



**SPICe** The Information Centre  
An t-Ionad Fiosrachaidh

## Education, Children and Young People Committee

18 January 2023

### Budget 2023-24

#### Introduction

The Scottish Government published its budget and accompanying documents on 15 December 2022. The Committee will be taking evidence from the Cabinet secretary for Education and Skills and the Minister for Children and Young People.

The Committee focussed its pre-budget scrutiny on three areas: colleges, universities and early learning and childcare. The Committee's [letter to the Scottish Government was issued on 3 November 2022](#). The Cabinet Secretary responded to the Committee's letter on [20 December 2022](#).

This paper sets out the Scottish Government spending plans in Further and Higher Education and ELC. This paper also explores the wider local government settlement.

The intention when scrutinising the Scottish Government's spending plans is to consider them within the context of the outcomes spending priorities achieve and/or are intended to achieve. Data on outcomes are therefore presented in this paper as well.

Overall, the Scottish Government has said that the key aims of this budget are: eradicating child poverty, transforming the economy to deliver net zero and creating sustainable public services.

This is the first Budget since the Resource Spending Review and the updated capital spending review published in May. Details of these are set out in Annexe A to this paper.

#### National Performance Framework

The Budget states that the NPF "sets out a vision for a more successful country, where all of Scotland can flourish through increased wellbeing, and sustainable and inclusive economic growth." (p15)

The NPF includes [11 National Outcomes](#) and under each outcome there are a number of [indicators](#) (81 in total) which are intended to measure progress against the National Outcomes.

Page 74 of the budget includes a tables which sets which National Outcomes are supported by spend in the Education and Skills portfolio. These are split by Primary and Secondary Outcomes listed below. The Cabinet Secretary should be able to set out how all spending decisions impact on achieving the National Outcomes.

### **Primary National Outcomes**

- [Education](#) - We are well educated, skilled and able to contribute to society
- [Children and Young People](#) - We grow up loved, safe and respected so that we realise our full potential
- [Economy](#) - We have a globally competitive, entrepreneurial, inclusive and sustainable economy
- [Poverty](#) - We tackle poverty by sharing opportunities, wealth and power more equally

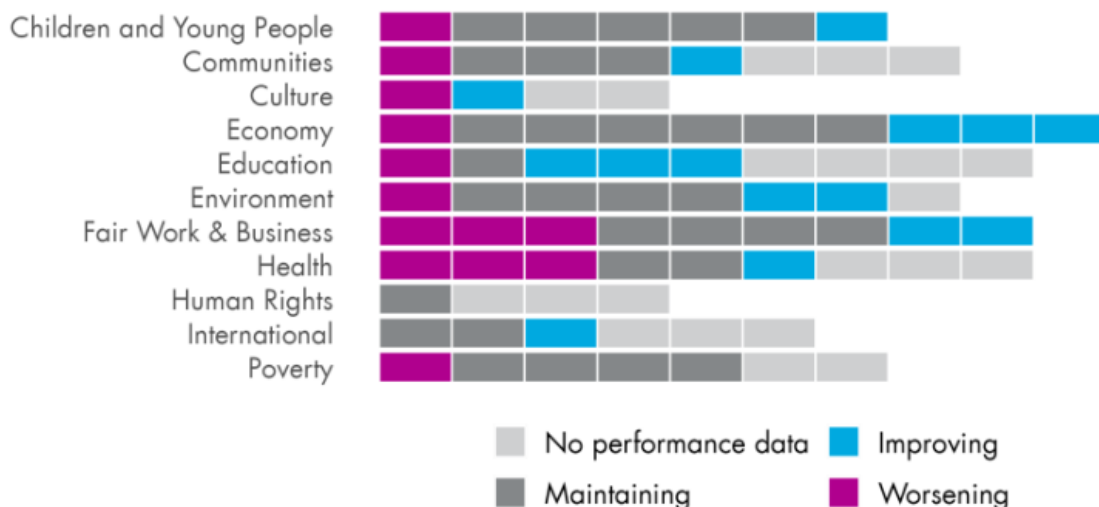
### **Secondary National Outcomes**

- [Communities](#) - We live in communities that are inclusive, empowered, resilient and safe
- [Human Rights](#) - We respect, protect and fulfil human rights and live free from discrimination
- [Fair Work and Business](#) - We have thriving and innovative businesses, with quality jobs and fair work for everyone
- [International](#) - We are open, connected and make a positive contribution internationally
- [Culture](#) - We are creative and our vibrant and diverse cultures are expressed and enjoyed widely

A [SPICe blog is regularly updated](#) on the performance indicators across the 11 outcomes. The graphic below shows the overall picture (as of 5 December).

## How is Scotland performing?

National Indicator performance | As at 5 December 2022



Source: Scottish Government

The NPF provides top level outcomes. Underneath each outcome are indicators and within each policy area one will find a variety of statistics and measures to determine progress. Annexe B to this paper set out a range of measures and indicators these are not exhaustive but Members may find it useful in exploring how budget decisions are led by a focus on outcomes.

### Education and Skills overall budget

The Budget set out the overall ambitions for the money allocated in this portfolio.

“Improving the life chances of our children, young people and learners of all ages continues to be a key priority for this government. The Education and Skills portfolio invests in changing lives for the better and underpins key government priorities, including enabling everybody to reach their full potential, eradicating child poverty and supporting economic transformation to deliver Net Zero ambitions.”

The table below sets out the “Level 2” budget lines under this portfolio with comparisons to the previous two years in cash terms.

**Table 7.01: Spending Plans (Level 2)**

	2021-22 Budget	2022-23 Budget	2023-24 Budget
Level 2	£m	£m	£m
Learning	321.9	461.5	542.0
Education Reform	74.6	93.0	100.3
Education Scotland	29.9	28.7	28.7
Children and Families	182.6	220.2	293.7
Early Learning and Childcare Programme	39.8	56.8	53.2
Higher Education Student Support	1,399.3	1,017.6	925.1
Scottish Funding Council	1,911.0	1,973.8	2,012.6
Lifelong Learning	20.6	22.9	22.7
Skills and Training	277.2	271.9	262.2
COVID-19 Funding	68.0	-	-
<b>Total Education &amp; Skills</b>	<b>4,324.6</b>	<b>4,146.5</b>	<b>4,240.5</b>
<i>of which:</i>			
Total Fiscal Resource	2,815.0	2,927.0	3,059.1
<i>of which Operating Costs</i>	43.6	47.1	48.9
Non-cash	673.2	351.9	194.5
Capital	398.0	484.0	551.1
Financial Transactions (FTs)	22.1	22.1	15.0
UK Funded AME	416.3	361.3	420.8

The first half of the table sets out the overall budgets under each level two line, these are explored in greater detail below. The second half splits by type of expenditure.

- Fiscal Resource (or “Resource”) is money for day-to-day spending.
- Non-cash is largely for depreciation of assets and cannot be used to support any fiscal spending
- Capital is mainly to support the delivery of public infrastructure, funding for research is also counted under capital
- Financial Transactions can be used to support loan or equity investment in bodies outside the public sector
- AME stands for Annually Managed Expenditure, it is a demand-led expenditure funded by the UK Government, such as teachers’ pension payments and outlay of Student Loans

Overall, the planned spending in this portfolio has increased by £94m year-on-year. However, contained in this are £157.5m in reductions to the non-cash and resource

spend has increased by £132m and capital by £67m. The combined resource and capital budgets are up 5.6% in cash and 2.3% in real terms.<sup>1</sup>

### *Real terms and year on year comparisons*

Generally when considering “real terms” figures in the Budget and in public spending, HMT’s GDP deflators are used. This is standard practice because the GDP deflator normally better reflects changes in the prices of goods and services that governments purchase in contrast to better known measures of inflation such as the Consumer Prices Index (CPI), which is designed to capture changes in consumer prices.

However, the Budget document noted—

“While the GDP deflator is the usual comparator for analysing real terms changes in public spending, as highlighted by the OBR and SFC, it may not fully capture the inflationary pressures faced by the public sector in the current environment.”

Currently, the gap between the GDP deflator and the CPI measure of inflation is wider than normal, so the impact of this differential is greater than would normally be the case. This is because the current high CPI inflation is being driven by high energy prices which is an import cost, not covered by the GDP deflator.

The figures presented by the Scottish Government and reflected in this paper compare the budget for 2023-24 to previous budgets (as passed). This misses any in-year adjustments such as support to pay for higher-than-expected pay deals.

### *Comparison to Spending reviews*

In the RSR the overall resource budget in the Education and Skills Portfolio was expected to be £2,943m in 2023-24. The level of resource for 2023-24, £3,059m is beyond what was anticipated in May.

The RSR was presented at level 2. However, the Government has changed level two categories and it is not wholly straightforward to map from the RSR to the current budget. However, it appears that resource under Children and Families is significantly above the expected level, largely due to funding to meet The Promise. There is more than expected resource under “Learning” and the SFC but £10m less than expected under Skills and Training.

In terms of capital, the updated capital spending review anticipated that the budget this year in Education and Skills would be £523.4m, again the actual budget figure of £551.1m is higher than anticipated. However, the distribution across the budget lines is not as expected. For example, the £80m of capital to support free school meals was not set out, and while net capital for colleges is higher than set out in the spending review, capital for HE (which includes research) is a little lower than anticipated.

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<sup>1</sup> Includes FTs and uses HMT GDP Deflators to calculate real terms.

In the overall aims of the Budget, there has been a change of emphasis in relation to child poverty – from “reducing” to “tackling” in previous documents such as the RSR, to “eradicating”. The changes between spending reviews and the Budget 23-24 may in part reflect this change of emphasis.

## Further and Higher Education

### *Budget Allocations*

This section will focus on the allocations to the SFC, which are then passed on to the Universities and Colleges. However, members may wish to note that the resource funding for running costs of the SFC, SAAS and Student Loan Company are the same as last year’s budget. In addition there is no change to the Student Support and Tuition Fee Payments line which remains £328.2m.

**Table 7.08: Scottish Funding Council Spending Plans (Level 3)**

	2021-22 Budget	2022-23 Budget	2023-24 Budget
Level 3	£m	£m	£m
Scottish Funding Council Administration	7.8	8.1	7.8
College Operational Expenditure	865.7	865.7	891.7
College Operational Income	(190.0)	(190.0)	(190.0)
<i>Net College Resource</i>	<i>675.7</i>	<i>675.7</i>	<i>701.7</i>
College NPD Expenditure	29.3	29.3	29.3
College Depreciation Costs	27.5	26.7	26.5
HE Resource	768.2	789.2	809.2
<i>Net College Capital</i>	<i>33.7</i>	<i>74.7*</i>	<i>82.4*</i>
HE Capital	346.7	348.0	340.7
HE FTs	30.5	31.0	26.6
HE FTs Income	(8.4)	(8.9)	(11.6)
<b>Total Scottish Funding Council</b>	<b>1,911.0</b>	<b>1,973.8</b>	<b>2,012.6</b>
<i>of which:</i>			
Fiscal Resource	1,480.8	1,501.8	1,547.8
Non-cash	27.7	27.2	26.7
Capital	380.4	422.7	423.1
FTs	22.1	22.1	15.0
UK Funded AME	-	-	-

\*Includes £5m to be apportioned between the college, university and CLD sectors

In terms of Net College resource, the increase of £26m represents a 3.8% cash increase which equates to an estimated real terms increase of 0.6%. Net College Capital is increasing by £7.7m which is 10.3% and an estimated 6.9% in real terms. The increase in capital is to support “college estates maintenance and continue student digital support (digital funding will be split amongst colleges, universities and community learning and development sectors).”

In response to the Budget, Andy Witty, Director of Sector Policy at Colleges Scotland said—

“Today Scottish Government has recognised the vital role of colleges in assisting in the economic recovery, alleviating poverty and mitigating climate change. This change in direction of travel from the Scottish Government follows many months of discussions led by Colleges Scotland on behalf of our members, stressing the need to put students first, and setting out how colleges are critical to delivery on a host of Scottish Government priorities.

“Colleges continue to face difficult financial situations, and we appreciate Scottish Ministers are dealing with severe and challenging circumstances, but we look forward to continuing dialogue with Scottish Government in order to see firstly stability, then sustainability for the sector. We will work closely with Scottish Government and other partners to make sure that through a period of transition, colleges are still able to play their part locally, regionally and nationally in the delivery of a fairer and more equal society.”

Higher Education resource budget increased by £20m, which is 2.5% in cash terms which represents a 0.7% real terms decrease. Higher Education Capital funding reduced by 2.1% which in real terms is a 5.2% reduction. The reduction in capital represents a reduction in HE estates maintenance funding. The Government states that “there is no change to the HE research capital”; this appears to be in cash terms.

Alastair Sim, Director of Universities Scotland said—

“The tough financial climate facing Scottish Government is clear for all to see. In that context, we welcome the fact that it has been possible to make a modest 1% cash increase in university funding, worth an extra £12.7 million. However, set against inflationary pressures this overall settlement represents substantial real term cut for universities and the resource available to institutions to invest in their students and staff.

“This year’s real terms cut is the latest in a series since 2014/15 and universities are the only part of the education sector to see budgets continually decline over that period. This leaves universities in a very challenging financial position and will limit their ability to fully contribute to Scotland’s economic transformation. Research and innovation is the fuel to drive the economic growth which Scotland so desperately needs. We now have to ask if the Scottish Government fully understand that.”

### *Pre-budget report and response*

#### Colleges

The Committee highlighted the SFC’s submissions which noted that it forecast “operating deficit in each of the academic years from 2022-23 to 2026-27”. The Committee asked that the Government “consider how it could give colleges some flexibility, which could allow them to provide seed money for projects, invest in capital, manage the challenge of the college academic year being out of sync with the end of the financial year and carry forward surplus.”

The Committee also highlighted the capital support for supporting the college estate. It recommended that the “assessment of the current position [of backlog and life-cycle maintenance] and the investment strategy should be completed as a matter of urgency”.

The Committee highlighted that the Government’s timetable to publish a Statement of Intent in 2023. The Committee however said “decisions to underpin the financial sustainability of colleges and to provide possible flexibilities, and a strategy to lever in capital investment, are required as soon as possible”.

The Cabinet Secretary’s response highlighted the challenge for the college sector to be “agile and responsive to regional, social, economic and environmental needs” and the various policy pressures they are under; she said—

“We will expect colleges to deliver the most appropriate learner offer throughout life, whether full-time, part-time or a tailored mix, taking account of the diverse needs of learners. Colleges will be responsive to local skills needs, with reference to appropriate regional economic development plans and national priorities such as Climate Emergency Skills Action Plan and National Strategy for Economic Transformation, to support learners into related training and employment.”

The Cabinet Secretary also acknowledged colleges role in widening access, she said, “colleges are leading the way in facilitating direct actions and interventions which have positive impacts on aspects of socio-economic disadvantage affecting learners and their broader communities.”

The Cabinet Secretary stated that the SFC had provided colleges flexibility this year through, for example, allowing tolerance in meeting college credit targets. She said the Government is working with the SFC to provide the sector with clarity and increased flexibilities to enable it to meet the expectations on it. The Cabinet Secretary also highlighted that the Government published [Post-school education, research and skills: interim purpose and principles](#) in December and the Government is seeking views on these draft proposals.

The Cabinet Secretary highlighted the [College Infrastructure Strategy](#) which the SFC published in November. This strategy includes a commitment of the SFC to prepare an Infrastructure Investment Plan for Scotland’s colleges, which will include:

- A college specific description of the investment required and an estimate of its value to deliver its strategic plans.
- Potential funding solutions for the proposed capital investments.
- A revised, transparent, evidenced-based process for assessing, prioritising, and allocating capital funding.

## Universities

The Committee highlighted the continuing importance of research funding to the sector in Scotland and the record of Scottish HEIs to produce high quality research.



In terms of funding more broadly, the Committee's letter stated:

“Scotland's funding model is now structurally reliant on international fees, with this source of revenue forecast to overtake Scottish Government funding as a percentage of the sector's total income in 2023/24.”

The Committee asked the Government to set out “how it plans to ensure long-term sustainability and mitigate the risks of reliance on income from international student fees and to allow longer-term planning within the sector.”

In terms of widening access, the Committee highlighted the work to retain students from more deprived backgrounds and the importance of colleges in creating pathways for students to access university.

The Committee highlighted issues with industrial relations and housing pressures for students. The Committee sought an update on the Government's review of purpose-built student accommodation. The Committee also highlighted the financial pressures experienced by students.

Lastly the Committee sought updates on both the additional counsellors in colleges and universities and a forthcoming Student Mental Health Plan.

The Cabinet Secretary stated that the Government remains “committed to research, even in an extremely tough fiscal environment, recognising the vital role our research community play in delivering Scotland's ambitions.”

In terms of the institutions' reliance on international students, the Cabinet Secretary argued that this is a matter for the institutions themselves. She said that Government funding ensures that “Scottish domiciled students benefit from free tuition at our world-class universities” and the “Scottish Government continues to work closely with the Scottish Funding Council to deliver sustainable funding for our universities and colleges”.

The Cabinet Secretary highlighted that the Government published the report of the [Purpose-built student accommodation \(PBSA\) and student housing research](#) in December. A PBSA Review Steering Group is expected to make recommendations to Ministers early this year.

Universities Scotland produced a briefing on student accommodation last week. It warned, “January 2023 could be another pressure point because of the postgraduate taught intake”. It also argued that—

“The biggest source of pressure on accommodation is a combination of supply-side factors that are limiting availability. Recent policy and legislative changes in support of renters in Scotland has had the inadvertent effect of significantly contracting the market, disrupting the mixed model for student accommodation, which has always involved the private rental market alongside university-owned and private purpose built student accommodation (PBSA).”

And Universities Scotland recommended—

“[The Scottish Government should] take clear steps to stimulate the market for private PBSA, to increase supply. We also want to see action taken to encourage private landlords to re-enter the HMO market which is often a more affordable option for students. The Scottish Government should not extend existing regulations of a 28-day notice period for renters to the PBSA market. Doing so threatens to undermine the business model, further limiting supply, and making university-owned PBSA financially unsustainable.”

### *SFC Strategy*

Scottish Government funding for Colleges and Universities is distributed via the Scottish Funding Council.

In November 2022, the [SFC published its Strategic Plan 2022-27](#). This set out four objectives covering, teaching and learning, research, sectoral and institutional coherence and sustainability, and the performance of the SFC itself.

Under each of these are listed five priorities. Some of these priorities reflect wider policy goals, such as Net Zero, others are in relation to quality (e.g of research or teaching). It stated that its funding distribution would reflect these policy goals—

“We will adapt our investment priorities and distribution models to secure economic, social and environmental value, working with the Scottish Government, the sector and key stakeholders.”

A theme under each of the objectives is collaboration across organisations and sectors. In this regard, the strategy stated—

“We will continue to recognise that colleges and universities should be successful in their own right, but we will also increasingly focus on maximising opportunities for partnerships and collaboration within the sector.”

The strategy noted the tight fiscal conditions. It said—

“The Scottish Government’s Resource Spending Review, published in May 2022, sets out a challenging fiscal position for the delivery of this Plan for 2022-27. It focuses on child poverty; climate change; a stronger, fairer and greener economy; and public service reform; and it sets out a flat cash resource settlement for colleges and universities that will come into sharper focus at each annual budget settlement. Capital budgets (for research, estates maintenance and infrastructure) remain fairly flat over the period of this Plan.”

## **Early Learning and Childcare**

### *Budget settlement*

As part of the expansion to the full roll out to 1,140 hours, the Scottish Government and COSLA agreed a multi-year ringfenced settlement up to 2021-22. This was on top of the non-ringfenced funds local authorities spent on delivering the then statutory 600 hours of funded ELC. This meant/means that funded ELC is funded

through a mix of ring-fenced and non-ringfenced funds. The non-ringfenced funding forms part of the core grant to local authorities.

The ringfenced money remains the same as for 2022-23 at £521.9m. This money is also intended to meet costs of funded ELC for children whose start to P1 is deferred.

#### *Pre-budget report and response*

The Committee has undertaken two sessions on funded ELC in 2022. One [on 25 May 2022](#) and a second on [26 October 2022](#). The Committee's pre-budget letter noted a number of issues.

#### Funding

The Committee highlighted:

- A cash terms cut in ring-fenced funding in 2022-23
- There are fewer eligible children than expected

#### The role of the PVI sector

The Committee highlighted:

- The relationship between local authorities and PVI partners
- Loss of childminders
- The differential between public sector and PVI sector rates of pay and the impact on recruitment/retention in the PVI sector
- Wider cost pressures across the sector

The Committee recommended that the Government undertake a mapping exercise to establish “the extent to which staff are moving from jobs in the PVI sector into local authorities and the monetary value of in-kind support provided to the PVI sector.” The Committee argued that such an exercise would, “allow the Scottish Government to establish whether there is a risk to the delivery of the 1140 policy due to staff capacity in the PVI sector.”

The Cabinet Secretary said in her response that the Government would update its Financial Sustainability Health Check of the sector in early 2023. In terms of the movement of staff from the private to public sectors, the Cabinet Secretary said—

“Currently no data is available on the movement of staff across the sector. The Scottish Government has therefore asked the Scottish Social Services Council (SSSC), who is responsible for collecting relevant information, to explore the possibility of providing data on the movement of staff.”

### Differential rates paid to PVI providers across different Local Authorities

The Committee sought an update on a planned review of how local authorities set rates for the PVI sector. The Government published [this on 22 December](#).

The Cabinet Secretary's response also noted that the Scottish Government and COSLA are undertaking a review of the overall process for setting sustainable rates in 2022-23. It is expected that the Government will set out more information on this in the Spring.

### Uptake of 2 year olds

In October, regulations were agreed to allow data to be shared between HMRC and DWP and local authorities to identify families whose 2-year-old children are eligible for funded ELC. The Committee asked how this would "work in practice and what further measures will be put in place to improve uptake among eligible 2 year-olds".

The Cabinet Secretary's response stated that it aims to have the data available to Scottish local authorities by April. In advance of this, the Government has been working with the Improvement Service to deliver support to individual local authorities on how to maximise uptake of funded ELC for eligible 2 year-olds and to make best use of the data from HMRC and DWP when they receive it. The Cabinet Secretary explained that local authorities will be able to "access lists of eligible families that meet eligibility criteria three times a year on a secure digital platform".

### Flexibility and Outcomes

The Committee asked how the Government is monitoring how local authorities are achieving the "flexibility for parents and carers that the policy envisioned, and how they will ensure, whilst recognising geographical and regional variations, that best practice is achieved across Scotland."

Cabinet Secretary's letter referenced the evaluation strategy, which says that the "range of models and patterns of delivery should be informed by [statutory] consultation". This will be measured through the following indicators:

- The percentage of services providing funded ELC and are open for extended hours / during school holidays - disaggregated by local authority
- The percentage of households who do not use funded ELC because: 'Lack of flexibility/choice in opening hours' and/or 'Lack of flexibility/choice in types of childcare available' and/or 'lack of provision in school holidays' in the Scottish Household Survey

The Committee also asked the Government to set out "how it is working with local authorities to support local assessment of ELC's contribution to outcomes under the three aims of the programme". These aims are:

- Children's development improves and the poverty-related outcomes gap narrows;
- Family wellbeing improves; and

- Parents' and carers' opportunities to take up or sustain work, training and study increase.

The Cabinet Secretary highlighted joint work with COSLA, that is at an early stage, to develop an outcomes and measurement framework for funded ELC by 2025.

### **School education, skills, children's services and Gaelic**

School education is largely funded through local authorities. There are a number of lines within the Scottish Government which also support school education, either through additional grants to local government, funding national agencies or administrative work by the Scottish Government.

#### *Scottish Government funding lines*

#### Learning

**Table 7.02: Learning Spending Plans (Level 3)**

	2021-22 Budget	2022-23 Budget	2023-24 Budget
Level 3	£m	£m	£m
Workforce and Infrastructure	164.5	267.3	279.7
Education Analytical Services	4.9	5.1	5.0
Improvement, Attainment and Wellbeing	152.4	189.1	257.3
<b>Total Learning</b>	<b>321.9</b>	<b>461.5</b>	<b>542.0</b>
<i>of which:</i>			
Fiscal Resource	321.5	421.1	447.8
Non-cash	-	-	-
Capital	0.4	40.4	94.2
FTs	-	-	-
UK Funded AME	-	-	-

The majority of funding under "Workforce and Infrastructure" is for teacher training. £179m is "funding to recruit, maintain and train student teachers, operate the teacher induction scheme and enable initiatives to support the structure of teachers' professional learning in Scotland." Funding for teacher training has remained static in cash terms year on year. The increase is largely in relation to an increase of £3m (to £13m) in capital funding to support improvements to schools' digital infrastructure and online services and an additional £12.4m (to £71.0m) for unitary charges in 23-24 for Schools for the Future Projects.

The increase under Improvement, Attainment and Wellbeing is largely in relation to capital and resource funding to support the expansion of free school meals. Capital increased by £50m (up to £80m) and £17.5m and resource increased by £17.5 (to £68.4m). The level 4 line which includes both funding for Attainment Scotland Fund (not PEF) and for the School Clothing Grant rose slightly in cash terms from £80.1m to £81.2m.

Education Reform**Table 7.03: Education Reform Spending Plans (Level 3)**

	2021-22 Budget	2022-23 Budget	2023-24 Budget
Level 3	£m	£m	£m
Gaelic	25.2	25.3	26.3
Curriculum	13.3	31.4	31.5
Education Reform	36.0	36.3	42.5
<b>Total Education Reform</b>	<b>74.6</b>	<b>93.0</b>	<b>100.3</b>
<i>of which:</i>			
Fiscal Resource	65.4	83.5	91.8
Non-cash	3.7	4.0	2.0
Capital	5.5	5.5	6.5
FTs	-	-	-
UK Funded AME	-	-	-

The Gaelic line includes a flat-cash settlement for the Bòrd na Gàidhlig (£5.1m). The increase is in the Gaelic Indirect Capital which increases by £1m to £4m and is to support small- or medium-sized projects where there is a demand for increased provision of Gaelic Medium Education.

Curriculum covers a range of work across the Curriculum for Excellence, and includes funding to remove core curriculum charges and charges related to music tuition.

Education Reform also covers a range of lines. Only £12.9m (up from £4.8m last year) is badged as Education Reform at Level 4. Almost all of the remainder relates to funding for the SQA.

Education Scotland

In 2023-22, Education Scotland will receive the same amount of budget for resource spending as last year.

Children and Families**Table 7.05: Children and Families Spending Plans (Level 3)**

	2021-22 Budget	2022-23 Budget	2023-24 Budget
Level 3	£m	£m	£m
Children's Rights, Protection and Justice	52.1	51.4	50.9
Strategy, GIRFEC and The Promise	26.0	26.0	95.9
Redress, Relations and Response	31.2	62.5	62.7
Disclosure Scotland Expenditure	22.9	24.3	23.5
Office of the Chief Social Work Adviser	21.1	21.2	21.2
Creating Positive Futures	29.3	34.7	39.5
<b>Total Children and Families</b>	<b>182.6</b>	<b>220.2</b>	<b>293.7</b>
<i>of which:</i>			
Fiscal Resource	164.2	194.4	264.2
Non-cash	10.5	12.3	12.1
Capital	7.9	13.5	17.4
FTs	-	-	-
UK Funded AME	-	-	-

Under Children's Rights, Protection and Justice the Scottish Children's Reporter Association and Children's Hearings Scotland both receive flat cash settlements.

The increase under Strategy GIRFEC and The Promise is due to a £23.0m increase for the Promise Fund which grants to local areas: cost of Promise Scotland; and delivery of Keeping the Promise. There is also a new line of £50m for Whole Family Wellbeing Funding; this is an increase of £47m as last year £3m was contained in another line for this purpose.

Redress, Relations and Response covers the cost of the Scottish Child Abuse Inquiry and Redress Scotland.

Disclosure Scotland is planned to receive a flat-cash resource settlement. The small reduction is in capital funding. The office of the Chief Social Worker line includes funding for the SSSC which again will receive a flat cash resource settlement (£16.0m).

The Creating Positive Futures funds a range of activities including developing a Transitions Strategy for disabled children and young people. The increase is due to a doubling of the capital spend to refurbish play parks to £10m.

Skills Development Scotland

The resource budget for SDS is being reduced by £10m compared to last year's budget, and is £214.2m. The Scottish Government explains that this, "maintains efficiency savings released within 2022/23".

*Local government funding*

[This section is an edited version of the section on Local Government funding which appears in SPICe's main briefing on the Budget.]

In last week's Budget announcement, the Deputy First Minister told Parliament he was "increasing the resources available to Local Government next year by over £550 million". This increase refers to "core" revenue and capital allocations plus funding transferred to local government from other portfolios in-year (for an explanation of these terms, see [recent SPICe Briefing](#)). The following table shows that the total local government settlement, also set out in this week's Finance Circular will be £13.2 billion in 2023-24. This represents a cash increase of 5.1%, or a real-terms increase of 1.8%, when comparing Budget 2023-24 to Budget 2022-23.

*Local Government funding from Scottish Government (cash)*

	<b>2022-23 (£m)</b>	<b>2023-24 (£m)</b>	<b>Cash change (£m)</b>	<b>Cash change (%)</b>
General Revenue Grant	7,094.60	7,133.90	39.3	0.6%
Non-Domestic Rates	2,766.0	3,047.00	281.0	10.2%
Specific Resource Grants	752.1	752.1	0.0	0.0%
General Capital Grant	510.50	607.60	97.1	19.0%
Specific (ring-fenced) capital grants	139.0	139.00	0.0	0.0%
<b>Local Government settlement</b>	<b>11,262.2</b>	<b>11,679.6</b>	<b>417.4</b>	<b>3.7%</b>
<i>Plus</i>				
<b>In-year transfers from other portfolios (rev+cap)</b>	<b>1,332.1</b>	<b>1,551.8</b>	<b>219.7</b>	<b>16.5%</b>
<b>Total</b>	<b>12,594.3</b>	<b>13,231.4</b>	<b>637.1</b>	<b>5.1%</b>

The total increase of £637.1m compares Budget 2023-24 to Budget 2022-23 and is a real terms increase of 1.8%. This figure is complicated due the inclusion this year of the resource support for school meals, which were not included in the comparable tables last year. Last year the planned resource to support meals in the holidays was £21.75m, and £42.2 million resource to support the expansion of free school meals. Including these amounts in last year's settlement would reduce the increase in the table above, but it would still be "over £550 million".

These tables show that in-year transfers from other portfolios amount to 12% of total allocation in 2023-24. There is always some debate about how much flexibility local government has over these transfers. The Scottish Government's position is that the funding is provided to support specific policies; however, it does not have terms and conditions attached (so is not ring-fenced). The Government states that the transferred revenue funding is included in the weekly General Revenue Grant payments and councils have autonomy to allocate the GRG based on local needs and priorities.

In their [press release published on Friday](#), COSLA spoke about cuts to local government's "core" budget, i.e. the combination of General Revenue Grant, Non-



Domestic Rates income and Specific Resource Grants. This amounts to £10.9 billion in 2023-24, representing a cash increase of £320 million over the year (+3%), or a slight real-terms decrease of £22 million (-0.2%).

COSLA are disappointed at the budget, believing that local government has not been prioritised. Acknowledging the Government's claim of a cash increase for local government, COSLA calculates that, in their view, the actual cash increase will be a much smaller £71 million once the costs of previous policy commitments are accounted for. Arguing that real-terms cuts to councils' budgets will impact the most vulnerable in society and damage the local government workforce, the potential implications are set out in COSLA's [Save Our Services campaign](#) and in its [recent submission to the Finance and Public Administration Committee](#). They have vowed to "fight for a fairer settlement".

Perhaps the most pressing and highest-profile issue facing local authorities in 2022 has been the pressure of meeting the pay demands of their 260,000 strong workforce. With teacher strikes still ongoing, the issue is far from being resolved, even within this current financial year. Local government is by far the [largest public sector employer](#) in Scotland, with [COSLA and Directors of Finance estimating](#) that between 60 and 70% of the local government budget is used to pay for workforce costs.

The Scottish Government stress that *councils* are the employer when it comes to the local authority workforce, and relevant trade unions should negotiate with COSLA on national pay deals. The fact remains, however, that the majority of local government net expenditure funding comes from the Scottish Government in the form of grants and NDR distribution, and much of this will be used to pay the wages of carers, teachers, social workers, street cleaners, bin collectors, planners, etc. The significant in-year funding to support pay deals is not base-lined within the 2022-23 figures. The Institute for Fiscal Studies observed in their [analysis of the Scottish Budget last week](#):

"Local government is a notable case in point, where a sizeable £260 million extra has been found for pay awards this year: the costs of these awards will continue into next year, but this funding has been excluded from the year-to-year comparisons quoted by the Scottish Government. Taking this into account suggests that rather than falling by 0.2% in real terms, as suggested by the Scottish Budget, funding for the main local government portfolio will in fact fall by substantially more."

Local Authorities will not be capped in how much they could choose to increase council tax in 2023-24. Councils have responsibility for setting Band D rates each year; the ratios between bands are defined in national legislation. Therefore councils do not have the ability to increase council tax rates for some households whilst lowering them for others.

#### Local Government Gaelic, PEF and ELC grants

The specific Local Government Gaelic, PEF and ELC grants all remain the same as last year. That is at £4.5m, £120m, and £521.9m respectively.

**Ned Sharratt, Senior Researcher (Education, Culture), SPICe Research  
10 January 2023**

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## ANNEXE A Spending Reviews

### Resource

The Scottish Government published its [Resource Spending Review](#) (RSR) on 31 May 2022. The RSR was intended to provide an overarching financial framework focusing on four key Scottish Government priorities:

- Tackling child poverty;
- Addressing the climate crisis;
- Securing a stronger, fairer, greener economy; and
- Delivering excellent public services.

Figures presented in the RSR are not final and are subject to the annual budget process – the RSR says that the “funding envelopes set out here are indicative of what we can reasonably expect over the spending review years”. (p7) The data was presented at level 2 in the budget – that is, one level below the Cabinet Secretary portfolio.

The table below sets out the Education and Skills Portfolio Spending Plans.

Level 2	2022-23	2023-24	2024-25	2025-26	2026-27
Learning	532	548	548	568	813
Children and Families	194	195	195	195	195
Early learning and childcare	57	57	57	57	307
Higher education and student support	349	349	349	349	349
SFC	1,502	1,501	1,501	1,501	1,501
Advanced Learning and Science	23	23	23	23	37
Skills and Training	271	270	270	270	270
<b>Total</b>	<b>2,927</b>	<b>2,943</b>	<b>2,943</b>	<b>2,963</b>	<b>3,472</b>

The increases under the Learning line are planned to cover a number of Scottish Government commitments, including those relating to the teacher workforce, school infrastructure, digital devices, and expansion of free school meals.

The increase in the Level 2 budget for Early learning and childcare in 2026-27 is to support implementation of commitments relating to school-age childcare, early learning and childcare for 1 and 2 year olds, and the provision of breakfasts.

Given the role of local authorities in supporting education in their local areas, members may wish to note the indicative funding for local government set out in the RSR.

Extract from Table 3: Social Justice, Housing and Local Government Portfolio Spending Plans

<b>Level 2*</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>	<b>2025-26</b>	<b>2026-27</b>
	<b>£m</b>	<b>£m</b>	<b>£m</b>	<b>£m</b>	<b>£m</b>
Local Government	10,616	10,616	10,616	10,616	10,716

The level 2 'Local Government' budget line includes the General Revenue Grant (including the additional £120m announced during the passage of the Budget), NDRI and Specific Resource Grants. It does not include revenue from within other portfolios.

### *Capital*

The Government published a Capital Spending Review alongside a five-year Infrastructure Investment Plan in February 2021. This was reviewed and an update published in May 2022. There was a greater level of detail in the capital review than the resource review (e.g. capital for colleges and universities were listed separately).

The table below sets out the indicative Capital allocations within the Education and Skills portfolio.

<b>Education and Skills</b>						<b>£m</b>
	<b>2021/22</b>	<b>2022/23</b>	<b>2023/24</b>	<b>2024/25</b>	<b>2025/26</b>	<b>5 year total</b>
	<b>Budget</b>	<b>Budget</b>				
Education Scotland	2.2					<b>2.2</b>
Gaelic	3	3	4	4	4	<b>18</b>
Curriculum and Qualifications	2.5	2.5	2.5	3.9	3.2	<b>14.6</b>
Workforce and Infrastructure	0.2	10.2	60.2	25.2	55.2	<b>151</b>
Improvement, Attainment and Wellbeing	0.2	30.2	0.2	0.2	0.2	<b>31</b>
<b>Learning - Total</b>	<b>8.1</b>	<b>45.9</b>	<b>66.9</b>	<b>33.3</b>	<b>62.6</b>	<b>216.8</b>

Children's Rights, Protection and Justice	2.3	2.1	2.4	2.1	2.4	11.3
Disclosure Scotland	5.6	6.4	5	3	3	23
Creating Positive Futures		5	10	15	25	55
<b>Children and Families -Total</b>	<b>7.9</b>	<b>13.5</b>	<b>17.4</b>	<b>20.1</b>	<b>30.4</b>	<b>89.3</b>
School Age Childcare			10	10	10	30
<b>Early Learning and Childcare - Total</b>			<b>10</b>	<b>10</b>	<b>10</b>	<b>30</b>
College Capital Expenditure	33.7	74.7	73.6	37	36.3	255.3
Higher Education Capital	346.7	348	353.6	359.4	367.6	1,775.30
<b>Scottish Funding Council - Total</b>	<b>380.4</b>	<b>422.7</b>	<b>427.2</b>	<b>396.4</b>	<b>403.9</b>	<b>2,030.60</b>
Student Awards Agency for Scotland (SAAS) - Operating Costs - Capital	1.6	1.9	1.9	1.9	1.9	9.2
<b>Higher Education Student Support - Total</b>	<b>1.6</b>	<b>1.9</b>	<b>1.9</b>	<b>1.9</b>	<b>1.9</b>	<b>9.2</b>
<b>Education and Skills - Total</b>	<b>398</b>	<b>484</b>	<b>523.4</b>	<b>461.6</b>	<b>508.8</b>	<b>2,375.80</b>

The next table is an extract showing the capital grants to local authorities listed under the Social Justice Housing and Local Government portfolio.

	<i>2021/22 Budget</i>	<i>2022/23 Budget</i>	<i>2023/24</i>	<i>2024/25</i>	<i>2025/26</i>	<i>£m 5 year total</i>
Support for Capital Specific Capital Grants	489.9	510.5	486.9	514.4	521.4	2,523.10
<b>Local Government - Total</b>	<b>629</b>	<b>649.6</b>	<b>626</b>	<b>653.5</b>	<b>660.5</b>	<b>3,218.60</b>

## ANNEXE B Outputs, Outcomes, Evaluations

### *Further and Higher Education*

In April the SFC published an [Overview of college performance indicators](#) covering data up to 2020-21. In terms of completion and pass rates, this reported that in 2020-21—

- For FE students:
  - As a consequence of the higher dropout rate as a result of the pandemic, successful completion rates were slightly lower in 2020-21 at 61.3%, a 3.9 percentage point (pp) difference from 2018-19 (pre-pandemic).
  - A further 11.0% completed their course but did not gain the qualification they were aiming for. Some of those students may gain their award at a later time.
- For HE students:
  - Success rates increased 2.3pp from 2018-19 to 72.1% and were marginally higher than success rates achieved in earlier years.
  - A further 10.2% completed their course but did not achieve the qualification they were aiming for. Some of those students may gain their award at a later time.

On [13 December, the SFC published data](#) on the Leaver Destinations of College students in 20-21. This reported that 91.0% of college leavers were in a positive destination 3-6 months after qualifying. The SFC described this as a record high.

[HESA undertakes a Graduates Outcomes survey](#). The most recent data was published in June 2022 and covers the outcomes for 2019/20 graduates. This found that 90% of graduates from Scottish Universities have gone on to find work or further study after finishing their courses.<sup>2</sup> This is similar to the UK-wide figure, 89%. HESA's data showed ([see Figure 5](#)) that for Scottish domiciled students attending a Scottish institution:

- male graduates were more likely than females to be unemployed (5% against 3%)
- graduates with a known disability were more likely than those without to be unemployed (5% against 3%)
- white graduates were less likely to be unemployed than other ethnicities, although the numbers are quite small for this data

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<sup>2</sup> See <https://www.gov.scot/news/over-90-percent-of-scottish-university-leavers-in-positive-destinations/>

HESA also provided data by SIMD quintile. An outcome of further full-time study appears to be a more likely as the domicile address moves from more to less deprived. (see [Figure 6, Scottish Domiciled at Scottish HEI](#)).

[In May, the SFC published a report on HE provision](#) and attainment in higher education institutions (HEIs) and colleges in 2020-21. This found that—

- There were 332,815 higher education (HE) students in Scotland's universities and colleges in 2020-21 (HE being courses at SCQF level 7 and above like HNCs or undergraduate degrees). This is the highest number on record and 25,600 more students than in 2019-20; an increase of 8.3%. The largest increase was at Taught Postgraduate level, which grew by 22.4% (+12,525) from 2019-20. This may be a reflection of the challenging economic circumstances at the time, with Postgraduate study becoming an increasingly attractive option to students given the contracting labour market at the time. An increase in the number of students undertaking First Degrees (+8,815/5.1%) also contributed to this increase in student numbers.
- There were 82,850 HE Qualifiers from universities and 25,865 from colleges in 2020-21 [of these] 69.6% achieved a First Degree or Postgraduate qualification (either research or taught).

Also in May, the SFC published [the latest report on widening access to HE](#). This found—

- In 2020-21, 16.7% of all Scottish-domiciled entrants to full-time first-degree courses were from the 20% most deprived areas. That's up from 16.4% in 2019-20 and represents an additional 545 students. Therefore, as it did the previous year, the sector has again achieved the Commission on Widening Access' interim target of 16% of all Scottish-domiciled full-time first-degree entrants being from the 20% most deprived areas by 2021-22.
- Scotland's colleges made a substantive contribution to the tertiary sector's delivery with 25.3% of their Scottish-domiciled entrants to HE courses being from the 20% most deprived areas.
- Care-experienced students at Scotland's colleges and universities accounted for 1.9% of Scottish-domiciled entrants to undergraduate courses. That's up from 1.7% in 2019-20 and represents an increase of 215 students. In Scotland, 1.5% of children under 18 were looked after in 2020-21.

The [2021 Research Excellence Framework reported](#) that 41% of research from Scottish universities considered was "world-leading in terms of originality, significance and rigour." This placed Scotland behind HEIs in the East of England, London and the South East. 85% of research from Scottish universities considered in the 2021 REF came under the categories "world-leading" or "internationally excellent". Scotland's HEIs' performance on this measure was a little behind the East of England, Northern Ireland and London, and the same as the South East of England.

This year the Scottish Government published a [Shared Outcomes Framework](#) which is the means by which SDS and the SFC will monitor and report on collaborative projects. This [includes a set of outcomes](#) and indicators at the levels of: Individuals; Government and Agencies; Employers; and the Economy and Society. For individuals the two outcomes are—

- Individuals have the skills to secure quality employment or entrepreneurial opportunities in the areas of need identified through the projects.
- Individuals have the skills to progress in their careers.

### *Early Learning and Childcare*

The Strategic Childcare Plan said—

“It is critical that we properly evaluate a major new policy like the expansion of funded ELC to understand what is working, whether the policy is making a difference and where any challenges remain.”

The Scottish Government published its [Evaluation Strategy](#) of the expansion programme on 6 October 2022. This strategy was delayed due to the pandemic. The strategy seeks to determine whether the three main aims or outcomes above are achieved and to “assess the longer term economic costs and benefits” and to set out the data required to support the effectiveness of the policy.

The Evaluation strategy describes its approach—

“The evaluation approach set out here is primarily an outcomes evaluation. It does not consider the efficacy of the ELC expansion against other policy options or the counterfactual of “do nothing”. ... ELC is only one contributing factor to the desired high-level outcomes, and it will not be possible to say the expansion has ‘caused’ specific high-level outcomes. The use of a before and after evaluation study design with different cohorts of children, alongside a theory of change where links between the expansion and the intermediate outcomes can more easily be made, will, however, allow an assessment of whether and how expanded ELC contributes to improved outcomes.”

The Evaluation Strategy also set out how the Scottish Government will seek to “compare the value of the outcomes of a policy to the overall costs of that policy”.

Funded ELC is not a new policy. In 2018 Audit Scotland said of the previous expansion, from 475 to 600 Hours that the Scottish Government had “invested almost £650 million of additional funding since 2014 to expand funded ELC to 600 hours but it did not plan how to evaluate the impact of the expansion.” [Audit Scotland’s submission to the Finance and Public Administration Committee](#) said, referencing its 2018 report—

“Limitations in the available financial data made it difficult to examine the financial impact of different models of ELC and changes to flexibility. We recommended that the Scottish Government and councils collect better



information on the cost of different models of ELC and their impact on children's outcomes to allow them to better plan for the expansion to 1,140 hours. We have highlighted the importance of comprehensive financial information to support planning and decision making in previous audit work."

### Centres and Registrations in 2022

The [Schools in Scotland 2022: summary statistics](#) provides data on centres, registrations and the workforce in ELC.

In September 2022, 2,606 centres were providing funded Early Learning and Childcare (ELC), not including childminders. This is a small decrease from 2,630 in 2021.

92,615 child registrations for funded ELC in September 2022, an increase of 1.1% since September 2021 when there were 91,603 registrations. This increase follows a trend between 2013 and 2020 of falling numbers of registrations (from 102,871 to 90,126). The number of three and four year-olds registered for funded ELC decreased to 77,974 in 2022 from 78,115 in 2021. This continues the trend of decreasing numbers of registrations since 85,425 in 2018. However, it is estimated that 99% of three and four year-olds were registered for an ELC place.

The number of two year-olds registered for funded ELC has increased from 6,474 in 2021 to 7,042 in 2022. This represents 14% of all two year-olds, an increase from 13% in 2021. The number of deferred registrations for funded ELC increased by 8.6%, from 6,459 in 2021 to 7,017 in 2022.

The total number of FTE of teachers and graduates working to deliver funded ELC was 4,161 in 2022, an increase of 8% year-on-year. Of these 734 are registered teachers and 3,427 graduates (other than teachers) with degrees relevant to early years.

### *School education*

#### National Improvement Framework and Improvement Plan

The National Improvement Framework and Improvement Plan sets out a range of data on progress in ELC and school education, along with the overall strategy to improve educational outcomes and to close the poverty related attainment gap. This is set out in the vision for Scottish Education—

- **Excellence through raising attainment and improving outcomes:** ensuring that every child and young person achieves the highest standards in literacy and numeracy, as well as the values, attitudes, knowledge and skills necessary to shape a sustainable future as successful learners, confident individuals, responsible citizens, and effective contributors.
- **Achieving equity:** ensuring every child and young person has the same opportunity to succeed, no matter their background or shared protected characteristics, with a particular focus on closing the poverty related attainment gap.

Up to this year, the NIF included 11 measures to measure performance and closing the attainment gap. These were:

- 27-30 month review (children showing no concerns across all domains)
- Two Health and Wellbeing measures: Children total difficulties score at ages 4-12 and at ages 13 & 15
- Four measures of literacy and numeracy in primary and secondary schools
- Three school-leaver measures, having at least one qualification at SCQF Levels 4, 5 and 6 on leaving school
- 16-19 year olds participating in education, training or employment.

This year the Scottish Government consulted on adding new key measures to this list. It has decided to add positive destinations (at 3 months after leaving school) and attendance. In future years, the intention is to include a further health and wellbeing measure covering issues such as confidence, resilience and engagement. This will likely use data from the Health and Wellbeing Census. The results of the first HWB census are expected in February 2023.

The NIF noted that schools and local authorities tend to use Insight for improvement and benchmarking purposes, whereas progress against the key measures in the NIF are data from the national Scottish Statistics on Attainment and Initial Leaver Destinations. Insight is a Senior Phase benchmarking tool which uses a virtual comparator for teachers, schools and local authorities to use to help them interrogate their own data. The NIF indicated that work would be undertaken to see if the data used locally and the data used nationally could be better aligned.

Of the original 11 measures, the NIF stated, “there has broadly been a narrowing of the gap in four of the measures, a widening of the gap in four of the measures and little/no change in two of the measures.” (p19-20) One measure, Children total difficulties score at ages 13 & 15, was sourced from the Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS). SALSUS has not been recommissioned since 2018, so there is no update. The intention is that this measure will be updated in future by the HWB Census.

The national data on the NIF’s measures can be found [here](#), and local authority and school-level data can be interrogated here:

- [Primary schools](#)
- [Secondary schools](#)
- [Special schools](#)

The NIF identifies six ‘drivers for improvement’ which are intended to provide a focus and structure to develop practice and gather evidence of improvement. These drivers are:

- School and ELC leadership

- Teacher and practitioner professionalism
- Parent/carer involvement and engagement
- Curriculum and assessment
- School and ELC improvement
- Performance information

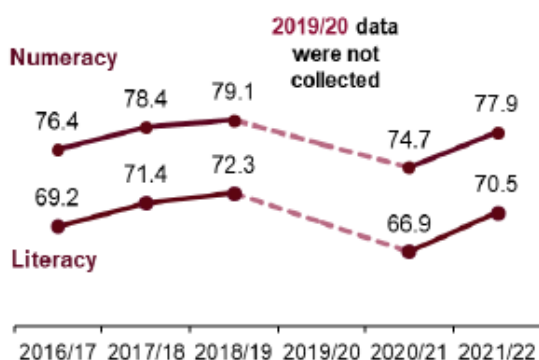
The intention is that local authority and school improvement plans should reflect the priorities in the NIF.

Achievement of CfE Levels (ACEL)

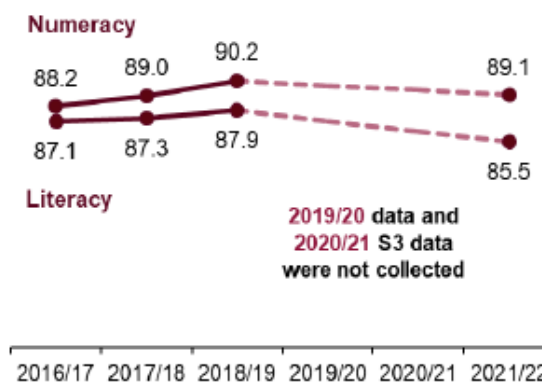
ACEL is a collection based on teachers’ judgements of individual pupils in their class on whether pupils have met the expected CfE level. These are undertaken in P1, P4, P7, and S3. The “expected level” refers to, respectively, Early, 1st, 2nd, and 3rd/4<sup>th</sup> and specifically on literacy and numeracy. Teachers’ judgements are supported by results of Scottish National Standardised Assessments and local quality assurance exercises.

The charts below provide trends on the overall achievement:

Percentage of **P1, P4 and P7 pupils** combined achieving expected level, 2016/17 to 2021/22.



Percentage of **S3 pupils** achieving Third Level or better, 2016/17 to 2021/22.

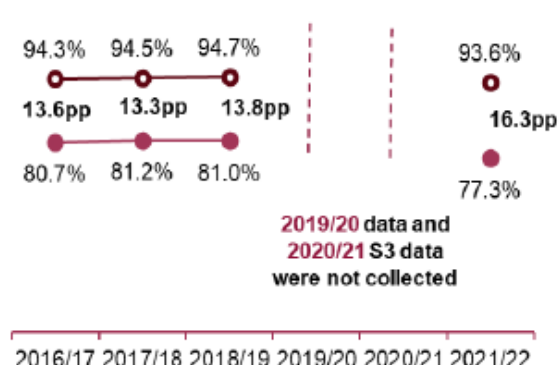
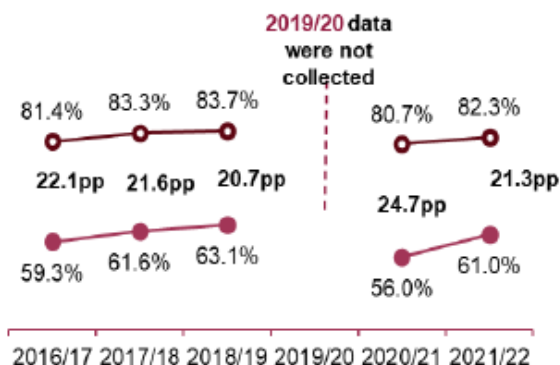


The charts below show the attainment gaps over time.

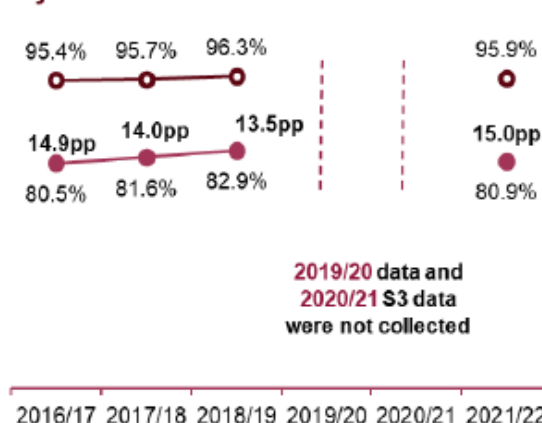
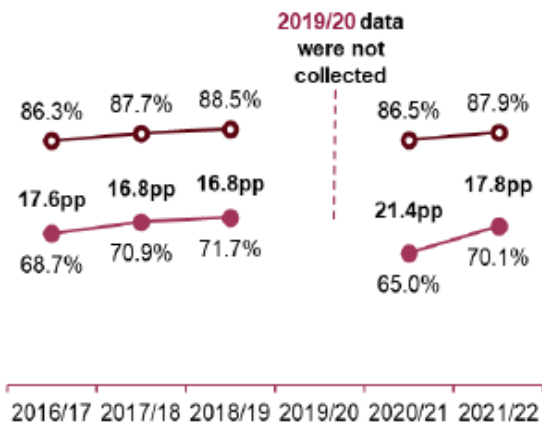
Percentage of P1, P4 and P7 pupils combined achieving expected level by SIMD, 2016/17 to 2021/22.

Percentage of S3 pupils achieving Third Level or better by SIMD, 2016/17 to 2021/22.

### Literacy



### Numeracy



○ Least Deprived ● Most Deprived

○ Least Deprived ● Most Deprived

It would appear that at least in the Primary school data, following the disruption of the pandemic, achievement data is returning to levels comparable to those prior to 2019/20. The percentage of pupils achieving level 3 or above in literacy in S3 is lower than pre-pandemic levels.

Members will note that the headline figures reported and reflected in the NIF for the end of BGE (S3) are for level 3 or above. The percentage of S3s who had achieved level 3 or higher in literacy was 85.5%; the percentage that achieved level 4 was 47.7%. The attainment gap was also larger. This raises a question of articulation to the Senior Phase; in 2021-22; there were around 17,000 entries to National 4 English from local authority schools, for reference there were 55,000 pupils in S4 last year. The [specification for National 5 English](#) states—

“[This course] is designed for those who are at the stage in their learning when they are ready to develop language and communication skills at SCQF level 5. **They will have attained curriculum level 4 in the broad general education, or have gained an award in National 4 English.**” (Emphasis added)

Summary school statistics

Summary school statistics are based on a number of data collections, including the annual teacher and pupil censuses. Initial results of these data collections are published in December with more detailed statistics released the following March. Schools in Scotland 2022: summary statistics was published on [13 December](#).

*Teachers and pupils*

The annual teacher and pupil census shows that, as of September 2022, there has been a small year-on-year drop on the number of FTE teachers. The Government's statistical bulletin stated—

“Teacher numbers increased in most sectors (secondary, special schools, centrally employed and ELC) but the decrease in the primary sector was large enough to result in a reduction in teacher FTE overall. Furthermore, the decrease in primary teachers was proportionally higher than the decrease in primary pupils meaning there were more pupils per teacher and consequently the primary PTR increased from 15.1 to 15.3.”

The proportion of teachers in temporary posts was 13% which is the same as in 2021.

There was a large drop in the percentage of Teacher Induction Scheme teachers who were in teaching posts in a publicly funded school in Scotland in the year following their probation. This fell from 80% for the 2020/21 cohort to 70% for the most recent TIS cohort (2021/22). The statistical bulletin noted that “teachers not in a post in a publicly funded school may be teaching elsewhere (including abroad or in the independent sector), in non-teaching employment, or they may be unemployed.” The reason for the 10 percentage point year-on-year fall is not clear at this stage. The table below provides more details on the trends of employment for TIS Cohorts the year after their probationary year, the first six rows are percentages.

	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
FT permanent	55	57	55	48	38	31	33
FT temporary	27	28	27	30	42	42	30
PT permanent	2	1	2	2	1	1	1
PT temporary	2	2	3	5	3	6	6
Other	13	12	13	16	15	20	30
<b>All teaching post types</b>	<b>87</b>	<b>88</b>	<b>87</b>	<b>84</b>	<b>85</b>	<b>80</b>	<b>70</b>
<i>Headcount of teachers in cohort</i>	2,524	2,630	2,852	2,836	3,076	3,123	3,218

The trend of increasing numbers of pupils being identified as having additional support needs continued in 2022. There were 241,639 pupils (34.2% of all pupils) with ASN recorded in 2022. This was an increase of 1.2 percentage points on 2021 (232,753 pupils with ASN, 33.0% of all pupils). The long-term trend is likely due, in part, to changes in identifying and recording ASN.

### Parental Involvement and Engagement Census Scotland 2021/22

The PIE Census was undertaken for the first time in 2018/19. The Scottish Government published the second census between January and April 2022 and this was published on [13 December 2022](#).

Previously, surveys of parents would be locally based. The PIE Census is intended to rationalise the collection of parental involvement and engagement data by providing a set of questions that all authorities are invited to ask in their respective areas.

Twenty local authorities collected data using the PIE Census 2021/22, 18 of which shared their data with Scottish Government in time for inclusion in the published analysis. There were over 38,000 responses, however the PIE Census is a self-selection survey; the data is not weighted, and so may not be representative of the parent/carer community.

Some of the key findings were:

- 59.7% of parents and carers agreed overall they are satisfied with how the school engages with them.
- just over half (52.3%) of parents and carers agreed or strongly agreed the school provides them with useful information about how they can help their child learn at home.
- less than four in ten parents and carers agreed the school seeks their views and opinions on school policies.
- around half of parents and carers agreed the school gives them the information they need to support their child's learning.

### Core plus

On 8 December 2022, [the Government announced targets](#) it had agreed with local authorities for the core aims in closing the attainment gap and raising attainment. These core aims were a subset of the 11 measures set out in the NIF. The table below shows the national targets which were developed by aggregating the local authority targets.

	2020/21 published statistics [1]		Aggregated 2022/23 Stretch Aims [2]		Change, 2022/23 compared to 2020/21[3]	
	Overall (%)	Gap[4] (pp)	Overall (%)	Gap (pp)	Overall aim for progress (pp)	Narrowing of gap (pp)
ACEL - Primary school literacy[5]	66.9	24.7	74.2	17.3	7.3	7.4
ACEL - Primary school numeracy[6]	74.7	21.4	80.5	14.3	5.9	7.1
School leavers, 1 or more pass at SCQF 5 or better	87.7	18.2	89.5	16.0	1.8	2.2
School leavers, 1 or more pass at SCQF 6 or better	66.0	34.4	68.2	32.5	2.2	1.9
Annual Participation Measure (APM)[7]	92.2	9.3	93.4	8.1	1.2	1.2

[Footnotes available online](#)

Local authorities were also asked to develop local “plus” aims or targets. Local authorities took a range of approaches for these aims. The Cabinet Secretary for Education and Skills told [Parliament on 8 December](#)—

“Those include aims for improved attendance and participation; aims that break down the component parts of some specific core aims—for example, focusing on the elements of reading, writing, listening and talking—aims for care-experienced children and young people; and aims that span the full learner journey. There are aims for early years and some that capture the full range of achievements of children and young people in the senior phase, including foundation apprenticeships and a focus on learner pathways.”

### Refreshed ASF Evaluation Strategy

In November, the [Scottish Government published a new evaluation strategy for the Attainment Scotland Fund](#), that is the Strategic Equity Fund and Pupil Equity Fund, and the Care Experienced Children and Young People Fund.

The strategy stated that the new approach moves the evaluation cycle from an annual to a multi-year approach. This aims to “build an evidence base over time, offering the opportunity to explore different aspects of the programme over points in time.” It is also intended that evaluation will be undertaken “in ‘real time’ rather than retrospective evaluation of the previous school year” and this would be supported by “shorter, more frequent publications in place of the previous retrospective annual reporting format.”

The strategy envisages evaluation of implementation, monitoring NIF measures, the overall impact, as well as responding to emerging themes (e.g. engaging families and communities).