



**Audit and Governance Panel  
Call-In Requisition**

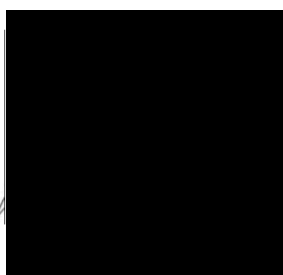
We, the undersigned, require that the following decision of the Cabinet be called-in to the next meeting of the Audit and Governance Panel.

<b>Date of Cabinet</b>	29/11/22
<b>Item No.</b>	4(a)
<b>Report Title</b>	Update on Pupil Equity Fund and Scottish Attainment Challenge

*Signature*

*Print Name*

(1) **Councillors responsible**



(2) **for call-in**

PHILIP SAXTON

(3) **Councillors supporting call-in (three required):**

(a)

...IAN CAVANA

(b)

...DUNCAN TOWNSON

(c)

...CAMERON RAMSAY

**Date** 01/12/22.....

## Reason

In order to improve information for Councillors, to assist officers in briefing the Panel and to improve the quality of Scrutiny, we confirm that the item is being called-in for the following reason(s).


Councillors are reminded that the 'reasons' section should be completed with sufficient detail as to allow members of the Audit and Governance Panel and officers to appreciate the cause for concern prompting the call-in. (This may be by reference to a part or parts of the Report or Decision or by describing an issue which may not have been adequately addressed or by requesting the provision of additional information which should be specified). Where a call-in requisition contains any questions, or requests for further or additional information, officers, in consultation with the relevant Portfolio holder, shall, where possible, provide written responses to be intimated to all Councillors in advance of the Panel. Receipt of responses to questions shall not itself preclude further scrutiny of the item called-in for the reason set out in this form.

The report is generic in nature and provides only a flavour of the progress being made in using the PEF money. We would ask for:-

1. more information on the plans, outcomes and impacts on an individual school basis;
2. a detailed plan of the way data collection will be improved and utilised to direct future spending decisions;
3. provision of a commentary and interpretation in the figures shown in appendix 2; and
4. provision of a more robust Equalities Impact Assessment that reflects the potential and actual impacts of these PEF interventions.

### Note

Call-ins must be delivered to the Chief Executive no later than 4.00 pm on the day (usually Thursday) two days following the day (usually Tuesday) on which the Cabinet has met.

13:20	01-Dec-22	
<i>Time Received</i> .....	<i>Date Received</i> .....	<i>Received by</i> .....



**EXCERPT FROM THE MINUTES OF  
THE CABINET  
OF 29 NOVEMBER 2022**

**Education**

**Update on Pupil Equity Fund and Scottish Attainment Challenge.**

There was submitted a report (issued) of 18 November 2022 by the Director of Education

- (1) seeking approval of the current approach to the use of Pupil Equity Fund and Attainment Challenge Scotland funding; and
- (2) advising of the progress made by schools during 2021-22 in improving equity in educational outcomes.

The Cabinet

**Decided:**

- (a) to approve continuation of the current approach taken to the use of Pupil Equity Fund and Attainment Challenge Scotland funding;
- (b) to note the changes to funding arrangements following the Attainment Challenge refresh and introduction of the Strategic Equity Fund; and
- (c) to note the progress made in achieving equity in educational outcomes during session 2021-22 and plans for the future.

**South Ayrshire Council**

**Report by Director of Education  
to Cabinet  
of 29 November 2022**

---

**Subject: Update on Pupil Equity Fund and Scottish Attainment Challenge**

---

**1. Purpose**

- 1.1 The purpose of this report is to seek Cabinet approval of 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 2021-22 in improving equity in educational outcomes.

**2. Recommendation**

**2.1 It is recommended that the Cabinet:**

- 2.1.1 **approves continuation of the current approach taken to the use of Pupil Equity Fund and Attainment Challenge Scotland funding;**
- 2.1.2 **notes the changes to funding arrangements following the Attainment Challenge refresh and introduction of the Strategic Equity Fund; and**
- 2.1.3 **notes the progress made in achieving equity in educational outcomes during session 2021-22 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 2020-21, 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 £2.615m ranging from £2,450 to £232,750 in 2022-23. This equates to an overall increase of approximately 4.5% on the total South Ayrshire 2021-22 allocation. At individual school level 21 schools had funding reduced and 30 saw their allocation increase or remain the same. [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 In March 2022, the Scottish Government published a range of national guidance documents to support the implementation of the new Attainment Challenge model.
- 3.6 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.
- 3.7 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 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.
- 3.8 The Quality Improvement Manager and the Education Scotland Attainment Advisor have worked alongside schools to provide support and challenge as headteachers formulated their PEF plans. These plans, alongside wider school improvement planning, also take account of the COVID recovery work underway in schools.
- 3.9 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, Dalmling Primary School and Newton Primary School.
- 3.10 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.
- 3.11 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 4 years.
- 3.12 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. The initial year's funding will support those schools who are seeing funding from the SAC schools programme removed alongside the development of the South Ayrshire Reads programme.

#### **4. Proposals**

- 4.1 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. 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 2021-22. Summary performance results are attached in [Appendix 2](#).
- 4.2 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.
- 4.3 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 Scottish Attainment Challenge during 2021-22.

#### **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 £2.398m in 2020-21 from PEF and Attainment Challenge 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 Based on the 2021-22 financial year end the actual expenditure, including any carry forward from 2020-21, was £2.804m. Financial records confirm that 97% of the 2020-21 allocation had been spent by the start of the new school year in August 2021.
- 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 £2.615m for 2022-23. [Appendix 1](#) provides details of the individual school allocations.

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 3](#).

## **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 Commitment 2 of the Council Plan: Closing the Gap/Reduce Poverty and Disadvantage.

## **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 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 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:

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

**Background Papers:** [National PEF Operating Guidance 2021](#)

[Strategic Equity Fund National Guidance 2022](#)

**Person to Contact:** Lyndsay McRoberts, Director of Education  
County Buildings, Wellington Square, Ayr, KA7 1DR  
Phone 01292 616627  
E-mail [Lyndsay.McRoberts@south-ayrshire.gov.uk](mailto:Lyndsay.McRoberts@south-ayrshire.gov.uk)

**Date:** 18 November 2022

## Pupil Equity Fund Allocations 2022-23

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	<b>Total</b>
Troon Primary School	£ 34,560	<b>£1,901,450</b>

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

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	<b>Total</b>
Queen Margaret Academy	£ 68,600	<b>£604,045</b>

## South Ayrshire Council Additional Analysis – Outcomes and Impact

### 1. Outcomes and Impact

- 1.1 2021-22 is the first year since 2018-19 that all data sources are available across early years to secondary education. Measures taken during the pandemic limited the burden placed on schools to report attainment data in the usual way. Where 2021-22 data is not yet published nationally, 2020-21 data will be shared in this report.
- 1.2 Whilst schools remained open during 2021-22 significant operational challenges continued due to ongoing staffing and pupil attendance issues linked to the pandemic.
- 1.3 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 are remain significantly above the national average. The gap between young people living in Quintile 1 and 5 achieving positive initial leavers destinations dropped from 8% in 2016-17 to 0.7% in 2021-22 in South Ayrshire. 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 and 5 has remained above the virtual comparator and national average in each of the last 5 years. 2022 data will be available following the national publication of data in February 2023.
  - Reductions in exclusions for almost all secondary aged pupils continued in 2021-22. A 4-year declining trend is noted for the 20% most deprived children. The gap between the 20% most and least deprived now sits at 37 exclusions per 1,000 pupils compared to 85 exclusions per 1,000 pupils in 2018-19. Further work is planned to support a renewed focus on reducing exclusions and ensuring alternative curricular pathways are in place for young people at risk of exclusion.
  - The impact of the pandemic on Curriculum for Excellence levels across all stages is noted and significant levels of work are underway in all schools to mitigate the impact of COVID-19 and close gaps. Whilst gaps between the most and least deprived are generally declining it should be noted that overall, a decline in attainment is expected across Scotland. A focus on recovery and ensuring we close attainment gaps whilst challenging every learner remains in place across all schools and education services.

### 2. Reporting

- 2.1 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 2020-21.

2.2 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. In addition to the approaches taken over a number of years schools have made adjustments to their spend plans following the impact of COVID-19 on families and communities. This has led to a greater proportion of funding being targeted to additional staffing or resources to support the health and wellbeing of children and young people.

### **3. Interventions**

3.1 A range of measures were used to provide evidence of success in terms of improving attainment including standardised tests, 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. The availability of robust and reliable data during 2021-22, although greatly improved on the 2020-21 situation, proved challenging due to the levels of disruption to education caused by school closure and pupil self-isolation requirements.

3.2 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 staff, including Education Wellbeing workers, third sector organisations and community partners to develop engagement opportunities with children and families.
- Targeted supports for vulnerable children and families during school closures to enable children to continue to access school.
- 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.
- Supporting children, young people and families during school closure periods and beyond to aid engagement with learning.
- Reducing the cost of the school day by providing access to uniforms, study materials and home learning packs.
- COVID related supports including access to additional supported study to support children and make up for lost learning.

### **4. Identification of Good Practice and Areas of Challenge**

4.1 The highlights and areas of challenge were noted from the plans submitted and evaluated by Head Teachers:

- COVID recovery will remain a key priority for schools in supporting children, young people and families to ensure children attain at pre-pandemic levels across all stages.
- School recruitment challenges in some areas persisted throughout 2021-22 and contingency planning to ensure PEF spend will continue in this area.
- Capacity in schools to develop interventions and supports due to the significant impact and disruption caused by self-isolation and required COVID mitigations during the session.
- 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. South Ayrshire's stretch aims will support practice in this area.
- 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 2021-22.
- Continue to scrutinise attainment and attendance outcomes for vulnerable groups of pupils and develop alternative curricular options for young people.

*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
2017-18	90%	*	2017-18	90%	*
2018-19	90%	90%	2018-19	90%	90%
2019-20	89%	*	2019-20	89%	*
2020-21	91%	89%	2020-21	91%	89%
2021-22	86%	*	2021-22	86%	*

\* Published biennially – denotes non-data year

**Table 2. Exclusions – Primary and Secondary exclusion incidents per 1,000 pupils by deprivation (SIMD 2020v2 quintile), 2017-18 – 2021-22**

Sector	Year	20% Most Deprived	2	3	4	20% Least Deprived
Primary	2017-18	11	2	4	1	1
	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
Secondary	2017-18	84	53	30	13	15
	2018-19	94	34	33	11	9
	2019-20	45	23	14	15	4
	2020-21	54	37	34	14	8
	2021-22	45	39	30	14	8

**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
<b>South Ayrshire</b>	2016/17	64.6	68.4	70.2	72.6	73.6
	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	76.7	84.8	80.0	82.9	91.3
	2020/21	66.3	72.9	77.6	82.0	76.4
<b>Scotland</b>	2016/17	55.1	64.7	69.4	71.8	71.9
	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	79.1	81.2	82.6
	2020/21	67.2	73.4	77.2	80.2	80.7

Source: ISD Child Health 27-30 Month Review Dashboard

**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
<b>Q1</b>	<b>17-18</b>	78	72	86	69	80
	<b>18-19</b>	75	70	79	68	76
	<b>20-21</b>	69	59	77	56	70
	<b>21-22</b>	69	60	78	57	72
<b>Q2</b>	<b>17-18</b>	83	77	86	74	81
	<b>18-19</b>	84	80	88	79	82
	<b>20-21</b>	73	68	81	66	73
	<b>21-22</b>	77	71	83	70	77
<b>Q3</b>	<b>17-18</b>	84	77	88	76	85
	<b>18-19</b>	83	79	87	77	83
	<b>20-21</b>	75	71	81	69	76
	<b>21-22</b>	79	72	86	71	80
<b>Q4</b>	<b>17-18</b>	92	88	95	86	91
	<b>18-19</b>	92	88	94	87	91
	<b>20-21</b>	83	82	91	78	85
	<b>21-22</b>	85	79	93	77	85
<b>Q5</b>	<b>17-18</b>	94	91	94	90	92
	<b>18-19</b>	95	92	95	91	93
	<b>20-21</b>	82	80	91	77	85
	<b>21-22</b>	88	85	92	83	90

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	16-17	84	82	86	81	85
	17-18	80	80	81	77	85
	18-19	84	83	83	81	82
	21-22	78	76	78	75	71
Q2	16-17	92	92	93	90	87
	17-18	88	88	90	87	88
	18-19	92	91	93	91	89
	21-22	87	86	87	85	84
Q3	16-17	92	91	93	90	91
	17-18	91	93	93	90	90
	18-19	91	92	94	91	88
	21-22	88	87	90	86	85
Q4	16-17	93	91	93	91	95
	17-18	94	93	94	92	96
	18-19	97	97	98	96	96
	21-22	90	89	90	88	90
Q5	16-17	96	97	97	96	96
	17-18	97	97	97	96	97
	18-19	97	97	97	97	96
	21-22	94	93	94	93	92

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	2017-18	16	19	8	21	12
	2018-19	20	22	16	23	18
	2020-21	13	21	14	22	15
	2021-22	20	25	14	26	18
S3 Level 3 or better	2016-17	12	14	11	15	12
	2017-18	17	17	16	20	13
	2018-19	13	15	14	16	14
	2021-22	16	17	16	18	20
S3 Level 4	2016-17	37	39	42	40	44
	2017-18	37	36	31	33	42
	2018-19	42	39	37	39	46
	2021-22	36	38	40	37	32

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

	2016-17	2017-18	2018-19	2019-20	2020-21
<b>20% Most Deprived Leavers</b>	87.1	81.6	82.7	86.9	85.6
<b>20% Least Deprived Leavers</b>	95.5	95.9	94.4	97.5	97.2
<b>Attainment Gap</b>	8.4pp	14.3pp	11.7pp	10.6pp	11.7pp

2022 data will be available following Insight update in February 2023.

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

	2016-17	2017-18	2018-19	2019-20	2020-21
<b>20% Most Deprived Leavers</b>	54.8	49.5	50.0	51.4	61.0
<b>20% Least Deprived Leavers</b>	91.0	87.6	81.0	89.0	88.9
<b>Attainment Gap</b>	36.3pp	38.1pp	31pp	37.6pp	28pp

2022 data will be available following Insight update in February 2023.

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

	2016-17	2017-18	2018-19	2019-20	2020-21
<b>20% Most Deprived Leavers</b>	11.9	15.1	12.4	14.8	12.8
<b>20% Least Deprived Leavers</b>	47.8	47.7	49.7	51.5	47.0
<b>Attainment Gap</b>	35.9pp	32.6pp	37.4pp	36.8pp	34.2pp

2022 data will be available following Insight update in February 2023.

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

Qualification	Establishment	2016-17	2017-18	2018-19	2019-20	2020-21
Level 4 Literacy	South Ayrshire	95.7	92.5	92.6	92.9	90.9
	SAC VC	88.0	87.1	86.3	84.9	89.3
Level 5 Literacy	South Ayrshire	73.3	72.2	66.8	70.0	74.3
	SAC VC	66.8	66.9	64.0	63.0	69.8
Level 6 Literacy	South Ayrshire	41.4	38.7	37.6	38.3	47.6
	SAC VC	39.5	39.3	34.6	36.1	41.6
Level 4 Numeracy	South Ayrshire	87.6	83.0	85.2	88.0	87.7
	SAC VC	82.4	80.7	82.1	80.3	84.5
Level 5 Numeracy	South Ayrshire	57.1	49.5	51.5	56.8	64.2
	SAC VC	52.1	51.7	48.8	50.7	56.1
Level 6 Numeracy	South Ayrshire	13.3	15.6	12.9	15.3	13.9
	SAC VC	14.8	14.0	13.4	14.0	15.4
No. Leavers	South Ayrshire	210	212	202	183	187
	SAC VC	2,100	2,120	2,020	1,830	1,870

2022 data will be available following Insight update in February 2023.



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

Quintile	Establishment	2016-17	2017-18	2018-19	2019-20	2020-21
<b>Q1</b>	South Ayrshire	89.1	89.2	90.1	98.4	97.3
	Virtual Comparator	88.5	89.6	90.3	88.3	92.7
	National	89.6	90.4	92.4	90.0	92.8
<b>Q2</b>	South Ayrshire	94.5	94.3	93.2	98.8	98.3
	Virtual Comparator	92.9	93.3	93.9	90.9	95.0
	National	92.2	93.3	93.3	91.7	94.5
<b>Q3</b>	South Ayrshire	93.3	90.3	95.6	97.4	98.6
	Virtual Comparator	94.8	94.7	95.5	94.6	95.1
	National	94.7	95.1	95.2	94.1	95.9
<b>Q4</b>	South Ayrshire	99.3	95.5	98.5	99.3	99.4
	Virtual Comparator	96.0	96.6	97.6	96.5	96.8
	National	96.0	96.3	96.9	95.2	96.8
<b>Q5</b>	South Ayrshire	97.0	98.6	93.9	98.5	98.0
	Virtual Comparator	96.6	97.0	98.0	97.0	98.1
	National	96.6	97.2	97.8	96.3	97.6
<b>All Leavers</b>	South Ayrshire	94.2	93.4	94.0	98.4	98.3
	Virtual Comparator	93.6	94.1	94.8	93.3	95.6
	National	93.7	94.4	95.1	93.4	95.5
<b>No leavers</b>	South Ayrshire	1,104	1,143	1,059	999	1,123

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

	2016-17	2017-18	2018-19	2019-20	2020-21
<b>20% Most Deprived Leavers</b>	89.1	89.2	90.1	98.4	97.3
<b>All Leavers</b>	94.2	93.4	94.0	98.4	98.3
<b>Leavers Destination Gap</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>
<b>South Ayrshire</b>	8.0	9.5	3.8	0.1	0.7
<b>Virtual Comparator</b>	8.1	7.4	7.8	8.8	5.4
<b>National</b>	7.0	6.8	5.4	6.3	4.8

## 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)	-	-
Sexual Orientation – person's sexual orientation i.e. LGBT+, lesbian, gay, bi-sexual, heterosexual/straight	-	-

Community or Groups of People	Negative Impacts	Positive impacts
Thematic Groups: Health, Human Rights & Children's Rights	-	-

**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)
<b>Eliminate unlawful discrimination, harassment and victimisation</b>	Low
<b>Advance equality of opportunity</b> between people who share a protected characteristic and those who do not	Low
<b>Foster good relations</b> 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
Increase participation of particular communities or groups in public life	Low
Improve the health and wellbeing of particular communities or groups	Low
Promote the human rights of particular communities or groups	Low
Tackle deprivation faced by particular communities or groups	Low

## 5. Summary Assessment

<b>Is a full Equality Impact Assessment required?</b> (A full Equality Impact Assessment must be carried out if impacts identified as <b>Medium and/or High</b> )	<del>YES</del> <b>NO</b>
<b>Rationale for decision:</b>  <b>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</b>	
<b>Signed :</b> Lyndsay McRoberts	<b>Director</b>
<b>Date:</b> 27 October 2022	