

## Education Scrutiny Committee – Blended Meeting

Committee Room 2, Fife House, North Street, Glenrothes

Tuesday, 22 August 2023 - 10.00 am

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### AGENDA

Page Nos.

1. **APOLOGIES FOR ABSENCE**
2. **DECLARATIONS OF INTEREST** – In terms of Section 5 of the Code of Conduct, members of the Committee are asked to declare any interest in particular items on the agenda and the nature of the interest(s) at this stage.
3. **MINUTE** – Minute of Meeting of the Education Scrutiny Committee of 23 May 2023. 3 – 6
4. **ATTENDANCE REPORT – SESSION 2022/2023** – Report by the Head of Education & Children’s Services - Primary Schools & Improvement Support. 7 – 21
5. **SERVICE PUPIL PREMIUM – BENEFIT FOR FIFE PUPILS** – Report by the Head of Education & Children’s Services - Primary Schools & Improvement Support. 22 – 27
6. **EDUCATION SERVICE REVENUE BUDGET 2022-23 PROVISIONAL OUTTURN** – Joint Report by the Head of Education - Early Years and Directorate Support and the Executive Director Finance & Corporate Services. 28 – 34
7. **EDUCATION SERVICE CAPITAL INVESTMENT PLAN 2022-23 : PROVISIONAL OUTTURN** – Joint Report by the Head of Education - Early Years and Directorate Support and the Executive Director Finance & Corporate Services. 35 – 40
8. **EDUCATION SERVICE REVENUE BUDGET 2023-24 PROJECTED OUTTURN** – Joint Report by the Head of Education - Early Years and Directorate Support and the Executive Director Finance & Corporate Services. 41 – 45
9. **EDUCATION SERVICE CAPITAL INVESTMENT PLAN 2023-24 : PROGRESS REPORT** – Joint Report by the Head of Education - Early Years and Directorate Support and the Executive Director Finance & Corporate Services. 46 – 51
10. **EDUCATION SCRUTINY COMMITTEE FORWARD WORK PROGRAMME** – Report by the Executive Director, Finance & Corporate Services. 52 – 56

**Members are reminded that should they have queries on the detail of a report they should, where possible, contact the report authors in advance of the meeting to seek clarification.**

Lindsay Thomson  
Head of Legal and Democratic Services  
Finance and Corporate Services

Fife House  
North Street  
Glenrothes  
Fife, KY7 5LT

15 August 2023

If telephoning, please ask for:

Diane Barnet, Committee Officer, Fife House 06 ( Main Building )  
Telephone: 03451 555555, ext. 442334; email: Diane.Barnet@fife.gov.uk

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### **BLENDING MEETING NOTICE**

This is a formal meeting of the Committee and the required standards of behaviour and discussion are the same as in a face to face meeting. Unless otherwise agreed, Standing Orders will apply to the proceedings and the terms of the Councillors' Code of Conduct will apply in the normal way

For those members who have joined the meeting remotely, if they need to leave the meeting for any reason, they should use the Meeting Chat to advise of this. If a member loses their connection during the meeting, they should make every effort to rejoin the meeting but, if this is not possible, the Committee Officer will note their absence for the remainder of the meeting. If a member must leave the meeting due to a declaration of interest, they should remain out of the meeting until invited back in by the Committee Officer.

If a member wishes to ask a question, speak on any item or move a motion or amendment, they should indicate this by raising their hand at the appropriate time and will then be invited to speak. Those joining remotely should use the "Raise hand" function in Teams.

All decisions taken during this meeting, will be done so by means of a Roll Call vote.

Where items are for noting or where there has been no dissent or contrary view expressed during any debate, either verbally or by the member indicating they wish to speak, the Convener will assume the matter has been agreed.

There will be a short break in proceedings after approximately 90 minutes.

Members joining remotely are reminded to have cameras switched on during meetings and mute microphones when not speaking. During any breaks or adjournments please switch cameras off.

**THE FIFE COUNCIL - EDUCATION SCRUTINY COMMITTEE – BLENDED MEETING**

**Committee Room 2, Fife House, North Street, Glenrothes**

**23 May 2023**

**10.00 am – 1.10 pm**

**PRESENT:** Councillors Kathleen Leslie (Convener), Lynn Ballantyne-Wardlaw, Aude Boubaker-Calder, Patrick Browne, Ian Cameron, Colin Davidson, Dave Dempsey, Sean Dillon, Linda Erskine, Brian Goodall (substituting for Councillor Wilson), Alycia Hayes, Lynn Mowatt, Sarah Neal, Sam Steele (substituting for Councillor Kennedy-Dalby), and Jonny Tepp (substituting for Councillor Caffrey); and Alastair Crockett, Religious Adviser.

**ATTENDING:** Maria Lloyd, Head of Education & Children’s Services - Secondary Schools & Specialist Support, Angela Logue, Head of Education & Children’s Services - Primary Schools & Improvement Support, Shelagh McLean, Head of Education & Children’s Services - Early Years and Directorate Support, Stuart Booker, Quality Improvement Officer, Karen Lees, Education Manager, Murray McBain, Policy Co-ordinator, Emily Laranja, Teacher, Lynburn Primary School, Louise McIlhatton, Headteacher, Lynburn Primary School, Angela Robertson, Headteacher, Queen Anne High School; and Diane Barnet, Committee Officer, Legal & Democratic Services.

**ALSO ATTENDING:** Jane McKeown, Trade Union Representative (for Para. 42. – Education Service Staff Wellbeing Strategy - Update).

**APOLOGIES FOR ABSENCE:** Councillors John Caffrey, Louise Kennedy-Dalby and Daniel Wilson.

Prior to the start of business, Councillor Leslie, Convener, on behalf of the Committee, expressed her appreciation of the contribution to and the support given by Carrie Lindsay, Executive Director, Education and Children’s Services, to the work of this Committee and its predecessor Education Committees. The Committee congratulated Carrie on her imminent retirement and wished her good luck in any future endeavours – after 36 years of service.

**40. DECLARATIONS OF INTEREST**

No declarations of interest were submitted in terms of Standing Order No. 7.1.

**41. MINUTE**

The Committee considered the minute of the Education Scrutiny Committee of 21 March 2023.

**Decision**

The Committee agreed to approve the minute.

**42. EDUCATION SERVICE STAFF WELLBEING STRATEGY - UPDATE**

The Committee considered a report by the Head of Education and Children's Services providing a progress report on the development of the Staff Wellbeing Strategy, as requested by the Education Scrutiny Committee at its meeting on 15 November 2022 (Minute Para. Ref. 16 (4) and (5) of 2022.ES.8).

The Headteachers of Queen Anne High School and Lynburn Primary School also gave an overview of some of the staff wellbeing initiatives at their respective schools.

**Decision**

The Committee:-

- (1) noted the approaches being implemented within schools;
- (2) thanked the Headteachers for their presentations; and
- (3) acknowledged the priorities outlined in the Staff Wellbeing Strategy.

*Councillor Mowatt left the meeting during consideration of the above item and Councillor Davidson left the meeting temporarily during consideration of the above item.*

**43. DESTINATIONS OF SCHOOL LEAVERS**

The Committee considered a report by the Executive Director, Education and Children's Services providing an update on the destinations of all school leavers from Fife schools in session 2021/22.

The report also provided an overview of the range of strategies being developed to support Education Services' key priority to improve the rates of positive and sustained destinations.

**Decision**

The Committee:-

- (1) noted progress and next steps of this workstream;
- (2) acknowledged the scale of uncertainties and complexities in relation to the effect of the Covid-19 pandemic; and
- (3) agreed that all Fife Councillors be encouraged to visit secondary schools in their areas and to speak to the Headteacher about positive destinations.

*The Committee adjourned at 12 noon and re-convened at 12.10 pm.*

**44. INTERIM PROGRESS REPORT: SENIOR PHASE PROJECTED STAGE - BASED OUTCOMES**

The Committee considered a report by the Executive Director, Education and Children's Services providing an update on current progress in improving attainment for learners in the senior phase. This was an update on the stage-based outcomes report presented to this Committee on 15 November 2022 - 'Senior Phase Stage-Based Outcomes' (Minute Para. Ref. 17. (4) of 2022.ES.8 refers).

**Decision**

The Committee:-

- (1) noted the projected progress in S4 for literacy and numeracy at SCQF levels 3, 4 and 5 for session 2022/23 in relation to the final attainment for session 2021/22 as described in the previous report on 15 November 2022;
- (2) requested a report to a future meeting of this Committee, or elected member briefing, as appropriate, providing information on support for learning specifically for immigrant and refugee young people who may also have a language barrier with English as an additional language;
- (3) requested a report to a future meeting of this Committee providing information on Stage-Based Outcomes specific to the tracking and monitoring information available to schools relating to Armed Forces learners;
- (4) noted that a report on the outcomes for national qualifications and a reference to the Senior Phase Analytical Toolkit (SPAT), including a comparison for literacy and numeracy outcomes detailed in this report, would be submitted for the Committee's consideration at its meeting on 14 November 2023; and
- (5) agreed that ward members should be encouraged to visit their Secondary schools to discuss stretch targets, action planning and anticipated progress directly with the Headteacher.

**45. DIGITAL DEVICES APPROACH FOR FIFE LEARNERS**

The Committee considered a report by the Executive Director, Education and Children's Services providing information on the conclusions reached through Digital Device Pilots that took place across schools during 2021 and 2022. The report set out a proposed framework for sustaining and further developing digital device access for Fife learners, pending investment from the Scottish Government.

**Decision**

The Committee:-

- (1) noted the findings and conclusions of the 1-1 device pilots and the proposed roll-out model for providing access to 1-1 digital devices for children and young people in Fife, as funding became available; and

## 2023 ES 23

- (2) agreed that the Convener, on behalf of the Education Scrutiny Committee, welcomed the SNP election manifesto promise of 2021 to allocate funding to local authorities to provide digital devices for learners. The Convener would write to the Scottish Government requesting details on timescale and level of funding for Fife in order to facilitate the Committee's scrutiny of digital devices for learners.

*Councillor Dempsey left the meeting during consideration of the above item.*

### 46. DIRECTORATE IMPROVEMENT PLAN 2023-26

The Committee considered a report by the Executive Director, Education and Children's Services providing an update on the development of the Education Service Improvement Plan 2023-26 – which would form part of the Directorate Improvement Plan 2023-26 – and seeking feedback on the draft improvement priorities for the Education Service for the next three years, as part of an ongoing consultation with key stakeholders in relation to those improvement priorities.

#### **Decision**

The Committee noted the Education and Children's Services Directorate's draft improvement priorities for 2023-26.

### 47. EDUCATION SCRUTINY COMMITTEE FORWARD WORK PROGRAMME

The Committee considered a report by the Executive Director, Finance and Corporate Services relating to the workplan for future meetings of the Education Scrutiny Committee.

#### **Decision**

The Committee:-

- (1) agreed to review the workplan with a view to putting forward suggestions for areas of scrutiny - any suggestions were to be submitted to the Convener, Lead Officer and Committee Officer for consideration;
- (2) as referenced at Para. 44 (2) above – Senior Phase Projected Stage-Based Outcomes - agreed to consider a report, as appropriate, on support for learning for immigrant and refugee young people at a future meeting of this Committee on a date to be advised;
- (3) as referenced at Para. 44 (3) above - Senior Phase Projected Stage-Based Outcomes relating to Armed Forces learners at a future meeting of this Committee on a date to be advised;
- (4) as referenced at Para. 44 (4) above –Senior Phase Projected Stage-Based Outcomes - a report on the outcomes for national qualifications, a reference to the Senior Phase Analytical Toolkit (SPAT) and a comparison of literacy and numeracy outcomes would be presented for the Committee's consideration at its meeting on 14 November 2023; and
- (5) noted that the progress report on implementation of the Neurodevelopmental Pathway detailed on the workplan for the meeting on 22 August, 2023, would be delayed.

22 August 2023

Agenda Item No. 4

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## Attendance Report – Session 22/23

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Report by: Angela Logue, Head of Service, Education and Children’s Services

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Wards Affected: All

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### Purpose

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To give an overview of the work that has been undertaken in Fife schools and the impact that this has had on pupil attendance.

### Recommendation(s)

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Members are asked to note the work being done in Fife to promote and improve attendance at school.

### Resource Implications

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There are no resource implications

### Legal & Risk Implications

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None

### Impact Assessment

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An EqIA is not required because the report does not propose a change or revision to existing policies and practices.

### Consultation

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No formal consultation was required

# 1.0 Background

- 1.1 Good school attendance is the foundation of our ambition for our children and young people to reach their full potential and is fundamental to Getting it Right for Every Child and raising attainment. We recognise that promoting good school attendance can be a complex and multi-faceted issue.
- 1.2 Face-to-face education is important in helping pupils to fulfil their potential. Parents are required under the [Education \(Scotland\) Act 1980](#) to provide education for their child. It is important that children and young people can benefit from their right to education, are able to see their friends and have social contact and benefit from the learning, care and support that schools provide.
- 1.3 Attendance is defined as participation in a programme of educational activities arranged and agreed by the school, including:
  - Attendance at school
  - Learning out with the school provided by a college or other learning provider while still on the roll of the school
  - Educational visits, day and residential visits to outdoor centres
  - Interviews and visits relating to further and higher education or careers events
  - Debates, sports, musical or drama activities in conjunction with the school
  - Study leave for pupils participating in national exams, if arranged by the school during the period of the national examination timetable
  - Receiving tuition via hospital or outreach teaching services
  - Work experience
- 1.4 Prior to the pandemic (session 2018/19) attendance in Fife primary schools was 94% and 90.2% in secondary. The series of lockdowns, school closures and advice to “stay at home” had a detrimental impact on pupil attendance at school with attendance dropping to 90.7% in primary and 86.8% in the first full year of education following the 2 years of disruption to learning (session 21/22) (Figs 1 & 2).

## Secondary

Year	Attendance %	Absence Total %	Authroised Absence %	Unauthorised Absence %	Exclusions %
2017/18	90.30%	9.70%	5.90%	3.80%	0.05%
2018/19	90.20%	9.80%	5.70%	4.10%	0.04%
2019/20	88.90%	11.10%	6.30%	4.80%	0.03%
2020/21	91.10%	8.90%	4.70%	4.20%	0.03%
2021/22	86.80%	13.20%	7.70%	5.50%	0.04%
2022/23	87.06%	12.94%	7.27%	5.63%	0.04%

(Fig 1)

## Primary

Year	Attendance %	Absence Total %	Authroised Absence %	Unauthorised Absence %	Exclusions %
2017/18	94.30%	5.70%	3.60%	2.20%	0.01%
2018/19	94.00%	6.00%	3.70%	2.30%	0.01%
2019/20	93.00%	7.00%	4.30%	2.70%	0.01%
2020/21	94.10%	5.90%	3.30%	2.60%	0.01%
2021/22	90.70%	9.30%	6.00%	3.40%	0.01%
2022/23	91.27%	8.73%	5.47%	3.25%	0.01%

(Fig 2)

1.5 Schools closed to the majority of pupils for two main periods during the COVID 19 pandemic. Firstly, between March and September 2020 and then between Christmas 2020 and Easter 2021. Although many schools stayed open for children of key workers and vulnerable children, for most pupils there was a huge change to the way they had to learn. Even when schools were open for face-to-face learning, there was continued disruption to schooling throughout the more acute phase of the pandemic.

1.6 There has always been a wide range of factors that negatively affect pupils' attendance at school. These include:

- Poverty, disadvantage and learners eligible for free school meals;
- pupils with special and additional learning needs;
- parental influence and families with complex and multiple needs; and
- anxiety, mental health and wellbeing and disengagement issues.

The disruption to education caused by the pandemic has exacerbated some of the issues that resulted in pupils missing school.

1.7 Research by the University of Strathclyde [Socioeconomic Disparities in School Absenteeism](#) which examined trends in school attendance in Scotland following school reopening after lockdowns, highlighted that overall absenteeism indicated that “students from disadvantaged socioeconomic areas were more likely to be absent following school return than their more affluent peers”. Data in Fife schools reflects this. Within primary schools, Free School Meal Entitlement (FSM) pupil attendance sitting at 85.94% compared to 92.98% of those not in receipt of FSM. In secondary schools data shows FSM pupil attendance sitting at 78.64% in comparison to 89.54% of those not in receipt of FSM. This data shows that it is our most vulnerable pupils who are the most likely to be disengaged from school.

1.8 Data for our Young Carers shows that, alongside those with FSM entitlement, they have the lowest school attendance in both primary and secondary sectors with levels in primary of 86.6% against overall attendance of 91.3% and in secondary of 80.9 % against overall attendance of 87.2% (Fig 3).

## Attendance 2022/23

### Primary and Secondary schools

All	FSM	Quintile 1	LAC	ASN	Armed Forces	EAL	Young Carer
89.5	83.1	85.6	87.6	85.5	92.0	88.3	82.0

### Primary schools

All	FSM	Quintile 1	LAC	ASN	Armed Forces	EAL	Young Carer
91.3	85.9	87.8	90.9	88.5	92.7	88.9	86.6

### Secondary schools

All	FSM	Quintile 1	LAC	ASN	Armed Forces	EAL	Young Carer
87.2	78.8	82.5	83.4	83.8	90.8	87.3	80.9

(Fig 3)

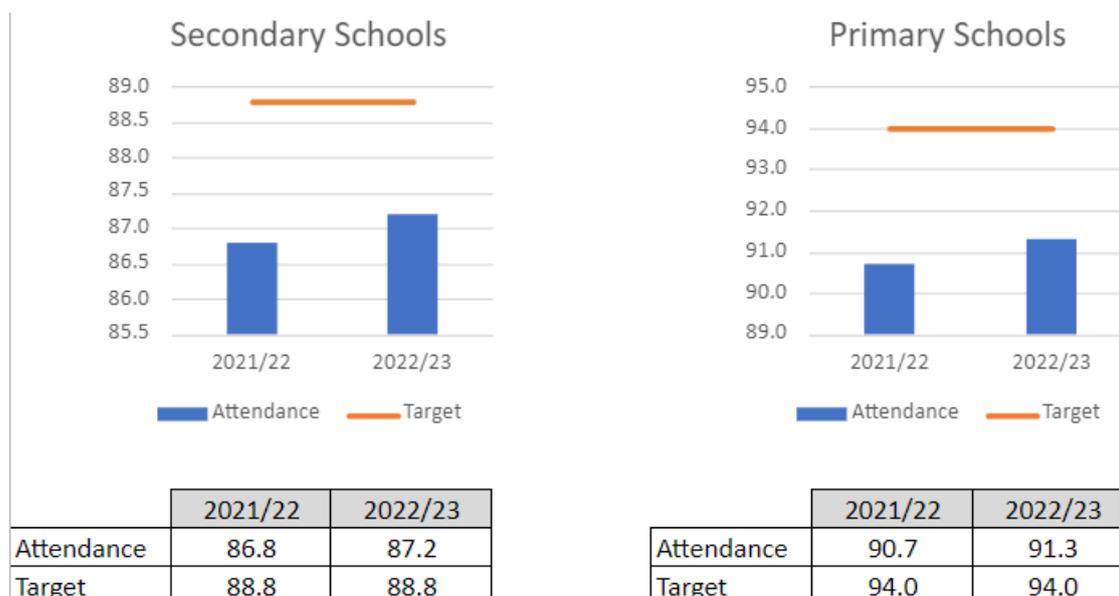
## 2.0 Issues and Options

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- 2.1 Attendance issues are complex and wide ranging. Attendance can be affected by many factors and creative approaches are required from schools and partner agencies to promote and support positive attendance at school.
- 2.2 A number of approaches found to be successful in improving attendance are outlined in research findings, including recent Fife Quality Improvement methodology work and the 4DX work, which although focussed on improving outcomes for our looked after children, was a source of valuable learning on what needs to be improved for all learners, particularly the work focussed on attendance. Refreshed guidance published by the Scottish Government "Included, Engaged and Involved – Attendance in Scottish Schools" (2019) [Included, engaged and involved part 1](#) outlines Local Authority responsibilities and a range of procedural, preventative and proactive approaches. Examples of QI approaches to attendance which have made use of Fife Quality Improvement work are available on request – Attendance QI Poster – Pathhead Primary School and attendance QI Poster – Viewforth High School.
- 2.3 To support schools in improving attendance guidance has been provided in the form of a One Note. This allows information regarding statutory requirements, procedures and strategies to improve attendance to be easily accessed by all staff.
- 2.4 The aims of this guidance are:
  - To provide schools with the statutory obligations regarding recording of attendance and the actions taken with non-attendance
  - To bring together all relevant guidance and policies into one area for ease of reference

- To provide all education staff with an understanding of the wider factors relating to school attendance, including the legislative context and interactive factors which contribute to attendance issues
- To support all education staff in problem solving attendance issues through a framework of staged intervention
- To highlight practical approaches to promoting and supporting attendance through good practice exemplars

- 2.5 Within the guidance we are clear that improving attendance is the responsibility of all staff and that each individual needs to be clear as to the role they play in this improvement.
- 2.6 As poor attendance is often habitual, prevention and early intervention is crucial. The key to this is regular data analysis to both identify and provide immediate additional support to pupils or pupil cohorts that need it, and to look at historic and emerging patterns across the school and develop strategies to address them.
- 2.7 Schools in Fife hold a great deal of information about attendance. In all schools data is available on individuals, classes and cohorts as well as specific groups of learners in such as FME, Looked After, English as an Additional Language, Armed Forces and Young Carers. This data is available at school level through SEEMiS and an overview is provided to all schools through Power BI. Schools can use the information that they have to identify trends such as cohorts, reasons for absence or particular subjects where absence is high in order to identify and target interventions appropriately. To support schools in the use of this data an overview of what should be reviewed and when is provided to all schools through our monitoring and tracking of attendance (Appendix 1). This data is also used by officers to support and challenge schools.
- 2.8 Schools that are successful in improving attendance and reducing persistent absence have a clear understanding of the attendance issues within the school; they identify these through the analysis of data. Anecdotal evidence about reasons for absence and patterns of absence can be misleading. Clear monitoring procedures at all levels in the system and the use of data has ensured a rigorous focus by all on attendance levels and trends. This has supported schools to be pro-active in their approach to individuals and identify specific patterns and trends in their settings. (Appendix 2)
- 2.9 Use of stretch targets for attendance in all schools is supporting school leaders to focus efforts on promoting and securing improved attendance for pupils. [Fife stretch targets 2022-23 - as set.docx](#). (Fig 4)



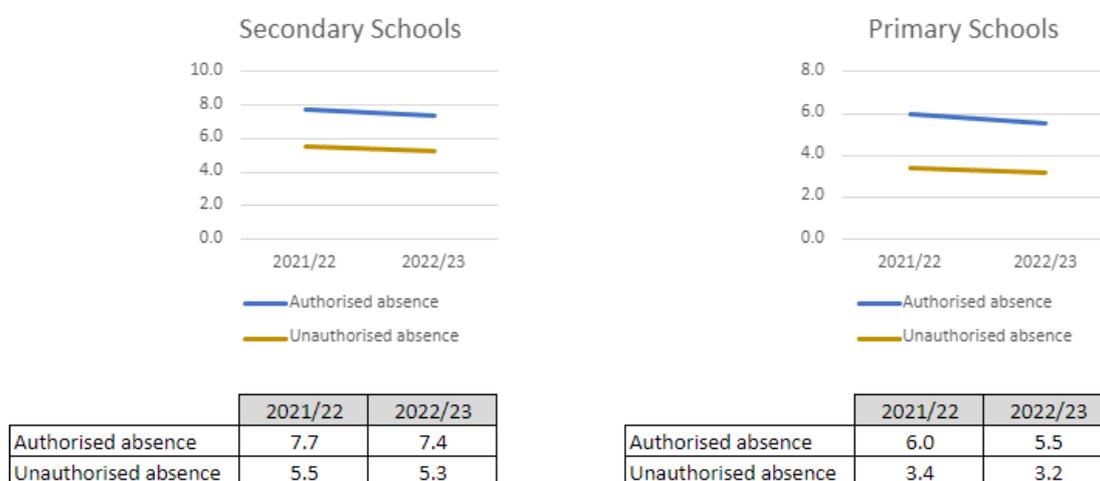
(Fig 4)

- 2.10 Research shows that effective engagement often leads to increased attendance, and it can also be linked to higher academic achievement and to a positive effect on pupil's attitude to learning and on their behaviour.
- 2.11 Whilst it is the parent's responsibility to contact the school to report an absence and provide a reason, communication must be a two-way process. Schools which have good parental communication are often those that use a variety of methods and embrace the use of technology - through email, text messaging, social media, and a user-friendly school website. Research has shown that using a range of tools has made communication between parents and schools more timely, efficient, and productive. This has been a key element in our partnership approach to improving attendance across our schools, alongside a wider communication strategy led by the central team.
- 2.12 Oversight of the work to improve attendance across schools is provided by the Attendance, Engagement and Participation Strategy Group. This multi-agency group allows us to take a partnership approach across education, health, social work and third sector organisations. It has also enabled us to link with families for insight into what can be done to support families in improving attendance.
- 2.13 We recognise that relationships are key to being able to support a child and their family and ask that schools identify a link person, within the school setting for individual families. This link should ensure that pupil voice is central to any discussion to clearly identify barriers to attendance, enabling supports and strategies to be put in place.
- 2.14 Through use of Pupil Equity Funding many schools have identified family support workers and other support staff to liaise directly with families to support reengagement. This has shown to have a direct and positive impact on family and learner engagement and improved attendance.
- 2.15 Our centrally based Family Support Workers and Pupil Support Officers are working with schools to support identified pupils from P6 to S2 and their families re-engage with school. This is a limited resource and is in its infancy however is having success

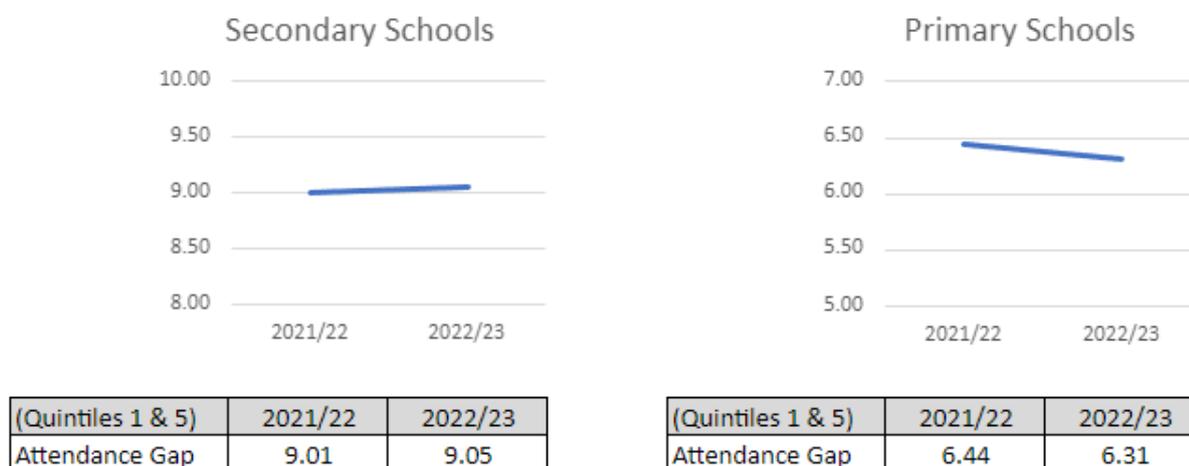
in supporting re-engagement through supporting the wellbeing and mental health of young people and their families.

2.16 Due to the work being done around chronic absence, including the use of nurturing approaches and a whole family, multiagency approach to attendance of targeted pupils we have seen a decrease in chronic non- attendance (less than 30%) since December with numbers decreasing from 514 in primary to 230 and in secondary dropping from 1139 to 727 pupils.

2.17 Both authorised and unauthorised absence is down in primary settings as schools continue to follow up with families reasons for absence and communicate with them about the importance of attendance at school. Whilst in secondaries, authorised absence has increased but unauthorised has shown a decrease (Fig 5 below).



2.18 We know that poverty has a direct impact on attendance and schools are working hard with partners and families to mitigate for this however, whilst in primary the attendance gap between Q1 and Q5 has decreased the gap in secondary continues to be higher than last session. There is and continues to be a continued focus on the group (Fig 6 below).

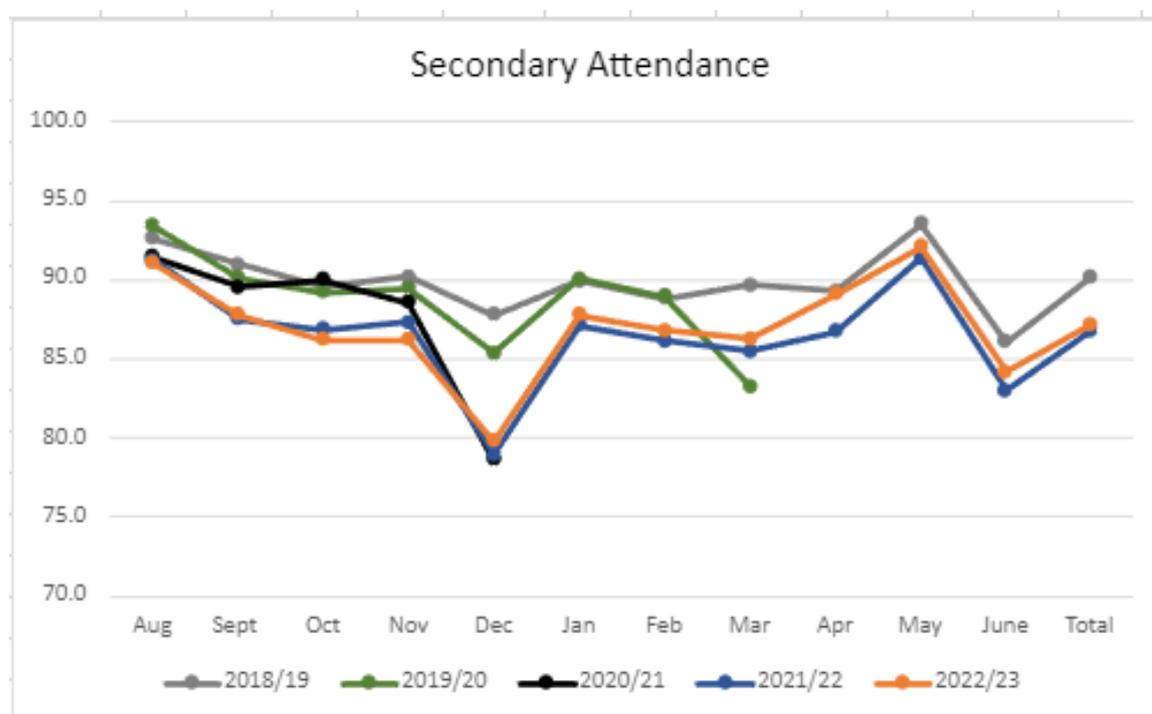


2.19 Analysis of our attendance data (Figs 7 and 8) shows that across session 22/23 attendance has followed similar trends to the past 5 years. Further analysis of this data informed us that in Term 1 (August to October) holidays accounted for the

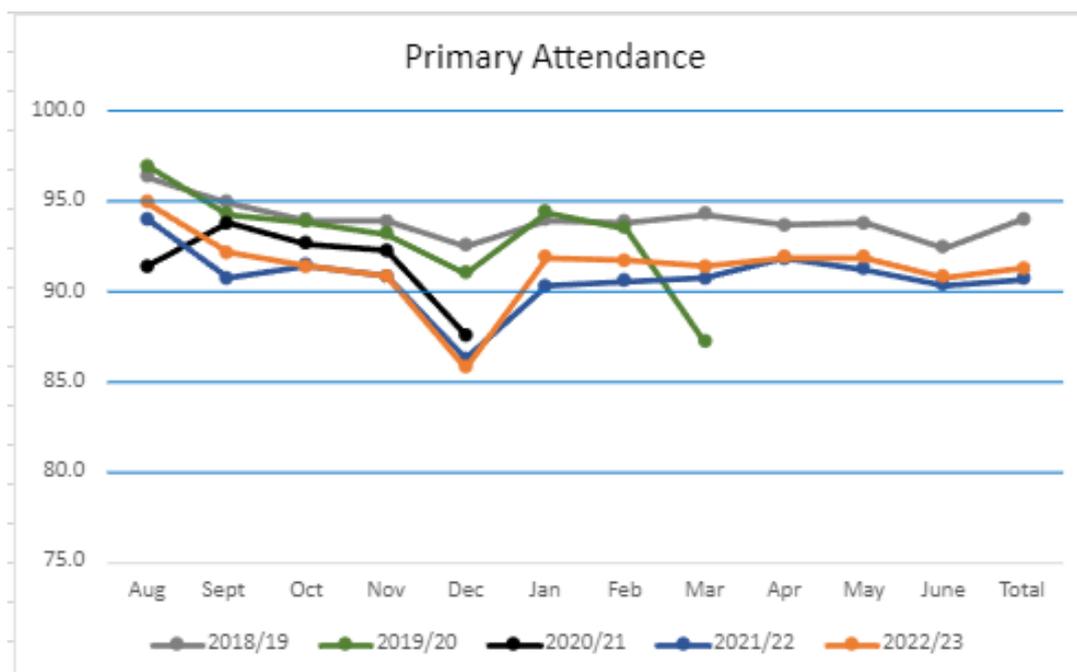
largest proportion of unauthorised absence in the primary sector. Given the Cost of Living challenges faced by many families it is understandable that some families will take the decision to have a holiday in term time when costs are lower however this does have an impact on pupil attendance and upon pupil attainment. In secondary schools the highest number of absences were “unexplained”. Work has been undertaken with secondary colleagues to ensure that reasons for absence are identified with families as this will ensure more accurate data and allow specific targeting of resource if required.

2.20 Within Term 2 (November to December) absence was, in the main, attributed to high levels of sickness in the month of December, with almost 10% of absence across both primary and sectors recorded as such.

2.21 Attendance across Terms 3 and 4 (January to March and April to June) saw an improvement in overall pupil attendance and there was little impact of the successive school closure days (strike action, additional holidays) on overall attendance.



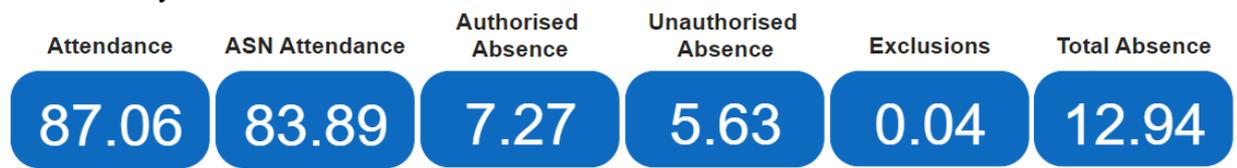
(Fig 7)



(Fig 8)

2.22 Our ability to drill down into particular cohorts and stages is allowing us to target interventions. Data for this session shows that S3 pupil attendance is lowest within the secondary sector (Fig 9), whilst in primary pupil attendance in P1 is lowest (Fig 10). A key focus for the strategy group moving into session 23/24 will be identification of strategies as well as support and challenge for schools around these stages.

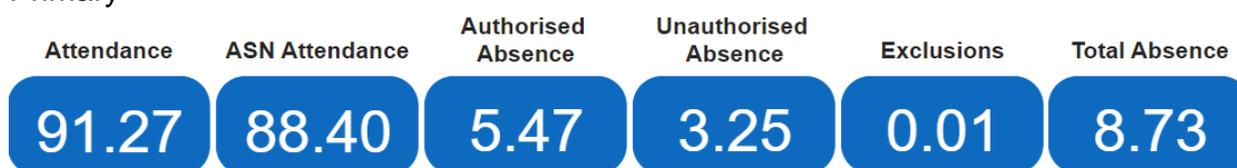
Secondary



Stage	Attendance %	Stage	ASN Attendance %	Stage	Authorised Absence %	Stage	Unauthorised Absence %	Stage	Exclusions %	Stage	Total Absence %
S1	88.42	S1	85.13	S1	7.36	S1	4.18	S1	0.04	S1	11.58
S2	86.38	S2	83.06	S2	8.25	S2	5.31	S2	0.07	S2	13.62
S3	84.68	S3	80.56	S3	8.49	S3	6.78	S3	0.05	S3	15.32
S4	86.91	S4	84.11	S4	6.34	S4	6.73	S4	0.03	S4	13.09
S5	88.34	S5	86.13	S5	6.29	S5	5.37	S5	0.00	S5	11.66
S6	89.47	S6	87.92	S6	5.54	S6	4.99	S6	0.00	S6	10.53
<b>Total</b>	<b>87.06</b>	<b>Total</b>	<b>83.89</b>	<b>Total</b>	<b>7.27</b>	<b>Total</b>	<b>5.63</b>	<b>Total</b>	<b>0.04</b>	<b>Total</b>	<b>12.94</b>

(Fig 9)

## Primary



Stage	Attendance %	Stage	ASN Attendance %	Stage	Authorised Absence %	Stage	Unauthorised Absence %	Stage	Exclusions %	Stage	Total Absence %
P1	90.77	P1	86.89	P1	6.30	P1	2.93	P1	0.00	P1	9.23
P2	91.36	P2	88.20	P2	5.57	P2	3.07	P2	0.00	P2	8.64
P3	91.71	P3	88.44	P3	5.27	P3	3.01	P3	0.00	P3	8.29
P4	91.90	P4	89.54	P4	4.91	P4	3.18	P4	0.01	P4	8.10
P5	91.46	P5	88.77	P5	5.24	P5	3.28	P5	0.02	P5	8.54
P6	90.85	P6	88.30	P6	5.50	P6	3.63	P6	0.01	P6	9.15
P7	90.83	P7	87.99	P7	5.59	P7	3.55	P7	0.03	P7	9.17
<b>Total</b>	<b>91.27</b>	<b>Total</b>	<b>88.40</b>	<b>Total</b>	<b>5.47</b>	<b>Total</b>	<b>3.25</b>	<b>Total</b>	<b>0.01</b>	<b>Total</b>	<b>8.73</b>

(Fig 10)

## 3.0 Conclusions

- 3.1 Regular attendance at school is essential for pupils to get the most out of their school experience, including their attainment, wellbeing, and wider life chances.
- 3.2 For the most vulnerable pupils, regular attendance is also an important protective factor and the best opportunity for needs to be identified and support provided. Research has shown associations between regular absence from school and several extra-familial harms
- 3.3 Successfully treating the root causes of absence and removing barriers to attendance, at home, in school or more broadly requires schools and local partners to work collaboratively with, not against families.
- 3.4 Good attendance is a learned behaviour, and the most effective schools recognise the importance of developing good patterns of attendance from the outset. Schools that have good attendance recognise that it is not a discrete piece of work but rather it is an integral part of the school's ethos and culture
- 3.5 The ongoing focus on attendance for all of our pupils across our schools is beginning to have impact on improving school attendance. However, this is a social issue as well as a school issue and will need continued partnership working and community awareness and involvement to ensure that every pupil has the opportunity to get the most out of their school experience and ensure that they achieve the best possible life outcomes.
- 3.6 We will continue to:
  - Maintain a focus on attendance and ensure this is shared with headteachers through our head teacher updates and weekly bulletins
  - Ensure that our attendance guidance is reflective of national policy and research and that it is refreshed and updated to ensure it is meeting the needs of our learners, families and schools.
  - Monitor and track attendance at all levels of the system.

- Develop our communication strategy to promote the benefits of school attendance.
- Learn from ongoing improvement work within this area and scale up and spread effective practice.
- Work with schools to ensure that the school curriculum is relative and engaging for all learners.
- Develop supports to re-engage learners through the development of virtual and 1-1 strategies.

## List of Appendices

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1. Overview of monitoring of targeted groups
2. Snapshot of monitoring and tracking overviews for cluster, primary and secondary

## Report Contact

Author Name - Sarah Else

Author's Job Title – Education Manager

Workplace – Fife House

Telephone: 03451 55 55 55 + VOIP Number 471855

Email: [sarah.else@fife.gov.uk](mailto:sarah.else@fife.gov.uk)

Data/ groups of YP to be monitored weekly.

Pupils with attendance below 30%	Are there plans in place for each of them? When are they due for review?  Are there any improvements in attendance to celebrate with YP/ Family
Care Experienced YP	Where attendance is below 90% flag to Zoe Thomson
Those on the Child Protection register	Have these YP been flagged to their SW?
Unexplained absence Primary – HT /DHT to follow up. Secondary - these should be passed to the relevant year group lead/ guidance staff for follow up	Have at least 3 attempts been made to ascertain reason for absence before recording as unexplained?
Class absence records – highlight any missing records. Primary – HT /DHT to follow up. Secondary - these should be passed to the relevant year group lead/ guidance staff for follow up	

Data/ groups of YP to be monitored monthly.

Pupils with attendance between 30% and 95%	What plans are in place for individuals/ groups?
Pupils with protected characteristics	Cross reference with bullying log to explore patterns of absence possibly related to incidents.

Data/ groups of YP to be monitored termly.

All other pupils i.e., above 95%	
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*Snapshot of tracking and monitoring overview – Cluster*

<b>Cluster Meeting</b>	<b>Month</b>	<b>Key Actions</b>	<b>Attendance</b>	<b>Attainment</b>	<b>EM QA</b>
28/8	August	School PBI Updated Centrally	<p>What trends are emerging since pupils returned? Are there variances within identified pupil groups? Has attendance messaging been shared with all pupils/staff/parents?</p> <p>Key questions: How many YP had attendance below 95% at the end of last session? What have schools done to communicate this with parents/ pupils/ staff to target these pupils? Are staff aware of pupils in their class where attendance is a focus for improvement?</p>	<p>Key strengths of attainment (PBI – BGE Annual Report). Share examples of good practice. Cluster improvement priorities. Progress of YP who did not achieve last session.</p>	<p>Support school teams to analyse attendance patterns and trends to inform school- wide strategies.</p>
	September	Review early warning data. Ensure staff are prepared to discuss attendance at parent/teacher meetings.			
	October	TRAMS 7 <sup>th</sup> Oct			

Snapshot of tracking and monitoring overview – Primary

Month	SLT	Staff	Good Practice
August	<p>Include attendance in start of school year data for all staff and share stretch targets for forthcoming session.</p> <p>Identify list from previous session data of YP with attendance below 95% and share with each class teacher to enable close monitoring in first month.</p> <p>Share back-to-school messaging about the importance of attendance to families and wider community.</p>	<p>Know who key pupils within class are for monitoring of attendance based upon prior session.</p>	<p>Share data across classes regarding attendance of focus YP – what are they attending / not attending?</p>
September	<p>All attendance by year groups.</p> <p>Monthly attendance by class - what trends are they seeing by Class/ Cohorts.</p>	<p>Review early warning data. Ensure staff are prepared to discuss attendance at parent/teacher meetings.</p>	<p>Within this clearly identify numbers of learners with attendance less than 30%; 30-49%; 50-79%; 80-89%; 90-95% for each year group – are there plans in place for YP that fall into these groups?</p>
October	<p>Pre and post-holiday data for all cohorts - identify those who were absent just before and just after – follow up with individual pupils if no reason noted.</p>		<p>Identify trends as to reasons given for absence either immediately before or following holiday periods.</p>

Snapshot of tracking and monitoring overview – Secondary

Month	SLT	Departments	Good Practice
August	<p>Include attendance in start of school year data for all staff. Include attendance in start of school year data for all staff and share stretch targets for forthcoming session.</p> <p>Consider demographics of new cohort to identify student groups at risk for chronic absence.</p>	<p>Know who key pupils within classes are for monitoring of attendance based upon prior session.</p>	<p>Share data across subject areas regarding attendance of focus YP – what are they attending / not attending?</p>
	<p>S1 Cohort – Use of P7 data to identify YP to monitor closely within the first term.</p>	<p>Names shared with each dept to enable close monitoring of early signs of non-attendance in classes.</p>	
September	<p>SLT overview of all attendance by year groups.</p>	<p>Monthly attendance by class - what trends are they seeing by CT/Class.</p>	<p>Within this clearly identify numbers of learners with attendance less than 30%; 30-49%; 50-79%; 80-89%; 90-95% for each year group – are there plans in place for YP that fall into these groups?</p>
October	<p>Pre and post-holiday data for all cohorts - identify those who were absent just before and just after – follow up with individual pupils if no reason noted.</p> <p>"Cleanse Data"</p>		<p>Identify trends as to reasons given for absence either immediately before or following holiday periods.</p>

22 August 2023

Agenda Item No. 5

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## Service Pupil Premium – Benefit for Fife Pupils

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Report by: Angela Logue, Head of Service, Education and Children’s Services

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Wards Affected: All

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### Purpose

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To provide an overview of how receipt of Pupil Service Premium would benefit Service Pupils in Fife as requested in the Motion to council, 11th May 2023.

### Recommendation(s)

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Members are asked to:

- Scrutinise and comment upon the possible benefits of this fund if allocated to pupils across Fife.
- Scrutinise and comment upon the work currently being undertaken across Fife to support Service Pupils through GIRFEC, PEF (Pupil Equity Funding), local strategy and links with national groups.
- Request further updates on the progress, performance and attendance of our Armed Forces Children through the BGE (Broad General Education) and Senior Phase Attainment Reports.
- Enquire about the attendance and achievement of children from UK Armed Forces families in their local schools.

### Resource Implications

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There are no resource implications.

### Legal & Risk Implications

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None.

### Impact Assessment

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Currently an EqIA is not required because the report does not propose a change or revision to existing policies and practices.

### Consultation

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No formal consultation was required.

## 1.0 Background

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- 1.1 In May 2023, a motion was raised at Full Council asking the Council Leader to write to the Scottish Government to request that consideration is given to introducing a Service Pupil Premium to target the specific challenges faced by children and young people from Armed Forces families.
- 1.2 Amendment 1 of the motion asked that the Education Scrutiny Committee produce a report highlighting how an equivalent Service Pupil Premium in Scotland would benefit children in Fife. This amendment was supported by all political groups.
- 1.3 In April 2011 the Department for Education (DfE) in England introduced the Service pupil premium (SPP) in recognition of the specific challenges children from Service families face and as part of the commitment to delivering the armed forces covenant. <https://www.gov.uk/government/publications/the-service-pupil-premium/service-pupil-premium-what-you-need-to-know>.
- 1.4 This fund is made available to state schools, academies and free schools in England, which have children of Service families in school years reception to year 11 (P1 to S4 Scotland). It is designed to assist the school in providing the additional support that these children may need and is currently worth £335 per Service child, per academic year, who meets the eligibility criteria. This can be used to support the pastoral needs of children but cannot be used to subsidise routine school activity or core provision.
- 1.5 Scotland does not currently offer the Service Pupil Premium. Instead, the Getting it Right for Every Child (GIRFEC) approach helps services across Scotland provide high quality support to Service Children (0-18 years) and their families when it is needed, including a point of contact for children and families to go to for initial support and advice.
- 1.6 Although not specifically provided for Service Pupils, Pupil Equity Funding can and does support service pupils as part of the ongoing work across schools to close the poverty related attainment gap.

## 2.0 Issues and Options

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- 2.1 Within Fife we currently have 835 pupils within the primary sector who identify as Armed Forces Pupils and 419 in secondary education. Whilst most of these pupils are located in the North East of Fife a considerable number are situated in the Dunfermline area with all other localities having a smaller proportion of the overall number.

Committee Area	Primary	Secondary	Total by Area
City of Dunfermline	196	112	308
Cowdenbeath	43	15	58
Glenrothes	91	42	133
Kirkcaldy	90	68	158
Levenmouth	35	35	70
North East Fife	303	115	418
South West Fife	77	32	109
Total	835	419	1254

(Fig 1)

- 2.2 These figures relate to pupils whose parents are either Regular, Reserve or a combination and are based upon self-identification of families in August of each year when we update our data capture forms which are issued by schools to families. Nationally, challenges have been identified with families self-identifying and work is progressing to encourage families to identify themselves to schools to ensure that appropriate support can be given. <https://forceschildrenseducation.org.uk/identifying-armed-forces-families>
- 2.3 [Getting It Right for Every Child](#) (known as GIRFEC) is the national approach, and the approach used within Fife, which aims to ensure all people supporting a child work together seamlessly to provide the right help at the right time. Through our GIRFEC approach within Fife, work has been undertaken in our schools to ensure that all children, including Armed Forces Children, are supported with timely and appropriate interventions.
- 2.4 As a result of improved systems across Fife schools, school staff are now able to monitor and track the progress and attendance of Armed Forces Children within their setting. This has enabled them to quickly identify where a young person requires additional support and to then consider the best intervention for them. This has included support for mental health; support with bereavement; support for literacy and numeracy through 1-1 or small group intervention. Schools such as Madras College and Leuchars Primary School work closely with Leuchars Station and Forces Children Scotland to ensure that they are well informed and supported with any matters arising from ongoing situations locally and nationally. However, whilst all schools now have an awareness of who are Armed Forces children, the support that they are given is not based upon the fact that they are Armed Forces but is provided on the basis that there has been either an educational or wellbeing need identified through the school's monitoring and tracking process for all children and young people.
- 2.5 From the tracking and monitoring information that we hold regarding Armed Forces Children in Fife we can see that in the primary sector our Armed Forces children are above the Fife average for both CFE (Curriculum for Excellence) levels in literacy and numeracy and above for attendance. We do not currently have attainment data for this group of learners in the Secondary sector, but our attendance tracking shows the attendance of this group of learners to be above the Fife average. (Fig 2)

Primary	Attendance	CFE Literacy	CFE Numeracy
Armed Forces	92%	76%	82%
All	91%	72%	77%

Secondary	Attendance	CFE Literacy	CFE Numeracy
Armed Forces	91%	NA	NA
All	88%		

(Fig 2)

- 2.6 Although there is no direct additional funding to schools to support Service children there are a range of grants that schools can apply for. ([ADES \(Association of Director of Education Scotland\) Armed Forces Funding Guidance](#)). Historically, Leuchars Primary School has applied for this and has been successful in securing this, enabling them to fund an additional pupil support assistant and Nurture teacher to support a wide range of children within the school.

2.7 Schools with proportionally higher number of service families and proximity to Leuchars Station have, in the past, applied for and successfully received grant funding to provide additional resources and support to enhance the provision for service children. Due to the proximity of the station and the school there are also strong partnerships within the wider community that enhance the learning experience for all. For example, projects and initiatives that have been used across Leuchars Primary have included support to develop a memorial garden, the development of Leuchar's Larder which is open to all families and regular engagement with the Army Welfare Liaison officer from the station. Other school activities which support families are:

- the development of whole school and classroom nurturing approaches;
- use of Kitbag and resources/programmes to support pupils who experience loss, change or separation;
- using targeted literacy and numeracy programmes to accelerate progress;
- offering 'whole family' support including supporting the wellbeing of parents.
- Weekly SWAYs which support interaction with parents serving overseas.

2.8 If SPP was made available to pupils from armed forces families in Scotland this would equate to £420,090 additional funding across schools in Fife per academic year (based upon the current figure of £335 per pupil). (Fig 3)

Committee Area	Primary	Secondary	Total by Area	Approx Funding (£)
City of Dunfermline	196	112	308	103,000
Cowdenbeath	43	15	58	19,430
Glenrothes	91	42	133	44,555
Kirkcaldy	90	68	158	52,930
Levenmouth	35	35	70	23,450
North East Fife	303	115	418	140,000
South West Fife	77	32	109	36,515
<b>Total</b>	<b>835</b>	<b>419</b>	<b>1254</b>	<b>420,090</b>

(Fig 3)

2.9 At a local level, as indicated in Fig 3 above, this could have a significant impact with additional funding providing an opportunity for schools to work together to employ additional support in the form of personnel such as Pupil Support Officers with a specific remit for supporting the pastoral needs of service children. This funding may also provide the opportunity to work with third sector organisations to provide support with mental health and wellbeing or to develop opportunities for pupils and families to come together to develop skills, build confidence and make new connections.

## 3.0 Conclusions

3.1 Whilst we acknowledge that any additional funding would be beneficial to service pupils across our schools, significant work has been undertaken in schools and local authorities across Scotland to ensure that Armed Forces (Service) Children are supported so they can optimise their experience of being part of an Armed Forces family and are not disadvantaged in education and learning.

- 3.2 Although there is no direct additional funding to schools to provide specific support for Service Pupils, there is a strong focus in Fife to ensure that the needs of all pupils are met through the [Getting It Right for Every Child](#) (GIRFEC) approach.
- 3.3 To ensure that there is a focus placed upon ensuring positive outcomes for our Armed Forces pupils in Fife we have adjusted our attendance and attainment reporting to show these pupils as a distinct group whose progress can be tracked against the Fife and National average. This data is available at school, cluster and local levels for scrutiny and discussion and is used to identify when targeted interventions are required.
- 3.4 As part of our commitment to the Armed Forces Covenant ([Armed Forces Covenant Fife](#)) we will continue to develop systems and processes to monitor and track the progression, attainment and attendance across all sectors to ensure that Armed Forces Children are supported to achieve their best outcomes.
- 3.5 Information and communications regarding Armed Forces Learners and Families is shared regularly, with all schools, through our Head Teacher Briefing and Weekly Update. An update for schools on their duties in relation to the Armed Forces Covenant was shared with Head Teachers through our Head Teacher Engagement Session in November 2022 and further input will be delivered next session. Head Teachers have also been directed to the Forces Children's Education website which supports families and educators with advice and resources.  
<https://forceschildrenseducation.org.uk/>
- 3.6 To ensure that we are responsive to the needs of our Armed Forces Families an Armed Forces Strategic Group has been established within Education. This group currently consists of an Education Manager (Sarah Else) and headteachers from across Fife. We also have strong connections into the Association of Directors of Education (ADES) Armed Forces Families Lead Officer Group.
- 3.7 As a local authority we are committed to fulfilling our legal duty (the 'Covenant Duty') on specified public persons and bodies, to have due regard to the principles of the Armed Forces Covenant when exercising certain statutory functions in the fields of healthcare, education, and housing.

## List of Appendices

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None.

## Background Papers

The following papers were relied on in the preparation of this report in terms of the Local Government (Scotland) Act, 1973

Not applicable.

## **Report Contact**

Author Name - Sarah Else

Author's Job Title – Education Manager

Workplace – Fife House

Telephone: 03451 55 55 55 + VOIP Number 471855

Email: sarah.else@fife.gov.uk

22 August 2023  
Agenda Item No 6

## Education Service

### Revenue Budget 2022-23 Provisional Outturn

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Report by:

**Shelagh McLean, Head of Education (Early Years and Directorate Support)**  
**Eileen Rowand, Executive Director Finance & Corporate Services**

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Wards Affected: All

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#### Purpose

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The purpose of this report is to advise members of the provisional outturn for the 2022-23 Education Service Revenue Budget, for the areas in scope of the Education Scrutiny Committee.

#### Recommendation(s)

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Members are asked to:

- a. note the provisional outturn position (subject to audit) for 2022-23, as detailed in this report, and the reasons for the main variances
- b. note progress in achieving approved savings.

#### Resource Implications

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The Service is committed to managing the service spend within the overall level of resource available.

#### Legal & Risk Implications

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There are no direct legal implications arising from this report.

#### Impact Assessment

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An EqIA has not been completed and is not necessary as no change or revision to existing policies and practices is proposed.

#### Consultation

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None

## 1.0 Background

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- 1.1 The purpose of this report is to advise Members of the provisional outturn for the Education Service, for the 2022-23 Revenue Budget, and to highlight under and over spends. Members should note that the outturn is provisional until the annual audit of accounts is complete.

## 2.0 Issues

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### **Provisional Outturn - Education Service**

- 2.1 The provisional outturn for Education Service for the 2022-23 financial year is an underspend of £17.795m. A summary of the provisional outturn is detailed in Appendices 1-2. This shows expenditure against budget across the service headings within the Service. It should be noted that the balances are extracted from the ledger system and are shown as rounded thousands. This may mean that there are some rounding differences contained within the appendices, but these are immaterial values that do not impact on the overall financial position. The following paragraphs provide a brief explanation of the main areas where there are significant variances (+/-£0.250m) to budgets.
- 2.2 In addition, a change in accounting treatment for grants during 2022-23 means that underspends on grant funding are included in service outturns, rather than removed to balances at year end for carry forward. The effect of this that due to this presentation service underspends are higher in comparison with previous years, but in practical terms there is no change – the funding is carried forward and is available to the service in the next financial year.

## 3.0 Major Variances

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### **Devolved School Management (DSM) Budget :- provisional outturn - £ 8.243m underspend, movement (£0.644m)**

- 3.1 The provisional outturn reflects underspends within schools' core DSM budgets of £3.665m, and schools' Pupil Equity Fund (PEF) budgets of £4.578m.
- 3.2 Within the DSM, across schools the position reflects an underspend in teaching staff of £3.9m and single status staff of £0.5m due to vacant posts and recruitment lead in times. Additional costs due to Covid are included within the provisional outturn for the DSM in relation to additional teaching staffing for Covid recovery. These costs are funded from Covid funding for additional teachers from Scottish Government and have no impact on the variance.
- 3.3 Offsetting the underspends described above are overspends on premises costs of £0.5m mainly relating to minor works across schools. A further overspend of £0.839m on supplies and services is also included in the outturn, reflecting additional spend in equipment, materials and classroom resources as head teachers utilise some of the underspend on staffing to enhance spend in these areas.
- 3.4 In addition to the core DSM budget, schools' Pupil Equity Funding (PEF) is included in their devolved budgets. Schools' PEF allocations for 2022-23 were £10.456m, which were allocated to schools along with their carry forward from

2021-22 which was £5.960m. From the total PEF available of £16.416m, schools spent £11.838m in 2022-23, and the underspend of £4.578m has been carried forward to 2023-24, reflecting the nature of PEF as a ring-fenced funding source. Whilst PEF is allocated by Scottish Government in financial years, it is spent by schools in academic years and therefore the underspend reflects this profile of spend by schools.

- 3.5 The movement between the last monitoring report in December 2022 and the provisional outturn of £0.644m is due to a higher than anticipated underspend across schools, mainly in staffing, of £1.065m offset by a reduction in the underspend on PEF of £0.422m.

**Non-DSM/Childcare: - provisional outturn - £9.552m underspend, movement (£4.700m)**

- 3.6 The underspend in the service relates to Early Years of £6.218m, due to an underspend on the specific grant funding from Scottish Government for Early Years provision, non-domestic rates relief to nurseries due to Scottish Government granting temporary rates relief to nurseries, and also some underspends in staffing. Scottish Government are currently reviewing the quantum of funding to be included in future local government settlements for Early Years which may, once agreed, impact the level of resource available in future.
- 3.7 Within General Education the underspend of £7.741m is partly due to the strike saving arising from teachers' industrial action of £2.882m. Also contributing to the underspend is the impact of adjusting schools' budgets for the movement in school rolls which released £1.800m of budget from the DSM. These adjustments reflect the reduction in the number of classes in Primary and a lower than projected roll in Secondary schools. A further underspend of £1.547m is due to an underspend on Scottish Government funding for additional staffing which has been delayed due to recruitment, and £0.663m on grant funding which is being included in service outturns but will be carried forward to be spent in 2023-24.
- 3.8 Within Special Education an underspend of £0.627m is included, which is due to underspends on employee costs and third party payments, due to staff vacancies and no costs being incurred for the education element of placements for looked after children, these underspends being partially reduced by an overspend on school related transport costs.
- 3.9 Service underspends are offset by overspends related to maternity/paternity pay and long-term absence of £2.533m and £1.049m respectively. These costs are in relation to teachers but are borne by the non-devolved central Education budget and not the DSM. However, the saving on teachers' pay from industrial action has offset this pressure for 2022-23. An overspend was also incurred on PPP charges of £0.810m which has arisen due to inflationary increases relating to RPI being higher than the inflationary provision in the budget.
- 3.10 In relation to Covid, the main additional net costs included within Non Devolved Education are in relation to school transport, cleaning and catering, waste collection and PPE of £0.532m.
- 3.11 The movement from the December monitoring report is due to additional savings from teachers' industrial action of £1.382m, an underspend on additional Scottish Government funding of £0.848m, an increase in the underspend on Early Years of

£0.691m and other grant funding streams of £0.984m (due to a change in the presentation of these underspends in the accounts). A further movement is due to additional Scottish Government funding accommodating several associated posts totalling £0.355m, which were previously budgeted within the service core budget.

## 4.0 Progress on Budget Savings

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- 4.1 This section of the report details the revenue budget savings for the areas falling under the scope of the Education Scrutiny Committee, detailing achievements against the current year approved budget savings.
- 4.2 The combined savings target, as approved in the 2021-24 budget process and earlier budget processes for the Service for this financial year is £0.350m. Appendix 3 indicates that this saving has been achieved.

## 5.0 Conclusions

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- 5.1 The provisional outturn for the Education Service Revenue Budget for 2022-23 is an underspend of £17.795m.

### List of Appendices

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1. Educational Services - Devolved Revenue Monitor 2022-23
2. Educational Services – Non-Devolved Revenue Monitor 2022-23
3. Savings Tracker 2022-23

### Report Contacts:

Shelagh McLean  
Head of Education (Early Years &  
Directorate Support)  
Fife House  
Email: [shelagh.mclean@fife.gov.uk](mailto:shelagh.mclean@fife.gov.uk)

Alison Binnie  
Finance Business Partner (ECS)  
Fife House  
Email: [alison.binnie@fife.gov.uk](mailto:alison.binnie@fife.gov.uk)

BUDGET MONITORING REPORT SUMMARY 2022-23 to 31st March 2023 EDUCATION - DEVOLVED					Appendix 1	
	CURRENT BUDGET 2022-23 £m	OUTTURN 2022-23 £m	VARIANCE £m	VARIANCE %	PREVIOUS REPORTED VARIANCE £m	MOVEMENT FROM PREVIOUS REPORTED VARIANCE £m
<b>TOTAL COST OF SERVICES</b>	<b>235.993</b>	<b>227.778</b>	<b>(8.215)</b>	<b>-3.48%</b>	<b>(7.600)</b>	<b>(0.615)</b>
LESS: CORPORATELY MANAGED ITEMS	(0.019)	0.010	0.028	-153.01%	0.000	0.028
<b>SERVICE MANAGED NET BUDGET</b>	<b>236.012</b>	<b>227.769</b>	<b>(8.243)</b>	<b>-3.49%</b>	<b>(7.600)</b>	<b>(0.644)</b>
<b>ANALYSIS OF SERVICE MANAGED BUDGET</b>						
PRIMARY EDUCATION	114.030	109.359	(4.671)	-4.10%	(4.780)	0.109
SECONDARY EDUCATION	114.100	110.639	(3.461)	-3.03%	(2.597)	(0.864)
NURSERY EDUCATION	2.770	2.759	(0.011)	-0.40%	(0.061)	0.050
SPECIAL EDUCATION	4.977	4.875	(0.102)	-2.05%	(0.162)	0.059
AREA GROUPS	0.135	0.137	0.002	1.35%	0.000	0.002
	<b>236.012</b>	<b>227.769</b>	<b>(8.243)</b>	<b>-3.49%</b>	<b>(7.600)</b>	<b>(0.644)</b>

SUBJECTIVE GROUPING	CURRENT BUDGET 2022-23 £m	OUTTURN 2022-23 £m	VARIANCE £m	VARIANCE %	PREVIOUS REPORTED VARIANCE £m	MOVEMENT FROM PREVIOUS REPORTED VARIANCE £m
<b>SERVICE MANAGED NET BUDGET</b>	<b>236.012</b>	<b>227.769</b>	<b>(8.243)</b>	<b>-3.49%</b>	<b>(7.600)</b>	<b>(0.644)</b>
<b>INCOME</b>	<b>(12.750)</b>	<b>(13.558)</b>	<b>(0.808)</b>	<b>6.34%</b>	<b>(0.358)</b>	<b>(0.450)</b>
<b>EXPENDITURE</b>						
EMPLOYEE COSTS	238.746	229.857	(8.889)	-3.72%	(9.249)	0.360
PREMISES RELATED EXPENDITURE	0.040	0.541	0.501	1254.66%	0.229	0.272
TRANSPORT RELATED EXPENDITURE	0.200	0.225	0.025	12.45%	0.026	(0.001)
SUPPLIES & SERVICES	7.801	8.639	0.839	10.75%	1.646	(0.808)
THIRD PARTY PAYMENTS	1.974	2.060	0.086	4.35%	0.107	(0.021)
TRANSFER PAYMENTS	0.000	0.000	0.000	0.00%	0.000	0.000
SUPPORT SERVICES CHARGES	0.000	0.004	0.004	0.00%	(0.001)	0.005
	<b>248.762</b>	<b>241.326</b>	<b>(7.435)</b>	<b>-2.99%</b>	<b>(7.242)</b>	<b>(0.193)</b>
	<b>236.012</b>	<b>227.769</b>	<b>(8.243)</b>	<b>-3.49%</b>	<b>(7.600)</b>	<b>(0.644)</b>

BUDGET MONITORING REPORT SUMMARY 2022-23 to 31st March 2023 EDUCATION - NON DEVOLVED					Appendix 2	
	CURRENT BUDGET 2022-23 £m	OUTTURN 2022-23 £m	VARIANCE £m	VARIANCE %	PREVIOUS REPORTED VARIANCE £m	MOVEMENT FROM PREVIOUS REPORTED VARIANCE £m
<b>TOTAL COST OF SERVICES</b>	<b>191.252</b>	<b>159.727</b>	<b>(31.525)</b>	<b>-16.48%</b>	<b>(4.852)</b>	<b>(26.673)</b>
<b>LESS: CORPORATELY MANAGED ITEMS</b>	<b>55.994</b>	<b>34.021</b>	<b>(21.973)</b>	<b>-39.24%</b>	<b>0.000</b>	<b>(21.973)</b>
<b>SERVICE MANAGED NET BUDGET</b>	<b>135.259</b>	<b>125.706</b>	<b>(9.552)</b>	<b>-7.06%</b>	<b>(4.852)</b>	<b>(4.700)</b>
<b>ANALYSIS OF SERVICE MANAGED BUDGET</b>						
PRIMARY EDUCATION	24.423	27.442	3.020	12.36%	2.896	0.124
SECONDARY EDUCATION	23.101	25.597	2.496	10.80%	2.018	0.477
NURSERY EDUCATION	24.941	18.723	(6.218)	-24.93%	(5.546)	(0.672)
SPECIAL EDUCATION	36.011	35.384	(0.627)	-1.74%	(0.084)	(0.543)
AREA GROUPS	0.674	0.347	(0.326)	-48.42%	0.000	(0.326)
EDUCATION ADMINISTRATION	4.504	4.851	0.347	7.70%	0.443	(0.096)
STAFF DEVELOPMENT	0.315	0.236	(0.079)	-24.93%	0.000	(0.079)
FIFE MUSIC SERVICE	2.548	2.410	(0.138)	-5.42%	(0.100)	(0.038)
SUPPORT SERVICES	3.200	2.949	(0.251)	-7.83%	(0.226)	(0.024)
GENERAL EDUCATION	13.224	5.483	(7.741)	-58.54%	(4.061)	(3.679)
CHILDCARE	2.318	2.283	(0.036)	-1.54%	(0.192)	0.157
	<b>135.259</b>	<b>125.706</b>	<b>(9.552)</b>	<b>-7.06%</b>	<b>(4.852)</b>	<b>(4.700)</b>

SUBJECTIVE GROUPING	CURRENT BUDGET 2022- 23 £m	OUTTURN 2022-23 £m	VARIANCE £m	FORECAST VARIANCE %	PREVIOUS REPORTED VARIANCE £m	MOVEMENT FROM PREVIOUS REPORTED VARIANCE £m
<b>SERVICE MANAGED NET BUDGET</b>	<b>135.259</b>	<b>125.706</b>	<b>(9.552)</b>	<b>-7.06%</b>	<b>(4.852)</b>	<b>(4.700)</b>
<b>INCOME</b>	<b>(51.443)</b>	<b>(51.061)</b>	<b>0.382</b>	<b>-0.74%</b>	<b>0.878</b>	<b>(0.495)</b>
<b>EXPENDITURE</b>						
EMPLOYEE COSTS	112.744	102.555	(10.189)	-9.04%	(6.800)	(3.390)
PREMISES RELATED EXPENDITURE	26.543	27.065	0.521	1.96%	0.313	0.208
TRANSPORT RELATED EXPENDITURE	15.693	16.611	0.917	5.85%	1.008	(0.091)
SUPPLIES & SERVICES	16.963	17.135	0.171	1.01%	0.600	(0.428)
THIRD PARTY PAYMENTS	14.734	13.277	(1.457)	-9.89%	(0.903)	(0.554)
TRANSFER PAYMENTS	0.018	0.007	(0.011)	-63.56%	0.004	(0.016)
SUPPORT SERVICES CHARGES	0.005	0.118	0.113	2245.23%	0.047	0.066
	<b>186.702</b>	<b>176.767</b>	<b>(9.935)</b>	<b>-5.32%</b>	<b>(5.730)</b>	<b>(4.205)</b>
	<b>135.259</b>	<b>125.706</b>	<b>(9.552)</b>	<b>-7.06%</b>	<b>(4.852)</b>	<b>(4.700)</b>

FIFE COUNCIL  
TRACKING APPROVED 2022-23 SAVINGS  
EDUCATION SCRUTINY COMMITTEE  
MARCH 2023

Area	Approved Budget Year	Savings Reference	Title of Savings Proposal	Savings Target £m	Actual £m	(Under)/Over £m	Rag Status
Educational Services	2021-24	2021-EC-03	Review the financial model of Headteacher allocation	0.150	0.150	0.000	Green
Educational Services	2021-24	2021-EC-08	Review of the Devolved School Management (DSM), to include a review of the secondary school week	0.200	0.200	0.000	Green
<b>Grand Total</b>				<b>0.350</b>	<b>0.350</b>	<b>0.000</b>	

## Rag Status Key:-

**Green - No issues and saving is on track to be delivered**

**Amber - There are minor issues or minor reduction in the value of saving, or delivery of the saving is delayed**

**Red - Major issues should be addressed before any saving can be realised**

Summary			
Rag Status	Savings Target £m	Forecast £m	(Under)/Over £m
Green	0.350	0.350	0.000
Amber	0.000	0.000	0.000
Red	0.000	0.000	0.000
<b>Total</b>	<b>0.350</b>	<b>0.350</b>	<b>0.000</b>

22 August 2023

Agenda Item No 7

## Education Service

# Capital Investment Plan 2022-2023: Provisional Outturn Report

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Report by:

**Shelagh McLean, Head of Education (Early Years and Directorate Support)**

**Eileen Rowand, Executive Director, Finance and Corporate Services**

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Wards Affected: All

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### Purpose

This report provides members with information on the provisional outturn of the Education Service capital programme for the 2022-23 financial year, and additionally informs members of progress on our major projects.

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### Recommendation(s)

It is recommended that members:

- i) note the financial position as detailed in this report, and
- ii) note that the budget has been revised to reflect the outcome of the Capital Plan review undertaken in February 2021 and the subsequent re-phasing exercise carried out in May 2023.

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### Resource Implications

There are no direct resource implications. At provisional outturn for capital projects within the remit of this Scrutiny Committee for the 2022-23 financial year is £42.805m. The also reflects slippage of £5.058m at the end of the financial year.

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### Legal & Risk Implications

There are no legal implications arising from this report. However, there is a risk that the actual outturn for projects will vary from the projection contained in the Capital Plan / report. Any potential over or under spend will be managed within the capital programme in 2023-2024 and the programme re-profiled over future years.

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### Impact Assessment

An EqIA has not been completed, and is not necessary, as no change or revision to existing policies is proposed.

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### Consultation

Not Applicable.

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## 1.0 Background

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- 1.1 The purpose of this report is to provide information on the provisional outturn of projects within the capital programme for the current year, as well as provide an update on projects under individual headings within the capital plan. Members should note that the outturn is provisional until the annual audit of accounts is complete.
- 1.2 The provisional outturn is £42.805m, with slippage of £5.058m.
- 1.3 Appendix 1 provides the cost detail on major projects and programmes within the capital plan, where expenditure exceeds £1m.
- 1.4 Appendix 2 provides the provisional outturn for Education Service for the year 2022-2023.

## 2.0 Issues and Options

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### Key Issues / Risks

- 2.1 There is a risk across the Capital Investment Plan that both the timing and cost of projects continue to be adversely affected as a result of the current economic climate following the response to COVID-19, EU-Exit and current geo-political risks in Europe. Throughout the programme issues are continuing to be identified in relation to the supply of construction materials which are resulting in delays to projects, and could in turn lead to increased slippage and increased costs. However, the overall future impact of this is difficult to predict with any degree of certainty and the provisional outturn in this report for 2022-23 relates to projects that are currently in progress. That said, monitoring of the impact of any additional costs, impact on timescales and associated risks is ongoing. The known impact on timing of delivery of projects has been built in to the rephased plan and the overall scale of any additional costs or further delays will be kept under review, but has also been addressed through the review of the Capital Investment Plan.

### Major Projects

- 2.2 Appendix 1 provides a summary of the provisional outturn for the major projects and programmes within the Education Service Capital Plan. Work is underway on the new Dunfermline Learning Campus, replacing Woodmill and St Columba's RC High Schools. This project had a spend of £36.7m (against a budget of £36.0m) in the 2022-23 financial year, with the schools on track to open in August 2024.
- 2.3 Other significant programmes of work detailed within Appendix 2 include the Early Learning and Childcare Programme, which shows mainly the remaining capital spend across nurseries to accommodate the expansion of services to 1140 hours. Additionally, for Free School Meals Expansion, Appendix 2 reflects the capital allocation provided by Scottish Government in November 2022. Work is ongoing to prioritise projects across schools to facilitate expansion.

### Potential Risks and Actions

- 2.4 The Council's approved Capital Plan includes £213m investment in respect of Secondary Schools in West Fife, which includes Dunfermline Learning Campus (DLC) and the Inverkeithing High School replacement. The budgets for the projects reflect the funding arrangements of the Scottish Government's Learning Estate Investment Programme (LEIP), which requires the Council to fund the up-front cost

of construction, with Government support coming in the form of a revenue contribution based on the achievement of outcomes. The project is progressing in line with the required timeline with the campus due to open in August 2024. The Council has approval through LEIP Phase 2 for a replacement Inverkeithing High School and a decision on LEIP Phase 3 is yet to be made, with the Council having bid for a replacement High School for Glenrothes/Glenwood in the later years of the plan.

- 2.5 Within Early Learning and Childcare (ELC), there were 2 projects due to be completed as at 31 March 2023, and contingency arrangements were in place until these facilities are completed and operational.

### **Financial Performance – 2022-2023 provisional outturn**

- 2.6 Appendix 2 details the provisional outturn for 2022-2023 against the main projects and Investment Themes.
- 2.7 There has been slippage of £0.895m under Early Learning & Childcare is a result of the remaining nursery projects due to be completed next financial year. Slippage of £1.454m for Nursery Refurbishment projects has occurred as projects within existing nurseries are now planned for future financial years. Slippage of £2.059m for Free School Meal Expansion has occurred as funding was only announced by Scottish Government in November 2022. Services are working collaboratively to spend this funding next financial year, in line with the plans for additional equipment and building adjustments identified as required to deliver free school meal expansion in the Primary sector. Offsetting this slippage is advancement for the replacement of Inverkeithing High School of £0.849m which is due to early progress on the design of the building, as procurement of the design work has been concluded early, in order to ensure the school can be completed by 2026 as required to comply with the funding conditions. The advancement of these design fees will be managed within the overall project budget.
- 2.8 Slippage on Rolling Programme of £1.345m is around a small number of projects that had initially been planned for 2022-23 now being delayed until next financial year.

## **3.0 Conclusions**

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- 3.1 The provisional outturn position for the capital programme for Education Service Directorate is £42.805m. There is slippage of £5.058m.
- 3.2 The management of capital resources require us to look across financial years, as well as within individual years. The current year performance is only a snapshot of the existing plan and the Directorate will adjust expenditure levels within future years of the plan to accommodate the advancement of projects.

### **List of Appendices**

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1. Project Cost Monitor
2. Capital Plan 2022-2023 Provisional Outturn Expenditure

## Background Papers

Not applicable

## Report Contacts

Louise Playford  
Service Manager  
Telephone: 08451 55 55 55 + 444203  
Email. [louise.playford@fife.gov.uk](mailto:louise.playford@fife.gov.uk)

Shelagh McLean  
Head of Education  
Telephone: 03451 55 55 55 + 444229  
Email. [shelagh.mclean@fife.gov.uk](mailto:shelagh.mclean@fife.gov.uk)

Alison Binnie  
Finance Business Partner  
Telephone: 03451 55 55 55 + 441058  
Email. [alison.binnie@fife.gov.uk](mailto:alison.binnie@fife.gov.uk)

**FIFE COUNCIL**  
**EDUCATION SCRUTINY COMMITTEE**  
**EDUCATION SERVICE CAPITAL INVESTMENT PLAN 2021-31 as at 31 March 2023**  
**TOTAL COST MONITOR - MAJOR CAPITAL PROJECTS**

Appendix 1

Project	Theme	Original Approved Budget £m	Current Project Budget £m	Total Outturn £m	Variance £m	Variance %	Current Project Status	Expected Project Completion Date
Madras College - Langlands	Opportunities for All	50.170	56.302	56.302	-	0.00%	Completed Project	2021-22
Madras College Extension	Opportunities for All		5.709	5.709	-	0.00%	Future Project	2026-27
Dunfermline Learning Campus	Opportunities for All		122.025	122.025	-	0.00%	Current Project	2024-25
Extension Secondary School - Viewforth	Opportunities for All	5.989	6.335	6.969	0.634	10.01%	Future Project	2030-31
New Secondary School - Glenrothes /Glenwood	Opportunities for All	27.532	78.937	78.937	-	0.00%	Future Project	2028-29
Balwearie High School	Maintaining Our Assets	8.300	8.300	8.300	-	0.00%	Future Project	2026-27
Queen Anne High School Extension	Opportunities for All		6.626	6.626	-	0.00%	Future Project	2030-31
Inverkeithing High School Replacement	Opportunities for All		85.000	85.000	-	0.00%	Future Project	2026-27
Primary School Development Future Projects	Opportunities for All		79.357	79.357	-	0.00%	Future Project	2029-30
<b>Total Major Projects over £5.000m</b>		<b>91.991</b>	<b>448.591</b>	<b>449.225</b>	<b>0.634</b>	<b>0.14%</b>		
Extension Secondary School - Auchmuty	Opportunities for All	9.62	3.469	3.816	0.347	10.00%	Future Project	2025-26
Pitteuchar East Nursery Expansion	Opportunities for All		3.002	3.002	-	0.00%	Completed Project	2021-22
Camdean Nursery Expansion	Opportunities for All		1.956	1.956	-	0.00%	Completed Project	2021-22
Touch Primary School Extension	Opportunities for All		2.998	2.998	-	0.00%	Completed Project	2021-22
Halbeath Nursery Expansion	Opportunities for All		3.648	3.648	-	0.00%	Completed Project	2021-22
Pitcorthie Nursery Expansion	Opportunities for All		3.467	3.467	-	0.00%	Completed Project	2021-22
Lochgelly North Nursery Expansion	Opportunities for All		2.706	2.706	-	0.00%	Completed Project	2021-22
Guardbridge Primary School Extension	Opportunities for All		1.855	1.855	-	0.00%	Completed Project	2021-22
New Templehall Nursery	Opportunities for All		3.785	3.785	-	0.00%	Current Project	2021-22
New Methilhaven Nursery	Opportunities for All		1.350	1.350	-	0.00%	Current Project	2022-23
Primary School Development Future Projects	Opportunities for All		19.553	19.553	-	0.00%	Future Project	2030-31
<b>Total Major Projects over £1.000m</b>		<b>9.620</b>	<b>47.790</b>	<b>48.137</b>	<b>0.347</b>	<b>0.73%</b>		
<b>Total Major Projects</b>		<b>101.611</b>	<b>496.381</b>	<b>497.362</b>	<b>0.981</b>	<b>0.20%</b>		

Expenditure	Current Budget £m	Actual to Date £m	Total Outturn £m	Variance £m	Outturn as % of Plan
Building Fife's Future	(0.055)	(0.059)	(0.059)	(0.004)	107%
Developers Contributions	-	-	-	-	0%
Early Learning and Childcare	2.619	1.724	1.724	(0.895)	66%
Nurseries and Primary Pressures	0.010	0.021	0.021	0.010	202%
Primary School Development	0.782	0.751	0.751	(0.032)	96%
Secondary School Development	36.000	36.720	36.720	0.720	102%
Education Rolling Programme	4.674	3.329	3.329	(1.345)	71%
Nursery Refurbishment	1.773	0.319	0.319	(1.454)	18%
Free School Meals Expansion	2.059	-	-	(2.059)	0%
<b>TOTAL EDUCATION SERVICES</b>	<b>47.863</b>	<b>42.805</b>	<b>42.805</b>	<b>(5.058)</b>	<b>89%</b>
<b>TOTAL EXPENDITURE</b>	<b>47.863</b>	<b>42.805</b>	<b>42.805</b>	<b>(5.058)</b>	<b>89%</b>

Income	Current Budget £m	Actual to Date £m	Total Outturn £m	Variance £m	Outturn as % of Plan
Building Fife's Future	-	-	-	-	0%
Developers Contributions	-	-	-	-	0%
Early Learning and Childcare	-	-	-	-	0%
Nurseries and Primary Pressures	(0.141)	(0.312)	(0.312)	(0.171)	222%
Primary School Development	(0.743)	(0.412)	(0.412)	0.332	55%
Secondary School Development	-	-	-	-	0%
Education Rolling Programme	(0.335)	(0.335)	(0.335)	-	100%
Nursery Refurbishment	-	-	-	-	0%
Free School Meals Expansion	-	-	-	-	0%
<b>TOTAL INCOME</b>	<b>(1.219)</b>	<b>(1.058)</b>	<b>(1.058)</b>	<b>0.161</b>	<b>87%</b>

22 August 2023  
Agenda Item No 8

## Education Service

### Revenue Budget 2023-24 Projected Outturn

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Report by:

**Shelagh McLean, Head of Education (Early Years and Directorate Support)**  
**Eileen Rowand, Executive Director Finance & Corporate Services**

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Wards Affected: All

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#### Purpose

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The purpose of this report is to provide members with an update on the forecast financial position for the 2023-24 financial year, for the areas in scope of the Education Scrutiny Committee.

#### Recommendation(s)

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Members are asked to:

- a. consider the current financial performance and activity as detailed in this report;
- b. note the projected outturn position and the relevant areas of projected over and under spend within the service.

#### Resource Implications

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The Service is committed to managing the service spend within the overall level of resource available.

#### Legal & Risk Implications

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There are no direct legal implications arising from this report.

#### Impact Assessment

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An EqIA has not been completed and is not necessary as no change or revision to existing policies and practices is proposed.

#### Consultation

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None

## 1.0 Background

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- 1.1 The purpose of this report is to advise Members of the projected outturn for the Education Service, for the 2023-24 Revenue Budget, and to highlight the major variances as at June 2023. This is the first monitoring report to the Scrutiny Committee for the 2023-24 financial year.
- 1.2 The preparation of the 2023-24 Revenue Budget focussed on applying service underspends, budget realignment and vacancy factors to close the budget gap, and as such no specific savings proposals were approved by the Council as part of the Revenue Budget. There is therefore no requirement to include a Savings Tracker as part of financial reporting for the 2023-24 financial year.

## 2.0 Issues

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### **Projected Outturn - Education Service**

- 2.1 The projected underspend, for this financial year, for Education Service is £2.584m. A summary of the 2023-24 projected outturn is detailed in Appendices 1-2. This shows projected expenditure against budget across the service headings within the Service. It should be noted that the balances are extracted from the ledger system and are shown as rounded thousands. This may mean that there are some rounding differences contained within the appendices, but these are immaterial values that do not impact on the overall financial position. The following paragraphs provide a brief explanation of the main areas where there are significant variances (+/-£0.250m) to budgets.
- 2.1 In addition, a change in accounting treatment for grants during 2022-23 means that underspends on grant funding are included in service outturns, rather than removed to balances at year end for carry forward. The effect of this that due to this presentation service underspends are higher in comparison with previous years, but in practical terms there is no change – the funding is carried forward and is available to the service in the next financial year.

## 3.0 Major Variances

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### **DSM Budget :- projected outturn - £ 7.616m underspend**

- 3.1 Under the DSM Scheme, schools' budgets are calculated and allocated with reference to a range of formulae based on appropriate data, for example school roll. At this stage in the financial year the projection for the DSM normally reflects the carry forward of underspend from the previous year as school budgets have still to be adjusted to reflect class numbers and staffing for the new session from August. The figure reported above therefore, includes the DSM carry forward across schools from 2022-23 of £3.666m.
- 3.2 In addition to the core DSM budget, schools' Pupil Equity Funding (PEF) is included in devolved budgets. This also includes any unspent PEF at 31 March 2023 which was carried forward, and for 2023-24 the amount of carry forward was £4.578m. The underspend reflects the fact that schools manage their PEF allocations over academic sessions, and therefore some of the funding requires to be carried forward to meet the commitments in their PEF plans. Schools' PEF

allocations for 2023-24 are still subject to final confirmation by Scottish Government, but the indicative allocations provided by them, which total £10.456m, will be added to schools' budgets shortly. A projected underspend of £4.5m is included as an estimate of unspent PEF at the end of the 2023-24 financial year, based on trends of past spend.

- 3.3 The underspends above are partly offset by an overspend in Special Education of £0.449m, which is related to additional temporary staffing within the service and a delay in implementing a management review.

**Non-DSM/Childcare: - projected outturn - £5.032m overspend**

- 3.4 The projected overspend mainly relates to maternity pay and long-term absence and overspends of £3.117m and £0.350m are included within the projection. These costs are in relation to teachers but are borne by the non-devolved central Education budget and not the DSM. As part of budget setting for 2023-24 work was undertaken to identify budget which could be realigned to fund these costs. This resulted in £0.331m being reallocated to this budget, however, an increased level of absence and the impact of the teachers pay award has resulted in the financial impact of this being minimal. A continued focus on addressing the overspend on this budget will be maintained, with the service increasing the scrutiny of costs being charged to this area by schools.
- 3.5 Within Special Education a projected overspend of £0.671m is also included in the projection. This is mainly in relation to overspends on transport costs for children (£0.650m), and the costs relating to the Education element of secure child placements (£0.462m) partly offset by additional income received from UK Government to support refugee children coming to Fife of £0.542m.
- 3.6 Finally a projected overspend of £0.885m is included within General Education which predominantly relates the funding of teaching budgets within the DSM/schools. It is anticipated that this overspend will reduce when the exercise to adjust schools' budgets for new rolls in August is undertaken.

## 4.0 Conclusions

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- 4.1 The projected outturn for the Education Service Revenue Budget for 2023-24 is a projected underspend of £2.584m.

### List of Appendices

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1. Education and Children's Services Revenue Monitor 2023-24
2. Educational Services – Devolved and Non-Devolved Revenue Monitor 2023-24

### Report Contacts:

Shelagh McLean

Head of Education (Early Years & Directorate Support)

Fife House

Email: [shelagh.mclean@fife.gov.uk](mailto:shelagh.mclean@fife.gov.uk)

Alison Binnie

Finance Business Partner (ECS)

Fife House

Email: [alison.binnie@fife.gov.uk](mailto:alison.binnie@fife.gov.uk)

**BUDGET MONITORING REPORT SUMMARY**  
**EDUCATION SCRUTINY COMMITTEE**  
**EDUCATION - DEVOLVED to 30 JUNE 2023**

	<b>CURRENT BUDGET 2023-24 £m</b>	<b>FORECAST 2023-24 £m</b>	<b>VARIANCE £m</b>	<b>VARIANCE %</b>
<b>SERVICE MANAGED NET BUDGET</b>	<b>245.731</b>	<b>238.115</b>	<b>(7.616)</b>	<b>-3.10%</b>
<b><u>ANALYSIS OF SERVICE MANAGED BUDGET</u></b>				
PRIMARY EDUCATION	114.531	109.920	(4.611)	-4.03%
SECONDARY EDUCATION	123.107	119.665	(3.442)	-2.80%
NURSERY EDUCATION	2.902	2.891	(0.011)	-0.38%
SPECIAL EDUCATION	5.177	5.625	0.449	8.67%
AREA GROUPS	0.014	0.014	0.000	0.00%
	<b>245.731</b>	<b>238.115</b>	<b>(7.616)</b>	<b>-3.10%</b>

<b>SUBJECTIVE GROUPING</b>	<b>CURRENT BUDGET 2023-24 £m</b>	<b>FORECAST 2023-24 £m</b>	<b>VARIANCE £m</b>	<b>VARIANCE %</b>
<b>SERVICE MANAGED NET BUDGET</b>	<b>245.731</b>	<b>238.115</b>	<b>(7.616)</b>	<b>-3.10%</b>
<b>INCOME</b>	<b>(10.441)</b>	<b>(10.441)</b>	<b>0.000</b>	<b>0.00%</b>
<b>EXPENDITURE</b>				
EMPLOYEE COSTS	247.578	243.628	(3.950)	-1.60%
PREMISES RELATED EXPENDITURE	0.000	0.000	0.000	0.00%
TRANSPORT RELATED EXPENDITURE	0.117	0.117	0.000	0.00%
SUPPLIES & SERVICES	6.769	3.104	(3.666)	-54.15%
THIRD PARTY PAYMENTS	1.707	1.707	0.000	0.00%
TRANSFER PAYMENTS	0.000	0.000	0.000	0.00%
SUPPORT SERVICES CHARGES	0.000	0.000	0.000	0.00%
	<b>256.172</b>	<b>248.556</b>	<b>(7.616)</b>	<b>-2.97%</b>
	<b>245.731</b>	<b>238.115</b>	<b>(7.616)</b>	<b>-3.10%</b>

**BUDGET MONITORING REPORT SUMMARY****EDUCATION - NON DEVOLVED to 30 JUNE 2023**

				%
<b>SERVICE MANAGED NET BUDGET</b>	<b>122.240</b>	<b>127.272</b>	<b>5.032</b>	<b>4.12%</b>
<b><u>ANALYSIS OF SERVICE MANAGED BUDGET</u></b>				
PRIMARY EDUCATION	25.691	27.588	1.898	7.39%
SECONDARY EDUCATION	25.800	27.353	1.553	6.02%
NURSERY EDUCATION	21.175	21.201	0.026	0.12%
SPECIAL EDUCATION	34.632	35.303	0.671	1.94%
AREA GROUPS	0.605	0.605	0.000	0.00%
EDUCATION ADMINISTRATION	4.484	4.484	0.000	0.00%
STAFF DEVELOPMENT	0.079	0.079	0.000	0.00%
FIFE MUSIC SERVICE	2.816	2.816	0.000	0.00%
SUPPORT SERVICES	3.167	3.167	0.000	0.00%
GENERAL EDUCATION	0.942	1.827	0.885	93.92%
CHILDCARE	2.848	2.848	0.000	0.00%
	<b>122.240</b>	<b>127.272</b>	<b>5.032</b>	<b>4.12%</b>

SUBJECTIVE GROUPING	CURRENT BUDGET 2022-23	FORECAST 2023-	VARIANCE	FORECAST
	£m	24		VARIANCE
	£m	£m	£m	%
<b>SERVICE MANAGED NET BUDGET</b>	<b>122.240</b>	<b>127.272</b>	<b>5.032</b>	<b>4.12%</b>
<b>INCOME</b>	<b>(46.732)</b>	<b>(46.914)</b>	<b>(0.182)</b>	<b>0.39%</b>
<b>EXPENDITURE</b>				
EMPLOYEE COSTS	93.467	97.504	4.037	4.32%
PREMISES RELATED EXPENDITURE	29.971	29.971	0.000	0.00%
TRANSPORT RELATED EXPENDITURE	16.243	16.865	0.622	3.83%
SUPPLIES & SERVICES	15.807	15.900	0.093	0.59%
THIRD PARTY PAYMENTS	13.465	13.927	0.462	3.43%
TRANSFER PAYMENTS	0.018	0.018	0.000	0.00%
SUPPORT SERVICES CHARGES	0.000	0.000	0.000	0.00%
	<b>168.972</b>	<b>174.186</b>	<b>5.214</b>	<b>3.09%</b>
	<b>122.240</b>	<b>127.272</b>	<b>5.032</b>	<b>4.12%</b>

22 August 2023

Agenda Item No 9

## Education Service

# Capital Investment Plan 2023-2024: Progress Report

Report by:

**Shelagh McLean, Head of Education (Early Years and Directorate Support)**

**Eileen Rowand, Executive Director, Finance and Corporate Services**

Wards Affected: All

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### Purpose

This report provides members with information on the overall progress of the Education Service capital programme, for the current financial year, 2023-24, as well as informs members of progress on our major projects.

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### Recommendation(s)

It is recommended that members:

- i) note the financial position as detailed in this report, and
- ii) note that the budget has been revised to reflect the outcome of the Capital Plan review and the annual re-phasing exercise undertaken in June 2023.

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### Resource Implications

There are no direct resource implications. At the present time the Directorate is projecting a final outturn of £72.952m. The plan is showing a nil variance in the current year, as of June 2023.

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### Legal & Risk Implications

There are no legal implications arising from this report. However, there is a risk that the actual outturn will vary from the projection contained in the report. Any potential over or under spend will be managed within the capital programme in 2023-2024 and the programme re-profiled over future years.

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### Impact Assessment

An EqIA has not been completed, and is not necessary, as no change or revision to existing policies is proposed.

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### Consultation

Not Applicable.

## 1.0 Background

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- 1.1 The purpose of this report is to provide information on the overall progress of projects within the capital programme for the current year, as well as provide an update on projects under individual headings within the capital plan.
- 1.2 The projected outturn is currently £72.952m, which is on budget, however this may change as projects develop throughout the financial year.
- 1.3 Appendix 1 provides the cost detail on major projects and programmes within the capital plan, where expenditure exceeds £1m.
- 1.4 Appendix 2 provides the projected final outturn for Education Service for the year 2023-2024.

## 2.0 Issues and Options

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### Key Issues / Risks

- 2.1 Across the Capital Investment Plan there continues to be risk that both the timing and the costs of projects are adversely affected by the current economic climate. Throughout the programme, issues are continuing to be identified in relation to the supply of construction materials, the consequences of which have been considered and reflected in the Capital Investment Plan review which was approved by Fife Council on 22<sup>nd</sup> June 2023. Monitoring of the impact of any additional costs on projects still in their infancy will continue and any significant impact on timescales and associated risks will be reported to this committee. Where appropriate, any known impact on timing of delivery of projects has been built into the re-phased plan and the overall scale of any additional costs or further delays will be considered as part of future reviews of the Capital Investment Plan.

### Major Projects

- 2.2 Appendix 1 provides a summary of the projected outturn for the major projects and programmes within the Education Service Capital Plan. Work is progressing well on the new Dunfermline Learning Campus, replacing Woodmill and St Columba's RC High Schools. This project is expected to spend £54m in the current financial year, with the schools opening in August 2024.
- 2.3 Other significant projects and programmes of work detailed within Appendix 2 include the project at Lochgelly South Primary School for ground consolidation works and improvements, which is included within the Education Rolling Programme and is estimated to spend £4.882m this financial year, and initial work on the Inverkeithing High School replacement project of £4.500m which is included within the Secondary School Development project in the Capital Plan. Previous reports have referenced the Early Learning and Childcare project, which has resulted in significant investment to provide accommodation for the expansion of early years provision to 1140 hours, however the major projects delivered from this programme are now mostly complete, with the new nursery at Methilhaven now open.

## Potential Risks and Actions

- 2.4 The Council's approved Capital Plan includes £213m investment in respect of Secondary Schools in West Fife, which includes the Dunfermline Learning Campus (DLC) and the Inverkeithing High School replacement. The budgets for the projects reflect the funding arrangements of the Scottish Government's Learning Estate Investment Plan (LEIP), which requires the Council to fund the up-front cost of construction, with Government support coming in the form of a revenue contribution based on the achievement of outcomes. The project is progressing in line with the required timeline with the campus due to open in August 2024. The council has approval through LEIP Phase 2 funding for the replacement of Inverkeithing HS and a decision on LEIP Phase 3 is anticipated early Autumn, with the Council having bid for a replacement High School for Glenrothes/Glenwood in the later years of the plan.
- 2.5 Within Early Learning and Childcare (ELC), there is one project due to be completed during this financial year and contingency arrangements are in place to accommodate nursery children until these facilities are complete and operational.
- 2.6 Scottish Government have indicated that it is still their policy intention to expand the provision of Free School Meals to all Primary pupils (currently up to and including P5) by the end of this Scottish Parliamentary term, focussing initially on expanding provision to children in Primaries 6 and 7 whose families are in receipt of the Scottish Child Payment. Work has already been undertaken to estimate the costs associated with expanding provision in terms of the works required to school kitchens and dining rooms, and this will require to be prioritised to provide additional capacity. Scottish Government have provided £7.509m of funding to date, and £1.200m of this is programmed to be spent in the current financial year.

## Financial Performance – 2023-2024 projected spend

- 2.7 Appendix 2 details the projected outturn for 2023-2024 against the main projects and Investment Themes.
- 2.8 There are no variances being shown as of June 2023.

## 3.0 Conclusions

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- 3.1 The projected outturn position for the capital programme for Education Service Directorate is £72.952m. There is a nil variance being projected at June 2023.
- 3.2 The management of capital resources require us to look across financial years, as well as within individual years. The current year performance is only a snapshot of the existing plan and the Directorate will adjust expenditure levels within future years of the plan to accommodate the advancement of projects.

## List of Appendices

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1. Project Cost Monitor
2. Capital Plan 2023-2024 Forecast Expenditure

## Background Papers

Not applicable

## Report Contacts

Louise Playford  
Service Manager  
Telephone: 03451 55 55 55 + 444203  
Email. [louise.playford@fife.gov.uk](mailto:louise.playford@fife.gov.uk)

Shelagh McLean  
Head of Education & Children's Services  
Telephone: 03451 55 55 55 + 444229  
Email. [shelagh.mclean@fife.gov.uk](mailto:shelagh.mclean@fife.gov.uk)

Alison Binnie  
Finance Business Partner  
Telephone: 03451 55 55 55 + 441058  
Email. [alison.binnie@fife.gov.uk](mailto:alison.binnie@fife.gov.uk)

FIFE COUNCIL  
EDUCATION SCRUTINY COMMITTEE  
EDUCATION AND CHILDRENS SERVICES  
CAPITAL INVESTMENT PLAN 2023-33  
TOTAL COST MONITOR - MAJOR CAPITAL PROJECTS

Project	Theme	Original Approved Budget £m	Current Project Budget £m	Total Outturn £m	Variance £m	Variance %	Current Project Status	Expected Project Completion Date
Madras College Extension	Opportunities for All		5,713	5,713	-	0.00%	Future Project	2026-27
Dunfermline Learning Campus	Opportunities for All		122,025	122,025	-	0.00%	Current Project	2024-25
Extension Secondary School - Viewforth	Opportunities for All	5,989	6,335	6,335	-	0.00%	Future Project	2030-31
New Secondary School - Glenrothes /Glenwood	Opportunities for All	27,532	86,831	86,831	-	0.00%	Future Project	2029-30
Queen Anne High School Extension	Opportunities for All		6,626	6,626	-	0.00%	Future Project	2030-31
Inverkeithing High School Replacement	Opportunities for All		85,000	85,000	-	0.00%	Future Project	2026-27
Lochgelly Primary School	Opportunities for All	9,000	9,000	9,000	-	0.00%	Current Project	2024-25
Primary School Development Future Projects	Opportunities for All		97,638	97,638	-	0.00%	Future Project	2032-33
Balwearie High School	Maintaining Our Assets	8,300	8,300	8,300	-	0.00%	Future Project	2026-27
<b>Total Major Projects over £5,000m</b>		<b>50,821</b>	<b>427,468</b>	<b>427,468</b>	<b>-</b>	<b>0.00%</b>		
Extension Secondary School - Auchmuty	Opportunities for All	9,620	3,734	3,734	-	0.00%	Future Project	2027-28
New Methilhaven Nursery	Opportunities for All		1,504	1,504	-	0.00%	Completed Project	2023-24
Extension to Freuchie PS	Opportunities for All	2,000	2,000	2,000	-	0.00%	Future Project	2025-26
Primary School Development Future Projects	Opportunities for All		6,282	6,282	-	0.00%	Future Project	2031-32
<b>Total Major Projects over £1,000m</b>		<b>11,620</b>	<b>13,520</b>	<b>13,520</b>	<b>-</b>	<b>0.00%</b>		
<b>Total Major Projects</b>		<b>62,441</b>	<b>440,988</b>	<b>440,988</b>	<b>-</b>	<b>0.00%</b>		

**FIFE COUNCIL  
EDUCATION SCRUTINY COMMITTEE  
EDUCATION AND CHILDRENS SERVICES  
CAPITAL INVESTMENT PLAN 2023-33  
MONITORING REPORT 2023-24**

Appendix 2

<b>Expenditure</b>	<b>Current Budget £m</b>	<b>Actual to Date £m</b>	<b>Total Outturn £m</b>	<b>Variance £m</b>	<b>Outturn as % of Plan</b>
Building Fife's Future	0.300	(0.011)	0.300	-	100%
Developers Contributions	-	-	-	-	0%
Early Learning and Childcare	1.195	0.001	1.195	-	100%
Nurseries and Primary Pressures	(0.010)	-	(0.010)	-	100%
Primary School Development	0.232	-	0.232	-	100%
Secondary School Development	58.500	14.939	58.500	-	100%
Education Rolling Programme	10.861	0.712	10.861	-	100%
Nursery Refurbishment	0.625	0.035	0.625	-	100%
Free School Meals Expansion	1.200	-	1.200	-	100%
Primary School Structural Pressures	0.050	-	0.050	-	100%
<b>TOTAL EDUCATION SERVICES</b>	<b>72.952</b>	<b>15.676</b>	<b>72.952</b>	<b>-</b>	<b>100%</b>
<b>TOTAL EXPENDITURE</b>	<b>72.952</b>	<b>15.676</b>	<b>72.952</b>	<b>-</b>	<b>100%</b>

<b>Income</b>	<b>Current Budget £m</b>	<b>Actual to Date £m</b>	<b>Total Outturn £m</b>	<b>Variance £m</b>	<b>Outturn as % of Plan</b>
Building Fife's Future	(0.169)	-	(0.169)	-	100%
Developers Contributions	-	-	-	-	0%
Early Learning and Childcare	-	-	-	-	0%
Nurseries and Primary Pressures	-	-	-	-	0%
Primary School Development	(0.325)	-	(0.325)	-	100%
Secondary School Development	-	-	-	-	0%
Education Rolling Programme	-	-	-	-	0%
Nursery Refurbishment	-	-	-	-	0%
Free School Meals Expansion	-	-	-	-	0%
<b>TOTAL INCOME</b>	<b>(0.494)</b>	<b>-</b>	<b>(0.494)</b>	<b>-</b>	<b>100%</b>

22 August 2023

Agenda Item No. 10

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## Education Scrutiny Committee Workplan

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**Report by:** Eileen Rowand, Executive Director Finance & Corporate Services

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**Wards Affected:** All

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### Purpose

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This report supports the Committee's consideration of the workplan for future meetings of the Committee.

### Recommendation(s)

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It is recommended that the Committee review the workplan and that members come forward with suggestions for areas of scrutiny.

### Resource Implications

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Committee should consider the resource implication for Council staff of any request for future reports.

### Legal & Risk Implications

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Committee should consider seeking inclusion of future items on the workplan by prioritising those which have the biggest impact and those which seek to deal with the highest level of risk.

### Impact Assessment

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None required for this paper.

### Consultation

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The purpose of the paper is to support the Committee's discussion and therefore no consultation is necessary.

## 1.0 Background

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- 1.1 Each Scrutiny Committee operates a workplan which contains items which fall under three broad headings: performance reporting, planning; and improvement work. These items will often lead to reactive rather than proactive scrutiny. Discussion on the workplan agenda item will afford members the opportunity to shape, as a committee, the agenda with future items of business it wishes to review in more detail.

## 2.0 Conclusions

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- 2.1 The current workplan is included as Appendix one and should be reviewed by the committee to help inform scrutiny activity.

### List of Appendices

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1. Workplan

### Background Papers

The following papers were relied on in the preparation of this report in terms of the Local Government (Scotland) Act, 1973:-

None

### Report Contact

Helena Couperwhite  
Committee Services Manager  
Telephone: 03451 555555 Ext. No. 441096  
Email- [helena.couperwhite@fife.gov.uk](mailto:helena.couperwhite@fife.gov.uk)

<b>Education Scrutiny Committee of 14 November 2023</b>			
<b>Title</b>	<b>Service(s)</b>	<b>Contact(s)</b>	<b>Comments</b>
Update - Relationships & Behaviour - Support for School Staff/Pupils	Education and Children's Services	Shelagh McLean, Maria Lloyd	Previously considered 21.03.23 - Min. Para. Ref. 35. and 36. of 2023.ES.17 refers.
Update/Progress re Implementation of the Neurodevelopmental Pathway	Education and Children's Services	Deborah Davidson, Adam Brown	Previous report 24.01.23, para 25.(3) refers
Early Learning and Childcare – Scottish Government Deferral Pilot: Update	Education and Children's Services	Shelagh McLean	Previous report 24.01.23, Para. 26 (2) refers - uptake of scheme.
Swimming Lessons as Integrated Part of Physical Education Courses in Primary Schools	Education and Children's Services	Pamela Colburn	Motion to FC 16.03.23.
Broad General Education (BGE) Attainment 2022/23	Education and Children's Services	Jackie Funnell, Angela Logue	
Senior Phase Outcomes Report	Education and Children's Services	Deborah Davidson, Stuart Booker	Previously considered at meeting on 23.05.23 - Para. 44 (4) of 2023.ES.21 refers.
Education Service Revenue Budget 2023-24 Projected Outturn	Education and Children's Services, Finance and Corporate Services	Alison Binnie	
Education Service Capital Investment Plan 2023-24 : Progress Report	Education and Children's Services, Finance and Corporate Services	Alison Binnie	
Education Scrutiny Committee Forward Work Programme			

<b>Education Scrutiny Committee of 9 January 2024</b>			
<b>Title</b>	<b>Service(s)</b>	<b>Contact(s)</b>	<b>Comments</b>
Inspection Outcomes - Academic Year 2022/23	Education and Children's Services	Jackie Funnell, Karen Lees	Previously considered 21.03.23 min ref 34 (3) refers.
Education Service Revenue Budget 2023-24 Projected Outturn	Education and Children's Services, Finance and Corporate Services	Alison Binnie	
Education Service Capital Investment Plan 2023-24 : Progress Report	Education and Children's Services, Finance and Corporate Services	Alison Binnie	
Education Scrutiny Committee Forward Work Programme			

<b>Education Scrutiny Committee of 5 March 2024</b>			
<b>Title</b>	<b>Service(s)</b>	<b>Contact(s)</b>	<b>Comments</b>
Education Service Revenue Budget 2023-24 Projected Outturn	Education and Children's Services, Finance and Corporate Services	Alison Binnie	
Education Service Capital Investment Plan 2023-24 : Progress Report	Education and Children's Services, Finance and Corporate Services	Alison Binnie	
Education Scrutiny Committee Forward Work Programme			

<b>Education Scrutiny Committee of 7 May 2024</b>			
<b>Title</b>	<b>Service(s)</b>	<b>Contact(s)</b>	<b>Comments</b>
Destination of School Leavers	Education and Children's Services	Karen Lees, Stuart Booker	
Education Scrutiny Committee Forward Work Programme			

<b>Unallocated</b>			
<b>Title</b>	<b>Service(s)</b>	<b>Contact(s)</b>	<b>Comments</b>
Revenue/Capital Reports (x4) - for August 2024	Education and Children's Services, Finance and Corporate Services	Alison Binnie	<ul style="list-style-type: none"> <li>• Education Service Revenue Budget 2023-24 Provisional Outturn</li> <li>• Education Service Capital Investment Plan 2023-24: Provisional Outturn</li> <li>• Education Service Revenue Budget 2024-25 Projected Outturn</li> <li>• Education Service Capital Investment Plan 2024-25: Progress Report</li> </ul>
Work to support asylum seekers/refugees and those with English as an additional language in Fife Schools	Education and Children's Services	Deborah Davidson, Jennifer Wilson-gr, Stuart Booker	Raised at meeting on 23.05.23. Minute ref. Para. 44 (2) of 2023.ES.22 refers.