



## ***Education Executive***

West Lothian Civic Centre  
Howden South Road  
LIVINGSTON  
EH54 6FF

15 June 2017

A meeting of the **Education Executive** of West Lothian Council will be held within **Council Chambers, West Lothian Civic Centre** on **Tuesday 20 June 2017** at **10:00 a.m.**

For Chief Executive

### **BUSINESS**

#### **Public Session**

1. Apologies for Absence
2. Declarations of Interest - Members should declare any financial and non-financial interests they have in the items of business for consideration at the meeting, identifying the relevant agenda item and the nature of their interest.
3. Order of Business, including notice of urgent business and declarations of interest in any urgent business
4. Confirm Draft Minute of Meeting of the Education Executive held on Tuesday 28 March 2017 (herewith).

#### **Public Items for Decision**

5. School Session Dates 2018/19 - Report by Head of Education (Learning, Policy and Resources) (herewith)

#### **Public Items for Information**

6. Pupil Equity Funding in West Lothian Council
  - (a) Report by Head of Education (Curriculum, Quality Improvement and Performance) (herewith)
  - (b) Presentation by Catrina Hatch, Senior Development Officer (herewith)

DATA LABEL: Public

**NOTE      For further information please contact Elaine Dow on 01506 281594  
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MINUTE of MEETING of the EDUCATION EXECUTIVE of WEST Lothian COUNCIL held within COUNCIL CHAMBERS, WEST Lothian Civic Centre, on 28 MARCH 2017.

Present – Councillors Lawrence Fitzpatrick (Chair), David Dodds, Stuart Borrowman, Tony Boyle, Tom Conn, Alexander Davidson, Jim Dixon, Carl John, Sarah King, Danny Logue, Anne McMillan, John McGinty, Andrew Miller, George Paul and Jim Walker; Appointed Representatives Elsie Aitken, Lynne McEwen and Margaret Russell.

Apologies – Appointed Representatives John MacKinnon and Myra Macpherson; Parent Council Representative Eric Lumsden.

Absent – Harry Cartmill, Dave King and Frank Toner

1. DECLARATIONS OF INTEREST

No declarations of interest were made.

2. ORDER OF BUSINESS

The Education Executive was advised by the Governance Manager that agenda items 9, 10 and 11 required the recommendations within the reports to be converted into items for decision rather than items for noting. The Education Executive would therefore be asked to agree the proposals within these reports.

It was agreed that agenda item 8 (ERASMUS Plus Project) would be considered as the last item on the agenda.

3. MINUTE

The Education Executive approved the minute of the meeting held on 28 February 2017 as being a correct record. The minute was thereafter signed by the Chair.

4. ATTENDANCE AT SCHOOL: POLICY AND OPERATIONAL PROCEDURES

A report was circulated by the Head of Education (Learning, Policy and Resources) informing the Education Executive of the revised policy document Attendance at School: Policy and Operational Procedures, which was attached as an appendix to the report.

The Inclusion & Wellbeing manager advised that the purpose of revising the 2010 policy was to provide clarity on the collaborative, multi-agency approach and related procedures involved in:

- Improving overall attendance and punctuality of all pupils at school;

- Ensuring that engagement and attendance was a priority for pupils, parents/carers, staff and partner agencies to enable all pupils to become successful learners, confident individuals, responsible citizens and effective contributors;
- Ensuring consistency in dealing with all issues of attendance and absence; and
- Ensuring the accurate recording of pupils' attendance and absence; in accordance with Scottish Government guidance.

The Education Executive was advised that the revised Attendance at School: Policy and Operational Procedures would be implemented in August 2017 following the summer holiday period.

It was recommended that the Education Executive approve the revised policy document Attendance at School: Policy and Operational Procedures.

#### Decision

To approve the terms of the report.

### 5. YOUTH MUSIC INITIATIVE YEAR 15 PROPOSED PROGRAMME

A report had been circulated by the Head of Education (Learning, Policy and Resources) providing details of the progress with the Youth Music Initiative (YMI) Year 15 application to Creative Scotland who grant the funding for YMI.

The report explained that YMI funding enabled schools to meet the Scottish Government's target that "all school children in Scotland should have access to twelve hours free music tuition by the time they reached Primary 6". This target was met by commissioning specialist individuals and organisations to deliver a range of music education projects to pupils in West Lothian. Community Arts successfully applied to Creative Scotland for Year 14 funding for the YMI programme for 2016/17 and received the maximum award available of £246,228. The programme for August 2017 to June 2018 included fourteen projects plus investment in management, promotion and evaluation. Creative Scotland confirmed in January 2017 that the Youth Music Initiative Fund would be reduced by 10% in 2017/18 which resulted in an overall reduction of £25,332 for West Lothian with the maximum grant available of £220,896. The breakdown of the costs for each of the fourteen projects, totalling £220,896, were outlined in the report.

Community Arts would deliver and manage the 2017/18 YMI programme which would make a significant contribution to enabling the participants to embrace the principles and capacities of Curriculum for Excellence through a high quality programme of music-making activities.

The Education Executive was asked to approve the application for

submission to Creative Scotland.

Decision

To approve the terms of the report.

6. OUT OF SCHOOL CARE CONSULTATION AND PLAN

A report had been circulated by the Head of Education (Learning, Policy and Resources) informing the Education Executive of the results of the consultation on out of school care and the proposed plan to use the consultation results.

The Service Manager – Policy and Performance advised that local authorities were required to provide out of school care to school aged children defined as in need. The provision of out of school care for children who were not in need was discretionary. A range of out of school care for school aged children was provided by West Lothian Council to support parents, details of which were outlined within the report.

The report explained that the Children and Young People (Scotland) Act 2014 requires local authorities to consult representative populations of parents on whether discretionary day care and out of school care for children not in need under the Children (Scotland) 1995 Act, should be provided or supported. There was a requirement to publish a plan in response to the consultation, which required to be done every two years.

A consultation of parents of school age children was undertaken in late 2016. Parents were asked to complete an on-line survey, details of which were included at appendix 1 to the report. Responses were received from 3,256 parents/carers. Details of the respondents were included at appendix 2 to the report. The majority of parents/carers in West Lothian reported no unmet childcare need.

Based on the results of the consultation, the Education Executive was asked to adopt and approve the Plan to use the consultation results to: i) inform future resource allocation decisions in relation to non-statutory out-of school care provision; ii) use the consultation results to inform discussions with partners in relation to opportunities to increase provision through partnership; and iii) share the consultation results with Social Policy in order to help inform provision for children defined as in need.

Decision

To approve the terms of the report.

7. HOLIDAY LUNCH AND ACTIVITY CLUBS - EXPANSION OF PROVISION

A report was circulated by the Head of Education (Learning, Policy and Resources) providing details of the implementation of Holiday Lunch and Activity Clubs. The Education Executive acknowledged that the

recommendation within the report was converted to requiring a decision rather than for noting.

The report advised that the provision of holiday lunches and activities had been received positively by those making use of the service. The level of provision made by West Lothian Council compared favourably with provision by other local authorities across Scotland and the United Kingdom.

The inclusion of an additional £200,000 in the 2017/18 revenue budget allowed further expansion of the existing pilot and supported the introduction of a new model of provision at community education centres. The expansion would support the health and well-being and educational attainment of children in less affluent communities. The report outlined details of the venues and provision for the Spring 2017 holiday programme, which was expected to deliver nutritious meals and worthwhile fun activities to a greater number of children than ever before.

Planning for Summer 2017 would build on the lessons learned in implementing the pilot so far, with provision made at schools, in partnership with existing community organisations, and exploring the possibility of expanding the number of community education centres offering holiday lunches and activities.

In response to a question from the Education Executive relating to the Summer holiday programme, the Service Manager, Policy and Performance, undertook to submit a report to a future meeting of the Education Executive providing details of the Summer holiday lunch and activity clubs programme.

The Education Executive welcomed the continued work on the expansion of holiday lunch and activity clubs and acknowledged the model of working with partners which has proved to be beneficial.

The Education Executive was asked to agree the expansion of holiday lunch and activity clubs utilising the additional funding granted in the 2017/18 Revenue Budget.

#### Decision

1. To approve the terms of the report; and
2. To agree that a report be submitted to a future meeting of the Education Executive providing an update on the proposed Summer holiday lunch and activity clubs programme.

#### 8. RAISING ATTAINMENT IN EARLY YEARS' LITERACY AND NUMERACY

A report had been circulated by the Head of Education (Curriculum, Quality Improvement and Performance) informing the Education Executive of a planned programme of universal and targeted interventions to further raise literacy and numeracy attainment in the early years,

utilising the additional funding identified in the 2017/2018 revenue budget. The Education Executive acknowledged that the recommendation within the report was converted to requiring a decision rather than for noting.

The report provided details of how the literacy and numeracy programme would be delivered and how the impact of children's progress and attainment would be measured. Universal interventions were planned to ensure that there remained a focus on raising the attainment for all children, as well as a targeted approaches to areas with the highest levels of deprivation, as determined by the Scottish Index of Multiple Deprivation (SIMD). A summary of the costings for the £500,000 additional funding identified in the 2017/18 revenue budget for the literacy and numeracy programme was also outlined within the report.

The Quality Improvement Manager advised that the appointment of family support workers in the six early years' settings with the highest levels of deprivation based on SIMD would provide further opportunities to involve and engage parents/carers in their child's development and learning.

In conclusion, the report outlined a planned programme of intervention delivered by highly skilled practitioners which would enhance the opportunities and experiences for all children in the early years' settings.

The Education Executive was asked to agree the planned programme of interventions, and expected measures for impact in children's progress in literacy and numeracy.

#### Decision

To approve the terms of the report.

#### 9. EARLY LEARNING AND CHILDCARE (ELC) - 1140 HOURS EXPANSION

A report had been circulated by the Head of Education (Learning, Policy and Resources) informing the Education Executive of the new revenue funding allocation for 2017/18 for the initial phase towards the expansion of 1140 hours by 2020 for Early Learning and Childcare (ELC). The Education Executive acknowledged that the recommendation within the report was converted to requiring a decision rather than for noting.

The report recalled that the Scottish Government allocated additional revenue and capital funding to all local authorities in 2017/18 to enable them to invest in workforce development and expansion for 1140 hours by 2020. The primary purpose of the funding was to enable local authorities to begin to increase the size of the workforce and to equip existing staff with new skills. A summary of the costings for the additional revenue funding for 2017/18 allocated to West Lothian Council were outlined within the report. The additional revenue and capital funding enabled the service to implement phase one of the planned programme for the expansion of ELC for 2020, including expanding the workforce and trials of 1140 hours. Appendix 1 to the report provided details of the allocation per

establishment of targeted early years' funding.

The Strategic Resources Manager then responded to questions from members of the Education Executive.

The Education Executive acknowledged that the focus of learning in early years' establishments would continue to ensure the best possible outcomes for children and young people.

The Education Executive was asked to approve the planned initial expansion programme for early learning and childcare.

#### Decision

To approve the terms of the report.

### 10. ERASMUS PLUS PROJECT: PRACTICE

A report had been circulated by the Head of Education (Learning, Policy and Resources) providing details of the progress of the ERASMUS Plus Project PRACTICE between West Lothian Council, Cooperative Education Trust Scotland (CETS), West Lothian College and partners in Hochsauerlandkreis in Germany.

The report recalled that Hochsauerlandkreis was twinned with West Lothian Council and had worked cooperatively through youth exchanges, partnership working and council visits for a number of years. It was agreed that it would be beneficial to apply for ERASMUS Plus funding to allow a project to be undertaken to share good practice between both countries and enable joint staff development activities and exchange students. The project was officially approved by the European Union in 2016 and the contracts were signed in February 2017 between all those involved agreeing the dates and locations of all meetings and mobility's.

The aim of UK partners for the project was to support young people with Additional Support Needs (ASN), and staff from Pinewood and Cedarbank Schools. The German partners wished to focus on young people who have Social Emotional and Behavioural Needs (SEBN). The report went on to outline the key points of the project. Over the next two years West Lothian Council hoped to trial a range of vocational opportunities for S5/6 ASN pupils which would result in more choices being made available to them when they left school. The project would allow staff and young people from both countries to meet, share ideas, exchange good practice and experience each other's cultures.

The Education Executive was asked to note the sharing of good practice between all of the partners and the joint working to enable both staff and students new opportunities to learn.

#### Decision

To note the contents of the report.



11. CLOSING REMARKS

Since this was the last Education Executive meeting before the elections in May 2017, the Chair thanked all elected members and appointed representatives for the excellent support provided over the last five years. He also thanked all officers who provided support for their commitment to raising attainment which was evidenced by West Lothian Council moving from being ranked 17<sup>th</sup> to 3<sup>rd</sup> position in Scotland.





**EDUCATION EXECUTIVE**

**SCHOOL SESSION DATES 2018/19**

**REPORT BY HEAD OF EDUCATION (LEARNING, POLICY AND RESOURCES)**

**A. PURPOSE OF REPORT**

To invite the Education Executive to consider the proposed Session Dates for 2018/19.

**B. RECOMMENDATION**

To invite the Education Executive to approve the Session Dates for 2018/19.

**C. SUMMARY OF IMPLICATIONS**

<b>I Council Values</b>	Focusing on our customers' needs; being honest, open and accountable; providing equality of opportunities; developing employees making best use of our resources; working in partnership
<b>II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessments)</b>	The proposal conforms to Council practice regarding local holidays. There is a statutory requirement for schools to provide 190 teaching days. No Environmental, Equality, Health or Risk Issues have been identified.
<b>III Implications for Scheme of Delegations to Officers</b>	None
<b>IV Impact on Performance Indicators</b>	The timing of school holidays is a factor in successful examination preparation and therefore may impact on Council attainment performance indicators.
<b>V Relevance to Single Outcome Agreement</b>	The timing of school holidays is a factor in successful examination preparation and therefore may impact on attainment performance indicators in the Single Outcome Agreement
<b>VI Resources (Financial, Staffing and Property)</b>	None
<b>VII Consideration at PDSP</b>	Underway
<b>VIII Other consultations</b>	Parent Councils, Headteachers, LNCT

#### D. TERMS OF REPORT

Appendix 1 lists the proposed school session dates for 2018/19. Appendix 2 shows these dates in a calendar format for ease of reference.

The proposed session dates are in line with the policy as agreed by the Education Executive at its meeting of 9 June 2015, following consultation with Parent Councils, Headteachers and the Local Negotiating Committee for Teachers that "The Spring Break shall start on the last Monday of March except where Easter would fall outwith this period, in which case the Council would consult on a suitable pattern of holidays to incorporate the Easter public holiday."

Appendix 3 shows the proposed session dates in those neighboring authorities which have published dates so far for session 2018/19. Members should note that as usual these dates differ from each other, and so it will not be possible to set holiday which coincide with all neighbouring authorities. Some authorities have not yet published their dates for 2018/19. Members should also note that some other authorities are also consulting on their proposed dates and so the information in this appendix may be subject to change.

Consultation has taken place with the Local Negotiating Committee for Teachers, Headteachers and Parent Councils.

The draft dates presented take account of one amendment proposed by LNCT regarding the timing of In-Service Days.

A small number of responses were received to the consultation, as follows:-

Respondent	Comment
Bathgate Academy Parent Council	The consensus is that 2 day February holiday is not appropriate due to the length of this academic term. It was proposed that 2 days were removed from the summer holiday and added to the February holiday. This would reduce the summer holiday with pupils returning on, for example, the Thursday rather than the next Monday. The benefit of a couple of days extra at February was seen as more important than the need for a full 7 weeks at summer.
Bellsquarry Primary School	It was discussed that in the future parents would Like 2 weeks at October and less weeks in the summer Would like a few extra days at Christmas as it is never a restful holiday.
Boghall Primary School Parent Council	Having reviewed the amended version for school session dates for 2018/2019. We have noticed there is now a reduction of a day in the given holiday period covering the February holiday, this holiday is vitally important for children to recharge and take on the coming year in full stead, after a busy festive period, after the February holidays there are many activities that take place up until the Easter holiday. We feel as parent council that the February holiday that has been removed should be reinstated it not only benefits the pupils but staff alike who too also have a busy schedule leading up to the Easter holidays and beyond.
Harrysmuir Primary School Parent Council	It was stated that the summer holiday, as always, can be long it was stated that finding child care can become challenging so

	shortening it by a week would be something that would help. It was also stated that the term from January to Easter can be very long and filled with sickness. It was suggested that a full week at February would help break it up properly and give a proper break to rest. A week also means that holidays to warmer climates would be possible, where the long weekend does not allow for this. Otherwise people are happy with the proposal.
Kirknewton Primary Parent Council	As Kirknewton Primary are a feeder into Balerno High School it would be really good to see the proposed Edinburgh holidays rather than Scottish Borders.
Low Port Primary School Parent Council.	There was a mixed response from Parent Council members. Many thought the dates looked typical and presented no issue. Others expressed the view that they would prefer to have an entire week off in February and a shorter summer holiday.
Springfield Primary School Parent Council	Is there any possibility in future of the February break being extended to a week, with the extra days perhaps coming off the summer holiday? I'm the parent of a P1, and this term is feeling very long, especially for the little ones, with only that very short break. I think the kids (and probably the teachers!) would benefit from a whole week off at that point. I realise this is probably council policy, but I know other local areas have the full week in February, so if at some point the question could be looked at I think it would be of benefit
Parent	West Lothian Council should adopt a common spring holiday to be held on the last Monday in May, to coincide with the bank holiday falling on this date.
Parent	A two week break in October would be welcomed by most. West Lothian already has one of the longest summer holidays and this could be shortened.
Parent	I'm opposed to long summers, I'd much rather have two weeks at October, I've carried out a straw poll in the office and all the working mums are in agreement.

A number of comments refer to shortening the summer holiday, and using the time saved to lengthen other holidays. The seven week holiday is considered important by Education Services to enable the effective delivery of summer construction and infrastructure.

The proposed session dates do not include a week off in February, as is the case in some other authorities. This matter has previously been considered during consultations on session dates, and the Council has agreed not to include a week off in February for the following reasons:-

- A week's break in February would impact adversely on secondary attainment.
- Many parents do not want children to have a holiday in February when it is cold and dark, and children have less opportunity for outdoor activities.

The Session Dates for 2018/19 appended to this report take account of the comments received during consultation with Parent Councils, Headteachers and the Local Negotiating Committee with Teaching Staff.

## **E. CONCLUSION**

The Education Executive is invited to consider the proposed Session Dates for 2018/19.

## **F. BACKGROUND REFERENCES**

Education Executive of 9 June 2015.

Appendices/Attachments:

1. Proposed Session Dates 2018/19
2. Proposed Session Dates 2018/19 Calendar Format
3. Neighbouring Authorities

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**James Cameron**

**Head of Education (Learning, Policy and Resources)**

Date of meeting: 20 June 2017



# DRAFT SCHOOL SESSION DATES 2018/2019

			STAFF WORKING DAYS	TEACHING DAYS
TERM 1				
<u>Return after Summer</u>	Staff resume Pupils resume	* Monday, 20 August 2018 Tuesday, 21 August 2018	20	19
<u>September Holiday</u>	All break Staff resume Pupils resume	Friday, 14 September 2018 * Tuesday, 18 September 2018 Wednesday, 19 September 2018	19	18
<u>October Holiday</u>	All break Staff resume Pupils resume	Friday, 12 October 2018 * Monday, 22 October 2018 Tuesday, 23 October 2018	45	44
<u>Last day of term</u>	All break	Friday, 21 December 2018	84	81
TERM 2				
<u>Return after Christmas</u>	All resume	Monday, 7 January 2019	30	30
<u>February Holiday</u>	All break Staff resume Pupils resume	Friday, 15 February 2019 * Tuesday, 19 February 2019 Wednesday, 20 February 2019	34	33
<u>Last day of term</u>	All break	Friday, 5 April 2019	64	63
<b>Good Friday</b>	All off	Friday, 19 April 2019		
<b>Easter Monday</b>	All off	Monday, 22 April 2019		
TERM 3				
<u>Return after Easter</u>	All resume	Tuesday, 23 April 2019	9	9
<u>May Holiday</u>	All break	Friday, 3 May 2019		
<b>May Public Holiday</b>	All off Staff resume Pupils resume	Monday, 6 May 2019 * Tuesday, 7 May 2019 Wednesday, 8 May 2019	38	37
1 day local holiday as detailed below #				
<u>Last day of term</u>		Friday, 28 June 2019	47	46





# (Appendix 2)

# 2018/2019 School Calendar

August 2018						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

September 2018						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

October 2018						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

November 2018						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

December 2018						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

January 2019						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

February 2019						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

March 2019						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

April 2019						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

May 2019						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

June 2019						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

July 2019						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				



= pupils on holiday



= pupils on holiday & staff in-service



= public holiday - everybody off



= Linlithgow Marches (Linlithgow Schools only)



= Victoria Day



= Newlands Day (Bathgate Schools only)



## Neighbouring Authority Session Dates 2018/19 (Pupils)

Council	Falkirk	Scottish Borders	Edinburgh	Mid Lothian	North Lanarkshire	South Lanarkshire	West Lothian (draft)
Start of Session	20/08/2018	20/08/18	tbc	tbc	tbc	tbc	20/08/18
September	10/09/2018	-	tbc	tbc	tbc	tbc	17/09/18+18/09/18
October	15/10/18-19/10/18	08/10/18-12/10/18	tbc	tbc	tbc	tbc	15/10/18-22/10/18
Christmas	24/12/18-04/01/19	24/12/16-04/01/19	tbc	tbc	tbc	tbc	24/12/18-04/01/19
February	08/02/19+11/02/19	15/02/19-19/02/19	tbc	tbc	tbc	tbc	18/02/19+19/02/19
Spring	01/04/19-12/04/19	01/04/19-12/04/19	tbc	tbc	tbc	tbc	08/04/19-22/04/19
Easter	19/04/19+22/04/19	19/04/19	tbc	tbc	tbc	tbc	-
May	06/05/19	03/05/19+06/05/19	tbc	tbc	tbc	tbc	06/05/19+07/05/19
End of session	tbc	02/07/19	tbc	tbc	tbc	tbc	28/06/19





## **EDUCATION EXECUTIVE**

### **PUPIL EQUITY FUNDING IN WEST LoTHIAN COUNCIL**

#### **REPORT BY HEAD OF EDUCATION (CURRICULUM, QUALITY IMPROVEMENT AND PERFORMANCE)**

##### **A. PURPOSE OF REPORT**

To provide the Education Executive with an overview of Pupil Equity Funding and inform them of progress being made by West Lothian Schools in this area.

##### **B. RECOMMENDATION**

To note the progress of Pupil Equity Funding plans, and its contribution to closing the poverty related attainment gap.

##### **C. SUMMARY OF IMPLICATIONS**

<b>I Council Values</b>	Focusing on our customers' needs; being honest, open and accountable; providing equality of opportunities; developing employees making best use of our resources; working in partnership
<b>II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessments)</b>	None
<b>III Implications for Scheme of Delegations to Officers</b>	None
<b>IV Impact on Performance Indicators</b>	Improved attainment and achievement for pupils from SIMD 1 and 2 reflected in performance indicators, and Local Government Benchmarking Framework
<b>V Relevance to Single Outcome Agreement</b>	Our children have the best start in life and are ready to succeed  We live in resilient, cohesive and safe communities  People most at risk are protected and supported to achieve improved life chances
<b>VI Resources (Financial, Staffing and Property)</b>	Within Pupil Equity Funding allocations, as provided by Scottish Government. The total amount allocated to west Lothian schools is £5,052,000.

<b>VII Consideration at PDSP</b>	None
<b>VIII Other consultations</b>	None

#### **D. TERMS OF REPORT**

The Pupil Equity Funding (PEF) is additional funding allocated directly to schools and targeted at closing the poverty related attainment gap. The Scottish Government has committed to this funding as part of the Scottish Attainment Challenge programme from 2017-18. The Pupil Equity Funding forms part of the £750m Attainment Scotland Fund which will be invested over the current Parliamentary term. The total amount allocated to West Lothian schools is £5,052,000.

There are some key principles stated by the Scottish Government which must be adhered to, including:

- Headteachers must have access to the full amount of the allocated Pupil Equity Funding.
- Headteachers are the decision makers for how the funds will be spent.
- The Pupil Equity Funding must enable schools to deliver activities, interventions or resources which are **clearly additional** to those which were already planned.
- Headteachers should work in partnership with each other, and their local authority, to agree the use of the funding.
- Parents and carers, children and young people and other key stakeholders should be involved in the planning process.
- Funding must provide targeted support for children and young people affected by poverty to achieve their full potential.
- Headteachers must develop a clear rationale for use of the funding, based on a clear contextual analysis which identifies the poverty related attainment gap in their schools and plans must be grounded in evidence of what is known to be effective at raising attainment for children affected by poverty.
- Schools must have plans in place at the outset to evaluate the impact of the funding.

Schools are currently in the midst of completing plans for their PEF funding, for submission by the end of June 2017, in line with their School Improvement Planning cycle. Their plans must adhere to the principles stated above. Following consultation with Headteachers regarding support required in planning for PEF, a central team has been put in place since 16<sup>th</sup> May 2017, consisting of a lead officer for each of Literacy, Numeracy, Health & Wellbeing (HWB), Early Years, Data & Performance and a Business Manager. This team is led by a Senior Development Officer and line managed by Head of Service (Curriculum, Quality Improvement and Performance). The team works closely with the current Education Quality Improvement Team, whilst ensuring additionality. Their key role is to work with schools and clusters on planning interventions as well as creating a sustainable professional learning programme. Staff will focus on key aspects of literacy pedagogy and recovery, numeracy pedagogy and recovery and HWB (likely to be a focus on building resilience and positive mental wellbeing). In addition, they will work with colleagues on the area of Family Learning. Initial guidelines have been provided to schools, however these will be greatly enhanced throughout next session as evidence is gathered to enable the impact of the interventions to be measured. These will then be collated and issued as West Lothian 'Interventions for Equity' complementing the National 'Interventions for Equity' guidance already with Headteachers. The work of the team will form part of an overview PEF document which will include communication and reporting plans. Current work is also focusing on the provision of data to schools as well as creating a West Lothian profile to clearly identify the overall 'gap' and targets for improvement. The impact of PEF in schools will also be a focus for the internal quality assurance process of Validated Self Evaluation. In addition, any school undertaking inspection will discuss its PEF plans as

part of the Quality Indicator Raising Attainment and Achievement. It is recognised by Education Scotland, that in the first year of funding, schools are more likely to see improved experiences for children and young people rather than outcomes.

Several partners, both from within and out with the Council, have approached Education Services to investigate ways of enhancing provision through the use of PEF, clearly as **additionality** to services which already exist in schools. Information on partnership possibilities are communicated directly to schools by the team. The team will continue to work with partners as it moves forward. It is important to stress however, that ultimately it is the Headteachers' decision and responsibility as to how to spend their funds.

## **E. CONCLUSION**

Whilst still in planning stages, West Lothian schools are well placed to work collaboratively and collectively to interrupt the cycle of inter-generational poverty in order to improve the life chances of children and young people in communities in West Lothian.

## **F. BACKGROUND REFERENCES**

None

Appendices/Attachments: None

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Date of meeting: 20 June 2017





Education Executive

20 June 2017

# PUPIL EQUITY FUNDING

# Overview

- Additional funding
- Allocated directly to schools
- Targeted at closing the poverty related attainment gap
- West Lothian: £5,052,000

# Key Principles

- Headteachers are the decision makers
- Additionality
- Partnership working
- Consultation
- Targeted support for children and young people affected by poverty to achieve their full potential
- Within and beyond classroom

# Support

- Scottish Government Guidance
- Local Authority Guidelines
- Interventions for Equity
- Central Support Team

# Progress

- HT planning:  
rationale & contextual analysis  
interventions & impact measures
- Central support to clusters & individual schools
- West Lothian PEF Performance Profile

# Impact

- Education Scotland expectation is improved experiences rather than outcomes in year one
- HMI will inspect as part of Quality Indicator Raising Attainment & Achievement
- Validated Self Evaluation processes in West Lothian
- Schools will report to parents through annual Standards & Quality reports