

Scottish Attainment Challenge & Pupil Equity Funding

Third sector involvement is important and partnership with schools and RICs is needed

Concerns raised about what we're measuring as success. Skills, wellbeing and bridging the 'experience gap' are just as important as numeracy and literacy skills for many

There's an opportunity to learn from children and families and review qualitative measurements of success

There is evidence that the fund is being used flexibly, but good practice should be shared more regularly, and reporting should be uniform to encourage a consistent approach

Additional Support for Learning

Getting it right for children with ASN will improve the learning environment for all

Possible conflict between focus on 'results' related to attainment and need to support inclusive environments

Concerns about CSP legislation and entitlements not being implemented locally, and burden lying with parents to push for change

Lack of transitional support and money, and the prevalence of unlawful exclusions raised as issues

The breadth of ASN definition can feel unhelpful, and can be used to excuse lack of focus

Top priorities for change

- The sector needs training, support and guidance in relation to navigating PEF and building relationships with schools
- More resource needed to support inclusion of pupils with ASN
- Culture shift needed in schools - ASN support needs to feel intrinsic to education and children need to be treated with greater respect