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Attainment Scotland Fund Evaluation: Headteacher Survey 2020 - Technical Report

CHILDREN, EDUCATION AND SKILLS

social research

Headteacher Survey 2020 Technical Report

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1. Survey methodology and response

1.1. The Scottish Government commissioned the survey to include headteachers of schools in receipt of Challenge Authority, Schools Programme and/or Pupil Equity Funding. The overall aim was to gather information in order to build on learning from previous surveys to further improve operation of the ASF, and to maximise the impact of programmes supported by the Fund. This included the following specific objectives:

- Provide insight on the experience of headteachers benefiting through each of the ASF streams during the 2019/20 school year, and understanding the impact of COVID-19 on ASF-supported approaches during March to June 2020;
- Consider whether (and how) experiences have varied across key groups;
- Build on longitudinal data to monitor changes over time; and
- Provide evidence of what is working and what is not working well to inform ongoing delivery of the ASF.

1.2. This was the fifth Headteacher Survey since 2016. The survey scope and content have evolved over this period, and for the present survey this involved streamlining of existing questions to minimise the burden on schools, and a small number of new questions exploring the impact of COVID-19 on work to close the attainment gap. The main themes explored through the survey were:

- Development of ASF-supported approaches including understanding of the challenges and barriers faced by pupils affected by poverty, capacity to select from the range of approaches that could be used to close the poverty-related attainment gap, and the extent to which achieving equity in education is embedded within school communities;
- Use of data and evaluation, including views on skills and capacity within the school to use evidence to develop approaches and measure their impact;
- Impact achieved in terms of closing the poverty-related attainment gap including how COVID-19 had affected progress to date, and views on the sustainability of progress and the focus on equity in education;

- The extent to which ASF support has contributed to an increase in collaborative working, within and between schools, and with other agencies;
- Views on processes around Pupil Equity Funding, including developing a PEF plan.

1.3. The survey sampling approach was modified from the 2019 survey to minimise the burden on the sector in the context of ongoing school building closures, while ensuring sufficient volume of responses to meet analysis requirements. On this basis, the survey was issued to headteachers of all Challenge Authority and Schools Programme schools, and 50% of those in receipt of Pupil Equity Funding only. The profile of schools across the three ASF streams and urban/rural geography is summarised below.

Survey population by ASF stream

	Challenge Authority	Schools Programme	PEF-only	All
Urban area	525	49	392	966 (60%)
Small town	47	8	113	168 (10%)
Rural area	61	8	341	410 (25%)
Unknown	25	8	38	71 (4%)
Total	658 (41%)	73 (5%)	884 (55%)	1,615

Note: 'Unknown' urban/rural location is recorded where school postcode information could not be matched to geocoding data.

1.4. Urban/rural stratification of the survey sample was based on the 6-fold Scottish Government urban/rural classification[1]:

- **Urban area**: schools in areas classified as '1: large urban' or '2: other urban';
- **Small town**: schools in areas classified as '3: accessible small town' or '4. remote small towns'; and
- **Rural area**: schools in areas classified as '5. accessible rural areas' or '6. remote rural areas'.

1.5. Consistent with previous surveys, survey invites were issued directly to schools, supported by promotion via Education Scotland and local authorities. The survey was issued in January 2021 and the fieldwork period extended to enable the broadest possible response, running to mid February 2021.

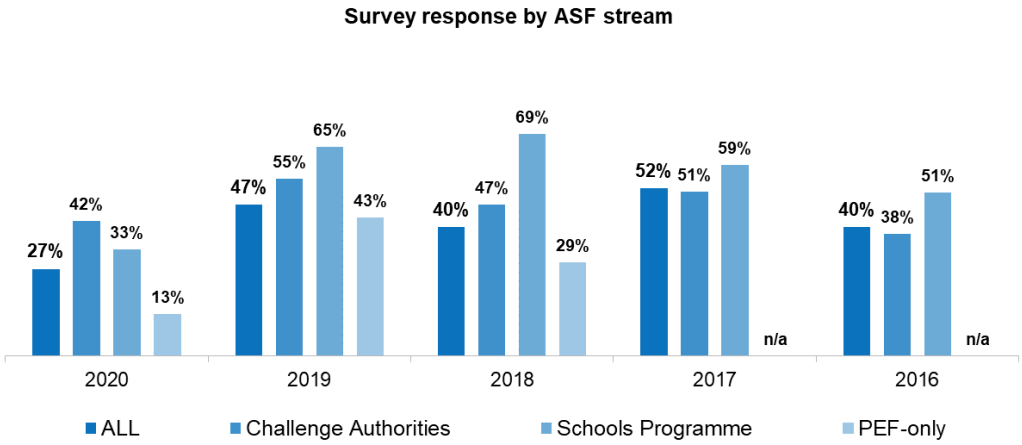
[1] www.gov.scot/Topics/Statistics/About/Methodology/UrbanRuralClassification

Survey response

1.6. A total of 420 responses were received by survey close, equivalent to an overall response rate of 27%. This represents a 20-point decrease 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 an 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 (see 'Analysis and Reporting' later in this section for further detail).

Overview of survey response

ASF Stream	Surveys issued	Returns	Response rate
Challenge Authority	658	278	42%
Schools Programme	73	24	33%
PEF-only	828	111	13%
Total	2,362	420	47%



1.7. 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 (i.e. the reduced sample size for PEF-only schools):

- 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

Attainment Scotland Fund	Respondents (n=420)	All schools in receipt of ASF	Differential
Challenge Authorities	58%	27%	31%
Schools' Programme	11%	3%	8%
PEF-only	31%	67%	-36%
PEF allocation[2]	**Respondents (n=420)**	**All schools in receipt of ASF**	**Differential**
Lower	10%	22%	-12%
Middle	43%	42%	0%
Higher	40%	21%	19%
Unknown	7%	14%	-
School sector	**Respondents (n=420)**	**All schools in receipt of ASF**	**Differential**
Primary schools	80%	80%	-1%
Secondary schools	15%	15%	1%
Special schools	5%	5%	0%
Unknown	0%	0%	-
Urban/rural location	**Respondents (n=420)**	**All schools in receipt of ASF**	**Differential**
Urban	64%	49%	15%
Small town	10%	10%	-1%
Rural	15%	33%	-18%
Unknown	11%	7%	-

[2] '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 2019/20.

Analysis and reporting

1.8. Survey responses have been weighted by ASF stream and urban/rural location to adjust for response bias; all results presented in the remainder of this report are weighted. Base numbers for each survey question vary due to question non-response – i.e. they results exclude non-respondents to the question unless stated otherwise.

1.9. Survey analysis has used hypothesis tests with a 5% significance level to identify significant differences from previous survey findings, and across key respondent groups. These included:

- ASF stream;
- PEF allocation;
- School sector; and
- Urban/rural location.

1.10. Where variation across these groups is noted in the body of the survey report, this is based on a statistically significant difference between groups.

1.11. Survey data showed some inconsistency between responses and data on ASF support provided to schools - for example, 28 Challenge Authority respondents indicated that their school received only Pupil Equity Funding. The categorisation of respondents used in our analysis has been based on Scottish Government records rather than self-reporting.

1.12. The survey included a number of questions giving headteachers the opportunity to respond in their own words. This feedback has been coded into broad themes, and the results presented in the survey report. This includes the percentage of respondents coded into each theme – note that these percentages are based on those answering the question, and respondents can be assigned to multiple themes. Presentation of written feedback also includes direct quotes - this material has been edited for brevity and to ensure anonymity.

2. Survey Questions

The Attainment Scotland Fund

1. The Scottish Attainment Challenge, supported by the Attainment Scotland Fund, aims to close the poverty-related attainment gap by achieving equity in education. To what extent would you say you understand the challenges and barriers faced by pupils affected by poverty in your school?

2. How aware are you of the range of approaches that could be used to close the poverty-related attainment gap?

3. To what extent do you feel confident in selecting the approach(es) to closing the poverty-related attainment gap that would be most effective in your school?

4. To what extent has an overall approach to achieving equity in education, specifically in relation to the poverty-related attainment gap, been embedded within your school community?

5. As a result of COVID-19 and school building closures from March 2020, greater flexibility was provided in how ASF funds can be used. Have you made use of this greater flexibility to change any aspects of how ASF funds are used in your school?

6. If yes, please tell us how you have used this greater flexibility in use of ASF funds.

ASF-supported approaches

7. Which of the following have you used in the last year as part of your schools' approach for achieving equity in education? Please select all that apply

8. Thinking about the pupils and families experiencing poverty in your school, have new circumstances emerged since school building closures in March 2020 that may lead to pupils and families needing additional school support to close the poverty-related attainment gap?

9. If yes, please tell us about any new or emerging circumstances in your school's community that may lead to pupils and families needing additional school support to close the poverty-related attainment gap.

10. Please tell us about any changes to your approach that might be needed to support these new or emerging pupils and families being affected by poverty.

11. To what extent had your school's approach to addressing the poverty-related attainment gap at the start of 2019/20 developed from the previous year?

12. To what extent did your school's approach to addressing the poverty-related attainment gap develop during the period of school building closures from March to June 2020?

13. Please tell us how your approach developed during this period. For example, changes of approach to support learning at home, change in focus on specific groups of pupils and families.

Engagement with families and communities

14. To what extent has engagement with families and communities been part of your school's approach to achieving equity in education?

15. To what extent did your school's approach to engagement with families and communities develop during the period of school building closures from March to June 2020?

16. Please tell us how your approach to engagement with families and communities developed during this period.

Use of data and evidence

17. How would you rate your school's approach to the following? Please select one option for each row
    - Using data and evidence to inform the development of approaches
    - Identifying the most appropriate measure(s) to assess the impact of approaches
    - Using evidence to measure whether approaches are having the desired impact
    - Measuring progress and impact of approaches supported by Challenge Authority/Schools Programme funding and/or Pupil Equity Funding

18. To what extent has ASF support helped to develop staff skills and knowledge in using data for teaching planning, evaluation and improvement?

Use of data and evidence

19. So far, have you seen any improvement in closing the poverty-related gap in literacy attainment, numeracy attainment or health and wellbeing in your school as a result of interventions/approaches supported by Challenge Authority/Schools Programme and/or Pupil Equity Funding?

20. Please explain your answer above.

21. Are you expecting to see any improvement in closing the poverty-related gap in literacy attainment, numeracy attainment or health and wellbeing in your school as a result of interventions/approaches supported by Challenge Authority/Schools Programme and/or Pupil Equity Funding?

22. To what extent have COVID-19 and school building closures had an impact on the progress you have made in closing the poverty-related attainment gap?

Sustainability

23. Do you think that any improvement made towards closing the poverty-related attainment gap in your school as a result of Challenge Authority/Schools Programme and/or Pupil Equity Funding, will be sustainable beyond the years of the funding?

24. To what extent do you expect the focus on closing the poverty-related attainment gap in your school to be sustainable beyond the years of the fund?

25. Can you tell us a little more about your expectations for the sustainability of closing the poverty-related attainment gap in your school? This could include the sustainability of specific improvements to date, or how the focus on equity is likely to be sustainable in the future.

Collaborative working

26. As the result of Pupil Equity Funding, do you think there has been a change in staff working collaboratively in your wider school community to improve their practice?
    - August 2019 to March 2020
    - March to June 2020

27. Has there been improved collaboration in the following areas over the past year as a result of Challenge Authority/Schools Programme and/or Pupil Equity Funding – up to and during the period of school building closures from March to June 2020? Please select ALL that apply
    - August 2019 to March 2020
    - March to June 2020

28. Please tell us about any new collaborations that have emerged during the period of school building closures from March to June 2020.

Pupil Equity Funding

29. Did you feel that there was sufficient support in place to develop and implement your school plans for Pupil Equity Funding in 2019/20?

30. What kinds of support did you feel were missing and would have been helpful in developing your plan for PEF?

31. Which of the following did you consult when developing your plans for Pupil Equity Funding? Please select all that apply

32. Thinking about your experience of Pupil Equity Funding in the previous school year 2019/20, to what extent do you agree or disagree with the following statements? Please select one option for each row
    - Reporting requirements associated with PEF funding are reasonable
    - Timescales for planning for implementation of PEF have been adequate
    - PEF has provided my school with additional resource needed to address the poverty-related attainment gap
    - As headteacher I have autonomy to develop a plan for Pupil Equity Funding taking account of the school's local context and needs

Learning from experience of school building closures

33. What would you say have been the main challenges to your work in closing the poverty-related attainment gap as a result of COVID-19 and school building closures?

34. Is there anything you would like to share about your school's response to these challenges, and any creative solutions that might be useful for other schools or future development of the ASF? This could include the overall school approach and ethos during school building closures, specific approaches used, or targeting of support for specific groups of pupils and families.

3. Tabular results

3.1. The tables below set out weighted survey results, including analysis by ASF funding stream and comparison with previous results.

To what extent would you say you understand the challenges and barriers faced by pupils affected by poverty in your school?

	All (n)	All (%)	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	-	-	-	-	-

How aware are you of the range of approaches that could be used to close the poverty-related attainment gap?

	All (n)	All (%)	Challenge Authority	Schools Programme	PEF-only
Very aware	275	67%	78%	78%	62%
Moderately aware	120	29%	22%	22%	33%
Somewhat aware	13	3%	-	-	5%
Slightly aware	1	0.1%	0.3%	-	-
Not at all aware		-	-	-	-

To what extent do you feel confident in selecting the approach(es) to closing the poverty-related attainment gap that would be most effective in your school?

	All (n)	All (%)	Challenge Authority	Schools Programme	PEF-only
To a great extent	206	50%	58%	62%	47%
To a moderate extent	175	43%	39%	38%	45%
To some extent	27	7%	4%	-	8%
To a small extent		-	-	-	-
Not at all		-	-	-	-

To what extent has an overall approach to achieving equity in education, specifically in relation to the poverty-related attainment gap, been embedded within your school community?

	All (n)	All (%)	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	-	-	-	-	-

As a result of COVID-19 and school building closures from March 2020, greater flexibility was provided in how ASF funds can be used. Have you made use of this greater flexibility to change any aspects of how ASF funds are used in your school?

	All (n)	All (%)	Challenge Authority	Schools Programme	PEF-only
Yes	228	57%	60%	54%	56%
No	172	43%	40%	46%	45%

Which of the following have you used in the last year as part of your schools' approach for achieving equity in education? Please select all that apply

	All (n)	All (%)	Challenge Authority	Schools Programme	PEF-only
Approaches focused on pupils or parents experiencing socio-economic deprivation (e.g. based on SIMD or free school meals)	324	83%	89%	96%	79%
Approaches focused on pupils who experience disadvantage for reasons other than socio-economic deprivation	304	77%	82%	71%	75%
Universal approaches - focused on all pupils, parents and/or teachers (across the school or in certain year group)	333	85%	88%	92%	83%

Thinking about the pupils and families experiencing poverty in your school, have new circumstances emerged since school building closures in March 2020 that may lead to pupils and families needing additional school support to close the poverty-related attainment gap?

	All (n)	All (%)	Challenge Authority	Schools Programme	PEF-only
Yes	293	75%	85%	82%	70%
No	22	6%	2%	4%	7%
Too early to say/Unsure	78	20%	13%	13%	24%

To what extent had your school's approach to addressing the poverty-related attainment gap at the start of 2019/20 developed from the previous year?

	All (n)	All (%)	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 did your school's approach to addressing the poverty-related attainment gap develop during the period of school building closures from March to June 2020?

	All (n)	All (%)	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%

To what extent has engagement with families and communities been part of your school's approach to achieving equity in education?

	All (n)	All (%)	Challenge Authority	Schools Programme	PEF-only
To a great extent	193	52%	60%	64%	48%
To a moderate extent	124	33%	28%	20%	36%
To some extent	46	12%	10%	16%	14%
Not very well	4	1%	2%	-	1%
Not at all	6	2%	0.4%	-	2%

To what extent did your school's approach to engagement with families and communities develop during the period of school building closures from March to June 2020?

	All (n)	All (%)	Challenge Authority	Schools Programme	PEF-only
Developed significantly	168	45%	47%	45%	43%
Developed to some extent	136	36%	39%	50%	35%
Limited development	45	12%	13%	5%	13%
No change	26	7%	2%	-	10%

How would you rate your school's approach to the following?

Using data and evidence to inform the development of approaches	All (n)	All (%)	Challenge Authority	Schools Programme	PEF-only
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	**All (n)**	**All (%)**	**Challenge Authority**	**Schools Programme**	**PEF-only**
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%

Using evidence to measure whether approaches are having the desired impact	All (n)	All (%)	Challenge Authority	Schools Programme	PEF-only
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	**All (n)**	**All (%)**	**Challenge Authority**	**Schools Programme**	**PEF-only**
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 has ASF support helped to develop staff skills and knowledge in using data for teaching planning, evaluation and improvement?

	All (n)	All (%)	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%

So far, have you seen any improvement in closing the poverty-related gap in literacy attainment, numeracy attainment or health and wellbeing in your school as a result of interventions/approaches supported by Challenge Authority and/or Pupil Equity Funding? Are you expecting to see any improvement?

Whether seen improvement to date	All (n)	All (%)	Challenge Authority	Schools Programme	PEF-only
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	**All (n)**	**All (%)**	**Challenge Authority**	**Schools Programme**	**PEF-only**
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%

To what extent have COVID-19 and school building closures had an impact on the progress you have made in closing the poverty-related attainment gap?

	All (n)	All (%)	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%

Do you think that any improvement made towards closing the poverty-related attainment gap in your school as a result of Challenge Authority and/or Pupil Equity Funding, will be sustainable beyond the years of the funding? To what extent do you expect the focus on closing the poverty-related attainment gap in your school to be sustainable beyond the years of the fund?

Whether improvement in closing the gap will be sustainable	All (n)	All (%)	Challenge Authority	Schools Programme	PEF-only
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%
Whether focus on closing the gap will be sustainable	**All (n)**	**All (%)**	**Challenge Authority**	**Schools Programme**	**PEF-only**
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%

As the result of Challenge Authority/Schools Programme and/or Pupil Equity Funding, do you think there has been a change in staff working collaboratively in your wider school community to improve their practice?

Pre-school building closures (August 2019 to March 2020)	All (n)	All (%)	Challenge Authority	Schools Programme	PEF-only
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)	All (n)	All (%)	Challenge Authority	Schools Programme	PEF-only
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%

Has there been improved collaboration in the following areas over the past year as a result of Challenge Authority/Schools Programme and/or Pupil Equity Funding?

Pre-school building closures (August 2019 to March 2020)	All (n)	All (%)	Challenge Authority	Schools Programme	PEF-only
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)	**All (n)**	**All (%)**	**Challenge Authority**	**Schools Programme**	**PEF-only**
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%

Did you feel that there was sufficient support in place to develop and implement your school plans for Pupil Equity Funding in 2019/20?

	All (n)	All (%)	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%

Which of the following did you consult when developing your plans for Pupil Equity Funding?

	All (n)	All (%)	Challenge Authority	Schools Programme	PEF-only
National operational guidance (Scottish Government)	245	75%	81%	63%	72%
Local guidance (e.g. guidance developed by local authorities)	301	92%	92%	73%	93%
Attainment advisors	136	42%	48%	89%	36%
Teachers within the school	311	95%	97%	94%	94%
Other schools (other teachers, headteachers)	204	62%	72%	62%	58%
Local authority	266	81%	85%	74%	80%
Education Scotland	169	52%	61%	48%	47%
Scottish Government	68	21%	33%	5%	15%
National Improvement Hub	155	47%	57%	38%	43%
Education Endowment Foundation (EEF) – Scottish version Learning and Teaching	158	48%	52%	54%	46%
Parents and communities	289	88%	91%	84%	87%
Children and young people	271	83%	86%	90%	80%
Other sources (please write in below)	15	5%	4%	9%	5%
Don't know / can't remember	3	1%	-	6%	1%

Thinking about your experience of Pupil Equity Funding in the previous school year 2019/20, to what extent do you agree or disagree with the following statements?

Reporting requirements associated with PEF funding are reasonable	All (n)	All (%)	Challenge Authority	Schools Programme	PEF-only
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	**All (n)**	**All (%)**	**Challenge Authority**	**Schools Programme**	**PEF-only**
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	**All (n)**	**All (%)**	**Challenge Authority**	**Schools Programme**	**PEF-only**
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	All (n)	All (%)	Challenge Authority	Schools Programme	PEF-only
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%

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