



Appendix 1

Education and Children's Services

Raising Attainment Strategy Update

2018

Executive Summary

This report provides an update for the academic session 2017-18 on the progress of the Perth & Kinross [Raising Attainment Strategy](#), agreed by the Lifelong Learning Committee on 2 November 2016 ([Report 16/348](#)) as well as the supporting [implementation plan](#). It meets the requirement set out by the Scottish Government on reporting progress on the priorities set out in the National Improvement Framework ([NIF](#)) for education and also those of the Pupil Equity Fund (PEF) in tackling the poverty related attainment gap.

The report is structured around the four key priorities of the NIF and also the main improvement themes set out in the Council's original strategy. Updates are provided on the actions planned and undertaken throughout 2017/18 as well as the direction of next steps. There has been extensive progress in one year across the large number of activity and improvement areas, but being extended programmes of work many will continue to develop further to meet the objectives of National Improvement Framework.

- Work in **early years** settings on their development, communication and early literacy prepares children for school.
- Schools are increasingly developing new ways of delivering **family learning** opportunities, and wider **parenting** programmes are increasing their support to families with younger and older children.
- Extensive work around **literacy and numeracy** at all levels reinforces the importance that this holds. Effective tracking and monitoring of progress in attainment and also wellbeing is widespread. **Digital** technologies are increasingly used to enhance teaching and learning.
- **Leadership** programmes are developing the appropriate insight, skills and behaviours for current and future education leaders, and all staff increasingly understands the socio-economic contexts of their schools.
- Evidence-based and data-driven **improvement activity** is widespread and continually expanding. Interventions to address the poverty-related gap are well-planned and increasingly well-evaluated to show impact. Effective planning for **school improvement** and implementing PEF draws upon increasingly sophisticated data resources.
- Many staff have both skills and confidence to address **emotional wellbeing** issues raised by children and young people as quickly as possible. Improvement projects to build resilience and coping skills in young people are under way.
- Secondary schools continue to develop their curricular options with a view to increasing **vocational** opportunities while maintaining a broad academic offer. The range and number of foundation apprenticeships is increasing.
- There is an increase in **employer engagement** with schools, employer visits, employer contribution to the curriculum, workplace visits and the number of work experience opportunities have increased.

A range of performance information is presented, describing progress in the principal and supporting measures established in the strategy. As previously reported these explore both **excellence** – raising overall performance for all and **equity** – narrowing the poverty-related gaps in outcomes. Key points highlighted are:

- Small improvements are beginning to be seen in proportions of pre-school children meeting expected **development milestones**. Additionally there are initial indications of a narrowing of the gap across deprivation categories.
- Attainment across **literacy and numeracy** at P1, P4, P7 and S3 continues to increase steadily, based on teacher judgements of Curriculum for Excellence (CfE) levels. There are also early indications of closing the attainment gap at all stages. **Writing** and **numeracy** levels are generally lower than for **reading** and **listening/talking**, especially for P4 and P7, and the poverty-related gaps more persistent, highlighting continuing priorities for the literacy and numeracy strategies that have been established across the authority.
- For **school leavers**, literacy and numeracy qualifications achieved are generally increasing across both SCQF levels 4 and 5. However, more recently this increase has fallen behind the virtual comparator (VC) especially at level 5, indicating continued focus is required. For those S4 and S5 leavers without Highers, 70% achieved a **vocational qualification**.

- **Senior phase attainment** for leavers continues to be good, with an overall upward trend. However poverty-related gaps evident in all areas of attainment and leaver destinations remain. It may be that narrowing of gaps in these areas will be seen over a longer time period, once the effects of improvements and interventions earlier in young peoples' lives (including PEF) become evident for school leavers.
- There are indications that educational outcomes for looked after children are also improving.

Looking at supporting performance measures:

- **Exclusions** from school continue to reduce. Overall **attendance** in secondary is steady and primary attendance has fallen slightly over recent years in line with national trends related to unauthorised parental holidays.
- Most primary schools (95%) have received training in Bounce Back, a programme to promote **resilience** levels of children.
- Around 600 staff (the majority in schools) have now completed training delivered by CAMHS to increase their skills and confidence to address **emotional wellbeing** issues raised by children and young people as quickly as possible before they develop and require specialist intervention.
- Participation in **Active Schools** activities is steadily increasing and in primary the participation gap has largely been eliminated.

It may be helpful to consider this report alongside the Education and Children's Services [Annual Performance Report](#) for 2017/18 which considers the full breadth of services provided in the area, including those supporting children and families in a range of ways which may not relate directly to school-based attainment and achievement but certainly act to support children and young people to achieve their fullest potential.

Contents

| | |
|--|---|
| Introduction | 1 |
| <u>NIF Priorities</u> | |
| Priority 1: | Improvement in attainment particularly in literacy and numeracy 2 |
| Priority 2: | Closing the attainment gap between the most and least disadvantaged 9 |
| Priority 3: | Improvement in children and young people's health and wellbeing 18 |
| Priority 4: | Improvement in employability skills and sustained, positive school leaver destinations for all young people 22 |
| <u>PKC Improvement Themes</u> | |
| Leadership at all levels | 26 |
| Excellence in learning and teaching | 26 |
| Effective interventions | 26 |
| Engaging with families and communities | 28 |
| Use of evidence and data | 28 |
| Conclusion | 29 |
| Appendix : Supporting data | 30 |

Introduction

The [*Standards in Scotland's Schools etc. Act 2000*](#) (as amended by the [*Education \(Scotland\) Act 2016*](#)) requires education authorities to prepare an annual report describing:

- a) Actions taken to reduce inequalities of educational outcome experienced by pupils as a result of socio-economic, or other, disadvantage.
- b) How the authority has due regard for the views of stakeholders, such as pupils, parents and families when making strategic decisions
- c) Actions taken to achieve the strategic priorities of the [*National Improvement Framework*](#)
- d) The educational benefits for pupils resulting from these actions

This report is a response to that requirement, reporting on the academic session 2017-18, and provides an update on the progress of the Perth & Kinross [*Raising Attainment Strategy*](#), agreed by the Lifelong Learning Committee on 2 November 2016 ([*Report 16/348*](#)) as well as the supporting [*implementation plan*](#).

Pupil Equity Funding is additional funding allocated directly to schools as part of the Scottish Government's [*Scottish Attainment Challenge*](#) programme, and is targeted at closing the poverty-related attainment gap. In Perth and Kinross, 76 schools shared £1.6M of Scottish Government funding in 2017-18. Authorities are required to report to the Scottish Government summarising the outcomes and performance as a result of the funding.

The report outlines progress towards each of the priorities identified in the National Improvement Framework (NIF) and provides updates on the main actions outlined in the Raising Attainment Implementation Plan against each of these priorities:

- Improvement in attainment particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged
- Improvement in children and young people's health and wellbeing
- Improvement in employability skills and sustained, positive school leaver destinations for all young people

The report also outlines progress under each of the key drivers of improvement identified in the NIF:

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School improvement
- Performance information

NIF Priority 1 : Improvement in attainment, particularly in literacy and numeracy

All teachers are required to assess and record the progress made by each pupil in every class in Reading, Writing, Listening and Talking and Numeracy. Teacher professional judgement in Perth and Kinross has been supported by the use of the National Benchmarks in Literacy and Numeracy, to ensure that teachers have a shared understanding of expected standards of children at different stages. A focus for this academic session has been to ensure that the benchmarks are understood and used in all schools to help all teachers make informed judgements about progress in learning across the whole curriculum.

This information is monitored at class, school, local management group and authority-wide level as required. The data gathered from these teacher judgements from June 2016 to June 2018, along with figures from previous years, shows a generally improving trend in literacy and numeracy. However, there continues to be no room for complacency as the P4 data shows that improvement has not been as steady as in other stages, although the latest year shows improvement. The improvement in numeracy, in all schools, has not been as strong over the last three years and is an area of focus.

The Perth and Kinross tracking spreadsheets and the Attainment Suite are supporting all primary schools in their attainment discussions. Pupil attainment is also a feature of school improvement visits. To support achievement of a level and full engagement with the Benchmarks, schools are challenged to engage with moderation of their judgements. This will continue to be a focus for our work with schools this year.

Phase 2 of Closing the Communication Gap was rolled out to an additional 13 schools in April 2018. The programme develops practitioners' skills to support children's language and communication development and early reading skills. Parents are also involved in the programme to share with them information on ways to support children's language and communication skills at home. Data gathered from phase 1 has shown an increase in practitioner awareness of their own language levels and style when talking and listening to children, an increase in practitioner awareness of consciously introducing new vocabulary in daily spoken activities and all practitioners said that the programme has changed their practice. Almost all parents said they are more aware of ways to develop children's language development at home as a result of the programme.

Education and Children's Services (ECS) extended the time allocated to literacy and numeracy development in our probationer induction programme to ensure a heightened and more targeted focus on improving literacy and numeracy skills. Evaluations indicated that both primary and secondary probationary teachers now have a greater knowledge of the key opportunities and challenges in raising attainment and closing the gap in literacy and numeracy, are motivated to improve the quality of literacy and vocabulary-rich environments and understand the expectations for all teachers in PKC to deliver excellence and equity.

Strategies for literacy, numeracy (and health and wellbeing) have been developed and distributed widely. The existence and purpose of the National Numeracy Hub continues to be shared widely across Perth and Kinross through a range of communication methods. Schools and individual practitioners are using the Hub for career-long professional learning to suit their school/individual contexts.

The National Children and Young People Improvement Collaborative Stretch Aim by 2020 is that at least 85% of Children within each SIMD quintile will have reached all of their developmental milestones at time of their 27-30 month and 4-5 year child health reviews. Until the latter review is fully established, Perth and Kinross Council collects development milestone information of all pre-school children using its own approach.

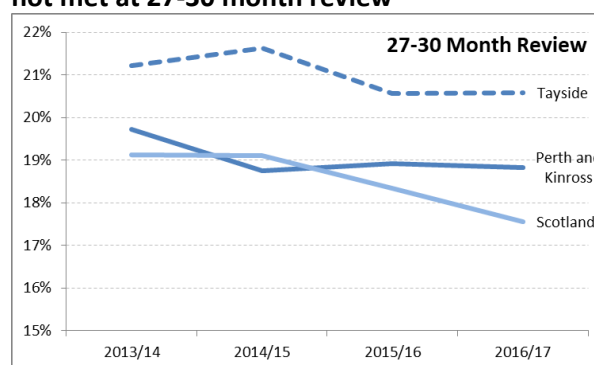
Early intervention in the childrens' development is likely to have long-term benefits across many measurable outcomes. Both measures shown here indicate gradual improvement and there are indications that the gradient (gap) across deprivation categories is reducing.

Figure 1 : Development milestones at 27-30 Months and prior to starting school (P1)

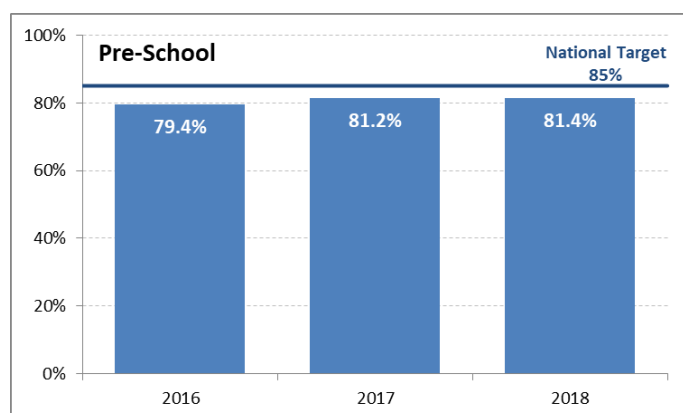
Due to a change in reporting to new domains, a large number of assessments were incomplete across Scotland in 2016/17. This will impact on the headline figure of "no concerns" that is usually reported. Therefore figures of "% that have a concern in any domain" are shown instead and these indicate an improving trend for Perth and Kinross (ie reducing number).

Source: NHS ISD. Data tables are provided in Appendix 1 : Table 1

Proportion of children where at least one milestone is not met at 27-30 month review



Proportion of P1 children meeting all developmental milestones prior to starting school



There is a gradual improvement (increase) seen in pre-school developmental milestones being met and also indications of a closing of the gap across deprivation categories.

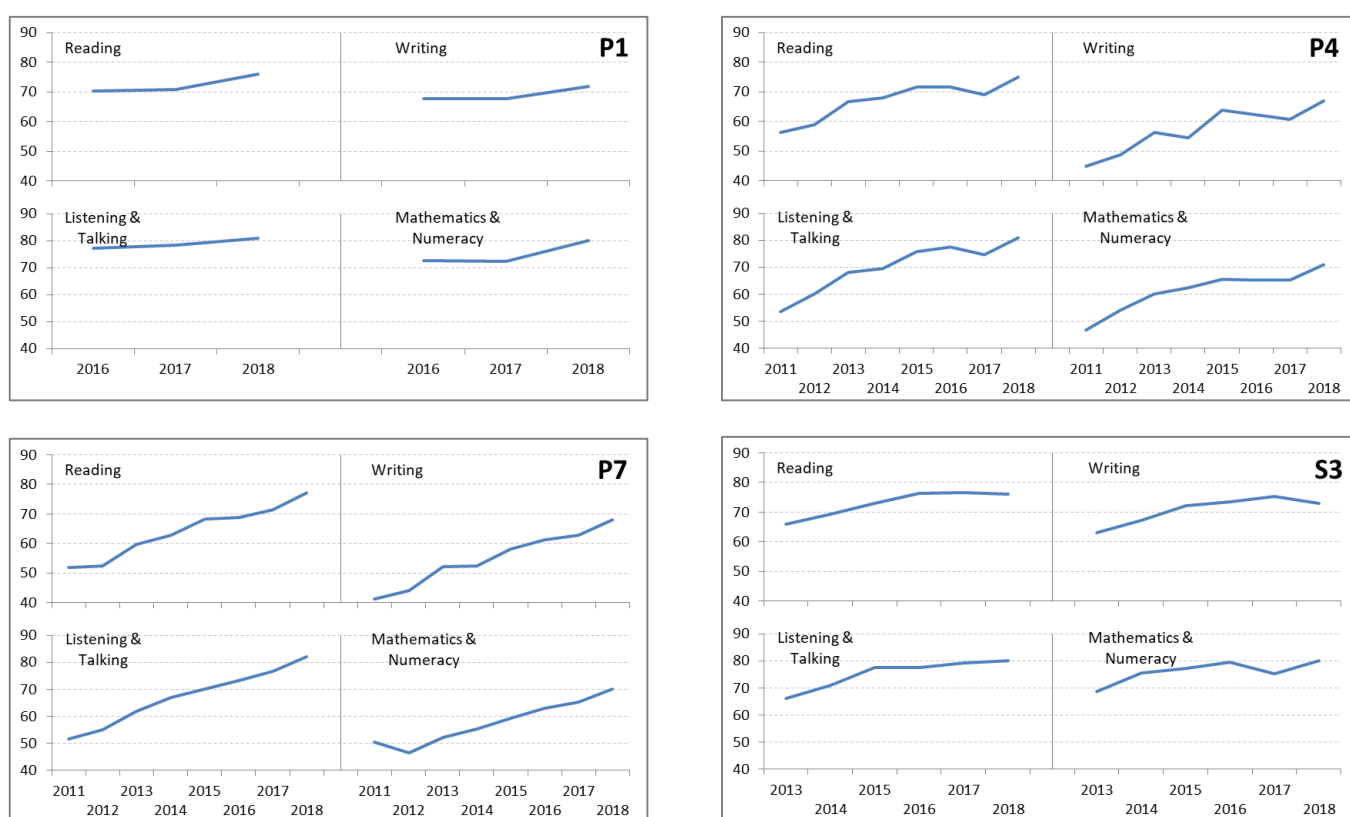
Boys remain more likely to not meet developmental milestones. Emotional development, and speech and language are the development areas most commonly not met.

Source: NHS ISD/ PKC Schools. Data tables are provided in Appendix 1 : Table 2

Prior to 2018, teacher judgements of pupil progress within and across CfE levels were based upon judgments of 'working within a level'. Teacher judgements gathered at the end of P1, P4, P7 were done so without national benchmarks to provide clarity on the national expected standards around early, first and second levels; 'PKC indicators' to inform judgement of levels were developed as a means to support teachers. The 2018 collection is the first one subsequent to publication and use of national benchmarks. Along with a focus on the guidance regarding 'achievement of a level' they mark a new 'baseline' for consideration of future performance, which is lower than that previously reported locally and nationally. A new collection method using tracking and monitoring spreadsheets was used which included a greater detail of recording pupil progress. Previous years' figures are adjusted in line with this. Collection approaches in S3 are unchanged.

Steady progress in levels achieved is shown across all stages and areas. However, writing and numeracy levels are generally lower than for reading and listening and talking, especially for P4 and P7, highlighting priorities for the literacy and numeracy strategies that have been established.

Figure 2 : Proportion of pupils achieving expected levels (CfE) of literacy and numeracy at P1, P4, P7 and S3



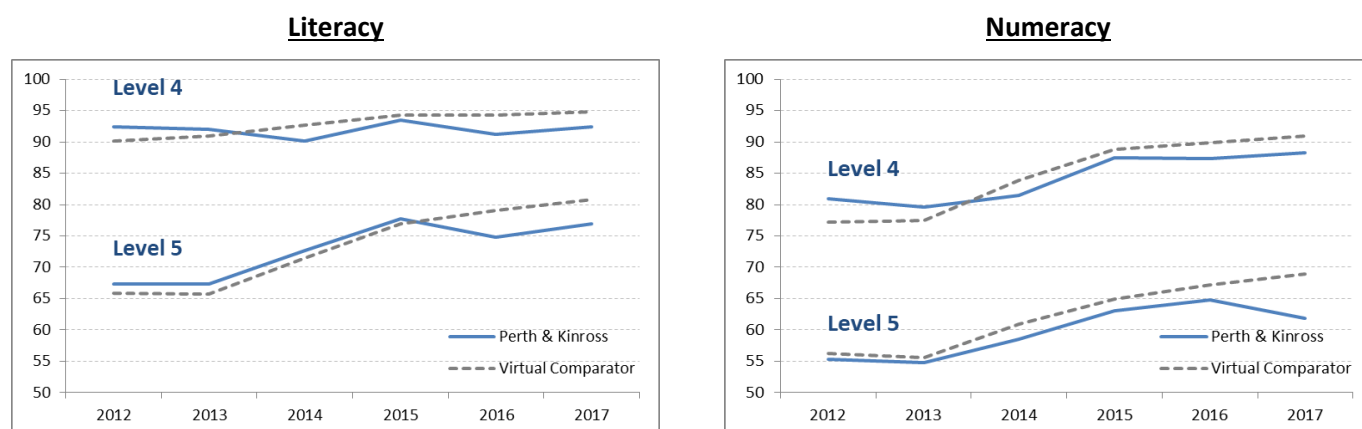
Source: PKC Schools. Data tables are provided in Appendix 1 : Table 3

Looking at attainment throughout the Senior Phase (S4-S6 of secondary), the Scottish Government benchmarking tool, *Insight*, assists schools and authorities support the key principles and purpose of Curriculum for Excellence, drawing together a range of attainment data for analysis. *Insight* includes the Virtual Comparator (VC) feature, which takes the key characteristics of each Perth and Kinross pupil that influence attainment and matches them to the average of 10 similar pupils from across Scotland. This benchmark is an effective way to help understand the authority strengths and areas for improvement.

In this section the attainment of school leavers is considered, this being the national approach to benchmarking performance and attainment achieved across S4, S5 and S6. However, for completeness, more traditional measures of the breadth and depth of attainment achieved by individual year groups are included in the Appendix (Table 9). This year, there was an unchanged result for National 5 awards achieved in S4, whereas S5 had a strong performance and S6 results were slightly lower than three very strong years previously.

Reflecting improvements seen in CfE levels, the literacy and numeracy qualifications achieved by school leavers is generally increasing across both SCQF¹ levels 4 and 5. However, more recently this increase has fallen behind the virtual comparator (VC) especially at level 5, indicating continued focus is required.

Figure 3 : Proportion of school leavers achieving literacy and numeracy at SCQF levels 4 and 5



Source: *Insight*. Data tables are provided in Appendix 1 : Table 5

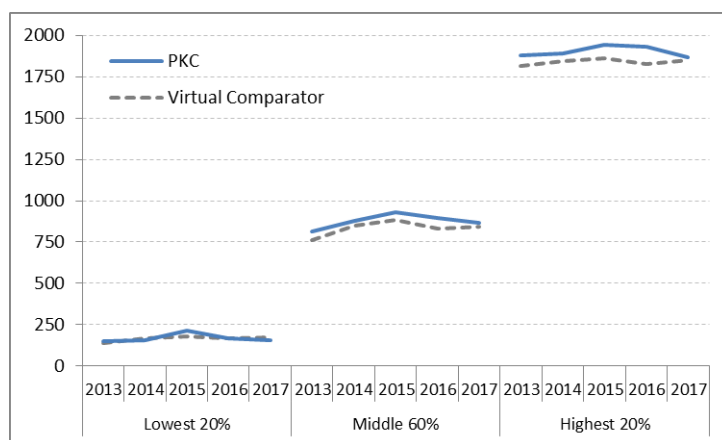
¹ Scottish Credit and Qualifications Framework

Insight uses tariff points to compile ‘latest and best’ attainment for individuals in a way that recognises all types of achievements and awards from a range of providers. Using average total tariff points is a way to produce overall summary measures of attainment.

Overall the average tariff points have remained relatively steady, with a peak in 2015 where results were particularly strong. The average is also consistently higher than the authority’s virtual Comparator, other than the most recent results in the Lowest Achieving 20% group, highlighting the continued focus needed.

Source: Insight. Data tables are provided in Appendix 1 : Table 7

Figure 4 : Average Total Tariff Score of school leavers, grouped by achievement level



| Actions for 17/18 | Progress/Evidence | Next Steps |
|--|--|--|
| <p>Literacy and Numeracy benchmarks in use from August 2017. Teachers, schools and LMGs moderate to support teacher professional judgement in achieving a level.</p> | <p>Teacher professional judgement in Perth and Kinross has been supported by the use of the National Benchmarks in Literacy and Numeracy. Judgements have been based on achievement of a level and there continues to be varying levels of teacher confidence. To support achievement of a level and full engagement with the Benchmarks, schools are challenged to engage with moderation of their judgements.</p> | <p>A continued focus for 18/19.</p> |
| <p>Launch 3-18 Literacy Strategy in November 2018 and develop and launch 3-18 Numeracy Strategy for Raising Attainment.</p> | <p>The PKC Literacy Strategy provides clear direction for all to ensure that our learners experience the highest quality of literacy learning and teaching at all stages from the early years to adulthood. Educational Psychology input has supported the gathering of sound research to determine effective universal and targeted approaches to raising attainment. Impact is being measured through the improvement in young children's emergent literacy skills, the number of learners attaining appropriate Curriculum for Excellence Levels in P1, P4, P7 and S3 and the percentage of pupils attaining National Qualifications. The strategy was launched in August 2018. A similar process has been undertaken with the PKC Numeracy Strategy.</p> | <p>All ELC (Early Learning and Childcare) settings supported to embed approaches to enhance childrens' early communication and literacy skills.</p> <p>Implement year 1 of literacy and numeracy strategies, including establishing steering group to oversee implementation and measure impact.</p> <p>Good practice in literacy and numeracy continues to be shared at Authority, Local Management Group, School and Curriculum Improvement Network level.</p> |
| <p>Continue to develop and support the role of literacy and numeracy coordinators and share good practice and ideas to improve learning and teaching across all schools.</p> | <p>Literacy and numeracy coordinators in schools support practitioners to develop their understanding of relevance to curricular areas.</p> | <p>Literacy and numeracy remains a priority for the PKC Curriculum Improvement Networks and DHT (Depute Headteacher) School Improvement and DHT Support groups.</p> <p>Establish literacy and numeracy strategy steering groups to oversee implementation of strategy and measure impact.</p> |

| Actions for 17/18 | Progress/Evidence | Next Steps |
|---|--|--|
| Continue the use of the Primary One Literacy Assessment and Action Resource (POLAAR) in all Primary schools to identify and assess children who are most at risk of developing later difficulties with reading and writing. | Successful CLPL (career long professional learning) sessions for Primary 1 teachers on the POLAAR resource have been well attended. | There is a continued expectation that schools in PKC will use POLAAR to reduce barriers to literacy for individual or small groups of pupils. |
| Implement the Digital Learning Strategy to enhance learning and teaching in literacy and numeracy. | Three schools have achieved the <i>Digital Schools Award</i> and a further 15 are registered or are in the process of achieving award. | Identify and provide digital professional learning. Review and identify further infrastructure needs Implement the Digital Virtual Campus across a number of centres and settings. |
| Support the introduction of Scottish National Standardised Assessments (SNSAs) in 2017-18. | The successful implementation of Year 1 of SNSA, with very high levels of engagement and usage. | Review Scottish National Standardised Assessment policy and procedures with Headteacher focus group and implement. |
| All schools use SNSA analysis to support planned interventions in literacy and numeracy. | Initial use of the interim information provided by SNSA has informed teachers' professional judgements. | As SNSA evidence becomes fully standardised and more robust, increase understanding and its use in planning. |

NIF Priority 2 : Closing the attainment gap between the most and least disadvantaged

The targeted use of the **Pupil Equity Fund (PEF)** was a main area of development in 2017/18.

Whilst decision-making on PEF is devolved to schools, Education and Children's Services provides clear guidance to schools to assist in ensuring its use supports both national and local priorities. It was structured as:

- Identify gaps, using the full range of data and information resources made available centrally;
- Decide on appropriate interventions, drawing on appropriate evidence and guidance;
- Measuring impact, particularly for identified target groups.

Supported by Educational Psychologists, schools have been encouraged to engage with action research approaches to ensure evidence of the impact of any interventions was able to be identified and measured. This way of working provided an opportunity for schools to identify their own unique challenges and solutions. Schools established a baseline of current performance in a particular area, eg reading for understanding; identified the appropriate interventions based on evidence of impact; planned and implemented the necessary improvements and then monitored and assessed the impact the changes were having on attainment. Staff continue to plan and implement action research by selecting and analysing appropriate data, and then tracking its impact on pupil's educational experiences.

Key to ensuring that the interventions used in PEF (and others) had the maximum impact, analysis support was provided to schools by the Research and Performance Team centrally and the data resources of the Attainment Suite were further developed (and continue to be).

Evaluation

After one academic year of planning for the use of PEF, individual school evaluations of progress are at the early stages. The following examples aim to highlight some of the impact which is already evident. Looking ahead to session 2018/19, schools are having an even greater focus on analysing their available data to further target a range of gaps for pupils.

In many schools, additional staffing is providing a more effective way of identifying young people who require targeted support. It is also providing more training and capacity within teams to deliver activities and interventions which support young people in their achievement and their health and wellbeing.

- Secondary schools have enhanced analysis that displays how young people from all backgrounds achieve in comparison to their virtual comparator. Schools have increased the tracking of pupils and are identifying, for example, those at risk of leaving with no qualifications and intervening early.
- In secondary schools, interventions and support, by extended pupil support teams have resulted in improvements such as the recognition of achievements. Young people report improved experiences in areas such as personal support and this has also been achieved through the extended support teams. This includes, for example, enhanced and improved communication with parents and has led to greater capacity to prioritise and deal with individual concerns.
- Staff surveys conducted in some secondary settings show that they have a clear understanding of the social, cultural and economic context of their schools including the demographics surrounding the poverty related attainment gap, how to measure it and also PEF. Most staff who respond to surveys state they use information and data effectively to identify and reduce inequalities in children and young people's

outcomes. There is evidence from departmental reviews and equity tracking conversations that practitioners use this information to plan support for learning in class leading to improved outcomes for learners. PEF Innovation funds that have been established are allowing individuals, groups and departments to be innovative and seek funding to address local inequalities and close the poverty related attainment gap, including participatory budgeting (Local Action Partnership) initiatives. Staff report increased confidence with strategies to support young people's wellbeing.

- Pupils report increasing satisfaction with interventions that are targeted and universal, for example, experiencing silent reading time in class each week. This prioritisation of reading time shows impact which is reflected in the high levels of success in progress in relation to the literacy benchmarks. The introduction of new approaches and resources to delivery in literacy and numeracy have been well received by young people, staff and parents and already are having a beneficial impact.
- In many primary schools staff have been able to work closely to deliver high quality small group support to those learners who have been identified through the data available to the school. Funding has been used to support training, additional resources and staffing. Where there has been a focus on closing the gap in reading accuracy and comprehension for some pupils there has been measurable success with particular interventions which have been supported by Educational Psychology Service. Some recorded evidence of progress record an average gain of 3 years in reading age for a targeted group of pupils. In another example, there has been an average increase of 6 years 5 months in reading accuracy. As a result of another reading intervention, current evidence shows that identified pupils demonstrated an increase in spelling scores and reading accuracy.
- Individual schools are tracking and monitoring the progress of targeted children and are noting progress in literacy and numeracy and areas of emotional wellbeing.

As schools move into the second year of planning for and evaluating the use of Pupil Equity Fund, there will be a greater amount of evidence available. To support the collection of this evidence, baseline measures have been established and the evaluation of the impact of PEF will become more measurable over time through these as well as the main outcome measures reported here. To support its analysis, the authority is well-placed to guide and assist schools to do this most efficiently and effectively.

During the year, the Council's internal audit service carried out a review to examine the arrangements put in place to ensure that schools understand, and can demonstrate consideration of, appropriate utilisation of Pupil Equity Funding in line with national guidance. It concluded that the internal controls in place were strong.

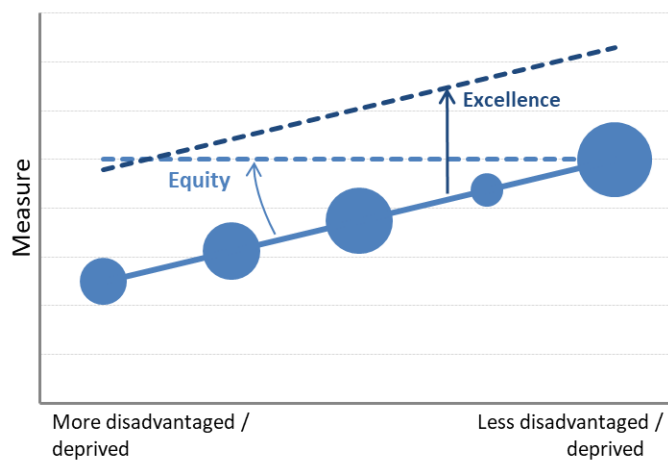
| Actions for 17/18 | Progress/Evidence | Next Steps |
|---|--|--|
| Using all resources available, including PEF where appropriate, all schools use data to analyse where the most significant educational gaps are and prioritise support, challenge and intervention by selecting the appropriate evidence based interventions that targets those gaps. | The School Improvement Framework has been refreshed to take account of the learning from the first year of PEF. School Improvement Plans contain a more detailed analysis of a school's attainment gaps and the actions and evidence-based interventions that have been identified. PEF spend is also clearly identified in the School Improvement Plan. | Provide ongoing support to schools in implementing evidence-based approaches to close the gap including use of Pupil Equity Funding. |

| Actions for 17/18 | Progress/Evidence | Next Steps |
|--|--|---|
| <p>Building on the success of the Closing the Gap programme (CTG), all schools identify the baseline data to develop appropriate interventions.</p> | <p>The School Improvement Framework has been refreshed to take account of the learning from the first year of the PEF. School Improvement Plans contain a more detailed analysis of a school's attainment gap and the actions and evidence-based interventions that have been identified. PEF spend is also clearly identified in the School Improvement Plan.</p> <p>It is clear from the plans analysed by officers that there is an improved understanding and consistency across schools in identifying gaps and planning for appropriate interventions.</p> | <p>Within the Framework, develop improved guidance and support to schools to make best of use of improving data and analytical resources to identify gaps and evaluate the impact of interventions.</p> |
| <p>All schools and centres will engage in action research approaches or use improvement science models to improve the evidence of impact of interventions.</p> | <p>Supported by Educational Psychologists, schools in the Closing the Gap programme have used action research approaches to ensure evidence of the impact of any interventions was able to identified and measured. This provided an opportunity for schools to identify their own unique challenges and solutions. Schools established a baseline of current performance in a particular area, identified the appropriate interventions based on evidence of impact, planned and implemented the necessary improvements and then monitored and assessed the impact the changes were having on attainment.</p> <p>There continues to be a focus on Self-Regulation in Action using action research in primary schools. ECS staff Practitioners were supported to develop young people's self-regulation skills. Evaluations have shown that this led to improvements in attainment and achievement, especially for those from more deprived backgrounds.</p> | <p>Provide ongoing support to schools in implementing evidence-based approaches to close the gap including use of PEF.</p> <p>Support Action Research, Model for Improvement and use of data.</p> |
| <p>Using the recommendations of the Inclusion Services Review, implementation plans are developed for 2018-19.</p> | <p>Significant work undertaken, supported by expert working groups, on understanding predictable needs of learners across schools, as well the exceptional variance that cannot be readily established/predicted.</p> | <p>Implement the Inclusion Review to deliver equitable and excellent education which meets the needs of all learners.</p> |
| <p>All schools will review the impact of planned interventions to reduce the attainment gap for pupils in ACORN 5/SIMD 1 and 2 and share successful strategies and programmes.</p> | <p>Significant work undertaken over the last year by schools to identify gaps and review the impact of interventions. Further work is required to ensure that a consistent set of measures are used to measure baseline and progress. A directory of strategies used has been collated and shared with schools.</p> | <p>Provide ongoing support to schools in implementing evidence-based approaches to close the gap including use of PEF.</p> <p>Support Action Research, Model for Improvement and use of data.</p> |

Excellence and Equity

In order to identify if the actions taken to improve our priorities have been effective, measures are aligned to the strategy's two overall objectives.

1. **Excellence** – we strive to improve performance across the board. In simple terms we aim to increase the combined 'average' of all individuals and **raise the line**.
2. **Equity** – we strive to reduce the “gaps” between those disadvantaged in different ways because of their circumstances. In simple terms we aim to **flatten the line** across groups of different advantage/deprivation.

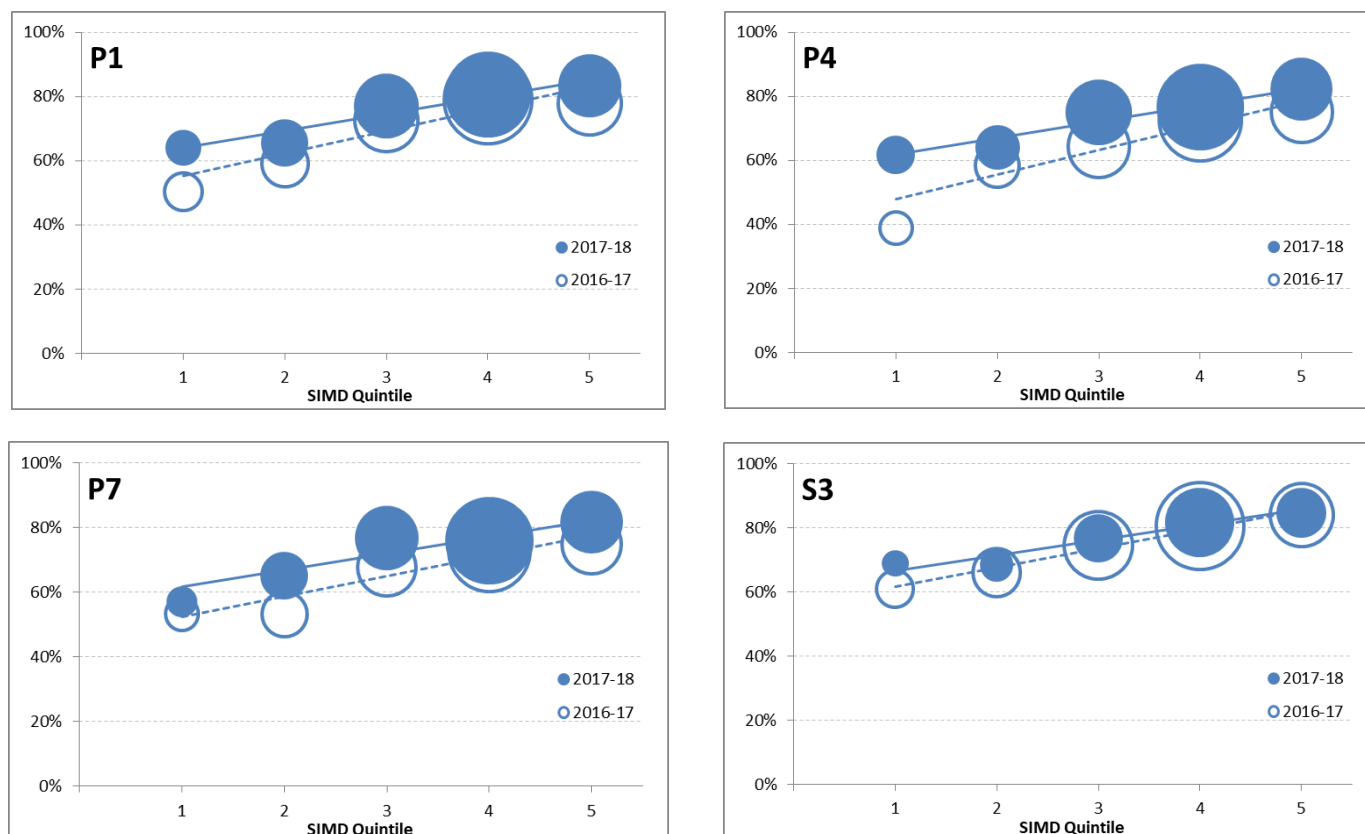


These principles are shown simply below but progress will likely be a complex combination of these two factors. In showing progress, we aim to draw upon a broad range of evidence rather than relying on single, narrow measures. Changes are likely to be seen reliably over several years and year-by-year comparison should be done with care. In this report, at authority level, the Scottish Index of Multiple Deprivation (SIMD) is used to understand the effects of poverty. However, for the majority of schools, SIMD is considered weak for differentiating pupil background or statistical analysis, and the ACORN classification is used preferentially.

Broad General Education (P1 – S3)

There is a similar gap at each stage, when viewed across SIMD Quintiles (in Figure 5) with all curricular areas combined, and for pre-school developmental milestones (not shown). Initial indications show the gap narrowed in all cases last year, with the gradient of the inequality line flattening as **shown in Figure 5**. This is also confirmed when using alternative measures of deprivation such as ACORN². There are indications that the gap in **writing** is harder to close for all ages as well as **numeracy** for older pupils. Further years of data will be needed to confirm these as established trends.

Figure 5 : Proportion of pupils achieving expected levels (CfE) by SIMD Quintile



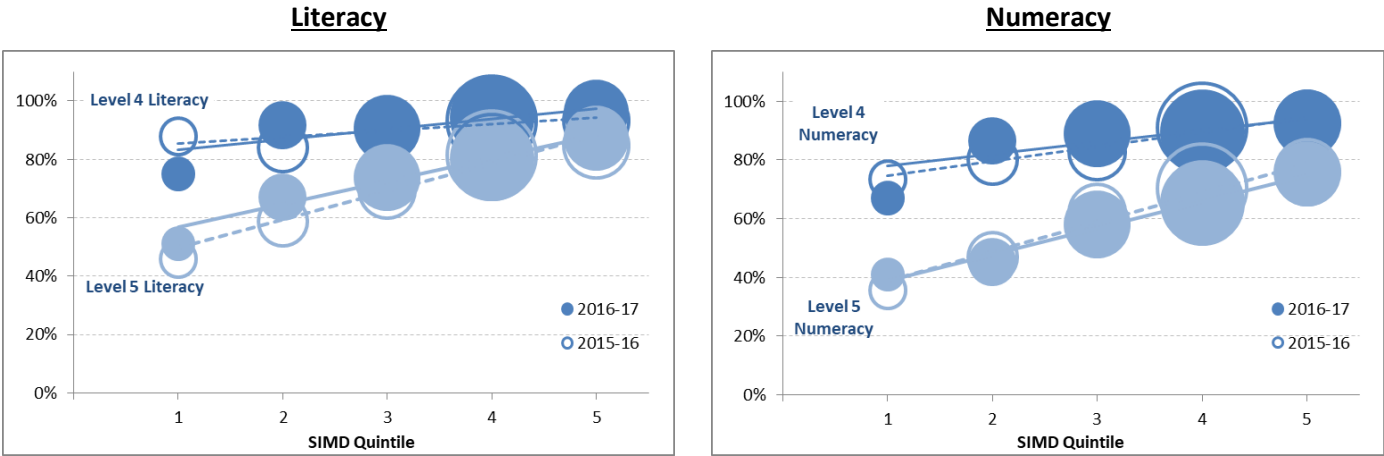
Source: PKC Schools. Data tables are provided in Appendix 1 : Table 4

² ACORN is a small-area classification used in P&K alongside or in place of SIMD to understand communities and households.

Senior Phase (S4 – S6)

Consideration of attainment in Literacy and Numeracy for school leavers across SIMD quintiles clearly shows the attainment gap, particularly at SCQF level 5. There are indications of slight improvements (closing the gap) for both level 5 literacy and numeracy (Figure 6).

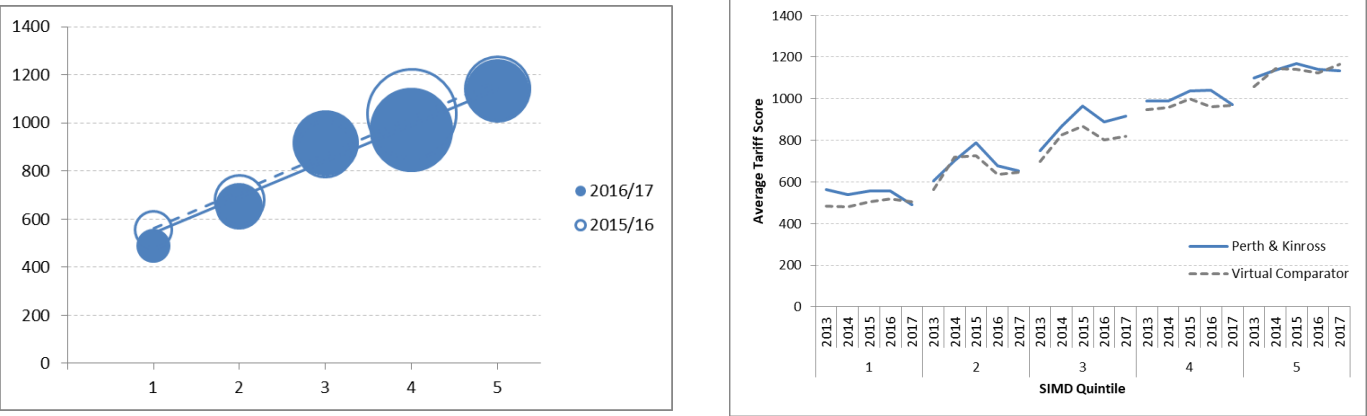
Figure 6 : Proportion of school leavers achieving literacy and numeracy at levels 4 and 5 by SIMD Quintile



Source: Insight. Data tables are provided in Appendix 1 : Table 6

The average total tariff score of school leavers also shows a clear attainment gap. Pupils from lower deciles tend to leave school earlier and this has a strong influence on number of tariff points accrued. This gap is relatively unchanged between 2015/16 and 2016/17, although the overall average has reduced from **958** in 2015/16 to **926** in 2016/17. In comparison to the Virtual Comparator, PKC is generally higher although the overall trend is similar.

Figure 7 : Average Total Tariff Score of school leavers by SIMD Quintile



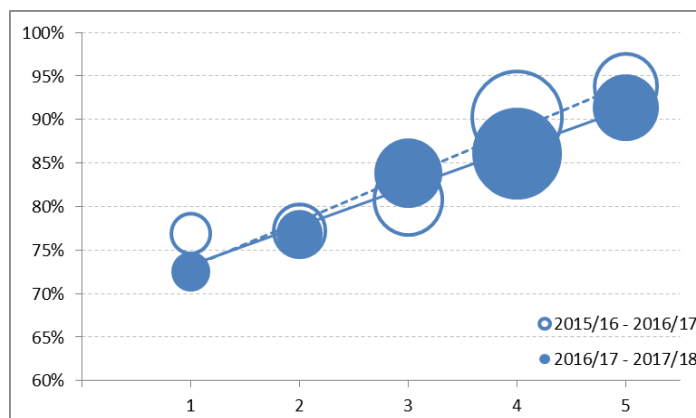
Source: Insight. Data tables are provided in Appendix 1 : Table 8

Staying on Rates S4 to S5

Attainment in the senior phase is strongly related to the stage of leaving school. Overall, 85% of S4 pupils from 2016/17 stayed on to S5 the following year, which is down slightly from 86% the previous year. There is a clear pattern when viewed across SIMD quintiles, with pupils from more deprived areas being less likely to stay on. As with most measures, a longer time series of information is required to consider trends.

Source: ECS/ SEEMiS Data tables are provided in Appendix 1 : Table 10

Figure 8 : Proportion of S4 pupils staying on to S5 by SIMD Quintile



Action

Use available data to monitor the attainment, attendance and levels of exclusion of identified groups of children in ACORN 4 & 5 or SIMD 1-3 and vulnerable group i.e. LAC, at key stages.

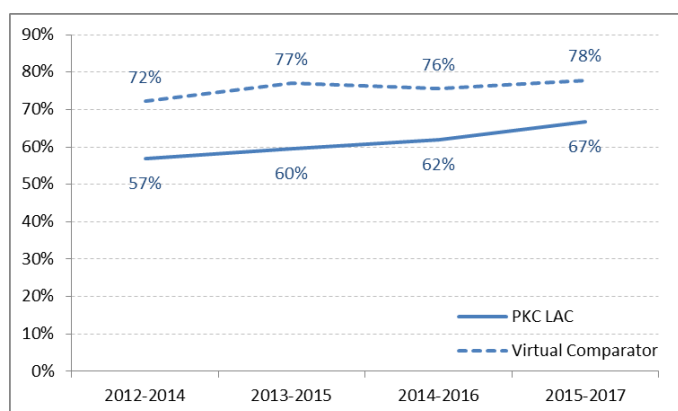
Looked After Children/ Vulnerable Groups

Care should be taken when interpreting measures for Looked After Children due to the small numbers involved. Typically less than 20 young people fall into the looked after School Leavers cohort and for this reason, 3 years results have been combined to create rolling averages which allow for a slightly clearer view of trends.

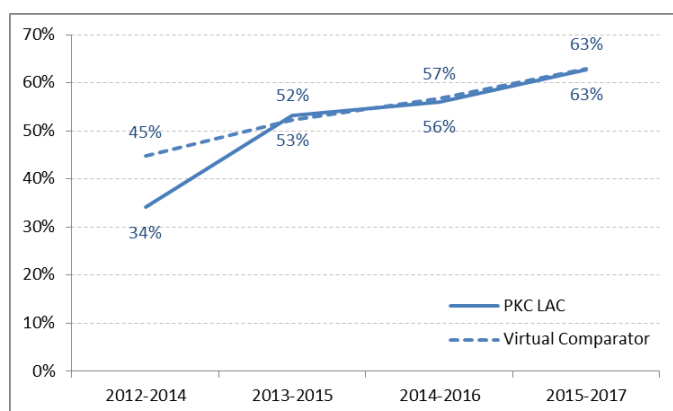
The trends in attainment of Looked After children are generally in line with the virtual comparator, which is the attainment of the general pupil population from a similar SIMD background, gender and stage of leaving school, although Level 4 literacy is consistently lower

Figure 9 : Proportion of Looked After Children achieving literacy and numeracy at levels 4 and 5

Literacy

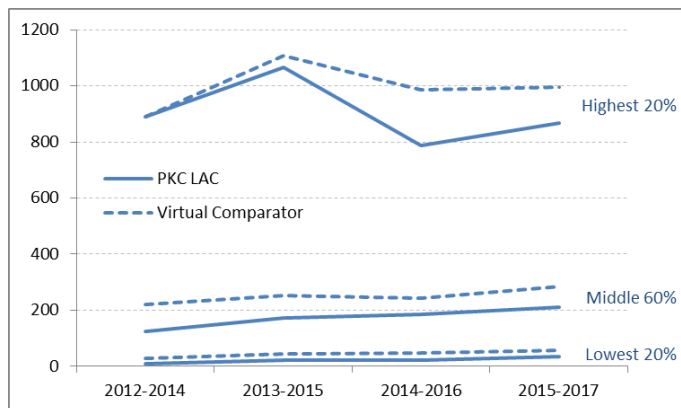


Numeracy



Source: Insight. Data tables are provided in Appendix 1 : Table 11

Figure 10 : Average total tariff points for Looked After school leavers



As with Literacy and Numeracy above, the trend in the attainment of Looked After Children is in line with the Virtual Comparator, although it is consistently lower.

Considering gypsy travellers as a specific group potentially experience vulnerability, analysis of 6 years of leavers data indicated that the majority left school at S4 or early in S5 and this will have a significant impact on attainment. However positive initial leaver destinations was relatively high at 79% and around 60% achieved literacy and numeracy qualifications at or above SCQF level 3.

Source: Insight. Data tables are provided in Appendix 1 : Table 12

| Actions for 17/18 (continued) | Progress/Evidence | Next Steps |
|--|--|---|
| Develop a clearer understanding of the additional costs associated with participation in school. | All schools have available data tools to help them understand participation in a range of activities, and to understand any 'gaps' that may be evident. | Continue to work with schools in order to reduce the cost of the school day for all young people. |
| All schools and centres have a clear understanding of their duties and responsibilities detailed in PKC's Accessibility Strategy and audit current practice to identify areas for improvement. | The development of an Accessibility Strategy has been completed along with an audit toolkit for schools. Schools will audit their provision using the toolkit. | Implement and review Accessibility Strategy |
| Review and develop the Parental Involvement Strategy. | <p>Strategy updated to take into account of national developments. The final Strategy to be completed in November 2018. Almost all schools involve and inform parents in advance of key learning planned for their children and parents have regular opportunities to see and comment on evidence of their child's learning. Almost 4 out of 5 schools have a parental involvement strategy in place.</p> <p>In almost all schools, parents are involved in setting and supporting areas for improvement in the School Improvement Plan.</p> | Identify and complete key actions from Parenting Strategy specific to 0-5 age group. |
| Develop and implement a leadership and management strategy. | ECS Educational Leadership and Management Strategy developed with stakeholders. Clearly sets out the expectations of leaders within ECS and the professional learning opportunities available to develop capacity. | <p>Strategy will be publicised across all schools and centres and it will be used as the basis for a Tayside approach to educational leadership.</p> <p>Implement a middle leader's leadership of change and improvement programme working with a range of external partners.</p> |

NIF Priority 3 : Improvement in children and young people's health and wellbeing

Children and young people have contributed to a consultation on their health and wellbeing priorities which has informed the Perth and Kinross ECS Health and Wellbeing Strategy.

In 2017/18 558 young people received support from Services for Young People focusing on reducing youth offending and addressing levels of vulnerability and harmful risk taking behaviours. This has ranged from 1:1 individual support, thematic group work and support to foster and kinship placements. Many of the young people receiving support were able to stay within their own communities, re-engage with education, identify improvements with their behaviour, receive achievements or move onto more positive outcomes.

The [Strengthening Families Programme](#) has engaged with 30 families including 35 young people and 45 parents/carers to improve their resilience by enhancing family communication, their awareness and skills to manage or reduce peer pressure and risk taking behaviour, and to improve future thinking and health and wellbeing.

The [Emotional Wellbeing Collaborative](#) has provided opportunities for professionals from across the Community Planning Partnership to come together and work collectively to improve the emotional wellbeing of children and young people.

Staff at Navigate have been working closely with [Child and Adolescent Mental Health Services](#) (CAMHS) in developing awareness not only of mental health concerns, but that of developmental trauma, which links in with the recent work around Adverse Childhood Experiences.

Work supported jointly by the Educational Psychology Service (EPS) and CAMHS has taken place over the course of this session with Secondary Schools to review good practice in the area of mental health. Four Schools have gone on to carry out practitioner enquiry projects to review needs and interventions specific to their school. In one Secondary School the Educational Psychologist has linked with key staff to further develop a programme to support 'exam resiliency' and reduce anxieties around exam performance. This has involved a combination of universal curricular input along with targeted group work.

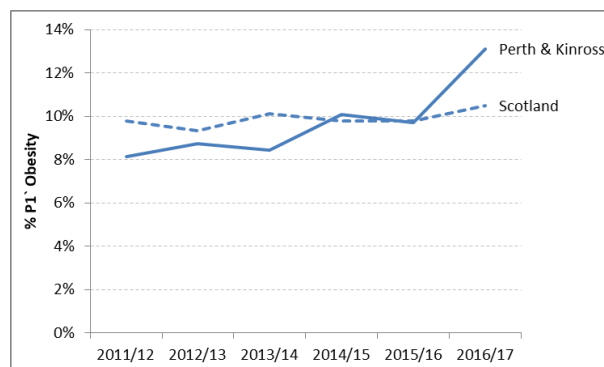
Most primary schools (95%) have now been trained by the EPS in Bounce Back (BB), a programme to promote resilience levels of children. As well as ongoing initial training, EPS support schools to review the fidelity and effectiveness of their implementation of BB. Training and support has also continued to embed Restorative Approaches across the authority.

| Actions for 17/18 | Progress/Evidence | Next Steps |
|--|--|--|
| Support the implementation of a Health and Wellbeing strategy which provides: curricular direction for schools; clarity about workforce development priorities; and guidance on assessing progress in health and wellbeing for children and young people | The Health and Wellbeing Strategy was launched to schools in June 2018. The views of children and young people were pivotal in determining the scope of the strategy. They told us what would best help them keep mentally, physically and emotionally well. | Establish the Health and Wellbeing Strategy monitoring group and Health and Wellbeing Network Prepare for national developments in 2019/20 which will fill the gap of comprehensive data on (self-assessed) health and wellbeing of young people. |
| Restorative Approaches (RA) is embedded in the practice of all schools in supporting “A Positive Approach to Preventing and Managing School Exclusions” (Scottish Government 2017). | RA Champions have been trained and supported over the last two years. As part of initial probationary teacher training in Perth and Kinross, RA sessions have been included in the programme in both August 2017 and August 2018. There has been close working with Community Link Workers and Community Learning and Development staff to ensure common approaches. The approach taken to implementing and sustaining RA within Perth and Kinross has been identified as an example of good practice nationally. | A continued high profile for RA. A conference is planned for Spring 2019, to share good practice across Perth and Kinross schools and emphasise the expectation of RA as a fundamental part of our relationships and wellbeing strategy across schools. |
| Further develop the Perth and Kinross Improving Emotional Wellbeing Collaborative to build resilience and coping skills in young people. (11-15 year olds) | The improvement projects developed have included the use of the Wellbeing Web Tool to improve use of data to inform school planning, raised awareness of Adverse Childhood Experiences through roll out of a series of screenings of the Resilience film to over 1000 staff members, and completion of a Wellbeing survey by Blairgowrie High School to inform development of health and wellbeing actions in the coming year. Staff at Navigate have been working closely with Child and Adolescent Mental Health Services (CAMHS) in developing awareness not only of mental health concerns, but that of developmental trauma, which links in with the recent work around Adverse Childhood Experiences. | Continue to develop the Emotional Wellbeing Collaborative with a focus on Resilience of children and young people, parents and staff Establish a range of training for staff to enhance their skills and confidence in leading improvement projects |
| Staff training and curricular materials to promote positive mental health and resilience in secondary school pupils are reviewed and piloted. | Around 600 staff (the majority in schools) working with children and young people in Perth and Kinross have now completed training delivered by CAMHS to increase their skills and confidence to address emotional wellbeing issues raised by children and young people as quickly as possible before they develop and require specialist intervention. | In partnership with Employee Support and OD services pilot support for the workforce to actively enhance their own wellbeing. |

| Actions for 17/18 | Progress/Evidence | Next Steps |
|---|--|--|
| <p>Continue to implement, monitor and evaluate the impact of the range of targeted multi-agency projects evidenced/designed to improve Health and wellbeing outcomes.</p> | <p>A wide range of activity exemplified by the following:</p> <ul style="list-style-type: none"> • The Start Active, Stay Active project is a partnership between Live Active Leisure and Perth and Kinross Council, also involving NHS Tayside and third sector partners. It integrates four intervention programmes that enable a pathway of active living from early years in the family setting. It supports children to become 'school ready' and encourage the engagement of inactive primary school age children in sport and physical activity out of school hours. • Four Schools have carried out practitioner enquiry projects to review needs and interventions specific to their school. • Most primary schools (95%) have now been trained by the EPS in Bounce Back, a programme to promote resilience levels of children. • Delivery of the Cook-It programme this year has focused on supporting the parents of children in their early years to improve their cooking skills and understand the benefits to their children of having a healthy diet. • To ensure pupils receive the correct amount and quality of PE, almost all Local Management Groups have established a Physical Education, Physical Activity & Sport (PEPAS) group - specialists, teachers, Active Schools and clubs work collaboratively to facilitate links, organise events, improving P7 to S1 transition, and building consistency between schools and professional learning opportunities. • Sixteen schools were successful in obtaining funding to support health and wellbeing from NHS Tayside. Projects included developments in outdoor learning, food and nutrition, mountain biking, play and other developments linked to the Health and Wellbeing curriculum. | <p>Development of improvement projects meeting the objectives of the Health and Wellbeing Strategy.</p> <p>Promotion of events and learning opportunities for young people throughout Perth and Kinross.</p> |

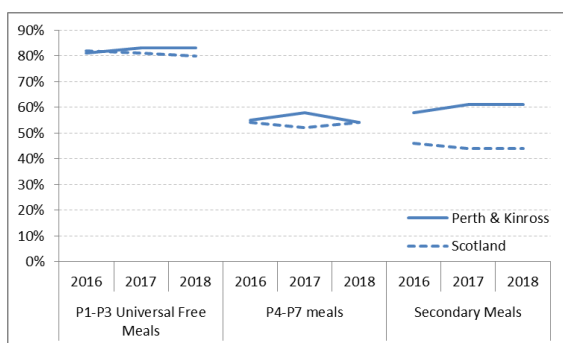
The number of P1 children classed as at risk of obesity – those within the top 5% of the UK reference range for their age - has remained relatively unchanged in recent years at just less than 1 in 10, similar to the Scottish average. There was a significant increase in 2016/17 and work is underway with NHS Tayside to understand the factors that may be influencing this change. Early indications for 2017/18 suggest that the increase was short-term and figures are likely to return to previous levels.

Figure 11 : Proportion of P1 pupils at risk of obesity



Source: NHS Information Services. Data tables are provided in Appendix 1 : Table 13

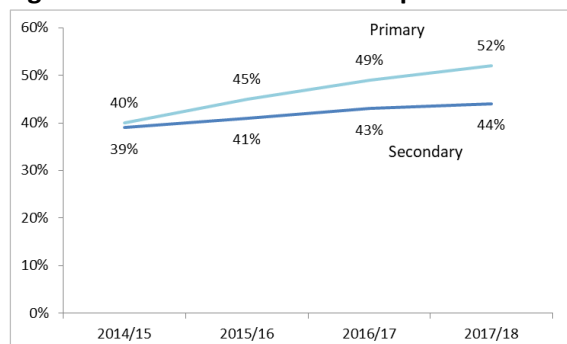
Figure 12 : Uptake of School Meals



Source: Scottish Government Healthy Living Survey/ Census. Data tables are provided in Appendix 1 : Table 14

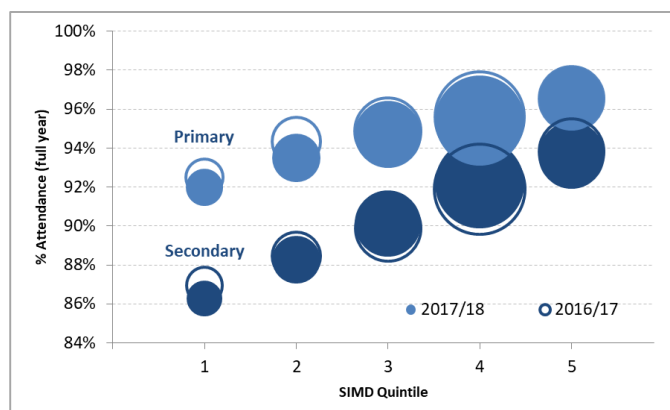
Participation in Active Schools activities in both primary and secondary (organised by Live Active Leisure Active School Co-ordinators) has increased steadily since formal monitoring commenced in 2014/15. This has been achieved by a steady closing of the participation gap related to poverty, especially in primary where it has largely been eliminated.

Figure 13 : Active Schools Participation



Source: Live Active Leisure/ECS. Data tables are provided in Appendix 1 : Table 15

Figure 14 : Primary and Secondary Attendance



The number of **exclusions** from school continues to reduce in both primary and secondary. Overall **attendance** in secondary is steady although primary attendance has fallen slightly over recent years and is related to unauthorised holidays/ trips away. As can be seen in the SIMD chart, the main contributors to this small drop in the last year are the more deprived SIMD quintiles 1 and 2. This is confirmed by ACORN data showing a 1 percentage point reduction in both primary and secondary ACORN 5 (most deprived) attendance.

Source: Scottish Government Healthy Living Survey/ Census. Data tables are provided in Appendix 1 :Table 16 and Table 17

NIF Priority 4 : Improvement in employability skills and sustained, positive school leaver destinations for all young people

After the publication of [The Wood Report](#) in 2015 Perth & Kinross Council were at the 'cutting edge' of employability and enterprise policy. At that time PKC developed an Enterprise and Employability Policy for secondary schools followed swiftly by the PKC Skills Framework and the PKC Wider Achievement Standard. These policy documents acknowledged the importance of wider achievement beyond the classroom and emphasised the importance of skills development for learning, life and work in relation to [Building the Curriculum 4](#).

In alignment with the Scottish Government [15-24 Learner Journey Review](#), the young people of Perth & Kinross should be equipped with the skills and knowledge they need to reach their full potential in both their careers and their wider lives. In order to achieve this there needs to be a coherent progression pathway for skills development, employer engagement and employability skills right through from nursery to destinations post-school. Consideration of this needs to be an integral part of schools' vision and values, their curriculum planning and learning and teaching, to equip our young people for their lives beyond school.

| Actions for 17/18 | Progress/Evidence | Next Steps |
|---|--|--|
| Expand the offer of vocational and academic courses to be offered to senior phase pupils including further development of Foundation Apprenticeships and an increase in quantity and quality of work placement and work experience opportunities, continued support of modern apprenticeship opportunities and continued support for programmes such as Career Ready. | Schools continued to develop their curricular options at the Senior Phase with a view to increasing vocational opportunities while maintaining high expectations for attainment and achievement. The Perth City Campus continues to provide a wide range of options for the Perth city schools. Work is ongoing to widen this offer through the use of a virtual campus which will serve and support all secondary schools across Perth and Kinross. | <p>Publish and implement 3-18 DYW Strategy.</p> <p>Working with the DYW Regional Team, develop further approaches to employer engagement, partnerships and involvement.</p> <p>Build on the work of the pilot work in the virtual campus to roll out virtual learning opportunities</p> |
| Work with the DYW Board Team to further encourage and support schools and local employers to work in partnership and to increase numbers of employers delivering in school, pupils going to work experience, pupils undertaking foundation apprenticeships, vocational courses and moving to Modern Apprenticeships. | <p>The DYW Regional Board is fully established working in partnership with local employers, PKC and SDS. There is an increased employer focus on engagement with schools, modern apprenticeships and work experience opportunities and an increase in the number and quality of partnership arrangements with our schools.</p> <p>The Resolutions programme has improved outcomes for those at risk of entering the 'NEET' group.</p> | <p>Career Education Strategy Group 3-18 formed to develop a coherent strategic approach to delivering the career education standard through a focus on skills development and collaboration with partners and employers.</p> <p>Increase the number of schools accessing support from the programme.</p> |

| Actions for 17/18 | Progress/Evidence | Next Steps |
|--|---|---|
| Co-ordinate and enable collaboration between schools and local employers and strengthen the school/employer partnerships in all secondary schools. | Schools maintain a large number of employer partnerships across the full breadth of size and sectors present in the P&K economy and reflecting labour market information. | Further development of employer partnerships, including a greater understanding of the depth and nature of engagement. Sharing good practice across schools. |
| Review and develop the range and quality of work experience and work placement opportunities for local young people. | The Career Ready programme, supported by PKC, is a high quality mentoring and work placement programme for targeted young people. Secondary schools are increasing numbers of flexible, ongoing work experience placements. | Further work is required, with the support of the DYW Board, to increase the involvement of employers in working with all schools and also to improve the range and quality of work experience placements available for our Senior Phase pupils. Publish and implement DYW Strategy. |

Action

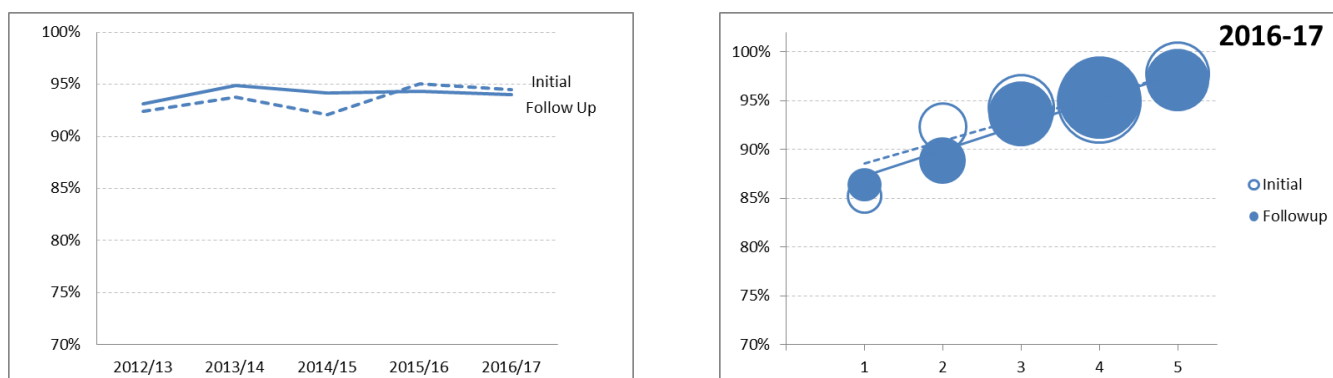
Continue to engage with young people currently not in positive destinations to support them to develop positive pathways into employment, training, or employment - particularly focus on young people who are looked after, with disabilities, and those from more disadvantaged backgrounds or areas.

Positive Destinations for Young People

Information on the destinations of school leavers is collected by Skills Development Scotland (SDS) and provides information on the outcomes for young people recorded initially in October, approximately three months after leaving school, supplemented by a follow-up survey in March the following year. School leavers who are engaged in higher education, further education, training, voluntary work, employment or activity agreements are classified as having a 'positive destination'. Other destinations include school leavers who are unemployed and not seeking employment or training, unemployed and seeking employment or training, and individuals where their initial destination is not known.

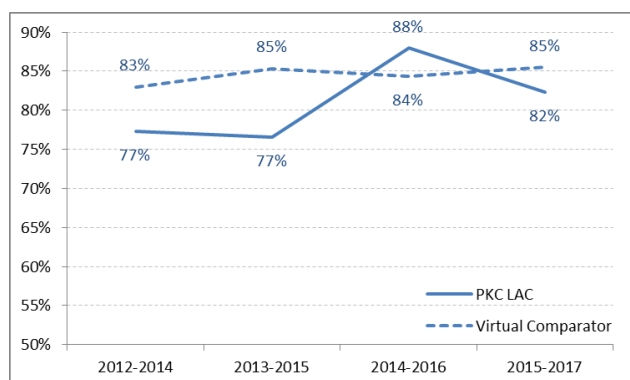
The proportion of young people entering positive destination on leaving school has been generally improving, and is also largely maintained in the follow-up survey. There is a clear gap when viewed across SIMD quintiles, with a similar profile for Initial and Follow-up destinations.

Figure 15 : Proportion of school leavers in positive initial and follow-up destinations: Time Series and latest year by SIMD quintiles



Source: Insight Senior Phase Benchmarking Tool; SDS. Data tables are provided in Appendix 1 : Table 18 and Table 19

Figure 16 : Proportion of Looked After school leavers in positive Initial destinations (3 year combined average)

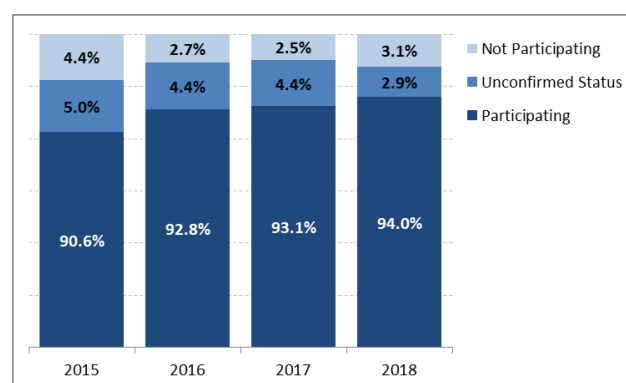


Looked After children who leave school enter positive destinations at a lower rate than the overall cohort of school leavers, though this is broadly in line with the Virtual Comparator. The small numbers of Looked After school leavers mean that caution should be used when looking at these figures.

Source: Insight Senior Phase Benchmarking Tool; Skills Development Scotland. Data tables are provided in Appendix 1 : Table 20

To supplement the school leaver information, SDS also reports the Annual Participation Measure. This measure reports on participation in education, training or employment for all 16-19 year olds from across the population rather than focussing specifically on school leavers. The measure shows a gradual improvement in the proportion of young people in education, training or employment over the last four years. The participation figures are several percentage points above the Scottish average.

Figure 17 : Proportion of young people (aged 16-19) in education, training or employment



Source: Skills Development Scotland. Data tables are provided in Appendix 1 : Table 21

School Leavers: Highers and vocational qualifications

Many school leavers achieve few or no Higher level qualifications, which are key to continuing to Higher Education and or employment. Vocational qualifications will have greater importance for these cohorts of leavers. In 2016/17 there were a total of 608 total school leavers from S4 and S5 (compared to 556 in 2015/16). Of these, 74% left school without a SCQF Level 6 (Higher) qualification, the same proportion as the previous year. In 2016/17, 70% of those leaving without a Higher achieved some form of vocational qualification at any level. This is a slight reduction on 73% of previous year (recalculated to take account of different qualifications). The poverty-related gradient remains persistent in this measure.

Source: Insight Analytical Dataset/ ECS. Data tables are provided in Appendix 1 :Table 22

| Actions for 17/18 (continued) | Progress/Evidence | Next Steps |
|--|---|---|
| Review the Enterprise and Employability policy including the use of the Careers Education Standard in all schools. | All schools are working to adopt the Career Education Standard. | Career Education Strategy Group to develop a coherent plan for DYW, Career Education, Skills, Wider Achievement and Profiling 3-18 in partnership with partner providers, SDS, Perth College and the DYW Board. |
| Continue to extend approaches to developing Skills for Learning, Life and Work in early years and primary schools. | Schools DYW group formed to advise schools on skills progression from early years to secondary. | <p>Revise the strategy for DYW, Career Education, Skills and Profiling 3-18 in partnership with partner providers, SDS, Perth College and the DYW Board.</p> <p>Support the use of Education Scotland and Skills Development Scotland resources to implement the strategy 3-18.</p> |

Leadership at all levels

National Driver : School Leadership

In partnership with the University of Highlands and Islands, 13 staff have attended the ECS Future Leaders and Managers Programme and successfully achieved their SCQF level 6 qualification in 'first line management'. In addition, 24 Principal teachers from Primary and Secondary schools have completed the new Middle Leaders Programme to enhance their leadership of change and improvement.

Across the authority, forty-eight Headteachers engaged in Headteacher Improvement Partnerships (HIP groups), formed of three Headteachers who identified shared areas of improvement, working

collaboratively on school improvement priorities. Across the year, Headteachers have visited other schools and shared approaches. Planned days for Headteachers have supported these priorities. The days have been supported by Quality Improvement Officers, Education Officers and Education Scotland officers. Staff members from across the authority have also shared approaches in their schools which have been successful in developing these priorities. Feedback from these events has been positive in supporting school improvement and sharing local and national guidance.

Excellence in learning and teaching

National Driver : Teacher Professionalism

Throughout session 2017/18, 14 teachers have undertaken the role of Quality Assurance and Moderation Support Officers (QAMSOs). They have engaged in national quality assurance and moderation of literacy and numeracy, with an aim to supporting effective assessment and moderation across Perth and Kinross.

Input has been successfully delivered to probationer teachers with feedback stating that the session was 'very useful as we will be able to use it in class to enhance our assessment.'

Effective interventions

National Drivers : School Improvement, Assessment of Children's Progress

The School Improvement Framework provides robust criteria for PKC Education Services to know their schools well. All schools are using the Framework to support improvement planning.

All schools adhere to Perth and Kinross's School Improvement Framework, updated for 2018-19. As part of this Framework, schools are required to prepare and submit school improvement plans and standard and quality reports. Within these reports, school evaluate their progress against these key indicators. All schools are visited by their Quality Improvement Officers on a termly basis to discuss progress in the school improvement plan and to moderate quality indicator evaluations.

In almost all schools, parents are involved in setting and supporting areas for improvement in the School Improvement Plan. Almost all staff are engaged and consulted in preparing improvement priorities based on data analysis, self-evaluation and collaborative working.

There are programmes of Extended Learning and Achievement Visits (ELAVs) and Learning and Achievement visits (LAVs) which involve teams of officers and peers carrying out detailed scrutiny within our schools. The ELAV programme helps to provide a deeper look at progress in our schools and outcomes from the reviews are reported to the Lifelong Learning Executive Sub Committee. This process provides an appropriate level of scrutiny by elected members.

The Perth and Kinross tracking spreadsheets and the Attainment Suite are supporting all schools in their attainment discussions. Pupil attainment is also a feature of school improvement visits.

In 2018/19 the SEEMIS Progress and Achievement Tracking module will be tested and piloted with the intention to roll out to all schools for session 2019/20.

Engaging with families and communities

National Driver : Parental Engagement

All schools continue to report that they are engaged in family learning activities, and this was a focus for a local authority led Headteacher Improvement Partnerships (HIP) sessions where practitioners shared their practice. Almost all schools have identified family learning or parental engagement as a priority in their School Improvement Plans.

Perth and Kinross Council is now running Incredible Years Parenting Programmes to scale (approximately 20 groups per year), and have an increasing number of parents engaged in other programmes such as Strengthening Families.

Schools are increasingly developing new way of delivering family learning opportunities with families, and are using PEF to support it. As an example, two schools appointed an intergenerational officer. Early evaluations of this project are extremely positive with impact on outcomes for learners. 'Sharing our Learning' events have an increasing impact on learning through effective partnership activities with parents and families.

PKC has reviewed the Parental Involvement Strategy to take into account the changes which impact on this strategy nationally, including the National Improvement Framework and the Scottish Government response to the NPF review. The final Strategy document will be completed in November 2018.

Targeted use of other parenting and family learning, such as the [Peep Learning Together Programme](#), have improved levels of social & emotional development and early literacy and numeracy skills for children. An increased number of staff from a range of early learning and childcare settings completed training to deliver the Peep Learning Together Programme.

Pause Prompt Praise, an evidence-based intervention to close the attainment gap, has been further developed by Letham Primary School in partnership with the Educational Psychology Service, and extended to other schools as a parental engagement programme around literacy.

Use of evidence and data

National Driver : Performance Information

The recent [Joint Inspection of Services for children and young people in Perth and Kinross](#), required intensive self-evaluation (the quality of which was recognised by the inspectors) across the Service and the benefits of this will be built on, with an expectation of further systematic self-evaluation across all areas.

The inspection highlighted the use of performance information across the service as a key strength, noting the 'sophisticated and intelligent use of data to inform and support decision making, service planning and delivery and management of performance'.

The authority's 'Attainment Suite' of shared, interactive data tools which are under constant improvement, development and expansion, encourage investigation and interrogation of data by a wide range of practitioners and benchmarking of performance to help drive improvement. Data literacy sessions are included within leadership and other development programmes to improve confidence and understanding of the tools that are available, and support is given to establishments for effectively gathering and analysing their own data.

Conclusion

This report describes the considerable progress across achieved across Perth and Kinross schools in academic year 2017/18 in raising attainment for all and tackling the poverty-related attainment gap. The very wide range of ongoing or expanding activities indicates the many contributing factors, and indeed partners, that influence educational outcomes in some way.

The result of these actions will be seen in performance measures over coming years, but already the progress seen in the many performance measures is encouraging. Attainment overall shows a generally improving trend and almost all school leavers achieve positive destinations. There are indications that the poverty-related gap is being closed for younger children before they start school and early in primary. As they grow and develop this effect should be seen more strongly in later years, where poverty-related 'gaps' currently remain stubborn. To achieve sustained change in the deep-rooted societal issues that lie behind the poverty-related attainment gap, long term sustained action will be required and the results of this be measured over a similar period.

Appendix: Supporting data

Development Milestones of Pre-school Children

Table 1: 27-30 Month Child Health Review: Proportion of Children with a concern in any domain

| | 2013/14 | 2014/15 | 2015/16 | 2016/17 |
|-------------------|---------|---------|---------|---------|
| Perth and Kinross | 20% | 19% | 19% | 19% |

| | SIMD Quintile | | | | |
|---------|-------------------|-----|-----|-----|--------------------|
| | 1 (most deprived) | 2 | 3 | 4 | 5 (least deprived) |
| 2016/17 | 25% | 19% | 19% | 18% | 16% |

Note: A change in collection methods in 2016/17 required a shift from proportion with **no reported** concern, as previously reported, to the figures above and therefore only one year of SIMD quintiles figures are shown.

Table 2: Pre-school Development Milestones: Proportion of P1 meeting all milestones

| | 2016 | 2017 | 2018 |
|-------------------|-------|-------|-------|
| Perth and Kinross | 79.4% | 81.2% | 81.4% |

| | SIMD Quintile | | | | | Gradient |
|-------------|---------------|-----|-----|-----|------|----------|
| | 1 | 2 | 3 | 4 | 5 | |
| 2018 | 81% | 82% | 83% | 80% | 86 % | 0.02 |
| 2017 | 77% | 65% | 82% | 84% | 85% | 0.04 |
| 2016 | 61% | 70% | 84% | 82% | 83% | 0.05 |

Broad General Education (P1 – S3)

Table 3: Proportion of pupils achieving expected levels (CfE) of literacy and numeracy at P1, P4, P7, S3

| Stage | Area | 2010/11 | 2011/12 | 2012/13 | 2013/14 | 2014/15 | 2015/16 | 2016/17 | 2017/18 |
|--------------------------|---------------------|---------|---------|---------|---------|---------|---------|---------|---------|
| P1 – Early Level | Reading | - | - | - | - | - | 70% | 71% | 76% |
| | Writing | - | - | - | - | - | 68% | 68% | 72% |
| | Listening & Talking | - | - | - | - | - | 77% | 74% | 81% |
| | Maths & Numeracy | - | - | - | - | - | 73% | 72% | 80% |
| P4 – First Level | Reading | 56% | 59% | 67% | 68% | 72% | 72% | 69% | 76% |
| | Writing | 45% | 49% | 56% | 55% | 64% | 62% | 61% | 68% |
| | Listening & Talking | 53% | 60% | 68% | 69% | 76% | 78% | 75% | 83% |
| | Maths & Numeracy | 47% | 54% | 60% | 62% | 65% | 65% | 65% | 73% |
| P7 – Second Level | Reading | 52 % | 52% | 60% | 63% | 68% | 69% | 71% | 78% |
| | Writing | 41% | 44% | 52% | 52% | 58% | 61% | 63% | 69% |
| | Listening & Talking | 52% | 55% | 62% | 67% | 70% | 73% | 77% | 83% |
| | Maths & Numeracy | 50% | 46% | 52% | 55% | 59% | 63% | 65% | 70% |
| S3 – Third Level | Reading | - | - | 66% | 69% | 73% | 76% | 76% | 79% |
| | Writing | - | - | 63% | 67% | 72% | 73% | 74% | 76% |
| | Listening & Talking | - | - | 66% | 71% | 77% | 77% | 79% | 81% |
| | Maths & Numeracy | - | - | 69% | 75% | 77% | 79% | 75% | 81% |

Table 4: Proportion of pupils in each SIMD quintile achieving expected levels at P1, P4, P7, S3

| 2017/18 | SIMD Quintile | | | | | Gradient |
|----------------|---------------|-----|-----|-----|------|----------|
| | 1 | 2 | 3 | 4 | 5 | |
| P1 | 64% | 66% | 77% | 81% | 83% | 0.05 |
| P4 | 62% | 64% | 75% | 77% | 82% | 0.05 |
| P7 | 57% | 65% | 77% | 76% | 82% | 0.05 |
| S3 | 69% | 68% | 77% | 82% | 85% | 0.05 |
| 2016/17 | | | | | | |
| P1 | 50% | 59% | 73% | 79% | 78 % | 0.07 |
| P4 | 39% | 58% | 64% | 73% | 75% | 0.08 |
| P7 | 53% | 53% | 68% | 73% | 75% | 0.06 |
| S3 | 61% | 66% | 74% | 80% | 84% | 0.06 |

Senior Phase (S4 – S6)

Table 5: Proportion of school leavers achieving literacy and numeracy at SCQF levels 4 and 5

| Literacy | | 2011/12 | 2012/13 | 2013/14 | 2014/15 | 2015/16 | 2016/17 |
|----------------|----------------------------|---------|---------|---------|---------|---------|---------|
| Level 4 | Perth & Kinross | 92% | 92% | 90% | 93% | 91% | 92% |
| | Virtual Comparator | 90% | 91% | 93% | 94% | 94% | 95% |
| Level 5 | Perth & Kinross | 67% | 67% | 73% | 78% | 75% | 77% |
| | Virtual Comparator | 66% | 66% | 71% | 77% | 79% | 81% |
| Numeracy | | 2011/12 | 2012/13 | 2013/14 | 2014/15 | 2015/16 | 2016/17 |
| Level 4 | Perth & Kinross | 81% | 80% | 82% | 87% | 87% | 88% |
| | Virtual Comparator | 77% | 77% | 84% | 89% | 90% | 91% |
| Level 5 | PKC | 55% | 55% | 58% | 63% | 65% | 62% |
| | Virtual Comparator | 56% | 56% | 61% | 65% | 67% | 69% |

Table 6: Proportion of school leavers by SIMD Quintile achieving literacy and numeracy at SCQF levels 4 and 5 (Latest year: 2016/17)

| 2016/17 | | SIMD Quintile | | | | | Gradient |
|-----------------|----------------|---------------|-----|-----|-----|-----|----------|
| | | 1 | 2 | 3 | 4 | 5 | |
| Literacy | Level 4 | 75% | 92% | 91% | 94% | 96% | 0.04 |
| | Level 5 | 51% | 67% | 74% | 80% | 87% | 0.08 |
| Numeracy | Level 4 | 67% | 86% | 89% | 89% | 93% | 0.04 |
| | Level 5 | 41% | 45% | 58% | 65% | 75% | 0.09 |
| 2015/16 | | | | | | | |
| Literacy | Level 4 | 88% | 84% | 90% | 93% | 93% | 0.02 |
| | Level 5 | 46% | 59% | 70% | 81% | 85% | 0.10 |
| Numeracy | Level 4 | 73% | 80% | 83% | 91% | 92% | 0.05 |
| | Level 5 | 38% | 47% | 62% | 70% | 76% | 0.10 |

Table 7: Average total tariff scores of school leavers, grouped by achievement level.

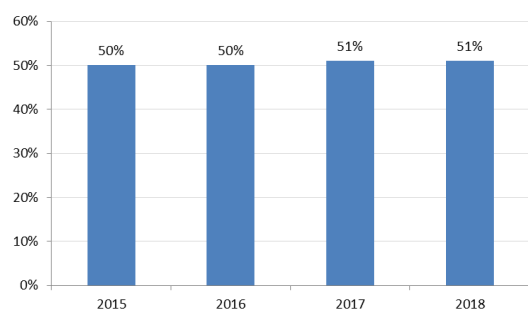
| | | 2012/13 | 2013/14 | 2014/15 | 2015/16 | 2016/17 |
|--------------------|-----------------------|---------|---------|---------|---------|---------|
| Perth & Kinross | Lowest Achieving 20% | 150 | 158 | 216 | 167 | 159 |
| | Middle 60% | 813 | 877 | 928 | 897 | 868 |
| | Highest Achieving 20% | 1877 | 1888 | 1940 | 1931 | 1865 |
| Virtual Comparator | Lowest Achieving 20% | 139 | 170 | 179 | 168 | 171 |
| | Middle 60% | 762 | 851 | 882 | 833 | 843 |
| | Highest Achieving 20% | 1812 | 1845 | 1864 | 1827 | 1848 |

Table 8: Average total tariff scores of school leavers by SIMD Quintile.

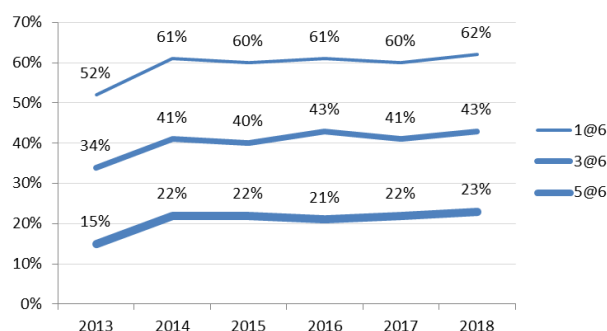
| | | SIMD Quintile | | | | | Gradient |
|--------------------|---------|---------------|-----|-----|------|------|----------|
| | | 1 | 2 | 3 | 4 | 5 | |
| Perth & Kinross | 2012/13 | 565 | 604 | 751 | 989 | 1101 | 157 |
| | 2013/14 | 538 | 702 | 866 | 989 | 1137 | 145 |
| | 2014/15 | 557 | 788 | 964 | 1037 | 1168 | 136 |
| | 2015/16 | 558 | 678 | 889 | 1040 | 1143 | 153 |
| | 2016/17 | 490 | 653 | 917 | 971 | 1133 | 150 |
| Virtual Comparator | 2012/13 | 482 | 563 | 699 | 947 | 1057 | 163 |
| | 2013/14 | 481 | 719 | 826 | 957 | 1143 | 151 |
| | 2014/15 | 506 | 727 | 869 | 999 | 1139 | 148 |
| | 2015/16 | 517 | 637 | 803 | 962 | 1124 | 156 |
| | 2016/17 | 505 | 645 | 820 | 969 | 1166 | 166 |

Table 9: Attainment Breadth and Depth 'Legacy' Measures (all based on relevant S4 roll)

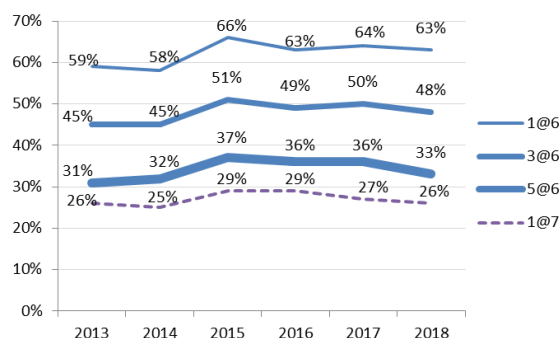
Proportion achieving 5 or more awards at SCQF Level 5 in S4



Proportion achieving 1, 3, 5 or more awards at SCQF Level 6 (Higher) in S5



Proportion achieving 1, 3, 5 or more awards at SCQF Level 6 (Higher), and 1 more award at SCQF Level 7 (Advanced Higher) in S6



Staying On Rates

Table 10: Proportion of S4 pupils staying on to S5 by SIMD Quintile

| | SIMD Quintile | | | | | Gradient |
|-----------------------------|---------------|-----|-----|-----|-----|----------|
| | 1 | 2 | 3 | 4 | 5 | |
| S4 (2015/16) – S5 (2016/17) | 77% | 77% | 81% | 90% | 94% | 0.05 |
| S4 (2016/17) – S5 (2017/18) | 73% | 77% | 84% | 86% | 91% | 0.04 |

Looked After Children

Table 11: Proportion of Looked After school leavers attaining Literacy and Numeracy as SCQF Level 4. (3 year avg.)

Looked After at the time of the Pupil Census

| | | 2012-2014 | 2013-2015 | 2014-2016 | 2015-2017 |
|----------|--------------------|-----------|-----------|-----------|-----------|
| Literacy | PKC | 57% | 60% | 62% | 67% |
| | Virtual Comparator | 72% | 77% | 76% | 78% |
| Numeracy | PKC | 34% | 53% | 56% | 63% |
| | Virtual Comparator | 45% | 52% | 57% | 63% |

Table 12: Average total tariff points of Looked After school leavers (3 year avg.)

Looked After at the time of the Pupil Census

| | | 2012-2014 | 2013-2015 | 2014-2016 | 2015-2017 |
|--------------------|-----------------------|-----------|-----------|-----------|-----------|
| Perth & Kinross | Lowest Achieving 20% | 891 | 1065 | 786 | 868 |
| | Middle 60% | 123 | 172 | 186 | 210 |
| | Highest Achieving 20% | 8 | 21 | 21 | 34 |
| Virtual Comparator | Lowest Achieving 20% | 890 | 1107 | 986 | 996 |
| | Middle 60% | 219 | 253 | 241 | 285 |
| | Highest Achieving 20% | 29 | 44 | 47 | 56 |

Health & Wellbeing

Table 13: Proportion of P1 pupils classed as at risk of obesity

| | 2011/12 | 2012/13 | 2013/14 | 2014/15 | 2015/16 | 2016/17 |
|-----------------|---------|---------|---------|---------|---------|---------|
| Perth & Kinross | 8% | 9% | 8% | 10% | 10% | 13% |
| Scotland | 10% | 9% | 10% | 10% | 10% | 11% |

Table 14: Uptake of School Meals

| Measure | Area | 2016 | 2017 | 2018 |
|---------------------------|-----------------|------|------|------|
| P1 – P3 Free School Meals | Perth & Kinross | 81% | 83% | 83% |
| | Scotland | 82% | 81% | 80% |
| P4 – P7 School Meals | Perth & Kinross | 55% | 58% | 54% |
| | Scotland | 54% | 52% | 54% |
| S1 – S6 School Meals | Perth & Kinross | 58% | 61% | 61% |
| | Scotland | 46% | 44% | 44% |

Table 15: Active Schools Participation

| | 2014/15 | 2015/16 | 2016/17 | 2017/18 |
|-----------|---------|---------|---------|---------|
| Primary | 40% | 45% | 49% | 52% |
| Secondary | 39% | 41% | 43% | 44% |

| | SIMD Quintile | | | | |
|-------------------|---------------|-----|-----|-----|-----|
| | 1 | 2 | 3 | 4 | 5 |
| Primary 2017/18 | 48% | 43% | 53% | 54% | 52% |
| Primary 2014/15 | 31% | 32% | 37% | 46% | 39% |
| Secondary 2017/18 | 29% | 35% | 42% | 47% | 50% |
| Secondary 2014/15 | 25% | 29% | 39% | 40% | 44% |

Attendance and Exclusion

Table 16: Overall attendance in primary and secondary schools.

| | 2012/13 | 2013/14 | 2014/15 | 2015/16 | 2016/17 | 2017/18 |
|-----------|---------|---------|---------|---------|---------|---------|
| Primary | 95.3% | 95.7% | 95.4% | 95.3% | 95.2% | 94.8% |
| Secondary | 92.4% | 92.5% | 91.9% | 91.5% | 91.1% | 91.1% |

Table 17: Exclusion rate in primary and secondary schools (exclusion incidents per 1000 pupils)

| | 2012/13 | 2013/14 | 2014/15 | 2015/16 | 2016/17 | 2017/18 |
|-----------|---------|---------|---------|---------|---------|---------|
| Primary | 16 | 10 | 10 | 11 | 9 | 6 |
| Secondary | 46 | 52 | 51 | 48 | 46 | 45 |

Positive Destinations

Table 18: Proportion of school leavers with positive initial and follow-up destinations

| Measure | 2012/13 | 2013/14 | 2014/15 | 2015/16 | 2016/17 |
|-----------------------|---------|---------|---------|---------|---------|
| Initial destination | 92% | 94% | 92% | 95% | 94% |
| Follow-up destination | 93% | 95% | 94% | 94% | 94% |

Table 19: Proportion of school leavers with positive initial and follow-up destinations by SIMD quintile

| 2016/17 | SIMD Quintile | | | | | Gradient |
|-----------|---------------|-----|-----|-----|-----|----------|
| | 1 | 2 | 3 | 4 | 5 | |
| Initial | 85% | 92% | 94% | 95% | 98% | 0.02 |
| Follow-up | 86% | 89% | 94% | 95% | 97% | 0.03 |

Table 20: Proportion of Looked After school leavers with positive initial destinations

Looked After at the time of the Pupil Census

| | 2012-2014 | 2013-2015 | 2014-2016 | 2015-2017 |
|-----------------------------|-----------|-----------|-----------|-----------|
| Looked after school leavers | 77% | 77% | 88% | 82% |
| Virtual Comparator | 83% | 85% | 84% | 85% |

Table 21: Proportion of young people (aged 16-19) in education, training or employment

| Measure | 2015 | 2016 | 2017 | 2018 |
|--------------------|-------|-------|-------|-------|
| Participating | 90.6% | 92.8% | 93.1% | 94.0% |
| Not Participating | 4.4% | 2.7% | 2.5% | 3.1% |
| Unconfirmed Status | 5.0% | 4.4% | 4.4% | 2.9% |

Table 22: Proportion of S4/S5 Leavers without Highers who achieve a vocational qualification (at any level)

| | 2015/16 | 2016/17 |
|---|---------|---------|
| Number of S4 and S5 Leavers | 556 | 608 |
| % of leavers without Highers who achieve a vocational qualification | 73% | 70% |

Table 23: Claimant Count of Universal Credit or Job Seekers Allowance, aged 16-24. 3 month rolling average

| | Jan | Feb | Mar | Apr | May | Jun | Jul | Aug | Sep | Oct | Nov | Dec |
|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 2014 | 450 | 462 | 468 | 462 | 428 | 395 | 380 | 382 | 367 | 335 | 300 | 287 |
| 2015 | 285 | 297 | 305 | 292 | 268 | 252 | 248 | 250 | 243 | 233 | 212 | 200 |
| 2016 | 210 | 235 | 253 | 250 | 240 | 233 | 238 | 253 | 253 | 248 | 232 | 227 |
| 2017 | 225 | 237 | 258 | 277 | 282 | 278 | 277 | 278 | 273 | 262 | 248 | 238 |
| 2018 | 233 | 240 | 258 | 270 | 270 | 253 | | | | | | |