

# Education, Children and Families Committee

10am, Tuesday, 12 December 2017

## Update: Positive Action Funding in Primary Schools

Item number	7.13
Report number	
Executive/routine	
Wards	

### Executive Summary

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The purpose of this report is to provide an update to the Education, Children and Families Committee detailing the improvement in attainment to date for schools in receipt of positive action funding. The report uses 2016/17 data and identifies actions taken to ensure improvements in performance.

## Update on Positive Action funding in Primary Schools

### Recommendations

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Members of the Education, Children and Families Committee are asked to:

- 1.1 Note the content of this report.

### Background

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- 2.1 Positive Action (PA) funding is allocated to 25 of the 88 primary schools  
Appendix 1
- 2.2 All schools are committed to planning and managing resources to improve the quality of education. Using self-evaluation strategies Head Teachers decide how to best make improvements in outcomes for their pupils. The use of PA funding is reflected in the range of activities introduced, supported, and complemented as detailed below.
  - 2.2.1 Creating nurturing environments for children not ready to learn in class settings. The impact is that the children have been successfully reintegrated into class when ready and are attending well.
  - 2.2.2 Employing additional class teachers to ensure smaller class sizes. This supports the focus on learning for a cohort of children and improvements in attainment.
  - 2.2.3 Additional Early Years Practitioners into P1 to support transition from nursery and readiness for learning in P1. At this stage, there is improved attendance, achievement, and attainment for identified children.
  - 2.2.4 Purchase of literacy and numeracy resources to enhance learning in reading to support the First Minister's reading challenge. Children report an increased enjoyment of reading.
  - 2.2.5 Purchase of increased support for learning time has enabled schools to more effectively track and monitor identified groups of learners, to use the information from their attainment self- evaluation to identify individuals and groups for enhanced support in literacy. This is beginning to reflect in improved attainment over time.
  - 2.2.6 Free clubs for children, free breakfasts, and trips out of schools are all noted as having a very positive impact on children's attendance, alertness, and engagement.

- 2.2.7 An increase in the number of Pupil Support Assistants across the school has supported better behaviour and learning in class.
- 2.2.8 Language development and Social and Emotional skills development has been a focus in Early Years to close the early years' vocabulary gap.
- 2.3 Each of these interventions compliments and enhances the work that is planned through the School Improvement Plan, Pupil Equity Funding, and Scottish Attainment Challenge funding.
- 2.4 Primary Quality Improvement Education Officers engage with all schools through a range of activities across the session to support and challenge best practice. These activities also enable the team to speak with confidence about the ongoing work of individual schools and the impact of the school's work on the attainment and achievement of their children and young people. The team are proactive and work in conjunction with schools to raise standards, confidence and share best practice.
- 2.5 The overall aim is for a cohesive use of funding to improve attainment and achievement, attendance, engagement, and participation.

## Main report

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- 3.1 Teachers use many ways to build a picture of a child's learning throughout the session to celebrate achievements and plan the next steps needed to build on progress made.
- 3.2 Assessment is a central part of everyday learning and teaching for every child and young person. It provides teachers with objective, comparable information about progress, which will help improve outcomes for all children and young people.
- 3.3 Using standardised assessments is one way of gathering information about a pupil's progress. Currently pupils complete standardised assessments in literacy and numeracy towards the end of P1, P4 and P7. This measures pupil's achievement compared to other pupils in all schools at the same stage or age level.
- 3.4 The assessment information helps to identify children's progress, providing diagnostic information to support teachers' professional judgement.
- 3.5 The information detailed in Appendix 2 highlights the average standardised assessment scores for positive action schools in comparison with the city average for the period 2014-17.
- 3.6 Standardised assessment scores between 85 and 115 are within the average range; scores over 115 are considered above average, while scores below 85 are considered below average.

- 3.7 At the end of June 2017 all Positive Action school's literacy and numeracy scores were in the average range.

## Measures of success

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- 4.1 The impact of targeted support will be evaluated through the annual Standards and Quality Improvement Planning process by the school Quality Improvement Education Officer.

## Financial impact

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- 5.1 No change is proposed to the overall level of Positive Action Funding.

## Risk, policy, compliance, and governance impact

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

## Equalities impact

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- 7.1 All work within this area seeks to address the imbalance in terms of provision of resources and outcomes for children. There are no negative equality impacts.

## Sustainability impact

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- 8.1 There are no sustainability issues.

## Consultation and engagement

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- 9.1 This will be shared through the head teacher executive and with parents through the normal processes of locality and CCWP arrangements.

## Background reading/external references

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Scottish National Standardised assessments

<https://standardisedassessment.gov.scot/>

National Improvement Framework for Scottish Education - achieving excellence and equity

<http://www.gov.scot/Publications/2016/01/8314>

Delivering Excellence and Equity in Scottish Education: ...

[www.gov.scot/Publications/2016/06/3853](http://www.gov.scot/Publications/2016/06/3853)

Programme for International Student Assessment (PISA) 2015 ...

[www.gov.scot/Publications/2016/12/7252](http://www.gov.scot/Publications/2016/12/7252)

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## Appendices

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1 – PA schools Allocation of funding 2017/18

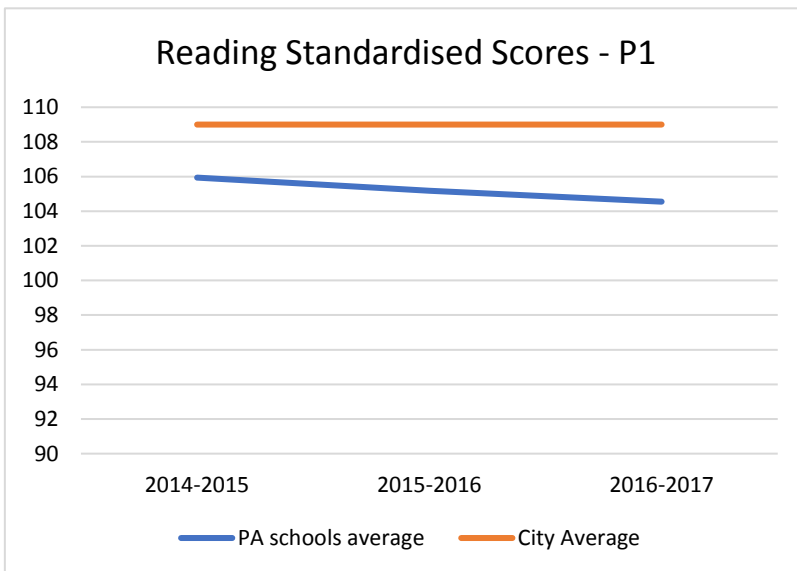
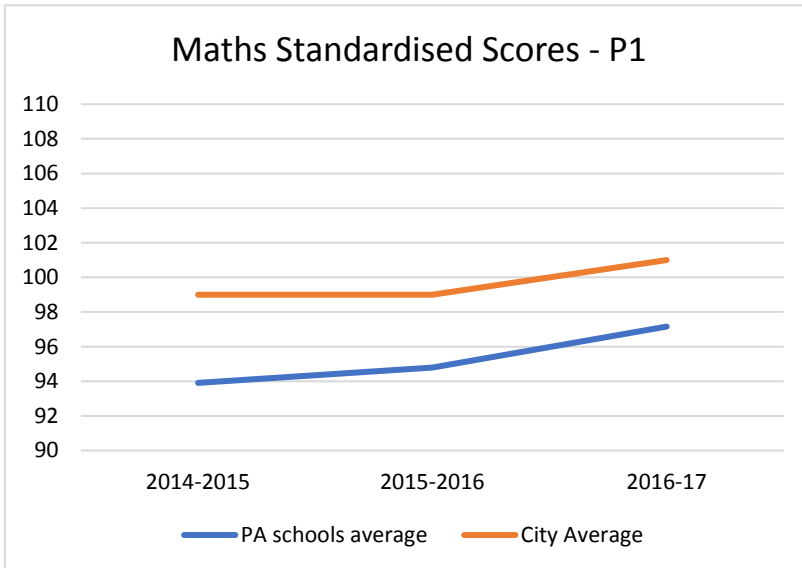
2 – Standardised assessment scores

## Schools allocated positive action funding

Brunstane PS	North East
Castleview PS	North East
Craigentenny PS	North East
Leith PS	North East
Niddrie Mill PS	North East
St Catherine's RC PS	North East
St Francis' RC PS	North East
St Ninian's RC PS (Edin)	North East
Broomhouse PS	North West
Craigroyston PS	North West
Ferryhill PS	North West
Forthview PS	North West
Granton PS	North West
Pirniehall PS	North West
St David's RC PS (Edin)	North West
St Joseph's RC PS (Edin)	North West
Craigour Park PS	South East
Gilmerton PS	South East
Gracemount PS	South East
Royal Mile PS	South East
Balgreen PS	South West
Canal View PS	South West
Clovenstone PS	South West
Sighthill PS	South West
Stenhouse PS	South West

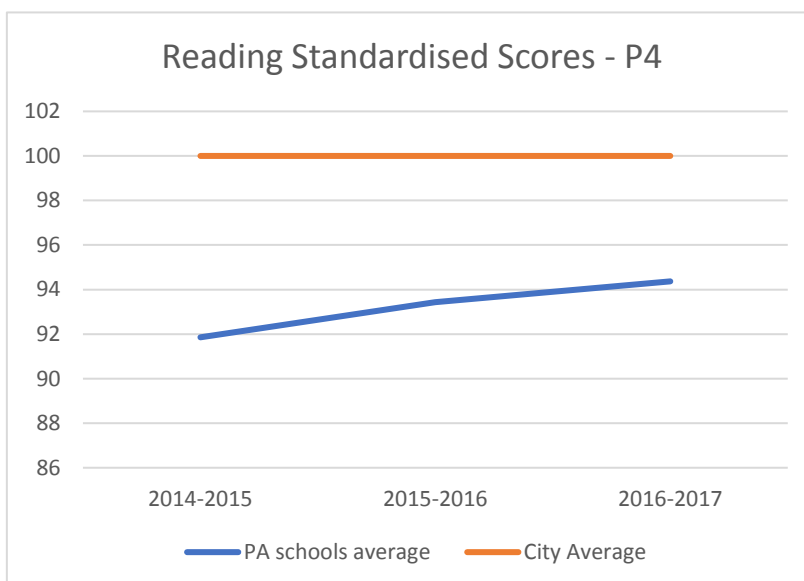
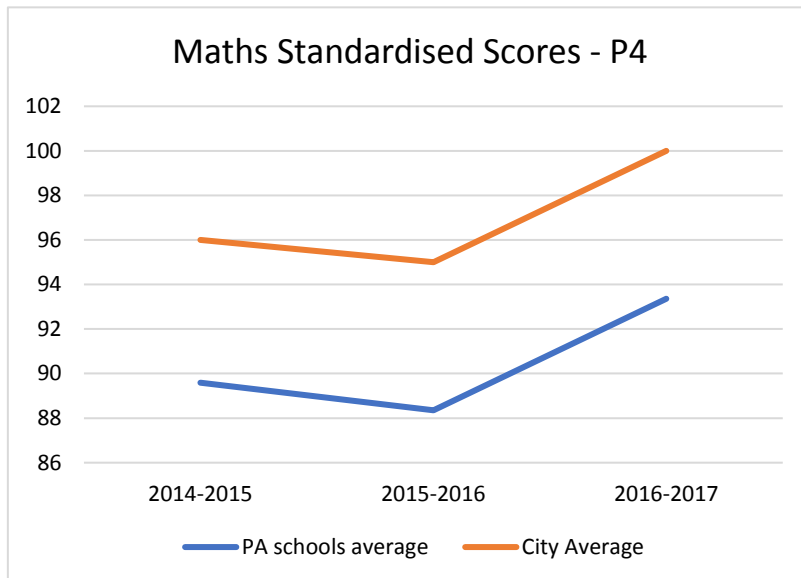
School	M1	M1	M1*
	2014-2015	2015-2016	2016-17
PA schools average	93.91	94.8	97.16
City Average	99.0	99.0	101

School	L1	L1
	2014-2015	2015-2016
PA schools average	105.9	105.2
City Average	109.0	109



School	M4	M4	M4*
	2014-2015	2015-2016	2016-2017
PA schools average	89.59	88.35	93.36
City Average	96	95	100

School	L4	L4	L4
	2014-2015	2015-2016	2016-2017
PA schools average	91.86	93.44	94.37
City Average	100	100	100





School	M7	M7	M7*
	2014-2015	2015-2016	2016-2017
<b>PA schools average</b>	<b>88.07</b>	<b>88.6</b>	<b>92.32</b>
<b>City Average</b>	<b>96</b>	<b>96</b>	<b>99</b>

School	L7	L7	L7
	2014-2015	2015-2016	2016-2017
<b>PA schools average</b>	<b>96.29</b>	<b>97.66</b>	<b>97.31</b>
<b>City Average</b>	<b>105</b>	<b>106</b>	<b>106</b>

