

Education, Children and Families Committee

10am, Tuesday, 20 September 2022

Edinburgh Learns for Life: Equity

Executive/routine
Wards
Council Commitments

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 Note the content of this report.

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Report

Edinburgh Learns for Life: Equity

2. Executive Summary

- 2.1 This report provides a summary of progress through key strategic actions the local authority has taken during session 2021-22, and the identified next steps for the coming months, in order to support equity for children and young people in Edinburgh. It outlines impact on outcomes for children and young people experiencing poverty-related barriers.

3. Background

- 3.1 The Edinburgh Poverty Commission publication *A Just Capital: Actions to End Poverty in Edinburgh* (September 2020), has formed core elements of the Council Business Plan and led to the approval of the End Poverty in Edinburgh Delivery Plan 2020-30 at the Policy and Sustainability Committee in December 2020. The actions within relate to the overarching premise of having ‘the right support in the places we live and work’.
- 3.2 This report provides an update in relation to actions within education, and follows on from the Edinburgh Learns: Equity Report of December 2020 and the Education Standards and Quality Report of May 2021.

4. Main report

The poverty-related attainment gap (PRAG)

- 4.1 National attainment data for P1, P4 and P7 relating to the achievement of a CfE level (ACEL) was gathered by the Scottish Government in August 2021 and is referred to below. In addition, the 2021 Senior Phase SCQF data relating to attainment of learners residing in Quintile 1 (SIMD 1 and 2) and Quintile 5 (SIMD 9 and 10) is referred to below. The gap data for session 2021-2022 is not yet available will be made available in the coming months.
- 4.2 It should be noted that in session 2019-20, there was no government collection of ACEL (Achievement of a Curriculum for Excellence Level) data for any year groups. Similarly, it should be noted that there was no national collection of *secondary school* ACEL data in session 2020-21, due to the demands being placed on schools by SQA assessments at this time.

- 4.3 This statistical information for the Broad General Education is taken from the October 2021 BGE Attainment Report which can be found here:

<https://democracy.edinburgh.gov.uk/documents/s39260/7.6%20Attainment%20in%20the%20Broad%20General%20Education%20in%20Edinburgh%20Primary%20Schools%202020-21.pdf>

- 4.4 It also includes data for 3 other cities, published in December 2021 by the Scottish Government:

<https://www.gov.scot/publications/achievement-curriculum-excellence-cfe-levels-2020-21/documents/>

The Broad General Education (see Appendix 1 for tables)

- 4.5 Tables 1.1 to 1.5 provide the ACEL data from 2016 to 2021, broken down to compare the percentage of children from the most deprived areas of the city (SIMD quintile 1) achieving the relevant level, to those from the least deprived areas of the city (SIMD quintile 5). The “gap” between these two figures is shown for each level.
- 4.6 The drop in attainment for 2020-21, compared to 2018-19, is greater for those living in areas of high deprivation, compared to those living in areas of low deprivation. In almost all cases, the gap between these two has therefore widened. This is in contrast to the pattern from 2016-17 to 2018-19, where in most cases the gap narrowed. These gaps are widest for writing (all levels) and numeracy (P4 and P7). The gaps are “narrowest” for listening & talking.
- 4.7 Tables 1.6 and 1.7 provide a comparison with the data of the three other ‘city’ local authorities across Scotland (rounded to the nearest %). Within the City of Edinburgh, attainment for learners residing in quintile 1 dropped by 5 percentage points for literacy (compared to 10, 3 and 4 percentage points in Aberdeen, Dundee and Glasgow respectively) and by 6 percentage points for numeracy (compared to 8, 1, and 4 in Aberdeen, Dundee and Glasgow respectively). Overall, quintile 1 attainment in literacy and in numeracy remains lower in Edinburgh than in Dundee and Glasgow but higher than Aberdeen, as was the case in 2018-19.

The Senior Phase (see Appendix 1 for graphs)

- 4.8 Attainment for Quintile 1 learners has fluctuated over the past 5 years at all 3 levels, and the gap remains greatest for attainment at SCQF level 6. The attainment of learners from Quintile 1 at all 3 levels has risen overall since 2016/17, and the PRAG is narrower at SCQF levels 5 and 6 than previously. Based on the 2021 data, the greatest progress can be seen at SCQF level 5, whereby the PRAG of 15.5 percentage points is at its lowest level during the 5 year period, with 80.7% of learners from Quintile 1 achieving 1 or more qualification at that level.

Progress made

- 4.9 Attainment Advisors from Education Scotland gathered evidence from local authorities in June 2022 about progress with next steps identified in *The Scottish*

Attainment Challenge: 2015-20 Impact Report for the City of Edinburgh (Education Scotland, March 2021), which were:

- 4.9.1 intensifying support for children, young people and families living in poverty and improving consistency across all schools in relation to practices supportive of closing the gap;
- 4.9.2 providing support for schools to develop decision making processes which meaningfully include parents in PEF planning;
- 4.9.3 continuing the vital work to change the culture by further embedding the accredited Leadership for equity professional learning suite which equips leaders with the necessary knowledge, understanding, attitudes and skills to challenge the limiting effects and stigma of poverty within education.

4.10 The City of Edinburgh Council was deemed to have made good progress with the three key areas identified in the report, with the following being highlighted:

4.11 Target 1:

- 4.11.1 significant steps have been taken to remove any curricular charges in secondary provision.
- 4.11.2 the Pupil Equity Framework: Making Education Equal for All was re-launched in November 2021. Significant evaluation of impact has taken place and supports delivered to schools based on a needs analysis.
- 4.11.3 a monthly Ending Poverty 'Network of Networks' has been introduced which provides opportunities for collaboration amongst anti-poverty representatives across CEC, including those from third sector organisations and those with lived experience of poverty.
- 4.11.4 two conferences for education leaders held in 2021-22 focused on transdisciplinary approaches to eradicate poverty. Both conferences allowed education leaders to review and analyse relevant data and share effective professional practice. Key themes included the power of effective leadership, collaboration and relationships to improve outcomes for children and young people.
- 4.11.5 Early Years: SIMD data within the city has been used to allocate Senior Early Years Intervention Officers to 29 Early Years settings. Settings with at least 61% SIMD Quintile 1 have been allocated a full-time SEYIO. Settings with 41%-60% SIMD Quintile 1 have been allocated a part-time SEYIO. Officers have been supporting narrowing the poverty related attainment gap, building resilience and wellbeing and positive outcomes for our youngest children.
- 4.11.6 27 families of children within Early Years experiencing poverty have been supported in accessing employability, benefits and family support through the Maximise project which has been running in the North of the city.

4.12 Target 2:

4.12.1 professional learning and advice sessions for education leaders on Participatory Budgeting (PB) were held between February and April 2022. These sessions outlined the principles and key features of PB and provided practical information on phases of deliberative dialogue to allow schools to include parents and carers more effectively in decision making processes. Case studies were also shared to provide examples of highly effective practice;

4.12.2 self-evaluation on effective use of PEF highlighted the need for more focused support in relation to parental engagement and family learning. As a result these themes formed a key focus for the equity conference for education leaders in March 2022.

4.13 Target 3:

4.13.1 “Leadership for Equity”, a comprehensive professional learning programme for school leaders has been created and delivered over three full-days in session 2021-22. 31 school leaders across CEC have completed this suite of professional learning to date. Evaluations show that 100% of participants agree or strongly agree that this professional learning has supported them with developing key strategic actions for equity.

4.13.2 The programme is also underway with a cohort of approximately 20 class teachers.

4.13.3 All schools now include an evaluative statement in their Standards and Quality Report about their strategic plan for achieving equity for all children and young people, including how engagement in the “Leadership for Equity” Professional Learning could be used to support improvement priorities.

4.14 Evidence gathered about governance and leadership:

4.14.1 Robust and effective processes ensure that staff in all sectors are clear about their role in closing the poverty-related attainment gap and in removing all poverty-related barriers to learning and achievement.

4.14.2 A local authority equity board “Edinburgh Learns for Life: Equity Board” oversees the work of sub-groups which are responsible for promoting self-evaluation including effective use of data to target improvements. In addition one of the sub-groups focuses specifically on supporting strategic PEF planning and evaluation of impact.

4.14.3 Mandatory and additional optional professional learning is provided for education leaders to support robust financial management procedures and promote effective use of devolved funding. This professional learning

supports education leaders to engage with school communities on how funding is used and management of finance for learning.

- 4.14.4 QIEOs quality assure and evaluate school level PEF plans and Standards and Quality reports. QIEOs collate planned approaches, including an overview of partner providers on a central 'overview' spreadsheet. Thereafter QIEOs hold termly quality assurance meetings with education leaders to discuss interim impact/progress of planned PEF plans and approaches.
- 4.14.5 To further strengthen governance arrangements in May 2022 CEC created a paper "Finance for Equity in Edinburgh (2022-23)" (Appendix 2) which set out the rationale for how schools and services should make efficient and effective use of finance for equity.

5. Next Steps

- 5.1 A centrally-appointed Senior Development Officer for Equity (SDO) has been recruited to work with schools to support planning and the setting of appropriate targets. The SDO will work with the new Contracts and Commissioning Team to ensure financial and statutory compliance.
- 5.3 A Short Life Working Group (SLWG) including school leaders from all sectors has begun to meet fortnightly, to plan the city-wide "Team Around the Learning Community" approach for posts funded by Strategic Equity Funding and PEF. The aim is to ensure that resources are directed towards the greatest need. Posts will be created to meet gaps identified through data. The impact of these posts will be measurable in relation to improvements in attendance, attainment, engagement, inclusion or participation for identified children and young people facing poverty-related barriers.
- 5.4 The 5 strands of the Equity Board will continue to implement change and evaluate impact in 2022/23 in relation to: Poverty-proofing, the use of attainment data and teaching and learning interventions, finance for equity, partnerships, and professional learning for equity.

6. Financial impact

- 6.1 Interventions and actions listed within the report include those annually funded by the Scottish Government (Pupil Equity Funding, Strategic Equity Funding, Care Experience Funding), in addition to those funded by the Scottish Government since 2020 as a result of Covid impact.

7. Stakeholder/Community Impact

- 7.1 Views and impact were and continue to be gathered from schools by the local authority in relation to the management of resources to support equity, specifically the use of Scottish Attainment Challenge funding.

- 7.2 Views of parents/carers, families, and young people continue to be gathered by schools as part of the self-evaluation process around interventions and supports delivered to children and young people experiencing poverty-related barriers.

8. Background reading/external references

- 8.1 Tackling Child Poverty: Delivery Plan (2020) Published for Education, Children and Families Committee 15 December 2020
- 8.2 Attainment in the Broad General Education in Edinburgh Primary Schools, 2020-21 (<https://democracy.edinburgh.gov.uk/documents/s39260/7.6%20Attainment%20in%20the%20Broad%20General%20Education%20in%20Edinburgh%20Primary%20Schools%202020-21.pdf>)
- 8.3 Attainment in the Senior Phase 2020-21 (also tabled for this committee meeting)

9. Appendices

- 9.1 Appendix 1 Tables and charts for Edinburgh Learns for Life: Equity Committee Report (13th September 2022)
- 9.2 Appendix 2 Finance for Equity Guidance for Schools 2022-23
- 9.3 Appendix 3 Closing the Poverty Related Attainment Gap: Briefing Paper for Elected Members (1st September 2022)

Appendix 1 – Tables and charts for Edinburgh Learns for Life: Equity Committee Report (13th September 2022)

Table 1.1 – Numeracy: ACEL data for SIMD quintiles 1 and 5

| Numeracy | 2016-17 | | | 2017-18 | | | 2018-19 | | | 2020-21 | | |
|----------|---------|-----|-----|---------|-----|-----|---------|-----|-----|---------|-----|-----|
| | Q1 | Q5 | Gap |
| P1 | 75% | 94% | 19% | 75% | 93% | 18% | 77% | 95% | 18% | 71% | 92% | 21% |
| P4 | 65% | 88% | 23% | 65% | 90% | 25% | 68% | 90% | 22% | 62% | 89% | 27% |
| P7 | 60% | 87% | 27% | 64% | 88% | 24% | 67% | 90% | 23% | 63% | 88% | 25% |

Table 1.2 – Literacy: Reading ACEL data for SIMD quintiles 1 and 5

| Reading | 2016-17 | | | 2017-18 | | | 2018-19 | | | 2020-21 | | |
|---------|---------|-----|-----|---------|-----|-----|---------|-----|-----|---------|-----|-----|
| | Q1 | Q5 | Gap |
| P1 | 69% | 92% | 23% | 71% | 92% | 20% | 72% | 94% | 22% | 66% | 90% | 24% |
| P4 | 65% | 90% | 25% | 67% | 92% | 24% | 68% | 90% | 22% | 64% | 88% | 24% |
| P7 | 65% | 90% | 25% | 65% | 91% | 26% | 71% | 93% | 22% | 67% | 89% | 22% |

Table 1.3 – Literacy: Writing ACEL data for SIMD quintiles 1 and 5

| Writing | 2016-17 | | | 2017-18 | | | 2018-19 | | | 2020-21 | | |
|---------|---------|-----|-----|---------|-----|-----|---------|-----|-----|---------|-----|-----|
| | Q1 | Q5 | Gap |
| P1 | 69% | 92% | 23% | 66% | 91% | 25% | 67% | 92% | 25% | 64% | 90% | 26% |
| P4 | 57% | 86% | 28% | 62% | 87% | 26% | 62% | 86% | 24% | 56% | 83% | 27% |
| P7 | 57% | 85% | 29% | 58% | 88% | 30% | 65% | 89% | 24% | 62% | 87% | 25% |

Table 1.4 – Literacy: Listening & Talking ACEL data for SIMD quintiles 1 and 5

| Listening & Talking | 2016-17 | | | 2017-18 | | | 2018-19 | | | 2020-21 | | |
|---------------------|---------|-----|-----|---------|-----|-----|---------|-----|-----|---------|-----|-----|
| | Q1 | Q5 | Gap |
| P1 | 74% | 93% | 19% | 80% | 95% | 15% | 85% | 96% | 11% | 78% | 94% | 16% |
| P4 | 72% | 92% | 19% | 76% | 94% | 18% | 78% | 95% | 17% | 73% | 93% | 20% |
| P7 | 68% | 92% | 24% | 71% | 94% | 23% | 77% | 95% | 18% | 74% | 93% | 19% |

Table 1.5 – Summary of Literacy and Numeracy PRAGs at P1, P4 and P7, and overall PRAG combined

| | Literacy | Numeracy |
|--------------------|-----------------------------------|-----------------------------------|
| P1 | 28.2% | 20.5% |
| P4 | 27.4% | 27% |
| P7 | 27% | 25% |
| Overall Gap | 27.5% (57.3% Q1 -84.8% Q5) | 24.2% (65.1% Q1 -83.3% Q5) |

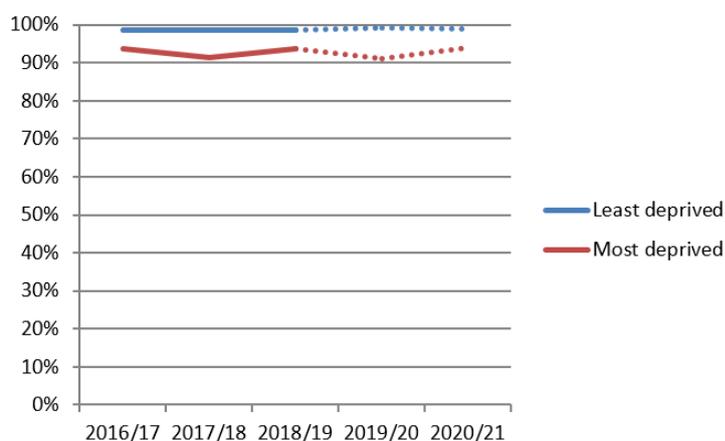
Table 1.6 – Literacy PRAG (P1, P4, P7 combined)

| Literacy (P1, P4, P7) | 2018-19 | | | 2020-21 | | |
|-----------------------|---------|-----|-----|---------|-----|-----|
| | Q1 | Q5 | Gap | Q1 | Q5 | Gap |
| Aberdeen City | 57% | 81% | 24% | 47% | 78% | 31% |
| Dundee City | 65% | 84% | 19% | 62% | 82% | 20% |
| Edinburgh City | 62% | 88% | 26% | 57% | 85% | 28% |
| Glasgow City | 65% | 85% | 21% | 61% | 86% | 25% |

Table 1.7 – Numeracy PRAG (P1, P4, P7 combined)

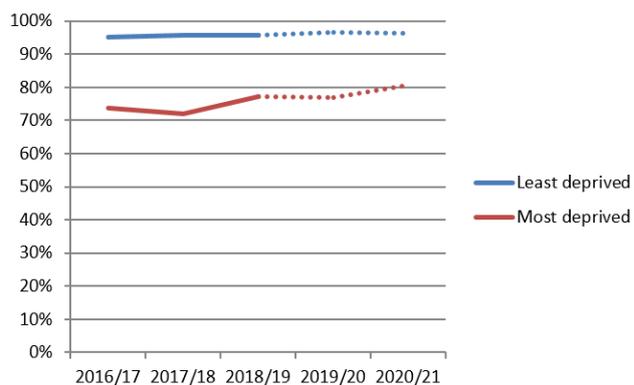
| Numeracy (P1, P4, P7) | 2018-19 | | | 2020-21 | | |
|-----------------------|---------|-----|-----|---------|-----|-----|
| | Q1 | Q5 | Gap | Q1 | Q5 | Gap |
| Aberdeen City | 65% | 85% | 20% | 57% | 85% | 28% |
| Dundee City | 72% | 88% | 16% | 71% | 88% | 17% |
| Edinburgh City | 71% | 92% | 21% | 65% | 89% | 24% |
| Glasgow City | 74% | 89% | 15% | 70% | 88% | 18% |

Graph 1.1 – 1+ Award at SCQF Level 4 or better



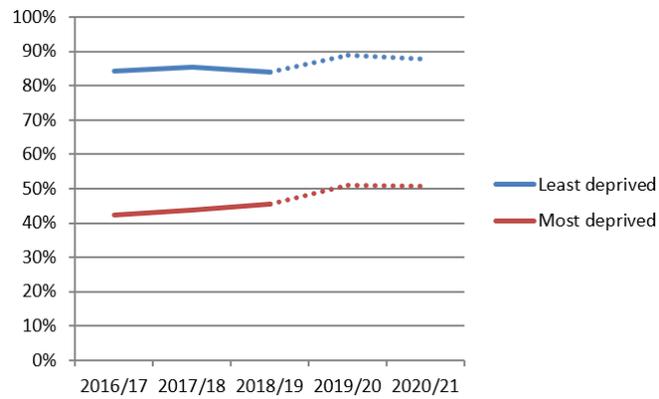
| | 2016/17 | 2017/18 | 2018/19 | 2019/20 | 2020/21 |
|-----|---------|---------|---------|---------|---------|
| Q5 | 98.5% | 98.6% | 98.7% | 99.3% | 99.2% |
| Q1 | 93.6% | 91.4% | 93.7% | 91.0% | 94.1% |
| Gap | 4.9% | 7.1% | 5.0% | 8.3% | 5.1% |

Graph 1.2 – 1+ Award at SCQF Level 5 or better



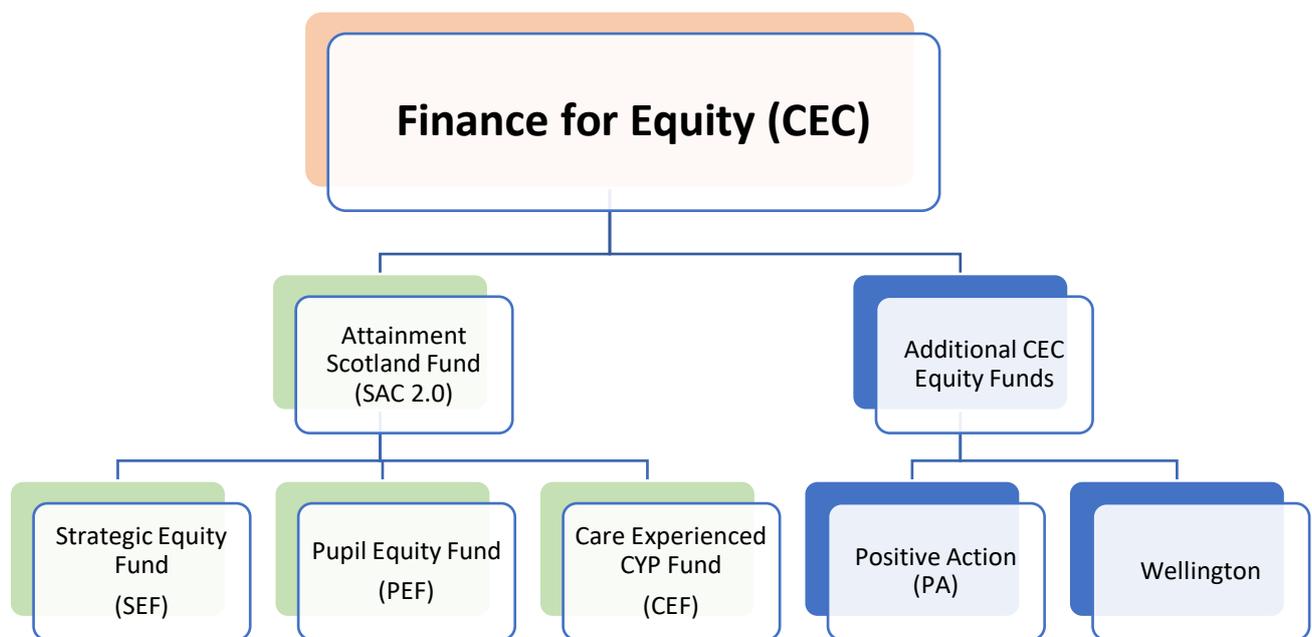
| | 2016/17 | 2017/18 | 2018/19 | 2019/20 | 2020/21 |
|-----|---------|---------|---------|---------|---------|
| Q5 | 95.3% | 95.7% | 95.6% | 96.6% | 96.2% |
| Q1 | 73.6% | 72.1% | 77.2% | 76.9% | 80.7% |
| Gap | 21.6% | 23.7% | 18.4% | 19.7% | 15.5% |

Graph 1.3 – 1+ at SCQF Level 6 or better



| | 2016/17 | 2017/18 | 2018/19 | 2019/20 | 2020/21 |
|-----|----------------|----------------|----------------|----------------|----------------|
| Q5 | 84.4% | 85.5% | 84.1% | 88.9% | 87.7% |
| Q1 | 42.2% | 43.8% | 45.6% | 51.1% | 50.6% |
| Gap | 42.1% | 41.7% | 38.5% | 37.8% | 37.0% |

Finance for Equity in Edinburgh (2022-23)



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Introduction

This paper sets out the rationale for how schools and services within Education make efficient and effective use of all Finance for Equity, to ensure excellence and equity for children and young people.

The refreshed Scottish Attainment Challenge, effective from April 2022, has set out plans to achieve the following mission:

“to use education to improve outcomes for children and young people impacted by poverty, with a focus on tackling the poverty-related attainment gap.”

(Scottish Attainment Challenge: Framework for Recovery and Accelerating Progress, page 4)

The Edinburgh Imperative

Following the extensive meta analysis of cost/benefit impact conducted in recent years (e.g. EEF), and the express intention to operate within a fully empowered and self-improving system, decisions about funding are taken in partnership and with a full needs analysis and based on research. Strategic decisions at authority level are made by collating school level data. These then become the ‘authority imperative’ and become everyone’s shared objectives.

Equity funding has been in place in Edinburgh for many years (Positive Action was introduced pre-2003) and this paper contains current guidance and information on each funding stream.

The thematic review of QI 1.5, Management of Resources to Promote Equity, conducted in 2020 across all sectors, highlighted the need for stronger strategic decision-making, stronger governance and better training ([CEC Self-Evaluation report of QI 1.5](#)).

While many outcomes were improved for children and young people, the recent analysis has confirmed that large numbers of temporary contracts, contracts which do not allow for career progression, and contracts which are limited in scope and do not fully incorporate the learning community model were put in place.

The key priorities of the NIF 2022 are:

- Placing the human **rights and needs** of every child and young person at the centre of education
- Improvement in children and young people’s **health and wellbeing**
- **Closing the attainment gap** between the most and least disadvantaged children and young people
- Improvement in **skills and sustained, positive school-leaver destinations** for all young people
- Improvement in **attainment, particularly in literacy and numeracy**

These are reflected in the City of Edinburgh Council Education Improvement Plan (EIP). Specifically, the themes known as the Edinburgh Imperative are:



The inputs and interventions to achieve these aims are:

1. Attendance Project
2. Leadership for Equity
3. Teachers' Charter and Support Staff Charter
4. Curriculum Review
5. Inclusion Resources

Roles Remits Responsibilities

Education Service:

- Analyse data and set stretch aims
- Prepare Equity Fund opportunities and interventions for each theme
- Ensure best value and fit for schools, in conjunction with Contracts and Commissioning Team

Headteachers:

- Select priorities based on data
- Work with SDO Equity and other LA Officers to plan and set targets

Equity Funding Streams

Strategic Equity Fund (SEF)

From 2022/23 onwards local authorities will be in receipt of Strategic Equity Funding (SEF), which replaces the previous model of 'Schools Programme' or 'SAC Schools'.

Details of SEF allocations for each local authority have been published online:

(<https://www.gov.scot/policies/schools/pupil-attainment/>)

| Local authority | 2022/2023 | 2023/2024 | 2024/2025 | 2025/2026 |
|---|-----------|------------|------------|------------|
| The City of Edinburgh (*amount for 2021/22 was circa £843,000) | £641,043 | £1,274,381 | £1,907,719 | £2,541,058 |

SEF 2022/23

SAC Schools Needs Analysis

Data gathered from the 12 CEC schools previously known as 'SAC' or 'Schools Programme' schools concluded that in 2021/22, £768,209 of the £842,314 allocated to CEC was spent on staffing, with schools employing staff to a wide variety of roles.

For session 2022/23, as part of our transition into the new model, each of these 12 schools will continue to receive a portion of the Strategic Equity Fund allocated to Edinburgh, to fund

temporary posts and approaches for that session which aim to impact positively upon outcomes for children and young people facing poverty-related barriers, based on the needs of those school communities and learning communities.

A centrally-appointed Senior Development Officer for Equity will also work with schools to support planning and the setting of targets. They will also work with the new Contracts and Commissioning Team to ensure financial and statutory compliance, in addition to representing the views of schools about the types of contracts that the local authority requires to procure through PEF. This strategic planning aims to achieve strong management of finance for equity across the whole system.

The CEC Finance for Equity Planning Template 2022/23, which has been issued to all schools, includes a tab for the recording of the planning and evaluation of impact of SEF spend.

SEF 2023/24 and beyond

From 2023/24 onwards, a Place Based approach to the management of finance for equity is being developed that can result in better value and improved outcomes for learners.

This holistic way of planning, utilising a Team Around the Learning Community (TALC), will see SEF deployed to learning communities to be utilised effectively in line with the needs of the learning community, by the appointment of staff to temporary and permanent roles.

A strategic planning group consisting of central officers, Head Teachers, and partners, will produce guidance by December 2022, outlining the approved permanent posts that learning communities can appoint through SEF from April 2023 onwards, as part of the TALC.

These roles will include those that support GIRFEC, Pathways, and Progress in Learning.

Pupil Equity Fund (PEF)

Pupil Equity Funding should be focused on resources, activities and approaches to support learners impacted by poverty, which will lead to improvements in literacy, numeracy and support health and wellbeing.

Leadership; learning & teaching; and families and communities continue to be recognised as useful organisers to consider when determining interventions and approaches. Headteachers can work at an individual school and local community level, which includes children and young people and their families, or collegiately in wider school clusters and beyond at local authority and regional improvement collaborative level to address common interests. Interventions and approaches should be considered within the context of the school improvement planning cycle and must be targeted towards closing the poverty-related attainment gap.

Consideration should be given to how the school can work with community partners beyond education to deliver proposed and collaboratively agreed aims and outcomes.

The CEC Finance for Equity Planning Template 2022/23, which has been issued to all schools, includes a tab for the recording of the planning and evaluation of impact of PEF spend.

As set out in the *Framework for Recovery and Accelerating Progress*, there should be alignment between aims set by schools to improve the outcomes for children and young people affected by poverty and the stretch aims of the local authority. School plans should inform the local authority stretch aims and local authority aims should be reflected in school plans as part of a two-way collaborative process.

Headteachers should use their discretion when deciding which pupils will benefit from Pupil Equity Funding, as well as engaging with teachers, when deciding which approaches would have the most impact for children and young people impacted by poverty.

The following five key indicators may be helpful and should be taken into consideration.

- Attainment
- Attendance
- Inclusion
- Engagement
- Participation

The Senior Development Officer for Equity will work with schools across the authority to plan and set targets.

Page 11 of the [Pupil Equity Fund National Operational Guidance 2022 - gov.scot \(www.gov.scot\)](https://www.gov.scot/resources/documents/2022/04/Pupil_Equity_Fund_National_Operational_Guidance_2022_-_gov.scot.pdf) provides some useful general principles relating to the PEF planning and evaluation cycle.

Positive Action (PA)

A Short Life Working Group was formed in September 2021, tasked with evaluating the current ways in which Positive Action funding is allocated to the Primary and Secondary sectors, and identifying clear options for the funding to be allocated going forward.

The Finance Board will consider the finding from the SLWG, and will also consider Positive Action within the wider Finance for Equity context of SAC 2.0 and Place Based approaches including the Team around the Learning Community for session 2023/24 onwards. For session 2022/23, individual school allocations will remain as they were for 2021/22.

The CEC Finance for Equity Planning Template 2022/23, which has been issued to all schools, includes a tab for the recording of the planning and evaluation of impact of Positive Action spend, which is currently allocated as staffing FTE. Schools should ensure that they can evidence the impact of their spend to one or more of the Edinburgh Imperative themes.

Wellington

£500,000 continues to be allocated annually to secondary schools, which began after the closure of Wellington School in 2014. The funding aims to strengthen the support for pupils with emotional and behavioural needs in mainstream school, to ensure that pupils receive a high quality education which meets their needs, delivers improved educational outcomes and avoids exclusion.

Examples of Use of Wellington Funding

- School based posts to provide support for targeted pupils.
- Commissioned services to support targeted pupils

The CEC Finance for Equity Planning Template 2022/23, which has been issued to all schools, includes a tab for the recording of the planning and evaluation of impact of Wellington spend.

Equity Funding (SEF and PEF): Appointments and Contracts

Pupil Support Officer posts, wholly funded by **Pupil Equity Funding**, can now be recruited on a permanent basis. This is contingent on the remit of these posts being focused on the following areas:

- Home link/Family Engagement (improved attendance prioritised) and/or
- Literacy, Numeracy, Health & Wellbeing interventions which are designed to address the poverty-related attainment gap

All other PEF posts, and all posts funded by SEF in 2022-23 require to be recruited on temporary contracts, and to fall within the following job titles:

- Senior Development Officer
- Development Officer
- Class Teacher
- Home Link Teacher
- Pupil Support Officer
- Pupil Support Assistant

The City of Edinburgh Council encourages schools to align each post appointed to one or more of the following themes from the Edinburgh imperative:

1. Attendance
2. Literacy and Numeracy PRAG
3. Pathways
4. Health and Wellbeing

Procurement of goods and services from external partners

Community partnership work can be procured by individual schools or learning communities using PEF by following current Procurement Regulations, utilising existing contracts in compliance with CEC Contract Standing Orders. Information on current contracted suppliers can be found by downloading the City of Edinburgh Council's Contract Register available here, where suppliers can be filtered using PEF. There is also additional information on the Orb for schools, under the How to Order Goods and Services (the link is here).

For 2022/23, schools should continue to use contracted suppliers on the current PEF framework which is in place until 28 February 2023 (here). **All purchase orders must be raised by 28 February 2023, but the services can be provided beyond that date.**

Education contracts will soon be overseen by a new team who will begin to explore how best to design the model for delivery based on the needs of the service. This will include negotiations with schools and the voluntary and community sectors. This will be part of the Education and Children's Services Commissioning Team. The use of non-contracted suppliers will continue to be challenged and require approval, following discussions with the new commissioning team, and compliance with Contract Standing Orders is essential.

Continuity of service provision continues to be a priority, and each requirement will be discussed accordingly. Schools should contact their QIEO in the first instance with any queries.

Useful links:

[Pupil Equity Fund National Operational Guidance 2022 - gov.scot \(www.gov.scot\)](https://www.gov.scot/resources/documents/2022/03/Pupil_Equity_Fund_National_Operational_Guidance_2022.pdf)

[Strategic Equity Fund National Operational Guidance 2022 - gov.scot \(www.gov.scot\)](https://www.gov.scot/resources/documents/2022/03/Strategic_Equity_Fund_National_Operational_Guidance_2022.pdf)

[The Care Experienced Children and Young People Fund National Operational Guidance 2022 - gov.scot \(www.gov.scot\)](https://www.gov.scot/resources/documents/2022/03/The_Care_Experienced_Children_and_Young_People_Fund_National_Operational_Guidance_2022.pdf)

[The Scottish Attainment Challenge Framework for Recovery and Accelerating Progress - gov.scot \(www.gov.scot\)](https://www.gov.scot/resources/documents/2022/03/The_Scottish_Attainment_Challenge_Framework_for_Recovery_and_Accelerating_Progress.pdf)

[Pupil Equity Funding: school allocations 2022 to 2023 - gov.scot \(www.gov.scot\)](https://www.gov.scot/resources/documents/2022/03/Pupil_Equity_Funding_school_allocations_2022_to_2023.pdf)

[CEC Contracted Suppliers Register](#)

Closing the Poverty Related Attainment Gap

Introduction

Closing the Poverty Related Attainment Gap has been a requirement of all local authorities since the introduction of the Education Act (2016) and the establishment of the National Improvement Framework. The outcome is referred to as:

- **Closing the attainment gap between the most and least disadvantaged children and young people (NIF Priority 3)**

The demographics within Edinburgh are distributed fairly evenly across each SIMD band, and our baseline attainment is best in areas where there is low deprivation. We are at pains to ensure that we do not close the gap by reducing attainment in our areas of affluence, however it is accepted that measures to raise attainment tend to raise attainment in areas of affluence even faster than areas of deprivation.

Research tells us that there are several ways to close the PRAG, ranked in order of cost and benefit. There is no single 'magic bullet' and each context is affected to a greater or lesser effect by politics, parent/pupil voice and cultural practices.

In 2017 we set out the strategy to deliver excellence and equity in education: Edinburgh Learns. This comprised of a range of strategic frameworks schools were asked to use to improve quality and consistency across the city. Officers also increased support and challenge of schools that were underperforming. The result was that the gap narrowed, however more work is required, particularly post-pandemic.

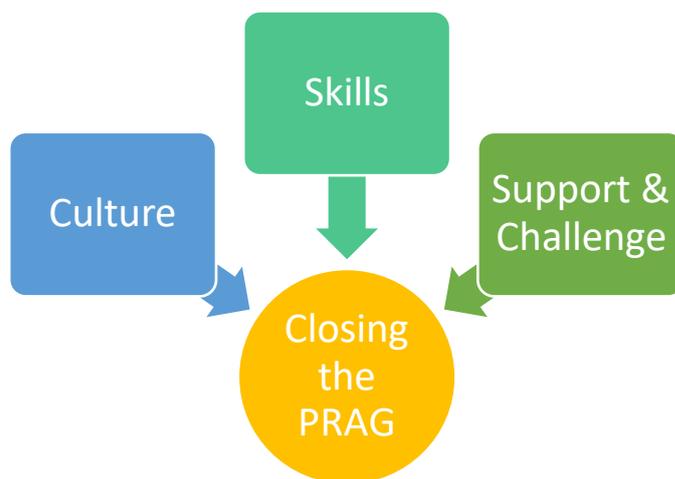
The Education Improvement Plan (an annual plan – Appendix 2) sets out in detail how we meet the aims of the National Improvement Framework and the council's overarching framework for Education was refreshed to become Edinburgh Learns for Life.

Drivers of Change

Most social policy fails because the strategy is conveyed without any accompanying culture change to support. It is widely acknowledged that the City of Edinburgh's culture is one of tradition and segregation, made obvious by the high numbers of children and young people attending private schools, and the desire by many, for education in Edinburgh to replicate their traditional offerings. Poverty of ambition and opportunity are accompanied by low expectations and high state support. In the past, council ambitions were seen to relate more to the positioning of Edinburgh on the international cultural scene than on educating its citizens to transform their lives through high

quality education. The current Business Plan reflects a shift in practice to empower citizens and to reduce poverty.

Acknowledging the specific challenges of the Edinburgh context, our strategy to close the PRAG is based on 3 core features.



Culture

Leadership for Equity is the Education Service approach to change the culture within our schools, to remove the stigma of poverty and to raise aspirations for all. It was devised by the Quality Improvement Team and the Attainment Advisor for Education Scotland. It has General Teaching Council Scotland and Education Scotland accreditation and is available for staff at all levels. Topics covered include:

- Social justice, equity, poverty and associated implications for school and classroom ethos and culture
- Data, self-evaluation and planning for equity
- Teaching and learning for equity; working with parents and partners.

Skills

The most cost-effective way to raise attainment is to ensure staff are highly skilled. The Edinburgh Teachers Charter incorporates the main elements of teaching practice which are known to deliver excellence and equity:

- Assessment for Learning (formative)
- Differentiation
- Skills based curricula
- Leadership of Learning

Teachers are trained by our small team of experts (Edinburgh Learns Teaching and Learning Team), with offers on each aspect of the Teachers’ Charter, delivered in intensive and bitesize components.

Engagement with the Teachers’ Charter Professional Learning (number of attendees) – August 2020 to June 2022:

| | Formative Assessment | Differentiation | Skills | Leadership of Learning |
|--|----------------------|-----------------|--------|------------------------|
| Full course | 524 | 625 | 274 | 242 |
| Aspect of the course (focused webinar) | 393 | 685 | 389 | 367 |

Support and Challenge

Our workforce is increasingly younger (approx. 8 years difference in the ages of current HTs to those in post 5 years ago). Although age is no direct indicator of quality, reduced experience, resources and a stable context have all been additional challenges of late. The Quality Improvement Team risk assess school performance based on attainment, attendance, exclusions and more. Targeted support is put in place for ‘red’ schools. This takes the form of QIEOs working alongside school leadership teams, coaching in context to improve quality. The Improving Quality In Learning document from the Edinburgh Learns framework sets this out.

Actions for Schools

Equity Framework and 1 in 5

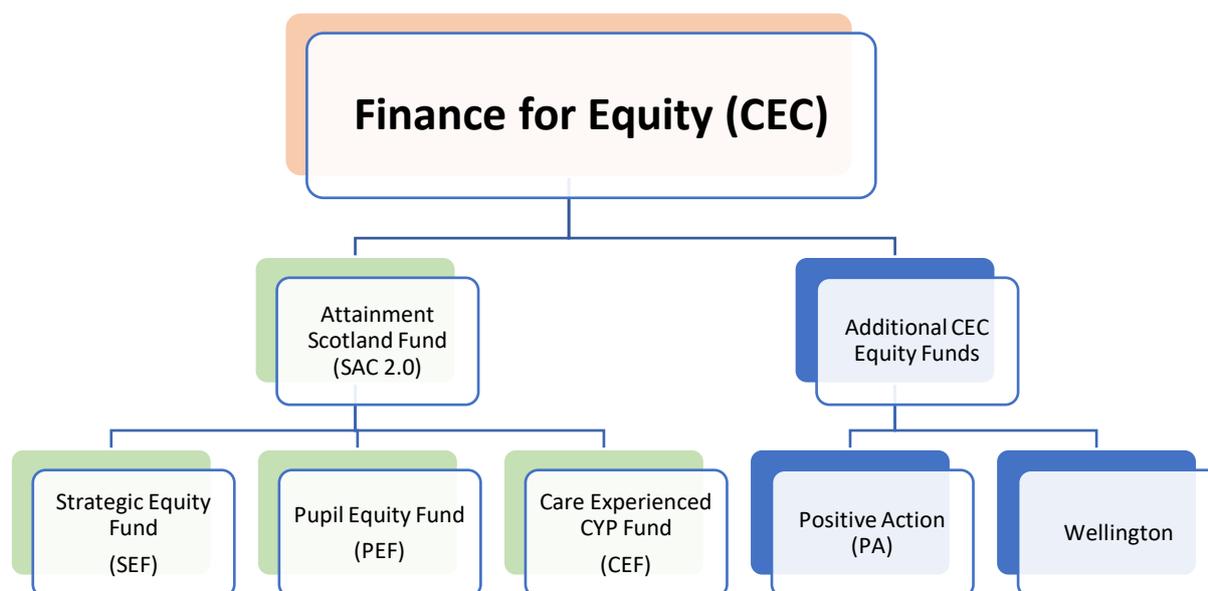
A re-launch of the *CEC Pupil Equity Framework: Making Education Equal for All* took place in November 2021 at the Head Teacher Conference. Between November 2021 and March 2022, 64 settings from across all sectors completed a self-evaluation survey, which found the following:

- **Resources for learning:** 81% consistently do this very well and 29% meet the majority of the statements
- **School trips:** 54% consistently do this very well, 33% meet the majority of statements and 9% identified this as an area for improvement.
- **Financial support for families:** 52% consistently do this very well, 47% meet the majority of the statements, and 1% identified it as an area for improvement.
- **Extra-curricular activities:** 53% consistently do this very well, 41% meet the majority of the statements, and 5% identified this as an area for improvement.
- **Social and charity events:** 75% consistently do this very well, 17% meet the majority of statements, and 1% identified this as an area for improvement.
- **Engagement with parents:** 20% consistently do this very well, 52% meet the majority of statements, and 28% identified this as an area for improvement.
- **Poverty awareness:** 42% consistently do this very well, 47% meet the majority of statements, and 9% identified this as an area for improvement.

Next steps:

- We continue to support schools with signposting to effective practice in Parental Engagement and Family Learning and the Equity Board continues to create and share resources for schools.
- Structured delivery of updated 1 in 5 content, in light of Covid-19 and the current poverty-related challenges faced by families, is planned for 2022-23.
- Continued use of Scottish Government 'curricular charges' funding, introduced in 2021, which was apportioned to secondary schools.
- Educational Excursions: finalise the revised approvals process for CEC trips and UK/Overseas excursions, which includes agreed criteria for equity, equality and environmental sustainability.
- The 5 strands of the Equity Board will continue to support schools to implement change and evaluate impact on learners in 2022/23 in relation to: Poverty-proofing, the use of attainment data and teaching and learning interventions, finance for equity, partnerships, and professional learning for equity.

Finance for Equity



The CEC Finance for Equity Guidance 2022/23 (Appendix 2 of the Equity Report for the Education, Children and Families Committee, 13th September 2022), aligns with the refreshed Scottish Attainment Challenge (launched by the Scottish Government in March 2022 and referred to as 'SAC 2.0').

It outlines our strategic approach towards equity funding, with particular reference to the way in which Strategic Equity Funding will be deployed across the city from 2023/24, using a place based approach called 'Team Around the Learning Community', and the ways in which schools can plan for, deploy, and evaluate the impact of Pupil Equity Fund spending, in order to ensure that poverty is not a barrier to positive educational outcomes for any learner.

Schools complete and submit PEF Plans on an annual basis based on their analysis of gaps in outcomes between our most and least disadvantaged learners. The progress of outcomes is

Appendix 3

evaluated and discussed by schools and QIEOs throughout the session, and impact evidenced and evaluated at the end of the session, to aid the planning of spend for the following year.