

Report

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Report to:	Education Resources Committee
Date of Meeting:	24 April 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.

2. Recommendation(s)

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

- (1) that the support to schools in the implementation of Pupil Equity Funding be noted.

3. Background

- 3.1. The First Minister launched the Scottish Attainment Challenge (SAC) in February 2015 in recognition of the difference in attainment of young people from backgrounds of deprivation when compared to young people from more affluent backgrounds (based on Scottish Index of Multiple Deprivation - SIMD), 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 would be provided through the Attainment Scotland Fund directly to Head Teachers to reduce the poverty related attainment gap. This is known as 'Pupil Equity Funding' (PEF).
- 3.3. PEF was provided in addition to the existing SAC funding provided by the Scottish Government.
- 3.4. National Operational Guidance on the PEF was formally provided in March 2017. This national guidance was intended to help schools plan how they will most effectively invest their PEF allocation to improve educational outcomes. Local Authorities were asked to provide supplementary guidance to schools.
- 3.5. Education Resources issued local operational guidance to Head Teachers, which supplements the national advice in relation to operation of the funding and is in line with good governance arrangements.

Pupil Equity Funding Allocation

- 4.1. All publicly funded primary, secondary and ASN schools in Scotland received £1,200 in 2017/2018 and again in 2018/2019 for each child in Primary 1 to S3, or equivalent, who is registered for free school meals under the national eligibility criteria.
- 4.2. Head Teachers were advised directly by the Scottish Government of the level of funding available to their schools. The 2017/2018 funding was made available to schools to spend from 1 April 2017. The 2018/2019 funding is available to spend from 1 April 2018.
- 4.3. The 2017/18 funding total for South Lanarkshire schools was £7,867,200. £5,888,400 for Primary establishments, £1,717,200 for Secondary establishments and £261,600 for Additional Support Needs establishments.
- 4.4. The 2018/19 funding total for South Lanarkshire schools is £7,988,400 and the Scottish Government have committed to similar levels of allocation until the end of this parliament. Funding is based on a spend during the school year (1 August to 31 July).

5. Implementing Pupil Equity Funding – Support for Schools

5.1. Guidance

The Council's supplementary guidance to schools provided advice in relation to 4 phases identified in the implementation of PEF:-

1. Identify the gap
2. Planning for Improvement
3. Intervention
4. Self-Evaluation

5.2. Tracking/Monitoring and Benchmarking

Schools were provided with tools and training to support tracking and monitoring of the progress of pupils and this support is ongoing and will continue next session. Guidance was also provided in respect of benchmarking in order to allow the impact of school plans to be measured.

5.3. Assessment/Moderation

Schools have been provided with ongoing support to assess pupil learning and moderate teacher professional judgements. In addition to the work already undertaken in this respect, schools have also been supported with the introduction of The Scottish National Standardised Assessments (SNSA). These assessments are aligned to Curriculum for Excellence and report progress in skills for reading, writing (Tools for Writing) and numeracy at primaries 1, 4 and 7 and secondary 3. The assessments provide individual, diagnostic reports on each pupil's progress which supply information to identify strengths and individual development needs. The assessments, alongside moderated teacher professional judgements, should help schools monitor progress particularly in relation to those affected by the poverty related attainment gap.

5.4. School Improvement Planning

Planning and consultation for the use of PEF takes place within the normal School Improvement Planning Cycle. School Improvement Plans were adapted for 2017/2018 in order to include a section relating to PEF and facilitate strategic planning for it. This section of the school improvement plan template has been

revised for the 2018/2019 Improvement Planning cycle to simplify and streamline the reporting process.

5.5. Governance

Internal audit scrutinised the advice provided to schools and its application. A further audit tool was provided to schools to allow structured reflection in respect of their initial planning to support effective implementation.

5.6. Finance and Procurement

Advice and guidance was also provided in respect of: financial management; procurement; staffing; other services and central teams providing support in the implementation of the PEF funding. Education Resources has been working closely with colleagues in Procurement to ensure legal compliance, to reduce bureaucracy and to support Head Teachers.

5.7. Staffing (2017/2018)

The annual staffing exercise for August 2017 was updated to provide the facility for Head Teachers to use PEF to fund additional staffing. An additional 45FTE teachers were recruited through PEF as well as 40FTE School Support Assistants. In addition, the following non teaching staff supported schools and was funded through PEF; 0.5FTE Psychologists; 0.4FTE Librarians; 1.2FTE Early Years' Workers and 0.4FTE Active Breaks staff.

6. Implementing Pupil Equity Funding – Progress (2017/2018 allocation)

6.1. Schools are able to allocate finance to support both whole school and more targeted activity. Schools identified the young people in their establishments who may be experiencing barriers to learning for deprivation based reasons. Schools then spent Scottish Government allocated PEF on interventions appropriate to these targeted groups as appropriate to the local context of the school.

6.2. Head Teachers identified a broad range of activities, interventions and supports in response to their local context. These can be classified using a number of categories. These include Literacy, Numeracy, Health and Wellbeing and staffing which account for the largest spends, as well as others such as parental engagement, outdoor learning, breakfast clubs etc. A breakdown of the categories used has been provided below

Categories	No of Schools Covering Project
Accessibility for excursions	1
Awards	3
Breakfast Clubs	7
Drama	3
Developing the Young Workforce	3
Early Intervention	1
Pupil Engagement	7
Extra Curricular	17
Family Learning	29
Health and Wellbeing	63
Homework	6
ICT	31
Intervention	19

Literacy	86
Music	1
Numeracy	76
Outdoor Learning	7
Parental engagement	6
Physical Activity	2
Resources	21
Science	3
Staff Training	23
Staffing	48
Transition	1

The fundamental purpose of the spend was to address identified need in relation to learner engagement, attendance and exclusion and participation in order to secure improvements in Literacy, Numeracy, Health and Wellbeing in line with National Improvement Framework priorities.

- 6.3. The forecast spend to March 2018 by Head Teachers in January 2018 was £5.678m. From the initial allocation, this leaves a total carry forward of £2.190m. It is planned to spend the remaining funding between April and June 2018. The overall spend is carefully monitored by Finance Services and schools are supported to ensure good governance of funding.

7. Implementing Pupil Equity Funding – Next Steps

- 7.1. Education Resources will continue to support schools to strategically plan for, and report on, their PEF spends using the School Improvement Planning and Standard and Quality Reporting templates as a vehicle to support this. Education Resources' School Improvement Planning and Standards and Quality reporting templates are aligned to reflect guidance from Education Scotland and will continue to reflect the evolution of national guidance.
- 7.2. Education Resources will continue to support schools' understanding on the use of data to inform future planning in respect of closing the attainment gap. This will include continuing to support effective tracking and monitoring which will assist schools in monitoring their attainment and in ascertaining the extent to which those most affected by the poverty related attainment gap have been supported to improve.

8. Employee Implications

- 8.1. Responsibility for the use of PEF has been devolved directly to Head Teachers rather than through Education Resources.
- 8.2. Additional staffing has been supported by PEF funding as outlined in section 5.7.

9. Financial Implications

- 9.1. Based on forecasts from Head Teachers in relation to the 2017/18 allocation of £7.868m, it is anticipated that £5.678m will be spend by the end of March 2018 leaving a carry forward balance of £2.190m.
- 9.2. The carry forward element will be added to the new 2018/2019 allocation of £7.988m and Head Teachers will ensure all of the carry forward element of £2.190m will be spent by the end of June 2018 in line with PEF guidance.

10. Other Implications

- 10.1. There are no significant risk implications in terms of the information contained within this report.
 - 10.2. There are no implications for sustainability in terms of the information contained within this report.
- 11. Equality Impact Assessment and Consultation Arrangements**
- 11.1. There is no requirement to carry out an impact assessment in terms of the proposals contained within this report.
 - 11.2. 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.

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Executive Director (Education Resources)

4 April 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:- Stewart Nicolson, Head of Education
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