



Education and Children's Services



Raising Attainment Strategy 2016-2019

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Foreword

This strategy outlines the vision, priorities and expected outcomes of Perth & Kinross Education and Children's Services in raising educational attainment and achievement for all young people, and in closing the attainment gap between children and young people living in our most and least deprived communities.

Perth & Kinross Council has a strong ambition to support the achievement of better outcomes for all, at every life stage. There is a clear focus on prevention and early intervention, and raising awareness of the causes, outcomes and consequences of inequality.

Education and Children's Services (ECS) recognises that in order to raise attainment for all and close the poverty-related attainment gap, we must work with our community planning partners, and our families and communities. We will draw from other strategic plans from across the Council, and the emerging findings of the recently appointed Fairness Commission, to gather evidence of what works to improve outcomes.

Schools and educational establishments in Perth & Kinross have demonstrated their capacity to improve attainment. Within this strategy, we intend to ensure that we build on what we know works, and to use evidence and data to continuously improve.

National Context

The Scottish Government has set out a clear vision for education in Scotland, with a commitment to “a Scotland in which all children and young people can realise their potential, regardless of their social background or learning needs, thereby developing the knowledge, skills and attributes they will need to flourish in life, learning and work.”
(*National Improvement Framework 2016*)

In order to achieve this vision, the Scottish Government has undertaken a series of consultations with stakeholders, and taken cognisance of a range of independent national and international research and reviews. A key outcome from this range of consultations and research reports has highlighted the continuation of the long standing gap in attainment between the most and least deprived communities in Scotland.

“There is clear evidence of a persistent gap in attainment between pupils from the richest and poorest households in Scotland. This gap starts in preschool years and continues throughout primary and secondary school. In most cases, it widens as pupils progress through the school years. Most importantly, the poverty attainment gap has a direct impact on school-leaver destinations and thus the potential to determine income levels in adulthood.”

(“Closing the Attainment gap in Scottish Education” Joseph Rowntree Foundation 2014)

In **February 2015**, the [Scottish Attainment Challenge](#) was launched. This is a national programme to help achieve equity and address the priority to close the attainment gap.

In **November 2015** [Attainment Advisors](#) were identified to work with every local authority to provide support and challenge.

In **January 2016** The [National Improvement Framework](#) was published, which outlines the key drivers of improvement which support this work. It aims to bring a focus and accelerate targeted improvements in literacy, numeracy and health and wellbeing.

The [Innovation Fund](#) was also launched in January 2016 to identify and fund innovative projects to close the attainment gap.

In **June 2016**, [Delivering Excellence and Equity in Scottish Education: A Delivery Plan for Scotland](#) was published. This plan outlines the steps the Scottish Government will take to achieve improvements, building on that which is contained in the National Improvement Framework, and addresses the recommendations of the OECD review with regard to Curriculum for Excellence.

Purpose

The Education (Scotland) Act 2016 placed the National Improvement Framework and its reporting arrangements on a statutory footing. There is now in place a legal requirement on local and national government to share information, on a consistent basis, to drive improvement.

The purpose of the Raising Attainment Strategy is to outline the vision, priorities and expectations of Perth and Kinross Education and Children's Services (ECS) in relation to raising educational attainment and achievement for all children and young people.

The strategy places a strong emphasis on working collaboratively to support learners at risk of under-performance. Developing early and effective interventions is essential to break the cycle of disadvantage and to close the attainment gap between the most and least disadvantaged learners.

A range of approaches and strategies are being delivered in Perth and Kinross, and already demonstrate positive outcomes. This strategy will build on this progress to increase the pace of improvement, to strengthen collaboration and share what works best, and to target the right support where it is most needed.

Raising Attainment and Closing the Gap

The aim of the National Improvement Framework mirrors the ambition that the Perth and Kinross Community Planning Partnership has for "a confident and ambitious Perth and Kinross, to which everyone can contribute and in which all can share." At the heart of this approach is a focus on enabling all children and young people to develop the skills and attributes required to be successful, take responsibility, make effective contributions to society and demonstrate a well-placed confidence about the things they do and say.

Community Plan/ SOA 2013 - 2023

"Attainment is an individual's passport to personal, social, cultural and economic opportunities. Raising attainment means improving life chances. This does not mean just focusing on exam results, but instead looking at attainment in its widest sense. It is this rich attainment which enables all children and young people to make good progress and develop the skills, ambition and know-how they need to improve life chances."

Raising Attainment – Education Scotland 2012

Our vision is to improve outcomes for all children and young people in Perth and Kinross by raising attainment, improving health and wellbeing and closing the inequality gaps.

Local Context

When compared to Scotland as a whole, Perth and Kinross is seen as a prosperous and successful area:



There are 30,000 children and young people in Perth and Kinross. Around 18,000 pupils attend a public school within the area.



Over the next 25 years in Perth and Kinross, the population of children and young people is projected to increase by 20% to 36,000.



Within Perth and Kinross the percentage of people in employment is consistently higher than the Scottish and British averages.



In Perth and Kinross almost all the health and wellbeing indicators show a positive picture when compared to the Scottish averages.



Around 40% of residents go onto higher education and for many that means leaving the area. Across the area education levels are high.



There are few areas which have high concentrated multiple deprivations, as defined by Scottish Index of Multiple Deprivation.

Looking in more detail into the area and its economy reveals that:

- Although Perth & Kinross is a net exporter of workers to its surrounding areas and cities, sectors of the economy upon which a fair proportion of PKC's local employment relies are generally lower paid. Hospitality and retail, which combined, account for around a quarter of all jobs. Almost half of Scottish workers receiving working tax credits work in these sectors (plus health/social care) and this would be reflected locally. The seasonal nature of available work will also be a factor for some sectors and localities, and this can affect incomes and other household factors through the year.
- Perth and Kinross is characterised by much greater levels of rurality than much of central Scotland. Around a third of the area's population are in Perth City, while smaller rural and accessible small towns make up a substantial proportion. These independent settlements are generally well serviced but long distances and travel time can be required to access wider work, study and other opportunities. In these towns and their rural hinterlands, the unavoidable additional costs of transport, rented accommodation, heating fuel and food (where no discount retailers are available) make greater inroads into limited household budgets.
- Looking at economic vulnerability by housing tenure, there are estimated to be around 6000 households reliant on some form of benefit in the social rented sector

but also around 4000 in owner-occupation and another 1600 in the private rented sector. Poverty is rising in the private rented sector – mostly among working age people.

- Resident earnings are typically lower than the Scottish average and both the median and lowest 10 percentile figures have shown slower growth than Scotland over last 10 years. Nationally there are more 16 to 30 year olds living on a low income than a decade ago – the only demographic group to have seen a rise.
- Child Poverty estimates across the area (after housing costs are factored in) range from 10 – 23% of all children by electoral ward, with most at about 13-18%. Nationally, child poverty has fallen, but shifted towards working households, and is projected to rise again with welfare reform.

Analysing ‘Gaps’ across Perth & Kinross

The [Scottish Index for Multiple Deprivation](#) (SIMD) provides a geographic distribution of relative deprivation across Scotland, capable of identifying spatial concentrations of deprivation on the scale of data zones. However in Perth and Kinross, where deprived households are spatially distributed and circumstances of deprivation have more to do with an individual’s characteristics than the wider area within which they live, SIMD alone is unable to provide an adequate understanding of deprivation. To complement it, small-area classifications such as [ACORN](#) help to understand more fully the diversity across the area, which in turn assists with analysing the attainment and other gaps which exist. It is important to remember that no area-based classification is used to define absolutely any individual household or pupil, but they are useful analysis tools to help understand inequalities across all our communities.

Excellence and Equity: The Challenges and Opportunities in PKC in Closing the Gap

Poverty and Areas of Deprivation

Through the Scottish Attainment Challenge, the Scottish Government is providing funding over the next five years for local authorities and individual schools with the greatest intensity of children living in poverty. There are now nine “Challenge Authorities”, determined by the overall roll of children in schools living in SIMD deciles 1 and 2. Additionally, there are 57 primary Challenge Schools in 14 other local authorities, determined by over 70% of children on the school roll living in SIMD deciles 1 and 2. Further funding has been identified for secondary schools linked to these primaries.

Perth and Kinross is not a Challenge Authority, and no school in the area has been designated a Challenge School. This is because there are no schools in Perth and Kinross which meet the criteria of having large numbers of children and young people attending them who live in areas of multiple deprivation (as defined by SIMD).

However, as can be seen from local data, Perth & Kinross has its own challenges, with many children and young people living in households where worklessness is high, incomes are low and social and financial challenges abound. Child poverty estimates across the area (after housing costs are factored in) range from 10-23% of children by electoral ward.

Attainment

Perth and Kinross schools show a trend of improving attainment. Data for 2015 shows that at First, Second and Third levels of Curriculum for Excellence there are increasing proportions of children making very good progress in reading, writing, mathematics and numeracy and listening/talking.

Levels of literacy and numeracy in S4 have improved at all levels of ability. At S4, pupils from all deciles have performed more strongly than those in comparator authorities. S5 and S6 pupils receiving awards at SCQF level 6 were above comparator authorities.

Perth and Kinross also shows high levels of positive destinations from school, at around the national average.

These improvements are the result of a strong drive towards excellent learning and teaching in all establishments, a clear focus on developing the curriculum to meets the needs of learners, and a progressive strategy to strengthen leadership at all levels.

There has been a significant focus on supporting children and families in the early years, and a strong drive towards developing inclusive and nurturing schools and nurseries.

A closer look at local data shows some of the continuing challenges across all localities:

- From reviews undertaken at 27-30 months and 48-60 months (pre-school), around 1 in 5 children assessed have at least one **developmental concern** identified. There is a clear relationship with deprivation and boys are more likely to be identified.
- At P1, P4, P7 and S3, there are clear attainment gaps across all elements of **literacy and numeracy**. As pupils progress through the Broad General Education, the gap deepens as those from more disadvantaged backgrounds fall behind their peers.
- From P7 and into secondary, school **attendance** rates fall in pupils from more disadvantaged backgrounds. Similarly, participation in Active Schools activities is impacted by deprivation across primary and secondary.
- In the **senior phase**, there have been some recent improvements in the attainment of the lowest performing cohort (irrespective of deprivation) but the attainment gap remains stubbornly wide. Fewer pupils from the most disadvantaged backgrounds go into S5 and S6, and for those that do the attainment gap becomes more pronounced.
- For those **leaving school**, the gap persists although the deprivation relationship is 'flatter' for initial destinations. Further information is needed to understand longer-term destinations/activities. Male youth employment remains a persistent issue both in Perth City and more widely across the area.

These messages are shown graphically in the **supporting information** section.

What do we already know about raising attainment for all?

Scottish education serves many children well, but the attainment gap between pupils from the richest and poorest backgrounds is wider than in many similar countries. National data tells us that the challenges for children living in deprivation have a significant impact on their learning, health and wellbeing outcomes. By age 5, there is gap of between 6-13 months in problem-solving development, 11-18 months in expressive vocabulary. Children living in the most deprived areas of Scotland are around 2 years of schooling behind their peers at age 15. Currently, this gap continues through school and beyond.

'Tackling Inequalities in the Early Years: Key Messages from 10 years of the Growing Up in Scotland Study' (2015)

The attainment gap between the lowest and highest attaining schools cannot be wholly attributed to different levels of deprivation. The report 'Closing the Attainment Gap in Scottish Education' from the Joseph Rowntree Foundation (JRF) considered the evidence for which attempts to close the attainment gap have been successful and listed those having a positive impact. The report noted that; Professionals at all levels need to understand how poverty influences attainment, and draw on an evidence base of 'what works, for whom, in which contexts, and why' to enable them to implement change in the most effective way.

Building on Success: strategies and plans which contribute to Excellence and Equity in Perth & Kinross

The Attainment Strategy aims to build on the work already underway in Perth and Kinross that has taken account of all statutory and other requirements in relation to tackling inequalities and raising attainment for all, for example:

Integrated Children's Services Plan

- The Integrated Children's Services Plan for Perth and Kinross articulates the commitment of services to work together to improve outcomes for children and young people. It emphasises the importance of prevention and early intervention and the need for strong collaborative working to respond to the needs of children, families and communities.

- In May 2010 the Early Years Strategy recognised the importance of the experiences that children have in their earliest years. As a result the number of local authority nurseries offering full-time places has increased to 17. Working with colleagues, a key focus has been to shift from crisis management to prevention, included supporting families to access parenting programmes and family learning activities. Joint events have been held to ensure shared learning and understanding by the range of staff who work with young children and families within the early years. In Phase 3 of the strategy there is an emerging refocus to work with the most vulnerable families to seek to break cycles of inequality and poor outcomes.

Early Years Strategy

Curriculum for Excellence

- The Curriculum for Excellence (CfE) puts in place a coherent 3-18 curriculum around capacities and learning. It aims to give children and young people an holistic understanding of what it means to be a young Scot growing up in today's world. At its heart are the four capacities: Successful learners, Confident individuals, Responsible citizens, and Effective contributors. To further support development of CfE, the Scottish College for Educational Leadership (SCEL) was established in 2014.

- Since 2013, all newly appointed headteachers (HTs) have undertaken the ECS Leadership Development and Induction Programme (LDIP). The programme supports HTs to better understand and develop their role, responsibility and accountability as a senior officer within the Council and leaders of their communities. The LDIP also encourages experienced HTs to opt-in to relevant aspects of the core programme to revisit and enhance their leadership practice. The Programme was awarded SCEL Endorsement in October 2015.

Leadership Development Programmes

Evidence2 Success

- In 2012 Perth and Kinross CPP embarked on an ambitious project to enhance the safe and healthy development of children and young people in Perth and Kinross. It has provided an understanding of the existing levels of well-being for children and young people; this information helped us decide how best to target improvement activity, including the use of programmes and practices that we know work well. The implementation of evidence-based programmes and practices to achieve population level improvement in 5 priority wellbeing outcomes remains ongoing.

- In January 2016, ECS identified 16 primary schools and 4 secondary schools where 16% or greater of children and young people live within the ACORN 5 category. Led by the Educational Psychology Team, a programme of support was designed to provide these schools with enough structure to ensure embedded and sustainable developments within each school, alongside sufficient flexibility for them to respond according to their own particular context and to draw on action research principles combined with evidence-based interventions to close the attainment gap. This programme continues into session 2016 -2017.

Closing the Gap Programme

Fairness Commission

- In February 2016 the Council agreed to establish a Fairness Commission. This Commission will consider the nature, extent, causes and consequences of poverty, both in an urban and rural context and make recommendations for action. Education and Children's Services will work closely with the Commission in relation to tackling inequalities, in particular with regard to the cost to families of the school day.

- In October 2012 the Early Years Collaborative was launched to increase the pace of improvement in the early years, drawing on research and understanding of best practice. PKC have embraced the opportunities provided by this work, and in 2016 launched the first Emotional Wellbeing Collaborative, to draw together best practice in supporting wellbeing, and to encourage practitioners to use the Model for Improvement to evidence impact of innovative approaches.

Improvement Collaboratives

Developing the Young Workforce in Perth & Kinross

- In March 2015 ECS launched the Enterprise and Employability policy in secondary schools in response to 'Scotland's Youth Employment Strategy' December 2014. This policy was aimed to "significantly strengthen our approach in schools to develop skills for work in our young people, and support their transitions from senior phase into positive sustained destinations". The central Developing Young Work Force team are supporting schools to implement and embed the key targets within the policy with a focus on Career Education, a renewed focus on employer engagement in schools and at PKC level, school/ college strategic curriculum planning, good practice events such as the "Employer Engagement Works" conference in June 2016.

Closing the Gap Programme in Perth & Kinross

Perth and Kinross Council does not qualify for Scottish Attainment Challenge funding but does recognise that there are areas where children and young people are living in poverty. PKC allocated £150,000 to support ECS work in planning and delivering actions and interventions that will raise attainment for all and reduce the attainment gap between our most and least disadvantaged learners.

Along with existing data from SIMD, 16 primary Schools and 4 secondary schools were identified where there are 16% or more of pupils classified within ACORN Category 5.

Primary Schools		
Balhousie PS	Alyth PS	Inch View PS
Goodlyburn PS	Our Lady's R.C. PS	North Muirton PS
Letham PS	St John's R.C. Academy	St. Stephen's R.C. PS
St. Ninian's PS	Craigie PS	St Dominic's R.C. PS
Rattray PS	Tulloch PS	Crieff PS
Coupar Angus PS		

Secondary Schools
Perth Grammar
Perth Academy
St John's R.C. Academy
Blairgowrie High School

Approach

For the 20 schools involved, the aim of this programme is to improve the attainment gap by providing enough structure to ensure embedded and sustainable developments within the identified schools, alongside sufficient flexibility for schools to respond according to their own particular context. The framework will draw on action research principles combined with evidence-based interventions.

A clear evidence base exists for interventions that can support schools to close the attainment gap. It is recognized that individual schools need to respond according to their own data, current developments and staff skill set. This is in part due to the fact that in Scotland schools often encompass a wide demographic mix, which may require greater attention to detail than schools where more whole scale interventions are possible.

Focus of intervention

Primary schools are encouraged to consider areas of evidence based intervention such as:

- Literacy
- Peer Tutoring
- Parental Coaching
- Self-regulation
- Establish a baseline for Early Years Vocabulary

Secondary schools are encouraged to consider:

- Peer Tutoring
- Mentoring
- Meta-cognitive and problem solving approaches.

The interventions planned through the Closing the Gap programme are supported by the attainment advisor for Perth and Kinross, through Education Scotland. All interventions are subject to an action research model led by the educational psychology team. This will ensure that appropriate evidence is gathered on the impact of these interventions.

It is intended that this data will be shared across all schools and communities, and any interventions which have demonstrated the greatest impact will be considered for further development.

Aims of the Raising Attainment Strategy in Perth & Kinross

The aim of the National Improvement Framework mirrors the ambition that the Perth and Kinross Community Planning Partnership has for “a confident and ambitious Perth and Kinross, to which everyone can contribute and in which all can share.” At the heart of this approach is a focus on enabling all children and young people to develop the skills and attributes required to be successful, take responsibility, make effective contributions to society and demonstrate a well-placed confidence about the things they do and say.

The Raising Attainment Strategy is relevant within the Perth & Kinross Strategic objectives:

- Giving every child the best start in life
- Developing educated, responsible and informed citizens
- Supporting people to lead independent, healthy and active lives
- Promoting a prosperous inclusive sustainable economy
- Creating a safe and sustainable place for future generations

We will focus on the two key outcomes from the National Improvement Framework:

Excellence through raising attainment: ensuring that every child achieves the highest standards in literacy and numeracy, set out within curriculum for excellence levels, and the right range of skills, qualifications and achievements to allow them to succeed.

Achieving equity: ensuring every child has the same opportunity to succeed, with a particular focus on closing the poverty-related attainment gap.

We will build in the work already underway in Perth & Kinross through a range of existing strategies and plans which contribute to achieving excellence and equity for all our learners.

We will work with Education Scotland’s Area Lead Officer and attainment advisor to further develop our strategy over time.

The Raising Attainment Strategy in Perth & Kinross aims to improve outcomes in literacy, numeracy and health and wellbeing for all learners, and to improve positive and sustained destinations for school leavers. It seeks to:

- Ensure that excellent progress is made by many
- Ensure that children and young people from all sectors of society are proportionately represented within all levels of attainment; and
- Ensure that effective interventions are in place to improve the attainment and achievement of vulnerable groups of learners, reducing the gap between children and young people from the most and least advantaged backgrounds.

Improvement Themes

Our priority is to identify our gaps and target these appropriately. We have identified five key improvement themes which will underpin the key actions we will take to deliver on the outcomes set out within the National Improvement Framework:

- Leadership at all levels
- Excellence in learning and teaching
- Effective interventions
- Engaging with families and communities
- Use of evidence and data

Leadership at All Levels

We aim to:

- Develop leadership capacity at all levels, with a key focus on professional skills, qualities and attributes utilised to raise attainment and reduce inequity.
- Work in partnership and collaboration with services and schools to share effective practice and provide support and intervention where improvement is required.
- Further develop collaborative school improvement partnerships across schools within and beyond Perth & Kinross; and
- Strengthen the learner voice, with an increased focus on pupil participation and engagement with all decisions which affect them.

Excellence in Learning and Teaching

We aim to:

- Ensure that all practitioners put the principles of raising attainment at the core of their practice
- Develop learning and teaching approaches that engage and motivate all children and young people and enable them to develop the appropriate skills attributes for successful learning.

- Continuously evolve and develop the curriculum they offer to meet the needs of all learners, including the more able and those whose prior attainment and earlier experiences may not have been positive; and
- Enhance the use of digital technologies.

Effective Interventions

We aim to:

- Ensure excellence by developing and implementing literacy and numeracy strategies, which build on the standards for literacy and numeracy already in place.
- Develop our existing and emerging practice into a coherent health and wellbeing strategy. This will include the further development of the Perth & Kinross Emotional Wellbeing Collaborative.
- Further encourage innovative practice and interventions across all settings but in particular those in place as part of the Closing the Gap developments, and those in place for groups of vulnerable learners.
- Support practitioners in using action research and the Model for Improvement to provide evidence of the impact of innovative practice or interventions; and
- Follow up recommendations which may arise from the Inclusion Review of Additional Support Needs provision and the work of the Fairness Commission as it relates to Education and Children's Services.

Engaging with Families and Communities

We aim to:

- Develop our engagement with parents and carers, in particular in the areas of family learning and involvement in leading school improvement. We want to improve and increase the voice of parents in leading improvements for their children and for schools to develop strong and sustainable partnerships with families to ensure children and young people are well supported as they move into, through and beyond school.
- Improve our methods of communicating with parents and families, including the use of digital technologies.
- Update our Parenting Strategy and extend the range of family and parenting support, including delivery of evidence-based programmes including Incredible Years and Strengthening Families groups; and
- Develop a Play Strategy, and explore ways in which we can increase access to community play.

Effective Use of Evidence and Data for Improvement

We aim to:

- Build the capacity of practitioners to engage effectively with an increasing range of data, to evidence effective interventions, and to assess progress and improvement, at class, school, learning community and authority level.

- Gather further evidence from schools in raising attainment and closing the gaps that exist in order that the right actions can be taken to close them; and
- Further develop self-evaluation strategies which allow the analysis of information from children and young people, staff and external stakeholders, to help them intervene timeously where improvements in attainment are required.

How are we organised to deliver?

A multi-agency group is being established to oversee the implementation of the Raising Attainment Strategy. This will be led by the heads of education, and will include representatives from other Council areas, NHS and partner agencies.

The group will meet four times per year, to monitor progress and make recommendations for future action.

A Raising Attainment Implementation Plan has been developed for 2016-2017 which will focus on delivering improvements against the four key priorities set out in the National Improvement Framework.

Progress of the Raising Attainment Strategy and Implementation Plan will be scrutinised by the Early Intervention and Prevention Board, led by the Director of ECS, and reported on at the Community Planning Partnership.

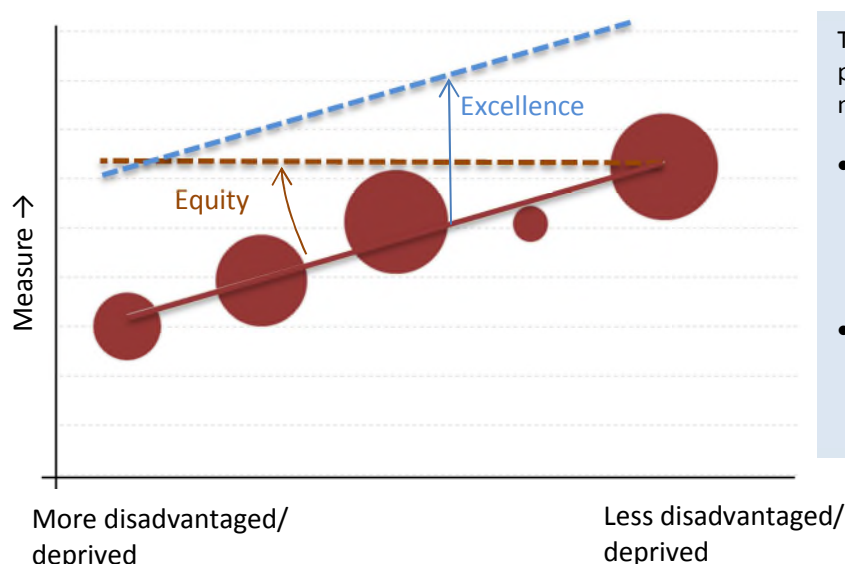
Regular reports on progress will be presented to Lifelong Learning Committee for consideration and approval including through a new format of annual Attainment Report which will incorporate performance reporting of measures in this strategy. It is anticipated that an annual report would be presented to Committee prior to submission to the Scottish Government in 2017.

How will we measure success?

In order to identify if the actions taken to improve our priorities have been effective, several area wide measures are being established. 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, the approach will be to draw upon a broad range of evidence rather than relying on single, narrow measures.



This format of chart will be used preferentially where possible across all measures:

- The size of the bubble is proportional to the number of individuals within the SIMD or ACORN category along the horizontal axis.
- The height of the bubble against the vertical axis indicates the average measure of individuals in that category.

The choice to both raise and flatten the line for the strategic measures is because:

- This approach is inclusive of all. It does not focus on specific small groups of children/ YP or others to the potential detriment of others; and
- It uses all the data available and is less susceptible to yearly fluctuations.

Individual schools and other services will use these measures to inform them of the more specific evidence that is relevant for the improvement activity they are leading and their particular circumstances and setting. As knowledge of the attainment gap (and others) increases, challenging but realistic targets can be established.

“Delivering Excellence and Equity in Scottish Education - A Delivery Plan for Scotland” states that the Scottish Government will publish Statutory Guidance in March 2017 to support local authorities in carrying out their duties to plan and report on the National Improvement Framework. Once this guidance is published, we will ensure that our Annual Plan and Report is consistent with those requirements, including new techniques and measures that are developed.

Key Measures

Age	Combined Ambition		
	Indicator	Excellence: Raise	Equity: Flatten
Pre-school	Proportion meeting expected developmental milestones at 27-30 months	Increase from 14/15 and 13/14 levels.	Variation across SIMD is shown in national data. Work with NHS is ongoing to secure local data
	Proportion meeting expected developmental milestones when entering primary school	Increase from 15/16 level	Flatten the line of proportion meeting milestones across SIMD / ACORN
BGE	Proportion achieving expected levels of literacy and numeracy at P1, P4, P7	P4, P7: Increase from levels measured 10/11 - 14/15. P1 first measured 15/16	Flatten the line of attainment across SIMD / ACORN
	Proportion achieving expected levels of literacy and numeracy at S3	Increase from levels measured 12/13 - 14/15	Flatten the line of attainment across SIMD / ACORN
	Proportion of leavers achieving literacy at SCQF levels 4 and 5	Increase from levels measured 14/15	Flatten the line of attainment across SIMD / ACORN
Senior Phase	Proportion of leavers achieving numeracy at SCQF levels 4 and 5	Increase from levels measured 14/15	Flatten the line of attainment across SIMD / ACORN
	Average total tariff score of leavers	Increase from levels measured 14/15	Flatten the line of attainment across SIMD / ACORN
	Of the S4 and S5 leavers who have not achieved a Higher, the proportion who have achieved one or more vocational qualification	Increase from levels measured 13/14 and 14/15	Flatten the line of vocational attainment across SIMD / ACORN
Post-school	Proportion of leavers in positive destinations – initial and follow-up	Increase from levels measured 14/15	Flatten the line of positive destination across SIMD / ACORN

- Where possible, comparators will be established to understand progress relative to others. As they become available, these will be virtual comparators which allow a more realistic comparison of groups of pupils from similar backgrounds and other characteristics. These comparators will change each year reflecting change across the country.
- It is proposed that these measures are reported annually in Autumn each year in a new style attainment report which will inform the authority's report to Scottish Government.

Supporting Measures

A selection of other measures, considered annually, can give a rounded view of factors that support raising attainment and improving health and well-being. Each theme will draw upon a range of evidence to form a rounded picture of progress. Measures will evolve with national developments that have been signposted for example around health and wellbeing.

Theme		Combined Ambition	
	Indicator (Source)	Excellence: Raise	Equity: Flatten
Parents and Support	Parents involved in effective family learning and parenting programmes (PKC/ NHS)	<ul style="list-style-type: none"> Maintain / increase numbers in line with capacity Increase retention/ completion of programmes 	Understanding of distribution of participants across SIMD/ ACORN
	School Attendance and Exclusion (PKC)	Increase attendance and reduce exclusion	Flatten the line of attendance across SIMD / ACORN
Behaviours	Active Schools Participation (PKC/LAL)	Increase rate of participation in activities	Flatten the line of participation across SIMD / ACORN
	Young people drinking alcohol in past week (SALSUS – not annual)	Reduce and consider comparator performance	-
Engagement	Staying on rates S4 to S5 (PKC)	Improve staying on in full-time education	Flatten the line of staying-on across SIMD / ACORN
	16-24 Unemployment (Nomis ¹)	Reduce number and rate of claimants.	-
Health and Wellbeing	P1 Obesity (NHS)	Reduce % whose BMI is within the top 5% of the 1990 UK reference range for age and sex.	-
	School Meal Uptake (PKC)	Increase levels of school meal uptake <ul style="list-style-type: none"> P1-P3 Universal FSM Others 	Increase understanding of relationships between uptake and other factors
	Mental wellbeing, as measured by WEMWBS (SALSUS – not annual)	Improve and consider comparator performance	-

Specific groups who may experience disadvantage

- Additional Support Needs
- Looked after children
- Children previously looked after
- Young Carers
- English not as first language

For these groups a range of evidence, quantitative as well qualitative, will be important to understand progress across the key measures and supporting themes. With small numbers involved in some cases, care will always be needed in interpreting change in any measures.

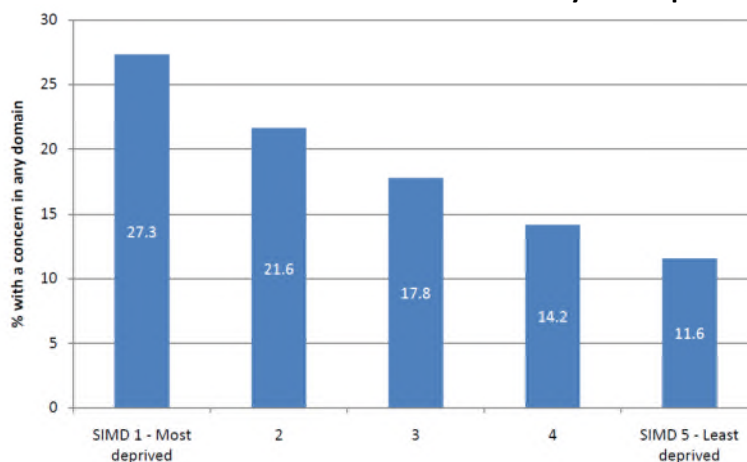
¹ Nomis is a service provided by the Office for National Statistics (ONS) for UK labour market statistics.

Supporting Information

Early Years (Age 0 – 5)

Reflecting national trends, Perth and Kinross data from the **27-30 month Child Health Review** shows that developmental delay in speech, language and communication is the most common concern, followed by social and emotional needs. From the latest 14/15 review, 19% of children had at least one developmental concern identified. Nationally, there is a clear relationship between deprivation and developmental concern.

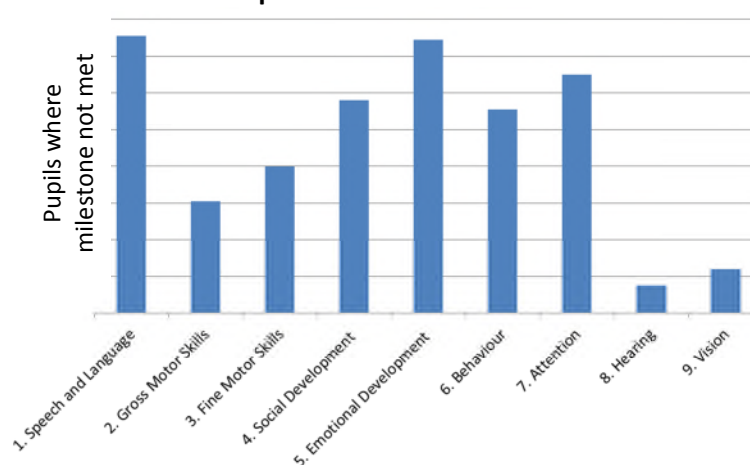
27-30 Month Child Health Review – Concerns by SIMD quintile



Source: ISD Scotland, 27-30 Month [Child Health Review](#)

This trend is mirrored in the **48-60 months development milestones**, for which initial data were collected across PKC in May 2016. This shows that around 1 in 5 children have at least one developmental delay as they enter primary school. Many more boys than girls show these delays and there is a clear relationship with deprivation.

48-60 Month Development Milestones Not Met

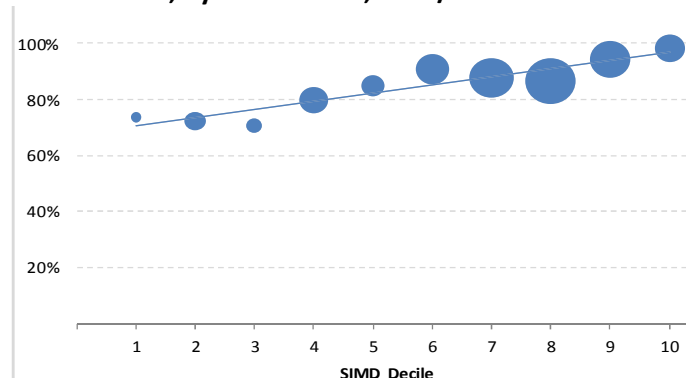


Source: ECS (draft data)

Broad General Education (Age 5-14, P1 – S3)

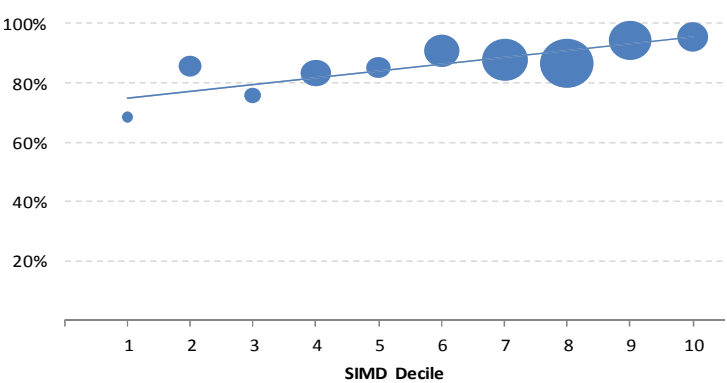
Within **Curriculum for Excellence** levels at P1, P4, P7 and S3, there are attainment gaps across all organisers; there is somewhat lower performance in writing and numeracy and the deprivation-related attainment gap appears more pronounced in these areas. As pupils progress through the Broad General Education, the gap deepens as those from more disadvantaged backgrounds fall behind their peers.

P7 Pupils making very good progress in Writing at Second Level, by SIMD decile, 2014/15

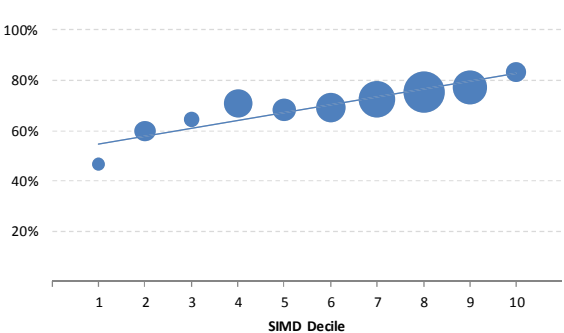
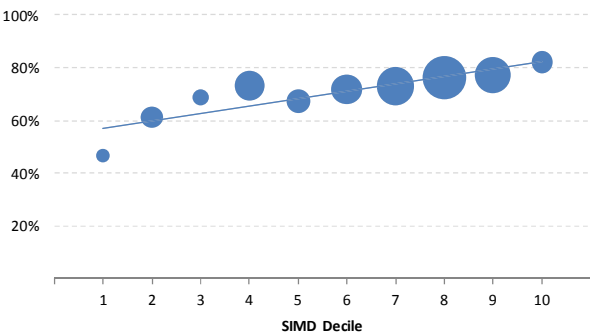


Source: ECS

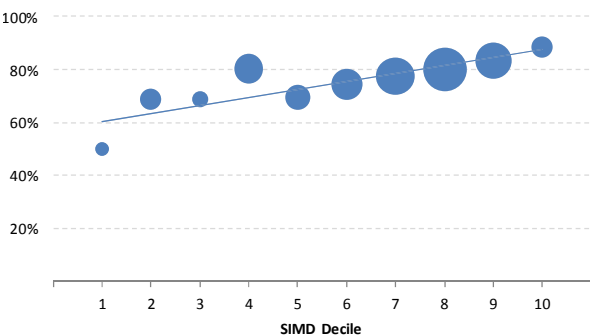
P7 Pupils making very good progress in Numeracy at Second Level, by SIMD decile
Source: ECS



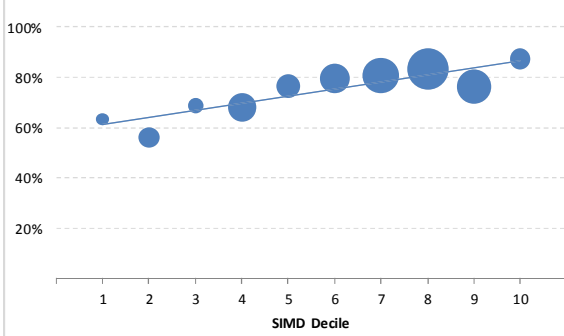
S3 Pupils with secure learning at Third Level, by SIMD decile, 2014/15



Reading



Writing

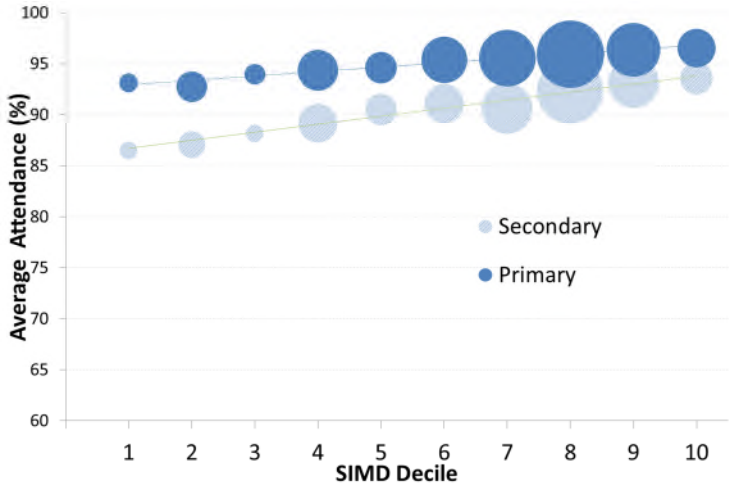


Listening & Talking

Mathematics & Numeracy

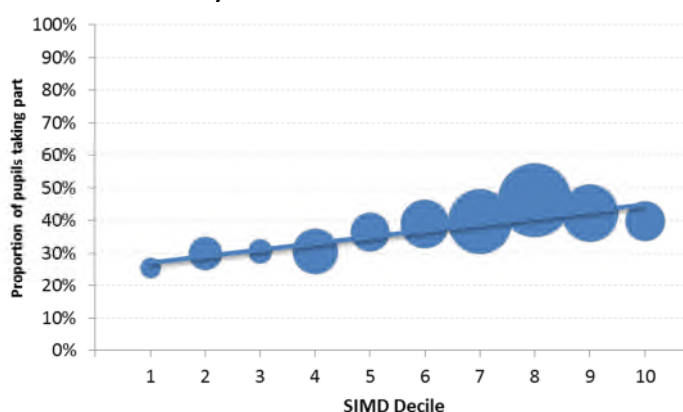
From P7 and into secondary, school **attendance** rates fall in pupils from more disadvantaged backgrounds...
Source: ECS

Overall school attendance by SIMD decile 2014/15



...as does participation in **active school activities**, across all PKC schools. Primary and secondary sectors show very similar patterns in 14/15.

Active Schools Participation 2014/15 (in at least one activity in at least one term)

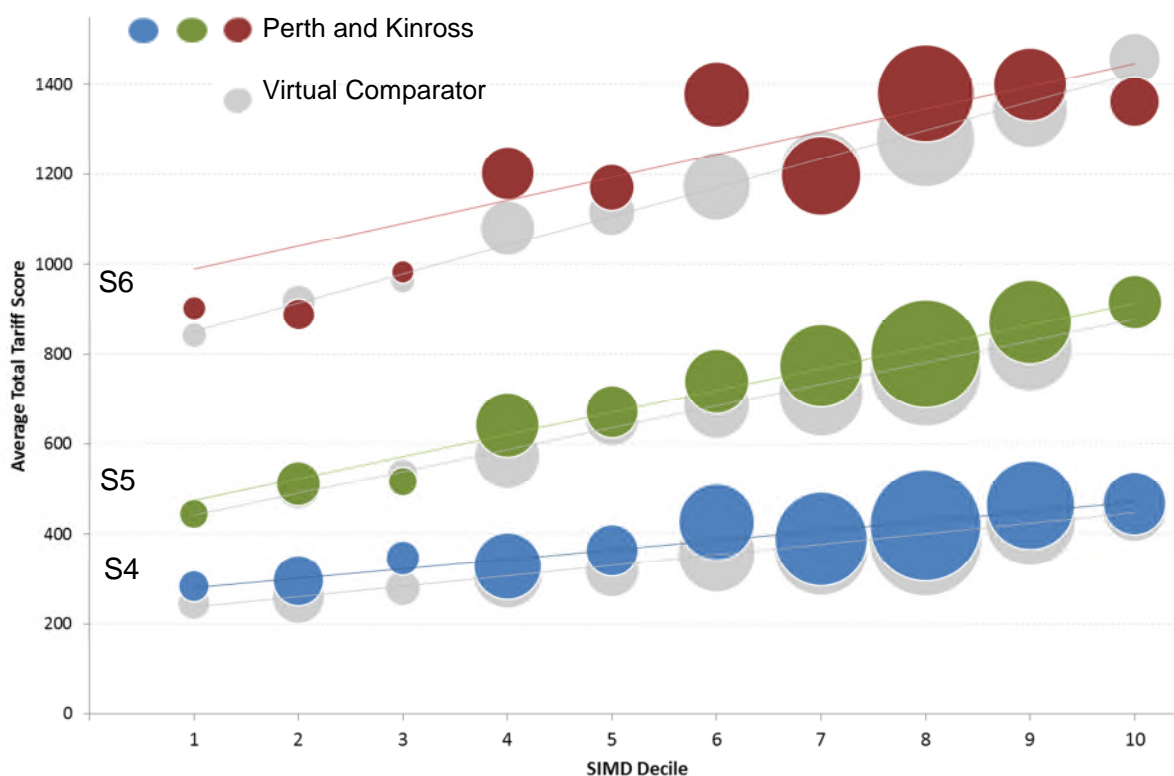


Source: ECS/LAL

Senior Phase (14+, S4 – S6)

There have been some recent improvements in the attainment of the lowest performing cohort (irrespective of deprivation) but the gap remains stubbornly wide. Fewer pupils from most disadvantaged backgrounds go into S5 and S6, and for those that do the attainment gap becomes more pronounced.

S4/S5/S6 Cumulative Attainment (measured using tariff score) by SIMD Decile, 2015

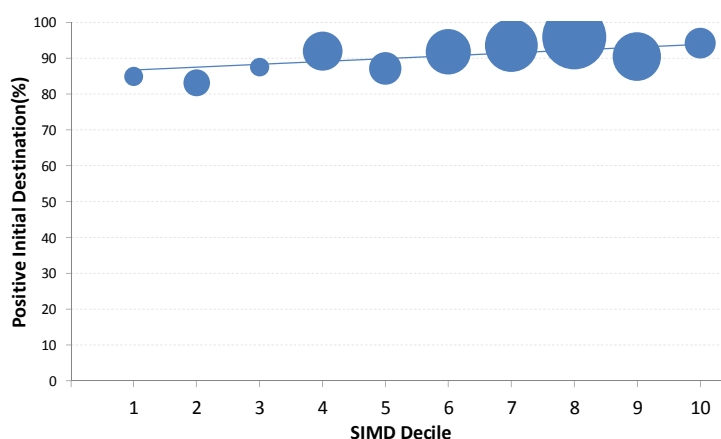


Source: [Insight](#)

Post School Destinations

Although flatter, initial destinations post-school show a continued relationship with deprivation, with SIMD deciles 1 & 2 showing significantly lower levels of positive initial destinations.

In May 2016, there were 225 16-24 year olds claiming job-seekers allowance or universal credit in Perth and Kinross. 75% were male, and the split between Perth City and the rest of the Council areas is 50:50. A further 670 under 25s were in receipt of other working-age benefits.



[2014/15 Leaver destinations](#). PKC overall figure: 92%

Source: SDS/ PKC

National Legislation and Policies

[Children and Young People \(Scotland\) Act 2014](#)

[Education \(Scotland\) Act 2016](#)

[Curriculum for Excellence](#)

[Getting It Right For Every Child](#)

[The Early Years Framework 2009](#)

[Developing the Young Workforce – Scotland’s Youth Employment Strategy 2014](#)

[Scottish Attainment Challenge 2015](#)

[National Improvement Framework 2016](#)

[Delivering Excellence and Equity in Scottish Education – A Delivery Plan for Scotland 2016](#)

Perth and Kinross Strategies and Plans

[Business Plan](#)

[Corporate Plan 2013-2018](#)

[Community Plan/Single Outcome Agreement 2013-23](#)

[Integrated Children’s Services Plan 2013-2018](#)

[Education and Children’s Services Business Management and Improvement Plan 2016-17](#)

[PKC Parenting Strategy 2015-2019](#)