

Report on the Impact of Local Authority Budget Cuts

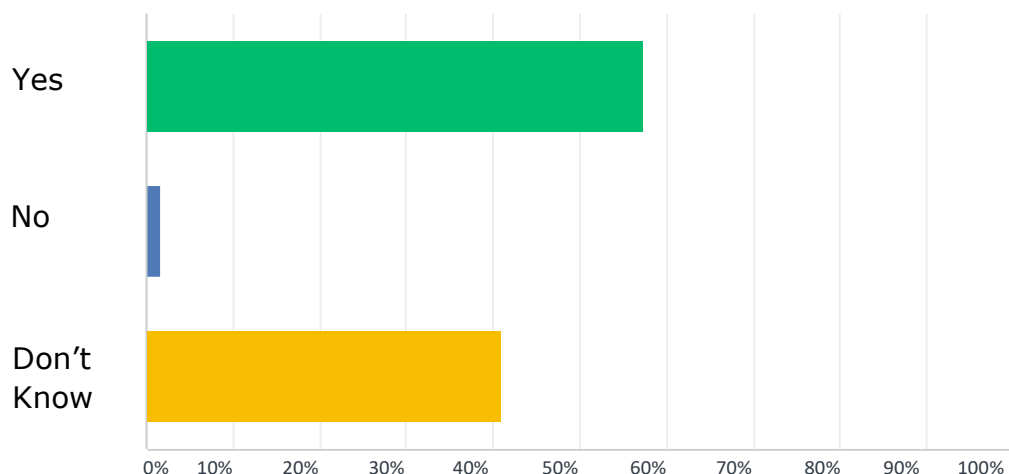
1. *"That this AGM instruct Council to highlight the impact of local authority budget cuts on pupils from the most disadvantaged backgrounds."*
2. In response to the 2018 AGM resolution cited above, Executive Committee agreed to consider a report on the matter. The prioritisation of the pay campaign meant it wasn't possible to overtake production of the report in the previous cycle of meetings, but it is now presented for consideration.
3. In preparing the report, HQ sought and obtained the views of EIS reps on the impact of local authority cuts and analysed the Teachers Census and Pupil Census in order to identify any trends in the numbers of ASN teachers and pupils between 2010 and 2018. A brief overview of local authority revenues (from the Scottish Government) and local authority spending for the 2010-18 period is also included in order to explore the extent of local authority budget cuts.

Section 1: Survey of Reps

4. In May 2019, all EIS school reps were surveyed using the online SurveyMonkey platform and were asked three groups of questions – the impact of local authority budget cuts was the third group of questions. This report focusses on that group of responses.
5. The survey was issued to around 1880 school reps and 566 responded to the survey. This is a response rate of 30%. Whilst perhaps a little disappointing, this return does provide a statistically valid result in terms of illustrating general trends: 68% of respondents were primary teachers, 24% secondary teachers and others were special schools or primary/secondary schools.

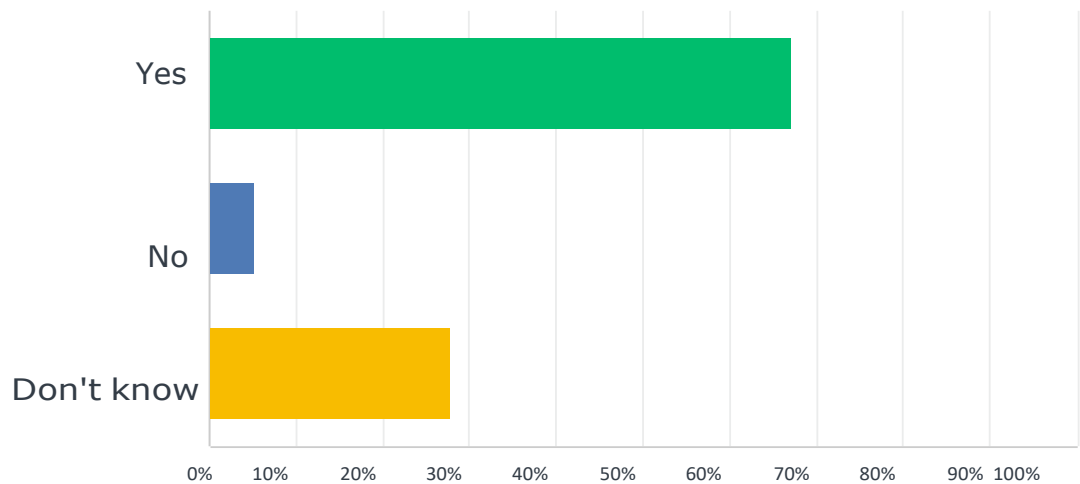
Section 2: Data Collected from the Survey

6. **i. Question 1: Has your local authority reduced the funding to your school?**



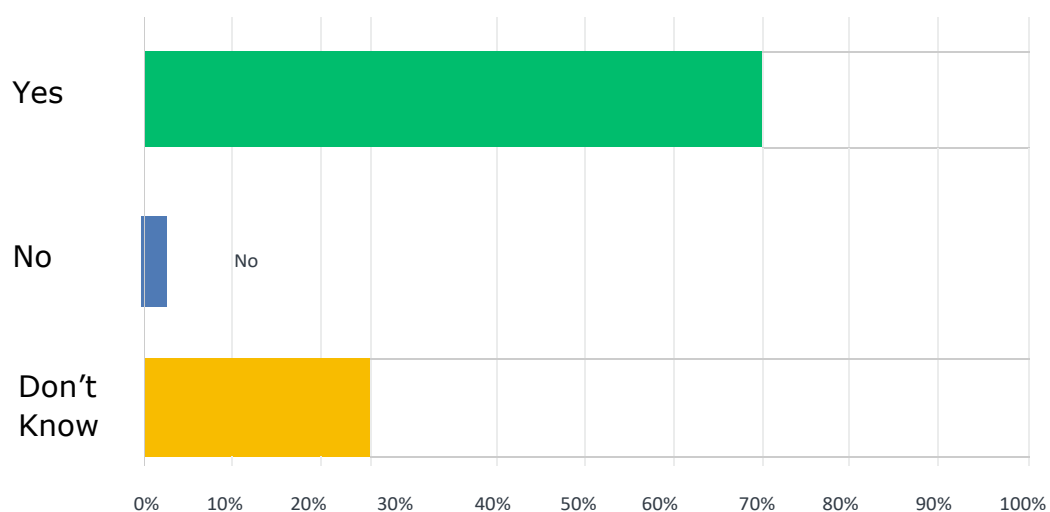
ANSWER CHOICES	RESPONSES
Yes	57.40%
No	1.60%
I don't know	41.00%

ii. Question 2: Have you had difficulty in obtaining out-of-school education services/support for pupils since funding cuts began?



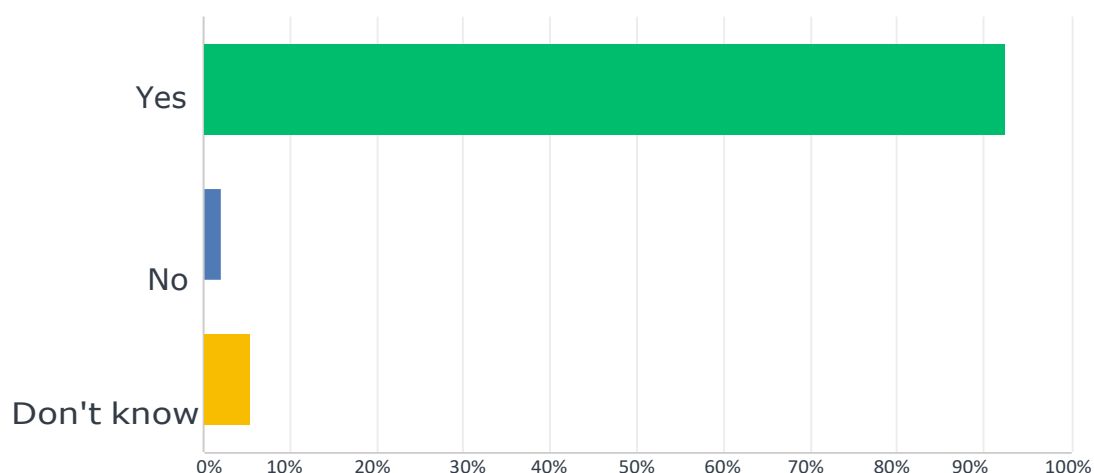
ANSWER CHOICES	RESPONSES
Yes	67.12%
No	5.14%
I don't know	27.74%

iii. Question 3: Has it become more difficult to obtain out-of-school education services/support for pupils since funding cuts began?



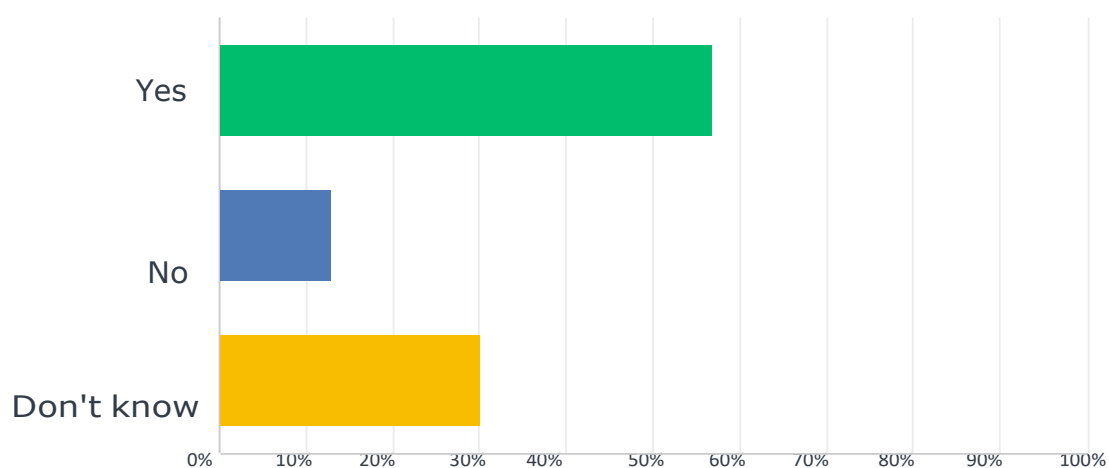
ANSWER CHOICES	RESPONSES
Yes	70.00%
No	3.10%
I don't know	26.90%

iv. Question 4: Do you believe that the funding cuts have adversely affected the support provided to ASN pupils?



ANSWER CHOICES	RESPONSES
Yes	92.44%
No	2.06%
I don't know	5.50%

v. Question 5: Do you believe that the funding cuts have adversely affected pupils from the most deprived families more than other pupils?



ANSWER CHOICES	RESPONSES
Yes	56.85%
No	13.01%
I don't know	30.14%

7. Respondents were also offered the opportunity of adding additional comments to question 5 and 111 respondents¹ did so. The comments were wide ranging and whilst it is not credible to make definitive findings for the whole education sector based on these 111 comments, these comments do, however, record school representatives' experiences.
8. The 111 responses form four loose themes of how local authority budget cuts have affected their schools.
- i. There have been cuts to ASN provision
 - ii. There has been a reduction in support staff
 - iii. Pupils/staff have difficulty in accessing external support
 - iv. Fewer school trips and extra-curricular activities
9. Selective survey responses from EIS representatives are copied below in full below (in italics) for illustrative purposes to accompany each theme identified:
- (i) Cuts to ASN provision:
 - a. *"Almost every support agency is booked well beyond capacity. Getting support for students with any additional support need is near impossible - even in near emergency cases. This is massively affecting students from the most deprived areas ability to even attend school never mind engage in education and succeed."*
 - b. *"... We have moved from providing additional support through extra teachers and specialist staff to buying in services from the third sector/voluntary sector such as Barnardos, and emphasis has been placed on getting additional services from sports coaches etc. Teachers' workload is becoming unmanageable with regard to providing additional support as services from the third sector/voluntary sector, whilst valuable and worthwhile, do not fill the gap left by a reduction in specialist teaching / support staff."*
 - (ii) Reduction in support staff:
 - a. *"Cuts to ASN support staff / school assistants not being replaced - means that they are often unsupported in class and cannot really cope - more disruption, less progress. Inclusion only works when there is adequate staff to support those with severe needs. It is not working."*
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b. *"Lack of support staff is a big contributor to the decline of these pupils. Class teachers are too stretched to be able to provide all support necessary. Support staff are invaluable."*

(iii) Difficulty in accessing external support:

a. *"The general feeling amongst our staff is any referral made to Ed Psych, SALT, CAHMS, play therapy is rarely actioned. Meetings frequently consist of staff being told by outside agencies that the needs should be met by the school/it's not their role to support the child/the child's needs are not severe enough."*

b. *"Education is at crisis point. Increasing issues from society are coming into schools but there is no- one to help deal with the problems - complete lack of contact with social work, mental health workers, educational psychologists, speech and language therapists etc. This responsibility then falls to teachers and what it already a difficult job is becoming more and more stressful to the point where I no longer feel I am able to do the job."*

(iv) Fewer school trips and extra-curricular activities:

a. *"We have seen a drop in pupil take up for trips and the school cannot subsidise lower income families as much as before. The lack of resources/staff have impact on lower income families as they cannot afford to buy revision books/tutors etc than may help to overcome resource shortages or staffing shortages in schools."*

b. *"Cost of school trips and extra-curricular activities has increased. Foreign trips are costing hundreds of pounds, putting them out of the reach of poorer pupils."*

Section 3: Data from Teacher Census & Pupil Census

10. The Executive Committee decided that this report should also consider Scottish Government teacher and ASN pupil statistics, in order to provide a wider context to the responses. It is recognised that additional support needs arise from a range of scenarios and are not necessarily linked to disadvantage, although that can be an aggravating factor. The Scottish Government publishes a Teacher Census² every year which allows the number of ASN teachers to be tracked since 2010. It also publishes a Pupil Census³ annually that allows the tracking of pupil data, including the number of pupils with ASN.

² <https://www2.gov.scot/Topics/Statistics/Browse/School-Education/teachcenssuppdata>

³ <https://www2.gov.scot/Topics/Statistics/Browse/School-Education/Summarystatsforschools>

Table 1: Total Number of Primary Teachers⁴, Primary ASN Teacher Numbers 2008-2018⁵ & Primary ASN Pupils⁶

	2010	2011	2012	2013	2014	2015	2016	2017	2018
Total Number of Primary Teachers	19,797	19,504	19,659	19,944	20,153	20,668	21,252	21,893	22,354
Total Number of Primary ASN Teachers	290	266	236	221	196	200	193	156	158
Number of Primary Pupils with ASN	34,165	50,985	62,572	69,513	74,327	79,839	88,517	94,125	101,558

11. Table 1 shows a significant reduction (45.5%) in the number of ASN teachers in the primary sector, at a time when the total number of teachers in the primary sector has gone up every year since 2011. The number of primary ASN pupils (in mainstream schools) has almost tripled over the same period.

Table 2: Total Number of Secondary Teachers⁷, Secondary ASN Teacher Numbers⁸ & Number of Secondary ASN Pupils⁹

	2010	2011	2012	2013	2014 ^l	2015	2016	2017	2018
Total Number of Secondary Teachers	23,177	22,571	22,460	22,188	21,925	21,590	21,528	21,707	21,861
TOTAL Number of Secondary ASN Teachers	498	476	433	391	402	408	375	360	381
Number of Secondary Pupils with ASN	28,622	40,565	48,486	55,124	59,234	66,433	75,257	82,712	90,685

12. Table 2 shows a proportionally large reduction (23.5%) in the number of ASN teachers in the secondary sector, at a time when the total number of teachers in the secondary sector has also fallen between 2010 and 2018. The number of secondary ASN pupils (in mainstream schools) has tripled over the same period.

⁴ <https://www2.gov.scot/Topics/Statistics/Browse/School-Education/teachcenssuppdata> Table 1.1 (2018)

⁵ <https://www2.gov.scot/Topics/Statistics/Browse/School-Education/teachcenssuppdata> Table 2.8 (2018)

⁶ <https://www2.gov.scot/Topics/Statistics/Browse/School-Education/dspupcensus/dspupcensus18> Table 1.5

⁷ <https://www2.gov.scot/Topics/Statistics/Browse/School-Education/teachcenssuppdata> Table 1.1 (2018)

⁸ <https://www2.gov.scot/Topics/Statistics/Browse/School-Education/teachcenssuppdata> Table 3.9 (2018)

⁹ <https://www2.gov.scot/Topics/Statistics/Browse/School-Education/dspupcensus/dspupcensus18> Table 1.5

Table 3: Special School Teachers¹⁰, ASN Teachers¹¹ & Pupil Numbers 2010-2018¹²

	2010	2011	2012	2013	2014	2015	2016	2017	2018
Total Number of Teachers in ASN Sector	1913	1973	2026	2020	1974	1911	1869	1836	1883
Total Number of ASN Teachers in Special Schools	610	569	615	575	534	555	539	501	518
Total Number of Pupils in Special Schools	6800	6973	6976	6984	6981	6920	6735	6654	6823

13. Table 3 shows that the number of pupils in in the Special School sector has fluctuated slightly year on year but remained broadly flat over the years 2010-18. The total number of teachers within the sector has also remained broadly flat – these are consisting of primary teachers, subject teachers and specified ASN teachers. The number of the latter group has fallen by 15% between 2010-18.

Section 4: Local Government Revenue & Education Spending

14. This section briefly explores the nature and scale of real funding cuts to local authorities over recent years in order to give a wider context to representatives' responses.
15. Audit Scotland's Local Government in Scotland – Challenges & Performance 2019 Report¹³ stated:
- "Councils need to continue to deliver on the increasingly complex range of local and national priorities and initiatives, despite several years of reducing funding and increasing demands on services. Between 2013/14 and 2019/20, total revenue funding has fallen six per cent in real terms. Scottish Government funding to councils is forecast to continue to reduce in the medium-term."*
16. According to Audit Scotland¹⁴, some councils have lost far more than the national average of 6% revenue in real terms.

¹⁰ <https://www2.gov.scot/Topics/Statistics/Browse/School-Education/teachcenssuppdata> Table 1.1 (2018)

¹¹ <https://www2.gov.scot/Topics/Statistics/Browse/School-Education/teachcenssuppdata> Table 4.8 (2018)

¹² <https://www2.gov.scot/Topics/Statistics/Browse/School-Education/teachcenssuppdata> Table 1.1 (2018)

¹³ https://www.audit-scotland.gov.uk/uploads/docs/report/2019/nr_190321_local_government_performance.pdf (March 2019)

¹⁴ https://www.audit-scotland.gov.uk/uploads/docs/report/2019/nr_190321_local_government_performance.pdf

17. The Audit Scotland report also makes the following point:

"A growing proportion of Scottish Government total revenue funding to councils is protected to support Scottish Government priorities. Our analysis shows that revenue funding to support specific Scottish Government policies has increased from 6.6 per cent of total revenue funding (£643 million) in 2018/19, to 12.1 per cent (£1.2 billion) in 2019/20."

18. The COSLA supported "Improvement Service" used the local government benchmarking framework to report¹⁵ in February 2019 and stated that whilst education spending had been "relatively protected", education spending has fallen by 2.5% between 2010-11 and 2017-18.
19. The same report shows that whilst the education budget of local authorities was cut by -2.5% between 2010-11 and 2017-18, the actual % change of education budgets among individual local authorities ranged from -22% to +9%. This reflects both local priorities, changing demographics (and funding) and actual cut in revenue experienced by local authorities.

Conclusions

20. i. The majority of school reps that responded to the survey believe that funding cuts have been passed onto their school. Furthermore, a majority of EIS reps that responded to the survey believed that the funding cuts had an adverse impact on pupils. The majority of school reps report significant difficulty obtaining support from external agencies and services.
- ii. A majority of respondents (92.4%) stated that the funding cuts have adversely affected the support provided to ASN pupils.
- iii. A majority of respondents (56.9%) stated that the funding cuts have adversely affected pupils from the most deprived families more than any other group.
- iv. The Teacher Census shows that the number of primary ASN teachers has dropped by 45.5% and secondary ASN teachers dropped by 27.7% between 2010-2018. These significant drops come in a time when the number of ASN pupils in mainstream schools has tripled.
- v. Whilst the number of pupils with ASN has tripled since 2010, the number of pupils in Special Schools has remained broadly flat.
- vi. There is clear evidence that Scottish Government funding to local authorities has fallen in recent years, and that, whilst Education budgets have been relatively protected, according to COSLA, local authority education spending has been cut by 2.5% in real terms in recent years.
- vii. Member responses report that funding cuts to local authority education budgets have led to less support for pupils from external agencies, fewer resources, fewer classroom support assistants and fewer ASN teachers. The effect of these cuts is reported to reduce specialist support and provision for some ASN pupils and may, in some cases, move the main responsibility of supporting ASN pupils to the classroom teacher.

¹⁵ <https://www.cosla.gov.uk/lgbf-national-benchmarking-overview-report-2017-18>

viii. The reduction of ASN support combined with the huge increase in the demand for ASN support has also had an adverse effect on teacher workload and well-being. An EIS survey from 2018 concluded that workload and stress arising from ASN was the third greatest stressor to teachers after pay and general workload.

Recommendation

To use this report to inform the Time to Tackle Workload campaign, in particular, the ASN elements, and to use it to highlight the need for more ASN teachers.