

EAST RENFREWSHIRE COUNCILEDUCATION COMMITTEE3 October 2019Report by Director of EducationIMPROVING OUTCOMES THROUGH THE PUPIL EQUITY FUNDING**PURPOSE OF THE REPORT**

1. To inform elected members of:
 - a) The progress made by schools during 2018-19 in improving outcomes through their use of Pupil Equity Funding; and,
 - b) The interventions used and the good practice developed by schools to improve excellence and equity, and achieve positive outcomes for all children and young people during 2018-19.

RECOMMENDATION

2. It is recommended that elected members comment on and note this report as a summary of the progress made by schools in improving outcomes through the Pupil Equity Funding during 2018-19.

BACKGROUND

3. The Education Department's vision statement "*Everyone Attaining, Everyone Achieving through Excellent Experiences*" reflects the commitment and expectation that all learners will be supported to realise their potential.
4. Members will be aware of the Local Improvement Plan 2019-2022, which outlines high level areas for improvement for all services and schools. The plan includes '*An Improvement in the attainment of disadvantaged children and young people*' as one of the expected outcomes and impacts. Previous Local Improvement Plans contained similar objectives, which have been reported on through the annual Standards and Quality Report.
5. Elected members will also be aware that the Outcome Delivery Plan 2019-22 includes, as in previous years, specific indicators and targets relating to the performance of disadvantaged children and young people.
6. From school session 2011-12, thanks to the commitment of additional resources by Council, the Education Department has worked with schools and Early Learning and Childcare (ELC) settings to support raising attainment of the lowest performing 20%. In addition to head teachers seeking to target their devolved resources, funding provided to maintain teacher numbers has also been allocated to engage additional staff to support an improvement in the attainment of disadvantaged children and young people. The funding has been used for additional teachers, Child Development Officers and resources from August to end of March in each of the last 8 school sessions. Head teachers have been able

to allocate their funding based on local needs, strategies that had worked previously and national research. The impact of the funding has been reported through a summary report to Education Committee in 2015 as well as through the annual Standards and Quality Report and presentations to Education Committee.

7. In 2017–2018, a total sum of £262,000 was available to support our prevention and early intervention agenda through East Renfrewshire’s Early Years Pupil Equity Fund. A summary of the steps taken to implement this fund and its impact on children, families and staff was considered by Education Committee in February 2018.

8. The Scottish Attainment Challenge was launched by the First Minister in February 2015. This included establishing the £750 million Attainment Scotland Fund. The Scottish Attainment Challenge is about achieving equity in education; specifically by ensuring every child has the same opportunity to succeed, with a particular focus on closing the poverty-related attainment gap.

9. As part of the Attainment Scotland Fund, the Scottish Government has allocated additional funding directly to schools, targeted at closing the poverty related attainment gap. The Pupil Equity Fund (PEF) was initially made available from April 2017, it will continue until the end of this Parliament. In 2017-18 and 2018-19, for each child in a publicly funded primary or secondary who was eligible and registered for free school meals, schools were allocated £1,200. East Renfrewshire schools were allocated £1.41 million in 2018-19; Appendix 1 provides a summary of the allocation by school.

10. National guidance has been provided by the Scottish Government to help schools plan how they invest their PEF allocation. This guidance contains a number of key principles including:

- Head teachers must have access to the full amount of the allocated PEF.
- The PEF must enable schools to deliver activities, interventions or resources which are clearly additional to those which are already planned.
- Head teachers must work in partnership with each other, and their local authority, to agree the use of funding. Schools must take account of the statutory responsibilities of the authority to deliver educational improvement, secure best value, and the authority’s role as employer.
- Parents and carers, children and young people and other key stakeholders should be involved in the planning process.
- Funding must be provided for targeted support for children and young people affected by poverty to achieve their full potential. Although PEF is allocated on the basis of free school meal eligibility, head teachers can use their professional judgement to bring additional children into targeted interventions.
- Schools must have plans in place at the outset to evaluate the impact of the funding.

11. The Education Department has provided additional guidance to support schools in their use and reporting of the Pupil Equity Fund, this was revised during the course of session 2018-19 and is specific to our local circumstances. The advice is set in the context of the existing approaches to self-evaluation for school improvement and takes account of existing sources of research and evidence.

12. Head teachers were asked to develop PEF plans detailing how resources would be used to provide targeted interventions in literacy, numeracy and health and wellbeing to close the poverty related attainment gap. In developing these plans head teachers were asked to set out their rationale for the use of the funding, based on a clear contextual analysis which identifies the poverty related attainment gap in their schools and takes

cognisance of evidence of what is known to be effective at raising attainment for children affected by poverty. They were also asked to ensure collaboration with pupils, parents and carers, Trade Union colleagues, community partners and their cluster as they developed their plan.

13. The Quality Improvement Team and the Education Leadership Team worked alongside schools to provide support and challenge as Head teachers formulated their PEF plans.

REPORT

14. As part of the conditions associated with the grant for the PEF, the Education Department is required to produce a report summarising the outcomes and performance at an authority level. In order to reduce duplication and bureaucracy this is linked to existing reporting requirements as set in the Standards in Schools etc. Act 2000. This report sets out a high level summary of the progress of East Renfrewshire schools in improving outcomes through the use of their PEF during 2018-19. Summary performance results are attached in Appendix 2.

15. In line with the national priorities the Local Improvement Plan includes a number of activities which are intended to bring about improvement in the attainment and experiences for all pupils. For example, improved reading, writing and mathematics throughout the years of the broad general education and improved attainment in the senior phase. The improvements that establishments have made have realised benefits for all pupils including those disadvantaged children and young people. Appendix 2 also captures these improvements.

16. A range of measures were used to provide evidence of success in terms of improving attainment including standardised tests, Curriculum for Excellence attainment, class and school assessments and data from online literacy and numeracy programmes. Effective use of data played a significant role in selecting, monitoring and targeting interventions.

17. Some of the strategies that schools used to improve the attainment of their disadvantaged pupils such as developments in learning and teaching, Assessment is for Learning approaches and parental engagement also resulted in gains for all pupils. The experience of ERC schools matches the wider published research evidence.

18. There is a strong link between children's attendance and attainment, therefore all ERC schools already focus on increasing the attendance of all children and young people in order to maximise opportunities for learning. In addition developing positive, inclusive learning environments and reducing exclusions leads to improved outcomes for all particularly disadvantaged children and young people.

19. Children and young people with low confidence, low motivation and expectations are more at risk of not achieving their potential. As part of their plans establishments ensured that they adopted strategies to increase pupil motivation, engagement and resilience; this resulted in improved attitudes to learning which in turn led to greater success and improved outcomes.

20. Head teachers used the additional funding in a variety of different ways to support learners. Appendix 2 (section 2) provides a summary of the approaches; the list is not exhaustive and plans for each individual school will be available on school websites.

21. At an individual establishment level improvements reported by head teachers included reference to the following:

- ✓ Attainment in reading and mathematics as measured by standardised test scores;
- ✓ Numeracy and literacy progress as measured through Curriculum for Excellence levels;
- ✓ Reading age of pupils, reading comprehension skills, basic decoding skills, spelling and attainment in writing;
- ✓ Pupil motivation, engagement, confidence and self-esteem; and,
- ✓ Pupil participation in extra-curricular opportunities.
- ✓ Family engagement through use of Family Wellbeing Service provided by Children 1st.
- ✓ Pupils' ability to articulate their feelings and emotions through use of 'Kitbag' resource.

22. This report is supplemented by a presentation to elected members on the progress made by two schools in improving outcomes for pupils through the use of their Pupil Equity Fund. This will illustrate the strategies and good practice developed by some schools and help members to continue to support and adequately challenge the department and schools to seek further improvement.

23. 2017-18 was the first year that schools were allocated additional money based on the Pupil Equity Fund. The guidance issued to schools indicated that schools should plan to secure improvements over a three-four year period. However, as noted above, schools have identified improvements in a range of outcomes after the first year of funding. Taken cumulatively the authority is able to demonstrate progress in improving outcomes for the most disadvantaged learners. More details are included in section 3 of the report.

24. Areas where further improvement/development is necessary include:

- Improving attendance in primary and secondary schools;
- Providing support, including CLPL, for learning partnerships and expanding the use of collaborative action based research to improve outcomes for key equity groups;
- Facilitating the empowerment of Head Teachers and the development of distributive leadership at all levels through effective implementation of the leadership strategy at senior levels; and,
- Further collaboration with schools outwith East Renfrewshire to share and learn from best practice.

25. The Education Department uses target setting as an integral part of our evaluation, planning and improvement processes to support reflection and raise standards. Secondary schools have agreed a range of senior phase targets; these will also support schools to evidence how effectively they have closed the gap for disadvantaged pupils. We have also agreed new targets for the Broad General Education based on Curriculum for Excellence data.

FINANCIAL AND EFFICIENCY IMPLICATIONS

26. This report provides evidence of improvements made as a consequence of additional funding from the Scottish Government, to support schools in closing the poverty related attainment gap. East Renfrewshire schools were allocated £1.41 million in 2018-19. Robust monitoring arrangements have been put in place for PEF, which ensure that the Education

Department and Head Teachers have regular oversight of school level expenditure. PEF expenditure is separated from core school budgets, ensuring spending is not subsumed within the overall school budget and can be easily tracked and monitored.

27. Based on the 2018-19 financial year end 74% of the 2018/19 grant was spent Schools are able to carry forward unspent funds into the new 2019-20 financial year; with financial records now confirming that overall the full 2018/19 grant was spent prior to the start of the new school year in August 2019.

28. East Renfrewshire schools have been allocated £1.43 million for 2019-20; Appendix 3 provides details of individual establishment allocations. Head teachers are aware that the additional funding is limited to the end of this Parliament and were asked to consider ways in which they could sustain future improvements for all children and young people. Schools achieved this by providing training and CLPL opportunities to develop staff, engaging parents to support their children's learning, purchasing and developing additional resources and by making changes in approaches to teaching and learning. There are no other specific financial implications arising from this report.

PARTNERSHIP WORKING

29. This report focuses on the primary and secondary schools' progress in improving outcomes for pupils through the Pupil Equity Funding; however many of the results could not have been achieved without excellent partnership working across the Council, especially with parents/carers and other cluster schools.

CONCLUSION

30. This report provides a high level overview of East Renfrewshire Council's Education Department's progress in improving outcomes for pupils through the Pupil Equity Funding and illustrates strategies and areas of good practice developed by schools. The information presented here shows a positive picture and where there are particular areas for further improvement.

31. The department will continue to self-evaluate its performance, share best practice across establishments and take the necessary steps to progress those areas identified where there is further scope for improvement as noted above.

RECOMMENDATION

32. It is recommended that elected members comment on and note this report as a summary of the progress made by schools in improving outcomes through the Pupil Equity Funding during 2018-19.

Mhairi Shaw
Director of Education
3 October 2019

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Appendices

1. Pupil Equity Funding Allocation: 2018-19
2. Progress of ERC Schools in Improving Outcomes through the Pupil Equity Funding: 2018-19
3. Pupil Equity Funding Allocation: 2019-20

Background Papers

1. Early Years Pupil Equity Fund Review
2. Local Improvement Plan 2019 - 2022
3. Outcome Delivery Plan 2019 - 22
4. Standards and Quality Report 2017 – 18
5. Raising the Attainment of the Lowest Performing 20%
6. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/475570/Effective_support_for_disadvantaged_pupils_achievement.pdf

Local Government Access to information Act 1985

Pupil Equity Funding: Allocations in 2018-19

School	Allocation
Braidbar Primary School	£ 19,200
Busby Primary School	£ 32,400
Calderwood Lodge Primary School	*
Carlibar Primary School	£ 121,200
Carolside Primary School	£ 14,040
Crookfur Primary School	£ 28,800
Cross Arthurlie Primary School	£ 64,800
Eaglesham Primary School	£ 30,000
Giffnock Primary School	£ 25,200
Hillview Primary School	£ 52,800
Kirkhill Primary School	£ 40,800
Mearns Primary School	£ 63,600
Neilston Primary School	£ 54,000
Netherlee Primary School	£ 28,800
Our Lady Of The Missions Primary School	£ 46,800
St Cadoc's Primary School	£ 27,600
St Clare's Primary School	£ 10,800
St John's Primary School	£ 56,400
St Joseph's Primary School	£ 10,800
St Mark's Primary School	£ 109,080
St Thomas' Primary School	£ 26,400
Thornliebank Primary School	£ 33,600
Uplawmoor Primary School	*
Barrhead High School	£ 64,800
Eastwood High School	£ 61,200
Mearns Castle High School	£ 36,720
St Luke's High School	£ 68,400
St Ninian's High School	£ 48,600
Williamwood High School	£ 38,400
Woodfarm High School	£ 66,000
Isobel Mair School	£ 118,800

Notes:

For schools where revealing the allocation level may be disclosive to individuals, results have been redacted and replaced with a *

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East Renfrewshire Education Department
Report on the Progress of ERC Schools in Improving Outcomes through the Pupil Equity
Funding: 2018-19

1. Background

The Scottish Attainment Challenge was launched by the First Minister in February 2015, this included establishing the £750 million Attainment Scotland Fund. The Scottish Attainment Challenge is about achieving equity in education; specifically by ensuring every child has the same opportunity to succeed, with a particular focus on closing the poverty-related attainment gap.

As part of the Attainment Scotland Fund, the Scottish Government has allocated additional funding, directly to schools targeted at closing the poverty related attainment gap. The Pupil Equity Fund (PEF) was initially made available from April 2017, it will continue until the end of this Parliament. In 2017-18, for each child in a publicly funded primary or secondary who was eligible and registered for free school meals, schools were allocated £1,200. East Renfrewshire schools were allocated £1.41 million in 2018-19, Appendix 1 provides a summary of the allocation by school. A further £1.43 million has been allocated to ERC schools for 2019-20.

As part of the conditions associated with the grant for the PEF, the Education Department is required to produce a report summarising the outcomes and performance at an authority level. In order to reduce duplication and bureaucracy this is linked to existing reporting requirements as set in the Standards in Schools etc. Act 2000.

This report provides a high level summary of the progress of the Education Department in improving outcomes through the Pupil Equity Funding during 2018-19.

2. Report

The Education Department provided additional guidance to support schools in their use and reporting of the Pupil Equity Fund; this was revised during session 2018-19 and is specific to our local circumstances. The advice is set in the context of the existing approaches to self-evaluation for school improvement and takes account of existing sources of research and evidence.

Head teachers were asked to develop PEF plans detailing how resources would be used to provide targeted interventions in literacy, numeracy and health and wellbeing to close the poverty related attainment gap. In developing these plans head teachers were asked to set out their rationale for the use of the funding, based on a clear contextual analysis which identifies the poverty related attainment gap in their schools and takes cognisance of evidence of what is known to be effective at raising attainment for children affected by poverty. They were also asked to ensure collaboration with pupils, parents and carers, Trade Union colleagues, community partners and their cluster as they developed their plan.

Head teachers used the additional funding in a variety of different ways to support learners. A summary is provided below; the list is not exhaustive and plans for each individual school will be available on school websites.

Interventions included:

- Additional staff to provide focused support for individuals or groups of pupils in literacy, numeracy and health and wellbeing. This included a particular focus on interventions and

recovery programmes for those who may have gaps in their learning for example Reading Recovery.

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- Supplementary resources to support literacy, numeracy and health and wellbeing including digital resources.
- Promoted posts with staff undertaking work linked to tracking attainment or specific interventions. This includes the monitoring and tracking of progress for pupils, ensuring that pupils receive the support they need and undertaking evaluations to ensure that interventions are effective.
- Additional staffing to further develop engagement with parents/carers.
- Targeted pre-school morning clubs, study clubs and homework clubs.
- Professional development for teachers to build on and improve pedagogical approaches in the classroom.
- Continuous professional learning for staff, for example, approaches to teaching reading skills or use of 'Kitbag' to support mental health and wellbeing.
- Support for pupils to attend extra-curricular activities such as music or sports events.

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

3. Outcomes and Impact

ERC schools used a range of measures to provide evidence of success in terms of improving attainment including standardised tests, Scottish National Standardised Assessments (SNSA), Curriculum for Excellence attainment, class and school assessments and data from online literacy and numeracy programmes.

At an individual establishment level improvements reported by head teachers included reference to the following:

- ✓ Attainment in reading and mathematics as measured by standardised test scores;
- ✓ Numeracy and literacy progress as measured through Curriculum for Excellence levels;
- ✓ Reading age of pupils, reading comprehension skills, basic decoding skills, spelling and attainment in writing;
- ✓ Pupil motivation, engagement, confidence and self-esteem; and,
- ✓ Pupil participation in extra-curricular opportunities.
- ✓ Family engagement through use of Family Wellbeing Service provided by Children 1st
- ✓ Pupils' ability to articulate their feelings and emotions through use of 'Kitbag' resource.

Of particular note, was the impact of the Reading Recovery programme which most schools used Pupil Equity Funding in order to introduce last session. A cohort of teachers were provided with extensive training and support from East Renfrewshire's Reading Recovery Teacher Leaders. In almost all cases, the reading age of identified pupils who had taken part in the programme, increased. Almost all schools have continued with the programme this session.

2018-19 was the second year that schools were allocated additional money based on the Pupil Equity Fund. The guidance issued to schools indicated that schools should plan to secure improvements over a three-four year period. However, as noted above, schools identified improvements in a range of outcomes after the first two years of funding. Taken cumulatively the authority is able to demonstrate progress in improving outcomes for the most disadvantaged learners, including (a more detailed analysis is included in the tables below):

- ✓ No primary exclusions in 2018-19; the secondary exclusion rate has remained very low;
- ✓ Primary and secondary attainment in reading, writing, talking and listening and mathematics has increased over the last four years;
- ✓ From 2016-17 to 2018-19, the attainment of disadvantaged primary and secondary pupils increased at a higher rate than the overall cohort, demonstrating that ERC schools are closing the poverty related attainment gap.

In 2017-18, S3 CfE attainment was the highest to date, with significant improvements noted for pupils registered for free school meals and those living in deciles 1 and 2. In 2018-19 S4 attainment at National 5 was the highest ever, with 78% of S4 pupils achieving 5 or more awards at SCQF Level 5 or better. In addition there was a 16% increase in the proportion of S4 pupils registered for free school meals achieving 5 more awards at Level 5 to 56%, reflecting the progress made the previous year to close the gap.

It is important to note that the improvements that establishments have made based on priorities associated with their self-evaluation have realised benefits for all pupils including those disadvantaged children and young people.

4. Identification of Good Practice and Areas of Challenge

ERC schools have highly effective systems in place to track and monitor pupil progress. Effective use of data played a significant role in selecting, monitoring and targeting interventions. A number of schools have reported increases in their use and understanding of data as result of the fund e.g. development of data walls.

The additional funding has also provided an opportunity to improve teaching skills and increase leadership opportunities. In a number of schools it has allowed staff to access training, increased reflection and analysis and supported schools to take forward new initiatives.

Schools identified a number of areas of good practice including:

- An increase in collaborative working with other establishments;
- An increase in effective partnership working with parents and local businesses;
- Development of literacy and numeracy resources;
- Leadership opportunities which resulted in increased motivation and job satisfaction
- The impact of the Reading Recovery programme on targeted learners

The main challenges for schools were:

- Recruitment and retention of staff; and,
- Ensuring clear indicators to measure improvement, particularly in health and wellbeing.

5. Next Steps

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The department will continue to self-evaluate its performance, share best practice across establishments and take the necessary steps to progress those areas identified where there is further scope for improvement. Further evidence will be gathered during year three of the funding.

A Pupil Equity Funding Conference has been organised for October 2019 in order to disseminate good practice. A number of schools will lead workshops at the event to share the impact of the work which they have undertaken as a result of Pupil Equity Funding. Representatives from other services and from across the West Partnership Regional Improvement Collaborative have also been invited to attend.

6. Additional Analysis – Outcomes and Impact

Attendance and Exclusions

	2015-16	2016-17	2017-18	2018-19
Number of exclusions per 1,000 pupils - Primary	0	0.1	0	0
Number of exclusions per 1,000 pupils - Secondary	4.0	6.7	7.4	6.7
Primary Attendance: P1-P7	96.6%	96.5%	96.1%	96.3%
Secondary Attendance: S1-S5	94.1%	93.8%	93.8%	93.9%

Primary Attainment: Excellence

Percentage of P1, P4 and P7 Pupils

	2015-16	2016-17	2017-18	2018-19	3 year Average Target 2018-19 to 2020-21
% Attaining or Exceeding Expected Levels - Reading	88.4	89.2	91.2	90.7	90
% Attaining or Exceeding Expected Levels - Writing	85.5	86.6	89.4	88.4	89
% Attaining or Exceeding Expected Levels – Talking & Listening	90.5	91.6	94.0	94.5	94
% Attaining or Exceeding Expected Levels - Mathematics	88.6	90.3	90.8	90.7	92

Primary attainment in reading, writing, talking and listening and mathematics has increased over the last four years. The 2018-19 performance in talking and listening was the highest to date, the 2018-19 performance in the other three curricular areas was the second highest to date.

Primary Attainment: Equity

Based on number of pupils registered for Free School Meals (FME) and the number of pupils living in deciles 1 and 2 (based on the Scottish Index of Multiple Deprivation)

	Pupils registered for Free School Meals				Pupils living in deciles 1 and 2			
	2015-16	2016-17	2017-18	2018-19	2015-16	2016-17	2017-18	2018-19
% Attaining or Exceeding Expected Levels - Reading	70	68	77	71	68	72	80	79
% Attaining or Exceeding Expected Levels - Writing	59	66	73	67	62	66	79	71
% Attaining or Exceeding Expected Levels – Talking & Listening	68	73	82	85	69	74	85	91
% Attaining or Exceeding Expected Levels - Mathematics	66	71	76	75	67	72	82	81

The attainment of primary pupils living in SIMD deciles 1 and 2 and those pupils registered for free school meals has increased over the last four years in all four curricular areas. The 2018-19 performance in talking and listening was the highest to date, the 2018-19 performance in the other three curricular areas was the second highest to date.

Primary Attainment: Closing the Gap

	Percentage Increase from 2016-17 to 2018-19		
	All Pupils	Pupils registered for Free School Meals	Pupils living in deciles 1 and 2
Reading	1.5	3	7
Writing	1.8	1	5
Talking & Listening	2.9	12	17
Mathematics	0.4	4	9

From 2016-17 to 2018-19, with the exception of writing for pupils registered for free school meals, the attainment of disadvantaged primary pupils increased at a higher rate than the overall cohort, demonstrating that ERC primary schools are closing the poverty related attainment gap.

Secondary Attainment: Excellence

Percentage of S3 Pupils

	2015-16	2016-17	2017-18	2018-19
% Attaining or Exceeding Third Level - Reading	93.9	95.2	96.6	97.7
% Attaining or Exceeding Third Level - Writing	92.5	94.6	96.6	96.4
% Attaining or Exceeding Third Level - Talking & Listening	94.5	94.5	97.4	97.0
% Attaining or Exceeding Third Level - Mathematics	94.6	95.5	97.1	96.2

	2015-16	2016-17	2017-18	2018-19	3 year Average Target 2018-19 to 2020-21
% Attaining Fourth Level - Reading	69.7	77.0	78.4	81.1	86
% Attaining Fourth Level - Writing	63.5	71.7	76.6	79.9	87
% Attaining Fourth Level - Talking & Listening	72.5	76.9	80.1	81.7	87
% Attaining Fourth Level - Mathematics	76.2	76.1	78.2	78.5	78.5

Secondary attainment (S3) at third and fourth levels in reading, writing, talking and listening and mathematics has increased over the last four years, with the 2018-19 performance the highest to date in all four curricular areas at fourth level and for reading at the third level.

Secondary Attainment: Equity

Based on number of pupils registered for Free School Meals (FME) and the number of pupils living in deciles 1 and 2 (based on the Scottish Index of Multiple Deprivation)

Third Level

	Pupils registered for Free School Meals				Pupils living in deciles 1 and 2			
	2015-16	2016-17	2017-18	2018-19	2015-16	2016-17	2017-18	2018-19
% Attaining or Exceeding Expected Levels - Reading	84.7	85.3	92.4	90.0	84.7	76.6	98.3	97.7
% Attaining or Exceeding Expected Levels - Writing	77.6	84.2	94.6	92.0	80.5	78.7	97.4	97.7
% Attaining or Exceeding Expected Levels – Talking & Listening	81.6	76.8	95.7	93.0	73.7	73.4	96.6	95.4
% Attaining or Exceeding Expected Levels - Mathematics	87.8	86.3	91.3	88.0	87.3	83.0	96.6	93.1

Fourth Level

	Pupils registered for Free School Meals				Pupils living in deciles 1 and 2			
	2015-16	2016-17	2017-18	2018-19	2015-16	2016-17	2017-18	2018-19
% Attaining or Exceeding Expected Levels - Reading	36.7	48.4	63.0	65.0	42.4	44.7	62.4	60.9
% Attaining or Exceeding Expected Levels - Writing	29.6	42.1	60.9	60.0	34.7	37.2	62.4	59.8
% Attaining or Exceeding Expected Levels – Talking & Listening	34.7	49.5	69.0	63.0	36.4	39.4	65.0	69.0
% Attaining or Exceeding Expected Levels - Mathematics	44.9	47.4	47.8	54.0	50	41.5	59.0	54.0

The attainment (third and fourth levels) of secondary pupils living in SIMD deciles 1 and 2 and those pupils registered for free school meals has increased over the last four years in all four curricular areas. The performance of pupils registered for free school meals at the fourth level was particularly strong in reading and mathematics, the attainment in talking and listening of pupils living in SIMD deciles 1 and 2 was the highest to date.

Secondary Attainment: Closing the Gap Third Level

	Percentage Increase from 2016-17 to 2018-19		
	All Pupils	Pupils registered for Free School Meals	Pupils living in deciles 1 and 2
Reading	2.5	5	21
Writing	1.8	8	19
Talking & Listening	2.5	16	22
Mathematics	0.7	2	10

Fourth Level

	Percentage Increase from 2016-17 to 2018-19		
	All Pupils	Pupils registered for Free School Meals	Pupils living in deciles 1 and 2
Reading	4.1	17	16
Writing	8.8	18	23
Talking & Listening	4.8	14	30
Mathematics	2.4	2	13

From 2016-17 to 2017-18, with the exception of mathematics at fourth level for pupils registered for free school meals, the attainment of disadvantaged secondary pupils increased at a higher rate than the overall cohort, demonstrating that ERC schools are closing the poverty related attainment gap.

Allocations in 2019-20

School	Allocation
Braidbar Primary School	£21,600
Busby Primary School	£33,600
Calderwood Lodge Primary School	*
Carlibar Primary School	£127,200
Carolside Primary School	£12,000
Crookfur Primary School	£31,200
Cross Arthurlie Primary School	£75,600
Eaglesham Primary School	£31,200
Giffnock Primary School	£24,000
Hillview Primary School	£52,800
Kirkhill Primary School	£36,720
Mearns Primary School	£66,000
Neilston Primary School	£50,400
Netherlee Primary School	£25,920
Our Lady Of The Missions Primary School	£42,120
St Cadoc's Primary School	£26,400
St Clare's Primary School	£21,600
St John's Primary School	£52,800
St Joseph's Primary School	£13,200
St Mark's Primary School	£117,600
St Thomas' Primary School	£27,600
Thornliebank Primary School	£37,200
Uplawmoor Primary School	*
Barrhead High School	£63,600
Eastwood High School	£60,000
Mearns Castle High School	£42,000
St Luke's High School	£70,800
St Ninian's High School	£38,880
Williamwood High School	£36,000
Woodfarm High School	£59,400
Isobel Mair School	£118,800

Notes:

For schools where revealing the allocation level may be disclosive to individuals, results have been redacted and replaced with a *

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