

South Ayrshire Council

**Report by Director of Education
to Cabinet
of 28 November 2023**

Subject: Update on Pupil Equity Fund and Scottish Attainment Challenge

1. Purpose

- 1.1 The purpose of this report is to request that Members confirm they are content with the current approach to the use of Pupil Equity Fund and Attainment Challenge Scotland funding and to inform Cabinet of the progress made by schools during 2022-23 in improving equity in educational outcomes.

2. Recommendation

2.1 It is recommended that the Cabinet:

- 2.1.1 agrees the current approach taken to the use of Pupil Equity Fund;**
- 2.1.2 agrees the current approach taken in the use of Strategic Equity Funding; and**
- 2.1.3 notes the progress made in achieving equity in educational outcomes during session 2022-23 in relation to South Ayrshire's stretch aims and the plans for the future detailed in paragraphs 3.12 to 3.15.**

3. Background

- 3.1 As part of the Attainment Scotland Fund, the Scottish Government has allocated additional funding directly to schools, targeted at closing the poverty related attainment gap. The Pupil Equity Fund (PEF) was initially made available from April 2017. Pupil Equity Funding has been confirmed until the end of session 2025-26. In 2022-23, for each P1 – S3 child in a publicly funded primary, secondary or special school who is eligible and registered for free meals, schools were allocated £1,225.
- 3.2 South Ayrshire schools were allocated £2.615 million in PEF ranging from £2,450 to £232,750. The allocation for South Ayrshire was set in 2022 and remains fixed for the remainder of the Scottish parliamentary term. [Appendix 1](#) provides a summary of the allocation per school.
- 3.3 Scottish Government confirmed, following the introduction of the refreshed Attainment Challenge programme, that all school level PEF allocations will be fixed for each year until 2025/26. This provides headteachers with greater flexibility to plan over a longer-term period.

- 3.4 [National guidance](#) has been provided by the Scottish Government to help schools plan how they utilise their PEF allocation.
- 3.5 Educational Services have provided additional guidance to support schools in their use and reporting of PEF which is specific to our local circumstances. The advice is set in the context of the existing approaches to self-evaluation, highlighting in this case the poverty related attainment gap and which interventions may be used to address the gap.
- 3.6 Head Teachers were asked to develop PEF plans detailing how resources would be used to provide targeted interventions in literacy, numeracy and health and wellbeing to close the poverty related attainment gap. In developing these plans Head Teachers were asked to set out their rationale for the use of the funding, based on clear contextual analysis which identifies the poverty related attainment gap in their schools and takes account of evidence of what is known to be effective at raising attainment for children affected by poverty. They were also asked to ensure collaboration with pupils, parents and carers, trade union colleagues, community partners and their cluster as they developed their plan.
- 3.7 The Assistant Director of Education, Quality Improvement Managers and the Education Scotland Attainment Advisor have worked alongside schools to provide support and challenge as Head Teachers formulated their PEF plans. These plans sit alongside school improvement plans and evaluation of their impact can be found in school [Standards and Quality Reports \(Appendix 2\)](#).
- 3.8 Historically, the Pupil Equity Funding and the Scottish Attainment Challenge Fund provided additional funding to nine Challenge Authorities across Scotland with the highest concentrations of deprivation. South Ayrshire was not among these but four South Ayrshire schools were identified as part of the Attainment Challenge Schools programme. The Schools Programme involved Ayr Academy, Braehead Primary School, Dalmilling Primary School and Newton Primary School.
- 3.9 Schools Programme funding was in addition to the PEF received by each of the schools involved. The total grant received from Scottish Government was £0.399m and was focussed on providing interventions and strategies to improve literacy, numeracy and health and wellbeing outcomes for children and young people.
- 3.10 A significant change introduced following the Attainment Challenge refresh was the removal of the Attainment Challenge School's Programme and Challenge Authority funding. Instead, the Scottish Government have decided to introduce the Strategic Equity Fund that seeks to provide funding directly to all local authorities to support strategic work to deliver improved outcomes. This funding sees South Ayrshire gradually increase in funding over the next 3 years.
- 3.11 South Ayrshire will receive a Strategic Equity Fund (SEF) allocation of £299,642 in 2022/23, £435,211 in 2023/24, £651,500 in 2024/25 and £867,790 in 2025/26. Strategic planning for the Scottish Attainment Challenge (SAC) funding, used as part of overall SEF funding will be focused on literacy with the development of an Authority approach to reading through a new South Ayrshire Reads Initiative.
- 3.12 Alongside the funding provided to South Ayrshire in the form of Strategic Equity Funding the Council is required to set stretch aims ([Appendix 3](#)). These aims will be reported on through the Educational Services Standards and Quality Report

each year. The initial year on year reporting has recently been altered to ensure that aims are focussed on multi-year improvements.

- 3.13 As part of the conditions associated with the grant for Pupil Equity Funding and the Attainment Challenge, the Education Authority is required to produce a report summarising the outcomes and performance at an authority level. To reduce duplication and bureaucracy this is linked to existing reporting requirements as set in the Standards in Scotland's Schools etc. Act 2000. Further detail can be found in [South Ayrshire Educational Services Standards and Quality Report 2023](#).
- 3.14 This report sets out a high-level summary of the progress of South Ayrshire schools in improving outcomes through the use of their PEF during 2022-23. Summary performance results are attached in [Appendix 4](#).
- 3.15 Furthermore, Education Scotland published a [5 Year Impact Report](#) on the work undertaken through the Attainment Challenge across Scotland to close the poverty related attainment gap in 2021 and further publications by [Audit Scotland](#) on educational outcomes, the [OECD Review](#) and [Equity Audit](#) have led to the changes introduced through the refresh programme.

4. Proposals

- 4.1 It is recommended that elected members confirm the current approaches to achieving equity through the use of PEF and Attainment Challenge funding and note the progress made by schools in improving outcomes through Pupil Equity Funding and the Strategic Equity Fund during 2022-23 in [Appendix 4](#) ..

5. Legal and Procurement Implications

- 5.1 The report complies with the reporting requirements set down in the Scotland's Schools etc. Act 2000.
- 5.2 There are no procurement implications arising from this report.

6. Financial Implications

- 6.1 This report provides evidence of the progress made as a consequence of additional funding from the Scottish Government, to support schools in closing the poverty related attainment gap. South Ayrshire schools received £2.914 million in 2022-23 from PEF and Strategic Equity funding. Robust monitoring arrangements have been put in place for PEF and Attainment Challenge, which ensure that Educational Services and Head Teachers have regular oversight of school level expenditure. PEF expenditure is separated from core school budgets, ensuring that spending is not subsumed within overall school budgets, and can be easily tracked and monitored.
- 6.2 The 2022-23 actual expenditure, including any carry forward from 2021-22, was £2.771 million. Financial records confirm that 97% of the 2022-23 allocation had been spent by the start of the new school year in August 2023.
- 6.3 School PEF allocations have been confirmed for the years 2022-23 until 2025-26 based on the 2021-22 ([Appendix 1](#)) allocations outlined.
- 6.4 There are no specific financial implications arising from this report.

7. Human Resources Implications

7.1 Not applicable.

8. Risk

8.1 *Risk Implications of Adopting the Recommendations*

8.1.1 There are no risks associated with adopting the recommendations.

8.2 *Risk Implications of Rejecting the Recommendations*

8.2.1 There are no risks associated with rejecting the recommendations.

9. Equalities

9.1 The proposals in this report have been assessed through the Equality Impact Assessment Scoping process. There are no significant potential positive or negative equality impacts of agreeing the recommendations and therefore an Equalities Impact Assessment is not required. A copy of the Equalities Scoping Assessment is attached as [Appendix 5](#)

10. Sustainable Development Implications

10.1 ***Considering Strategic Environmental Assessment (SEA)*** - This report does not propose or seek approval for a plan, policy, programme or strategy or document otherwise described which could be considered to constitute a plan, programme, policy or strategy.

11. Options Appraisal

11.1 An options appraisal has not been carried out in relation to the subject matter of this report.

12. Link to Council Plan

12.1 The matters referred to in this report contribute to Priority Two of the Council Plan: Live, Work, Learn and Outcome One: To provide quality education and lifelong learning.

13. Results of Consultation

13.1 There has been no public consultation on the contents of this report.

13.2 Consultation has taken place with Councillor Stephen Ferry, Portfolio Holder for Children and Young People, and the contents of this report reflect any feedback provided.

14. Next Steps for Decision Tracking Purposes

14.1 If the recommendations above are approved by Members, the Director of Education will ensure that all necessary steps are taken to ensure full implementation of the decision within the following timescales, with the completion status reported to the Cabinet in the 'Council and Cabinet Decision Log' at each of its meetings until such time as the decision is fully implemented:

<i>Implementation</i>	<i>Due date</i>	<i>Managed by</i>
Annual update on progress to Cabinet	26 November 2023	Assistant Director - Education

Background Papers: [Strategic Equity Fund National Guidance 2022](#)

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Date: 16 November 2023

Pupil Equity Fund Allocations 2022-23 -2025-26

Primary Schools		
School	Allocation	
Alloway Primary School	£ 18,375	
Annbank Primary School	£ 88,200	
Ballantrae Primary School	£ 15,120	
Barassie Primary School	£ 50,225	
Barr Primary School	£ 6,480	
Barrhill Primary School	£ 2,160	
Braehead Primary School	£ 124,950	
Cairn Primary School	£ 51,450	
Colmonell Primary School	£ 3,675	
Coylton Primary School	£ 24,500	
Crosshill Primary School	£ 6,125	
Dailly Primary School	£ 30,625	
Dalmilling Primary School	£ 232,750	
Doonfoot Primary School	£ 31,850	
Dundonald Primary School	£ 37,975	
Fisherton Primary School	£ 14,700	
Forehill Primary School	£ 80,850	
Gardenrose Primary School	£ 36,720	
Girvan Primary School	£ 111,475	
Glenburn Primary School	£ 62,475	
Grammar Primary School	£ 47,775	
Heathfield Primary School	£ 93,100	
Holmston Primary School	£ 52,675	
Kincaidston Primary School	£ 91,875	
Kingcase Primary School	£ 62,475	
Kirkmichael Primary School	£ 9,720	
Maidens Primary School	£ 12,250	
Minishant Primary School	£ 8,575	
Monkton Primary School	£ 19,600	
Muirhead Primary School	£ 29,400	
Newton Primary School	£ 106,575	
Sacred Heart Primary School	£ 44,100	
St Cuthbert's Primary School	£ 2,450	
St John's Primary School	£ 101,675	
St Ninian's Primary School	£ 18,375	
St Patrick's Primary School	£ 18,375	
Straiton Primary School	£ 2,450	
Struthers Primary School	£ 30,240	
Symington Primary School	£ 15,925	
Tarbolton Primary School	£ 68,600	Total
Troon Primary School	£ 34,560	£1,901,450

Special Schools		
School	Allocation	
Invergarven School	£ 20,825	Total
Southcraig Campus	£ 89,425	£110,250

Secondary Schools		
Ayr Academy	£ 121,275	
Belmont Academy	£ 102,900	
Carrick Academy	£ 34,300	
Girvan Academy	£ 67,375	
Kyle Academy	£ 49,000	
Marr College	£ 74,725	
Prestwick Academy	£ 85,870	Total
Queen Margaret Academy	£ 68,600	£604,045

STANDARDS AND QUALITY REPORTS	
School	Link to Standards and Quality Report
Alloway Primary	SAC Educational Services Standards and Quality Report 2021-22.pdf (glowscotland.org.uk)
Annbank Primary	Standards & Quality Report (annbank.sayr.sch.uk)
Ayr Academy	SQ-21-22-final.pdf (glowscotland.org.uk)
Ayr Grammar Primary	https://blogs.glowscotland.org.uk/sa/public/grammarprimaryschool/uploads/sites/9525/2022/10/25120224/Ayr-Grammar-SQ-2021.22.pdf
Ballantrae Primary	Ballantrae-S-Q-report-2022-23.pdf (glowscotland.org.uk)
Barassie Primary	SQ-2022-2023.pdf (glowscotland.org.uk)
Barr Primary	Barr-SQR-June-2023-final.pdf (glowscotland.org.uk)
Barrhill Primary	Barrhill-SQR-June-2022.pdf (glowscotland.org.uk)
Belmont Academy	Home Belmont Academy
Braehead Primary	Braehead-PS-SQ-Report-June-2022.pdf (glowscotland.org.uk)
Cairn Primary	CH-SQ-2021-22-FINAL.docx.pdf (glowscotland.org.uk)
Carrick Academy	carrick academy standards and quality report for session 2022-23 final.pdf (weebly.com)
Colmonell Primary	https://blogs.glowscotland.org.uk/sa/public/colmonellprimaryschool/uploads/sites/8632/2022/12/05160215/Colmonell-S-Q-report-2021-22-Final.docx
Coylton Primary	Standards-and-Quality-Report-2022-23.pdf (glowscotland.org.uk)
Crosshill Primary	CH-SQ-2021-22-FINAL.docx.pdf (glowscotland.org.uk)
Dailly Primary	Dailly-Primary-Standards-and-Quality-report-June-2022-final.docx.pdf (glowscotland.org.uk)
Dalmilling Primary	SandQ-2022-2023-DalmillingFinal-1.pdf (glowscotland.org.uk)
Doonfoot Primary	https://blogs.glowscotland.org.uk/sa/public/doonfootprimary/uploads/sites/10292/2023/09/20113806/Doonfoot-Primary-EYC-Standards-and-Quality-Report-2022-2023.doc
Dundonald Primary	Dundonald-PS-EYC-SQR-2022-23.pdf (glowscotland.org.uk)
Fisherton Primary	FPS-SQ-Report-complete-2021-2022-003.pdf (glowscotland.org.uk)
Forehill Primary	Forehill-Standards-Quality-Report-June-2023-FINAL.pdf
Gardenrose Primary	Gardenrose-Standards-and-Quality-Report-2021-22.pdf (glowscotland.org.uk)
Girvan Academy	Girvan-Academy-Standards-Quality-Report-Session-202223.pdf (girvanacademy.sayr.sch.uk)
Girvan Primary	Standards-and-Quality-Report.pdf (glowscotland.org.uk)
Glenburn Primary	Glenburn-SQ-June-2023.pdf (glowscotland.org.uk)
Heathfield Primary	SQR-2022-2023-Heathfield-PS-and-EYC-June-2023.pdf (glowscotland.org.uk)
Holmston Primary	SQR-Final.pdf (glowscotland.org.uk)
Invergarven School	Invergarven-Standards-and-Quality-report-2021-22.pdf
Kincaidston Primary	Parent Zone - Kincaidston Primary School (weebly.com)
Kingcase Primary	Kingcase SQR JUNE 2023 FINAL.pdf
Kirkmichael Primary	KPS-SQ-2023.pdf (glowscotland.org.uk)
Kyle Academy	Kyle - Standard and Quality Report - 2022-23.pdf
Maidens Primary	MPS-Standards-and-quality-final-2020-21.pdf (glowscotland.org.uk)
Marr College	marr college sqr 2022 23.pdf
Minishant Primary	MS-SQ-2021-22-FINAL.pdf (glowscotland.org.uk)
Monkton Primary	MPS-SQ-Report-2022-23-Final.pdf (glowscotland.org.uk)
Muirhead Primary	SQ-2022-FF.pdf (glowscotland.org.uk)
Newton Primary	Newton-PS-Standards-and-Quality-Report-2021-2022-Parent-Version.pdf (glowscotland.org.uk)
Prestwick Academy	Standards.Quality-Prestwick-2022.23.pdf
Queen Margaret Academy	Home (queenmargaret.sayr.sch.uk)
Sacred Heart Primary	Sacred Heart Primary School (glowscotland.org.uk)

Southcraig School	blogs.glowscotland.org.uk/sa/southcraigschool/
St Cuthbert's Primary	St. Cuthbert's Primary School (glowscotland.org.uk)
St John's Primary	Standards-and-Quality-Report.pdf (glowscotland.org.uk)
St Ninian's Primary	St-Ninians-Primary-Standards-and-Quality-report-2022-2023.pdf (glowscotland.org.uk)
St Patrick's Primary	SQ-Report-2021-2022.pdf (glowscotland.org.uk)
Straiton Primary	SPS-Standards-and-Quality-report-September-2022.pdf (glowscotland.org.uk)
Struthers Primary	standards and quality 22-23 struthers.docx.pdf
Symington Primary	www.symington.sayr.sch.uk
Tarbolton Primary	Standards-and-Quality-report-June-2022-002.pdf (glowscotland.org.uk)
Troon Primary	SQ-2022-2023.pdf (glowscotland.org.uk)
Cherry Tree Early Years Centre	Standards & Qualities 2021 Cherry Tree Early Years Centre (glowscotland.org.uk)
Girvan Early Years Centre	Standards-and-Quality-Report-2021-22.pdf (glowscotland.org.uk)
Prestwick North Early Years Centre	Centre Improvement Plan and Standards and Quality Report Prestwick North Early Years Centre (glowscotland.org.uk)
Space Place Early Years Centre	SQR-2019-20new-2000-21-draft-planUPDATEpdf.pdf (glowscotland.org.uk)
Wallacetown Early Years Centre	ThingLink

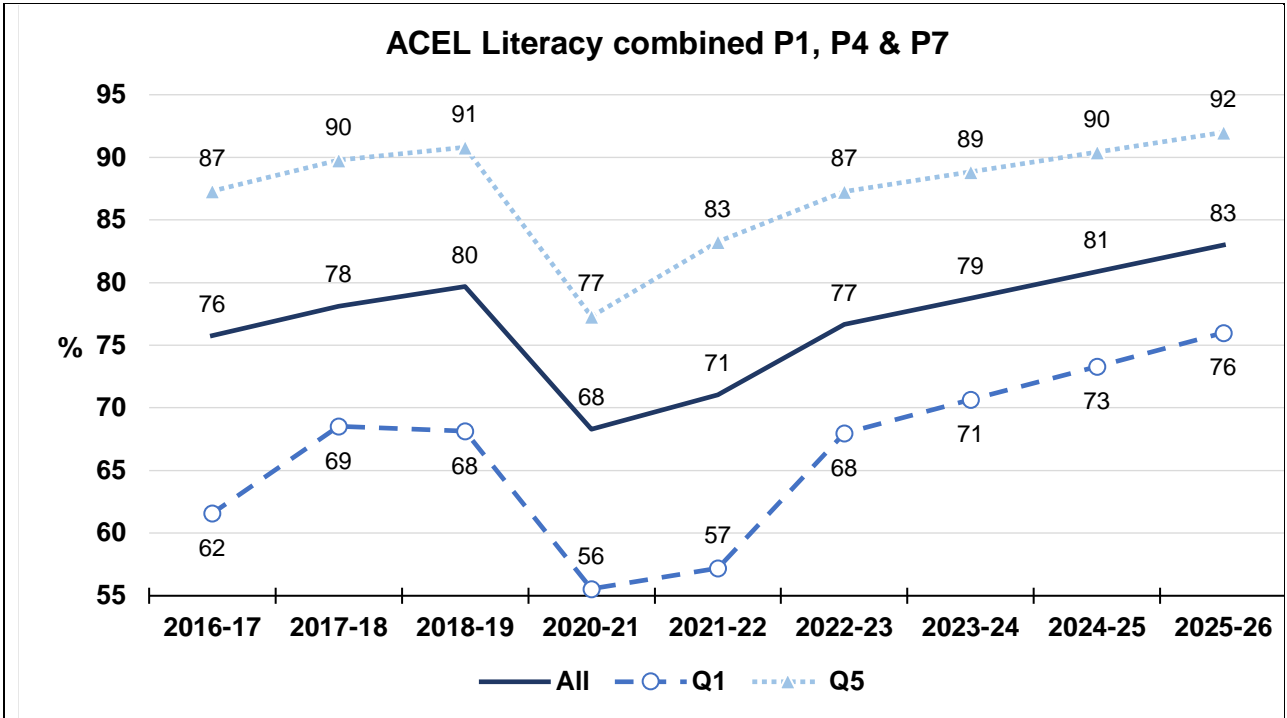


South Ayrshire Council
Stretch Aims 2023-2026

	ACEL P1,4,7 Literacy				
	Overall Levels	FME	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1-5)
2020-2021	68%	51%	55%	78%	23pp
2021-2022	71%	52%	57%	83%	26pp
Pre-covid average 2017-2019	79%	59%	68%	90%	22pp
National pre-covid average 2017-2019	67%		56%	81%	25pp
South Ayrshire target 22/23	79%	59%	67% EXCEEDED	89%	22pp EXCEEDED
South Ayrshire 22/23 (UCdata)	77%	59%	68%	87%	19pp
South Ayrshire target 23/24	78-80%	59-65%	69-72%	88-90%	16-21pp
South Ayrshire target 24/25	80-82%	64-68%	72-75%	90-91%	16-19pp
South Ayrshire target 25/26	83%	69%	76%	92%	16pp

Additional information and rationale for aims (maximum 300 words)

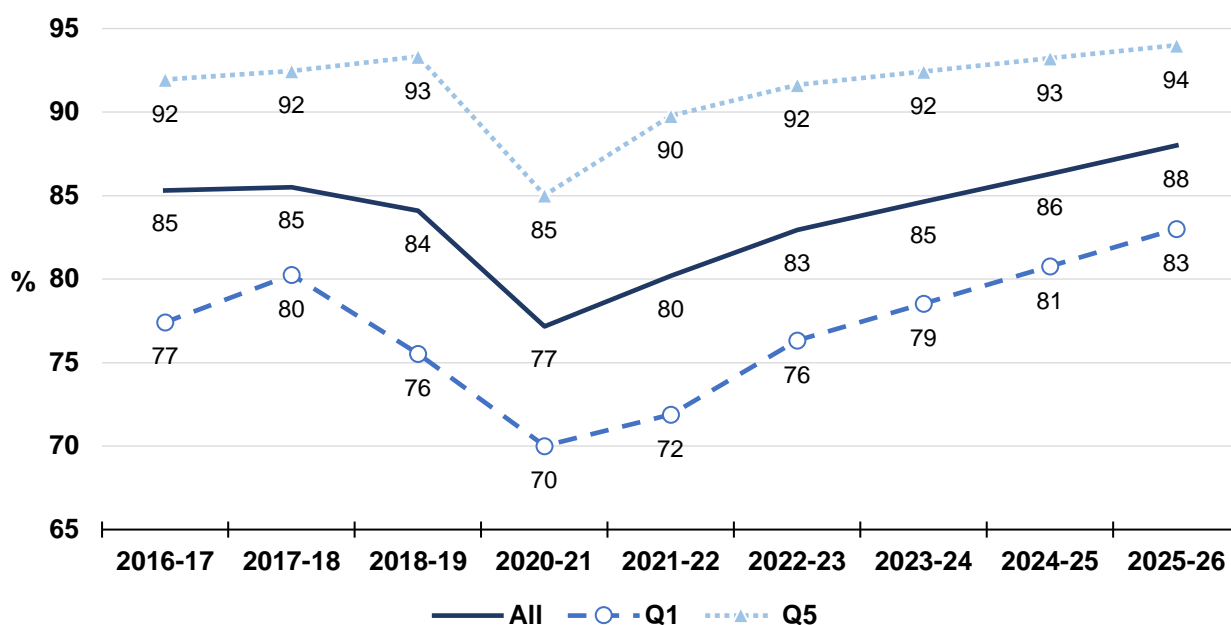
SAC funding is supporting our work on developing South Ayrshire Reads, which will involve professional learning on the science of reading and a consistent approach to the teaching of reading across our schools. There is also work being developed on supporting moderation and standards in writing. Improving these two areas will see an improvement in overall ACEL literacy levels over the three year period and beyond.



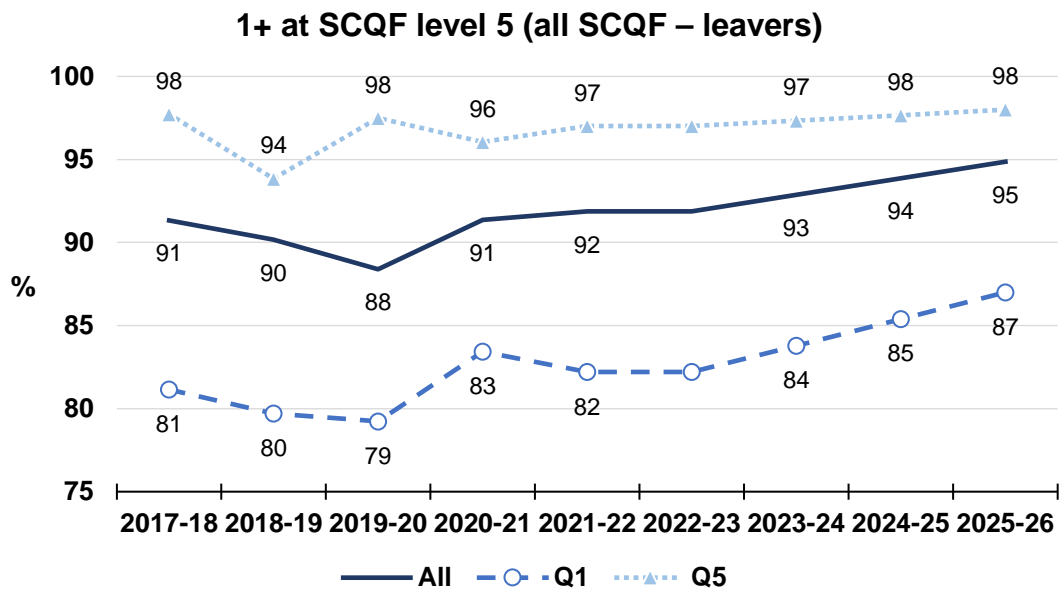
	ACEL P1,4,7 Numeracy				
	Overall Levels	FME	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1-5)
2020-2021	77%	62%	70%	86%	16pp
2021-2022	80%	64%	72%	90%	18pp
Pre-covid average 2017-2019	84%	68%	78%	92%	14pp
National pre-covid average 2017-2019	75%		65%	87%	22pp
South Ayrshire target 22/23	84%	68%	77%	92%	15pp

South Ayrshire 22/23 (UCdata)	83%	66%	76%	92%	16pp
South Ayrshire target 23/24	84-86%	68-70%	77-80%	92-93%	12-16pp
South Ayrshire target 24/25	85-87%	70-72%	80-82%	92-94%	11-14pp
South Ayrshire target 25/26	88%	73%	83%	94%	11pp

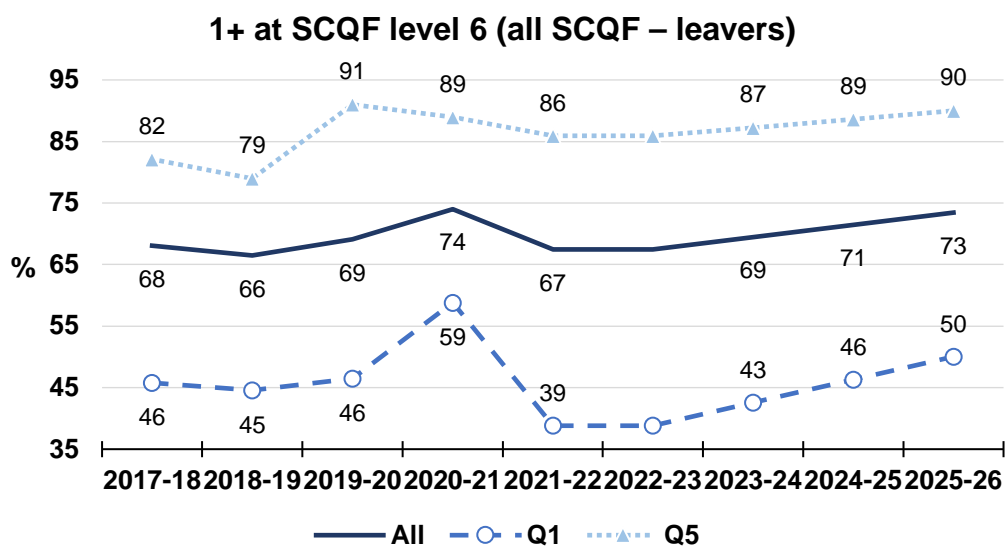
ACEL Numeracy combined P1, P4 & P7



	1@5 leavers				
	Overall Levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1-5)	FME
2021/22 data 1@5 leavers - ALL	92%	82%	97%	15pp	71%
South Ayrshire target 23/24 1@5 leavers - ALL	92-94%	82-85%	94-97%	12-15pp	72-74%
South Ayrshire target 24/25 1@5 leavers - ALL	93-94%	84-86%	95-98%	11-14pp	74-77%
South Ayrshire target 25/26 1@5 leavers - ALL	95%	87%	98%	11pp	78%

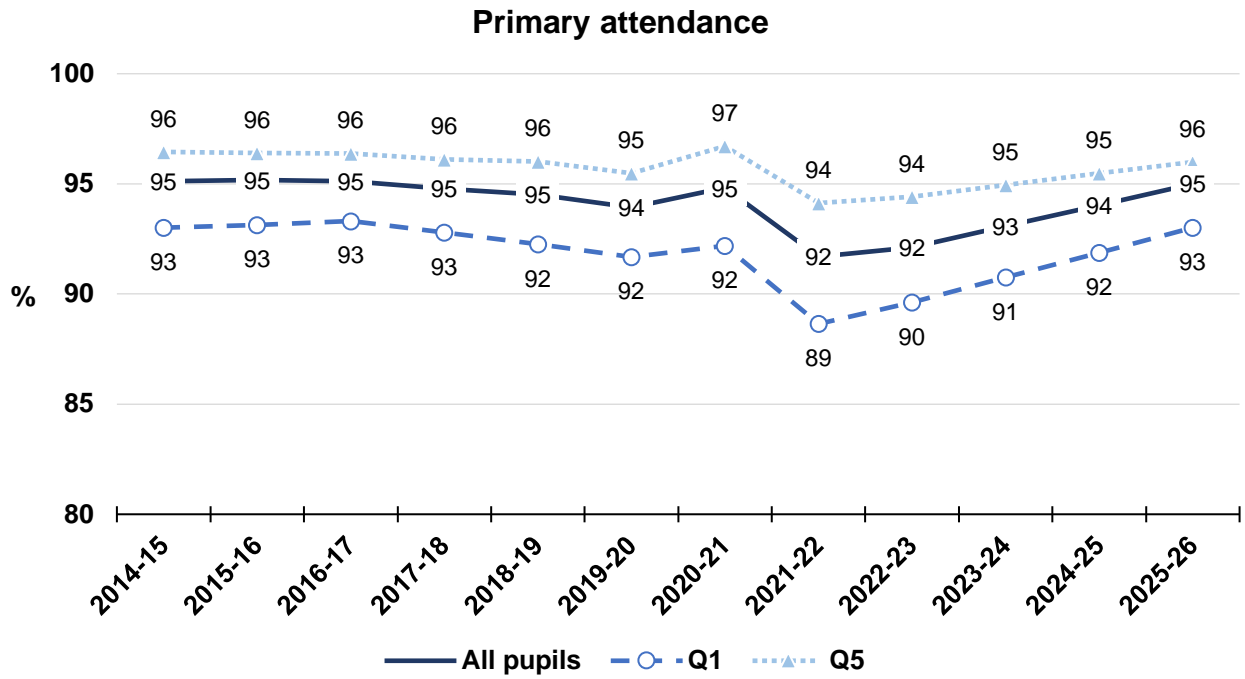


	1@6 leavers				
	Overall Levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1-5)	FME
2021/22 data 1@6 leavers - ALL	67%	39%	86%	47pp	38%
South Ayrshire target 23/24 1@6 leavers - ALL	68-70%	40-44%	86-88%	42-48pp	38-40%
South Ayrshire target 24/25 1@6 leavers - ALL	70-72%	45-48%	88-90%	40-45pp	40-42%
South Ayrshire target 25/26 1@6 leavers - ALL	73%	50%	90%	40pp	43%

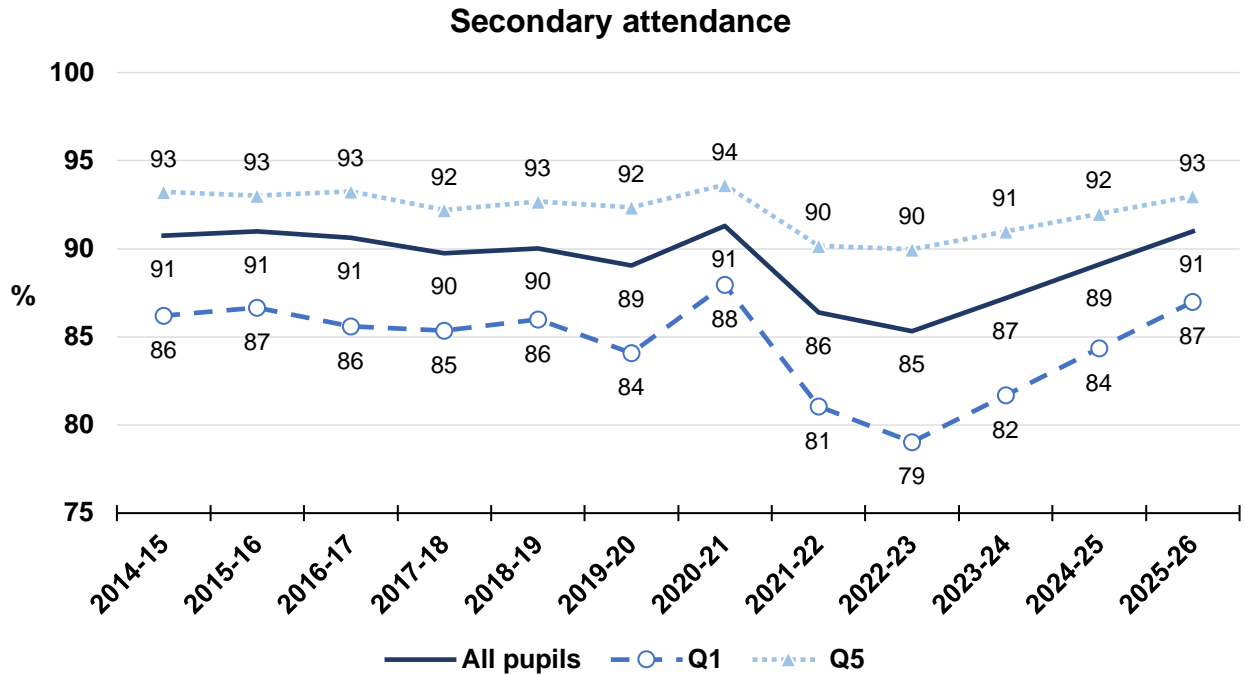


	Participation 16-19			
	Overall Levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1-5)
South Ayrshire target 22/23	94%	90%	96.3%	6.3pp
South Ayrshire 22/23 (UCdata)	93.7%	88.9%	97.5%	8.6pp
South Ayrshire ACTUAL 22/23	96.6%	93.1%	98.9%	5.8pp
South Ayrshire target 23/24	95-96%	92-93%	97-98%	8pp
South Ayrshire target 24/25	96-97%	93-95	98-99%	7-8pp
South Ayrshire target 25/26	97.5%	95%	99%	4pp

Primary Attendance				
Annual trajectory	Overall levels	SIMD Q1	SIMD Q5	Gap (Q1 – Q5)
2023-24	92-94%	90-92%	94-95%	2-5pp
2024-25	93-95%	91-93%	94-96%	1-5pp
2025-26 Stretch aim	95%	93%	96%	3pp



Secondary Attendance				
Annual trajectory	Overall levels	SIMD Q1	SIMD Q5	Gap (Q1 – Q5)
2023-24	86-88%	81-84%	90-92%	6-9pp
2024-25	88-90%	83-86%	91-93%	5-10pp
2025-26 Stretch aim	91%	87%	93%	6pp



	Exclusion incidence per 1,000 pupils								
Primary	2018-19	2019-20	2020-21	2021-22	Stretch Aim 22/23	Actual 22/23	23/24	24/25	25/26
Incidents per 1,000 pupils (actual)	3.4	1.4	1.9	1.8	1.5	0.8	0.7	0.7	0.6
Rate re Quintile 1 - most deprived	7.9	3.9	1.3	4.7	2.0	0.7	0.7	0.6	0.6
Incidents per 1,000 pupils - all looked after	14.5	-	-	-	0	-	0	0	0
Incidents per 1,000 pupils – previously LA	9.4	-	23.3	31.5	15	-	0	0	0

	Exclusion incidence per 1,000 pupils								
Secondary	2018-19	2019-20	2020-21	2021-22	Stretch Aim 22/23	Actual 22/23	23/24	24/25	25/26
Incidents per 1,000 pupils (actual)	34.7	19.3	30.2	28.2	25	32.5	25	23	22
Rate re Quintile 1 - most deprived	92.3	45.0	53.5	44.5	43	58.2	43	42	41
Incidents per 1,000 pupils - all looked after	164.6	29.0	116.1	18.9	30	25.6	25.6	24	22
Incidents per 1,000 pupils - previously	116.7	104.9	113.9	120.3	100	133.8	100	90	85

	Attainment Care experienced Leavers			
	1@3	1@4	5@3	5@4
Current Level	86%	81%	81%	52%
South Ayrshire target 22/23	100%	90%	90%	60%
South Ayrshire target 23/24	100%	91-92%	90-91%	60-62%
South Ayrshire target 24/25	100%	92-93%	91-92%	62-64%
South Ayrshire target 25/26	100%	94%	92%	65%

	Literacy / Numeracy Care experienced Leavers			
	Level 4 Literacy	Level 4 Numeracy	Level 5 Literacy	Level 5 Numeracy
Current Level	76%	67%	33%	33%
South Ayrshire target 22/23	80%	75%	40%	40%
South Ayrshire target 23/24	80-82%	75-79%	40-44%	40-44%
South Ayrshire target 24/25	82-84%	79-82%	44-49%	44-49%
South Ayrshire target 25/26	85%	84%	50%	50%

	Attainment - Care experienced ACEL 1/4/7 combined literacy								
	2017-18	2018-19	2019-20	2021-22	2023 Stretch Aim	Actual* 22/23	23/24 Stretch Aim	24/25 Stretch Aim	25/26 Stretch Aim
Care Experienced	44%	47%	35%	33%	45% EXCEEDED	56%	56-58	58-60	63
All pupils	78%	80%	68%	71%	79%	77%	78-80	80-82	83
Gap	34pp	33pp	33pp	38pp	34pp EXCEEDED	21pp			20pp

	Attainment - Care experienced ACEL 1/4/7 combined numeracy								
	2017-18	2018-19	2019-20	2021-22	2023 Stretch Aim	Actual* 22/23	23/24 Stretch Aim	24/25 Stretch Aim	25/26 Stretch Aim
Care Experienced	56%	53%	42%	49%	56% EXCEEDED	64%	64-66	66-69	70
All pupils	85%	84%	77%	80%	84%	83%	84-86	85-87	88
Gap	29pp	31pp	35pp	31pp	28pp EXCEEDED	19pp			18pp

South Ayrshire Council Additional Analysis – Outcomes and Impact

1. Outcomes and Impact

- 1.1 Where 2022-23 data is not yet published nationally, 2021-22 data will be shared in this report.
- 1.2 The Attainment Challenge guidance issued to schools indicated that Head Teachers should plan to secure improvements for children and young people over a number of years. Current guidance ensures that Head Teachers consider data trends and the use of improvement frameworks to support decision making and continuity of interventions or strategies. At this stage schools have identified improvements and areas for development in a range of outcomes for individuals and groups of children and young people. The further impact of the pandemic on the ability to assess progress provided a further challenge in the reliability of some data provided.
- Initial school leaver destinations for all leavers remain significantly above the national average and have continued to improve on last year's performance. In 2017-18 89.2% of young people living in quintile 1 progressed to a positive school destination. In 2021-22 this had increased to 99.1% of all quintile 1 leavers. South Ayrshire remains one of the best performing local authorities nationally in this measure.
 - The attainment achieved by the 20% most deprived learners in literacy and numeracy at Level 4 has remained above the virtual comparator and national average in each of the last 5 years.
 - The attainment of children in P1, P4 and P7 combined in literacy and numeracy has continued to improve in all quintiles. Children living in quintile 1 have reached or exceeded pre-pandemic (2018-19) levels in all areas with the exception of writing.
 - Children living in quintile 1 with no developmental concerns at the 27-30 month review have continued to increase. They have remained above the national average in four of the previous five years.
 - The percentage of young people achieving Level 5 and Level 6 literacy and numeracy in quintile 1 has reduced in the past 12 months. Greater focus on the work of secondary schools to address this has formed the basis of secondary attainment visits to each school in Term 2.
 - Pupil attendance remains below pre-pandemic levels. The Educational Services and Children's Services plans place an increased emphasis on the importance of supporting excellent school attendance. Direct support to guidance staff and school leaders is in place to better understand the reasons for reduced attendance and evidence based supports to raise it.

2. Strategic Equity Funding – Stretch Aims

- 2.1 Strategic Equity Funding, introduced in 2022-23, has provided the local authority with greater flexibility in reducing the poverty related attainment gap. This additional funding will initially be focussed on improvements in learning, teaching and assessment with a particular focus on reading skills. In 2022-23 this has enabled the creation of the South Ayrshire Literacy Team.
- 2.2 Each local authority is required to submit a number of stretch aims associated with accelerating progress in reducing the poverty related attainment gap. These aims are

focussed on the progress of children and young people in literacy, numeracy and the senior phase. In addition to this health and wellbeing measures have focussed on attendance, care experienced children's outcomes and exclusions.

2.3 South Ayrshire's stretch aims and progress to date can be found in [Appendix 3](#).

3. Reporting

- 3.1 As part of the conditions associated with the grant for PEF, the Education Authority is required to produce a report summarising the outcomes and performance at an authority level. In order to reduce duplication and bureaucracy this is linked to existing reporting requirements as set in the Standards in Scotland's Schools etc. Act 2000. This report sets out a high-level summary of the progress of South Ayrshire schools in improving outcomes through the use of their PEF during 2022-23.
- 3.2 In line with the National Improvement Framework (NIF) priorities the Educational Services Plan includes a number of activities which are intended to bring about improvement in the attainment and experiences for all children and young people. For example, improving reading, writing and mathematics throughout the years of the broad general education and improved attainment at the senior phase. The improvements that establishments have made have realised benefits for all children and young people, including those experiencing deprivation.

4. Interventions

- 4.1 A range of measures were used to provide evidence of success in terms of improving attainment including standardised assessments, Curriculum for Excellence attainment, class and school assessments and data from Scottish National Standardised Assessments (SNSA). Effective use of data plays a significant role in selecting, monitoring and targeting interventions.
- 4.2 Head Teachers used the additional funding in a variety of different ways to support learners. Interventions included:
- Additional staff to provide focussed support for individuals or groups of learners in literacy, numeracy and health and wellbeing. This included targeted School Assistant or teacher support to address gaps in learning.
 - Supplementary resources to support literacy, numeracy and health and wellbeing.
 - Additional promoted posts with staff undertaking remits focused on tracking attainment, family learning and leading CLPL.
 - Additional targeted support to promote good physical and mental health and wellbeing.
 - Additional targeted support to promote increased attendance.
 - Additional staff, including Education Wellbeing workers, third sector organisations and community partners to develop engagement opportunities with children and families.
 - CLPL for teachers and support staff to focus on high quality and research-based pedagogy in the classroom – including supporting online learning and the use of technology.
 - Reducing the cost of the school day by providing access to uniforms, study materials and home learning packs.

5. Identification of Good Practice and Areas of Challenge

- 5.1 The highlights and areas of challenge were noted from the plans submitted and evaluated by Head Teachers:
- Headteachers have continued to ensure that PEF spend is closely monitored and plans adapted if recruitment challenges occur.

- Headteachers are ensuring that strategies to support the increasing additional support needs of children and young people are aligned, where possible, to work to reduce the poverty related attainment gap.
- Continue to develop opportunities for collaboration between schools and access to outdoor learning opportunities. This includes a rigorous self-evaluation and staff CLPL programme in the use of PEF to support improvement.
- Progress in achieving South Ayrshire's stretch aims continues to be a significant focus for schools and the local authority. Work to support this is regularly shared at Head Teacher meetings.
- Work with Head Teachers and Education Scotland colleagues to embed further support and tools to support data analysis and measuring impact of PEF and other interventions.
- Continue to collaborate across the South West Educational Improvement Collaborative to share best practice
- Continue to develop approaches to support young people to achieve a positive post school destination and build on the significant improvements made in this area during session 2022-23.
- Continue to develop strategies to address the significant challenges in attendance of young people across all schools. This includes the rollout of a new South Ayrshire attendance strategy.

All information extracted from the Educational Services Standards and Quality Report and Education Scotland Attainment Advisor reporting. 2019-20 data is not available in all areas due to changes in reporting resulting from COVID-19 and school closures.

Table 1. Attendance

Primary			Secondary		
Year	South Ayrshire	National	Year	South Ayrshire	National
2018-19	95%	95%	2018-19	90%	91%
2019-20	94%	*	2019-20	89%	*
2020-21	95%	94%	2020-21	91%	89%
2021-22	92%	*	2021-22	86%	*
2022-23	92%	*	2022-23	85%	*

* Published biennially – denotes non-data year or not yet published

Table 2. Exclusions – Primary and Secondary exclusion incidents per 1,000 pupils by deprivation (SIMD 2020v2 quintile), 2018-19 – 2022-23

Sector	Year	20% Most Deprived	2	3	4	20% Least Deprived
Primary	2018-19	8	5	1	3	0
	2019-20	4	2	1	1	0
	2020-21	1	3	2	3	0
	2021-22	5	1	1	3	0
	2022-23	1	2	0	2	0
Secondary	2018-19	94	34	33	11	9
	2019-20	45	23	14	15	4
	2020-21	53	37	34	14	8
	2021-22	45	39	30	14	8
	2022-23	58	30	37	17	16

Table 3. Percentage of children with no developmental concerns in any domain at the 27-30-month review (by deprivation)

	Year	Q1	Q2	Q3	Q4	Q5
South Ayrshire	2017/18	70.6	70.0	70.4	84.8	83.2
	2018/19	80.8	75.6	84.2	87.0	94.8
	2019/20	76.8	84.8	79.7	82.9	91.3
	2020/21	65.9	73.8	77.8	82.0	76.4
	2021/22	69.2	76.4	77.5	88.0	80.6
Scotland	2017/18	42.0	57.4	63.5	65.0	60.9
	2018/19	49.9	62.6	70.3	71.4	67.3
	2019/20	68.3	75.0	78.9	81.1	82.6
	2020/21	67.2	73.4	77.2	80.2	80.8
	2021/22	64.5	71.1	75.7	78.5	78.4

Source: <https://www.opendata.nhs.scot/>

Table 4. Primary P1, P4 and P7: Percentage Achievement of Expected Levels by Deprivation (SIMD 2020v2 Quintile)

Deprivation	Session	Organiser				
		Reading	Writing	Listening and Talking	Literacy	Numeracy
Q1	18-19	75	70	79	68	76
	20-21	69	59	77	56	70
	21-22	69	60	78	57	72
	22-23	75	69	84	68	76
Q2	18-19	84	80	88	79	82
	20-21	73	68	81	66	73
	21-22	77	71	83	70	77
	22-23	80	74	87	73	79
Q3	18-19	83	79	87	77	83
	20-21	75	71	81	69	76
	21-22	79	72	86	71	80
	22-23	81	77	90	76	83
Q4	18-19	92	88	94	87	91
	20-21	83	82	91	78	85
	21-22	85	79	93	77	85
	22-23	87	85	92	84	90
Q5	18-19	95	92	95	91	93
	20-21	82	80	91	77	85
	21-22	88	85	92	83	90
	22-23	89	89	94	87	92

Primary CfE data was not collected locally or nationally in 2019-20 due to COVID-19 school closures.

Table 5. S3 (Level 3 or better): Percentage Achievement of Expected Levels by Deprivation (SIMD 2020v2 Quintile)

Deprivation	Session	Organiser				
		Reading	Writing	Listening and Talking	Literacy	Numeracy
Q1	17-18	80	80	81	77	85
	18-19	84	83	83	81	82
	21-22	78	76	78	75	71
	22-23	76	76	77	74	83
Q2	17-18	88	88	90	87	88
	18-19	92	91	93	91	89
	21-22	87	86	87	85	84
	22-23	86	85	88	84	88
Q3	17-18	91	93	93	90	90
	18-19	91	92	94	91	88
	21-22	88	87	90	86	85
	22-23	92	92	93	91	91
Q4	17-18	94	93	94	92	96
	18-19	97	97	98	96	96
	21-22	90	89	90	88	90
	22-23	92	92	91	91	92
Q5	17-18	97	97	97	96	97
	18-19	97	97	97	97	96
	21-22	94	93	94	93	92
	22-23	93	93	94	93	95

Secondary CfE data was not collected locally or nationally in 2019-20 or 2020-21 due to COVID-19 school closures.

Table 6. Percentage Gap in Achievement of Expected Levels: SIMD 2020v2 Q1 and Q5

Year Stage	Session	Reading	Writing	Listening and Talking	Literacy	Numeracy
P1,4&7	2018-19	20	22	16	23	18
	2020-21	13	21	14	22	15
	2021-22	20	25	14	26	18
	2022-23	14	20	11	19	15
S3 Level 3 or better	2017-18	17	17	16	20	13
	2018-19	13	15	14	16	14
	2021-22	16	17	16	18	20
	2022-23	17	17	17	19	12
S3 Level 4	2017-18	37	36	31	33	42
	2018-19	42	39	37	39	46
	2021-22	36	38	40	37	32
	2022-23	34	34	34	34	41

Table 7. Percentage Achievement of Level 4 Literacy and Numeracy and Gap in Achievement

	2017-18	2018-19	2019-20	2020-21	2021-22
20% Most Deprived Leavers	81.6	82.7	86.9	85.6	83.1
20% Least Deprived Leavers	95.9	94.4	97.5	97.2	97.9
Attainment Gap	14.3pp	11.7pp	10.6pp	11.7pp	14.8pp

2022-23 data will be available following Insight update in February 2024.

Table 8. Percentage Achievement of Level 5 Literacy and Numeracy and Gap in Achievement

	2017-18	2018-19	2019-20	2020-21	2021-22
20% Most Deprived Leavers	49.5	50.0	51.4	61.0	42.0
20% Least Deprived Leavers	87.6	81.0	89.0	88.9	82.1
Attainment Gap	38.1pp	31pp	37.6pp	28.0pp	40.0pp

2022-23 data will be available following Insight update in February 2024.

Table 9. Percentage Achievement of Level 6 Literacy and Numeracy and Gap in Achievement

	2017-18	2018-19	2019-20	2020-21	2021-22
20% Most Deprived Leavers	15.1	12.4	14.8	12.8	7.3
20% Least Deprived Leavers	47.7	49.7	51.5	47.0	41.0
Attainment Gap	32.6pp	37.4pp	36.8pp	34.2pp	33.7pp

2022-23 data will be available following Insight update in February 2024.

Table 10. Percentage Achievement of Literacy and Numeracy Qualifications: 20% Most Deprived Leavers

Qualification	Establishment	2017-18	2018-19	2019-20	2020-21	2021-22
Level 4 Literacy	South Ayrshire	92.5	92.6	92.9	90.9	88.6
	SAC VC	87.1	86.3	84.9	89.3	86.5
Level 5 Literacy	South Ayrshire	72.2	66.8	70.0	74.3	62.6
	SAC VC	66.9	64.0	63.0	69.8	64.4
Level 6 Literacy	South Ayrshire	38.7	37.6	38.3	47.6	28.8
	SAC VC	39.3	34.6	36.1	41.6	32.5
Level 4 Numeracy	South Ayrshire	83.0	85.2	88.0	87.7	85.4
	SAC VC	80.7	82.1	80.3	84.5	81.9
Level 5 Numeracy	South Ayrshire	49.5	51.5	56.8	64.2	52.5
	SAC VC	51.7	48.8	50.7	56.1	51.1
Level 6 Numeracy	South Ayrshire	15.6	12.9	15.3	13.9	7.3
	SAC VC	14.0	13.4	14.0	15.4	11.7
No. Leavers	South Ayrshire	212	202	183	187	219
	SAC VC	2,120	2,020	1,830	1,870	2,190

2022-23 data will be available following Insight update in February 2024.

Table 11. Leaver Initial Destinations - % leavers moving into a positive destination

Quintile	Establishment	2017-18	2018-19	2019-20	2020-21	2021-22
Q1	South Ayrshire	89.2	90.1	98.4	97.3	99.1
	Virtual Comparator	89.6	90.3	88.3	92.7	93.2
	National	90.4	92.4	90.0	92.8	93.4
Q2	South Ayrshire	94.3	93.2	98.8	98.3	98.7
	Virtual Comparator	93.3	93.9	90.9	95.0	96.4
	National	93.3	93.3	91.7	94.5	94.3
Q3	South Ayrshire	90.3	95.6	97.4	98.6	98.0
	Virtual Comparator	94.7	95.5	94.6	95.1	96.4
	National	95.1	95.2	94.1	95.9	95.9
Q4	South Ayrshire	95.5	98.5	99.3	99.4	98.4
	Virtual Comparator	96.6	97.6	96.5	96.8	97.5
	National	96.3	96.9	95.2	96.8	97.0
Q5	South Ayrshire	98.6	93.9	98.5	98.0	98.7
	Virtual Comparator	97.0	98.0	97.0	98.1	97.8
	National	97.2	97.8	96.3	97.6	97.8
All Leavers	South Ayrshire	93.4	94.0	98.4	98.3	98.6
	Virtual Comparator	94.1	94.8	93.3	95.6	96.3
	National	94.4	95.1	93.4	95.5	95.7
No leavers	South Ayrshire	1,143	1,059	999	1,123	1,180

Table 12. Leaver Initial Destinations – % Gap between Quintile 1 and All Leavers

	2017-18	2018-19	2019-20	2020-21	2021-22
20% Most Deprived Leavers	89.2	90.1	98.4	97.3	99.1
All Leavers	93.4	94.0	98.4	98.3	98.6
Leavers Destination Gap	2017-18	2018-19	2019-20	2020-21	2021-22
South Ayrshire	9.5	3.8	0.1	0.7	-0.5
Virtual Comparator	7.4	7.8	8.8	5.4	3.1
National	6.8	5.4	6.3	4.8	2.3

**South Ayrshire Council
Equality Impact Assessment
Scoping Template**

Equality Impact Assessment is a legal requirement under the Public Sector Duty to promote equality of the Equality Act 2010. Separate guidance has been developed on Equality Impact Assessment's which will guide you through the process and is available to view here: <https://www.south-ayrshire.gov.uk/equalities/impact-assessment.aspx>

Further guidance is available here: <https://www.equalityhumanrights.com/en/publication-download/assessing-impact-and-public-sector-equality-duty-guide-public-authorities/>

The Fairer Scotland Duty ('the Duty'), Part 1 of the Equality Act 2010, came into force in Scotland from 1 April 2018. It places a legal responsibility on Councils to actively consider ('pay due regard to') how we can reduce inequalities of outcome caused by socio-economic disadvantage, when making strategic decisions. [FSD Guidance for Public Bodies](#) in respect of the Duty, was published by the Scottish Government in March 2018 and revised in October 2021. See information here: <https://www.gov.scot/publications/fairer-scotland-duty-guidance-public-bodies/>

1. Policy details

Policy Title	Update on Pupil Equity Fund and Scottish Attainment Challenge
Lead Officer (Name/Position/Email)	Scott Mulholland, Assistant Director – Education – scott.mulholland@south-ayrshire.gov.uk

2. Which communities, groups of people, employees or thematic groups do you think will be, or potentially could be, impacted upon by the implementation of this policy? Please indicate whether these would be positive or negative impacts

Community or Groups of People	Negative Impacts	Positive impacts
Age – men and women, girls & boys	-	x
Disability	-	-
Gender Reassignment (Trans/Transgender Identity)	-	-
Marriage or Civil Partnership	-	-
Pregnancy and Maternity	-	-
Race – people from different racial groups, (BME) ethnic minorities and Gypsy/Travellers	-	-
Religion or Belief (including lack of belief)	-	-
Sex – (issues specific to women & men or girls & boys)	-	x

Community or Groups of People	Negative Impacts	Positive impacts
Sexual Orientation – person’s sexual orientation i.e. LGBT+, lesbian, gay, bi-sexual, heterosexual/straight	-	-
Thematic Groups: Health, Human Rights & Children’s Rights	-	x

3. What likely impact will this policy have on people experiencing different kinds of social disadvantage i.e. The Fairer Scotland Duty (This section to be completed for any Strategic Decisions). Consideration must be given particularly to children and families.

Socio-Economic Disadvantage	Negative Impacts	Positive impacts
Low Income/Income Poverty – cannot afford to maintain regular payments such as bills, food, clothing	-	-
Low and/or no wealth – enough money to meet Basic living costs and pay bills but have no savings to deal with any unexpected spends and no provision for the future	-	-
Material Deprivation – being unable to access basic goods and services i.e. financial products like life insurance, repair/replace broken electrical goods, warm home, leisure/hobbies	-	-
Area Deprivation – where you live (rural areas), where you work (accessibility of transport)	-	-
Socio-economic Background – social class i.e. parent’s education, employment and income	-	-

4. Do you have evidence or reason to believe that the policy will support the Council to:

General Duty and other Equality Themes Consider the ‘Three Key Needs’ of the Equality Duty	Level of Negative and/or Positive Impact (High, Medium or Low)
Eliminate unlawful discrimination, harassment and victimisation	Low impact
Advance equality of opportunity between people who share a protected characteristic and those who do not	Low impact
Foster good relations between people who share a protected characteristic and those who do not. (Does it tackle prejudice and promote a better understanding of equality issues?)	Low impact
Increase participation of particular communities or groups in public life	Low impact
Improve the health and wellbeing of particular communities or groups	Low impact
Promote the human rights of particular communities or groups	Low impact
Tackle deprivation faced by particular communities or groups	Low impact

5. Summary Assessment

Is a full Equality Impact Assessment required? (A full Equality Impact Assessment must be carried out if impacts identified as Medium and/or High)	YES NO
Rationale for decision: The proposals in this report allow scrutiny of performance. The report does not involve proposals for policies, strategies, procedures, processes, financial decisions and activities (including service delivery), both new and at review, that affect the Council's communities and employees, therefore an equality impact assessment is not required	
Signed : Scott Mulholland	Assistant Director
Date: 9 October 2023	

South Ayrshire Council

Equality Impact Assessment Scoping



1. Proposal details

Proposal Title	Lead Officer Scott Mulholland
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2. Which communities, groups of people, employees or thematic groups do you think will be, or potentially could be, impacted upon by the implementation of this proposal? Please indicate whether these would be positive or negative impacts

Community, Groups of People or Themes	Negative Impacts	Positive impacts
The whole community of South Ayrshire	-	-
People from different racial groups, ethnic or national origin.	-	-
Women and/or men (boys and girls)	-	X
People with disabilities	-	-
People from particular age groups for example Older people, children and young people	-	X
Lesbian, gay, bisexual and heterosexual people	-	-
People who are proposing to undergo, are undergoing or have undergone a process to change sex	-	-
Pregnant women and new mothers	-	-
People who are married or in a civil partnership	-	-
People who share a particular religion or belief	-	-
Thematic Groups: Health, Human Rights, Rurality and Deprivation	-	-

3. Do you have evidence or reason to believe that the proposal will support the Council to:

General Duty and other Equality Themes	Level of Negative and/or Positive Impact (high, medium or low)
Eliminate discrimination and harassment faced by particular communities or groups	Low impact
Promote equality of opportunity between particular communities or groups	Low impact
Foster good relations between particular communities or groups	Low impact

Promote positive attitudes towards different communities or groups	Low impact
Increase participation of particular communities or groups in public life	Low Impact
Improve the health and wellbeing of particular communities or groups	Low impact
Promote the human rights of particular communities or groups	Low impact
Tackle deprivation faced by particular communities or groups	Low Impact

4. Summary Assessment

Is a full Equality Impact Assessment (EQIA) required? (A full EQIA must be carried out on all high and medium impact proposals)		Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Rationale for decision: .					
Signed:		Scott Mulholland		Assistant Director of Education	
Date:		09/10/2023		Copy to equalities@south-ayrshire.gov.uk	