

About You	
1.	Your Name
	Emma Taylor
2.	Your Employer / Organisation
	Braes High School
3.	Your Position
	PEF Co-ordinator/Drama Teacher
4.	Your E-Mail at Work
	emma.taylor@falkirk.gov.uk
5.	Your Address at Work
	Newlands Road, Brightons, Falkirk FK2 0DA
6.	Your Telephone Number at Work
	01342719551
7.	Your Role in the Project
	Emma Taylor is the Pupil Equity Fund (PEF) Co-ordinator at Braes High School (BHS). Emma's role involves developing the strategy for closing the attainment gap at BHS.
An Introduction to the Project	
8.	Which partner organisations are involved in delivering the project (local authorities, organisations, community groups, etc.)?
	BHS, Barnardo's, Canine Concern Trust Scotland (CCTS), Child Poverty Action Group (CPAG), Community Advice service, Benefits Advice Team, Community Learning and Development, Columba 1400, a local Taekwondo group, Outdoor Learning, and various other organisations.
9.	Does the project have specific aims and/or objectives? <i>If so, please add to the box below.</i>
	The primary aim of the project is to remove barriers to education and to reduce the poverty-related attainment gap for pupils attending BHS. This entails offering every BHS pupil a Braes Backpack, which includes stationary and a water bottle, to make education more accessible. They also offer school uniforms, winter clothing, prom wear and PE kits via pop-up shops to reduce the stigma associated with poverty. This enables pupils to focus more on their education.
10.	Does the project have a title? <i>If so, please add to the box below.</i>
	Onwards and Upwards Programme
11.	When did it start?
	August 2017
12.	Has it finished? Is it on-going? Does it have an end date? <i>Please add dates to the box below.</i>

	The project is on-going.	
13.	Which groups of people, if any, are targeted by the service provided?	
	No specific target populations identified. The service is delivered to pupils and families of pupils attending BHS who fall into one of the following categories: FME entitled or SIMD 1–4. Pupils out with these criteria can be referred by school staff if they feel it is necessary.	
14.	How many people have been served by the project?	
	Approximately 300 pupils from 2022–2023, just under 30% of the BHS school roll.	
15.	Where is it delivered?	
	Braes High School, Falkirk	
The Initial Idea		
16.	Who had the initial idea?	
	Emma Taylor (PEF Co-ordinator/Drama Teacher) and Kevin Deane (Assistant PEF Co-ordinator/Pupil Support Teacher)	
17.	How did the idea for the project come about?	
	Emma and Kevin came up with the project to satisfy senior leadership's wishes to close the attainment gap at BHS.	
18.	Did you draw on any published reports / papers / research evidence or practice you had seen elsewhere to inform your plans? <i>If so, please add details to the box below.</i>	
	<ul style="list-style-type: none"> • Scottish Attainment Challenge papers (Education Scotland/Scottish Government) • Interventions for Equity (Education Scotland) • PEF Operational Guidance (Scottish Government) • Cost of the School Day (Child Poverty Action Group) • Research papers (Joseph Rowntree Foundation) 	
19.	Who was involved in developing the initial idea of the project?	
	Emma Taylor (PEF Co-ordinator/Drama Teacher) and Kevin Deane (Assistant PEF Co-ordinator/Pupil Support Teacher)	
20.	Were those with lived experience of poverty involved in developing the initial idea of the project?	
	Yes, pupils and families with lived experience of poverty were consulted when developing the initial idea.	
21.	What funding was used, if any, to support the development of the initial idea of the project?	
	Pupil Equity Funding (PEF)	
22.	What in-kind resources were needed when developing the initial idea of the project?	
	Facilities	BHS

	Equipment	Computers, Wi-Fi, telephones, backpacks, stationery, lunch bags, food tubs, fridge, freezer, water bottles
	Local Knowledge	BHS staff members, BHS pupils, Barnardo's, Canine Concern Scotland Trust, parents and carers
	Food and Drink	Various foods for the Braes Pantry and Festive Boxes
23.	What, if any, barriers did you have to overcome when developing the initial idea of the project?	
	Some families were reluctant to have their child involved in this project, possibly due to the stigma surrounding this kind of support. Additionally, finding the most effective way to utilise PEF.	
24.	What, if anything, was helpful when developing the initial idea of the project?	
	Renaming PEF as 'Onwards and Upwards' helped to evade the stigma often attached to PEF.	
25.	Did you conduct a feasibility study? <i>(if yes, please describe what you did and what you concluded)</i>	
	No.	
26.	What was the timeline between the initial idea and the start of the project?	
	Approximately 3 months. Interviews occurred prior to summer, and the project began in the new school year.	
27.	Who made the decision to introduce the project?	
	PEF funding was introduced by the Scottish Government, which BHS then renamed as their 'Onwards and Upwards' project.	
Pilot Project		
28.	Did you run a pilot project? <i>(if no, please skip to the next section, Q. 37)</i>	
	There was no formal pilot project, although Emma described each year to be like a pilot project in that it would be evaluated and improved upon each year.	
29.	What did you do? <i>Please describe the pilot project</i>	
	N/A	
30.	Who was involved in the work of the pilot project?	
	N/A	
31.	How, if at all, were those with lived experience of poverty involved in the pilot of the project?	
	N/A	
32.	What funding was used, if any, for the pilot project?	
	N/A	
33.	What in-kind resources were used for the pilot project?	
	Facilities	N/A
	Equipment	N/A

	Local Knowledge	N/A
	Food and Drink	N/A
34.	Was the pilot project evaluated? <i>If yes, please provide details</i>	
	N/A	
35.	What evidence, if any, from the pilot project was used to confirm that it was working?	
	N/A	
36.	Who made the decision to continue with the project beyond the pilot project?	
	N/A	
37.	How did the pilot project inform the final design of the project?	
	N/A	
The On-going Development of the Project		
38.	Has XXX changed through time? <i>(if no, please skip to the next section, Q. 37)</i>	
	No	
39.	In what ways has it changed?	
	Scale	N/A
	Location	N/A
	Population	N/A
	The Offer	N/A
40.	What were the reason for these changes?	
	N/A	
Accessing the Service and Engaging with Service Users		
41.	Is there a referral process? If yes, how does the referral process work (self-referral, referred by other agencies, identified from an existing database)	
	Pupils are both identified from an existing database (pupils who are either FME or in SIMD 1–4) and referred by members of school staff.	
42.	How are potential clients made aware of the project?	
	Via social media, newsletters, group calls, texts and emails.	
43.	How do you keep in touch with service users? Do your service users have a preferred method of contact?	
	As service users are pupils at BHS, they are contacted in person.	
Working With People with Lived Experience of Poverty		
44.	Are those with lived experience of poverty involved in <u>delivering</u> the project? <i>If so, please describe below.</i>	
	Yes, pupils set targets and are involved in guiding how the project should be delivered.	

45.	<p>Are people with lived experience of poverty involved in <u>managing</u> the project, <u>supervision</u> within the project, or project <u>governance</u>? <i>If so, please describe below.</i></p> <p>Yes, as the parent council is involved in leading the projects.</p>
46.	<p>Are people with lived experience of poverty involved in <u>any other aspect</u> of the project? <i>If so, please describe below.</i></p> <p>Yes, pupils inform the design of the project via feedback.</p>
Leadership, Governance and Partnership Working	
47.	<p>Who has overall responsibility for XXX?</p> <p>Julie Wilkinson (Depute Headteacher) and Emma Taylor (PEF Co-ordinator/Drama Teacher)</p>
48.	<p>Is this the only responsibility of the person managing the project? <i>If not please describe the manager's wider roles and responsibilities.</i></p> <p>No, Julie is also the depute headteacher at BHS, and Emma Taylor is also a drama teacher at BHS.</p>
49.	<p>Is there a Project Steering or Advisory Group or Organising Committee? <i>If yes, who is involved in this and how does it work.</i></p> <p>The project consists of the Onwards and Upwards Team and various other members of school staff who all facilitate the running of this project to some degree. Year Leads at BHS are also involved and are now commissioned to work with a core group of young people to create more accountability.</p>
50.	<p>If there is no Steering Group, what governance arrangements are in place to review strategy and performance?</p> <p>N/A</p>
Staffing	
51.	<p>Are there any paid staff? <i>Please describe their role and their contribution.</i></p> <p>Julie Wilkinson (Depute Headteacher), Emma Taylor (PEF Co-ordinator/Drama Teacher), Kevin Deane (Assistant PEF Co-ordinator/Pupil Support Teacher), and various other BHS staff.</p>
52.	<p>Are volunteers involved in delivering the project? <i>Please describe their role and their contribution.</i></p> <p>Yes, BHS pupils volunteer in the various initiatives within this project.</p>
Links to Wider Policies, Strategies and Statutory Requirements	
53.	<p>Is the project part of a wider anti-poverty strategy? <i>If so, please give details.</i></p> <p>Yes, PEF is a Scottish Government initiative that aims to close the attainment gap.</p>
54.	<p>Is the project part of any other strategy? <i>If so, please give details.</i></p> <p>Yes, it is a part of BHS's wider wellbeing strategy and attainment strategy, as well as various other strategies in the school.</p>
55.	<p>Is the project delivering a service that is a statutory commitment? <i>If so, please give details.</i></p>

	Yes, PEF is a Scottish Government initiative that aims to close the attainment gap.	
Funding		
56.	Who funds the project? <i>Please give details.</i>	
	The project is funded through Pupil Equity Funding (PEF) and Pupil Premium Funding.	
57.	How is the project funded?	
	Funding is used to run various initiatives throughout BHS, including to provide resources like stationery and water bottles.	
58.	What is the budget for the project / how much does it cost to deliver?	
	BHS received £67,375 in PEF for the year 2023.	
59.	Is future funding based on pre-agreed outcomes or outputs being delivered? <i>If so, please give details</i>	
	No.	
Resources		
60.	What in-kind resources do you need to deliver your project?	
	Facilities	BHS
	Equipment	Computers, Wi-Fi, telephones, backpacks, stationery, lunch bags, food tubs, fridge, freezer, water bottles
	Local Knowledge	BHS staff members, BHS pupils, Barnardo's, Canine Concern Scotland Trust, parents and carers
	Food and Drink	Various foods for the Braes Pantry and Festive Boxes
61.	For each of the in-kind resources listed above, who provides it?	
	Facilities	BHS
	Equipment	BHS, Falkirk Council
	Local Knowledge	BHS staff members, BHS pupils, Barnardo's, Canine Concern Scotland Trust, parents and carers
	Food and Drink	Local businesses, The National Lottery Community Fund
62.	Did you have to buy or develop new IT systems, software (databases, apps) or technology to deliver your project? <i>Please describe below.</i>	
	BHS has developed its own tracking systems for the project.	
63.	Was additional staff training required to deliver your project? <i>If so, please describe.</i>	
	Not formally.	
Formal Monitoring and Evaluation		
64.	What information, if any, do you collect about your project?	
	Number of users	Yes

	Profile of users	Not directly, but as a school this information is on record.
	Experience of users	Yes
	Anything else	Attendance, attainment, engagement, participation in school clubs
65.	How often is data collected? Who collects the data?	
	Data is collected weekly by BHS staff members.	
66.	Do you have baseline data on what things were like before the start of the project or before users started the project? <i>Please describe the type of baseline data that you have.</i>	
	Yes, baseline data is available in their Onwards and Upwards update concerning issues such as attainment, attendance, and engagement prior to the project.	
67.	Do you produce an annual report? <i>Please provide details of what this includes.</i>	
	Yes, this includes data concerning the allocation of PEF and the impact the project has on issues such as attainment, attendance, and engagement. Alongside feedback from pupils, BHS's yearly impact statement highlighted that this project is making a positive impact on pupils' wellbeing and attendance.	
68.	In what ways, if at all, do you use the data that you collect to adapt the service that you provide?	
	Feedback is used to improve and develop various initiatives within this project.	
69.	Have you employed an external organisation to formally evaluate your project? <i>If yes, please provide details.</i>	
	No.	
70.	If yes, in what ways, if at all, have you used the External Project evaluation to adapt the service that you provide.	
	N/A	
71.	Do you intend to employ an external organisation to evaluate the service that you provide in the future? <i>If yes, please provide details.</i>	
	No.	
Impact		
72.	What difference has the project made?	
	The project has improved school attendance and reduced educational exclusion at Braes High School for young people in the Onwards & Upwards cohort. It has also improved participation and engagement with learning and generated over £47,000 in additional funds for upwards of 50 families. Since the start of the project, 89% of the cohort have achieved an improvement in literacy and 70% of the cohort have achieved improvement in numeracy in the Broad General Education (BGE) at Braes High School.	
73.	How do you know this? What evidence demonstrates impact (metrics, interviews, feedback)?	
	Metrics and feedback.	

74.	<p>To what extent have the aims of the project been achieved?</p> <p>This project aims to remove barriers to education and to reduce the poverty related attainment gap for pupils attending BHS. This has been achieved to a great extent. For example, data shows that this project has generated over £47,000 in additional funds for upwards of 50 families. Since the start of the project, 89% of the cohort have achieved an improvement in literacy and 70% of the cohort have achieved improvement in numeracy in the Broad General Education (BGE) at Braes High School.</p>
75.	<p>How, if at all, has the demand for the service provided by XXX changed since it started?</p> <p>In acknowledging that pupils out with FME and SIMD 1–4 may require this support, demand has increased. There has also been an increase in barriers to learning due to the COVID-19 pandemic and the cost-of-living crisis.</p>
76.	<p>If yes, has the project had the capacity to meet these changing conditions and demand? <i>Please describe and explain below.</i></p> <p>Yes, due to the willingness of staff, pupils and families as opposed to finances. BHS has ensured that many of their initiatives could still continue to run without PEF so that they are more sustainable.</p>
77.	<p>Has the project had any unexpected or unintended outcomes? <i>If so, whether positive or negative, please describe.</i></p> <p>Receiving the Scottish Education Award and seeing the pride pupils feel in their involvement in the project are both positive and unexpected outcomes.</p>
78.	<p>In your opinion, is the project having an impact on tackling poverty? If so, please describe in what ways.</p> <p>Yes, as the project is providing support to pupils and families struggling with poverty.</p>
Learning from Experience	
79.	<p>What is working well?</p> <p>Renaming 'Pupil Equity Funding' (PEF) as 'Onwards and Upwards' has helped to evade the stigma which is often attached to PEF. Generally, the project has been highly successful and is running well.</p>
80.	<p>What, if anything, is working less well?</p> <p>Nothing.</p>
81.	<p>What are the key learning points that you'd like to share with other practitioners? For example, is there anything that you would do differently?</p> <p>Being aware of your context is very important in knowing what will work for your project. Being creative, persistent, and patient is key in seeing positive results for your project.</p>
82.	<p>What plans do you have to develop or expand the project in the future?</p> <p>This project is constantly developing and expanding in various creative ways.</p>
83.	<p>How easily do you think your project could be replicated in another setting?</p> <p>Quite easily, though it would be important to adapt this to work in your context.</p>

Social Media	
84.	Please enter social media contact details and weblinks to supporting documents or resources below:
	Web Pages https://www.braeshigh.com/support-for-families/onwards-and-upwards
	Facebook BHS Unofficial Facebook Page
	Instagram @braes_cosd
	Twitter @BraesHigh @OnandUpBHS
	Tik-Tok N/A
GDPR Consent (Add yes or no in the box)	
I give my permission to be named in the tackling poverty locally directory and associated public outputs.	Yes
I give permission for our organisation to be named in the tackling poverty locally directory and associated public outputs.	Yes
I give permission for me to be contacted by directory users.	Yes
I am willing to be contacted if more details are required	Yes