

REPORT TO: Education Committee

MEETING DATE: 11 June 2019

BY: Depute Chief Executive (Resources & People Services)

SUBJECT: Pupil Equity Fund

1 PURPOSE

- 1.1 The purpose of this report is to provide the Committee with an update on how schools are using Pupil Equity Funding allocated by the Scottish Government to raise attainment and close the poverty related attainment gap.

2 RECOMMENDATIONS

- 2.1 The Committee is asked to note the contents of this report.

3 BACKGROUND

- 3.1 The Pupil Equity Funding (PEF) is additional funding from the Scottish Government allocated directly to schools to be targeted at closing the poverty related attainment gap. The Scottish Government committed to this funding as part of the Scottish Attainment Challenge programme from 2017-18. The PEF funding forms part of the £750M Attainment Scotland Fund which will be invested over the current Parliamentary term.

- 3.2 The PEF has been paid by the Scottish Government to local authorities by means of a ring-fenced grant with indicative amounts that should be allocated directly to schools. The amount allocated to each school has been calculated according to the number of children and young people in P1–S3 who are eligible to be registered for free school meals. The funding for 2018/19 was announced in February 2018 with a total amount of £1,565,160 allocated to East Lothian Council across almost all schools. Amounts allocated to each school varied considerably from £6,000 to over £100,000. The funding for 2019/20 was announced in February 2019, with a total amount of £1,560,600

allocated to East Lothian schools. Information on the allocation of PEF funding per school for 2017/18 and for 2018/19 is provided at Appendix 1.

3.3 The PEF fund comes with a number of conditions on the grant offer. These include:

- Pupil Equity Funding must be clearly additional to that which would otherwise have been allocated to the 2019/20 education budget. Pupil Equity Funding should not substitute or compensate for any spending reductions which arise from Local Authority budget efficiency savings.
- The funding allocations must be made available to schools in full, with no upfront top-slicing at authority level, although the Government recognises that there may be additional corporate costs for the Grantee – for example, those relating to HR, procurement, ICT etc. – which can reasonably be reflected in costs passed on to schools. These costs should be proportionate and consistent with the Grantee’s approach to securing Best Value.
- Pupil Equity Funding must provide targeted support for children and young people affected by poverty to achieve their full potential. Although the 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.
- Teachers whose posts are funded by Pupil Equity Funding will be additional to those which contribute to the Grantee’s pupil:teacher ratio commitment agreed separately with Scottish Government and so will not contribute to the delivery of that commitment.
- Head Teachers are expected to work in partnership with each other, and the local authority, to agree the use of the funding. Parents and carers, children and young people, and other key stakeholders should be involved in this process. Work to raise awareness of this through Parent Councils has been undertaken in session 2018/19.

3.4 The Scottish Government, working with Education Scotland has provided national guidance on how the additional funding should be used. East Lothian Council Education Service has provided additional support and guidance to schools to help them to determine how best to use this additional funding (Appendix 2).

3.5 Although the funding is allocated to schools on the basis of free school meal eligibility, Head Teachers have the discretion to make decisions about which children and young people would benefit most from any particular intervention, whilst keeping a clear focus on ensuring equity.

3.6 When developing their plans, Head Teachers are expected to consult fully with children, young people, staff, parents and the wider community.

- 3.7 School plans for PEF are expected to be based on robust evidence gathered from their ongoing self-evaluation, specifically focussed on the poverty-related attainment gap and which interventions are to be used to address it.

Use of PEF Funding

- 3.8 The majority of schools have chosen to appoint additional staffing to provide a range of support and targeted interventions. This has included additional teachers, pupil support assistants and other support staff. Information on the range of interventions planned in 2018/19 are provided at Appendix 3.
- 3.9 A range of Council Service areas have also been closely involved in supporting the implementation of PEF, for example, Finance, Procurement, HR, Data analysis, Education Psychology Services and Quality Improvement. In some cases, this additional workload has had a significant impact on existing workload.
- 3.10 Despite the significant planning and support put in place, a number of schools have found it challenging to implement the range of interventions planned for 2018/19. In most cases, these relate to difficulties recruiting appropriate staff to fulfil specific roles resulting in many of our schools revising their plans mid-year to take account of the difficulties with recruitment.
- 3.11 Four schools have not yet been able to spend their full PEF allocation but meet the Scottish Government guidelines to carry forward the unspent PEF to the end of the academic year. Three of these schools are due to exceptional circumstances.

Impact of PEF

- 3.12 School Standards and Quality reports must provide information on the impact of PEF and the success of interventions. During session 2018/19, the Quality Improvement team have been engaging with individual schools and groups of schools on arrangements for evidencing the impact of PEF.
- 3.13 Schools are currently reflecting on the use of PEF across 2018/19 and using their evaluations of the successes and challenges to work with children, young people, staff, parents and the community to plan the use of the PEF for 2019/20. Where Head Teachers have reported some success with their interventions, they are looking to build on these and also to build sustainability. Where there have been challenges, for example through staffing, Head Teachers are revising their plans, supported by their Quality Improvement Officer, to ensure their interventions can have the greatest chance of success for children, young people and their families.
- 3.14 Early examples of improving outcomes for young people within our secondary schools include:
- Successful introduction of nurturing approaches within a secondary school has ensured that young people are engaging more positively in their learning in class.

- A strong focus on young people's health and wellbeing in another secondary school is beginning to have a positive impact on their engagement in their learning and also in their self-esteem.
- A range of positive interventions to raise attainment in numeracy and literacy and improve health and wellbeing are in place in another secondary school. In numeracy, additional staff time is targeted at young people who require additional support and includes those who could move from National 4 to National 5. There has been a documented increase in the number of pupils presented for National 5.

3.15 Early examples of improving outcomes for children within our primary schools include:

- One primary school has worked extensively on analysing their data to understand their attainment gap better. Staff have put in place a wide range of literacy, numeracy, health and wellbeing and nurture interventions and to date, have noted good progress in children's learning overall.
- In another primary school they have used their funds to provide a nurture base and have more recently set up breakfast club. Funds have been used to redeploy or extend the hours of existing staff to support these initiatives. Staff working closely with children report that attendance and punctuality have improved as a result of the breakfast club. Staff in a focus group advised that the nurture provision and literacy intervention are having a positive impact on children in classes.
- A primary school is using PEF to support and consolidate learning within literacy and numeracy in response to data analysis. This is also happening in another small school where there has been significant progress demonstrated through tracking and professional dialogue.
- In a larger primary school, PEF has been used to develop a lunch time club supporting vulnerable children alongside the development of a foodbank and a community fridge. The community have reported stronger relationships with the setting. Partnerships with the school have been enhanced to improve outcomes for many children.

3.16 Reporting on the impact of PEF continues to be a challenge for Head Teachers, especially where there is no data to reliably measure progress across all intervention strategies and improvement may be due to a range of factors. The Quality Improvement Service and groups of Head Teachers have worked closely with the Education Scotland Attainment Advisor for East Lothian to look at identifying the attainment gap and also in measuring the impact of interventions. This work will be further developed in 2019/20.

- 3.17 The school review process in primary and secondary schools has a focus on the Management of Resources and use of PEF. School inspections also now focus on schools' success in raising attainment and achievement and ways in which they can demonstrate improvements in equity for all learners.
- 3.18 Education Scotland has recently introduced inspections of those Local Authorities who are 'Attainment Challenge Authorities'. These inspections have a strong focus on how local authorities are closing the poverty related attainment gap. While these start with the aforementioned Challenge Authorities there is an understanding that they may be extended to all 32 local authorities. The Education Service Chief Operating Officer is a Professional Associate and may be deployed as a team member on a local authority inspection later this year.

4 POLICY IMPLICATIONS

- 4.1 None

5 INTEGRATED IMPACT ASSESSMENT

- 5.1 The subject of this report does not affect the wellbeing of the community or have a significant impact on equality, the environment or economy.

6 RESOURCE IMPLICATIONS

- 6.1 Financial - East Lothian Council must adhere to the SG grant conditions. This means that use of PEF must provide additionality and not be used to mitigate any other efficiency savings. In recognition of the grant conditions and the significant additional workload created for central staff e.g. HR, procurement, finance, schools agreed to contribute a small amount towards their additional use of these services.
- 6.2 Personnel - Schools have sought to recruit additional staff requiring new posts to be created and new job descriptions. Schools need to closely manage contracts to ensure that temporary staff are not falling into permanency with the local authority.
- 6.3 Other - none

7 BACKGROUND PAPERS

- 7.1 Appendix 1 – 2017-2018 and 2018-2019 allocations
- 7.2 Appendix 2 – Pupil Equity Funding – Implementation Framework, East Lothian Council 2019/20.

7.3 Appendix 3 – PEF Overview 18/19

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APPENDIX 1

| School | Stage | 2017/18 PEF allocation | 2018/19 PEF Allocation |
|---------------------------------------|-----------|------------------------|------------------------|
| Aberlady Primary School | Primary | £6,000 | £5,400 |
| Athelstaneford Primary School | Primary | £7,200 | £7,200 |
| Campie Primary School | Primary | £57,600 | £55,200 |
| Cockenzie Primary School | Primary | £33,600 | £34,800 |
| Dirleton Primary School | Primary | £8,400 | £7,560 |
| Dunbar Primary School | Primary | £97,200 | £94,800 |
| East Linton Primary School | Primary | £15,600 | £14,040 |
| Elphinstone Primary School | Primary | £10,800 | £10,800 |
| Gullane Primary School | Primary | £12,000 | £10,800 |
| Haddington Infant School | Primary | £43,200 | £45,600 |
| Humbie Primary School | Primary | £0 | £0 |
| Innerwick Primary School | Primary | £7,200 | £6,480 |
| King's Meadow Primary School | Primary | £28,800 | £37,200 |
| Law Primary School | Primary | £31,200 | £28,080 |
| Longniddry Primary School | Primary | £2,400 | £6,000 |
| Loretto RC Primary School | Primary | £28,800 | £25,920 |
| Macmerry Primary School | Primary | £21,600 | £19,440 |
| Musselburgh Burgh Primary School | Primary | £84,000 | £75,600 |
| Ormiston Primary School | Primary | £24,000 | £22,800 |
| Pencaitland Primary School | Primary | £6,000 | £5,400 |
| Pinkie-St Peter's Primary | Primary | £111,600 | £120,000 |
| Prestonpans Infant and Nursery School | Primary | £106,800 | £104,400 |
| Prestonpans Primary School | Primary | £73,200 | £65,880 |
| Saltoun Primary School | Primary | £6,000 | £6,000 |
| Sanderson's Wynd Primary School | Primary | £99,600 | £110,400 |
| St Gabriel's RC Primary School | Primary | £27,600 | £28,800 |
| St Martin's Primary School | Primary | £32,400 | £38,400 |
| St Mary's RC Primary School | Primary | £10,800 | £9,720 |
| Stenton Primary School | Primary | £2,400 | £2,160 |
| Stoneyhill Primary School | Primary | £19,200 | £17,280 |
| Wallyford Primary School | Primary | £88,800 | £79,920 |
| West Barns Primary School | Primary | £9,600 | £9,600 |
| Whitecraig Primary School | Primary | £30,000 | £37,200 |
| Windygoul Primary School | Primary | £97,200 | £87,480 |
| Yester Primary School | Primary | £21,600 | £22,800 |
| Dunbar Grammar School | Secondary | £42,000 | £46,800 |
| Knox Academy | Secondary | £24,000 | £25,200 |
| Musselburgh Grammar School | Secondary | £85,200 | £76,800 |
| North Berwick High School | Secondary | £21,600 | £25,200 |
| Preston Lodge High School | Secondary | £63,600 | £62,400 |
| Ross High School | Secondary | £70,800 | £75,600 |

Appendix 2

Pupil Equity Funding- Implementation Framework East Lothian Council 2019/2020

Introduction – What is it?

Pupil Equity Funding (PEF) has been provided by the Scottish Government to raise attainment amongst those children and young people who face barrier to their learning due to the impact of poverty. PEF has been allocated based on the numbers of children and young people from P1 to S3 in each primary, secondary and special school in Scotland on the basis of free school meal eligibility (FSM). A total of £1.5 million of funding has been made available to 41 East Lothian schools for financial year 2017/18; it is expected that this will be available each year for duration of the current administration.

Please see 'Education Scotland; Pupil Equity Funding – National Operational Guidance 2019 <https://www.gov.scot/publications/pupil-equity-funding-national-operational-guidance-2019/> for further information.

Key Principles

- Headteachers will have access to the full amount of funding allocated to them.
- The funding will be used to deliver activities, interventions or resources that are clearly additional to those which were already planned.
- Headteachers will work in partnership with each other, and their Local Authority to agree the use of the funding.
- Headteachers will be accountable to their Local Authority for the use of funding in their schools.
- Schools will take account of the statutory responsibilities of the Local Authority to deliver educational improvement, secure best value and respect the Authority's role as an employer.
- The operation of the funds will articulate as closely as possible to existing planning and reporting procedures e.g. School Improvement Plans and Standards & Quality reports. These documents should provide clarity to stakeholders on how PEF is being used.
- Funding will be used to provide targeted support for children and young people affected by poverty to achieve their full potential whilst keeping a clear focus on equity. Although the funding is allocated on the basis of free school meal eligibility, Headteachers can use their professional judgement to bring additional children into the targeted interventions and approaches.

- Parents and carers, children and young people and other key stakeholders will be involved in the planning process.
- Headteachers must develop a clear rationale for the use of the funding, based on a clear and robust contextual analysis which identifies the poverty related attainment gap in their school and, plans must be evidenced in what is known to be effective at raising attainment for children affected by poverty.
- Schools will have plans in place at the onset to evaluate the impact of the funding. Schools must have plans in place at the onset to evaluate the impact of the funding. These plans should outline clear outcomes to be achieved and how to progress towards these, and the impact on closing the poverty related attainment gap will be measured. If, as a result of this ongoing monitoring, the plans are not achieving the results intended, these plans should be amended.
- Schools can carry forward underspent funds into a new financial year but must liaise closely with the Local Authority to agree arrangements for doing this. It is expected that the carry forward into a new academic year will only happen in exceptional circumstances.

Planning for Improvement: Use of Pupil Equity Funding

Although funding is allocated to schools on the basis of free school meal eligibility, Headteachers have discretion to make decisions about which children and young people would benefit most from any particular intervention or approach, whilst keeping a clear focus on delivering equity.

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

The guidance provided in the recent [Driving Excellence and Equity: Advice on School Improvement Planning 2019/20](#), together with HGIOS⁴ and HGIOELC⁵ gives essential advice to schools about creating a meaningful improvement plan in line with the key priorities of the National Improvement Framework (NIF) which are:

- Improvement in attainment, particularly in literacy and numeracy;
- Improvement in children and young people's health and wellbeing; and
- Improvement in employability skills and sustained positive school leaver destinations for all young people.

Planning for the use of PEF should be integrated within this framework. Planning will be integrated into ongoing self-evaluation and school improvement planning processes which will include robust measures of impact and progress.

A framework, 'Interventions for Equity' has been developed to support the planning and implementation of evidence based interventions. The examples cited are there to act as a stimulus to develop reflection on what could work in local contexts and are not the only interventions that should be considered.

Step 1 – Identify Gaps

In selecting the most impactful Interventions and approaches that will contribute towards addressing the poverty related attainment gap in any given context it is essential to identify

the targeted group of children or young people. How do we do this? Schools need to identify the barriers to learning for pupils as a result of poverty and analyse the impact on pupil attainment. Barriers may include factors such as poor attendance, narrow experience of life outside school, poor parenting, being a young carer, and being care experienced. Analysing these barriers against school performance data and other evidence will help to identify more precisely where progress needs to improve for pupils who are underachieving as a result of poverty, factors that may be hindering that progress and where and what kind of additional support is required.

Some pupils who may be living in poverty may not be falling behind their peers academically. In these cases schools should ensure that the relevant pupils are clearly identified on the school's tracking system so that evidence of their performance is clear; document how whole school initiatives to raise attainment will impact on these pupils; use PEF to raise aspirations and access to opportunities if appropriate.

- Complete an in-depth analysis of the barriers to learning in your local context
- Scrutinise existing data to ensure decision making is based on data and evidence of where the gaps are in your local context
- Seek the views of parents/carers and stakeholders

Step 2 - Identify Outcomes and Success Criteria

Once barriers have been identified and schools know the group of pupils they wish to target attention must then be given to the equity focussed outcomes they are hoping to achieve. Consideration needs to be given to the long term outcomes outlined in the NIF however more specific, equity focussed outcomes should be identified. These may include: raising attainment of the bottom 20% of learners in literacy and/or maths; improving attendance/reducing exclusion of pupils in the bottom SIMD bands; increase positive destinations for pupils who have been care experienced; increase parental engagement for pupils living in bottom SIMD bands.

It may be useful to evaluate current interventions and strategies. Consider for example, how much funding is currently being used on whole school interventions versus targeted interventions; how much is being deployed across classes/stages? what early interventions are currently in place? what partnerships are already in place? what impact are they having? There are no right or wrong answers but a full analysis of current spend and interventions may help inform decisions about how to use PEF.

Against each of the desired equity focussed outcomes schools should set one or more success criteria which should be measurable, achievable, realistic and timed.

- Consider and clearly articulate the outcomes that are expected to be achieved taking into account your local context (e.g. size of school, amount of PEF, stakeholders views)
- Have a clear understanding of how success will be measured giving specific details of the changes in the data expected and the ways in which this will be measured

Step 3 - Identify What Works and Decide What to Take Forward

Schools need to look outwards for evidence of what works whilst being mindful that ...in education, “what works?” is not the right question because everything works somewhere and nothing works everywhere. So what’s interesting, what’s important in education is: “under what conditions does this work?” Dylan William, 2017.

It is important to identify interventions that can be targeted at the children and young people who are most disadvantaged (see Appendix D). Schools need to use the evidence gathered and make decisions on what would be the best approach to use in their context. These interventions should not be seen in isolation to other efforts to raise attainment and achievement.

Pupil Equity Funding should be used in conjunction with a range of interventions and approaches to encourage and enhance professional dialogue taking fully into account the local context.

Consideration should be given to working in partnership with other schools, sharing practice and building capacity. Other partnerships should also be considered, such as with local third sector partners, for example, to support family learning or health and wellbeing. Some examples of local partners and providers have been documented in Appendix E.

When developing proposals, schools should consider the feasibility of their plans taking into factors such as procurement and recruitment timescales. See Appendix B (recruitment) and Appendix C (procurement) for further information.

- Consider a wide range of evidence and interventions – consult with a range of stakeholders and colleagues
- Seek out excellence practice in other schools – whilst always being mindful of your context
- Access reliable and up-to-date sources on what works in raising the attainment of disadvantaged children (see Appendix D)
- Consider the scale and sustainability of possible interventions and approaches - be mindful of recruitment and procurements processes

Step 4 – Create Action Plan

In their plan, schools, with the support of their Local Authority, should identify the issue to be addressed, and the target group or groups of pupils most in need of additional support based on an analysis of local evidence and data. Schools should ensure that they focus on a small number of specific aspects of literacy, numeracy or health and wellbeing. They should choose which aspects will best meet their pupils’ needs, based on an analysis of their context, their school improvement plan and the current evidence base. Whilst a particular focus may overlap with other areas, there should be a clear rationale for why they have chosen this approach, with clear methodology to measure impact in this area.

Impact should be considered in terms of the desired outcomes for pupils and how progress towards these will be measured over time. Improvement plans should include consideration of how data will be collected and reported. Establishing baseline measures and clearly articulated outcomes and measures of impact is necessary in defining progress and next steps for targeted individuals and group.

The Education Endowment Foundation has produced a DIY Evaluation Guide to support teachers and schools in designing and carrying out small-scale evaluations in schools - [https://v1.educationendowmentfoundation.org.uk/uploads/pdf/EEF_DIY_Evaluation_Guide_\(2013\).pdf](https://v1.educationendowmentfoundation.org.uk/uploads/pdf/EEF_DIY_Evaluation_Guide_(2013).pdf) (see Appendix D). Advice on evaluation can also be sought from the Educational Psychology Service.

A template is provided in Appendix A which should be used to set out details of the proposed Action Plan. This is the paperwork that needs to be submitted to the Local Authority Planning and Support team before funding will be released to schools.

- The funding seeks to deliver improvements to educational attainment and specifically targeting to reduce the impact of poverty on attainment outcomes.
- Funding may cover staff costs, logistics, resources or services. The funding cannot be used for capital expenditure.
- Funding must provide additionality to core service delivery in new or enhanced way.
- Targeted deliverables in outputs such as hours of activity, numbers of pupils, parental involvement etc. are required.
- Targeted outcomes should be specified: for example, attainment levels, attendance, exclusions, positive destinations.
- Parent and Pupil Council's should be consulted on the proposed plan. Ensure your plan and report is accessible all groups and that they have a forum to discuss the information provided.

Step 5 - Reporting on Outcomes and Impact

Schools will clearly define outcomes to enable progress and impact to be measured. Where appropriate, consideration should be given to defining short, medium and long term outcomes to enable progress to be measured over time and to ensure that plans are resulting in improvements. Teacher professional judgement of CfE levels is a key factor in measuring progress.

Schools will incorporate details of the PEF into all existing reporting processes such as SIP and Standards and Quality reporting. It is essential that frequent evaluation of progress towards targeted outcomes is considered. Frequent updates should also be provided to Parent Councils and Quality Improvement Officers.

Where the impact of the interventions put in place may have been negligible, look at the data carefully to establish the reasons for this and then construct a new plan to ensure that this is rectified moving forward.

- The PEF plan should be incorporated into the school SIP
- Regular evaluation of progress towards outcomes must be considered. Encourage all staff to monitor the impact of the intervention via staff discussions, regular feedback slots, parental surveys etc.

- Targeted outcomes should be specified: for example, attainment levels, attendance, exclusions, positive destinations.
- Intervene quickly where any strategy or intervention fails to show impact

East Lothian PEF Planning Central Support

All PEF proposals will be reviewed by key central staff - COO, QIO, EP and HR/Finance/Procurement colleagues. This year we will also pilot some peer review as part of our work on self-improving schools. The purpose of this will be to make links to activities across the Local Authority and to ensure the plan being proposed meets national and local terms and conditions of staffing and expenditure is compliant with procurement regulations.

Timeline

- Proformas seeking review of 2018/19 spend, impact and planning for 2019/20 submitted to Lynnsey Innes by 1st June 2019.
- Discussion and exploration for collaborative working should take place at a school and cluster level with regards to the proposals that will be submitted.
- Implementation should be ongoing and build on spend from 2017/18 and 2018/19 including any carry forward

Appendices (stored on Education Exchange/Pupil Equity Funding)

Appendix A – PEF Proforma

Appendix B – Recruitment

Appendix C – Procurement

Appendix D – Resources to Support Evidence Based Practice

Appendix E – Examples/Contac

| School | Allocation | Planned actions and interventions | Delivery |
|---------------------|------------|--|---|
| Aberlady Primary | £5400 | Outdoor activities support Metacognition and self-regulation strategies Literacy and Numeracy support – Early intervention Health and wellbeing support for parents | Class teachers and nursery nurse/ASN hours |
| Athelstaneford | £7200 | Literacy interventions Numeracy interventions Mindfulness Planned interventions | Additional interventions through staffing and resources Potentially releasing PT |
| Campie Primary | £55200 | Numeracy and Literacy interventions Family support Chromebooks Phonics resource | Additional teacher and ASN Resources |
| Cockenzie Primary | £36000 | Data analysis Nurture | Additional staff and training |
| Dunbar Grammar | £42000 | Targeted intervention to improve attainment | Additional staff |
| Dunbar Primary | £94800 | Literacy support – early intervention Numeracy intervention at P4 to P7 Nurture | Additional staff |
| Dirleton Primary | £7560 | Fresh start approach to reading Numeracy academy approach to pedagogy Supported trips and residential | Additional staff Training |
| East Linton Primary | £14040 | Literacy interventions Homework group Targeted support | TBA |
| Elphinstone Primary | £10800 | Early intervention – Literacy and Numeracy Nature nurture Family learning DYW Homework club | Additional staffing Transport costs |
| Gullane Primary | £8400 | Early intervention – Literacy and Numeracy? To be confirmed | TBC |

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| Haddington infant | £43200 | Targeted support for Literacy and Numeracy Breakfast club | Release existing staff Funding support to families |
| Innerwick Primary | £7200 | Targeted support for Literacy and Numeracy | Additional staffing |
| King's Meadow Primary | £37200 | Nurture Interventions to support literacy and numeracy | Additional staffing and resources |
| Knox Academy | | Targeted support for literacy Nurture | |
| Longniddry Primary | | Deliver 'Emotion Works' Early intervention for literacy Nessy licenses | Professional development and additional resources Licenses and Staffing |
| Loretto Primary | £28000 | Targeted Literacy support Additional management cover | Support for Learning Staffing Resources |
| Law Primary | | Nurture | Additional staffing |
| Macmerry Primary | £21600 | Targeted support for literacy and numeracy Family support and liaison | Release PT as 'Attainment Advisor' |
| Musselburgh Burgh | | Nurture Support for Learning | Additional support for learning Additional support staff |
| Musselburgh Grammar | £85000 | Nurture Health and wellbeing Intervention Employability Attainment | Additional staffing |
| North Berwick high School | £21600 | Literacy interventions Support for SEBN | Resources and additional staffing |
| Ormiston | £22800 | Maths recovery | Additional staff hours |
| Pencaitland Primary | £5400 | Maths recovery interventions | Additional staff hours |

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| Pinkie St Peters | £111600 | Creativity Nurture Support for learning Easter and summer lunch clubs Home start | Staffing |
| Prestonpans infant | £104400 | Raising attainment – literacy and numeracy Family learning Outdoor learning | Additional staff Resources |
| Prestonpans Primary | | Nurture Breakfast club | Additional Support for Learning Additional staffing |
| Preston Lodge High | £63000 | Intensive literacy support programme SRA Cognitive theory Targeted interventions | Additional staffing Resources |
| Ross High | £70800 | Nurture Intensive Literacy and Numeracy interventions Health and wellbeing | Additional staffing |
| Saltoun Primary | £6000 | Developing play Numeracy and literacy Digital learning | Additional staff hours Resources |
| Sanderson's wynd Primary | £110000 | Nurture Support for Learning for Literacy and Numeracy Targeted support Lunch club | Additional staffing Funding to support lunch club |
| St Gabriels Primary | | Targeted support for literacy Nurture EAL | Resources Additional staffing |
| St Martin's Primary | £38400 | Targeted interventions and support – literacy, numeracy, health and wellbeing Inclusion | Additional PT Inclusion |
| St Mary's Primary | £9720 | Numeracy and Literacy support Support for parents | Additional staff |

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|--------------------|--------|---|---|
| Stenton Primary | £2400 | Additional support for numeracy | Additional staff hours |
| Stoneyhill Primary | £19200 | Support for Learning Reading and spelling programme Reading intervention – P1 to P3 Health and wellbeing clubs | Additional staff hours Resources |
| Wallyford Primary | £88800 | Support for Learning Improve engagement Promote creativity and play Home link Social and emotional support | Additional PT Additional staffing Resources Home link worker |
| West Barns | £9600 | Literacy and Numeracy support and intervention | Additional staff hours |
| Whitecraig | £30000 | Environmental improvements to improve learner engagement | Resources |
| Windygoul Primary | £87480 | Family engagement Nurture Targeted support to raise attainment | SfL Additional staff hours Additional staff |
| Yester Primary | £21600 | Nurture Breakfast club Numeracy Read, write inc | Training Resources |