

South Ayrshire Council

**Report by Depute Chief Executive and Director of Education
to Cabinet
of 26 November 2024**

Subject: Update on Pupil Equity Fund and Attainment Scotland Fund

1. Purpose

- 1.1 The purpose of this report is to request Cabinet confirm they are content with the current approach to the use of Pupil Equity Fund and Attainment Scotland Funding and to inform Cabinet of the progress made by schools during 2023-24 in improving equity in educational outcomes.

2. Recommendation

2.1 It is recommended that the Cabinet:

2.1.1 confirms the current approach taken to the use of Pupil Equity Fund;

2.1.2 confirms 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 2023-24 in relation to South Ayrshire's stretch aims and plans for the future.

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 2023-24, 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 until 2025/26. [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. It should be noted that whilst the fixed allocations

have supported longer term planning on the use of Pupil Equity Funding a number of financial pressures arise as a result of this model. The fixed allocations do not account for increased staffing or resource costs during the 3-year fixed allocation. This is leading to schools altering plans to ensure that they can maximise the time and support within the budget available.

- 3.4 [National guidance](#) has been provided by the Scottish Government to help schools plan how they utilise their PEF allocation. This was published in 2023.
- 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 and consider how their support can best ensure progress in closing the poverty related attainment gaps identified in their schools.
- 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 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 2 years.
- 3.9 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. In addition to this work, from 2023/24, funding is also being utilised to support the South Ayrshire Every Learner, Every Day campaign to promote school attendance.
- 3.10 Additional information on the South Ayrshire Reads initiative can be accessed [here](#).
- 3.11 Additional information on the Every Learner, Every Day campaign can be accessed [here](#).
- 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.

- 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 2023-24](#).
- 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 2023-24. 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 2023-24.

5. Legal and Procurement Implications

- 5.1 There are no legal implications arising from this report.
- 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 £3.051 million in 2023-24 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 2023-24 actual expenditure, including any carry forward from 2022-23, was £2.662 million. Financial records confirm that 97% of the 2023-24 allocation had been spent by the start of the new school year in August 2024.
- 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 South Ayrshire schools were allocated £2.615 million for 2023-24. [Appendix 1](#) provides details of the individual school allocations. £0.435 million was allocated as Strategic Equity Funding in 2023/24.

6.5 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 William Grant, Portfolio Holder for Education, 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 Depute Chief Executive and 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	November 2025	Assistant Director of Education

Background Papers: [Scottish Government: National PEF Operating Guidance 2023](#)

[Scottish Government: Strategic Equity Fund National Guidance 2022](#)

Person to Contact: Lyndsay McRoberts, Depute Chief Executive and Director of Education
County Buildings, Wellington Square, Ayr, KA7 1DR
Phone: 01292 616627
E-mail: Lyndsay.McRoberts@south-ayrshire.gov.uk

Scott Mulholland, Assistant Director of Education
County Buildings, Wellington Square, Ayr, KA7 1DR
Phone: 01292 612504
Email: Scott.Mulholland@south-ayrshire.gov.uk

Date: 18 November 2024

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
Troon Primary School	£ 34,560
	Total
	£1,901,450

Special Schools	
School	Allocation
Invergarven School	£ 20,825
Southcraig Campus	£ 89,425
	Total
	£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
Queen Margaret Academy	£ 68,600
	Total
	£604,045

Standards and Quality Reports	
School	Link to Standards and Quality Report
Alloway Primary	Alloway Primary School - Standards and Quality Report
Annbank Primary	Annbank Primary School - Standards and Quality Report
Ayr Academy	Ayr Academy - Standards and Quality Report
Ayr Grammar Primary	Ayr Grammar Primary School - Standards and Quality Report
Ballantrae Primary	Ballantrae Primary School - Standards and Quality Report
Barassie Primary	Barassie Primary School - Standards and Quality Report
Barr Primary	Barr Primary School - Standards and Quality Report
Barrhill Primary	Barrhill Primary School - Standards and Quality Report
Belmont Academy	Belmont Academy - Home Page
Braehead Primary	Braehead Primary School - Standards and Quality Report
Cairn Primary	Cairn Primary School - Standards and Quality Report
Carrick Academy	Carrick Academy - Standards and Quality Report
Colmonell Primary	Colmonell Primary School - Standards and Quality Report
Coylton Primary	Coylton Primary School - Standards and Quality Report
Crosshill Primary	Crosshill Primary School - Standards and Quality Report
Culzean Primary	Culzean Primary School - Standards and Quality Report
Dailly Primary	Dailly Primary School - Standards and Quality Report
Dalmilling Primary	Dalmilling Primary School - Standards and Quality Report
Doonfoot Primary	Doonfoot Primary School - Standards and Quality Report
Dundonald Primary	Dundonald Primary School - Standards and Quality Report
Fisherton Primary	Fisherton Primary School - Standards and Quality Report
Forehill Primary	Forehill Primary School - Standards and Quality Report
Gardenrose Primary	Gardenrose Primary School - Standards and Quality Report
Girvan Academy	Girvan Academy - Standards and Quality Report
Girvan Primary	Girvan Primary School - Standards and Quality Report
Glenburn Primary	Glenburn Primary School - Standards and Quality Report
Heathfield Primary	Heathfield Primary School - Standards and Quality Report
Holmston Primary	Holmston Primary School - Standards and Quality Report
Invergarven School	Invergarven School - Standards and Quality Report
Kincaidston Primary	Kincaidston Primary School - Home Page
Kingcase Primary	Kingcase Primary School - Standards and Quality Report
Kirkmichael Primary	Kirkmichael Primary School - Home Page
Kyle Academy	Kyle Academy - Standards and Quality Report
Maidens Primary	Maidens Primary School - Standards and Quality Report
Marr College	Marr College - Standards and Quality Report
Minishant Primary	Minishant Primary School - Standards and Quality Report
Monkton Primary	Monkton Primary School - Standards and Quality Report
Muirhead Primary	Muirhead Primary School - Standards and Quality Report
Newton Primary	Newton Primary School - Standards and Quality Report
Prestwick Academy	Prestwick Academy - Standards and Quality Report
Queen Margaret Academy	Queen Margaret Academy - Standards and Quality Report
Sacred Heart Primary	Sacred Heart Primary School - Standards and Quality Report
Southcraig School	Southcraig School - Home Page
St Cuthbert's Primary	St. Cuthbert's Primary School - Home Page
St John's Primary	St. John's Primary School - Standards and Quality Report
St Ninian's Primary	St. Ninian's Primary - Standards and Quality Report
St Patrick's Primary	St. Patrick's Primary School - Standards and Quality Report
Straiton Primary	Straiton Primary School - Standards and Quality Report
Struthers Primary	Struthers Primary School - Standards and Quality Report
Symington Primary	Symington Primary School - Standards and Quality Report
Tarbolton Primary	Tarbolton Primary School - Standards and Quality Report
Troon Primary	Troon Primary School - Standards and Quality Report

Standards and Quality Reports	
School	Link to Standards and Quality Report
Cherry Tree Early Years Centre	Cherry Tree Early Years Centre - Standards and Quality Report
Girvan Early Years Centre	Girvan Early Years Centre - Standards and Quality Report
Prestwick North Early Years Centre	Prestwick North Early Years Centre - Standards and Quality Report
Space Place Early Years Centre	Space Place Early Years Centre - Standards and Quality Report
Wallacetown Early Years Centre	Wallacetown Early Years Centre - Standards and Quality Report



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%	89%	22pp
South Ayrshire 22/23 (UCdata)	77%	59%	68%	87%	19pp
South Ayrshire target 23/24 UC Data	78-80%	59-65%	69-72%	88-90%	16-21pp
	79%	65%	70%	88%	18pp
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

	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 UC Data	84-86%	68-70%	77-80%	92-93%	12-16pp
	85%	73%	76%	92%	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

	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 - UC Data	95-96%	92-93%	97-98%	8pp
	98.1%	96.4%	100%	3.6pp
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

Exclusion Incidence per 1,000 Pupils									
Primary	18/19	19/20	20/21	21/22	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	9.4	-	23.3	31.5	15	-	0	0	0

Exclusion Incidence per 1,000 Pupils									
Secondary	18/19	19/20	20/21	21/22	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

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

	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								
	17/18	18/19	19/20	21/22	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								
	17/18	18/19	19/20	21/22	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 2023-24 data is not yet published nationally, 2022-23 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.
- Attendance in both primary and secondary sectors has increased by 1pp and 2pp respectively.
 - Secondary exclusions for the 20% most deprived continue to reduce and are now at the lowest level for 5 years.
 - P1, 4 and 7 combined Curriculum for Excellence attainment in all aspects of literacy is now at the highest level for the past 4 years.
 - Initial school leaver destinations for all leavers remain significantly above the national average whilst a reduction of 0.6pp on last year's performance is noted.
 - The attainment achieved by the 20% most deprived learners in literacy and numeracy at Level 5 is above the virtual comparator. In the past 5 years Level 5 numeracy has remained above the virtual comparator for the 20% most deprived and in 4 of the past 5 years in literacy.
 - Children living in quintile 1 with no developmental concerns at the 27–30-month review has continued to increase. This measure has remained above the national average in each of the previous 5 years.

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 was initially focussed on improvements in learning, teaching and assessment with a particular focus on reading skills. Funding has also been utilised to support improvements in school attendance.
- 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 2023-24.

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 Assessments (SNA). Effective use of data plays a significant role in selecting, monitoring and targeting interventions.

4.2 From analysing the PEF proposals, the bullet points below highlight some of the key messages in relation to how PEF is being utilised by schools across South Ayrshire in session 2024-25:

- Most establishments (84%) are using their PEF allocation in part to implement strategies and supports that aim to raise attainment of targeted groups of young people and/or full cohorts. Where this is the case a range of strategies are being utilised which suit the needs, and PEF allocations, of each establishment. Examples include dedicated promoted posts with a focus on tracking and monitoring the progress and supports in place for specific cohorts, additional School Assistant hours to provide targeted support in literacy and numeracy and Early Years Practitioners (EYPs) being used at Early Level for early intervention and support in improving literacy and numeracy outcomes.
- Most establishments (84%) are using part of their PEF allocation to improve the engagement of young people in their learning experiences. A wide range of strategies are being implemented in relation to this key indicator. These include EYPs to further develop play-based learning approaches in P1-P3, to fund a library assistant to further develop a positive reading culture across the school and purchasing new resources to enhance engagement in literacy and numeracy activities.
- Under half of our establishments (38%) are using part of their PEF allocation to focus on improving attendance. In these cases, strategies being utilised include the use of an Education Welfare Officer to provide targeted support to children and their families to improve attendance, additional School Assistant hours to support the use of a walking bus and the appointment of attendance leads in a secondary school to track and monitor the attendance of specific targeted cohorts.
- A minority (32%) of schools are utilising their PEF allocation to improve participation of children and young people in their education. In such cases a wide range of strategies are being implemented including appointing sports development workers/assistants to enhance the range of physical activity and sport on offer for learners, to subsidise excursions and residential trips for targeted cohorts and to engage with third sector partners to provide a range of alternative activities outside of the classroom environment.

- A minority (32%) of schools have plans to utilise part of their PEF allocation to further develop inclusive practices. Strategies and supports in relation to this key indicator are varied and include additional School Assistant hours to support alternative curriculum opportunities, to staff a sensory room for learners and designated practitioners who have responsibility for further embedding nurturing principles across the wider school.

4.3 Head Teachers continue to engage with local authority and Education Scotland colleagues to support quality assurance arrangements in the use of Pupil Equity Funding and compliance with the national operational guidance.

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:

- A greater number of schools and senior leaders are using a wider range of data to carry out a robust contextual analysis. This is helping schools to identify specific gaps and to support the identification of needs within their own context.
- Evidence is emerging that we are continuing to improve the experiences and outcomes of those children and young people most impacted by poverty. This is evident through the PEF impact visits which are supported by our link attainment advisor from Education Scotland. Continue to build on approaches to involving parents and carers in the development of PEF plans.
- 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.
- Continue to share the most effective strategies to address challenges in attendance of young people across all schools.

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
2019-20	94%	*	2019-20	89%	*
2020-21	95%	94%	2020-21	91%	89%
2021-22	92%	*	2021-22	86%	*
2022-23	92%	92%	2022-23	85%	88%
2023-24	93%	*	2023-24	87%	*

* Published biennially until 2022-23 – 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), 2019-20 – 2023-24

Sector	Year	20% Most Deprived	2	3	4	20% Least Deprived
Primary	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
	2023-24	9	2	2	3	1

Sector	Year	20% Most Deprived	2	3	4	20% Least Deprived
Secondary	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
	2023-24	42	26	31	12	14

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	2018/19	72.5	85.0	77.8	87.1	89.4
	2019/20	75.0	85.3	83.1	88.3	80.9
	2020/21	75.3	70.8	75.0	76.2	88.2
	2021/22	67.2	80.2	80.3	78.2	79.5
	2022/23	73.3	76.0	84.2	77.2	87.2
Scotland	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	77.1	80.2	80.8
	2021/22	64.5	71.1	75.7	78.5	78.4
	2022/23	66.4	73.0	75.8	79.7	82.4

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	20-21	69	60	77	56	70
	21-22	68	59	78	57	72
	22-23	75	69	83	68	76
	23-24	77	71	86	69	75
Q2	20-21	73	68	80	66	73
	21-22	78	71	84	70	77
	22-23	80	74	87	73	80
	23-24	83	79	90	78	84
Q3	20-21	74	70	81	67	76
	21-22	79	72	86	71	80
	22-23	81	77	89	76	82
	23-24	84	79	92	78	85
Q4	20-21	84	82	90	78	85
	21-22	85	79	93	78	85
	22-23	87	85	92	84	89
	23-24	90	87	95	86	93
Q5	20-21	83	81	91	78	86
	21-22	88	85	92	83	90
	22-23	89	89	94	87	92
	23-24	91	89	95	88	92

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	18-19	84	83	83	81	82
	21-22	78	76	78	75	71
	22-23	76	76	77	75	83
	23-24	88	87	87	86	91
Q2	18-19	92	91	93	91	89
	21-22	88	86	88	85	84
	22-23	86	85	88	84	88
	23-24	89	89	90	89	91
Q3	18-19	91	92	94	91	88
	21-22	88	87	89	86	85
	22-23	92	92	93	90	91
	23-24	93	92	92	92	94
Q4	18-19	97	97	98	96	96
	21-22	90	89	90	88	90
	22-23	93	92	91	91	92
	23-24	94	94	93	93	98
Q5	18-19	97	97	97	97	96
	21-22	94	93	94	93	92
	22-23	93	93	94	93	95
	23-24	94	94	95	94	97

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	2020-21	14	21	14	22	16
	2021-22	20	25	14	26	18
	2022-23	15	21	11	20	16
	2023-24	14	19	9	19	17
S3 Level 3 or better	2018-19	13	15	14	16	14
	2021-22	16	17	16	18	21
	2022-23	17	18	17	18	12
	2023-24	6	7	8	8	5
S3 Level 4	2018-19	42	39	37	39	46
	2021-22	38	39	41	38	33
	2022-23	34	34	34	34	41
	2023-24	25	23	23	27	35

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

	2018-19	2019-20	2020-21	2021-22	2022-23
20% Most Deprived Leavers	82.7	86.9	85.6	83.1	82.0
20% Least Deprived Leavers	94.4	97.5	97.2	97.9	96.5
Attainment Gap	11.7pp	10.6pp	11.7pp	14.8pp	14.5pp

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

	2018-19	2019-20	2020-21	2021-22	2022-23
20% Most Deprived Leavers	50.0	51.4	61.0	42.0	54.1
20% Least Deprived Leavers	81.0	89.0	88.9	82.1	83.5
Attainment Gap	31pp	37.6pp	28pp	40pp	29.5pp

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

	2018-19	2019-20	2020-21	2021-22	2022-23
20% Most Deprived Leavers	12.4	14.8	12.8	7.3	5.9
20% Least Deprived Leavers	49.7	51.5	47.0	41.0	39.5
Attainment Gap	37.4pp	36.8pp	34.2pp	33.7pp	33.6pp

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	2018-19	2019-20	2020-21	2021-22	2022-23
Level 4 Literacy	South Ayrshire	92.6	92.9	90.9	88.6	89.2
	SAC VC	86.6	84.6	88.7	86.5	89.2
Level 5 Literacy	South Ayrshire	66.8	70.0	74.3	62.6	69.8
	SAC VC	63.2	63.4	70.0	64.4	65.3
Level 6 Literacy	South Ayrshire	37.6	38.3	47.6	28.8	30.6
	SAC VC	35.3	36.6	40.8	32.5	34.2
Level 4 Numeracy	South Ayrshire	85.2	88.0	87.7	85.4	83.3
	SAC VC	82.6	82.7	84.7	82.0	84.1
Level 5 Numeracy	South Ayrshire	51.5	56.8	64.2	52.5	60.4
	SAC VC	48.1	52.0	58.3	51.1	53.4
Level 6 Numeracy	South Ayrshire	12.9	15.3	13.9	7.3	7.2
	SAC VC	12.2	15.0	14.5	11.7	12.3
No. Leavers	South Ayrshire	202	183	187	219	222
	SAC VC	2,020	1,830	1,870	2,190	2,220

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	2018-19	2019-20	2020-21	2021-22	2022-23
Q1	South Ayrshire	90.1	98.4	97.3	99.1	96.4
	Virtual Comparator	91.3	90.1	92.7	93.2	93.2
	National	92.4	90.0	92.8	93.4	94.0
Q2	South Ayrshire	93.2	98.8	98.3	98.7	96.5
	Virtual Comparator	93.9	90.9	95.0	96.4	95.4
	National	93.3	91.7	94.5	94.9	94.7
Q3	South Ayrshire	95.6	97.4	98.6	98.0	99.3
	Virtual Comparator	95.2	93.5	95.0	96.4	95.7
	National	95.2	94.1	95.9	95.9	96.3
Q4	South Ayrshire	98.5	99.3	99.4	98.4	98.5
	Virtual Comparator	97.3	96.2	97.6	97.5	96.8
	National	96.9	95.2	96.8	97.0	97.0
Q5	South Ayrshire	93.9	98.5	98.0	98.7	100.0
	Virtual Comparator	97.2	97.4	97.9	97.8	97.6
	National	97.8	96.3	97.6	97.8	97.7
All Leavers	South Ayrshire	94.0	98.4	98.3	98.6	98.1
	Virtual Comparator	94.8	93.5	95.7	96.3	95.6
	National	95.1	93.4	95.5	95.7	95.9
No leavers	South Ayrshire	1,059	999	1,123	1,180	1,200

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

	2018-19	2019-20	2020-21	2021-22	2022-23
20% Most Deprived Leavers	90.1	98.4	97.3	99.1	96.4
All Leavers	94.0	98.4	98.3	98.6	98.1
Leavers Destination Gap	2018-19	2019-20	2020-21	2021-22	2022-23
South Ayrshire	3.8	0.1	0.7	-0.4	3.6
Virtual Comparator	5.9	7.2	5.2	4.7	4.4
National	5.4	6.3	4.8	4.4	3.7

**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 Date: 25 October 2024	Assistant Director