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Attainment Scotland Fund Evaluation - Headteacher Survey Report 2019 - Technical Report

CHILDREN, EDUCATION AND SKILLS

social research

1. Survey methodology and response

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, identifying any variation in experience or views across schools;
- 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.

Survey content was adapted from previous exercises to maintain longitudinal data. Content was streamlined in response to feedback during the 2018 survey, and a number of new questions added to reflect the focus of ongoing evaluation of ASF. These included new questions to explore:

- Understanding of the challenges and barriers faced by pupils affected by poverty;
- Awareness of the range of approaches that could be used to close the poverty-related attainment gap, and confidence in selecting the approach(es) that would be most effective;
- The extent to which achieving equity in education, specifically in relation to the poverty-related attainment gap, is embedded within school communities;
- The extent to which the approach taken by schools has changed over the previous year; and
- Views on the sustainability of the focus on closing the poverty-related attainment gap (as distinct from the sustainability of any improvement).

The survey was issued to all schools in receipt of ASF support via Challenge Authority, Schools Programme, and/or the Pupil Equity Fund. The profile of schools across the three ASF streams and urban/rural geography is summarised below.

Survey sample structure

	Challenge Authority	Schools Programme[1]	PEF-only	All
Urban area	537	57	712	**1,306 (55%)**
Small town	60	9	219	**288 (12%)**
Rural area	57	8	703	**768 (33%)**
Total	**654 (28%)**	**74 (3%)**	**1,634 (69%)**	**2,362**

Urban/rural stratification of the survey sample was based on the 6-fold Scottish Government urban/rural classification[2]:

- 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'.

Consistent with previous surveys, survey invites were issued direct to schools, supported by promotion via Education Scotland and local authorities. The survey was issued in September 2019 and the fieldwork period maximised to enable the broadest possible response, running for 8 weeks to early November 2019.

Survey response

A total of 1,102 responses were received by survey close, equivalent to an overall response rate of 47%. This represents a 7-point increase in survey response since 2018, primarily due to a 14-point increase in response from PEF-only schools (43% compared to 29% in 2018).

Overview of survey response

	Surveys issued	Returns	Response rate
Challenge Authority	654	360	55%
Schools Programme	74	46	62%
PEF-only	1,634	696	43%
Total	**2,362**	**1,102**	**47%**

[1] At the start of the 2018/19 financial year, 74 schools were in receipt of Schools' Programme funding. During the course of the financial year one school closed and, therefore, did not have a full year's spend. At the end of the financial year there were 73 schools in receipt of Schools' Programme funding, resulting in 73 schools in receipt of funding for the remainder of the 2018/19 financial year.

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

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 PEF-only schools, primary schools and schools in urban areas. This is broadly consistent with the profile of all schools in receipt of ASF support, although there are some areas of minor over and under-representation. The main points of note are:

- Challenge authority schools are over-represented (by 5 points) and PEF-only schools under-represented (by 6 points). This is due to the lower survey response rate for PEF-only schools. Survey weighting has been used to correct for this response bias.
- Schools in rural areas are under-represented (by 4 points). Again survey weighting has been used to correct for this.

Profile of survey respondents

	Respondents (n=1102)	All schools in receipt of ASF	Differential
Attainment Scotland Fund			
Challenge Authorities	33%	28%	+5%
Schools Programme	4%	3%	+1%
PEF-only	63%	69%	-6%
PEF allocation[3]			
Lower	32%	35%	-3%
Middle	44%	43%	+1%
Upper	23%	22%	+1%
Unknown	1%	0.2%	-
School sector			
Primary schools	79%	81%	-2%
Secondary schools	17%	15%	+2%
Special schools	3%	4%	-1%
Unknown	1%	-	-
Urban/rural location			
Urban	57%	55%	+2%
Small town	13%	12%	+1%
Rural	29%	33%	-4%
Unknown	1%	-	-

[3] 'Lower', 'mid' and 'upper' 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.

Follow-up engagement

Additional written responses were requested from a small subset of survey respondents, to gather illustrative examples of how schools have experienced key themes around the development, implementation and impact of ASF supported approaches.

This follow-up engagement was focused around the broad themes noted below, with each participant asked to consider one of the six themes. Schools were selected to ensure a mix of primary and secondary sectors and urban/rural locations, and a mix of positive and negative experiences in relation to each of the themes. A total of 24 schools were invited to provide additional feedback, with 15 responses achieved by fieldwork close.

Focus of follow-up engagement with schools

	Schools invited	Responses
School culture and ethos	4	1
Use of data and evidence	4	2
Progress in closing the poverty-related gap	4	3
Family engagement	4	2
Sustainability of progress	4	3
Collaboration	4	4
Total	**24**	**15**

Analysis and reporting

Survey data showed some inconsistency between responses and data on ASF support provided to schools. For example, 47 Challenge Authority and 2 Schools Programme respondents indicated their school received only Pupil Equity Funding, suggesting some lack of clarity on funding streams. The categorisation of respondents used in our analysis has been based on Scottish Government records rather than self-reporting.

Survey responses have been weighted by ASF stream and urban/rural location to adjust for response bias. Results presented in the survey report are based on respondents to each question – i.e. they exclude non-respondents to individual questions unless stated otherwise.

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

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

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

Qualitative feedback gathered through the survey and follow-up engagement with headteachers is presented alongside survey results. This includes direct quotes, some of which were edited for brevity and to ensure anonymity.

2. Survey Questions

Developing ASF supported approaches

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. Thinking about the range of potential approaches to closing the poverty-related attainment gap, to what extent do you feel confident in selecting the approach(es) that would be most effective in your school?

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

5. During 2018/19, which of the following best describes your approach to addressing the poverty-related attainment gap?
   - Newly introduced in 2018/19
   - A scale-up of an approach implemented in the previous school year
   - Continuing, at the same level, an approach that was introduced in the previous school year
   - No approaches for addressing the poverty-related attainment gap in 2018/19
   - Other (please write in below)

6. Which statement, if any, comes closest to describing your schools' approach for achieving equity in education?
   - Approach focuses on the most deprived pupils or parents of the most deprived pupils (e.g. based on SIMD or free school meals)
   - Approach is universal - focuses on all pupils, all parents or all teachers, or all in a certain year group
   - Approach is mixed – focuses on most deprived pupils alongside universal strategies
   - Approach focuses on pupils who experience disadvantage for other reasons, in addition to being affected by poverty
   - Approach focuses on pupils who experience disadvantage for other reasons, rather than poverty
   - None of these

Interventions and approaches

7. To what extent has the approach in your school for addressing the poverty-related attainment gap changed over the previous year 2018/19 (i.e. from 2017/18 to 2018/19)?

8. Please explain your answer. For example, if your approach changed during 2018/19 please tell us about what prompted this. If not, please tell us about your decision to maintain your approach unchanged.

9. We would like to understand what areas your approaches were trying to improve. Thinking about your approach to closing the poverty-related attainment gap in 2018/19, how much emphasis has there been on the following areas?
    - Leadership skills
    - Collaboration within the school or across schools
    - Data skills or use
    - Self-improvement and/or improvement planning
    - Teaching skills or practice
    - Dedicated staff time
    - Resources or tools for teaching and learning
    - The learning environment
    - Family learning
    - Parental or community engagement with the school
    - Targeted support for individual pupils
    - Culture and ethos
    - Other

10. Please tell us what 'other' areas your approaches were aiming to improve.

11. To what extent do you agree or disagree with the following statements?
    - I feel confident using evidence to inform the development of interventions / approaches
    - I always use available evidence to measure the extent to which my school's approach is having a desired impact
    - I feel confident in selecting the most appropriate measure(s) to evidence the impact of approaches
    - Through the fund, I feel that my skills and knowledge of how to use data for teaching planning, evaluation and improvement at a school level have been significantly improved

12. Do you have an evaluation plan in place to measure progress and impact of interventions / approaches in your school supported by [Challenge Authority/Schools Programme] funding and/or Pupil Equity Funding?

13. Please explain why you don't or don't know if you have an evaluation plan in place.

Impact of interventions and approaches

14. 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] funding and/or Pupil Equity Funding?

15. Please explain your answer.

16. 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] funding and/or Pupil Equity Funding?

17. What are the main factors supporting progress towards closing the poverty-related attainment gap in your school?

18. What are the main barriers mitigating progress towards in making the interventions successful in closing the poverty-related attainment gap in literacy attainment, numeracy attainment or health and wellbeing in your school?

Sustainability

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

20. 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?

21. Can you tell us a little more about your expectations for the sustainability of closing the poverty-related attainment gap in your school? For example, this could include the sustainability of specific improvements to date, or how the approach/ethos is likely to become sustainable in the future.

Collaborative working

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

23. In what areas, if any, do you think there has been improved collaboration over the past year as a result of [Challenge Authority/Schools Programme] funding and/or Pupil Equity Funding?

Pupil Equity Funding

24. Did you feel that there was sufficient support in place to develop and implement your school plans for Pupil Equity Funding in 2018/19?

25. Why did you feel there was not sufficient support in place?

26. What kinds of additional support (if any) would have been helpful in developing your plan for PEF?

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

28. Please tell us here about any 'other' information sources used.

29. Thinking about your experience of Pupil Equity Funding in the previous school year 2018/19, to what extent do you agree or disagree with the following statements?
    - 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

Unintended consequences

30. Did your school's participation in [Challenge Authority/Schools Programme] funding and/or Pupil Equity Funding have any unintended positive consequences?

31. Please tell us here about any unintended positive consequences.

32. Did your school's participation in [Challenge Authority/Schools Programme] funding and/or Pupil Equity Funding have any unintended negative consequences?

33. Please tell us here about any unintended negative consequences.

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?

	2019	2018	2017	2016	CA	SP	PEF-only
Base (all respondents)	1102	-	-	-	304	35	764
Not answered	2%	-	-	-	1%	2%	2%
To a great extent	72%	-	-	-	83%	87%	67%
To a moderate extent	22%	-	-	-	15%	11%	25%
To some extent	4%	-	-	-	1%		5%
Not very well	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?

	2019	2018	2017	2016	CA	SP	PEF-only
Base (all respondents)	1102	-	-	-	304	35	764
Not answered	2%	-	-	-	1%	2%	3%
Very aware	59%	-	-	-	71%	81%	53%
Moderately aware	35%	-	-	-	27%	17%	39%
Somewhat aware	4%	-	-	-	2%		4%
Slightly aware	1%	-	-	-			1%
Not at all aware	0.1%	-	-	-			0.2%

Thinking about the range of potential approaches to closing the poverty-related attainment gap, to what extent do you feel confident in selecting the approach(es) that would be most effective in your school?

	2019	2018	2017	2016	CA	SP	PEF-only
Base (all respondents)	1102	-	-	-	304	35	764
Not answered	2%	-	-	-	1%	2%	2%
To a great extent	47%	-	-	-	55%	63%	44%
To a moderate extent	44%	-	-	-	40%	35%	46%
To some extent	6%	-	-	-	4%		7%
Not very well	1%	-	-	-			1%
Not at all		-	-	-			

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

	2019	2018	2017	2016	CA	SP	PEF-only
Base (all respondents)	1102	-	-	-	304	35	764
Not answered	2%	-	-	-	1%	2%	2%
To a great extent	37%	-	-	-	45%	41%	33%
To a moderate extent	46%	-	-	-	47%	50%	45%
To some extent	14%	-	-	-	6%	8%	17%
Not very well	2%	-	-	-	1%		2%
Not at all	0.2%	-	-	-			0.3%

During 2018/19, which of the following best describes your approach to addressing the poverty-related attainment gap?

	2019	2018	2017	2016	CA	SP	PEF-only
Base (all respondents)	1102	-	-	-	360	46	696
Not answered	7%	-	-	-	5%	15%	7%
Newly introduced in 2018/19	10%	-	-	-	5%	7%	12%
A scale-up of an approach implemented in the previous school year	54%	-	-	-	61%	58%	51%
Continuing, at the same level, an approach that was introduced in the previous school year	29%	-	-	-	29%	20%	29%
No approaches for addressing the poverty-related attainment gap in 2018/19	0.2%	-	-	-			0.3%
Other (please write in below)		-	-	-			

Which statement, if any, comes closest to describing your schools' approach for achieving equity in education?

	2019	2018	2017	2016	CA	SP	PEF-only
Base (all respondents)	1102	-	-	-	360	46	696
Not answered	2%	-	-	-	1%	2%	2%
Approach focuses on the most deprived pupils or parents of the most deprived pupils (e.g. based on SIMD or free school meals)	9%	-	-	-	9%	30%	8%
Approach is universal - focuses on all pupils, all parents or all teachers, or all in a certain year group	9%	-	-	-	10%	16%	8%
Approach is mixed – focuses on most deprived pupils alongside universal strategies	60%	-	-	-	67%	45%	58%
Approach focuses on pupils who experience disadvantage for other reasons, in addition to being affected by poverty	18%	-	-	-	12%	6%	21%
Approach focuses on pupils who experience disadvantage for other reasons, rather than poverty	3%	-	-	-	1%		4%
None of these	0.1%	-	-	-			0.2%

To what extent has the approach in your school for addressing the poverty-related attainment gap changed over the previous year 2018/19 (i.e. from 2017/18 to 2018/19)?

	2019	2018	2017	2016	CA	SP	PEF-only
Base (all respondents)	1102	-	-	-	360	46	696
Not answered	3%	-	-	-	1%	2%	3%
Changed significantly	8%	-	-	-	9%	13%	8%
Changed to some extent	57%	-	-	-	64%	67%	54%
Limited change	27%	-	-	-	23%	16%	29%
No change	5%	-	-	-	2%	2%	7%

We would like to understand what areas your approaches were trying to improve. Thinking about your approach to closing the poverty-related attainment gap in 2018/19, how much emphasis has there been on the following areas?

	2019	2018	2017	2016	CA	SP	PEF-only
Leadership skills							
Base (all respondents)	1102	553	-	-	360	46	696
Not answered	14%	18%	-	-	8%	7%	16%
Strong emphasis	23%	22%	-	-	38%	40%	16%
Some emphasis	45%	41%	-	-	45%	47%	45%
Little emphasis	13%	17%	-	-	8%	6%	15%
No emphasis	6%	3%	-	-	2%		8%
Collaboration within the school or across schools							
Base (all respondents)	1102	553	-	-	360	46	696
Not answered	7%	18%	-	-	4%	4%	8%
Strong emphasis	28%	31%	-	-	36%	34%	25%
Some emphasis	46%	36%	-	-	50%	55%	44%
Little emphasis	13%	12%	-	-	9%	7%	15%
No emphasis	6%	3%	-	-	1%		8%
Data skills or use							
Base (all respondents)	1102	553	-	-	360	46	696
Not answered	7%	17%	-	-	3%	4%	9%
Strong emphasis	36%	33%	-	-	50%	61%	29%
Some emphasis	43%	34%	-	-	39%	28%	46%
Little emphasis	11%	13%	-	-	8%	7%	12%
No emphasis	4%	3%	-	-	1%		5%
Self-improvement and/or improvement planning							
Base (all respondents)	1102	553	-	-	360	46	696
Not answered	8%	19%	-	-	4%	4%	9%
Strong emphasis	38%	34%	-	-	50%	37%	33%
Some emphasis	43%	38%	-	-	39%	59%	44%
Little emphasis	8%	7%	-	-	6%		9%
No emphasis	3%	2%	-	-	2%		4%

	2019	2018	2017	2016	CA	SP	PEF-only
Teaching skills or practice							
Base (all respondents)	1102	553	-	-	360	46	696
Not answered	6%	15%	-	-	2%	2%	7%
Strong emphasis	50%	49%	-	-	67%	57%	42%
Some emphasis	38%	30%	-	-	28%	41%	42%
Little emphasis	6%	5%	-	-	2%		7%
No emphasis	2%	1%	-	-	0%		2%
Dedicated staff time							
Base (all respondents)	1102	-	-	-	360	46	696
Not answered	6%	-	-	-	5%	4%	7%
Strong emphasis	43%	-	-	-	40%	40%	45%
Some emphasis	37%	-	-	-	44%	43%	34%
Little emphasis	10%	-	-	-	9%	10%	10%
No emphasis	4%	-	-	-	2%	2%	4%
Resources or tools for teaching and learning							
Base (all respondents)	1102	553	-	-	360	46	696
Not answered	4%	15%	-	-	2%	4%	5%
Strong emphasis	40%	37%	-	-	41%	24%	40%
Some emphasis	46%	38%	-	-	49%	61%	44%
Little emphasis	9%	8%	-	-	8%	11%	10%
No emphasis	2%	2%	-	-	1%		2%
The learning environment							
Base (all respondents)	1102	553	-	-	360	46	696
Not answered	6%	15%	-	-	3%	7%	7%
Strong emphasis	34%	32%	-	-	40%	31%	31%
Some emphasis	42%	37%	-	-	46%	48%	40%
Little emphasis	15%	14%	-	-	11%	13%	16%
No emphasis	4%	2%	-	-	1%	2%	6%

	2019	2018	2017	2016	CA	SP	PEF-only
Family learning							
Base (all respondents)	1102	553	-	-	360	46	696
Not answered	7%	18%	-	-	4%	4%	8%
Strong emphasis	18%	22%	-	-	27%	32%	14%
Some emphasis	44%	42%	-	-	48%	47%	42%
Little emphasis	25%	14%	-	-	19%	17%	28%
No emphasis	7%	4%	-	-	3%		8%
Parental or community engagement with the school							
Base (all respondents)	1102	553	-	-	360	46	696
Not answered	7%	17%	-	-	4%	4%	8%
Strong emphasis	25%	26%	-	-	33%	35%	21%
Some emphasis	46%	43%	-	-	48%	47%	45%
Little emphasis	17%	12%	-	-	13%	13%	19%
No emphasis	6%	2%	-	-	2%		7%
Targeted support for individual pupils							
Base (all respondents)	1102	-	-	-	360	46	696
Not answered	3%	-	-	-	1%	2%	3%
Strong emphasis	74%	-	-	-	76%	65%	74%
Some emphasis	22%	-	-	-	21%	31%	21%
Little emphasis	1%	-	-	-	2%	2%	1%
No emphasis	0%	-	-	-			1%
Culture and ethos							
Base (all respondents)	1102	-	-	-	360	46	696
Not answered	6%	-	-	-	4%	7%	7%
Strong emphasis	43%	-	-	-	48%	55%	40%
Some emphasis	34%	-	-	-	36%	34%	34%
Little emphasis	12%	-	-	-	9%	4%	14%
No emphasis	5%	-	-	-	3%		6%

	2019	2018	2017	2016	CA	SP	PEF-only
Other							
Base (all respondents)	1102	553	-	-	360	46	696
Not answered	72%	90%	-	-	73%	76%	71%
Strong emphasis	7%	4%	-	-	10%	8%	6%
Some emphasis	5%	2%	-	-	5%	7%	5%
Little emphasis	2%		-	-	2%		3%
No emphasis	14%	4%	-	-	10%	9%	15%

To what extent do you agree or disagree with the following statements.

	2019	2018	2017	2016	CA	SP	PEF-only
I feel confident using evidence to inform the development of interventions / approaches							
Base (all respondents)	1102	553	207	-	360	46	696
Not answered	3%	12%	1%	-	2%	2%	4%
Strongly agree	28%	26%	30%	-	33%	47%	26%
Agree	61%	53%	54%	-	60%	51%	63%
Neither agree nor disagree	6%	7%	13%	-	4%		7%
Disagree	1%	2%	2%	-	1%		1%
Strongly disagree	0%		0%	-			0%
I don't know		0%	0%	-			
I always use available evidence to measure the extent to which the interventions are having a desired impact							
Base (all respondents)	1102	553	207	-	360	46	696
Not answered	3%	12%	0%	-	2%	2%	4%
Strongly agree	25%	25%	29%	-	28%	43%	24%
Agree	62%	55%	56%	-	59%	51%	63%
Neither agree nor disagree	8%	8%	13%	-	10%	4%	8%
Disagree	2%	1%	2%	-	1%		2%
Strongly disagree			0%	-			
I don't know	0%		0%	-			0%

	2019	2018	2017	2016	CA	SP	PEF-only
I feel confident in selecting the most appropriate measure(s) to evidence the impact of approaches							
Base (all respondents)	1102	-	-	-	360	46	696
Not answered	4%	-	-	-	3%	2%	5%
Strongly agree	15%	-	-	-	17%	33%	13%
Agree	58%	-	-	-	63%	52%	57%
Neither agree nor disagree	17%	-	-	-	12%	10%	19%
Disagree	5%	-	-	-	5%	2%	6%
Strongly disagree	0%	-	-	-			0%
I don't know	0%	-	-	-	1%		0%
Through the fund, I feel that my skills and knowledge of how to use data for teaching planning, evaluation and improvement at a school level have been significantly improved							
Base (all respondents)	1102	553	207	-	360	46	696
Not answered	4%	12%	1%	-	3%	2%	4%
Strongly agree	21%	18%	28%	-	33%	41%	15%
Agree	43%	34%	40%	-	44%	46%	42%
Neither agree nor disagree	24%	26%	23%	-	16%	12%	28%
Disagree	7%	7%	6%	-	3%		9%
Strongly disagree	1%	2%	1%	-	1%		2%
I don't know	1%	0%	0%	-	1%		1%

Do you have an evaluation plan in place to measure progress and impact of interventions/approaches in your school supported by Challenge Authority/Schools Programme and/or Pupil Equity Funding?

	2019	2018	2017	2016	CA	SP	PEF-only
Base (all respondents)	1102	553	-	-	360	46	696
Not answered	3%	12%	-	-	3%	2%	4%
Yes	92%	81%	-	-	94%	98%	91%
No	4%	5%	-	-	3%		5%
I don’t know	1%	2%	-	-	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/Schools Programme funding and/or Pupil Equity Funding?

	2019	2018	2017	2016	CA	SP	PEF-only
Base (all respondents)	1102	553	207	144	360	46	696
Not answered	3%	12%	0%	0%	3%	9%	3%
Yes, a lot	18%	11%	14%	10%	21%	27%	16%
Yes, a little	70%	67%	64%	67%	71%	62%	69%
No	6%	8%	14%	19%	4%		7%
I don't know	3%	3%	7%	4%	1%	2%	4%

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 funding and/or Pupil Equity Funding?

	2019	2018	2017	2016	CA	SP	PEF-only
Base (all respondents)	1102	553	207	144	360	46	696
Not answered	3%	12%	0%	0%	3%	11%	3%
Yes, a lot	33%	50%	60%	62%	39%	49%	30%
Yes, a little	61%	34%	37%	31%	56%	38%	65%
No	1%	1%	0%	2%	1%	2%	1%
I don't know	1%	3%	2%	6%	1%		1%

What are the main factors supporting progress towards closing the poverty-related attainment gap in your school? Please select UP TO 3 most important

	2019	2018	2017	2016	CA	SP	PEF-only
Base (all respondents)	1102	-	-	-	360	46	696
Not answered	3%	-	-	-	2%	9%	4%
Teaching and staffing resources	51%	-	-	-	52%	44%	51%
Higher quality learning and teaching	43%	-	-	-	51%	47%	40%
Opportunities to undertake relevant CLPL	12%	-	-	-	17%	9%	10%
Ability to implement approaches relevant to my school context	56%	-	-	-	53%	57%	57%
Use of evidence and data and approach to evaluation	38%	-	-	-	38%	45%	38%
Shared commitment to achieving equity in education	24%	-	-	-	19%	14%	26%
Engagement with parents, carers and families	29%	-	-	-	27%	20%	30%
Collaboration with other schools, professionals and partners	19%	-	-	-	19%	18%	20%
Support and guidance from local authority	6%	-	-	-	10%	7%	4%
Support and guidance from Attainment Advisors	3%	-	-	-	5%	10%	2%
Other (please write in below)	2%	-	-	-	1%	2%	3%

What are the main barriers mitigating progress towards in making the interventions successful in closing the poverty-related attainment gap in literacy attainment, numeracy attainment or health and wellbeing in your school? Please select UP TO 3 most important

	2019	2018	2017	2016	CA	SP	PEF-only
Base (all respondents)	1102	-	-	-	360	46	696
Not answered	4%	-	-	-	3%	9%	4%
Staffing resources including recruitment	36%	-	-	-	42%	39%	33%
Staff absences	23%	-	-	-	32%	34%	19%
Staff time and workload	42%	-	-	-	46%	48%	41%
Lack of appropriate partners to deliver services	16%	-	-	-	10%	11%	18%
Reporting and paperwork requirements	16%	-	-	-	17%	23%	15%
Difficulty in evaluating intended approach	15%	-	-	-	10%	6%	17%
Engagement with parents, carers and families	22%	-	-	-	30%	27%	18%
Level of [Challenge Authority/Schools Programme] funding received	1%	-	-	-	3%	2%	0%
Level of Pupil Equity Funding received	27%	-	-	-	20%	7%	31%
Uncertainty around Scottish Attainment Challenge funding	8%	-	-	-	11%	15%	7%
Reduction in other services or resources	42%	-	-	-	41%	33%	43%
Third sector capacity	5%	-	-	-	5%	8%	5%
Other (please write in below)	7%	-	-	-	4%	8%	8%

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

	2019	2018	2017	2016	CA	SP	PEF-only
Base (all respondents)	1102	553	207	144	360	46	696
Not answered	3%	15%	3%	4%	3%	9%	3%
Yes	40%	36%	56%	36%	44%	54%	38%
No	26%	14%	9%	11%	23%	13%	28%
I don't know	31%	36%	31%	49%	30%	24%	31%

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?

	2019	2018	2017	2016	CA	SP	PEF-only
Base (all respondents)	1102	-	-	-	360	46	696
Not answered	4%	-	-	-	3%	11%	4%
To a great extent	14%	-	-	-	18%	23%	12%
To a moderate extent	26%	-	-	-	28%	35%	24%
To some extent	42%	-	-	-	41%	30%	42%
Not very well	12%	-	-	-	10%		13%
Not at all	3%	-	-	-	1%	2%	4%

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

	2019	2018	2017	2016	CA	SP	PEF-only
Base (all respondents)	1102	553	207	144	360	46	696
Not answered	4%	13%	0%	0%	3%	11%	4%
Yes, there has been a large increase in collaborative working as a result of the fund	26%	25%	39%	32%	39%	30%	20%
Yes, there has been a small increase in collaborative working as a result of the fund	36%	37%	38%	39%	35%	40%	35%
Yes, there has been an increase in collaborative working, but I don't think it is as a result of the fund	27%	18%	18%	18%	19%	17%	31%
No, there has been no increase in collaborative working	5%	6%	3%	9%	3%		6%
I am not sure	2%	1%	1%	2%	1%	2%	2%

In what areas, if any, do you think there has been improved collaboration over the past year as a result of Challenge Authority/Schools Programme funding and/or Pupil Equity Funding?

	2019	2018	2017	2016	CA	SP	PEF-only
Base (all respondents)	1102	-	-	-	360	46	696
Not answered	14%	-	-	-	8%	14%	16%
Between schools in my local authority	55%	-	-	-	75%	53%	48%
With other schools outwith my local authority	15%	-	-	-	22%	17%	12%
With professionals in health, social work, educational psychology	25%	-	-	-	31%	30%	23%
With third sector organisations	29%	-	-	-	41%	50%	23%
With universities	5%	-	-	-	11%	7%	2%
With families and communities	44%	-	-	-	49%	47%	42%
With others (please tell us more below)	5%	-	-	-	3%	2%	7%

Did you feel that there was sufficient support in place to develop and implement your school plans for Pupil Equity Funding in 2018/19?

	2019	2018	2017	2016	CA	SP	PEF-only
Base (all respondents)	1102	552	313	-	360	46	696
Not answered	4%	15%	0%	-	3%	11%	5%
Yes	71%	56%	56%	-	77%	68%	68%
No	13%	21%	37%	-	10%	15%	14%
I don't know	12%	8%	7%	-	10%	6%	13%

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

	2019	2018	2017	2016	CA	SP	PEF-only
Base (all respondents)	1102	552	313	-	360	46	696
Not answered	4%	14%	1%	-	4%	11%	4%
National operational guidance	61%	65%	-	-	65%	73%	59%
Local guidance	74%	76%	-	-	80%	71%	72%
Attainment advisors	27%	30%	38%	-	34%	61%	22%
Teachers within the school	75%	72%	94%	-	83%	79%	72%
Other schools	52%	58%	84%	-	54%	47%	52%
Local authority	53%	62%	85%	-	57%	57%	51%
Education Scotland	37%	53%	42%	-	41%	37%	35%
Scottish Government	12%	23%	20%	-	13%	12%	11%
National Improvement Hub	38%	47%	-	-	39%	41%	37%
Education Endowment Foundation (EEF)	41%	51%	50%	-	47%	51%	38%
Universities / Academia sources	6%	11%	10%	-	10%	2%	5%
Parents (e.g. Parent council)	71%	64%	5%	-	83%	62%	67%
Children and young people	62%	-	-	-	72%	64%	58%
Regional Improvement Collaborative Events	19%	-	-	-	23%	24%	18%
Other sources (please write in below)	4%	15%	79%	-	3%	4%	5%
Don't know / can't remember	1%	1%	30%	-	0%		1%
None	0%	0%	1%	-	1%		0%

Thinking about your experience of Pupil Equity Funding in the previous school year 2018/19, to what extent do you agree or disagree with the following statements?

	2019	2018	2017	2016	CA	SP	PEF-only
Reporting requirements associated with PEF funding are reasonable							
Base (all respondents)	1102	552	-	-	360	46	696
Not answered	5%	16%	-	-	4%	11%	5%
Strongly agree	7%	9%	-	-	11%	12%	5%
Agree	52%	39%	-	-	56%	48%	51%
Neither agree nor disagree	21%	20%	-	-	20%	23%	22%
Disagree	11%	10%	-	-	6%	4%	13%
Strongly disagree	3%	4%	-	-	2%	2%	3%
I don't know	2%	1%	-	-	1%		2%
Timescales for planning for implementation of PEF have been adequate							
Base (all respondents)	1102	-	-	-	360	46	696
Not answered	5%	-	-	-	4%	11%	6%
Strongly agree	5%	-	-	-	8%	9%	3%
Agree	54%	-	-	-	59%	54%	52%
Neither agree nor disagree	18%	-	-	-	17%	13%	19%
Disagree	14%	-	-	-	10%	11%	16%
Strongly disagree	2%	-	-	-	1%	2%	3%
I don't know	1%	-	-	-	1%		1%
PEF has provided my school with additional resource needed to address the poverty-related attainment gap							
Base (all respondents)	1102	-	-	-	360	46	696
Not answered	5%	-	-	-	4%	13%	5%
Strongly agree	41%	-	-	-	50%	48%	37%
Agree	41%	-	-	-	37%	37%	42%
Neither agree nor disagree	9%	-	-	-	6%		10%
Disagree	4%	-	-	-	2%		4%
Strongly disagree	1%	-	-	-	0%	2%	1%
I don't know	1%	-	-	-	1%		1%

	2019	2018	2017	2016	CA	SP	PEF-only
As headteacher I have autonomy to develop a plan for Pupil Equity Funding taking account of the school's local context and needs							
Base (all respondents)	1102	552	313	-	360	46	696
Not answered	5%	16%	0%	-	4%	11%	5%
Strongly agree	43%	33%	31%	-	48%	53%	41%
Agree	43%	42%	50%	-	43%	31%	44%
Neither agree nor disagree	6%	5%	12%	-	3%		7%
Disagree	3%	3%	5%	-	2%	4%	3%
Strongly disagree	0%	0%	2%	-			1%
I don't know	0%	1%	0%	-	1%		0%

Did your school's participation in Challenge Authority/Schools Programme funding and/or Pupil Equity Funding have any unintended positive consequences?

	2019	2018	2017	2016	CA	SP	PEF-only
Base (all respondents)	1102	553	207	144	360	46	696
Not answered	8%	18%	2%	2%	10%	13%	7%
Yes	30%	31%	39%	35%	29%	38%	31%
No	62%	51%	59%	63%	62%	49%	62%

Did your school's participation in Challenge Authority/Schools Programme funding and/or Pupil Equity Funding have any unintended negative consequences?

	2019	2018	2017	2016	CA	SP	PEF-only
Base (all respondents)	1102	553	207	144	360	46	696
Not answered	9%	18%	1%	3%	10%	15%	8%
Yes	12%	14%	23%	18%	15%	22%	11%
No	79%	68%	75%	78%	76%	63%	81%

4. Follow-up Engagement Questions

Follow-up engagement questions were tailored to the experience of individual schools, as reported through their initial survey response. The main questions around which the engagement was structured are summarised below.

School culture and ethos

- You indicated that a focus on addressing the poverty-related attainment gap is well embedded/is not well embedded in your school. Please tell us more about this.
- To what extent has the Attainment Scotland Fund (Pupil Equity Funding and/or being part of Challenge Authority/Schools Programme) supported a focus on equity?
- What have been the most important factors in successfully embedding an approach focused on equity within your school?
- To what extent has the focus on addressing the poverty-related attainment gap been a change for your school in recent years?
- Have you experienced any issues or barriers to embedding equity and a focus on addressing the poverty-related attainment gap in your school?
- What changes or support could help to further embed a focus on equity within your school?

Use of data and evidence

- How have you used data and evidence to shape the approach to closing the poverty-related attainment gap in your school? / You indicated that you do not feel confident using data - please tell us a little about this.
- Can you describe how, if at all, your approach to using data/evidence has changed over time?
- What have been the key factors which have helped to improve use of data and evidence in your school?
- Has anything inhibited use of data and evidence in your school? What impact, if any, has this lack of confidence in using data had on your approach to addressing the poverty-related attainment gap in your school?
- To what extent has the Attainment Scotland Fund (Pupil Equity Funding and/or being part of Challenge Authority/Schools Programme) supported use of evidence and data in your school?
- What positive impacts, if any, has the use of data and evidence had on your school?
- What changes or support could help to improve use of data and evidence in your school?

Progress in closing the poverty related gap

- In the survey, you indicated that you were/were not expecting to see a lot of improvement towards closing the poverty-related attainment gap in your school. Can you tell us a little bit more about why?
- Are you expecting to see other positive impacts as a result of approaches supported by Challenge Authority/Schools Programme or Pupil Equity Funding?
- What has or will make the biggest contribution to progress in closing the poverty-related attainment gap in your school?
- What have been the main factors that may have limited progress in closing the poverty-related attainment gap in your school?
- In what areas have you or are you expecting to see the most progress in closing the poverty-related gap? This could include specific aspects of attainment, or health/wellbeing.
- Are there any risks or barriers to your school continuing to make progress in closing the poverty-related attainment gap? Please tell us about these.
- What changes or support might be needed for your school to maximise its progress in closing the poverty-related attainment gap?

Family engagement

- In the survey, you indicated that engagement with parents, carers and families had supported/had been a barrier to your approach and progress towards closing the poverty-related attainment gap. Please tell us more about this.
- Can you describe how, if at all, your approach to engagement with parents, carers and families has changed over time?
- What have been the key factors which have supported engagement with parents, carers and families in your school?
- What have been the main barriers or difficulties in engaging parents, carers and families?
- Have there been areas where engagement with parents, carers and families has worked better in your school?
- To what extent has the Attainment Scotland Fund (Pupil Equity Funding and/or being part of Challenge Authority/Schools Programme) engagement with parents, carers and families in your school?
- What changes or support could help to further develop engagement with parents, carers and families in your school in your school?

Sustainability of progress

- In the survey, you indicated that you do/do not expect progress towards closing the poverty-related attainment gap in your school to be sustainable beyond the years of the fund. Why do you think this?
- What do you think are the key factors supporting the sustainability of your approach?
- What do you think are the key factors limiting the sustainability of progress in closing the poverty-related attainment gap for your school? To what extent do you think these are specific to your school's circumstances, or universal?
- In what ways is your school working to ensure your approach is sustainable?
- Are there any issues or barriers that you have had to overcome to deliver sustainable progress?
- What changes or support could help to make your progress in closing the poverty-related attainment gap more sustainable?

Collaboration

- In the survey, you indicated that there has been a large increase/no increase in staff working collaboratively within your school. Can you tell us more about this?
- What have been the key factors that have contributed to collaborative working in your school?
- Has anything inhibited collaborative working in your school?
- To what extent has the Attainment Scotland Fund (Pupil Equity Funding and/or being part of Challenge Authority/Schools Programme) supported this increase in collaboration?
- To what extent do you feel that collaboration is important for closing the poverty-related attainment gap in your school?
- What positive impacts, if any, has the increase in collaborative working had on your school?
- In which areas, if any, do you feel more collaborative working could have the greatest benefit for your school?
- What changes or support might be needed to encourage more collaborative working?

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