



**REPORT TO: EDUCATION CHILDREN'S AND LEISURE SERVICES
COMMITTEE ON 9 MARCH 2022**

SUBJECT: ALLOCATION OF EDUCATION FUNDING

**BY: DEPUTE CHIEF EXECUTIVE (EDUCATION, COMMUNITIES AND
ORGANISATIONAL DEVELOPMENT)**

1. REASON FOR REPORT

- 1.1 To update the Committee on allocation of the funding for Education in the 2022/23 revenue grant settlement, to raise known budget pressures, the ongoing impact of the covid-19 pandemic and to ask the committee to consider the allocation of the funding taking account of these issues.
- 1.2 This report is submitted to Committee in terms of Section III (D) (1) of the Council's Scheme of Administration relating to all the functions of the Council as an Education Authority.

2. RECOMMENDATION

- 2.1 It is recommended that Committee considers and agrees the following options:
- i) to meet the budget pressure relating to school roll increases for primary schools which has been reassessed as £533k, and
 - ii) to meet the now known budget pressure in relation to Additional Support Needs of £1.1m, and
 - iii) to fund the post of Principal Teacher Flexible Education which is a new budget pressure, at a cost of £63k;
 - iv) to allocate £220k for the 9 support staff posts allowed for in the additional grant funding;
 - v) one or more of the following options for the remainder of the monies amounting to a maximum of £577k:
 - a) one PT raising attainment/inclusion/alternative curriculum for each secondary school at a cost of £504k

- b) make 3 Primary HTs non class committed and request 15 additional NQTs**
- c) make 3 Primary HTs non class committed and provide additional management time to Primary DHTs in enhanced and non enhanced provision schools option 1 as per para 3.19**
- d) request 21 additional NQTs across Primary and Secondary;**
- e) Any combination from the DSM options in para 3.19 to not exceed £577k and to consider any pending pay awards.**

3. BACKGROUND

Funding and Use to Date

- 3.1 A report was taken to this Committee on 26 January 2022, (para 14 of the minute refers) providing detail of additional education funding and options for spend as laid down in the recommendations of the report.
- 3.2 It noted that there was £2.5m contained within the Council's revenue grant available for Education. Committee agreed that the first call on funding was to address budget pressures for 2022/23 which relate to the increasing school roll with a current estimate of £860k. This excluded ASN and any other support costs. Accountancy have undertaken further work on this and recalculated the roll budget pressure and now forecast this to be £533k as there is now a reduction in the forecasted roll for primary schools of 139 pupils. As staffing is allocated as per rolls, the 139 pupils will affect a number of schools and will require additional staffing to be put in place. This equates to 9.7 FTE of teachers and leaves a balance of funding of £1.96m.
- 3.3 In addition to this, the budget pressure relating to Additional Support Needs, highlighted in the report has now become more clear and this is currently valued at £1.1 m. Committee is asked to consider using the additional funding within Education Resources and Communities to meet this pressure. This would now leave a balance of funding of £0.86m.
- 3.4 A further budget pressure has arisen due to the steady increase in the number of requests for home education as well as new requests for Flexible schooling. The pandemic along with a rise in Additional Support Needs and mental and emotional wellbeing needs also means that there are more children and young people following alternative timetable models for a variety of reasons and time periods. This workload is increasing along with the need for Moray to have in place a wider Flexible Education policy which would include Home Education, Flexible Schooling and Alternative timetabling arrangements. A QIO is currently developing the policy in line with our Supporting all Learners development work. To provide capacity to scrutinise and monitor all flexible education models and practice, Education Resources and Communities would benefit greatly from a new post of Principal Teacher Flexible Education. The cost would be around £63k with oncosts. The funding balance would now be £797k.

- 3.5 The main conditions of the grant funding allows for 9 support staff posts, therefore committee is asked to agree an allocation of £220k (including on costs) which supports the recruitment of 9 Pupil Support Worker posts in line with the grant specification. This further reduces the balance of funding to £577k. None of the options in paras 4.2-4.5 have an allowance for any pay award and so any balance of funding to be allocated should consider this.
- 3.6 The additional Scottish Government monies commitment is to appoint 17 FTE of permanent teacher posts. The school roll pressures would allow for 9.7 FTE of teachers in addition to what we currently have. Committee decided that after budget pressures were considered that temporary posts rather than permanent should be included to allow time to assess the future budget pressure associated with the reduction in teacher class contact time. Taking all of this into consideration, Committee agreed that any balance of funding should be considered in the following areas, with options and further information to be included in this paper, ie:
- i. Partial allocation to DSM
 - ii. Attainment focus
 - iii. System Wide Early Intervention

Partial allocation to DSM

- 3.7 Additional funding to support Covid recovery was allocated to schools initially based on feedback from Covid surveys undertaken in the summer of 2020 and for session 2021/2022 based on feedback from headteachers as detailed in a report to Council on 30 June 2021 (para 22 of the minute refers).
- 3.8 Raising attainment is a key priority of both the Council and the service and evidence from Secondary attainment visits, quality improvement visits and attainment data all demonstrate the very positive impact of the Principal Teacher (PT) of Raising Attainment and PT Inclusion/Alternative Curriculum posts in secondary schools. They are working with individuals, groups and cohorts of young people, adding value and capacity to the work of Senior Leadership Teams and Principal Teachers (PTs) of Guidance (who have had to provide additional mental health and wellbeing support to young people following Covid lockdowns). The PTs noted above have been able to seek alternative accreditation as well as provide vital support for study skills, e-Sgoil and wider supports to young people. This includes curriculum innovation where young people have a high absence, exclusion, violent and aggressive incidents or difficulty in accessing the curriculum leading to exhibiting challenging behaviours which have an impact on those around them. This has also supported completion of key literacy, numeracy and wider qualifications at appropriate Scottish Credit and Qualifications Framework (SCQF) levels in support of progression to positive post-school destinations
- 3.9 Secondary leadership teams have reported the impact of small groups of young people on larger cohorts and the ethos and culture of the school as a whole. A high proportion of time has been spent in dealing with the impact of this as well as working with parents and carers. The additional PT posts are providing both capacity and innovation which could be further enhanced. The continuation of these posts across all 8 secondary schools would provide

further support for young people whilst also adding capacity to continue the work around breadth and depth of curricular offer and consistency across all schools in terms of accreditation offers and subject choice. This may also provide targeted intervention for individuals and small groups of young people, with the PT seeking support from partners and neighbouring schools to strengthen approaches to improve learner participation and engagement.

- 3.10 With the additional funding already allocated to secondary schools i.e. Covid monies and Council monies, the ideal solution to support raising attainment, curricular breadth and choice and targeted intervention would be to provide two FTE posts for the schools with a roll of 600 and above and one FTE to the three remaining schools. The schools who will benefit from two additional posts also have the highest eligibility for Free School Meals and highest Additional Support Needs identified and so this will also support closing the poverty related attainment gap. HTs would decide which posts are required depending on evidence and school context. However, taking the budget pressures above into consideration and the cost of a PT at £63k with oncosts it is only possible to consider the option of allocating one PT per secondary school. This would be at a cost of £504k.
- 3.11 Committee is aware that a Scottish Government manifesto commitment, within this parliamentary term, is to reduce teacher class contact time. Having additional staff already placed in secondary schools, provides the capacity to teach Universal Pupil Support currently being taken by Senior Leaders as well as other possibilities including extending accreditation opportunities through SCQF School Ambassador programme and potential for widened curriculum breadth. This is central to our raising attainment focus for improved learner outcomes and provides some system capacity to drive this work forwards at pace.
- 3.12 The role of a class committed Head Teacher in Primary is onerous with Head Teachers having to lead and manage the school whilst also planning and preparing for at least two days class commitment. Once again Covid monies were used to make a number of Primary HTs non-class committed and the feedback was overwhelmingly positive as it allowed time to lead the school through recovery as well as undertake the growing management expectations of a HT. The full impact has yet to be realised as many HTs were required to cover classes for absent staff however when this was possible, HTs saw great benefits borne out in the ability to provide leadership and move forward the school improvement agenda. A second option therefore would be to adjust the DSM formula to allow three HTs who are currently class committed and close to the current limit of 145 pupils, to benefit from additional leadership and management time, equivalent to 0.54 FTE per school.
- 3.13 The increase in additional support needs is well known along with a growing need post-Covid for emotional and mental wellbeing support for children and young people. Another area of impact from the second phase of Covid monies for Education was providing additional management time for Depute Head Teachers in Primary Schools. The growing level of additional support needs adds a workload issue to senior leaders in terms of attending child's planning meetings and the preparation and follow-up work following any meeting. Additional funding this session has provided Depute Head Teachers

(DHTs) in enhanced provision schools additional management time and this has made a huge impact in both meeting the needs of learners whilst also providing the time required for meetings and ensuring continuity for learners in the DHTs class. It is therefore proposed that a third option for additional DSM funding is to provide 0.4 Full time equivalent (FTE) for a DHT in nine enhanced provision schools. There are currently 17 DHTs across our enhanced provisions and so a further option, as shown below would provide additional management time for all 17, which provides additional capacity.

- 3.14 Following on from the positive feedback from HTs, DHTs and schools and the evidence from Quality Assurance Visits across schools, it is proposed that additional management time is provided for DHTs in non-enhanced provision schools. This allows flexibility to support child's planning meetings, to scrutinise attainment data, plan and monitor interventions and allow additional time to work with other agencies to better meet the needs of pupils. This too will ensure that classes receive consistency from teachers and that promoted staff are not having to be released from class to attend meetings. Another option is to consider that 0.4 FTE of additional management time is written in to the DSM formula for one DHT across each of the eight Primary schools. There are currently 12 Primary DHTs and so a further option provides management time for all.
- 3.15 With a balance of £577k, and no allowance for any pay awards, it is not possible to implement all of the options for DSM. Committee should note that the additional staffing provided during this session has provided much needed capacity but has also allowed our schools to remain operational throughout the session with limited impact on families of full or partial closures. This has only been possible due to the additional FTE in schools. The impact of Covid on attainment is not yet fully known nor the impact of not being able to use the additional posts to support planned interventions as staff absence has been so high across the course of the session to date. This has meant that the additional staff have been diverted to provide cover and any benefits from HTs or DHTs being non-class committed have been negated or reduced to allow continuity of service due to higher than normal staff absence. With the loss of these posts comes additional risk to the service and Council and further pressure to raise attainment with limited resource to support this high Council priority agenda.
- 3.16 As Committee agreed to utilise funding on a temporary basis taking account of anticipated budget pressures from reduced class contact time in 2023/24, a further option would be to use the remaining monies to request additional Newly Qualified Teachers. The balance of funding would fund approximately 21 NQTs (with oncosts) at £27k each. As pay awards have not been included in these options, this figure could be reduced to 15FTE. In a year where we have been hugely supported by NQTs it would however not enable us to appoint many of them on a permanent basis and the likelihood is that they apply to neighbouring authorities who are keen to appoint on a permanent basis to secure staffing for future timetabling pressures.
- 3.17 Requesting additional secondary NQTs, would not provide full-time permanent posts but would provide additional capacity across secondary in subject areas. The risks around this is that we may not receive NQTs in the particular

subject areas where we are short staffed, eg Mathematics, Technical and Science. This would allow schools flexibility to release Principal Teachers to undertake work to raise attainment as well as to look in to different accreditation opportunities. It may also provide capacity for targeted attainment intervention as well as look to support targeted groups of young people for alternative curricular opportunities.

3.18 Requesting additional primary NQTs, which again will not provide full-time permanent posts but will add capacity across primary schools to reduce class sizes, allow staff to be released to work with targeted groups and strengthen time available for planned interventions and support.

3.19 The following table summarises the DSM options:

Posts	Sector	FTE	Cost £000	Criteria
PT Raising Attainment/Intervention/ Alternative Curriculum	Secondary	8.0	£504	DSM Leadership Curriculum Attainment Targeted intervention
HT non-class committed	Primary	1.58	£90	DSM Leadership Curriculum Attainment Targeted intervention
DHT enhanced provision management time Option 1 – all Option 2 – one DHT	Primary	6.8 3.6	£375 £198	DSM Leadership Targeted intervention
DHT management time Option 1 - all Option 2 – one DHT	Primary	4.8 3.6	£264 £198	DSM Leadership Attainment Targeted intervention
NQTs Option 1 Option 2	Primary/ Secondary	21.0 15.0	£567 £405	DSM

The costs are full year, however if the posts are not implemented until August this would mean that costs were across two financial years.

Attainment Focus

3.20 All of the options above will in some way provide additionality to put in place targeted intervention across schools in order to address attainment issues. The quality improvement team will gather evidence of impact of these posts through quality assurance visits, attainment reports and self-evaluation profiles for schools.

System Wide Early Intervention

- 3.21 The Head of Education and Quality Improvement Managers have reviewed the option to add system wide early intervention. In determining any need centrally it has also been beneficial to look at vacancies within the quality improvement team and how they have been filled. There is an ongoing Quality Improvement Officer (QIO) vacancy which has been advertised on at least 6 occasions nationally and as an internal secondment without being filled. Due to restrictions on line management arrangements in central Education officer posts, any system wide allocation should be to Education Resources and Communities to further support Additional Support Needs.
- 3.22 As a further support to the Moray Education system an Insight Strategy **Appendix 1** has been created to improve further data literacy as well as to move forwards work around accreditation and equity of offer across subject areas in secondary in particular. This strategy is heavily reliant on there being capacity in our Secondary schools and staffing to support this agenda. The PT posts are vital as well as any capacity from additional NQTs in the system. This strategy supports the Raising Attainment agenda.
- 3.23 The above proposals take account of the reduced funding that it is now known to be available for allocation as a result of the increased budget pressures that have now been factored in but were only emerging at the time of the report to Committee in January. The proposals recognise that funding of this level will have greater potential impact if focussed on attainment as suggested above rather than dispersed over a number of options and that additional staffing will be able to support issues arising across the agendas identified in attainment and system wide support.

4. SUMMARY OF IMPLICATIONS

(a) Corporate Plan and 10 Year Plan (Local Outcomes Improvement Plan (LOIP))

This report was informed by the priorities within the Corporate Plan and 10 Year Plan and in particular to Our People, Building a better future for our children and young people in Moray.

(b) Policy and Legal

There are no legal implications arising directly from this report.

(c) Financial implications

Corporate Management Team Additional Expenditure Warning
When the Council approved the budget for 2021/22 on 3 March 2021 (paragraph 3 of the Minute refers) it balanced only by using one-off financial flexibilities. The indicative 3 year budget showed a likely requirement to continue to make significant savings in future years. All financial decisions must be made in this context and only essential additional expenditure should be agreed in the course of the year. In making this determination the council should consider whether the financial risk to the Council of incurring additional expenditure outweighs the risk to the Council of not incurring that expenditure, as set out in the

risk section below and whether a decision on funding could reasonably be deferred until the budget for future years is approved.

The financial figures presented in this report do not include any pay awards for this year. Teacher pay awards have not been agreed for academic year 2020/21 or 2021/22. All DSM budgets are linked to roll and therefore a change in roll will increase or decrease the budget. The main variations from forecast to actual budget pressure will be in primary as movement in one pupil could increase or decrease the forecast by a teacher. The cost of this is approximately £55k which is top of the scale for a maingrade teacher plus on costs. This does not include any pay awards.

Budget available is £2.5m minus the budget pressure for increased school rolls of £0.53k, ASN budget pressure of £1.1m, the PT Flexible Education post pressure and allocation from the grant funding for support staff, giving a balance of £0.577m. Figures provided in each option do not include any pay awards.

(d) Risk Implications

The issues being observed and experienced during the covid pandemic are summarised in this report and previous reports to this committee. There are risks that these impacts cannot be fully addressed as a result of the ongoing pandemic and of restrictions on the budget and human resources available. The budget pressures identified are significant and reduce considerably the funding available as well as the options to use these monies. Raising attainment is a key priority of the Council, however available monies will not provide the capacity or ability to pursue or continue efforts to date to raise standards in our schools.

There is also a risk that as the funding for teaching and support roles continues to increase nationally that demand for employees outstrips supply. The Education and Human Resources services will work together to develop and update a workforce plan to ensure effective arrangements and monitoring are in place to manage this risk. There is a national gentlemen's agreement that all teaching posts for session 2022/23 are advertised on 18 February and so there may be a risk that the current NQTs already have a full-time permanent post in Moray or elsewhere.

(e) Staffing Implications

The budget pressures set out in the paper would require the recruitment of additional teaching staff from August 2022. A number of staff are currently employed on a temporary contract basis due to previous covid funding and these arrangements will come to an end in June 2022. The posts would be advertised as soon as Committee makes a decision. Committee should be mindful that the additional grant funding allows for 17 additional teacher posts and 9 support staff posts. Any Committee decision should ensure that staffing will increase by this amount.

(f) Property

There are no property issues arising from this report.

(g) Equalities/Socio Economic Impact

There are no implications arising directly from this report, however, equalities impacts and considerations have been taken into account in the previous deployment of resources to support the covid impacts and would be factored into any development of options directed by the committee beyond the budget pressures set out.

(h) Climate Change and Biodiversity Impacts

None

(i) Consultations

The Head of Education Resources and Communities, the Head of Financial Services, Head of HR, ICT and OD, Quality Improvement Manager, the Business Support Team Manager, and Tracey Sutherland, Committee Services Officer, have been consulted on this report and agree with the sections of the report relating to their areas of responsibility.

5. CONCLUSION

- 5.1 There are a number of options which meet the criteria as agreed previously at Committee in January 2022 which may be selected and various combinations of these in order to allocate the remaining £0.577m funding for education.. The key aim of the additional funding is to support achievement of increased teacher numbers overall and strengthen capacity within the wider Educaiton system for Moray's children and young people. As the balance of funding is reduced due to budget pressures, and considering raising attainment is a key priority of this Council and in the absence of being able to support all options, the continuation of the PT posts in secondary schools will continue to support improvements in attainment and other key strategic work aligned with this over the course of the next academic year.**

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Background Papers:

Ref: SPMAN-1315769894-280