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## **CLOSING THE POVERTY RELATED ATTAINMENT GAP**

**Report by Service Director, Children and Young People**

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### **EXECUTIVE COMMITTEE**

**30 January 2018**

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#### **1 PURPOSE AND SUMMARY**

- 1.1 Scottish Borders Council has a strong commitment to Reducing Inequalities and works in partnership with a range of partners to address the barriers that families may face in their daily lives. In the newly established vision set out by the Council in 'Connected Borders' there is a strong commitment to 'ensuring that the vulnerable and marginalised are included and considered in every action we take' and that 'together we need to ensure that no-one and no community is left behind but that we grow and develop together'. Within this new vision there are specific themes that provide a focus on improving the lives of the most vulnerable. Communities of wellbeing identifies a commitment to taking a whole community approach to education to raise attainment and 'close the poverty related attainment gap' ,to deliver extensive work on tackling substance mis-use and improving mental health support for the most vulnerable young people. Communities of Caring identifies a commitment to family support services focusing on early intervention, mentoring and parenting.**
- 1.2 There are many existing structures and workstreams that are currently focused on developing support for the most vulnerable in communities in the Scottish Borders. The new vision provides an opportunity for a review of the structures and priorities for action enabling the Council and its Partners within the Community Planning Partnership to set out a new five year plan. Work has already started with an initial workshop involving a broad range of community partners and the creation of the Area Partnerships structure; currently holding community workshops aimed at identifying priorities within the locality forums.
- 1.3 The Children and Young People's Directorate is sighted on Reducing Inequalities developments through the Director's participation in the Corporate Management Team, the Community Planning Partnership Board, the Reducing Inequalities Delivery Team and the Children and Young People's Leadership Group. This broader context of Reducing Inequalities work is a key factor in supporting the 'closing the poverty' related attainment gap priority set by the National Improvement Framework for all

schools.

- 1.4 This report provides an update on current attainment levels between the most and least disadvantaged children in Scottish Borders and the actions being taken to narrow the attainment gap in schools .
- 1.5 This report provides background information on how poverty is defined, the effects of poverty and recent statistics on the levels of children living in poverty within the Scottish Borders. The attainment gap that currently exists between the children living in the most deprived areas compared to the least deprived areas in the Scottish Borders is presented within the report and an analysis provided across the stages of schooling. A key priority is raising attainment in numeracy.
- 1.6 A significant part of the report outlines the extensive work taking place in schools to intervene and address the poverty related attainment gap. Part of the report outlines how the Pupil Equity Fund is being spent in schools in support of this work. Guidance that has been developed and training that has taken place are presented and the work of the Quality Improvement Officers and the Attainment Officers highlighted. Significant work is taking place to address the challenges presented by the impact that living in poverty has upon the attainment and wellbeing of children and their families.
- 1.7 Tackling Child Poverty is not simply a school issue and the work of the Area Partnerships, the Reducing Inequalities CPP Strategic Group and the Children's Leadership Group are noted to signal the broader role being played by partners and Council staff across Directorates; this work will be subject to more detailed reports in other forums.
- 1.8 There is considerable work taking place within and across schools to 'close the poverty related attainment gap'. The work is in its infancy and the challenge is significant. However the approach being taken and the commitment being demonstrated evidences that very robust processes are in place to address this challenge. The work is being closely monitored by Attainment Officers and Quality Improvement Officers and high quality professional learning has taken place so far. This work will be complemented by the work of broader partnership groups moving forward.

## **2 RECOMMENDATIONS**

### **2.1 I recommend that the Executive Committee:**

- (a) Commend the work taking place at all levels to address the poverty related attainment gap in schools;**
- (b) Note the significant change in the levels of children living in poverty within the Scottish Borders and agree to the Director, Children and Young People making an approach to the appropriate Ministers and Learning Directorate Senior Officers in the Scottish Government, to discuss the possibility of innovation funding in recognition of the increasing child poverty levels in the Scottish Borders.**

### 3 BACKGROUND

3.1 The Scottish Government and Scottish Borders Council are committed to achieving excellence and equity in Scottish Education. Equity can be achieved by ensuring every child has the same opportunity to succeed, with a particular focus on closing the poverty-related attainment gap. The Government wants schools to interrupt the cycle of poverty and ensure that learners, regardless of background, have the opportunity to succeed.

#### 3.1.1 What is Poverty?

- (a) Before the gap can be closed it is important to understand the barriers that poverty can create for learners. The Joseph Rowntree Foundation Report published in 2016 defines poverty as *"At root, poverty is a gap between resources and needs. To be in poverty is to have resources that are well below minimum needs. Poverty is caused by a lack of resources – most obviously, income – but also by steep prices for minimum needs. Low resources and high costs cause poverty, separately or together."*

*"People in poverty experience daily insecurity and uncertainty, and are excluded from the norms of a wealthy society, facing impossible decisions about money, and getting into debt. Poverty causes families significant harm, affecting people's health and well-being, eroding confidence and capability, and damaging life chances. But it also damages wider society and the economy, depriving it of the skills and talents of people who could otherwise contribute."*

*"Poverty means not being able to heat your home, pay your rent, or buy essentials for your children. It means waking up every day facing insecurity, uncertainty, and impossible decisions about money. The constant stress it causes can overwhelm people, affecting them emotionally and depriving them of the chance to play a full part in society."*

*260, 000 children in Scotland live in relative poverty; that is more than 1 in 4 of Scottish children. 7 out of 10 children in relative poverty live in working households.*

Poverty and Income Inequality in Scotland 2017

- (b) The minimum income standard (MIS) is defined as "having sufficient income to afford a minimum acceptable standard of living", defined as something that "includes, but is more than just, food, clothes and shelter. It is about having what you need in order to have the opportunities and choices necessary to participate in society."
- (c) This has been defined by Scottish Government as:
- (i) Relative poverty (compared with UK figure, after housing costs):

- (1) Single person with children aged 5 and 14: £297 per week
- (2) Couple with children aged 5 and 14: £401 per week
- (ii) Relative poverty (compared with UK figure, before housing costs):
  - (1) Single person with children aged 5 and 14: £346 per week
  - (2) Couple with children aged 5 and 14: £441 per week

Children in Families with Limited Resources Across Scotland 2014-2016 (2017)

- (d) The factors that cause poverty are complex and structural. It is seldom the result of a single factor, but almost always a combination that include market opportunities, state support, and individual initiative.

### 3.1.2 **Effects of Poverty**

Poverty creates inequalities in educational outcomes, employment opportunity and security, health and life expectancy and mental and physical wellbeing. It can be the source of stigmatisation and discrimination in a society which has a poor understanding of the causes of poverty and the profile of the 'poor'. Some of the myths around benefit claimants and substance misuse can be dispelled by the following facts:

- (i)  $\frac{3}{4}$  of children in poverty are in working families.
- (ii) 48% of low income families are not claiming benefits.
- (iii) 0.3% of households have two generations that have never worked.
- (iv) 0.7% of benefit claims are fraudulent.
- (v) Less than 4% of benefit claimants have an addiction.

- 3.1.3 For many children, poverty impacts on their life chances before birth. Gaps in development, learning and opportunities continue to grow throughout their lives.

*"In Scotland:*

*By age 5, the gap in development between children from better-off and disadvantaged areas is 10 – 13 months.*

*By age 12 – 14 (S2), pupils from better-off areas are more than twice as likely as those from the most deprived areas to do well in numeracy.*

*By 16 (S4), pupils from better-off areas achieved overall 'tariff scores' about 300 points higher than those from the most deprived areas. This is equivalent to an additional four A-graded in Higher-level exams."*

Joseph Rowntree Foundation Report 2016

## The impact of poverty

Poverty damages. It damages childhoods; it damages life chances; and it damages us all in society.

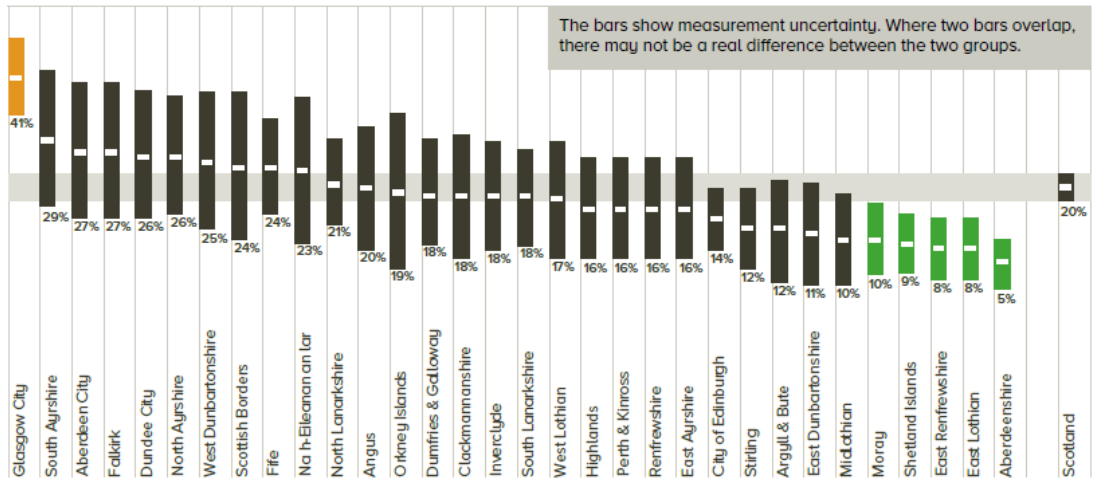


Child Poverty Action Group

### 3.1.4 Poverty in the Scottish Borders

- (a) The most current data published by Scottish Government in November 2017 features new, evolving statistics on children in families with limited resources, 2014-16. In particular, it looks at children experiencing a combination of low income and material deprivation. These new statistics are provided to help Local Authorities and other local partners think about how much of a problem child material deprivation is in their areas and prioritise actions towards reducing child poverty. It reports on children in families that cannot afford basic necessities (they live in material deprivation) as well as having a low income (70% of middle incomes).

Percentage of children who live in families with limited resources by council area.



Children in Families with Limited Resources Across Scotland 2014-2016 (2017)

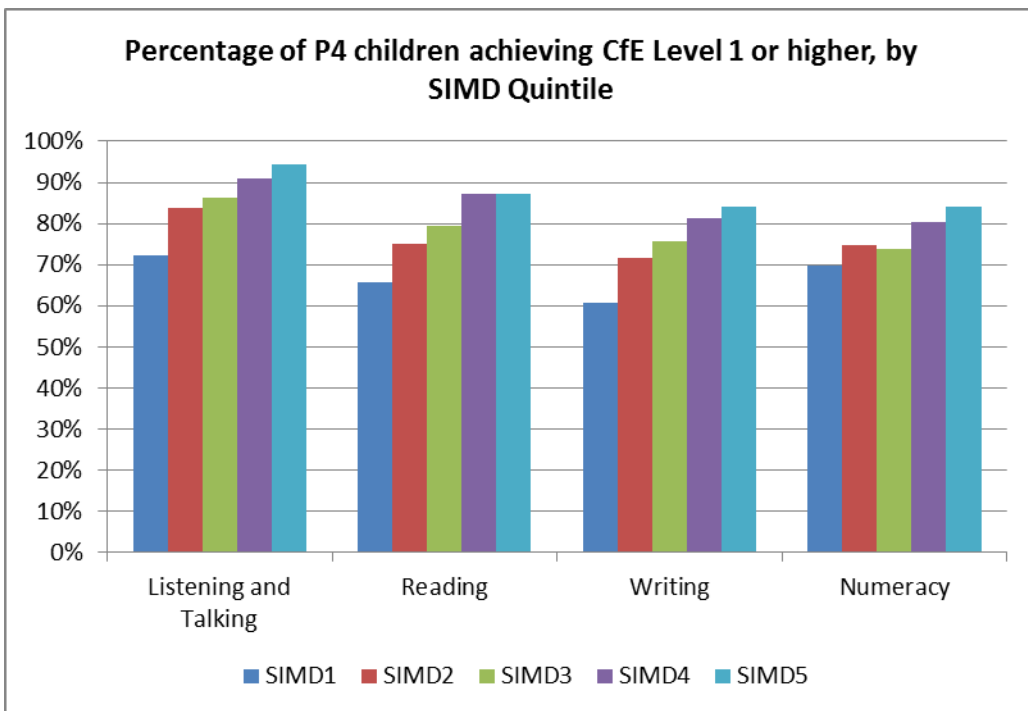
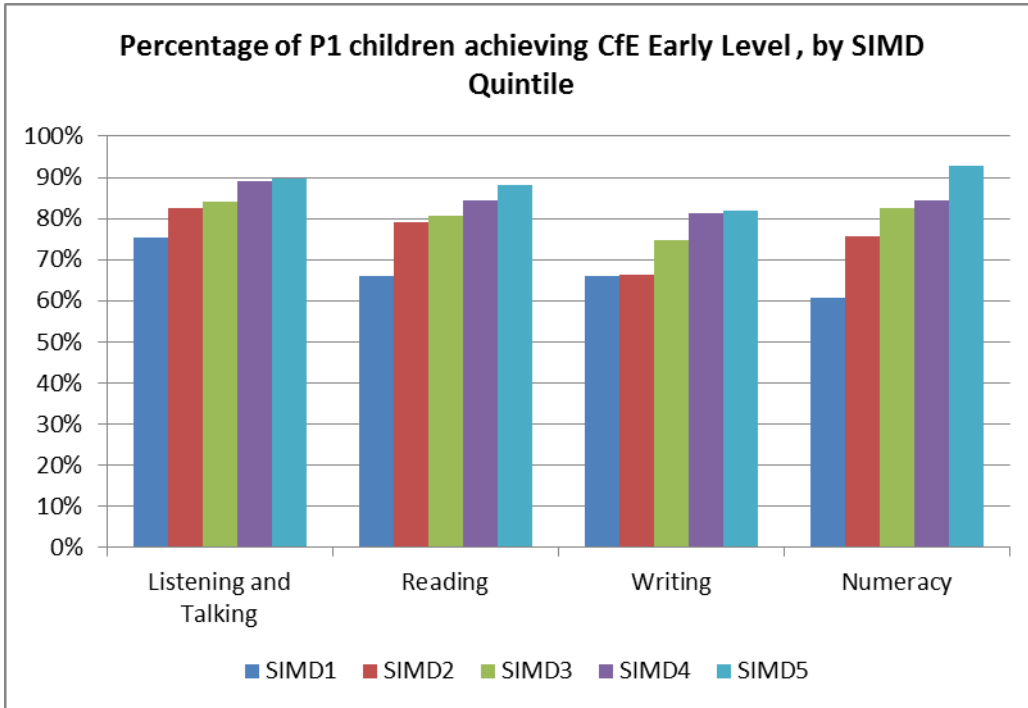
- (b) This data set shows that 20% of children in Scotland live in families with limited resource. Scottish Borders Council sits above this figure at 24%. This places it as 8<sup>th</sup> highest. This represents 1 in 4 children in the Borders living with material deprivation. That’s equivalent to 7 children in a class of 28. The significant change in the Scottish Borders Council profile is being discussed as a broader issue in other key forums within the Council. In the Community Planning Partnership meetings discussions have considered how the joint delivery teams can work together to mitigate the impact of rising levels of child poverty and what preventative actions must be prioritised to reduce levels of child poverty. It is expected that action plans will evolve in 2018 and within these action plans new structures such as the Area Partnerships with have a key role to play.
- (c) The recently developed Scottish Borders Council CPI takes into account children living in low income families, claiming free school meals, clothing grant and Educational Maintenance Allowance. Burnfoot, Yetholm, Coldingham, Philiphaugh, Greenlaw and Walkerburn Primary Schools score highest across the indicators of poverty. The full data set is attached as Appendix 1.
- (d) In Scottish Borders 9.4% of P1-S3 pupils are in receipt of free school meals, though there is likely to be a significant amount of under claiming due to the statutory provision of free meals for all pupils in P1-3. In almost all schools there are more pupils in receipt of Clothing Grant than Free School Meals. 13.4% of pupils in the Borders receive this financial support.
- (e) Every Headteacher in Scottish Borders Council has undertaken an analysis of the poverty profile in their school using available data. This includes the Scottish Index of Multiple Deprivation (SIMD), Free School Meal claims,

Clothing Grant claims, pupils who are care experienced or previously care experienced and local knowledge of the challenges their children and families face.

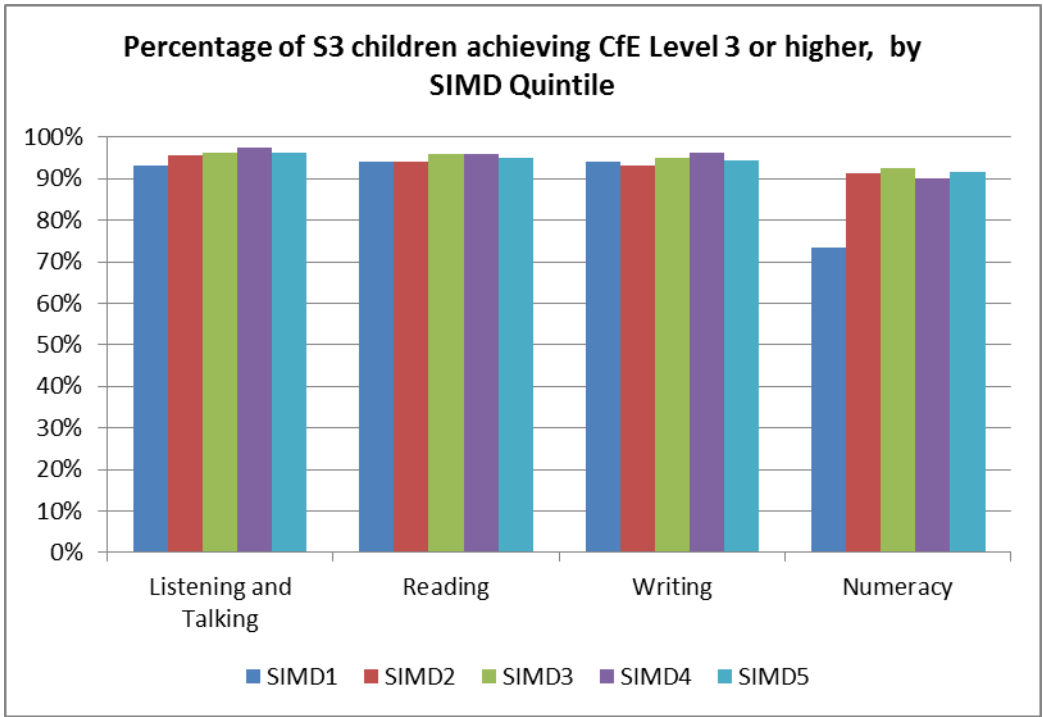
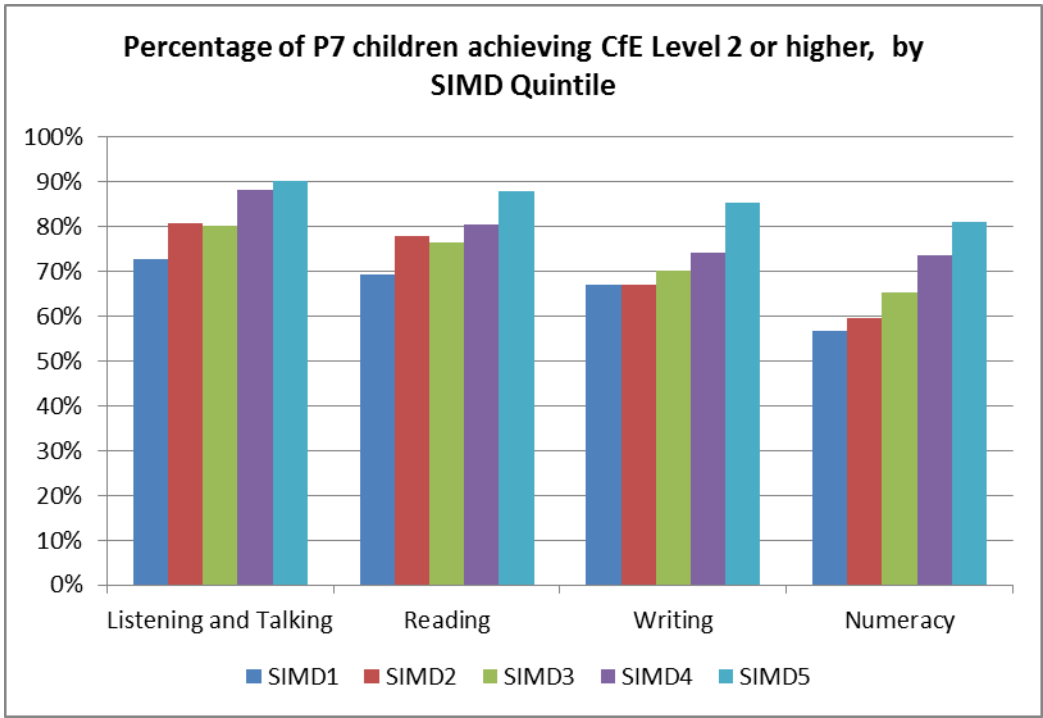
- (f) Headteachers also report the challenges of rural disadvantage for many pupils, which affects their wider experiences and opportunities and participation in clubs and activities. This is a particular feature of Scottish Borders Council as a rural Authority. Headteachers find that pupils are unable to attend clubs, after school activities, sporting opportunities and opportunities to socialise, all essential elements of developing children's wellbeing.

### 3.1.5 **What is the Poverty-related Attainment Gap in the Scottish Borders?**

- (a) Those families living in SIMD deciles 1 and 2 are most deprived and those living in SIMD deciles 9 and 10 are least deprived. There is a moral imperative to ensure that those living in SIMD deciles 1 and 2 achieve as well as those in other deciles.
- (b) The graphs below represent children's achievement of appropriate levels at P1 (Early Level), P4 (First Level), P7 (Second Level) and S3 (Third Level) based on teacher judgement.
- (c) Quintile 1 (SIMD 1+2-most deprived) includes the areas of Burnfoot, Wellogate, Bannerfield and Langlee.
- (d) Quintile 5 (SIMD 9+10-least deprived) includes the areas of Duns East, Peebles South and March Street, Selkirk, Hillside, Melrose High Street and Dingleton, Earlston West, Kelso Maxwellheugh, Lauder South, West Linton Upper, Cardrona and Innerleithen West.
- (e) In numeracy and literacy our pupils from the most deprived areas of the authority achieve less well than those from the least deprived. This is known nationally as the Poverty Related Attainment Gap.
- (f) The greatest gaps exist in Primary 1 (32%) and Primary 7 (24%) Numeracy, P4 (23%) Writing, Primary 1 (22%) and Primary 4 (21%) Reading and in Primary 4 (22%) Listening and Talking.





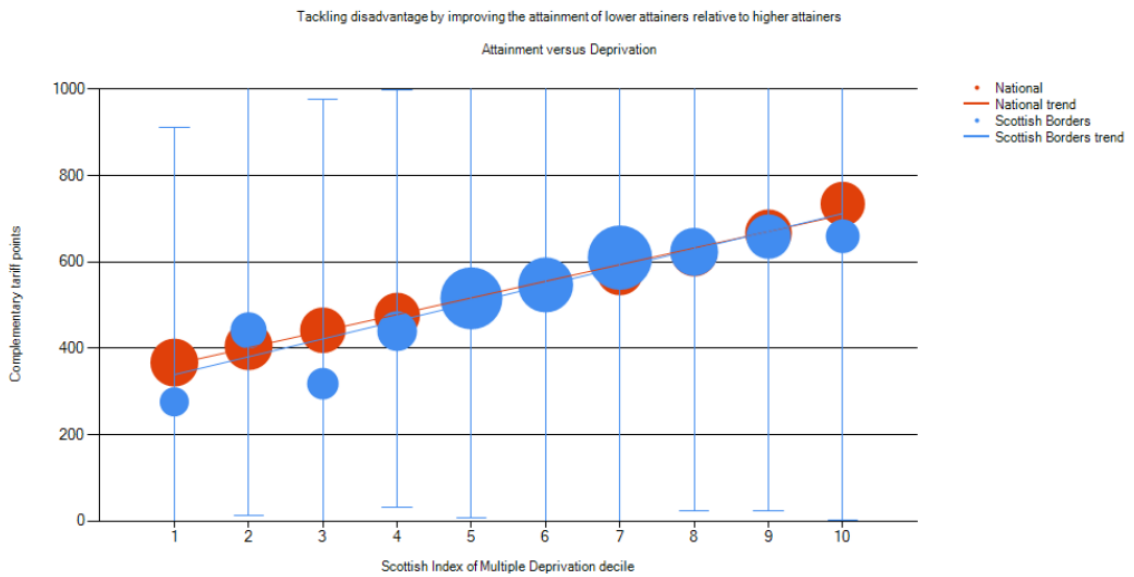


(g) Attainment in the Senior Phase (S4-6) also indicates that those living in deprivation attain less well than those in higher deciles.

## S4 Attainment Data (Insight Data, September 2017)

### Local Benchmarking Measure: Attainment versus Deprivation

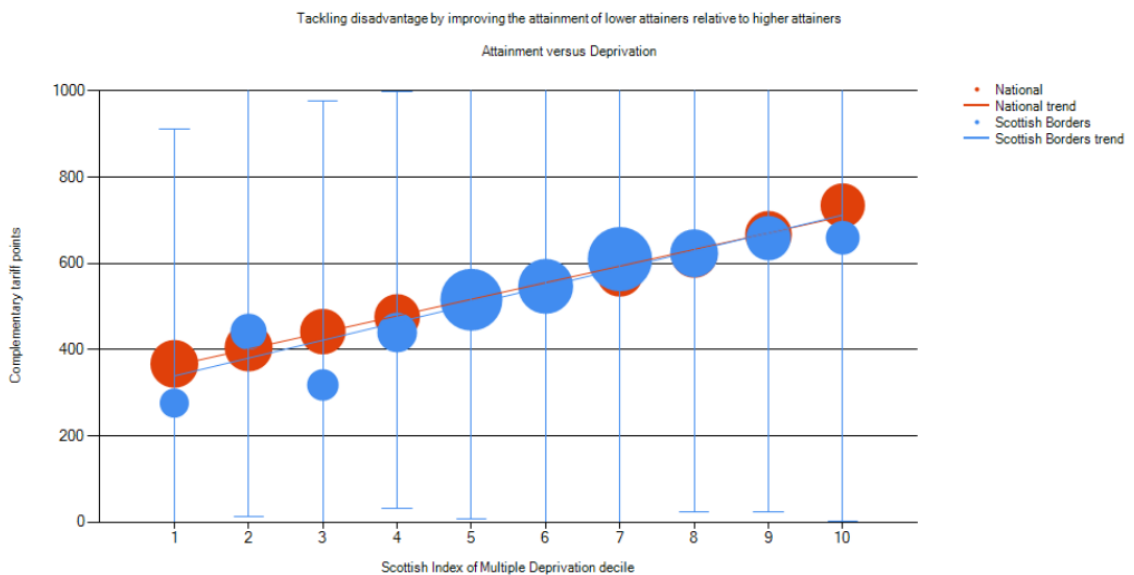
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The selected year is 2016/17



## S5 attainment data (Insight data, September 2017)

### Local Benchmarking Measure: Attainment versus Deprivation

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The selected year is 2016/17

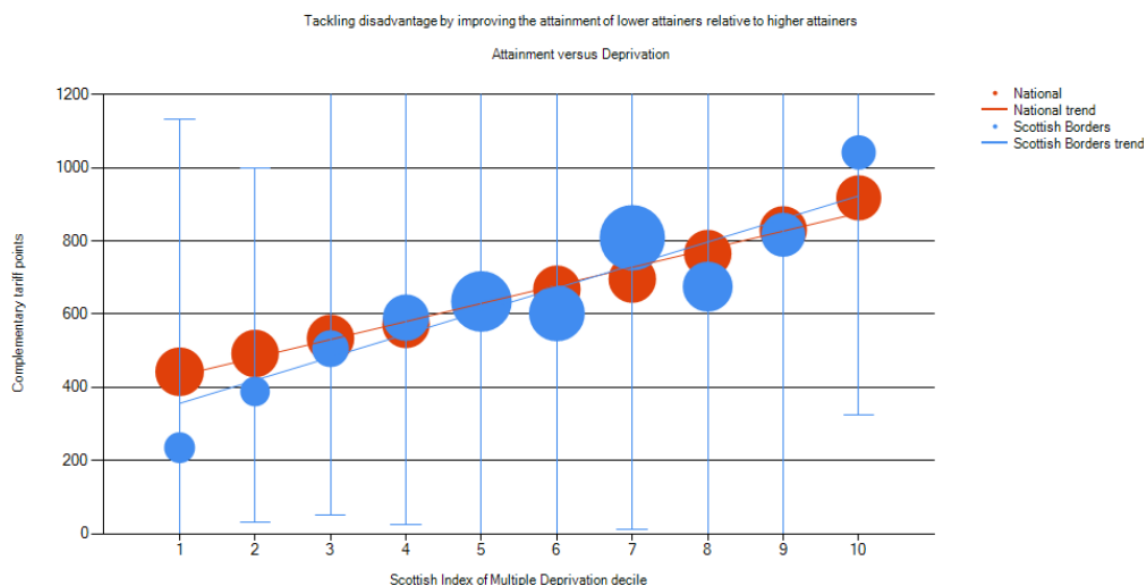


## S6 attainment (Insight data, September 2017)

### Local Benchmarking Measure: Attainment versus Deprivation

View Options Change Options

The selected year is 2016/17



- (h) The P1-S3 and S4-6 data mirrors the national picture of lower attainment in the most deprived areas of Scotland.

#### 3.1.6 Scottish Attainment Challenge (SAC) and Pupil Equity Funding (PEF)

- (a) Five years ago the Scottish Government launched the Scottish Attainment Challenge (SAC). It focussed on the nine most deprived Local Authorities in Scotland. Additional resources and supports were given to these Local Authorities to help them to break the cycle of poverty. Three years ago this programme was extended to include the most deprived schools in Scotland. As a result Burnfoot Primary School and St Margaret's Roman Catholic Primary School, Hawick were selected. Both schools used the additional resource to focus on improving literacy skills. In 2016 the SAC programme was extended to include Hawick High School. The recent information on children living in poverty in the Scottish Borders as outlined in Appendix 1 would suggest that Scottish Borders Council should now be included as one of the 'challenge authorities' owing to the scale of the challenge the Council faces in tackling child poverty levels, especially within the added pressures of how rurality impacts upon child poverty, ie digital poverty, fuel poverty and accessibility/participation poverty challenges. This report is seeking approval for the Director Children and Young People's Services to approach the appropriate Scottish Government Ministers and senior staff in the Scottish Government's Learning Directorate to share the contents of

this report and open up a dialogue about possible sources of innovation funding to tackle the dramatic increase in child poverty levels through a partnership and whole communities based approach.

- (b) In April 2017 schools were allocated Pupil Equity Funding (PEF). The Pupil Equity Funding was additional funding allocated directly to schools and targeted at closing the poverty related attainment gap. In the Scottish Borders £1.82 million was allocated to schools. Allocations were based on the number of pupils claiming Free School Meals in 2014-15 and took account of changes in school roll. For each eligible pupil the school received £1,200. Two schools in the Scottish Borders did not receive any funding. Two schools received over £100,000 (See Appendix 2 for all allocations). Headteachers must use the fund to provide additional and targeted support for all pupils affected by poverty regardless of their attainment status. Their choice of intervention should be based on evidence of what works in raising attainment.
- (c) Current indications suggest that funding for 2018-19 will be also be based on Free School Meal claims. As already highlighted within wider partnership forums within the Council and in Partnerships the work of the schools is set within the context of a significant increase in child poverty levels in the Scottish Borders (as evidenced in HMRC data in Section 3.1.4 (c) and Appendix 1 of this report). The Council is concerned that the existing Free Schools Meals funding methodologies linked to the Scottish Attainment Challenge is not fully cognisant of the context and scale of challenge within the Scottish Borders in 'closing the poverty' related attainment gap . The Council is committed in its new Connected Borders vision to a focus on the most vulnerable especially within the Communities of Caring and Communities of Wellbeing themes. It is hoped that a discussion with Ministers and Learning Directorate Senior Staff as outlined in 3.16 (a) of this report may support possible opportunities for innovation funding that will complement the work of schools and partners especially in the area of prevention.
- (d) The Scottish Government has set National Stretch Aims which include that 85% of all children from all quintiles will achieve their expected levels of attainment in literacy and numeracy. They expect that by 2020 no gap in attainment will exist between the most and least deprived areas of Scotland.
- (e) The Pupil Equity Fund is provided to disrupt the pattern of low attainment among the most disadvantaged pupils in Scotland.
- (f) In August 2017 two Attainment Officers (AO) were appointed to support schools with their plans for the use of PEF. This has included providing guidance (see Appendix 3), supporting

an analysis of needs, identification of appropriate interventions and designing plans to measure the impact of each intervention. The AO's meet regularly with Headteachers, clusters and school teams to provide support and plan next steps.

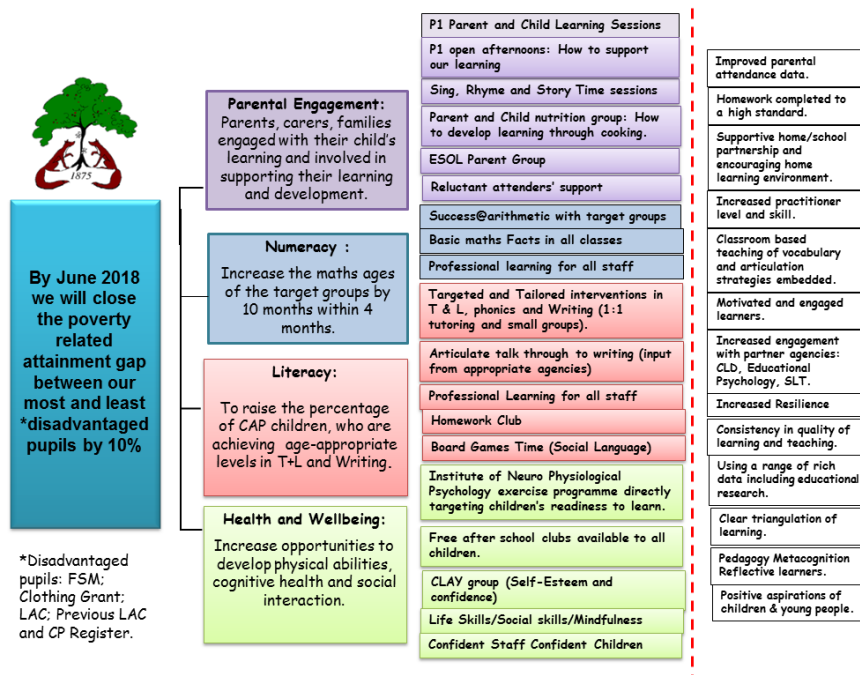
- (g) A Headteacher Engagement Day in September was facilitated by the AO's. Headteachers heard from experts in child poverty, Education Scotland colleagues and heard about good practice in other schools and authorities. Subsequent Headteacher meetings have allowed time for further discussion and for colleagues to share their plans and progress.
- (h) Headteachers have also had training and support in considering how they 'poverty proof' their schools and how to use Quality Improvement Methodology to measure impact of their chosen interventions. This has been supported by an Improvement Advisor from the Scottish Government. There have been an additional three opportunities for schools to share and discuss their plans in curricular based groups. Headteachers report that all of these activities have supported them well in their decision making and delivery of targeted interventions.
- (i) In the Scottish Borders, schools have focused on providing additional support to pupils who are in receipt of free school meals and clothing grant, are care experienced or previously care experienced and others who are disadvantaged by poverty. Appendix 4 shows the percentage of pupils in each school who have been identified for targeted support.

### 3.1.7 **How are Schools Using PEF to Narrow the Poverty-related Attainment Gap?**

- (a) Almost all schools have identified the key areas of Literacy, Numeracy and Health and Wellbeing as the focus of their interventions. Depending on the needs and resources available, schools are delivering one or more of the following areas:  
  
Literacy interventions – 46/70 schools = 66%  
Numeracy interventions 38/70 schools = 54%  
HWB interventions 14/70 schools = 20%
- (b) In Literacy there are interventions at all stages of schooling. These include support in developing speech and language, early reading and writing skills, reading strategies and reading comprehension. There are a significant number of literacy interventions which support pupils who are currently attaining well below expected levels.
- (c) In Numeracy, interventions are targeted at those pupils who have gaps in their knowledge and understanding, who are

not attaining at expected levels and who are not on track to achieve. There is a focus on basic numeracy skills and skills for life.

- (d) In Health and Wellbeing schools are addressing the social and emotional wellbeing of pupils by providing nurture groups, 1-1 mentoring, wider experiences and therapeutic groups. These are often provided alongside support in literacy and numeracy. In a number of schools, there is also an increased focus on improving attendance.
- (e) In some schools and clusters they are using well evidenced interventions such as Success@Arithmetic and Corrective Reading. In others they have created bespoke interventions which match the needs of their pupils.
- (f) A number of clusters have pulled together a part of their funds to provide interventions across the cluster schools. Tweeddale and Eildon West are delivering Success@Arithmetic in all of their schools. Tweeddale are also delivering Better Reading Support Partners.
- (g) Earlston cluster are the only cluster to have pulled all of their PEF together. They have used £156, 000 to employ staff to deliver a numeracy intervention to the most vulnerable pupils after their analysis revealed a gap in numeracy. A teacher and 6 assistants work across Earlston High and associated primaries to provide 4 sessions of numeracy every week to each identified pupil. 80 pupils are currently supported in this way. Data being collected is evidence of early, but significant, progress for individual pupils and schools are reporting improvement in pupils' ability in numeracy in class.
- (h) Schools with larger funds are able to deliver a range of interventions. The Driver Diagram below indicates the many interventions being delivered at Burgh Primary to achieve their aim of closing the poverty related attainment gap in their school by 10% by June 2018. The interventions complement and are additional to the improvement work already in place this academic year. This is representative of a number of schools.



### 3.1.8 How are Schools Measuring Impact?

- Most schools have used baseline assessments at the start of their intervention and progress is being monitored and tracked regularly. Pupils will be assessed at the end of the intervention to measure impact and progress. This may include assessment of reading age, progress in attainment, wellbeing indicators and other assessments designed by the school. Some schools are using Improvement Methodology to structure their measurement plans. This will ensure that all schools are able to evidence the difference the funding has made to individual pupil progress and to the local and national aim of closing the poverty related attainment gap.
- At Local Authority level, National Improvement Framework (NIF) data, Scottish Qualifying Authority data and Positive Destinations data will be used to track progress towards the aim.
- At Local Authority level, the NIF data/ SQA data and participation/positive destinations data will be used to track success. We aim to not only close the poverty related attainment gap, but raise attainment for all so each quintile will have at least 85% of its pupils achieving the benchmark at all stages.

### 3.1.9 How are Scottish Borders Council Raising Attainment and Aspiration for All Young People?

- The Joseph Rowntree Foundation Report 2016 stated that two of the most important factors in narrowing the poverty related attainment gap are effective leadership and high quality teaching. This would be validated by international educationalists such as Andy Hargreaves and Michael Fullan.

- (b) In Scottish Borders Council there is a drive to deliver this for all children and young people regardless of the quintile they live in or the financial status of their families. The strategic plan for this year includes investment in current and successive leaders, the development of literacy and numeracy strategies and a focus on raising levels of attainment across the board.
- (c) There is a very robust Quality Improvement programme in place between the Children and Young People's Services and schools. This involves Quality Improvement Officers, school staff and link Education Scotland staff analysing pupils' performance data, observing classroom practice, discussing attainment and achievement at length in attainment reviews and creating school action plans that are revisited at regular intervals.
- (d) The Reducing Inequalities CPP Delivery Team is sharing joint data regarding inequalities for families in the Borders. From this analysis an action plan is being developed in response to some key identified issues, eg employability, working with Universal Credit and volunteering support for vulnerable families. The Children's Leadership Partnership Group will be providing a response to the Child Poverty Bill which sets out duties for Local Authorities from 2018. This will include aims to reduce the impact of poverty, action plans and interventions which will be measured and reviewed regularly, ensuring the Council and its partners can evidence change in tackling Child Poverty. There is currently extensive work taking place within the sub groups that sit under the Children and Young People's Leadership Partnership Group: parenting strategy, mental health and emotional wellbeing strategy; partnership training programmes in risk assessment.
- (e) Work is being developed as part of the National Problem Solving Partnership model with Police Scotland and other partners in taking a 'place based approach' to resolving some of the impacts of child poverty, ie anti-social behaviour through intervention and prevention by all partners.
- (f) In 2018 there will an opportunity to co-ordinate the new Plans being developed (Council Plan 2017, Children and Young People's Plan 2018 onwards and the Reducing Inequalities Plan 2018 onwards) ensuring that there is a set of connected actions and priorities that will bring together the work of the Council and its partners, evidencing a strong commitment to the new vision of the Council outlined in Connected Borders, ie 'ensuring that the vulnerable and marginalised are included and considered in every action we take' and that 'together we need to ensure that no-one and no community is left behind but that we grow and develop together'. This broader commitment of partners and Council directorates will support the work being carried out in schools so that together more interventions can be taken to mitigate



the impact of child poverty and greater levels and range of preventative actions can be taken to reduce child poverty levels in the Scottish Borders.

#### 3.1.10 Conclusion

There is considerable work taking place within and across schools to 'close the poverty related attainment gap'. Schools have responded well to the professional learning and development sessions on child poverty and best practice showcase sessions linked to 'closing the gap' school interventions. The work is in its infancy and the challenge is significant. However, the approach being taken and the commitment being demonstrated evidences that very robust processes are in place to address this challenge. The work is being closely monitored by Attainment Officers and Quality Improvement Officers and high quality work is being evidenced by schools. This work will now be complemented by the work of broader partnership groups moving forward which will be subject to reports in other key forums.

## 4 IMPLICATIONS

### 4.1 Financial

There are no costs attached to any of the recommendations contained in this report. However, the work taking place is very much dependent upon the two Attainment Officers (who were funded in school session 2017/2018 by the schools DSM underspend in agreement with Headteachers) and the central Quality Improvement Officer Team. It is hoped that to achieve aspirations to close the poverty related attainment that these posts continue. The Director aims to discuss the continued funding of the Attainment Officer posts from DSM carry forward for school session 2018/2019 as part of the budget discussions with Headteachers. There is no plan to reduce the Quality Improvement Officer Team within the 2018/2019 budget process.

### 4.2 Risk and Mitigations

The report fully describes all the elements of risk that have been identified in relation to this project and no specific additional concerns need to be addressed.

### 4.3 Equalities

An Equalities Impact Assessment has been carried out on this proposal and it is anticipated that there are no adverse equality implications.

### 4.4 Acting Sustainably

There are no economic, social or environmental impacts arising as a result of this report.

### 4.5 Carbon Management

There are no anticipated impacts on carbon emissions as a result of this

report.

#### 4.6 **Rural Proofing**

There are no anticipated impacts on rural policy or strategy as a result of this report. However, it should be noted that the additional challenges that aspects of rural poverty impact upon children's attainment have been highlighted as a concern within the report, ie the impact upon pupil participation and opportunities to access learning after the school day, fuel poverty and digital poverty. Schools are tuned into these challenges as are the broader partnership groups such as the Children's Leadership Group and the Reducing Inequalities Joint Delivery Team. Action plans will be forthcoming and it is hoped that a broader discussion takes place with the Scottish Government regarding the extent of the challenge of rural poverty upon the life chances of children and young people in the Scottish Borders.

#### 4.7 **Changes to Scheme of Administration or Scheme of Delegation**

There are no changes required to either the Scheme of Administration or the Scheme of Delegation as a result of this report.

### **5 CONSULTATION**

- 5.1 The Chief Financial Officer, the Monitoring Officer, the Chief Legal Officer, the Chief Officer Audit and Risk, the Service Director HR and the Clerk to the Council have been consulted and any comments received have been incorporated into the final report.

#### **Approved by**

**Donna Manson**

**Service Director, Children & Young People      Signature .....**

#### **Author(s)**

Name	Designation and Contact Number
Michelle Strong	Chief Officer, Education
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#### **Appendices:**

- Appendix 1: Scottish Borders Council Child Poverty Index 2017
- Appendix 2: PEF Allocations per School for school session 2017/2018
- Appendix 3: Scottish Borders Council 'closing the poverty related attainment gap' Guidance for Schools
- Appendix 4: % of pupils per school receiving targeted support

#### **Background Papers:**

- Joseph Rowntree Foundation (2016)
- UK poverty: Causes, costs and solutions

<https://www.jrf.org.uk/report/uk-poverty-causes-costs-and-solutions>

Scottish Government (2017) Poverty and Income Inequality in Scotland: 2015/16

Joseph Rowntree Foundation (2017)

Households below a Minimum Income Standard: 2008/09 to 2015/16

<https://www.jrf.org.uk/report/households-below-minimum-income-standard-200809-201516>

Child Poverty Action Group website

<http://www.cpag.org.uk>

Scottish Government (2017)

Children in families with limited resources across Scotland 2014-2016

<http://www.gov.scot/Publications/2017/11/9758>

PEF-National Operational Guidance

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

Children and Young People Improvement Collaborative

<http://www.gov.scot/Resource/0051/00517520.pdf>

**Previous Minute Reference:** N/A

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