

Pupil Equity Funding Guidance

Aberdeen City Council

2018-2019



Introduction

Pupil Equity Funding is additional funding allocated directly to schools and targeted at closing the poverty related attainment gap. The Scottish Government has committed to this funding as part of the Scottish Attainment Challenge programme from 2017/18. The Pupil Equity Funding forms part of the £750m Attainment Scotland Fund which will be invested over the current Parliamentary term. Pupil Equity Funding will continue until the end of this Parliament.

Pupil Equity Funding is allocated to schools on the basis of the estimated number of children and young people in P1-S3 registered for free school meals under the national eligibility criteria.

The 2018/19 funding allocation has been calculated using the most recently available Healthy Living Survey and Pupil Census data and is based on:

- The estimated number of P1-P3 pupils who would be registered for free school meals using the national eligibility criteria. This will be done by taking the proportion of pupils registered for free school meals in primary schools in 2014 and then applying those to the 2017 school rolls for P1-P3.
- The estimated number of P4-P7 and S1-3 pupils who are registered for free school meals.
- The estimated number of special school pupils in the P1-S3 age range registered for free school meals.

The approach to estimating free school meal registrations will be kept under review as the Government seeks to improve the quality of data for identifying children living in households affected by poverty.

Funding for 2018/19 will be paid by the Government to local authorities by means of a ring-fenced grant which will clearly indicate the amounts that should be allocated directly to each school.

Publicly funded primary, secondary and special schools will receive £1200 in 2018/19 for each child in Primary 1 to S3, or equivalent, who is registered for free school meals under national eligibility criteria.

	Funds allocated	Total number of pupils	Total Allocation including Top-up
Primary	£2,209,200.00	1841	£2,245,800
Secondary	£554,400.00	462	£557,520
Special	£39,600.00	33	£41,760
Total	£2,803,200.00	2336	£2,845,080

Head Teachers must have access to the full amount of the allocated Pupil Equity Funding.

Planning for Improvement

The following points should be considered during the development and planning phase of Pupil Equity Funding:-

- Pupil Equity Funding must enable schools to deliver activities, interventions or resources which are clearly additional to those which were already planned. Funding must provide 'additionality' to core service delivery in new or enhanced activity.
- Head Teachers 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.
- 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 Quality reports.
- Parents and carers, children and young people and other key stakeholders should be involved in the planning process, particularly in 2018 Year of Young People.
- 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, Head Teachers can use their professional judgement to bring additional children in to the targeted interventions and approaches.
- Head Teachers 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.
- Schools must have plans in place at the outset to evaluate the impact of the funding. These plans should outline clear outcomes to be achieved and how progress towards these, and the impact on closing the poverty related attainment gap, will be measured. If, as a result of this ongoing monitoring, the plans are not achieving the results intended, these plans should be amended.
- The planned use of Pupil Equity Fund will be incorporated into school improvement plans that are aligned to National Improvement Priorities.
- A summary report for Pupil Equity Funding evaluating the impact of interventions and progress towards targeted outcomes is incorporated into the 2018-19 SQUIP.

How can it be used?

Although the funding is allocated to schools on the basis of free school meal eligibility, Head Teachers have discretion to make decisions about which children and young people would benefit most from any particular intervention or approach, whilst keeping a clear focus on delivering equity. Funding should not be used in ways that stigmatises children and young people or their parents. Interventions that impact on transitions between school stages – for example between nursery and primary or between broad general education and senior phase – can also be considered.

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

Head Teachers can work at an individual school and local community level or collegiately in wider school clusters and beyond at local authority and regional improvement collaborative level to address common interests. Interventions and approaches should be considered within the context of the school improvement planning cycle and must be targeted towards closing the poverty related attainment gap. Where appropriate, funding should articulate with existing Scottish Attainment Challenge School and Challenge Authority improvement plans.

Evidence shows that some children and young people from equalities groups can be disproportionately affected by deprivation and can therefore face significant additional barriers to learning. Education authorities have responsibilities to actively address inequality and the promotion of equity is a shared responsibility held by all staff, partners and stakeholders. In this context, Head Teachers should consider additional steps that might be required to close the educational attainment gap for pupils affected by poverty who may also experience disadvantage for other reasons. For example, disadvantage related to; a protected characteristic (disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex (gender) and sexual orientation); a need for which they require additional support; being looked after; or having caring responsibilities. Head Teachers will need to be familiar with local policies and procedures – such as the Local Code of Corporate Governance, Local Schemes of Delegation, the Role of the Section 95 officer, the local Devolved School Management policy and local school planning cycle.

ICT

The Pupil Equity Funding can be used to procure digital technologies, including hardware and software, when its allocation and use is particularly focused on supporting children and young people affected by poverty to achieve their full potential. The Scottish Government provides access to a range of national procurement frameworks for the purchase of digital technology products and devices, including a range of desktops, laptops and tablets. The frameworks offer a direct route to market and significant savings against RRP.

To prevent issues arising with compatibility and connectivity, schools seeking to purchase digital technology should do so in close consultation with the Learning Technologies Team contacting Charlie Love chalove@aberdeencity.gov.uk for any queries.

We know that simply providing more technology does not result in improved outcomes for learners. Therefore, any deployment of technology in an educational setting should be undertaken in line with the objectives of the national Digital Learning and Teaching Strategy.

www.gov.scot/Publications/2016/09/9494

Accountability and reporting

Head Teachers will be accountable to Aberdeen City Council for the use of Pupil Equity Funding within their school. To ensure transparency, schools will be expected to incorporate details of their Pupil Equity Funding plans into existing reporting processes to their Parent Council and Forum, including in their annual School Improvement Plans and Standards and Quality Reports. These plans and reports should be made publicly available so that parents can understand what is happening in their school.

School inspection and other review processes will be used where necessary to ensure schools use their funding appropriately. 'How Good Is Our School? 4' includes an evaluation on the six point scale of the school's success in raising attainment and achievement and ways in which they can demonstrate improvements to equity for all learners. In addition, the operation, use and effectiveness of the Pupil Equity Funding at closing the poverty related attainment gap at a local authority level will feed into other existing quality assurance processes, such as Audit Scotland's Shared Risk Assessment.

The table below will be sent to schools for completion by August 31st 2018 to allow tracking of the spend.

Planned Pupil Equity Fund Expenditure (Q1 1.5 Management of resources to promote equity)

Approximate carry forward from 2017/2018	
Pupil Equity Funding 2018/2019	

Area of Purchase	Details	Approximate Cost
Resources		
Staffing		
New Staff Post - not within current structures		
Commissioned /purchased services /partners		
Transport		
Lets		
Other		
Total		

Outcomes, impact and measurement

It is essential that Head Teachers continue to make best use of the data they have access to locally to understand which children and young people would benefit from targeted support and to monitor

and track learners' progress over time. Schools should articulate clearly defined outcomes to enable progress and impact to be measured. Where appropriate, consideration should be given to defining short, medium and long term outcomes to enable progress to be measured over time and to ensure that plans are resulting in improvements. Improving nationally the confidence and accuracy of teacher professional judgement of achievement of Curriculum for Excellence levels is a key factor in measuring progress. Progress towards closing the attainment gap will continue to be reported in the annual national and local National Improvement Framework evidence reports.

<https://education.gov.scot/improvement/learning-resources/Curriculum%20for%20Excellence%20Benchmarks>

Outcome: what you are trying to achieve?

Outcomes should be pupil-focused and on the areas of literacy, numeracy and/or health and wellbeing. Outcomes should indicate:

- who (the targeted group)
- by how much
- by when

Examples

- To ensure that a targeted group of pupils achieve the Tools for Reading benchmarks for First Level by June 2019.
- To ensure that a targeted group of pupils achieve CfE First Level Numeracy by June 2019.
- To increase attendance at school from 70% to at least 85% by June 2019 of a targeted group of pupils. At the same time increase the length of time engaged in learning from a 1 or 2 on the Leuven Scale of Engagement to a 4 or 5.

Measures: how will you know that your change is leading to an improvement?

A bundle of measures will be used to assess whether your change is leading to an improvement. Measures should detail what you are measuring and how you are measuring.

Examples

- Pupils are positively participating in the Reading Wise sessions. This is monitored by reviewing attendance/lateness, on/off task, accuracy data after each session.
- Pupils are reading aloud a familiar piece of text adding expression and can show understanding (LIT 1.13a). This is measured by use of a scale 1-5 with 5 being extremely confidently.
- Pupils reading ages are recorded at the start, after 5 weeks and at the end to monitor increases in the reading ages.
- Pupils can increasingly show their understanding of how a single item can be shared equally; the notation and vocabulary associated with fractions; and where simple fractions lie on the number line. (MNU 1-07a). This is measured by use of a scale 1-5 with 5 being extremely confidently.
- Sumdog data for each pupil is reviewed each week to monitor their progress.
- Teachers are increasing their understanding and confidence of giving verbal feedback. This is recorded using a 1-5 scale before and after the workshop session.

- Pupils are engaging with the Barnardo's worker and increasingly able to talk positively about their school experiences. Scaling techniques used by Barnardo's worker.
- Pupils arrive prepared for school and this is recorded on a 1-5 scale with 5 being very well prepared for school, including all homework completed.
- Teachers are increasing their understanding and confidence of restorative approaches. This is recorded using a 1-5 scale before and after the workshop session.
- Parents/carers are increasing their understanding and confidence in supporting their child with homework. This is measured using a 1-5 scale before and after the parent session.

Steps for planning your improvement

Step	Action
1 Intent	Identify your attainment gap. Is this related to poverty? What does the data tell you? What does self-evaluation tell you?
2	Identify the barriers to learning Areas that could be considered are: learning and teaching; family engagement; realising aspirations; early development; language skills; home life; stress, anxiety, lack of confidence
3	Identify what is working already and how do you know – have you looked at research and practice on the National Improvement Hub (NIH) and the Scottish version of the Education Endowment Fund's <i>Teaching and Learning Toolkit</i> .
4	Define the change you want to see This is your outcome – who is the target group? By how much? By when?
5	Identify what you will measure and how you will measure it to know that your change is leading to an improvement Consider the 5 areas of: attainment, attendance, exclusion/inclusion, engagement, participation
6	Plan the details of your intervention Consider the 3 organisers: learning and teaching, leadership, families and communities
7 Implement	Implement the change
8	Regularly review and analyse data from your measures
9 Impact	From analysis of the data, decide whether to adopt, adapt or abandon

Partnerships

Parents and the local community are a valuable source of support and partnership. In many contexts schools may be able to achieve the best possible outcomes for children and young people by working with a range of bodies such as parent groups; parent councils; other local authority and public sector services; third sector organisations (including youth work, family learning organisations); other educational sectors; and/or centres of expertise. Understanding the needs of children and young people should help to identify appropriate areas for collaboration.


<https://education.gov.scot/improvement/self-evaluation/Scottish%20Attainment%20Challenge%20and%20partnerships%20with%20the%20Third%20Sector>


Participatory budgeting (PB) could be an innovative and effective mechanism to engage with parents and pupils, in particular those who face barriers to participation. PB directly involves people in participating in budgeting decisions that will have a direct impact on improving their lives and it can engage people who would not normally participate with traditional forms of communication.


<https://pbscotland.scot/>

Financial Guidance and Procurement


Purchase of resources, equipment or services must comply with existing local authority procurement procedures. This will be particularly important when buying ICT resources or, for example, services from third sector partners. Schools should liaise with local authority finance partners to ensure compliance with procurement policies and legislation.

-  The PEF finance will be transferred to the cost centre E55 followed by the individual school code.

-  Any expenditure must comply with Aberdeen Council Financial Regulations including procurement.

-  It is anticipated that use will be made of the existing Aberdeen City Council and National framework contracts for the provision of goods and services. In the event of a new procurement being required or if the total value of the orders with any one supplier takes us beyond the current award threshold further commissioning work will be required in conjunction with the Commercial and Procurement Service (CPS) . This will be reflected in the planning and delivery timescales.

Once the initial PEF planning forms are completed and collated we will be in a position to determine what if any additional procurement work is necessary.

-  The identified Finance contact is Chris Dewar – chdewar@aberdeencity.gov.uk or telephone 01224 526394.

Unspent funds - Guidance for carrying PEF forward


Where schools are unable to spend their full allocation during the financial year, any underspent funds can be carried forward to the new financial year. We would expect that, other than in exceptional circumstances, it should be spent within the current academic year. Schools should liaise closely with the authority to agree arrangements for carrying forward the funding into the new financial year (and, in exceptional circumstances, into the new academic year). Pupil Equity Funding should be considered separately from other funding within the devolved school management budget.


HR Guidance and Staffing


Where schools identify the need to recruit additional staff for an appropriate intervention or activity, Head Teachers need to ensure that the job remits and specifications are clearly tied to the aims of the intervention or approach. Head Teachers need to take full account of local HR policies and


procedures and that staffing costs include not just salaries but also on-costs such as pensions, sick leave, maternity cover and also potentially recruitment costs. Any teachers recruited through Pupil Equity Funding will be excluded from the authority's contribution to any national teacher numbers and / or ratio commitment, which means it is essential to fill core staffing posts first before recruiting additional teachers.


- All Pupil Equity Funding posts should be completed on Workforce Change documentation and forwarded to Mark Hearn (MaHearn@aberdeencity.gov.uk) in the first instance for authorisation.
- Any new posts which did not previously exist will require a Business Case to be progressed through the Workforce Change process and referral to HR would be advisable.
- It would be an expectation that in most instances these PEF positions will be advertised and recruited on a fixed term basis.

 Any staff employed must be on national and/or local terms and conditions and expenditure is compliant with procurement regulations.

 If a new post is to be created, such as a play worker, then a job evaluation would need to be completed. Again it is planned to create a city wide example through an identified working group.

 If staff are working additional hours delivering any aspect of work related to the delivery of the PEF then the ex gratia payment should be at the hourly rate of a Principal Teacher on point 1. A city wide job description would be created identifying the range of tasks to be carried out.

 If a promoted post is created then this should be at point 1 on the Depute Head Teacher pay scale. A city wide job description would be created identifying the range of tasks to be carried out.

 Posts which are currently used by schools such as family workers, early year's practitioners, outdoor education instructors would be sourced through the normal channels and paid at the same rate as currently charged.

Examples of Costs for Staff

Please bear in mind that salary costs will be subject to 30% employer on-costs for NI and pension.

Job Role	Grade/ Annual Salary	Hourly Rate	
PSA	Grade 9	£9.84	£3.26 (33.1%)
Depute Head – Point 1	£45,111	£27.42	£8.50 (31%)
Principal Teacher – Point 1	£39,774	£24.18	£7.50 (31%)
Early Years Practitioner	Grade 11	£12.44	£4.12 (33.1%)
School Support Services Manager	Grade 14	£18.50	£6.12 (33.1%)
School Support Assistant	Grade 7	£8.88	£2.94 (33.1%)

School Administrator	Grade 11	£12.44	£4.12 (33.1%)
Senior Support Assistant	Grade 8	£9.16	(33.1%)

Educational Psychology Service

The Educational Psychology Service can provide schools with a number of evidenced-based interventions and approaches to improve the health and wellbeing of pupils and, as a consequence, improve attainment in numeracy and literacy. Interventions that all Educational Psychologists can deliver are detailed below:-

- **Emotion Coaching** – All EPs in the service have accessed training on Emotion Coaching which can support schools to provide a different approach to challenging behaviour resulting in more positive behaviour and developing emotional literacy and social skills in pupils.
- **Seasons for Growth** – All EPs in the service are trained in Seasons for Growth which is a programme of sessions for young people who have experienced a significant loss and change. This programme however has the most impact when it is embedded in school practice and delivered by staff within the school. The service has the capacity to train up to 12 school staff a year to be able to deliver Seasons for Growth in school and can provide a support network for ongoing reflections on the process.
- **Person Centred Planning** – Person Centred Planning is an approach that EPs have been using for many years within their schools throughout the city. The Path and Map allow participants (pupils or staff) to take a step back to consider how what they are doing today will have an impact on the near or distant future. It is a good tool to use at times of transition to gain the voices of those involved.
- **Solution Focused Approaches** – EPS has been involved throughout the years in supporting schools with embedding SFA in school practice and systems. This has been largely through formats for reviews.

Areas that EPs have knowledge of within the service and would be interested in developing further:-

- Mindfulness
- Visible Learning
- Growth Mindsets
- Resilience (e.g. Bounce Back)
- Nurture
- Attachment & brain development
- Video Interaction Guidance: VIG and Video Enhanced Reflective Practice: VERP
- Cognitive Behavioural Approaches at a systemic level
- Practitioner Enquiry networks and development

- Supporting learning and teaching pedagogy
- Other mental health and wellbeing approaches
- EPS can offer advice on further interventions being considered out-with the menu range which may be known to EPs or could be critically assessed by EPs to offer advice to schools and the authority on their likely usefulness.

EPs have a role in supporting development within schools through our core functions of Consultation, Training and Research:-

- The EPS can support in-house **research** at school or ASG level to support improvement using a range of action research tools and strategies. We can support schools to explore evaluative tools for measuring the impact and outcome of PEF projects.
- A wide range of bespoke **training and mentoring** can be delivered to empower staff to help learners to overcome barriers to learning and participation.
- The EPS offers **consultative assistance** on identifying PEF projects with schools and relevant officers.

ASN / Inclusion / LAC input:

Colleagues with responsibility for ASN / Inclusion / Looked After Children can offer a range of bespoke training to meet the specific needs of individual teams / establishments. Contact details as follows:

ASN: Lesley Stopani – lstopani@aberdeencity.gov.uk

Social, Emotional and Mental Health: Cliff McKay – clmckay@aberdeencity.gov.uk

Looked After Children: lagordon@aberdeencity.gov.uk

Aberdeen FC Community Trust (AFCCT)

Overview of Organisation

Aberdeen FC Community Trust (AFCCT), partner charity to Aberdeen Football Club, exist to provide support and opportunity to change lives for the better.

Our Health & Wellbeing interventions for targeted pupils aim to close the poverty related attainment gap. Our presence in schools increase pupil attendance, pupil engagement in their own education and participation in the local community beyond the school day. Our staff are positive role models promoting positive behaviours which will reduce exclusions, proven through our impact tracking.

Intended outcomes from the intervention	Brief description of intervention	Age Range	Time Period of Intervention	Cost	How the impact of the intervention will be measured
Improved attendance, including a reduction in school lateness. Positive start to school day to enhance learning and class engagement.	<u>AFC Breakfast Club</u> – Physical activity & breakfast provision. Early morning football coaching and provision for breakfast. Weekly session before school for academic year on selected day for targeted pupils.	Primary & Secondary	Full academic year	£8,500	Wellbeing Wheel tracking SHANARRI indicators. Baseline and end of each term (Dec, Mar and June) measurements and reporting. Attainment, attendance and exclusion, along with wider participation & engagement data will be tracked by AFCCT.
Increase the number of young people taking part in physically activity aged 9-11 years from SIMD areas. Improve personal and social development of young people from SIMD areas.	<u>AFC Footy Tea</u> – Physical activity & dinner provision. After school education programme to enhance additional learning; football coaching followed by an evening meal whilst promoting life skills.	Primary & Secondary	Full academic year	£10,000	Wellbeing Wheel tracking SHANARRI indicators. Baseline and end of each term (Dec, Mar and June) measurements and reporting. Attainment, attendance and exclusion, along with wider participation & engagement data will be tracked by AFCCT.

<p>To increase number of children participating in physical activity.</p> <p>To increase the number of boys and girls engaging in activities out with school curriculum time.</p> <p>To improve personal and social development in pupils.</p> <p>To improve knowledge around healthy living through football.</p>	<p>RedStart – Football, Fitness & Fun.</p> <p>Physical activity with integrated health and wellbeing messages for all school pupils. 6 week block per term during school curriculum time for academic year.</p> <p>Includes stadium tour and matchday tickets.</p>	Primary	Full academic year	£4,500	<p>Wellbeing Wheel tracking SHANARRI indicators. Pre and post block measurements and reporting.</p> <p>Wider participation in extra-curricular and club activity, along with class engagement will be tracked by AFCCT.</p>
<p>Increase access to daily healthy meals during school holidays for P1-P7 pupils in SIMD areas.</p> <p>Improve social and personal development in participants.</p> <p>Increase in physical activity for primary aged pupils in SIMD areas during school holiday time.</p>	<p>Food n Fun – School holiday meal provision with physical activity, arts and crafts.</p> <p>Supplying food to young people and families affected by food poverty, while developing life skills.</p>	Primary	Bespoke to application.	Price upon application.	<p>Wellbeing Wheel tracking SHANARRI indicators. Pre and post block measurements and reporting.</p>
<p>Improve school attendance.</p> <p>Reduce the number of exclusions.</p> <p>Increase participation.</p> <p>Increase engagement.</p> <p>Improve the wellbeing of all pupils.</p> <p>Improve personal and social development of all pupils.</p>	<p>School of Football – Better person 1st, better player 2nd. Promoting positive behaviour and attendance through Football.</p> <p>Use football as a tool to promote key values, personal qualities and the school ethos via positive role models. Daily football session and/or workshop</p>	Secondary	Full academic year.	£10,000	<p>Wellbeing Wheel tracking SHANARRI indicators. Baseline and end of each term (Dec, Mar and June) measurements and reporting.</p> <p>Attainment, attendance and exclusion, along with wider participation & engagement data will be tracked by AFCCT.</p>

	using the significant aspects of learning for targeted pupils during school curriculum time.				
<p>Improve behaviour in the playground and classroom.</p> <p>Increase levels of resilience, respect and tolerance.</p> <p>Increase responsibility and pupil empowerment.</p>	<p>Better Playground Play – Promoting positive behaviour through football.</p> <p>Physical activity with integrated messages including resilience, respect and tolerance. ½ day delivery per week during curriculum time, including supervision of lunchtime games.</p>	Primary	Full academic year.	£4,500	<p>Wellbeing Wheel tracking SHANARRI indicators. Baseline and end of each term (Dec, Mar and June) measurements and reporting.</p> <p>Attainment, attendance and exclusion, along with wider participation & engagement data will be tracked by AFCCT.</p>
<p>Increasing number of young people participating in physical activity out of school hours.</p> <p>Improve soft skills, including resilience, respect, tolerance, responsibility and relationship building.</p> <p>Increase pupil empowerment.</p> <p>Improve transition and integration of pupils from primary to secondary school.</p>	<p>'Aberdeen' United – Primary to secondary transition programme using youth work and football.</p> <p>Weekly after school educational programme which includes pupil empowerment, social action and teambuilding.</p>	Primary & Secondary	Full academic year.	£5,000	<p>Wellbeing Wheel tracking SHANARRI indicators. Baseline and end of each term (Dec, Mar and June) measurements and reporting.</p> <p>Attainment, attendance and exclusion, along with wider participation & engagement data will be tracked by AFCCT.</p>
<p>Improve the health and wellbeing of primary aged pupils.</p>	<p>AFCCT Street Dance Project- Dance, Fitness and Fun.</p>	Primary	Bespoke to application.	Cost on application.	<p>Wellbeing Wheel tracking SHANARRI indicators. Pre and post block measurements and reporting.</p>

<p>Increase the number of boys aged 8-12 engaging in the creative arts.</p> <p>Improve personal and social development, including confidence of participants.</p>	<p>Using creative arts to increase confidence, resilience and physical coordination.</p>				<p>End of block performance.</p>
<p>Young people increase their confidence.</p> <p>Young people improve their health and wellbeing.</p> <p>Young people are more prepared for the world of work.</p> <p>Young people increase their connectivity with older generations.</p>	<p><u>AFCCT Youth Ambassadors</u> – Youth work initiative with targeted S3+ pupils.</p> <p>Supporting young people to be confident, healthy, connected and enterprising.</p>	Secondary	Bespoke to application.	Cost on application.	<p>Wellbeing Wheel tracking SHANARRI indicators. Pre and post block measurements and reporting.</p> <p>Attainment, attendance and exclusion, along with wider participation & engagement data will be tracked by AFCCT.</p>
<p>Improve wellbeing of primary aged children.</p> <p>Reduce overall BMI in adults aged 35-65 years.</p> <p>Increase in regular physical activity beyond initial project duration and as a family.</p> <p>Improve the personal and social development of all participants.</p>	<p><u>Dons Family in Training</u> – Family engagement programme in an education setting.</p> <p>Family physical activity and health and wellbeing workshops.</p>	Primary & Secondary	Full academic year.	£8,500	<p>BMI Count – Week 0, 6 & 12 Review</p> <p>Portion Quiz – Week 1 & 12</p> <p>Follow up questionnaire/meeting – 6 months post programme.</p> <p>Participation data to be tracked and reported by AFCCT.</p>
<p>Increase in levels of physical activity through mass participation.</p> <p>Reduction in behavioural issues over school lunchtime period.</p>	<p><u>Lunchtime Games</u> – Lunchtime staff cover to facilitate mass physical activity.</p>	Primary & Secondary	Full academic year.	£5,000	<p>Participation data to be tracked and reported by AFCCT.</p> <p>Monitoring of behaviour over lunchtime period.</p>

	Coach/youth worker supervised small sided football games				
<p>Increase levels of physical activity during school holiday time.</p> <p>Improve wider participation outside of school environment.</p> <p>Improve levels of health and wellbeing for all pupils.</p>	<p>Holiday Programme – Football and physical activity out-with school term time.</p> <p>Free of charge places within our exclusive holiday programmes for targeted pupils.</p>	Primary & Secondary	Bespoke to application.	Cost on application.	<p>Wellbeing Wheel tracking SHANARRI indicators. Pre and post block measurements and reporting.</p> <p>Attainment, attendance and exclusion, along with wider participation & engagement data will be tracked by AFCCT.</p>

Aberdeen Foyer

Overview of Organisation

Aberdeen Foyer is a successful social enterprise working to support individuals in communities in the North East of Scotland experiencing poverty and exclusion.

Established in Aberdeen in 1995 in response to concerns about youth homelessness and unemployment, the Foyer has reached beyond its early focus and provides various services across the region.

The Foyer helps people build confidence and develop their skills and talents to make major changes in their lives.

We provide accommodation with support to former homeless and at risk young people.

We deliver education, training, mentoring, counselling, employment support and health improvement initiatives to people of all ages.

Intended outcomes from the intervention	Brief description of intervention	Age Range	Time Period of Intervention	Cost	How the impact of the intervention will be measured
<ul style="list-style-type: none">• Increasing resilience,• building inner confidence• enable young person to ask for what they need• respecting others' opinions• discover tools to manage irritability• understanding how negative and stressful thought patterns can affect mood• develop life skills• understand importance of wellbeing, sleep and resilience	<p>CBT based sessions looking at individual topics for change</p> <p>Young Persons Living Life to the Full. Can be delivered in groups as an 8 session programme or on a 1:1 basis with individuals.</p>	S1+		Bespoke package agreed with school dependant on needs of individual/s	Living Life to the Full Evaluation at beginning and end of engagement plus follow up @ 4 weeks

<ul style="list-style-type: none"> enable young people to get the most out of their lives. <p>Counselling service – offsite</p>	<p>1:1 sessions offering a range of different modes of counselling, ie person centred, CBT, solution focussed, integrative therapy used individually or in combination. This will be in agreement with the young person to provide a tailor made approach to what best method suits them.</p>			<p>Bespoke package agreed with school dependant on needs of individual/s</p>	<p>CORE Outcome Measuring System</p> <p>Various measuring tools to fit with individual</p>
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Foyer Futures build on priorities within Aberdeen City Integrated Children’s Services Plan 2017-2020 by working with Aberdeen City Council to deliver a service that manages outcomes to ensure:

Improvement Outcome 2: Children are safe and responsible

Improvement Outcome 3: Children are respected, included and achieving

Foyer Futures Learning Service provides:

- A 1:1 and group work service to provide learning opportunities for young people who are disengaged from mainstream education enabling them to return to mainstream education or an alternative positive destination
- Opportunities, skills and resources to ensure young people can progress on to the next steps in their learning journey
- SQA accredited qualifications

Service Aims:

- Young people will be more engaged in learning which will improve their ability to progress in education, training and work
- Young people will have an increased sense of self-worth which will give them more confidence to make positive changes in their lives
- Young people will develop skills for learning, life and work which will increase their long-term quality of life
- Young people will improve their general health & wellbeing

Intervention	Detail	Measures
Foyer Futures Learning Service	<p>Engagement (Getting in through the door) Transport provided to and from home/school until independent travel can be achieved</p> <p>Discovery Period (Settling In) Environment different to that of school Discovering what you are good at Planning the future you hope for Co-production of Learning Plan with young person</p> <p>Ready to learn Incremental achievements Making link between education and future aspirations Trying new experiences Outreach teacher sessions</p> <p>Achieving Re-engage in learning Return to mainstream education Accreditation gained</p>	<p>Attendance Engagement Independent travel</p> <p>GIRFEC Wellbeing app WEMWEBS questionnaire Empathy Maps Journey planner Strengths assessments Competency based assessment Talking Mats Learning plan</p> <p>British Safety Council Health & Safety at Work qualifications Work tasters My World of Work Sports tasters Creative activities</p> <p>Foyer attendance School attendance Pupil support attendance</p>

	Work tasters	External Sessions attended SQA Personal Achievements Employability Skills completed Learning plan reviews GIRFEC Wellbeing wheel reviews WEMWEBS reviews
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Aberlour

Overview of Organisation



Loose Parts for free play in Schools! Play Rangers in Schools!

Aberdeen Play Forum is an independent 3rd Sector organisation working in partnership with Aberlour who provide the employment, and line management of the play development/ play ranger staff.



The Play Forum promotes the rights of children and young people in accordance with Article 31 of the UN Convention on the Rights of the Child which recognises that every child has to the right to play and has access to play opportunities regardless of their needs, backgrounds or abilities.

The Play Forum exists to challenge the perceived barriers to play:

- Changing attitudes to children and young people playing outside (no ball games culture).
- Problems & perceived problems for children playing in an urban city landscape (traffic, stranger danger, dog's dirt, risk aversive attitudes – reduced play zones over generations).
- Increasing sedentary, indoor alternatives to outdoor free play (preferable to dirty trousers).
- Lack of confidence of parents to let their children play outside/lack of understanding of the importance of outdoor free play.

The Play Development and Play Ranger team deliver community, early years, and school based play programmes providing experiences where children can experiment and find things out for themselves using loose parts for free play. Evidence suggests (National Play Strategy); *“that children playing with loose parts are developing more skills and confidence in contrast to playing with modern plastic toys”*.

Programmes include: **Outdoor Free Play sessions and community play development** activities in designated areas within the city: **School Holiday Family Drop In Play Programmes** (helping parents play outdoors with their children): **School and Early Years Loose Parts Free Play Programme**; **Play Rangers based in school providing** a structured programme with a whole school or nursery approach. **Woodland Explorers Programme**; children with **Higher Functioning ASD** and their siblings to experience play in a woodland setting, providing respite for their carers; **Play at Clinterty Gypsy/Travellers Site** – weekly play sessions at the community centre based on the residential site.

Workforce Play Training in order to improve the confidence, and skills in free play and risk benefit assessment in order to promote a balanced approach to managing risk in children's play.

Intended outcomes from the intervention	Brief description of intervention	Age Range	Time Period of Intervention	Cost	How the impact of the intervention will be measured
<p>Benefits for Children:</p> <p>Promotes Physical & Mental Health & Wellbeing: Increased physical activity levels; physically active children learn better and have healthier happier lives.</p> <p>Promotes confidence and resilience; adaptability and flexibility.</p> <p>Promotes capability and responsibility through involvement in the play programme.</p> <p>Transferrable skills are developed from playground to classroom.</p> <p>Children demonstrate they are enjoying the activities and having fun.</p> <p>Learning and valuing nature through play.</p> <p>Supports the transition from Nursery to P1 for all children in the community.</p>	<p>Early Years & School Loose Parts Play Programme & school based Play Ranger (involving vulnerable 2s where needed) to introduce inclusive freely chosen play/riskier play into school playgrounds and early learning and childcare settings; develop positive play times for all children, providing targeted support where needed, including children with support needs.</p> <p>Programme is structured around the requirements of the school/nursery and can include sessions for each class once a week and play sessions at playtime and lunchtime for all children.</p> <p>The sessions take place outside without the need for specialist equipment using 'Loose Parts', open ended non-prescriptive recyclable resources.</p>	Age 2 - 11	1 School Term Or Staff based in school during the school year.	To be agreed.	<p>Gathering baseline assessment and data; Teaching staff monitor change and progress.</p> <p>Shared learning between Play Team and School staff.</p> <p>Termly reports evaluating work; impact of work and next steps.</p> <p>Recording; using visual displays of the learning journey.</p> <p>Case Studies and surveys.</p> <p>Final Evaluation Report.</p>

Supports the transition from P7 -S1 developing volunteering capacity and knowledge and	<p>Play Champions from P6/7 develop skills to support young children to play in the playground.</p> <p>Engaging with senior pupils from local academies to develop their skills and support children into S1 through joining in play programmes.</p>	11+			
Benefits for Staff Supports early learning and teaching staff to develop professionally and are confident practitioners empowered to undertake risk benefit assessments.	Partnership working and training with early learning and school staff to support the sessions and develop their play practice.				Training evaluation and recording learning into practice. Follow up support and mentoring in order to sustain the learning.
Benefits for Parents/Community/School Promotes school/community engagement and involves parents in their children's play; positive interactions and decrease in use of technology. Promote more children playing outside in local greenspaces. Promotes awareness of the health/wellbeing benefits for children and parents	<p>After School Play Session for Parents and Pupils</p> <p>Partnership working linking with community groups in play sessions to foster positive relationships between school and local community and use of local greenspaces and play areas.</p>	0-11			<p>Play sessions in local greenspaces and play areas; data.</p> <p>Feedback from parents</p> <p>Feedback from school</p>

Aberlour Family Service

Overview of Organisation

Aberlour Family Service Aberdeen is based at Sunnybank Road, Aberdeen and works across the whole of the city offering family support services. Formerly Primrosehill Family Centre, over the last 35 years we have worked with a huge range of vulnerable families. We provide group work, family sessions and parenting support.

Presently the majority of our work is with families affected by parental learning difficulties, though we also work with families affected by parental substance use, parental or child mental health issues, families affected by domestic abuse or families who are isolated in their communities for any reason.

We are a small team who establish effective working relationships with the families by delivering flexible support that meet the family's needs. This can include support with morning or bedtime routines, support to integrate into the local community, improve relationships with family members or professionals, signposting to other agencies that help to improve the family's circumstances i.e. financial management, housing needs, counselling.

Intended outcomes from the intervention	Brief description of intervention	Age Range	Time Period of Intervention	Cost	How the impact of the intervention will be measured
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<ul style="list-style-type: none"> Improved parental engagement in their children's learning, realisation for parents whose literacy level is lower than average that they CAN help their children with school achievement. 	<p>Parent and child homework sessions. Shows families, with varying degrees of literacy and numeracy ability how everyday activities can easily incorporate informal learning that will help their child to consolidate what they have learnt at school.</p>	Nursery to Secondary.	Individualised to family.	Cost on application	<ul style="list-style-type: none"> Attainment progress reports from school. Questionnaires to families. Individual outcome progress scoring.
<ul style="list-style-type: none"> Improved responsiveness of parents to communication from school. Feedback gained from parents on school support. 	<p>The less words project. Using easy to read materials instead of lengthy documents.</p> <p>Knowing me, knowing you A short programme that gives schools/teachers a greater insight into the strengths and challenges that each child benefits from or is affected by at home. Working in small groups or on one to one, workers will work with all family members to gather knowledge of their hopes, fears and any issues. This also provides a chance for families to get to know their child's school and teachers.</p>	Nursery to Secondary.	Individualised to family.		<ul style="list-style-type: none"> Involving parents in the production of materials. Questionnaires to families and schools. Records of communication between school and families.

<ul style="list-style-type: none"> • Pupils will have a better understanding of the impact of a baby in the family – whether it helps them adjust to the idea of having a new sibling or helps older children find out about the joys and stresses of caring for young babies for their personal or career futures. • Pupils will be able to show empathy for others. 	The virtual baby journey. Sessions with Bob our virtual baby can be used from nursery aged school children to secondary.	Nursery to Secondary.	Individualised to families or class.		<ul style="list-style-type: none"> • Individualised outcome progress scoring. • Feedback from families and teachers
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Aberlour Futures: Vocational Schools' Programme

Overview of Organisation

We are a 3rd Sector SQA Accredited Centre with an excellent reputation over the past 20 years for delivering high Vocational Education and Training for the Early Learning and Childcare Workforce in Aberdeen City and Shire.

We are approved by SQA to deliver SVQs suitable for the Early Learning and Childcare Workforce:

SVQs in Social Services (Children & Young People) SCQF Level 6,7,9

SVQs in Playwork SCQF Levels 6,7,9

We are approved by Skills Development Scotland to provide a **Modern Apprenticeship programme** for young people entering the Early Learning and Childcare workforce.

We are approved by SQA to deliver **Skills for Work in Early Education and Childcare National 4, 5**: SCQF Level 4,5



quality

Intended outcomes from the intervention	Brief description of intervention	Age Range	Time Period of Intervention	Cost	How the impact of the intervention will be measured
Benefits for Young People Acquisition of key employability skills Acquisition of life skills; parenting, child development and play. Work placements and development of employability skills in working with children & young people. Young people can make an informed choice on a career working with children and young people.	The Skills for Work in Early Education and Childcare Programme is designed for young people to learn about the essential skills and qualities required for working with children and young people and to gain understanding of the key employability skills employers look for in their employees. The aim is to support young people to make a positive career choice; learn about jobs and qualifications to enable them to	S4,5,6	Academic year	£16,000	Student attainment Student feedback during internal verification (interim internal verification and final internal verification). Feedback from teaching staff Feedback from employers. Self evaluation

<p>Attainment: qualification at SCQF Level 4/5. Progression to work and a Modern Apprenticeship, OR Progression to further study.</p> <p>Benefits for Employers Young people demonstrate key employability skills.</p> <p>Young people entering the workforce are equipped with knowledge and skills to enable their engagement in future learning and development.</p> <p>Young people demonstrate confidence in their practice Young people are knowledgeable about the essential qualities and values required for working with children.</p>	<p>develop their career in early learning and childcare</p> <p>The Programme is delivered in Secondary Schools within the school timetable and is made up of 4 units which are the foundations of early learning and childcare: Working in Early Learning & Childcare Parenting Child Development Play. In addition to employability skills young people learn key life skills. Young people are supported into work placements in local nurseries and childcare services, giving insight into the range of jobs available. The work placement supports the acquisition of key employability skills.</p> <p>Max Numbers in each class group: 15</p>				
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Aberlour Options

Overview of Organisation

Aberlour Options Aberdeen Inclusion Service offers community based education support services. We support children and young people who have complex additional support needs that impacts on their ability to engage with mainstream schooling. The inclusion service focuses on promoting inclusion for young people who are either excluded from school or accessing a flexible learning pathway to address barriers to inclusion.

The Inclusion Service provides support to young people who struggle to access mainstream education services and require a flexible learning pathway to meet their learning outcomes. The service works towards Curriculum for Excellence Experiences and Outcomes combined with a personalised therapeutic level of support to help young people reintegrate back into school or move on to other services that offer vocational learning opportunities.

Intended outcomes from the intervention	Brief description of intervention	Age Range	Time Period of Intervention	Cost	How the impact of the intervention will be measured
Literacy targets-Tools for listening and talking This includes developing appropriate communication skills to engage with others positively Numeracy targets- Time management This includes being able to plan, follow and review an agreed timetable. Health and wellbeing targets This involves being able to recognise and express thoughts,	The inclusion service offers bespoke, therapeutic intervention focussing on raising attainment for young people who struggle to manage the demands of a school environment. This includes developing personalised programmes of support, focussing on developing self-regulatory skills that will enable them to better manage the demands of a formal learning	School age	Bespoke	On request	Outcomes identified from outset, using SHANARRI format linked to Curriculum Experiences and outcomes as described. Weekly reporting, term time progress reports and annual reports in line with academic year to focus on achievements, developments and future planning for all YP.

feelings and emotions positively and appreciate the impact such emotions have on how we behave; opportunities to develop social skills; understanding the importance of healthy lifestyles	<p>environment in the future. The service can offer as follows:</p> <ul style="list-style-type: none"> - Bespoke training workshops to schools and families - Personalised life skills programmes - Personalised relationships and body knowledge programmes - Person Centred Planning tools using graphic facilitation- specifically PATHs and MAPs - Support to parents/carers and families - Forest Schools - JASS curriculum programmes 				
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Action For Children

Overview of Organisation

Action for Children is a charity with a strong track record of working with the most vulnerable children and young people, and their families, to improve their quality of life and outcomes. We have worked across Scotland for over 60 years to help tackle inequalities and disadvantage, and measurably improve the life chances of children, young people and families. Our ambition is that any child or young person who needs help, gets help. We work by:

- Doing what is right for children and young people
- Doing what is needed
- Doing what works.

From before they are born until they are into adulthood, we help disadvantaged children and young people to overcome issues, problems and adversity. We do this by providing support and services to help them develop their confidence and skills so that they can fill their potential. The way we work is proven to make a difference. We operate 87 services across Scotland, supporting over 14,000 children, young people and families every year. Our range of services include family support and parenting programmes, services for children in care, support for disabled children and their families and a range of youth services including employability and training, criminal justice, young carers projects, leaving care services and housing support.

We work closely with both primary and secondary schools across Scotland, helping to support work to close the poverty related attainment gap. Our work focuses on improving pupil wellbeing in order to make tangible improvements in their learning and attainment. The pupils we work with are typically struggling with school, disengaged from learning and school life, have poor self-esteem and resilience and face additional challenges in their lives including family issues. Some examples of our current work with schools includes:

- Providing Family Support- taking a whole-family approach to addressing barriers to attainment
- Counselling and Therapeutic Support – improving pupil wellbeing, confidence and resilience to create improvements in attainment
- Mentoring – relationship-based, goal directed mentoring towards set targets
- Parenting Programmes – delivered 1:1 or in groups, with additional wrap-around support for each family
- Family Learning Programmes – inclusive learning activities with targeted support for families who need it
- Group Work– small focused groups exploring themes (e.g. loss, self-esteem) or directive whole classroom work
- Roots of Empathy – working with 115 primary schools across Scotland to deliver this evidence-based social and emotional wellbeing programme
- Vocational Pathways – working with disengaged S4/S5 pupils to create vocational pathways into further education, training and employment

- Capacity Building and Training for Teachers and Educational Staff – e.g. delivering sessions in neglect, trauma and positive behaviour management.

Intended outcomes from the intervention	Brief description of intervention	Age Range	Time Period of Intervention	Cost	How the impact of the intervention will be measured
<p>Improved emotional wellbeing</p> <p>Improved emotional literacy and social skills</p> <p>Improved empathy</p> <p>Improved pro-social behaviour</p> <p>Reduced aggressing/bullying</p> <p>Improved ability to understand and self-manage emotions</p> <p>More positive classroom/learning environment</p> <p>Improved engagement in learning</p>	<p>Intervention:</p> <p>Action for Children is the sole, exclusive licence-holder to deliver Roots of Empathy (ROE) in Scotland.</p> <p>ROE is an evidence-based social and emotional wellbeing programme which is proven to reduce aggression and increase pro-social behaviour in primary school pupils.</p> <p>ROE engages children by using a volunteer mum/parent and baby who visit the classroom over a school year.</p> <p>A trained ROE Instructor coaches pupils to observe baby's development and label baby's feelings.</p> <p>In this way, the baby becomes a "tiny teacher" - helping children to identify and reflect on their own feelings, and the feelings of others.</p> <p>The programme and learning sessions follow nine themes:</p> <ul style="list-style-type: none"> • Meeting Baby • Crying • Caring for Baby • Emotions • Sleep • Safety • Communicating 	Primary school	<p>Total of 27 sessions (40 minutes each) across a full school year (October to June)</p> <p>This includes 9 family visits, with additional pre and post sessions conducted by the ROE Instructor</p>	Price to be confirmed - dependent on delivery model selected (Action for Children or Local Authority delivered)	<p>ROE programme uses in-built evaluation tools. This includes:</p> <ol style="list-style-type: none"> 1) Age-appropriate evaluation with pupils e.g. drawing pictures, Q&A 2) End-of-programme feedback/scaling questionnaires with class teachers 3) Evaluation questionnaires with parents/carers. <p>We collate data and share findings with schools.</p> <p>The class teacher is an active programme participant e.g. assisting with classroom management. This means teachers gain direct observation/insight on pupil engagement/performance and can apply ROE learnings within the curriculum.</p> <p>Classroom delivery fully integrates communication on pupil engagement/performance within delivery. ROE Instructors liaise with teachers before and after every session, discussing engagement/performance at</p>

	<ul style="list-style-type: none"> • Who Am I • Goodbye and Good Wishes <p>Impact: By teaching “Emotional Literacy”, ROE aims to:</p> <ul style="list-style-type: none"> • Increase empathy Affective empathy – showing the same feelings as others Cognitive empathy – understanding why others feel a particular way • Reduce aggression - less hostile behaviour or attitudes towards peers • Increase pro-social behaviour – pupils act positively towards their peers (sharing, helping, including) <p>This enhances pupil learning/school experiences by improving children’s wellbeing and creating the right conditions for successful learners.</p> <p>Learning areas link to Curriculum for Excellence. Varied, interactive activities keep children engaged and enthused e.g. art, music, games. Learning sessions before and after family visits help to embed learning, with homework tasks and guidance from ROE Instructors.</p>				<p>individual pupil and whole classroom levels.</p> <p>Homework tasks enable teachers to evaluate how engaged pupils are in ROE learning themes, and their level of understanding/performance.</p> <p>Teachers also monitor how pupils process/embed learning e.g. in the playground, during peer-to-peer interactions.</p> <p>Examples of teacher feedback:</p> <p><i>“Emotions play a powerful role in learning as they influence a child’s interaction and interpretations of their curriculum and working with peers”</i></p> <p><i>“If children are unhappy/angry, they focus more on that rather than learning. Happy children have less barriers to learning”</i></p> <p><i>“Understanding their emotions allows children to self-regulate their behaviour and motivation in school”</i></p>
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	<p>Resources and Delivery Models:</p> <p>The manualised programme is delivered by a fully trained, certificated ROE Instructor who embeds learning with the children. Annual re-certification is a pre-requisite of the programme.</p> <p>Action for Children has accredited ROE Mentors who deliver certificated training and provide ongoing support and mentoring for Instructors.</p> <p>To meet the needs of individual schools, we offer two delivery models/options:</p> <ol style="list-style-type: none"> 1) Action for Children delivery – bringing in our trained staff to fulfil the role of ROE Instructor 2) Local Authority self-delivery – building capacity and reducing cost by training Local Authority staff (health, education) as Instructors <p>The class teacher is an active participant in the programme but cannot be a ROE Instructor.</p>				<p><i>“Children will not be able to learn if their emotions are in turmoil. I have witnessed this first hand. Roots of Empathy covers so many of the Health and Wellbeing outcomes for the Scottish Curriculum and does this ... with the baby visiting, and the pre and post family visits. The children have a safe environment in which to discuss their feelings and it helps them to know that all feelings are ok and it is best to talk about them.”</i></p>
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Active Schools

Overview of Organisation

Sport Aberdeen's **Active Schools** team already supports all schools, through Active Schools Coordinators, to get more pupils active and involved in sport and physical activity during extra curricular time. The new Active Schools Proactive programme aims to offer schools more support in curriculum time to use the many benefits of sport and physical activity to positively impact pupils.

For more information on Active Schools PEF options, schools should speak to their Active Schools Coordinator in the first instance.



Intended outcomes from the intervention	Brief description of intervention	Age Range	Time Period of Intervention	Cost	How the impact of the intervention will be measured
Positive impact in the following areas;- Attendance Engagement Participation	Active Schools Proactive (Staffing) An Active Schools Assistant will be based within a school and work with identified pupils to help them engage in activity, both in curricular and extra curricular time. They will be able to deliver sporting activities, as well as supporting pupils to take part in PE and work on a 1-2-1 basis with pupils to support increased participation and engagement	P1-S3	At the discretion of the school	£15 per hour	SHANARRI Wheel during lifecycle of intervention – before, during, after, on GIRFEC App, Individual report on pupil as requested by school. Standard Active Schools monitoring reports – ASMO Reports

Positive impact in the following areas;- Attendance Exclusion Engagement Participation	Active Schools Proactive (Interventions) Bespoke sport and physical activity interventions on an individual and small groups basis will be organised for identified children. Based on Sport Aberdeen's successful Looked After Project model, activities can be based around participation, development and volunteering and can be curricular and extra curricular times. Examples of activities include Horse Riding, Skateboarding, Volunteering and Swimming Lessons.	P1-S3	At the discretion of the school	£TBC dependant on intervention	SHANARRI Wheel during lifecycle of intervention – before, during, after, on GIRFEC App, Individual report on pupil as requested by school. Standard Active Schools monitoring reports – ASMO Reports
	Active Schools Extra Curricular Programme Increase the number of extra curricular activities available within the school delivered by Sport Aberdeen coaches, with a targeted approach to ensure identified pupils are guaranteed a space. OR	P1-S3	Termly	£15 per hour for group session coach OR £20-£30 per term per pupil	SHANARRI Wheel during lifecycle of intervention – before, during, after, on GIRFEC App, Individual report on pupil as requested by school. Standard Active Schools monitoring reports – ASMO Reports

	For Active Schools activities where there is a charge, identified pupils have this charge waived to remove cost as a barrier to participation.				
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Barnardos

Overview of Organisation

Barnardo's Northern Star delivers a service that aims to achieve improvements to educational attainment, specifically targeting the objective of reducing the impact of poverty on such outcomes. Northern Star will aim to improve the quality of life for children and where possible to enable them to remain in mainstream education and with their families. The primary focus of support will be responding to children's attainment needs and offering holistic support, utilising an asset and strengths-based approach to engage with children and their families. In this we will aim to support children and their families to close the attainment gap and make more positive choices and successfully manage school life and thrive, which will be underpinned by Getting It Right For Every Child (GIRFEC).

The service has successfully expanded since August 2018, now covering nine schools across Aberdeen City and Shire. Head teachers have commented on the benefits of having a school-based worker who, closely integrated with teaching staff, also forms a significant link between school and home to enhance the child's ability to learn and develop new skills.

Intended outcomes from the intervention	Brief description of intervention	Age Range	Time Period of Intervention	Cost	How the impact of the intervention will be measured
Attendance Engagement Exclusion Participation	The whole workforce can access professional learning from Kate Cairns Associates. Identifying who will access what learning is co-created at the local level dependent on need, budget and time. The KCA training increases professional knowledge and skills development which includes: <ul style="list-style-type: none">• Understanding how relationships with adults affect children's brain development	P1-P7	Depending on need of the child/ family. Time of intervention is agreed and reviewed with Head teacher	TBC	Direct input or training sessions will be delivered as requested by schools. This can assist to raise awareness for teachers and PSA's to feel better equipped to understand and respond to children's diverse needs.

	<ul style="list-style-type: none"> • The neuroscience of learning and development • Trauma - the impact of toxic stress on brain and body • Developing skills in promoting healthy brain development <p>Workforce development is maximised through KCA online modules, continuous learning and opportunities to share practice. Barnardo's Scotland Nurture Facilitators then support professionals to embed the approach in the most meaningful way for their nursery or school to achieve change.</p>				<p>Barnardo's Northern Star will, in line with GIRFEC, set specific outcomes for children open to the service at the start of each school term. Those outcomes are matched with educational objectives and evaluated at the end of term to ensure consistent PEF reporting. Quarterly reports are provided by Northern Star to evidence all outcomes.</p> <p>Case reviews will continue throughout the term between Barnardo's and the school to measure and review impact of interventions at all stages.</p>
Attendance Engagement Exclusion Participation	<p>Providing whole family support at key ages and stages: Nursery into Primary Primary1-7 Primary into Secondary education</p> <p>Northern Star workers will support identified children to arrive at school ready to learn; they will help parents build strong and healthy relationships with their children by enhancing parenting capacity, skill and confidence to improve</p>				<p>All interventions, whether school or home based, will commence with a visit to the child's home where workers will begin formulating a relationship.</p> <p>A parenting form will be completed to gain the parent's view on their child's education. This assessment may also highlight the need for a specific piece of work the parents/ carer may wish to engage with to improve their child's ability to learn and readiness for the classroom.</p>

	<p>educational attainment and life chances for the whole family.</p> <p>Parents are supported to understand child and brain development, helping them to respond to their child's needs and build stronger attachment and relationships.</p> <p>Project workers will build strong and trusting relationships with families who can be hard to reach, and from there will support positive change.</p>				
<p>Attendance</p> <p>Engagement</p> <p>Exclusion</p> <p>Participation</p>	<p>Children identified to meet PEF criteria will be referred to Northern Star by the Head teacher to receive 1:1 support or become part of group work.</p> <p>Interventions will range from intensive daily contact to weekly support to meet the child's individual need. Workers offer structured, task-focussed approaches to address social and emotional needs, whilst being able to respond to crisis when a child has difficulty remaining in the classroom or playground.</p> <p>Focussed group work will offer children opportunity to apply</p>				<p>Barnardo's Northern Star will set specific outcomes for children open to the service at the start of each school term. Those outcomes are evaluated at the end of term in line with educational objectives to ensure congruent and consistent PEF reporting through quarterly reports provided by Northern Star.</p> <p>Case reviews will continue throughout the term between Barnardo's and the school to measure and review impact of interventions.</p>

	<p>their new strategies and with this increase their self-awareness, confidence and social skills in a safe environment. This will be achieved through shared activities like Nurture breakfast, therapeutic play or targeted themed groups such as bullying or social media safety.</p>				
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Befriend a Child

Overview of Organisation

Befriend a Child is a long established Charity who has supported children and young people growing up in difficult life circumstances across Aberdeen and Aberdeenshire for the last 42 years. By providing befrienders and mentors this helps the children to develop into confident adults and achieve their full potential. Befriend a Child is Scotland's oldest 1:1 befriending service.

The children we support are aged four and a half to sixteen and come from troubled family backgrounds where they experience challenges and difficulties, such as poverty, parental alcohol and substance use, abuse and neglect and inconsistent parenting.

We also support young carer's and children who have experienced loss and changed. All our volunteers are PVG checked, references are in place and are fully trained in Child Protection.

Transition Project

This project which has been newly established and funded for the next 3 years will support children in the transition period from P7 to S1. We are aware although most children will cope with the transition and become accustomed to the change by the end of the first few weeks in contrast, the children with difficult home circumstances and learning needs may take 2 to 3 terms to adjust and navigate their way around their new school.

Some of the children may be at risk of isolation and bullying and attracting stigma due to their situations at home. By providing a volunteer mentor who will introduce the child to the new experience and will meet in the community twice a month for a few hours each this will give the child the opportunity to escape on a regular basis from the on-going problems at home.

The mentor will also give the child the opportunity to talk about their worries in transitioning from Primary to Secondary school.

Intended outcomes from the intervention	Brief description of intervention	Age Range	Time Period of Intervention	Cost	How the impact of the intervention will be measured
<ul style="list-style-type: none">• Increase self esteem• Reduce isolation	Meet with a mentor twice a month in the community for 2-3 hours each time to develop new	P7 -S1	12-18 months	£700.00	The relationship will be measured every three months using the Organisations monitoring and

<ul style="list-style-type: none"> • Increase attendance and achievement in school • Develop new life skills and interests, therefore allowing them to engage with their peers at school and in the community 	activities and experiences currently unavailable to them.				evaluation tools based on the SHANNARI indicators
Befriending					
<p>Befriending is our core work in the Organisation. We provided volunteer befrienders for children who take them out twice per month for a few hours each time and introduce them to new experiences and allow them some breathing spaces away from the problems they face at home due to no fault of their own. For many of the children we work with getting out of the own communities is a treat. This project can also allow them to attend group sessions giving them greater experience of peer interaction with both adults and children.</p>					
Intended outcomes from the intervention	Brief description of intervention	Age Range	Time Period of Intervention	Cost	How the impact of the intervention will be measured
<ul style="list-style-type: none"> • Increase self esteem • Reduce isolation • Increase peer relationships 	Meet with a befriender twice a month in the community for 2-3 hours each time to introduce the child to new experiences	P1 – S4	12 months	£700.00	The relationship will be measured every six months using the Organisations monitoring and evaluation tools based on the SHANNARI indicators

Children 1st

Overview of Organisation

Children 1st, Scotland's national children's charity has been providing emotional and practical support to children and families, for over 135 years. We believe in preventing children's situations escalating, through early support for them and their family. Our support is centred on children but based on building strong family relationships and building on the strengths of parents to support their children's development and learning. We offer flexible, child centred trauma informed family support that improves the outcomes for some the most disadvantaged children, young people and families in Scotland.

With relationships at the heart of everything we do Children 1st staff focus on building relationships that create change and promote resilience – Children 1st's approach is informed by an understanding of child development, attachment and trauma and the impact of early childhood adversity on the child's biology, relationships and their ability to engage with learning. We believe that children's education and their life chances can be affected by adversity and if they and their family receive early and compassionate help this can improve their life chances. We believe children and their families can recover from adversity and trauma through strong positive relationships and communities.

Children 1st works in schools across Scotland and can design and deliver a bespoke/flexible service that meets the needs of each individual school and deliver flexibly across ASG schools to share service and costs. Our relational approach means we don't offer a programmed model of delivery, rather we work alongside children, families and school staff to understand the issues affecting children and what we can do to help those pupils raise their overall achievement in education and improve their health and emotional wellbeing.

Intended outcomes from the intervention	Brief description of intervention	Age Range	Time Period of Intervention	Cost	How the impact of the intervention will be measured
Increase social skills and emotional wellbeing Recover from trauma	Individual work with children within the school environment or in the family home/local community	5 - 18	Variable approx 6 – 16 weeks	Family Support Worker/Project worker Hours. Cost depends on hours requested – see next column.	We will use Children 1st's outcome monitoring system to set and track individual outcomes for children and parents/carers. This 3 tier system is based around the GIRFEC Practice Model SHANARRI outcomes framework: LEVEL 1: SHANARRI Indicator

Manage feelings positively, reducing behavioural expressions of distress					<p>LEVEL 2: Outcomes (service level) LEVEL 3: Outcome Indicators (individual outcomes/improvements)</p> <p>The recording and reporting of the outcomes identified using the Outcomes Framework will be facilitated by our Integrated Information Management System- an extensive IT information management system on which all outcomes are recorded, and reports produced which will highlight progress achieved against all outcomes</p> <p>Families will be fully involved in setting, measuring and evaluating their own outcomes. Reviews on progress towards these will take place on a regular basis.</p> <p>We will seek regular feedback from the school in relation to school based outcomes such as attendance, timeliness, preparedness for learning, managing self/relationships, links between home and school and overall achievement.</p> <p>Costs – all can be tailored to meet individual need: Family support worker (school and home based trauma informed support for children and families) Range £7,47 1day/week - £37,350 FTE</p>
Build resilience and coping skills					
Child more school ready – improved attendance, on time, better slept and having had breakfast. Child more able to participate in school based learning	Family or group sessions with parents/carers/kinship carers focusing on a range of issues including family routines, budgeting/ money advice, homework, family communication and relationships and links with the school	5 - 18	Variable approx 6 – 16 weeks	Family Support Worker Hours. Cost depends on hours requested – see next column.	
Promote healthy relationships & lifestyles Reduced family stress					
Increase social skills and emotional wellbeing Build emotional literacy and resilience and strengthen pupil and staff relationships	Supporting schools to roll out use of our innovative Kitbag through small group work in school and support sessions with staff.	5 – 18	6 – 10 weeks	£1900	
Increased self esteem Increased links with community activities Increased social skills and emotional wellbeing Improved links between home and school	Volunteer befrienders and volunteer parent mentors to support families	5 - 18	Variable 6 – 26 weeks	£150 - £600 – or included as part of ongoing work if FSW or PW are engaged in work through the school	
Trauma informed staff	Support for school staff in understanding ACE's and the impact of trauma on children.	N/A		£104 per input	

Increased staff confidence in managing children's distress and the impact of this Wider repertoire of responses to managing children's distress in a school setting	Kitbag introductory session			£380	Project worker (trauma recovery for children, trauma workshops with staff) Range £9,114 1 day/week - £45,570 FTE
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Children's Parliament – Doing Our Best

Overview of Organisation

Children's Parliament is Scotland's Centre of Excellence for children's participation and engagement. Children's Parliament works for a future where all children in Scotland are actively engaged in shaping our world so that everyone is healthy, happy and safe. All our work is delivered through the lens of human dignity. We have been working with partner schools in Aberdeen since 2015 delivering two strands of work – one concerned with strategic engagement with children called the Imagineer programme and a workstream called Doing Our Best which addresses attainment. <https://www.childrensparliament.org.uk/our-work/imaginingaberdeen/>

The programme described here is called **Doing Our Best**.

Intended outcomes from the intervention	Brief description of intervention	How the impact of the intervention will be measured
<p>Poor learner self-perception (sometimes called academic self-perception) is a barrier to success as a learner. The three main aspects of learner self-perception which are impacted by engagement are:</p> <ol style="list-style-type: none"> 1. A sense of agency related to learning optimism (increased) 2. Learned helplessness (decreased) 3. Enjoyment and active involvement in problem solving. (increased) <p>Evaluation has shown a positive impact in all areas, and a statistically significant impact for all learners in terms of factors 1 and 3. Children who started with a lower than class average score in terms of learning self-</p>	<p>In order to impact on attainment in ways that are sustained for the learner there is a need to address how children see themselves as learners, and to create classroom environments where children are both loved and nurtured. 'Doing Our Best' addresses the attainment gap by building on learner self-perception and rights-based classroom relationships.</p> <p>Why do we work on learner self-perception and relationships? As long ago as 1954 Educational Psychologist Paul Eiserer wrote: <i>'A child's learning is directly influenced by the way he feels about his school and his teacher. How can school and home, working together, develop more favourable attitudes on the part of</i></p>	<p>The programme uses the Myself as a Learner Scale (MALS), one-to-one with children pre-and-post intervention. This is a validated tool to explain and measure the three main aspects of learner self-perception.</p> <p>Qualitative evaluation is ongoing and records the experiences and insight of participating children and teachers. A programme blog, which is updated after each</p>

<p>perception received most benefit from the intervention.</p> <p>Because learning is about relationships, the programme also focuses on the development of rights-based relationships, which are those defined by a mutual understanding of the centrality of human dignity, empathy, kindness and trust.</p> <p>As well as evidence from the validated Myself as a Learner evaluation tool, impact from qualitative approaches also evidences that:</p> <ul style="list-style-type: none"> • Children like the programme activities which are engaging and fun. • Children have learned about their rights and the core idea of human dignity. This helps children to think about how they get on with others. • Teachers report a positive impact on how children understand and talk about themselves as learners with insight that can be used day-to-day in the classroom. • Teachers report a shift in how they view individual children in terms of their potential and capacity to talk about and improve attitudes and skills for learning. 	<p><i>children?’ and more recently Psychologist Bob Burden added to this with the reminder (in 2000) that: ‘Ability alone is not enough: how we think about ourselves matters too.’</i></p> <p>The programme, working with a full class over 1.5 terms (then with a second class the same academic year) is built around creative whole-class and small group tasks. These are facilitated by Children’s Parliament staff and by the class teacher (CP workers lead in the classroom at these times). 275 children from 11 classes have participated in the Doing Our Best programme over the past 2 school years and it has evaluated positively. It is now an exemplar on the National Improvement Hub: https://education.gov.scot/improvement/practice-exemplars/Doing%20Our%20Best</p> <p>The approach was developed with support from Scottish Government in 2015. From 2016-2018 Doing our Best has been located in Bramble Brae, Manor Park, Riverbank and Tullos Primary Schools</p>	<p>weekly session, acts as a further tool for recording and evaluation.</p>
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Age range: The programme is designed for P5, P6 or P7.

Time period: One full school year within which 2 full classes participate (half year each)

Cost: The cost for each school includes 2 Children's Parliament staff members working with children and their class teacher/PSAs one day per week (2 classes in the year) and the provision of all materials associated with the programme. Workshop/training outlines are gifted to the school. Cost £13,500

Contact: Colin Morrison colin@childrensparliament.org.uk or Catrin Jeans catrin@childtrensparliament.org.uk

Children's Parliament – Human Dignity

Overview of Organisation

Children's Parliament is Scotland's Centre of Excellence for children's participation and engagement. Children's Parliament works for a future where all children in Scotland are actively engaged in shaping our world so that everyone is healthy, happy and safe. All our work is delivered through the lens of human dignity. We have been working with partner schools in Aberdeen since 2015 delivering two strands of work – one concerned with strategic engagement with children called the Imagineer programme and a workstream called Doing our Best which addresses attainment.

<https://www.childrensparliament.org.uk/our-work/imaginingaberdeen/>

The programme described here builds on our local and national work and is called **the human dignity project**

Intended outcomes from the intervention	Brief description of intervention	How the impact of the intervention will be measured
<p>The human dignity project connects with work the school community will undertake around:</p> <ul style="list-style-type: none"> • Building resilience and emotional and social wellbeing • Behaviour and developing/delivering on school behaviour policy • Anti-bullying policy and practice • Attainment and the poverty related attainment gap • Parental and community engagement • Children's understanding of their rights enshrined in the UNCRC. 	<p>Learning is all about relationships. This is important to remember as we see an explicit emphasis on attainment, particularly for those children affected most by poverty and the complex cultural/social issues which undermine their view of themselves as learners or the value of school or education. As long ago as 1954 Educational Psychologist Paul Eiserer wrote: <i>'A child's learning is directly influenced by the way he feels about his school and his teacher. How can school and home, working together, develop more favourable attitudes on the part of children?'</i> and more recently Psychologist Bob Burden added to this with the reminder (in 2000) that: <i>'Ability alone is not enough: how we think about ourselves matters too.'</i></p> <p>In the human dignity project one class of children become the hub for a refreshed school approach to relationships and behaviour,</p>	<p>Children's Parliament has a well-developed mix of qualitative and quantitative approaches. Qualitative approaches include regular feedback from children and colleagues gathered through conversation and creative arts-based approaches. We have 2 quantitative tools available to measure impact in terms of wellbeing (our own validated tool) and impact on learner self-perception (the Myself as a Learner tool). The evaluation tools would be negotiated with a host school to ensure a fit with both need and</p>

<p>The purpose of the human dignity project is to support children and adults in the school community to reflect on behaviour and relationships through a positive lens so that:</p> <ul style="list-style-type: none"> • The individual child becomes more resilient, we know that a resilient child can resist adversity and cope with uncertainty and recover more successfully from difficult events. • The whole school becomes an environment where there is a focus on emotional wellbeing, this means that children and adults are more able to recognise, understand and manage feelings and emotions. • The social wellbeing of the school is enhanced, this is because the programme supports efforts to build an environment where everyone feels secure and has a sense of belonging. <p>The human dignity project is a supporting platform for work to improve attainment and address the poverty related attainment gap in that:</p> <ul style="list-style-type: none"> • To be a learner who fulfils their potential, children need to be nurtured and to know they are loved. • It is not what we <i>do</i> to children it is what we do <i>with</i> them that will last. • Relationships matters for all learners but there are children for whom it 	<p>specifically they tackle the difficult issue of bullying. The core elements of the programme are:</p> <ul style="list-style-type: none"> • To begin, one full class of P5, P6 or P7 children and their teacher/PSA take part. Broader school impact ‘ripples’ from their engagement. • In term 1 the class investigate, with the support of Children’s Parliament staff, what we mean when we talk about children’s human rights, the idea of rights-based relationships and the core ideas of kindness, empathy, trust and human dignity. The children are supported to deliver key messages and support learning in other classes and with adults in the school community. • In term 2 the children investigate bullying. They do this because bullying is often cited as the most problematic behaviour that undermines everybody’s feelings of happiness and safety at school. The children will reach out across the school to consider: What is bullying? How does it make people feel? What would a school community be like if every child was happy and safe? What can we do to prevent bullying and respond to it when it happens? • On completion of their term 2 investigation the children share their findings and key messages across the school community. They inspire children and adults to consider: What can I do to make our school a happy and safe place for everyone? • In term 3 the children design and deliver a workshop for adults and children where they come and learn about children’s human rights and the power of kindness, empathy, trust and human dignity. The children encourage participants to take away their learning so that they can help children and others learn too. • Activities and learning throughout the year are captured on a dedicated blog. 	<p>other approaches adopted in the school.</p>
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<p>needs to be an explicit focus - the empathic teacher and educator is the key.</p>	<ul style="list-style-type: none"> • In the course of the programme the children and teacher, with support from CP staff, support a refresh of the school's policy on bullying and positive behaviour. • CPD and updates are delivered in the course of the year to teaching and auxiliary staff and to Parent Council and wider parent community. <p>In practical terms 2 Children's Parliament staff members would be present and work with the school one day per week for a full school year. The impact of the work will also depend on the potential the host school sees in owning, nurturing and growing the work.</p> <p>The programme makes explicit links to Curriculum for Excellence, both in terms of Health and Wellbeing as the responsibility of all, and a number of specific CfE Experiences and Outcomes at First and Second Level – these can be further articulated in discussion.</p>	
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Age range This is a whole school project with a focus on one P5, P6 or P7 class as the hub for learning and activity across the school community.

Time period One full school year

Cost The cost for each school includes 2 Children's Parliament staff members working with children and colleagues one day per week, and the provision of all materials associated with the programme. Workshop/training outlines are gifted to the school. Cost £13,500

Contact: Colin Morrison colin@childrensparliament.org.uk or Catrin Jeans catrin@childtrensparliament.org.uk

Club Crow House

Overview of Organisation

Club Crow House is a filmmaking programme run by filmmakers and educators designed to get students engaged in literacy, create digital content whilst promoting collaboration and boosting confidence.

Our programs incorporate key components of the Scottish Curriculum into an engaging, fun and hands-on course of work where the students learn

the key components of creating stories through digital medium.

Aims:

- To develop core literacy skills through filmmaking

- To promote increased engagement and participation in literacy

- To build individual's self esteem

- To promote cooperation and collaboration

- To develop students' understanding of key features of a text (fictional narrative, instructional or documentary)

- To assist and enable students to create their own texts that they are proud of

- To promote constructive self and peer assessment

- To showcase and celebrate students' work in our Youtube Channel and 'Junior Film Festival'

More information and some examples of previous students' finished projects can be seen on our website.

www.clubcrowhouse.com

Intended outcomes from the intervention	Brief description of intervention	Age Range	Time Period of Intervention	Cost	How the impact of the intervention will be measured
<p><u>Literacy:</u></p> <ul style="list-style-type: none"> Increased enthusiasm, engagement and participation in story development and writing. Develop core literacy skills through filmmaking Develop students' understanding of key features of text (fictional narrative, instructional, documentary) Creation of content children are proud of. Promote the importance of careful planning and revision of texts <p><u>HWB:</u></p> <ul style="list-style-type: none"> Encourage a sense of achievement Build self confidence Promote cooperation and collaboration through group projects 	<p>8 week block (1.5hr)</p> <p>Filmmaking programme: Children plan, write, storyboard and film their own short film using professional grade equipment and techniques.</p> <p>Topics covered :</p> <ul style="list-style-type: none"> *Story development *Script writing *Storyboarding *Review and edit *Checklisting *Camera operation *Composition *Editing skills *Working as a team *Roles <p>All equipment and workbooks are provided.</p>	P5, P6 and P7 pupils	1.5 hours per week over 8 weeks	£1942.00 Includes all workbooks and equipment and two practitioners.	<p>Students' work will be assessed in accordance with school guidelines and compared with pre-intervention work.</p> <p>Students' attitudes will be assessed through questionnaire and interview before and after intervention.</p> <p>Parental questionnaire to evaluate students attitude towards project before and after intervention</p> <p>Teacher questionnaire to evaluate students attitude towards project before and after intervention</p>

Community Link Childcare

Overview of Organisation:

Since 2000 **Community Link Childcare** has been providing out of school care in Aberdeen. We aim to provide affordable out of school care services for school aged children for parents/carers living, working and training in Aberdeen City.

We are a registered charity, operating on a not for profit basis, working alongside other professionals to deliver quality provision throughout the city of Aberdeen.

All of our services are registered with the Care Inspectorate, the registration certificate can be found displayed on the club information board.

We aim to:

- Develop a broader range of interests for all children attending our clubs where they are free to explore new activities and interests with their peers in a relaxed, homely, caring and safe environment.
- Create a child-centred setting where the children, young people, parents or carers are encouraged to participate in decision making with regard to the management and delivery of activities planned for the club.
- Work in partnership with parents and carers to plan, monitor and evaluate services.
- Value children's individuality allowing free time to be their time, allowing fun and freely chosen play.
- Encourage children to plan play and access play opportunities.
- Support the children in developing responsibility for themselves and their actions.
- Provide inclusive play opportunities.

Intended outcomes from the intervention	Brief description of intervention	Age Range	Time Period of Intervention	Cost	How the impact of the intervention will be measured
Offer funded Out of School Care place to those children who are eligible for this type of intervention. Promote children's rights to play.	<ul style="list-style-type: none">• Develop a broader range of interests for eligible children attending our clubs where they are free to explore new activities and interests with their	4.5 – 12 years	Minimum period of one school term	£666 per 12 week term	Measure will vary depending upon the individual child and length of intervention. Raise awareness of children's rights to play and inclusive play.

Raise awareness of individual children's health and wellbeing through structured and free flow play experiences.	peers in a relaxed, homely and caring and safe environment.				Raise awareness of the benefits of outdoor play, health and wellbeing being the main driver.
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Creative Learning



Overview of Organisation

Creative Learning, Aberdeen City Council specialises in delivering creative approaches to learning. Creativity and Expressive Arts skills stimulate imagination, critical questioning and thinking, innovation, confidence, self-expression and alternative approaches to engagement in learning.

Our targeted and tailored focus on these areas has a significant impact on children and young peoples' wellbeing, engagement in activity and readiness to learn and progress.

We take an outcome focused approach with clear evaluation indicators identified from the start and monitored throughout. We devise and deliver quality interventions in line with school plans and priorities, offering pupils alternative viewpoints and ways of working that enhance and complement existing provision.

Contact: Margaret Stewart, Creative Partnerships Manager creativelearningteam@aberdeencity.gov.uk

Intended outcomes from the intervention	Brief description of intervention	Age Range	Time Period of Intervention	Cost	How the impact of the intervention will be measured
Outcome: Improve vulnerable P7 pupils' experience of transition to	Transition to S1 an ASG approach	P7	Six weeks during	£4000	This project has an evaluation framework which captures a baseline assessment for each

<p>S1 through creative approaches and arts activities</p> <ul style="list-style-type: none"> -Pupils are looking forward to starting their new school -Pupils feel comfortable with peers and have expanded their friendship groups -Pupils are showing an interest in school work -Pupils are getting used to new routines -Pupils are comfortable finding their way round the school -Pupils know where to go for help if they are concerned about bullying behaviour 	<p>(currently being piloted at St Machar Academy May/June 2018)</p> <p>This offer enables pupils to explore their thoughts, feelings and concerns of transition, in a setting/activity that works for them;</p> <p>Drama would suit... <i>... a pupil who feels confident to speak in front of peers,</i></p> <p>Art & design activity would suit... <i>...a pupil who is more reserved, who takes time over work, doesn't like to be the centre of attention.</i></p> <p>Sculpture or Street Art would suit.....<i>a pupil who needs to be engaged at all times, likes to be active.</i></p> <p>Sessions delivered by artists and staff who are experienced in facilitating conversations and expand on matters that arise, building them into the creative activity.</p>		<p>May/June, one half day a week</p>	<p>For 40 pupils</p>	<p>pupil against the project outcome and indicators at the start and again at the end of the project and has the potential to track into the end of term 1 of S1. Includes weekly feedback journal from project staff.</p> <p>For a full project breakdown including impact information from the St Machar Academy pilot please contact: creativelearningteam@aberdeencity.gov.uk</p>
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	<p>Sessions that take place in the secondary school, so pupils can familiarise themselves with:</p> <ul style="list-style-type: none"> -the school environment -pupils from other schools -working with school staff -working with other adults (artists, youth workers) <p>This intervention is designed to complement the schools existing 'universal' transition experience by offering additional support for pupils who will find this transition more difficult.</p>				
<p>Outcome: Though innovative technology and creative learning experiences, pupils' ability to recognise and articulate their own skills and potential is improved.</p> <ul style="list-style-type: none"> -Pupils can work individually or collaboratively to design and implement a game, animation or other applications -Pupils are resilient and can adapt and improve and where appropriate, through using trial and error or by using feedback -Pupils have a sense of pride in themselves and (in some 	<p>Digital Maker CIC</p> <p>-Making future makers (as seen in Arts Across learning festival 2018)</p> <p>This offer brings STEM education to the classroom through Game Creation, Minecraft and Python Programming, equipping pupils with skills, confidence and ambition.</p> <p>Digital Games creation in the drag & drop programming environment, Scratch.</p> <p>Participant level: Beginner – Intermediate.</p>	P5-7	6 x 1.5 hr sessions with a whole class or smaller identified groups	£2500	<p>This project has an evaluation framework which captures a baseline assessment for each pupil against the project outcome and indicators before the first session, after the first session and again at the end of the project. Weekly feedback journal from staff.</p> <p>For a full project breakdown including impact information from previous projects please contact: creativelearningteam@aberdeencity.gov.uk</p>

<p>instances) have a better understanding and application of programming and digital making than their teachers.</p> <p>-Pupils are empowered with new skills and can lead their own learning</p> <p>-Pupils skills are showcased, and their contribution is valued</p> <p>-Pupils aspirations are ambitious</p>	<p>Using the Raspberry Pi & Scratch, pupils will work at their own pace to create their own computer game. Scratch is designed to enable the user to realise their imagination by creating graphics, sounds, interactivity with a simple & effective interface. The workshop sessions will give pupils an understanding into games development (graphics, sound, programming, logic, story / narrative, communication) and can easily be applied to more “in depth” game creation in more complicated programming avenues. The pupils will gain and hone new skills and a thirst to create more computer games!</p> <p>Saved games can be emailed to teachers if they wish to work on their games online out with the sessions (via the free scratch program via http://scratch.mit.edu)</p>				
<p>Outcome: Improve young peoples' motivation to learn and progress towards a positive destination</p>	<p>Inspiring Careers– Photography (1-2 1 or small group work up to 5 people)</p>	<p>S3-S6</p>	<p>Weekly 2 hr sessions over 8 weeks</p>	<p>£1500</p>	<p>This project has an evaluation framework which captures a baseline assessment for each pupil against the project outcome and indicators before the first session, after the first session and again at the end of the project. Weekly feedback journal from staff.</p>

<ul style="list-style-type: none"> - Pupils can work independently and as part of a group - Pupils can recognise, articulate and develop their existing creativity & employability skills - Pupils have improved self-esteem and emotional intelligence through problem solving/trial and error - Pupils have increased technical skills and knowledge in photography and can recognise how this can apply to real work contexts and what the next step to progress these are. 	<p>Working with a professional photographer to develop pupils technical, creative and employability skills covering:</p> <ul style="list-style-type: none"> -Introduction with the artist and their experience of working within the Creative Industries. -Looking & Seeing, getting pupils thinking about different ways of seeing and how their individually impacts their practice. -Learning technical skills and problem solving to explore what setting work best in each situation. -Creating a solid output to give an additional sense of achievement. This work can contribute to a portfolio and for future applications and/or interviews. -Option for follow up with further career support through Creative Learning 				<p>For information on our evaluation or to discuss this opportunity please contact: creativelearningteam@aberdeencity.gov.uk</p>
<p>Outcome: Improve young peoples' motivation to learn and progress towards a positive destination</p>	<p>Inspiring Careers – Printmaking (1-2 1 or small group work up to 5 people)</p>	S3-S6	Weekly 2 hr sessions over 10 weeks	£2000	<p>This project has an evaluation framework which captures a baseline assessment for each pupil against the project outcome and indicators before the first session, after the</p>

<ul style="list-style-type: none"> - Pupils can work independently and as part of a group - Pupils can recognise, articulate and develop their existing creativity & employability skills - Pupils have improved self-esteem and emotional intelligence through problem solving/trial and error - Pupils have increased technical skills and knowledge in printmaking and can recognise how this can apply to real work contexts and what the next step to progress these are. 	<p>Working with a professional artist to develop pupils technical, creative and employability skills covering:</p> <ul style="list-style-type: none"> -Introduction with the artist and their experience of working within the Creative Industries and their motivations. -Tapping into pupils existing skills, interests, unpicking; open mindedness, curiosity, invention, problem solving, exploring multiple view points and options and decision making. -learning technical printing skills, good workshop practice. -Presentation of work, research & visits to other local working artists and facilities including Peacock Visual Arts. -Option for follow up with further career support through Creative Learning 				<p>first session and again at the end of the project. Weekly feedback journal from staff.</p> <p>For information on our evaluation or to discuss this opportunity please contact: creativelearningteam@aberdeencity.gov.uk</p>
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DOFE & JASS (Duke of Edinburgh & Junior Award Scheme for Schools)

Overview of Organisation

The **DofE** & Wider Achievement Manager at Aberdeen City Council currently supports the offer of two multi-sectional sectional awards across the city, which focus on offering young people the opportunity to gain accreditation for time spent volunteering, developing a skill, keeping physically active and trying an adventurous activity. Both Junior Award Scheme for Schools and the Duke of Edinburgh's Award are designed to have a positive impact on a young person's life, both in terms of their personal development and employability.

Intended outcomes from the intervention	Brief description of intervention	Age Range	Time Period of Intervention	Cost	How the impact of the intervention will be measured
<ul style="list-style-type: none"> Improving attainment Improving engagement Increasing confidence Developing aspirations 	<p>Targeted offering of Duke of Edinburgh Awards Programme which could be achieved via a number of routes:</p> <ol style="list-style-type: none"> <i>Allocation of staff hours or development of DofE specific youth work role to work specifically with targeted groups / individuals to provide them with support & confidence to go through a DofE award and be successful.</i> <i>Provide CPD budget to allow staff / volunteers to be trained to be able to deliver DofE to PEF pupils</i> <i>Working with a DofE Approved Activity Provider to deliver expedition section on behalf of the</i> 	13 – 25 years	6 – 18 months per group depending on award level.	<p>Registration: £21 – £28 (depending on award level)</p> <p>Expedition Section: £500 - £2000 per expedition (depending on requirements, and number of expeditions delivered)</p> <p>Staff / Youth Work hours: Will depend on number of hours employed, but sessional youth work currently at G10 on salary scale within ACC.</p>	<ul style="list-style-type: none"> Increasing attainment via sectional & full award levels completed. Improved engagement due to increased confidence & resilience Development of communication skills Other wider achievement awards completed while progressing through sectional activity (First Aid qualification / Saltire / John Muir / Sports Leaders etc.) Enhanced numeracy & literacy skills, contributing to improved performance in subject areas

	<p><i>school (minimum group of 4)</i></p> <p>4) <i>Fully fund registration costs to make award accessible to all.</i></p>				
<ul style="list-style-type: none"> Improving attainment Improving engagement Increasing confidence 	<p>Junior Award Scheme for Schools Programme</p> <p>JASS is a progressive learning programme which develops the whole individual by offering recognition in four key areas:</p> <ul style="list-style-type: none"> regular physical activity (Get Active, Stay Active) exploring a personal interest (My Interests) working for the good of the community or the environment (Me and My World) completing an outdoor activity or challenge (Adventure) <p>The awards programme and is designed so that participants can progress through levels with increasing levels of, commitment, learning, and challenge.</p> <p>JASS is fully aligned with current educational thinking, in particular with the <i>Curriculum for Excellence</i> and the <i>Outdoor Learning Strategy</i>. Because of this,</p>	<p>P1 upwards</p> <p>Bronze, Silver & Gold awards tend to target transition age range.</p>	<p>Depends on award level. Activity times are given below:</p> <p>White – 7 hrs Yellow – 11 hrs Red – 14 hrs Green – 18 hrs Blue – 22 hrs Bronze – 28 hrs Silver – 41 hrs Gold - 62 hrs</p> <p>Additional contact time with pupils would also need to be allocated to complete paperwork for each award (although this can be done as</p>	<p>Resources:</p> <p>Pupil Folder: £8.50 per pupil</p> <p>Online registration: £6.50</p> <p>Continuation Pack for adding levels: £5.50 per pupil</p> <p>Adventure section: Tutors from Adventure Aberdeen could be hired to deliver at a cost of £150 (half day) -£250 (full day) per tutor. Tutors ratios vary depending on activity.</p> <p>CPD for staff provided free of charge</p>	<ul style="list-style-type: none"> Increasing attainment via sectional & full award levels completed. Sectional awards completed Enhanced numeracy & literacy skills, contributing to improved performance in subject areas Other wider achievement awards completed while progressing through sectional activity (First Aid qualification / Saltire / John Muir / Sports Leaders etc.)

	JASS can be a strong partner in describing and evidencing the new breadth of learning and in providing new levels of challenge to sit alongside the core curriculum.		part of class time).		
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Families Outside

Overview of Organisation

Families Outside is the only national Scottish charity which exclusively supports families affected by imprisonment. Families Outside has over 26 years of experience of working in this field. There is a support and information helpline open every weekday for both family members and professionals seeking advice and information. We also have regional family support coordinators around the country who work very closely with each of the Scottish prisons as well as within communities supporting families, professionals and the development of good practice within the community justice areas.

Intended outcomes from the intervention	Brief description of intervention	Age Range	Time Period of Intervention	Cost	How the impact of the intervention will be measured
<p>Children who suffer the adverse childhood experience (ACE) of a family member being imprisoned and are not sensitively recognised or supported appropriately are at risk of poor concentration, regressive behaviour, being bullied or becoming the bully in protection of themselves, engaging in harmful behaviour, being negatively labelled and thinking that prison is somewhere they might end up.</p> <p>Children of prisoners are three times as likely to experience mental health difficulties.</p> <p>Families Outside provide a holistic service to teachers, children, young people and families mitigating the practical and</p>	<p>-Specialist training for staff working with children and families affected by imprisonment</p> <p>-One to one bespoke outreach support for children and their families including assistance with money, debt and housing worries, emotional wellbeing and staying connected with parent in prison where appropriate</p> <p>-Specialist support for professionals working with children and young people affected by imprisonment</p> <p>-Facilitation of peer group support for children and young people affected by imprisonment</p>	Primary and Secondary	Needs led	£8,000 per year for commitment of one day per week. This could be a shared resource across a cluster of schools.	<p>For adults there is a support wheel based on the outcomes star that measures their journey of support from first referral to close of case. A similar tool is being developed for children but this is likely to be an electronic resource such as an app.</p> <p>There are a number of ways that feedback is currently sought from children mainly using age appropriate feedback sheets, observation and feedback from parent/carer, school, social work, prison visits etc.</p>

<p>emotional difficulties that families affected by imprisonment face.</p> <p>By taking a nurturing approach in working with schools Families Outside builds strong relationships with professionals, children and families and there is evidence that through this intervention there will be an improvement in social, emotional and educational attainment.</p>					
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Grampian Women's Aid (GWA)

Overview of Organisation

Grampian Women's Aid (GWA) has delivered domestic abuse services across Aberdeen and Aberdeenshire for almost 40 years. We aim to provide an outstanding level of service provision to support the needs of women, children and young people who have experienced, or are presently experiencing domestic abuse. GWA currently has refuges across Aberdeen City and Aberdeenshire, outreach support, practical and emotional support, specialist counselling and access to interpreters.

GWA Children and Young People's (CYP) services (for CYP in primary school up to 18 years) believe in providing high quality child centred support for children and young people who have experienced domestic abuse. We work in a non-judgmental, flexible and holistic way to provide children and young people with a safe space in which to explore their feelings and any issues while helping them to address their experiences appropriately.

Intended outcomes from the intervention	Brief description of intervention	Age Range	Time Period of Intervention	Cost	How the impact of the intervention will be measured
<p>CYP feel safe to discuss their feelings about their experience of domestic abuse.</p> <p>CYP will have improved health and wellbeing as a result of intervention</p> <p>CYP able to form positive relationships with peers in the school setting.</p>	<p>Build relationship with CYP.</p> <p>Develop an eco map (looks at different relationship with family and friends)</p> <p>The GIRFEC assessment tool is used during working with child.</p> <p>Safety planning is developed from the GIRFEC assessment.</p>	P1 – P7	6 meetings over 12 weeks	<p>£33.00 per session</p> <p>The amount of sessions will vary depending on intervention.</p>	<p>Report under the SHENARRI headings:</p> <p>Progress can be generated from our database under the SHENARRI headings and the journey can be tracked.</p> <p>Reporting timescale can be agreed with school.</p> <p>Attendance at school</p> <p>Behaviour at school</p> <p>Attainment at school.</p>

					<p>Questionnaire at the start and end of intervention.</p> <p>Discussion with CYP about their feelings of service.</p>
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Home-Start Aberdeen

Overview of Organisation

Home-Start Aberdeen is an independent registered charity and a company limited by guarantee. We have been successfully supporting vulnerable families with young children in Aberdeen for the past 31 years

We provide a home-visiting support service to families with young children. Carefully selected, trained, and supervised volunteers visit families in their own homes on a weekly basis providing emotional and practical support.

Our aim is to provide timely intervention preventing family crisis and breakdown, ultimately leaving the family with increased ability to cope with life's challenges.

We also provide customised support projects aimed at:

- helping families with food and nutrition issues – Recipe for Life
- especially isolated families – Rising Stars
- children's early home learning -- Big Hopes Big Future (BHBF)

Intended outcomes from the intervention	Brief description of intervention	Age Range	Time Period of Intervention	Cost	How the impact of the intervention will be measured
Big Hopes Big Future outcomes: <ul style="list-style-type: none">• children can fully participate in nursery and/or school life• parents are engaged with their children's early learning• volunteers are involved in promoting home based early learning	BHBF is an early learning programme developed by Home-Start, targeted at pre-school children most likely to be affected by the poverty attainment gap. BHBF helps those children to realise their full potential by developing the skills and behaviours needed to thrive both in education and in life. Trained Home-Start volunteers work with parents and children at	3 – 5 years	Weekly home visiting support, to a 6-month maximum	£900 per child	Overall nursery/school readiness is assessed using the Brief Early Skills and Support Index. BESSI was developed by the Centre for Family Research, University of Cambridge. The assessment framework has 4 sub-scales: Family support; child daily living skills; child language and cognition and child behaviour adjustment. BESSI is used at the beginning and end of BHBF support and helps illustrate the journey of change for each child.

	<p>home each week, for up to 6 months, aiming for significant improvements in language skills, cognitive skills, daily living skills and ability to adjust behaviour. The parents are encouraged to take an active role in their child's early learning through a range of play-based activities. Our support aims to improve interactions between children, parents and peers, encouraging parents to nurture their children in ways which will help them to get the most out of their time at nursery and school and to ensure that they can start school on a level with their peers.</p>				
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Includem

Overview of Organisation

Includem specialises in intensive, personalised, one to one support for children and young people aged 5 to 26 years old and their families. We work with those facing challenging circumstances that impact on their family relationships and their ability to engage with mainstream services like education, health and social work.

We currently provide a service in Aberdeen for young people who are at risk of being accommodated by the local authority or are returning from a care placement from outside Aberdeen. In other local authorities across Scotland we provide a service for schools, supporting young people to engage with education and improve their attainment.

Intended outcomes from the intervention	Brief description of intervention	Age Range	Time Period of Intervention	Cost	How the impact of the intervention will be measured
<p>We work with young people who;</p> <ul style="list-style-type: none"> are excluded or at risk of exclusion are displaying disruptive behaviour in class are not attending school on a regular basis are socially isolated at school <p>We work with them to:</p> <ul style="list-style-type: none"> increase their school attendance reduce disruptive behaviour address issues at home impacting their ability to engage with education 	<p>We will work with children and young people and their families on a one-to-one basis on average three times per week, providing support at home or in their community during planned sessions before school, in the evening, at weekends and during holiday periods. We also operate a helpline allowing us to provide support over the phone or respond in person to a crisis situation. School staff can also use the helpline to contact Includem workers at any time to provide support.</p> <p>Examples of what we will provide:</p> <ul style="list-style-type: none"> Practical support for families to ensure attendance at school 	All school age	9 – 12 months	~£120 per week	<p>We work with young people to produce and evaluate their support plans every 12 weeks, using SHANARRI indicators through the Wellbeing Web tool as an indicator of change.</p> <p>We meet with school staff to monitor change directly linked to education including;</p> <ul style="list-style-type: none"> School attendance Engagement/behaviour in class Parental engagement with school <p>We use evidence gathered by workers from young people and families to evidence softer indicators of change including;</p> <ul style="list-style-type: none"> Young person's perception of education

	<p>such as developing and helping to reinforce routines at home, e.g. around bedtime, homework and use of the internet;</p> <ul style="list-style-type: none"> • Proactive support for parents to help them set boundaries and manage challenging behaviour; • Support for young people to understand and manage their emotions and frustrations in a positive way which does not result in negative outcomes at school; • Working with families to improve access to health, housing and income maximisation services; • Supporting young people to get involved in positive activities in their local community to build friend groups, confidence and skills; • Close working relationship between school, home and Includem to pick up on emerging issues and share information where appropriate to receive further specialist support 				<ul style="list-style-type: none"> • Improved parenting by parents/carers • Increased educational aspiration
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Library and Information Service (LIS)

Overview of Organisation

The **Library and Information Service (LIS)** provides access to the staff and resources required to meet the educational, recreational and information needs of the local community and beyond. This includes a wide range of library engagement activities linked to local and national initiatives. These are promoted and delivered by library staff with the support of our Events & Programming Officer, working with established writers, artists and external agencies via the following channels:

- The Central Library; a network of 16 Community Libraries; the Curriculum Resources Information Service (CRIS) and Home Service.
- A 24/7 online service via the LIS web pages @ www.aberdeencity.gov.uk/libraries
- Our social media presence on facebook and twitter.
- **Contact:** CentralLibrary@aberdeencity.gov.uk for more information.

Intended outcomes from the intervention	Brief description of intervention	Age Range	Time Period of Intervention	Cost	How the impact of the intervention will be measured
<p>Raised awareness of the local history of Aberdeen and/or the school locality.</p> <p>Acquiring skills in the use of specialist local history resources.</p>	<p>Local History: an introduction to local and family history resources designed e.g. to focus on the history of the burgh and /or the area within the school catchment area. This will take the form of 1 session per week up to a maximum of 8 sessions working with up to a maximum of 20 young people. The format, location and content of the sessions to be determined in consultation with the school. An exemplar undertaken by the Library Service in 2016 focused on the Burgh of Woodside which</p>	P4-S4	Tailored project/ intervention requires a period of 6-8 weeks maximum from initial consultation to delivery of the project/ intervention	<p>Staff costs for preparation and delivery of 8 weekly sessions to a maximum of 20 young people. £960</p>	<ul style="list-style-type: none"> • Initial baseline assessment and periodic thereafter (agreed in advance with school). • Post project evaluation including qualitative assessment of impact involving evaluation with participants. • Post project quantitative evaluation in consultation with class teacher.

	<p>was celebrating 125 years since being incorporated into the City of Aberdeen. This included input from the pupils of Woodside Primary who developed a parallel project on the history of the school.</p> <p>There is further potential to input any project content into the Silver City Vault, the Local Studies digital archive.</p>				
A working knowledge of Scratch software to enable participants to create computer games, websites and animations	<p>Code Club: introductory courses (6 wk blocks) in coding using Scratch software on Raspberry Pi microcomputers or school PCs in a small class environment (1 tutor to 4 class members) or on a 1-2-1 tailored basis.</p>	8-11 upwards.	Tailored project/interventions require a period of 12 weeks from initial consultation to delivery of the project/intervention	Staff costs & materials for preparation & delivery of 6 weeks tuition @ 1 hour per week. £229.68	<ul style="list-style-type: none"> • Initial baseline assessment and periodic thereafter (agreed in advance with school) • Post project evaluation including qualitative assessment of impact involving evaluation with participants • Post project quantitative evaluation in consultation with class teacher.
Raised awareness of strategies to create and embed a reading culture in schools, linking to National Improvement Framework priorities, How Good is Our School, How Good is Our School Library.	<p>Creating a whole school reading culture - a two-part programme to include:</p> <ul style="list-style-type: none"> • Central role of the school library 	Staff working with nursery – secondary children/young people	1½ hours session plus 1 hour follow-up	£25 per participant	<ul style="list-style-type: none"> • Initial baseline assessment • Post programme evaluation including qualitative and quantitative assessment

	<ul style="list-style-type: none"> • Integrating reading into the school community • Engaging families in reading • Using literacy initiatives to raise attainment • Resources for all <p>A follow-up session to assess progress to date and support self-evaluation and planning.</p> <p>CLPL sessions will run with minimum of 8 and maximum of 15</p>				of impact involving evaluation with participants
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Station House Media Unit (shmu)

Overview of Organisation

Station House Media Unit (shmu), one of the core cultural organisations in Aberdeen and at the forefront of Community Media development in Scotland, is a Company Limited by Guarantee and a Registered Scottish Charity.

The organisation supports residents in the seven regeneration areas of Aberdeen in radio and video production, traditional and on-line publications, music production and digital inclusion. The organisation also supports other disadvantaged communities, both geographic and communities of interest, with an employability and training arm, and has successfully delivered a range of innovative projects in the criminal justice arena.

We also have strong links with service provision for vulnerable and disadvantaged young people, including those involved with youth justice, looked after young people and those with additional needs. We have been an Activity Agreement Provider in Aberdeen since its inception, providing opportunities for those on Stage 1 of the employability pipeline, and have been delivering Stage 2 employability support for those who have failed to secure a positive destination on leaving school for 9 years.

We are one of the leading Youth Work providers in the city, delivering a number of programmes of work both within school and in the informal education sector within the community. Our work in schools and in the community has been nationally recognised and has consistently been recognised as Good Practice in HMIE inspections. Our employability programme in schools (Positive Destinations) has been awarded the Gold Accreditation by DYW.

Our pathway of courses, delivered in partnership with schools, support pupils from Primary 5 through to the Senior Phase, encouraging and motivating young people to develop core and life skills, to become more motivated and engaged in education, to support them in the transition between Primary and Secondary School and ultimately to support pupils to make the successful transition from beyond school into a sustained positive destination (employment, further/higher education, or training).

Speak Out – Primary School

Intended outcomes from the intervention	Brief description of intervention	Age Range	Time Period of Intervention	Cost	How the impact of the intervention will be measured
<p>This intervention will contribute towards the targeted PEF outcomes; Improved attendance, Reduction in exclusion, Reduction in violent incidents, Improved engagement and increased participation.</p> <p>The programme has also evidenced that it will contribute towards; Increased attainment, Increased confidence & self-esteem, Improved Communication (talking & listening), Improved literacies (reading & writing), Increased motivation, Improved group work skills,</p>	<p>The Speak Out programme includes six sessions which culminate in a one-hour live radio programme which is broadcast on shmuFM (across the city on 99.8FM and online) on a weekday morning – the broadcast will also be uploaded on to shmu's and the school's website.</p> <p>The programme was successfully piloted in 6 Primary Schools (Manor Park, Bramble Brae, Heathryburn, Tullos, Walker Road and Riverbank) as part of their PEF plans in 2017- 18 and the aim is to roll the programme out to additional Primary Schools in the 2018-19 academic year.</p> <p>The six sessions, includes four sessions taking place in school working in partnership with the class teacher and the whole class to create the content for the show. Pupils use digital tools to capture the audio, using digital recorders, microphones and editing equipment.</p> <p>During this process, four pupils are identified as the 'presenters' who travel to Station House radio station for a 'dress rehearsal' and for the live Speak Out radio broadcast.</p>	9 - 11yrs (P6/P7)	6 sessions per cycle	£600 per cycle <i>(many of the schools in the pilot year have purchased multiple cycles so more pupils can experience the live broadcast experience)</i>	<p>A well-developed evaluation framework has been established jointly with schools participating in the Speak Out programme.</p> <p>The starting point is to closely align this area of work with the school's existing monitoring and evaluation data that the school is already gathering, and then incorporating our well-established evaluation framework for the work, which includes;</p> <p><i>Baseline</i> All the pupils in the class will be supported to complete a baseline Outcome Star assessment at the start of the school year, which measures the pupil's confidence, communication, listening, talking, writing, technical, behaviour, wellbeing and aspirations. The class teacher will complete an initial baseline Outcome Star for the presenters who have been selected to participate in the live radio broadcast.</p>

<p>Increased engagement with families and wider community,</p> <p>Improved transition between Primary & Secondary School.</p>	<p>Evaluation from the current programme has shown a positive impact on all pupils who participate in the programme, however the main impact has been on the four pupils who have participated in the live radio broadcast across the range of outcomes listed opposite; with a significant impact on engagement, confidence, communication, literacies, group work, motivation and behaviour.</p> <p>As the broadcast is live, many of the participating schools encourage pupils in the class to listen to the programme as it is broadcast, allowing them to critique the show, establishing what went well and what could be improved. Families are also encouraged to tune into the live show or to listen to it later on the shmu or school website.</p> <p>For those living in the regeneration areas of the city, the programme will also support pupils to tap into shmu's other informal learning programmes and encourage a smoother transition for P7 pupils moving into Secondary School.</p>				<p><i>Review</i></p> <p>The pupils who took part in the live radio broadcast are supported to complete the Outcome Star again following the broadcast.</p> <p>The class teacher is also asked to complete an Outcome Star for the pupils who took part in the broadcast.</p> <p><i>End of term evaluation</i></p> <p>An end of term evaluation is completed to evidence longer-term changes. This involves all the pupils completing the original Outcome Star again.</p> <p>The information gathered from the initial and review Outcome Stars and the End of Term evaluations will enable shmu to produce a report which measures the impact of the intervention on those involved.</p> <p>Qualitative information is also gathered throughout the process including media (recordings, photographs, etc), quotes and interviews.</p> <p>All the above information is stored on our digital performance management software solution which can be shared with schools in</p>
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					a format that fits their own reporting mechanisms and frameworks.
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The Spark

Overview of Organisation



The Spark - Supporting Children and Young People

Established in 1965, The Spark has been supporting individuals, couples and families with challenging relationships. As the nature of relationship support has changed so has The Spark. We are now the foremost provider of relationship education and counselling for young people in primary, secondary and post-school environments.

Relationship education and training

This is complemented by an extensive range of professional training and education programmes provided by The Spark. Programmes are available for individuals as well as private, public and third sector organisations. Courses range from introductory Relationship First Aid programmes through to Masters qualifications in relationship counselling.

The Spark specialist Children and Young People Team (CYP) delivers counselling and education programmes to children and young people across Scotland. Working with schools, colleges and businesses the CYP team help individuals to develop self-awareness and support their emotional, behavioural, mental and social health and wellbeing.

Services are provided based on age-group category:

- Primary School
- Secondary School
- Post-school and Young counselling

Early intervention

Scotland aims to provide children and young people with the Best Start in Life. The Spark's support help them to cope when life, family, friends or school experiences become challenging. Ultimately our work helps children and young people develop essential resilience skills.

The Spark's Children and Young People mission

Working with children and young people our mission is to help participants become:

- Successful learners
- Confident individuals
- Responsible citizens
- Effective contributors to society.

Intended outcomes from the intervention	Brief description of intervention	Age Range	Time Period of Intervention	Cost	How the impact of the intervention will be measured
Children and young people will have an opportunity to explore and discuss how family, friends and the community can impact both positively and negatively on their wellbeing. They will consider and explore how strengthening these relationships can enhance their emotional, social and mental wellbeing. Children and young people will develop skills and confidence to manage these sometimes complicated and challenging relationships to enable them to achieve their best at school, home and in the wider community. This will build resilience and emotional strength in young people as a way to prevent and protect them from future emotional and mental health issues and distress.	Building Resilient Relationships Based on research and The Spark's collective experience in relationship support, we developed a 6 week programme.	P6/7 – S1/2	6 week group educational programme for pupils, maximum 15 in each group	£690 for 6 week session	Evaluations will be carried out at the end of each session with the children and young people taking part. A final evaluation will be carried out with the school on the impact of the sessions and fed back to the school.

<p>Specific themes addressed during the Secondary School Tackling Violence programme include:</p> <ul style="list-style-type: none"> • Understanding of the consequences of knife crime. • Expressing emotions. • Belief systems, consequences and conflict. • How conflict impacts on behaviours and relationships. • Attitudes, values and origins of violence • Personal impact of violence in the community. • Personal choice and peer pressure <p>Empathy and how different perspectives can impact and change behaviours.</p>	<p>Tackling Violence Taking an early intervention and preventative approach the programme helps children and young people discuss and explore thoughts, feelings, beliefs and experiences of the challenging topic of violence.</p>	<p>P6/7 – S1/2</p>	<p>6 week group educational programme for pupils, maximum 15 in each group</p>	<p>£690 for 6 week session</p>	<p>Evaluations will be carried out at the end of each session with the children and young people taking part. A final evaluation will be carried out with the school on the impact of the sessions and fed back to the school.</p>
<p>We aim to:-</p> <ul style="list-style-type: none"> - Provide supportive relationships to children - Provide a safe environment where a child can improve social skills, self-awareness and learning capacity 	<p>Counselling Aimed at helping the high number of children struggling with emotional and well-being difficulties.</p>			<p>We can discuss costs with schools directly</p>	<p>Evaluating the impact of this is carried out with the Teachers, Pupil and Parents.</p>

Enhance the overall emotional health and mental wellbeing of the child					
what mental health conditions affect children and young people and what impact anxiety has on our bodies and wellbeing. It looks at coping strategies, both professional and self-help and who a young person can seek support from.	Mental Health Awareness/ Anxiety/ Stress The lesson plan looks at how we view mental health and physical health.	S3-S6	Class size Double period	£175	Evaluation carried out at the end of the lesson, and followed up with the teacher
This lesson plan supports children and young people to learn to understand their feelings and emotions and help to express them appropriately. Learn their triggers and coping strategies	Mental Health Awareness/ Feeling and Emotions	P6-S1	Class size double period	£175	Evaluation carried out at the end of the lesson, and followed up with the teacher
Relationship First Aid® is an experiential skills-based programme that will help staff gain a better understanding of relationship issues. The course will look specifically at how the challenges young people face impact upon their relationships, how they do or do not engage and communicate with you (and your colleagues) and why they react in certain ways.	Relationship First Aid 2 day CPD training for 15 staff looking at attachment, relationships, conflict, stigma and the skills to provide effective support. RFA can also be delivered as a 1 day programme and a half day overview workshop.	Staff	18	£85 per delegate	End of course evaluation and 3 months follow up

<p>Mental Health First Aid is an initial response to distress and all participants on the course understand that this help is to support people in crisis, and when appropriate, signpost them on to other suitable professional help. The course does not train people to be mental health workers. It offers basic general information about mental health problems. The knowledge presented and understanding developed in the course helps to remove stigma and fear and to give confidence in approaching a person in distress.</p>	<p>Scottish Mental Health First Aid</p> <p>2 day CPD programme for 15 staff Professionals working with adults, this course compliments the young person programme and covers more details about mental health disorders.</p>	Staff	18	£75 per delegate	NHS end of course participant forms
<p>Mental Health First Aid is an initial response to distress and all participants on the course understand that this help is to support young people in crisis, and when appropriate, signpost them on to other suitable professional help. The course does not train people to be mental health workers. It offers basic general information about mental health problems. The knowledge presented and understanding developed in the course helps to</p>	<p>Scottish Mental Health First Aid Young People</p> <p>3 part programme with one day attendance required for 15 staff Professional working with 11 – 17 year olds</p>	Staff	18	£75 per delegate	NHS end of course participation form

remove stigma and fear and to give confidence in approaching a young person in distress.					
Entry level programme providing understanding about our own mental health and wellbeing, conditions that affect children and young people stigma, listening skills and signposting	Mental Health Awareness Entry Level 1 day CPD training for 30 Staff/ volunteers working with P6 – S6	Staff	30	£690 full days training	End of programme evaluation
Providing an overview of the mental health conditions that affect our children and young people. Understanding the impact of stress and anxiety. Listening skills, coping strategies and signposting	Mental Health & Wellbeing Awareness Standalone group workshop for 30 parents - 2 hour workshop	Parents and community staff	30	£230	Evaluation forms at the end of the session – 3 month follow up with parents to ask about the impact.
	Conflict & Communication Standalone group workshop for 15 parents - 2 hour workshop	Parents and community staff	15	£230	Evaluation forms at the end of the session – 3 month follow up with parents to ask about the impact.

Transition Extreme

Overview of Organisation

“Assisting young people in making positive life transitions”

As a modern social enterprise and Scottish charity (SC036358) **Transition Extreme** uses urban sports and their cultures to attract and engage the local youth population. The centre has a variety of facilities for the local community, offering an indoor climbing wall, skatepark, cafe, recreational space, learning zone, martial arts and meeting facilities. Our aim is to support our local youngster in **harnessing their energy to reach their full potential**.

As a leading youth charity Transition Extreme offers a number of youth and community programmes, which are proven to have a positive impact on reducing crime, substance abuse and antisocial behaviour within our local communities, as well as contributing to over 35% of a young person’s recommended annual level of physical activity.

Transition Extreme take pride in the strong reputation we have built in our delivery, impact and most importantly, our person centred approach. We have spent the last 5 years developing and honing our youth work and sports programmes; therefore our team have developed a unique skills set which deliver a high quality learning experience in an exciting and dynamic environment, tailored to meet the needs of our local youngsters.

“He is much more focused on his goals and has a much more positive, confident attitude” – Parent of Outreach Academy Graduate

“It has been a brilliant experience watching my student do something I thought he would never get the opportunity of doing and watching the expression on his face” – Teacher

Intended outcomes from the intervention	Brief description of intervention	Age Range	Time Period of Intervention	Cost	How the impact of the intervention will be measured
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Engagement Participation Attendance Exclusion	TX School Multi Activity Sessions Building on our key involvement of the recent Transitions Project with the Lochside feeder primaries. TX will continue to offer sports and activities tailored to the needs of pupils who are entering the transitional period of their lives (e.g leaving primary school to go to secondary) .This project enables the pupils to build confidence, team building and communication skills as well as learn a new sports (climbing, skateboarding, bmxing or martial arts).	P6-S1	During term time.	£28 per person (½ Day including up to 3 hours of activities) £38 per person (Full day including up to 4.5 hours of activities) Min 6 participants	<p>All of the Transition Extreme youth programmes are evaluated and monitored by the following:</p> <p>i. Each participant completed a before and after evaluation form</p> <p>ii. Each participant completed a daily check in and check out form, which allows the team to monitor moods and behaviours.</p> <p>iii. At the end of each weekly participants will complete a questionnaire and provide feedback on how the week’s activities have gone.</p> <p>iv. The youth worker will complete an end of day reflection form which includes any challenging behaviour, things that went well, things that need to be changed etc.</p> <p>v. We ask parents/teacher/guardians/social workers to complete a</p>
Engagement Participation Attendance	Sport Taster Sessions Open to all ages, the TX sports sessions enables groups of pupils to work with our experienced sports coaches to learn a new sport and understand the importance of a healthy lifestyle. Pupils will have their boundaries challenges enable them to build confidence and self-belief.	P1-S6	During term time.	£15 per pupil (larger group booking discounts available) Min 2 participants	
Engagement Participation Attendance	Team Building Sessions TX will provide activities to promote positive team spirit, improve communication, self-	P6-S6	During term time.	£150 per group of 6 pupils	

	confidence and sense of belonging				<p>questionnaire at the end of the programme.</p> <p>vi. The youth work team will put together a monitoring report to summaries the programme.</p> <p>vii. The team also use the “outcome star” as a useful tool to help track progress throughout the programme.</p> <p>All the information is stored on our VIEWS evaluation system, which allows us to report quickly and effectively on the impact of each programme.</p>
Engagement Participation Attendance	Progressive Sports Sessions Next level coaching, where pupils will have the opportunity to further their skills in their chosen sports and works towards key qualifications such as NICAS.	Secondary	During term time.	£80 per person per 4 week block Min 2 participants	
Engagement Participation Attendance Exclusion	Leadership Training A 4 week block of intense sessions that will enable the pupil to gain experience and build confidence in their abilities to lead and communicate effectively.	Secondary	During term time.	£160 per pupil	
Engagement Participation Attendance Exclusion	Advanced Academy 12 week part time initiative that supports young people who have been identified within their schools as ‘at risk of disengaging’ from their education. This programme would seek to provide alternative education tools and resources to fully equip young people with all they need to continue to positively develop their education opportunities within a school setting.	S1-S3	During term time.	£450 per pupil	
Engagement Participation Attendance	Alternative Academy A 12 week youth development programme developed in		During term time.	£2000 per pupil (full time course)	

Exclusion	partnership with RGU as part of an acclaimed knowledge transfer partnership and recent awarded a DYW accreditation at Gold Level, the project is aimed at young people who are currently, or at risk of becoming, disengaged from traditional forms of education. This programme would seek to provide alternative education tools and resources to fully equip young people with all they need to continue to positively develop their education opportunities within a school setting			With enough interest the Alternative Academy could be run as a part time course	
Engagement Participation Attendance Exclusion	Inclusive Sports Programme A dedicated programme to build participation in sport for young people with additional support needs. These sessions are 1-2-1 private bookings that offer the pupil dedicated coaching to help build their confidence and skills.	P1-S6	During term time.	£40 per pupil	
Engagement Participation Attendance	Sport Blocks An alternative PE block that will enable pupils to give new sports a try-out with or in addition to regular PE sessions	P1-S6	During term time.	£60 per pupil per 4 week block (a BMX block is £70) Min 2 participants	

VSA

Overview of Organisation:

VSA is the city's largest social care charity and has grown since 1870 from charities that operated under Voluntary Services Aberdeen combining them to provide even better care and value for the local community.

The charity has 3 service directorates: Adult and Community, Linn Moor Campus and Children and Families. There are close links between the 3 directorates sharing resources in quality assurance, service improvement and training.

The children and families' directorate includes a range of universal and targeted services including:

- Maisie's Children's Centre- Integrated nursery
- After School Clubs and Playschemes for children with ASN
- ASNAP- Additional Support Needs Advisory Project- offering support, training and guidance to staff in early years settings to understand and support children with ASN
- Family Contact Centre- supported by volunteers to facilitate contact for children affected by parental separation
- Richmondhill House- Targeted intervention, assessment of parenting capacity and risk. Residential and Outreach support
- Outreach Parenting Support

Intended outcomes from the intervention	Brief description of intervention	Age Range	Time Period of Intervention	Cost	How the impact of the intervention will be measured
All services use GIRFEC outcomes and measures, as appropriate	ASNAP service- training and delivery for teams to raise awareness and upskill staff in identifying behaviours and supportive strategies for children with ASN	0-5yrs	Training courses delivered to suit needs of services	On application	Outcomes Framework- Children, families, carers and professionals to identify measures before during and after intervention. (all services) ASNAP team also use improvement methodology to review and measure impact of their intervention

	Contact Centre- contact facilitated between child and no resident parent. 3 monthly reviews to support families to manage contact arrangements independently or with support from extended family, friends.	2- 12 yrs	Not exceeding 1 year	£15 registration fee	
	Parenting support- range of attachment based parenting programmes (individual and group) to help parents understand attachment theory, relationships, age and stage development of children,	0-18 yrs	8-12 weeks	On application	
	Outreach Parenting Support- early intervention and support to families in their own homes focussed on parenting and practical skills. Asset based and builds on parents existing knowledge and skills.	0- 18yrs	12 – 16 weeks	On application	
	After School Club for children with ASN- after school care for children with ASN.	5- 18 yrs	Week days, term time		

Pupil Equity Fund – Timeline

Month	Schools	Central Teams
May 18		
Jun 18		
Aug 18		
Dec 18		
Mar 19		
May 19		

Support

There is a package of national and local support available to assist schools in planning how to use their Pupil Equity Funding. This includes:

- A framework (Interventions for Equity) of evidenced and proven educational interventions and strategies to help tackle the poverty related attainment gap. The framework can be used by all partners and should help to inform the decisions schools make. The structure and content will be dynamic and will continue to evolve as an integral part of the National Improvement Hub, where a wide range of improvement, self-evaluation and research materials are available and where practice exemplars can be shared.

<https://education.gov.scot/improvement/self-evaluation/Interventions%20for%20Equity>

- The Scottish version of the Education Endowment Foundation (EEF) Teaching and Learning Toolkit, which has been integrated into the National Improvement Hub: Learning and Teaching toolkit. This EEF Toolkit provides an accessible summary of educational research designed to inform discussions on the most effective approaches to improving attainment, with a focus on 5-16 year olds and poverty disadvantage. It contains 34 teaching approaches and interventions, each summarised in terms of their average impact on attainment, the strength of the evidence supporting them and their cost. It is useful for education leaders and practitioners to inform decision making on the use of Pupil Equity Funding, raising attainment and improving equity. It is intended to be used in conjunction with the range of interventions and approaches provided through the framework above to encourage and enhance professional dialogue taking full account of the local context.

<https://education.gov.scot/improvement/Pages/EEF-Toolkit.aspx>

- Guidance on working with the third sector is available to help support schools make the best use of funding with other partners.
<https://education.gov.scot/improvement/self-evaluation/Scottish%20Attainment%20Challenge%20and%20partnerships%20with%20the%20Third%20Sector>
- Attainment Advisors will be able to provide advice on a regional basis.
- A dedicated Scottish Attainment Challenge community on Glow where all educators can have online discussions, ask questions, post responses, exchange ideas, access additional resource materials and share examples of practice. In addition, this secure community will be used to host regular discussions about the interventions and strategies being developed through the Pupil Equity Funding.
- Access to collaboration and communication tools on Glow including Yammer, Sharepoint, Blogs and Glow TV. These tools provide great opportunities for joint working and for sharing materials across all involved in the Scottish Attainment Challenge, with the ability to control visibility where required.
https://www.yammer.com/yammer.glowscotland.org.uk/#/threads/inGroup?type=in_group&feedId=8730419
- Guidance on School Improvement Planning, including Standards and Quality reporting through the National Improvement Framework.
<https://education.gov.scot/improvement/self-evaluation/National%20Improvement%20Framework:%20Improvement%20planning%20and%20reporting%20poster>