

COMMITTEE Policy and Strategy (Education)
2nd December 2008

CORPORATE DIRECTOR John Tomlinson

TITLE OF REPORT Review of staffing formulae for pupil support provision in Aberdeen City schools and special education services.

1. PURPOSE OF REPORT

- To present in summary the findings of a review of pupil support staffing provision in Aberdeen schools
- To secure approval for new staffing formulae for the allocation of pupil support posts in the primary, secondary and special education sectors and for proposals for the allocation of a city-wide pupil support resource for pupils with specific support needs

2. RECOMMENDATION(S)

It is recommended that the committee

1. Notes the outcomes of the review and endorses the need to have a formula for the allocation of the resource
2. Approves in principle the proposed formulae for the allocation of pupil support posts in the primary, secondary and special education sectors as detailed in appendix 1 (paragraphs 3.1, 3.2 and 3.3) of this report
3. Approves in principle the proposals for the management of a city-wide pupil support resource for pupils with specific support needs as detailed in appendix 1 (paragraphs 4, 4.1, 4.2 and 4.3) of this report
4. Approves the implementation of the formulae and proposals for the management of a city-wide pupil support resource in the course of 2009/2010
5. Request officers to submit a further report on the allocations to schools resulting from the application of the formulae and the impact of the budget process for 2009/2010 on these allocations.

3. FINANCIAL IMPLICATIONS

The proposed formulae redistribute the existing budgets for pupil support posts. There are no financial implications.

However, the overall budget available for distribution through formulae is being considered in the budget process for 2009/2010. If the overall budget available is subject to change the values in the formulae will be amended to reflect this

4. SERVICE & COMMUNITY IMPACT

This report is linked to the Community Plan target that Aberdeen is the highest attaining city in Scotland. The contents of the report link to policies identified within the Education priorities of 'Vibrant, Dynamic and Forward Looking', and in particular objectives

3. Ensure expenditure on education delivers maximum benefit to pupils' education.
5. Continue work to improve attainment across city schools.
6. Ensure that education is appropriate to pupils' needs and that pupils leave school with skills essential for living.

The review supports the key aims of a "A City for Learning", the Integrated Children's Services Plan and the Strategic Plan for Children's Services.

An equalities impact assessment is being undertaken

5. OTHER IMPLICATIONS

Personnel: Implementation of the proposed formulae may require contractual adjustments to posts to ensure that actual provision is aligned with formula entitlements.

6. REPORT

6.1 Background

6.1.1 The current allocation of pupil support in Aberdeen City schools, special services, bases and units has been influenced by a number of factors

6.1.2 The Education (Additional Support for Learning) (Scotland) Act – 2004, referred to as the ASL Act, heralded a changing emphasis in what was understood by additional support needs.

6.1.3 The definition of "special educational needs" traditionally only applied to children and young people with particular types of learning needs. The new concept of "additional support needs" refers to any child or young person who, for whatever reason, requires additional support for learning.

6.1.4 This impacted upon how pupil support staffing allocations should be managed. Previously support staff had specific job remits as classroom assistants, lunchtime auxiliaries, children supervisors and special needs auxiliaries attached to a named child relating to that child's support needs.

6.1.5 The separation of job remits was further exacerbated by the introduction of national initiatives with grants available to local authorities that were required to follow the funding criteria. These funding streams (all part of the National Priorities Action Fund) led to a variety of specific role related job remits focusing on learning in the classroom, behaviour, poor attendance and parental support. These were established at nursery, special, primary and secondary sector levels with posts being allocated to the establishment for general deployment and also for individual pupils as a result of a formal assessment of need. The resource allocation fragmentation resulted in a lack of flexibility for Heads of Establishments and Area Managers to effectively manage the resource (1998 – 2007) in an integrated manner in relation to either the whole child / family or the local authority budget.

6.1.6 Prior to the publication of the ASL Act Aberdeen City Council had begun to review the allocation of non-teaching or support assistants. The allocation system was considered to be cumbersome and unfair in that it did not consider objectively social deprivation, attainment and roll measures. It was also demand led, creating upward pressure on the auxiliary budget, did not encourage schools to use budgets more effectively or work towards independence for pupils. Schools however were encouraged to use classroom assistants and auxiliaries flexibly and to some extent interchangeably.

6.1.7 An Aberdeen City working group considered (a) a new formula for the allocation of support staff to primary schools based on deprivation indicators, class average size and number of classes and (b) a job description for the post of pupil support assistant. (2003/04) As part of the implementation of the McCrone Agreement (A Teaching Profession for the 21st Century), the post of pupil support assistant was introduced in order to integrate and replace the variety of posts that already existed. (Agreed by the Learning and Leisure Committee 2006/07). A small number of employees have elected to remain in their historic posts. Further development work on formulae change was not completed at that time.

6.1.8 Pupil Support Assistant job purpose: To help promote effective learning, teaching, personal development and an atmosphere where pupils can achieve under direction and supervision. Key tasks are: care, welfare, health and safety of pupils; support for pupils during learning activities and breaks including lunchtime; promotion of positive behaviour; support for learning and teaching activities in the classroom; assistance with preparation, organisation and use of resources.

6.2 A review of pupil support provision was identified as part of the review process that included the reviews of teaching staffing formulae for primary secondary and special schools all of which have now been undertaken. The review of the teaching staffing formula for special schools and services approved at Policy and Strategy Committee on 8th February 2008 also contained outline proposals for a formula for pupil support in that sector. Work began on the review of mainstream provision for pupil support in April 2008. (Copies of the review document have been issued to all school and services. A copy has been placed in the members' lounge and further copies are available from the committee report author.)

6.3 The Devolved Education Management (DEM) report to the Policy and Strategy Committee on June 10th 2008, recommended that the pupil support assistants' staffing budget be devolved to establishment level with the exception of the resource needed to provide individual support to pupils with specific needs. These devolved proposals for pupil support are dependent upon the implementation of formulae for the allocation of staffing resources.

6.4 The approval in principle of the proposals in this report is a key step in establishing an equitable and consistent method of allocating pupil support resources to pupils in Aberdeen schools. The proposals are based on a redistribution of the total budget for pupil support with the largest proportion being allocated to schools against specific formulae criteria. It is also proposed that a smaller proportion will be retained as a city-wide resource that is allocated and managed by a monitoring board comprising of officers. This city-wide resource will be used to allocate additional support to pupils with exceptional needs and based on specific criteria. The monitoring board will be required to audit, review and manage the city-wide resource and a key task will be to review current additional allocations for pupils with specific needs to ensure that these resources are being maximised. However, it is recognised that the demand led nature of pupils' need will continue to impact on the city-wide resource and the management of this budget.

6.5 The proposed formulae contain values that are derived from the 2008/2009 budget for pupil support and the appendices to the report detail the staffing allocations that would result from the application of the formulae at this level. These indicative allocations do not reflect the proportion of the city-wide resource that would also be allocated to each establishment to meet the needs of pupils with exceptional needs. These allocations will result from the review of the current allocations to pupils with exceptional needs that will be undertaken by the monitoring board. Adjustments to the available budget in 2009/2010 and beyond would also lead to further amendments to the formulae values and central allocations and allocations to establishments would have to be adjusted to reflect any such changes. Once implemented the formulae methodology would, as with other staffing formulae, be subject to regular review.

6.6 The application of the formulae and the proposals for management of the city-wide resource, by adjusting allocations to schools and services, will impact upon the existing pupil support assistant workforce. Concerns about this aspect of the proposals were highlighted by the trades unions during the consultation process with regard to adjustments to contractual time, any potential relocation of employees and the relative proportions of the overall budget committed to the schools and the city-wide resource. The full implications of these adjustments will be dependent on the review of the city-wide resource. When completed the outcomes will be the subject of further discussion and included in the subsequent report to committee. The implementation plan and process will be informed by ongoing discussions with the trades unions.

6.7 Framework for the proposed formulae for the allocation of resources

6.7.1 Pupil support relates to any child or young person (from 3 to 18 years of age) requiring, for whatever reason, as defined in the ASL Act, additional support for learning.

6.7.2 Pupil support should be used in a flexible and interchangeable way to work towards independence for the pupil and the historical, specific, individual pupil focused job remits have now been replaced, with some exceptions, by one generic pupil support remit.

6.7.3 The differentiated funding sources are now built into the Revenue Support Grant for Aberdeen City, and the pupil support staffing resource budget should be devolved in part to establishment level and in part managed centrally, in line with national recommendations.

6.7.4 The proposed formulae for the allocation of support staff to establishments and services should be based on pupil roll and a wider range of comparative indicators of multiple social deprivation than previously used. These include the domains of educational attainment, health, family and care circumstances, crime and drug related issues alongside the more traditional cognitive, linguistic, emotional and disability factors. The common thread being support needs arising from barriers to learning, and the expansion in establishments to provide for these needs.

6.7.5 In line with the proposals in the review of special school staffing the formula for pupil support in special schools will include nursery nurses. Special schools may then deploy their allocation on either resource as determined by pupil need.

6.7.6 The roles of the establishment and the central resource areas should be modified so that the establishments provide for the majority of pupils with support needs, including a proportion of those previously identified as requiring individual and specific support. To reflect this the largest proportion of the budget should be devolved to establishments. The central resource should provide support only for pupils with exceptional behavioural, medical and physical disability needs and within this element there will be a level of provision for out of city support for children with these needs.

6.8 Formulae for pupil support

6.8.1 Methodology

The review proposes distinct formulae for each of the primary, secondary and special sectors and makes proposals for the management of a city-wide resource. The criteria are

- Use the 2008/09 budgets as defined by Resources Management as the basis for the review. The total available budget is £8,685,742. In 2008/2009
- Rationalise/simplify the budget structure by using one budget cost centre per sector - building in the Scottish government funding streams and one cost centre to identify, monitor and allocate the central budget.

- Allocate a maximum of 75% of the total of primary, secondary and special sector budgets to establishment level for generic and individual pupil support.
- Allocate the balance of 25% as a city-wide resource for exceptional additional support.
- Express the budget for each sector as the total number of pupil support posts available from that budget
- Establish the budget required to staff the special schools and services, the ASN (additional support needs and MICAS (Mainstream Integration of Children on the Autistic Spectrum) bases and primary language and hearing units/bases, to the level recommended in the review.
- Identify and allocate an out of city needs budget to be managed centrally.
- Apply the formula recommendations for pupil support included in the review of special education staffing (February 2008) to support provision in special schools
- Apply the formulae to primary and secondary. This contains two elements
 - A fixed factor which accepts that all schools have a basic need for pupil support for areas identified in the ASL Act and devolve the budget enabling the school to support pupils at both a generic and individual level - other than exceptional, individual additional support needs funding.
 - A variable factor based on (1) the school pupil roll and (2) the roll of the pupils from deprived homes, using the Scottish Index of Multiple Deprivation (SIMD) set at 20% deprivation levels.

6.8.2 Primary sector

The allocation of 75% of the budgets to the primary sector provides a budget of £3,154,510 to be set against the primary formula.

Appendix 1 (paragraph 3.1) provides details of the formula for the primary sector and Appendix 2 shows the entitlements for primary schools arising from the formula. These figures are indicative only and based on the 2008/2009 budget. Schools would in addition receive a proportion of the city-wide resource.

In allocating the available budget to the formula the contractual time for the primary support post has been adjusted to 25 hours from 27.5. This aligns the contractual time for employees in school with the attendance time of pupils and provides a further 32.3 posts within the 2008/2009 budget for allocation with no loss of support to pupils.

6.8.3 Secondary sector

The allocation of 75% of the budgets to the secondary sector provides a budget of £1,199,870 to be set against the secondary formula. In allocating the available budget to the formula the contractual time for the pupil support post is assumed to be 27.5hrs.

Appendix 1 (paragraph 3.2) provides details of the formula for the secondary sector and Appendix 3 shows the entitlements for secondary schools arising from

the formula. These figures are indicative only and based on the 2008/2009 budget. Schools would in addition receive a proportion of the city-wide resource.

6.8.4 Special schools and services

The allocation of 75% of the budgets to the special sector provides a budget of £1,392,392. In allocating the available budget to the formula the contractual time for the pupil support post is 27.5hrs. For the free standing special schools there is a further £1,023,378 included for nursery nurses in the special sector. Nursery nurses are assumed to work 36.25 hours.

Appendix 1 (paragraph 3.3) provides details of the formula for the special sector and Appendix 4 shows the entitlements for special schools and services arising from the formula. These figures are indicative only and based on the 2008/2009 budget. Schools and services would in addition receive a proportion of the city-wide resource.

6.8.5 City-wide resource

The allocation of 25% of the primary, secondary and special sector budgets to the city-wide resource provides a budget of £1,915 592.

The actual posts available from this budget will be driven by the allocation based on need but will be subject to agreed criteria. For example, primary school allocations will be in line with pupil attendance time unless there are exceptional circumstances.

The review proposes the establishment of a city-wide board comprising of officers to manage the allocation and review of this resource. It is imperative to establish an agreed basis for the on-going quality assurance of the operational monitoring and management of the process. Appendix 1, (Paragraphs 4.1 and 4.2 and 4.3) includes proposals for the role of the board and an outline application process for additional pupil support from the city-wide resource. Subject to committee approval of the report, further development of the terms of reference and operating protocols will be undertaken immediately

6.9 Consultation process and responses

6.9.1 As part of the consultation process, briefing sessions have been arranged with elected members, trades unions and head teachers.

6.9.1 The proposals have been welcomed by consultees as a means of ensuring an equitable distribution of the resource and of managing both the schools' and services allocations in a consistent manner. The committee paper has taken account of the responses and issues will also be addressed as part of the implementation plan. Twelve responses have been made.

6.9.2 Trades unions

6.9.2.1 GMB and Unite

- The impact on contractual arrangements for and locations of pupil support assistants arising from the application of the formulae.
- Concerns about the reference in the draft paper to the avoidance of permanent contracts for Pupil Support Assistants
- Recognition that the current budget process for 2009/2010 includes proposals for efficiencies from pupil support assistants and that, while the focus of this paper is to establish a means of allocating the resource, the two issues are inter-related and will cause serious concerns amongst employees.

6.9.2.2 EIS

- Any redistribution of resource through the application of the formulae will have to take account of the potential impact on the needs of the pupil
- After implementation of the formulae, the proposals for the distribution of the budget with the 75%/25% split between the schools and the central resource should be reviewed at the end of session 2009/2010 to determine whether the ratios are appropriate
- Effective management of the city -wide resource is critical to the proposals.
- Concerns about the reference in the draft paper to the avoidance of permanent contracts for Pupil Support Assistants

6.9.2.3 Schools

A number of the school responses were concerned with the practical application of the formulae. Some schools had not appreciated that the indicative allocations, shown in the appendix to the report did not include the central resource allocation. The key issues in relation to the formulae rationale and proposals for the city-wide service were:

- As with trades unions, there was a need to monitor and if necessary review the overall distribution of the schools and city-wide resource elements
- The need for consistency in the management and allocation of the city-wide resource element
- Concerns over the proposals to avoid permanent contracts for the appointment of pupil support assistants
- The absence of a social deprivation weighting for the special school allocations
- Not including the nursery pupil roll numbers in determining the primary school allocations
- The need to update the deprivation element as the Scottish Index of Multiple Deprivation is itself updated
- The need to build in an allocation for the secondary behaviour support bases
- Whether schools with higher proportions of English as Additional Language (EAL) pupils should receive additional weightings.

7 AUTHORISED SIGNATURE

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9 BACKGROUND PAPERS

The report is based on the Review of Pupil Support Staffing Formulae in the Primary, Secondary and Special Education Sectors and Resources for Pupil Support with Specific Needs. (Aberdeen City Council, Strategic Leadership, Planning and Policy for Children and Young People - October 2008)

Appendix 1. Summary of Pupil Support staffing formulae

1. Pupil Support

Pupil support includes pupil support assistants in the primary, secondary and special sectors, nursery nurses in the special schools and a city-wide/area resource allocated to pupils with specific needs

2. Budget

75% of total budget will be devolved to establishment level in primary and secondary schools, with 25% retained centrally and managed for city wide allocation for exceptional support needs. The latter budget should be allocated only for short-term contracts managed through appointment and termination stages at establishment level. These will require effective management and review to ensure that allocations remain matched to need and that the resource follows the pupil.

In the special sector the budgets should be devolved to schools based on the primary need concept agreed by committee in March 2008 within the 75% / 25% framework. In addition the special school allocation will include the budget for nursery nurses

Given that the resources will be devolved, head teachers will have to(1) understand the wider remit of support assistants in relation to individual behavioural/medical/physical disabilities support and (2) the need for liaison with the city children's board (see paragraph 4 below) particularly in relation to appointing and terminating contracts

3. Formulae

3.1. Primary

- Fixed factor based on number of classes
 - 0-8 classes 1.5fte
 - 9-13 classes 2.0fte
 - 14-18 classes 2.5fte
- + Roll related variable 0.0039ppr
- + Deprivation related variable 0.0225ppd
- + Actual ASN base/unit staffing requirements at a level of 1:7 and/or 1:3.5 pupils.

ppr : per pupil on school roll. Multiply by school roll to get the school allocation.

Group D	0.66
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Special staffing allocation in FTE = Sum of the individual value for each pupil according to their category of need. The special units and bases have been assigned a pupil support value of 0.285 per pupil

4. Management at city-wide level

This budget, 25 % of primary and secondary sector budgets and the balance of the special budget, is allocated to a city-wide budget to be managed through a monitoring board comprising of officers (multi-agency), and allocated to establishments to support exceptional, additional educational, care needs and out of city placements.

The board comprising of officers will manage the allocation of additional funding to establishments. Once allocated the head teacher of the establishment will have responsibility for the recruitment and operational line management of staff, with staff initially offered fixed term contracts reviewed annually. The responsibility for termination of contracts will be with the head teacher. Mechanisms will be required to ensure that resources allocated to specific pupils do not remain within a school when the pupils have moved elsewhere.

It is proposed to create a structure that allows the budget to be allocated in a way that is consistent with the resource devolved to schools and that can be managed on an annual basis within budget. It is recommended that spend is recorded against sectors to facilitate annual analysis

4.1 Proposed role of the monitoring board

1. Allocate resources to meet the assessed and specified support needs of pupils.
2. Co-ordinate the allocation of staffing, mobility and assistive technology support needs.
3. Maintain records of the process leading to the decision in relation to the resource allocation.
4. Support a formal appeal mechanism in relation to resource allocation (ASL Act).
5. Manage a demand led budget within the budget allocation.
6. Manage a process which enables the schools / services to submit annual applications for consideration.
7. Manage a quality assurance process that monitors school use of the additional annual resource.
8. Identify a member of the board to act as a co-ordinator of the budget resource and the application process.

4.2 Proposed application process

- Applications for a support assistant should be considered where there are pupils with significant impairment of physical or sensory function, where pupils are a danger to themselves or to other pupils, where assistance is required with feeding, changing the pupil, toileting or taking medication.

Essentially the allocation of resource will be to help support where disability impacts upon the pupils' learning capacity.

- Schools / services should be aware that a city-wide board makes decisions in relation to applications for staffing and care needs including those arising from disability, transport and assistive technology.
- Application forms to be submitted should include the name of child, appropriate professional reports and parental/ guardian consent forms.
- Individual forms to exist to coordinate applications for resource staffing, school transport, assistive technology, disability / mobility needs.
- To assist in the Boards' annual budget and on-going management of this budget, the names of pupils in receipt of ASN resources who will either not be returning to the school in August 2009 or who have left school since the previous application, should be submitted in March 2009.

4.3 Proposals for management of City- Wide Resource

It is essential, if the process is to operate effectively, that the city-wide board has a budget to allocate in hours that reflects an annual budget. To maximise this resource the arrangements for allocating pupil support assistants will have to provide the flexibility to meet the changing needs of the pupils. The PSA staffing resource should be examined over 2008/2009 against school/service predicted needs and the size of the resource adjusted to that level. This will enable the board to start with a budget in August 2009 and no central management of staff.

New appointments

All posts should relate to the needs of one or more pupils. And should be reflected in contracts issued and managed by schools and services.

Existing staff

Staff on child specific contracts to remain in post with future employment dependent on the annual assessment of needs of the child specified in the contract.

Review of allocation

The allocation of PSA posts to schools to be reviewed on an annual basis by the school and the board (Feb / March). The nature of the employment of PSAs should provide the flexibility to make adjustments for the changing needs of the child.

Advertising / interviewing / appointments

To ensure consistency of management, procedures should be aligned with the specific contractual nature of any post.

SchoolName	Sept. 08 census	Depriv roll	ASN base 1:7	Special base1:3.5	Min class config	Fixed factor	Base alloc.	Variable factor	Total PSA Review
NORTH AREA									
Braehead	182	3.46	0		8	1.5	0	0.79	2.29
Bramble Brae	172	152.05	0		7	1.5	0	4.09	5.59
Bucksburn	120	4.56	14		6	1.5	2	0.57	4.07
Danestone	190	0	0		8	1.5	0	0.74	2.24
Dyce	351	0	14	7	13	2	4	1.37	7.37
Forehill	224	0	0		9	2	0	0.87	2.87
Glashieburn	289	0.87	14		11	2	2	1.15	5.15
Greenbrae	187	2.81	0		8	1.5	0	0.79	2.29
Holy Family RC	144	11.95	7		6	1.5	1	0.83	3.33
Kingswells	398	1.99	0		15	2.5	0	1.60	4.10
Marchburn Infant	67	37.86	0		3	1.5	0	1.11	2.61
Middlefield	116	74.12	0		5	1.5	0	2.12	3.62
Middleton Park	161	0.97	0		7	1.5	0	0.65	2.15
Muirfield	289	83.52	14		11	2	2	3.01	7.01
Newhills	180	1.08	0		7	1.5	0	0.73	2.23
Quarryhill	289	39.88	14		11	2	2	2.02	6.02
Scotstown	192	9.98	14		8	1.5	2	0.97	4.47
Smithfield	190	152.57	21		8	1.5	3	4.17	8.67
Stoneywood	125	3.25	0		6	1.5	0	0.56	2.06
Westpark	241	83.39	0		10	2	0	2.82	4.82
	4107	664.31	112	7	167	34	18	30.96	82.96

SchoolName	Sept. 08 census	Depriv roll	ASN base 1:7	Special base1:3.5	Min class config	Fixed factor	Base alloc.	Variable factor	Total PSA Review
CENTRAL AREA									
Ashley Road	392	3.92	0		15	2.5	0	1.62	4.12
Cornhill	308	49.28	0		12	2	0	2.31	4.31
Gilcomstoun	213	43.88	14		10	2	2	1.82	5.82
Hanover Street	156	38.69	0		7	1.5	0	1.48	2.98
Kittybrewster	128	83.58	0		6	1.5	0	2.38	3.88
Mile End	373	4.48	0		14	2.5	0	1.56	4.06
Riverbank	225	204.98	21		10	2	3	5.49	10.49
Seaton	150	97.65	14		7	1.5	2	2.78	6.28
Skene Square	333	30.64	0		13	2	0	1.99	3.99
St Josephs	272	20.13	0		11	2	0	1.51	3.51
St Peters Rc	196	69.58	0		7	1.5	0	2.33	3.83
Sunnybank	217	84.63	14	21	10	2	8	2.75	12.75
Woodside	343	149.89	14		13	2	2	4.71	8.71
	3306	881.33	77	21	135	25	17	32.72	74.72
TOTALS	12111	21842.25	301	28	484	90.5	51	96.37	237.87

Appendix 3

Review of pupil support formulae

Secondary Pupil Support Assistant Staffing - indicative allocations 2008-2009

School	Roll	Depriv. Roll	ASN Base 1:7	Micas Base 01:03.5	Fixed Factor	Base Alloc.	Variable Factor	Total PSA Review
Ab. Grammar	1087	34.78	7		2	1	1.19	4.19
Bankhead	384	11.9	21	7	2	3	0.42	5.42
B of Don	690	42.09	21	7	2	5	0.88	7.88
Cults	1035	2.07	7		2	1	0.94	3.94
Dyce	557	18.38	28	7	2	6	0.62	8.62
Harlaw	909	109.08	14	7	2	4	1.49	7.49
Hazlehead	936	66.46	28	7	2	6	1.25	9.25
Kincorth	676	10.82	21		2	3	0.68	5.68
Northfield	767	307.57	28		2	4	2.60	8.60
Oldmachar	1000	5	7		2	1	0.93	3.93
St. Machar	1036	446.52	28		2	4	3.70	9.70
Torry	455	298.94	21	7	2	5	2.26	9.26
Total	9532	1353.6	231	35	24	43	16.97	83.97

Appendix 4

Review of pupil support formulae								
Special Schools and services - pupil support indicative allocations 2008/09								
Schools	Roll	Pupil Support						
		Review						
		FTE						
Beechwood	65	18.48						
Hazlewood	68	22.62						
Marlpool	70	21.96						
Woodlands	23	15.18						
Cordyce	42	5						
Raeden	24	9						
Total	292	92.24						
Services								
Vision	105	1						
Hearing	103	3						
Pupil Supp Sec*.	41	1						
Pupil Supp. Prim**.	48	6						
EAL	362	3.5						
Total	659	14.5						
* ** further work to be undertaken to align allocations with revised structure of service								