

Where has all the money gone?



**SCHOOL FUNDING
IN SCOTLAND**

Introduction

The NASUWT believes that there is a clear moral purpose for publicly provided education. Education should meet the needs of all children and young people on a fair and equitable basis, irrespective of where they happen to live. Education should contribute to the achievement of the country's local, national and international needs and aspirations, whilst also enhancing the lives and life chances of all children and young people.

The mechanism by which state schools are funded is critical to securing an inclusive and world-class education system, operating in the public interest and contributing to the maintenance of a democratic, just and inclusive society.

NASUWT funding principles

The NASUWT believes that the funding mechanism for schools must:

- a. contribute to raising educational standards for all pupils and narrow the achievement gap;
- b. provide equality of opportunity for all learners;
- c. secure value for public money in relation to educational provision and reduce the burdens on, and risks to, the public purse in the short, medium and long term;
- d. ensure the provision of high-quality education and related support services for children and young people, including those currently provided by local authorities;
- e. provide for the operation of the national pay and conditions frameworks for teachers and headteachers and enable schools to recruit and retain a high-quality workforce; and
- f. enhance democratic participation and accountability.

To ensure fairness and equity of entitlement for all pupils, the NASUWT believes that the funding mechanism for schools must:

- i. provide equality of opportunity and equitable access for all learners, including through the provision of a broad and balanced curriculum, and contribute to raising educational standards for all pupils and narrow the achievement gap;
- ii. ensure that all schools are funded on the same basis, irrespective of their legal or governance status, which should not result in anomalies between schools where their needs and circumstances and the expectations upon them are the same;
- iii. reflect the additional costs related to pupil deprivation, socioeconomic circumstances, school location and setting;

- iv. ensure the provision of, and access to, high-quality education and related support services for children and young people, including vulnerable children;
- v. provide equality of entitlement for all learners to be taught by qualified teachers and for the recruitment, retention and development of a world-class workforce in every school or setting as critical components in delivering better outcomes for all children, and to ensure that these entitlements must not be based on parents' ability to pay;
- vi. be clear and transparent so that school budgets are based upon clearly identified and agreed sets of expectations about what work schools should do and the performance expectations that will apply to them;
- vii. enable fair, open and easy comparisons to be made with regard to the income and expenditure of different institutions or sponsors;
- viii. be fit for purpose, taking account of local circumstances and needs and the expectations on schools and local authorities, while promoting public and professional confidence in the system;
- ix. be sufficient in ensuring that the global amount available for the funding of schools takes full account of education priorities and needs and promotes fairness, equity, inclusion and social cohesion;
- x. ensure that changes to the funding for schools do not result in detriment to colleges or early years provisions, which are also essential in providing education for school-aged pupils;
- xi. be responsive to changing needs and circumstances;
- xii. be predicated on consultation and democratic involvement at national, local and institutional levels, including full recognition of school workforce trade unions;
- xiii. promote stability for schools and enable schools to plan and organise their priorities in the longer term, and help to minimise turbulence;
- xiv. support the best use of resources, through arrangements for strategic planning of local provision, institutional collaboration, economies of scale and the pooling of resources to meet locally identified educational needs; and
- xv. ensure that schools in receipt of state funding should not be able to make a profit and that they demonstrate the provision of good value for money.

Education funding in Scotland

Education, including responsibility for the funding of schools and the pay and conditions of the schools workforce, has been devolved to the Scottish Government since its inception following devolution in the 1990s.

While the Scottish Government determines the allocation of public sector spending, its overall budget is directly influenced by Westminster Government funding decisions, including education funding, through the Barnett formula. As a result, the Westminster Government's policy of public sector austerity has had an impact on Scotland's education funding. In recent years, the Scottish Government has also been able to raise additional income through taxation on the Scottish population, although it is unclear as to whether this has benefited Scottish schools.

The Scottish Government has followed a very different path to the Westminster Government in its strategy to deliver and fund education, in particular from 2010 onwards. The Scottish Government has avoided privatisation and marketisation, including the English academisation experiment (although the term 'academy' was borrowed from Scotland). In Scotland, local authorities remain responsible for schools and the funding of education, including the funding of teachers' salaries.

The Scottish Government provides for limited devolved school management and devolved school level funding, but it has listened to the NASUWT's concerns about inappropriate school autonomy, and devolved school funding is marginal compared with the level of school autonomy in England. Teachers' salaries continue to be funded by local authorities, and all teachers in state school settings in Scotland, including supply teachers, are employed on national pay scales, receive annual pay awards and receive automatic annual incremental progression on the main pay scale. In Scotland, teachers' pay progression is not linked to performance.

The NASUWT continues to make representations to the Government which aim to ensure that national funding levels are sufficient, that local authorities and schools receive the funding which they need, and that funding supports the provision of good terms and conditions for teachers.

The NASUWT also aims to ensure that teachers, the wider schools workforce and unions are able to inform spending priorities at local authority and school level. This includes pupil equity funding (PEF). The key to successful strategies to achieve equity is transparency and accountability in respect of local funding decisions: it is important that spending decisions respond to teaching and learning needs identified by teachers.

The NASUWT also aims to ensure that public money intended for education is spent on education. The NASUWT's policy priorities for current education spending in Scotland are as follows:

DEVOLVED SCHOOL MANAGEMENT

New Devolved School Management (DSM) guidelines on school funding decisions for local authorities were published in June 2019. DSM was introduced in 1993 with the intention of enhancing and improving the management of resources at school level. The DSM guidance was refreshed in 2006 and then again in 2012. Ministers agreed in December 2020 that the deadline for DSM would be extended from April 2021 to April 2022. The guidelines set out the need for meaningful consultation and collaboration, as well as training which includes trade unions, and the Union has welcomed this extension, given that the pandemic has taken immediacy in terms of planning and priorities. For more information on DSM in Scotland, please see the NASUWT Advice Note:

<https://www.nasuwt.org.uk/uploads/assets/uploaded/b593c35b-feb7-439d-97b2adeac38940be.pdf>.

COVID FUNDING

Overall, the Scottish Government has committed over £375 million as part of a long-term programme of recovery. This includes £160m that can be broken down as follows:

- £80m for teachers and other support staff;
- £50m to help offset the additional costs required to support safe, open and welcoming schools;
- £25m towards devices and connectivity;
- £3m towards youth work;
- £2m The Promise, as part of the Care Review.

In addition, the Scottish Government has also committed funding that includes:

- £51m for free school meal (FSM) alternatives during remote learning and school holidays;
- £45m as support for schools and families;
- £25m more for teachers and support staff;
- £40m more to offset the additional costs required to implement protection measures in schools;
- £60m education recovery funding to support and accelerate learning recovery and enable children to catch up on missed education.

The NASUWT remains concerned that funding to support COVID-safety in schools has not been sufficient, and the Union will continue to make the case for building a strong and fully funded programme of education recovery beyond the pandemic.

It is essential, therefore, that the Scottish Government monitors how this funding has been used and holds local authorities to account if required.

SUPPLY TEACHERS

The Convention of Scottish Local Authorities (COSLA) leaders agreed the funding distribution on 29 January 2021 and the following table confirms how much each local authority has been allocated from the £45 million package to deploy more support for schools and families.

This additional funding may be used flexibly by councils to support the delivery of remote learning to recruit additional staff, to purchase additional digital devices and connectivity solutions for children and young people who still need them, and to provide additional family support.

Local Authority	Total (£000)
Aberdeen City	1,296
Aberdeenshire	2,093
Angus	943
Argyll and Bute	683
Clackmannanshire	440
Dumfries and Galloway	1,360
Dundee City	1,347
East Ayrshire	1,189
East Dunbartonshire	813
East Lothian	859
East Renfrewshire	765
City of Edinburgh	2,683
Na h-Eileanan Siar	233
Falkirk	1,345
Fife	3,363
Glasgow City	5,835
Highland	2,048
Inverclyde	717
Midlothian	778
Moray	760
North Ayrshire	1,248
North Lanarkshire	3,204
Orkney Islands	197
Perth and Kinross	1,123
Renfrewshire	1,450
Scottish Borders	955
Shetland Islands	214
South Ayrshire	922
South Lanarkshire	2,806
Stirling	751
West Dunbartonshire	897
West Lothian	1,683
All local authorities	45,000

The First Minister commented on 2 February 2021, in her statement to Parliament, that:

‘there should be no reason why supply teachers are not able to get work right now. We have already made £45 million available to local authorities to employ additional staff. Local authorities should be making full use of any offers of supply teachers that come their way, because the funding is there for that – let that message go out loudly and clearly.’

However, this statement did not chime with the NASUWT’s member feedback (<https://www.nasuwt.org.uk/advice/supply-teacher/annual-supply-teacher-survey/annual-supply-teacher-survey-scotland.html>) which showed that during the second lockdown from January 2021, two thirds of supply teachers (66%) had been unable to secure work. The NASUWT continues to campaign for justice for supply teachers and is seeking clarity from each local authority on how they have spent their allocation of the £45 million.

TEACHER PAY

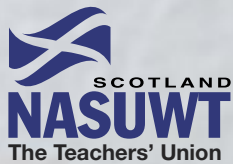
The NASUWT is negotiating on the teachers’ pay award 2021 via the Scottish Negotiating Committee for Teachers (SNCT). The NASUWT continues to believe that a substantial pay uplift for teachers in 2021 is fair and justified. The 2021 pay award will be made against the background of the coronavirus pandemic.

During the pandemic, teachers have gone far beyond the call of duty as key workers, in their service to the children and young people that they teach and to the communities which they serve. Teachers and school leaders deserve to be recognised and rewarded for their dedication to maintaining education provision throughout this unprecedented period of disruption.

The NASUWT has also set out the importance of viewing the national pay policy through the lens of equality. The Union is clear that any pay agreement must include a clear mechanism for monitoring and reporting on the operation and impact of all aspects of the pay agreement, taking account of, for example, the distribution of teachers across all the pay ranges and grades for each of the protected characteristics. This will provide evidence to enable all parties to identify any adverse impact of their decisions on protected groups covered by the equality duty. It is incumbent on all stakeholders to actively equality impact assess all decisions in connection with the pay policy prior to implementation, and identify how they will address any adverse impacts on people with particular protected characteristics.

The NASUWT will continue to campaign to ensure that government spending decisions support the aims of eradicating institutional barriers to teachers with protected characteristics, whether that is young teachers in precarious

employment, black and minority ethnic (BME) teachers unable to access promotion, or the adverse treatment of supply teachers during the pandemic.



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