Attainment Scotland Fund Evaluation: Headteacher Survey Topline Briefing Report 2020

CHILDREN, EDUCATION AND SKILLS

Headteacher Survey 2020
Topline Findings Briefing Report

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Contents

Key Messages

This report presents key findings from the fifth survey of headteachers of schools in receipt of Attainment Scotland Fund (ASF) support.The survey was issued to all schools in receipt of Challenge Authority (CA) and Schools Programme (SP) funding, and 50% of those in receipt of Pupil Equity Funding (PEF). A total of 420 responses were received, a 27% response rate.

ASF and supported approaches

A great majority of headteachers (98%) felt they understood the challenges and barriers faced by pupils affected by poverty. A large majority (84%) indicated that the approach to achieving equity is embedded within their school.

> 98% understand the barriers for pupils affected by poverty

A large majority of schools (85%) had developed their approach to achieving equity from the previous year, a significant increase since 2019. A substantial proportion (46%) of schools also developed their approach further during school building closures in March to June 2020. Schools were more likely to have developed their approach during school building closures if their approach had developed from the previous year.

> 84% have embedded the approach to equity in their school

Use of data and evaluation

> 84% felt they have good data/evidence skills

A large majority of headteachers were positive about their use of data and evidence in developing approaches (84%), and measuring the impact of their approaches (82%). Most were also positive about use of evidence to measure impact (76%), and measuring of progress (78%). However, there has been a deterioration since 2019 in headteachers' rating of their use of data to develop approaches, and measure impact.

Impact

> 90% have seen improvement in closing the gap, 88% expect improvement in the next few years

A large majority (90%) of headteachers have seen improvement in closing the poverty-related gap in attainment and/or health and wellbeing as a result of ASF supported approaches (a 12-point increase since 2017). A similar number (88%) expected to see improvement in closing the gap

over the next few years, although this represents a 10-point reduction since 2019. Headteachers were more likely to expect further improvement if they had already seen 'a lot' of improvement to date.

The great majority (95%) felt that COVID-19 and school building closures had at least some impact on their progress in closing the poverty-related attainment gap (61% had seen a 'significant impact'). Secondary schools and those with middle to higher PEF allocations were most likely to feel that their progress had been significantly affected.

Survey analysis indicates that headteachers are most likely to have seen progress in closing the gap where there has been changes of culture or ethos (such as embedding the approach to equity or improved collaborative working), improved understanding of barriers faced by pupils and families, strong skills and knowledge in use of data and evidence, and engagement with families and communities.

> ### 63% expect progress and/or the focus on closing the gap to be sustainable

Nearly two thirds (63%) of headteachers expected progress to date and/or the focus on equity to be sustainable beyond funding. Headteachers were more positive about sustainability of focus than of progress to date; 34% expected progress to be sustainable, and 58% expected the focus on equity to be sustainable (a significant increase since 2019).

> ### 65% have seen an increase in collaborative working

Nearly two thirds (65%) of headteachers had seen an increase in collaborative working up to March 2020 as a result of ASF support. A substantial proportion (46%) also indicated that they had seen a further increase in collaborative working during school building closures.

Pupil Equity Funding

The majority (76%) of headteachers felt there was sufficient support in place to develop and implement their school plan for PEF, a 20-point increase since 2017.

> ### 94% felt they had autonomy, 89% felt PEF provided additional resource to address the attainment gap

The great majority (94%) of headteachers felt they had the autonomy to develop PEF plans that responded to local context and needs. Views were also very positive on whether PEF had provided additional resources to help schools address the poverty-related attainment gap (89% felt this had been the case).

1. Introduction

1.1. This report provides an overview of headline findings from the 2020 survey of headteachers of schools in receipt of support from the Attainment Scotland Fund (ASF). The survey was commissioned by Scottish Government's Learning Analysis Unit to inform the wider evaluation of ASF.

Background

1.2. Launched in 2015, the Scottish Attainment Challenge (SAC) is supported by the £750 million Attainment Scotland Fund with the strategic aim of closing the poverty-related attainment gap between children and young people from the least and most disadvantaged communities.

1.3. The Scottish Attainment Challenge has developed and expanded since 2015, and currently incorporates the following main strands:

- **Pupil Equity Funding (PEF)** provides funds directly to schools for headteachers to use at their discretion on initiatives that they consider will help close the poverty-related attainment gap. Over 97% of schools in Scotland have been allocated funding, based on the estimated numbers of pupils in Primary 1 to S3 registered for free school meals.

- **The Challenge Authority (CA) and Schools Programmes** (SP) provide additional resource to nine local authorities, and 73 schools outwith those local authorities with the highest levels of deprivation. Each Challenge Authority/Schools Programme school receives funding and support to deliver improvement plans focused on literacy, numeracy and health and wellbeing to tackle the poverty-related attainment gap.

1.4. As the Scottish Attainment Challenge has evolved, the focus of the evidence being collected through the Headteacher Survey has moved from primarily being about processes towards a greater focus on progress and impact of approaches being delivered. This evidence is helping to inform the progress being made towards delivering the long-term outcomes of the programme.

Study objectives and methodology

1.5.   This is the fifth survey of headteachers of schools in receipt of ASF support. Surveys in 2016 and 2017 included headteachers across the Challenge Authorities and Schools Programmes, with a sample of PEF-only schools included for the first time in the 2018 survey. The survey sample was expanded for the 2019 survey to include all schools in receipt of CA, SP and/or PEF support.

1.6.   The present survey coincided with the COVID-19 pandemic, with fieldwork conducted in January and February 2021 during a period of school building closures. The survey sample was therefore reduced to limit the burden on schools affected by the pandemic and school building closures. All CA and SP schools, and 50% of schools in receipt of PEF only were invited to participate. The survey methodology otherwise remained consistent with that used in previous surveys.

1.7.   The survey sought headteacher views and experiences relating to the 2019/20 academic year. Survey content was adapted from that used in the 2019 survey. Key indicators were maintained where survey findings are used to track trends over time, alongside the introduction of new questions looking specifically at schools' experience of ASF during the first period of school building closures from March to June 2020. Survey design kept a tight focus on key questions which can inform the ongoing ASF evaluation, to limit survey completion time and the associated burden on schools.

Survey response

1.8.   A total of 420 responses were received by survey close, equivalent to an overall response rate of 27%. This represents a 20-point decrease in survey response since 2019, primarily due to a 30-point decrease in response from PEF-only schools (13% compared to 43% in 2019). As noted above, survey fieldwork took place in early 2021 during a period of school building closures, and associated increase in pressure on school resources. In this context, we very much appreciate those schools able to participate. Moreover, the volume of response is sufficient to produce robust results to inform the wider ASF evaluation.

Survey response 2016 to 2019

Survey response by ASF stream
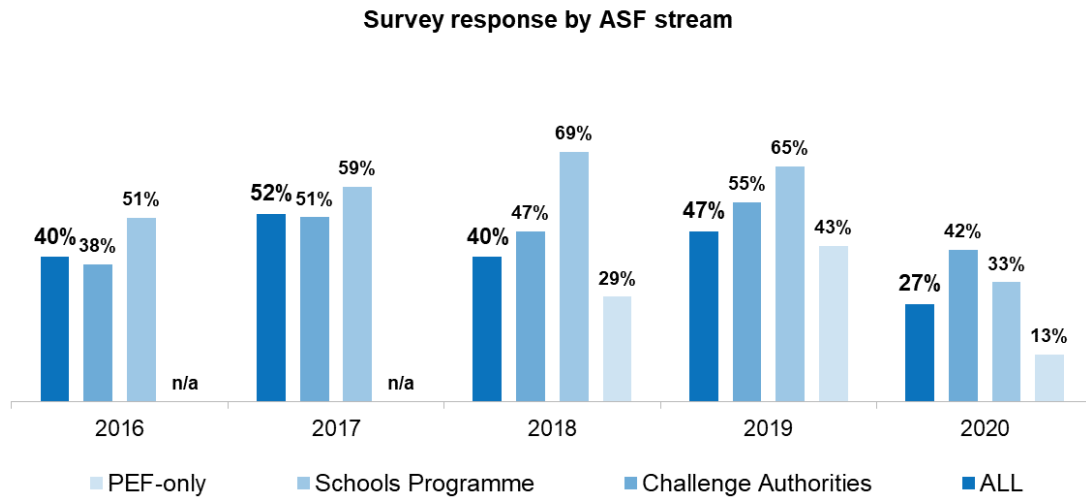
1.9. The table below summarises the profile of survey respondents, and compares this with all schools in receipt of ASF support. In terms of the profile of respondents, the largest groups are Challenge Authority schools, primary schools, schools in urban areas, and schools with a middle or upper PEF allocation. This differs from the profile of all ASF-supported schools on a number of indicators, in part due to the change in sampling approach for the present survey:

- Challenge Authority schools are over-represented and PEF-only schools under-represented. This is due to the 50% sample taken of PEF-only schools (compared to the 100% sample of CA schools), compounded by a lower response rate from PEF-only schools. Survey weighting has been used to correct for this response bias.

- Schools with lower PEF allocations are under-represented, and those with higher allocations are over-represented. This is also in part due to the under-representation of PEF-only schools (which typically have lower PEF allocations) and over-representation of CA schools (which typically have higher allocations).

- Schools in rural areas are under-represented, and schools in urban areas over-represented. Again, survey weighting has been used to correct for this.

Profile of survey respondents

	Respondents (n=420)	All schools in receipt of ASF	Differential
Attainment Scotland Fund			
Challenge Authorities	58%	27%	31%
Schools' Programme	11%	3%	8%
PEF-only	31%	67%	-36%
PEF allocation[1]			
Lower	10%	22%	-12%
Middle	43%	42%	0%
Higher	40%	21%	19%
Unknown	7%	14%	-
School sector			
Primary schools	80%	80%	-1%
Secondary schools	15%	15%	1%
Special schools	5%	5%	0%
Unknown	0%	0%	-
Urban/rural location			
Urban	64%	49%	15%
Small town	10%	10%	-1%
Rural	15%	33%	-18%
Unknown	11%	7%	-

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[1] 'Lower', 'middle' and 'higher' ranges of PEF allocation are based, respectively, on the lower 25% of schools, middle 50% of schools, and upper 25% of schools in terms of PEF allocation in 2018/19.

2. Key survey findings

2.1. This section provides an overview of survey findings across key survey themes. These include views on ASF and ASF-supported approaches, use of data and evidence, impact of ASF-supported approaches, and experience of the Pupil Equity Fund.

ASF and supported approaches

2.2. A great majority of headteachers felt they understood the challenges and barriers faced by pupils affected by poverty; 98%, including 78% who felt they understood this 'to a great extent'. This is similar to 2019 survey results, and was also consistent across ASF streams. However, those in small town and rural areas, and those with lower PEF allocations were less likely to feel that they understood these challenges.

Understanding of challenges/barriers faced by pupils affected by poverty in your school

Understand challenges/barriers...

2020	78%	20% 1%1%
2019	73%	22% 4% 1%

● To a great extent ● To a moderate extent ○ To some extent ● Not very well ● Not at all

By Urban/Rural area: To a great extent

Urban	88%
Small town	62%
Rural	65%

By PEF Allocation: To a great extent

Lower	64%
Middle	80%
Higher	89%
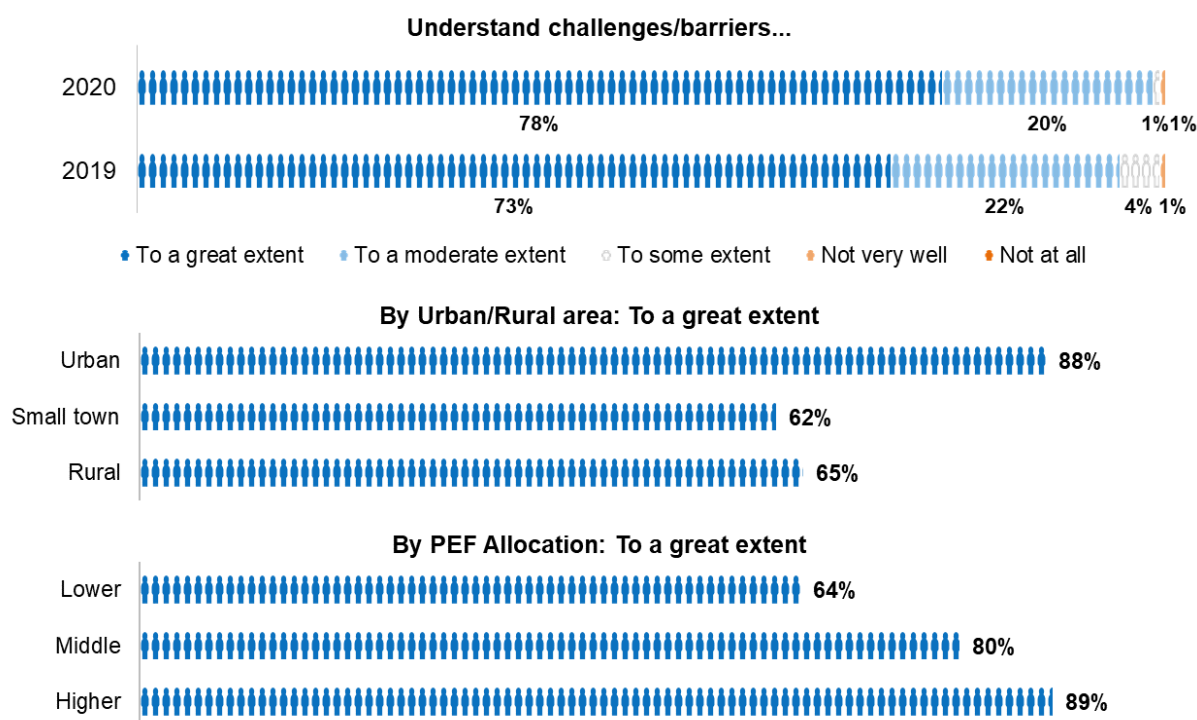
2.3. A large majority of headteachers felt that the approach to achieving equity in education is embedded within their school community; 84% felt that their approach was embedded within their school community to a great or moderate extent. Only 3% felt their approach was not very well embedded.

2.4. These findings are very similar to 2019 survey results, and were broadly consistent across key respondent groups.

Whether approach to achieving equity is embedded within the school community

Approach is embedded…

Year	To a great extent	To a moderate extent	To some extent	Not very well	Not at all
2020	35%	49%	13%	3%	
2019	37%	47%	14%	2%	

● To a great extent ● To a moderate extent ○ To some extent ● Not very well ● Not at all
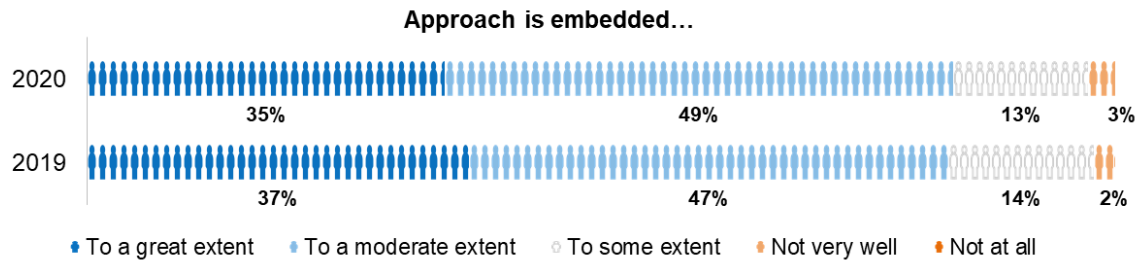
2.5. A large majority of schools have included a focus on the pupils or parents experiencing deprivation or disadvantage as part of their approach to achieving equity; 83% include a focus on those experiencing socio-economic deprivation and 77% include a focus on other types of disadvantage. However, most schools have taken a mixed approach, with 85% of all respondents indicating that they have used ASF to support 'universal' approaches. These findings are consistent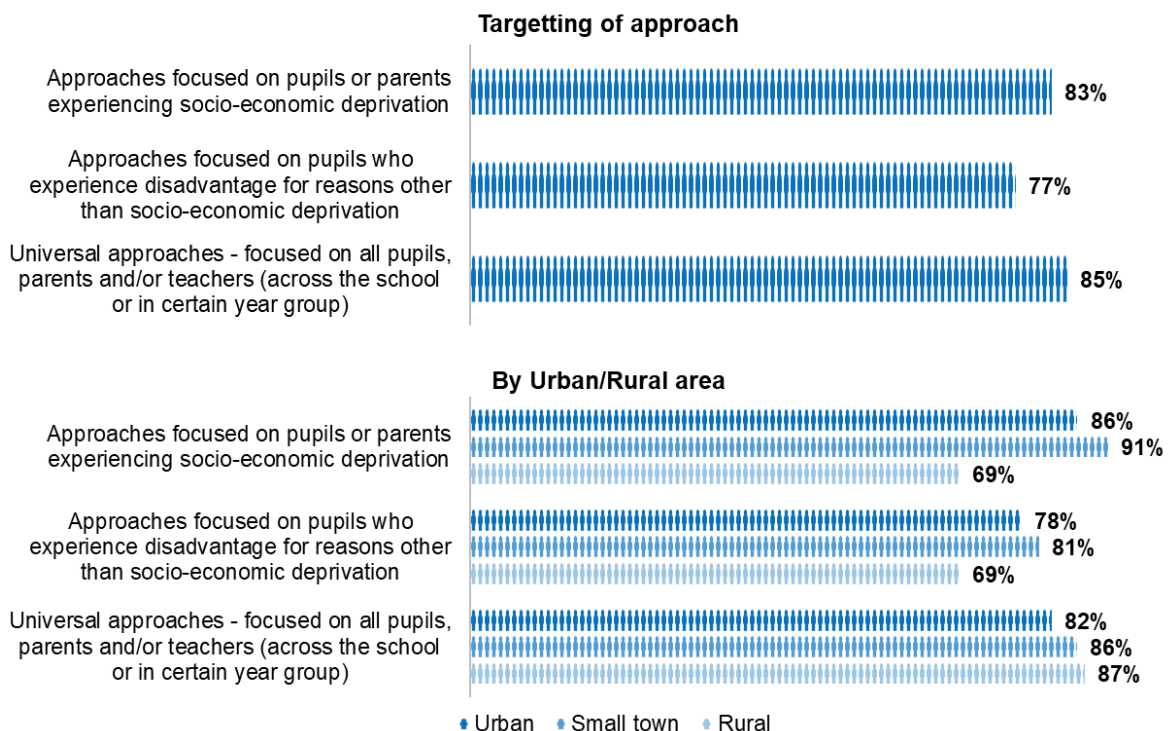 across most key respondent groups, although schools in rural areas are less likely to include a specific focus on those affected by socio-economic deprivation and/or other types of disadvantage.

How approach to achieving equity is targeted within the school community

Targetting of approach

Approaches focused on pupils or parents experiencing socio-economic deprivation	83%
Approaches focused on pupils who experience disadvantage for reasons other than socio-economic deprivation	77%
Universal approaches - focused on all pupils, parents and/or teachers (across the school or in certain year group)	85%

By Urban/Rural area

	Urban	Small town	Rural
Approaches focused on pupils or parents experiencing socio-economic deprivation	86%	91%	69%
Approaches focused on pupils who experience disadvantage for reasons other than socio-economic deprivation	78%	81%	69%
Universal approaches - focused on all pupils, parents and/or teachers (across the school or in certain year group)	82%	86%	87%

● Urban ● Small town ● Rural

6

2.6. A large majority of schools had developed their approach to achieving equity from the previous school year; 85% indicated that their approach at the start of 2019/20 had developed from 2018/19, including 20% where the approach had 'developed significantly'. This represents an increase on the previous survey, where 67% indicated that their approach had changed from the previous year.

2.7. A substantial proportion of schools also further developed their approach to achieving equity during school building closures in March to June 2020; 61% indicated this, including 15% where the approach had 'developed significantly' during this period. This finding was broadly consistent across key respondent groups. However, survey findings suggest that schools were more likely to have developed their approach during school closures if their approach had developed from the previous year. For example, 81% of schools who had significantly developed their approach from 2018/19 continued to develop their approach during school building closures, compared with 24% of schools who had little or no development from 2018/19.

To what extent approach to closing the poverty-related attainment gap has developed

Whether approach has developed

3% no change
12% limited development
20% developed significantly
65% developed to some extent

From previous year

9% no change
31% limited development
15% developed significantly
46% developed to some extent

During school building closures
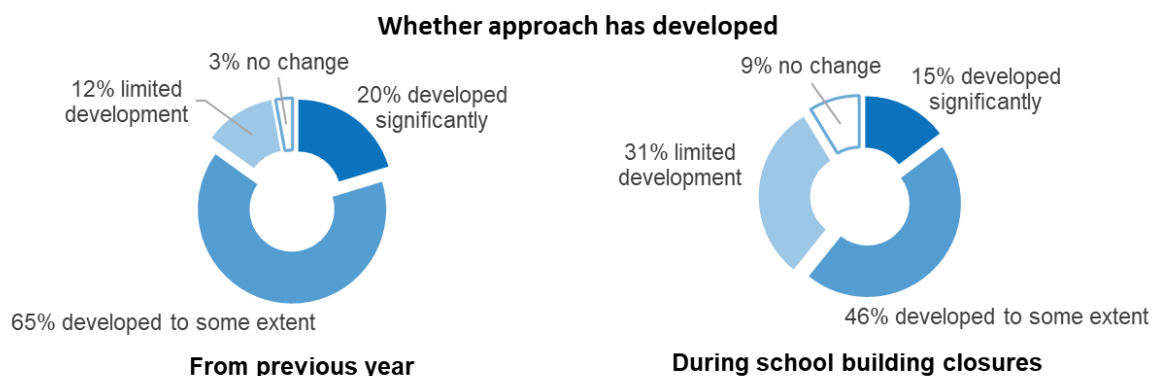
Use of data and evaluation

2.8. A large majority of headteachers felt that they are 'very good' or 'good' in using data and evidence to inform development of their approach; 84% indicated this. This represents a nine-point decrease from 2019, and is similar to the 2017 survey.

2.9. Headteachers were also positive about their skills in measuring the impact of their approaches; 82% were positive about their ability to identify appropriate measures, and 76% were positive about their use of evidence to measure impact. However, the latter result represents a 14-point decrease from the 2018 and 2019 surveys (where 90% felt they used evidence to effectively measure impact). It is also notable that PEF-only schools and those with lower PEF allocations were less positive than others on this indicator.

2.10. More than three quarters (78%) felt that they are 'very good' or 'good' at measuring the progress and impact of ASF-supported approaches. This finding was broadly consistent across key respondent groups.

Rating of school's approach to use of data and evaluation

Rating skills in use of data and evidence

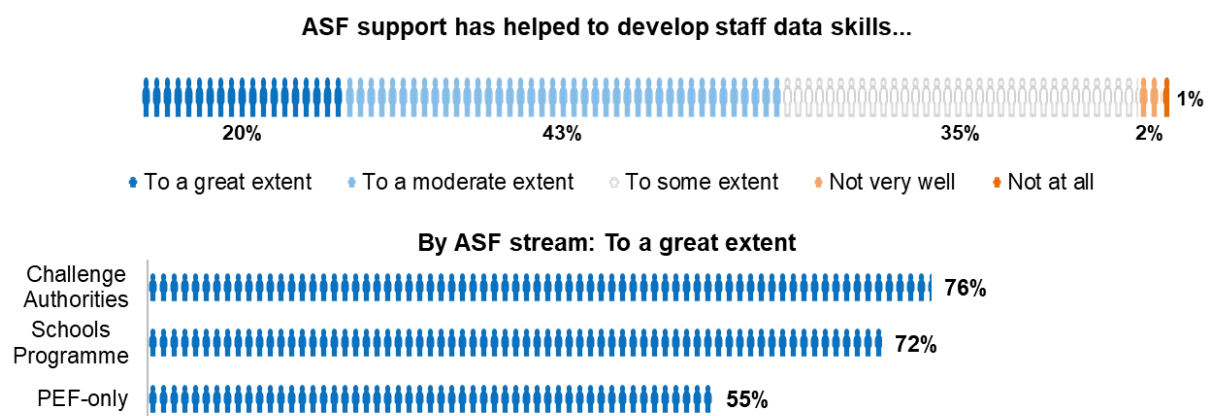|	Very good	Good	Adequate	Fairly poor	Very poor
Using data/evidence to inform development of approaches	34%	51%	14%	1%	
Identifying most appropriate measure(s) to assess impact	18%	65%	18%		
Using evidence to measure impact	20%	56%	22%	2%	
Measuring progress and impact of approaches	16%	63%	20%	1%	

• Very good • Good ○ Adequate • Fairly poor • Very poor

Time series: Perceived and expected improvement

Using data to develop approaches, 84%
Identifying measures, 82%
Using evidence to measure impact, 76%

2017   2018   2019   2020

2.11. The majority of schools feel that ASF support has helped to develop staff skills and knowledge in using data and evaluation; 63% indicated that ASF had helped to develop these skills to a 'great' or 'moderate' extent. Survey findings indicate some significant variation in views across key respondent groups. In particular, PEF-only schools, those in rural areas and those with lower PEF allocations were less positive on this measure.

To what extent ASF support helped to develop staff skills and knowledge in using data and evaluation

ASF support has helped to develop staff data skills...

To a great extent	To a moderate extent	To some extent	Not very well	Not at all
20%	43%	35%	2%	1%

• To a great extent • To a moderate extent ○ To some extent • Not very well • Not at all

By ASF stream: To a great extent

Challenge Authorities	76%
Schools Programme	72%
PEF-only	55%

By Urban/Rural area: To a great extent

Urban ▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮ **71%**

Small town ▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮ **60%**

Rural ▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮ **46%**

By PEF Allocation: To a great extent

Lower ▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮ **55%**

Middle ▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮ **61%**
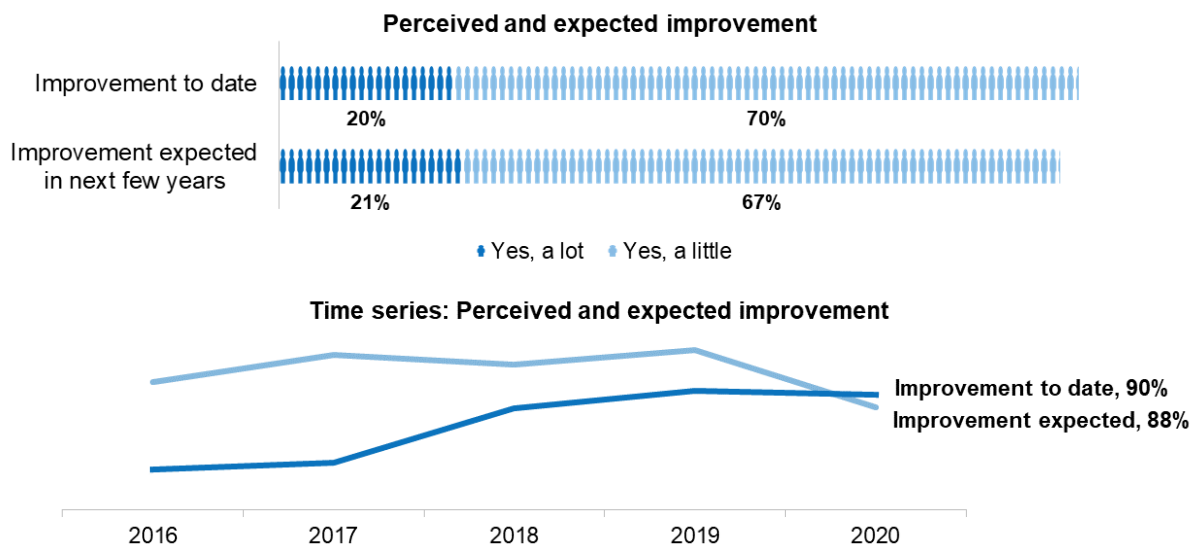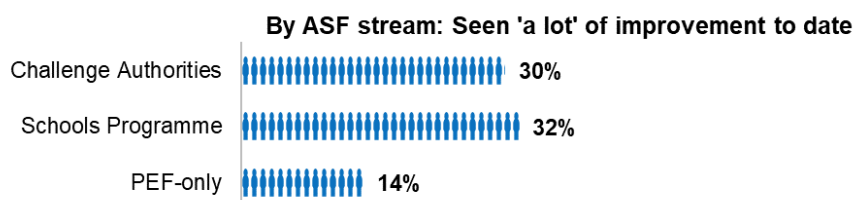
Higher ▮▮ **78%**
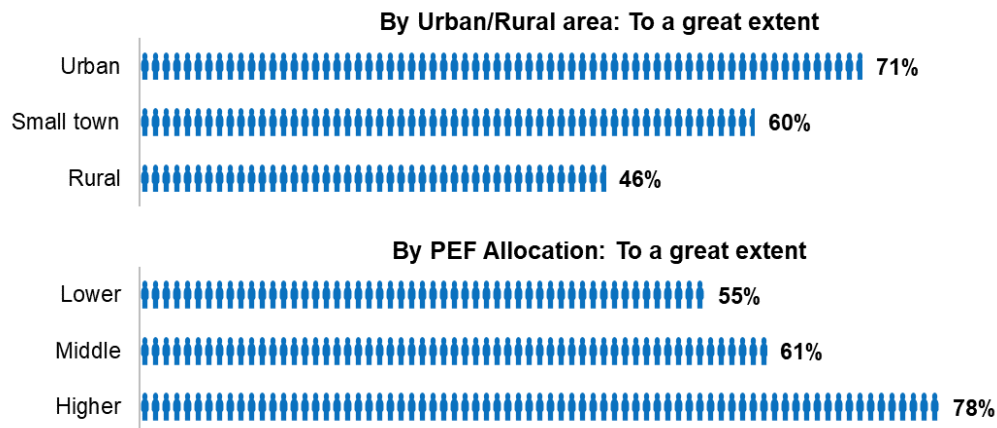
Impact

2.12. A large majority (90%) of schools reported seeing an improvement in closing the poverty-related gap in attainment and/or health and wellbeing as a result of ASF supported approaches. This included 20% that had seen 'a lot' of improvement to date. Survey data indicates that PEF-only schools were less likely to have seen 'a lot' of improvement to date.

2.13. A similar number of schools (88%) expected to see improvement in closing the gap over the next few years, although this represents a 10-point reduction since the 2019 survey. Survey responses also indicated some correlation between schools having already seen improvement, and expectations of further improvement; 67% of those who had seen 'a lot' of improvement to date expected to see 'a lot' more, compared with 11% of those who had only seen 'a little' improvement to date.

Perceived improvement in closing the poverty-related gap in attainment or health/wellbeing

Perceived and expected improvement

Improvement to date ▮▮
20%　　　　　　　　　**70%**

Improvement expected in next few years ▮▮
21%　　　　　　　　　**67%**

▮ Yes, a lot　▮ Yes, a little

Time series: Perceived and expected improvement

Improvement to date, 90%
Improvement expected, 88%

2016　　2017　　2018　　2019　　2020

9

By ASF stream: Seen 'a lot' of improvement to date

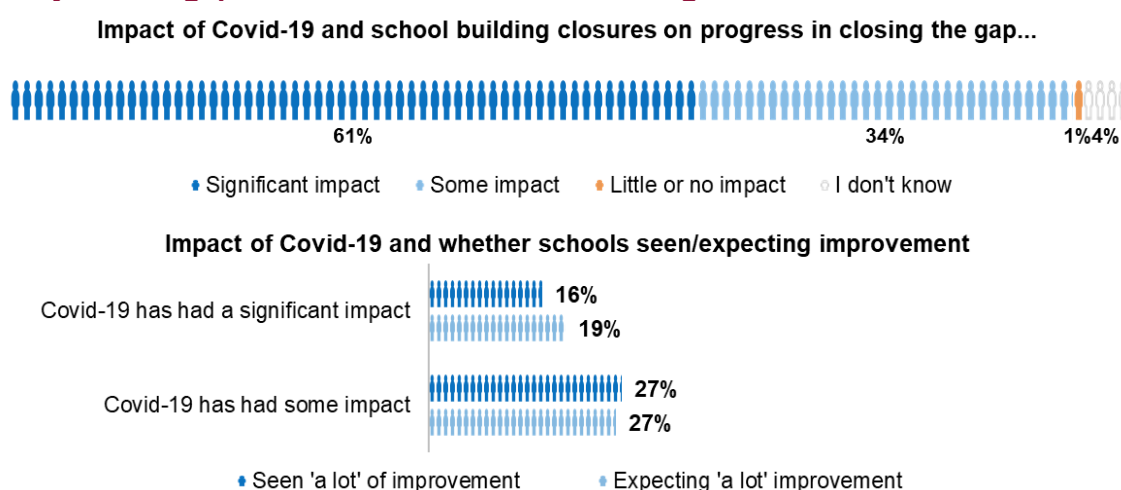|	
Challenge Authorities	30%
Schools Programme	32%
PEF-only	14%

2.14. The great majority of schools (95%) felt that COVID-19 and school building closures had at least some impact on their progress in closing the poverty-related attainment gap. This included 61% who felt that COVID-19 and school building closures had a 'significant impact' on their progress. Secondary schools and those with middle to higher PEF allocations were most likely to feel that their progress had been significantly affected by COVID-19 and school building closures.

2.15. Survey findings also indicate some correlation between perceived impact of COVID-19, and perceived improvement in closing the poverty-related attainment gap. For example, those who felt that COVID-19 has had a significant impact on their school were less likely to have seen 'a lot' of improvement to date.

Perceived impact of Covid-19 and school building closures on progress in closing the poverty-related gap in attainment or health/wellbeing

Impact of Covid-19 and school building closures on progress in closing the gap...

61%   34%   1%4%

• Significant impact   • Some impact   • Little or no impact   ○ I don't know

Impact of Covid-19 and whether schools seen/expecting improvement

Covid-19 has had a significant impact	16%
	19%
Covid-19 has had some impact	27%
	27%

• Seen 'a lot' of improvement   • Expecting 'a lot' improvement

Factors influencing impact

2.16. In addition to variation across respondent groups (such as funding stream, PEF allocation and urban/rural geography), survey analysis also considered correlation between perceived progress in closing the gap and other aspects of headteachers' experiences. This considered a wide range of factors including schools' approach to closing the gap, headteachers' understanding and awareness in shaping that approach, embedding equity, use of evidence, collaborative working, and views on availability of support for PEF.

2.17. This analysis indicates that a number of respondent groups are more likely to have seen progress in closing the gap (see the table below). In particular, survey results indicate that key factors in closing the gap include **changes of culture or ethos** (such as embedding the approach to equity or improved collaborative working), **better understanding of barriers** faced by pupils and families, skills and knowledge in **use of data and evidence**, and **engagement with families and communities**. This is similar to the findings of the 2019 survey, which highlighted changes in culture and ethos and improved understanding of barriers faced by pupils.
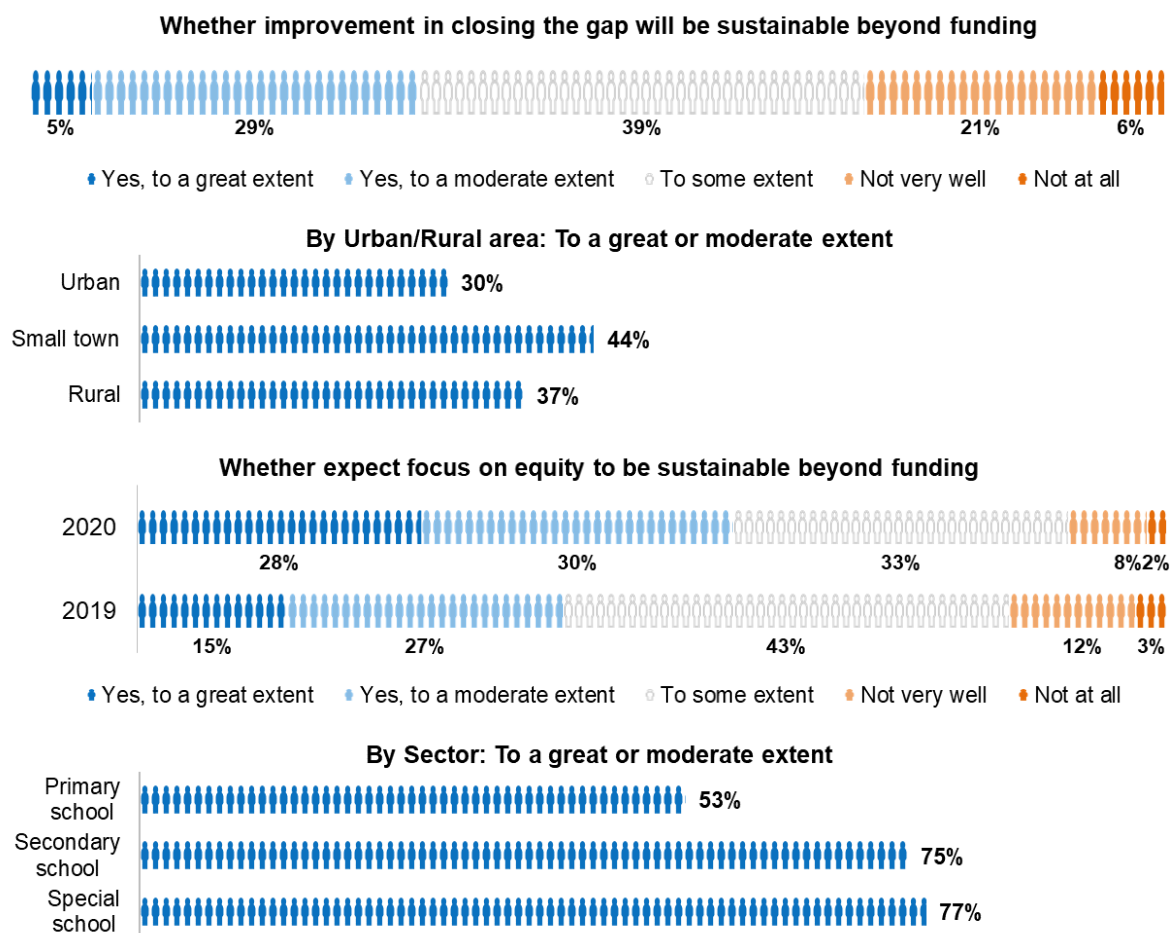
Respondent groups most likely to have seen progress in closing the gap

Feel that approach to achieving equity has been embedded within school community
Feel they understand the challenges and barriers faced by pupils and parents affected by poverty
Feel ASF has helped to develop staff data and evidence skills
Have seen an increase in collaborative working
Feel their measuring of progress and impact of approaches is 'very good' or 'good'
Feel their use of data and evidence to measure impact is 'very good' or 'good'
Engagement with families and communities has been part of the school approach
Approach to equity has developed from the previous school year

Sustainability of impact

2.18. Around a third (34%) of headteachers expected that the ASF supported improvement they had seen to date will be sustainable beyond the years of funding. This represents a seven-point reduction from the 2019 survey, although here has been a change in the question structure for the present survey which makes direct comparison difficult. Survey findings also show some variation across key respondent groups, with those in urban areas less likely to feel that their progress to date will be sustainable.

2.19. Views were more positive on the extent to which the focus on equity will be sustainable beyond the years of funding; 58% felt that this will be the case, a 17-point increase on the 2019 survey. Survey findings show some variation across key respondent groups, with primary schools less likely to feel that the focus on equity will be sustainable beyond funding.
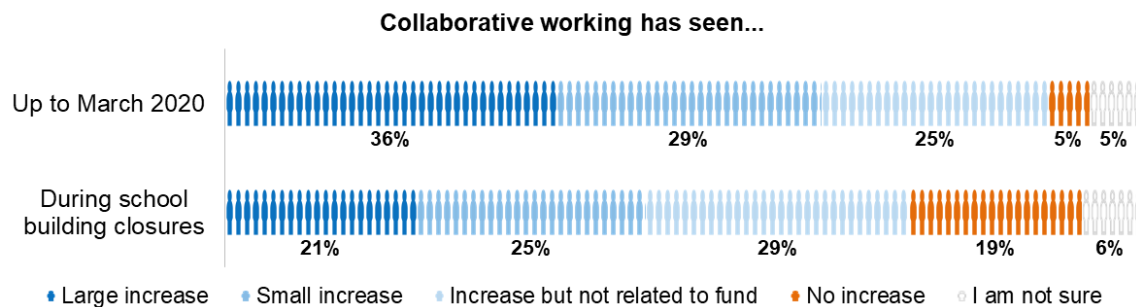
Views on sustainability of improvements

Whether improvement in closing the gap will be sustainable beyond funding

| 5% | 29% | 39% | 21% | 6% |

- Yes, to a great extent
- Yes, to a moderate extent
- To some extent
- Not very well
- Not at all

By Urban/Rural area: To a great or moderate extent

Urban	30%
Small town	44%
Rural	37%

Whether expect focus on equity to be sustainable beyond funding

| 2020 | 28% | 30% | 33% | 8% | 2% |
| 2019 | 15% | 27% | 43% | 12% | 3% |

- Yes, to a great extent
- Yes, to a moderate extent
- To some extent
- Not very well
- Not at all

By Sector: To a great or moderate extent

Primary school	53%
Secondary school	75%
Special school	77%

Collaborative working

2.20. The majority of headteachers had seen an increase in collaborative working in their school up to March 2020 as a result of ASF support. Nearly 2 in 3 (65%) indicated this, including more than a third (36%) who had seen a large increase in collaborative working as a result of the fund. This was broadly consistent with 2019 survey findings, although the proportion reporting increased collaboration has fallen from a peak in 2017.

2.21. A substantial proportion of headteachers indicated that they had seen a further increase in collaborative working during school building closures between March and June 2020; 46% indicated this.

2.22. Survey findings show some variation in school experiences around collaborative working. In particular, primary schools and those in rural areas were less likely to have seen an increase in collaborative working – up to and during the period of school building closures.
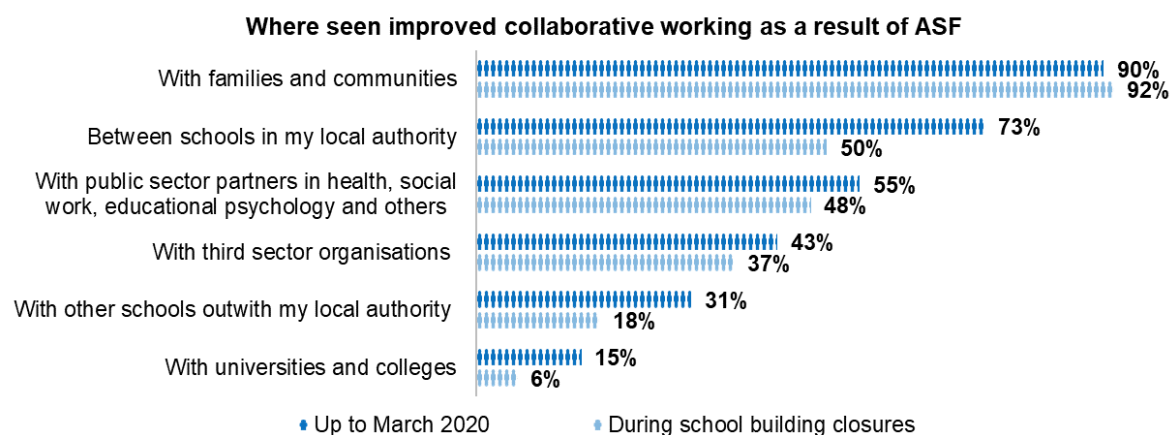
Whether seen an increase in collaborative working as a result of the Fund

Collaborative working has seen...

	Large increase	Small increase	Increase but not related to fund	No increase	I am not sure
Up to March 2020	36%	29%	25%	5%	5%
During school building closures	21%	25%	29%	19%	6%

● Large increase ● Small increase ○ Increase but not related to fund ● No increase ○ I am not sure

2.23. In terms of types of collaborative working, schools were most likely to have seen an increase in collaboration with families and communities, and other schools in their local authority. This applied both to the period up to and during school building closures, although survey results suggest that fewer schools were able to continue to improve collaboration with other schools during school building closures (50%, compared with 73% prior to closures). In contrast, 92% were able to continue to improve collaboration with families and communities during school building closures.

2.24. Survey findings show some variation in experience of collaboration across key respondent groups. This was particularly notable for collaboration with third sector organisations; Challenge Authority schools, secondary schools, and those in urban areas or small towns were most likely to have built collaborative working with third sector organisations.
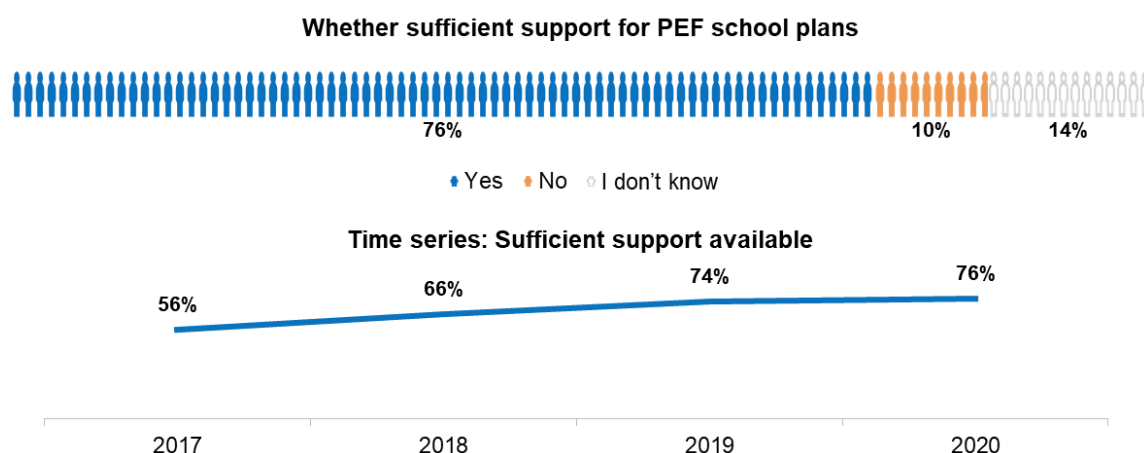
Where seen an increase in collaborative working as a result of the Fund

Where seen improved collaborative working as a result of ASF

	Up to March 2020	During school building closures
With families and communities	90%	92%
Between schools in my local authority	73%	50%
With public sector partners in health, social work, educational psychology and others	55%	48%
With third sector organisations	43%	37%
With other schools outwith my local authority	31%	18%
With universities and colleges	15%	6%

● Up to March 2020   ● During school building closures
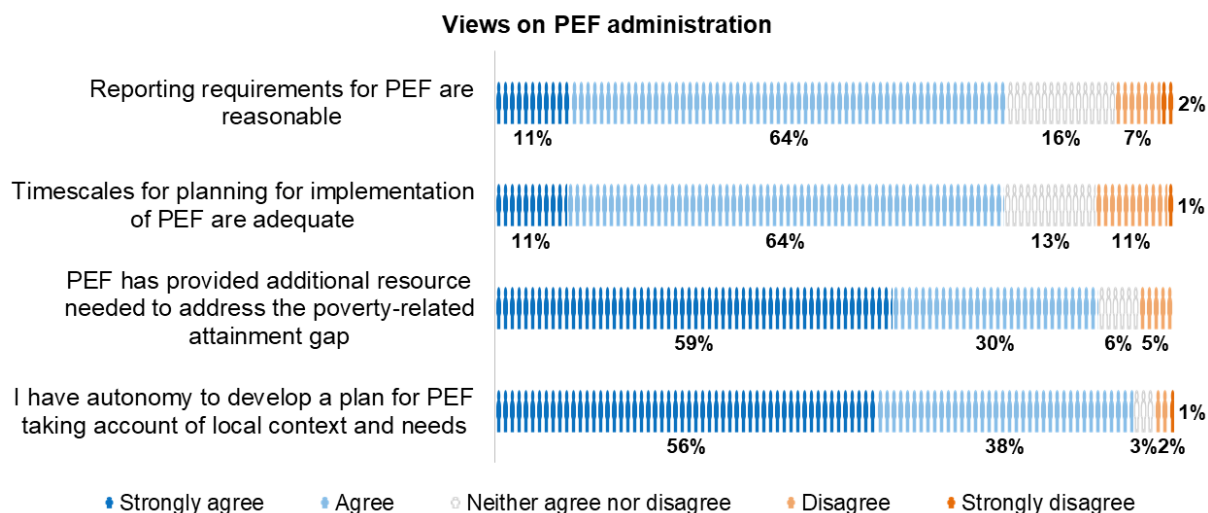
Pupil Equity Funding

2.25. More than 3 in 4 (76%) headteachers felt there was sufficient support in place to develop and implement their school plan for PEF. This was similar to the 2019 survey and represents a 20-point increase on the 2017 survey. Views were broadly similar across key respondent groups.

Whether felt sufficient support to develop and implement school plan for PEF

Whether sufficient support for PEF school plans

76%   10%   14%

● Yes   ● No   ○ I don't know

Time series: Sufficient support available

56%   66%   74%   76%

2017   2018   2019   2020

2.26. Headteachers were generally positive in relation to processes around the allocation of PEF. Most (75%) felt that reporting requirements associated with PEF were reasonable, and a similar proportion felt that timescales for planning for PEF have been sufficient (75%). These findings each represent a 12-point improvement from the 2019 survey.

2.27. Views were also very positive on whether PEF had provided additional resource needed to address the poverty-related attainment gap; 89% felt this has been the case. This is similar to the 2019 survey, and views were broadly consistent across key respondent groups.

2.28. The great majority of headteachers also felt they had autonomy to develop plans that are responsive to their local context and needs (94%). This view was consistent across key respondent groups and is similar to that reported in 2019.

Views on PEF processes and implementation

Views on PEF administration

Reporting requirements for PEF are reasonable
11%   64%   16%   7%   2%

Timescales for planning for implementation of PEF are adequate
11%   64%   13%   11%   1%

PEF has provided additional resource needed to address the poverty-related attainment gap
59%   30%   6%   5%

I have autonomy to develop a plan for PEF taking account of local context and needs
56%   38%   3%   2%   1%

● Strongly agree   ● Agree   ○ Neither agree nor disagree   ● Disagree   ● Strongly disagree

Annex 1: Tabular results

ASF and supported approaches

Understanding of challenges/barriers faced by pupils affected by poverty in your school

	All Schools		Challenge Authority	Schools Programme	PEF-only
To a great extent	327	78%	89%	87%	74%
To a moderate extent	85	20%	11%	13%	24%
To some extent	3	1%	0.3%	-	1%
To a small extent	3	1%	-	-	1%
Not at all	-	-	-	-	-

Whether approach to achieving equity is embedded within the school community

	All Schools		Challenge Authority	Schools Programme	PEF-only
To a great extent	145	35%	43%	40%	30%
To a moderate extent	206	49%	49%	47%	50%
To some extent	55	13%	7%	13%	16%
To a small extent	11	3%	1%	-	4%
Not at all	-	-	-	-	-

To what extent approach to closing the poverty-related attainment gap at start of 2019/20 developed from 2018/19

	All Schools		Challenge Authority	Schools Programme	PEF-only
Developed significantly	77	20%	20%	17%	20%
Developed to some extent	246	65%	69%	68%	63%
Limited development	47	12%	9%	9%	14%
No change	11	3%	2%	5%	3%

To what extent approach to closing the poverty-related attainment gap developed during the period of school building closures

	All Schools		Challenge Authority	Schools Programme	PEF-only
Developed significantly	56	15%	22%	13%	12%
Developed to some extent	176	46%	41%	68%	47%
Limited development	116	31%	32%	14%	31%
No change	33	9%	5%	5%	10%

Use of data and evaluation

Rating of school's approach to use of data and evaluation

	All Schools		Challenge Authority	Schools Programme	PEF-only
Using data and evidence to inform the development of approaches					
Very good	121	33%	39%	58%	29%
Good	186	51%	49%	42%	52%
Adequate	52	14%	12%	-	16%
Fairly poor	3	1%	-	-	1%
Very poor	-	-	-	-	-
Don't know	3	1%	-	-	1%
Identifying the most appropriate measure(s) to assess the impact of approaches					
Very good	64	18%	20%	36%	15%
Good	234	64%	68%	48%	63%
Adequate	64	18%	12%	16%	20%
Fairly poor	-	-	-	-	-
Very poor	-	-	-	-	-
Don't know	3	1%	-	-	1%

	All Schools		Challenge Authority	Schools Programme	PEF-only
Using evidence to measure whether approaches are having the desired impact					
Very good	73	20%	26%	52%	16%
Good	200	56%	62%	42%	54%
Adequate	77	22%	11%	6%	27%
Fairly poor	6	2%	0.4%	-	2%
Very poor	-	-	-	-	-
Don't know	3	1%	-	-	1%
Measuring progress and impact of approaches supported by Challenge Authority funding and/or Pupil Equity Funding					
Very good	57	16%	24%	41%	11%
Good	221	62%	60%	59%	63%
Adequate	70	20%	14%	-	23%
Fairly poor	4	1%	2%	-	1%
Very poor	-	-	-	-	-
Don't know	6	2%	0.4%	-	2%

To what extent ASF support helped to develop staff skills and knowledge in using data and evaluation

	All Schools		Challenge Authority	Schools Programme	PEF-only
To a great extent	71	20%	28%	46%	15%
To a moderate extent	152	43%	48%	25%	40%
To some extent	124	35%	20%	28%	42%
Not very well	8	2%	2%	-	2%
Not at all	3	1%	1%	-	1%

Impact

Perceived improvement in closing the poverty-related gap in attainment or health/wellbeing

	All Schools		Challenge Authority	Schools Programme	PEF-only
Whether seen improvement to date					
Yes, a lot	71	20%	30%	32%	14%
Yes, a little	252	70%	61%	69%	75%
No	11	3%	7%	-	2%
I don't know	24	7%	2%	-	9%
Whether expecting further improvement in the future					
Yes, a lot	73	21%	29%	38%	16%
Yes, a little	236	67%	57%	41%	73%
No	17	5%	8%	11%	3%
I don't know	25	7%	7%	11%	7%

Perceived impact of COVID-19 and school building closures on progress in closing the poverty-related gap in attainment or health/wellbeing

	All Schools		Challenge Authority	Schools Programme	PEF-only
Significant impact	215	61%	70%	85%	57%
Some impact	118	34%	28%	15%	37%
Little or no impact	3	1%	1%	-	1%
I don't know	15	4%	1%	-	6%

Views on sustainability of progress towards closing the poverty-related gap

	All Schools		Challenge Authority	Schools Programme	PEF-only
Whether <u>improvement</u> in closing the gap will be sustainable					
Yes, to a great extent	18	5%	9%	5%	3%
Yes, to a moderate extent	96	28%	31%	15%	27%
To some extent	131	38%	44%	54%	35%
Not very well	68	20%	11%	20%	24%
Not at all	20	6%	4%	6%	7%
I don't know	13	4%	2%	-	5%

	All Schools		Challenge Authority	Schools Programme	PEF-only
Whether <u>focus</u> on closing the gap will be sustainable					
Yes, to a great extent	94	28%	33%	38%	25%
Yes, to a moderate extent	104	30%	27%	32%	31%
To some extent	111	33%	31%	25%	34%
Not very well	26	8%	8%	5%	8%
Not at all	6	2%	1%	-	2%

Whether seen an increase in collaborative working as a result of the Fund

	All Schools		Challenge Authority	Schools Programme	PEF-only
Pre-school building closures (August 2019 to March 2020)					
Large increase in collaborative working as a result of the fund	121	36%	40%	37%	34%
Small increase in collaborative working as a result of the fund	97	29%	29%	37%	28%
Increase in collaborative working, but I don't think it is as a result of the fund	83	25%	25%	22%	25%
No increase in collaborative working	15	5%	4%	4%	5%
I am not sure	18	5%	2%	-	7%
During school building closures (March to June 2020)					
Large increase in collaborative working as a result of the fund	70	21%	18%	16%	22%
Small increase in collaborative working as a result of the fund	84	25%	25%	53%	23%
Increase in collaborative working, but I don't think it is as a result of the fund	96	29%	29%	26%	29%
No increase in collaborative working	63	19%	23%	5%	18%
I am not sure	21	6%	5%	-	7%

	All Schools		Challenge Authority	Schools Programme	PEF-only
Pre-school building closures (August 2019 to March 2020)					
Between schools in my local authority	213	73%	85%	53%	68%
With other schools outwith my local authority	90	31%	44%	38%	24%
With public sector partners in health, social work, educational psychology and others	161	55%	67%	58%	49%
With third sector organisations	126	43%	58%	68%	35%
With universities and colleges	44	15%	20%	26%	12%
With families and communities	263	90%	88%	89%	91%
During school building closures (March to June 2020)					
Between schools in my local authority	126	50%	54%	25%	50%
With other schools outwith my local authority	44	18%	20%	6%	17%
With public sector partners in health, social work, educational psychology and others	120	48%	55%	38%	45%
With third sector organisations	92	37%	59%	43%	27%
With universities and colleges	15	6%	6%	25%	5%
With families and communities	228	92%	91%	94%	92%

Pupil Equity Funding

Whether felt sufficient support to develop and implement school plan for PEF

	All Schools		Challenge Authority	Schools Programme	PEF-only
Yes	249	76%	84%	94%	72%
No	33	10%	8%	-	12%
I don't know	46	14%	8%	6%	17%

Views on PEF processes and implementation

	All Schools	Challenge Authority	Schools Programme	PEF-only
Reporting requirements associated with PEF funding are reasonable				
Strongly agree	35	11%	17%	11%	8%
Agree	202	62%	58%	73%	63%
Neither agree nor disagree	50	15%	17%	-	15%
Disagree	21	7%	5%	11%	7%
Strongly disagree	7	2%	2%	-	2%
Don't know	9	3%	0.4%	6%	4%
Timescales for planning for implementation of PEF have been adequate				
Strongly agree	34	11%	15%	11%	8%
Agree	204	63%	62%	84%	63%
Neither agree nor disagree	43	13%	12%	5%	15%
Disagree	34	10%	11%	-	11%
Strongly disagree	3	1%	0.4%	-	1%
Don't know	6	2%	0.4%	-	3%
PEF has provided my school with additional resource needed to address the poverty-related attainment gap				
Strongly agree	185	58%	61%	94%	53%
Agree	96	30%	34%	6%	30%
Neither agree nor disagree	19	6%	3%	-	8%
Disagree	16	5%	1%	-	7%
Strongly disagree	1	0.1%	0.4%	-	-
Don't know	6	2%	0.4%	-	3%
As headteacher I have autonomy to develop a plan for Pupil Equity Funding taking account of the school's local context and needs				
Strongly agree	180	55%	53%	78%	54%
Agree	121	37%	42%	22%	36%
Neither agree nor disagree	10	3%	3%	-	4%
Disagree	6	2%	2%	-	2%
Strongly disagree	3	1%	-	-	1%
Don't know	6	2%	0.4%	-	3%

Annex 2: Acronyms used

ASF	Attainment Scotland Fund
BGE	Broad General Education
CA	Challenge Authority
PEF	Pupil Equity Fund
SAC	Scottish Attainment Challenge
SIMD	Scottish Index of Multiple Deprivation
SP	Schools Programme

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