

Document 9- d) Briefing for DFM meeting to discuss the STEP programme on 15 March 2017

[Redacted s.38(1)(b)]
Support and Wellbeing Unit
[Redacted s.38(1)(b)]

Meeting to discuss the Step Physical Literacy Programme

<i>Date and Time of Engagement</i>	15 March 2017 13:15 to 14:00
<i>Where</i>	T4.23, Scottish Parliament
<i>Key Message</i>	<ul style="list-style-type: none"> • Quality physical education provides children and young people with the fundamental competences and skills necessary for lifelong participation in sport and physical activity, and is a key part of our Sports Strategy for Children and Young People. • Physical education has a positive impact on a pupil's health, educational attainment and life chances. It encourages the development of both movement and thinking skills together and in doing so, contributes to, and reinforces learning across the curriculum. • It is, however, for local authorities and school to decide how to deliver the curriculum based on local needs and circumstances. • Sport and physical activity plays a huge role in improving both the physical and mental health of everyone in Scotland, especially children. • Sport and physical activity also improves confidence and provides self-achievements by setting targets.
<i>What</i>	The Step Programme is a programme of exercises performed twice a day for 10 minutes. The Step view is children who take part learn more efficiently, socialise more easily and participate more positively both inside and outside the classroom. This programme is used as a special educational needs intervention in over 150 schools across the UK and US.
<i>Who</i>	[Redacted s.38(1)(b)], [Redacted s.38(1)(b)] of the STEP Programme.
<i>Why</i>	Following an initial meeting on 25 January, it was agreed to allow Step representatives more time to develop dialogue with local authorities interested in implementing Step in their schools. This meeting is an opportunity for Step to set out where they are at with that dialogue.
<i>Supporting officials</i>	Official support from [Redacted s.38(1)(b)] and [Redacted s.38(1)(b)].
<i>Briefing contents</i>	<p>Annex A: Background, lines to take and briefing on the Step Programme.</p> <p>Annex B: Biographies of Step representatives.</p> <p>Annex C: [Redacted – Out of scope].</p> <p>Annex D: [Redacted – Out of scope].</p> <p>Annex E: [Redacted – Out of scope].</p>

	Annex F: [Redacted – Out of scope].
Media Handling	<i>No media handling is required.</i>
Briefing prepared by	[Redacted s.38(1)(b)] Support and Wellbeing Unit [Redacted s.38(1)(b)] 10 March 2017

Copy List:	For Action	For Comments	For Information		
			Portfolio Interest	Constit Interest	General Awareness
Deputy First Minister and Cabinet Secretary for Education and Skills Cabinet Secretary for Health and Sport Minister for Public Health Minister for Further Education, Higher Education and Science	X		X X		X

Donna Bell [Redacted s.38(1)(b)] [Redacted s.38(1)(b)] [Redacted s.38(1)(b)] [Redacted s.38(1)(b)] [Redacted s.38(1)(b)] [Redacted s.38(1)(b)] Kate Higgins Colin McAllister [Redacted s.38(1)(b)]

BACKGROUND, LINES TO TAKE AND BRIEFING ON THE STEP PROGRAMME AND THE SCOTTISH ATTAINMENT CHALLENGE

Lines to take:

- It is for local authorities and schools to decide how to deliver the curriculum based on local needs and circumstances.
- While individual initiatives can and do work for many schools, there are many examples of how physical activity and physical literacy can be embedded into the daily life of a school that can be explored.
- We are clear that we want to see the poverty-related attainment gap close wherever, whenever and however it is measured.
- We will allocate £750m during the course of this Parliament through the Attainment Scotland Fund to tackle the poverty related attainment gap, targeting resources at the children, schools and communities most in need.
- From April, £120m will be allocated directly to Headteachers on the basis of the numbers of pupils in P1-S3 known to be eligible and registered for free school meals, at a rate of £1,200 per pupil.
- This is on top of the existing £50m Attainment Scotland funding that will continue to provide targeted support for those authorities and schools supporting children and young people in greatest need.
- These two funding streams – a total of £170m for 2017-18 – will contribute to our commitment to allocate £750m during the course of this Parliament through the Attainment Scotland Fund to tackle the attainment gap, targeting resources at the children, schools and communities most in need
- Our funding to date has already supported the recruitment of 160 full time teachers across the Scottish Attainment Challenge Local Authorities and Schools Programme.

Background on the Step programme and previous meeting on 25 January 2017

1. [Redacted s.38(1)(b)] and his fellow Step representatives explained the benefits of the Step programme to the Deputy First Minister during a meeting on 25 January. Step representatives set out their current work with several local authorities who approached them to scope potential use of their programme across their local authority areas. As Step had forthcoming meetings with local authorities it was agreed to allow them time to advance their discussions and meet again with Deputy First Minister. Step are looking to engage with those authorities with the biggest challenges but were looking for direction from Government to bypass local authorities and directly approach schools.
2. The Step Programme is a programme of exercises performed twice a day for 10 minutes. The Step view is children who take part learn more efficiently, socialise more easily and participate more positively both inside and outside the classroom. This programme is used as an additional support needs intervention in over 150 schools across the UK and US.
3. [Redacted s.30(b)(i) and s.30(b)(ii)]. The resource costs £360 per child, per year, with a minimum of six children required to be signed up (a total of £2,160). Learning assistants need to be trained at a cost of about £600+ and the programme requires delivery of two, 10 minute sessions daily which will be a key barrier for a variety of reasons.
4. There is interest from Education Scotland on the Step dropout rate. There are few statistics available but from Step's 2015 pilot study, they reported that from

106 students enrolled on the study, 60 remained at its completion. This made for a potential dropout rate of 43 percent.

5. The programme was also raised at the Parliamentary Cross Party Dyslexia working group by the chair who attended the Step launch event. It did not receive an overly positive response from the group members, predominately due to concerns highlighted with the associated costs and reflections from the Dore programme (previously known as DDAT (Dyslexia Dyspraxia Attention Treatment)) in the 2000's, which Step has a connection. Although it was highlighted, the programme delivery method for Step was not the same.

6. [Redacted – Out of Scope].

7. [Redacted s.38(1)(b)] lodged the following motion which was debated in Parliament on 11 January 2017. The motion read: *“That the Parliament is impressed by the STEP physical literacy programme; understands that its results have demonstrated that the children who take part in it have been proven to learn more efficiently, socialise more easily and participate more positively both inside and outside the classroom; is encouraged that local authorities and schools throughout Scotland are showing an interest in the programme; considers that introducing it would be of benefit to all state primary schools in Mid Scotland and Fife and across the country, and notes the view that the Scottish Government, local authorities, teachers and parents should consider the merits of the programme for primary school children as a valuable contribution to pupils’ education and self-esteem and to help close the attainment gap.”*.

8. [Redacted – Out of scope].

9. There have been several pieces of written correspondence to the Deputy First Minister from parents and grandparents seeking Government intervention in providing the Step programme for their child or grandchild.

BIOGRAPHIES OF STEP REPRESENTATIVES

[Redacted s.38(1)(b)].