

Document 1 - d) Advice to Deputy First Minister (DFM) for response (at letter for document 3)

Step Programme

Issue

Deputy First Minister received a letter from [Redacted s.38(1)(b)] MSP, co-signed by [Redacted s.38(1)(b)] MSP and [Redacted s.38(1)(b)] MSP, expressing their support for the STEP programme. The letter asks DFM if he intends to view the programme in action himself, which he will do at St. Luke's Primary School in Mayfield on 23 November.

The letter goes on to say that Education Scotland has been reportedly contacting schools to dissuade them from participating in the STEP programme trial, and promoting an alternative model at the same time. The letter specifically names [Redacted s.38(1)(b)], a [Redacted s.38(1)(b)] at Education Scotland.

Current correspondence on STEP programme

[Redacted s.38(1)(b)] MSP wrote to DFM on 14 September, regarding her statement in the Chamber on 28 June about schools not having the autonomy to spend Pupil Equity Funding money as they choose, highlighting that Gracemount Primary had not been permitted by City of Edinburgh Council to undertake training for the STEP programme. [Redacted s.38(1)(b)] said council officials had been informed by senior management at Education Scotland the programme is "not robust enough".

Scottish Government position

The reply to [Redacted s.38(1)(b)] is currently awaiting DFM's signature, saying that Education Scotland do not publicly endorse or reject any commercial education programmes although acknowledging some informal views from ES had reached City of Edinburgh Council. Education Scotland had assured DFM they have taken steps to ensure this will not happen again.

[Redacted - Out of scope].

DFM did meet with [Redacted s.38(1)(b)] on 30 August and recommended that, whilst he can encourage school to use the STEP programme, decisions on it should ultimately be made locally. The briefing pack prepared by Learning Directorate officials for this meeting provided lines to take with [Redacted s.38(1)(b)] in respect of the STEP programme. These lines highlighted the Scottish Government would like to be clear about the benefits of the STEP programme and to avoid making a commitment to further roll-out or funding for the programme until it has been fully research, and the research independently verified.

Education Scotland position

As far as Education Scotland colleagues can ascertain, the only discussion that has directly taken place has been between a QIO from City of Edinburgh Council and

Gracemount PS. This was on the back of an email from [Redacted s.38(1)(b)] which was shared by the attainment advisor with the QIO team in Edinburgh. The email raised questions around some of the evidence base and costs involved. The email was clear that any decisions made are for the school and local authority to make and that as we previously indicated we cannot publically endorse or reject any commercial programme.

A previous letter on this subject said the following:

“Education Scotland do not publicly endorse or reject any commercial education programmes. I understand that in this case some informal views from Education Scotland on the STEP programme have reached City of Edinburgh Council. I have been reassured by Education Scotland that they have taken steps to avoid a recurrence of this situation. In their discussions with the City of Edinburgh Council, it is clearly understood that decisions about specific interventions should be made by head teachers based on the needs of children in individual schools. These choices should be made based on a sound understanding of the effectiveness and impact of specific programmes. If there is any question about the efficacy of specific interventions, Education Scotland Attainment Advisers and other specialists can provide more in-depth advice and support.”

A previous brief on this subject put the costs of STEP at £360 per pupil, per year with a minimum of 6 pupils required (meaning a minimum cost of £2,160 per year). Costs to train learning assistants were also put at £600+ in this brief, as well as the requirement for the programme to deliver two 10 minute sessions on every school day.



The Scottish Parliament
Pàrlamaid na h-Alba

[Redacted s38(1)(b)]

Member of the Scottish Parliament for South Scotland Region

John Swinney MSP
Deputy First Minister/ Cabinet Secretary for Skills and Education
The Scottish Government
St. Andrew's House
Regent Road
Edinburgh
EH1 3DG

26 October 2017

Dear Cabinet Secretary

Re: Step Programme Trial

Several MSPs recently visited a local school to witness the STEP Programme (championed by [Redacted s38(1)(b)]) ostensibly to see the programme in action and to get direct feedback from both teachers and pupils on its impact.

It would be fair to say that early results have been extremely encouraging and we were taken by the positive behavioural changes teachers are reporting in the pupils and their subsequent increased interaction and integration into classroom learning. This has had a subsequent positive knock on impact in several areas including, the time teachers were spending on specific children with behavioural issues, increased attendance and attention in class as well as an early indication that CAMS referrals may be declining for those pupils participating in the programme.

We believe that there is enough early evidence to extend the pilot programme to gather more evidence on the impact participation is having on children with these behavioural difficulties, the potential for improved learning outcomes (both individually and as a school), improvements in general mental health and not forgetting the importance of improved teacher moral and achievement.

With all this in mind, we would ask the Cabinet Secretary if you have seen the programme in action for yourself or if you have any plans to do so in the future?

Also, are there any plans to evaluate STEP given the importance of attainment indicators and the need for criteria that allows schools, local government and government to assess what is working in narrowing the attainment gap?

We would also ask under what auspices Education Scotland (specifically [Redacted s38(1)(b)]) is

[Redacted s38(1)(b)]



The Scottish Parliament
Pàrlamaid na h-Alba

[Redacted s38(1)(b)]
Member of the Scottish Parliament for South Scotland Region

reportedly contacting schools, councils and other interested organisations to dissuade them from participating in the Step trial whilst at the same time promoting an alternative model? As we understand it, neither she nor any other representative of Education Scotland has witnessed or evaluated the Step Programme to be in a position to comment.

We look forward to receiving an update on the Scottish Government's position on the evaluation of the Step Programme and next steps and would welcome the opportunity to meet with you to discuss this initiative further.

Yours sincerely,

[Redacted s38(1)(b)]9

Parliament - [Redacted s38(1)(b)], Scottish Parliament, Edinburgh, EH99 1SP - [Redacted s38(1)(b)] [Redacted s38(1)(b)]

Deputy First Minister and Cabinet Secretary for
Education and Skills
John Swinney MSP



Scottish Government
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[Redacted s.38(1)(b)]
The Scottish
Parliament
EDINBURGH
EH99 1SP

13 December 2017

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

Thank you for your letter dated 26 October about the STEP programme. I thought I would hold off replying until I saw the programme in action for myself.

Evidence shows high quality physical education, physical activity and sport have an important role to play in supporting the development of skills and competencies that are invaluable across the curriculum. We know physical activity has a positive impact on a pupil's health, educational attainment and life chances. By encouraging the development of both movement and thinking skills together, it contributes to, and reinforces, learning across the curriculum.

Education Scotland does not publicly endorse or reject any commercial education programmes. In regard to the Pupil Equity Funding, it is clearly understood that decisions about specific interventions should be made by headteachers based on the needs of children in individual schools. These choices should be based on a sound understanding of the effectiveness and impact of specific programmes. If there is any question about the efficacy of specific interventions, Education Scotland Attainment Advisers and other specialists can provide more in-depth advice and support. Any advice that is offered will be drawn from professional educational expertise.

I said in my response to [Redacted s.38(1)(b)] at the meeting of the Parliament on 3 October, that I want headteachers to be able to decide how to spend their Pupil Equity Funding. That is the purpose of the funding. The headteachers we engage with, and we engage extensively with them on the delivery of Pupil Equity Funding, want to have a reasonable amount of guidance on effective use of that funding, but they want to decide how to allocate those resources.

I have raised with local authorities, on a number of occasions, my dissatisfaction at the application of undue limitations to Pupil Equity Funding. I have no hesitation in reiterating my view that headteachers are the ones who should be the decision-makers on that point, within a framework of guidance that is designed to help, not hinder, them in their decision making.

I trust this is helpful.

Redacted

JOHN SWINNEY



Via Email

23 November 2017

Dear Mr Swinney,

Our sincerest thanks for taking so much time this morning to hear from some of the Midlothian Head Teachers about their experiences of implementing STEP. I am sure you recognised from their testimony that STEP is having an impact, not only on the specific children taking part but also on the entire classroom, and the whole school including the teaching staff and learning assistants. You have heard stories about pupils whose inclusion in mainstream education was questionable prior to their enrolment on STEP and how they are now actively taking part in and benefitting from classroom learning.

We have continued to meet with schools across Scotland this term and in addition to the 13 Midlothian schools taking part, the STEP Programme is now running in schools in South Ayrshire, Stirling, West Lothian, Edinburgh and South Lanarkshire. The first Glasgow and North Ayrshire schools will begin in January.

From our contact with schools to date, there are over 2000 children that have been identified by head teachers in schools across Scotland as learners who would benefit by taking part in the STEP Programme. However, as we touched upon today there are in some regions barriers to these children's enrolment and your offer to help us overcome these challenges to ensure that head teachers can confidently choose to implement STEP in their schools is much appreciated.

When we met in the spring you kindly agreed to write to all the local education authorities to ask them to engage with us and facilitate introductions to their head teachers. We understand that this letter has been drafted and would be most appreciative if it could be issued soon as we would be keen for the head teachers of our current schools to be able to share their STEP experiences with their colleagues in the other authorities.

It is our position that there are now sufficient schools across Scotland interested in taking part in STEP to warrant a nationwide study of the impact that the Programme can have towards the Attainment Challenge with results that can be shared internationally and would like the Scottish Government to take an active lead in the commission of such a trial. We have been fortunate enough to attract the interest of several generous philanthropists whom we believe could be joined up to provide a share of the funding necessary for such an initiative. A national trial of 3000 pupils would impact on over 900 classrooms and over 20,000 learners across the country.

We would further like to take your advice regarding the situations we have come across where Authorities have not supported a school's desire to implement STEP and declined to engage with us as an organisation. We believe this may be linked to communication from Education Scotland to the authorities actively discouraging them from considering STEP.

Whilst we are very aware of how busy your diary is we hope you understand that just as you, we at STEP are passionate about our ability to make a measurable difference to the outcomes of today's struggling pupils and hope that we could meet before Christmas to address some of the points we have raised. We are keen to enter the new term confident that head teachers across Scotland are aware of the tools available to them to help with the transformation of their schools and make an informed choice as to whether STEP is something they wish to include. Our vision remains consistent, to bring STEP to the 30,000 children in Scotland whose attainment could be significantly improved by having access to personalised physical literacy.

Once again, thank you for giving the Midlothian head teachers and STEP the opportunity to showcase the work delivered to date and we look forward to your continued interest.

Yours,

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





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Document 5 – b) DFM reply to STEP – Dec. 2017

December 2017

Thank you for your letter dated 23 November 2017, following my visit to see the STEP programme in action at St. David's RC Primary School in Dalkeith.

It is my belief that high-quality physical education (PE) provides children and young people with the fundamental competences and skills necessary for lifelong participation in sport and physical activity. It is also a key part of our Sports Strategy for Children and Young People. PE can have 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. A study by researchers at the universities of Strathclyde and Dundee found links between increased exercise and improved exam success in English, Maths and Science.

As part of the Scottish Government's measures to reduce the poverty-related attainment gap in Scottish schools, we have committed £750 million over the course of this parliament to help to close this gap. This funding includes £120 million of Pupil Equity Funding in the current financial year.

In respect of the use of Pupil Equity Funding (PEF), the Scottish Government believes that decisions about using specific interventions or programmes are best made by head teachers, based on the needs of the children within their respective schools. The Scottish Government, or Education Scotland therefore do not endorse or reject any commercially-run education programmes. We are aware there are currently a wide range of physical activity and literacy programmes being promoted to schools, and their choices should be based on a sound understanding of the effectiveness and impact of any specific programmes they plan to use.

Where there are any questions about the efficacy of specific interventions, Education Scotland's Attainment Advisers and other specialists can provide more in-depth advice and support. Any advice that is offered will be drawn from professional educational expertise.

Education Scotland shares different examples of practice at regional events as part of the Scottish Attainment Challenge. The next round of regional events will take place in February and March 2018. A wide range of workshops will be offered to head teachers and practitioners on different interventions, strategies and resources that schools have used PEF money to support, and their impact to date. I understand that Education Scotland has offered a workshop slot at one of the events to the STEP programme.

In respect of your request for the initiation of a nationwide study into the impact that the STEP programme can have towards the Attainment Challenge, I understand that the Wood Group and the Aberdeen Standard have already agreed to fund a pilot study of the STEP programme in the Aberdeen City area and we will be willing to consider the results of this pilot study once it has been published.

I will also be replying to [Redacted s.38(1)(b)], who wrote to me regarding the STEP programme on 26 November 2017.

JOHN SWINNEY

From: [Redacted s.38(1)(b)]
Sent: 28 November 2017 12:34:42
To: Public Engagement Unit
Subject: FW: [Redacted s.38(1)(b)] physical literacy

Attachments: Letter from [Redacted s.38(1)(b)] 26 Nov.pdf

For MACCS please

[Redacted s.38(1)(b)] | [Redacted s.38(1)(b)] | Deputy First Minister and Cabinet Secretary Education and Skills | Scottish Government | St Andrew's House | Edinburgh | EH1 3DG | Ext [Redacted s.38(1)(b)]

All e-mails and attachments sent by a Ministerial Private Office to another official on behalf of a Minister relating to a decision, request or comment made by a Minister, or a note of a Ministerial meeting, must be filed appropriately by the primary recipient. Private Offices do not keep official records of such e-mails or attachments.

From: [Redacted s.38(1)(b)]
Sent: 27 November 2017 15:24
To: Deputy First Minister and Cabinet Secretary for Education and Skills
Cc: [Redacted s.38(1)(b)]; [Redacted s.38(1)(b)]
Subject: [Redacted s.38(1)(b)] physical literacy

Hi

Please find attached correspondence for John Swinney.

Thanks

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

This email has been scanned by the Symantec Email Security.cloud service.
For more information please visit <http://www.symanteccloud.com>

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Mr John Swinney
Deputy First Minister and
Cabinet Secretary for Education

26 November 2017

Dear John,

Thank you so much for coming to visit St David's RC Primary to see STEP in action and to hear from the head teachers about the impact it is having in Scottish classrooms. I know we share a common purpose to help children who are struggling to achieve their potential and I am a firm believer that a child's physical literacy is critical to achieving this goal. Given my own experiences I am passionate about helping Scottish children who need that bit more to become confident learners.

I thought three things stood out on Thursday: the significant improvement in the behaviour and engagement of the STEP pupils, the direct benefit on the whole class, and the added benefit of improvement in teacher wellbeing. STEP embeds key skills in children that enables them to function in the classroom and as you said, this in itself, will increase the chance of them learning.

I really appreciate your offer to help us overcome the obstacles we face which are very real. On Thursday afternoon I was at Balbardie primary school in Bathgate taking assembly and meeting STEP students to be told yet again that a person from Education Scotland was actively discouraging schools from West Lothian from taking part in STEP. I am seeing Graeme Logan this week and will be raising the matter with him in person. We are facing a struggle in trying to engage with local authorities who have been told by "Education Scotland" that the STEP Programme should not be used. Consequently, accessing head teachers is extremely challenging. Schools in Edinburgh were told by authority education officials that they were not allowed to take part in STEP as Education Scotland had issued a statement that advised against it. The decision in Edinburgh has now been reversed but only after considerable intervention with the council's leaders.

We both want to do better for the Scottish children who need our support the most and I will continue to work with you and MSPs across all parties who believe that physical literacy is a key component.

Thank you again for your time, your interest and your sincerity.

Best wishes,

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

PS, what a fantastic result for Scotland at the weekend role on the Six Nations..



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Document 7- b) DFM reply to STEP Dec 2017

December 2017

Thank you for your letter dated 26 November 2017, following my visit to see the STEP programme in action at St. David's RC Primary School in Dalkeith.

It is my belief that high-quality physical education (PE) provides children and young people with the fundamental competences and skills necessary for lifelong participation in sport and physical activity. It is also a key part of our Sports Strategy for Children and Young People. PE can have 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. A study by researchers at the universities of Strathclyde and Dundee found links between increased exercise and improved exam success in English, Maths and Science.

With regard to your point about Education Scotland actively discouraging schools from taking part in the STEP programme, the Scottish Government or Education Scotland, do not publicly endorse or reject any commercially-run education programmes. Where there are any questions about the efficacy of specific interventions, Education Scotland's Attainment Advisers and other specialists can provide more in-depth advice and support. Any advice that is offered will be drawn from professional educational expertise.

Education Scotland share different examples of practice at regional events as part of the Scottish Attainment Challenge. The next round of regional events will take place in February and March 2018. A wide range of workshops will be offered to headteachers and practitioners on different interventions, strategies and resources that schools have used Pupil Equity Funding money to support, and their impact to date. I understand that Education Scotland has offered a workshop slot at one of the events to the STEP programme.

I will also be replying to [Redacted s.38(1)(b)], who wrote to me regarding the STEP programme on 23 November 2017.

JOHN SWINNEY

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>	Annex A: Background, lines to take and briefing on the Step Programme. Annex B: Biographies of Step representatives. Annex C: [Redacted – Out of scope]. Annex D: [Redacted – Out of scope]. Annex E: [Redacted – Out of scope].

	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)].

**MINISTERIAL ENGAGEMENT BRIEFING: JOHN SWINNEY
Document 10 c) and d) Briefing for DFM meeting - 30 August 2017**

<i>Engagement Title</i>	MEETING WITH [Redacted - s.38(1)(b)]
<i>Timing</i>	Normal
<i>Organisation/Venue and full address including postcode</i>	Clyde Suite Hilton Hotel 1 William Street GLASGOW G3 8HT
<i>Date and Time of Engagement</i>	Date(s): 30 August 2017 Time(s): 16:00 to 16:30
<i>Relevance to Core Script</i>	We want all children and young people to get the support that they need to reach their full potential.
<i>Greeting Party and specific meeting point on arrival (if event is at a non SE Building)</i>	DFM will already be at the venue.
<i>Specific entrance for Ministerial Car/parking arrangements</i>	<input checked="" type="checkbox"/> None DFM will already be at the venue.
<i>Venue contact Number</i>	DFM will already be at the venue.
<i>Special Dress Requirements</i>	No special requirements
<i>Summary Page (key issues, lines to take if pressed and issues to avoid)</i>	Annex: A
<i>Speech/Speaking Points</i>	Annex: No Annex
<i>Guest List or Meeting Attendees</i>	[Redacted - s.38(1)(b)] will be the only attendee.
<i>Background</i>	Annex: B
<i>Supplementary Info:</i>	[Redacted - s.38(1)(b)] chairs the Commission for Developing the Young Workforce (DYW). DYW is a shared interest of [Redacted - s.38(1)(b)] and DFM.
<i>Media Handling</i>	Non Media Event
<i>Official Support</i>	Official Names: [Redacted - s.38(1)(b)] [Redacted - s.38(1)(b)]

SUMMARY PAGE

Purpose of meeting:

- [Redacted - s.38(1)(b)] has asked to meet DFM to discuss:
 - STEP initiative;
 - [Redacted - Out of scope]; and,
 - [Redacted - Out of scope].
- DFM last met with [Redacted - s.38(1)(b)] on 23 February 2017 to discuss [Redacted - Out of scope].

Key Issues:

- [Redacted - Out of scope].
- [Redacted - Out of scope].
- [Redacted - Out of scope].

Sensitivities:

- [Redacted - Out of scope].
- [Redacted - Out of scope].

Lines to Take:

- **I would like to be completely clear about the benefits of the Step Programme before I make any further commitment.**
- **Previous and similar initiatives, while helpful for some, have not proven to be sound business initiatives and have closed. I am not willing to risk the future of Scotland's children and young people.**
- **The Step Programme did not receive an overly positive response from the Working Group of the Parliament's Cross-Party Group on Dyslexia.**
- [Redacted - Out of scope].
- [Redacted - Out of scope].

Issues to Avoid:

- **Committing to funding or further roll out of the Step Programme until it has been fully researched and the research independently verified.**

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.

IF PRESSED:

- I would like to see a copy of the full pilot study report before I consider further.
- It would not be appropriate to commit to any funding or further roll out until then.

Background on the Step Programme and previous meetings

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 2017. At a further meeting on 15 March, the Deputy First Minister was invited to view Step in action and to consider writing to all local authorities.

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. 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.

4. The theory behind the Dore method is that skills such as reading and writing are learned through practice and become automatic because the cerebellum allows the learning process to occur at the maximum rate of efficiency. The Dore method alleges that, as skills become more automatic, the working memory required to perform a task decreases. The Dore Programme aims to stimulate the development of the cerebellum and hence to strengthen the communications between the cerebrum and cerebellum. The Dore Programme stipulates that clients must be 7 years of age or older; younger clients would be more difficult to accurately assess. [Redacted s.30(b)(i) and (b)(ii)].

5. [Redacted s.30(b)(i) and (b)(ii)].

6. [Redacted s.30(b)(i) and (b)(ii)].

7. [Redacted s.30(b)(i) and (b)(ii)].

8. [Redacted s.30(b)(i) and (b)(ii)].

9. [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.”*

10. The Scottish Conservatives also led a debate in the Scottish Parliament, on 18 January 2017, focusing on their new healthy lifestyle strategy which they launched on 11 January 2017. [Redacted - Out of Scope].

11. There have also 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.

Education Scotland view on the Step Programme

12. The Step definition of 'physical literacy' differs to the one used in Scotland, 'fundamental movement skills' is a very old, traditional definition that has not served well in the past. The costs for the Step programme are significant, with no reimbursement if a pupil drops out. Education Scotland therefore advise they would not endorse this programme due to its costs. The resource costs £360 per child, per year, with a minimum of six children required to be signed up (a total of £2,160).

13. 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. Learning assistants get two and a half hours workshop training. They have limited back up support. There are concerns about Learning assistants ensuring adoption of correct posture and execution of exercises.

14. 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 per cent. There is no endeavour to pursue 'missing data' to understand why pupils drop out or what happens to them. There is little robust evidence on the benefits of the programme. Poor teaching is often cited as the reason for pupils disengaging from the programme. No evidence is available on the allegation of poor teaching.

MINISTERIAL ENGAGEMENT BRIEFING: JOHN SWINNEY

Copied to: Cabinet Secretary for Health and Sport; Minister for Public Health and Sport

Document 11 – d) DFM briefing for visit to STEP programme at St. David’s Primary School - 23 November 2017

<i>Engagement Title</i>	Visit to view STEP programme in action at St David’s RC Primary School, Dalkeith.
<i>Timing</i>	Normal
<i>Organisation/Venue and full address including postcode</i>	St David’s RC Primary School, Kippielaw, Lauder Road, Dalkeith. EH22 2PU.
<i>Date and Time of Engagement</i>	Date(s): Thursday 23 November 2017 Time(s): 09:30 am
<i>Background/Purpose</i>	Purpose/Invitation History: The Deputy First Minister has been invited to view the STEP programme in action. Invites have come from both representatives of STEP and from a letter issued to DFM by [Redacted – s.38(b)(1)] MSP on 26 October.
<i>Relevance to Core Script</i>	We want all children and young people to get the support that they need to reach their full potential.
<i>Greeting Party and specific meeting point on arrival (if event is at a non SE Building)</i>	DFM will be met on arrival, at the school entrance, by: <ul style="list-style-type: none"> • [Redacted – s.38(b)(1)], Head Teacher, St David’s RC Primary School; • [Redacted – s.38(b)(1)], [Redacted – s.38(b)(1)].
<i>Specific entrance for Ministerial Car/parking arrangements</i>	A parking space will be available for DFM’s car in the school car park.
<i>Venue contact Number</i>	[Redacted – s.38(b)(1)]
<i>Special Dress Requirements</i>	No special requirements
<i>Event Programme</i>	09:30: Arrival and demonstration of STEP in action by Learning Assistants, [Redacted – s.38(b)(1)] and [Redacted – s.38(b)(1)]. 10:00: Head teacher feedback including head and depute head teachers from other primary schools. [Redacted – s.38(b)(1)] from the Wood Group may also attend.

PRO FORMA – MINISTERIAL ENGAGEMENTS

<p><i>Summary Page (key issues, lines to take and issues to avoid)</i></p> <p><i>STEP Programme</i></p> <p><i>Education Scotland opinion</i></p> <p><i>Better Movers and Thinkers</i></p> <p><i>Active School and PE</i></p> <p><i>Directions including map(s)</i></p>	<p>10:30: Photocall. (Note: media handling below, that no media is expected.)</p> <p>Annex: A</p> <p>Annex: B</p> <p>Annex: C</p> <p>Annex: D</p> <p>Annex: E</p> <p>Directions:</p> <p>Follow A7 to Sheriffhall Roundabout and, at roundabout, take 3rd exit on left, A6106 to Dalkeith;</p> <p>Continue along Old Dalkeith Road (A6106) until Dalkeith High Street, then turn right.</p> <p>Once on Dalkeith High Street, take 1st left onto South Street (A6106).</p> <p>Continue along A6106 - South Street, then Newmills Road and onto Lauder Road.</p> <p>After crossing the River Esk, on Newmills Road, take the 2nd turning on the right (Wester Kippielaw Drive) and you have arrived at St David's Primary School.</p> <p>Please see below link on Midlothian Council website containing a map with exact location:</p> <p>https://www.midlothian.gov.uk/directory_record/104/st_davids_rc_primary_school/category/14/primary_schools</p>
<p><i>Media Handling</i></p> <p><i>Official Support</i></p>	<p>Non Media Event.</p> <p>Names: [Redacted – s.38(b)(1)] [Redacted – s.38(b)(1)]</p>

SUMMARY PAGE

Purpose of meeting:

- The Deputy First Minister has been invited to view the STEP programme in action following meetings with [Redacted – s.38(b)(1)] [Redacted – s.38(b)(1)] and other representatives from STEP. DFM has previously attended meetings to discuss STEP in January, March and August of this year.

Key Issues:

- [Redacted – Out of scope].

Lines to Take:

- [Redacted – Out of scope].

Issues to Avoid:

- [Redacted s.30(b)(i) and s.30 (b)(ii)].

STEP Programme

1. The first Scottish Primary schools to take part in the STEP Programme were all in Midlothian. St David's Primary, Lawfield Primary and St Luke's Primary all enrolled in March 2017 in a pilot initiated by Midlothian Council. By the autumn term of 2017, a further 10 schools had trained and begun using the STEP Programme, funding it from their Pupil Equity Funding allocations. A further 13 schools in Midlothian have expressed interest in beginning the Programme during the session and representatives from the STEP programme will be working with them and the local authority to facilitate it.
2. Representatives from the STEP programme say there are a further 300 schools across Scotland who have expressed a desire to enrol pupils on STEP. They also tell us that many of these schools cannot progress without the approval of their local authority.
3. The STEP website cites the following Scottish schools as STEP schools:
 - St Luke's Primary School Midlothian
 - St David's Primary School Midlothian
 - Lawfield Primary School Midlothian
 - Gorebridge Primary School Midlothian
 - Balbardie Primary School Westlothian
 - Dalmilling Primary School, South Ayrshire
 - Sacred Heart Primary School, South Ayrshire
 - St Cuthbert's Primary School, South Ayrshire
 - Wester Overton Primary School, South Lanarkshire
 - Fettes College Prep, Edinburgh
 - Gracemount Primary School, Edinburgh
 - Irvine Royal Academy, Irvine
 - Riverside Primary School, Stirling
 - Wellington Prep, Ayr

The website also lists a further five English schools and two Welsh schools.

4. 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.
5. The STEP 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 in the 2000's, which Step has a connection. Although it was highlighted, the programme delivery method for STEP was not the same.

PRO FORMA – MINISTERIAL ENGAGEMENTS

6. [Redacted – s.38(b)(1)] 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”*.
7. The Scottish Conservatives also led a debate in the Scottish Parliament, on 18 January 2017, focusing on their new healthy lifestyle strategy which they launched on 11 January 2017. [Redacted – Out of scope].
8. Officials understand that the Wood Group and Aberdeen Standard have agreed to fund a pilot study of the STEP programme in the Aberdeen City area and [Redacted – s.38(b)(1)] will attend the visit to St David's.

Education Scotland view on the STEP programme

1. DFM will recall that [Redacted – s.38(b)(1)] MSP wrote to him on 26 October asking if he had any plans to see the STEP programme in action. [Redacted – s.38(b)(1)] also referenced an official at Education Scotland who had reportedly been contacting schools and councils to dissuade them from using STEP and promoting an alternative model instead. Education Scotland said they do not endorse or reject any commercial exercise programme and the official referenced in [Redacted – s.38(b)(1)] letter said that his claims about them promoting alternative programmes were inaccurate.
2. An email from Education Scotland to SG dated 5 July does set out some concerns, including the costs of the STEP programme, which are significant, with no reimbursement if a pupil drops out. Education Scotland therefore advise they would not endorse this programme due to its costs. The resource costs £360 per child, per year, with a minimum of six children required to be signed up (a total of £2,160). [Redacted s.30(b)(i) and s.30(b)(ii)].
3. In addition, 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. Learning Assistants get two and a half hours workshop training. They have limited back up support, which is currently based in England anyway. Education Scotland have concerns about Learning Assistants ensuring adoption of correct posture and execution of exercises.
4. [Redacted s.30(b)(i) and s.30(b)(ii)].

OFFICIAL-SENSITIVE

From: [Redacted s.38(1)(b)]
DLEARN: Strategy and Performance
December 2017

Document 12 – d) Advice on STEP programme to DFM - December 2017
Deputy First Minister and Cabinet Secretary for Education and Skills

STEP PHYSICAL LITERACY PROGRAMME

Purpose

1. To provide advice on the STEP Physical Literacy programme, following your visit to see the programme in action at St. David's RC Primary School in Dalkeith on Thursday 23 November.

Priority

2. Routine

Background

3. Following your visit to see the STEP programme on 23 November, you received a letter from [Redacted s.38(1)(b)] and [Redacted s.38(1)(b)] at STEP asking you to arrange for the issue of a letter, which had been drafted, to all education authorities inviting them to engage with the STEP programme. The letter also asked for the Scottish Government to take the lead in commissioning a study into the impact the programme has on attainment. The trial would involve 3,000 pupils.

4. [Redacted s.30(b)(i) and s.30(b)(ii)].

STEP Programme

5. 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. STEP's website states the exercises improve balance, eye-tracking and co-ordination. The programme is delivered for 2 academic years by the school's own staff, usually learning assistants.

6. Representatives from the STEP programme say there are a further 300 schools across Scotland who have expressed a desire to enrol pupils on STEP however, STEP believe that many of these schools cannot progress without the approval of their local authority. Currently STEP's own website states that 14 Scottish schools currently use the programme.

Programme Costs

7. There are significant costs attached to running the STEP programme - £360 per child per year and a minimum of six children must be signed up to participate. This means there will be a minimum investment of £2,160 per year per school and there is no reimbursement if a pupil drops out. There is also a cost of about £600 to train school staff.

OFFICIAL-SENSITIVE

The training workshop consists of one 2½ hour session and the back-up support is currently based in England.

Parliamentary Consideration

8. The STEP programme was previously raised at the Parliamentary Cross Party Dyslexia working group by the chair, [Redacted s.38(1)(b)], who attended the STEP launch event. It did not receive an overly positive response from the group members, primarily due to concerns highlighted with the associated costs and reflections from the Dore programme in the 2000's, with which STEP has a connection. Although it was highlighted, the programme delivery method for STEP was not the same.

9. [Redacted s.38(1)(b)] MSP led a member's debate on the STEP Physical Literacy programme in the chamber on 11 January 2017. Her motion stated that parliament was impressed by how results have shown the programme demonstrates children learn more effectively and socialise more easily, and that the Scottish Government. Local authorities, teacher and parents consider the merits of the programme to close the attainment gap. Shirley-Anne Somerville responded on behalf of the SG and stated that the decision on what approaches should be used in schools rests with local authorities and teachers. Since you were still to hold discussion with representatives from STEP at that point, [Redacted s.38(1)(b)] response to [Redacted s.38(1)(b)] motion was non-committal since she felt it inappropriate to pre-empt those discussions by making any announcement.

Pilot Study

10. Officials understand that the Wood Group and Aberdeen Standard have agreed to fund a pilot study of the STEP programme in the Aberdeen City area. Due to a lack of substantive evidence on the effects of the STEP programme, we would recommend that until the outcome of this pilot study is known the Scottish Government supports the STEP programme as one of many physical activity initiatives that can help children and young people's health and wellbeing.

Conclusion

11. You are invited to note the contents of this submission in respect of the STEP programme and are asked to consider the responses to the letters from [Redacted s.38(1)(b)] and [Redacted s.38(1)(b)].

[Redacted s.38(1)(b)]
DLEARN: Strategy and Performance
[Redacted s.38(1)(b)]

December 2017

Copy List:			For Information
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OFFICIAL-SENSITIVE

	For Action	For Comments	Portfolio Interest	Constit Interest	General Awareness
Cabinet Secretary for Health and Sport Minister for Public Health and Sport			X X		

DG Education, Communities and Justice
Fiona Robertson, Director of Learning
Gayle Gorman, Chief Inspector of Education
Donna Bell, Strategy and Performance
Division
Graeme Logan, Education Scotland
[Redacted s.38(1)(b)]
[Redacted s.38(1)(b)]
Colin McAllister, Special Adviser
Kate Higgins, Special Adviser

STEP PHYSICAL LITERACY PROGRAMME

Correspondence from STEP

1. There has been regular correspondence from STEP, in particular regarding their concerns where they believe officials at Education Scotland are advising local authorities against using the programme in their schools and promoting their own 'Better Movers and Thinkers' programme instead. Education Scotland officials rejected this claim, their advice is that they do not endorse or reject any commercially-run programme.

We are that [Redacted s.38(1)(b)], in his capacity as a representative of STEP, has recently met with Graeme Logan, in his capacity as then interim chief at Education Scotland.

[Redacted s.30(b)(i) and s.30(b)(ii)].

Future Engagement between the Scottish Government and STEP

1. The Scottish Government aims to ensure Scottish schools meet the manifesto commitment of delivering at least two hours (or two periods) of quality PE every week. The delivery of PE is for local authorities and schools to decide.

2. There are a host of physical activity programmes currently being promoted to schools, including a programme, run by Education Scotland, called Better Movers and Thinkers (BMT) which is delivered free of charge.

3. BMT is designed to develop young people's ability to move and think in an integrated way, providing more opportunities to successfully engage with PE, physical activity and sport. The BMT process focuses on a series of movement skills, aimed at developing physical literacy, while also developing cognitive skills, and key personal qualities.

4. STEP's letter of 23 November refers back to a meeting you had in Spring, where it was agreed the Scottish Government would write to all local authorities asking them to engage with the programme. This letter has not yet issued. Officials would advise against issuing a letter which could be perceived to promote one physical activity programme over any other. Rather we would advise that a letter is issued promoting the importance of physical activity as a means to raise attainment as well as improving children and young people's health and wellbeing. A draft letter is provided in Annex B.

TEXT OF PROPOSED RESPONSE TO [Redacted s.38(1)(b)] AND [Redacted s.38(1)(b)]

I am writing to thank you for your recent letters, dated 23 and 26 November 2017, following my visit to see the STEP programme in action at St. David's RC Primary School in Dalkeith on 23 November.

The Scottish Government is clear in its commitment to closing the poverty-related attainment gap. We are allocating £750 million throughout the course of this parliamentary session through the Attainment Scotland Fund, targeting our resources at the children, schools and communities most in need.

The Scottish Government believes that quality physical education (PE) provides children and young people with the fundamental competences and skills necessary for lifelong participation in sport and physical activity. Of course, PE also 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. A study by researchers at the universities of Strathclyde and Dundee found links between increased exercise and improved exam success in English, Maths and Science.

That is why the Scottish Government has made it our aim to deliver at least two hours of PE in primary schools and at least two periods of PE in secondary schools for pupils in Secondary 1 to Secondary 4. We are therefore delighted that 98% of primary and secondary schools across Scotland continue to provide at least two hours, or two periods, of PE which demonstrates remarkable progress since 2004/05 when only 10% of schools were meeting this target.

Individual initiatives can and do work in many schools and there are many ways in which physical activity and physical literacy can be incorporated into the daily school programme. I am aware that there are currently a wide range of physical activity programmes currently being promoted to both schools and local authorities and the Scottish Government believes that local authorities, in conjunction with schools in their respective areas, are best placed to decide how to deliver the curriculum.

We therefore encourage schools to use tailored physical activity programmes, based on whichever programmes they feel best meet their local needs and circumstances. It is good practice for schools to consult with children and young people and their parents, and respond to their views appropriately, to ensure that physical activity and literacy programmes they use best meet the needs of all children and young people in the school or educational setting.

Document 13 – d) Briefing on the STEP programme and Scottish Attainment Challenge

STEP PROGRAMME AND THE SCOTTISH ATTAINMENT CHALLENGE - LINES TO TAKE AND BRIEFING

Lines to take:

- [Redacted - Out of scope]

IF PRESSED:

- I would like to see your pilot study report before I consider further.
- It would not be appropriate to commit to any further roll out until then.

BACKGROUND ON THE STEP PROGRAMME AND PREVIOUS MEETINGS

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 2017. At a further meeting on 15 March, the Deputy First Minister was invited to view Step in action and to consider writing to all local authorities.
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. 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.
4. [Redacted s.30(b)(i) and s.30(b)(ii)].
5. [Redacted s.30(b)(i) and s.30(b)(ii)].
6. [Redacted s.30(b)(i) and s.30(b)(ii)].
7. [Redacted s.30(b)(i) and s.30(b)(ii)].
8. [Redacted s.30(b)(i) and s.30(b)(ii)].
9. [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.”*
10. The Scottish Conservatives also led a debate in the Scottish Parliament, on 18 January 2017, focusing on their new healthy lifestyle strategy which they launched on 11 January 2017. [Redacted - Out of scope].
11. There have also 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.

EDUCATION SCOTLAND VIEW ON THE STEP PROGRAMME

12. The Step definition of 'physical literacy' differs to the one used in Scotland, 'fundamental movement skills' is a very old, traditional definition that has not served well in the past. The costs for the Step programme are significant, with no reimbursement if a pupil drops out. Education Scotland therefore advise they would not endorse this programme due to its costs. The resource costs £360 per child, per year, with a minimum of six children required to be signed up (a total of £2,160).

13. 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. Learning assistants get two and a half hours workshop training. They have limited back up support. There are concerns about Learning assistants ensuring adoption of correct posture and execution of exercises.

14. 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. There is no endeavor to pursue 'missing data' to understand why pupils drop out or what happens to them. There is little robust evidence on the benefits of the programme. Poor teaching is often cited as the reason for pupils disengaging from the programme. No evidence is available on the allegation of poor teaching.

15. [Redacted - Out of scope].