

# Education, Children and Families Committee

10am, Tuesday, 6 October 2015

## Review of Positive Action Funding in Primary Schools

Item number	7.16
Report number	
Executive/routine	
Wards	

### Executive summary

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The purpose of this report is to update members on progress to review positive action funding across City of Edinburgh Primary Schools in order to ensure effective targeting of funding to those children most in need.

### Links

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Coalition pledges	<a href="#">P5</a>
Council outcomes	<a href="#">CO1</a> , <a href="#">CO3</a> , <a href="#">CO6</a>
Single Outcome Agreement	<a href="#">SO3</a>

## Review of Positive Action Funding in Primary Schools

### Recommendations

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- 1.1 To recommend that the Education, Children and Families Committee:
  - 1.1.1. Note the work that is underway to review and positive action funding to ensure effective targeting of resources to those children most in need;
  - 1.1.2. Ask for a report on the conclusion of this work in December 2015.

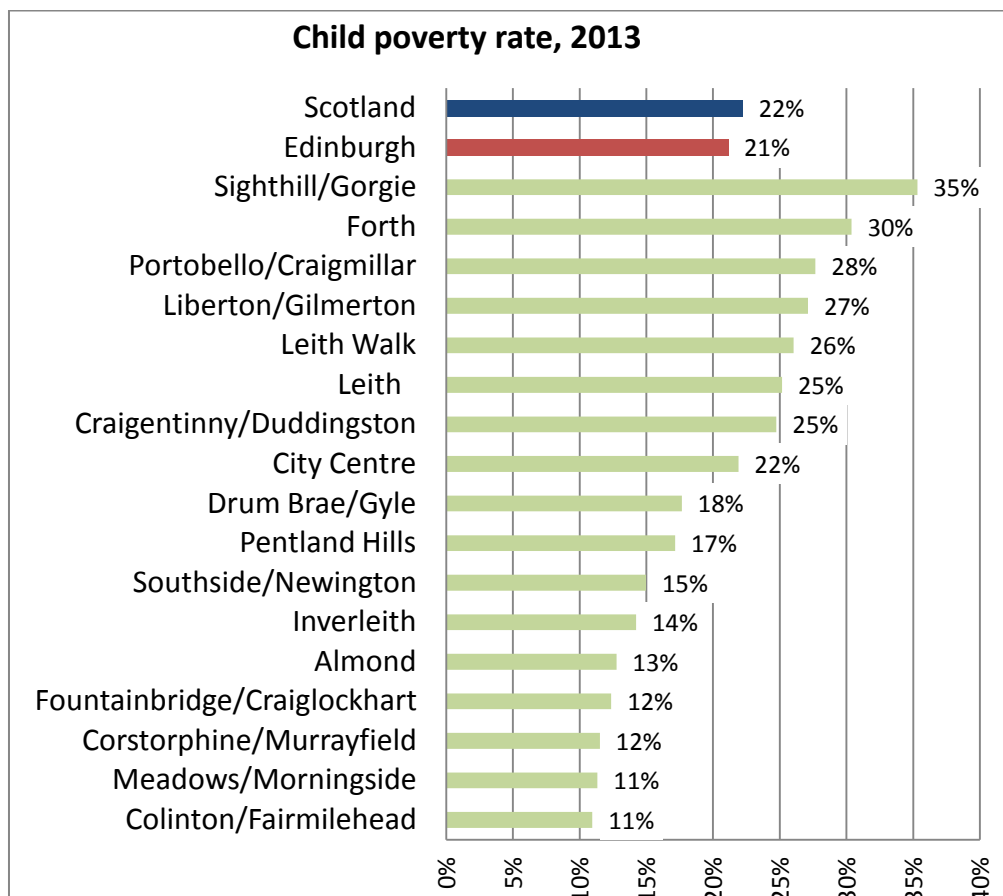
### Background

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- 2.1 Following the review of Pupil Support in Secondary Schools the Education Children and Families Committee requested a review of Pupil Support in Primary Schools be carried out. *Review of Pupil Support in Primary Schools*. This review commenced in March 2013 supported by a Working Group consisting of Senior Managers, Managers from Support Services and Head Teachers.
- 2.2 Pupil support is an integral part of the professional role of all primary school teachers as the key adult working with pupils and parents. All staff have a responsibility to identify the learning, care and wellbeing needs of children and young people.
- 2.3 The City of Edinburgh Council's assessment of need and child planning framework provides a structure to help schools. Partner services and agencies work together with school staff to assess, plan and support pupils fulfilling the requirements of the Additional Support for Learning Act and Getting it Right for Every Child.

### Present Allocations of Funding

- 3.1 The Devolved School Budget allows Head Teachers flexibility in responding to the needs of their individual schools. 20% of the £2.2 million Positive Action funding allocation is distributed to each of the 88 Primary Schools determined by attainment data - Primary 1 base line scores < 85. The remaining 80% of the funding is allocated to schools with a FME (Free Meal Entitlement) of 40% or higher. For session 2013/14 there were 17 schools within this category with FME ranging from 42.04% to 70.15% with enhancement ranging from 0.77 fte to 5.93 fte. For session 2014/15 there were 17 schools in the category of Positive Action.
- 3.2 Currently the free school meal entitlement is used as part of the criteria for Positive Action funding allocation but the actual needs in school could be higher than it appears. Family circumstances change at different points within the academic session making families ineligible for free school meals. However this free school meal criterion is no longer exact as all pupils in P1-3 are entitled to free school meals.
- 3.3 It is clear from the evaluation of positive action funding that there is a need to target positive action funding more closely to support children living in areas of deprivation.
- 3.4 This emphasis resonates well with research which states that local authorities should ensure that improving the educational outcomes for pupils from economically disadvantaged homes is prioritised in planning [Joseph Rowntree Foundation 2014].
- 3.5 It is noteworthy that all wards in the city are affected by poverty to a greater or lesser extent as can be seen below



### **Future Allocations of Positive Action Money**

- 3.6 We now require to use a new reflector of need. The Scottish Index of Multiple Deprivation Ranking will better assist in the targeting of the cohorts of pupils most in need. It incorporates several different aspects of deprivation (income, employment, health, education, crime, housing and access) combining them into a single index. By identifying the areas where there are concentrations of multiple deprivations, the SIMD can be used to target resources for pupils with greatest need.
- 3.7 This will have the greatest impact on those pupils who would benefit most from positive action funding. This will also adjust previous anomalies in Positive Action Allocations.
- 3.8 This also aligns with the government position on closing the gap and improving attainment for the most disadvantaged children. Indeed the 57 primary schools across Scotland were selected for the next round of the attainment challenge on the basis of having over 70% of their pupils living in the 20% most deprived areas (SIMD Deciles 1 and 2.).
- 3.9 It is proposed that further work is undertaken, including consultation with Headteachers, in relation to different options for allocating positive action funding using the Scottish Index of Multiple Deprivation. There will be a report on the outcome of this work and the Education, Children and Families Committee in December 2015.

## **Measures of success**

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- 4.1 To ensure resources are targeted effectively to children most in need with a focus on children living in areas of deprivation.

## **Financial impact**

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- 5.1 The redistribution of funding will mean that schools will no longer receive their previous allocation from the Positive Action budget instead funding will be more accurately targeted to needs of pupils rather than historical allocations. Any changes will be implemented on a phased basis, for example over 3 years, to manage the impact of any changes.

## **Risk, policy, compliance and governance impact**

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- 6.1 There are no risks attached to this report.

## **Equalities impact**

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- 7.1 This work aims to ensure that resources are targeted effectively, fairly and transparently to children with the greatest needs.

## **Sustainability impact**

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- 8.1 There are positive impacts to the support of children in need from the measures outlined in the report and no negative environmental or economic impacts.

## **Consultation and engagement**

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- 9.1 Primary Head Teachers and staff from Professional Support Services were involved in the Review of Pupil Support in Primary Schools. Parent representatives will be consulted through Neighbourhood and CCwP arrangements.

## **Background reading/external references**

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### **[Review of Pupil Support in Primary Schools](#)**

### **[Happy, safe and achieving their potential](#)**

[Curriculum for Excellence](#)

[Getting it Right for Every Child](#)

[The Early Years Framework](#)

[Early Years Strategy City of Edinburgh Council](#)

[Class sizes, staffing and resources working group Interim report](#)

[Education \(Additional Support for Learning\) \(Scotland\) Act 2004 amended 2009](#)

[Children and Young People \(Scotland\)](#)

[Better Relationships Better Behaviour Better Learning](#)

[Better Relationships Better Behaviour Better Learning Strategy \(City of Edinburgh Council\)](#)

[National Parenting Strategy 2012 Scottish Government](#)

[Devolved School Management Guidelines](#)

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## **Links**

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<b>Coalition pledges</b>	P5 - Seek to ensure the smooth introduction of The Curriculum for Excellence and Management Structures within our schools support the new curriculum.
<b>Council outcomes</b>	CO1 - Our children have the best start in life, are able to make and sustain relationships and are ready to succeed. CO3 - Our children and young people at risk, or with a disability, have improved life chances. CO6 - Our children's' and young peoples' outcomes are not undermined by poverty and inequality.
<b>Single Outcome Agreement</b>	SO3 - Edinburgh's children and young people enjoy their childhood and fulfil their potential.

## **Appendices**