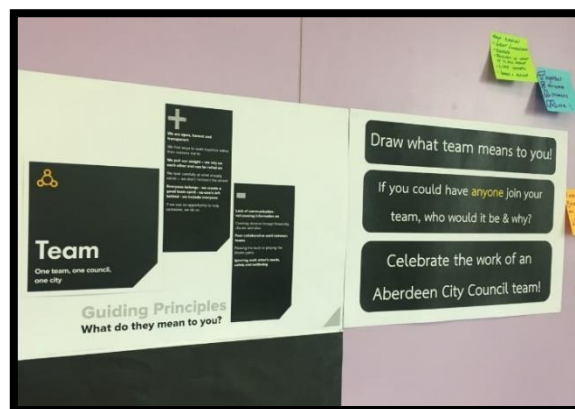
Primary Driver 2 – Improve Leadership of Change

Over the year the Regional Improvement Collaborative has been given significant resource from Education Scotland. This resource has the potential to further improve local capacity and we will work in partnership with Education Scotland to access this resource to secure improvement in areas of vulnerability.

Time has been invested in establishing new ways of working between the central team and head teachers. More collaborative relationships are emerging which will support our move to a more empowered system. This work will continue into session 19/20.

Senior and Middle Leaders in schools are to be commended for their openness to new ways of working. There are many examples of how colleagues are more readily supporting other school communities and this is extending beyond head teachers now and provided an invaluable source of support. This will be further developed through our Quality Improvement approach for 19/20.

HTs are taking a more focused look at a variety of data, supported and challenged where appropriate to revisit this data and ensure triangulation of evidence.



Example of Attendance Report



Monthly school reports are prepared by a data analyst so that vulnerabilities within individual schools or cohorts can be identified and addressed by central officers and school leaders.

CfE data analysis is taking place in line with standardised data analysis with Quality Improvement Officers having conversations with individual schools to ensure that the triangulation of information collected is well understood and necessary actions taken. Any discrepancies are discussed at Senior Manager meetings and directly discussed with HTs to ensure appropriate next steps are agreed and that the central team have a shared sense of any development needs in our schools.

The use of Power BI is beginning to be implemented in partnership with the Business Intelligence Unit. This valuable tool will ensure the most up to date information is held and accessible to support improvement. Plans are in place to ensure all head teachers have access to the tool in the first instance and this will be progressed early in session 19/20. Work is currently underway to identify benchmarks within the data analysis, which will ensure early intervention.

Primary Driver 3 – Coordinating Services Supporting Literacy

Schools have been supported with the implementation of emergent literacy and Talk Boost through a partnership with the Northern Alliance and through support from a designated Education Support Officer.

Analysis of data clarified that different patterns of performance in literacy are evident across the city. Considerable work has been undertaken in collaboration with speech and language therapists and there is evidence of the impact of this work.

Northern Alliance – 2018-2019 Report

18/19 End of Year Report Summary – Key Points:

From the evaluations of teachers, schools senior managers, educational psychologists and allied health professionals (AHPs) in a survey in March 2019 (N=330), and Primary 1 classroom practitioners (N=240) during the Emerging Literacy Networks in April and May 2019, it would be reasonable to summarise:

- Practitioners who reported longer engagement with the Emerging Literacy networks have greater self-reported knowledge, understanding and skills, and greater perceived benefits of networking on professional learning, in comparison to those who have not engaged as long.
- Practitioners have reported that the Emerging Literacy Networks have facilitated significant changes in their practice, based on research informed approaches to learning and teaching that lead to improved outcomes for children.
- The Emerging Literacy Networks have successfully supported classroom practitioners with differentiation of literacy, language and communication in their classroom – 93% of classroom practitioners agreed or strongly agreed with the statement.

From the summary data of a sample of Primary 1 pupils across the Northern Alliance in June 2019 (Sample size: N=3,805 in English Phonological Awareness, N=79 in Gaelic Phonological Awareness and N=3,309 in Pre-Handwriting Skills), it would be reasonable to summarise:

- Almost all children have developed secure early phonological awareness skills that contribute to success in reading and spelling, and pre-handwriting skills that lead to efficient handwriting instruction.
- Over three quarters of children in both English (77%) and Gaelic (76% NB low Gaelic sample size) have secure phonemic awareness skills, the skills that research suggests are most critical to children's manipulation of the phonic code to decode (read) and encode (spell).

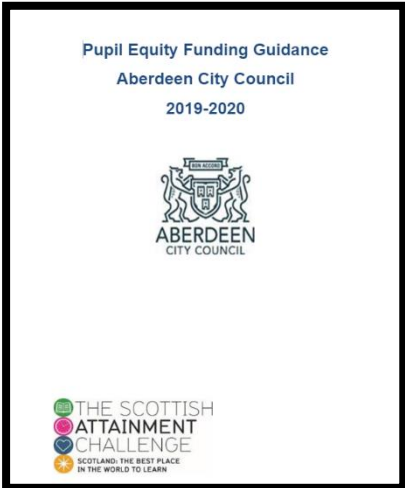
From the summary data of a sample of Primary 1 pupils (N=130) across four schools, using the standardised Diagnostic Test of Word Reading Processes (DTWRP):

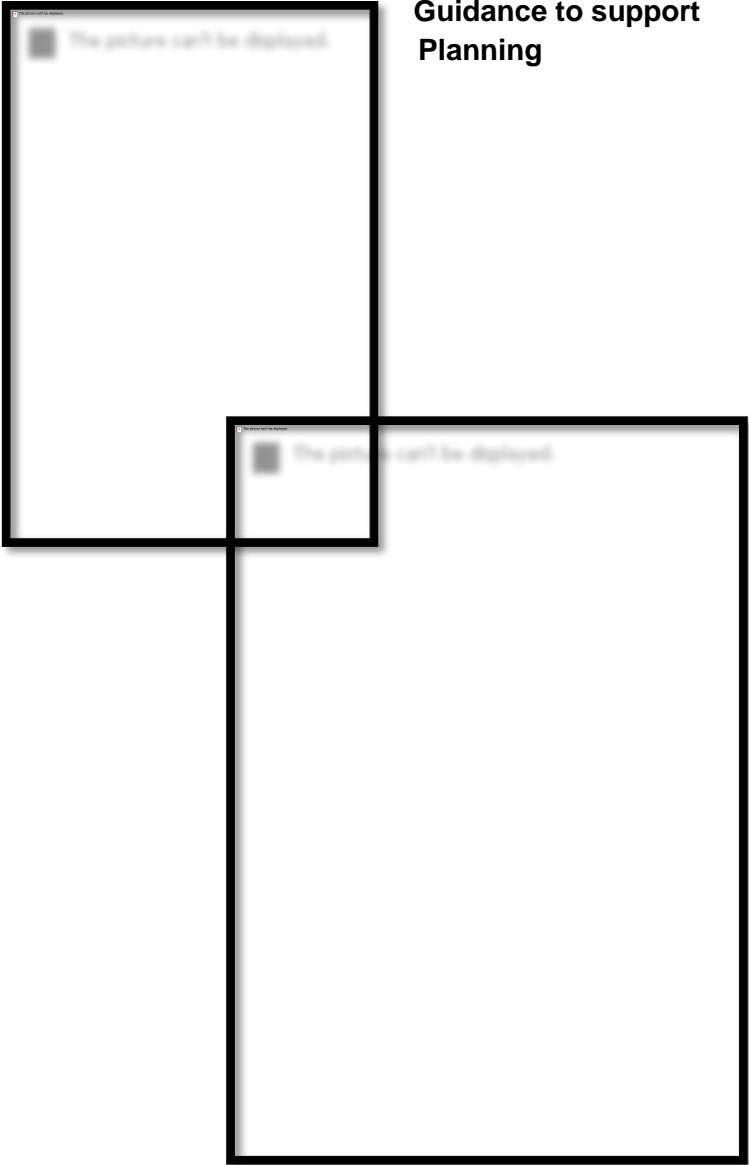
- Focussing on phonological awareness skills for all children is worthwhile, that improving phonological awareness reduces the poverty-related attainment gap.
- For some children, filling developmental gaps requires more time and input than can be done in a single year of school.

The impact of approaches to date will be reviewed to help build a more sustainable model of delivery and inform our next steps in developing literacy across all life stages.

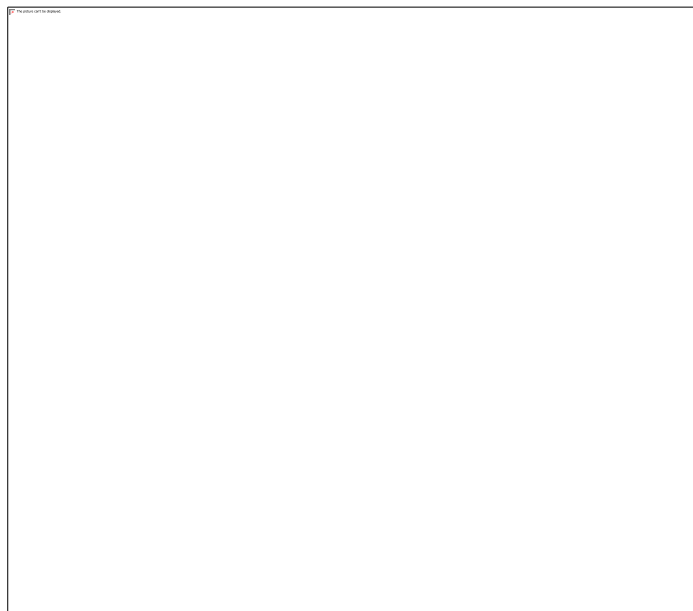
Evaluation of Progress

Considerable work has been undertaken in this area with new approaches to professional learning having been well received. The impact of improvement work will be evident through quality improvement visits over 19/20. Progress is underway to agree the standard through the re-design of our Learning, Teaching & Assessment Policy which is due to be finalised in the new session. The Service anticipates making increasing use of PowerBI to support improvement.

Improvement Activity	2018-2019 Evidence	What did we do and what was the impact?
<p>Reduce the attainment related poverty gap between the most and least disadvantaged children in line with virtual comparator performance by 2021</p> <p>Awaiting Insight data for 2019</p>	<p>Pupil Equity Funding Guidance</p>  <p>Number of Sessions offered</p> <p>2 Citywide Head Teacher meetings arranged to support schools and head teachers in planning and monitoring PEF spend and impact. The AA offered drop in sessions for all schools and feedback was that these were generally helpful.</p>	<p>Primary Driver 1 – PEF and SAC</p> <p>A revised 2019/20 Pupil Equity Fund (PEF) booklet was shared with all schools/PEF leads in March 2019. The guidance for 2019/20 contains more detailed information about third sector partners and the evidence-based interventions they could offer to schools. This was realised by asking partners to provide more specific information in a given format to ensure that claimed impact was clearly linked to evidence. The refreshed booklet includes cost/impact analysis of services offered to guide decision making and refine choices and has led to an increase in the number of services being accessed by the third sector.</p> <p>Over 2018-19, a range of events were organised to ensure effective use of PEF with clearly identified outcomes and measures. The Education Scotland Attainment Adviser (AA) offered training to all headteachers and assisted with identifying key national personnel to support this. The AA delivered bespoke sessions to school PEF leads. The quality improvement team monitored spend and impact through quality assurance term 1 and 3 visits. The majority of schools had robust plans based on the needs of identified pupils with clearly identified outcomes and measures. A greater proportion of schools had effective monitoring procedures to capture impact in place. This work will be further developed over session 19/20 through the establishment of a Closing the Gap Forum to share best practice and provide a level of peer challenge to proposed plans.</p> <p>An increasing number of schools are using PEF funding to work with the youth work and family learning teams to improve outcomes for young people in relation to health and</p>

	<p>Guidance to support Planning</p> 	<p>well-being, notably; improved confidence, resilience, self-management, school attendance and reduced exclusions. The Youth Work team provide both targeted interventions such as one-to-one support for pupils and whole-class activities, such as leadership programmes. The evidence base for these interventions is well documented.</p> <p>Improved outcomes and measures for PEF spend are tightening planning and enabling careful tracking. Many children and young people access more than one PEF intervention and this presents a challenge in determining which intervention (or mix of interventions) is having the greatest impact. The soon to be established Closing the Gap forum will be asked to give this issue further consideration over 2019/20.</p> <p>Considerable time has been spent ensuring that all PEF and SAC spend is compliant with financial regulations. This work has now concluded with systems established to understand when spending exceeds the thresholds requiring contractual arrangements to be in place.</p> <p>Primary Driver 2 – Cost to Parents and Carers New Devolved School Management (DSM) guidance from Scottish Gov was published in June 2019. This has triggered a review of the existing scheme and has led to a new scheme currently being under development. This will include a costed poverty proofing approach and is anticipated to be presented to Committee for approval before the end of school session 2019/20.</p> <p>The Primary staffing formula has been reviewed to redistribute resources more equitably and ensure all schools are in a position to provide effective universal and targeted support. This will be monitored over session 2019/20 with a final formula featuring in the updated DSM guidance. Within</p>
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Examples of School supporting families



the revised staffing formula, special arrangements have been made where revised allocations would adversely impact on the pupil population.

A helpful visual has been developed to guide thinking around the cost of the school day. Officers anticipate that this will be shared with school communities by the end of September and will helpfully pull all considerations into one helpful document for consideration by school communities to aid planning.

A number of schools have been creative in their work towards addressing the poverty agenda with breakfast clubs largely funded by local supermarkets and uniform swaps becoming more prevalent across the city. Schools are to be commended for their engagement with parents and carers to find approaches best thought to serve each local community best.

Sanitary products were sourced and delivered to all primary and secondary schools in the city and wider facilities/services as requested. All children and young people can now access products in their local school. During the implementation year 2018/19 there has been limited uptake of products by some pupils. In order to address this, CFINE have brought together a short-life working group to identify areas for improvement and hold awareness raising sessions and training for teachers to support de-stigmatisation of menstruation and increase knowledge of re-usable products.

'Hey Girls' education pack to be piloted in primary and secondary schools to identify impact and help decide whether to invest in the resource. ACC will investigate piloting access through a pharmacy for secondary schools.

Support for Schools with Sanitary Products



30,040 sanitary products were delivered to schools



Primary Driver 3 – Food Poverty

The Food and Fun programme was organised with partners in priority Localities. Work was undertaken with CFINE to utilise FareShare food in the Food and Fun Programme and include other organisations and businesses who wished to provide free or discounted food.

Community groups providing activities to children were invited to take children to schools where food was being prepared. Holiday programmes were offered for both Summer and October, the programme saw meals provided at: -

- Northfield Academy, Northfield
- Riverbank Primary, Tillydrone
- Tullos Primary, Torry

These have been supported by ACC Communities Team staff along with partner agencies Sport Aberdeen through their Active Schools Co-ordinators, coaches, volunteers and senior pupil leaders, Aberdeen Football Club Community Trust coaches and volunteers and ACC Youth Work and Family Learning workers.

Hot meals were also provided at Seaton Primary, supported by volunteers from Seaton Church with ACC catering staff cooking meals.

Packed lunches were provided to the Big Noise project in Torry and Transition Extreme project run together with Police Scotland. Snacks and drinks were provided to 10 sessions of the play sessions run through Aberdeen Play Forum. The Council provided grants to Middlefield Community Project and Woodside centre Association to provide meals.

Activities played a major part of the programme and a range of sports, team games, and arts & crafts were available daily. Additional activities were arranged by individual sites

Achievement Awards

Hi 5 Awards	Dynamic Youth Awards	Bronze Youth Achievement Awards	Silver Youth Achievement Awards
86	40	31	11

Bookbug Engagement Events



and included visits from Scottish Fire and Rescue, Police Scotland, Aberdeen Science Centre, sporting specialists including gymnastics, boxing, Taekwondo, Ibike sessions, and Hip-Hop dance. Children all had different favourite activities and in general all activities were very well received.

A significant number of awards were achieved by young people working with the Community Learning & Development Youth Team for the year 18 / 19 include:

- 86 Hi 5 Awards
- 40 Dynamic Youth Awards
- 31 Bronze Youth Achievement Awards
- 11 Silver Youth Achievement Awards

Primary Driver 4- Coordination of Services across the Partnership

Successful recruitment and deployment of ELC Excellence and Equity Practitioners to led to an increase in direct support with children and families living in poverty in the early years. Work has been wide ranging and reflects the very different communities the Excellence and Equity Practitioners are supporting. Broadly work has included:

- Supporting language and literacy with key groups of children through the use of programmes such as Early talk Boost, Teddy Talk, etc.
- Supporting children and families with learning together at home by running PEEP groups;
- Supporting children and families with understanding the importance of outdoor learning by providing regular Wee Green Spaces sessions.;
- Supporting staff in meeting the needs of children with additional support needs and those who are Looked After;
- Role modelling how best to scaffold children's learning;

Training Event – Revised Code of Practice



- Working within communities during the holiday periods to ensure nursery children can participate in “food for fun”;
- Supporting children and families during transitions from other services;
- Working in partnership with libraries to provide Book Bug sessions for parents and children.

The Excellence and Equity Practitioners have benefited from high quality professional learning to support their work by most recently attending a 10 part creative skills programme with “Starcatchers” which focused on closing the poverty related attainment gap.

The impact of this group of staff on our youngest children cannot be underestimated and it is now important that we share what they have learned about closing the poverty related attainment gap more widely so that others can learn from this best practice. The Closing the Gap Forum and new Sharepoint Site will enable effective sharing.


Primary Driver 5 – Quality Learning Pathways for Vulnerable Learners

Young carers, support by Barnardos have developed the template for our Young Carer’s Plan. This will be trialed in 3 of our schools: St Machar Academy; Kittybrewster and Woodside primaries. We will continue to work with Barnardos to roll this out following a review of the findings of the trial.

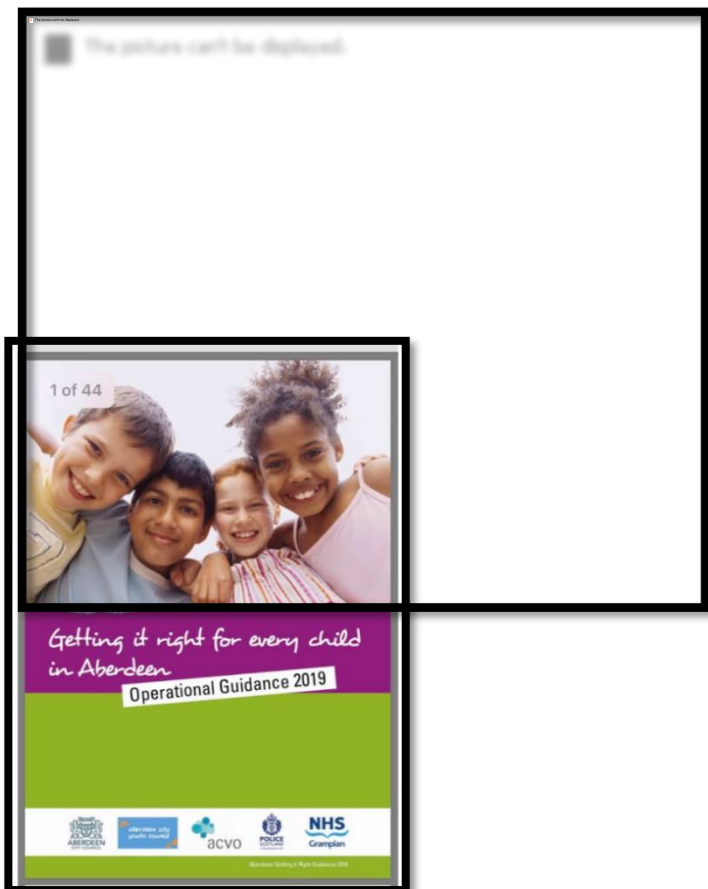
Professional learning on the revised Code of Practice on the ASL Act was successfully delivered to Head Teachers with attendees from all school invited. This will be revisited as quality improvement visits take place over 19/20.

Over the course of the year it has become evident that there is a need for a more widespread review of ASN

		<p>services to ensure that the resource available is targeted towards vulnerabilities in our current system.</p> <p>Evaluation of Impact</p> <p>Significant work has been undertaken to tighten processes and procedures around the use of resource and some schools are seeing a direct impact of this work on families where increasing knowledge of childhood development is becoming a greater focus. Interventions are increasingly being agreed and planned through a clearer evidence base. It is now important to share successes more fully to enable others to learn from valuable learning taking place across the city.</p>
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Improvement Activity	2018-2019 Evidence	What did we do and what was the impact?
<p>Improve the Health and Wellbeing of children and young people by meeting or exceeding virtual comparator data by 2021</p> <p>Awaiting Insight data for 2019</p>	<p>Mental Health</p> <ul style="list-style-type: none"> • 119 recorded in SEEMIS indicate Mental Health as an ASN • 20 recorded in SEEMIS are Mental Health only • 32 of the requests for assistance to MAST since March specifically referred to: trauma, ACEs, distress and mental health. <p>Screening Events</p>  <p>The banner features the word 'RESILIENCE' in large white letters on a red background with a brain illustration. Below it, it says 'THE BIOLOGY OF STRESS & THE SCIENCE OF HOPE'. To the right, there is a social media-style card for 'Resilience screening by the 70/30 Campaign Aberdeen' with a 'Follow' button.</p>	<p>Primary Driver 1 – Timely support for children and young people with mental health needs</p> <p>The recommendations from the Children & Young People’s Mental Health Task Force and the Trauma Training Framework have influenced planning of the continuum of provision for Aberdeen City.</p> <p>A partnership event was held in April at the Beach Ballroom. Almost 200 colleagues from various agencies came together to hear about Trauma and Adverse Childhood Experiences from local and national experts in this field. Feedback from attendees was positive with highlights being identified as input on Trauma from Dr Brodie Paterson, CALM; the impact of exclusion from Karyn McCluskey, Community Justice Scotland; and the Caring Connected Communities Approach delivered by Gael Nowek, Education Scotland. The need for all education staff to be</p>

AFC Communities Trust – Examples of Practice



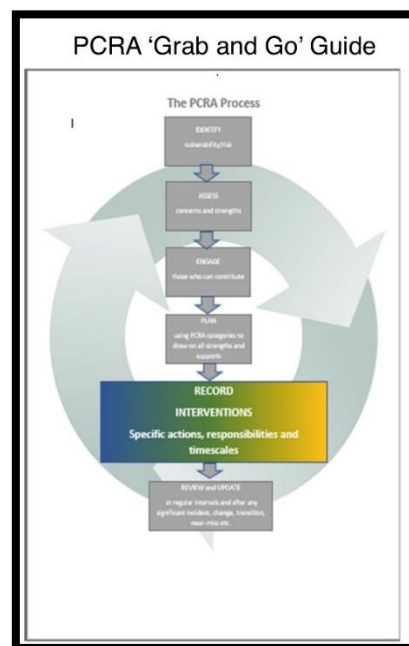
GIRFEC Operational Guidance 2019

aware of Adverse Childhood Experiences was identified as a key requirement moving forward.

More than 250 staff working in education, children’s social work, health and the private sector have attended a screening of the Resilience Documentary which impacted on staff knowledge within this area. Screening of the documentary will continue to be made available to the education services and the wider partnership. A targeted Professional Learning offer has been developed to further develop staff understanding and will be shared with all probationers in August with a full programme available for all staff over session 19/20.

In recognition that some young people with mental health needs are unable to access mainstream schools without specialist support the service established the ASPIRE service. The service operates from the Wellbeing Hub which is located at Kingsgate. The needs of the majority of children and young people accessing Aspire are being

Guidance on Managing &



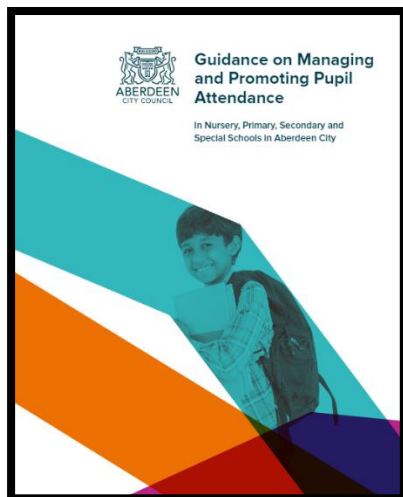
Promoting Pupil Attendance 2019

responded to through the use of relational approaches and almost all have experienced fewer episodes of high anxiety leading to distressing behaviours.

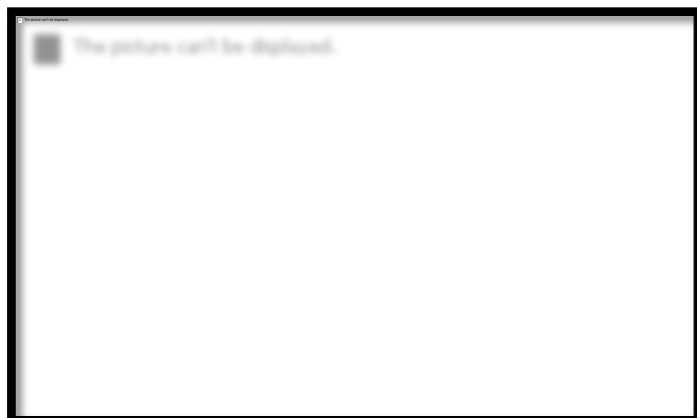
Having access to a dedicated space has enabled the team to work more effectively with children and young people whose mental health is a barrier to their engagement in mainstream and 62 children and young people have been supported over session 2018/2019.

Officers are working with local CAHMS services to develop multi-agency guidance for staff on how best to support those with mental health needs in order to develop our universal and targeted offer more fully. An Improvement Group of the Local Outcome Improvement Plan (LOIP) is leading work on more intensive interventions and the education service plays an active role.

In partnership with AFC Communities Trust; Sport Aberdeen; City Moves; The Foyer and Skills Development Scotland ASPIRE staff will deliver an alternative



Aberdeen Local Outcome Improvement Plan Stretch Outcomes



curriculum for a group of 15 S3 pupils during session 2019/20. AFCCT will lead the programme two days per week; and the service 3 days. The young people have not been engaged by mainstream school and the provision aims to improve attendance, reduce exclusions and improve entry in to positive destinations.

The school nurse service has provided support for emotional wellbeing and mental health to approximately 10% of the city's school population (2494 children and young people). The roll-out of CEL 13 is designed to increase capacity of this service and discussions are currently progressing on how to ensure that funding for School Counsellors does not replicate the support already available from the School Nursing Service.

Colleagues advise that they seek further clarification on supports available across Integrated Children and Family Services. This has triggered a review and alignment of provisions so that expertise can be pooled and the continuum of provision available from ICFS

simplified. We anticipate that this work will have concluded by November 2019. It is thought that this will lead to a more aligned set of services and to shared commissioning arrangements with shared commissioning already been scoped across NHSG and Children's Social Work in order to make best use of available resource.

Primary Driver 2 – The right support at the right time from the right people

The partnership GIRFEC group continues to review the impact of GIRFEC arrangements with revisions made to the Operational Guidance as required. More robust partnership Quality Assurance mechanisms are now being developed to ensure that both qualitative and quantitative data is used to inform the work of the partnership group. This will be supported by the education service quality assurance arrangements against Quality Indicator 3.1.

A review of the data available has evidenced that around 80%



of children and young people with recorded mental health needs also have another condition or need. This guides us to carefully consider the continuum of provision we provide to ensure that criteria do not limit access to timely support. This learning will be used to support a wider review of how effectively our ASN services help meet the needs of learners today and will be continued into session 2019/2020.

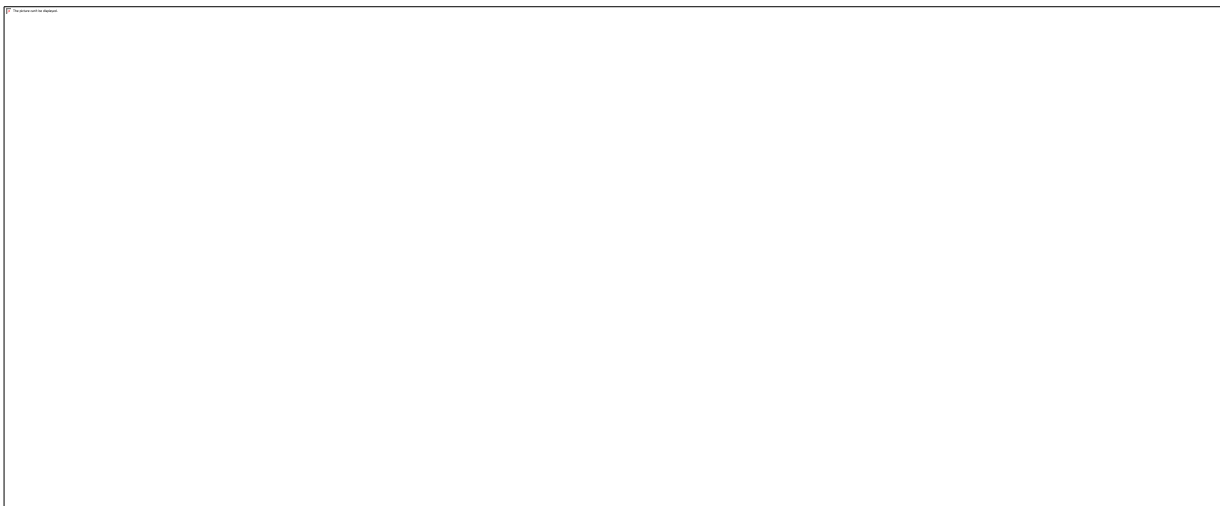
The Pupil Centred Risk Assessment process has been simplified, with feedback currently informing the final revised edition.

A Multi-Agency Screening Team (MAST) now operates to ensure that all skills sets are utilised when determining appropriate interventions and providing feedback to Named Persons who seek support for a young person with mental health needs. It is thought that bringing provisions and services together across Integrated Children and Family Services will further maximise this collaboration.

		<p>The education service continues to positively participate in the Child Protection Programme with training updated again for the start of the new schools session. Considerable time was invested in preparation for the Integrated Inspection, the results of which will be published soon.</p> <p>The Virtual School Head Teacher has provided updated guidance around the need for a Coordinated Support Plan (CSP) to be considered for all children who are care experienced. This has seen an increase in requests to begin the CSP process suggesting it has been effective. The Virtual School has also led the revision of attendance procedures which have been issued in draft form and will be formally launched in the new session.</p> <p>Work on transitions has been taken forward through the Attainment and Transitions to Adulthood Improvement Group. In partnership with Police Scotland, Primary and Secondary Colleagues, NHS, Digital Technologies ESO and Partnerships team leader,</p>
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		<p>multi-agency transition guidance is in the process of being developed to ensure collective support and positive transition experiences for all children ensuring consistency across ACC.</p> <p>Evaluation of Impact</p> <p>Work has been undertaken to address the understanding of resilience and this will continue throughout session 19-20. The current EP Service is in the process of redesign and delivery to support developments further in this area. Significant planning and review of support systems and structures for individuals is underway in partnership across ICFS. As part of an empowered system, each project group will develop the NIF priority action plans moving forward.</p>
Improvement Activity	2018-2019 Evidence	What did we do and what was the impact?

<p>Increase the number of school leaver positive destinations for all young people by meeting of exceeding virtual comparator by 2021</p> <p>Awaiting Insight data for 2019</p>	 <p>Example of School DYW Support</p> 	<p>Primary Drivers 1&3 Developing the Young Workforce Strategy and an Effective and Inclusive Senior Phase</p> <p>In 2018/19 all secondary schools have audited their senior phase curricula structures and engaged in a SWOT analysis to determine what works well and what could be improved. Head Teachers evaluated the capability of these structures to deliver a broad and flexible learner pathway for all young people to better understand the current gaps in provision. The consensus was that within the current curricula structures schools have the capability to further develop a broader range of learner pathways within the Scottish Credit and Qualifications Framework (SCQF).</p> <p>Colleagues have engaged with the national expertise from SCQF to better understand the range of type of courses available and have concluded that stronger partnerships across the city are required to further broaden opportunities. This</p>
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Developing the Young Workforce in Aberdeen & Aberdeenshire



clear consensus is helpful as we move forward and colleagues.

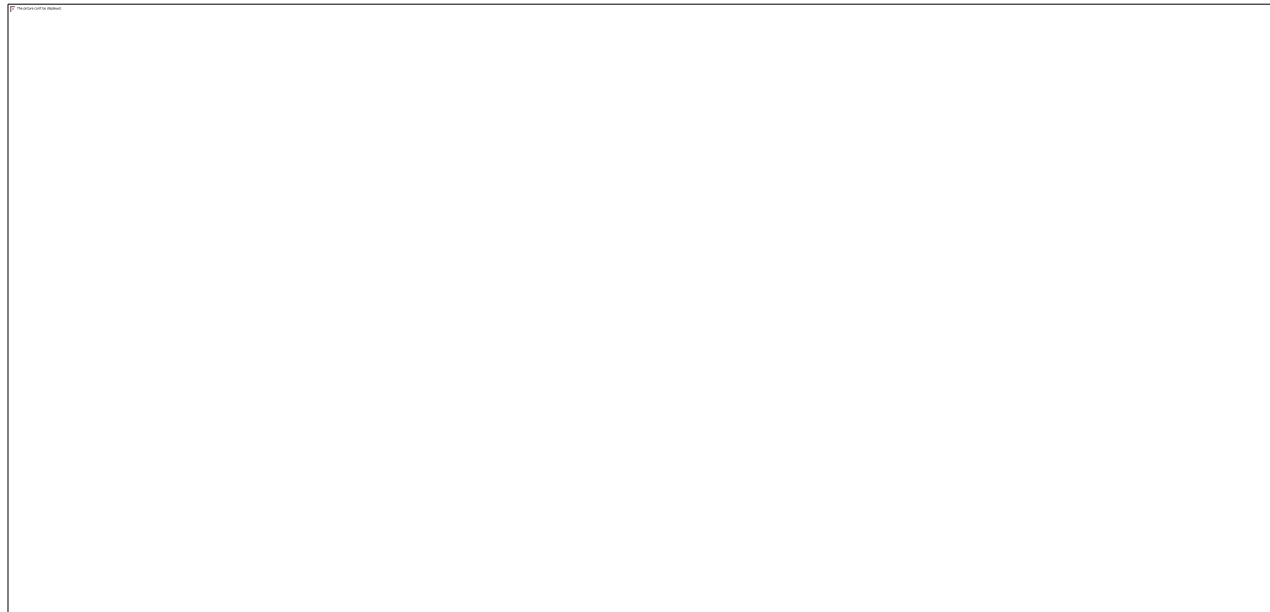
As a result of this early analysis considerable work has been undertaken to strengthen partnerships with a working group comprising representatives from North East Scotland College (NESCOL), Aberdeen University, Skills Development Scotland, Robert Gordons University and DYWNE to extend the range of learner pathways available and therefore doing more for those young people who get the least out of the current system. This work is on-going and likely to lead to a more city-wide offer of suitable learning pathways being developed.

Regular Partnership meetings with school staff and Skills Development Scotland (SDS) has enabled more effective support for schools to support young people with future pathway planning and access to the SDS service. This has resulted in a slight increase of

Engagement Partnerships Issued since 1st April 2019

50

Developing the Young Workforce in Aberdeen & Aberdeenshire



the Positive Destinations data compared with 2018/19.

SDS and No Wrong Path (formerly Opportunities for All) personnel delivered a Professional Learning session to Head Teachers. Head Teachers welcomed the input and many are now engaging with more confidence to support individuals

In 2018/19 several co-creation planning meetings took place with NESCOL involving secondary Head Teachers, SDS staff and Quality Improvement Manager (Employability and Positive Destinations). This has resulted in a clear implementation plan for session 2020/21, to review and improve;

- Progression for young people with additional support needs
- The number of Foundation Apprenticeships at Level 5

Example of Primary School Engagement



SDS Data Capture



- The range of SCQF level 4/5 courses
- Delivery models (hub/consortia/locality)
- Addressing the gap in technology-based subjects and digital learning
- The provision of Level 7 qualifications
- S2/3 taster sessions pre summer to
- Provision for winter and summer leavers at risk of no positive destination

The group anticipate that greater variety will be available to young people from session 2020/2021 with some small changes anticipated when we receive the Insight data later in the year.

By working in partnership with Developing Young Work Force North East (DYWNE), seventeen influencing (previously Flagship) business partnerships have



Build Your Future – Schools Challenge



been established across the 11 Secondary schools with every Secondary School having at least one. Three collaborative partnerships have been established since 1st April 2019, two within Secondary and the first ever one within a Primary school. The young people involved get an understanding and real experience of a range of skills and experiences with an employer. Contextualising their learning and making it real within the curriculum and opening their eyes to a wider range of opportunities and career paths. This work will continue into session 2019/2020.

In 2018/19 there has been Increased involvement with primary schools which has included the Quarryhill Primary School Job Fair, planning and supporting Heathryburn Primary School Community Skills Day and the Glashieburn Primary 'Spotlight' week. Giving these pupils the opportunity to learn about the world of work and the job possibilities and the skills needed to take

Career Ready Programme



Local Outcome Improvement Plan – Stretch Outcome



advantage of these opportunities.

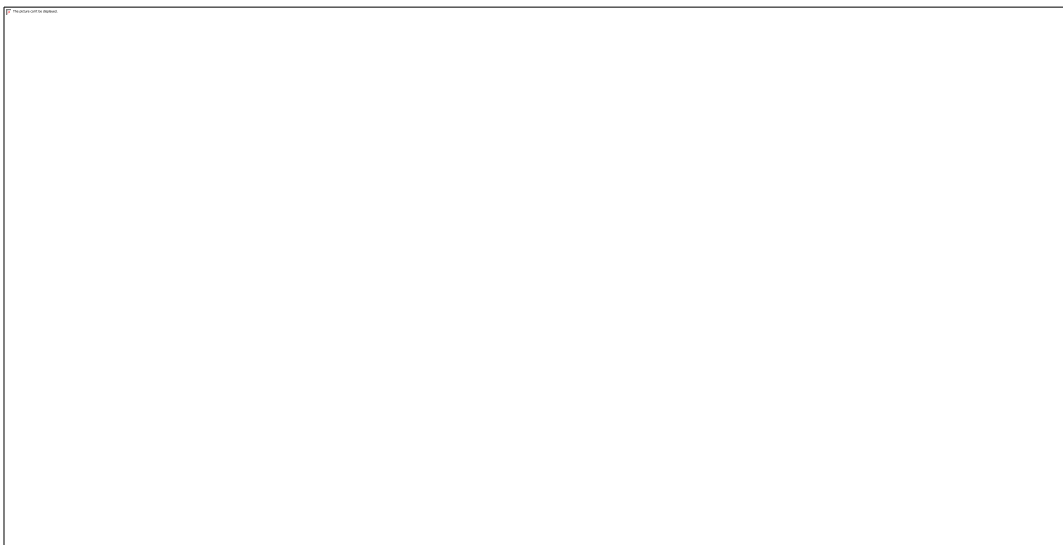
A new initiative involving Grampian Construction Training Group, Mearns & Gill collaboration has worked to offer the first joined up approach with schools to engage with the construction industry to highlight the exciting and varied careers within the industry. The 'Build Your Future Schools Challenge' is available for every school in the city to submit a team of S2 pupils. The aim is to educate young people, teachers and parents about the breadth of careers available within the construction industry.

Bridge of Don Academy & feeder primary schools have established a working group to design a 'skills programme' that can be linked to the curriculum with continuity through both primary and secondary education. This will form the basis of work to consult on a citywide skills programme in 2019/20 so

Biggest parent Evening Event



Developing the Young Workforce in Aberdeen & Aberdeenshire



that all schools are working towards a skills development programme within an agreed Aberdeen City Skills framework.

In 2018/19 DYWNE delivered an 'Employer Event' in partnership with SDS, NESCoI, ACC, Aberdeenshire Council, Prospects Events, Foundation Apprenticeships, University of Aberdeen with 60 employers attending. The aim was to encourage new employers to engage with Developing The Young Workforce agenda and provide a better understanding of the work-based programmes available in schools and the variety of learner pathways such as Foundation and Graduate apprenticeships that are being delivered as a partnership with schools, college and business employers.

All secondary schools have committed to calendared termly meetings to share and promote DYW best practice from across the city schools. School Lead DYW teachers and DYW staff will collaborate and co-design approaches to extend DYW activities in schools and make use of learning from school improvement plans.

All secondary schools now have a clearly defined section in the School Improvement Plan focussed on the National Improvement Framework Priority – Employability and Positive Destinations. This monitoring process will ensure all pupils are benefitting from developing the skills and experiences offered through the DYW programme.

In 2018/19 as part of the QA process all secondary schools identified their current pupil support structures and highlighted where they had reviewed remits to align the DYW agenda. Some schools are currently reviewing their Pupil

Activity Agreements



Young Leaders of Learning

<https://kingswells.aberdeen.sch.uk/young-leaders-of-learning/>

Support structures and defining roles and responsibilities for the developing DYW agenda. The new Quality Improvement framework will continue to focus on the implementation of the DYW agenda to ensure this agenda is delivered to all pupils in our schools. Children and Young People have worked with Education Scotland to develop skills in identifying next steps in improvement and will be supported to continue this in session 2019-2020.

NoWrongPath (formerly Opportunities for All) continue to work with schools to provide activity agreements for identified young people. Further work is required to ensure that no young person entitled to an activity agreement misses out.

Wood Foundation Youth Philanthropy programmes are well established in five secondary schools and provide opportunities for the students within our schools to know more about their local

		<p>communities and to support and to help find solutions for local social issues.</p> <p>A rolling programme of schools being engaged into the Career Ready programme is ongoing with two new secondary schools engaging with the programme in session 2019/20 (Bucksburn Academy and Dyce Academy). Aberdeen City Council to provide 20 internships in session 2019/20. This provides young people with a work experience placement to support work-based learning and skills development.</p> <p>Primary Driver 2 – Improve the Quality of Transitions The service appreciated on-going professional learning opportunities with the Scottish Government Insight Advisor to develop an understanding of school leaver data and to help provide an audit tool to review the senior phase provision. A further</p>
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engagement event with secondary Head Teachers is being planned for December 2019 to share the tool and develop understanding of how school data informs future planning for further and higher education institutions and influences employability.

The service continues to support delivery of the LOIP with work on-going to test new ways of informing parents of alternative learning pathways which are open to young people and their progressions into higher education and the world of work.

The “Biggest Parents Evening” event which offered parents an opportunity to find out about the 3 types of Scottish Apprenticeships, was fully subscribed with over 65 parents and pupils attending. The feedback given was extremely positive and a 2nd event, is planned for either end of 2019 or early 2020, where we can support young people with course choices, develop parental understanding and engage

with young people no longer in education.

The review of the secondary schools PSE curriculum is to be initiated in session 2019/20 and will provide further opportunities to embed the Career Education Standards within the school curriculum. SDS are providing a programme of professional learning sessions on the My World of Work (MyWOW) resources for primary and secondary sectors with around one third of primary schools keen to engage with the approach for upper stages primary pupils.

There has been a significant increase in uptake of Foundation apprenticeships with approximately 100 students, a four-fold increase from session 2018/19. All secondary schools have students participating in the Foundation Apprenticeship pathway. Ongoing partnership work with SDS, NESCOL and Aberdeen City Council will develop further strategies to provide easier access to Foundation and

Modern apprenticeships particularly for the most disadvantaged young people and to provide choices that are right for them as an alternative to the traditional academic routes. As a service we look forward to welcoming 10 Modern Apprentices into a career in Early Learning and Childcare.

This will be measured with an increase in positive destinations out with the traditional academic routes and the service will have a better sense of progress when Insight data becomes available later in the year.

Evaluation of Impact

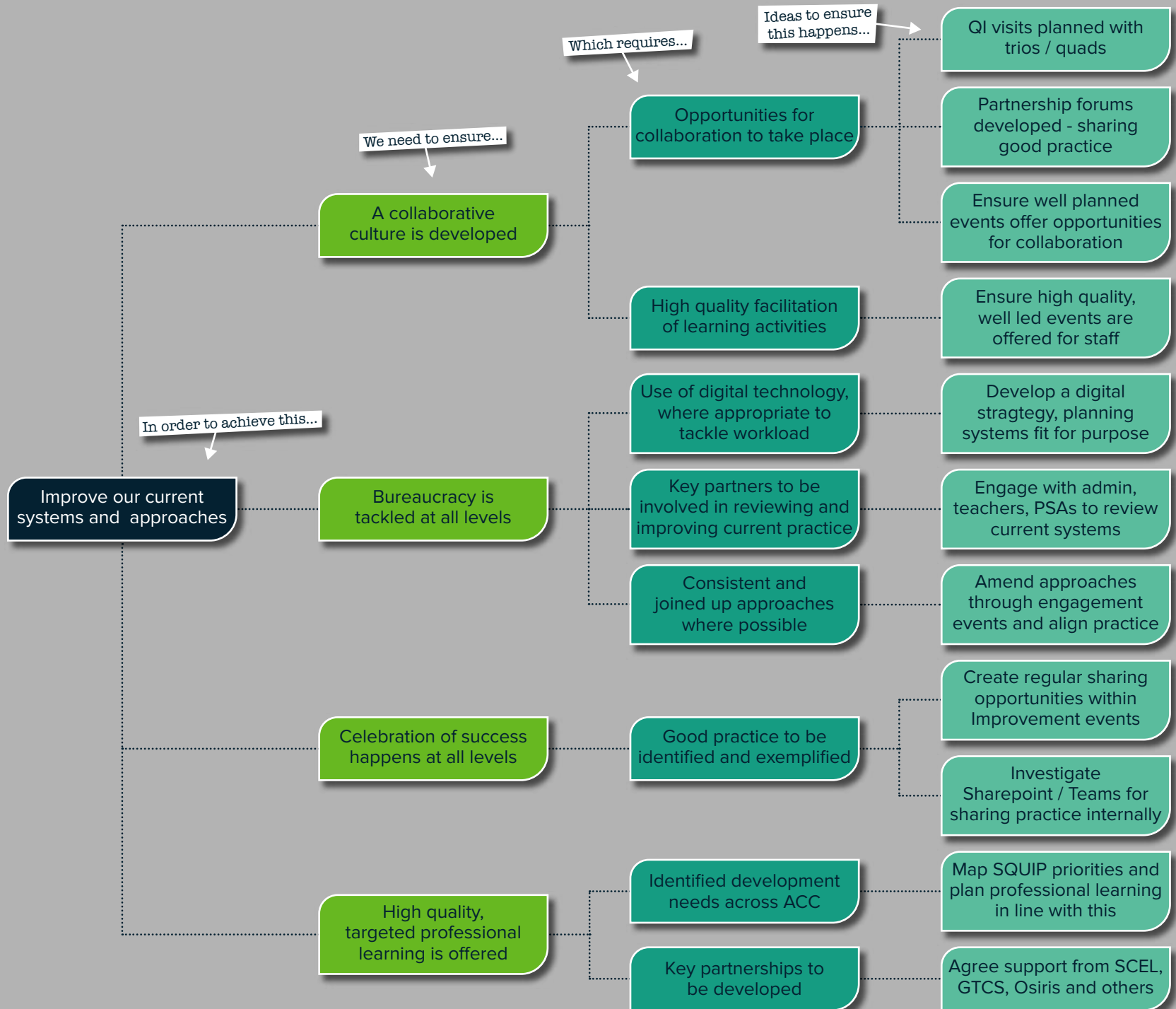
Schools are reviewing how they evidence and record individuals skills and work has started with Primary and Secondary Schools to investigate the use of consistent approaches through My World of Work and SDS resources. Pupil participation groups continue to develop and in partnership with Education Scotland a large number of Primary and

		<p>Secondary Schools are engaging with the Young Leaders of Learning Programme in support of School Improvement. This has shown a positive step forward in pupils working with key partners in real life contexts.</p>
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Leadership of Change

Improve collaborative approaches and effective improvement strategies which tackle bureaucracy and impact positively on practitioners and learners.

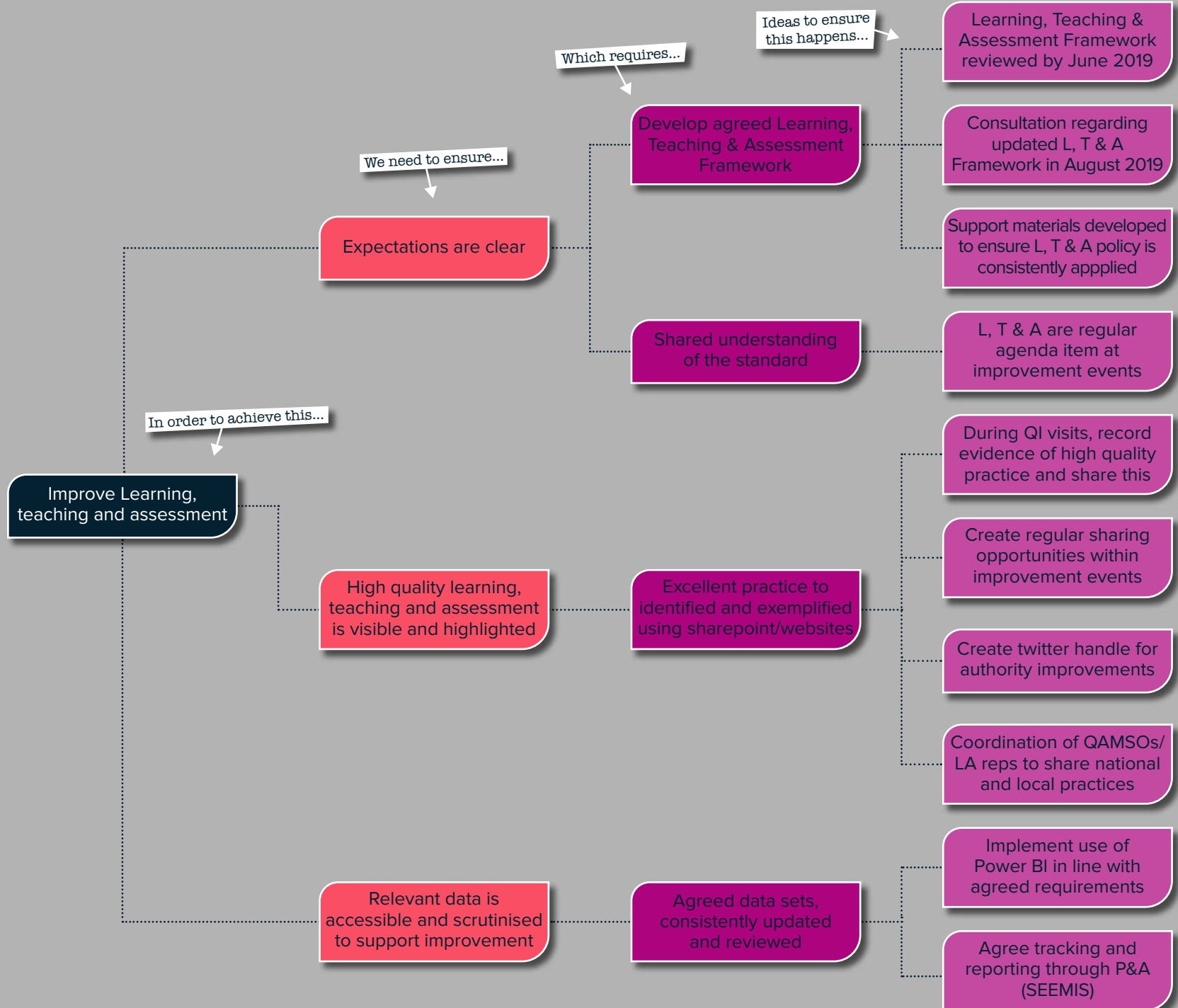
LEADERSHIP OF CHANGE



Raising Attainment

Improve the quality of learning, teaching and assessment, showing an increase in evaluations within Q12.3 from validated school self-evaluation by 2021.

RAISING
ATTAINMENT



Closing the gap

Reduce the poverty related attainment gap between the most and the least disadvantaged children and evidence this by exceeding virtual comparator performance by 2021

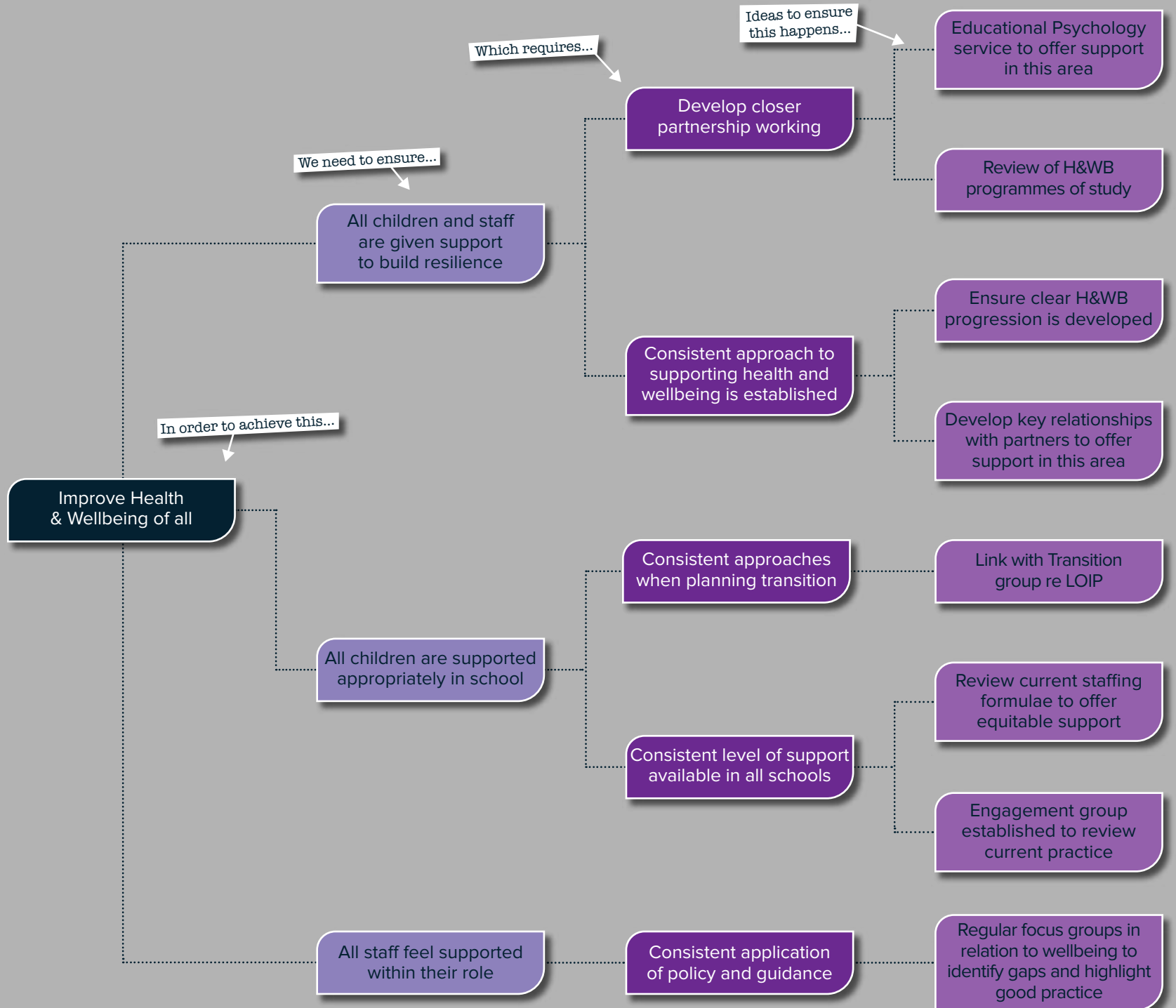
CLOSING THE GAP



Health & Wellbeing

Improve the health and wellbeing of all by meeting or exceeding virtual comparator performance by 2021

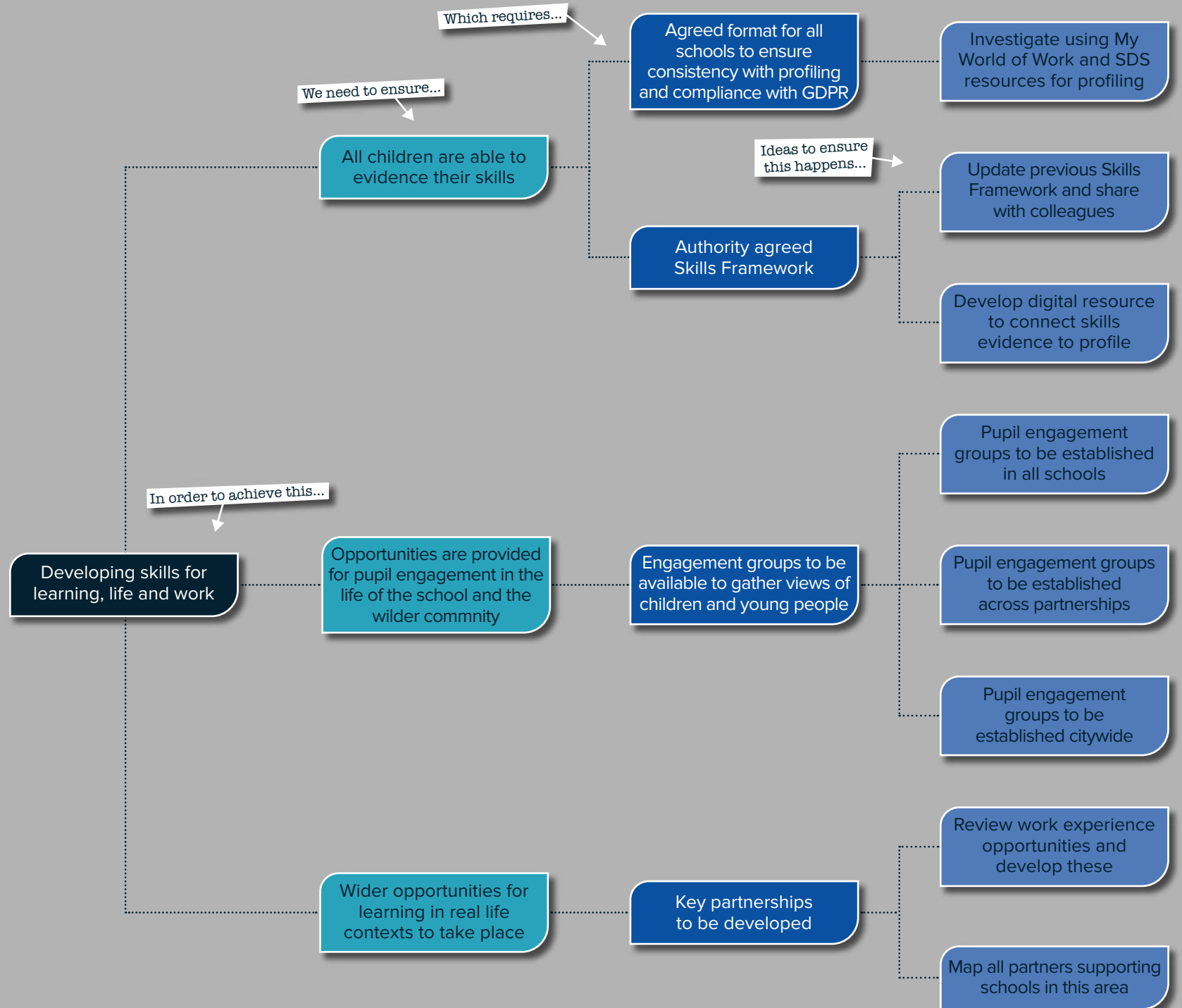
HEALTH & WELLBEING



Developing the Young Workforce

Increase the number of school leaver destinations for all young people by exceeding virtual comparator performance by 2021

DEVELOPING THE YOUNG WORKFORCE



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ABERDEEN CITY COUNCIL

COMMITTEE	Education Operational Delivery
DATE	17 September 2019
EXEMPT	No
CONFIDENTIAL	No
REPORT TITLE	Review of the Use of Pupil Equity Funding
REPORT NUMBER	OPE/19/312
DIRECTOR	Rob Polkinghorne
CHIEF OFFICER	Graeme Simpson
REPORT AUTHOR	Caroline Johnstone
TERMS OF REFERENCE	1

1. PURPOSE OF REPORT

- 1.1 The Education Operational Committee of 6th November 2018 requested further information on full year Pupil Equity Fund spending. This report aims to provide the assurance requested by Elected Members.

2. RECOMMENDATIONS

That Committee:-

- 2.1 note the contents of this report; and
- 2.2 instruct the Chief Officer Integrated Children and Family Services to incorporate Pupil Equity Fund spending and a review of the impact of spending in all future National Improvement Framework Committee Reports.

3. BACKGROUND

- 3.1.1 The Local Outcome Improvement Plan 2016-2026 includes specific indicators and targets relating to the performance of disadvantaged children and young people.

- 3.1.2 Aberdeen City Council National Improvement Framework Plan 2018/19 includes *“Reduce the attainment related poverty gap between the most and least disadvantaged children in line with virtual comparator performance by 2021”* as one of the expected outcomes.
- 3.1.3 The Scottish Attainment Challenge was launched by the First Minister in February 2015. As part of the Attainment Scotland Fund, the Scottish Government has allocated additional funding directly to schools, targeted at closing the poverty related attainment gap. The Pupil Equity Fund (PEF) was initially made available from April 2017, it will continue until the end of this current Parliament with the Deputy First Minister leading discussions to seek cross party agreement on a sustainable model for subsequent years.
- 3.1.4 In 2018-19, for each child in a publicly funded primary or secondary who is eligible and registered for free school meals, schools are allocated £1,200. Aberdeen City Council schools were allocated £2,745,600 in 2018-19; Appendix 1 provides a summary of the allocation by school.
- 3.1.5 Schools must adhere to national and local guidance as they decide how to invest their PEF allocation and the stipulations of the grant must be adhered to, some of which are that:
- Head teachers must have access to the full amount of the allocated PEF.
 - PEF funding must enable schools to deliver activities, interventions or resources which are clearly additional to those which are already planned.
 - Head teachers must work in partnership with each other, and their local authority, to agree the use of funding. Schools must take account of the statutory responsibilities of the authority to deliver educational improvement, secure best value, and the authority’s role as employer.
 - Parents and carers, children and young people and other key stakeholders should be involved in the planning process.
 - Funding must be provided for targeted support for children and young people affected by poverty to achieve their full potential. Although PEF is allocated on the basis of free school meal eligibility, head teachers can use their professional judgement to bring additional children into targeted interventions.
 - Schools must have plans in place at the outset to evaluate the impact of the funding.
- 3.1.6 Head teachers were asked to develop PEF plans detailing how resources would be used to provide targeted interventions in literacy, numeracy and health and wellbeing to close the poverty related attainment gap. In developing these plans Head Teachers were asked to set out their rationale for the use of the funding, based on a clear contextual analysis which identifies the poverty related attainment gap in their schools and takes account of evidence of what is known to be effective at raising attainment for children affected by poverty. They were also asked to ensure collaboration with pupils, parents and carers, community partners and their Associated School Groups as they developed their plans.

3.1.7 In June 2019 the Scottish Government published the *Attainment Scotland Fund evaluation: interim report (year 3)* <https://www.gov.scot/publications/evaluation-attainment-scotland-fund-interim-report-year-3/> The key themes from this report are consistent with those in the document.

3.2 Interventions

3.2.1 Schools have used the additional funding in a wide variety of different ways to support learners. Examples of how PEF funding was used are listed at Appendix 1, however the list is not exhaustive and plans for each individual school will be available on school websites.

3.2.2 Many schools have used funding to recruit additional staffing or provide existing staff with additional time for development opportunities. This reflects research-based evidence that dedicated time from skilled staff can achieve the most significant impact for pupils. Schools have also recognised the importance of Career Long Professional Learning and funding has been used to provide additional training opportunities, in some cases across Associated School Groups.

3.2.3 Some schools have appointed dedicated positions to develop new whole-school approaches and oversee the implementation, monitoring, tracking and evaluation of PEF funded interventions in their schools.

3.2.3 Across Aberdeen City schools, funded interventions have reflected a strong focus on numeracy and literacy, including the adoption and development of a broad range of specific approaches and resources. Most schools have also funded specific interventions around health and wellbeing. Nurture, resilience, mental health and emotional wellbeing have been a common focus, as have areas such as family engagement and outdoor learning.

3.2.4 There is a clear correlation between the number and scope of supported interventions within each school and the level of funding received. Those schools with higher allocations support the largest and widest scope of funded interventions while those with lower allocations have tended to use this to extend existing initiatives and provide additional staff training or time.

3.2.5 A number of city schools have developed or changed their approaches and interventions over the period of funding, particularly in response to staffing challenges and availability of resource.

3.2.6 The range of interventions in session 2018/19 increased as compared to the previous session and there was a significant increase in accessing support from local authority, third sector and other organisations to deliver specific programmes to targeted pupils. These included:

- Family Learning Team
- Youth Work
- Barnardo's
- Aberdeen Football Club
- Aberlour

Appendix 2 contains a full list of providers available to schools.

Analysis of the interventions offered indicates that they were all focused around literacy, numeracy and health and wellbeing.

3.3 Measuring Outcomes and Impact

3.3.1 In 2018-19, a range of events was organised to ensure high quality use of PEF with clearly identified outcomes and measures. The Education Scotland Attainment Adviser offered training to all headteachers and assisted with identifying key national personnel to support this. The Attainment Adviser delivered bespoke sessions to school PEF leads.

3.3.2 The quality improvement team monitored spend and impact through quality assurance term 1 and 3 visits. The majority of schools had plans based on the needs of the pupils with clearly identified outcomes and measures. Most schools had clear tracking and monitoring procedures to capture impact in place.

3.3.3 Aberdeen City Council schools used a range of measures to provide evidence of success in terms of improving attainment including standardised tests, Scottish National Standardised Assessments, Curriculum for Excellence attainment, class and school assessments and data from online literacy and numeracy programmes. At individual establishment level head teachers reported improvements in the following:

- Attainment in reading and mathematics as measured by standardised test scores.
- Numeracy and literacy progress as measured through Curriculum for Excellence levels.
- Reading age of pupils, reading comprehension skills, spelling and attainment in writing.
- Attendance and punctuality.
- Pupil motivation, engagement, confidence and self-esteem.
- Pupil participation in extra-curricular opportunities.

3.3.4 Some schools which have used the additional funding to build on and develop existing approaches to addressing the impact of poverty on pupil attainment have recognised the limitations of free school meals as an indicator of pupil need and used additional criteria in focusing targeted interventions at their most vulnerable pupils.

3.4 Reported impact of funded interventions

- 3.4.1 Schools across the city have begun to gather a range of evidence on the perceived impact of funded interventions since PEF became available to schools in April 2017, however it will take more time to develop robust evidence of closing the poverty-related attainment gap. As indicated at 2.2, this will continue to be monitored and reported to Members as part of future NIF reports.
- 3.4.2 As already mentioned at 3.2.4, the majority of schools have implemented a range of interventions using PEF funding, some of these are very targeted at specific pupils, others support the wider school population. Many pupils, particularly in schools with high allocations of PEF funding, are accessing more than one intervention and it is therefore difficult to accurately identify which specific intervention has led to assessed improvements. In some cases, it is likely there has been a cumulative beneficial effect of several targeted interventions. Although this makes accurate evaluation and reporting more difficult, ultimately, of course, the result is positive for children and young people.
- 3.4.3 Almost all schools report encouraging early evidence of improvements around mental health and wellbeing, resilience, emotional wellbeing and pupil engagement. As well as reference to specific data such as pupil attendance, schools report positive changes in areas such as improved pupil confidence in their own abilities and increased engagement in learning.
- 3.4.4 The majority of schools are beginning to note improvements in attainment in literacy and numeracy for pupils targeted for specific interventions. In some schools this has led to a reduction in the poverty related attainment gap, as the rate of improvement for targeted pupils has outstripped others. This is particularly noticeable in the primary schools which also benefit from Scottish Attainment Challenge funding.
- 3.4.5 Across the city there is evidence of the wider impacts associated with the additional funding. There has been an increase in collaborative working, both within and across schools and teachers planning and working together has contributed to the development of a more positive and collegiate ethos underpinned by the sharing of practice across individual schools and across Associated School Groups. In some cases, for example, this has included pooling of resources and collaborative working to source professional learning opportunities for staff on specific priorities e.g. The Visible Learning Approach. Appendix 5
- 3.4.6 In some schools targeted interventions have required a change of approach and development of new skills for staff. Many schools have taken the opportunity offered by the additional funding to develop whole-school approaches, for example embedding approaches to nurture and increasing pupil resilience across the curriculum as well as whole-school approaches to numeracy and literacy.

3.4.7 The majority of city schools have considered sustainability as part of their planning work, and this has led to a focus on building staff skills and capacity, sharing and embedding of practice, and improving use of data in planning and evaluation. However, it is recognised that the availability of additional resource has been key to achieving positive impacts, particularly for the most disadvantaged pupils.

3.5 Challenges

3.5.1 Schools across the city have reported considerable challenges in implementing agreed plans and in spending PEF allocations within the given timescale. This resulted in a reported underspend at the end of the financial year 2018/19 (March 2019) of £1.2m. The most recent report from finance colleagues details PEF spend up to the end of the school year, 5th July 2019. This indicates a 2018/19 PEF carry forward remaining of £670,459 across all schools. With commitments and items still to be paid amounting to approximately £220,000, the final PEF carry forward for 2018/19 is around £450,459.

3.5.2 Feedback from Head Teachers indicates that delays in invoices from partners being received and/or processed has contributed to schools appearing underspent in relation to PEF and a number of schools have reported miscoding of staff or other resources which has taken considerable time to resolve. Scottish Government guidance on unspent PEF funding states, “Where schools are unable to spend their full allocation during the financial year, any underspent grant may be carried forward to the next financial year though it would be expected that it would normally be spent within the school year.”

3.5.3 Many schools have planned interventions to run across the school year i.e. from August to July, and have budgeted accordingly, rather than allocating funding within the timescales of the financial year. In some cases, funds have been committed, but then plans have changed or been cancelled for the reasons expanded below.

3.5.4 Staff recruitment has been a significant challenge for almost all schools, with particular difficulties experienced in recruiting teachers. In a number of schools, teacher shortages have meant that teachers who had been identified for specific PEF funded activities have had to be redirected to core teaching duties. The service is working closely with People and Organisation to establish a responsive means of mitigating the effects of such staffing challenges.

3.5.5 Many schools report that the tight timescale around notification of the 2017/18 PEF allocation limited planning time available and that limited staffing resources impacted on initial planning and implementation of interventions. As a result, almost all schools had a substantial carry-forward from 2017/18 added to their allocation for the following year. While planning for 2018/19 benefited from longer timescales, there is general consensus that the provision of funding on an annual basis may limit the scope for longer-term planning.

- 3.5.6 Some schools report that partners who had been identified to provide services have also experienced difficulties in recruiting and retaining staff and this has resulted in plans having to change at short notice.

4. FINANCIAL IMPLICATIONS

4.1 This report provides a summary of improvements made as a result of additional funding from the Scottish Government, to support schools in closing the poverty related attainment gap. Aberdeen City Council schools were allocated £2.7 million in 2018-19. More robust monitoring arrangements have been put in place for PEF, which ensure that the local authority and Head Teachers have regular oversight of school level expenditure. PEF expenditure is separated from core school budgets, with a different financial code, ensuring spending is not included within the overall school budget and can be easily tracked and monitored.

4.2 Based on the 2018/19 financial year end the actual expenditure for the year was £2,392,081. However, the total spend in 2018/19, including the £1.619m carry forward from 2017/18 was £3.272m. Financial records at 31/3/19 indicated a carry forward to 2019/20 of £1.2 million. Schools reported difficulties in recruiting staff and partners being unable to deliver commissioned services, alongside late invoices and miscoding of staffing and other costs as contributing to this underspend. Monitoring and discussion with schools indicates that the majority of this grant was spent prior to the start of the new school year in August 2019. Head Teachers are aware that PEF money is supposed to be spent within the financial year, though it can be carried forward to the end of the school year and beyond under exceptional circumstances. New procedures to monitor PEF spend throughout the year have now been introduced.

4.3 Aberdeen City Council schools have been allocated £2.9 million for 2019/20; Appendix 3 provides details of individual establishment allocations. Head teachers are aware that the additional funding is limited to the end of this Parliament and recognise the need to consider ways in which they can sustain future improvements for all children and young people. Schools and Associated School Groups are working towards achieving this by providing training and Career Long Professional Learning opportunities to develop staff, engaging parents to support their children's learning, purchasing and developing additional resources and by making changes in approaches to teaching and learning.

4.4 There are no other specific financial implications arising from this report.

5. LEGAL IMPLICATIONS

5.1 **The Standards In Scotland's Schools Etc. Act 2000**

Education Authorities are under a duty to have due regard to the need to reduce inequalities of educational outcome experienced by pupils as a result of socio-economic disadvantage.

5.2 The National Improvement Framework

Education Authorities are also under a duty to endeavour to secure improvement in the quality of education of school education which is provided in the schools managed by them and to carry out the duty with a view to achieving the strategic priorities set out in the National Improvement Framework.

5.3 The local authority's legal obligations in respect of the above legislation have been taken into account and are fully met both by the work undertaken to date and in planned future actions in respect of PEF funding.

6. MANAGEMENT OF RISK

Category	Risk	Low (L) Medium (M) High (H)	Mitigation
Financial	Risk of not effectively utilising PEF and SAC finance to address the equity and excellence agenda	M	Closely monitor and quality assure progress to take action where necessary.
Legal	Failure to deliver on legal duties detailed in 5.1 – 5.2	L	Actions and proposed actions satisfy these legal duties.
Employee	Risk of employees feeling overwhelmed by the many changes in education and expectations of additional funding.	L	Ensure pace and focus of improvement activity is manageable and appropriate. Ensure appropriate support mechanisms in place.
Customer	Potential for children or young people to be identified/stigmatised.	L	Adherence to data protection/GDPR reporting arrangements will ensure individuals cannot be identified.
Environment	Minimal – any impact on environment will be positive	L	Ensure careful planning of spend to promote positive outcomes

Technology	Minimal – additional funding may enable schools to enhance technology offer to pupils	L	Ensure careful planning of spend to promote positive outcomes
Reputational	Risk of not effectively utilising PEF and SAC finance to address the equity and excellence agenda	M	Closely monitor and quality assure progress to take action where necessary

7. OUTCOMES

Local Outcome Improvement Plan Themes	
	Impact of Report
Prosperous Economy	Continued judicious use of PEF funding will ensure that children and young people, including those from disadvantaged backgrounds, are fully accessing education and more likely to achieve their potential and contribute to the economy.
Prosperous People	PEF initiatives and interventions will impact positively on all children and young people and are particularly targeted at those who are adversely affected by poverty. Specific links to: Stretch Outcome 4 – Children’s Mental Health Stretch Outcome 6 – Positive Destinations Stretch Outcome 7 – Child Friendly City
Prosperous Place	Key to all PEF interventions is reducing the poverty related attainment gap

Design Principles of Target Operating Model	
	Impact of Report
Customer Service Design	Promotes an understanding of the circumstances of individual children and young people to ensure that personalised support is available to them.

Organisational Design	Seeks to ensure the best use of resource in the system.
Governance	Overseen by Chief Officers and by the Education Operational Delivery Committee.
Workforce	Ensures that colleagues in schools have clarity around their roles and responsibilities and supports joined up working across departments and agencies.
Process Design	Revised monitoring arrangements ensure that any vulnerabilities in the system are quickly addressed.
Technology	Supports increased use of technology to improve outcomes for children and young people.
Partnerships and Alliances	Promotes and makes use of wider partnership support when appropriate.

8. IMPACT ASSESSMENTS

Assessment	Outcome
Equality & Human Rights Impact Assessment	<i>Required - completed 07/08/19</i>
Data Protection Impact Assessment	<i>not required</i>
Duty of Due Regard / Fairer Scotland Duty	<i>Applicable</i>

9. BACKGROUND PAPERS

Pupil Equity Funding – National Operational Guidance – 2019 (attached)

10. APPENDICES (if applicable)

- Appendix 1 Examples of how PEF funding has been used in Aberdeen City Council Schools 2018/19
- Appendix 2 PEF Guidance to Schools Aberdeen City Council 2018/19
- Appendix 3 PEF Allocations Aberdeen City Council Schools 2018/19
- Appendix 4 PEF Allocations Aberdeen City Council Schools 2019/20
- Appendix 5 What is Visible Learning?

11. REPORT AUTHOR CONTACT DETAILS

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Examples of how PEF funding has been used in Aberdeen City Council Schools

Some examples are listed below, however the list is not exhaustive and plans for each individual school will be available on school websites. Interventions during Session 2018/19 included:

- Additional staff to provide focused support for individuals or groups of pupils in literacy, numeracy and health and wellbeing.
- Supplementary resources to support literacy, numeracy and health and wellbeing, including digital resources.
- Establishment of promoted posts with specific responsibility for PEF. This includes the monitoring and tracking of progress for pupils, ensuring that pupils receive the support they need and undertaking evaluations to ensure that interventions are effective.
- Further developing parental engagement, including working with Family Learning team colleagues.
- Targeted breakfast clubs, extra-curricular groups and homework clubs.
- Professional development for teachers to build on and improve pedagogical approaches in the classroom.
- Professional learning for staff, for example, in approaches to the teaching of mathematics, Talkboost and Early Talkboost.
- Support for pupils to attend extra-curricular activities such as music or sports events and residential trips.
- Commissioning of specific services from other local authority teams, third sector and other providers to address specific identified needs e.g. counselling, tailored support packages, family support

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Appendix 2

Pupil Equity Funding Guidance

Aberdeen City Council

2019-2020



Introduction

Pupil Equity Funding is funding allocated to schools and targeted at closing the poverty related attainment gap. The Scottish Government has committed to this funding as part of the Scottish Attainment Challenge programme with funding likely to be in place until the end of the current Parliamentary term.

The 2019/20 funding allocation has been calculated using the most recently available Healthy Living Survey and Pupil Census data and is based on:

- The estimated number of P1-P3 pupils who would be registered for free school meals using the national eligibility criteria. This will be done by taking the proportion of pupils registered for free school meals in primary schools in 2014 and then applying those to the 2018 school rolls for P1-P3
- The estimated number of P4-P7 and S1-3 pupils who are registered for free school meals
- The estimated number of special school pupils in the P1-S3 age range registered for free school meals

Publicly funded primary, secondary and special schools will receive £1200 for each child in Primary 1 to S3 who is registered for free school meals. Head Teachers can work at an individual school, associated school group, local authority or regional improvement collaborative level to address common interests when planning how best to utilise the fund.

What is PEF funding for?

Allocations of Pupil Equity Funding are allocated to help schools break negative cycles associated with poverty that impact on long term outcomes. The funding must be used to provide targeted support for children and young people affected by poverty to achieve their full potential. Although funding is allocated on the basis of free school meal eligibility, Head Teachers can use their professional judgement to bring additional children in to the targeted interventions and approaches. Pupil Equity Funding must enable schools to deliver activities, interventions or resources which are clearly additional to those which were already planned. Schools and Local Authorities have a statutory responsibility to deliver educational improvement and best use of the public pound. These duties necessitate close monitoring of the impact of each intervention.

How should PEF funding be used to address the poverty related attainment gap?

Although the funding is allocated to schools on the basis of free school meal eligibility, Head Teachers have discretion to make decisions about which children and young people would benefit most from any particular intervention or approach. Funding should not be used in ways that stigmatises children and young people or their parents.

The funding should be focused on activities and interventions that will lead to improvements in literacy, numeracy and health and wellbeing in order to break the poverty related attainment gap. Leadership, learning & teaching and families and communities are useful organisers to consider when determining interventions and approaches. It is also helpful to consider the 4 pledges head teachers agreed to support our work to close the poverty related attainment gap. We agreed to work together to ensure that:

- ***No child or young person will start school without a breakfast***
- ***All children and young people will have access to affordable school uniform and appropriate clothing for the North East***
- ***Costs will not prohibit the participation of children and young people in the life of the school***
- ***Parents, carers and children and young people will have easy access to financial advice***

Head Teachers should consider additional steps that might be required to close the educational attainment gap for pupils affected by poverty who may also experience disadvantage for other reasons. For example, disadvantage related to; a protected characteristic (disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex (gender) and sexual orientation), a need for which they require additional support, being looked after or having caring responsibilities. Interventions that impact on transitions between school stages can also be considered as well as initiatives that align with our 4 pledges.

Developing your PEF Plan

Head Teachers must develop a clear rationale for use of the funding, based on a clear contextual analysis which identifies the poverty related attainment gap in their schools. Plans must be grounded in evidence of what is known to be effective at raising attainment for children affected by poverty and use of the Education Endowment Trust research is advised. <https://education.gov.scot/improvement/eefsearch> PEF Plans should always be developed in partnership with children and young people, families and the immediate community.

Plans must outline clear outcomes to be achieved and how progress towards these, as well as the impact on closing the poverty related attainment gap, will be measured.

If, as a result of ongoing monitoring, it is identified that the plans are not achieving the results intended, plans should be amended.

Schools must take account of the statutory responsibilities of the authority to deliver educational improvement and officers will quality assure plans to ensure that they are based on sound evidence, demonstrate best use of the public pound and take account of the authority's role as employer before agreeing the plan.

Working in Partnership

There is a national expectation that Head Teachers will work in partnership with parents and carers, wider stakeholders including children and young people to develop plans. In addition, Head Teachers are guided to collaborate across schools where appropriate.

Schools will be able to achieve the best possible outcomes for children and young people by working with a range of bodies such as parent groups, parent councils, other local authority and public-sector services (including youth work and family learning), third sector organisations, other educational sectors and/or centres of expertise. Understanding the needs of children and young people should help to identify appropriate areas for collaboration.

<https://education.gov.scot/improvement/self-evaluation/Scottish%20Attainment%20Challenge%20and%20partnerships%20with%20the%20Third%20Sector>

Participatory budgeting (PB) is an innovative and effective mechanism to engage with parents and pupils, in particular those who face barriers to participation. PB directly involves people in participating in budgeting decisions that will have a direct impact on improving their lives and it can engage people who would not normally participate with traditional forms of communication. <https://pbscotland.scot/> Jo Mackie (Localities Manager) is able to support schools to utilise PB approaches.

Steps for Planning your Improvement

Step	Action
1 <i>Intent</i>	<p>Identify your attainment gap.</p> <p>Is this related to poverty?</p> <p>What does the data tell you? What does self-evaluation tell you?</p>
2	<p>Identify the barriers to learning</p> <p>Areas that could be considered are: learning and teaching, family engagement, realising aspirations, early development, language skills, home life, stress, anxiety, lack of confidence, transitions and additional support needs.</p>
3	<p>Identify what is working already and how do you know – have you looked at research and practice on the National Improvement Hub (NIH) and the Scottish version of the Education Endowment Fund’s <i>Teaching and Learning Toolkit</i>.</p>
4	<p>Define the change you want to see</p> <p>This is your outcome – who is the target group? What change do you want to see? By how much? By when?</p>
5	<p>Identify what you will measure and how you will measure it to know that your change is leading to an improvement</p> <p>Consider the 5 areas of: attainment, attendance, exclusion/inclusion, engagement, participation.</p>
6	<p>Plan the details of your intervention</p> <p>Consider the 3 organisers: learning and teaching, leadership, families and communities.</p>
7 <i>Implement</i>	<p>Implement the change</p>
8	<p>Regularly review and analyse data from your measures</p>
9 <i>Impact</i>	<p>From analysis of the data, decide whether to adopt, adapt or abandon</p>

Defining Outcomes to help measure impact

It is essential that Head Teachers continue to make best use of the data they have access to locally to understand which children and young people would benefit from targeted support and to monitor and track learners' progress over time. Schools should articulate clearly defined outcomes to enable impact to be measured. Where appropriate, consideration should be given to defining short, medium and long-term outcomes to enable progress to be measured over time and to ensure that plans resulting in improvement.

Outcomes should be pupil-focused and on the areas of literacy, numeracy and/or health and wellbeing. Outcomes should indicate:

- who (the targeted group)
- what
- by how much
- by when

Outcomes such as the ones below enable easy tracking and measurement of impact

- To ensure that a targeted group of pupils achieve the Tools for Reading benchmarks for First Level by June 2019
- To ensure that a targeted group of pupils achieve CfE First Level Numeracy by June 2019
- To increase attendance at school from 70% to at least 85% by June 2019 of a targeted group of pupils. At the same time increase the length of time engaged in learning from a 1 or 2 on the Leuven Scale of Engagement to a 4 or 5

Measures: how will you know that your change is leading to an improvement?

A bundle of measures should be used to assess whether your change is leading to an improvement. Measures should detail what you are measuring and how e.g.

- Pupils are positively participating in the Reading Wise sessions. This is monitored by reviewing attendance/lateness, on/off task, accuracy data after each session
- Pupils are reading aloud a familiar piece of text adding expression and can show understanding (LIT 1.13a). This is measured by use of a scale 1-5 with 5 being extremely confidently
- Pupils reading ages are recorded at the start, after 5 weeks and at the end to monitor increases in the reading ages
- Pupils can increasingly show their understanding of how a single item can be shared equally; the notation and vocabulary associated with fractions; and

where simple fractions lie on the number line. (MNU 1-07a). This is measured by use of a scale 1-5 with 5 being extremely confidently

- Sumdog data for each pupil is reviewed each week to monitor their progress
- Teachers are increasing their understanding and confidence of giving verbal feedback. This is recorded using a 1-5 scale before and after the workshop session
- Pupils are engaging with the Barnardo's worker and increasingly able to talk positively about their school experiences. Scaling techniques used by Barnardo's worker
- Pupils arrive prepared for school and this is recorded on a 1-5 scale with 5 being very well prepared for school, including all homework completed
- Teachers are increasing their understanding and confidence of restorative approaches. This is recorded using a 1-5 scale before and after the workshop session
- Parents/carers are increasing their understanding and confidence in supporting their child with homework. This is measured using a 1-5 scale before and after the parent session

Impact data should be gathered on an on-going basis so that the overall impact of approaches can be determined. If a change is not taking place there will need to be a change in approach.

Accountability and Reporting

Head Teachers will be accountable to Aberdeen City Council for the use of Pupil Equity Funding within their school and plans will be quality assured to ensure that this guidance and local policies have been utilised. Schools are expected to incorporate details of their Pupil Equity Funding plans into existing reporting processes to their Parent Council and Forum, including in their annual School Improvement Plans and Standards and Quality Reports. There is a legal duty to make plans and reports publicly available so that parents and members of the community can access them.

Quality assurance arrangements and inspections by Education Scotland will use 'How Good Is Our School?' to evaluate the effectiveness of plans. As a minimum this will include careful consideration of:

- QI 1.1 (Self-evaluation for self-improvement)
- QI 1.5 (Management of resources to promote equity)
- QI 3.2 (Raising attainment and achievement)

The Education Committee seeks routine assurance around the use of Pupil Equity fund and it is likely that Head Teachers will be invited to Committee to provide a level of assurance to Elected Members over session 19/20. Central Officers report the

impact of PEF spending on improving outcomes for learners on a six-monthly basis. In addition, Internal Audit routinely review the appropriateness and impact of PEF spending to ensure that the Local Authority is complying with their financial and planning responsibilities.

Financial Guidance and Procurement

Purchase of resources, equipment or services must comply with existing local authority procurement procedures. This will be particularly important when buying ICT resources or, for example, services from third sector partners. Schools should liaise with local authority finance partners to ensure compliance with procurement policies and legislation.

- The PEF finance will be transferred to the cost centre E55 followed by the individual school code
- Any expenditure must comply with Aberdeen Council Financial Regulations including procurement
- It is anticipated that use will be made of the existing Aberdeen City Council and National framework contracts for the provision of goods and services. In the event of a new procurement being required or if the total value of the orders with any one supplier takes us beyond the current award threshold further commissioning work will be required in conjunction with the Commercial and Procurement Service (CPS). This will be reflected in the planning and delivery timescales

Once the initial PEF planning forms are completed and collated we will be in a position to determine what if any additional procurement work is necessary. The identified Finance contact is Chris Dewar – chdewar@aberdeencity.gov.uk or telephone 01224 526394.

Where schools are unable to spend their full allocation during the financial year, we assume any underspent funds can be carried forward to the new financial year although every attempt should be made to spend allocation within the current academic year. Schools should liaise closely with the authority to agree arrangements for carrying forward the funding into the new financial year (and, in exceptional circumstances, into the new academic year). Pupil Equity Funding should be considered separately from other funding within the devolved school management budget.

Particular Considerations if you intend spending on IT

The Pupil Equity Funding can be used to procure digital technologies, including hardware and software, when its allocation and use is particularly focused on supporting children and young people affected by poverty. The national procurement frameworks must be used to purchase digital technology products and devices,

including a range of desktops, laptops and tablets. The frameworks offer a direct route to market and significant savings against RRP.

To prevent issues arising with compatibility and connectivity, schools seeking to purchase digital technology should do so in close consultation with the Learning Technologies Team contacting Charlie Love chalove@aberdeencity.gov.uk for any queries. We know that simply providing more technology does not result in improved outcomes for learners. Therefore, any deployment of technology in an educational setting should be undertaken in line with the objectives of the national Digital Learning and Teaching Strategy. www.gov.scot/Publications/2016/09/9494

HR Guidance and Staffing

Where schools identify the need to recruit additional staff for an appropriate intervention or activity, Head Teachers need to ensure that the job remits and specifications are clearly tied to the aims of the intervention or approach. Head Teachers need to take full account of local HR policies and procedures and that staffing costs include not just salaries but also on-costs such as pensions, sick leave, maternity cover and also potentially recruitment costs. Any teachers recruited through Pupil Equity Funding will be excluded from the authority's contribution to any national teacher numbers and / or ratio commitment, which means it is essential to fill core staffing posts first before recruiting additional teachers.

- All Pupil Equity Funding posts should be completed on Workforce Change documentation and forwarded to Derek Samson (DSamson@aberdeencity.gov.uk) in the first instance for authorisation
- Any new posts which did not previously exist will require a Business Case to be progressed through the Workforce Change process and referral to HR would be advisable
- It would be an expectation that these PEF positions will be advertised and recruited on a fixed term basis
- Any staff employed must be on national and/or local terms and conditions and expenditure is compliant with procurement regulations
- If a new post is to be created, such as a play worker, then a job evaluation would need to be completed if the post has not already been established in the local Authority
- If staff are working additional hours delivering any aspect of work related to the delivery of the PEF then the ex gratia payment should be at the hourly rate of a Principal Teacher on point 1
- If a promoted post is created then this should be at point 1 on the Depute Head Teacher pay scale. A city-wide job description would be created identifying the range of tasks to be carried out

- Posts which are currently used by schools such as family workers, early year's practitioners, outdoor education instructors would be sourced through the normal channels and paid at the same rate as currently charged

Examples of Costs for Staff

Please bear in mind that salary costs will be subject to at least 30% employer on-costs for NI and pension.

Job Role	Grade / Annual Salary	Hourly Rate 17/18	Hourly Rate 18/19	Hourly Rate 19/20	On-Costs 19/20
PSA	Grade 9	£9.84	£10.18 (+ 3.5%)	£10.49 (+ 3%)	£3.47 (33.1%)
Depute Head – Point 1	£45,111	£27.42	(1)	(1)	£8.50 (31%) (2)
Principal Teacher – Point 1	£39,774	£24.18	(1)	(1)	£7.50 (31%) (2)
Early Years Practitioner	Grade 11	£12.44	£12.88 (+ 3.5%)	£13.27 (+ 3%)	£4.39 (33.1%)
School Support Services Manager	Grade 14	£18.50	£19.15 (+ 3.5%)	£19.72 (+ 3%)	£6.53 (33.1%)
School Support Assistant	Grade 7	£8.88	£9.19 (+ 3.5%)	£9.47 (+ 3%)	£3.13 (33.1%)
School Administrator	Grade 11	£12.44	£12.88 (+ 3.5%)	£13.27 (+ 3%)	£4.39 (33.1%)
Senior Support Assistant	Grade 8	£9.16	£9.48 (+ 3.5%)	£9.76 (+ 3%)	£3.23 (33.1%)
Youth Worker	Grade 10	£11.07	£11.46 (+ 3.5%)	£11.80 (+ 3%)	£3.91 (33.1%)

Notes

- (1) **Teacher Pay Awards for 2018/19 and 2019/20 not yet agreed. This will also impact on-costs.**
- (2) Teacher Superannuation will increase from 17.2% to 23% from 1st September 2019. This will increase the total teacher on-costs from 31% to 36.8%.
- (3) All posts with grades shown as lowest point of Grade.
- (4) Depute Head/Principal Teacher salaries as at 01/01/18.

Cost Versus Impact?

Every attempt has been made to look at cost versus impact to inform your decision making. In order to understand the evaluations made, the following criteria have been applied. Please be aware that these judgements have been made based on the available evidence at the time of compiling this booklet. In assessing potential impact, it has been assumed that the intervention or programme is able to be fully implemented as planned.

Cost	Low (under £1000) Medium (£1000 to £5000) High (£5000 and above)
Evidence strength	Low (lack of firm evidence) Medium (some evidence but not a breadth) High (firm evidence from many sources)

What is Universally Available?

In order to make decisions on which interventions are most likely to add value, it is important to know what is already universally available.

Educational Psychology Service

The Educational Psychology Service can engage with schools to explore a thorough needs analysis in relation to their PEF planning and choice of interventions.

The Service are extremely well placed to help schools take decisions on the strength of the evidence base of interventions being selected. It is strongly recommended that any interventions being sourced which are not listed in this booklet, are discussed and explored with the service so that you can be assured of their potential to break the cycle of poverty. The Service can also provide support in analysing PEF data and considering the impact of a school's PEF interventions.

The Educational Psychology Service can provide schools with a number of evidence-based interventions and approaches to improve the health and wellbeing of pupils and, as a consequence, improve attainment in numeracy and literacy. All Educational Psychologists are able to deliver:

Emotion Coaching – Emotion Coaching can support schools to provide a different approach to challenging behaviour resulting in more positive behaviour and developing emotional literacy and social skills in pupils.

Cost	Evidence Strength	Impact for Cost
Nil	High	High impact for no cost

Seasons for Growth – Seasons for Growth which is a programme of sessions for young people who have experienced a significant loss and change. This programme however has the most impact when it is embedded in school practice and delivered by staff within the school. The service has the capacity to train up to 12 school staff a year to be able to deliver Seasons for Growth in school and can provide a support network for ongoing reflections on the process.

Cost	Evidence Strength	Impact for Cost
Nil	High	High impact for no cost

Person Centred Planning – The Path and Map allow participants (pupils or staff) to take a step back to consider how what they are doing today will have an impact on the near or distant future. It is a good tool to use at times of transition to gain the voices of those involved.

Cost	Evidence Strength	Impact for Cost
Nil	High	High impact for no cost

ELSA (Emotional Literacy Support Assistant) – The Emotional Literacy Support Assistant (ELSA) project is an initiative designed to build the capacity of schools to support the emotional needs of their pupils from within their own resources. It recognises that children learn better and are happier in school if their emotional needs are also addressed. ELSAs are pupil support assistants (PSAs) who have received six days additional training on aspects of emotional literacy including emotional awareness, self-esteem, anger management, social and friendship skills. There is a robust readiness-for-implementation checklist that must be completed before training can be arranged.

Cost	Evidence Strength	Impact for Cost
Nil	High	High impact for no cost

Education Team support

A range of bespoke training can be delivered to help schools meet the specific needs of individuals and particular groups. This includes training in Autism, Mindfulness, Trauma Informed practice, supporting learners with EAL, GIRFEC and how best to meet the needs of care experienced children and young people. A formal means of evaluating the impact of these supports will be developed to inform an overall evaluation of impact. These supports can be accessed through the central team.

Cost	Evidence Strength	Impact for Cost
Nil	High	High impact for no cost

Youth Work National reviews looking to determine what really makes a difference have identified the provision of a youth worker in schools as a significant factor in breaking the poverty related attainment gap. The team work with a range of partners to improve outcomes for young people in relation to health and well-being. Improved confidence, resilience, self-management, school attendance, reduced exclusion are examples of some of the outcomes that youth work can help deliver. The Youth Work team can offer targeted interventions such as one-to-one support for pupils, or whole-class activities such as leadership programmes. The team is experienced in the planning, delivery and evaluation of transition programmes and, again, this can be for a whole class or targeted at specific pupils. Accredited programmes that the team can deliver include Hi-5's (for 5+), Dynamic Youth Awards (for 10-14 year olds) and Youth Achievement Awards (14 and upwards). These programmes record and recognise pupils' wider achievement and all are credit rated and levelled on the SCQF

Contact: Craig Singer (Development Manager) email: csinger@aberdeencity.gov.uk

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Intended outcomes	Brief description of intervention	Age Range	Time Period of Intervention	Cost	How the impact of the intervention will be measured
Young people are confident, resilient and optimistic for the future Young people manage personal, social and formal relationships	Youth Workers can deliver: One to one support Targeted or universal provision Accredited learning programmes such as Hi-5, Dynamic Youth Awards and Youth Achievement Awards	Primary 6 up to senior phase	Ideally for a year and flexible for shorter periods and one-off activities	Between £16.20 - £18.19 per hour	Youth Work uses the Performance Information Evaluation System (PIES) to measure impact. The outcomes are measured for improvements i.e. has a young person become more confident? And how this has impacted on their experiences in school
Schools who have already purchased this intervention: Hazlehead Academy and Aberdeen Grammar School					
Cost - Low		Evidence Strength - High		Impact for Cost - High	

Family Learning Family Learning is an approach that engages families in learning and has an impact on the whole family through 1-1 support and group work. Our aim is to encourage Mums/Dads/Carers to value the support they give their children on a day-to-day basis within their homes and the community. Contact Jenny or Lorraine on 01224 764700 or familylearning@aberdeencity.gov.uk

Intended outcomes	Brief description of intervention	Age Range	Time Period of Intervention	Cost	How the impact of the intervention will be measured?
<p>Improving the life chances of our children, young people, families and communities is at the heart of our ambition. We want to ensure that everyone in Scotland has the right to access high quality learning to meet their needs and aspirations. – Family Learning Framework. We want to ensure children and young people develop a broad range of skills and capacities, whilst supporting them to thrive, regardless of their social circumstances or additional needs. –</p>	<p>Family Learning Development Worker (Group Work) To provide group work courses for parents to build relationships with other parents and the school</p>	<p>Parents with children aged 3-12 years</p>	<p>Flexible arrangements can be put in place for bespoke interventions</p>	<p>0.5FTE £18170 - £20705 1 FTE £36340 - £41410 (Both including on costs) Other costs including equipment and activities £1500</p>	<ul style="list-style-type: none"> •Potential volunteers identified. •Parents will report an increase in confidence of their parenting skills •Parents will report an increase in confidence •Parents will report an increase in their own confidence to tackle everyday issues that they may come across including school, medical and relationships.
	<p>I'm A Parent Get Me out of Here increasing confidence of and building on existing parenting skills during a 7-week positive parenting course</p>			<p>I'm A Parent Get Me out of Here £1795</p>	
	<p>Maths & Language for Parents Increasing confidence in supporting their children in numeracy and literacy by (6-week course). This course is co-</p>			<p>Maths & Language for Parents - £1510</p>	

Parental Engagement identified as priority in The NIF (National Improvement Framework)	facilitated with a member of teaching staff				
	Family Story Time Increasing confidence in supporting children in literacy for Parents			Family Storytime £465	
	Chef Up - to increase parent's knowledge and skills in cooking			Chef Up - £1930	
	Whose Money? A 3-week budgeting course			Whose Money? £1255	
	Confidence and Assertiveness Building 9 week course to increase learners' confidence and assertiveness.			Confidence and Assertiveness Building - £2113	
	Nursery to P1 Transition A bespoke transition for nursery parents and children going to P1			Nursery to P1 transition £1539.50	
	Drop In - a range of information sessions such as Healthy Snacks, Arts and Crafts, First Aid, Information and Advice			Drop In x 6 sessions £465	
	Workshops- a range of learning workshops e.g. Sleep and Emotion Coaching			Sleep Workshop £755 Emotion Coaching Workshop £755	
Schools who have already purchased this intervention Heathryburn Primary School					
Cost - Low - Medium		Evidence Strength - High		Impact for Cost - High	

Library service Aberdeen City Library & Information Service offers a range of resources and services to schools and early years' settings. which includes: Curriculum Resources and Information Service (CRIS) and group membership available to all school staff; Advice, guidance and support for school library development; Advice, guidance and resources to support children and young people with ASN; Support for employability skills through provision of work experience placements; Group visits to local libraries; CLPL offer which includes support to Library Resource Centre Coordinators (LRCCs) and blended learning modules; Support for Bookbug Explorer and Primary 1 bag gifting. The Library and Information Service (LIS) provides access to the staff and resources required to meet the educational, recreational and information needs of the local community and beyond. This includes a wide range of library engagement activities linked to local and national initiatives. **Contact:** CentralLibrary@aberdeencity.gov.uk for more information.

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Intended outcomes	Brief description of intervention	Age Range	Time Period of Intervention	Cost	How the impact of the intervention will be measured
<p>Raised awareness of strategies to create and embed a reading culture in schools, linking to National Improvement Framework and Local Outcome Improvement Plan (LOIP) priorities, How Good is Our School, How Good is Our School Library and Vibrant Libraries, Thriving Schools</p>	<p>Creating a whole school reading culture - a two-part programme to include:</p> <ul style="list-style-type: none"> • Central role of the school library • Integrating reading into the school community • Engaging families in reading • Using literacy initiatives to raise attainment • Resources for all <p>A follow-up session will assess progress to date and support self-evaluation and planning. CLPL sessions will run with a minimum of 8 and maximum of 15</p>	<p>Staff working with nursery – secondary children/ young people</p>	<p>1½ hours session plus 1 hour follow-up</p>	<p>£30 per participant</p>	<ul style="list-style-type: none"> • Initial baseline assessment • Post programme evaluation including qualitative and quantitative assessment of impact involving evaluation with participants
<p>Schools who have already purchased this intervention Fernielea School</p>					
<p>Cost - Low</p>		<p>Evidence Strength - High</p>		<p>Impact for Cost - High</p>	

Services Available from Other Agencies

Aberdeen Foyer - enables young people and adults from communities across north east Scotland to deal with and move on from tough situations including homelessness, unemployment, mental ill health, addiction and poverty.

We provide accommodation for homeless and at-risk young people aged 16-25 and tailored support for under 16's who have disengaged and/or been excluded from school to identify skills and aspirations, plan for their future in a safe and supporting environment.

We provide learning, training and employability opportunities working closely with NESCOL and employers.

We believe it is a person's unique strengths and capabilities that will determine their journey as well as define who they are – not their limitations. Contact: **Beth Finnigan** Team Leader, Foyer Futures beth.finnigan@aberdeenfoyer.com 0746 791 9782

Foyer Futures P7+

Intended outcomes	Brief description of intervention	Age Range	Time Period of Intervention	Cost	How the impact of the intervention will be measured
80% of young people who engage on exit will report experiencing: <ul style="list-style-type: none"> • Increased engagement in learning • Increased sense of self-worth • Improved skills for learning, life and work • Improved general health & wellbeing 	We empower disengaged and vulnerable learners to discover their strengths, improve social and emotional wellbeing and link learning with their future positive destinations. Through listening and valuing each individual, we build relationships, encourage re-engagement, increase attendance and participation, reduce exclusions and maximise attainment and positive progressions.	P7+	Initial Engagement	£196.07 per pupil	Record Attendance
			Discovery Period – 3 x 2hr sessions We offer 1:2:1 or group support	Depending on delivery method, ranges from £585 to £303.14 per pupil for 6 months at 2h/week.	Measure Exclusion Rates Track Attainment Measure Health & Wellbeing
			Ready to learn – 2 hour sessions, once or twice weekly, depending on need. 1-2-1 or group.	ranges from £300-£585 per pupil for 6 months at 2h/week.	Enable Engagement Participation
			Fulfilling Potential enhanced transitions to positive destination, inc training, qualifications after care, 2 weeks.	£27.26 per hour (inc cost of accredited training)	
			Additional Assessment and Therapeutic Support	Educational Psychologist Assessment £127 pp Removing Barriers to Learning 1:1 Counselling Support £97 pp/session	
Schools who have already purchased this intervention - We have links with many schools although have never been commissioned directly.					
Cost - Low		Evidence Strength - Medium		Impact for Cost - Medium	

Aberdeen Foyer -Trauma Informed Service:

Intended outcomes	Brief description of intervention	Age Range	Time Period of Intervention	Cost	How the impact of the intervention will be measured
Participants will experience <ul style="list-style-type: none"> • Reduced social isolation <u>Increased</u> <ul style="list-style-type: none"> • understanding of the impact that living with ACEs has on them • self-esteem and self confidence • social skills • strategies for building resilience • understanding and implementation of healthy living skills 	<ul style="list-style-type: none"> • A trauma informed approach using the ACE Recovery Toolkit delivered in small groups of up to 8, enabling children and young people to: <ul style="list-style-type: none"> • recognise the links between their emotions and behaviours that have arisen because of adversity experienced • build resilience and self- management through the three main components of the programme: hope, agency and opportunity 	P7+	Each programme is run across 8 weeks. 1 session per week lasting 2 hours. Can be delivered at Foyer's Marywell Centre or one site in schools or in local community.	Minimum 4 pupils per course up to maximum 8. £308.59 per pupil per 8 wk programme	Using <ul style="list-style-type: none"> • Rosenberg's Self-Esteem Questionnaire • Rock Pool's Lifestyle Checklist • End of Programme Evaluation • Adverse Childhood Experiences Pilot Programme Sefton – Rockpool Recovery Toolkit
Schools who have already purchased this intervention This is a new product for Aberdeen Foyer. Discussions are being held with feeder primary schools for Bridge of Don as an option for interventions required. Toolkit has growing evidence of use and the content has been reviewed by our in-house Educational Psychologist.					
Cost – Low		Evidence Strength – Medium		Impact for Cost - Medium	

Aberlour Play Forum @ Aberlour is an independent 3rd Sector organisation working in partnership with Aberlour Child Care Trust. **Our School & Early Years Loose Parts Free Play Programme** is a flexible delivery model with options to support children's play, structured

to meet the needs of the children in early learning and childcare or school: to introduce inclusive freely chosen play/riskier play into school playgrounds and early learning and childcare; develop positive play times for all children; provide targeted support for children where needed, including children with support needs and for eligible 2 year olds; to engage with parents through play; forging stronger links with parents, strengthening school/community relationships.

Contact: Email: mary.crear@aberlour.org.uk Telephone: 01224 518582.

Intended Outcomes	Brief description of intervention	Age Range	Time period of intervention	Cost	How the impact of the intervention will be measured
<p>Encourages children to come out to play; impacts on development of social skills; confidence, resilience and responsibility. Physically active children learn better; are healthier. Transferrable skills developed from playground to classroom: Outdoor play activities that support literacy/numeracy & valuing nature.</p> <p>Embeds sustainable play & outdoor learning practice.</p> <p>Supports the transition from Nursery to P1.</p>	<p>School based Play Development Team</p> <p>Play Ranger delivering child led free play curricular learning using loose parts resources and providing targeted support for individual children.</p> <p>Developing positive play times for all children and staff.</p> <p>Partnership working to facilitate positive community and family relationships.</p> <p>Staff training.</p>	<p>Nursery & P1-P7</p>	<p>Flexible to meet the needs of each school: example; Annual (school year) termly; or sessional programmes.</p> <p>Play team deliver pupil play champion sessions over 6 weeks.</p> <p>Staff training sessions during in service</p>	<p>Play Ranger £15.00 per hour</p> <p>Play Development Worker £20.00 per hour</p> <p>Costed example: 3 days per week: 6 hours per day 2 hours prep per week: Total 20 hours per week 37 weeks x 20 hours per Week: 740 hours @ £15.00 per hour £1,110.00</p>	<p>Gathering baseline attendance data; Recording impact on school attendance Using SHANNARI for all class groups. Measuring children's participation/engagement using the Leuven scale for particular children. Recording: Learning between Play Team and School staff. Feedback from pupils and families collected at school events or after school. Termly reports; visual displays; video. Case Studies Final Evaluation Report.</p>
<p>Schools who have already purchased this intervention: Manor Park Primary School (46 weeks). Skene Square and Danestone Primary Schools for short programmes.</p>					
<p>Cost - Low to Medium</p>		<p>Evidence Strength - High</p>		<p>Impact for Cost - High</p>	

Aberlour Family Service Aberdeen delivers hands on quality family support, with a proven track record of working well with families who struggle to engage with universal services. Our staff are skilled in helping families identify and address the challenges that impact on parenting, support them to talk and listen to their children, communicate better with schools and work together to find a way forward that works for all.

Intended outcomes	Brief description of intervention	Age Range	Time Period of Intervention	Cost	How the impact of the intervention will be measured
<ul style="list-style-type: none"> • Improve attendance for those children who struggle to attend school due to, mental health issues, past traumatic school experiences • Ensure that children have opportunities to participate in learning and school events • Improve parental engagement and address any barriers including their own experiences of school, accessible information, literacy issues • Improve attainment 	<ul style="list-style-type: none"> • Hands-on individualised support with child and family where attendance is an issue • Capture interest in learning • Identify barriers and strategies to help overcome including anxiety, fear, parental expectations/worries • Practicing the school routine outside of school if necessary) • Transition to school (accompanying pupil) • Reflect and revise • Practice again • Prepare/plan for relapse <p>(Based on Kolb's learning cycle)</p>	<p>Primary and Secondary</p>	<ul style="list-style-type: none"> • Sessions on average 1.5 hours each. • At least 2 sessions per week for each child. • Sessions can take place mornings, evenings, weekends and school holidays • Period covered – individualised agreed plan for each child – must span at least 2 terms to allow for re-entry after holidays 	<p>18.75 hours per week Full year = £20,000 Term time = £15,000</p> <p>To work with 5-6 individuals at any one time. Schools can join to share cost of worker Bespoke packages of other pieces of work can be discussed if schools have individual or specific needs</p>	<p>Weekly progress reports and regular reviews with the child, family and school</p> <ul style="list-style-type: none"> • Individualised Well-being web star charts – child goals • Feedback from child – evaluation forms/questionnaires • Individualised progress charts linked to SHANARRI indicators • Feedback from parents – evaluation forms/questionnaires • Feedback from teachers/school – evaluation forms/questionnaires • School attendance records • Child attainment records
Cost - High		Evidence Strength - High		Impact for Cost - High	

Aberlour Options Aberdeen is based in the Bucksburn area of Aberdeen. We support children who have a range of complex needs, including physical, learning, sensory and emotional needs and/or autistic spectrum disorders. Aberlour Options Aberdeen is registered with the Care Inspectorate to provide a range of short breaks and community based support services.

The Inclusion Service provides support to young people who struggle to access mainstream education services as a result of complex additional support needs. The service works towards Curriculum for Excellence Experiences and Outcomes combined with a personalised therapeutic level of support to help young people reintegrate back into school or where that is not possible, move on to other positive destinations. Options.aberdeen@aberlour.org.uk

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Intended outcomes	Brief description of intervention	Age Range	Time Period of Intervention	Cost	How the impact of the intervention will be measured
Personalised, therapeutic support packages for each young person, focusing on developing the appropriate skills and knowledge to integrate back into mainstream education or other positive destinations. Support will enable young people to engage in learning activities that contribute to their holistic well-being.	The focus is on activity based learning, removing the formal aspects that have proved to be triggers and revisiting the core skills that are required for young people to manage within a classroom. Activities include outdoor learning/forest schools; life skills and healthy relationship programmes; JASS awards; support in school. Example of evidence attached.	All school age 5-18	This can be flexible to the needs of the young person and the target areas identified.	Hourly rate of £21.80 per hour, plus additional travel and admin time charged per session.	Reports are completed at the end of each term in a SHANARRI format, looking at progress towards identified outcomes. The focus is on three key areas: Literacy targets- developing appropriate communication skills to engage with others positively Numeracy targets- Being able to plan, follow and review an agreed timetable. Health and wellbeing targets Self-regulation strategies, esteem and confidence in learning.
<p>Schools who have already purchased this intervention- **Note: no current PEF funded services. All funded by schools through ASG** Aberdeenshire schools also purchase services. Aberdeen City- Cliff McKay Inclusion Team, Hazlehead Primary School, Tullos Primary, St Josephs Primary- on waiting list</p>					
Cost - Low		Evidence Strength - High		Impact for Cost - High	

Absafe exists to ensure that children and young people in the North East can lead a life free from unintentional injury and harm. We are an award winning charity dedicated to saving lives and reducing harm by inspiring a passion for safety through engagement and education. We provide immersive and engaging sessions, to create lasting change in children’s lives, and in the communities in which they live. Teaching fun and interactive lessons we highlight everyday risks and show how to deal with them. Our vision is for a safer future for the next generation.

Hello@absafe.org.uk 01224 823157 www.absafe.org.uk

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Intended outcomes	Brief description of intervention	Age Range	Time Period of Intervention	Cost	How the impact of the intervention will be measured
<p>Children will be empowered to take responsibility for their own safety and wellbeing, gain confidence and life skills through increase awareness of risk, understand how to manage risk, gain confidence in dealing with emergency situations and feel safer. Employability skills also increased.</p>	<p>Interactive safety engagement.</p> <p>Covering: Substance misuse (with a primary focus on alcohol); Road Safety (inc car, bike and pedestrian safety); Fire Raising, False alarms and Antisocial Behaviour, and Risk Assessment.</p> <p>Each will be an interactive workshop where children are engaged through participation in scenarios, physical activities and using simulation technology.</p>	<p>Aimed at P7-S2</p>	<p>Four inputs would be spread over the year. Each session would be 45 minutes to groups of up to 20 pupils at a time. Each session would be delivered to the group once a term. Would require use of the gym hall for first three sessions. Final session would take place at our facility in the Bridge of Don requiring transport (not included in cost)</p>	<p>Cost is from £32.50 per pupil per session.</p> <p>Cost per delivery of four part intervention is £2,600 for up to 20 pupils</p>	<p>Quantified measured assessment of change in safety knowledge and CfE attainment, and questionnaire of SHANARRI indicator outcomes. Record of attendance, engagement and participation.</p>
<p>Schools who have already purchased this service include: Walker Road, Kittybrewster, Fernielea and Riverbank and we have visited St. Machar Academy.</p>					
<p>Cost – Medium</p>		<p>Evidence Strength - New</p>		<p>Impact for Cost - New</p>	

Acis Youth promotes a model of collaborative thinking, which seeks to positively contribute to health and wellbeing by ensuring quality therapeutic services are available to all our children and young people. As an established youth counselling service within the North East we have achieved the Counselling Recognition Award from COSCA (Counselling and Psychotherapy in Scotland). As part of MHA we are built on strong established values of responsible care and nurture. Our counsellors and counsellors-in-training are supported by an experienced team of supervisors and practitioners, to developing a relational approach in all of our partnership working.

Acis Youth, 1 Alford Place, Aberdeen, AB10 1YD 01224 590510 www.mha.uk.net

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Intended outcomes from the intervention	Brief description of intervention	Age Range	Time Period of Intervention	Cost	How the impact of the intervention will be measured
Counselling encourages the child to express their thoughts and feelings enabling them to understand themselves and their behaviour, and therefore learn to manage themselves better, increasing their ability to concentrate in the classroom, enhance their self-esteem and effectively contribute to their own learning.	We provide a school based counselling service, offering 1; 1 sessions with pupils. We also provide support to school staff, parents and carers to help them to think about the children therapeutically in order to help them make sense of the behaviours and support their learning.	5 -12	Needs Led	£24.67 per hour	All of our counsellors use the Strengths and Difficulties Questionnaire to measure impact, and we have also devised our own set of evaluation questionnaires, which are completed by; teachers, pupils and parents. Evidence gathered is then used to inform the reporting submitted by HT's.
Schools who have already purchased the service; Walker Road Primary School Riverbank Primary School Bramble Brae Primary School Harlaw Academy Tullos Primary School Brimmond Primary School Manor Park Primary School					
Cost - Low		Evidence Strength – Medium		Impact for Cost - Medium	

Action for Children aims to improve outcomes for disadvantaged children/young people and families. We currently deliver 87 services, supporting over 20,000 children/young people and families across Scotland each year. We help to raise attainment by supporting families, direct work with pupils and improving engagement with learning. This includes both pupil and family learning; recognising that 80% of the influence in pupil attainment depends on what happens outside the school gates. Our offers for schools directly match Education Scotland's Interventions for Equity Framework; identified as having best impact in raising attainment. We use outcomes-based reporting methods to measure/quantify our contribution to School Improvement Plans.

For more information please contact us on businessdevelopmentscotland@actionforchildren.org.uk or phone 0141 550 9010

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Intended outcomes	Brief description of intervention	Age Range	Time Period of Intervention	Cost	How the impact of the intervention will be measured
<p>A range of outcomes to address barriers to attainment at whole-family and individual pupil levels with direct and indirect impact on motivation, learning, attendance and attainment.</p> <p>Improved wellbeing, social competency, behaviour and attainment.</p> <p>Stronger parenting capacity/skills and confidence</p> <p>Established routines/boundaries/structure</p> <p>More confident, positive pupils.</p> <p>Increased resilience.</p> <p>Better attendance/ engagement with education.</p>	<p>Assertive outreach, engaging 'hard-to-reach' families.</p> <p>Whole-family approach to address attainment barriers.</p> <p>Combining school-based work and home visits.</p> <p>Outcomes-focused interventions</p> <p>Individualised practical/emotional support.</p> <p>Parenting Programmes delivered in families' homes.</p> <p>1:1 or group work with pupils.</p> <p>Brokering additional services e.g. benefits</p> <p>Building parental confidence/skills to support learning and school engagement.</p>	<p>Primary and Secondary schools</p>	<p>Flexible, meeting the needs of each school e.g. Delivery 52 weeks per year includes school holidays when families often enter crisis</p> <p>Term-time only (if preferred)</p> <p>Each family receives needs-led support. Schools agree intensity/frequency and duration e.g. Time-limited, focused support package, or longer-term, intensive support for the most vulnerable.</p>	<p>Day Rate of £195.00 plus VAT</p> <p>OR</p> <p>£34,680 per full time Family Support Worker plus VAT</p> <p>(cost savings built in)</p> <p>Schools may opt to come together to purchase a full time worker as a shared resource.</p>	<ul style="list-style-type: none"> We use outcomes-based methods/tools, reflecting SHANARRI Wellbeing Indicators: E-Aspire Case Management System/Outcomes Framework, providing baseline and improvement data Outcomes Stars used at regular intervals, measuring 'distance travelled' <p>Progress reviews covering attainment, attendance/exclusion and engagement/participation</p> <p>We produce termly reports for schools, contribute to educational reviews and share outcomes data.</p>
Cost - Medium		Evidence Strength - High		Impact for Cost - High	

ADA (Alcohol & Drugs Action) is the leading provider of Alcohol and Drug Services within Aberdeen City and Shire offering support to those affected by alcohol and/or drugs; individuals, families and friends. We aim to provide services, information and targeted interventions, focused on substance use, collaborating with partners, including, service-users, volunteers and local communities, to provide evidence-based interventions across the full spectrum of the 'recovery journey'. By providing harm reduction and tailored holistic support to the individual irrespective of their starting point within that journey, we ensure that our service provision is flexible, accessible, timely and person-centered. <http://www.alcoholanddrugsaction.org.uk/> lcarter@alcoholanddrugsaction.org.uk Contact: Lyndsey Carter: 01224 577120

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Intended outcomes	Brief description of intervention	Age Range	Time Period of Intervention	Cost	How the impact of the intervention will be measured
<p>Based on SHANARRI indicators our aims for young people are:</p> <p>Included: reduce isolation Active: increase opportunities to participate in activities which contribute to healthy growth and development Healthy: improve ability to make positive choices about health and wellbeing Responsible: improve ability to make positive choices about their future.</p>	<p>GLC is a school based, student led early intervention programme, delivered in partnership with AFCCT.</p> <p>Through a range of health and wellbeing activities we aim to build resilience, confidence and self-esteem in young people.</p> <p>Topics include communication, mental wellbeing and issue based work e.g. drug/alcohol awareness, healthy relationships and online safety.</p>	<p>S1-S2</p>	<p>GLC is a 12 week programme with a group of 8-12 young people based in the school and community and can be delivered during or out with the school day.</p> <p>Each session will be approximately 1.5-2 Hours.</p>	<p>£2 - 3K. Including planning and development of bespoke programme to suit the needs of the young people and the school. Variation in cost is dependent on whether additional costs are required for venue, transport or extra activities. However it will remain in this price bracket.</p>	<p>Using the Wellbeing Web Young people will complete self-evaluations at the beginning and end of the programme. Every session is evaluated straight after so that any issues that arise can be dealt with imminently. Feedback will also be sought from stakeholders such as parents and other professionals involved.</p>
<p>Schools who have already purchased this intervention - Harlaw Academy, Northfield Academy, Lochside Academy</p>					
<p>Cost - Low</p>		<p>Evidence Strength - High</p>		<p>Impact for Cost - High</p>	

Adult Learning - The team supports “first step” learners such as adults with very low literacy and numeracy levels and adults with no or very little English (ESOL). All learners are assessed in advance before being placed in the appropriate class and to ensure they meet the criteria for Adult Learning support. Adult Learning staff can deliver Confidence to Cook classes which gives adults the skills to cook healthy meals on a budget and are very experienced working with particularly vulnerable groups such as adults in the criminal justice system and Travellers. Regarding the latter, Adult Learning will work with both parents and their children.

Adult Learning can deliver, or support schools to deliver, the SQA Employability Award **CONTACT: Craig Singer – csinger@aberdeencity.gov.uk**

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Intended outcomes	Brief description of intervention	Age Range	Time Period of Intervention	Cost	How the impact of the intervention will be measured
Improved literacy and numeracy	One-to-one learning	16 and upwards	Ideally for a year and flexible for shorter periods and one-off activities	Adult Learning Tutor (1 st point) with on-costs £18.22 per hour	Adult Learning uses the Performance Information Evaluation System (PIES) to measure impact. Learners complete feedback forms; adapted forms are used with learners who have no or very basic English
Improved confidence	Small group work				
Improved communication skills	Every learner is assessed before provision begins				
Improved employability opportunities					
Improved integration	All learners are given sign posting, progression and guidance			For a tutor on the top point, with on-costs the cost is £20.77 per hour	
Improved support to children’s learning					
Schools who have already purchased this intervention: Harlaw Academy, Aberdeen Grammar and Northfield Academy					
Cost - Low		Evidence Strength - High		Impact for Cost - High	

Aberdeen FC Community Trust (AFCCT)

Partner charity to Aberdeen Football Club, exist to provide support and opportunity to change lives for the better. Our Health & Wellbeing interventions aim to close the poverty related attainment gap. Our presence in schools has been proven to increase pupil attendance, reduce school lateness, improve pupil engagement in their own education and increase wider participation in extra-curricular activity and the local community. Our Partner Schools Coaches are key role models promoting positive behaviours which reduces exclusions and improves behaviour in the classroom and the playground, proven through our impact tracking.

Contact: Harley Hamdani Tel: 01224 640454 email: harley.hamdani@afccommunitytrust.org

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Intended outcomes	Brief description of intervention	Age Range	Time Period of Intervention	Cost	How the impact of the intervention will be measured
Improved Attendance Reduced Lateness Improved Class Engagement	Breakfast Club Physical activity & breakfast prior to the school day to improve school attendance and reduce lateness. Positive start to the school day to enhance learning.	Primary & Secondary	1 session per week for 38 weeks per year. Time and duration of sessions dictated by school. Typically, 30 minutes of physical activity & 30 minutes allocated to breakfast.	£8,500 per year	Improved Attendance – End of term monitoring of school attendance statistics. Reduced Lateness – End of term monitoring of school attendance statistics. Improved Class Engagement – Term to term monitoring through The Leuven’s Scale
Schools who have already purchased this intervention: Buchanhaven Primary, Clerkhill Primary, Dales Park Primary, Kaimhill Primary, Quarryhill Primary, Tullos Primary, Walker Road Primary Northfield Academy					
Cost - High		Evidence Strength - High		Impact for Cost - High	

AFCCT Intended outcomes	Brief description of intervention	Age Range	Time Period of Intervention	Cost	How the impact of the intervention will be measured
Improved Class Engagement Increased Participation	RedStart Football, Fitness & Fun Physical activity with integrated health and wellbeing messages. Includes Stadium tour & matchday experience	Primary	45 minute – 1 hour session delivered weekly for 38 weeks per year. Option to rotate classes receiving intervention on a 6 week cycle for whole school engagement.	£4,500 per year for ½ day per week	Improved Class Engagement – Term to term monitoring through The Leuven's Scale & RedStart end of block evaluation forms. Increased Participation – Baseline & End of block extra-curricular activity monitoring.
Schools who have already purchased this intervention: Buchanhaven Primary, Clerkhill Primary, Dales Park Primary, Dyce Primary, Kaimhill Primary, Loirston Primary, Manor Park Primary, Meethill Primary Quarryhill Primary, Tullos Primary, Walker Road Primary					
Cost - Medium		Evidence Strength - Medium		Impact for Cost - Medium	

Intended outcomes AFCCT	Brief description of intervention	Age Range	Time Period of Intervention	Cost	How the impact of the intervention will be measured
Increased Participation Improved Wellbeing	'Aberdeen' United Primary to Secondary transition programme based around physical activity, using a youth work approach. After school education programme which focuses on pupil empowerment, social action and team building	Primary & Secondary	1 hour – 2 hour sessions for 38 weeks per year.	£5,000 per year	Increased Participation – Baseline & End of block extra-curricular activity monitoring. Improved Wellbeing – Start, middle & end SHANARRI Wellbeing Wheels
Schools who have already purchased this intervention: Tullos Primary, Walker Road Primary					
Cost - Medium		Evidence Strength - Medium		Impact for Cost - High	

Intended outcomes AFCCT	Brief description of intervention	Age Range	Time Period of Intervention	Cost	How the impact of the intervention will be measured
Improved Class Engagement Reduced Exclusions & Negative Behaviour Improved Wellbeing	Better Playground Play Promoting positive behaviour through football. Physical activity and classroom based sessions with integrated messages to build resilience, respect and tolerance. Support around playground football at break & lunch possible through intervention.	Primary	30 minute – 1 hour sessions delivered once per week for 38 weeks per year. Time and duration of sessions dictated by school.	£4,500 per year for ½ day per week	Improved Class Engagement – Term to term monitoring through The Leuven’s Scale Reduced Exclusions & Negative Behaviour – End of term monitoring of exclusion figures and school’s behavioural system. Improved Wellbeing – Start, middle & end SHANARRI Wellbeing Wheels
Schools who have already purchased this intervention: Buchanhaven Primary, Clerkhill Primary, Dales Park Primary, Dyce Primary, Kaimhill Primary, Loirston Primary, Manor Park Primary, Meethill Primary Quarryhill Primary, Tullos Primary, Walker Road Primary					
Cost - Medium		Evidence Strength - Medium		Impact for Cost - Medium	

Intended outcomes AFCCT	Brief description of intervention	Age Range	Time Period of Intervention	Cost	How the impact of the intervention will be measured
Improved Attendance Increased Participation Improved Wellbeing	Footy Tea Physical activity followed by an evening meal whilst promoting life skills. After school education programme to enhance additional learning.	Primary & Secondary	1 hour – 2 hour sessions for 38 weeks per year.	£10,000 per year	Improved Attendance – End of term monitoring of school attendance statistics. Increased Participation – Baseline & End of block extra-curricular activity monitoring. Improved Wellbeing – Start, middle & end SHANARRI Wellbeing Wheels
Schools who have already purchased this intervention: Buchanhaven Primary, Clerkhill Primary, Dales Park Primary, Kaimhill Primary, Quarryhill Primary					
Cost - High		Evidence Strength - Medium		Impact for Cost – Medium	

Intended outcomes AFCCT	Brief description of intervention	Age Range	Time Period of Intervention	Cost	How the impact of the intervention will be measured
Increased Participation Improved Wellbeing	Dons Family in Training Parent/Guardian engagement programme in an education setting. Family physical activity and health & wellbeing workshops	Primary & Secondary	1 hour – 2 hour sessions for 38 weeks per year. Option to run 3 x 12 week cycles with identified families.	£8,500 per year	Increased Participation – Baseline & End of block extra-curricular activity monitoring. Improved Wellbeing – Start, middle & end SHANARRI Wellbeing Wheels. Start and end healthy lifestyle questionnaire.
Schools who have already purchased this intervention: Manor Park Primary, Walker Road Primary					
Cost - High		Evidence Strength - Medium		Impact for Cost - Medium	

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Intended outcomes AFCCT	Brief description of intervention	Age Range	Time Period of Intervention	Cost	How the impact of the intervention will be measured
Improved Attendance Reduced Lateness Improved Class Engagement Reduced Exclusions & Negative Behaviour Increased Participation Improved Wellbeing	School of Football Pupil first, player second daily football lesson using the significant aspects of learning. Using football as a tool to enhance skills for learning, life and work.	Secondary	1-hour daily sessions for 38 weeks per year.	£11,500 per year	Improved Attendance – End of term monitoring of school attendance statistics. Reduced Lateness – End of term monitoring of school attendance statistics. Improved Class Engagement – Term to term monitoring through The Leuven's Scale Reduced Exclusions & Negative Behaviour – End of term monitoring of exclusion figures and school's behavioural system.

Intended outcomes AFCCT	Brief description of intervention	Age Range	Time Period of Intervention	Cost	How the impact of the intervention will be measured
Increased Participation Improved Engagement Improved Wellbeing	AFCCT Pre-School Programme Active Learning through physical activity focused on building an understanding of co-ordination and movement. Engaging and building relationships with families prior to starting school.	Primary & Secondary	45min - 1 hour sessions for 38 weeks per year	£7,500 per year for ½ day per week	Increased Participation – Baseline & End of block extra-curricular activity monitoring. Improved Engagement – End of term monitoring of number of families engaged with. Improved Wellbeing – End of term review of number of physical activity hours.
Schools who have already purchased this intervention: NEW INTERVENTION					
Cost - High		Evidence Strength - NEW		Impact for Cost - NEW	

Intended outcomes AFCCT	Brief description of intervention	Age Range	Time Period of Intervention	Cost	How the impact of the intervention will be measured
Increased Participation Improved Wellbeing Improved Engagement	AFCCT Sister School Programme Using strong female role models, physical activity & classroom-based sessions to inspire wider participation in sport and soft skill development for girls. Supporting teachers & parents with skills and confidence to lead extra-curricular activities for girls.	Primary & Secondary	During school time and extra-curricular activity for 38 weeks per year	£10,000 per year	Increased Participation – Baseline & End of block extra-curricular activity monitoring. Improved Wellbeing – Start, middle & end SHANARRI Wellbeing Wheels and review of number of physical activity hours. Improved Engagement – Term to term monitoring through the Leuven’s Scale where appropriate.
Schools who have already purchased this intervention: NEW INTERVENTION					
Cost - High		Evidence Strength - NEW		Impact for Cost - NEW	

Intended outcomes AFCCT	Brief description of intervention	Age Range	Time Period of Intervention	Cost	How the impact of the intervention will be measured
Increased Participation Improved Wellbeing	Food n Fun School holiday meal provision with physical activity, arts & crafts. Supplying food to young people and families affected by food poverty.	Primary & Secondary	Typically 4 hours per day for 5 days during school holidays.	£5,000 for 50 places	Increased Participation – End of project review of number of physical activity hours. Improved Wellbeing – End of project review of number of physical activity hours, number of meals provided & key case studies.

Schools who have already purchased this intervention: Track record of running & supporting projects run by local authorities.

Cost - Low

Evidence Strength - High

Impact for Cost - High

Intended outcomes AFCCT	Brief description of intervention	Age Range	Time Period of Intervention	Cost	How the impact of the intervention will be measured
Increased Participation Improved Wellbeing	School Holiday Programme Football and physical activity out-with school term time. Free of charge places within our exclusive holiday programmes for targeted pupils, providing an experience which may not have been possible otherwise.	Primary & Secondary	Typically 6 hours per day for 5 days during school holidays.	£5,000 for 50 places	Increased Participation – End of project review of number of physical activity hours. Improved Wellbeing – End of project review of number of physical activity hours, number of meals provided & key case studies.

Cost - Low

Evidence Strength - High

Impact for Cost - High

Barnardo's Northern Star service started in 2015 and has grown significantly following the introduction of PEF in 2017. We now have 12 workers in 10 primary schools in the City. We aim to close the attainment gap by focussing on the child's health and social wellbeing curriculum using a trauma informed, ACE responsive & nurture-based approach. Although school based, we also work within the family home & across school holiday periods. Contact: Clare Hyslop, Children's Services Manager 01224 624090

Intended outcomes	Brief description of intervention	Age Range	Time Period of Intervention	Cost	How the impact of the intervention will be measured
<p>Northern Star works within the wider Barnardo's outcome framework. We have 11 service specific outcomes that directly relate to the five PEF key measures (see below), giving focus and purpose to our interventions.</p> <p>These outcomes also link to the curriculum for excellence and SHANARRI.</p> <p>Increased Attainment</p> <p>Improved Attendance</p> <p>Reduced Exclusion</p> <p>Increased Engagement</p> <p>Increased Participation</p>	<p>Individual sessions and group work will deliver targeted focussed interventions based on emotional and social literacy, adopting a trauma responsive approach.</p> <p>Solution focussed approach will offer practical morning (or evening) support and guidance to families to improve routines and increase parental confidence.</p> <p>All staff will be Nurture trained utilising the six nurture principles to promote positive behaviour.</p>	<p>4-18</p>	<p>All work is reviewed every three months using our outcome review process and matrix. This measures progress alongside regular discussion with class teacher, head teacher and parents/ carers to evaluate the effectiveness and impact of work.</p>	<p>Cost ranges from £23,500-£45,000</p>	<p>Children are assessed through outcome focussed tools, for example the Outcome Star, to determine the nature of interventions chosen. Quarterly reviews allow us to evidence positive change and identify any areas of continued concern that may require additional supports or safeguards to be put in place to manage need and risk.</p> <ul style="list-style-type: none"> • Increased attainment/ behaviour at school • Increased resilience • Improved mental health and wellbeing • Able to solve conflict constructively • Positive/ improved family relationships • Family has access to support services • Increased choice of activity/ opportunity • Social skills gained/ improved

	A strengths based approach will maximise existing skills and build on this to help children develop their social and emotional literacy.				<ul style="list-style-type: none"> • Positive socialisation with peers
Schools who have already purchased this intervention					
Riverbank Primary Heathryburn Primary Walker Road Primary	Tullos Primary Kaimhill Primary Kittybrewster Primary	Cornhill Primary Westpark Primary	Woodside Primary Bramble Brae Primary		
Cost - High		Evidence Strength - High		Impact for Cost - High	

Befriend a Child supports children and young people growing up in difficult life circumstances across Aberdeen and Aberdeenshire by allowing them to develop into confident adults and achieve their full potential by introducing them to befriending and mentoring projects. At Befriend a Child we believe that every child deserves a happy childhood and a chance to succeed in life.

Contact: Jean@befriendachild.org.uk 01224 210060

Intended outcomes	Brief description of intervention	Age Range	Time Period of Intervention	Cost	How the impact of the intervention will be measured
Providing a volunteer mentor on a 1-1 basis, will: Increase self-confidence and esteem Decrease social isolation Increase attendance and achievement in school Improve Engagement with peers Develop new life skills and interests Reach their maximum potential Create happy, positive childhood memories	Befriend a Child's Transition Mentoring project supports children transitioning from Primary to Secondary School (P7 to S1). We are aware this can be a huge step for some children. Children with difficult home circumstances and learning challenges may take some time to learn how to navigate their way around a new school setting and make new friends. It is more likely that these children will be isolated, attract stigma, be bullied and be at risk of exclusion.	P7-S1	12 months 2-3 hours twice a month.	£700 per child.	Regular reviews will take place with the volunteer, education and parents/carers which will be recording based on using the SHANNARI indicators. Outcomes will be set at three months once the relationship has been established. We believe it is important that the young person also has input regarding the relationship.
Schools who have already purchased this intervention: not currently commissioned by any schools in Aberdeen City.					
Cost - Low		Evidence Strength - High		Impact for Cost - High	

Children 1st Aberdeen - We offer flexible, child centred trauma informed family support. We focus on building relationships that create change and promote resilience – our relational approach means we work alongside children, families and school staff to understand the issues affecting children and what we can do to help those pupils to improve their health and emotional wellbeing and raise their overall achievement in education. All the interventions noted below can be co-designed with schools to ensure that these are bespoke to specific school approaches/need.

Contact Details: Froya Rossvoll – Service Manager. 01224 251150 froya.rossvoll@children1st.org.uk

Intended outcomes	Brief description of intervention	Age Range	Time Period of Intervention	Cost	How the impact of the intervention will be measured
<p>Improved social skills and emotional wellbeing.</p> <p>Increased resilience / strategies for coping with feelings /managing in class.</p> <p>Reduced emotional distress, improved family relationships and increased parenting capacity.</p> <p>Child more school ready – improved attendance, ready to learn.</p> <p>Child more able to participate in school based learning</p> <p>Increased staff confidence in managing children’s distress.</p>	<p>Individual therapeutic support with children within school/ family home/local community</p> <p>Family/group sessions with parents/ kinship carers focusing on issues including family routines, budgeting/ money advice, homework, family communication and relationships and links with the school</p>	5 - 18	6 – 16 weeks	<p>Children 1st Flexible Support Worker 0.5 day per week £4,068 + VAT per year</p>	<p>Families are fully involved in setting, measuring and evaluating their own outcomes. Reviews on progress take place on a regular basis.</p> <p>We will seek regular feedback from the school in relation to school based outcomes including attendance, timeliness, learning, managing self/relationships, links between home and school and overall achievement.</p>
				<p>1.0 day per week Cost: £8,136 + VAT per year</p>	
				<p>2.5 days per week Cost: £20,342 + VAT per year</p>	
	<p>Supporting schools to roll out restorative emotional wellbeing groups.</p>			£1900 + Vat	
	<p>Trauma informed staff sessions</p>			£104 per ½ day session	
<p>Schools who have already purchased this intervention Sunnybank Primary, Westpark Primary, Manor Park Primary, Quarryhill Primary & Hazlehead Primary</p>					
Cost - High		Evidence Strength - High		Impact for Cost - High	

Choices Aberdeen deliver youth intervention projects in Aberdeen schools and with partners in the community, with the aim to promote positive relationships and empower young people to make healthy choices. These take the form of workshops and sessions on topics including assertiveness, resilience, grooming and exploitation, healthy relationships, body image and pornography.

We provide free counselling and therapeutic listening for anyone dealing with an unplanned pregnancy and baby loss.

The information below is based on what we normally deliver, but these are negotiable as we aim to tailor our projects for specific needs of the group.

<https://www.choicesaberdeen.org.uk/>

Intended outcomes from the intervention	Brief description of intervention	Age Range	Time Period of Intervention	Cost	How the impact of the intervention will be measured
Participants will: <ul style="list-style-type: none"> Learn to communicate in ways that are uniquely suited to them and their circumstances be able to express and work through difficult emotions 	<p><u>Creative Therapy:</u> Our 3-5 week series of creative sessions, led by a trained counsellor. We use a variety of different creative arts to build trust and relationship with the young people, and enable them to work through difficult thoughts and emotions. Suitable for groups of 5-10 who would benefit from a targeted input. Can be delivered in conjunction with our Bounce sessions.</p>	11-18	3-5 weeks	£35 /hr Total Cost : Per group (approximate) £350	<ul style="list-style-type: none"> WEMWBS resilience matrix Initial baseline participant evaluations and participant evaluations on completion. Host teacher/youth worker evaluations Choices facilitator evaluations
Participants will: <ul style="list-style-type: none"> have stronger interpersonal relationships, both in- and out with the group. have a greater capacity to adapt to/recover from difficult life experiences. 	<p><u>Bounce:</u> our 6-8 weeks program focussing on building resilience. We use creative and interactive sessions on topics such as identity, expressing and managing anger, relying on others and thinking positively about the future. Suitable for groups of 5-10 who would benefit from a targeted input. Can be delivered in conjunction with our Creative Therapy sessions.</p>	11-18	6-8 weeks	£35 /hr Total Cost : Per group (approximate) £560	<ul style="list-style-type: none"> WEMWBS resilience matrix Initial baseline participant evaluations and participant evaluations on completion. Host teacher/youth worker evaluations Choices facilitator evaluations

<p>Participants will</p> <ul style="list-style-type: none"> • have a clearer idea of what constitutes a healthy relationship • reduce risk-taking behaviour • have an increased awareness of the law surrounding sex, relationships and pornography • have an increased awareness of the signs of grooming for sexual exploitation • have an increased awareness of the effects of pornography within relationships 	<p><u>Classroom inputs:</u> Our standard classroom inputs are divided into 3 areas: Positive Relationships, Child Sexual Exploitation, and Pornography. These are usually delivered between S2 and S5, and designed to be rolled out to one or several year groups. However, we can limit the input to specific targeted groups if more suitable. The input constitutes 3 sessions per group, with an emphasis on interactivity and co-operative learning.</p>	11-18	3 weeks	£35 /hr Total Cost: Per class: £105	<ul style="list-style-type: none"> • Initial baseline participant evaluations and participant evaluations on completion. • Host teacher/youth worker evaluations • Choices facilitator evaluations
	<p><u>Targeted inputs:</u> We are available to provide targeted to groups, both in schools and community groups, on body image and the media, assertiveness, or any combination of the topics listed above. Content to be decided in line with the needs of the particular group.</p>	11-18	1-3 weeks	£35 /hr Total cost per class per 3 session : £105	<ul style="list-style-type: none"> • Initial baseline participant evaluations and participant evaluations on completion. • Host teacher/youth worker evaluations • Choices facilitator evaluations
<p>Schools who have already purchased this intervention: Lochside Academy, Northfield Academy and St. Machar Academy.</p>					
Cost - Low		Evidence Strength - NEW		Impact for Cost - NEW	

Community Link Childcare has been providing Out of School Care in Aberdeen since 2000. We aim to provide affordable childcare services for school aged children for parents/carers living, working and training in Aberdeen City. We are a registered charity, operating on a not for profit basis, working alongside other professionals to deliver quality provision throughout the city of Aberdeen. Our services are registered with the Care Inspectorate, the registration certificate can be found displayed on the club information board. <http://www.communitylinkchildcare.org.uk/>

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Intended outcomes from the intervention	Brief description of intervention	Age Range	Time Period of Intervention	Cost	Impacts and measurement of intervention
<p>Offer funded Out of School Care place to those children who are eligible for this type of intervention. Promote children’s rights to play. Raise awareness of individual children’s health and wellbeing through structured and free flow play experiences.</p> <p>Provide emergency childcare placements – 48 hour booking required.</p>	<p>Develop a broader range of interests for eligible children attending our clubs where they are free to explore new activities and interests with their peers in a relaxed, homely and caring and safe environment.</p>	<p>4.5 – 12 years</p>	<p>Minimum period of one school term</p> <p>Daily Session</p>	<p>£666 per 12 week term - until July 2019</p> <p>£732 per 12 week term - August 2019</p> <p>£12.10 per session</p>	<p>Measure will vary depending upon the individual child and length of intervention.</p> <p>Raise awareness of children’s rights to play and inclusive play.</p> <p>Raise awareness of the benefits of outdoor play, health and wellbeing being the main driver.</p> <p>Provide emergency childcare sessions to support child wellbeing and families in crisis.</p>
<p>Schools who have already purchased this intervention</p>					
<p>Cost - Low</p>		<p>Evidence Strength - Medium</p>		<p>Impact for Cost - Medium</p>	

Families Outside is the only national Scottish charity which exclusively supports families affected by imprisonment. Families Outside has over 27 years of experience of working in this field. There is a support and information helpline open every weekday for both family members

and professionals seeking advice and information. We also have regional family support coordinators around the country who work very closely with each of the Scottish prisons as well as within communities supporting families, professionals and the development of good practice within the community justice areas. We also offer teacher CPD sessions at the prison and within the community.

<https://www.familiesoutside.org.uk/>

Intended outcomes from the intervention	Brief description of intervention	Age Range	Time Period of Intervention	Cost	How the impact of the intervention will be measured
Children and families who suffer the adverse childhood experience (ACE) of a family member being imprisoned receive targeted one to one and group support at the earliest possible point to ensure they don't suffer ongoing emotional difficulties as a result of the trauma they have experienced.	<p>-One to one bespoke in school and outreach support for children and their families including assistance with money, debt and housing worries, emotional wellbeing and staying connected with parent in prison where appropriate</p> <p>-Specialist support for professionals working with children and young people affected by imprisonment</p> <p>-Facilitation of peer group support for children and young people affected by imprisonment.</p>	5-18	Needs led	£8,000 per year for commitment of one day per week. This could be a shared resource across a cluster of schools.	For adults and children there are separate support needs wheels based on the outcomes star that assess then measure their journey of support from first referral to close of case. A similar tool is being developed for children but this is likely to be an electronic resource such as an app. There are a number of ways that feedback is currently sought from children mainly using age appropriate feedback sheets, observation and feedback from parent/carer, school, social work, prison visits etc.
Families Outside is not currently commissioned by any schools in Aberdeen City.					
Cost - High		Evidence Strength - High		Impact for Cost - High	

Includem specialises in intensive, personalised, one to one support for children and young people aged 5 to 25 years old and their families. We work with those facing challenging circumstances that impact on their family relationships and their ability to engage with mainstream services like education, health and social work. We currently provide a service in Aberdeen for young people who are at risk of being accommodated by the local authority or are returning from a care placement from outside Aberdeen. In other local authorities across Scotland we provide a service for schools, supporting young people to engage with education and improve their attainment.
david.ferrier@includem.co.uk – Business Development Manager

Intended outcomes	Brief description of intervention	Age Range	Time Period of Intervention	Cost	How the impact of the intervention will be measured
<p>Improved effort, behaviour and attendance at school. A willingness and the capacity to engage with school. Improved family/carer relationships. Improved access to appropriate specialist services. Involvement in age appropriate activities in their community, with a positive peer group.</p>	<p>Supporting children and families on a one-to-one basis on average three times per week. This can be at school, at home or in the community covering evenings, weekends and during school holidays. We operate a 24/7 helpline facilitating support over the phone or responding in person if needed.</p>	<p>Includem are registered to work with children and young people aged 5-25.</p>	<p>The average amount of time a young person is supported by Includem is 4-6 hours a week for 9 months. The length of time depends on the presenting need and what is learned about the young person and their family during the intervention.</p>	<p>£45.50 per hour. This is an indicative cost and may vary depending on service development and needs.</p>	<p>We work with young people to produce and evaluate their support plans every 12 weeks, using SHANARRI indicators through the Wellbeing Web tool as an indicator of change. We meet with school staff to monitor change directly linked to education including;</p> <ul style="list-style-type: none"> • School attendance • Engagement/behaviour in class • Parental engagement with school
<p>Schools who have already purchased this intervention <u>Glasgow:</u> Govan High School, Lochend Community High School <u>North Lanarkshire:</u> Cardinal Newman High School, Bellshill Academy, <u>West Dunbartonshire:</u> Edinbarnet Primary, St Michael's Primary School, Lennox Primary School, Our Lady of Loretto Primary School <u>Dundee:</u> Baldragon Academy, Braeview Academy, Craigie High School, Grove Academy, Harris Academy, Morgan Academy, St John's R.C. High School,</p>					
<p>Cost - High</p>		<p>Evidence Strength - High</p>		<p>Impact for Cost - High</p>	

The Priority Families Service is a Community Planning service led by Aberdeen City Council and delivered in collaboration with Police Scotland and Action for Children. The service supports families who are affected by a range of issues, including anti-social behaviour, crime and offending and school attendance. Whole family support can be offered for up to 12 months. Referrals can be made to Priority-Families@aberdeencity.gov.uk

Note: the service does not work with families in receipt of statutory social work involvement

Intended outcomes	Brief description of intervention	Age Range	Time Period of Intervention	Cost	How the impact of the intervention will be measured
<ul style="list-style-type: none"> • Reduction in anti-social behaviour • Increase in school attendance • Increase in school engagement (pupil and parent) • Improved routines/development of appropriate structure and boundaries • Improved parenting skills • Increase in number of eligible adults in employment or engaged in training or education • Reduction in financial exclusion 	<p>A whole family assessment of need is undertaken to determine the focus of the work/agree outcomes. Intensive support is delivered (7am-10pm) in a range of settings, including the family home to improve outcomes.</p>	<p>0-16 years</p>	<p>Up to 12 months</p>	<p>For one support worker for a year to work with 8 families</p> <p>Cost including oncosts £27,718-£31,154</p>	<ul style="list-style-type: none"> • Through an increase in attendance (measured at 6 and 12 months prior to intervention and 6 and 12-months post intervention) • Increased engagement in school and community activities (measured as above) • Increase in pupil and parental engagement (measured through qualitative analysis)
<p>School who have already purchased this intervention Referrals have been received from a range of primary and secondary schools across Aberdeen City.</p>					
<p>Cost - High</p>		<p>Evidence Strength - High</p>		<p>Impact for Cost - High</p>	

Sacro Refresh is a support programme specifically designed for young people of all ages displaying challenging, disruptive, harmful or anti-social behaviour in schools. Referrals are received from schools, identifying areas of concern and the issues to be addressed. This includes absenteeism, disengagement, relationships, exclusion, or those failing to achieve their potential. We guide young people to overcome social and mental, physical or other barriers, helping them to achieve positive outcomes and be all they can be. Mediation and family work can also be undertaken to address underlying contributory issues.
 Contact – Graeme Pyper, Sacro Aberdeen (T 01224 560550)

Intended outcomes	Brief description of intervention	Age Range	Time Period of Intervention	Cost	How the impact of the intervention will be measured
Improved life chances through transformation Young People will engage more positively with the schools and begin to realise their potential Improved culture, ethos and reputation for schools Improved relationships, health and sense of wellbeing Young People will understand their own strengths and vulnerabilities	Delivered by a Refresh Coach applying the ‘Two Worlds’ model, identifying areas of commonality and shared interests, ambitions or goals. The Refresh Coaching Line is then used to identify what the young person wants their destination to be and the steps required to achieve this, supported by a Behaviour Scale.	5 - 25	Refresh is normally delivered over 6 weeks, but this is variable depending on the needs of the school or young person. Occasionally, lesser periods are more appropriate. The programme can be applied to individuals or groups and sessions normally last no more than 1 hour at a time.	£30 per session for individual or group work.	Evaluation by both the young person and the referrer, with comparisons drawn between commencement and closure. Young people will be evaluated on progress in; Confidence Behaviours and attitude Relationships Future aspirations School evaluations will focus on: Increase in capacity and confidence Improved attendance and attainment Increased engagement with the school
Schools who have already purchased this intervention Aberdeen City – St Machar Academy Aberdeenshire – Banchory Academy; Fraserburgh Academy; Lochpots and Southpark Primary Schools, Fraserburgh; Gordon Schools, Huntly; Kemnay Academy; Mackie Academy; Mintlaw Academy; Meldrum Academy; Portlethen Academy West Lothian – Addiewell and St Thomas Primary Schools					
Cost - Low		Evidence Strength - High		Impact for Cost - High	

shmu

Overview of Organisation – Station House Media Unit (shmu)

Station House Media Unit (shmu) is one of the leading Youth Work providers in the city, delivering nationally acclaimed personal development programmes, both within school and in the community.

We have a strong track record of supporting vulnerable and disadvantaged young people with person-centred programmes using innovative tools – radio, video and music production, and traditional and on-line publications.

Our pathway of courses, delivered in partnership with schools, deliver a broad range of personal outcomes, which ultimately contribute towards supporting pupils to make the successful transition from Primary to Secondary school, or from school on to a sustained positive destination.

Contact:

Chrissie Simpson – chrissie.simpson@shmu.org.uk

Tel – 01224 515013

shmu Speak Out Radio – Primary School (P6 & P7)

Intended outcomes from the intervention	Brief description of intervention	Age Range	Time Period of Intervention	Cost	How the impact of the intervention will be measured
<p>This programme will deliver the following PEF outcomes;</p> <p>Increased attainment, Improved attendance, Improved engagement, Increased participation.</p> <p>The programme has also evidenced that it;</p> <p>Increases confidence & self-esteem, Improves Communication (talking & listening), Improves literacies (reading & writing), Increases motivation, Improves wellbeing, Improves transition between Primary & Secondary School.</p>	<p>This programme comprises six sessions and culminates in a one-hour live radio broadcast on shmuFM on a weekday morning.</p> <p>This includes four sessions with the whole class to create the content for the show and two sessions with four 'presenters' who travel to Station House for the live radio broadcast.</p>	<p>9 - 11yrs (P6/P7)</p>	<p>The programme comprises 6 weekly sessions per cycle.</p> <p>Four of these sessions are with the whole class lasting approximately 1.5hrs.</p> <p>The final two sessions are with selected pupils, culminating in a trip to shmu for the live broadcast (2.5hrs)</p>	<p>£600 per cycle</p> <p><i>(most schools who have taken part have purchased multiple cycles so more pupils can take part in the live broadcast experience)</i></p>	<p>A joint evaluation framework, closely aligned with the school's existing monitoring and evaluation data, will be adopted.</p> <p>This could include;</p> <ul style="list-style-type: none"> - Pupil & Teacher Baseline and Review evaluation stars. - End of term evaluation review - Supplementary qualitative evaluation <p>We will provide a mid-point and end of year evaluation report.</p>
<p>Schools who have already purchased this intervention</p>					
<p>Bramble Brae, Heathryburn, Manor Park, Tullos, Cornhill, and Fernielea Primary Schools have purchased this intervention in the 2018-19 academic year.</p>					
<p>Cost - Low</p>		<p>Evidence Strength - High</p>		<p>Impact for Cost - High</p>	

shmu Speak Out Radio – Secondary School (S1 & S2)

Intended outcomes from the intervention	Brief description of intervention	Age Range	Time Period of Intervention	Cost	How the impact of the intervention will be measured
<p>This programme will deliver the following PEF outcomes;</p> <p>Increased attainment, Improved attendance, Improved engagement, Increased participation.</p> <p>The programme has also evidenced that it;</p> <p>Increases confidence & self-esteem, Improves Communication (talking & listening), Improves literacies (reading & writing), Increases motivation, Improves wellbeing.</p> <p>Dynamic Youth Award will be achieved by all participants</p>	<p>This programme comprises six sessions and culminates in a one-hour live radio broadcast on shmuFM on a weekday morning.</p> <p>8 targeted pupils will be supported to develop the skills and confidence required to create the content for and present a live radio show at shmu's studio's in Woodside.</p>	<p>12- 13yrs (S1 & S2)</p> <p><i>could be beneficial throughout secondary school</i></p>	<p>The programme comprises 6 weekly sessions per cycle.</p> <p>Five of these sessions are within the school lasting a double period.</p> <p>The final session will involve a trip to shmu for the live radio broadcast (2.5hrs)</p>	<p>£600 per 6-week cycle</p> <p><i>(multiple cycles can be purchased over the school year – up to 2 per term).</i></p>	<p>A joint evaluation framework, closely aligned with the school's existing monitoring and evaluation data, will be adopted.</p> <p>This could include;</p> <ul style="list-style-type: none"> - Pupil & Teacher Baseline and Review evaluation stars. - End of term evaluation review - Supplementary qualitative evaluation <p>We will provide a mid-point and end of year evaluation report.</p>
<p>Schools who have already purchased this intervention</p>					
<p>Lochside Academy have purchased this intervention in the 2018-19 academic year.</p>					
<p>Cost - Low</p>		<p>Evidence Strength - High</p>		<p>Impact for Cost - High</p>	

shmu Speak Out TV – Primary School (P6 & P7)

Intended outcomes from the intervention	Brief description of intervention	Age Range	Time Period of Intervention	Cost	How the impact of the intervention will be measured
<p>This programme will deliver the following PEF outcomes;</p> <p>Increased attainment, Improved attendance, Improved engagement, Increased participation.</p> <p>The programme has also evidenced that it;</p> <p>Increases confidence & self-esteem, Improves Communication (talking & listening), Improves literacies (reading & writing), Increases motivation, Improves wellbeing, Improves transition between Primary & Secondary School.</p>	<p>This programme comprises ten sessions and culminates in a live TV broadcast at our new TV studio in Woodside.</p> <p>The programme will include both whole class and small group work, supporting pupils to develop the skills and confidence required to create the content for and present a live TV programme.</p>	9 - 11yrs (P6/P7)	<p>The programme comprises 10 sessions per cycle.</p> <p>Eight of these sessions will take place in the school, either with the whole class or in small groups.</p> <p>The final two sessions will take place at shmu with a core group who will record and present the live TV programme.</p>	<p>£1,000 per cycle</p> <p><i>(the two schools who have taken part in the pilot have purchased a cycle per term so that more pupils can take part in the live broadcast experience)</i></p>	<p>A joint evaluation framework, closely aligned with the school's existing monitoring and evaluation data, will be adopted.</p> <p>This could include;</p> <ul style="list-style-type: none"> - Pupil & Teacher Baseline and Review evaluation stars. - End of term evaluation review - Supplementary qualitative evaluation <p>We will provide a mid-point and end of year evaluation report.</p>
<p>Schools who have already purchased this intervention</p> <p>Bramble Brae and Cornhill Primary Schools have purchased this intervention in the 2018-19 academic year.</p>					
Cost - Low		Evidence Strength - High		Impact for Cost - High	

shmu Speak Out TV – Secondary School (S1 & S2)

Intended outcomes from the intervention	Brief description of intervention	Age Range	Time Period of Intervention	Cost	How the impact of the intervention will be measured
<p>This programme will deliver the following PEF outcomes; Increased attainment, Improved attendance, Improved engagement, Increased participation.</p> <p>The programme has also evidenced that it;</p> <p>Increases confidence & self-esteem, Improves Communication (talking & listening), Improves literacies (reading & writing), Increases motivation, Improves wellbeing. Dynamic Youth Award will be achieved by all participants.</p>	<p>This 10-week programme will support a targeted group of 8 pupils over the course of a school term to develop the technical skills (camera, lighting, mixing, editing, sound, direction) and the confidence to prepare and present a live TV programme at the shmuTV studios in Woodside.</p>	<p>12- 13yrs (S1 & S2) <i>could be beneficial throughout secondary school</i></p>	<p>The programme comprises 10 weekly sessions per cycle. Eight of these sessions are within the school lasting a double period. The final two sessions will involve a trip to shmu for training and the live TV broadcast (2.5hrs)</p>	<p>£1,000 <i>(the two schools who have taken part in the pilot have purchased a cycle per term so that more pupils can take part in the live broadcast experience)</i></p>	<p>A joint evaluation framework, closely aligned with the school's existing monitoring and evaluation data, will be adopted.</p> <p>This could include;</p> <ul style="list-style-type: none"> - Pupil & Teacher Baseline and Review evaluation stars. - End of term evaluation review - Supplementary qualitative evaluation <p>We will provide a mid-point and end of year evaluation report.</p>
<p>School who have already purchased this intervention</p> <p>This programme is being piloted in Lochside Academy in the summer term 2018-19</p>					
<p>Cost - Low</p>		<p>Evidence Strength - High</p>		<p>Impact for Cost - High</p>	

shmu Training Academy - Senior Phase (S4, S5 & S6)

Intended outcomes from the intervention	Brief description of intervention	Age Range	Time Period of Intervention	Cost	How the impact of the intervention will be measured
<p>This programme will deliver the following PEF outcomes;</p> <p>Increased attainment, Improved attendance, Improved engagement, Increased participation. The programme has also evidenced that it will contribute towards;</p> <p>Increased Confidence & Self-esteem Improved Communication Improved Literacies Increased Motivation Improved group work skills Improved employability skills An SQA award will also be secured</p>	<p>This programme will provide coordinated support for pupils who are likely to struggle with the transition between school and the world of work, training, or further/higher education.</p> <p>The SQA accredited programme will develop personal and vocational skills through media and employability modules and will include work-place visits and work-experience placements.</p>	<p>15-18yrs (Senior Phase)</p>	<p>Two programmes will run a year; one in the term from October – December for potential Xmas Leavers, and one from January – April for Summer Leavers. The programme will run over one afternoon per week linked to the ‘City Campus’ travel afternoons and will take place at shmu’s base in Woodside.</p>	<p>£400 per pupil per course. <i>(this includes the support of 2 members of staff at all sessions, an SQA award)</i> We are awaiting confirmation on whether this programme will be match funded by Inspiring Scotland which will reduce the costs per pupil significantly.</p>	<p>The success of this course will be measured by the participants moving from school on to a sustained positive destination. This could be directly into a job, further education, or training. Training opportunities could include one of our own courses – Activity Agreement or Employability Fund course, or those of a partner organisation.</p>
<p>School who have already purchased this intervention</p> <p>This programme is being piloted in Lochside Academy in the January – April term 2018-19</p>					
<p>Cost - Low</p>		<p>Evidence Strength - NEW</p>		<p>Impact for Cost - NEW</p>	

The Spark – Supporting Children and Young people Established in 1965, The Spark has been supporting individuals, couples and families with challenging relationships. As the nature of relationship support has changed so has The Spark. We are now the foremost provider of relationship educations and counselling programmes for young people in primary, secondary and post-school environments across Scotland. The Spark’s specialist Children and Young People Team (CYP) delivers programmes that ultimately help children and young people develop essential resilience skills. Working with schools, colleges and businesses the CYP team help individuals to develop self-awareness and support their emotional, behavioural, mental and social health and wellbeing.

PUPILS - Relationship Resilience

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Intended outcomes	Brief description of intervention	Age Range	Time Period of Intervention	Cost	How the impact of the intervention will be measured
Identify what makes relationships positive for good mental, social and emotional well-being. Developing skills and understanding when relationships can be complicated and challenging (e.g. bullies). Consider family and the transitions and changing relationships. Identifying relationships within communities (online or face to face) and how these link to our social wellbeing.	It provides a safe environment where children are able to learn from their peers, practice the techniques, and form positive relationships with class-mates.	P6/P7 S1/S2	The programme is delivered over six weeks, each session lasting one hour. A combination of interactive activities, group discussions, encouraging children to participate and share their experiences.	£690	At the conclusion of the Relationship Resilience programme pupils complete a questionnaire. Questions focus on their personal understanding of the impact their feelings can have on their own behaviour, their awareness of good relationships and their perspective on peer pressure and bullying. Teachers are also asked to complete a questionnaire. https://www.thespark.org.uk/children-young-people/secondary-school-programmes-counselling/relationship-resilience-secondary/
Schools who have already purchased this intervention		CLD Stonehaven Youth Group – Mackie Academy			
Cost - Low		Evidence Strength - High		Impact for Cost - High	

The Spark - PUPILS - Tackling Violence

Intended outcomes	Brief description of intervention	Age Range	Time Period of Intervention	Cost	How the impact of the intervention will be measured
<p>Understand the consequences of violence. Express emotions. Belief systems, consequences and conflict. How conflict impacts on behaviours and relationships. Attitudes, values and origins of violence. Personal impact of violence in the community. Personal choice and peer pressure. Empathy and how different perspectives can impact and change behaviours.</p>	<p>Tackling Violence A counselling-based methodology is used encouraging an exploration of what lies behind the words and actions of individuals. By taking a non-judgemental and empathetic approach, C&YP can fully express themselves and gain insight into the reasons behind their actions. This insight can lead to modified action and change, building a young person's resilience to face life's challenges.</p>	<p>P6/P7 S1/S2</p>	<p>The programme is delivered over four or six weeks to P6/7 or S1/2 pupils, with each workshop lasting one hour.</p>	<p>£690</p>	<p>Participants are asked to answer <i>yes</i>, <i>no</i> or <i>not sure</i> to a series of six statements covering the material delivered during the sessions.</p> <p>https://www.thespark.org.uk/children-young-people/secondary-school-programmes-counselling/tackling-violence/</p>
<p>Schools who have already purchased this intervention Lochend Community High School, Glasgow Turriff Academy, Aberdeenshire</p>					
<p>Cost - Low</p>		<p>Evidence Strength - High</p>		<p>Impact for Cost - High</p>	

The Spark - PUPILS Exam Stress

Intended outcomes	Brief description of intervention	Age Range	Time Period of Intervention	Cost	How the impact of the intervention will be measured
Recognise the early symptoms of stress, understand the practical advice and techniques on managing stress and exam anxiety, strategies for managing study periods around other interests and commitments, knowing your preferred learning style, relaxation techniques.	Exam Stress We combine both practical tips and strategies with advice on stress, anxiety and relaxation techniques.	S3 – S6	The programme is delivered as a workshop over 1 or 2 lesson school periods.	£175	Participants are asked to complete an evaluation at the end of the session. https://www.thespark.org.uk/children-young-people/secondary-school-programmes-counselling/exam-stress-programme/
<p>Schools who have already purchased this intervention</p> <p>Kemnay Academy, Aberdeenshire Bucksburn Academy, Aberdeen City</p>					
Cost - Low		Evidence Strength - High			Impact for Cost - High

The Spark PUPILS Wellbeing Stress/Anxiety

Intended outcomes	Brief description of intervention	Age Range	Time Period of Intervention	Cost	How the impact of the intervention will be measured
Understanding of how physical and mental health is viewed, the impact anxiety has on our bodies and wellbeing, what are coping strategies, both professional and self-help, who to go to for help.	Stress/Anxiety We combine both practical tips and strategies with group activities and discussions	S3 – S6	The programme is delivered as a workshop over 1 or 2 lesson school periods.	£175	Participants are asked to complete an evaluation at the end of the session.
Schools who have already purchased this intervention Kemnay Academy, Aberdeenshire St Margaret's School for Girls, Aberdeen					
Cost - Low		Evidence Strength - High		Impact for Cost - High	

The Spark PUPILS Mental Health Awareness/Feelings and Emotions

Intended outcomes	Brief description of intervention	Age Range	Time Period of Intervention	Cost	How the impact of the intervention will be measured
To understand and recognise their feelings and emotions and help to express them appropriately. Recognise triggers and coping strategies.	Feelings and Emotions We combine both practical tips and strategies with group activities and discussions	P6-S2	The programme is delivered as a workshop over 1 lesson school period.	£125	Participants are asked to complete an evaluation at the end of the session.
Schools who have already purchased this intervention St Margaret's School for Girls					
Cost - Low		Evidence Strength - High		Impact for Cost - High	

The Spark PARENTS – Mental Health & Wellbeing/Resilience

Intended outcomes	Brief description of intervention	Age Range	Time Period of Intervention	Cost	How the impact of the intervention will be measured
<p>A greater understanding of what resilience is, how to support their C&YP's resilience, how the school supports a resilience environment for their C&YP. What listening skills are and how to validate and empathize. Increased confidence to communicate about mental health issues. Make better use of signposting to MH services where appropriate. Gain knowledge of potential coping strategies. Understand the impact of stigma.</p>	<p>MH & Wellbeing/ Resilience A workshop supporting parents and members of the community to work together and share experiences in a support and safe environment.</p>	<p>Parents (35)</p>	<p>The programme is delivered as a workshop over a 2 hours</p>	<p>£230</p>	<p>Participants are asked to complete an evaluation at the end of the session and a follow up email is sent 2/3 months later to establish the longer term impact of the session</p>
<p>Schools who have already purchased this intervention Cults Primary, Aberdeen City Alford Academy, Aberdeenshire</p>					
<p>Cost - Low</p>		<p>Evidence Strength - High</p>		<p>Impact for Cost - High</p>	

The Spark PARENTS Mental Health & Wellbeing

Intended outcomes	Brief description of intervention	Age Range	Time Period of Intervention	Cost	How the impact of the intervention will be measured
A greater understanding, increased confidence to communicate about mental health issues with their C&YP. Make better use of signposting to MH services where appropriate. Gain knowledge of potential coping strategies for their children's mental health issues. Understand the impact of stigma, gain some knowledge of the mental health conditions affecting C&YP.	Mental Health & Wellbeing A workshop supporting parents and members of the community to work together and share experiences in a support and safe environment.	Parents (35)	The programme is delivered as a workshop over a 2 hours	£230	Participants are asked to complete an evaluation at the end of the session and a follow up email is sent 2/3 months later to establish the longer term impact of the session
<p>Schools who have already purchased this intervention</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Turriff Academy, Aberdeenshire, Banchory CLD, Meldrum Academy, Aberdeenshire Lochside Academy, Aberdeen City</p> </div> <div style="width: 45%;"> <p>Mearns Academy, Aberdeenshire Kemnay Academy, Aberdeenshire Hazlehead Academy, Aberdeen City Northfield Academy, Aberdeen City</p> </div> </div>					
Cost - Low		Evidence Strength - High		Impact for Cost - High	

The Spark TEACHERS/PSAs Relationship First Aid

Intended outcomes	Brief description of intervention	Age Range	Time Period of Intervention	Cost	How the impact of the intervention will be measured
<p>Identify early where your pupils/parent/carers might be struggling with relationships, have the confidence to open up a conversation, create more effective relationships, achieve better outcomes for both your pupils/parents/carers and your school, equip your pupils with an effective communication tool, signpost to specialist support.</p> <p>https://www.thespark.org.uk/professionals/relationship-first-aid/</p>	<p>Relationship First Aid This is an experiential skills-based programme designed to help teachers and support staff gain a better understanding of relationship issues often presented by school children. It looks specifically at how the challenges pupils face impact on their relationships. Participants will also consider how pupils communicate with teachers and why they react in certain ways.</p>	<p>Teachers/PSA's etc (16)</p>	<p>2 day CPD training for 16 staff</p>	<p>£85 per delegate</p>	<p>Participants are asked to complete a comprehensive evaluation at the end of the session and a follow up email is sent 2/3 months later to establish the longer term impact of the programme.</p>
<p>Schools who have already purchased this intervention Banff Academy, Aberdeenshire Loirston Primary, Aberdeen City Early Years Practitioners, Aberdeen City 25 programmes funded by the Scottish Government for Early Years Practitioners across Scotland.</p>					
<p>Cost - Low</p>		<p>Evidence Strength - High</p>		<p>Impact for Cost - High</p>	

The Spark TEACHERS/PSAs Scottish Mental Health First Aid/Young People

Intended outcomes	Brief description of intervention	Age Range	Time Period of Intervention	Cost	How the impact of the intervention will be measured
Gain an understanding of how SMHFA can be applied in a crisis situation with YP, reduce stigma around mental health issues for YP, be able to provide initial support to YP in crisis, recognise and promote understanding of common mental health problems, including depression, anxiety, eating disorders, self-harm, suicide and substance misuse. https://www.thespark.org.uk/professionals/smhfa-yp/	SMHFA/YP 3 part programme with one day attendance. Either delivered as a closed course or open programme for multi agency for those working with 9 – 17 year olds.	Teachers/ PSA's etc (16)	14 hour blended learning - CPD training for 16 staff	£75 per delegate	Participants are asked to complete a NHS evaluation at the end of the session.
Schools who have already purchased this intervention Mearns Academy, Aberdeenshire Mintlaw Academy, Aberdeenshire Banff Academy, Aberdeenshire Cults Academy, Aberdeen City Mintlaw Primary, Aberdeenshire Cults Primary, Aberdeen City Hazlehead Academy, Aberdeen City		Northfield Academy, Aberdeen City St Margaret's School for Girls St Machar Academy, Aberdeen City Inverurie Academy, Aberdeenshire Meldrum Academy, Aberdeenshire Kemnay Academy, Aberdeenshire Aboyne Academy, Aberdeenshire			
Cost - Low		Evidence Strength - High		Impact for Cost - High	

Intended outcomes	Brief description of intervention	Age Range	Time Period of Intervention	Cost	How the impact of the intervention will be measured
An understanding about our own mental health and wellbeing, conditions that affect C&YP, stigma, listening skills, resilience and signposting	MH&W Awareness A half day or full day interactive workshop, with experiential learning and learning from discussion, group activities and case studies.	Teachers/ PSA's etc (30)	1 day or half day workshop	Half day £345 Full Day £690	Participants are asked to complete an evaluation at the end of the session.
<p>Schools who have already purchased this intervention</p> <p>Hazlehead Academy, Aberdeen City Aboyne Academy, Aberdeenshire Education Department, Aberdeen City St Machar Academy, Aberdeen City</p>					
Cost - Low		Evidence Strength - High		Impact for Cost - High	

The Spark TEACHERS/PSAs Scottish Mental Health First Aid/Adults

Intended outcomes	Brief description of intervention	Age Range	Time Period of Intervention	Cost	How the impact of the intervention will be measured
The course aims to equip individuals to: preserve life, provide help to prevent the mental health problem or crisis developing into a more serious state, promote the recovery of good mental health, provide comfort to a person experiencing distress, promote understanding of mental health issues. https://www.thespark.org.uk/professionals/smhfa/	SMHFA Professionals working with adults, this course complements the young people programme and covers more details about mental health disorders.	Teachers/ PSA's etc (16)	2 day CPD	£75 per delegate	Participants are asked to complete an NHS evaluation at the end of the 2 days.
Schools who have already purchased this intervention					
Cost - Low		Evidence Strength - High		Impact for Cost - High	

Transition Extreme “Assisting young people in making positive life transitions”

As a social enterprise Transition Extreme uses urban sports and their cultures to attract and engage the local youth population. The centre has a variety of facilities for the local community, offering climbing, skatepark sports, and recreational and learning facilities. Our aim is to support our youngsters in **harnessing their energy to reach their full potential**.

As a leading youth charity Transition Extreme offers a number of youth and community programmes, which are proven to have a positive impact on reducing crime, substance abuse and antisocial behaviour.

Contact Details - reception@transition-extreme.com

Intended outcomes from the intervention	Brief description of intervention	Age Range	Time Period of Intervention	Cost	How the impact of the intervention will be measured
Engagement Participation Attendance Exclusion	TX School Multi Activity Sessions TX will offer sports and activities tailored to the needs of pupils who are entering the transitional period of their lives. This project enables the pupils to build confidence, team building and communication skills as well as learning a new sport (climbing, skateboarding or bmxing).	P6-S1	During term time.	£28 per person (½ Day including up to 3 hours of activities) £38 per person (Full day including up to 4.5 hours of activities) Min 6 participants	Evaluation tools – measuring engagement Record keeping – measuring attendance, attainment. At the end of each week participants will complete a questionnaire and provide feedback on how the week’s activities have gone – measuring participation
Engagement Participation Attendance	Sport Taster Sessions Open to all ages, the TX sports sessions enables groups of pupils to work with our experienced sports coaches to learn a new sport and understand the importance of a healthy lifestyle. Pupils will have their boundaries challenges enable them to build confidence and self-belief.	P1-S6	During term time.	£15 per pupil (larger group booking discounts available) Min 2 participants	Youth worker observation We ask parents /teachers /guardians/social workers to complete questionnaires Monitoring report to summarise the programme.

Engagement Participation Attendance	Team Building Sessions TX will provide activities to promote positive team spirit, improve communication, self-confidence and sense of belonging	P7- S6	During term time.	£150 per group of 6 pupils	
Engagement Participation Attendance	Progressive Sports Sessions Next level coaching, where pupils will have the opportunity to further their skills in their chosen sports and works towards key qualifications such as NICAS.	Seco ndar y	During term time.	£80 per person per 4 week block Min 2 participants	
Engagement Participation Attendance Exclusion	Leadership Training A 4 week block of intense sessions that will enable the pupil to gain experience and build confidence in their abilities to lead and communicate effectively.	Seco ndar y	During term time.	£160 per pupil	
Engagement Participation Attendance Exclusion	Advanced Academy 12 week part time initiative that supports young people who have been identified within their schools as 'at risk of disengaging' from their education. This programme would seek to provide alternative education tools and resources to fully equip young people with all they need to continue to positively develop their education opportunities within a school setting.	S1- S3	During term time.	£450 per pupil	

Engagement Participation Attendance Exclusion	Alternative Academy A 12 week youth development programme aimed at young people who are disengaged from traditional education. This programme would seek to provide alternative education tools and resources to fully equip young people with all they need to continue to positively develop their education opportunities within a school setting.		During term time.	£2000 per pupil (full time course) With enough interest the Alternative Academy could be run as a part time course	
Engagement Participation Attendance Exclusion	Inclusive Sports Programme A dedicated programme to build participation in sport for young people with additional support needs. These sessions are 1-2-1 private bookings that offer the pupil dedicated coaching to help build their confidence and skills.	P1-S6	During term time.	£40 per pupil	
Engagement Participation Attendance	Sport Blocks An alternative PE block that will enable pupils to give new sports a try-out with or in addition to regular PE sessions	P1-S6	During term time.	£60 per pupil per 4 week block (a BMX block is £70) Min 2 participants	
Cost - Low to Medium		Evidence Strength - Medium		Impact for Cost - Medium	

Support

There is a package of national and local support available to assist schools in planning how to use their Pupil Equity Funding. This includes:

- A framework (Interventions for Equity) of evidenced and proven educational interventions and strategies to help tackle the poverty related attainment gap. The framework can be used by all partners and should help to inform the decisions schools make. The structure and content will be dynamic and will continue to evolve as an integral part of the National Improvement Hub, where a wide range of improvement, self-evaluation and research materials are available and where practice exemplars can be shared.

<https://education.gov.scot/improvement/self-evaluation/Interventions%20for%20Equity>

- The Scottish version of the Education Endowment Foundation (EEF) Teaching and Learning Toolkit, which has been integrated into the National Improvement Hub: Learning and Teaching toolkit. This EEF Toolkit provides an accessible summary of educational research designed to inform discussions on the most effective approaches to improving attainment, with a focus on 5-16 year olds and poverty disadvantage. It contains 34 teaching approaches and interventions, each summarised in terms of their average impact on attainment, the strength of the evidence supporting them and their cost. It is useful for education leaders and practitioners to inform decision making on the use of Pupil Equity Funding, raising attainment and improving equity. It is intended to be used in conjunction with the range of interventions and approaches provided through the framework above to encourage and enhance professional dialogue taking full account of the local context

<https://education.gov.scot/improvement/Pages/EEF-Toolkit.aspx>

- Guidance on working with the third sector is available to help support schools make the best use of funding with other partners

<https://education.gov.scot/improvement/self-evaluation/Scottish%20Attainment%20Challenge%20and%20partnerships%20with%20the%20Third%20Sector>

- Attainment Advisors will be able to provide advice on a regional basis
 - A dedicated Scottish Attainment Challenge community on Glow where all educators can have online discussions, ask questions, post responses, exchange ideas, access additional resource materials and share examples of practice. In addition, this secure community will be used to host regular discussions about the interventions and strategies being developed through the Pupil Equity Funding
 - Access to collaboration and communication tools on Glow including Yammer, Sharepoint, Blogs and Glow TV. These tools provide great opportunities for joint working and for sharing materials across all involved in the Scottish Attainment Challenge, with the ability to control visibility where required
- https://www.yammer.com/yammer.glowscotland.org.uk/#/threads/inGroup?type=in_group&feedId=8730419
- Guidance on School Improvement Planning, including Standards and Quality reporting through the National Improvement Framework
- <https://education.gov.scot/improvement/self-evaluation/National%20Improvement%20Framework:%20Improvement%20planning%20and%20reporting%20poster>

All information contained in this booklet is believed correct as at 28/03/19.

Index of Providers

Page	Organisation	Sub headings	cost	evidence	impact
13	Youth Work		L	H	H
14	Family Learning		L-M	H	H
16	Aberdeen City Library Service		L	H	H
18	Aberdeen Foyer	Foyer Futures P7+	L	M	M
19	Aberdeen Foyer	Trauma Informed Service	L	M	M
20	Aberlour Play Forum		L-M	H	H
21	Aberlour Family Service		H	H	H

22	Aberlour Options Aberdeen		L	H	H
23	Absafe		M	NEW	NEW
24	Acis Youth		L	M	M
25	Action for Children		M	H	H
26	ADA		L	H	H
27	Adult Learning		L	H	H
28	AFCCT	Breakfast Club	H	H	H
29	AFCCT	RedStart	M	M	M
30	AFCCT	"Aberdeen" United	M	M	H
31	AFCCT	Better Playground Play	M	M	M
32	AFCCT	Footy Tea	H	M	M
33	AFCCT	Dons Family in Training	H	M	M
33	AFCCT	School of Football	H	M	M
34	AFCCT	AFCCT Leaders	H	NEW	NEW
35	AFCCT	AFCCT Pre-school programme	H	NEW	NEW
36	AFCCT	AFCCT Sister School programme	H	NEW	NEW
37	AFCCT	Food n Fun	L	H	H
37	AFCCT	School Holiday programme	L	H	H
38	Barnardo's Northern Star		H	H	H
40	Befriend a child		L	H	H
41	Children 1st Aberdeen		H	H	H
42	Choices Aberdeen		L	NEW	NEW
44	Community Link Childcare		L	M	M
45	Families Outside		M	H	H
46	Includem		H	H	H
47	Priority Families		M	H	H
48	Sacro Refresh		L	H	H
49	SHMU				
50	SHMU	Speak out radio - Primary Schools	L	H	H
51	SHMU	Speak out radio - Secondary Schools	L	H	H

52	SHMU	Speak out TV - Primary Schools	L	H	H
53	SHMU	Speak out TV - Secondary Schools	L	H	H
54	SHMU	shmu Training Academy	L	NEW	NEW
55	The Spark	Pupils - relationship resilience	L	H	H
56	The Spark	Pupils - tackling violence	L	H	H
57	The Spark	Pupils - exam stress	L	H	H
58	The Spark	Pupils - Wellbeing stress/anxiety	L	H	H
59	The Spark	Pupils - Mental health awareness/feelings and emotions	L	H	H
60	The Spark	Parents -mental health & wellbeing / resilience	L	H	H
61	The Spark	Parents - mental health & wellbeing	L	H	H
62	The Spark	Teachers/PSAs - relationship first aid	L	H	H
63	The Spark	Teachers/PSAs - scottish mental health first aid, young people	L	H	H
64	The Spark	Teachers/PSAs - mental health & awareness	L	H	H
65	The Spark	Scottish mental health first aid / adults	L	H	H
66	Transition Extreme		M	M	M

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Local Authority	Seed Code	School	Stage	Allocation (including top-up)	
Aberdeen City	5237521	Abbotswell School	Primary	£	56,400
Aberdeen City	5237629	Airyhall School	Primary	£	4,320
Aberdeen City	5237823	Ashley Road School	Primary	£	11,880
Aberdeen City	5234026	Braehead School	Primary	£	25,200
Aberdeen City	5238129	Bramble Brae School	Primary	£	102,600
Aberdeen City	1002929	Brimmond School	Primary	£	40,800
Aberdeen City	5238226	Broomhill School	Primary	£	21,600
Aberdeen City	5246423	Charleston School	Primary	£	7,560
Aberdeen City	5238625	Cornhill School	Primary	£	79,200
Aberdeen City	1004247	Countesswells School	Primary	£	-
Aberdeen City	5234522	Culter School	Primary	£	46,800
Aberdeen City	5234727	Cults Primary School	Primary	£	16,200
Aberdeen City	5246326	Danestone Primary School	Primary	£	6,000
Aberdeen City	5234921	Dyce Primary School	Primary	£	60,000
Aberdeen City	5239427	Fernielea School	Primary	£	33,480
Aberdeen City	5239524	Ferryhill School	Primary	£	26,400
Aberdeen City	5246121	Forehill School	Primary	£	6,480
Aberdeen City	5241626	Gilcomstoun School	Primary	£	33,480
Aberdeen City	5235529	Glashieburn School	Primary	£	10,800
Aberdeen City	5248922	Greenbrae School	Primary	£	3,240
Aberdeen City	5239729	Hanover Street School	Primary	£	46,440
Aberdeen City	5239826	Hazlehead Primary School	Primary	£	24,000
Aberdeen City	5230829	Heathryburn School	Primary	£	114,000
Aberdeen City	5239923	Holy Family RC School	Primary	£	9,720
Aberdeen City	5245923	Kaimhill Primary School	Primary	£	94,800
Aberdeen City	5241820	Kingsford School	Primary	£	52,920
Aberdeen City	5235227	Kingswells Primary School	Primary	£	2,400
Aberdeen City	5240522	Kirkhill School	Primary	£	61,200
Aberdeen City	5240425	Kittybrewster School	Primary	£	70,800
Aberdeen City	5246024	Loirston School	Primary	£	15,600
Aberdeen City	5241723	Manor Park School	Primary	£	117,600

Aberdeen City	5235928	Middleton Park School	Primary	£	7,560
Aberdeen City	5240026	Mile End School	Primary	£	30,000
Aberdeen City	5235324	Milltimber School	Primary	£	8,400
Aberdeen City	5241022	Muirfield School	Primary	£	56,160
Aberdeen City	5241227	Quarryhill School	Primary	£	109,200
Aberdeen City	5230420	Riverbank School	Primary	£	124,800
Aberdeen City	5234123	Scotstown School	Primary	£	25,200
Aberdeen City	5241529	Seaton School	Primary	£	74,400
Aberdeen City	5241421	Skene Square School	Primary	£	42,000
Aberdeen City	5241928	St Joseph's RC School	Primary	£	7,200
Aberdeen City	5242126	St Peter's RC School	Primary	£	12,960
Aberdeen City	5235421	Stoneywood School	Primary	£	15,600
Aberdeen City	5242223	Sunnybank School	Primary	£	74,400
Aberdeen City	5242428	Tullos School	Primary	£	154,800
Aberdeen City	5242827	Walker Road School	Primary	£	106,800
Aberdeen City	5230624	Westpark School	Primary	£	80,400
Aberdeen City	5243122	Woodside School	Primary	£	114,000
Aberdeen City	5244439	Aberdeen Grammar School	Secondary	£	25,200
Aberdeen City	5235634	Bridge Of Don Academy	Secondary	£	24,000
Aberdeen City	5234034	Bucksburn Academy	Secondary	£	37,200
Aberdeen City	5235839	Cults Academy	Secondary	£	18,000
Aberdeen City	5243335	Dyce Academy	Secondary	£	19,200
Aberdeen City	5243238	Harlaw Academy	Secondary	£	52,800
Aberdeen City	5243432	Hazlehead Academy	Secondary	£	37,200
Aberdeen City	5243831	Kincorth Academy	Secondary	£	31,200
Aberdeen City	5244234	Northfield Academy	Secondary	£	132,000
Aberdeen City	5246237	Oldmachar Academy	Secondary	£	14,400
Aberdeen City	5246431	St Machar Academy	Secondary	£	123,120
Aberdeen City	5244838	Torry Academy	Secondary	£	43,200
Aberdeen City	5245044	Aberdeen School for the Deaf	Special	£	12,960
Aberdeen City	1004140	Orchard Brae School	Special	£	28,800
Aberdeen City	5240042	Pupil Support Service	Special	£	-
				£	<u>2,845,080</u>

Local Authority	Seed Code	School	Stage	Allocation Based on estimated FSM		Top-up	Total Allocation including Top-up	Manual adjustment applied due to lack of data	Notes
				pupils 1920	£				
Aberdeen City	5237521	Abbotswell School	Primary	£ 58,800	£ -	£ 58,800			
Aberdeen City	5237629	Airyhall School	Primary	£ 7,200	£ -	£ 7,200			
Aberdeen City	5237823	Ashley Road School	Primary	£ 15,600	£ -	£ 15,600			
Aberdeen City	5234026	Braehead Primary School	Primary	£ 26,400	£ -	£ 26,400			
Aberdeen City	5238129	Bramble Brae Primary School	Primary	£ 86,400	£ 2,160	£ 88,560			
Aberdeen City	1002929	Brimmond School	Primary	£ 55,200	£ -	£ 55,200			
Aberdeen City	5238226	Broomhill Primary School	Primary	£ 25,200	£ -	£ 25,200			
Aberdeen City	5246423	Charleston School	Primary	£ 10,800	£ -	£ 10,800			
Aberdeen City	5238625	Cornhill Primary School	Primary	£ 80,400	£ -	£ 80,400			
Aberdeen City	1004247	Countesswells School	Primary	£ 2,400	£ -	£ 2,400	Yes	Use rate from Airyhall School for P1-P3	
Aberdeen City	5234522	Culter School	Primary	£ 51,600	£ -	£ 51,600			
Aberdeen City	5234727	Cults Primary School	Primary	£ 20,400	£ -	£ 20,400			
Aberdeen City	5246326	Danestone Primary School	Primary	£ 7,200	£ -	£ 7,200			
Aberdeen City	5234921	Dyce Primary School	Primary	£ 40,800	£ 13,200	£ 54,000			
Aberdeen City	5239427	Fernielea School	Primary	£ 33,600	£ -	£ 33,600			
Aberdeen City	5239524	Ferryhill Primary School	Primary	£ 28,800	£ -	£ 28,800			
Aberdeen City	5246121	Forehill Primary School	Primary	£ 6,000	£ -	£ 6,000			
Aberdeen City	5241626	Gilcomstoun Primary School	Primary	£ 34,800	£ -	£ 34,800			
Aberdeen City	5235529	Glashieburn Primary School	Primary	£ 9,600	£ -	£ 9,600			
Aberdeen City	5248922	Greenbrae Primary School	Primary	£ 6,000	£ -	£ 6,000			
Aberdeen City	5239729	Hanover Street Primary School	Primary	£ 36,000	£ 3,960	£ 39,960			
Aberdeen City	5239826	Hazlehead Primary School	Primary	£ 24,000	£ -	£ 24,000			
Aberdeen City	5230829	Heathryburn School	Primary	£ 99,600	£ 3,000	£ 102,600			
Aberdeen City	5239923	Holy Family RC Primary School	Primary	£ 6,000	£ 480	£ 6,480			
Aberdeen City	5245923	Kaimhill School	Primary	£ 72,000	£ 13,320	£ 85,320			
Aberdeen City	5241820	Kingsford School	Primary	£ 54,000	£ -	£ 54,000			
Aberdeen City	5235227	Kingswells School	Primary	£ 1,200	£ 960	£ 2,160			
Aberdeen City	5240522	Kirkhill Primary School	Primary	£ 55,200	£ -	£ 55,200			
Aberdeen City	5240425	Kittybrewster School	Primary	£ 75,600	£ -	£ 75,600			
Aberdeen City	5246024	Loirston Primary School	Primary	£ 19,200	£ -	£ 19,200			
Aberdeen City	5241723	Manor Park School	Primary	£ 102,000	£ 3,840	£ 105,840			
Aberdeen City	5235928	Middleton Park School	Primary	£ 8,400	£ -	£ 8,400			
Aberdeen City	5240026	Mile End School	Primary	£ 21,600	£ 5,400	£ 27,000			
Aberdeen City	5235324	Milltimber Primary School	Primary	£ 7,200	£ 360	£ 7,560			
Aberdeen City	5241022	Muirfield School	Primary	£ 57,600	£ -	£ 57,600			
Aberdeen City	5241227	Quarryhill School	Primary	£ 86,400	£ 11,880	£ 98,280			
Aberdeen City	5230420	Riverbank School	Primary	£ 120,000	£ -	£ 120,000			
Aberdeen City	5234123	Scotstown Primary School	Primary	£ 22,800	£ -	£ 22,800			

Aberdeen City	5241529	Seaton Primary School	Primary	£	63,600	£ 3,360	£	66,960
Aberdeen City	5241421	Skene Square School	Primary	£	42,000	£ -	£	42,000
Aberdeen City	5241928	St Josephs School	Primary	£	16,800	£ -	£	16,800
Aberdeen City	5242126	St Peter's RC Primary School	Primary	£	9,600	£ -	£	9,600
Aberdeen City	5235421	Stoneywood School	Primary	£	18,000	£ -	£	18,000
Aberdeen City	5242223	Sunnybank School	Primary	£	67,200	£ -	£	67,200
Aberdeen City	5242428	Tullos Primary School	Primary	£	145,200	£ -	£	145,200
Aberdeen City	5242827	Walker Road School	Primary	£	94,800	£ 1,320	£	96,120
Aberdeen City	5230624	Westpark School	Primary	£	72,000	£ 360	£	72,360
Aberdeen City	5243122	Woodside Primary School	Primary	£	118,800	£ -	£	118,800
Aberdeen City	5244439	Aberdeen Grammar School	Secondary	£	32,400	£ -	£	32,400
Aberdeen City	5235634	Bridge of Don Academy	Secondary	£	30,000	£ -	£	30,000
Aberdeen City	5234034	Bucksburn Academy	Secondary	£	48,000	£ -	£	48,000
Aberdeen City	5235839	Cults Academy	Secondary	£	18,000	£ -	£	18,000
Aberdeen City	5243335	Dyce Academy	Secondary	£	12,000	£ 5,280	£	17,280
Aberdeen City	5243238	Harlaw Academy	Secondary	£	57,600	£ -	£	57,600
Aberdeen City	5243432	Hazlehead Academy	Secondary	£	50,400	£ -	£	50,400
Aberdeen City	1004166	Lochside Academy	Secondary	£	85,200	£ -	£	85,200
Aberdeen City	5244234	Northfield Academy	Secondary	£	151,200	£ -	£	151,200
Aberdeen City	5246237	Oldmachar Academy	Secondary	£	16,800	£ -	£	16,800
Aberdeen City	5246431	St Machar Academy	Secondary	£	172,800	£ -	£	172,800
Aberdeen City	1004140	Orchard Brae School	Special	£	24,000	£ 1,920	£	25,920
Aberdeen City	5245044	School for the Deaf	Special	£	7,200	£ 2,520	£	9,720
				£	2,829,600	£ 73,320	£	2,902,920

Yes

use weighted average from Kincorth and Torry

Appendix 5

What is Visible Learning?

Visible learning is all about children taking ownership for their learning.

Visible Learning is the result of the research undertaken by John Hattie to understand what provides the most success in learning. It is based on over 68,000 studies and 25 million students. John Hattie defines Visible Learners as students who can:

- Articulate what they are learning
- Explain the next steps in their learning
- Set learning goals
- See errors as opportunities for further learning
- Know what to do when they are stuck
- Seek feedback

Visible Learning 1 by John Hattie (ISBN: 0000415476186)

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What is it?

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

This national guidance is intended to help schools plan how they will most effectively invest their Pupil Equity Funding allocation to improve the educational outcomes of children affected by poverty. Local authorities may issue complementary guidance about how the funding will operate locally.

Key Principles

- Headteachers must have access to the full amount of the allocated Pupil Equity Funding.
- Pupil Equity Funding must enable schools to deliver activities, interventions or resources which are clearly additional to those which were already planned.
- Headteachers should work in partnership with each other, and their local authority, to agree the use of the funding. Schools must take account of the statutory responsibilities of the authority to deliver educational improvement, secure Best Value, and the authority's role as employer. Local Guidance will set out more detail on how this will operate.
- The operation of the Pupil Equity Funding should articulate closely to existing planning and reporting procedures e.g. through – School Improvement Planning and Standards and Quality reports. **This should provide clarity to stakeholders on how Pupil Equity Funding is being used.**
- Parents and carers, children and young people and other key stakeholders should be involved in the planning process.
- Funding must provide targeted support for children and young people affected by poverty to achieve their full potential. Although the Pupil Equity Funding is allocated on the basis of free school meal eligibility, headteachers can use their professional judgement to bring additional children in to the targeted interventions and approaches.
- Headteachers must develop a clear rationale for use of the funding, based on a **robust** contextual analysis, **including relevant data** which identifies the poverty-related attainment gap in their schools and plans must be grounded in evidence of what is known to be effective at raising attainment for children affected by poverty.
- Schools must have plans in place at the outset to evaluate the impact of the funding. These plans should outline clear outcomes to be achieved and how progress towards these, and the impact on closing the poverty-related attainment gap, will be measured. If, as a result of this ongoing monitoring, the plans are not achieving the results intended, these plans should be amended.

¹ **Text additional to the 2018 National Operational Guidance is highlighted.**

How much is it?

Publicly funded primary, secondary and special schools will receive £1,200 in 2019/20 for each child in Primary 1 to S3, or equivalent, who is registered for free school meals under national eligibility criteria.

How is it allocated?

Pupil Equity Funding is allocated to schools on the basis of the estimated number of children and young people in P1-S3 registered for free school meals under the [national eligibility criteria](#).²

The 2019/20 funding allocation has been calculated using the most recently available Healthy Living Survey and Pupil Census data and is based on:

- The estimated number of P1-P3 pupils who would be registered for free school meals using the national eligibility criteria. This will be done by taking the proportion of pupils registered for free school meals in primary schools in 2014 and then applying those to the 2018 school rolls for P1 to P3.
- The estimated number of P4-P7 and S1-3 pupils who are registered for free school meals.
- The estimated number of special school pupils in the P1-S3 age range registered for free school meals.

The approach to estimating free school meal registrations will be kept under review as the Government seeks to improve the quality of data for identifying children living in households affected by poverty.

Funding for 2019/20 will be paid by the Government to local authorities by means of a ring-fenced grant which will clearly indicate the amounts that should be allocated directly to each school. Local authorities will confirm arrangements for draw down at school level.

How can it be used?

Although the funding is allocated to schools on the basis of free school meal eligibility, headteachers have discretion to make decisions about which children and young people would benefit most from any particular intervention or approach, whilst keeping a clear focus on delivering equity. Funding should not be used in ways that stigmatises children and young people or their parents. Interventions that impact on transitions between school stages – for example between nursery and primary or between broad general education and senior phase – can also be considered.

The funding should be focused on activities and interventions that will lead to improvements in literacy, numeracy and health and wellbeing. Leadership; learning & teaching; and families and communities are useful organisers to consider when determining interventions and approaches.

² <https://www.gov.scot/policies/maternal-and-child-health/free-school-meals/>

A framework, '[Interventions for Equity](#)',³ has been developed to support the planning and implementing of interventions and approaches to meet the needs of children and young people affected by poverty in order to close the attainment gap. The examples cited act as a stimulus for wider reflection of what would suit your local context and are by no means the only interventions that should be considered. The [EEF toolkit](#)⁴ is also available to support decision making.

Headteachers can work at an individual school and local community level or collegiately in wider school clusters and beyond at local authority and regional improvement collaborative level to address common interests. Interventions and approaches should be considered within the context of the school improvement planning cycle and must be targeted towards closing the poverty-related attainment gap. Where appropriate, funding should articulate with existing Scottish Attainment Challenge School and Challenge Authority improvement plans.

Headteachers will need to be familiar with local policies and procedures – such as the Local Code of Corporate Governance, Local Schemes of Delegation, the Role of the Section 95 officer, the local Devolved School Management policy and local school planning cycle – the local operational guidance which they may issue alongside this national guidance should contain more information about these local policies.

Equalities

Evidence shows that some children and young people from equalities groups can be disproportionately affected by deprivation and can therefore face significant additional barriers to learning. Education authorities have responsibilities to actively address inequality and the promotion of equity is a shared responsibility held by all staff, partners and stakeholders. In this context, headteachers should consider additional steps that might be required to close the educational attainment gap for pupils affected by poverty who may also experience disadvantage for other reasons. For example, disadvantage related to; a protected characteristic (disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex (gender) and sexual orientation); a need for which they require additional support; being looked after; or having caring responsibilities.

Care experienced children and young people have been identified as a group who could benefit from additional resources and approximately £33 million from the Attainment Scotland Fund is being made available to local authorities from 2018/19 to 2020/21. The use of this funding should be jointly agreed by the Chief Education Officer and Chief Social Work Officer and is intended to help authorities invest in approaches which improve educational outcomes for care experienced children and young people⁵.

Partnerships

Parents and the local community are a valuable source of support and partnership. In many contexts, **particularly in rural areas**, schools may be able to achieve the best possible outcomes for children and young people by working with a range of bodies such as parent groups; parent councils; other local authority and public sector services; third sector organisations (including youth work, family learning organisations); other educational sectors; and/or centres of expertise. Understanding the needs of children and young people should help to identify appropriate areas for collaboration.

³ <https://education.gov.scot/improvement/self-evaluation/Interventions%20for%20Equity>

⁴ <https://education.gov.scot/improvement/Pages/EEF-Toolkit.aspx>

⁵ <https://www.gov.scot/publications/care-experienced-children-and-young-people-fund-operational-guidance/>

Participatory budgeting⁶ (PB) could be an innovative and effective mechanism to engage with parents and pupils, in particular those who face barriers to participation. PB directly involves people in participating in budgeting decisions that will have a direct impact on improving their lives and it can engage people who would not normally participate with traditional forms of communication.

Staffing

Where schools identify the need to recruit additional staff for an appropriate intervention or activity, they should work closely with the Local Authority (as the employer) to ensure that the job remits and specifications are clearly tied to the aims of the intervention or approach. Headteachers need to take full account of local HR policies and procedures and that staffing costs include not just salaries but also on-costs such as pensions, sick leave, maternity cover and also potentially recruitment costs. Local guidance should provide further clear details of these costs. Any teachers recruited through Pupil Equity Funding will be excluded from the authority's contribution to any national teacher numbers and / or ratio commitment, which means it is essential to fill core staffing posts first before recruiting additional teachers.

Procurement

Purchase of resources, equipment or services must comply with existing local authority procurement procedures. This will be particularly important when buying ICT resources (see below) or, for example, services from third sector partners. Schools should liaise with their relevant local authority finance partners to ensure compliance with procurement policies and legislation.

ICT

Pupil Equity Funding can be used to procure digital technologies, including hardware and software, when its allocation and use is particularly focused on supporting children and young people affected by poverty to achieve their full potential. *The Scottish Government provides access to a range of national procurement frameworks for the purchase of digital technology products and devices, including a range of desktops, laptops and tablets. The frameworks offer a direct route to market and significant savings against RRP.

To prevent issues arising with compatibility and connectivity, schools seeking to purchase digital technology should do so in close consultation with the IT Department at their local authority.

We know that simply providing more technology does not result in improved outcomes for learners. Therefore, any deployment of technology in an educational setting should be undertaken in line with the objectives of the national [Digital Learning and Teaching Strategy](#).⁷

Support

There is a package of national and local support available to assist schools in planning how to use their Pupil Equity Funding. This includes:

⁶ <https://pbscotland.scot/>

⁷ www.gov.scot/Publications/2016/09/9494

- [A framework](#)⁸ of evidenced and proven educational interventions and strategies to help tackle the poverty related attainment gap. The framework can be used by all partners and should help to inform the decisions schools make. The structure and content will be dynamic and will continue to evolve as an integral part of the National Improvement Hub, where a wide range of improvement, self-evaluation and research materials are available and where practice exemplars can be shared. Other research summaries and intervention examples will continue to be incorporated as these become available.
- The **updated** Scottish version of the Education Endowment Foundation (EEF) [Learning and Teaching toolkit](#)⁹, is integrated into the National Improvement Hub. This EEF Toolkit provides an accessible summary of educational research designed to inform discussions on the most effective approaches to improving attainment, with a focus on 5-16 year olds and poverty disadvantage. It contains **35** teaching approaches and interventions, each summarised in terms of their average impact on attainment, the strength of the evidence supporting them and their cost. It is useful for education leaders and practitioners to inform decision making on the use of Pupil Equity Funding, raising attainment and improving equity. **Many of the strands now include challenge questions to help support professional discussions. The toolkit is intended to be used in conjunction with the range of interventions and approaches provided through the framework above to encourage and enhance professional dialogue taking full account of the local context.**
- [Guidance on working with the third sector](#)¹⁰ is available to help support schools make the best use of funding with other partners.
- Attainment Advisors who will be able to provide advice on a local and regional basis.
- **Access to collaboration and communication tools on Glow including the Scottish Attainment Challenge community, Teams, Yammer, Sharepoint, Blogs and Glow TV. These tools all ensure educators can have online discussions, ask questions, post responses, exchange ideas, access additional resource materials and share examples of practice across the Scottish Attainment Challenge, with the ability to host regular discussions and securely control visibility where required.**
- [Guidance](#) on School Improvement Planning, including Standards and Quality reporting through the National Improvement Framework.¹¹

Local authorities will also offer their own packages of support for schools to help them plan how to use the funding effectively.

⁸ <https://education.gov.scot/improvement/self-evaluation/Interventions%20for%20Equity>

⁹ <https://education.gov.scot/improvement/Pages/EEF-Toolkit.aspx>

¹⁰ <https://education.gov.scot/improvement/self-evaluation/Scottish%20Attainment%20Challenge%20and%20partnerships%20with%20the%20Third%20Sector>

¹¹ <https://education.gov.scot/improvement/self-evaluation/National%20Improvement%20Framework:%20Improvement%20planning%20and%20reporting%20poster> and <https://education.gov.scot/improvement/practice-exemplars/nifschoolimprovement>

Outcomes, impact and measurement

At a school level, it is essential that headteachers continue to make best use of the data they have access to locally to understand which children and young people would benefit from targeted support and to monitor and track learners' progress over time. Schools should articulate clearly defined outcomes to enable progress and impact to be measured. Where appropriate, consideration should be given to defining short, medium and long term outcomes to enable progress to be measured over time and to ensure that plans are resulting in improvements. Improving nationally the confidence and accuracy of teacher professional judgement of achievement of Curriculum for Excellence levels is a key factor in measuring progress. Further guidance on assessment can be found in the Key messages¹² for schools and the Benchmarks¹³ issued in 2017. Progress towards closing the attainment gap will continue to be reported in the annual national and local National Improvement Framework evidence reports.

Accountability and reporting

The headteacher will be accountable to their local authority for the use of Pupil Equity Funding within their school. 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, including in their annual School Improvement Plans and Standards and Quality Reports. These plans and reports should be made publicly available so that parents can understand what is happening in their school. The arrangements for publication will be confirmed by your local authority.

School inspection and other review processes include a focus on how well schools use their Pupil Equity Funding. '[How Good Is Our School? 4](#)'¹⁴ includes a quality indicator to support self-evaluation of the school's success in raising attainment and achievement and ways in which they can demonstrate improvements to equity for all learners. **This aspect is evaluated, using the six point scale during school inspections.** In addition, the operation, use and effectiveness of the Pupil Equity Funding at closing the poverty-related attainment gap at a local authority level will feed into other existing quality assurance processes, such as Audit Scotland's Shared Risk Assessment.

Unspent funds

Where schools are unable to spend their full allocation during the financial year, any underspent funds can be carried forward to the new financial year. We would expect that, other than in exceptional circumstances, it should be spent within the current academic year. Schools should liaise closely with their authority to agree arrangements for carrying forward the funding into the new financial year (and, in exceptional circumstances, into the new academic year). Pupil Equity Funding should be considered separately from other funding within the devolved school management budget.

Scottish Government February 2019

¹² <https://education.gov.scot/improvement/self-evaluation/Key%20messages%20for%20schools%20from%20HM%20Chief%20Inspector%20of%20Education:%20August%202017>

¹³ <https://education.gov.scot/improvement/learning-resources/Curriculum%20for%20Excellence%20Benchmarks>

¹⁴ <https://education.gov.scot/improvement/self-evaluation/HGIOS4>

ABERDEEN CITY COUNCIL

COMMITTEE	Education Operational Delivery Committee
DATE	17 September 2019
EXEMPT	No
CONFIDENTIAL	No
REPORT TITLE	Statutory Consultation Reports: Proposed New School at Countesswells and Proposed Relocation of Milltimber School and St Peter's RC School
REPORT NUMBER	RES/19/339
DIRECTOR	Steve Whyte
CHIEF OFFICER	Stephen Booth
REPORT AUTHOR	Andrew Jones
TERMS OF REFERENCE	Purpose 1 Remit 2, 5, 6

1. PURPOSE OF REPORT

To report to Committee on the outcomes of recent statutory consultations on the proposals to establish a new primary school at Countesswells, and to relocate Milltimber School and St Peter's Roman Catholic (RC) School.

2. RECOMMENDATIONS

That the Committee agrees to:-

Countesswells School

- 2.1 establish a new primary school on the identified site N7 within the Countesswells development, Aberdeen; and:
- 2.2 relocate pupils zoned to Countesswells School from their current temporary accommodation to the newly constructed school building at Countesswells following its completion; and:
- 2.3 these proposals taking effect from August 2021 or as soon as possible thereafter.

Milltimber School

- 2.4 relocate the existing Milltimber Primary School to a new building on an identified site within the Oldfold Farm development, Aberdeen, with effect from August 2021 or as soon as possible thereafter.

St Peter's RC School

- 2.5 relocate St. Peter's Roman Catholic Primary School to the existing Riverbank School building, after the new replacement Riverbank School has opened, with effect from August 2022 or as soon as possible thereafter, subject to the condition of the Riverbank building first being improved to a category A status; and:
- 2.6 refer the proposal for investment works to improve the condition of the Riverbank building to a category A status to the Council Budget meeting in March 2020.

3. BACKGROUND

Countesswells School Proposals

- 3.1 At its meeting of 24 March 2016, the Education and Children's Services Committee agreed to create new primary and secondary school zones to serve the Countesswells housing development, to take effect from August 2016, and to put in place temporary arrangements for interim education provision for pupils living in the Countesswells development, until new primary and secondary schools are constructed there.
- 3.2 The Countesswells community continues to develop and grow, and there is now a requirement for the construction of the first primary school at Countesswells to commence. A statutory consultation was therefore launched on 22 April 2019, on proposals to establish a new primary school within the Countesswells development, and to relocate pupils zoned to Countesswells School from their current temporary accommodation to the newly constructed school building following its completion.
- 3.3 The Consultation Report, detailing the outcomes of the statutory consultation, can be found at Appendix 1 of this report. When carrying out the consultation, all requirements of the Schools (Consultation) (Scotland) Act 2010 as amended were met in full.
- 3.4 The majority of respondents to the consultation were in support of the proposal, noting the positive opportunities the new school would provide for children in Countesswells, and that the school would relieve capacity pressures on other schools in the area. Some respondents were concerned that there might be insufficient teaching staff available to be recruited for the new school, and questions were raised about the arrangements for interim education provision at Hazlewood School for Countesswells pupils, and particularly the fact that early learning and childcare will not be available at the Hazlewood building.

- 3.5 In its report on the proposals, Education Scotland noted that the proposed new school building will provide additional outdoor learning space that should contribute to the wellbeing of the children, and that the new school will also have early learning and childcare facilities on site which should help with the smooth transition from nursery to primary. The Education Scotland report recommended that the Council should keep parents fully informed as the development of the new school progresses.
- 3.6 A full summary of the responses received during the consultation, and officers' responses to the issues raised, are contained within the Consultation Report at Appendix 1.
- 3.7 Having considered the responses received during the consultation period, officers are satisfied that the original proposals put forward in respect of establishing a new primary school at Countesswells do not require to be reviewed, and consequently it is recommended that Committee approves the original proposals, which are set out in the consultation documents.

Milltimber School Proposals

- 3.8 At its meeting of 12 September 2018, the Capital Programme Committee approved a project proposal to construct a new replacement building for Milltimber School, to address condition and suitability issues with the current school building and to provide additional capacity at the school, which is required to accommodate forecast rises in pupils numbers. Subsequently at its meeting of 13 September 2018, the Strategic Commissioning Committee instructed the Chief Officer – Capital to procure resources for the development of detailed designs for the new school building.
- 3.9 In accordance with the requirements of the Schools (Consultation) (Scotland) Act 2010 as amended, a statutory consultation was launched on 22 April 2019, on the proposal to relocate Milltimber School to the new building, on an identified site within the Oldfold Farm housing development, following its completion.
- 3.10 The Consultation Report, detailing the outcomes of the statutory consultation, can be found at Appendix 2 of this report. When carrying out the consultation, all requirements of the Schools (Consultation) (Scotland) Act 2010 as amended were met in full.
- 3.11 The majority of respondents to the consultation were in support of the proposal, acknowledging that the existing Milltimber School building is no longer fit for purpose, and in need of replacement, and that it does not have sufficient capacity to accommodate the number of pupils expected to be attending the school in the future. Some concerns were raised by respondents regarding the possibility of increased traffic congestion in the vicinity of the new school site, should the proposal go ahead, and there were some questions about the arrangements for ensuring safe travel routes to school for pupils.

- 3.12 In its report on the proposals, Education Scotland noted that the existing Milltimber School building does not have the capacity required to accommodate the expected increase in pupil numbers, and that the location and layout of the school are not suitable and create challenges for pupils and staff. It noted that the Council has a strong case for relocating the school to a new site within the Oldfold Farm development. The Education Scotland report also acknowledged requests from staff to be involved in the design of the new school.
- 3.13 A full summary of the responses received during the consultation, and officers' responses to the issues raised, are contained within the Consultation Report at Appendix 2.
- 3.14 Having considered the responses received during the consultation period, officers are satisfied that the original proposals put forward in respect of relocating Milltimber School to a new building within the Oldfold Farm development do not require to be reviewed, and consequently it is recommended that Committee approves the original proposals, which are set out in the consultation documents.

St Peter's RC School Proposals

- 3.15 At its meeting of 16 November 2017, the Education and Children's Services Committee considered a report on the options for improving the learning and teaching environment at St Peter's RC School, and agreed that the current Riverbank School site, which is due to be vacated following the construction of a new replacement building for Riverbank School, would be the most suitable new location for St Peter's School. The Committee also instructed officers to report back on proposed improvements to the condition of the Riverbank School building, which could be carried out prior to St Peter's School relocating to it.
- 3.16 At its meeting of 6 November 2018, the Education Operational Delivery Committee agreed to refer investment proposals for improving the condition of the Riverbank School building to the budget process, and instructed officers to formally consult on the proposal to relocate St Peter's RC School to the current Riverbank School, after the planned new replacement Riverbank school is operational. A statutory consultation on this proposal was therefore launched on 4 February 2019.
- 3.17 The Consultation Report, detailing the outcomes of the statutory consultation, can be found at Appendix 3 of this report. When carrying out the consultation, all requirements of the Schools (Consultation) (Scotland) Act 2010 as amended were met in full.
- 3.18 A range of comments were received from stakeholders regarding this proposal. Those respondents indicating support for the proposal recognised the constraints of the current St Peter's School site, and the fact that a relocation to the Riverbank School site would improve the physical environment for pupils and staff. Other respondents noted that they were not in support of the proposal, as the Riverbank School site was seen to be inferior to the environment at the current St Peter's School site. Others were concerned about

the change in location for the school, and the increased travel distances this would create for some pupils.

- 3.19 A large proportion of comments received during the consultation related to the investment proposals for improving the condition of the existing Riverbank School building to Category A (Good) status. Whilst the investment proposals did not form part of the statutory consultation, because these proposals are subject to further approvals as part of the budget process, consultees were concerned about the possibility of the relocation of St Peter's School being agreed, before any decision is made on improving the condition of the Riverbank School building. It was felt by some consultees that this could result in St Peter's School being obliged to relocate to the Riverbank School site, with no investment being made in the building to improve its condition.
- 3.20 Many respondents to the consultation, including the St Peter's School Parent Council and the Roman Catholic Diocese of Aberdeen City, therefore made it clear that their support for the proposal to relocate St Peter's School to the Riverbank School site was conditional on the necessary investment being made in the Riverbank School building, to improve its condition to Category A status, prior to the relocation taking place.
- 3.21 In its report on the proposals, Education Scotland noted that a number of educational benefits would result from proceeding with the proposal to relocate St Peter's RC Primary School to the existing Riverbank School building. It acknowledged how the Riverbank accommodation will provide a significantly improved education environment for children from St Peter's, with the potential for flexible use of space which is not possible in their current establishment.
- 3.22 The report stated that St Peter's School staff who spoke to HM Inspectors highlighted many advantages to the proposed relocation, but strongly believed that the renovation work to improve the Riverbank building to category A needs to be undertaken before a move takes place. The Education Scotland report also recommended that the Council should address the issues raised by children, parents and staff relating to changes in travelling distances and safe routes to school.
- 3.23 A full summary of the responses received during the consultation, and officers' responses to the issues raised, are contained within the Consultation Report at Appendix 3.
- 3.24 Officers have considered carefully the responses received during the consultation period. The strength of feeling regarding the need for a commitment to investing in the Riverbank School building to improve its condition was clear. This has led officers to consider that the proposal set out in the consultation document should be reviewed, and to recommend that any decision to relocate St Peter's School to the Riverbank School site should be conditional on the required work first being carried out to improve the condition of the Riverbank School building.
- 3.25 It is therefore recommended that Committee agrees to relocate St. Peter's School to the existing Riverbank School building, after the new replacement

Riverbank School has opened, subject to the condition of the Riverbank building first being improved to a category A status, and that the Committee refers the proposal for investment works to improve the condition of the Riverbank building to the Council Budget meeting in March 2020 for approval.

4. FINANCIAL IMPLICATIONS

4.1 There are no direct financial implications arising from the recommendations of this report. Budget lines have been identified and approved within the Non-Housing Capital Plan for the planned new school buildings at Countesswells and Milltimber, and approval of the final budgets for these projects will be sought following completion of fully costed business cases. If the recommendation within this report relating to the St Peter's RC School proposals are accepted, then separate approval for the establishment of a budget for improvements to the condition of Riverbank School will be sought at the Council budget meeting in March 2020.

5. LEGAL IMPLICATIONS

5.1 The public consultations have complied with the requirements of the Schools (Consultation) (Scotland) Act 2010 as amended. As these proposals do not refer to the proposed closure of any school, any decision to implement them by this Committee cannot be called in by Scottish Ministers.

6. MANAGEMENT OF RISK

Category	Risk	Low (L) Medium (M) High (H)	Mitigation
Financial	N/A		
Legal	Risk that the Council is seen to make significant changes to schools without considering the views of stakeholders	L	All aspects of the Schools (Consultation) (Scotland) Act 2010 have been complied with.
Employee	N/A		
Customer	Risk of negative impact on pupils and on learning and teaching if the recommendations are not implemented and schools become	H	Implementing the recommendations will ensure that sufficient school capacity is provided to accommodate forecast pupil numbers

	overcrowded, or building condition deteriorates further		
Environment	N/A		
Technology	N/A		
Reputational	Risk of damage to Council reputation if the relocation of St Peter's RC School goes ahead without improvements being carried out to the Riverbank School building	H	The amended recommendation to approve the relocation subject to the required improvements being carried out helps to reduce this risk.

7. OUTCOMES

Local Outcome Improvement Plan Themes	
	Impact of Report
Prosperous People	The proposals within this report supports the delivery of all Children & Young People Stretch Outcomes 6 to 8 in the LOIP. The paper seeks approval for creating new and improved school buildings which are designed to support modern curriculum delivery, which in turn will support high quality learning and teaching, leading to improved outcomes for young people.

The proposals in this report have no impact on the Target Operating Model.

8. IMPACT ASSESSMENTS

Assessment	Outcome
Equality & Human Rights Impact Assessment	A full EHRIA has been completed.
Data Protection Impact Assessment	Not required

9. BACKGROUND PAPERS

Countesswells School Proposals

Aberdeen City Council Consultation Proposal Document on the proposal to establish a new school at Countesswells:

<https://consultation.aberdeencity.gov.uk/education-and-childrens-services/countesswells/>

Education and Children's Services Committee, 24 March 2016: *Statutory Consultation - Consultation Reports on the proposals to create new primary and secondary school zones in the area of the planned new housing development at Countesswells, and to create a new primary school zone in the area of the planned new housing development in Loirston and Cove*

Milltimber School Proposals

Aberdeen City Council Consultation Proposal Document on the proposal to relocate Milltimber School to a new building:

<https://consultation.aberdeencity.gov.uk/education-and-childrens-services/milltimber/>

Capital Programme Committee, 12 September 2018 and Strategic Commissioning Committee, 13 September 2018: *Education New Build Programme 2018*

St Peter's RC School Proposals

Aberdeen City Council Consultation Proposal Document on the proposal to relocate St Peter's RC School to the existing Riverbank School building:

https://consultation.aberdeencity.gov.uk/education-and-childrens-services/st_peters-school-consultation/

Education and Children's Services Committee, 16 November 2017: *St Peter's School – Long Term Educational Provision*

Education Operational Delivery Committee, 6 November 2018: *St Peter's School – Long Term Educational Provision – Proposed Investment in Riverbank School Building*

10. APPENDICES

Appendix 1 – Consultation Report : Countesswells School

Appendix 2 - Consultation Report: Milltimber School

11. REPORT AUTHOR CONTACT DETAILS

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APPENDIX 1



CONSULTATION REPORT New Primary School at Countesswells

This Consultation Report has been compiled in response to the recent public consultation on the proposal to develop a new two stream primary school and early years provision within the new Countesswells development. The document summarises the responses received on the proposals set out below and Aberdeen City Council's response to the verbal and written comments submitted by interested parties, in compliance with the Schools (Consultation) (Scotland) Act 2010 as amended.

Proposals:

- **To establish a new primary school on the identified site - N7 (see Annex A for location) within the Countesswells development, Aberdeen; and:**
- **To relocate pupils zoned to Countesswells School from their current temporary accommodation to the newly constructed school building at Countesswells following its completion; and:**
- **These proposals to take effect from August 2021 or as soon as possible thereafter.**

1. METHODOLOGY

This consultation was conducted in accordance with the Schools (Consultation) (Scotland) Act 2010 as amended. All requirements of the legislation have been met.

2. INVOLVEMENT OF STAKEHOLDERS

2.1 Public Event

A public consultation event was held on 21 May 2019 to discuss the proposals. The event took place at Airyhall School commencing at 7.00pm. The event was attended by thirteen members of the public and six members of staff.

2.2 Comments Received

Two completed paper comment forms were received in response to this consultation, along with 21 online submissions via the Council's consultation portal. Pupils currently registered at Countesswells School at its temporary location within Airyhall School were also canvassed for their views about the proposals.

Overall, 30 respondents indicated that they were in support of the proposal, and 5 indicated that they were not.

The submissions, anonymised as necessary, are available on the Council's website: www.aberdeencity.gov.uk/schoolsconsultations

2.3 Issues Raised

The main issues raised at the public meeting and in the written responses to the consultation, are summarised below.

- Some respondents stated that they welcome the plans for the new school and the new opportunities that it will provide for children living in the Countesswells area, whilst also assisting with the development of the wider Countesswells community. Others also noted that the new school would help to relieve pressure on pupil capacity at other schools. Pupils from the school highlighted that they were looking forward to having their own space and access to larger facilities.
- Some of the parents who responded to the consultation requested to be kept up to date with progress of the project, and pupils also asked whether they would have an opportunity to contribute to the designs for the new school.
- Respondents also asked whether sufficient security and safety measures would be provided at the new school, particularly considering that it would be constructed close to a busy road.
- Concerns were raised within the responses regarding the possibility that there would be insufficient teaching staff available to be recruited for the new school
- Some of the respondents were also keen to know whether the new school would include a nursery, and out of school care provision.

- During the consultation meeting officers were asked to confirm when the new school would be completed and whether anything could stop this from happening, such as lower than anticipated pupil numbers.
- Some of those attending the consultation meeting were concerned that some stakeholders may not have been aware of the consultation about these proposals, and asked how the information about the consultation had been disseminated.
- In its response to the consultation, the Parent Council from Airyhall School raised questions about the planned interim provision for Countesswells pupils, who will be accommodated at Hazlewood School prior to a new school opening. They asked whether transport to the Hazlewood site would be provided, and highlighted the need for adequate additional support needs provision for the school. They were also concerned that there would be no nursery provision at Hazlewood.

2.4 Education Scotland Report

An essential element of the statutory consultation process is the involvement of Education Scotland whose report is provided as Annex B of this Consultation Report.

In its report, Education Scotland noted that the proposed new school building will provide additional outdoor learning space that should contribute to the wellbeing of the children, and that the new school will also have early learning and childcare facilities on site which should help with the smooth transition from nursery to primary. It was also noted that the proposal should help ease the longer term capacity issues within Airyhall.

The report acknowledged questions raised by the Parent Council from Airyhall School, regarding the arrangements for interim accommodation for Countesswells pupils at the Hazlewood School building, specifically regarding early learning and childcare provision and additional support needs provision.

Finally the report recommended that the Council should keep parents fully informed as the development of the new school progresses.

3. THE COUNCIL'S RESPONSE TO ISSUES RAISED DURING THE CONSULTATION PERIOD AND CONTAINED WITHIN THE EDUCATION SCOTLAND REPORT

3.1 Communication and Engagement

It was confirmed at the consultation meeting that should the proposal to build a new school be accepted, there will be further communication and engagement with all stakeholders throughout the life of the project, including opportunities to view and comment on designs for the building as they are developed.

3.2 Safety and Security

The design for the new school will include secure perimeter fencing, and the school grounds would be kept secure throughout the school day.

3.3 Sufficiency of teaching staff

Whilst recruiting sufficient numbers of teaching staff within Aberdeen City remains a challenge, a range of initiatives have been put in place in recent years to encourage more teachers to apply for posts in our schools, and the situation is improving as a result. Officers do not anticipate staffing shortages creating any difficulties in opening the new school.

3.4 Nursery and out of school care provision

The new school will be designed to include a nursery and space for out of school care provision.

3.5 Anticipated completion date and potential barriers to this

Officers confirmed at the consultation meeting that the proposed completion date for the new school would be August 2021 or as soon as possible thereafter. It was also explained that it is unlikely that any changes in forecast pupil numbers would delay this opening date, although it was acknowledged that with any major capital project there is always a possibility that unforeseen circumstances may arise during construction, which could delay completion of the project.

3.6 Informing stakeholders about the consultation

When launching a public consultation such as this, the standard procedure is to advertise details of the consultation via the Council website, in a local newspaper advertisement, sending letters to parents via pupils at the school concerned, and making information available within local libraries and community centres. All of these methods were employed prior to the launch of this consultation.

3.7 Interim arrangements at the Hazlewood School building

Transport to the Hazlewood site for children living at Countesswells will be provided, and staff working at the school will ensure that pupils with additional support needs are appropriately supported. Given that the number of children attending the Hazlewood site prior to the new school being constructed will be relatively small, it would not be viable to provide early learning and childcare facilities at Hazlewood. Parents will however be able to apply for places for their children to attend other nurseries, prior to the proposed new school opening.

4. COMPLIANCE WITH SECTION 9(1) OF THE SCHOOLS (CONSULTATION) (SCOTLAND) ACT 2010 AND CONSIDERATION OF THE PROPOSALS

Following the conclusion of the consultation period, Section 9(1) of the Schools (Consultation) (Scotland) Act 2010, requires the Council to review the relevant proposal, having had regard to any written representations that have been received by it during the consultation period, any oral representations made to it at the public meeting held on 21 May, and Education Scotland's report.

In terms of Section 10(2) (e) of the said Schools (Consultation) (Scotland) Act 2010, the Consultation Report is required to contain a statement explaining how the Council complied with its duty under the above Section 9(1) of the Act.

With relation to Section 9(1) of the 2010 Act and having considered all of the information received during the consultation process, officers are satisfied that no comments have been received which would have caused them to review the merits of the proposals to develop a new two stream primary school and early years provision within the new Countesswells development.

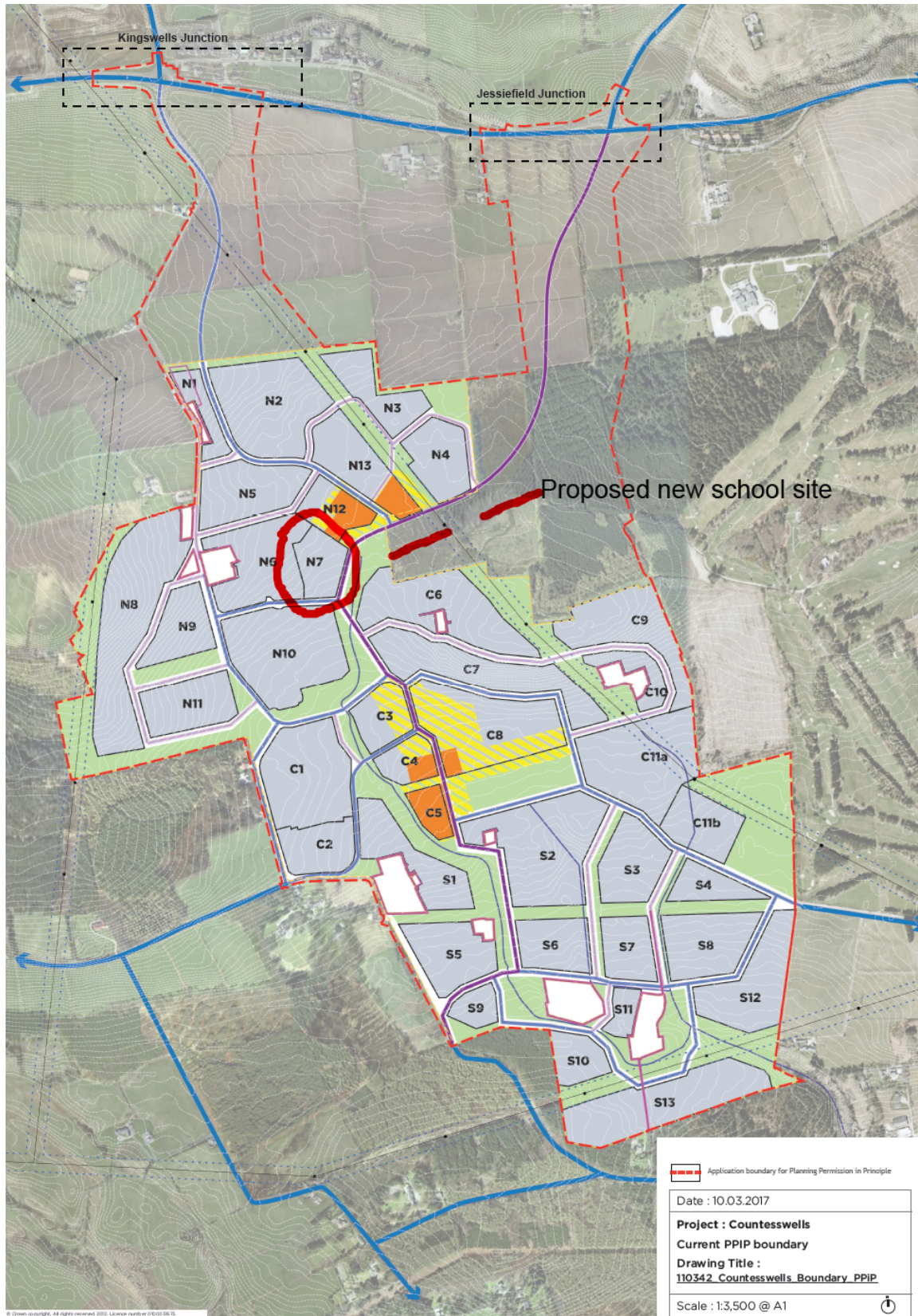
5. RECOMMENDATION

It is recommended that the Education Operational Delivery Committee agrees to implement the proposals to:

- **establish a new primary school on the identified site N7 within the Countesswells development, Aberdeen; and:**
- **relocate pupils zoned to Countesswells School from their current temporary accommodation to the newly constructed school building at Countesswells following its completion; and:**
- **these proposals to take effect from August 2021 or as soon as possible thereafter.**

**Steve Whyte
Director of Resources
August 2019**

Annex A : Proposed Location of New School





Schools (Consultation) (Scotland) Act 2010

Report by Education Scotland addressing educational aspects of the proposal by Aberdeen City Council to establish a new primary school within the Countesswells development and relocate pupils zoned to Countesswells from their current temporary accommodation to the newly constructed building following completion.

June 2019

1. Introduction

1.1 This report from Education Scotland has been prepared by Her Majesty's Inspectors of Education (HM Inspectors) in accordance with the terms of the [Schools \(Consultation\) \(Scotland\) Act 2010](#) ("the 2010 Act"). The purpose of the report is to provide an independent and impartial consideration of Aberdeen City Council's proposal to establish a new primary school within the Countesswells development and relocate pupils zoned to Countesswells from their current temporary accommodation to the newly constructed building following completion. Section 2 of the report sets out brief details of the consultation process. Section 3 of the report sets out HM Inspectors' consideration of the educational aspects of the proposal, including significant views expressed by consultees. Section 4 summarises HM Inspectors' overall view of the proposal. Upon receipt of this report, the Act requires the council to consider it and then prepare its final consultation report. The council's final consultation report should include this report and must contain an explanation of how, in finalising the proposal, it has reviewed the initial proposal, including a summary of points raised during the consultation process and the council's response to them. The council has to publish its final consultation report three weeks before it takes its final decision.

1.2 HM Inspectors considered:

- the likely effects of the proposal for children of the school; any other users; children likely to become pupils within two years of the date of publication of the proposal paper; and other children in the council area;
- any other likely effects of the proposal;
- how the council intends to minimise or avoid any adverse effects that may arise from the proposal; and
- the educational benefits the council believes will result from implementation of the proposal, and the council's reasons for coming to these beliefs.

1.3 In preparing this report, HM Inspectors undertook the following activities:

- attendance at the public meeting held on 21 May 2019 in connection with the council's proposals;
- consideration of all relevant documentation provided by the council in relation to the proposal, specifically the educational benefits statement and related consultation documents, written and oral submissions from parents and others; and
- visit to the sites of Airyhall School and the new Countesswells School, including discussion with relevant consultees.

2. Consultation process

2.1 Aberdeen City Council undertook the consultation on its proposal(s) with reference to the [Schools \(Consultation\) \(Scotland\) Act 2010](#).

2.2 Aberdeen City Council is reshaping its service delivery model including forward planning for its entire estate. The proposal is to develop a new two stream primary school and early years provision within the new Countesswells development. It will provide a purpose built learning environment for children living within the Countesswells community school zone and provide capacity as the area continues to grow. Following a statutory consultation in October 2015, new school catchment zones were created. An interim arrangement was agreed in March 2016 whereby all primary-aged pupils from the new development would be housed at Airyhall School.

The original plan was for the children to then move to Braeside School which would provide additional classroom space. However, a subsequent decision was made in May 2018 to accommodate them in Hazlewood School instead of Braeside School due to its increased capacity as the school roll continues to grow. Aberdeen City Council set out their consultation from 22 April to 7 June 2019. They consulted with a range of stakeholders including parents. A public meeting was held on 21 May 2019 and attended by around 25 people. The council received 23 written responses to the proposal. Of those responses, 21 agreed with it and two disagreed.

3. Educational aspects of proposal

3.1 The council gave due consideration to the educational aspects of the proposal to build the new school. Almost all those who responded agreed with the proposal. The council recognise that a purpose-built school would deliver a much-improved learning environment for the delivery of Curriculum for Excellence. The new building will provide additional outdoor learning space that should contribute to the wellbeing of the children. The new school will also have early learning and childcare facilities on site which should help with the smooth transition from nursery to primary. In addition, the proposal should help ease the longer term capacity issues within Airyhall.

3.2 Overall, feedback from stakeholders overwhelmingly supports the council's plans to build a new school at Countesswells. Parents, children and staff at Airyhall School were in general agreement with the planned move to Hazlewood in advance of the new Countesswells School being opened in August 2021. Whilst the current arrangements at Airyhall work well, children and parents agreed that the move to Hazlewood and then subsequently to Countesswells will give them their own sense of identity. However, the Parent Council from Airyhall School submitted a written response highlighting a few issues of concern. Parents have questions about early learning and childcare provision whilst the new school is being built and there is a perception that some families may not get access to the early learning and childcare that they require. Similarly, arrangements for after-school club provision and children with additional support needs was also highlighted by the Parent Council. Whilst these do not impact directly on the provision of the new school, the council needs to ensure that parents are kept fully informed as the development progresses. At both the public meeting and the visit to Airyhall School, parents expressed the view that they would like to be involved in the ongoing discussions about the design of the new school.

4. Summary

HM Inspectors consider that the council has laid out its plans for the development of a new school at Countesswells appropriately. Almost all of those who responded to the consultation exercise are in agreement with the proposal. The council should continue to keep parents and others in the local community informed about progress as the new school takes shape.

HM Inspectors

June 2019

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APPENDIX 2



CONSULTATION REPORT Milltimber School Relocation

This Consultation Report has been compiled in response to the recent public consultation on the proposal to relocate the current Milltimber School to a new two stream school building on an identified site within the Oldfold Farm development. The document summarises the responses received on the proposals set out below and Aberdeen City Council's response to the verbal and written comments submitted by interested parties, in compliance with the Schools (Consultation) (Scotland) Act 2010 as amended.

Proposal:

- **To relocate the existing Milltimber Primary School to a new building on an identified site within the Oldfold Farm development, Aberdeen (see Annex A for location), with effect from August 2021 or as soon as possible thereafter.**

1. METHODOLOGY

This consultation was conducted in accordance with the Schools (Consultation) (Scotland) Act 2010 as amended. All requirements of the legislation have been met.

2. INVOLVEMENT OF STAKEHOLDERS

2.1 Public Event

A public consultation event was held on 29 May 2019 to discuss the proposals. The event took place at Milltimber School commencing at 7.00pm. The event was attended by seven members of the public, two members of staff and a representative from Cults, Bieldside and Milltimber Community Council.

2.2 Comments Received

One completed paper comment form was received in response to this consultation, along with 23 online submissions via the Council's consultation portal.

Overall, 23 respondents indicated that they were in support of the proposal, and 1 indicated that they were not.

The submissions, anonymised as necessary, are available on the Council's website: www.aberdeencity.gov.uk/schoolsconsultations

2.3 Issues Raised

The main issues raised at the public meeting and in the written responses to the consultation, are summarised below.

- The majority of respondents acknowledged that the existing Milltimber School building is no longer fit for purpose, and in need of replacement, and that it does not have sufficient capacity to accommodate the number of pupils expected to be attending the school in the future.
- Some respondents asked about the timescales for the Council making a final decision to go ahead with the new school building, and about the process for designing the school. They asked if there was any risk that sufficient budget may not be available for the new school, and whether there were any other reasons why the school would not go ahead.
- One respondent asked why a new site had to be selected for the new school rather than redeveloping the existing site.
- Attendees at the consultation meeting asked what would happen to the existing site, after the new school is built. Others asked whether the existing school would be demolished soon after being vacated, to prevent vandalism and any risk of fire.
- There was a question about how the new school design will meet the future needs of pupils, and respondents also asked if there would be an opportunity for parents and pupils to comment on the designs. One respondent was concerned that the site identified for the new school would not be large enough and may not provide adequate space for outdoor education.

- Some consultees had a concern that there may be difficulty in recruiting the additional teachers needed at the school.
- There was also concern about possible traffic congestion on Binghill Road, and it was expressed that there was a need for adequate access to be made to the school site, along with adequate car parking to avoid congestion in nearby streets. It was suggested that safe walking and cycling access to the school would need to be put in place.
- One consultee also asked whether there would be adequate after school care provision at the new school.

2.4 Education Scotland Report

An essential element of the statutory consultation process is the involvement of Education Scotland whose report is provided as Annex B of this Consultation Report.

In its report, Education Scotland acknowledged that the existing Milltimber School building does not have the capacity required to accommodate the expected increase in pupil numbers, and that the location and layout of the school are not suitable and create challenges for pupils and staff. It noted that the Council has a strong case for relocating the school to a new site within the Oldfold Farm development.

The report noted that all pupils, parents and staff whom the inspector spoke to were supportive of the proposal, and it acknowledged the requests from staff to be involved in the design of the new school.

3. THE COUNCIL'S RESPONSE TO ISSUES RAISED DURING THE CONSULTATION PERIOD AND CONTAINED WITHIN THE EDUCATION SCOTLAND REPORT

3.1 Timescales for the new school, budget and likelihood of it going ahead

It was confirmed at the consultation meeting that the decision on whether to proceed with the proposal outlined within this consultation would be made at the Education Operational Delivery Committee meeting in September 2019. It was also confirmed that an indicative budget for the new school had already been identified within the Council's capital programme, and that officers were not aware of any other reasons why the plans for the new school would not go ahead.

3.2 Use of and plans for the existing school site

It was explained that the existing school site is not large enough to accommodate a larger school with a modern design. It was also noted that the existing site is on a slope, and that the only access to the school is via a residential street, which creates traffic congestion, so it was acknowledged from an early stage that a new site would need to be found for the replacement school building.

Officers also explained that the existing building is likely to be declared surplus to requirement after the new school has opened, and that a process would be followed by the Council to identify possible alternative uses for the site. It was also acknowledged at the consultation meeting that the site has been identified for potential future housing development. Officers would take appropriate steps to secure the site from potential

vandalism or fire raising as soon as it has been vacated, and any decision to demolish the building would be taken as early as possible, once the future of the site has been agreed.

3.3 School design and size of new site

It was explained at the consultation meeting that pupils at the school had already been given an opportunity to view and comment on the initial pre-planning design drawings for the new school, and that this process of engagement with stakeholders, including with staff and parents, would continue throughout the life of the project. The brief for the new school will take into account modern methods of curriculum delivery and as far as possible the future needs of pupils and staff. The new site for the proposed school has sufficient space for a larger two-stream building along with adequate outdoor space for PE and outdoor learning.

3.4 Recruitment of staff for the new school

Whilst the staffing allocation at the existing Milltimber School would be transferred over to the new building, it is acknowledged that the new school will be larger and over time will require more staff to work within it. Whilst recruiting new staff within Aberdeen City remains a challenge, a range of initiatives have been put in place in recent years to encourage more teachers to apply for posts in our schools, and the situation is improving as a result. Officers do not anticipate staffing shortages creating any difficulties in opening the new school.

3.5 Traffic congestion and travel to school

Arrangements for vehicle access to the new school will be considered as part of the ongoing design process, and stakeholders will have further opportunity to comment on this. The Planning Authority is also likely to lay down specific requirements with regards to access to the site and supporting safe travel to the school, which the Council will be required to have in place before the school can open.

3.6 Out of School Care Provision

The new school will be designed to include space for out of school care provision.

4. COMPLIANCE WITH SECTION 9(1) OF THE SCHOOLS (CONSULTATION) (SCOTLAND) ACT 2010 AND CONSIDERATION OF THE PROPOSALS

Following the conclusion of the consultation period, Section 9(1) of the Schools (Consultation) (Scotland) Act 2010, requires the Council to review the relevant proposal, having had regard to any written representations that have been received by it during the consultation period, any oral representations made to it at the public meeting held on 29 May, and Education Scotland's report.

In terms of Section 10(2) (e) of the said Schools (Consultation) (Scotland) Act 2010, the Consultation Report is required to contain a statement explaining how the Council complied with its duty under the above Section 9(1) of the Act.

With relation to Section 9(1) of the 2010 Act and having considered all of the information received during the consultation process, officers are satisfied that no comments have been received which would have caused them to review the merits of the proposals to relocate the current Milltimber School to a new two stream school building on an identified site within the Oldfold Farm development.

5. RECOMMENDATION

It is recommended that the Education Operational Delivery Committee agrees to implement the proposals to:

- **relocate the existing Milltimber Primary School to a new building on an identified site within the Oldfold Farm development, Aberdeen, with effect from August 2021 or as soon as possible thereafter.**

**Steve Whyte
Director of Resources
August 2019**

ANNEX A – Proposed Location of New School





Schools (Consultation) (Scotland) Act 2010

Report by Education Scotland addressing educational aspects of the proposal by Aberdeen City Council to relocate the existing Milltimber School to a new building within an identified site within the Oldfold Farm development with effect from August 2021.

June 2019

1. Introduction

1.1 This report from Education Scotland has been prepared by Her Majesty's Inspectors of Education (HM Inspectors) in accordance with the terms of the [Schools \(Consultation\) \(Scotland\) Act 2010](#) ("the 2010 Act"). The purpose of the report is to provide an independent and impartial consideration of Aberdeen City Council's proposal to relocate the existing Milltimber School to a new building within an identified site within the Oldfold Farm development with effect from August 2021. Section 2 of the report sets out brief details of the consultation process. Section 3 of the report sets out HM Inspectors' consideration of the educational aspects of the proposal, including significant views expressed by consultees. Section 4 summarises HM Inspectors' overall view of the proposal. Upon receipt of this report, the Act requires the council to consider it and then prepare its final consultation report. The council's final consultation report should include this report and must contain an explanation of how, in finalising the proposal, it has reviewed the initial proposal, including a summary of points raised during the consultation process and the council's response to them. The council has to publish its final consultation report three weeks before it takes its final decision. Where a council is proposing to close a school, it needs to follow all statutory obligations set out in the 2010 Act, including notifying Ministers within six working days of making its final decision and explaining to consultees the opportunity they have to make representations to Ministers.

1.2 HM Inspectors considered:

- the likely effects of the proposal for children of the school; any other users; children likely to become pupils within two years of the date of publication of the proposal paper; and other children in the council area;
- any other likely effects of the proposal;
- how the council intends to minimise or avoid any adverse effects that may arise from the proposal; and
- the educational benefits the council believes will result from implementation of the proposal, and the council's reasons for coming to these beliefs.

1.3 In preparing this report, HM Inspectors undertook the following activities:

- consideration of all relevant documentation provided by the council in relation to the proposal, specifically the educational benefits statement and related consultation documents, written and oral submissions from parents and others; and
- visits to the site of Milltimber School and the identified site at Oldfold Farm, including discussion with relevant consultees.

2. Consultation process

2.1 Aberdeen City Council undertook the consultation on its proposal with reference to the [Schools \(Consultation\) \(Scotland\) Act 2010](#).

2.2 The formal consultation ran from 22 April 2019 until 7 June 2019. The council posted the consultation document on its website. A copy of the proposal document was provided to key stakeholders including: Milltimber School parents, members of the Parent Council, pupils and staff. Copies of the proposal document were also made available at public libraries, Cults Academy, Marischal College and Milltimber Nursery. A public meeting was held on 29 May 2019. Discussion focused on construction of the new school, disposal of the existing site and further opportunities for consultation relating to safe access routes to the new school. The council received

23 responses to an online survey. Of these submissions 22 were supportive of the proposal. Almost all were of the view that Milltimber School was no longer fit for purpose and a replacement school to meet the increasing roll was long overdue. The one respondent who did not support the proposal did so on the basis that their local school should be replaced before Milltimber School.

3. Educational aspects of proposal

3.1 The existing Milltimber School has a capacity of 270 pupils and is operating almost at capacity. The current roll is 266 (2019) and is forecast to rise to 342 by 2023. The current nursery has 40 part-time places. To meet early learning and childcare (ELC) entitlement by 2020 approximately 60 full-time early years' places will be required. The existing school building does not have the capacity or space to meet the envisaged increase in roll or early years places. Access to and through the current site, located in a residential street, is less than ideal. There is a significant build-up of traffic at the start and end of each day. This is having a negative impact on residents. The existing school is built on a slope. As a result there are several changes in floor level, linked by stairs. This creates challenges for children and staff with mobility difficulties. The existing school building has previously been extended. The building is not suitable for further extension. The school is rated 'B' (satisfactory) for its overall condition. The roof is rated 'C' (poor).

3.2 The council has set out a strong case for relocating Milltimber School to a new build site within the Oldfold Farm development. Based on a capacity of 434 the new school will be able to accommodate the forecast increase in the pupil roll. The current occupancy level of 266 (98%) is forecast to rise to 311 (115%) by 2021. The existing school site lacks the capacity to be expanded further without detriment to children's learning. Pupils at the new school will benefit from a purpose-built school for primary and pre-school stages. This will result in a much improved environment for the delivery of Curriculum for Excellence and improved outcomes for learners. In terms of value for money, current maintenance costs will be reduced. Effective teacher staffing levels will be maintained. Children will benefit from increased social interaction with a larger number of children and staff. ELC facilities will be increased and improved. The existing outdoor learning space at Milltimber School is limited. The proposed new site will provide enhanced outdoor play spaces and physical education facilities. This will improve health, fitness and wellbeing and provide better opportunities for outdoor learning and social interaction.

3.3 All children who met with HM Inspectors were supportive of the proposal. Children were of the view the existing school was in a poor state of repair and needed replacing. They recognised the benefits the new school would bring. These included an improved learning environment through increased space and improved heating and lighting and disability access. Security would be improved as would access to outside learning and play areas. Currently, P1 and P2 classes are located in a separate building and are not able to easily engage with the rest of the school. The children felt the new school would bring the whole school together.

3.4 All parents and staff who met with HM Inspectors were supportive of the proposal. They agreed the current site was not fit for purpose and in urgent need of replacement. Vehicle access into and around the school remains an ongoing problem. There is public access into the school grounds via a right of way. Mobility within the school is limited due to the changes in floor level requiring access via stairs. There are no disabled toilet facilities. Parents and staff recognised a number of clear benefits a new school would bring for children and staff alike. A more positive learning environment would be created. Heating and lighting would be improved as would access to IT. The proposed school would accommodate the projected increase in roll and allow the school to fully deliver its ELC entitlement. Opportunities for children to access and engage in outdoor learning would be improved. The proposed location was seen as a popular choice offering increased space and the potential to develop partnership working. Traffic access into and around the school would be improved. Both parents and staff were keen to ensure the proposal be

progressed without further delay. Should the proposal go ahead staff were keen to be involved in finalising the design and layout of the new school.

4. Summary

The council's proposal is of clear educational benefit. All children, parents, carers and school staff who met with HM Inspectors were supportive of the proposal. The council's proposal, should it proceed should see children benefit from a well-located site and well-designed building. Pupils at the new school will benefit from a purpose-built school for primary and pre-school stages. This will result in a much improved environment for the delivery of Curriculum for Excellence and improved outcomes for learners. Vehicle and pedestrian access to and from the school will be improved as will the safety and security of the children. The new school will be fully disability compliant. In terms of value for money, current maintenance costs will be reduced. Effective teacher staffing levels will be maintained. ELC facilities will be increased and improved. ELC entitlement targets will be achieved. The proposed new site will provide enhanced outdoor play spaces and physical education facilities. In taking forward the proposal, the council would benefit from involving school staff in the final design and layout of the new school.

HM Inspectors

June 2019

APPENDIX 3



CONSULTATION REPORT

- This Consultation Report has been compiled in response to the recent public consultation on the proposal to relocate St. Peter's Roman Catholic Primary School to the existing Riverbank School building, after the new replacement Riverbank School has opened. The document summarises the responses received on the proposal set out below and Aberdeen City Council's response to the verbal and written comments submitted by interested parties, in compliance with the Schools (Consultation) (Scotland) Act 2010 as amended.

Proposal:

- **To relocate St. Peter's Roman Catholic Primary School to the existing Riverbank School building, after the new replacement Riverbank School has opened, with effect from August 2022 or as soon as possible thereafter.**

A Map illustrating the St. Peter's Roman Catholic (RC) School catchment zone boundaries is included at Annex A of this report.

1. METHODOLOGY

This consultation was conducted in accordance with the Schools (Consultation) (Scotland) Act 2010 as amended. All requirements of the legislation have been met.

2. INVOLVEMENT OF STAKEHOLDERS

2.1 Public Events

A number of public events were held during the consultation period (February 4th to March 22nd 2019) to discuss the proposal. The table below details the number of attendees at each public meeting:

<i>Date</i>	<i>Time</i>	<i>Venue</i>	<i>Recorded Attendees</i>
4 th March	2-3pm	St. Peter's School	<ul style="list-style-type: none"> • 5 parents/guardians • St. Peter's School Head Teacher • 6 pupils • Representative from Education Scotland • Bishop's representative for Education matters • Roman Catholic Diocese Rep • MSP • 5 Aberdeen City Council officers
12 th March	7- 8 pm	Riverbank School	<ul style="list-style-type: none"> • 6 parents/guardians • St. Peter's School Head Teacher • 3 Parent Council members • 2 members of school staff • Parent Council Church Representative • 1 Community member • 3 Councillors • Bishop's representative for Education matters • 5 Aberdeen City Council officers
13 th March	7- 8 pm	St Columba's Church	<ul style="list-style-type: none"> • 2 parents/guardians • Head Teacher • 3 Councillors • Ex-Chaplain • Parishioner of St. Columba's Church • Parent Council Church Representative • RC Diocese representative • 4 Aberdeen City Council officers

2.2 Comments Received

The following written submissions were received:

<i>Format</i>	<i>Number of submissions</i>
E-mail	2
Comment Forms (hard copy)	4
Comment Forms (online)	34
Submissions from Pupils	57

The submissions, anonymised as necessary, are available on the Council's website: www.aberdeencity.gov.uk/schoolsconsultations

2.3 Issues Raised

Comments received and the main issues raised on this proposal at the public meetings and through written submissions are summarised below.

2.3.1 Comments Received in Support of the Proposal

Respondents who supported the proposal included pupils, school staff, the Roman Catholic Diocese, parents/carers and residents. There was a general recognition and agreement regarding the constraints of the current site and how the current and future pupil roll requirements need to be addressed long term with the least amount of disruption to parents, pupils and staff. Some respondents whilst supportive of the proposal did stipulate that their preference would be for a new build school for St. Peters.

Supportive comments highlighted the following benefits of St Peter's School moving to the Riverbank site:

- having all teaching spaces within one building
- access to large green space and playground for outdoor learning and varied play areas
- bigger and brighter classrooms
- separate dining and gym hall providing more flexibility and access to physical activities
- room for St. Peter's to grow and expand
- new location could attract more local pupils and provide wider choice of local schools
- the Diamond Bridge would provide easy access to the Riverbank site for families living in the north of the St. Peter's RC catchment school zone.
- dedicated early learning and childcare provision for St. Peters
- opportunities for collaborative working with the new replacement Riverbank School.

Although respondents were supportive of the proposal, there were several points raised in the consultation feedback and at the public meetings, with respondents seeking assurance around the proposed investment to improve the condition of the Riverbank building to a category A (Good) status, before the relocation takes place. Many respondents felt that this investment was required in order to provide the necessary long-term educational provision for St. Peter's pupils and staff. There were several concerns raised regarding the possibility that the relocation proposal may be approved by Committee, and the risk that subsequently the proposed investment works would not be taken forward prior to the relocation of St. Peter's RC school.

Stakeholders stipulated this very clearly in their comments and at the public meetings, and a significant number of questions were raised about the likelihood of future investment in the Riverbank building, given Aberdeen City Council's current financial situation.

2.3.2 Response from St. Peter's School Parent Council:

In its response to the consultation, St. Peter's School's Parent Council stated that it was broadly in agreement with the proposal, but made it clear that this would be conditional on the proposed investment works taking place at Riverbank School prior to the St. Peter's relocation.

2.3.3 Response from the Roman Catholic Diocese of Aberdeen City

In its response the Roman Catholic Diocese indicated that it is supportive of the Council's proposal. However it emphasised that this support is for the proposal in its entirety, including the improvements to the Riverbank building described in Section 3.14 of the proposal document.

2.3.4 Comments from St. Peter's School pupils:

Eleven pupils from the Primary 3 and 4 year groups from St. Peter's visited Riverbank School on March 14th with their Head Teacher and a Pupil Support Assistant. Pupils comments focused around the variety and size of outdoor spaces available to play and learn in. The pupils liked the idea of a special and separate playground for the nursery and P1 children and having direct access to the playground from the classrooms. They liked the variety of spaces on offer to carry out different activities.

The pupils fed back their views and experience from the visit to the wider St Peter's School which allowed further comments from the pupils regarding the proposal to relocate to the Riverbank building. Overall, the majority of the pupils surveyed were supportive of the proposal. However concerns were raised about moving to a bigger school, how pupils would travel there and whether the current teachers would move with the children.

Whilst the pupils' views were varied, 63% of the pupils who gave feedback recognised and liked the additional space on offer both within the Riverbank building and the external grounds.

2.3.5 Comments received which were unsupportive of the proposal:

Several respondents disagreed with the proposal, due to the fact that there were no guarantees at this stage of the process regarding the investment to improve the condition of the Riverbank building to a category A status. They felt that the Riverbank school environment and surroundings were inferior to the current St. Peter's site. It was suggested that if the required investment in the Riverbank building was approved in advance, it could balance this aspect and lead to additional stakeholders being more accepting of the proposal.

Reference was made to the significant difference an upgrade in resources would bring to both teachers, staff and the school community; however concerns were highlighted regarding the prospect of moving into the Riverbank site without any investment having been made. It was suggested that St. Peter's children and staff deserve a complete upgrade, due to the fact that they have had to teach and learn in a building for many years that has been rated as category C (Poor) for its condition. It was felt by some that the Council needs to demonstrate equity to the St Peter's community by approving future investment to the upgrade of the Riverbank building.

Comments were also received regarding the impact the proposal could have on local residents who work full time, and how the new proposed location wouldn't be feasible for drop off and

pickups. It was suggested that the current location of St Peter's School had historically attracted many local families and university staff due to its accessibility, location and school ethos; changing the location would impact on these attributes. It was stated that the proposed new location would impact negatively on attracting new families to Old Aberdeen and subsequently the future roll of St. Peter's RC school. It was felt that whilst vehicle access to the school was not ideal, the currently location was in close proximity to major public transport links. A request to preserve and adapt the heritage building (Old Aberdeen House) was received.

Some respondents stated that St Peter's School was originally promised a new building and that the Council had not delivered on that promise. It was felt that previous engagement and input from the community was ignored which left stakeholders feeling frustrated and not listened to. It was suggested that the proposal to relocate the school to an existing building was giving a faith school second best. Reference was made to the fact that non-denominational schools in the area have been or will be provided with purpose-built, state-of-the-art facilities and therefore the St. Peter's School community were being discriminated against.

2.3.6 General Comments:

A number of comments were received indicating how St. Peter's current location felt safe and secure, and that it was felt that if the proposal was to go ahead, careful forward planning and engagement with both the St Peter's and Riverbank school communities from the outset was required to ensure a smooth transition.

Concerns were raised regarding the proposed new surroundings, culture, attitudes and acceptance of a catholic school in Tillydrone and the general safety of the area. It was also felt that there were some parents/carers who had expressed a desire to remain at the current site but who had not necessarily engaged or participated in the consultation.

Some concerns were raised regarding the current parking / entrance arrangements at Riverbank School and how the current design of the Riverbank building would not be conducive to the requirements of St Peter's staff, pupils and parents, recognising the larger geographical area that the school zone covers and the requirement to provide bus/car zone drop off on site.

Road safety concerns were also raised as it was felt that additional traffic would be generated in the area of Dill Road as a result of the proposed relocation.

Comments were raised regarding the distance pupils from Seaton would have to travel if the relocation went ahead and how currently there were no direct bus routes from Seaton to the Riverbank site. Concerns were also raised regarding pupils currently receiving free school transport and how the proposed relocation could affect their future eligibility.

Consultees asked whether this would be the last consultation regarding St. Peter's future accommodation, as there was a feeling that stakeholders' participation in the public meetings and their overall input had been low this time due to the number of previous consultations carried out in the past which hadn't contributed to a satisfactory outcome. It was felt that this had had an impact on consultation numbers and general engagement with stakeholders.

There were general concerns regarding the time that it would take to implement this proposal and the impact on pupils and staff during the interim period. A query was raised as to what would happen if the proposal didn't go ahead and, whether there was a Plan B.

An essential element of the statutory consultation process is the involvement of Education Scotland, whose report is provided as Annex B of this Consultation Report. In its report, Education Scotland noted that a number of educational benefits would result from proceeding with the proposal to relocate St Peter's RC Primary School to the existing Riverbank School building.

The report detailed how children will benefit from a more flexible, modern and healthy learning environment. It noted how the Riverbank accommodation will provide a significantly improved education environment for children from St Peter's, with the potential for flexible use of space which is not possible in their current establishment. It was also noted that the accommodation at Riverbank will help the school to support pupils with additional support needs as there are dedicated areas for this purpose.

The report noted that parents who spoke to HM Inspectors agree that the Riverbank building has better facilities, but that support for the proposal is dependent upon the renovation work taking place to improve the building to a category A. Inspectors also noted that concerns were expressed by parents about moving to a different area of the city and how the distance could affect some pupils and families.

St Peter's School staff who spoke to HM Inspectors highlighted many advantages to the proposed relocation but strongly believed that the renovation work to improve the Riverbank building to category A needs to take place before a move takes place. Staff requested to be involved in decisions regarding how the new school building is laid out, organised and refurbished.

The Education Scotland report recommended that the Council should address the issues raised by children, parents and staff relating to changes in travelling distances and safe routes to school. In taking its proposal forward, it suggested that an effective communication strategy and an action plan would be essential for the Council to keep all stakeholders informed and engaged, given the length of the project.

The Council's response to the points raised by Education Scotland is set out in Section 3 of this document, below.

3. THE COUNCIL'S RESPONSE TO ISSUES RAISED DURING THE CONSULTATION PERIOD AND CONTAINED WITHIN THE EDUCATION SCOTLAND REPORT

3.1 The following paragraphs provide responses to the significant points raised at consultation meetings and in written submissions received during the consultation period.

3.2 Issues Raised

Proposed Investment Works to Riverbank building

- Following a committee instruction in November 2017, officers reported on proposed improvements to the existing Riverbank School building and the associated costs, including the costs of bringing the condition of the building up to an A rating, with a view to St Peter's School relocating to this building after it becomes vacant, and after improvement works have been carried out (subject to the outcomes of the statutory consultation).
- After considering the report, the Committee instructed officers to formally consult on the proposal to relocate St Peter's RC School to the current Riverbank School, after the new replacement Riverbank school is operational, and agreed the recommendation to refer the proposals for improving the Riverbank School building to the budget process.

- Any decision regarding an investment proposal for the Riverbank building being taken in advance of the statutory consultation being completed could be seen as pre-empting the decision regarding the relocation of the school.
- The proposal for this consultation therefore did not include any reference to the investment proposals.
- Officers clarified at the public meetings that future investment decisions regarding the Riverbank building would need to be considered by elected members following the outcome of the statutory consultation.

Travel distances to the Riverbank site

- It is acknowledged that as a result of the proposals there would likely be an increase in the travel to school distance for some pupils. However, travel distances for other zoned pupils living nearer to the Riverbank site would be decreased. The Council's school transport policy continues to support those pupils living out with two miles' safe walking distance to their zoned primary school, and provides a degree of flexibility regarding any other pupils who for example have a medical condition and do not have access to a transport service. Pupils who live within 2 miles of their school but who do not have a safe walking route to the school will also be supported. Should the proposal be approved, officers would work with the school and any affected parents and pupils to provide support and advice with regards to arrangements for travel and transport to the new site.

Road Safety and Safe Walking Routes to School

- As part of any proposed relocation, the Council will ensure that a safe walking route is identified for all pupils walking to school. An updated school travel plan will be produced in close collaboration with the whole school community.

Alleged Inequality of Provision

- The Council remains accountable and responsible to ensure it can deliver a high quality schools estate which supports the best quality of education and learning for all pupils.
- The suggestion that non-denominational schools had been favoured and that the St Peter's School community has been discriminated against is strongly refuted. The Council strives to achieve the best solutions and outcomes for all communities, taking cognisance of available resources and budgets.

Links with Old Aberdeen and Aberdeen University

- The long-established links between St Peter's School and the University and Old Aberdeen are recognised. Should the proposal be approved, St. Peter's School will continue to welcome and promote its close links with the University.

New Build Proposal

- Several comments suggested that the Council had proposed a new build school for St. Peter's but had since reneged on this.
- Following a committee instruction in 2017, a full appraisal was carried out which explored all possible options for the future of St. Peter's School. This work included the option for a new build replacement two stream school building. The outcome of this study was reported to the Education and Children Services Committee in November 2017, when it was agreed by the

Committee that the current Riverbank School building was the most suitable location for St Peter's School and its long-term delivery of Roman Catholic education.

- Prior to the feasibility study in 2017, the St. Peter's subgroup was established to ensure transparency, collaboration and engagement between ACC, St. Peter's school community and the Roman Catholic Diocese of Aberdeen. The St Peter's subgroup worked collaboratively and successfully with officers during this feasibility stage of the process.

Pre-planning, Transition and Post Project Arrangements

- Should the proposal be approved, a communications strategy and plan would be developed in collaboration with all relevant stakeholders from both communities to ensure collaboration and engagement are firmly rooted in the project from the outset.
- Officers will continue to engage and communicate with the St. Peter's sub-group to ensure an ongoing dialogue in the interim period.

4. COMPLIANCE WITH SECTION 9(1) OF THE SCHOOLS (CONSULTATION) (SCOTLAND) ACT 2010 AND CONSIDERATION OF THE PROPOSALS

4.1 Following the conclusion of the consultation period, Section 9(1) of the Schools (Consultation) (Scotland) Act 2010, requires the Council to review the relevant proposal, having had regard to: the written representations that have been received by it during the consultation period; oral representations made to it at the public meetings in February and March 2019; and Education Scotland's report.

4.2 In terms of Section 10(2) (e) of the said Schools (Consultation) (Scotland) Act 2010, the Consultation Report requires to contain a statement explaining how the Council complied with its duty under the above Section 9(1) of the Act. With relation to Section 9(1) of the 2010 Act and having considered all of the information received during the consultation process, officers have revised the original proposal which was issued for public consultation with the revised proposal set out in the Recommendation Section (below).

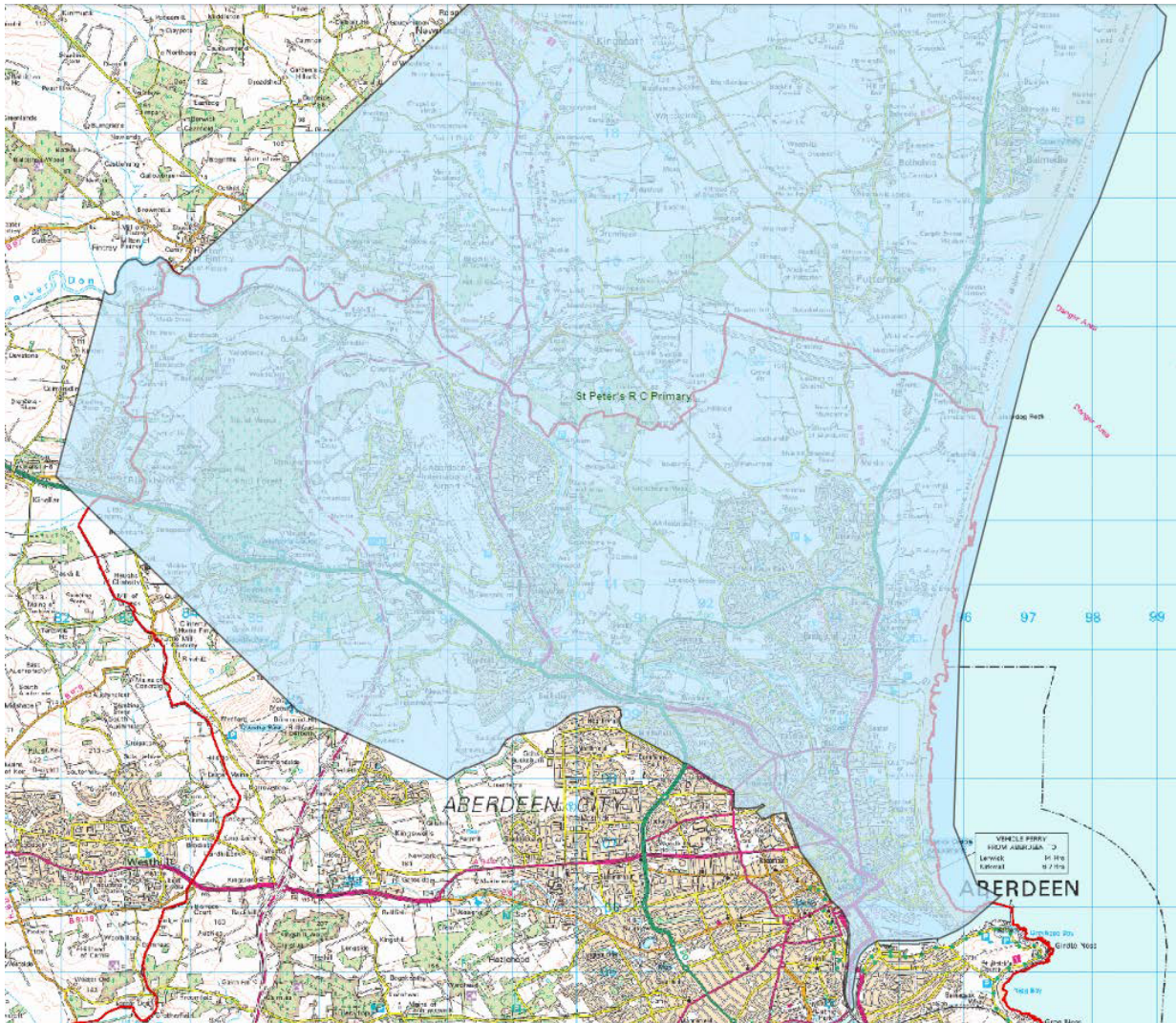
5. RECOMMENDATION

5.1 It is recommended that the Education Operational Delivery Committee agrees to:

- relocate St. Peter's Roman Catholic Primary School to the existing Riverbank School building, after the new replacement Riverbank School has opened, with effect from August 2022 or as soon as possible thereafter, subject to the condition of the Riverbank building first being improved to a category A status; and:
- refer the proposal for investment works to improve the condition of the Riverbank building to a category A status to the Council Budget meeting in March 2020.

Steve Whyte
Director of Resources
August 2019

Annex A : St Peter's RC School Catchment Zone





Schools (Consultation) (Scotland) Act 2010

Report by Education Scotland addressing educational aspects of the proposal by Aberdeen City Council to relocate St Peter's RC Primary School to the existing Riverbank School building with effect from August 2022, or as soon as possible thereafter.

April 2019

1. Introduction

1.1 This report from Education Scotland has been prepared by Her Majesty's Inspectors of Education (HM Inspectors) in accordance with the terms of the [Schools \(Consultation\) \(Scotland\) Act 2010](#) ("the 2010 Act"). The purpose of the report is to provide an independent and impartial consideration of Aberdeen City Councils proposal to relocate St Peter's RC Primary School to the existing Riverbank School building after the new replacement Riverbank School has opened, with effect from August 2022, or as soon as possible thereafter. Section 2 of the report sets out brief details of the consultation process. Section 3 of the report sets out HM Inspectors' consideration of the educational aspects of the proposal, including significant views expressed by consultees. Section 4 summarises HM Inspectors' overall view of the proposal. Upon receipt of this report, the Act requires the council to consider it and then prepare its final consultation report. The council's final consultation report should include this report and must contain an explanation of how, in finalising the proposal, it has reviewed the initial proposal, including a summary of points raised during the consultation process and the council's response to them. The council has to publish its final consultation report three weeks before it takes its final decision. Where a council is proposing to close a school, it needs to follow all statutory obligations set out in the 2010 Act, including notifying Ministers within six working days of making its final decision and explaining to consultees the opportunity they have to make representations to Ministers.

1.2 HM Inspectors considered:

- the likely effects of the proposal for children of the school; any other users; and children likely to become pupils within two years of the date of publication of the proposal paper;
- any other likely effects of the proposal;
- how the council intends to minimise or avoid any adverse effects that may arise from the proposal; and
- the educational benefits the council believes will result from implementation of the proposal, and the council's reasons for coming to these beliefs.

1.3 In preparing this report, HM Inspectors undertook the following activities:

- attendance at the public meeting held on 4 March 2019 in connection with the council's proposals;
- consideration of all relevant documentation provided by the council in relation to the proposal, specifically the educational benefits statement and related consultation documents, written and oral submissions from parents and others; and
- visits to the sites of St Peter's RC Primary School and Riverside School, including discussion with relevant consultees.

2. Consultation process

2.1 Aberdeen City Council undertook the consultation on its proposal with reference to the [Schools \(Consultation\) \(Scotland\) Act 2010](#).

2.2 The number of pupils attending St Peter's RC Primary School currently exceeds the capacity of the building and the roll is forecast to remain over capacity until at least 2024. The condition and suitability of the school building are both rated as C (poor).

2.3 The consultation ran from Monday 4 February 2019 to Friday 22 March 2019, representing 32 school days. Public meetings were held on Monday 4 March 2019 in St Peter's RC Primary

School, Tuesday 12 March 2019 at Riverbank School, and on Wednesday 13 March 2019 in St Columba's Church, Bridge of Don. Overall, 20 members of the public attended these meetings. The council placed documents relating to the consultation on a dedicated area of its website and invited interested parties to respond to the consultation through the online Consultation Hub. Comments were also encouraged by email or by post. Thirty-four written responses were received from members of the public. Of these, 16 supported the proposal and 18 were against the proposal. A group of children from P3 and P4 visited Riverbank School on Thursday 14 March 2019 and reported back to the rest of the school at assembly.

3. Educational aspects of proposal

3.1 A number of educational benefits would result from proceeding with its proposal to relocate St Peter's RC Primary School to the existing Riverbank School building.

3.2 Children will benefit from a more flexible, modern and healthy learning environment. The condition and suitability of St Peter's RC Primary School buildings are both rated as C (poor), whereas Riverbank School is currently rated as B (satisfactory) and the council proposes investment works which would improve it to A (good) before the proposed relocation. The improved Riverbank School will provide a significantly improved education environment for children from St Peter's, with the potential for flexible use of space which is not possible in their current establishment. This includes provision for meeting additional support needs, as the Riverbank building has dedicated areas for this purpose. The greater flexibility also has the potential to allow the curriculum to be enhanced through increased space for activities and group work. There are clear educational benefits relating to the improved learning environment and provision for children with additional support needs. There are potential educational benefits for the curriculum.

3.3 There will also be improved outdoor learning spaces with opportunities for physical education. There is significantly more outdoor space available around the Riverbank building, with more than ten times the amount of hard landscaping and nearly 80 times more soft landscaping than is available at the St Peter's site. Where St Peter's has a multi-purpose gymnasium, Riverbank has an assembly hall, which is also used for dining, and a separate games hall, doubling the available area and increasing the opportunities for physical education. There are potential educational benefits related to improvements in health, wellbeing and fitness due to this increase in available space.

3.4 There will be a further benefit to having early learning and childcare facilities on site, leading to smoother transitions from nursery into primary. St Peter's RC Primary School is currently the only primary school in Aberdeen City Council without provision for early learning and childcare closely associated with the mainstream P1 to P7 provision. School staff currently link with at least 12 city nurseries every year to make appropriate transition arrangements for children who will subsequently be attending St Peter's. An onsite nursery will enable the school to develop earlier relationships with parents and help children to become familiar with the school buildings. It will also improve opportunities for joint working between the nursery and P1 classes. There are clear educational benefits for transitions from nursery into primary.

3.5 Children from St Peter's RC Primary School who spoke to HM Inspectors would welcome the increased space and improved condition in the Riverbank School building. Those who had visited Riverbank were impressed with the indoor and outdoor facilities which they felt were a significant improvement on what is currently available to them. They have some concerns about the change in travelling distance for some children and about safe routes to the proposed new school. Overall, they would welcome the implementation of the proposal.

3.6 Parents who spoke to HM Inspectors are clear that the Riverbank building has better facilities than are available at St Peter's RC Primary School, but that their support for the proposal is dependent upon the renovation work taking place to improve the Riverbank building to category

A. They have concerns about the move to a different area of the city and the distance that some children might have to travel to get there. They would also have preferred a new-build replacement for St Peter's, which was previously consulted upon. They feel that the council should have a plan to support parents, pupils and staff through a managed transition to the proposed new building. They are also keen to be involved in discussions about facilities and renovation should the proposal be approved.

3.7 St Peter's staff who spoke to HM Inspectors see many advantages to the proposed relocation but strongly believe that the renovation work to improve the Riverbank building to category A outlined in the proposal paper needs to take place before a move to the Riverbank building. They have some concerns about the change in travelling distance for some children and about safe routes to the proposed new school, noting that it is more than one mile away and takes over 20 minutes to walk to. They would like to be involved in decisions regarding how the new school building is laid out, organised and refurbished.

3.8 The Diocese of Aberdeen is generally in favour of the proposal, as long as it is adopted in its entirety, including the improvements to be made to the Riverside School building. Its preference would be for St Peter's RC Primary School to receive a new building, given the quality and suitability of facilities available to pupils and staff over a number of years which have been rated as 'poor' by the council. However, it understands that there is not currently funding available for a complete new-build and is of the view that the proposal should provide a significant improvement in both facilities and available space.

4. Summary

This proposal has clear educational benefits for children who currently attend St Peter's RC Primary School and who would have access to a more flexible, modern and healthy learning environment, with improved outdoor learning spaces and early learning and childcare facilities on site.

In preparing its final report, the council should address the issues raised by children, parents and staff relating to changes in travelling distances and safe routes to school. In taking its proposal forward, an effective communication strategy and an action plan will be essential for the council to keep all stakeholders informed and engaged, given the length of the project. The council should include details of these in its final report.

HM Inspectors

April 2019

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