

# Education, Children and Families Committee

10am, Tuesday, 1 March 2016

## Review of Positive Action Funding in Primary Schools

Item number	7.4
Report number	
Executive/routine	Executive
Wards	All

### Executive Summary

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At its meeting on 9 October 2015 the Education, Children and Families Committee received a [report](#) which explained the work that was underway to review positive action funding in Primary Schools to ensure effective targeting of resources to those children most in need. It was proposed that further work be undertaken in relation to different options for allocating positive action funding using the Scottish Index of Multiple Deprivation and Committee asked for a further report on the conclusion of this work.

The purpose of this report is to advise the Education, Children and Families Committee of the further work undertaken and to seek approval to the proposed changes to the way in which positive action funding is allocated across the City of Edinburgh Primary Schools to ensure the most 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, C03 and CO6</a>
Single Outcome Agreement	<a href="#">SO3</a>

## Review of Positive Action Funding in Primary Schools

### Recommendations

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- 1.1 Members of the Education, Children and Families Committee are asked to:
  - 1.1.1. approve that positive action funding in the primary sector is allocated to those schools with children living in Deciles 1 and 2 of the Scottish Index of Multiple Deprivation with a weighting of 2:1 to those pupils living in decile 1 and a 40% threshold being used;
  - 1.1.2. approve the interventions for use in reducing the attainment gap amongst those pupils most in need; and
  - 1.1.3. note the way in which the use of positive action funding will be monitored in the future.

### Background

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- 2.1 At its meeting on 9 October 2015 the Education, Children and Families Committee received a [report](#) which explained the work that was underway to review positive action funding in Primary Schools to ensure effective targeting of resources to those children most in need. It was proposed that further work be undertaken in relation to different options for allocating positive action funding using the Scottish Index of Multiple Deprivation and Committee asked for a further report on the conclusion of this work.
- 2.2 The Scottish Index of Multiple Deprivation Ranking (SIMD) will better assist in the targeting of the cohorts of pupils most in need by incorporating several different aspects of deprivation (income, employment, health, education, crime, housing and access) combining them into a single index. This will allow the targeting of resources for pupils with greatest need by identifying the areas where there are concentrations of multiple deprivations.
- 2.3 Research 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].
- 2.4 Within all Primary Schools all staff have a responsibility to identify the learning, care and wellbeing needs of children and young people. The City of Edinburgh Council's 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.

- 2.5 The purpose of this report is to advise the Education, Children and Families Committee of the further work undertaken and to seek approval to the proposed changes to the way in which positive action funding is allocated across the City of Edinburgh Primary Schools to ensure the most effective targeting of funding to those children most in need.

## Main report

### Allocation of Funding

- 3.1 The Devolved School Budget allows Head Teachers flexibility in responding to the needs of their individual schools. The total Positive Action Funding available for allocation has, for many years, been fixed based on the equivalent of 51.42fte teachers however the level of funding allocated each year varies and based on the average teacher's salary, including on-costs. For 2015-16 the average salary, including on-costs, is £42,000 resulting in total funding of £2,159,640 however due to exceptional circumstances this funding was increased to £2,180,526.
- 3.2 The current methodology for allocating funding to Primary Schools is as follows:
- (i) 20% is applied based on attainment for the number of pupils at P1 where the three year average literacy score is under 85;
  - (ii) 80% is applied based on the three year average Free Meal Entitlement (FME) as at February but this is only applied for any school where the three year average percentage of FME is greater than 40%. The three year average FME for each school is taken as an absolute number which is multiplied to the power 3 and then by the school roll to produce a total with the allocation to each school being based on these totals.
- 3.3 For the 2015-16 school year 86 out of the 88 schools are receiving an allocation of Positive Action Funding; only Bun-sgoil Taobh na Pàirce and St Peter's RC Primary Schools are not receiving any funding. For 2015-16 there were a number of schools regarding which the existing methodology was not applied:
- (i) There were three Primary Schools regarding which, as part of the Total Craigroyston initiative, had their funding increased from that which would have been allocated had the methodology been applied to ensure that the funding allocated was the same as had been allocated in both 2014-15 and 2013-14. The details are provided in the table below.

Primary School	Three Year Average FME	Allocation Using Methodology	Uplift Applied	Final 2015/16 Allocation
Craigroyston	49.95%	132,300	22,680	154,980
Forthview	46.03%	153,300	12,180	165,480
Pirniehall	41.08%	96,180	45,360	141,540
<b>Totals</b>		<b>£381,780</b>	<b>£80,220</b>	<b>£462,000</b>

- (ii) There were seven primary schools regarding which had the funding methodology been fully applied they would not have received any FME element of funding as the three year FME average fell below 40%. However it was exceptionally agreed that these schools would continue to receive the FME element of the Positive Action Funding pending the outcome of the review. The details are provided in the table below.

Primary School	Three Year Average FME	Allocation Using Methodology	Uplift Applied	Final 2015/16 Allocation
Craigentenny PS	39.29%	5,061	48,541	53,602
Granton PS	39.05%	14,550	93,319	107,869
Leith PS <sup>(1)</sup>	34.53%	9,806	21,694	31,500
Royal Mile PS	36.03%	2,847	23,654	26,501
Sighthill PS	39.79%	10,754	55,631	66,385
St Catherine's RC PS	34.88%	8,540	38,192	46,732
Stenhouse PS <sup>(1)</sup>	34.19%	8,540	22,960	31,500
<b>Totals</b>		<b>£60,098</b>	<b>£303,990</b>	<b>£364,088</b>

- (1) These schools first fell below the 40% FME threshold in 2013-14 and in that year they received their full allocation. Thereafter a degree of tapering has been applied with the schools receiving a funding allocation of £42,000 in 2014-15 (based on 1 FTE) which reduced to £31,500 in 2015-16 (based on 0.75 FTE).

- 3.4 When setting the revenue budget for 2016/17, Council approved that a saving of £188,000 be made in the Positive Action Funding which is allocated to primary and secondary schools. The proportion of the saving which relates to the funding for primary schools is £107,866 which reduces the annual funding which is available from £2,159,640 to £2,051,774.
- 3.5 When considering the new approach to the allocation of funding it was first determined that it would be appropriate to retain a small proportion of the overall funding to cover any unforeseen eventualities e.g. a significant occurrence within an individual school which require additional supports for the school. A total of £102,589 (5% of the overall funding available) has therefore been top-sliced leaving £1,949,185 to be allocated to schools.
- 3.6 There are many possible permutations regarding how the funding could be allocated to schools. However it was determined that using deciles 1 and 2 would be most appropriate and was consistent with the approach taken by the Scottish Government in the allocation of funding as part of the National Attainment Challenge. The selection of schools receiving attainment challenge funding was based on them having over 70% of their pupils living in the 20% most deprived areas (SIMD deciles 1 and 2). In the city, at the time of the

September 2015 census there were 5,593 primary pupils in deciles 1 and 2 representing 19.42% of the total primary school roll and comprising 3,432 pupils in decile 1 and 2,161 pupils in decile 2. Targeting funding towards the majority of these pupils will assist in closing the gap and improving attainment for the most disadvantaged children.

- 3.7 It was further considered necessary and appropriate to apply a weighting to reflect the fact that those pupils in decile 1 were in areas of higher deprivation, and in turn, most likely to be in greater need than those in decile 2. A weighting of 2:1 was therefore applied to those pupils living in decile 1 to ensure that funding was targeted to those most in need.
- 3.8 In determining how many schools to which funding would be allocated it was considered that a 40% threshold would give the best balance between focusing resources on those areas which are a priority but would not exclude schools where there is genuine need. The 40% threshold is consistent with that applied to the three year average FME under the existing methodology. By allocating funding only to those schools where more than 40% of the total pupils were in deciles 1 and 2, 3,729 pupils would benefit from funding representing 66.7% of the total number of primary pupils in deciles 1 and 2 and 12.95% of the total primary school roll. The current and proposed future funding allocations for each primary school are shown in Appendix 1; under the proposed new methodology funding would be allocated to 20 primary schools.
- 3.9 Consideration was also given to the application of a guaranteed minimum level of funding to schools compared with their current year allocation however this would not be consistent with the requirement to direct funding to the areas of greatest need. Instead, it is proposed that funding would be allocated for a three year period between 2016-17 and 2018-19 with any significant reduction compared with current levels being tapered over that period to allow schools who would be losing significant funding to have more time to deal with the change. In addition, by setting an allocation over a three year period it would give certainty to those schools who would receive funding to allow them to consider initiatives over a longer period than just one year.
- 3.10 This tapering would only be applied to those schools whose overall funding reduction compared with the 2015-16 allocation would be greater than £10,000. The reduction in funding in year 1 would be limited to one-third, increasing to two-thirds in year 2 with the full reduction only being applied in year 3. This tapering would be funded by a corresponding reduction in the funding allocated to those other schools which would receive an overall increase in funding. The increase in funding in year 1 would be limited to one-third, increasing to two-thirds in year 2 with the full increase only being applied in year 3. This approach creates a slight surplus in years 1 and 2 which is distributed amongst all schools who would receive an overall increase in their allocation. This approach and the annual funding allocations in each year are shown in Appendix 2. By applying the tapering approach the allocations to 12 schools are increased in 2016-17

and 2017-18 with five of those schools receiving funding when, without the application of tapering, they would not have received any.

- 3.11 This proposed method of allocation will have the greatest impact on those pupils who would benefit most from positive action funding. It also aligns with the Scottish Government position on closing the gap and improving attainment for the most disadvantaged children.
- 3.12 In addition to this funding, Support for Learning teachers are allocated on a roll basis of 1 FTE teacher to 400 pupils. Pupil Support Assistants are also allocated firstly by taking into account the population profiles of schools and where appropriate a further allocation based on the supporting learning audit of children with specific needs requiring exceptional levels of individual support.
- 3.13 There are eight primary schools (Sighthill, St Catherine's RC, Clovenstone, St Francis' RC, Craigroyston, Niddrie Mill, Canal View and Castlevie) which were successful in securing funding from the Scottish Government's Attainment Scotland Fund for projects to improve literacy, numeracy and health and wellbeing for their pupils. Each school would receive Positive Action funding under the proposed revised methodology however this would be entirely additional to the funding they would receive from the Scottish Government. Each school submitted a funding bid and it is understood that an annual grant of that amount will be provided for the next four years although this has not yet been formally confirmed. A pro-rata grant has been confirmed for the 2015/16 school year. Details are provided in the following table.

School	Funding Bid	2015/16 Grant
Canal View Primary School	£56,000	£36,200
Castlevie Primary School	£54,000	£34,750
Clovenstone Primary School	£55,000	£32,600
Craigroyston Primary School	£76,000	£48,000
Niddrie Mill Primary School	£57,000	£36,800
St Catherine's RC Primary School	£68,000	£36,650
St Francis RC Primary School	£39,000	£23,645
Sighthill Primary School	£54,000	£32,000

### **Use of the Positive Action Funding**

- 3.14 Fundamental to improving attainment, achievement, confidence and resilience is the creation of positive relationships within the school which in turn leads to a positive ethos and the creation of an environment for effective learning and teaching.

3.15 Headteachers had previously identified in the School Evaluation of Positive Action Funding Spend 2012-13 that the main areas of positive action funding spend were as follows:

- Additional Pupil Support Assistants / Early Years Practitioners;
- Increased support for learning;
- Senior Management Team time out of class;
- Providing intensive support to meet learners' needs.

3.16 Successful initiatives in targeting positive action funding to need were as follows:

- Fresh Start;
- Training of pupil buddies, peer mediators;
- Restorative approaches improving behaviour;
- Nurture groups.

A number of strategies to impact on improving attainment and attendance, reducing exclusions and developing better relationships are identified in Appendix 3 and are recommended for use.

3.17 It is clear from previous evaluations of positive action funding that there is a need to target the devolved school budget and positive action funding to the achievement of Communities and Families Service Outcomes. This aims to:

- Increase pupil attainment;
- Improve pupil achievement;
- Strengthen positive mental well-being;
- Develop sustainable relationships;
- Raise attendance and decrease exclusions.

3.18 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].

3.19 Curriculum for Excellence requires that all staff create an environment for effective learning and teaching and are proactive in promoting positive relationships and behaviour in the classroom, playground and the wider school community. It also established that the most common characteristic of barriers to learning are the number of pupils at each stage needing:

- Classroom based behaviour support;
- Wider school support for behaviour;
- Direction of support to pupils where English is an Additional Language.

- 3.20 Reducing numbers in P1 class sizes has been a focus in Positive Action schools for some time. The Scottish Government's Class sizes, staffing and resources working group interim report suggests that there is no strong long term evidence to show that a selective class size reduction policy is sufficient to raise the attainment of all pupils. It suggests there are more cost-effective ways of allocating available resources to provide young children with individualised attention when they most need it. It is recommended that further interventions to support the reduction of the attainment gap are:
- Effective parent programmes to focus on supporting their children's learning at home;
  - Collaborative learning;
  - Peer tutoring;
  - After school study support activities; and
  - Targeted funding.
- 3.21 Government guidance included in "The Early Years Framework" and "Better Relationships, Better Learning, Better Behaviour" strongly suggests that the investment of time and resources sufficiently early leads to positive outcomes around inclusion, engagement, attainment and achievement. Where there are higher levels of deprivation there tends to be significant educational support needs and higher levels of social and family issues.
- 3.22 From session 2016-17, the impact of the allocation of Positive Action Funding will be monitored and evaluated through the annual Standards and Quality and Improvement Planning process and at Head Teacher/School Improvement meetings. A new proforma has been designed to ensure effective information capture on outcomes; this is included in Appendix 4. All primary schools allocated Positive Action Funding will be required to complete this proforma.
- 3.23 Opportunities will also be created for Head Teachers from those schools which receive Positive Action Funding to meet regularly to share good practice in raising attainment and achievement.
- 3.24 There will now be work undertaken to review the allocation of funding in the secondary schools using SIMD.
- 3.25 Consultation is also taking place on the devolution of the Additional Support Needs budget.

## Measures of success

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- 4.1 The review of positive action in Primary Schools will establish effective and consistent practice across all Primary Schools which will enhance outcomes for pupils. To ensure effective targeting of need the review has been linked to '[How Good is Our School Indicators 4th Edition](#)'. The key areas to identify the



Capacity for Continuous Improvement are Leadership and Management; Learning Provision and Successes and Achievements.

## **Financial impact**

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- 5.1 No change is proposed to the overall level of Positive Action Funding however the changes to the way in which this funding is allocated will ensure that it is more effectively targeted to those children most in need..

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

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- 6.1 There are no risk, policy, compliance or governance issues arising directly from this report.

## **Equalities impact**

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- 7.1 All work within this area seeks to address imbalances in terms of provision of resources and outcomes for children. There are no negative equality or human rights impacts arising from this report.

## **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 sustainability issues arising.

## **Consultation and engagement**

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- 9.1 This will be shared again through the headteacher executive and parents will be engaged through the normal processes of locality and CCwP. Parent representatives will be consulted through Locality 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.
<b>Appendices</b>	1 - Unadjusted Funding Allocations Before Tapering 2 - Adjusted Funding Allocations After Tapering 3 - Good Practice in Allocation of Positive Action Funding 4 - Proforma for Recording Outcomes

## Appendix 1 – Unadjusted Funding Allocations Before Tapering

Primary School	Total School Budget 2015/16 (£)	2015/16 Allocation (£)	% of Pupils in Decile 1 only (%)	% of Pupils in Deciles 1 & 2 (%)	No of Pupils in Deciles 1 & 2 (No.)	New PA Allocation Before Tapering (£)	Variance from 2015/16 (£)
Castleview PS	1,113,302	227,211	89.4%	95.1%	251	153,651	(73,561)
Clovenstone PS	836,781	59,329	47.1%	94.7%	197	93,074	33,745
Craigroyston PS	1,107,749	154,980	35.7%	91.9%	203	88,972	(66,008)
St Francis' RC PS	788,900	84,515	80.3%	91.4%	181	107,271	22,756
Canal View PS	1,339,548	295,335	87.1%	91.2%	290	178,891	(116,444)
Niddrie Mill PS	1,115,865	215,733	66.9%	83.1%	236	134,405	(81,328)
St Catherine's RC PS	793,328	46,735	43.5%	76.2%	163	80,769	34,034
Sighthill PS	838,989	66,389	46.9%	73.0%	165	85,502	19,113
Forthview PS	1,354,020	165,480	60.3%	70.5%	256	149,865	(15,615)
St David's RC PS	867,543	5,696	47.0%	67.9%	182	97,175	91,480
Granton PS	1,477,233	107,874	53.4%	67.4%	260	147,025	39,151
Gracemount PS	1,485,500	16,771	26.6%	65.0%	286	127,148	110,377
Broomhouse PS	914,222	109,991	51.5%	57.8%	119	70,988	(39,003)
St Joseph's RC PS	949,553	3,164	40.1%	57.3%	160	85,817	82,653
St Ninian's RC PS	853,830	6,645	18.3%	55.6%	143	59,946	53,301
Pirniehall PS	1,089,704	141,540	40.1%	52.6%	152	84,555	(56,985)
Craigtinny PS	1,116,836	53,604	20.2%	52.3%	114	49,850	(3,754)
Stenhouse PS	1,289,620	31,500	9.7%	50.5%	156	58,684	27,184
Brunstane PS	853,099	71,824	37.1%	46.3%	81	46,064	(25,761)
Ferryhill PS	1,059,567	7,594	7.2%	42.1%	134	49,534	41,940
Royal Mile PS	838,418	26,502	2.2%	34.1%	46	0	(26,502)
Prestonfield PS	717,882	2,848	30.1%	32.1%	67	0	(2,848)
Hermitage Park PS	1,102,928	9,176	18.4%	30.5%	106	0	(9,176)
Murrayburn PS	1,520,540	8,227	22.7%	27.0%	101	0	(8,227)
Newcraighall PS	547,770	1,266	21.6%	26.7%	31	0	(1,266)
Craigour Park PS	1,464,644	17,087	23.1%	25.1%	116	0	(17,087)
Longstone PS	846,270	6,012	6.8%	22.0%	55	0	(6,012)
Leith PS	1,107,895	31,500	4.1%	21.5%	79	0	(31,500)
Gilmerton PS	1,237,257	12,341	3.3%	21.2%	95	0	(12,341)
St John's RC PS	1,267,548	4,746	16.1%	20.7%	77	0	(4,746)
Holy Cross RC PS	944,119	6,012	16.8%	20.6%	60	0	(6,012)
Balgreen PS	1,086,296	10,759	6.5%	17.7%	63	0	(10,759)

Primary School	Total School Budget 2015/16 (£)	2015/16 Allocation (£)	% of Pupils in Decile 1 only (%)	% of Pupils in Deciles 1 & 2 (%)	No of Pupils in Deciles 1 & 2 (No.)	New PA Allocation Before Tapering (£)	Variance from 2015/16 (£)
Abbeyhill PS	797,911	3,164	2.6%	16.8%	32	0	(3,164)
Duddingston PS	1,217,189	3,797	7.4%	15.1%	59	0	(3,797)
St John Vianney RC PS	907,434	2,215	11.2%	14.9%	40	0	(2,215)
St Mary's RC PS (Leith)	1,017,934	6,012	3.6%	14.6%	45	0	(6,012)
St Mark's RC PS	656,481	2,215	2.1%	13.9%	20	0	(2,215)
The Royal High PS	1,099,317	949	2.9%	13.6%	46	0	(949)
Flora Stevenson PS	1,598,229	5,063	5.6%	13.4%	72	0	(5,063)
Juniper Green PS	1,339,298	3,797	9.8%	12.9%	54	0	(3,797)
Victoria PS	719,751	5,379	9.6%	12.6%	29	0	(5,379)
Davidson's Mains PS	1,556,027	2,215	0.9%	12.3%	67	0	(2,215)
Lorne PS	843,184	4,114	4.7%	12.0%	28	0	(4,114)
Trinity PS	1,274,482	6,012	9.7%	11.8%	60	0	(6,012)
St Cuthbert's RC PS	696,623	3,164	6.5%	10.8%	20	0	(3,164)
Nether Currie PS	542,855	316	10.0%	10.7%	16	0	(316)
Dalry PS	1,019,355	5,379	6.1%	10.2%	27	0	(5,379)
Leith Walk PS	943,229	7,594	3.8%	8.1%	19	0	(7,594)
Pentland PS	1,320,065	3,164	0.2%	8.0%	35	0	(3,164)
Bun-sgoil TNP	846,726	0	2.8%	7.3%	21	0	0
Colinton PS	709,191	5,379	5.1%	7.0%	11	0	(5,379)
Parsons Green PS	1,041,931	2,531	3.6%	6.8%	23	0	(2,531)
Carrick Knowe PS	1,342,524	4,746	3.3%	5.5%	22	0	(4,746)
Tollcross PS	640,541	4,430	4.0%	5.1%	10	0	(4,430)
Liberton PS	1,226,077	3,481	1.7%	5.0%	21	0	(3,481)
Wardie PS	1,347,827	5,063	1.0%	4.9%	24	0	(5,063)
Broughton PS	1,409,843	3,164	3.1%	4.2%	15	0	(3,164)
Preston Street PS	764,957	3,164	2.6%	4.1%	11	0	(3,164)
St Mary's RC PS (Edin)	985,652	1,899	1.6%	3.7%	14	0	(1,899)
Cramond PS	1,284,097	2,215	0.8%	3.3%	13	0	(2,215)
Currie PS	1,325,437	2,848	2.7%	3.2%	13	0	(2,848)
Gylemuir PS	1,573,271	7,911	2.5%	2.9%	14	0	(7,911)
Fox Covert RC PS	573,230	949	1.1%	2.9%	5	0	(949)
Stockbridge PS	818,738	1,582	1.2%	2.0%	5	0	(1,582)
Buckstone PS	1,279,262	949	0.7%	1.7%	7	0	(949)
Roseburn PS	830,544	1,899	1.6%	1.6%	4	0	(1,899)

Primary School	Total School Budget 2015/16 (£)	2015/16 Allocation (£)	% of Pupils in Decile 1 only (%)	% of Pupils in Deciles 1 & 2 (%)	No of Pupils in Deciles 1 & 2 (No.)	New PA Allocation Before Tapering (£)	Variance from 2015/16 (£)
Blackhall PS	1,226,546	2,215	0.2%	1.6%	7	0	(2,215)
Bonaly PS	1,264,636	2,215	1.3%	1.5%	6	0	(2,215)
Towerbank PS	1,871,143	4,430	0.8%	1.4%	9	0	(4,430)
Craiglockhart PS	1,167,583	3,797	1.0%	1.3%	5	0	(3,797)
Dean Park PS	1,483,617	316	0.4%	1.3%	6	0	(316)
Oxgangs PS	1,350,461	6,961	0.2%	1.2%	5	0	(6,961)
James Gillespie's PS	1,333,140	1,266	0.8%	1.2%	6	0	(1,266)
Clermiston PS	1,166,733	5,696	0.5%	1.0%	4	0	(5,696)
Sciennes PS	1,610,379	1,582	0.9%	0.9%	6	0	(1,582)
Fox Covert ND PS	678,464	2,531	0.0%	0.9%	2	0	(2,531)
Bruntsfield PS	1,439,843	1,266	0.4%	0.5%	3	0	(1,266)
East Craigs PS	1,283,249	4,114	0.0%	0.5%	2	0	(4,114)
South Morningside PS	1,825,866	2,215	0.3%	0.5%	3	0	(2,215)
St Peter's RC PS	1,222,033	0	0.0%	0.3%	1	0	0
Corstorphine PS	1,516,505	1,899	0.2%	0.2%	1	0	(1,899)
Dalmeny PS	518,305	633	0.0%	0.0%	0	0	(633)
Echline PS	884,478	2,848	0.0%	0.0%	0	0	(2,848)
Hillwood PS	383,351	2,215	0.0%	0.0%	0	0	(2,215)
Kirkliston PS	1,221,656	4,430	0.0%	0.0%	0	0	(4,430)
Queensferry PS	1,317,532	3,797	0.0%	0.0%	0	0	(3,797)
Ratho PS	669,912	316	0.0%	0.0%	0	0	(316)
St Margaret's RC PS	454,680	633	0.0%	0.0%	0	0	(633)
<b>Totals</b>	<b>95,366,079</b>	<b>2,180,526</b>	<b>11.9%</b>	<b>19.4%</b>	<b>5,593</b>	<b>1,949,185</b>	

## Appendix 2

### Adjusted Funding Allocations After Tapering

Primary School	2015/16 Allocation	Future Allocation	Variance from current	2016/17 Position				2017/18 Position				2018/19 Position		
				One-Third Tapering Adjustment	Further Adjustment	2016/17 Allocation	Variance from current	Two-Thirds Tapering Adjustment	Further Adjustment	2017/18 Allocation	Variance from current	No Tapering Adjustment	2018/19 Allocation	Variance from current
Balgreen PS	10,759	0	(10,759)	7,173	0	7,173	(3,586)	3,586	0	3,586	(7,173)	0	0	(10,759)
Broomhouse PS	109,991	70,988	(39,003)	26,002	0	96,990	(13,001)	13,001	0	83,989	(26,002)	0	70,988	(39,003)
Brunstane PS	71,824	46,064	(25,760)	17,173	0	63,237	(8,587)	8,587	0	54,650	(17,173)	0	46,064	(25,760)
Canal View PS	295,335	178,891	(116,444)	77,629	0	256,520	(38,815)	38,815	0	217,706	(77,629)	0	178,891	(116,444)
Castleview PS	227,211	153,651	(73,560)	49,040	0	202,691	(24,520)	24,520	0	178,171	(49,040)	0	153,651	(73,560)
Craigentiny PS	53,604	49,850	(3,754)	0	0	49,850	(3,754)	0	0	49,850	(3,754)	0	49,850	(3,754)
Craigour Park PS	17,087	0	(17,087)	11,391	0	11,391	(5,696)	5,696	0	5,696	(11,391)	0	0	(17,087)
Craigroyston PS	154,980	88,972	(66,008)	44,005	0	132,977	(22,003)	22,003	0	110,975	(44,005)	0	88,972	(66,008)
Forthview PS	165,480	149,865	(15,615)	10,410	0	160,275	(5,205)	5,205	0	155,070	(10,410)	0	149,865	(15,615)
Gilmerton PS	12,341	0	(12,341)	8,227	0	8,227	(4,114)	4,114	0	4,114	(8,227)	0	0	(12,341)
Leith PS	31,500	0	(31,500)	21,000	0	21,000	(10,500)	10,500	0	10,500	(21,000)	0	0	(31,500)
Niddrie Mill PS	215,733	134,405	(81,328)	54,219	0	188,624	(27,109)	27,109	0	161,514	(54,219)	0	134,405	(81,328)
Pirniehall PS	141,540	84,555	(56,985)	37,990	0	122,545	(18,995)	18,995	0	103,550	(37,990)	0	84,555	(56,985)
Royal Mile PS	26,502	0	(26,502)	17,668	0	17,668	(8,834)	8,834	0	8,834	(17,668)	0	0	(26,502)
<b>Total tapering adjustment required</b>				<b>381,928</b>				<b>190,964</b>				<b>0</b>		
Clovenstone PS	59,329	93,074	33,745	(22,496)	(695)	69,883	10,554	(11,248)	(347)	81,478	22,149	0	93,074	33,745
Ferryhill PS	7,594	49,534	41,940	(27,960)	(863)	20,711	13,117	(13,980)	(432)	35,122	27,528	0	49,534	41,940
Gracemount PS	16,771	127,148	110,377	(73,585)	(2,272)	51,291	34,520	(36,792)	(1,136)	89,220	72,449	0	127,148	110,377
Granton PS	107,874	147,025	39,151	(26,101)	(806)	120,118	12,244	(13,050)	(403)	133,572	25,698	0	147,025	39,151
Sighthill PS	66,389	85,502	19,113	(12,742)	(393)	72,366	5,977	(6,371)	(197)	78,934	12,545	0	85,502	19,113
St Catherine's RC PS	46,735	80,769	34,034	(22,689)	(701)	57,379	10,644	(11,345)	(350)	69,074	22,339	0	80,769	34,034
St David's RC PS	5,696	97,175	91,479	(60,986)	(1,883)	34,306	28,610	(30,493)	(942)	65,741	60,045	0	97,175	91,479
St Francis' RC PS	84,515	107,271	22,756	(15,171)	(468)	91,632	7,117	(7,585)	(234)	99,452	14,937	0	107,271	22,756
St Joseph's RC PS	3,164	85,817	82,653	(55,102)	(1,701)	29,014	25,850	(27,551)	(851)	57,415	54,251	0	85,817	82,653
St Ninian's RC PS	6,645	59,946	53,301	(35,534)	(1,097)	23,315	16,670	(17,767)	(549)	41,630	34,985	0	59,946	53,301
Stenhouse PS	31,500	58,684	27,184	(18,123)	(560)	40,002	8,502	(9,061)	(280)	49,343	17,843	0	58,684	27,184
<b>Totals</b>		<b>1,949,185</b>		<b>11,439</b>	<b>(11,439)</b>	<b>1,949,185</b>		<b>5,720</b>	<b>(5,720)</b>	<b>1,949,185</b>		<b>0</b>	<b>1,949,185</b>	

### Appendix 3

#### Good Practice in Allocating Positive Action Funding which should be adopted in using Positive Action Funding - Strategies for Improvement

Core Strategy Funding	Allocated to	Impact
<b>Pupil Support Assistants</b>	<b>Teaching and learning support.</b> <ul style="list-style-type: none"> <li>• Fresh Start, Therapy Inclusion Project, Number Counts etc.</li> <li>• Reporting on pupil progress to the school ASL Team.</li> <li>• Supporting with physical and mental well-being.</li> </ul>	<ul style="list-style-type: none"> <li>• Raise Attainment</li> <li>• Develop Ethos</li> <li>• Improve Attendance</li> <li>• Positive Mental Well-Being</li> <li>• Sustain Relationships</li> </ul>
	<b>Behaviour Management</b> <ul style="list-style-type: none"> <li>• Playground Leadership and training of pupil buddies, peer mediators, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop Ethos</li> <li>• Decrease Exclusions</li> <li>• Positive Mental Well-Being</li> <li>• Sustain Relationships</li> </ul>
<b>Additional Class Teacher(s)</b>	<b>Behaviour Support Base</b> <ul style="list-style-type: none"> <li>• Internal exclusion to keep pupils within a mainstream school setting.</li> <li>• Restorative practice work to improve behavior.</li> <li>• Supporting vulnerable pupils.</li> <li>• Supporting pupils returning to education.</li> </ul>	<ul style="list-style-type: none"> <li>• Improve Attendance</li> <li>• Decrease Exclusions and Detentions</li> <li>• Raise Attainment</li> <li>• Positive Mental Well-Being</li> <li>• Sustain Relationships</li> </ul>
	<b>Nurture Initiatives</b> <ul style="list-style-type: none"> <li>• Part time Nurture Base for early level pupils</li> <li>• Implementing nurture strategies throughout the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Raise Attainment</li> <li>• Develop Ethos</li> <li>• Positive Mental Well-Being</li> <li>• Sustain Relationships</li> </ul>

Core Strategy Funding	Allocated to	Impact
	<p><b>Support for Learning</b></p> <ul style="list-style-type: none"> <li>• Use of testing to target lowest attaining pupils.</li> <li>• Intense Programmes to maximise impact.</li> <li>• Management of Pupil Support Assistants targeting to the pupils most in need.</li> <li>• Literacy initiatives such as Talking Time.</li> <li>• Up, Up and Away.</li> <li>• Assertive Outreach Bookbug.</li> <li>• Write Count (book gifting P1-3 and parental involvement).</li> <li>• The Read, Write Inc literacy programme (intervention at P3).</li> <li>• Language Boost (nursery) and Word Boost (P1/2) programmes.</li> <li>• Progressive reading for enjoyment programme.</li> <li>• Paired reading.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Raise Attainment</li> <li>▪ Improve wider achievement</li> <li>▪ Improve Attendance</li> <li>▪ Decrease Exclusions</li> <li>▪ Positive Mental Well-Being</li> </ul>
<p><b>Senior Management Team Member out of Class</b> Depute Headteachers or Principal Teacher</p>	<p><b>Effective Implementation of GIRFEC</b></p> <ul style="list-style-type: none"> <li>• Meeting learners needs more effectively.</li> <li>• Supporting Parents and carers</li> <li>• Encouragement of PEEP (Parents' Early Education Programme)</li> </ul>	<ul style="list-style-type: none"> <li>• Raise Attainment</li> <li>• Improve Attendance</li> <li>• Decrease Exclusions</li> <li>• Positive Mental Well-Being</li> <li>• Sustain Relationships</li> <li>• Effective use of Resources</li> </ul>



Core Strategy Funding	Allocated to	Impact
	<p><b>Leadership</b></p> <ul style="list-style-type: none"> <li>• Good management and strategic direction of the school.</li> <li>• Implementation of the City of Edinburgh Council’s Growing Confidence Programme for pupils, staff and parents.</li> </ul>	<ul style="list-style-type: none"> <li>• Sustain Relationships</li> <li>• Raise Attainment</li> <li>• Effective use of Resources</li> </ul>
<p><b>Additional Strategies available in some schools to which Positive Action Funding is allocated.</b></p>	<ul style="list-style-type: none"> <li>• Partnership working with other agencies, parents and pupils in literacy projects e.g. the book which was recently published at Forthview Primary School.</li> <li>• The support service “Place 2 Be” is currently operating in 10 Primary Schools providing early intervention mental health and wellbeing support to children and their families. A full review of the effectiveness and impact of this service will take place.</li> <li>• Reading Rainbows (pre-school book gifting targeted in Positive Action areas and to other vulnerable groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop and sustain relationships and partnership working</li> <li>• Promote wider achievement</li> </ul>

## Appendix 4

### Proforma Record: Positive Action funding

**School:**

**Allocation of Funding:**

**Proposal/Plan: The key strategies and interventions to be implemented, including the evidence base and/or rationale. Link to Quality Indicators.**

**Outcomes, impact and measurement: The desired outcomes for pupils and how progress towards these will be measured over time. Include data. Link to Quality Indicators.**

**Communication: How the school will engage parents, pupils, staff and the community.**

**Sustainability: How you will build on this for the following year**

**Headteacher: Date:**

**Quality Improvement Officer: Date:**