

The National Third Sector GIRFEC Project

The National Third Sector GIRFEC Project is a Public Social Partnership (PSP) of Barnardo's Scotland, Improvement Service and Voluntary Action Scotland. The aim of the project is to reduce inequalities for children, young people and their families by creating, nurturing and enabling partnerships within and between the third and statutory sectors to ensure the best use of resources.

What is the Pupil Equity Fund?

The Pupil Equity Fund (PEF) was announced by the Scottish Government in December 2016 to begin in school session 2017/2018. The funding is being directly allocated to schools and is targeted at closing the poverty related attainment gap. It is anticipated that it will continue in future years, although allocations may alter.

Pupil Equity Funding is being provided as part of the £750m Attainment Scotland Fund which will be invested over the current Parliamentary term to tackle the poverty related attainment gap. The funding should be focused on activities and interventions that will lead to improvements in literacy, numeracy and health and wellbeing with leadership; learning and teaching; and families and communities being mentioned as useful organisers to consider when determining interventions.

Schools in every council area and over 95% of all schools in Scotland have been allocated PEF funding. The total amount allocated in 2017/18 is £120m. It has been allocated on the basis of £1,200 per pupil registered for free school meals in Primary 1 to Primary 7 and in Secondary 1 to Secondary 3. This means that many primary schools have larger amounts allocated to them than secondary schools. This funding is to be spent at the discretion of headteachers working in partnership with each other and their local authority. Schools will now have their plans in place for using their funding and will be implementing those plans for this session. However, it is likely that funding for future years will not yet have been fully allocated. Schools are also able to carry forward underspend from PEF funding.

Why Does it Matter to the Third Sector?

There are opportunities for organisations in the third sector to support headteachers and schools in the delivery of activities which help improve outcomes for children and young people who are affected by poverty.

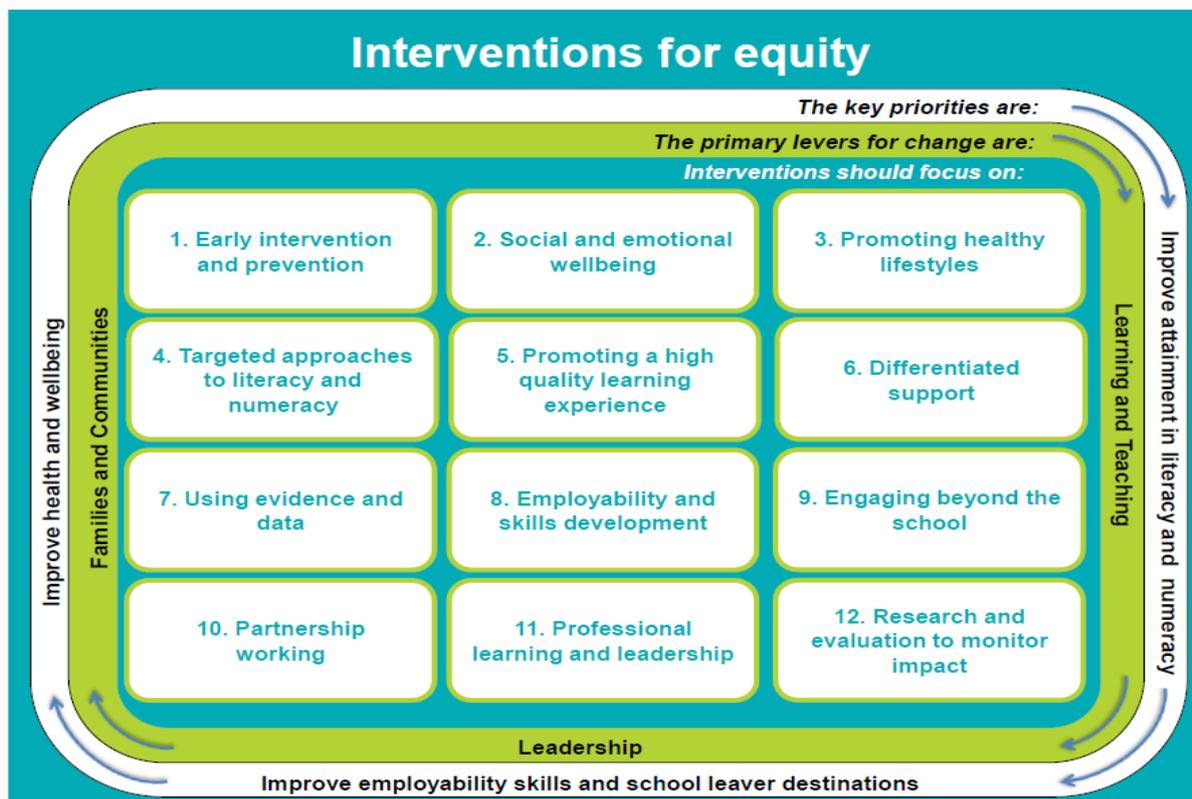
Within the [Commonly Asked Questions](#) paper the government states:

‘Parents and the local community are a valuable source of support and partnership and schools are encouraged to think creatively about the ways they work with families, carers, the third sector and others about the use of the money.’

We have set out below the Key Principles from the Scottish Attainment Challenge Pupil Equity Funding National Operational Guidance 2017 together with links to appropriate support materials and questions that organisations may wish to consider.

Key Principles (from PEF Guidelines 2017)	Useful links/Information/Points to Consider
Headteachers must have access to the full amount of the allocated Pupil Equity Funding.	<p>Details for individual schools can be found here: School Level Allocations</p> <p>Details for Local Authorities can be found here: Local Authority Summary</p>
The Pupil Equity Funding must enable schools to deliver activities, interventions or resources which are clearly additional to those which were already planned.	<p>The Interventions for Equity Framework Diagram below sets out the key priorities, primary levers for change and the twelve areas for interventions to focus on.</p> <p><i>Does your organisation offer interventions and approaches which could address the poverty related attainment gap?</i></p>
Headteachers should work in partnership with each other, and their local authority, to agree the use of the funding. Schools must take account of the statutory responsibilities of the authority to deliver educational improvement, secure Best Value, and the authority’s role as employer. Local Guidance will set out more detail on how this will operate.	<p><i>Has your local area developed guidance to explain how the Pupil Equity Fund will be allocated, implemented and evaluated?</i></p> <p><i>Has your organisation accessed this local guidance?</i></p>
The operation of the Pupil Equity Funding should articulate as closely to existing planning and reporting procedures as possible – e.g. through School Improvement Planning and Standards and Qualities reports.	<p><i>Does your organisation have access to school improvement plans and other relevant documents, which would outline schools’ priorities? School improvement plans can usually be found on their website or can be accessed by requesting a copy from the school.</i></p> <p><i>Has your organisation reviewed school improvement plans and other relevant documents, which would outline schools’ priorities?</i></p>

<p>Parents and carers, children and young people and other key stakeholders should be involved in the planning process.</p>	<p><i>Has your organisation contributed to the planning process undertaken in your local area?</i></p> <p><i>Can you identify ways in which your organisation could be involved in the planning process e.g. through your existing relationship with local children and families, learning communities, third sector networks or forums?</i></p>
<p>Funding must provide targeted support for children and young people affected by poverty to achieve their full potential. Although the Pupil Equity Funding is allocated on the basis of free school meal eligibility, headteachers can use their professional judgement to bring additional children into the targeted interventions.</p>	<p><i>What interventions and approaches do you offer that could provide targeted support to improve children and young people's outcomes?</i></p> <p><i>How could your organisation communicate the interventions and approaches you deliver to colleagues in schools?</i></p>
<p>Headteachers must develop a clear rationale for use of the funding, based on a clear contextual analysis which identifies the poverty related attainment gap in their schools and plans must be grounded in evidence of what is known to be effective at raising attainment for children affected by poverty.</p>	<p><i>Can your organisation clearly articulate the evidence base for your interventions and approaches and explain how this aligns to the rationale for Pupil Equity Funding?</i></p> <p><i>Can you work with others to show the spectrum of interventions and approaches delivered by third sector organisations which contribute to the identified priority areas; literacy, numeracy and health and wellbeing?</i></p> <p><i>Through your own research and ongoing work, has your organisation identified unmet needs from a specific group of local children?</i></p> <p><i>If so, could these needs be met via PEF in schools?</i></p> <p><i>Have you considered raising this with local schools?</i></p>
<p>Schools must have plans in place at the outset to evaluate the impact of the funding.</p>	<p><i>Does your organisation use an outcomes approach in the development, delivery and evaluation of interventions and approaches?</i></p> <p><i>Do you have experience of evaluating interventions and approaches which you can bring to any potential partnerships?</i></p>



Source: Education Scotland National Improvement Hub

Third sector organisations, from small locally based groups working on single issues to national charities with hundreds of projects covering a range of topics are well placed because of their skills, knowledge and experience, to make a contribution to delivering in these areas. In fact, many third sector organisations are already contributing to the wider Getting it right for every child agenda by promoting children and young people’s wellbeing as measured by the Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included wellbeing indicators.

Additional points to consider:

Your organisation may be involved in a local network or forum set up to support and promote the role of third sector organisations in the planning and delivery of children’s services. If such a network exists, it is likely to be supported by the local Third Sector Interface (TSI) who will be able to provide you with further information. (Information on how to contact your local TSI can be found at the Voluntary Action Scotland (VAS) website: <http://www.vascotland.org/find-your-tsi>)

In some areas, specific events have been held to allow third sector organisations and school representatives to come together to explore ways in which they might work together. One such example is briefly described below, followed by two case studies showing how individual organisations have responded to opportunities.

CASE STUDY

The Glasgow Partnership

Networking events and a service directory may help increase understanding of the third sector

Three networking events were held in Glasgow for schools and third sector organisations. Two were organised by Third Sector Citywide Forum members in collaboration with Health and Social Care Partnership Children's Services locality planning staff. The third was organised by Glasgow Council for the Voluntary Sector (GCVS) Everyone's Children project, in collaboration with the North-West Wellbeing Network and West and Central Voluntary Sector Network, at the request of local primary schools. The event was attended by seven headteachers and 20 local third sector organisations. To support the event, the Everyone's Children team also prepared a directory of third sector services for children, young people and families. The event was well received by teachers, many of whom said that they were not aware of the range of third sector organisations in the area.

- *What role could the Third Sector Interface/local third sector children's service network/forum play in developing partnerships between the sector and schools?*
- *Where there is an established local third sector children's service network/forum what role can it play in developing a **collective** offer?*
- *Do you have access to information on how the PEF is being spent in your area? You may be able to identify an individual within a local authority who holds information on PEF spending in the area.*
- *To what extent is the third sector engaged in strategic planning (e.g. contribution to Children's Service Plans, representation on strategic/partnership groups etc.) and therefore aware of the needs and priorities being jointly tackled by partners across the Community Planning Partnership?*
- *To what extent do strategic priorities and Pupil Equity Fund priorities align?*
- *Who else could your organisation collaborate with in putting together an offer to schools?*

CASE STUDY

PEEK Project

Be pro-active to tell headteachers how you can help meet identified needs

PEEK (Possibilities for Each and Every Kid) is a registered Scottish Charity working across some of the most deprived communities in Glasgow. Its purpose is to improve the life chances of children and young people by unlocking their potential through the provision of a number of services giving youngsters the motivation, self-confidence and skills they need to change their lives. All their projects are child and young person led.

They have received funding for a range of projects spanning across various primary and secondary schools.

Projects vary depending on the needs of the schools and their pupils. The shortest delivery project is 12 weeks with the longest being the full academic year. Needs are primarily identified by the schools after consultation with parents, children and young people voicing their opinions and feeding this back through the various school structures.

In one example, PEEK has received monies to run two Emerging Leaders projects with S2 and S3 Pupil Council members in a secondary school. The aim of this project is to develop confidence, self-esteem, leadership skills and to help young people identify and work towards fulfilling their potential and is delivered in weekly sessions over a 12 week period.

PEEK has been working in schools since its inception in October 2000 and has forged positive relationships with schools, teaching staff, children, young people and their communities. Therefore, in respect of PEF, for the most part schools have approached PEEK with specific requests. PEEK has also developed marketing material to show how they can support schools in tackling the poverty related attainment gap.

Process Involved

- Marketing Material distributed or contact made by school as previous/current relationship
- School Contact PEEK
- Initial meet with Headteacher or Depute Headteacher
- Project proposal development and sent to school from PEEK
- Agreement on Project Aims and Outcomes
- Delivery and Implementation of input
- Ongoing evaluation
- Check in points throughout programmed work with School HT or DHT
- End of project and final evaluation report given to the school

Within the evaluation processes a range of appropriate measures are used including quantitative evidence (e.g. improved attendance and timekeeping, increased positive behaviour and interactions) and qualitative evidence (using the wellbeing indicators – Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included).

CASE STUDY

Crisis Counselling

Be prepared to negotiate if you can help reduce unmet needs

Crisis have been offering a range of therapeutic counselling services for 21 years from their base in Erskine to over 46,000 clients, including over 23,000 children, across Scotland.

They have worked with a number of local authorities to provide support to early years and school age young people to help them cope with a range of issues, primarily complex trauma.

Recently, due to budget changes and reductions, the shape of the contracts have changed in how they are purchased or contracted in one local authority area but service delivery, range and treatment options remain the same.

Schools in the area are keen to keep continuity of service, seeking to directly purchase through PEF funding, so individual arrangements are currently being negotiated.

The schools, as well as clients, are able to maintain choice and access to a range of specialist and generic services to support robust mental health, resilience and improvement in home, school and community benefit. Clinical supervision, responsibility and due diligence remain with Crisis with an agreed amount of time allocation for service provision. Crisis has been retained by partnership service level agreements for 9 years through procurement, and is supporting school staff with transitional purchasing responsibility to minimise administration and to prepare individual contract arrangements.

- *Does either of the above examples suggest a way in which your organisation could engage with schools?*
- *Do you have existing contacts that you could develop to explore possible opportunities for your organisation to demonstrate its potential role in contributing to closing the poverty related attainment gap?*

There are many examples around the country of third sector organisations making significant contributions to work in and with schools for the benefit of children, young people and their families. We hope that this paper may encourage and assist even more to become involved.

ADDITIONAL LINKS:

National Operational Guidance – This describes the arrangements and sets out the Scottish Government’s expectations as to how the funds should be allocated.

Commonly Asked Questions – A brief run through some of the most frequently asked questions on PEF

Information Leaflet for Parents and Carers – Basic information on PEF written for parents and other interested parties.

National Improvement Hub – This is an introduction to the initial version of a framework which has been developed to support schools in the use of Scottish Attainment Challenge - Pupil Equity Funding (PEF).

2017 National Improvement Framework and Improvement Plan – The 2017 National Improvement Framework and Improvement Plan brings together improvement activity from both the Delivery Plan and the Curriculum for Excellence Implementation Plan and also incorporates the national improvement plan on parental and family engagement envisaged in the Delivery Plan.

How Good is Our Third Sector Organisation? – A self-evaluation guide published by the Scottish Government to support the Third Sector.

Everyone's Children – The Everyone’s Children project promotes and supports third sector organisations in Glasgow that provide services to children, young people and families.

The PEEK Project – The website of the PEEK Project.

CRISIS Counselling – The website of CRISIS Counselling.

Evaluation Support Scotland – A variety of evaluation tools and templates.