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# Pupil Equity Fund Report

## 2022-2023

### Raising Attainment Strategy

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# 1. Introduction

## 1.1 Purpose of the Report

This report provides an update on progress made in Perth and Kinross to raise attainment and ensure equity for learners affected by poverty through the use of Pupil Equity Funding (PEF).

## 1.2 Background

PEF is part of the national Scottish Attainment Challenge programme and has been in place since 2015. In 2022, the Scottish Government launched a refreshed programme which is outlined in [The Framework for Recovery and Accelerating Progress](#). This framework explains that the Scottish Attainment Challenge aims to:

- use education to improve outcomes for children and young people impacted by poverty, with a focus on tackling the poverty-related attainment gap; and
- support educational recovery from Covid-19, increase the pace and reduce the variation in progress towards tackling the poverty related attainment gap.

*The Framework for Recovery and Accelerating Progress,*

The Operational Guidance published by the Scottish Government states that PEF must be used to provide targeted support for children and young people (and their families if appropriate) affected by poverty to achieve their full potential, focusing on targeted improvement activity in literacy, numeracy and health and wellbeing.

The Scottish Government asks local authorities to use the Scottish Index of Multiple Deprivation (SIMD) to identify learners living in poverty. This tool indicates that 7.2% of pupils in Perth and Kinross are classified as living in the 20% most deprived areas in Scotland.

SIMD can be supplemented with local measures as appropriate. In Perth and Kinross, schools also use the ACORN system. This is a demographic tool which takes into account the dispersed nature of rural communities. Using ACORN indicates that over a third of children and young people in Perth and Kinross live in households subject to some level of deprivation, falling into ACORN Categories 4 and 5.

## 1.3 PEF Allocations

PEF is allocated directly from the Scottish Government to schools on the basis of the estimated number of children and young people in P1-S3 registered for free school meals (FSM) under the national eligibility criteria.

This meant that in the year 2022-2023, schools in Perth and Kinross received a total of £1,873,930 from the Pupil Equity Fund. 76 out of 78 schools in Perth and Kinross received PEF, 75% allocated to the primary sector, with 25% allocated to secondaries.

Allocations varied between schools and are summarised below.

Financial Range	Number of Schools
£0	2
£1-£9,999	23
£10,000-£19,999	17
£20,000-£29,999	8
£30,000-£39,999	7
£40,000-£49,999	1
£50,000-£59,999	2
£60,000-£69,999	3
£70,000-£79,999	1
£80,000-£89,999	2
£90,000-£99,999	3
>£100,000	9

Full details of allocations are available on the [Scottish Government website](#).

This funding is only one part of much broader approaches across PKC schools to narrowing the poverty related attainment gap. It enables the enhancement of existing approaches and the implementation of targeted interventions based on identified need. However, there is a significant amount of work undertaken at universal level which also impacts on achievement and attainment.

#### 1.4 Guidance and Planning

The PKC Raising Attainment Strategy 2020-2023 sets out a shared vision, priorities, and expectations in relation to raising attainment and achievement for every child and young person. This strategy reflects the national ambitions of attaining excellence and achieving equity. It outlines the approaches used to address all attainment gaps including those identified for learners affected by poverty. The refreshed Strategy for 2023-2026 will come to committee in March 2024.

PEF local guidance has been developed in line with [The Pupil Equity Funding National Operational Guidance 2022](#). This guidance is shared with all schools. It includes local information including planning, tracking, monitoring and reporting expectations as well as information on finance and procurement processes and the central support that is available to all schools.

Information has also been shared on the PKC staff intranet with pages allocated to PEF, frequently asked questions, case studies to disseminate good practice, and providing school staff with access to a range of supporting information and guidance.

#### 1.5 Tracking and Monitoring

The Closing the Gap Tool which was launched during 2021-2022, is now being used by all schools to track and monitor their PEF-funded interventions. This has enabled schools and Education Services officers to enhance their understanding of how PEF is being used and to monitor and review the impact of interventions. Information about the tool, its implementation, development and use has continued to be shared on request with enquiries from at least another nine Scottish and one Welsh authority.

In addition, over the course of 2022-2023, an Interventions Mapping Toolkit has been developed to act as a 'one stop shop' for schools to explore commonly identified needs and evidenced based interventions, resources and case studies that might support learners within their schools or settings. This is due to be launched in September 2023.

## 2 Progress on 2021-2022 Actions

Action	Progress
A full analysis of PEF planning will complement individual feedback given directly to all head teachers. Data gathered from the PEF planning analysis will be used alongside financial information, contextual evidence, and attainment data to inform targeted and universal support to schools.	Individual feedback was provided to all Headteachers on their PEF plans and overall analysis has informed planning, training and universal, targeted individual and collective support.
Strengthened guidance and support for all head teachers.	In addition to the universal support offer, some schools have received targeted support from Education Services officers, with others receiving intensive support from the Attainment Adviser based on a needs analysis.  Information has been published on the PKC staff Intranet site, <b>eric</b> , signposting local and national

	<p>guidance as well as internal and external supports and resources.</p> <p>Case studies and frequently asked questions have also been added to support the sharing of good practice across the local authority.</p>
<p>Closer collaborative links between staff supporting schools with PEF planning, tracking, and monitoring and the finance and HR teams will support increased impact.</p>	<p>Significant resource has been invested in supporting collaboration. Regular monthly updates from Finance colleagues in particular has resulted in a significant improvement in “in-year” spend of PEF allocations.</p> <p>In 2021-2022 36% of PKC PEF allocation was carried forward to 2022-2023.</p> <p>In 2022-2023 7.5% was carried forward to the 2023-2024 financial year and only 0.4% remained unspent at the end of the school year.</p>
<p>The Closing the Gap Tool will be refined further with support provided to ensure all schools are effectively tracking interventions and evidencing impact by the end of the academic session.</p>	<p>Version 2 of the ‘Closing the Gap Planning and Tracking Intervention Tool’ has been successfully developed and launched. The tool has been reviewed and re-designed in collaboration with school leaders. This has improved the planning, tracking and evaluative functions of the tool. It has been streamlined to reduce bureaucracy, includes clear aims and objectives, allows schools to track their financial spend and is linked to a live data dashboard which can be reviewed at local authority, local management group or school level. Training workshops have been delivered and initial feedback from schools is positive.</p> <p>Further training and support will be offered in 2023-2024.</p>
<p>Professional Learning for all staff involved in closing the poverty related attainment gap will continue to be developed and refined.</p>	<p>The ‘PKC Equity Network’ has provided a series of inputs to support schools’ understanding of the barriers faced by children and young people impacted by poverty and possible mitigations. This has included information on the Cost of the School Day, partnership working and creating a ‘poverty aware’ school. Sessions on pedagogy for equity and understanding poverty have been delivered as part of the probationer programme. Feedback from these sessions was extremely positive with many probationers referencing an increased understanding, sense of empathy and determination to provide additional support.</p>
<p>A PKC interventions toolkit will be launched to support and signpost schools to effective evidence-based interventions.</p>	<p>The Interventions Mapping Toolkit will act as a ‘one stop shop’ for schools to explore commonly identified needs and evidenced based interventions, resources and case studies to support learners has been developed over the</p>

### 3 Support and Professional Development

Professional support is key to the effective deployment of PEF together with relevant professional learning.

#### 3.1 Support for Schools and Settings

Education Services Officers provide PEF support to all schools and more formally at termly meetings with school leaders. Targeted support has also been provided to identified schools by the Education Scotland Attainment Advisor. The focus of these visits included: PEF planning; selecting appropriate interventions; addressing underspend and supporting schools to carry out data analysis to identify gaps and particular learner needs.

The impact of this support has been evidenced in improved PEF planning; clearer aims and objectives for individual interventions; and a reduced underspend across schools.

#### 3.2 The Equity Network

The Perth and Kinross Equity Network provides regular opportunities for school leaders and practitioners to meet and engage in a range of professional learning. It has approximately 80 members and provides a forum for good practice to be shared across schools.

During 2022-2023, the following specific PEF-related training was delivered to school leaders and other practitioners with equity in their remit.

- Effective use of data for improvement
- Cost of the School Day
- Use of impact measurement tool
- Effectively measuring Health and Wellbeing interventions
- Using digital technology to close the poverty-related attainment gap
- PEF Planning Series: (Needs Analysis for PEF; Aims, Interventions and Measures; Sharing and reviewing PEF Plans)

The impact of this training is being evidenced in the PEF plans for 2023-2024 which have shown significant improvement in terms of having clear, data-informed and measurable outcomes and aims based on identified gaps. This will impact in turn on the attainment and health and wellbeing of children and young people affected by poverty as resources are effectively targeted towards supporting them to achieve their potential.

#### 3.4 Improvement Methodology

The local authority has worked with the Education Scotland Attainment Advisor and the Children and Young People Improvement Collaborative (CYPIC) team to deliver training supporting the implementation of Quality Improvement Methodology (QI) across the authority. The QI programme has delivered training to school leaders and practitioners enabling them to deliver targeted improvement projects to improve outcomes for identified learners.

The impact of this training is evidenced in the plans submitted for 2023-2024 which for most schools, evidence data informed outcomes with clear baselines and measurable aims.

#### 3.5 Data for Improvement

Significant support has been provided to school leaders to develop capacity to analyse data to inform improvement. Senior leaders from all schools were invited to attend training to develop skills in data collection, analysis, and planning for improvement. Training included the 'data on a page' approach to

enable schools to gather and analyse data in a clear and diagnostic way. This approach has now been incorporated into the revised PKC quality improvement framework supporting data driven dialogue to increase the data literacy across all teams.

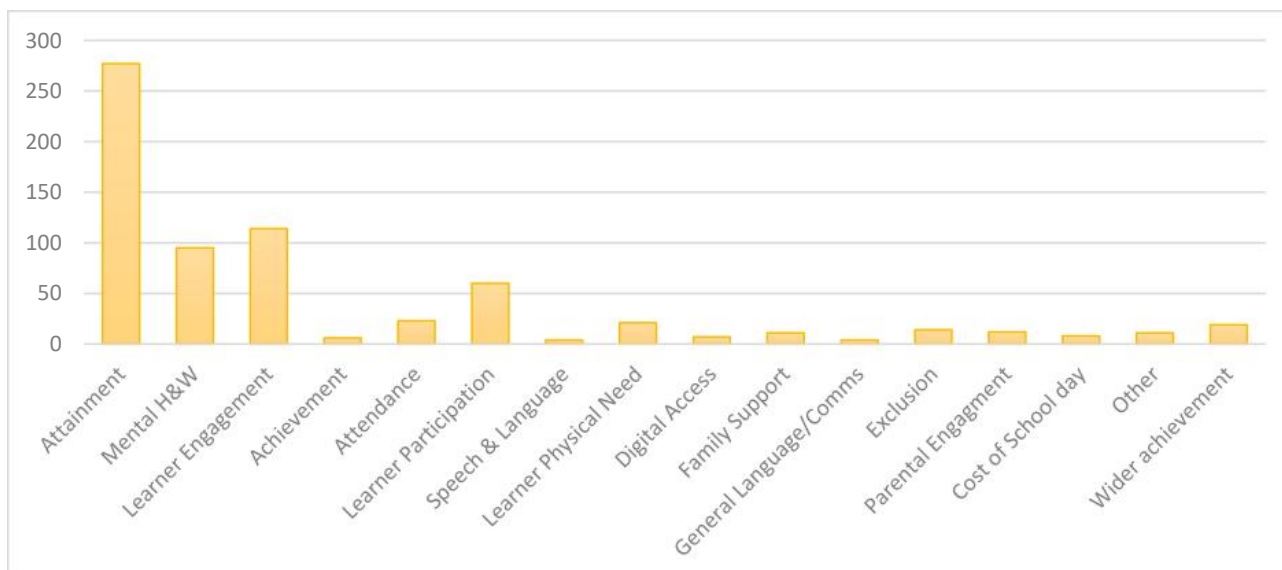
The impact of this work has been evidenced in feedback from Education Scotland Inspections which for one school highlighted, “Senior leaders use detailed systems to track different identified groups of children effectively. This includes tracking by gender, children who require additional support in their learning, or those facing disadvantage. As a result, staff are able to identify children who are not making suitable progress and provide appropriate interventions.”

## 4 PEF Interventions Summary

In 2022-2023, an analysis of PEF plans submitted on the Closing the Gap Tool identified literacy as the most frequently targeted area of support. When analysed by subject, the majority of these interventions were targeted towards reading.

This bar chart demonstrates the range of needs targeted by PEF interventions. After attainment, learner engagement, mental health and wellbeing and participation were the area’s most frequently identified for intervention.

**Number of PEF Interventions by Identified Need**



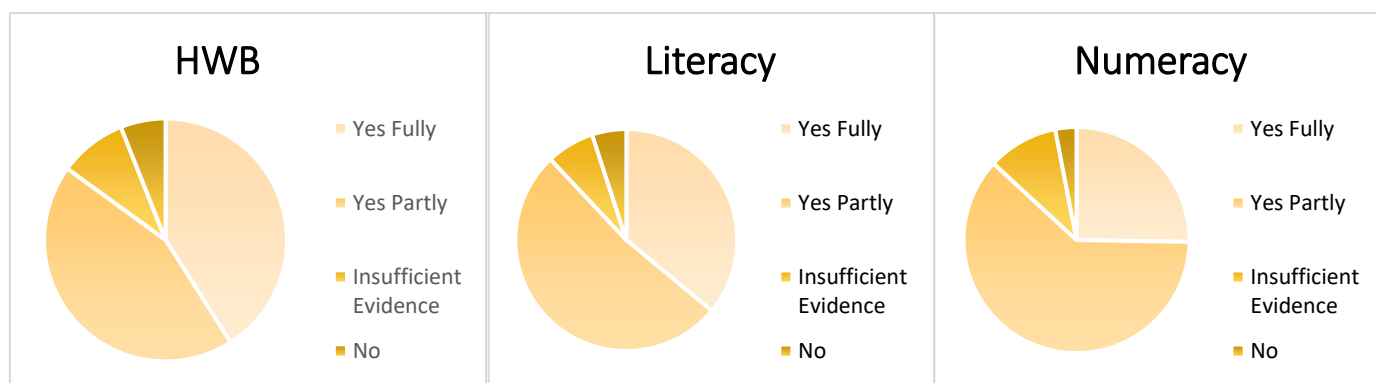
## 5 Impact

By the end of 2022-2023, 100% of schools were recording interventions appropriately; an increase of 27% from 2021-2022. This provided information about 448 PEF interventions delivered to 6543 learners.

### 5.1 Headline Outcomes

- 920 interventions were recorded – an increase of 337 from June 2022
- 89% of recorded PEF interventions accessed by 6543 learners fully or partly met the intended outcomes.

## Intervention Outcomes by Subject Area



\* For all data analysis 'fully met' indicates that 100% of learners met the intended outcomes. 'Partly met' indicates that the majority or >50% of learners met the intended outcomes.

### 5.2 Impact of Specific Interventions

The table below illustrates the percentage of children and young people who fully or partly met the intended outcomes in specific literacy, numeracy and health and wellbeing interventions. This has allowed the identification of interventions that have been most successful and may therefore be effectively spread further across the authority.

Health and Wellbeing	
Exclusion Support	100%
Self-Regulation	87%
Literacy	
Precision Teaching	100%
Speech and Language	100%
Targeted Reading	91%
Numeracy	
Precision Teaching	100%
Targeted Number Facts	90%

\*Interventions selected are a sample of those used most frequently with the highest % impact.

### 5.3 Closing the Gap

Progress is being made across the authority in closing the poverty-related attainment gap at all stages. Changes are likely to be seen reliably over several years and year-by-year comparison should be done with care.

### 5.4 Attainment

The table below demonstrates steady improvement year on year in the gap between ACORN 4/5 and ACORN 1 in the achievement of Curriculum for Excellence Levels in P1, 4 and 7.

#### % point Gap between ACORN 4/5 and ACORN 1, P1, 4 and 7

Area	2018/19	2019/20**	2020/21	2021/22	2022/23
Reading	20%	23%	18%	20%	18%



<b>Writing</b>	21%	25%	21%	23%	19%
<b>Listening and talking</b>	16%	22%	18%	16%	13%
<b>Mathematics &amp; Numeracy</b>	19%	23%	19%	20%	17%
<b>All Areas</b>	19%	23%	19%	20%	17%

\*\* 2019/20 data is incomplete and PKC, individual school and comparator results may not be comparable with previous and following years.

This is replicated in S3, where steady progress over time is also evident.

### % point Gap between ACORN 4/5 and ACORN 1, S3

Area	2018/19	2020/21	2021/22	2022/23
<b>Reading</b>	19%	11%	13%	9%
<b>Writing</b>	17%	11%	14%	10%
<b>Listening and talking</b>	15%	8%	12%	8%
<b>Mathematics &amp; Numeracy</b>	14%	14%	9%	9%

Analysis of interventions implemented by schools who have made a significant impact on their poverty-related attainment gap shows that Precision Teaching along with targeted number facts, targeted phonics, targeted reading, targeted grammar and targeted spelling were the most frequently used interventions. Interventions such as Emotion Works (focussing on emotional resilience), Toe by Toe, Wave 3, Power of 1 and Power of 2 were also widely used by these schools to address identified literacy and numeracy gaps.

In Coupar Angus Primary School for example, where the overall attainment gap between Acorn 4/5 and Acorn 1 measured using Achievement of Curriculum for Excellence Levels at P1,4 and 7 has reduced over time as detailed in the table below, targeted reading and other literacy interventions funded by PEF demonstrate a significant impact.

Area	2018/19	2019/20	2020/21	2021/22	2022/23
Reading	19%	54%	-1%	41%	11%
Writing	36%	25%	6%	56%	2%
Listening and talking	35%	38%	7%	11%	7%

All of these approaches are included in the new Interventions Mapping Tool which will provide support to schools in identifying the most appropriate intervention to address an identified need. This will enable the sharing of good practice and the upscaling of successful, evidence-based approaches across the authority.

## 6 Quality Assurance

A broad range of quality assurance activity was undertaken at different levels to ensure the effective use of PEF. Information gathered was used throughout the academic year to inform ongoing support and challenge.

## 6.1 PEF Planning

All PEF plans were reviewed with individual feedback provided to school leaders alongside follow up discussions by Education Services officers. Specific consideration was given to the quality of aims and measures, whether interventions were evidenced based and met the conditions of the fund and any potential underspend. An analysis of all PEF plans was used to inform a programme of universal and tailored support.

## 6.2 Tracking and Monitoring

The impact of all PEF interventions is tracked at school and local authority level. Additional team members recruited as part of the Scottish Equity Fund (SEF) supported schools to ensure that tracking was followed scrupulously. Regular meetings with the finance team ensured that PEF spend was reviewed and support offered to schools with any underspend. A central tracking system was developed to provide an overview of all schools PEF spend, planning, attainment, engagement in professional learning and any support received.

## 6.3 Self Evaluation

Schools review the impact of their PEF spend and the efficacy of PEF-funded interventions as part of their ongoing self-evaluation processes. Education Services officers offer support with discussions at termly meetings.

## 6.4 Sampling Visits

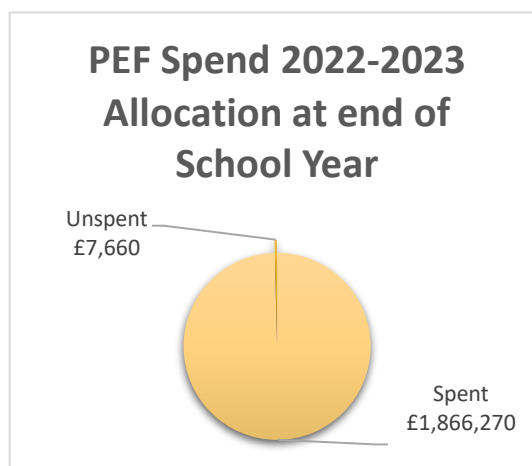
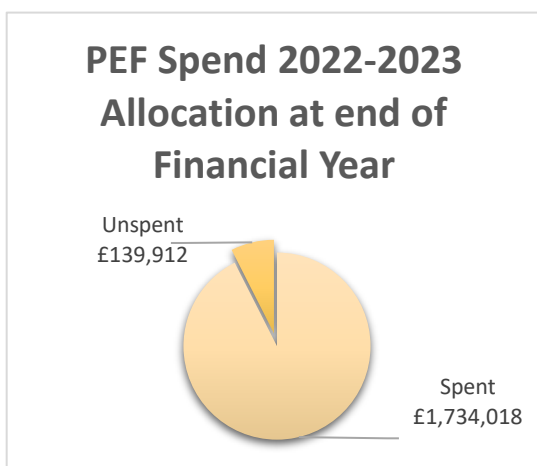
PEF Sampling Visits were conducted during Term 4 of 2022-2023. These followed a standard format with schools asked to discuss their approach to the identification of needs, tracking and monitoring of progress and measurement of impact. Collaboration, partnerships, successes and challenges were also included within the discussions. These visits will continue throughout 2023-2024 and a content analysis will be undertaken to identify strengths and areas for development.

# 7 PEF Expenditure 2022-2023

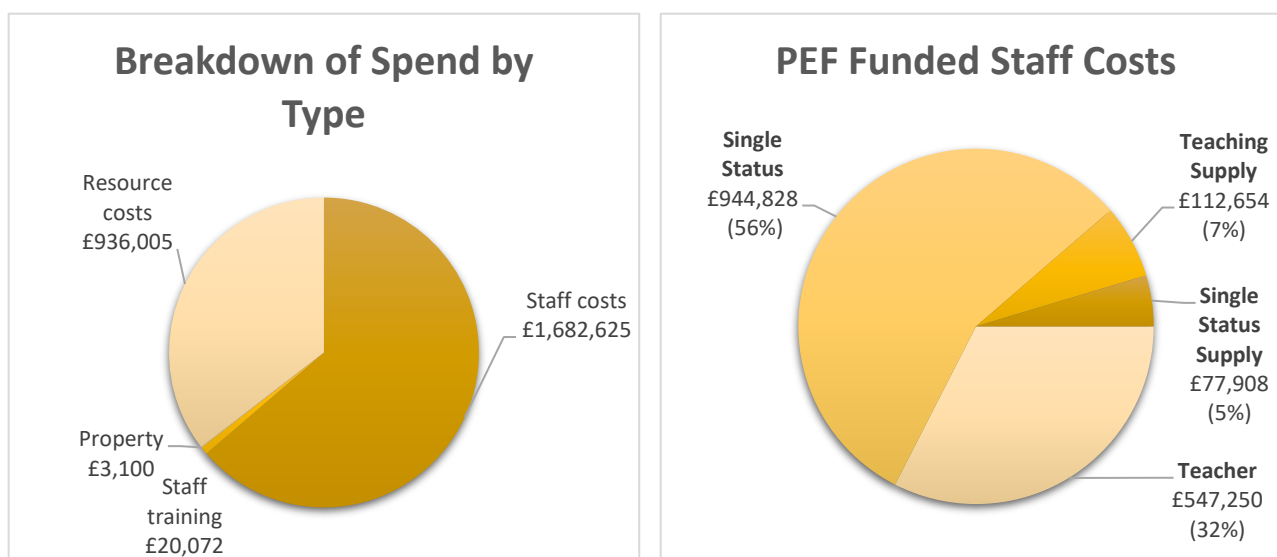
In line with national and local guidance, funding was allocated by schools for a range of purposes as identified through their self-evaluation processes.

Schools were supported to commit and spend their full PEF allocation in year. At the end of the financial year, 92.5% of 2022-2023 PEF allocation had been spent, a significant improvement on the 64% in 2021-2022.

£139,912 was carried forward into 2023-2024, representing 7.5% of the 2022-2023 allocation with the majority of this committed to be spent before the end of the school year. This is a significant improvement from 2021-2022 when £1,019,909 was carried forward. At the end of the school year just £7,660 remained unspent, meaning 99.6% of allocated funding had been spent.



Expenditure has focused on the two main areas of staffing and resources. The breakdown of this allocation for session 2022-2023 is shown below along with the split of staff costs between teaching and single status staff.



## 8 Conclusion

Significant progress has been made in 2022-2023 in effectively planning, tracking and monitoring PEF interventions and ensuring that funds are spent in-year to maximise impact, supporting children and young people affected by poverty to achieve their potential.

Case studies, data and information gathered through quality assurance processes have demonstrated improved outcomes for learners. Evidence also demonstrates the positive impact of programmes of professional development and training as delivered through Quality Improvement and Data for Improvement training, the Equity Network and the Educational Psychology Service.

It is important that this progress is built upon in 2023-2024 to ensure that all schools are effectively planning the most impactful use of their PEF monies. Education Services officers will continue to focus attention on the quality and impact of the evidence-based interventions chosen to address attainment gaps for learners affected by poverty.

Therefore, the following actions are planned for 2023-2024:

- Maintain the focus on spend to ensure that funds are spent in year thereby maximising the impact on children and young people affected by poverty.
- Monitor and review the impact, quality and efficacy of PEF spend using attainment and other data to analyse the impact of interventions and how those have improved outcomes for children and young people.
- Further build on professional development offer to senior leaders to enhance whole staff capacity to engage with data analysis by delivering a package of support for school leaders to explore data with staff teams.
- Support the implementation of the Interventions Mapping Tool and monitor its usage and impact in supporting evidence-based interventions to address identified needs.
- Enhance the focus on closing gaps particularly in attainment vs deprivation.



# Pupil Equity Fund Report 2022-2023



## Performance Summary

### Closing the Gap Tool

100% of schools are now recording PEF funded interventions on the Closing the Gap tool.

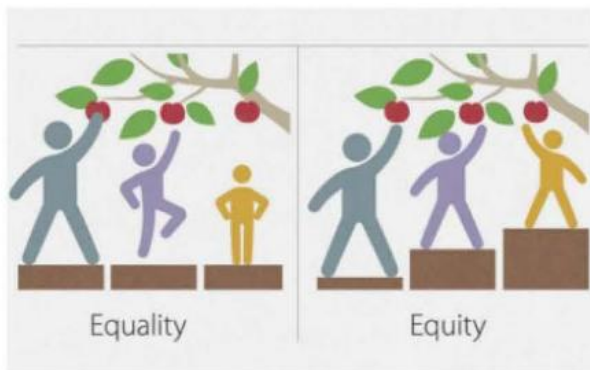
This is a 27% increase from 2021/2022 and a 56% increase from 2020/21



### Closing the Gap Tool

87% of schools accurately recorded the impact of PEF funded interventions on the Closing the Gap tool by the end of 2022/ 2023.

This is a 37% increase from 2021/2022



### Funding

92.5% of 2023/23 allocation spent by end of financial year compared with 64% in 2021/22.

99.6% of allocation spent by end of school year June 2023.



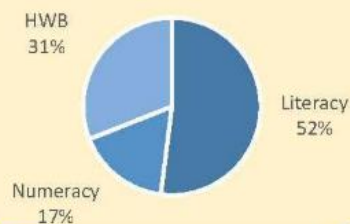
### Number of Pupils

A total of **6543** pupils were supported by PEF-funded interventions.

**2342** recorded in 2021/22 (179% increase)



### Interventions by Subject



### Interventions

89% of all learners either met or partly met the intended outcomes for PEF-funded interventions.



### Literacy Interventions

88% of literacy interventions were fully or partly successful.



### Numeracy Interventions

86% of numeracy interventions were fully or partly successful.



### HWB Interventions

85% of HWB interventions were fully or partly successful.



### **Kinross High School Pupil Care and Welfare Officer – Focus on Attendance and Timekeeping**

#### **Background**

In common with schools across Perth & Kinross Council, levels of attendance post-COVID in Kinross High School have been lower than previously with increased levels of unauthorised absence.

One of the local authority priorities for this session was to improve attendance generally and, specifically, to reduce unauthorised absence. Through improved attendance and enhanced trusting relationships, attainment should also improve.

#### **What did we do?**

We employed a Pupil Care and Welfare Officer using our Pupil Equity Funding allocation and supplemented this with our DSM to increase our PCWO capacity from one member of staff to three.

These members of staff were used to focus on attendance and timekeeping, undertaking the following tasks:

- ✓ Producing and reviewing a caseload overview to target intervention by protected characteristics,
- ✓ Supporting vulnerable people to go to class and to be on time,
- ✓ Welcoming all young people at the doors,
- ✓ Building links with home highlighting poor attendance and timekeeping,
- ✓ Praising young people when attendance and timekeeping are good,
- ✓ Building relationships across the school community and beyond,
- ✓ Working as part of a team with guidance staff and beyond.

#### **Impact**

Attendance has increased: based on a yearly average of 88%, attendance during term 4 improved to 93% which is 1% above the Secondary Attendance Stretch Aim for Perth & Kinross Council.

Unauthorised absences have decreased.

#### **Reasons for Impact**

- ✓ PCWOs have established trusted relationships with young people,
- ✓ PCWOs have been able to effectively support young people,
- ✓ As PCWOs are not teaching staff there is less of a barrier with young people,
- ✓ Improved partnership working and better relationships with parents due to increased contact,
- ✓ PCWOs review attendance data daily to ensure all absences are followed up,
- ✓ PCWOs track a group of vulnerable young people, supporting them to get to class on time.

#### **Next Steps**

Due to the success of this intervention and the importance of the PCWO role in supporting young people, it has now been included as a more permanent approach in our support model and will be funded in future years from our DSM budget.

# Kinnoull Primary School

## Sensory Room

### Emotional Regulation

#### Background

We were aware that there were a number of children joining us in Primary 1 who had high levels of additional support needs, including (but not exclusively) Autistic Spectrum Disorders. We also have a number of children already in school who, at times, experience difficulties with emotional regulation and who we felt would benefit significantly from a specific calming space in which they were able to regulate their emotions.

#### What did we do?

We used Pupil Equity funding to convert a staff hub into a sensory space known as “The Star Room”.

The room was cleared and a variety of sensory items, including a bubble tube, atmospheric lighting, weighted blankets, sensory toys, tiles, light cubes, a tent, wall panels and mirrors installed. The use of the room was monitored in order that we could evidence its use, and a “Zones of Regulation” display was created to tie in with the whole school approach to self-regulation.

Use of the room was supported by Pupil Support and Community Learning Assistants.

#### Impact

Qualitative data and feedback indicate that the space has been very valuable for the younger pupils who joined P1 in 2022/2. Without this valuable break-out space, their experience of the busy classroom environment would have been overwhelming.

Using the Leuven Scale of Engagement, the benefit for older children has also been monitored. Our data indicates that pupil engagement increased after almost every visit to the room (92%).



#### Next Steps

- ✓ The intervention is now a permanent feature of our school which will benefit lots of pupils in the coming years, as well as those for whom it has already made a positive difference.

# Breadalbane Academy

## Targeted BGE Support (small groups and 1:1)

### Literacy and Numeracy

#### Background

Following successful interventions using COVID recovery funding in session 2021-2022, we were very close to achieving our stretch aims for S3 pupils achieving level 3 literacy and numeracy (95% for level 3 numeracy and an average of 93% for literacy).

Our attainment for session 2020/21 had been lower with 82% achieving level 3 numeracy and an average of 90% for level 3 literacy.

The stretch aim for this measure remained the same for session 2022-2023, therefore we were keen to continue this intervention.

#### What did we do?

We used Pupil Equity Funding for a teacher to work with BGE pupils 2 days per week.

We allocated a teacher with a Science background to the English and Maths departments to work with targeted BGE pupils, either in small groups or on a 1:1 basis, depending on identified needs. Data such as P7 and S3 SNSA scores, in addition to S1 CAT scores were used to identify target pupils and groups.

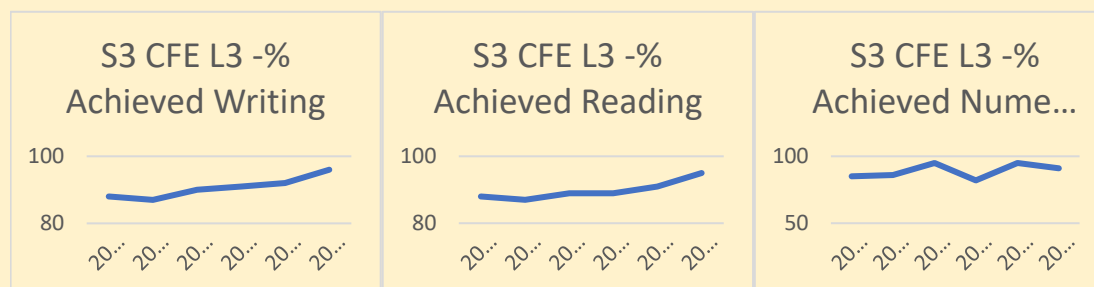
Where we had some additional staffing capacity, we also allocated a specialist teacher to work with small groups using techniques such as Precision Teaching.

#### Impact

At the end of May 2023 our attainment for Level 3 Literacy and Numeracy are as follows:

- |                                     |     |
|-------------------------------------|-----|
| ✓ Listening and Talking and Writing | 96% |
| ✓ Reading                           | 95% |
| ✓ Numeracy                          | 91% |

We will continue to support this intervention for the remainder of session 2022-2023.



#### Next Steps

- ✓ We plan to continue to use PEF funding to support this intervention.
- ✓ We will continue to use data including SNSA and CAT scores to identify target pupils and groups.
- ✓ We aim to increase the number of tracking snapshots in S1 and S2 for Literacy and Numeracy to monitor the progress of these cohorts.
- ✓ We hope to build on this by creating more opportunities for cross sector moderation and focussing on literacy and numeracy as responsibility of all.

# Methven Primary School Roots of Empathy Programme

## Social and emotional development

### Background

4 primary 3 children (all boys) were identified as struggling either significantly or somewhat more than peers with social interactions, emotional identification, and regulation.

We chose to use our PEF funding for Roots of Empathy as a universal approach to support all of children in the class with developing their emotional literacy.

### What did we do?

Roots of Empathy is a programme run over several months in which children observe the vulnerability and humanity of a baby (Tiny Teacher) who visits their classroom throughout the school year with their parent. Emotional literacy develops as children begin to identify and label the baby's feelings, reflect on and understand their own feelings, then move towards understanding the feelings of others.

The programme runs over several months and includes whole class work based on pre and post baby visits on a 3-weekly cycle, focusing primarily on emotions and growth. The programme was led by the nursery teacher (instructor), who is Roots of Empathy trained, and the Primary 3 class teacher. The pupils, teacher, instructor, and parent of the program's "Tiny Teacher" completed questionnaires before and after the Roots of Empathy program to enable impact to be measured.

### Impact

Based on feedback from the class teacher, there were significant changes in the emotional literacy of the children in the class. Improved emotional literacy was also evident in the pupil feedback as children with greater awareness of emotions and pro-social behaviours were more able to accurately gauge their abilities.

	True Before	True After	Not true Before	Not true After
Shows altruistic/pro-social behaviours (eg caring, sharing/helping and including others)	42%	63%	4%	1%
Can recognize and understand their own feelings	47%	68%	11%	5%
Can communicate their feelings to others	42%	32%	6%	3%
Can understand how other people feel	32%	37%	11%	16%
Displays aggressive behaviour and little anger control	16%	11%	58%	84%
Can manage conflict and resolve disputes independently	16%	11%	53%	32%
Will intervene if they see a peer being treated meanly or bullied	37%	42%	26%	21%

### Next Steps

- ✓ We plan to run the programme again due to the universal benefits it provides, but would not select it again as a PEF funded intervention for the purpose originally identified.
- ✓ 3 of the 4 boys identified still require further structured interventions and planning (all of which have been in place alongside the Roots of Empathy programme for the duration of the school year).



## Annexe 3 – Glossary of Terms

Acronym	Meaning
<b>CTGT</b>	Closing the Gap Tool
<b>CYPIC</b>	Children and Young People Improvement Collaborative
<b>FSM</b>	Free School Meals
<b>HR</b>	Human Resources
<b>HWB</b>	Health and Wellbeing
<b>PEF</b>	Pupil Equity Fund
<b>QI</b>	Quality Improvement
<b>SAC</b>	Scottish Attainment Challenge
<b>SEF</b>	Strategic Equity Fund
<b>SIMD</b>	Scottish Index of Multiple Deprivation
<b>VSE</b>	Validated Self-Evaluation