

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

Intended outcomes	Brief description of intervention	Age Range	Time Period of Intervention	Cost	How the impact of the intervention will be measured
<p>Young people are confident, resilient and optimistic for the future</p> <p>Young people manage personal, social and formal relationships</p>	<p>Youth Workers can deliver:</p> <p>One to one support</p> <p>Targeted or universal provision</p> <p>Accredited learning programmes such as Hi-5, Dynamic Youth Awards and Youth Achievement Awards</p>	<p>Primary 6 up to senior phase</p>	<p>Ideally for a year and flexible for shorter periods and one-off activities</p>	<p>Between £16.20 - £18.19 per hour</p>	<p>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</p>
<p>Schools who have already purchased this intervention: Hazlehead Academy and Aberdeen Grammar School</p>					
<p>Cost - Low</p>		<p>Evidence Strength - High</p>		<p>Impact for Cost - High</p>	

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.

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: • 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

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

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

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

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

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</p> <p>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>	S1-S2	<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>
Schools who have already purchased this intervention - Harlaw Academy, Northfield Academy, Lochside Academy					
Cost - Low		Evidence Strength - High		Impact for Cost - High	

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**

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				
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

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	

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.

					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: Northfield Academy					
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 Class Engagement Improved Wellbeing	AFCCT Leaders Leadership and communication project with targeted pupils. Supporting young people to work with others in a wide range of settings & become models within the 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 Class Engagement – Term to term monitoring through The Leuven’s Scale Improved Wellbeing – Start, middle & end SHANARRI Wellbeing Wheels.
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 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>	4-18	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.	Cost ranges from £23,500-£45,000	<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>	
	Supporting schools to roll out restorative emotional wellbeing groups.			£1900 + Vat	
	Trauma informed staff sessions			£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>Classroom inputs: 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>Targeted inputs: 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>					
<p>Cost - Low</p>		<p>Evidence Strength - NEW</p>		<p>Impact for Cost - NEW</p>	

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
<p>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>	<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	<p>£8,000 per year for commitment of one day per week. This could be a shared resource across a cluster of schools.</p>	<p>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.</p> <p>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.</p>
<p>Families Outside is not currently commissioned by any schools in Aberdeen City.</p>					
<p>Cost - High</p>		<p>Evidence Strength - High</p>		<p>Impact for Cost - High</p>	

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>					
Cost - High		Evidence Strength - High		Impact for Cost - High	

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
<p>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</p>	<p>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.</p>	<p>5 - 25</p>	<p>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.</p>	<p>£30 per session for individual or group work.</p>	<p>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</p>
<p>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</p>					
<p>Cost - Low</p>		<p>Evidence Strength - High</p>		<p>Impact for Cost - High</p>	

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; 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>					
Cost - Low		Evidence Strength - High		Impact for Cost - High	

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>	15-18yrs (Senior Phase)	<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.</p> <p>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></p> <p>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>					
Cost - Low		Evidence Strength - NEW		Impact for Cost - NEW	

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

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.
<p>Schools who have already purchased this intervention Kemnay Academy, Aberdeenshire St Margaret's School for Girls, Aberdeen</p>					
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> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none; vertical-align: top;"> Turriff Academy, Aberdeenshire, Banchory CLD, Meldrum Academy, Aberdeenshire Lochside Academy, Aberdeen City </td> <td style="width: 50%; border: none; vertical-align: top;"> Mearns Academy, Aberdeenshire Kemnay Academy, Aberdeenshire Hazlehead Academy, Aberdeen City Northfield Academy, Aberdeen City </td> </tr> </table>						Turriff Academy, Aberdeenshire, Banchory CLD, Meldrum Academy, Aberdeenshire Lochside Academy, Aberdeen City	Mearns Academy, Aberdeenshire Kemnay Academy, Aberdeenshire Hazlehead Academy, Aberdeen City Northfield Academy, Aberdeen City
Turriff Academy, Aberdeenshire, Banchory CLD, Meldrum Academy, Aberdeenshire Lochside Academy, Aberdeen City	Mearns Academy, Aberdeenshire Kemnay Academy, Aberdeenshire Hazlehead Academy, Aberdeen City Northfield Academy, Aberdeen City						
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	

The Spark TEACHERS/PSAs Mental Health & Wellbeing Awareness

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
<p>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.</p> <p>https://www.thespark.org.uk/professionals/smhfa/</p>	<p>SMHFA Professionals working with adults, this course complements the young people programme and covers more details about mental health disorders.</p>	<p>Teachers/ PSA's etc (16)</p>	<p>2 day CPD</p>	<p>£75 per delegate</p>	<p>Participants are asked to complete an NHS evaluation at the end of the 2 days.</p>
<p>Schools who have already purchased this intervention</p>					
<p>Cost - Low</p>		<p>Evidence Strength - High</p>		<p>Impact for Cost - High</p>	

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	<p>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).</p>	P6-S1	During term time.	<p>£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</p>	<p>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</p>
Engagement Participation Attendance	<p>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.</p>	P1-S6	During term time.	<p>£15 per pupil (larger group booking discounts available) Min 2 participants</p>	<p>Youth worker observation We ask parents /teachers /guardians/social workers to complete questionnaires Monitoring report to summarise the programme.</p>

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.

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