



Pupil Equity Funding: Third Sector Experiences in Glasgow

GCVS Everyone's Children Project
February 2018

1. Introduction

The National Getting It Right For Every Child (GIRFEC) project suggested that there are a number of challenges and opportunities for Third Sector organisations around Educational Reform and the introduction of Pupil Equity Funding (PEF). They note that many Third Sector organisations currently work in partnership with schools and local authorities to deliver services to pupils and parents. Some of this work is agreed directly with the school, while other work is part of a package of support commissioned by the local authority to support children, young people and families in an area¹.

The provision of funding directly to schools poses challenges for Third Sector organisations, who now need to negotiate at school level rather than negotiating with a local authority. This is much more resource intensive. The National GIRFEC project suggests that this may benefit larger organisations that have the resources to actively market their services and deliver them to a wide-ranging and geographically diverse audience. However, it could also benefit small organisations providing services to children, young people and families in their local community.

This small-scale piece of research was carried out in summer and autumn 2017 to find out how Third Sector organisations in Glasgow view the PEF process. It involved a literature review and interviews with Third Sector organisations.

- Semi-structured qualitative interviews were carried out with ten organisations that provide services to children, young people and families in Glasgow.
- The sample included a mix of national and local organisations based in a number of different areas of the city.
- Interviewees were asked about their experiences of contracting with schools for PEF; their views on the procurement process and their views on how GCVS can support them in building relationships and contracting with schools.

2. Background

PEF was announced in December 2016, as part of the Scottish Government draft budget. It provided a total of £120m for schools to use at their discretion to close the attainment gap in 2017-18, funded from Scottish Government resources.

¹ [http://www.engagerenfrewshire.com/files/9115/0356/7687/Education Reform and Educational Attainment.pdf](http://www.engagerenfrewshire.com/files/9115/0356/7687/Education_Reform_and_Educational_Attainment.pdf)

“Closing the attainment gap, reducing child poverty and ensuring equality of access to higher education will generate long-term benefits for our economy and public finances. That is why we are prioritising education and providing the resources to match. From birth and the earliest years, through school and beyond, education is this Government’s number one priority.”

- Derek Mackay, Cabinet Secretary for Finance and the Constitution

The amount of PEF allocated to each school is based on the number of P1 – S3 pupils claiming free school meals², with around £1200 for each pupil.³ In Glasgow, there are 139 primary schools, 30 secondary schools and 25 Additional Support for Learning (ASL) schools with a total of 18002 eligible pupils.⁴ Overall, schools in Glasgow received a total of £21,602,400 in Pupil Equity Funding.⁵ (See Appendix 1 for list of PEF each school received.) It is anticipated that the current level of funding will continue for three years, but this is to be confirmed.

The Pupil Equity Fund forms part of the Scottish Attainment Fund⁶, to be administered over the course of the current Parliament. As part of the Scottish Attainment Challenge, the nine most deprived local authorities have been allocated an additional £750m in total, to be spent in a way that will help to close the attainment gap. The nine authorities are Glasgow, Dundee, Inverclyde, West Dunbartonshire, North Ayrshire, Clackmannanshire, North Lanarkshire, East Ayrshire and Renfrewshire.⁷

A report by the National Third Sector GIRFEC project states that, while the focus on closing the attainment gap has been welcomed across the political spectrum, the way in which PEF is distributed has been criticised by some local authorities on the basis that it bypasses the democratic process and publicly accountable councillors⁸. This is part of a wider debate about wider educational reform (See Appendix 2).

A report by Dr Edward Sosa and Prof Sue Ellis from Strathclyde University for the Joseph Rowntree Foundation⁹ explores which policies and practices are most effective in narrowing the poverty-related attainment gap. They found that the attainment gap starts well before pupils start school and emphasise the importance of quality full-day pre-school education and alleviation of poverty. They suggest that effective strategies for schools include effective parental involvement and academically focused after-school activities (such as homework clubs).

They warn that “targeted funding that avoids situations where budget increases in one area are undermined by reduced budgets elsewhere” and that “whole-school reforms” which constantly monitor the effect on attainment are necessary.

² <http://www.gov.scot/Resource/0051/00516300.pdf>

<https://www.tes.com/news/school-news/breaking-views/evidence-back-pupil-equity-money-thin>

³ “Pupil Equity Funding - Advice to EIS Local Association Secretaries and School Representatives”, EIS, April 2017

⁴ <http://www.gov.scot/Topics/Education/Schools/Raisingeducationalattainment/pupilequityfund/Schoolallocations>

⁵ <https://news.gov.scot/news/pupil-equity-funding>

⁶ <https://news.gov.scot/news/fair-funding-for-schools>

⁷ <http://www.gov.scot/Topics/Education/Schools/Raisingeducationalattainment>

⁸ <http://www.engagerenfrewshire.com/files/9115/0356/7687/Education Reform and Educational Attainment.pdf>

⁹ <https://www.jrf.org.uk/sites/default/files/jrf/migrated/files/education-attainment-scotland-full.pdf>

The report also emphasised that professionals need to understand how poverty influences attainment, and draw on an evidence base of “what works, for whom, in which contexts, and why” to enable them to implement change in the most effective way.

The National Improvement Hub has produced examples of initiatives that aim to target:

- Early intervention and prevention
- Social and emotional wellbeing
- Promoting healthy lifestyles
- Targeted approaches to literacy and numeracy
- Promoting a high quality learning experience
- Differentiated support
- Use of evidence and data
- Employability and skills development
- Engaging beyond the school
- Partnership working
- Professional learning and leadership
- Research and evaluation to monitor impact¹⁰

These include Third-Sector-led initiatives such as family breakfast clubs, holiday hunger schemes, mentoring schemes and physical activities programmes.

3. PEF Guidance

The Scottish Government has produced national guidance for head teachers as to how PEF should be spent. Local authorities also produced complementary local guidance and the Educational Institute of Scotland (EIS) published a set of additional notes with advice on the rules for spending PEF. The national guidance states that the funds are to be spent at the discretion of teachers and school leaders, but that they can work collegiately at a community level, as well as in wider school clusters and at a local authority level to address common interests.

The key principles of both the national and Glasgow guidance are that:

- Funding must provide targeted support for children and young people affected by poverty to achieve their full potential. Although PEF is allocated on the basis of free school meal eligibility, head teachers can use their professional judgement to bring additional children into the targeted interventions.
- Plans must be grounded in evidence of what is known to be effective at raising attainment for children affected by poverty.
- The funding should be focused on activities and interventions that will lead to improvements in literacy, numeracy, and health & wellbeing.
- Family learning opportunities can also be considered as potential interventions, as can interventions that impact on transitions between school stages.

¹⁰ <https://education.gov.scot/improvement/self-evaluation/Interventions%20for%20Equity>

- Parents and carers, children and young people, and other key stakeholders should be involved in the planning process¹¹
- Schools are urged to achieve the best possible outcomes for children and young people by working in partnership with a range of bodies such as parent groups, parent councils, Third Sector organisations (including youth work, family learning organisations), other educational sectors and centres of expertise¹².
- PEF can be spent on additional temporary staff, ICT resources and services from Third Sector partners. However, purchase of resources, equipment or services must comply with existing local authority procurement procedures.
- To determine whether the Attainment Fund is effective in its goal of closing the poverty-related attainment gap, the Scottish Government will be monitoring the attainment gap using new national standardised assessments for pupils in Primary 1, 4, 7 and S3. These will test literacy and numeracy but as yet, there are no metrics in place for pupil health and wellbeing.¹³
- In Glasgow, schools were required to focus on targeted outcomes such as raising attainment and attendance levels, or reducing exclusions. Schools are also required to submit a summary report at the end of each academic year that evaluates progress in meeting these outcomes.

4. PEF in practice

In Glasgow, the timetable for PEF implementation was:

- Guidance issued by 31 January 2017
- A schedule of meetings for groups of schools during February and March involving HR/Finance/QIO colleagues, to test the plan being proposed, to ensure staffing meets national and local terms and conditions, and that expenditure is compliant with procurement regulations.
- Initial plans submitted by the end of March
- Discussion of the plans with Directorate/Education Scotland and Scottish Government, as available.
- Plans to then be revised as appropriate for final submission by end of April.
- Implementation from April, wherever possible.¹⁴

This did not give head teachers much time to prepare and submit their proposals. In March, Maureen McKenna, Executive Director of Education at Glasgow City Council, warned of

¹¹ <https://support.activelearnprimary.co.uk/blog/2017/03/pupil-equity-funding-for-scotland.html>

¹² <https://education.gov.scot/improvement/Pages/Interventions-for-Equity-framework.aspx>

¹³ "Education reform and Educational Attainment", Learning from the National Third Sector GIRFEC project http://www.engagerenfrewshire.com/files/9115/0356/7687/Education_Reform_and_Educational_Attainment.pdf

¹⁴ <http://www.glasgow.gov.uk/councillorsandcommittees/viewSelectedDocument.asp?c=P62AFQDNDNZL2U0GZ3>

“snake oil salesmen” making unrealistic promises to schools about their ability to raise attainment and said that head teachers were being inundated with such offers.¹⁵

During the planning process, three networking events were held in Glasgow for schools and Third Sector organisations. Two of these were run by Locality Planning in the North-East and South. One was run by GCVS in collaboration with the North-West Wellbeing Network and West & Central Voluntary Sector Network, at the request of primary schools in Knightswood and Drumchapel. To support the event, the Everyone’s Children team also prepared a directory of Third Sector services for children, young people and families. The GCVS event was well received by teachers, who said that they were not aware of the range of Third Sector organisations in their local area.

GCVS now has a place on the Glasgow Education Improvement Board. This is an officer group that supports schools to meet the National Improvement Framework. It includes Glasgow Council Education Services staff, Glasgow Life staff and head teachers from Glasgow primary and secondary schools.

Most local authorities have not yet made available the records showing how schools spent their Pupil Equity Funding. A survey of press coverage indicates that up to forty primary and secondary schools in North Lanarkshire, as well as a few in other local authority areas, spent PEF on creating temporary promotions for existing staff and giving them a specific remit related to attainment.¹⁶

Glasgow City Council have given some details on how PEF has been spent in its schools, but has not yet provided a detailed breakdown of the spending. According to a report from Maureen McKenna, a total of 66 Child Development Officers (CDOs) are to work with early stages classes on learning through play and/or family work in 62 primary schools.¹⁷ These temporary CDOs were recruited from nurseries and backfilled from the supply pool.

Many schools in Glasgow also wanted to create additional promoted posts to focus on attainment. In primary schools, there are 8.6 full-time equivalent depute head teachers funded by PEF, while 73.1 principal teachers and 101 teachers have been requested. They are a mixture of temporary and permanent promotions, though not all are currently in place. A total of 120.9 Support for Learning workers have been requested and most posts have now been filled.¹⁸

Most primary schools also included family learning as part of their proposal and this demand has been filled by both Glasgow Life and some Third Sector organisations. A total of 35.6 principal teacher posts have been created in secondary schools which are to be funded from a combination of PEF and the Attainment Fund allocated to GCC.

¹⁵

http://www.heraldscotland.com/news/15134384.Glasgow_schools_chief_beware_of_snake_oil_salesmen_in_120m_education_overhaul/

¹⁶

http://www.heraldscotland.com/news/15540180.Schools_are_using_anti_poverty_fund_to_give_temporary_promotions_teachers/

¹⁷

<http://www.glasgow.gov.uk/Councillorsandcommittees/viewSelectedDocument.asp?c=P62AFQDNDNUTNTZ3T1>

¹⁸ Ibid.

5. Third Sector Responses

Existing relationships with schools

All but one of the organisations who participated had existing relationships with schools as they had worked with them to provide services to pupils and families. These services included:

- After-school care
- Breakfast and lunch clubs
- Family support, e.g. groups for parents, parent and child play sessions, outreach family support for substance abuse, poverty and trauma-related issues
- Creative Play sessions
- Targeted support for pupil wellbeing and learning

Some had worked in partnership with schools to provide services over a long period of time while others took referrals to their services from schools. One organisation had not previously worked directly with schools, but had run events focusing on the attainment gap and related issues.

Contact with schools regarding PEF

One of the organisations interviewed knew about the funding in January 2017, about a month before the procurement process began. One organisation was unsure when they had first heard. The remaining organisations did not hear until the procurement process was already underway – between February and April 2017 was the most common answer (with the deadline for procurement being April 28th).

Two of the organisations did not attempt to secure contracts with any schools for Pupil Equity Funding. One of these organisations did not do so because at the time of procurement, they were only offering services to parents rather than whole-family support (though this has since changed). The other organisation said that this was because they had not heard about the funding until the procurement process had already begun and felt that they didn't have time to find out what schools needed, or to put together a proposal and costings.

This organisation went on to say that they would only want to provide their services where they genuinely met the needs of the pupils and did not want to chase funding if their services were not appropriate for the school (this particular sentiment was echoed by two other organisations). They had worked with schools previously and had good relationships with another, so hoped that the schools might get in touch to discuss what they might be able to provide, but this was not the case.

The remaining eight organisations all made direct contact with schools regarding PEF. Some attended networking events but they all sent materials to schools that outlined their services. These ranged from general portfolios and brochures to more specific costed proposals. One organisation felt that, despite approaching schools with a costed proposal, they were too late to secure contracts – they did not hear about PEF until the procurement

process was almost over and by the time they were able to produce costings, most schools had already decided how to spend their funding allocation.

The organisations who were able to secure contracts with schools tended to have heard about PEF either before the procurement process began or shortly after it started, meaning they had the time to produce a fully costed proposal. Of the organisations who sought the funding, most said that their perception was that head teachers did not have the experience or sufficient time to decide how to spend PEF (especially where schools had been allocated large amounts). Their view was that they were more likely to contract with organisations who came to them with specific and costed proposals, due to the short timeframe and the fact they were not used to directly spending funds in this way.

Contracting with schools

Five of the organisations had been commissioned by schools to provide services using Pupil Equity Funding. Two of these organisations secured contracts with a large number of schools in Glasgow and went through significant recruitment processes to develop the capacity to provide the agreed services. One of these organisations provided play sessions and the other provided support for pupil wellbeing during the school day. Two organisations were commissioned to provide family support in a smaller number of schools within their local area. The last of the five organisations was commissioned to provide physical activity sessions during lunch and after school.

All of the organisations which were commissioned this year are hoping to be commissioned again for next year's PEF allocation. Two are also hoping that they might be able to expand to other schools, assuming that they will have the capacity to do so. Most of the other organisations are considering attempting to contract with schools next year but did not indicate that PEF was a priority for them.

Two organisations felt that head teachers who had commissioned a service this year were likely to want to continue this contract next year, both to simplify the procurement process and also because they would not be keen to withdraw services that had been running for a year. The interviewee believed that this would make it difficult for organisations who had not been commissioned this year to obtain any of the funding next year.

Opinions on the procurement process

Two of the organisations responded that overall, they had a good experience of the procurement process. Both of these organisations were commissioned by schools to provide services using PEF.

The other organisations made a range of criticisms of the process. Most felt that the procurement process was not long enough or that there was not sufficient advance warning, meaning that organisations struggled to produce proposals in time. Four organisations described the process as uncoordinated and badly planned, and one criticised the lack of contact with social work.

Two interviewees felt that some organisations may have known about the funding sooner than others and said that everyone should have received this information at the same time. They also perceived head teachers to be unprepared to spend significant amounts of

funding, particularly in the short time frame available, and that they were being bombarded with offers from various organisations and businesses.

One organisation suggested that it was difficult for schools to know whether a service would have an impact on the attainment gap and that they should have been able to run pilots for a few weeks before making a final decision. Another organisation said that the needs of the children should be the primary consideration and that the short timescale meant that opportunities to have a robust discussion with schools about what services they needed to help close the attainment gap had been missed.

Two organisations expressed concerns that PEF encouraged the development of a market for Third Sector organisations and that those who benefitted most were those willing to behaving competitively, designing services to fit PEF requirements rather than only offering services where they were genuinely appropriate. A further organisation expressed similar sentiments, saying that they disagreed with the practice of cold-calling schools to try and secure contracts, and felt that the process made this behaviour more likely.

Continuity of funding was also an issue for two organisations, while two organisations expressed that they were unsure whether PEF would facilitate them to sustain services over a longer period rather than one year at a time. It was a risk for organisations as schools were initially unsure of how and when PEF would be paid, so the organisations had to pay their newly recruited staff to deliver services while hoping that the funding would be available before they started to struggle with the financial burden.

Two of the organisations offered an opinion on the principle underpinning PEF, the principle being that head teachers are best placed to decide how to close the attainment gap in their own school. One organisation agreed with this principle, while the other felt that it undermined the local authority.

Challenges of working with schools

One organisation which was commissioned was interviewed three months into the school term, when their PEF programme was already underway in schools, and they were able to outline some of the challenges of joint working with schools.

The organisation described having to expedite their recruitment and training process due to the short timescale between procurement and the start of the school term. They were unable to be as rigorous during recruitment as they would normally be and could not provide the usual level of training for new staff. They therefore felt that staff were not as confident as they could have been when they began working with pupils.

There were also difficulties with managing the expectations of teachers, who often did not appreciate the skills and experience of staff provided by the organisation. They felt that the fact they were now being paid to provide a service they had previously provided for free changed the attitude of schools towards the service, as they expected more and were less understanding of staff requiring time off or training. The programme required schools to refer individual pupils and initially struggled to get these referrals from teachers who were not used to the process and did not understand why it was necessary.

The organisation also reported that they were under particular pressure to demonstrate raised attainment in a very short space of time. Since their project focuses on pupil wellbeing, the impact on attainment is a more gradual process which makes it difficult for them to demonstrate success to head teachers even when the programme is going well. There are further difficulties with evaluating the project because the teachers' input is required and they were often too busy to provide this.

Practical issues they faced included difficulties with getting the schools to pay invoices on time, problems linking in with the school IT network and a lack of security for the organisation, as they may not be kept on for the next school year.

A role for GCVS

The participants were asked for their views on how GCVS could support them in future PEF procurement processes.

All of the organisations interviewed sent representatives to PEF-related networking events with schools. One organisation said that the event helped them to make contacts and were commissioned by at least one school following the event. Another organisation which was also commissioned said that they used their existing school contacts to secure contracts, though they felt it was still a worthwhile event as they got a chance to hear about the experiences of other organisations.

Two organisations, neither of which were commissioned, did not find the networking event organised by Locality Planning useful as they felt it was not well-attended by schools and happened too late in the process to be useful. Another organisation, which was commissioned, did not attend a networking event but secured contracts by word of mouth and through their existing relationships with schools.

The participating organisations were mostly supportive of the idea of GCVS taking on an "honest broker" role, which would involve GCVS helping schools to link with local Third Sector organisations and vice versa. Several organisations emphasised that this would need to be done within local areas and with knowledge of the organisations operating there, rather than on a citywide basis. Two organisations said they were unsure or didn't think this would be helpful.

One organisation also suggested that GCVS could support organisations in creating costed proposals and then produce a directory to be sent to schools to ensure they can make an informed choice from a range of services.

6. Summary

Pupil Equity Funding (PEF) was announced in December 2016. It provided a total of £120m for schools to use at their discretion to close the attainment gap in 2017-18. Overall, schools in Glasgow received a total of £21,602,400 in PEF.

Each school had to develop a plan to explain how they intended to spend the money. The initial bid had to be submitted by the end of March 2017. The process to develop bids

seemed rushed and chaotic. Most Third Sector organisations only became aware of the process in Feb 2017.

Networking events were organised to make schools aware of Third Sector organisations in their area. These were held towards the end of March 2017. Feedback from Third Sector organisations suggests that some found them useful and that they received PEF work as a result.

However, other organisations received funding because they already had closer links with particular schools. Third Sector organisations that were able to outline clear specifications and costs for the work they would do were the most successful.

7. Actions

- Everyone's Children Project held two further networking events in 2017 (in North West and North East Glasgow) in conjunction with the Citywide Forum (Children, Young People and Families) and local voluntary sector networks. These enabled Third Sector organisations to meet with Health and Social Care Staff and head teachers. Both had excellent turnouts (100+ people) and good feedback from participants about the opportunities to meet. A further networking event is planned for 2018.
- A directory of local Third Sector services was developed for each event. These were very well received and teachers, in particular, commented that they did not know that there were so many local services. The Everyone's Children Project continues to expand the Directory, which is now on the GCVS website.
- Everyone's Children staff attended a networking event for schools and organisations, run by Glasgow City Health and Social Care Partnership in the North East, to promote the Third Sector to schools.
- GCVS now has a place on the Glasgow Education Improvement Board. This is an officer group that supports schools to meet the National Improvement Framework. It includes Glasgow Council Education Services staff, Glasgow Life staff and head teachers from Glasgow primary and secondary schools.

8. Recommendations

1. The Scottish Government should examine research into what initiatives have been shown to be effective in closing the attainment gap, as well as reports on the use of

the pupil premium in England and Wales. This can be used to inform future guidance for head teachers on spending the pupil equity monies.

2. Glasgow City Council should evaluate the effectiveness of the various PEF initiatives and continue to encourage networking and partnerships between the public and Third sectors.
3. GCVS should continue to promote the Third Sector, organise further networking events for organisations to engage with schools, and provide training to organisations on pricing services and developing proposals.

Appendix 1: School-level allocations for Glasgow 2017/18

Primary Schools

Glasgow City	Alexandra Parade Primary School	Primary	£	141,600
Glasgow City	Anderston Primary School	Primary	£	51,600
Glasgow City	Annette Street Primary School	Primary	£	111,600
Glasgow City	Antonine Primary School	Primary	£	159,600
Glasgow City	Ashpark Primary School	Primary	£	156,000
Glasgow City	Aultmore Park Primary School	Primary	£	219,600
Glasgow City	Avenue End Primary School	Primary	£	176,400
Glasgow City	Balornock Primary School	Primary	£	175,200
Glasgow City	Bankhead Primary School	Primary	£	184,800
Glasgow City	Barmulloch Primary School	Primary	£	62,400
Glasgow City	Battlefield Primary School	Primary	£	78,000
Glasgow City	Blackfriars Primary School	Primary	£	174,000
Glasgow City	Blairdardie Primary School	Primary	£	126,000
Glasgow City	Broomhill Primary School	Primary	£	40,800
Glasgow City	Cadder Primary School	Primary	£	78,000
Glasgow City	Caldercuilt Primary School	Primary	£	66,000
Glasgow City	Caledonia Primary School	Primary	£	93,600
Glasgow City	Camstradden Primary School	Primary	£	148,800
Glasgow City	Cardonald Primary School	Primary	£	85,200
Glasgow City	Carmunnock Primary School	Primary	£	9,600
Glasgow City	Carmyle Primary School & Nursery Class	Primary	£	52,800
Glasgow City	Carntyne Primary School	Primary	£	79,200
Glasgow City	Castleton Primary School	Primary	£	201,600
Glasgow City	Chirnsyde Primary School	Primary	£	126,000
Glasgow City	Cleeves Primary School	Primary	£	180,000
Glasgow City	Corpus Christi Primary School	Primary	£	160,800
Glasgow City	Craigton Primary School & Nursery Class	Primary	£	98,400
Glasgow City	Cranhill Primary School	Primary	£	79,200
Glasgow City	Croftfoot Primary School	Primary	£	136,800
Glasgow City	Crookston Castle Primary School	Primary	£	208,800
Glasgow City	Cuthbertson Primary School and Nursery Class	Primary	£	140,400
Glasgow City	Dalmarnock Primary School	Primary	£	278,400
Glasgow City	Darnley Primary School	Primary	£	121,200
Glasgow City	Dunard Primary School & Nursery Class	Primary	£	141,600
Glasgow City	Eastbank Primary School	Primary	£	103,200

Glasgow City	Elmvale Primary School & Nursery Class	Primary	£	216,000
Glasgow City	Garnetbank Primary School	Primary	£	76,800
Glasgow City	Garrowhill Primary School	Primary	£	55,200
Glasgow City	Garscadden Primary School	Primary	£	116,400
Glasgow City	Glasgow Gaelic School	Primary	£	46,800
Glasgow City	Glendale Gaelic Primary School	Primary	£	9,600
Glasgow City	Glendale Primary School	Primary	£	127,200
Glasgow City	Golfhill Primary School	Primary	£	98,400
Glasgow City	Gowanbank Primary School	Primary	£	66,000
Glasgow City	Haghill Park Primary School & Nursery Class	Primary	£	109,200
Glasgow City	Highpark Primary School	Primary	£	162,000
Glasgow City	Hillhead Primary School	Primary	£	110,400
Glasgow City	Hillington Primary School	Primary	£	86,400
Glasgow City	Holy Cross Primary School	Primary	£	222,000
Glasgow City	Hyndland Primary School	Primary	£	46,800
Glasgow City	Ibrox Primary School & Nursery Class	Primary	£	104,400
Glasgow City	John Paul II Primary School	Primary	£	121,200
Glasgow City	Kelvindale Primary School	Primary	£	79,200
Glasgow City	King's Park Primary School	Primary	£	91,200
Glasgow City	Knightswood Primary School	Primary	£	267,600
Glasgow City	Langfaulds Primary School	Primary	£	58,800
Glasgow City	Langside Primary School	Primary	£	58,800
Glasgow City	Lorne Street Primary School	Primary	£	68,400
Glasgow City	Lourdes Primary School & Nursery Class	Primary	£	157,200
Glasgow City	Merrylee Primary School	Primary	£	82,800
Glasgow City	Miller Primary School	Primary	£	138,000
Glasgow City	Miltonbank Primary School	Primary	£	79,200
Glasgow City	Mosspark Primary School & Nursery Class	Primary	£	84,000
Glasgow City	Mount Florida Primary School & Nursery Class	Primary	£	79,200
Glasgow City	Mount Vernon Primary School	Primary	£	26,400
Glasgow City	Notre Dame Primary School	Primary	£	111,600
Glasgow City	Oakgrove Primary School	Primary	£	122,400
Glasgow City	Oakwood Primary School	Primary	£	128,400
Glasgow City	Our Lady of Peace Primary School	Primary	£	130,800
Glasgow City	Our Lady Of The Annunciation Primary School	Primary	£	26,400

Glasgow City	Our Lady Of The Rosary Primary School & Nursery Class	Primary	£	110,400
Glasgow City	Parkview Primary School	Primary	£	160,800
Glasgow City	Pirie Park Primary School	Primary	£	204,000
Glasgow City	Pollokshields Primary School	Primary	£	120,000
Glasgow City	Quarry Brae Primary School	Primary	£	163,200
Glasgow City	Riverside Primary School	Primary	£	123,600
Glasgow City	Royston Primary School	Primary	£	85,200
Glasgow City	Sacred Heart Primary School	Primary	£	162,000
Glasgow City	Sandaig Primary School	Primary	£	118,800
Glasgow City	Sandwood Primary School	Primary	£	165,600
Glasgow City	Saracen Primary School	Primary	£	180,000
Glasgow City	Scotstoun Primary School	Primary	£	91,200
Glasgow City	Shawlands Primary School	Primary	£	84,000
Glasgow City	St Albert's Primary School	Primary	£	104,400
Glasgow City	St Angela's Primary School & Nursery Class	Primary	£	60,000
Glasgow City	St Anne's Primary School	Primary	£	190,800
Glasgow City	St Bartholomew's Primary School	Primary	£	134,400
Glasgow City	St Benedict's Primary School	Primary	£	186,000
Glasgow City	St Bernard's Primary School	Primary	£	222,000
Glasgow City	St Blane's Primary School	Primary	£	61,200
Glasgow City	St Brendan's Primary School	Primary	£	81,600
Glasgow City	St Bride's Primary School	Primary	£	120,000
Glasgow City	St Bridget's Primary School & Nursery Class	Primary	£	57,600
Glasgow City	St Brigid's Primary School	Primary	£	102,000
Glasgow City	St Catherine's Primary School	Primary	£	134,400
Glasgow City	St Charles' Primary School	Primary	£	97,200
Glasgow City	St Clare's Primary School	Primary	£	206,400
Glasgow City	St Constantine's Primary School & Nursery Class	Primary	£	147,600
Glasgow City	St Conval's Primary School	Primary	£	87,600
Glasgow City	St Cuthbert's Primary School	Primary	£	91,200
Glasgow City	St Denis' Primary School	Primary	£	110,400
Glasgow City	St Fillan's Primary School & Nursery Class	Primary	£	66,000
Glasgow City	St Francis' Of Assisi Primary School	Primary	£	32,400
Glasgow City	St Francis' Primary School & Nursery Class	Primary	£	195,600

Glasgow City	St George's Primary School	Primary	£	73,200
Glasgow City	St Joachim's Primary School	Primary	£	19,200
Glasgow City	St Joseph's Primary School	Primary	£	108,000
Glasgow City	St Maria Goretti Primary School	Primary	£	130,800
Glasgow City	St Marnock's Primary School	Primary	£	100,800
Glasgow City	St Martha's Primary School	Primary	£	109,200
Glasgow City	St Mary's Primary School	Primary	£	190,800
Glasgow City	St Michael's Primary School	Primary	£	198,000
Glasgow City	St Mirin's Primary School	Primary	£	73,200
Glasgow City	St Monica's (Milton) Primary School	Primary	£	198,000
Glasgow City	St Monica's Primary School	Primary	£	93,600
Glasgow City	St Mungo's Primary School & Nursery Class	Primary	£	105,600
Glasgow City	St Ninian's Primary School	Primary	£	128,400
Glasgow City	St Patrick's Primary School	Primary	£	110,400
Glasgow City	St Paul's (Shettleston) Primary School & Nursery Class	Primary	£	135,600
Glasgow City	St Paul's (Whiteinch) Primary School	Primary	£	205,200
Glasgow City	St Philomena's Primary School	Primary	£	99,600
Glasgow City	St Roch's Primary School	Primary	£	163,200
Glasgow City	St Rose Of Lima Primary School	Primary	£	228,000
Glasgow City	St Saviour's Primary School	Primary	£	109,200
Glasgow City	St Stephen's Primary School	Primary	£	93,600
Glasgow City	St Teresa's Primary School	Primary	£	92,400
Glasgow City	St Thomas' Primary School	Primary	£	136,800
Glasgow City	St Timothy's Primary School & Nursery Class	Primary	£	164,400
Glasgow City	St Vincent's Primary School	Primary	£	126,000
Glasgow City	Sunnyside Primary School	Primary	£	63,600
Glasgow City	Swinton Primary School	Primary	£	34,800
Glasgow City	Thorntree Primary School	Primary	£	207,600
Glasgow City	Thornwood Primary School & Nursery Class	Primary	£	85,200
Glasgow City	Tinto Primary School	Primary	£	164,400
Glasgow City	Toryglen Primary School	Primary	£	50,400
Glasgow City	Wallacewell Primary School	Primary	£	108,000
Glasgow City	Wellshot Primary School	Primary	£	157,200
Glasgow City	Whiteinch Primary School	Primary	£	73,200
Glasgow City	Yoker Primary School	Primary	£	90,000

Secondary schools

Glasgow City	All Saints Secondary School	Secondary	£	194,400
Glasgow City	Bannerman High School	Secondary	£	104,400
Glasgow City	Bellahouston Academy	Secondary	£	163,200
Glasgow City	Castlemilk High School	Secondary	£	109,200
Glasgow City	Cleveden Secondary School	Secondary	£	106,800
Glasgow City	Drumchapel High School	Secondary	£	106,800
Glasgow City	Eastbank Academy	Secondary	£	162,000
Glasgow City	Glasgow Gaelic School	Secondary	£	9,600
Glasgow City	Govan High School	Secondary	£	98,400
Glasgow City	Hillhead High School	Secondary	£	182,400
Glasgow City	Hillpark Secondary School	Secondary	£	169,200
Glasgow City	Holyrood Secondary School	Secondary	£	326,400
Glasgow City	Hyndland Secondary School	Secondary	£	91,200
Glasgow City	John Paul Academy	Secondary	£	205,200
Glasgow City	King's Park Secondary School	Secondary	£	92,400
Glasgow City	Knightswood Secondary School	Secondary	£	224,400
Glasgow City	Lochend Community High School	Secondary	£	108,000
Glasgow City	Lourdes Secondary School	Secondary	£	193,200
Glasgow City	Notre Dame High School	Secondary	£	112,800
Glasgow City	Rosshall Academy	Secondary	£	153,600
Glasgow City	Shawlands Academy	Secondary	£	183,600
Glasgow City	Smithycroft Secondary School	Secondary	£	139,200
Glasgow City	Springburn Academy	Secondary	£	208,800
Glasgow City	St Andrew's Secondary School	Secondary	£	354,000
Glasgow City	St Margaret Mary's Secondary School	Secondary	£	93,600
Glasgow City	St Mungo's Academy	Secondary	£	241,200
Glasgow City	St Paul's High School	Secondary	£	176,400
Glasgow City	St Roch's Secondary School	Secondary	£	141,600
Glasgow City	St Thomas Aquinas Secondary School	Secondary	£	174,000
Glasgow City	Whitehill Secondary School	Secondary	£	88,800

ASL schools

Glasgow City	Abercorn Secondary School	Special	£	28,800
Glasgow City	Ashton Secondary School	Special	£	48,000
Glasgow City	Broomlea Primary School	Special	£	13,200
Glasgow City	Cardinal Winning Secondary School	Special	£	19,200
Glasgow City	Cartvale Secondary School	Special	£	10,800
Glasgow City	Croftcroighn Primary School	Special	£	25,200

Glasgow City	Drummore Primary School	Special	£ 27,600
Glasgow City	Eastmuir Primary School	Special	£ 18,000
Glasgow City	Enhanced Vocational Inclusion Programme	Special	£ - 0
Glasgow City	Greenview Learning Centre	Special	£ 15,600
Glasgow City	Hampden Primary School	Special	£ 20,400
Glasgow City	Hazelwood School	Special	£ 8,400
Glasgow City	Hollybrook Academy	Special	£ 22,800
Glasgow City	Howford Primary School	Special	£ 28,800
Glasgow City	Kelbourne Park Primary School	Special	£ 8,400
Glasgow City	Kirkriggs Primary School	Special	£ 25,200
Glasgow City	Langlands Primary School	Special	£ 15,600
Glasgow City	Linburn Academy	Special	*
Glasgow City	Middlefield School	Special	*
Glasgow City	Newhills Secondary School	Special	*
Glasgow City	Parkhill Secondary School	Special	£ 9,600
Glasgow City	St Kevin's Primary School	Special	£ 13,200
Glasgow City	St Oswald's Secondary School	Special	£ 6,000
Glasgow City	Toryglen Language and Communication Resource	Special	*
Glasgow City	Westmuir High School	Special	£ 9,600

Appendix 2 – Wider Educational Reform

The Scottish Government’s wider approach to education reform is based around devolving further power to schools, with head teachers to be given direct control over staffing and the content of the curriculum. According to the Scottish Government’s 2017 ‘Programme for Government’, “an Education Bill will be introduced in 2018 to reform education to help close the poverty-related attainment gap. The Bill will empower head teachers, give teachers the space to teach and help parents play a bigger role in school life.”¹⁹ Educational governance is to be reformed with a new charter for head teachers, giving them powers to select and manage teachers and staff within their own school, decide on curriculum content and directly control a significantly increased proportion of school funding.²⁰



This approach to education is also reflected in the Curriculum for Excellence, which sets out the skills school pupils should develop, but leaves schools to decide on the actual knowledge and content to be delivered.

The Scottish Government had intended to further reform school governance by taking them almost entirely outwith the remit of local authorities and instead creating “regional collaboratives” to support schools across council areas – with a director for each area reporting to the chief inspector of schools at Education Scotland, rather than to councils. However, following opposition from COSLA this plan has now been scrapped in favour of a compromise arrangement where local authorities will join one of six regional collaboratives and work in partnership.²¹

¹⁹ https://www.snp.org/the_snp_scottish_government_s_programme_for_government

²⁰ “Education reform and Educational Attainment”, Learning from the National Third Sector GIRFEC project http://www.engagerenfrewshire.com/files/9115/0356/7687/Education_Reform_and_Educational_Attainment.pdf

²¹

http://www.heraldscotland.com/news/15564603.Scottish_Government_agrees_U_turn_over_controversial_school_plans/