

Report

Report to:	Education Resources Committee
Date of Meeting:	27 November 2018
Report by:	Executive Director (Education Resources)

Subject:	Pupil Equity Funding: Progress Update
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1. Purpose of Report

1.1. The purpose of this report is to:-

- ♦ provide an update on Pupil Equity Funding (PEF) as an element of the Scottish Government Attainment Fund and to provide an update on further developments for 2018/2019.

2. Recommendation(s)

2.1. The Committee is asked to approve the following recommendation(s):-

- (1) that current and planned developments relating to Pupil Equity Funding support be noted
- (2) that progress towards closing the poverty-related attainment gap be noted

3. Background

3.1. It is recognised nationally that young people from more deprived backgrounds do not perform as well at school as young people from less deprived backgrounds. This has become known as the poverty-related attainment gap.

3.2. In late 2016, an announcement was made by the Scottish Government that, from April 2017, an additional £120m of direct funding would be provided through the Attainment Scotland Fund to schools in order to help reduce the poverty related attainment gap. This is known as 'Pupil Equity Funding' (PEF).

3.3. South Lanarkshire Council is in the Schools' Programme. As such, there are twenty schools, twelve primary and eight secondary, which are part of the Scottish Attainment Challenge (SAC). These schools have a significant percentage of children and young people who are in Scottish Index of Multiple Deprivation (SIMD) 1+2. Consequently, the schools have the opportunity to bid for SAC funding from the Scottish Government to address the needs of these children and young people.

4. Pupil Equity Fund: Allocation of Monies

4.1. Annually, from April 2017, all publicly funded primary, secondary and ASN schools in Scotland have received £1,200 for each child in Primary 1 to S3, or equivalent, who is registered for free school meals under the national eligibility criteria. Funding allocation is calculated using the most recent Healthy Living Survey and Pupil Census data relating to Free School Meal Entitlement.

4.2. Head Teachers are advised directly by the Scottish Government of the level of funding available to their schools. The 2018/2019 funding for South Lanarkshire Schools is £7,988,400 and the Scottish Government has committed to similar levels of allocation until the end of this parliament. The 2018/2019 funding was made available to schools to spend from 1 April 2018. **Appendix 1** gives details of the amount of money awarded to each school within South Lanarkshire Council for session 2018/19.

4.3. The Pupil Equity Funding cycle operates within the financial year. There is an expectation that monies should be spent by the end of the academic year in which the money is awarded.

5. South Lanarkshire's Poverty Related Attainment Gap

5.1. The aim of Pupil Equity Funding is to reduce the poverty related attainment gap between the most and least affluent children and young people. The measures used for defining poverty are based on the SIMD Deprivation and those children and young people in Primary 1 to S3 who are registered for free school meals under the national eligibility criteria.

5.2. South Lanarkshire Council has a total roll of 44,219 children and young people attending schools (ASN/Primary/Secondary). Of this number, 17.6% are registered for free school meals. In addition, South Lanarkshire Council has a distribution of pupils living across each of the 10 SIMD deciles. **Appendix 2** shows the SIMD distribution for South Lanarkshire Council learners.

5.3. There is no definitive way to measure the poverty-related attainment gap. However, for the purpose of tracking and monitoring across schools and the authority, it was decided, after consultation with Head Teachers, that the group of learners within SIMD 1 and 2 plus learners registered for free school meals will be measured against those learners residing in deciles 3-10 who are not eligible for free school meals. For monitoring purposes, teacher judgement levels of children's progress in P1, P4, P7 and S3 in literacy and numeracy will be used as benchmarks for measuring progress.

6. Pupil Equity Fund: Support for Schools

6.1. A revised PEF governance structure came into effect from August 2018. **Appendix 3** gives more detail around the framework and personnel. Two strategic PEF leads were appointed in June 2018 and took up their post in August 2018. These two PEF Strategic Lead Officers have a key role in leading and supporting schools to ensure the Pupil Equity Fund has maximum impact. The Equity Programme Board and Equity Strategy Team meet regularly to ensure that the authority has an overview of the work of schools and can target appropriate advice and support, where required.

6.2. As part of the new PEF Governance Framework, two PEF Head Teacher Consultative Groups (one primary and one secondary) were established at the start of this academic year (2018-2019). These groups meet regularly to consult on PEF related matters and represent the views of Head Teachers across South Lanarkshire Council. This is a mechanism to empower staff across the authority in relation to PEF.

6.3. Guidance was issued to Head Teachers to complement and support the Pupil Equity Fund National Operational Guidance issued to Head Teachers in February 2018. This guidance is currently being revised and updated in collaboration with Head Teachers to provide further support, clarity, consistency and accountability.

- 6.4. The Pupil Equity Fund is an integral part of the School Improvement Planning process. Planning and reporting documentation and timelines correlate with the School Improvement Plan and Standards and Quality reporting cycles. Head Teachers consult with key stakeholders on the use of Pupil Equity Funding, which informs planning. Planning and reporting documentation supports Head Teachers to:-
- identify the gap
 - plan targeted interventions
 - implement
 - monitor, evaluate and review impact
- The HT PEF consultative groups have worked collaboratively to devise a new draft timeline and planning and reporting document for Pupil Equity Funding. All Head Teachers were consulted on these draft documents and supporting tools at an Empowering School Improvement Headteacher Conference on Monday 8 October 2018. An agreement was reached that schools will submit to the authority an interim report and full report, which has clear break-down of financial spend, as well as a focus on outcomes, measures and impact. This was well received with Head Teachers reporting the new documentation was “very useful, valuable, clear and concise”.
 - Further progress has been taken to empower and support Head Teachers to interpret and analyse their data in relation to the poverty related attainment gap. Links have been made to the authority tracking and monitoring system to help equip Head Teachers with the skills required to analyse their data with regards to the equity agenda. Evidence of good practice in measuring outcomes is beginning to be shared across the authority. Head Teachers are being asked to look at the 5 key data areas; attainment, attendance, exclusion, engagement and participation. Data packs to support Head Teachers are given to schools annually.
- 6.5. The PEF Strategic Leads have been working closely with colleagues in finance and procurement to ensure legal compliance, reduce bureaucracy and attempt to bring greater clarity and simplicity to the procedures to support Head Teachers to spend their PEF monies effectively, timeously and with maximum impact for pupils.
- 6.6. Since August 2017, Head Teachers have had the facility to use PEF to fund additional staffing. An additional 64.3 FTE teachers and 65 FTE school support assistants have been recruited through PEF for 2018/2019. Librarians, Early Years’ Workers and Educational Psychologists have also been funded through PEF for session 2018/2019.

7. Pupil Equity Fund: Interventions

- 7.1. Head Teachers are responsible for planning and implementing interventions based on the needs of their particular children or young people. In line with the National Guidance, Head Teachers have identified a broad range of Literacy, Numeracy and Health Wellbeing activities, interventions and supports in response to their local context, which target support to the children and young people most in need in their schools. Plans show a wide range of different approaches including buying additional resources, funding after-school homework clubs and employing additional staff or third sector services.
- 7.2. **Literacy**
Literacy developments, which focus on closing the poverty related attainment gap, are a common theme across South Lanarkshire schools. Approaches such as Active Literacy, Catch Up Literacy, developing a reading-rich culture, the development of home-school/family learning literacy packs and workshops; and using drama specialists

to help improve visualisation and writing are just a few examples of how Literacy is being developed within SLC schools to close the poverty-related attainment gap.

7.3. Numeracy

Numeracy developments such as: Catch Up Numeracy, 5-minute Numeracy Box, Numicon, and improving mathematical mindset are a few examples of how schools within South Lanarkshire are developing Numeracy as an effective way of closing the poverty related attainment gap.

7.4. Health and Wellbeing

Effective partnership working is taking place across the Council with various organisations such as Place2Be, Nurture UK and Barnardos, delivering specific support to children and young people. This partnership working is not only improving home-school links, but is improving the mental wellbeing of many children and young people. The development of Nurture is a popular way of closing the poverty related attainment gap through Health and Wellbeing within South Lanarkshire. Many schools are developing Nurture Groups in schools and/or developing Nurturing Principles across their school to become a Nurturing School. This development offers a range of supports to some of our most vulnerable children and young people. Data within schools is showing this intervention is having huge impact on many of the children and young people within SLC.

7.5. Parental Engagement and Family Learning

Improving parental involvement is becoming more apparent as an intervention in closing the poverty related attainment gap across SLC schools. Schools are developing their own approaches such as developing Maths home sacks to promote numeracy at home, family learning clubs, employing 3rd sector agencies such as Barnardos to engage directly with some families, involving parents in extra-curricular activities and Nurture programmes. The Council is currently reviewing its Parental Involvement Strategy and will take account of evidence based research which improves engagement with parents.

7.6. Partnership Working

The PEF Strategic Leads have actively engaged with a range of colleagues and wider agencies to further enhance the impact of PEF across the authority: Finance; Procurement; Personnel; SLC Leisure and Culture; Partnership Planning and Youth Employability; Youth, Family Community Learning Service; Early Years; Psychological Services; Social Work; Health Professionals and Inclusion.

8. Progress towards “closing the gap”

- 8.1. Using the measures outlines in Paragraph 5.3, PEF Strategic Leads have analysed the progress the schools have been making. Early indications are positive and show that there has been a reduction of the gap across all measures over a three year trend. **Appendix 4** provides more information.

9. Pupil Equity Fund: Next Steps

- 9.1. It is planned that the levels of support are sustained and developed further in order to secure further advances in supporting schools to reduce the poverty related attainment gap. This will include further Continued Professional Developments (CPD) opportunities for Head Teachers and wider school staff on for example, outcomes and measures and data. The South Lanarkshire PEF Conference was held on Tuesday 13 November 2018 for all Head Teachers and this further supported and developed PEF procedures and processes, as well as identifying and sharing good practice. There will also be opportunity for further consultation and targeted support.

- 9.2. PEF Strategic Leads intend to further develop the sharing of good practice across SLC through, for example, Twitter, school visits, PEF Post (termly bulletin to update staff on PEF developments); HT Consultative Groups, Learning Community and Head Teacher meetings.
- 9.3. PEF Strategic Leads intend to hold a seminar for elected members in the spring to provide further input on the impact of PEF across the authority and showcase some best practice.

10. Employee Implications

- 10.1. Responsibility for the use of PEF has been devolved directly to Head Teachers rather than through Education Resources.
- 10.2. Additional staffing has been supported by PEF funding as outlined in section 6.5.

11. Financial Implications

- 11.1. Based on forecasts from Head Teachers in relation to the 2018/2019 allocation of £7,988,400, (£10.847m including carry-forward from 2017/2018), it is anticipated that £8.547m will be spent by end March 2019, leaving a carry-forward balance of £2.3m.
- 11.2. The carry-forward element will be added to the new 2019/2020 allocation. Head Teachers will ensure the carry-forward is spent by the end of June 2019 in line with PEF guidance.

12. Other Implications

- 12.1. There are no significant risk implications in terms of the information contained within this report.
- 12.2. There are no guarantees that PEF funding will continue beyond the lifetime of this parliament. As a result, Head Teachers are being asked to consider the implications for sustainability of PEF funded projects, through the recently issued, revised PEF planning and reporting documentation.

12. Equality Impact Assessment and Consultation Arrangements

- 12.1. There is no requirement to carry out an impact assessment in terms of the proposals contained within this report.
- 12.2. Consultation with Trade Unions has taken place through the Joint Consultative process. All locally developed guidance has also been shared. The Trade Unions are regularly updated on recruitment activity and workforce monitoring reports.

Tony McDaid
Executive Director (Education Resources)

24 October 2018

Link(s) to Council Values/Ambitions/Objectives

- ◆ Improve achievement, raise educational attainment and support lifelong learning
- ◆ Ensure schools and other places of learning are inspirational

Previous References

- ♦ Education Resource Committee - 5 September 2017

List of Background Papers

- ♦ National Operating Guidance – Pupil Equity Funding

Contact for Further Information

If you would like to inspect the background papers or want further information, please contact:-

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Appendix 1: Pupil Equity Fund Allocation per school for South Lanarkshire Council

School	Stage	Allocation Based on estimated FSM pupils
Abington Primary School	Primary	£2,400
Auchengray Primary School	Primary	£1,200
Auchinraith Primary School	Primary	£146,400
Auldhouse Primary School	Primary	£6,000
Bankhead Primary School	Primary	£100,800
Beckford Primary School	Primary	£64,800
Bent Primary School	Primary	£18,000
Biggar Primary School	Primary	£31,200
Blacklaw Primary School	Primary	£27,600
Blackwood Primary School	Primary	£66,000
Bothwell Primary School	Primary	£45,600
Braehead Primary School	Primary	£1,200
Braidwood Primary School	Primary	£9,600
Burgh Primary School	Primary	£90,000
Burnside Primary School	Primary	£27,600
Cairns Primary School	Primary	£114,000
Calderwood Primary School	Primary	£49,200
Canberra Primary School	Primary	£42,000
Carluke Primary School	Primary	£49,200
Carmichael Primary School	Primary	£7,200
Carnwath Primary School	Primary	£24,000
Carstairs Junction PS	Primary	£37,200
Carstairs Primary School	Primary	£32,400
Castlefield Primary School	Primary	£60,000
Cathkin Primary School	Primary	£112,800
Chapelton Primary School	Primary	£4,800
Chatelherault Primary School	Primary	£34,800
Coalburn Primary School	Primary	£25,200
Coulter Primary School	Primary	£2,400
Craigbank Primary School	Primary	£55,200
Crawford Primary School	Primary	£1,200
Crawforddyke Primary School	Primary	£76,800
Crosshouse Primary School	Primary	£94,800
Dalserf Primary School	Primary	£14,400
David Livingstone Memorial PS	Primary	£73,200
Douglas Primary School	Primary	£27,600
East Milton Primary School	Primary	£46,800
Forth Primary School	Primary	£57,600
Gilmourton Primary School	Primary	£-
Glassford Primary School	Primary	£6,000
Glengowan Primary School	Primary	£56,400
Glenlee Primary School	Primary	£139,200
Greenhills Primary School	Primary	£139,200
Halfmerke Primary School	Primary	£46,800
Hallside Primary School	Primary	£39,600
Hareleeshill Primary School	Primary	£115,200
Heathery Knowe PS	Primary	£68,400
High Blantyre Primary School	Primary	£79,200
High Mill Primary School	Primary	£50,400
Hunter Primary School	Primary	£37,200
James Aiton Primary School	Primary	£57,600
Kirkfieldbank Primary School	Primary	£9,600
Kirklandpark Primary School	Primary	£8,400
Kirkton Primary School	Primary	£21,600
Kirktonholme Primary School	Primary	£54,000
Lamington Primary School	Primary	£2,400
Lanark Primary School	Primary	£44,400
Law Primary School	Primary	£40,800
Leadhills Primary School	Primary	£4,800
Libberton Primary School	Primary	£12,000
Loch Primary School	Primary	£103,200
Long Calderwood Primary	Primary	£56,400
Machanhill Primary School	Primary	£68,400

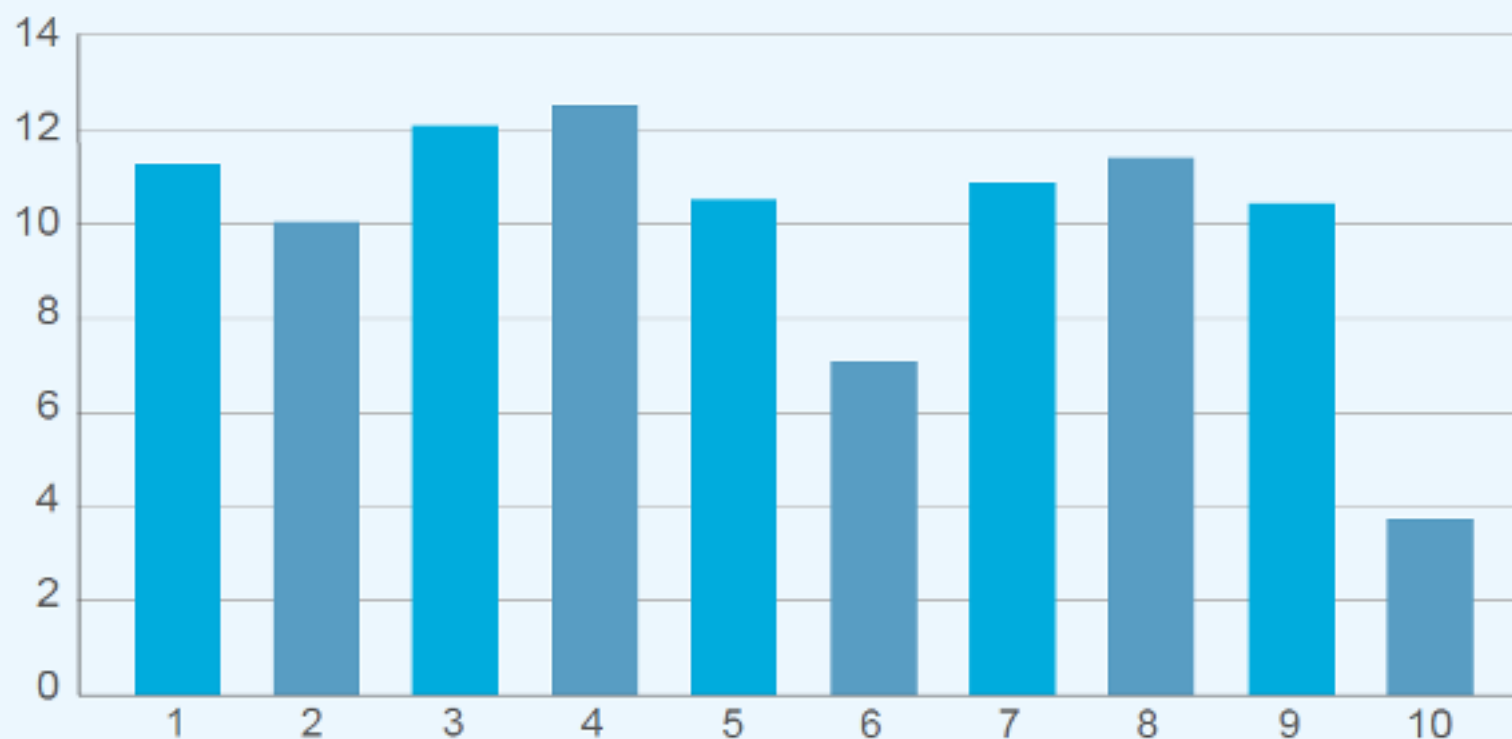
Maxwellton Primary School	Primary	£51,600
Milton Primary School	Primary	£24,000
Mossneuk Primary School	Primary	£36,000
Mount Cameron PS	Primary	£27,600
Mount Cameron PS Gaelic Unit	Primary	£10,800
Muiredge Primary School	Primary	£37,200
Murray Primary School	Primary	£61,200
Neilsland Primary School	Primary	£49,200
Netherburn Primary School	Primary	£43,200
New Lanark Primary School	Primary	£14,400
Newfield Primary School	Primary	£85,200
Newton Farm Primary School	Primary	£28,800
Our Lady and St Anne's PS	Primary	£92,400
Our Lady Of Lourdes PS	Primary	£57,600
Park View Primary School	Primary	£56,400
Quarter Primary School	Primary	£7,200
Rigside Primary School	Primary	£27,600
Robert Owen Memorial PS	Primary	£69,600
Robert Smillie Memorial PS	Primary	£117,600
Sandford Primary School	Primary	£1,200
South Park Primary School	Primary	£44,400
Spittal Primary School	Primary	£44,400
St Anthony's Primary School	Primary	£56,400
St Athanasius' Primary School	Primary	£26,400
St Blane's Primary School	Primary	£66,000
St Bride's PS (Bothwell)	Primary	£31,200
St Bride's PS (Cambuslang)	Primary	£56,400
St Cadoc's Primary School	Primary	£48,000
St Charles Primary School	Primary	£78,000
St Columbkille's Primary School	Primary	£69,600
St Cuthbert's Primary School	Primary	£58,800
St Elizabeth's Primary School	Primary	£68,400
St Hilary's Primary School	Primary	£21,600
St John The Baptist PS	Primary	£21,600
St John's PS (Blackwood)	Primary	£20,400
St John's PS (Hamilton)	Primary	£81,600
St Joseph's Primary School	Primary	£64,800
St Kenneth's Primary School	Primary	£38,400
St Leonard's Primary School	Primary	£50,400
St Louise's Primary School	Primary	£26,400
St Mark's PS (Hamilton)	Primary	£13,200
St Mark's PS (Rutherglen)	Primary	£58,800
St Mary's PS (Hamilton)	Primary	£30,000
St Mary's PS (Lanark)	Primary	£19,200
St Mary's PS (Larkhall)	Primary	£7,200
St Ninian's Primary School	Primary	£87,600
St Patrick's Primary School	Primary	£18,000
St Paul's Primary School	Primary	£61,200
St Peter's Primary School	Primary	£62,400
St Vincent's Primary School	Primary	£57,600
Stonehouse Primary School	Primary	£60,000
Tinto Primary School	Primary	£7,200
Townhill Primary School	Primary	£50,400
Udston Primary School	Primary	£103,200
Underbank Primary School	Primary	£4,800
Walston Primary School	Primary	£2,400
West Coats Primary School	Primary	£46,800
Wester Overton Primary School	Primary	£24,000
Wiston Primary School	Primary	£10,800
Woodhead Primary School	Primary	£69,600
Woodpark Primary School	Primary	£81,600
Woodside Primary School	Primary	£100,800
Biggar High School	Secondary	£33,600
Calderglen High School	Secondary	£116,400
Calderside Academy	Secondary	£181,200
Carluke High School	Secondary	£87,600
Cathkin High School	Secondary	£128,400

Duncanrig Secondary School	Secondary	£138,000
Hamilton Grammar School	Secondary	£130,800
Holy Cross High School	Secondary	£98,400
Lanark Grammar School	Secondary	£99,600
Larkhall Academy	Secondary	£171,600
Lesmahagow High School	Secondary	£46,800
St Andrew's and St Bride's HS	Secondary	£69,600
St John Ogilvie High School	Secondary	£116,400
Stonelaw High School	Secondary	£102,000
Strathaven Academy	Secondary	£38,400
Trinity High School	Secondary	£123,600
Uddingston Grammar School	Secondary	£66,000
Greenburn School	Special	£69,600
Hamilton School for the Deaf	Special	£15,600
Kear Campus	Special	£-
Rutherglen High School	Special	£51,600
Sanderson High School	Special	£60,000
Victoria Park School	Special	£64,800
West Mains School	Special	£55,200
TOTAL:		£7,988,400

Appendix 2: SIMD (%) Distribution for South Lanarkshire Council

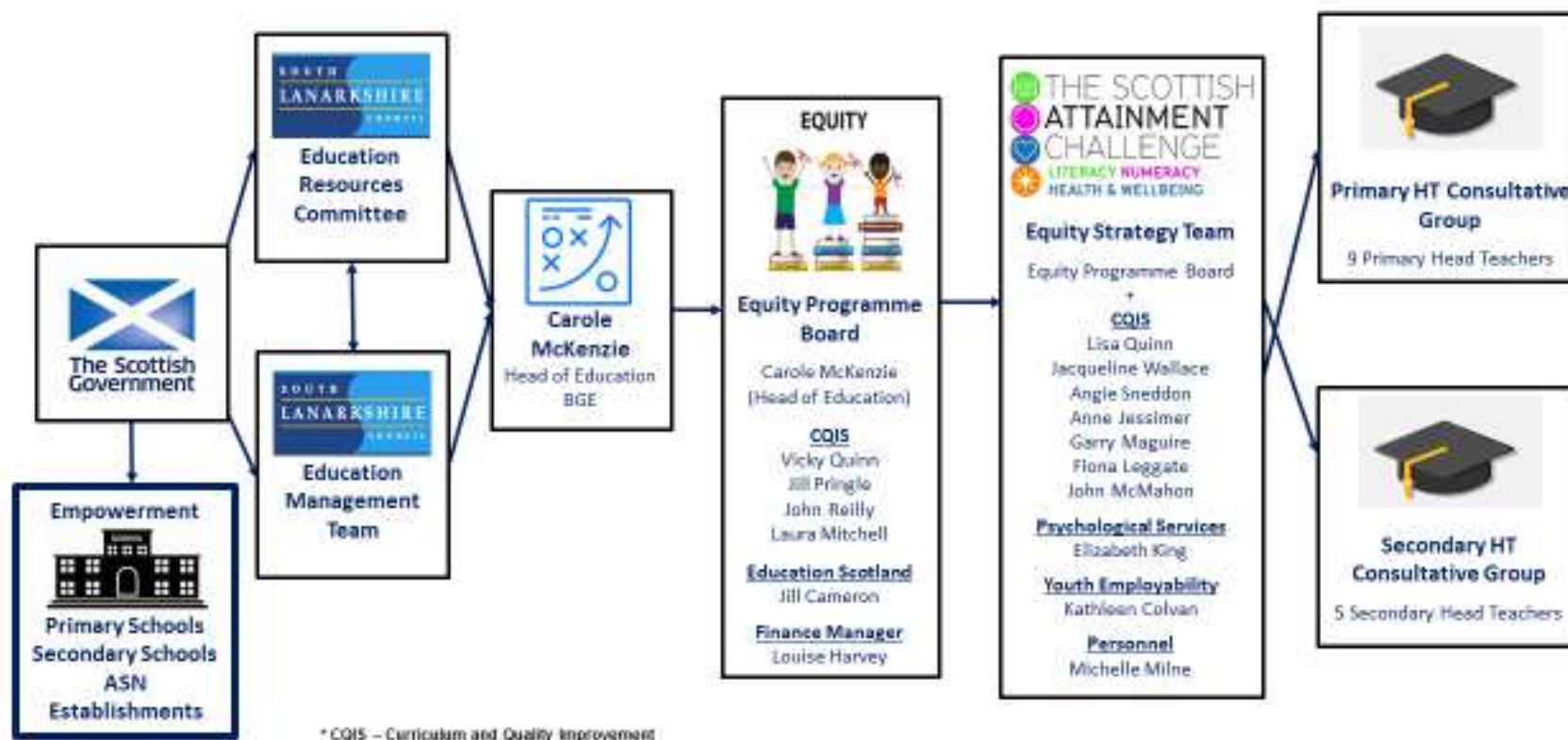
The chart below shows the proportion of South Lanarkshire Council pupils living in each SIMD Decile.

SIMD Distribution for South Lanarkshire Council Learners



SIMD Decile (1 = most deprived, 10 = least deprived)

SLC Closing the Gap Governance Structure



Appendix 4: Progress towards “Closing the Gap”

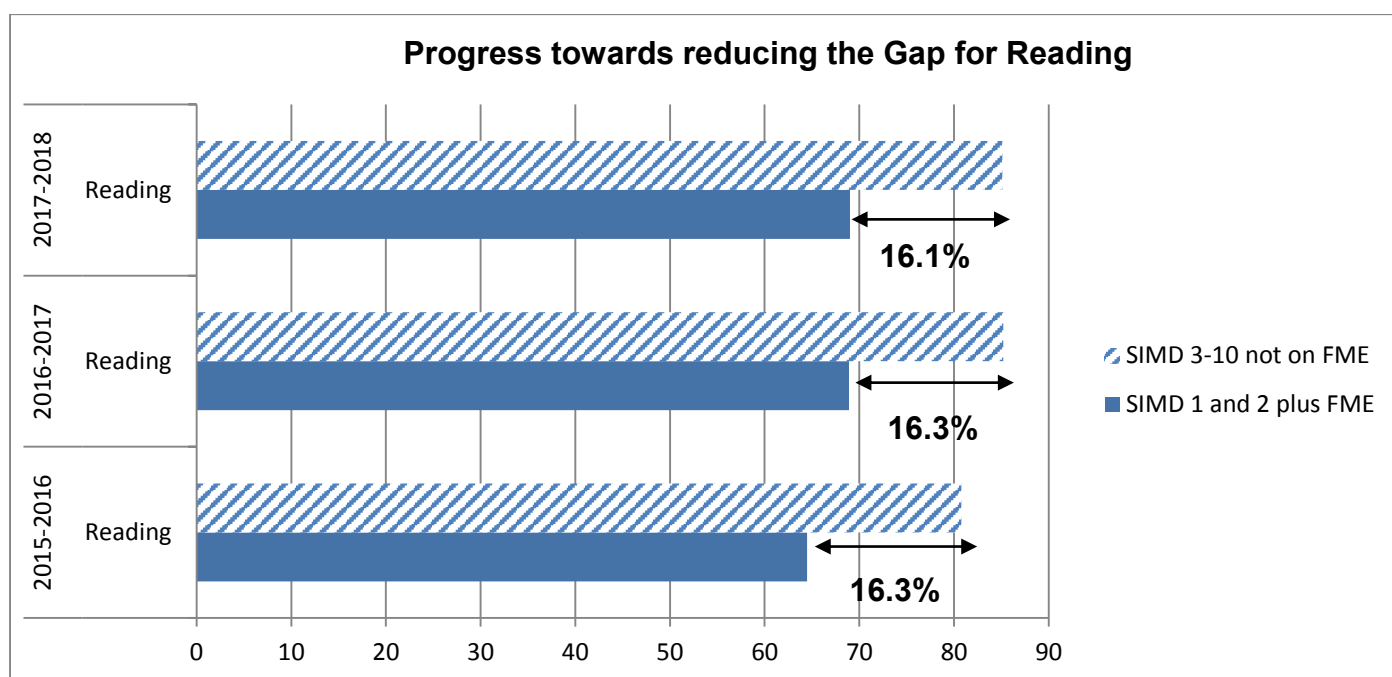
Our measure for closing the poverty-related attainment gap is:

Pupils from SIMD 1+2 plus those entitled to Free School Meals
versus
Pupils from SIMD 3-10 who are not entitled to Free School Meals

Our targeted group for PEF interventions in schools is therefore pupils from SIMD 1+2 plus those entitled to Free School Meals (although Head Teachers have the discretion to involve other pupils). For session, 2017-2018, the targeted group equated to 29% of all SLC pupils.

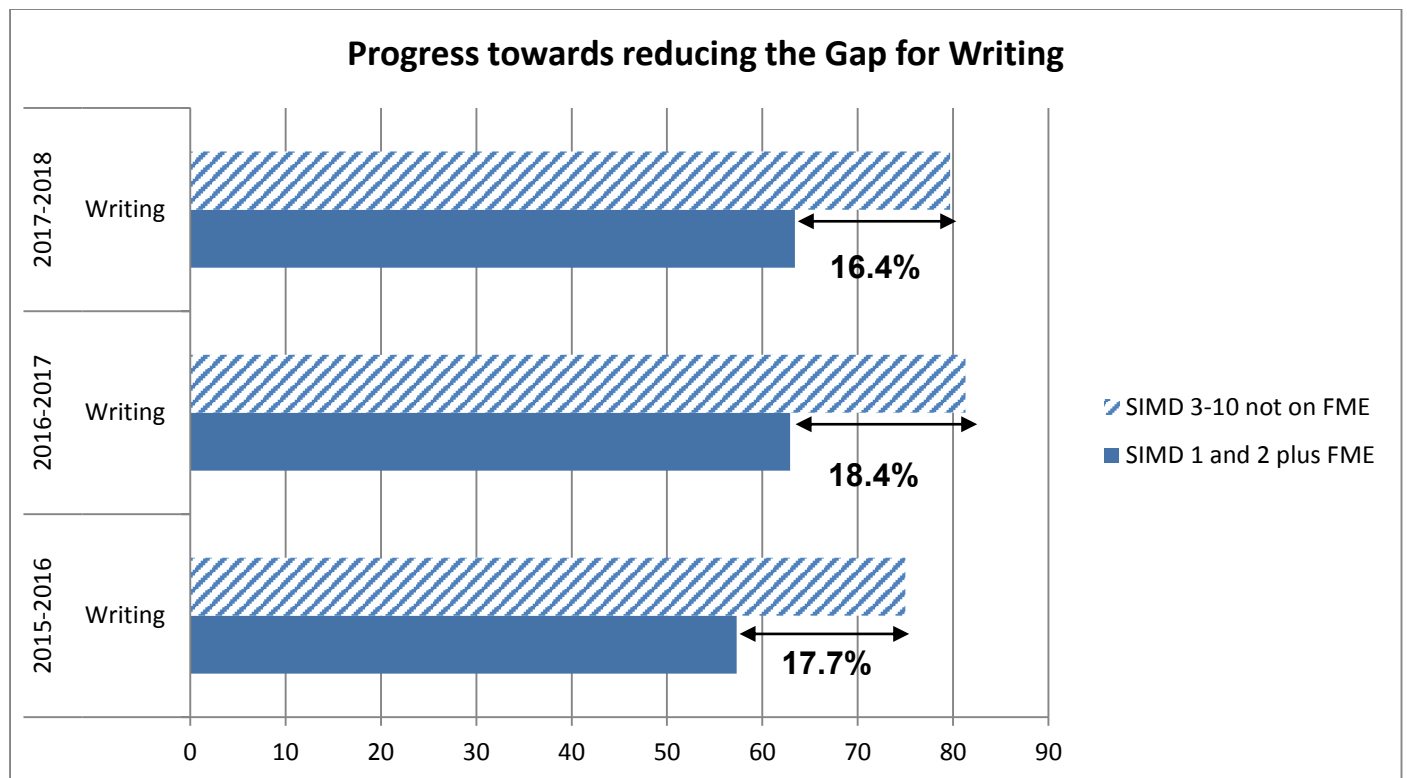
These graphs illustrate the % of pupils who are achieving expected Curriculum for Excellence levels in P1, P4, P7 and S3 according to teacher judgement. Please note, this is cumulative data for P1, P4, P7 and S3.

Reading:



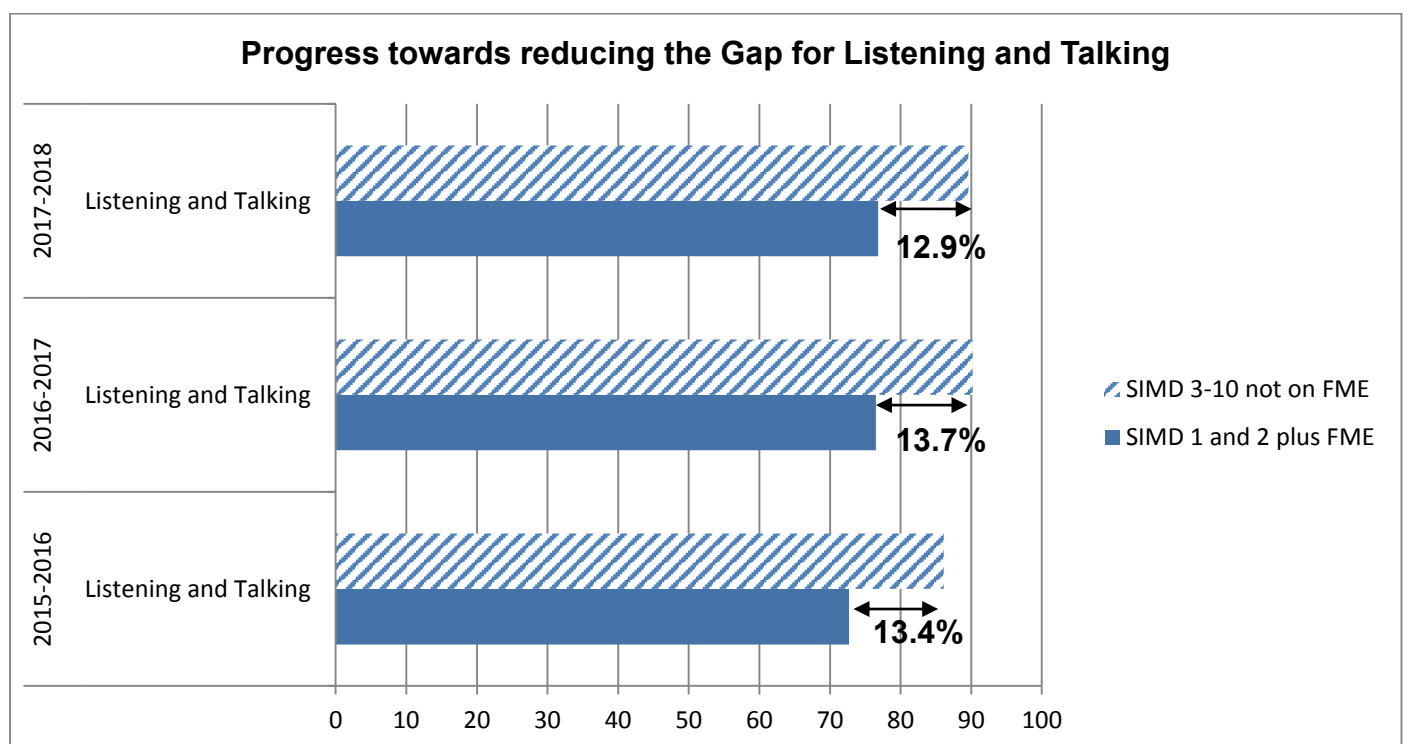
According to these measures, the “Gap” in reading has reduced by 0.2 percentage points in 3 years.

Writing:



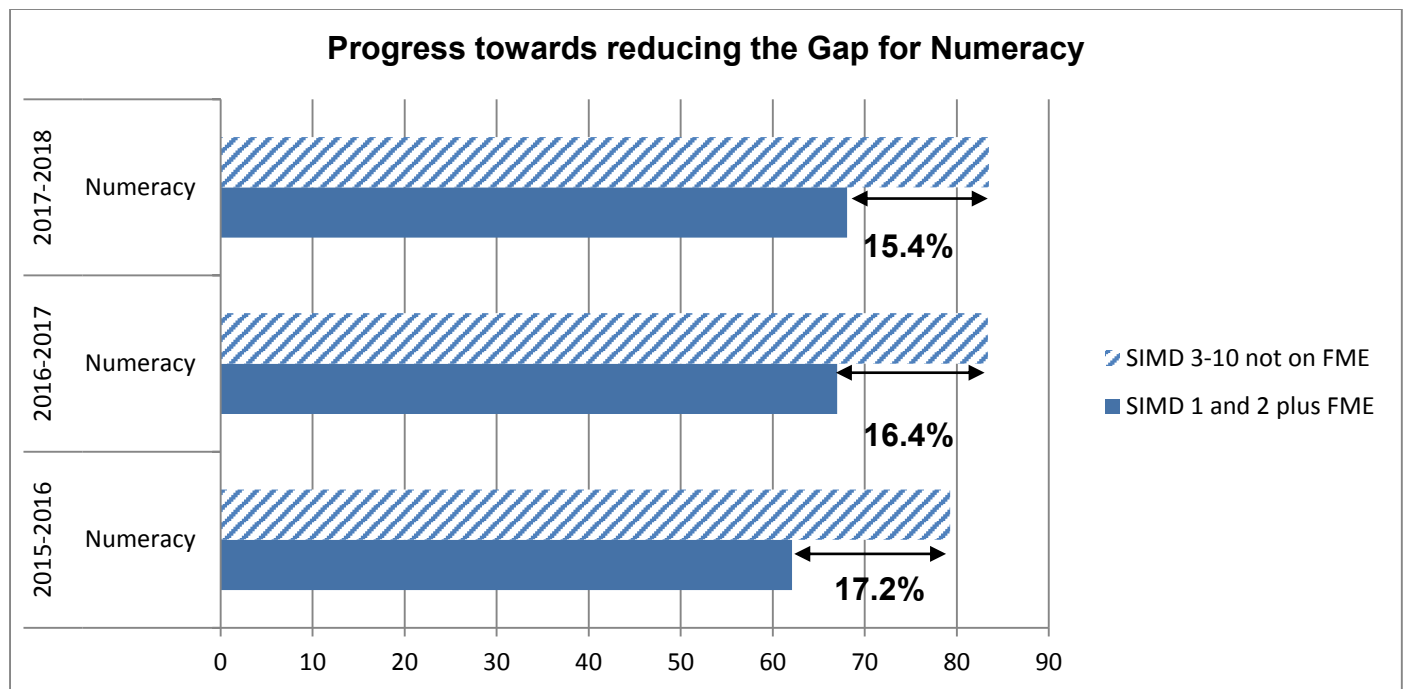
According to these measures, the “Gap” in writing has closed by 1.3 percentage points in 3 years.

Listening and Talking:



According to these measures, the “Gap” in listening and talking has closed by 0.5 percentage points in 3 years.

Numeracy:



According to these measures, the “Gap” in numeracy has closed by 1.8 percentage points in 3 years.