# Integrated Impact Assessment – Summary Report (Final)

Each of the numbered sections below must be completed

Please state if the IIA is interim or **final**

## 1. Title of proposal

Savings proposal – From August 2025, remove Pupil Support Assistants from Primary 1 and Primary 2 who were funded to address gaps in learning as a result of COVID - **Final IIA**

## 2. What will change as a result of this proposal?

There is no statutory requirement to provide additional support staff to schools. Edinburgh provides additionality for 50.88 FTE PSAs to work across 91 primary schools in P1 & 2. This is equivalent to approximately 0.6 FTE (25hrs) PSA allocation to each school, irrespective of the number of pupils and classes across P1 & 2.

In 2022, due to surplus budget 91 primary schools were provided with funding for 0.6 full-time equivalent (FTE) Pupil Support Assistant posts. This funding was temporary to enable schools to provide additional support for children in P1 & 2 who had been of nursery age during COVID, but had a significant gap in their nursery experience due to the lockdowns which impacted on their development and learning and transition experience to primary school. As children moving into P1 and P2 now have a full funded nursery experience and supportive transition from nursery to primary school, these posts are no longer required. It is therefore proposed that the temporary funding for these posts will be removed from 2025/26 school year.

Headteachers are aware of this proposal and through the Budget Reference group (Finance Board, Head Teacher Executive and officers) produced the list of proposed reductions

The measure below is part of their collective thoughts on how savings would best be applied across the sector, minimising impact on learning and key priorities.

*Consideration of additional non-statutory staffing allocations made over the last 3 three years [£1.1m] Additional non statutory funding has been made available to schools since 2022 which increased pupil support staffing levels, specifically through the allocation of additional Pupil Support staff in Primaries 1-2 The proposed saving would commence from August 2025, delivering a reduction of £0.7 m in the current financial year and a further £0.4m in 2026/27*

Staffing impact will be mitigated by realigning Support Staff taking account of normal staff turnover and additional demographic funding.

## 3. Briefly describe public involvement in this proposal to date and planned

The proposal was included as part of the public consultation exercise on the Council’s 2025/26 budget launched in November 2024 which closed on 14 January 2025.

The content of the interim IIA has been reviewed and updated in light of relevant public feedback received as part of the Council’s budget engagement exercise.

## 4. Is the proposal considered strategic under the Fairer Scotland Duty?

Yes- the Fairer Scotland Duty places a legal responsibility on particular public bodies in Scotland to actively consider how they can reduce inequalities of outcome caused by socioeconomic disadvantage.

## 5. Date of IIA

This IIA is part of an iterative process to consider the potential impact to remove the funding for the additional 0.6 FTE Pupil Support assistant allocation to each primary school since 2022 to address the gaps in learning resulting from COVID lockdowns, as such an IIA scoping group was formed and met to discuss the impact on 11 November 2024.

The content of the interim IIA was reviewed and updated on 29 January 2025 in light of relevant public feedback received as part of the Council’s budget engagement exercise.

## 6. Who was present at the IIA? Identify facilitator, lead officer, report writer and any employee representative present and main stakeholder (e.g. Council, NHS)

For the interim IIA meeting held on 11 November 2024

|  |  |  |
| --- | --- | --- |
| Name | Job Title | Date of IIA training |
| Donna Murray (Lead officer and facilitator) | Head of Education | **23.01.2018** |
| Susan Imrie  | HT Executive Rep (Primary) |  |
| Mike Irving  | HT Executive Rep (Secondary) |  |
| Rosy Hume  | HT Executive Rep (Special) |  |
| Janie Jones | HOC Executive Rep (Early) |  |
| Alison Murphy  | Joint Sec LNCT |  |

For the final feedback/meeting on 29 January 2025

|  |  |  |
| --- | --- | --- |
| Name | Job Title | Date of IIA training |
| Donna Murray (Lead officer and facilitator) | Head of Education | **23.01.2018** |
| Susan Imrie  | HT Executive Rep (Primary) |  |
| Mike Irving  | HT Executive Rep (Secondary) |  |
| Rosy Hume  | HT Executive Rep (Special) |  |
| Janie Jones | HOC Executive Rep (Early) |  |
| Alison Murphy  | Joint Sec LNCT |  |

## 7. Evidence available at the time of the IIA

| **Evidence** | **Available – detail source**  | **Comments: what does the evidence tell you with regard to different groups who may be affected and to the environmental impacts of your proposal** |
| --- | --- | --- |
| Data on populations in need | YesSIMD dataSEEMIS ASN dataASL referral data | Pupils living in the most deprived areas are the most disadvantaged due to low income and lack of opportunity. This correlates with a high level of additional support need. The following protected characteristics are most likely to be socio-economically deprived.Race and disability.[People with certain protected characteristics more likely to pay a poverty premium - Fair By Design](https://fairbydesign.com/protected-characteristics-poverty/)Evidence of negative impact on **pupil progress and attainment** for socio-economically deprived children and young people is provided within the following link.[Scottish Attainment Challenge - 2022 to 2023 – 2025 to 2026: fairer Scotland duty assessment - gov.scot](https://www.gov.scot/publications/fairer-scotland-duty-assessment-scottish-attainment-challenge-2022-2023-2025-2026/)The funding for the additional 0.6FTE PSA for P1/2 was given to support all pupils at this stage as a result of the learning gaps created as a result of the COVID lockdowns. |
| Data on service uptake/access | Yes | There is no statutory requirement to provide additional support staff to schools to provide support in P1 & 2 for children who have not experienced nursery. Edinburgh provides additionality for 50.88FTE PSAs to work across 91 primary schools in P1 &2This is equivalent to approximately 0.6 FTE (25hrs) PSA allocation to each school, irrespective of the number of pupils and classes across P1 &2. |
| Data on socio-economic disadvantage e.g. low income, low wealth, material deprivation, area deprivation. | YesScottish Index of Multiple Deprivation (SIMD) data | 21of the 91 schools with the additional PSA post have 30% or more children in P1 & 2 living in SIMD 1/2. |
| Data on equality outcomes | Closing the Gap dataAttainment data |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Component** | **CEC** | **2021-22** | **2022-23** | **2023-24** |
| Numeracy | P1 | 86.6% | 87.6% | 87.1% |
| Literacy | P1 | 79.9% | 80.5% | 80.2% |

P1 attainment for literacy and numeracy since the PSA post funded as a result of the impact of COVID on children’s learning allocated to schools in 2022 has shown no demonstrably significant improvement. |
| Research/literature evidence | [the-role-of-pupil-support-staff-informed-level.pdf](https://education.gov.scot/media/0sgd05cd/the-role-of-pupil-support-staff-informed-level.pdf)[(PDF) The impact of additional support staff in Scottish schools](https://www.researchgate.net/publication/355409073_The_impact_of_additional_support_staff_in_Scottish_schools) | The role of the PSA is valued across schools. However the temporary PSA allocation to schools in 2022 was funded through surplus budget to support schools and pupils following the impact of the COVID lockdowns, specifically for children who had not had their nursery experience interrupted by lockdowns and also didn’t experience a transition from nursery to P1. Funding for this additional resource is no longer viable given the current budget challenges. |
| Public/patient/client experience information | Yes | Feedback from schools is positive in relation to their experience of having an additional PSA for P1/2. The role of pupil support staff is extremely varied and schools have appreciated the additional temporary resource following the COVID lockdowns. If this temporary resource no longer available schools will revert to the support staff allocation they had before COVID. Schools continue to report a  |
| Evidence of inclusive engagement of people who use the service and involvement findings | Yes | Engagement with staff in pupil support roles took place as part of the Support Worker project from April 2023 to December 2024. Feedback from headteachers regarding their experience of the additional PSA support in P1 & 2 has also been gathered through formal and informal discussions/meetings.  |
| Evidence of unmet need | No |  |
| Good practice guidelines | No |  |
| Carbon emissions generated/reduced data | N/A |  |
| Environmental data | N/A |  |
| Risk from cumulative impacts | No |  |
| Other (please specify) |  | Although there are male pupil support assistants, the majority of these posts are held by women. |
| Additional evidence required |  |  |

## 8. In summary, what impacts were identified and which groups will they affect?

| **Equality, Health and Wellbeing and Human Rights and Children’s Rights** | **Affected populations**  |
| --- | --- |
| **Positive**Staff in these post which are no longer required to address the impact of COVID lockdowns on children’s experience into P1 & P2 will be able to fill vacant PSA posts across other stages of their current school or another school within their learning community. | Existing PSA staff. The majority of staff in these posts are women. |
| **Negative**Staff in these posts may be concerned about changes to the class and children they work with. Support will be provided through the Managing Change policy and procedure, which will make PAM assist available for any staff who require this.Children will have become used to familiar adult in their learning environment. They will be supported through the usual approaches schools manage with children when a member of staff leaves or moves to a different part of the school.Teachers in P1/2 will have become used to the extra support provided by having an additional PSA in their classroom. They will be guided by the senior management team in the school on how to manage their classroom. If additional PSA support is required for any children with an additional support need, this will be provided through the existing audit process. | PSA staff. The majority of staff in this post are women.The children who know the PSA. *Children with protected characteristics may be more negatively impacted than others by the removal of this post.*Teachers who have had a PSA in their classroom. |

| **Environment and Sustainability including climate change emissions and impacts** | **Affected populations**  |
| --- | --- |
| **Positive** | **N/A** |
| **Negative**If we are unable to allocate staff in these post to another post in the school or within their own learning community, they may need to travel further which may have an impact on the use of travel. | PSA staff. The majority of staff in this post are women. |

| **Economic**  | **Affected populations**  |
| --- | --- |
| **Positive**Existing post holders will be allocated to current PSA vacancies across the school estate to work with children with additional support needs. There are currently 53.90 FTE permanent PSA vacancies to support children as part of our statutory duty. I.e. different areas of schools from the PSA posts recruited with surplus budget in 2022.(January 2025)Schools in our most deprived areas receive significant additional funds through the Pupil Equity Fund and use this to provide staffing/resources to meet the needs of all pupils. | PSA staff. The majority of staff in this post are women. |
| **Negative** If we are unable to allocate staff in these post to another post in the school or within their own learning community, they may need to travel further which may have an impact on their travel costs. | PSA staff. The majority of staff in this post are women. |

## 9. Is any part of this policy/ service to be carried out wholly or partly by contractors and if so how will equality, human rights including children’s rights, environmental and sustainability issues be addressed?

No

## 10. Consider how you will communicate information about this policy/ service change to children and young people and those affected by sensory impairment, speech impairment, low level literacy or numeracy, learning difficulties or English as a second language? Please provide a summary of the communications plan.

This will be co-created between central officers and Head Teacher representatives on the Head Teacher Executive and the Edinburgh Learns Finance Board. Schools will communicate the decision to ensure the rationale/strategy is fully accessible to all affected/interested stakeholders. The main communication will go through the service director for final sign off.

All communication can be provided by ITS in different community languages, Braille and audio for citizens that require this assistance. These resources will be compatible with the Read-Aloud functionality.

## 11. Is the plan, programme, strategy or policy likely to result in significant environmental effects, either positive or negative? If yes, it is likely that a [Strategic Environmental Assessment](https://www.gov.scot/policies/environmental-assessment/strategic-environmental-assessment-sea/) (SEA) will be required and the impacts identified in the IIA should be included in this. See section 2.10 in the Guidance for further information.

No

## 12. Additional Information and Evidence Required

NA

## 13. Specific to this IIA only, what recommended actions have been, or will be, undertaken and by when? (these should be drawn from 7 – 11 above) Please complete:

| **Specific actions (as a result of the IIA which may include financial implications, mitigating actions and risks of cumulative impacts)** | **Who will take them forward (name and job title**  | **Deadline for progressing** | **Review date** |
| --- | --- | --- | --- |
| If the proposal is approved support will be provided for staff in the PSA posts e.g. PAM assist and relocating to another post. | PSA Line managers | February 2025 | April 2025  |
| Staffing impact will be mitigated by realigning Support Staff taking account of normal staff turnover and additional demographic funding. | Donna MurrayHead of Education | February 2025 | April 2025 |
| The communication plan will be co-created between central officers and Head Teacher representatives on the Head Teacher Executive and the Edinburgh Learns Finance Board. Schools will communicate the decision to ensure the rationale/strategy is fully accessible to all affected/interested stakeholders. The main communication will go through the service director for final sign | Donna Murray Head of Education | February 2025 | August 2025 |

## 14. Are there any negative impacts in section 8 for which there are no identified mitigating actions?

No

## 15. How will you monitor how this proposal affects different groups, including people with protected characteristics?

Head Teachers are required to ensure an inclusive approach to the delivery of education in their school, with an appreciation of diversity and an ambition for all to achieve their full potential.

If the proposal is approved, further follow up reports on impact on attainment data can be provided if requested.

## 16. Sign off by Head of Service

 **Name Jackie Reid, Service Director**

 **Date 30.01.25**

## 17. Publication

Completed and signed IIAs should be sent to:

integratedimpactassessments@edinburgh.gov.uk to be published on the Council website [www.edinburgh.gov.uk/impactassessments](http://www.edinburgh.gov.uk/impactassessments)

**Edinburgh Integration Joint Board/Health and Social Care** sarah.bryson@edinburgh.gov.uk to be published at [www.edinburghhsc.scot/the-ijb/integrated-impact-assessments/](http://www.edinburghhsc.scot/the-ijb/integrated-impact-assessments/)