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Council Building
2 High Street
Perth
PH1 5PH

23/11/2021

A meeting of the **Scrutiny Committee** will be held virtually on **Monday, 29 November 2021** at **09:30**.

If you have any queries please contact Committee Services on (01738) 475000 or email Committee@pkc.gov.uk.

THOMAS GLEN
Chief Executive

Those attending the meeting are requested to ensure that all notifications are silent on their device and other devices are in silent mode.

Please note that the meeting will be broadcast online and recorded. The recording will be publicly available on the Council's website following the meeting.

Members:
Councillor Sheila McCole (Convener)
Councillor Andrew Parrott (Vice-Convener)
Councillor Liz Barrett
Councillor Harry Coates
Councillor David Illingworth
Councillor Anne Jarvis
Councillor Ian Massie
Councillor Xander McDade
Councillor Crawford Reid
Councillor Fiona Sarwar
Councillor Frank Smith
Councillor Colin Stewart
Councillor Willie Wilson

Scrutiny Committee

Monday, 29 November 2021

AGENDA

MEMBERS ARE REMINDED OF THEIR OBLIGATION TO DECLARE ANY FINANCIAL OR NON-FINANCIAL INTEREST WHICH THEY MAY HAVE IN ANY ITEM ON THIS AGENDA IN ACCORDANCE WITH THE COUNCILLORS' CODE OF CONDUCT.

1   WELCOME AND APOLOGIES/SUBSTITUTES

2   DECLARATIONS OF INTEREST

3   MINUTE OF MEETING OF THE SCRUTINY COMMITTEE OF 15 SEPTEMBER 2021 FOR APPROVAL
(copy herewith)

4   UPDATE BY ARMS LENGTH EXTERNAL ORGANISATIONS
(i)   Horsecross Arts Ltd
(ii)   Live Active Leisure Ltd

5   PERTH AND KINROSS CHILD PROTECTION COMMITTEE STANDARDS AND QUALITY REPORT 2020/2021
Report by Chief Social Work Officer (copy herewith 21/225)

NOTE
The above report will also be submitted to Perth and Kinross Council on 15 December 2021.

6   ATTAINMENT AND PUPIL EQUITY FUNDING UPDATE 2021
Report by Executive Director (Education and Children's Services) (copy herewith 21/201)

NOTE
The above report was also considered by Lifelong Learning Committee on 3 November 2021.

7   BUSINESS GATEWAY
Report by Head of Planning and Development (copy herewith 21/226)

8   REGISTRATION OF BIRTHS, DEATHS, MARRIAGES AND CIVIL PARTNERSHIPS - INSPECTION REPORT BY NATIONAL RECORDS OF SCOTLAND

Report by Head of Legal and Governance Services (copy herewith 21/227)

SCRUTINY COMMITTEE

Minute of meeting of the Scrutiny Committee held virtually via Microsoft Teams on Wednesday 15 September 2021 at 9.30am.

Present: Councillors S McCole, A Parrott, L Barrett, H Coates, J Duff (substituting for Councillor D Illingworth), A Jarvis, I Massie, X McDade, C Reid, F Sarwar, F Smith, C Stewart and W Wilson.

In Attendance: S Devlin, Executive Director (Education and Children's Services); M Butterworth, F Crofts, L Dott, C Guild, C Hendry, E Ritchie, A Seggie, F Robertson (all Communities); S Johnston, J Chiles, S Cooper, G Doogan, D Macluskey, F Mackay, B Martin-Scott and L Richards (all Education and Children's Services) G Paterson (Health and Social Care Partnership) K Donaldson, L Brady, I Caldow, G Fogg, C Judge, J Walker, S Walker, D Williams, D Adams, A Brown, A McMeekin and M Pasternack (all Corporate and Democratic Services).

Apologies: Councillor D Illingworth.

<div align="center">Councillor S McCole, Convener, Presiding.</div>

The Convener led discussion on Items 4, 7, 8, 9, 10 and 11, with the Vice-Convener leading discussion on Items 5 and 6.

1.   WELCOME AND APOLOGIES

The Convener welcomed all those present to the meeting and apologies were noted as above.

2.   DECLARATIONS OF INTEREST

There were no Declarations of Interest in terms of the Councillors' Code of Conduct.

3.   MINUTE OF MEETING OF THE SCRUTINY COMMITTEE OF 12 MAY 2021

The minute of meeting of the Scrutiny Committee of 9 June 2021 was submitted and approved as a correct record.

It was noted that there were outstanding issues on Abernyte Primary School; Governance arrangements for Local Action Partnerships and Business Gateway and that such issues would be raised with officers and brought to a future meeting of the Scrutiny Committee.

4.   UPDATE BY ARMS LENGTH EXTERNAL ORGANISATIONS

(i)   Update by Horsecross Arts Ltd

There was a slide-based presentation delivered by Nick Williams, Chief Executive Officer, Horsecross Arts Ltd., and Willie Anderson, Head of Finance and Administration, Horsecross Arts Ltd. During the presentation,

Nick Williams made specific reference to the Programme of Activity for the summer of 2021, the re-opening of venues to audiences, operations and staffing, with Willie Anderson providing members with an update on the financial situation of Horsecross Arts Ltd.

Members sought assurance on matters such as additional revenue and funding with specific regards to the pantomime, Covid protocols and their impact upon performances, and revenue from rescheduled ticket sales.

The Convener thanked Nick Williams and Wille Anderson, Horsecross Arts Ltd for their attendance.

(ii) Culture Perth and Kinross

There was a slide-based presentation delivered by Helen Smout, Chief Executive Officer, Culture Perth and Kinross. During the presentation, Helen Smout made specific reference to returning visitor numbers, online content launched during the Covid-19 Pandemic and changing use of Libraries, including their role in supporting wellbeing and recovery.

Members sought assurance on matters such as the reopening of Libraries and Economic Impact.

The Convener thanked Helen Smout for her attendance.

5. ANNUAL PERFORMANCE REPORT 202/21

There was submitted a report by the Interim Chief Executive (21/159) providing an overview of how the council performed in 2020/21 against the strategic objectives for Perth and Kinross, as set out in the Council's Corporate Plan 2018-22.

In response to a query from Councillor Barrett regarding the implementation of the Full Fibre Network, A Seggie advised that, whilst there had been some issues which had led to delays in implementation of the Full Fibre Network, the project was active and the aim was for the implementation to be completed by the end of 2021.

In response to a query from Councillor Stewart on subject choices in schools, D Macluskey advised members that five new subjects were being offered to pupils in Perth and Kinross as part of the virtual campus, and all five of these subjects were at Advanced Higher level.

Resolved:
The contents of Report 21/87, be noted.

6. EDUCATION AND CHILDREN'S SERVICES JOINT BUSINESS MANAGEMENT AND IMPROVEMENT PLAN 2021/22 AND ANNUAL PERFORMANCE REPORT 2020/21

There was submitted a report by the Executive Director (Education and Children's Services) (21/158) presenting the Business Management and Improvement Plan (BMIP) for 2021/22 and Annual Performance Report 2020/21 for Education and

Children's Services, providing a report on progress, performance against key performance indicators, and setting out priorities for the current year.

In response to a query from Councillor Wilson regarding Education and Children's Services' response to resourcing issues, S Devlin advised that this was a wider issue and Education and Children's Services were well-equipped to deal with any issues in the regard. S Johnston further advised that no issues had been presented when recruiting teachers, and that all appropriate teaching and support staff were in place in schools in Perth and Kinross.

Resolved:
The contents of Report 21/158, be noted.

THERE FOLLOWED A 10 MINUTE RECESS

7. **ANNUAL PERFORMANCE REPORT 2020-21 BUSINESS MANAGEMENT AND IMPROVEMENT PLAN 2021-22**

There was submitted a report by the Executive Director (Communities) (21/160) presenting the Communities Annual Performance Report 2020-21 and Business Management and Improvement Plan 2021-22.

In response to a query from Councillor Simpson regarding slippage in the implementation of school exclusion zones, M Butterworth advised members that some issues had been faced with regards to recruitment and resources, but did advise that road safety initiatives were a priority and that eight projects had been completed in this regard.

In response to a query from Councillor Wilson regarding challenges around flooding, M Butterworth advised members that residents would be communicated with in this regard, and also there was a view to bring street sweepers who had been redeployed into refuse roles back into their substantive roles.

In response to a query from Councillor Parrott regarding whether the process of business support through the Covid-19 Pandemic was still ongoing, A Seggie advised members that most staff had been stood down from this role, but that some funding was still remaining, and work was ongoing to determine how best to distribute funds.

In response to a query from Councillor McCole regarding medical priority transfers in relation to housing, E Ritchie advised that these were built into allocation priorities in order to speed up the process, and that there was now a monthly monitoring of these cases.
Resolved:
The contents of Report 21/160, be noted.

8. **CORPORATE AND DEMOCRATIC SERVICES BUSINESS MANAGEMENT AND IMPROVEMENT PLAN 2021-22**

There was submitted a report by the Chief Operating Officer (21/157) presenting the Business Management and Improvement Plan 2021-22 for Corporate and Democratic Services, setting out priorities for the Service and improvement activity to enable and support delivery of the Council's strategic objectives and priority outcomes.

Resolved:
The contents of Report 21/157, be noted.

9. CORPORATE WORKFORCE PLAN 2018-21

There was submitted a report by the Chief Operating Officer (21/161) showcasing the key achievements from the Council's Corporate Workforce Plan – Building Ambition for the period 2018-21.

In response to a query from Councillor Stewart regarding a joint working agreement for the Health & Social Care Partnership, K Donaldson advised that whilst there was no further progress with NHS Tayside on this matter, it remained a longer-term ambition.

Resolved:
The contents of Report 21/161, be noted.

10. FOI PERFORMANCE REPORT 2020-21

There was submitted a report by the Head of Legal and Governance Services (21/162) describing the Council's performance in relation to its obligations under the Freedom of Information (Scotland) Act 2002 and Environmental Information (Scotland) Regulations 2004 for the year 2020-21, also providing an overview of some of the Council's other information-related activities.

In response to a query from Councillor Parrott on resources spent on FOI requests with the drop in requests, J Walker advised that, whilst there had been a decrease in requests, many of the requests received were complex in relation to the Covid-19 Pandemic, and as such were more time consuming for Officers.

Resolved:
The contents of Report 21/162, be noted.

11. COUNCIL COMPLAINTS PERFORMANCE REPORT FOR 2019-20 AND 2020-21

There was submitted a report by the Head of Legal and Governance Services (21/163) providing assurance that the Council has an adequate and effective Complaints Handling Procedure (CHP) in place and to advise the Committee of work undertaken to improve performance in relation to the Council's handling of complaints, and to satisfy public performance reporting requirements in accordance with the Scottish Public Service Ombudsman's (SPSO) performance measures for local authorities.

Resolved:
The contents of Report 21/163, be noted.

PERTH AND KINROSS COUNCIL

Scrutiny Committee – 29 November 2021
Council – 15 December 2021

PERTH AND KINROSS CHILD PROTECTION COMMITTEE
STANDARDS AND QUALITY REPORT 2020/2021

Report by Jacquie Pepper, Chief Social Work Officer
(Report No. 21/225)

PURPOSE OF REPORT

Perth and Kinross Child Protection Committee (CPC), in compliance with Scottish Government guidance, publishes an annual Standards and Quality (S&Q) report. The S&Q report for the academic year 2020/2021 provides an overview of the key activities and work of the CPC partners to protect children and young people from harm, abuse and exploitation.

This year's report describes the impact of the COVID-19 pandemic on children, young people, and families, how performance has been maintained, and how services and agencies have successfully adapted. This report also confirms that the CPC continues to focus on learning and improvement and has prepared a programme of improvement work for 2021 and beyond.

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1. **BACKGROUND/MAIN ISSUES**

1.1 All Child Protection Committees in Scotland are encouraged to publish an Annual Report in compliance with the requirements described in *Protecting Children and Young People: Child Protection Committee and Chief Officer Responsibilities* (Scottish Government: February 2019). This (S&Q) report covers the work of the CPC for the academic year from 1 August 2020 to 31 July 2021.

1.2 The S&Q report reflects the Care Inspectorate's Quality Indicator Framework: *A quality framework for children and young people in need of care and protection* (Care Inspectorate: Revised 2019).

1.3 The S&Q report presents an overview of performance in services to protect children and young people and is based on sound evidence, obtained through a range of single and multi-agency quality assurance and self-evaluation activities. It describes achievements, key strengths and areas for further improvement. This report also describes the impact of the COVID-19 pandemic, and more importantly, how services and agencies have successfully adapted and continued to meet demands.

1.4 The S&Q report confirms that the CPC continues to be a listening, learning and improving CPC, and the report sets out the CPC's shared programme of improvement work for 2021 and beyond.

This improvement programme has been informed by various national and local drivers; including legislative and policy changes; planning and

self-evaluation frameworks; recent local self-evaluation and review activities; and research into Tayside Initial Case Reviews (ICRs) and Significant Case Reviews (SCRs) commissioned by the Tayside Regional Improvement Collaborative (TRIC).

1.5   Page 5 of the S&Q report provides a summary infographic. It identifies the key changes in the volume and activity of key multi-agency child protection processes.

1.6   The reporting and analysis of performance data has continued to improve over the last year. The CPC has continued to receive more frequent data in a more integrated way as a result of the improved governance for child protection during the pandemic. The headline statistical data, presented on pages 8 to 18 of the S&Q report, has been expanded to include additional key performance indicators and the report benefits from more detailed multi-agency contextual analysis and narrative.

1.7   The data shows that the number of Child Concern Reports (CCRs)[1] has risen for a fifth successive year; by far the majority of CCRs continue to come from Police Scotland. The number of children and young people, who have been the subject of an inter-agency referral discussion (IRDs)[2] and the number of child protection investigations have continued to increase continuing a year-on-year trend for the last five years. There has also been an increase in the number of joint investigative interviews and joint paediatric forensic medical examinations.

1.8   The number of unborn baby referrals received has increased over the last year (134 in 2020/21 compared to 92 in 2019/20). The number of unborn babies being considered at pre-birth child protection case conferences has risen significantly (33 in 2020/21 compared to 18 in 2019/20). Of the 33 unborn babies considered at a pre-birth child protection case conference, 31 (94%) went on to be placed on the child protection register (CPR). This suggests that practice continues to be effective, and that frontline staff have remained alert to risks and vulnerability in pregnancy throughout the pandemic. The additional resource approved by Council in 2019/20 (which provided the equivalent of 4.0 full time employees (FTE) social workers for two years in to Services for Children Young People and Families) has helped to mitigate the unprecedented demands experienced in the first 6 months of the pandemic and expanded the ability to provide intensive and flexible family support in evenings and weekends.

1.9   The number of children and young people being considered at initial child protection case conferences has fallen sharply this year (72 in 2020/21 compared to 110 in 2019/20). Of these, 51 (71%) children and young people's names were placed on the CPR. Whilst the conversion rate has reduced from

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[1] Note: A Child Concern Report (CCR) is a mechanism by which any practitioner or manager across the public, private or third sector, or indeed, any member of the public, can raise any worry or concern they may have about a child or young person's health and/or wellbeing.

[2] Note: An IRD is a discussion between practitioners, services, or agencies, where a child concern report and/or multi-agency screening arrangements have determined that a child or young person may need care and protection from harm, abuse, or neglect; or there is a likelihood or risk of significant harm, abuse, or neglect.

90% in 2019/20, this remains relatively high. Unborn babies, children and young people placed on the CPR are the subject of a multi-agency child protection plan.

1.10 In 2020/21, there were 95 new CPR registrations during the year compared to 138 in 2019/20 in line with the reduction in the number of children and young people being considered at child protection case conferences. The number of children and young people whose names were included on the CPR on 31 July 2021 was 69 compared to 97 in 2020. This is directly attributable to new and creative ways of working as a consequence of the COVID-19 pandemic. A resumption of virtual multi-agency case conferences; including review case conferences has re-enabled multi-agency decision-making to take place more effectively and frequently. The return of children and young people to early learning and childcare and schools, as restrictions have eased, has also meant that the protective factors of universal services have contributed to decisions to remove children's names from the CPR.

1.11 The areas for concern, for children in need of protection, continue to be parental mental ill-health, domestic abuse and parental alcohol or drug use; sometimes referred to as the *"trio of risk"*. Neglect and non-engagement also continue to feature highly. It is also recognised that in the majority, if not all of these cases, there will be an element of emotional abuse.

1.12 The data and information provided by the Scottish Children's Reporter Administration (SCRA) has been expanded, by The Reporter, to demonstrate the impact of COVID-19 and resulting Scottish Government emergency legislation and guidance on Children's Hearings.

1.13 Overall, there has been a reduction in both the number of referrals and the number of children and young people referred to SCRA. The CPC continues to monitor the use of legal measures, including the number of children subject to compulsory supervision orders (CSOs). This has increased slightly by 3% and attributable to the reduced capacity to arrange hearings and to terminate CSOs.

1.14 The number of child protection orders (CPOs) has decreased (25 in 2020/21 compared to 32 in 2019/20. The Reporter has proposed that despite the COVID-19 restrictions, vulnerable children and young people in Perth and Kinross have continued to be seen and early intervention and support arrangements have been effective in avoiding the need for compulsory measures of care.

1.15 The S&Q report evidences a continually improving picture in respect of listening to and engaging with children and young people, with access to independent advocacy support. These services have successfully adapted to the COVID-19 restrictions through a creative and blended approach to contact, visits and engagement.

The commitment to seeking and representing the views of children and young people in key child protection processes has been continued, and in many ways enhanced, through innovative working and the use of existing and new technologies.

1.16 The S&Q report acknowledges that whilst there has been no multi-agency face-to-face child protection training carried out since March 2020, the CPC has

successfully adapted its existing multi-agency child protection training offer and developed a range of alternative options. This includes new courses via online modules and webinars.

1.17   The Perth and Kinross CPC continues to have a very good virtual presence and footprint on social media platforms (Twitter and Facebook) and has supported periodic national child protection campaigns from CPCScotland. The public facing website has been refreshed and there are plans to revive the key message that child protection is everyone's job over the winter months of 2021/22.

1.18   A clear demonstration of that commitment and approach to learning and improvement can be found on pages 37 to 39 of the S&Q report, which highlights the ongoing work of the TRIC Priority Group 5 (PG5): Safeguarding and Child Protection which continues to provide added value to the work of the CPC. Of particular note, is the commissioned research work completed this year by Dr Sharon Vincent of Northumbria University, into case reviews carried out over a three-year period across Tayside. This has provided a sound evidence base for both the TRIC PG5 and the CPC planned improvement work for the next two years.

1.19   The S&Q report evidences the collective commitment to leadership, as we continue to emerge from, and recover from, the COVID-19 pandemic. It describes how we have developed our protecting people (public protection) arrangements, and more importantly, the shared commitment to change and improvement. This is evidenced within the CPC Improvement Plan 2021 - 2023 (Appendix 2).

2.   CONCLUSION AND RECOMMENDATIONS

2.1   In conclusion, the Perth and Kinross CPC annual S&Q report provides a comprehensive overview and analysis of the work across all partners to keep children and young people safe and protected. It clearly sets out the extent to which the CPC, managers and staff have prioritised their work to support the most vulnerable and at-risk children and young people through the challenges of the pandemic. Notably, child protection partnership arrangements have been strengthened and there has been a sharper focus and attention to performance information to ensure that key processes remained highly effective.

This report provides evidence that risk and vulnerability has continued to be identified and that child protection processes have ensured an effective response to children and young people.

There are new pressures and demands arising as a result of the new context presented by the pandemic and the CPC's S&Q report clearly shows that these are being monitored closely, analysed, and understood. The additional resource, approved by Council in 2019/20 (which provided the equivalent of 4.0 FTE social workers for two years into Services for Children Young People and Families), has helped to mitigate the unprecedented demands experienced in the first six months of the pandemic and expanded the ability to provide intensive and flexible family support in evenings and weekends. The continued need for

additional resourcing in to child protection beyond the two years will be kept under review.

2.1.1 It is recommended that the Scrutiny Committee:

(i) Scrutinises and comments as appropriate on the Perth and Kinross Child Protection Committee Standards and Quality Report 2020/2021 (Appendix 1) and the contents of the Perth and Kinross CPC Improvement Plan 1 August 2021 – 31 July 2023 (Appendix 2).

2.1.2 It is recommended that Council:

(i) Notes the wide range of work being carried out by Perth and Kinross Council, and partners through the CPC to provide high quality services to protect children and young people, in particular, the high-level commitment to continuous improvement through self-evaluation; and

(ii) Endorses the contents of this report and the Perth and Kinross Child Protection Committee Standards and Quality Report 2020/2021 (Appendix 1) and the contents of the Perth and Kinross CPC Improvement Plan 1 August 2021 – 31 July 2023 (Appendix 2).

Author

Name	Designation	Contact Details
Jacquie Pepper	Chief Social Work Officer, Perth and Kinross Council	ECSCommittee@pkc.gov.uk 01738 475000

Approved

Name	Designation	Date
Sheena Devlin	Executive Director (Education and Children's Services)	2 November 2021

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You can also send us a text message on 07824 498145.

All Council Services can offer a telephone translation facility.

1.   IMPLICATIONS, ASSESSMENTS, CONSULTATION AND COMMUNICATION

Strategic Implications	Yes / None
Community Plan / Single Outcome Agreement	**Yes**
Corporate Plan	**Yes**
Resource Implications	
Financial	**N/A**
Workforce	**N/A**
Asset Management (land, property, IST)	**N/A**
Assessments	
Equality Impact Assessment	**N/A**
Strategic Environmental Assessment	**N/A**
Sustainability (community, economic, environmental)	**N/A**
Legal and Governance	**N/A**
Risk	**N/A**
Consultation	
Internal	**Yes**
External	**Yes**
Communication	
Communications Plan	**N/A**

1.   Strategic Implications

Community Plan/Single Outcome Agreement

1.1   This section sets out how the proposals relate to the delivery of the Perth and Kinross Community Plan/Single Outcome Agreement in terms of the following priorities:

(i)   Giving every child the best start in life;
(ii)   Developing educated, responsible and informed citizens;
(iii)   Promoting a prosperous, inclusive and sustainable economy;
(iv)   Supporting people to lead independent, healthy and active lives; and
(v)   Creating a safe and sustainable place for future generations.

This report relates to Objective No (i).

Corporate Plan

1.2   This section sets out how the proposals relate to the achievement of the Council's Corporate Plan Objectives.

(i)   Giving every child the best start in life;
(ii)   Developing educated, responsible and informed citizens;
(iii)   Promoting a prosperous, inclusive and sustainable economy;
(iv)   Supporting people to lead independent, healthy and active lives; and
(v)   Creating a safe and sustainable place for future generations.

This report relates to Objective No (i).

1.3 The report also links to the Education & Children's Services Vision, Values and Priorities in respect of the following key Priority area:

- Safe and Protected

2. Resource Implications

Financial

2.1 There are no known resource implications at this time.

Workforce

2.2 There are no known workforce implications at this time.

Asset Management (land, property, IT)

2.3 There are no asset management implications at this time.

3. Assessments

Equality Impact Assessment

3.1 This report has been considered under the Corporate Equalities Impact Assessment process (EqIA) with the following outcome:

(i) Assessed as **not relevant** for the purposes of EqIA.

Strategic Environmental Assessment

3.2 The matters presented in this report were considered under the Environmental Assessment (Scotland) Act 2005 and no further action is required as it does not qualify as a PPS as defined by the Act and is therefore exempt.

Sustainability

3.3 Not Applicable.

Legal and Governance

3.4 There are no legal implications at this time.

3.5 N/A

Risk

3.6 There are no associated risks at this time.

4.   Consultation

<u>Internal</u>

4.1   The Head of Democratic Services, Head of Finance, Head of Legal Services, Head of Human Resources, the Children, Young People and Families Partnership, Education and Children's Service's Senior Management Team and the Child Protection Committee and partners have been consulted in the preparation of this report.

<u>External</u>

4.2   The Child Protection Committee and partners have been consulted in the preparation of this report.

5.   Communication

5.1   There are no communication issues at this time.

2.   BACKGROUND PAPERS

None.

3.   APPENDICES

Appendix 1:   Perth and Kinross Child Protection Committee Standards and Quality Report 2020/2021

Appendix 2:   Perth and Kinross CPC Improvement Plan 1 August 2021 – 31 July 2023

FINAL DRAFT

Standards and Quality Report 2020/2021

Protecting Children and Young People: It is Still Everyone's Job

Contents

Guardian/Keeper:	**Perth and Kinross Child Protection Committee (CPC) Standards and Quality Report 2020/2021**
Version Number:	1.0
Approved by CYPFP:	TBC
Approved by CPC:	31 August 2021
Publication Date:	TBC
Effective From:	TBC
Review Date:	N/A
ECHR Compliant:	Yes
Diversity Compliant:	Yes
Data Protection / GDPR Compliant:	Yes
FOI Compliant:	Yes
Health & Safety Compliant:	Yes

Preface by the Children, Young People and Families Partnership

The Chief Officers of the public sector organisations in Perth and Kinross, Elected Members of Perth and Kinross Council (PKC), Tayside NHS Board and the Command Team of Police Scotland's Tayside Division, are once again pleased to support the Perth and Kinross Child Protection Committee (CPC) Standards and Quality Report 2020/2021.

The Children, Young People and Families Partnership (CYPFP) continually strives for excellence in our children's services and continues to provide strong and robust collective leadership; direction; governance; scrutiny; challenge and support to the work of the CPC. Our individual and collective commitment to the *protection* of children and young people in Perth and Kinross remains paramount.

It is our firm belief that *safeguarding, supporting* and *promoting* the *wellbeing* of all children and young people and protecting them from harm, abuse and exploitation is *everyone's job.* We take this responsibility very seriously and we are committed to *enabling all children and young people to be the best they can be* and to achieving our shared, ambitious and compelling vision that our *children and young people will have the best start in life and Tayside will be the best place in Scotland to grow up.*

Last year, we acknowledged the significant impact the COVID-19 pandemic was having on the lives of children and families and we reported on the way our services were continuously adapting to ensure children and young people across Perth and Kinross were kept safe and protected from further harm and abuse.

This flexible approach continues and as leaders, through the CYPFP and the Perth and Kinross Public Protection Chief Officers' Group (COG), we continue to work collectively together to ensure key child protection services and processes remain properly resourced and in many areas of practice, enhanced and enabled by new ways of working and/or new technologies, to ensure children, young people and families are kept safe and continue to get the help they need, when they need it.

Whilst we are pleased that this report shows our child protection services continue to improve, we continue to remain vigilant. Going forward, we are not complacent and together with the CPC, we strive for excellence, continuous improvement and to realise fully our capacity for improvement.

We commend and endorse this CPC Standards and Quality Report for 2020/2021.

Barbara Renton
Interim Chief Executive
Perth and Kinross Council

Grant Archibald
Chief Executive
NHS Tayside

Phil Davison
Chief Superintendent
Police Scotland – Tayside Division

John Cunningham
Locality Reporter Manager
Scottish Children's Reporter Administration

Date: TBC

Introduction by the Independent Chair of Perth and Kinross CPC

Welcome to our CPC Standards and Quality Report 2020/2021. This report covers the period 1 August 2020 to 31 July 2021.

Once again, this report presents a high-level overview of our multi-agency activity for the past year. This report identifies our *achievements*; *key strengths* and *areas for further improvement*. It also describes *our capacity for improvement* and our ambitious *improvement programme* and *work plan* for the future.

Without doubt, 2020/2021 has been a very challenging year for the CPC and all partners. From March 2020, the COVID-19 pandemic and subsequent restrictions significantly impacted on the way our partnership has traditionally operated and in the way child protection services were delivered. Nevertheless, our strong partnership arrangements have allowed us to quickly change and adapt to new ways of working, and in many aspects, strengthened what was already a very mature and well-established working partnership.

We have continued to support frontline workers to deliver key child protection services and we are working to ensure they remain empowered and enabled to do so; with new and additional learning and development opportunities and with the support of new practice guidance and technologies.

The CPC continues to work in partnership with the CPC Practice Improvement Working Group; the CPC Case Review Working Group; the Tayside Regional Improvement Collaborative (TRIC), in particular with Priority Group 5 (PG5) (Safeguarding and Child Protection) and with the recently established Perth and Kinross Protecting People Coordination Group, which brings together all the local public protection partnerships and key agency partners.

The CPC's ongoing and planned improvement work is now evidenced and articulated in our new CPC Improvement Plan 2021 – 2023; which bring together all our learning from self-evaluation and quality assurance and evidences our commitment to continuous improvement.

We remain clearly focused on practice change and improvement, which empowers and supports a competent, confident and professionally curious workforce. We have made, and we are continuing to make, sustained improvement in our key child protection processes and practices and our capacity to do so remains very strong.

In conclusion, I must acknowledge the hard work, commitment and dedication of all our staff, which remains outstanding and which is improving the life chances of all children, young people and families across Perth and Kinross and keeping them safe.

Bill Atkinson
Independent Chair of Perth and Kinross Child Protection Committee (CPC)

Date: TBC

CPC Standards & Quality Report 2020/21 Summary

Numbers Increasing:

Child Concern Reports (2.4% increase)

IRDs (19% increase)

Child Protection Investigations (10% increase)

Joint Investigative Interviews (17% increase)

Medical Examinations (82% increase)

Unborn Baby Referrals (46% increase)

changes compared with 2019/20

Numbers Decreasing:

Initial CPCC (35% decrease in cases considered)

New registrations on CPR (31% decrease)

Number of re-registrations (from 18% to 4%)

Referrals to Children's Reporter (11% decrease)

Child Protection Orders (22% decrease)
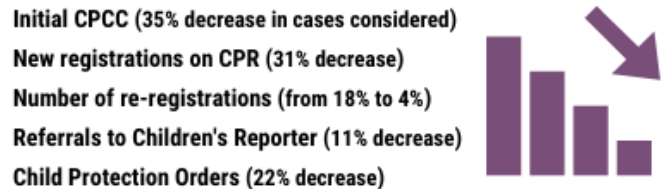
changes compared with 2019/20

Nature of concerns

Domestic abuse / Mental ill-health / Emotional Abuse / Substance misuse

39% of child concern reports raised involve the **trio of risk.**

24% domestic abuse

9% parental mental ill-health

6% problematic parental drug and/or alcohol use

Improvements seen in:

Enhanced data analysis

Increased frequency of monitoring during COVID-19 pandemic

Seeking and listening to views of children and families

Development and adaptation of staff training to online delivery model
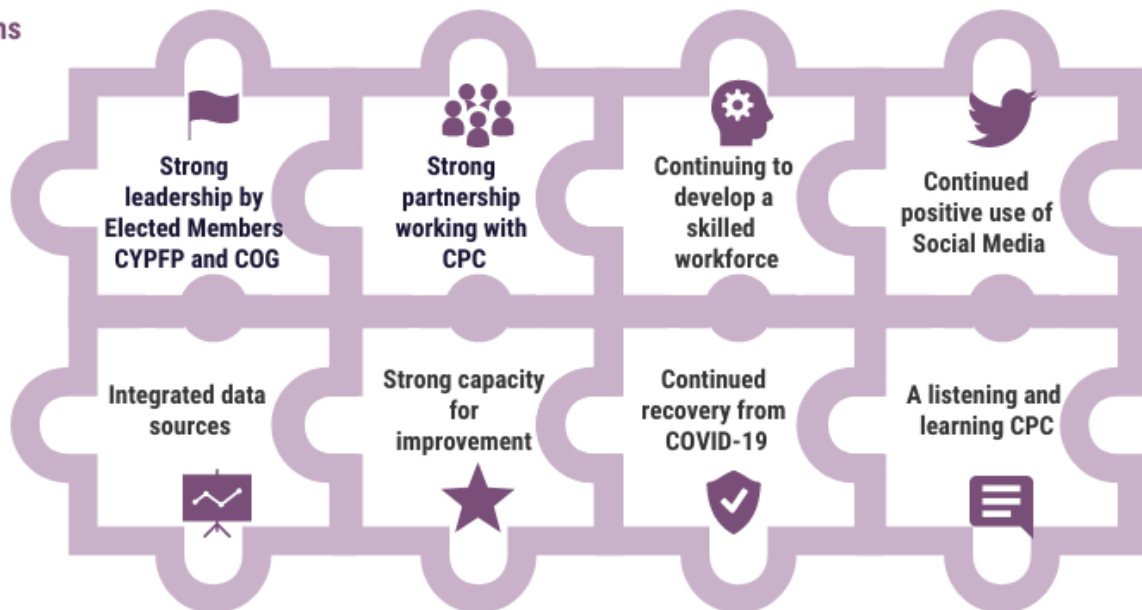
Strengths

Strong leadership by Elected Members CYPFP and COG

Strong partnership working with CPC

Continuing to develop a skilled workforce

Continued positive use of Social Media

Integrated data sources

Strong capacity for improvement

Continued recovery from COVID-19

A listening and learning CPC

Listening to and Seeking Views from Children and Young People

IAPK Independent Advocacy Perth & Kinross

>100% increase in capacity in 2020/21

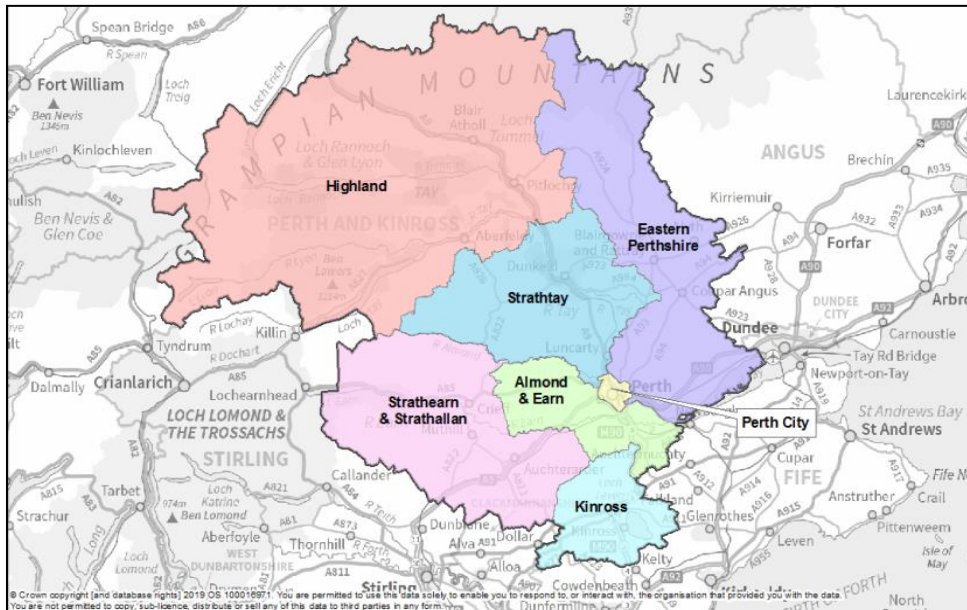**452** meetings attended where young people's views were represented

PKAVS

323 number of Young Carers supported in 2020/21

Context

This section sets out our shared, ambitious and compelling vision, and briefly describes the context within which we deliver our services for children, young people and families across Perth and Kinross.

Perth and Kinross

Area

5286 km^2
5th largest area by land mass in Scotland

Population

151,109
mid-year population estimate, NRS, 2020

18% 0-17 years old

12 Electoral wards
40 Councillors

Community planning local action partnership areas

Perth City	East Perthshire
Kinross-shire	Strathtay
Almond and Earn	Highland
Strathearn and Strathallan	

NHS Tayside
commissions health care for residents across Tayside

- 3 major hospitals
- community hospitals
- >60 GP surgeries
- local health centres

Police Scotland
Tayside division

7500 km^2
area covered by Tayside command

Our Vision

Our shared, ambitious and compelling Vision, articulated in the Tayside Plan for Children, Young People and Families 2021 – 2023 is that:

> *"Our children and young people will have the best start in life
> and Tayside will be the best place in Scotland to grow up"*

Tayside Plan – Our Five Priorities

1. Our children will have the ***best start in life*** in a nurturing environment
2. Our children and young people will be ***meaningfully engaged with high quality learning*** experiences to extend their potential
3. Our children will ***grow up healthy, confident, and resilient*** with improved mental and physical health and strengthened emotional wellbeing
4. Our children, young people and families at risk, who face significant inequalities and disadvantage, will have ***improved life chances***
5. Our children and young people are ***safe from harm***

National Context

The care and protection of children and young people in Scotland is set within the wider policy context of Getting it right for every child (GIRFEC); the UN Convention on the Rights of the Child and more recently within the findings from the Independent Care Review: The Promise (2020) which clearly advocates Scotland's Ambition for children and young people – w*e grow up loved, safe and respected so that we realise our full potential.*

We also acknowledge The Plan 2021 – 2024 which sets out the current five priority areas and key milestones – *the right to a childhood; whole family support; supporting the workforce; planning and building capacity.*

All are inextricably linked and prerequisites in improving outcomes for children and young people, keeping them safe and protecting them from harm, abuse and exploitation.

Local Context

Within Perth and Kinross, ***safeguarding, supporting*** and ***promoting*** the wellbeing of all children and young people and protecting them from harm, abuse and exploitation is ***everyone's job and everyone's responsibility****.*

We consider this to be a shared responsibility for all practitioners and managers working across the public, private and third sectors.

Child Protection Committee (CPC)

The work of the Perth and Kinross Child Protection Committee (CPC) in protecting children and young people from harm, abuse, neglect and exploitation and in keeping them safe, is fundamental to realising our vision for improving wellbeing and ensuring better outcomes for our most vulnerable and at risk children and young people. The work of the CPC is articulated in CPC Improvement Plan 2021 – 2023, which is aligned with, and supports the Tayside Plan for Children, Young People and Families 2021 – 2023.
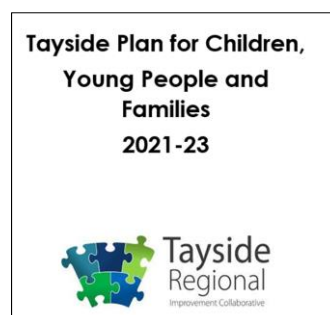
Management Information and Performance Outcomes

This section describes the findings from our CPC multi-agency management information and performance outcome framework and reports on the *headline messages* for 2020/2021.

> **Evaluation: We are confident that, children and young people in need of care and protection are getting the help they need; when they need it and it is the right help; from the right people; at the right time and that we are committed to improving their wellbeing, their life-chances and keeping them safe from harm, abuse and exploitation**

"Chief officers groups require strong oversight of children's service planning, child protection committees and approaches to emerging needs in order to be assured in the robustness of processes, procedures and practice to keep children and young people safe. To do so effectively, analysis of outcome-focussed data must be coupled with keen questioning and constructive challenge"

The Joint Strategic Inspection of Services for Children and Young People: Review of Findings from the Inspection Programme 2012-2017 (Care Inspectorate: 2019)

Background Information and Context

The CPC continues to publish Child Protection Management Information and Statistical Reports on an academic year basis (August to July), in compliance with Scottish Government's annual reporting requirements.

In September 2019, the CPC adopted the National Minimum Dataset for CPCs in Scotland and was instrumental in leading the development and implementation of a more comprehensive Tayside Shared Dataset for CPCs, which comprises additional key child protection performance output indicators (quantitative indicators showing frequency and volume) and proxy outcome indicators (qualitative indicators showing improved outcomes).

Since March 2020, as a result of the COVID-19 pandemic, the CPC has been receiving more frequent data, in a more integrated way. The CPC has developed a monthly, multi-agency dataset report, which includes key data being collected nationally via Scottish Government, CoSLA and SOLACE, as well as some local key performance indicators. These have been selected for their significance, in identifying the impact of the COVID-19 pandemic on children and young people at risk and the effectiveness of our responses.

The CPC now provides monthly dataset reports to the Perth and Kinross Chief Officers' Group (COG), and going forward, the CPC is planning to extend their dataset further, with additional key performance indicators being provided by partners.

The CPC also plans on participating in the planned development and expansion work of the existing National Minimum Dataset for CPCs in Scotland, which will include additional key performance indicators, in keeping with new and emerging national child protection policy developments.

The CPC continues to benefit from significant analytical help and support from staff within the Education & Children's Services (ECS) Research Analysis & Performance Team.

Headline Messages 2020/2021

For the purposes of this report, we will present the *headline messages* from our Tayside Shared Dataset for CPCs and from the other previously mentioned data sources. These are presented for the academic year 1 August 2020 – 31 July 2021 and, where possible, compared with previous years.

Figure 1: Child Concern Reports (CCRs)[1][2]
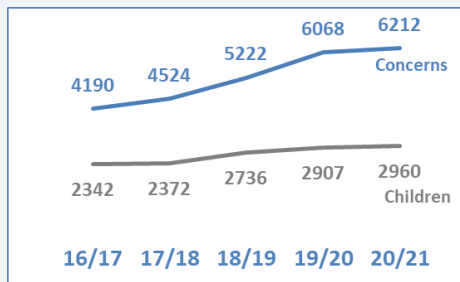
The total number of Child Concern Reports (CCRs) shows a continued, longitudinal increase over the last five years; whilst the number of children and young people subject to a CCR has risen more slowly over the last two years. Many of these CCRs relate to concerns which are both multiple and complex in their nature.

CCRs can relate to the same child or young person, particularly where there are multiple or repeated concerns about the same child or young person. CCRs are all subject to multi-agency screening arrangements and shared proportionately with partners.

Following multi-agency screening arrangements there are a number of possible outcomes. Where the child or young person is known to social work and / or an open case to social work, the CCR is shared with the Lead Professional (almost always the social worker) for further investigation, assessment and follow-up; or for single or multi-agency assessment and support; or referral to The Reporter (Scottish Children's Reporter Administration – SCRA) for compulsory measures of care; or referral to a Third Sector organisation for help and support.

CCRs which are clearly of a child protection nature and / or which after multi-agency screening indicate the need for a child protection investigation are immediately fast-tracked, without delay, for an Inter-Agency Referral Discussion (IRD).

Figure 2: Child Concern Reports by Age

The number of children and young people with a CCR in each age group has remained relatively steady; with the number in the 5-10 and 11-15 age groups again being the largest groups. Whilst some of the age groups are either levelling out or in fact reducing, of particular note is the children and young people in the 11-15 age group, which continues to increase and feature more prominently.
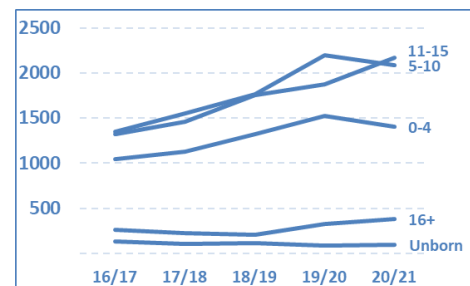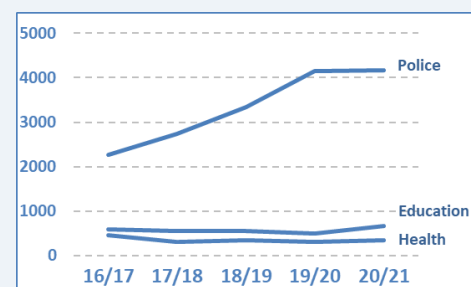
Figure 3: Child Concern Reports by Source

The main source of CCRs continues to be Police Scotland, followed by Education Services and Health Services. Overall, these three source groups account for over 80% of all CCRs submitted.

The number of CCRs submitted by Police Scotland has been continually increasing over the last 5 years; although this increase has now slowed in the last year.

This is potentially an unintended, but natural consequence of the COVID-19 pandemic lockdown measures, which resulted in a reduced visibility of children and young people and to some extent reduced opportunities for parents and carers to report concerns, in person, directly to the Police.

However, throughout the COVID-19 pandemic, CCRs have continued to be submitted and of particular note is the increasing numbers of CCRs being submitting from Education.

Monthly analysis has shown that after the COVID-19 related lockdown periods and schools having closed (resulting in home-learning) and then re-opened, there has been identifiable surges noted in the numbers of CCRs being submitted during some months.

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[1] Note: A Child Concern Report (CCR) is a mechanism by which any practitioner or manager across the public, private or third sector, or indeed, any member of the public, can raise any worry or concern they may have about a child or young person's health and / or wellbeing.

[2] Note: Figures are accurate as at 31 July 2021, however, they may be updated in subsequent reporting periods due to retrospective data validation and quality assurance processes.

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The originating source of all CCRs continues to be monitored by the CPC. This TreeMap diagram shows the % of CCRs from Police Scotland, Education Services (increasing) and Health Services during the last year; which account for over 80% of all CCRs submitted.

CCRs relate to a wide range of child welfare, child care and protection concerns and are all subject to multi-agency screening and decision-making arrangements.

Overall, 39% of all CCRs relate to the Trio of Risks (Domestic Abuse 24%; Parental Mental Ill-Health 9%; Problematic Alcohol and Drug Use 6%).
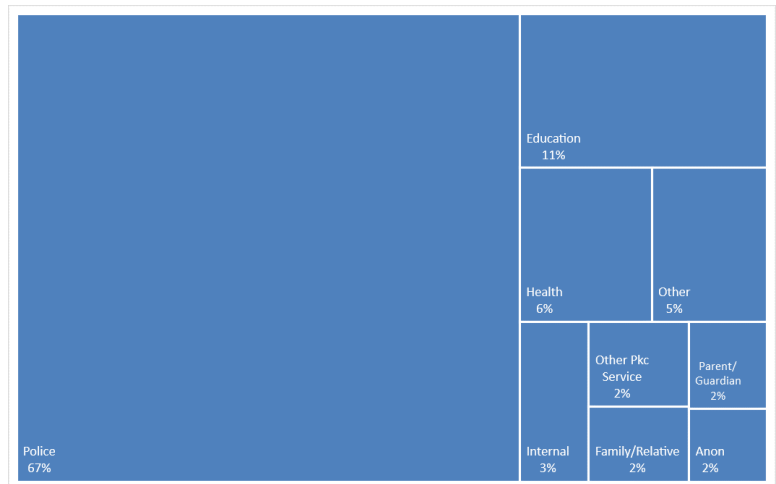
Figure 3a: Child Concern Reports by Source – 2020/21

Figure 4: Inter-Agency Referral Discussions (IRDs) [3]

The number of children and young people subject to Inter-Agency Referral Discussions (IRDs) continues to rise year-on-year and the number of discussions taking place (which may involve more than one child) also shows a long-term upward trend. This is considered to be positive practice position.
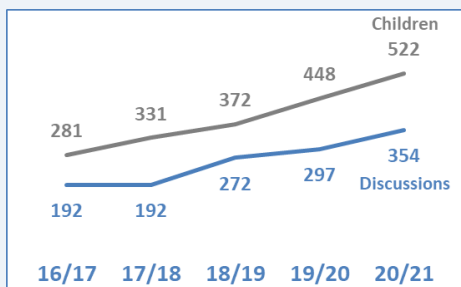
Following an IRD, there are a number of possible outcomes, including the need for a joint child protection investigation (social work and police); a joint investigative interview (social work and police); a medical examination; referral to SCRA; further emergency legal measures and orders, or a single agency intervention and support.

IRDs are recognised as good multi-agency working practice and may be repeated a number of times for the same child or young person. Locally, a signficant amount of improvement work has taken place in relation to IRDs and will continue to take place, to ensure our IRDs are robust and our safety planning is effective.

Our established approach to IRDs is in keeping with the shift expected and with the good practice now outlined in the recently published National Guidance for Child Protection in Scotland 2021 (Scottish Government: 2 September 2021).

Figure 5: Child Protection Investigations [4]

The number of Child Protection Investigations and the number of children and young people subject to an investigation has risen markedly since 2017/18; having more than doubled over that period. This trend appears to have levelled off over the last year, albeit there has been a 10% increase in the number of child protection investigations carried out over the last year 2020/21.

These are joint investigations between social work and police, decided upon and agreed at the IRD stage and carried out by specially trained interviewers and trauma aware staff.

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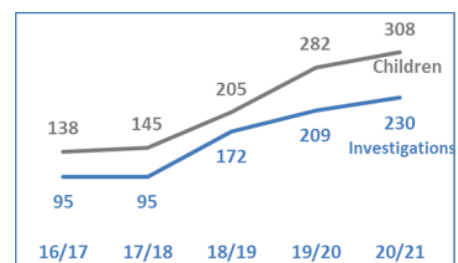
[3] Note: An IRD is a discussion between practitioners, services or agencies, where a child concern report and / or multi-agency screening arrangements have determined that a child or young person is in need of care and protection from harm, abuse or neglect; or there is a likelihood or risk of significant harm, abuse or neglect.

[4] Note: A Child Protection Investigation is carried out jointly by specially trained police officers and social workers. Such investigations are carried out where a Child Concern Report, including an Unborn Baby Referral, indicates that a child or young person is in need of care and protection from harm, abuse or neglect; or there is a likelihood or risk of significant harm, abuse or neglect.

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Figure 6a: Pre-Birth Child Protection Case Conferences (Pre-Birth CPCCs)

Of the 134 unborn baby referrals (**see Figure 16**) received this year, after multi-agency screening and assessment, 33 unborn babies were the subject of a multi-agency Pre-Birth CPCC.

At the Pre-Birth CPCC, 31 (94%) out of the 33 unborn babies considered were registered on the Child Protection Register (CPR). All unborn babies registered on the CPR are subject to a multi-agency Child Protection Plan. These cases tend to be complex, and have multi-faceted areas of concern, vulnerability and needs.

This increase would suggest that despite the COVID-19 restrictions and lockdowns, frontline staff have remained alert and vigilant; and with appropriate protections and supports, have continued to meet with, visit and engage with vulnerable pregnant mothers and families and in keeping with our practice guidance, made the necessary interventions for vulnerable and at-risk unborn babies.

This has also significantly changed the age profile of those placed on the CPR. This year, for the first time, the largest group is now unborn babies. Whilst the 0-4 group has decreased, overall, unborn babies and young children now make up the majority of those currently registered on the CPR.

The remaining 101 other unborn baby referrals, which did not proceed to a Pre-Birth CPCC, all received a variety of other supportive interventions and responses, i.e. single agency support; multi-agency support; the pregnancy did not continue, or the mother moved out with the local authority area, with information being shared proportionately with the new local authority area.
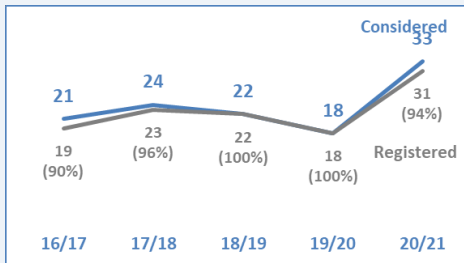
Figure 6b: Initial Child Protection Case Conferences (Initial CPCCs)

Despite the increasing numbers of CCRs, IRDs, child protection investigations and joint investigative interviews in the last year there has been a 35% reduction in the number of children and young people being considered at a multi-agency Initial CPCCs.

This indicates that alternative single and multi-agency support had effectively been put in place at an earlier stage in the child protection process. Multi-agency Child's Plans, coordinated by a Lead Professional Social Worker are negating the need for an Initial CPCC by effectively reducing risks.

Of the 72 children and young people being considered at an Initial CPCC, 51 (71%) had their names registered on the Child Protection Register (CPR). All were the subject of a multi-agency Child Protection Plan, coordinated by a Lead Professional Social Worker. Those children and young people not registered on the CPR will also have benefited from ongoing support via a Child or Young Person's plan coordinated by a Lead Professional Social Worker.
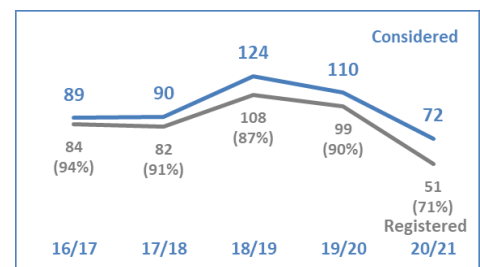
Figure 7: Review Child Protection Case Conferences (Review CPCCs)
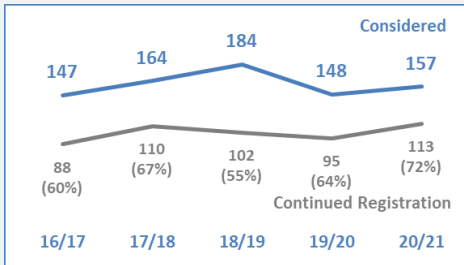
Multi-agency Review CPCCs review the decision to place and retain a child or young person's name on the CPR. These child protection meetings take place within standard timescales to monitor changes in circumstances and progress made to reduce and eliminate risk. Where sufficient progress has been made, the Review CPCC can make a decision to remove (de-register) an unborn baby, child or young person from the CPR. This is always a multi-agency decision.

The number of children and young people considered at a multi-agency Review CPCC has remained relatively steady. The proportion of continued registrations shows a slight increase from last year showing that it has taken longer to be assured of sustained progress.

The long-term trend is more steady and the data this year shows that it has been more difficult to take a decision to remove names from the CPR and this is likely to have been due to the changes to universal and support services due to COVID-19. Help and support for these children and young people continues after de-registration.

Figure 8: <u>New</u> Registrations on the Child Protection Register

There has been a reduction in the number of new registrations on the CPR. This is closely related to the reduction in the number of Initial CPCCs taking place in 2020/21.

The number of children and young people placed (new registrations) on the CPR has been decreasing for the last two years, following a sharp increase in 2018/2019.

New registrations include unborn babies, registrations following an ICPCC and temporary registrations (for children and young people who move into the Perth and Kinross Council area for a limited period; for a holiday with relatives etc). These figures routinely include large family sibling groups of 5 and more.

As previously described, this year the age profile of those placed on the CPR has significantly changed. For the first time, the largest group is now unborn babies. Whilst the 0-4 group has decreased, overall, unborn babies and young children currently make up the majority of those now placed (registered) on the CPR.

Figure 9: Children on the Child Protection Register as at 31 July 2021

Following the previously described factors, which have resulted in a reduction in the number of Initial CPCC and registrations taking place, this year there has been a similarly expected corresponding reduction in the number of children and young people's names on the CPR at 31 July 2021.

The number of children and young people, whose names were on the CPR at 31 July 2021, has decreased to the lowest level since 2014, from a relatively high figure of 97 in 2020.
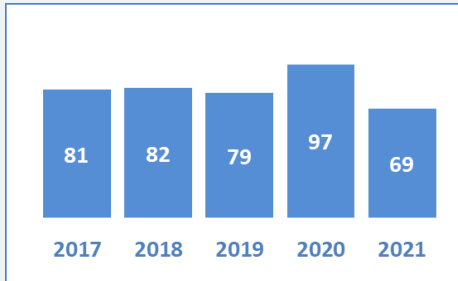
Last year, we reported that the significant increase was without doubt, a direct consequence of the COVID-19 pandemic and subsequent containment measures (lockdown, home working, limited home visits and no face-to-face partnership meetings), which temporarily interrupted well-established multi-agency review arrangements for all registrations.

As we learned to adapt to the COVID-19 pandemic, new ways of partnership working, in terms of the assessment or risk and needs and safety planning, has now ensured that children and young people do not remain on the CPR unnecessarily and only do so whilst there remains a significant risk of harm.

As previously described, this year the age profile of those on the CPR has significantly changed. For the first time, the largest group is now unborn babies. Whilst the 0-4 group has decreased, overall, unborn babies and young children currently make up the majority of those now placed (registered) on the CPR.
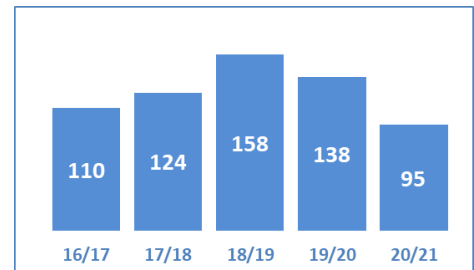
Bar chart — Children on the Child Protection Register:
- 2017: 81
- 2018: 82
- 2019: 79
- 2020: 97
- 2021: 69

Figure 10: Length of Registration

Most CPR registrations last less than a year, although there has been a slight increase in the number of children and young people who remain on the CPR for 12 months or more. This should not necessarily be seen as problematic, as many of these children and young people have multiple and/or complex needs which need coordinated support.

The sharp reduction in the number of children and young people whose names are included on the CPR for a period of less than 5 months is to be welcomed, as this demonstrates that decisions are being made with evidence of sustained progress and a greater likelihood that the changes made will lead to positive longer-term outcomes. This is also linked to a reduced likelihood of re-referral and further periods of registration (see Figure 11).
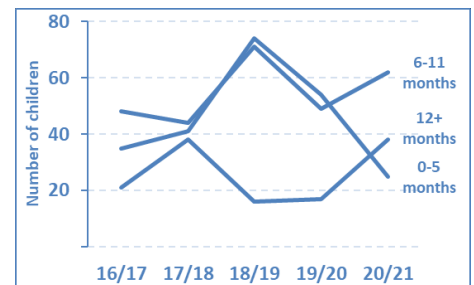
The CPC closely monitors registration rates and in particular de-registrations, re-registrations and length of time children and young people remain on the CPR as part of its quality assurance work.

Line chart — Length of Registration. Y-axis: Number of children (20, 40, 60, 80). X-axis: 16/17, 17/18, 18/19, 19/20, 20/21. Lines labelled: 6-11 months, 12+ months, 0-5 months.

Figure 11: Re-Registrations

Bar chart — Re-Registrations:
- 16/17: 14%
- 17/18: 13%
- 18/19: 14%
- 19/20: 18%
- 20/21: 4%
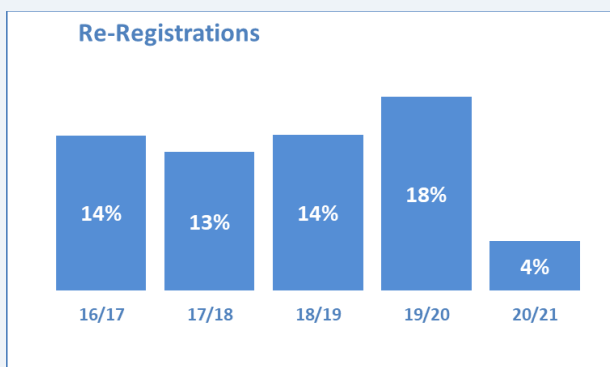
The number of children and young people that are re-registered (placed) on the CPR, having been previously removed from the CPR, has fallen significantly; with only 4% of children and young people having been previously registered (placed) on the CPR.

All of these children and young people had last been removed (de-registered) from the CPR more than two years previously, following a multi-agency robust assessment and review meeting agreement.

Figure 12: Areas of Concern [5]

Areas of concern

Parental Mental Health Problems

Domestic Abuse
Non Engaging Family
Emotional Abuse
Neglect
Parental Alcohol Misuse
Parental Drug Misuse

16/17 17/18 18/19 19/20 20/21
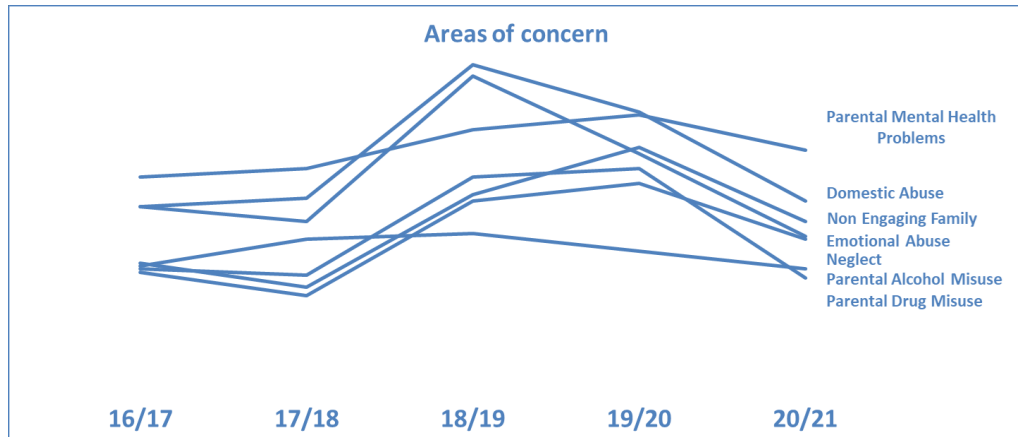
Whilst recognising that the number of new registrations on the CPR has continued to decrease sharply over the last two years; the number of children and young people whose names are included on the CPR and who are affected by parental mental ill-health, domestic abuse, problematic parental drug and/or alcohol misuse (sometimes referred to as the trio of risk) remains quite significant, and in many such cases there is an element of parental non-engagement.

We continue to recognise that in the majority, if not all of these cases, there will be an element of emotional abuse. The CPC also continues to monitor closely, concerns relating to neglect and poverty.

Figure 12a: Areas of Concern (CPR)

Area of concern	16/17	17/18	18/19	19/20	20/21
Parental Mental Health	70	73	86	91	79
Domestic Abuse	60	63	108	92	62
Non-engaging Family	41	33	64	80	55
Emotional Abuse	60	55	104	78	50
Neglect	38	30	62	68	49
Parental Alcohol Misuse	40	49	51	45	39
Parental Drug Misuse	39	37	70	73	36
Physical Abuse	25	19	17	46	23
Poverty/Financial Difficulties	15	15	23	24	19
Parental Learning Difficulties	*	*	*	12	15

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[5] Note: Areas of Concern are the registration categories for placing a child or young person's name on the CPR and these have been specified by Scottish Government. Children and young people can have more than one area of concern recorded. Totals of less than 10 have been suppressed.

14

Scottish Children's Reporter Administration (SCRA)

(figures based on Financial Years (01 Apr – 31 Mar)

SCRA's Response to COVID-19

During the last financial year, rates of referral to SCRA, as well as Hearing business has been negatively impacted upon as a result of the COVID-19 pandemic.

On the 27 March 2020, a position statement was published jointly by SCRA, Children's Hearings Scotland and Social Work Scotland about the ability of the Hearing System to respond to referrals and the arranging of Hearings. Within that statement, it was noted that only those Hearings that were required for the urgent and immediate protection of a child or young person would take place. All non-essential Hearings were cancelled, but those Hearings that required to protect an existing Order, or for reasons of urgency to protect the welfare of a child or young person would go ahead.

The initial stages of the pandemic saw a dramatic reduction in the amount of Hearings that could take place. SCRA sought to develop existing technology to support Hearings as well as remain compliant with data sharing and confidentiality issues.

From the 23 March 2020, SCRA moved to a fully virtual Hearing model. This model took until the 6 April 2020 before Hearing participants, including social workers and families, could start to be invited and participate. Nationally, however, issues around bandwidth capacity resulted in a national limit being set for each locality in how much Hearing business could be processed. Perth & Kinross, prior to the pandemic, had a Hearing capacity of 12 Hearings per week. Tayside as a whole had a Hearing capacity of 51. By the 6 April 2020, Hearing capacity for all of Tayside was reduced to 10 Hearings; with Hearings being arranged on a needs only basis for a significant period of 2020.

During July 2020, face-to-face Hearings on a restricted basis were recommenced in Perth and Kinross. It was not, however, until October 2020 that Hearing Centres re-opened for limited face-to-face, hybrid and fully virtual Hearings. Perth and Kinross reopened with a capacity of 7 Hearings per week. This limited Hearing capacity continued until July 2021, where the current model see's Perth and Kinross once again having 10 Hearings per week, with additional capacity for emergencies due to learning gained from virtual Hearings.

Throughout the pandemic, the limited availability of Hearings had a negative impact on referrals to the SCRA. SCRA activley requested that ony referrals for the most needy children and young people be made. The drafting of grounds of referral was largely restricted for those children and young people where the recommendation was that they no longer stay within the family home.

As recently as April/May of 2021, referral rates have largely returned to normal.

Figure 13: Referrals to SCRA *(figures based on Financial Years (01 Apr – 31 Mar)*
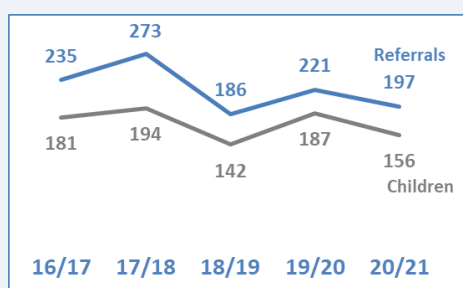
The number of referrals to SCRA and the number of children and young people referred to SCRA continues to show some variation over the last five years.

This year, the number of referrals and number of children and young people referred to SCRA from Perth and Kinross, has fallen by 11% and 17% respectively. Sibling groups are included within these figures. The latter figure of 17% is less than the national average reduction rate, which stood at 25%. Despite this overall decrease in referrals this year, Perth and Kinross ECS for Children, Young People and Families specific referrals increased by 7% over the reporting period.

Ongoing training has ensured that all staff are acutely aware when making referrals to SCRA that they describe the reasons why compulsory measures of care are required, particularly when alternative support measures are not deemed appropriate.

The number of children and young people placed on Compulsory Supervision Orders (CSOs) and the number of children and young people who remained on a CSO at the end of the year (31 March) have been previously showing a general downward trend over the last five years. However, this year, those who remained on a CSO at 31 March 2021, had risen to 163.

This increase in CSO's is not replicated in the number of new CSO's issued during the reporting period which saw a local increase of just 3%. The increase in the number of CSOs at the year-end would appear to be directly linked to SCRA's inability to arrange review Hearings to terminate Orders, as a direct consequence of the COVID-19 pandemic restrictions and emergency legislation and guidance.

However, it should also be noted that Perth and Kinross continues to have comparatively high conversion rate of referrals to CSOs.

The national conversion rates fluctuates around 22% of all referrals converting to a CSO. Perth and Kinross currently enjoy a conversion rate of 42%, strongly suggesting that the right children and young people are being referred appropriately.

Children and young people who are placed on a CSO are looked-after, either at home or away from home in another placement and subject to regular supervision visits and contacts by a social worker.

				CSO at year end
192	169	168	150	163
80	57	70	51	CSO made in year 38
16/17	17/18	18/19	19/20	20/21
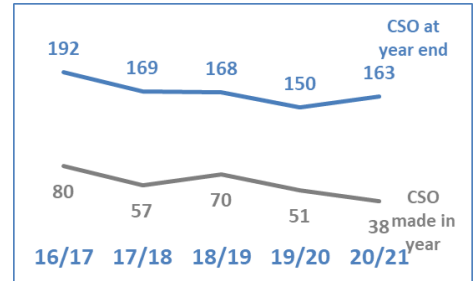
Figure 15: Child Protection Orders (CPOs)
(figures based on Financial Years (01 Apr – 31 Mar)

25	28	28	32	25
16/17	17/18	18/19	19/20	20/21

This year, the number of children and young people placed on Child Protection Orders (CPOs) has fallen, following a generally upward trend over the previous four years. These figures, which regularly include large sibling groups, are being closely monitored by SCRA and the CPC.
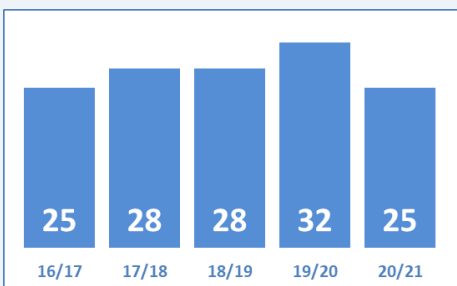
Nationally, CPO rates rose by 4%, whilst Perth and Kinross saw a reduction of 22%; keeping in mind the actual numbers of children and young people involved are relatively small. Nevertheless, whilst somewhat surprising, it continues to show that despite the impact of the COVID-19 pandemic, front line staff have continued to carry out contacts and home visits and respond to possible emergency situations as necessary.

From The Reporter's perspective, the reduced SCRA referral rates (down 11% and 17% respectively); the slowing number of new CSOs (increased by only 3% during the year) and the reduction in CPOs (down 22% in Perth and Kinross), are indicators that vulnerable children and young people in Perth and Kinross are benefiting from early and effective local interventions and support and that only the most vulnerable children and young people and those in need of compulsory measures of care, continue to be referred to SCRA.

Whilst the pandemic has had, on the face of it, significant changes across Scotland in terms of referral rates and the numbers of children and young people who have been called to Hearings during 2020/2021, the current picture demonstrates a rapid return to what could be described as business as usual. Hearing capacity has increased to a level slightly higher than pre-pandemic times. Referral rates are consistent with historical patterns and conversion rates remain proportionally high.

What has changed, and is likely to reap positive outcomes, is the new levels of business continuity as a result of investment of technology. What we have as yet to assess is how this will impact on children and young people and their participation and engagement in the Hearing system.

Unborn Baby Referrals

Figure 16: Unborn Baby Referrals [6]
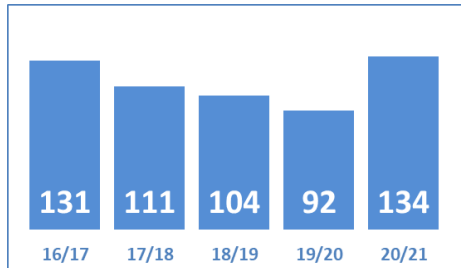
The number of Unborn Baby referrals received this year has increased significantly; following further awareness raising within Midwifery and Health Visiting Services along with multi-agency practice guidance being published last year. By far, the majority of Unborn Baby referrals continue to come from NHS Tayside; albeit any practitioner, service or agency can raise such a referral.

The areas of Unborn Baby vulnerability continue to be similar to the areas of concern for registration on the CPR, in particular those relating to the trio of risk.

As previously mentioned, this increase would suggest that despite the COVID-19 restrictions and lockdowns, our frontline staff have remained alert and vigilant; and with appropriate protections and supports, have continued to meet with, visit and engage with vulnerable pregnant mothers and families and in keeping with our practice guidance, made the necessary referrals.

131	111	104	92	134
16/17	17/18	18/19	19/20	20/21

Nevertheless, the impact on our multi-agency screening and assessment processes for these referrals remains very challenging and resource intensive and the level of child protection activity in relation to vulnerable pregnant women and unborn babies is a key area of growth (see Figure 6a).

Figure 17: Joint Investigative Interviews (JIIs)

Following an IRD, and the decision that a joint police and social work child protection investigation is necessary, consideration will be given to the need for a Joint Investigative Interview (JII); carried out jointly by fully trained, trauma informed police and social work interviewers.

The number of children and young people who have had a JII carried out has risen to just below 2018/19 levels, following a drop in 2019/2020. This is in keeping with the increasing numbers of CCRs, IRDs and child protection investigations and this remains a key component part of our child protection services.

Joint Investigative Interviews

133	144	225	183	215
16/17	17/18	18/19	19/20	20/21

Figure 18: Joint Paediatric/Forensic Medical Examinations (JPFME)
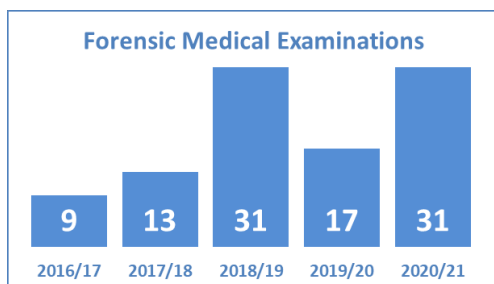
Forensic Medical Examinations

9	13	31	17	31
2016/17	2017/18	2018/19	2019/20	2020/21

Following an IRD, and the decision that a joint police and social work child protection investigation is necessary, depending on the nature of the concern, consideration may also be given to the need for a JPFME.

The number of children and young people who have had a JPFME carried out has risen to 2018/19 levels, following a drop in 2019/20. This is in keeping with the increasing numbers of CCRs, IRDs and joint police and social work child protection investigations and this remains a key component part of our child protection services.

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[6] Note: Currently an Unborn Baby Referral is a mechanism by which any practitioner or manager across the public, private or third sectors, can raise any worry or concern they may have about an unborn baby's health and/or wellbeing; or in relation to whether or not that baby will be safe and/or in need of care and protection, pre-birth and/or after birth.

17

Monitoring During COVID-19

As part of the managed response to the COVID-19 pandemic, the CPC has continued to receive additional data reports and implemented more frequent monitoring of a number of key areas of service delivery. The following are additional key performance indicators that have been monitored.

Figure 19: Child Concern Reports (CCRs) – Domestic Abuse

The total number of Child Concern Reports (CCRs) where Domestic Abuse was an initial feature, has continued to show quite a lot of variation from week to week, but overall has remained relatively steady. Local services and agencies have been alert to this level of demand, which has been monitored by local partnership working arrangements.
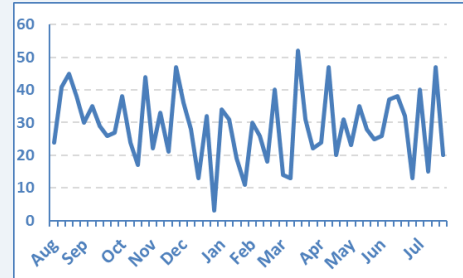
Figure 20: Children With Child Protection Plan Seen Face-to-Face
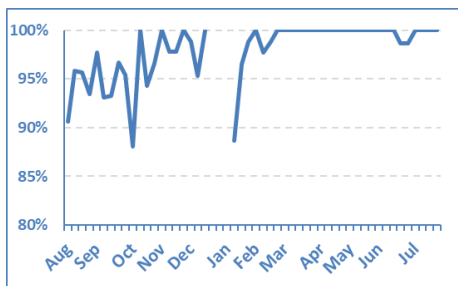
Last year, as a result of the COVID-19 pandemic, we reported on the number of children and young people with a Child Protection Plan, who were being physically seen, face-to-face, by their Social Worker (Lead Professional), on at least a fortnightly basis, if not more frequently. Throughout the year, this has remained very high and this trend has been continued to pre COVID-19 pandemic levels.

This continues to be monitored at a national and local level. COVID-19 aware social workers continue to make home visits and meet face-to-face with these children and young people; with home visits being supported by risk assessments and the correct use of personal protective equipment (PPE) as necessary.

How well do we meet the needs of our stakeholders?

This section describes the *impact* we are having on the *wellbeing* of children and young people; how we are keeping them safe from harm, abuse and exploitation and the extent to which their lives and life chances have been enhanced. It describes the *impact* on families and the extent to which family *wellbeing* has been strengthened. It describes the *impact* on staff and recognises the extent of their motivation, involvement and contribution. It also considers the *impact* on the community and the extent of their participation, engagement and confidence across Perth and Kinross.

Quality Improvement Framework

Quality Assurance and Self-Evaluation are central to continuous improvement and based on a model developed by the European Foundation for Quality Management (EFQM). The EFQM model is widely used across local authorities, other bodies and by CPCs.

Quality Assurance and Self-Evaluation are neither bureaucratic nor mechanical processes; they are ongoing reflective processes to measure performance, improvement and outcomes.

Underpinning the quality assurance and self-evaluation work of the CPC and its partners, are recognised quality improvement frameworks.

They continue to provide a framework of quality indicators to support quality assurance and self-evaluation which leads to improvement across services for children, young people and families. They place the child at the centre and are applicable to the full range of services which contribute to the wellbeing of all children, young people and their families.

These frameworks are designed to provide a complementary approach to robust quality assurance, self-evaluation and independent scrutiny.

Using the same set of quality indicators reinforces the partnership between internal and external evaluation of services.

These frameworks continue to provide the CPC and its partners with a toolkit to help with evaluating and improving the quality of services children, young people and families. These frameworks do not replace existing approaches to quality assurance and self-evaluation; they complement them.

These frameworks are:
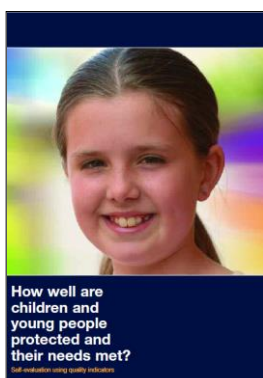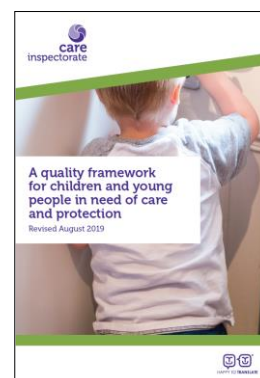
| 2005 | 2009 | 2014 | 2019 |

Impact on Children, Young People and Families

Evaluation: We are confident that we listen carefully to, understand and respect children, young people and their families and that we are helping them to keep themselves safe.

A range of early intervention and family support services are improving children and family wellbeing.

Children and Youth Rights Work – Listening and Seeking Views

2020/2021 has been another busy and challenging year for the Children and Youth Rights Officer (CYRO) and the partner providers of advocacy in Perth and Kinross.

Over this past year, we have continued to review the arrangements for advocacy and for seeking the views of children and young people at key child protection meetings, Looked-After Reviews and Children's Hearings.

Impact of COVID-19

As the COVID-19 pandemic has continued to pose significant challenges in terms of how face-to-face work is carried out, additional risk assessment has remained a priority. This has ensured that children and young people are still having their views captured; in many cases virtually; while limiting the number of staff entering homes or schools for in person visits.

In terms of advocacy and seeking views, and the service level agreement between Perth and Kinross Council's Education and Children's Services and PKC partners is embedded; ensuring the advocacy provision for children and young people across three priority groups is consistently sustained.

These three groups include those who are looked-after and accommodated; those who are looked-after at home and those who are open to child protection services. In addition, the Council's CYRO has continued to support children and young people with advocacy who are not open to social work.

In terms of impact, the following information illustrates the increasing number of children and young people who have had their views advocated/presented at key meetings since July 2020, either virtually or by workers/advocates via the submission of an All About Me Form:

- 155 (147 in 2019/2020) children and young people's views presented at a Child Protection Case Conference (CPCC) by their social worker, carer, advocate or other professional
- 265 (233 in 2019/2020) looked-after children and young people's views presented at a Looked-After Conference (LAC) by their social worker, carer, advocate or other professional
- 92 (100 in 2019/2020) children and young people helped to submit an All About Me Form to CPCCs and LAC

The following illustration indicates the key themes which have been highlighted by children and young people in discussions with the CYRO:

Advocacy Themes

Legend: sibling contact, parent contact, neglect, transition planning, housing, school exclusion, mental health, ASN

Case Study

A 10-year-old child who lives in Kinship Care with the grandparent was referred to the children and youth rights officer last year. The referral came from a reviewing officer and was in relation to the safety of the child's residence. For some time, the child had shared that they did not feel safe in this residence (property) due to anti-social behaviour in the community that directly impacted the home. This was seen by the reviewing officer as an 'unmet need'. Following the referral, the children and youth rights officer visited the child and gauged the views about the residence. The content of the meeting was shared with the senior social care officer supporting the family and together they liaised with the housing association. As a result of the meeting, it became apparent to housing colleagues that there was information about the family that had not been brought to their attention previously which affected their application. The child and the grandparent were soon placed on the strategic housing list and have since moved into a new property which better suits the child's needs.

Children's Rights

[United Nations Convention on the Rights of the Child (UNCRC)](#) Incorporation

The CYRO has taken an active role in preparing for UNCRC Incorporation, alongside other local authority officers. In order to promote incorporation across ECS, the CYRO has produced a short animation with the Rights, Engagement, Advocacy, Participation (REAP) Strategy Group, which gives an overview of the UNCRC, core principles and the fundamental message that everyone has a role to ensure children are accessing their rights. Additionally, the CYRO has undertaken training with Education Scotland in order to cascade more detailed information to ECS staff.

The CYRO has provided an input to the developing Inclusion Guidance, the Learner Participation Strategy and the Vision for Youth Justice. Additionally, the CYRO was the lead contact for the **Activate your Rights** Consultation, during which local children and young people were consulted with regarding UNCRC resources for schools and informal education settings. The CYRO also worked with partners from the TRIC to write the initial children's rights report in line with [Part 1 of the Children and Young People (Scotland) Act 2014](#).

Rights Respecting Schools Award (RRSA)

The CYRO continues to carry out the strategic lead role for the Rights Respecting School's Award (RRSA).

RRSA is an award delivered by United Nations International Children's Emergency Fund (UNICEF), which recognises schools who can evidence that the UNCRC is placed at the heart of their policy, planning and service delivery. While schools can provide written evidence of their work, the focus of the assessment is on the impact on the child.

In order to further their commitment to promote children's rights universally, the Council has a service level agreement with UNICEF UK, with schools being able to access assessments free-of-charge.

The CYRO continues to:

- be members of the Kinship Care Collaborative
- contribute to the quarterly RRSA Strategic Lead's meetings
- provides RRSA guidance to schools and processes school action plans
- co-ordinates RRSA training and carries out RRSA accreditation visits
- co-ordinates responses to Scottish Government consultations regarding rights related issues
- represents Perth & Kinross at the Scottish Children's Rights Officer's Network (SCRON)
- be a member of the CPC
- be a member of the PKC Advocacy Working Group
- provide input to the Scottish Institute of Residential Child Care (SIRCC) Conference Working Group

The work of the CYRO and the Who Cares? Scotland Worker remain key strands in our improving framework for the provision of advocacy and in listening to and seeking the views of children and young people.

Independent Advocacy Perth & Kinross (IAPK)
(Children's Advocacy Summary April 2020 – March 2021)

Impact of COVID-19

Independent Advocacy Perth and Kinross (IAPK) has continued to provide advocacy support virtually throughout the COVID-19 pandemic and restrictions 2020/2021; with the staff team working from home since March 2020. Independent Advocates have, and continue to, liaise with advocacy partners (client group) via phone, video conference and with WhatsApp, when advocacy partners only had this app available.

For children and young people who did not have access to technology, IAPK staff wrote letters and cards and included a pre-addressed envelope, so that the children and young people could write back for free. This ensured that contact between the child and Independent Advocate was sustained throughout lockdown. Independent Advocates have utilised opportunities with services who provide devices and IT skills to individuals and families who have experienced the 'digital divide' during the pandemic.

Meetings with children and young people advocacy partners continued to be held throughout the year. Initially these were all via telephone conference; however, whenever it has been permitted and safe to do so, Independent Advocates have met with children and young people in schools and outside; in accordance with Scottish Government guidance. The implementation of Microsoft Teams has also led to an increase in the number of virtual meetings IAPK attended to share the views of children and young people.

In November 2020, Section 122 of the Children's Hearings (Scotland) Act 2011 came into force. The Act states that children and young people, subject to Children's Hearings, must have an offer of Independent Advocacy support to uphold their rights.

Given the obligation to refer children and young people to Independent Advocacy through the Act, and with IAPK being the primary providers of Children's Hearings Advocacy in Perth & Kinross, there has been a significant increase in referrals for children and young people overall since November 2020. Despite children and young people's right to be referred, it is not mandatory to accept advocacy.

However, in terms of impact, from the referrals received in 2020 – 2021 there has been a **96% uptake of the advocacy service offered**. Those children and young people who have/are declining advocacy are either sharing their views themselves, or they do not wish to share their views.

The following tables presents some statistical information in relation to advocacy over the year; along with some feedback received and a case study:

NUMBER OF CHILDREN AND YOUNG PEOPLE SUPPORTED BY INDEPENDENT ADVOCACY PERTH & KINROSS

	Apr-20	May-20	Jun-20	Jul-20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-20	Jan-21	Feb-21	Mar-21
New referrals (LAAH and MH)	0	2	4	1	2	3	8	2	4	2	8	6
New referrals (Children's Hearing)	0	0	0	2	4	0	3	9	5	9	13	14
Total CYP supported (cumulative)	20	22	26	29	35	38	49	60	69	80	101	121
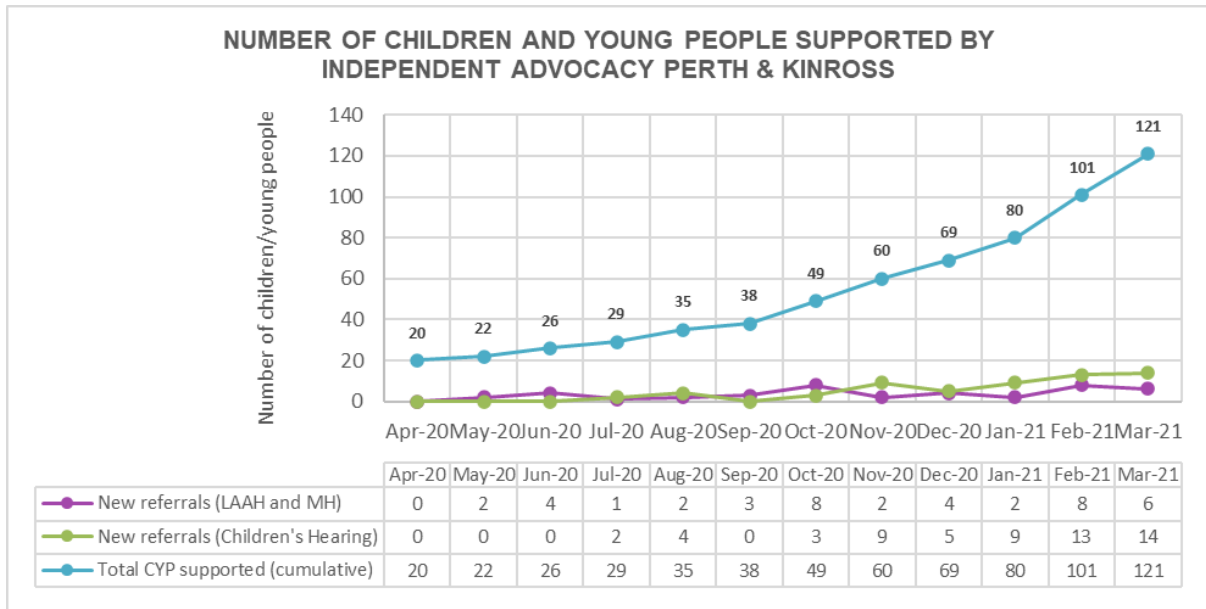
Demographics:

- **121** Number C/YP supported in last 12 months
- **20** Existing advocacy partners (from March 2020)
- **42** New referrals
- **59** New referrals for children's hearings
- **28** Number of cases closed this year

Characteristics of children and young people supported

- **2-18** Range of ages
- **8** Average age
- **75%** Proportion of referrals for children **under 12 years old**
- **59%** Female
- **41%** Male

Feedback:

"Where was children's advocacy years ago?" – Kinship Carer

"You have a calming influence in meetings" – Head Teacher

"I think you going to meetings for me is perfect" – 9 Year Old

"I'm impressed you (Independent Advocate) thought to ask these questions to the children, their answers are really helpful" – Panel Member at Children's Hearing

"With advocacy there, I feel the children are now being listened to" – Parent

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Number of Meetings for Children and Young People's Advocacy:

The following figures are for the various *types of meetings* where the views of children and young people were gathered by IAPK and the Independent Advocate shared the views at professional multi-agency meetings (virtual and face-to-face).

IAPK's capacity to work with children and young people has increased by 100% in the last year. This has enabled IAPK to increase the provision of Independent Advocacy to children and young people. Evidence of the impact of the commissioned services by the local authority, Perth & Kinross, and changes in legislation are reflected in the referral numbers and the number of meetings recorded in the last year.

These figures do not include staff meetings, training courses, meetings held to promote and discuss advocacy with other agencies; it also does not include letters written to children during lockdown when phone calls were not possible:

	Advocacy Partner Meetings and Calls	Hearings	LAC Reviews	Case Conferences	Core Groups	Other	Total
2020	308	51	28	12	14	39	**452**
2019	140	13	7	7	16	7	**209**

Case Study

"I have been Sam's Independent Advocate for 2 years. This year Sam moved to his Dad's home so there was a meeting, as there will now be different Social Worker as he lives in a different area of Perth and Kinross. I attended the hand over meeting with family and education.

As Sam is in first year of high school, the school had not known him long. I realised in the meeting that out of all professionals attending the meeting, I was the one consistent person throughout this time. The Social Worker had known the family as long, but their involvement was ending.

Together, Sam and I attended school meetings, social work meetings, such as LAC reviews and hearings. Over this time, I have had many one-to-one meetings with Sam to find out how he is, what he thinks, and how he feels. I have then been able to share these views at decision-making meetings, have got to know Sam and knowing his views, reduces the need for Sam to share repeatedly his story with new professionals he has to work with.

Reducing this barrier to Sam's engagement has increased the rapport and trust allowing for easier conversation and understanding of his views"

Young Carers

PKAVS Young Carers Hub continues to support increasing numbers of children and young people, aged between 5 and 18 years old, to cope with what can often be an all-encompassing caring role.

A Young Carer is anyone under the age of 18, or over 18 and still at school, whose life, is in some way, restricted because of the need to take responsibility for the care of a person who is ill; has a disability; is experiencing mental distress or is affected by substance misuse.

Currently, PKAVS supports 323 Young Carers, has 69 on a waiting list and received a total of 149 new referrals during the timeframe for this report.

The age and gender breakdown of those Young Carers currently being supported by PKAVS is:
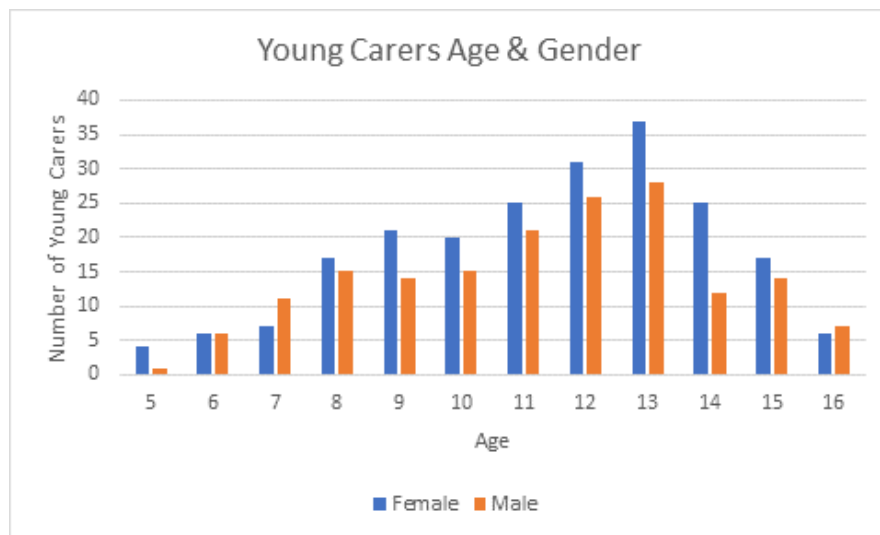
Impact of COVID-19

The past 15 months have been extremely difficult for everyone. However, for Young Carers, they have seen many of the arrangements/mechanisms they had in place, to give them support and a regular short break from their caring role, close almost overnight. This has meant that the past 15 months have seen Young Carers become ever more immersed in their caring roles, with little to no access to a break. Many families cancelled care packages because of the uncertainty of letting other people into their homes, especially at the first lockdown in March 2020.

Other supports were also cancelled by providers as staff were re-deployed elsewhere or because of staff shortages. All this undoubtedly added to the caring responsibilities faced by Young Carers as they were left having to do more. The biggest worry/concern Young Carers told us they had, was how COVID-19 could impact on the health of the person they care for. This added another level of anxiety, on top of everything else, and in some cases, resulted in the Young Carers own health and wellbeing being adversely affected.

School and continued learning was also a real issue for many Young Carers, as the workload was difficult to manage alongside the additional caring responsibilities they had taken on during this time. The feedback we received was many Young Carers felt this only added to the additional stress they were already under.

However, we have been able to support Young Carers during this time and some of the ways we did this are highlighted below. As restrictions ease and youth work guidance allows, it is our hope that our offer of short breaks and other supports Young Carers can access will continue to increase over the weeks and months ahead.
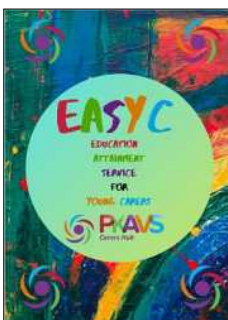
Educational Attainment Service for Young Carers (EASYc)

EASYc began in May 2019 as part of the legacy for the late Councillor Barbara Vaughan. This service was initially set up to support Young Carers who were dis-engaging with education and did so through access to private tuition lessons, homework clubs and by having access to educational hardware and software.

Clearly, this past year has seen us increase the reach of this service and direct it towards any Young Carer who was struggling with the 'new way of schooling' adopted by schools as a result of COVID-19 and the Scottish Government guidance.

Within the timeframe of this report, 148 Young Carers have accessed this service with 1,418 private tuition lessons having been delivered and 76 homework-based groups. Referrals for the service have come from schools, social work, self-referrals and from PKAVS Young Carers Support Workers.

Below are some examples of the impact this service has made in the past 12 months:

"Both my tutors have helped me to understand areas in their specialty, which my parents couldn't. I feel I am able to ask questions I couldn't ask in class" **(Young Carer)**	*"It helps to fill the gaps in learning that Young Carers may have missed. I also think it gives Young Carers the opportunity to be able to learn and catch up with their work in a less stressful or busy environment"* **(Teacher)**
"Being disabled, I can't give my son the help & support he needs when it comes to his school work. This service has relieved the guilt that I feel. He has a tutor (who is fantastic with my son) who can help and support him and has shown him he is capable of raising his attainment to a 'higher' level" **(Young Carer's Parent)**	

Young Carers Voice

This forum continues to meet regularly and now has representation on the Young Carers Strategy Monitoring Group. The consultation we did with Young Carers around their mental health and wellbeing for the National Young Carers Action Day in March 2021, came through input from the Young Carers Voice to the Strategy Monitoring Group. The Group are also working together with Columba 1400 on a Leadership Academy that Columba approached us to facilitate. The Leadership Academy has obviously had to be changed from what would normally be delivered, but still gives Young Carers a chance to get a break from caring, as well as creating a real feeling of teamwork amongst the Young Carers Voice participants.

Additional Respite Short Break Awards

Throughout the COVID-19 pandemic, funders have been extremely flexible in supporting Young Carers to get respite in new and innovative ways, with a significant shift to the purchase of technology equipment; garden play equipment; bikes and games.

During the timeframe for this report, PKAVS made 155 additional short break small grant awards to Young Carers, totaling £22,344.00.

Case Study

James cares for both his older sisters and does not often get the attention of his parents just focused on him. He wanted to have a day out dedicated to him and getting respite from his caring role.

Mum arranged to take James and a pal to Edinburgh for a night away. They spent the day out at the skate park and trampoline park with time for a meal out. James is big into scootering.

James is a secondary carer for his two older sisters. They both have extremely high needs and their Mum, being the primary carer, is often tied up making sure they are alright. James spends a lot of time alone and making his own fun. At his review, James mentioned that he gets enough time for himself, but rarely is able to spend time with his Mum.

This really was a rare opportunity for them both to get away and spend time with each other. The trip to Edinburgh was very special, because it gave James time away with Mum and a pal, where the focus was on him and what he likes to do for fun. James and his Mum really appreciated the bonding time and break from their caring roles together.

James said, "he had so much fun!" and ***"really enjoyed the skate park and trampolines".***

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NSPCC Speak out Stay safe – Perth and Kinross

Short Film – *Speak out Stay safe*

The **NSPCC's Speak out Stay safe Programme** is a safeguarding programme available to all primary schools in the UK and Channel Islands. The programme includes child friendly, interactive assemblies and workshops, delivered by specially trained staff and volunteers who help children:

- understand abuse in all its forms and recognise the signs of abuse
- understand that abuse is never a child's fault, and they have the right to be safe
- know how to get help, and the sources of help available to them, including the ChildLine service

National Impact of COVID-19

Due to the effects of the COVID-19 pandemic, the NSPCC changed the way the *Speak out Stay safe* programme was delivered in 2020. With the amazing support of Ant and Dec, the NSPCC launched a virtual version of their safeguarding programme – *Speak out Stay safe* online. This offer, available for children aged 5 to 11, includes access to video assemblies and supporting resources for use by school staff in the classroom.

The *Speak out Stay safe* virtual programme is an effective way to support a school's safeguarding duties and links directly to the curriculum. It also helps reinforce key messages about abuse and neglect as part of a school's teaching on relationships. It will support children to feel empowered, knowing how they can speak out and stay safe. A BSL version is also available for deaf children, and their specially adapted ASN version of *Speak out Stay safe* remains available as usual.

How does Speak out Stay safe OnLine work?

Schools have access to pre-recorded *Speak out Stay safe* online assemblies, for school staff to use with pupils. The *Speak out Stay safe* messages are delivered in a fun and interactive way. The virtual assemblies include pause points to allow for teacher-pupil interaction. *Speak out Stay safe* online has assemblies for pupils in primary 1-3 and primary 4-7.

The NSPCC has also developed supporting resources to go alongside the virtual assemblies. These consist of a Pre-Online Assembly Presentation Pack (P4-7), to use *before* and a Lesson Plan (P1-3 and P4-7) to use *after* the virtual assembly. They provide fun and engaging classroom-based activities that prepare children prior to watching the assembly and help reinforce learning after the assembly.

Stay safe Speak out in Perth and Kinross

Within Perth and Kinross, this programme has traditionally been delivered as part of the wider sexual health and wellbeing programme and has been offered to primary schools in Perth & Kinross since November 2013; and from August 2016; has been offered to every primary school, every two years.

During the terms from October 2020 to December 2020, and from April 2021 to June 2021, the information about the virtual assembly was shared with all primary schools in Perth & Kinross; school agreements were received from 5 primary schools; links provided to 21 primary schools and 14 virtual assemblies were delivered in 14 primary schools, including Craigclowan Independent School.

What next for the Speak out Stay safe Programme?

Currently, the NSPCC is moving into a new 10-year strategy and realigning to a Regional Operating Model. The ambition over the next 10 years is to work with more people, reach more children and do more to prevent abuse before it happens – thus making the biggest impact with the funding available.

Their work with schools is a priority over the next strategy and they intend to have staff nominated to offer support for every secondary and primary school in Scotland; ensuring that all schools have the opportunity to access services, learning tools and advice.

Operationally, in the short term, the NSPCC will continue to offer the *Speak out Stay safe* virtual programme, with a view to re-engaging the volunteer teams to deliver face-to-face workshops into primary schools, when this becomes appropriate and when current COVID-19 restrictions allow.

In terms of impact, the following is a snapshot of this year's feedback from Perth and Kinross:

School Staff – Key Comments / Feedback	
How helpful was the supporting material?	*"Very straight forward and relevant"* *"Useful reference materials pre and post watching power point and online assembly"* *"Very clear"*
How helpful were the materials in this time of change?	*"Discussed lockdown advantages and disadvantages and things that helped them cope"* *"Liked the addition of Covid related worries"*
How was the assembly presentation beneficial to your pupils?	*"Very helpful"* *"Easy to understand"* *"Lots of discussion around trusted adults"* *"They were very attentive and asked lots of relevant questions"*
What do you feel the children learned more about?	*"No means no and their right to say no"* *"Using Childline as trusted adult resources"* *"Who to turn to if they need help"* *"They learnt a lot more about the different kinds of abuse and their definitions"*
"We finished it last week. All pupils took part (368). Resources were used by class teachers and some displays have been made. Feedback from teachers was positive"	*"I have delivered the assembly to P6 this afternoon, 21 children in today. It was quite hard hitting but the opportunities to pause and discuss were welcome"*

Getting it Right: Keeping Your Child Safe Event 2021

This year, we held our 10th annual event on 4 March 2021; however, due to the COVID-19 pandemic, this was held virtually via a Microsoft Teams Live Event, facilitated by the PKC Digital Skills Team. This popular event continues to be targeted at inter-agency practitioners, managers, parents and carers in Perth and Kinross.

This annual event aims to raise further awareness and a better understanding about *keeping children and young people safe from harm, abuse and exploitation, specifically whilst online;* with a continuing focus on new technologies and emerging risks.

This year, guest speakers provided inputs and presentations relating to online gaming; the links and similarities to gambling; a personal account of child sexual exploitation and an update on safeguarding in a digital world. The event was delivered as a single live online virtual seminar; with opportunities to access the recorded presentations across an additional two scheduled sessions in the afternoon and evening:

876 registrations
570 delegates

Winner of Outstanding Cyber Community Event
(Scottish Business Resilience Centre's Cyber Community Awards)

Once again, this award winning, annual event attracted a large audience and has been evaluated very highly. Following this event, key messages and learning for children, young people, families and practitioners was extracted and shared by the CPC via social media platforms and with Schools.

In terms of impact, of those who joined this year's event, a total of **169** took time to complete an online post event evaluation form:

59% Practitioner
40% Parent/Carer
1% Young Person (<16)

Delegates stated that their understanding of online risks was;
Much improved 37%
Improved 59%
Unchanged 8%

The following is a small representative snapshot of delegate comments/feedback in relation to their immediate learning taken from the event:

"I think my main take away from this session has been that the best way to protect our children is actually through honest and regular conversation and engagement with them"	*"Thank you, this is one of the best online seminars I have attended this year. Real situations, with examples of how to help and what to look out for with young people was very enlightening"*	*"Hugely educational for my role in school nursing, showing case studies and real, current topics was very interesting and helpful"*
"Importance of contextual safeguarding"	*"I think the training reiterated for me when dealing with CSE it is vital to look at risk behaviours and not gender"*	*"Imperative for practitioners to keep learning on this subject as times change, technologies advance etc"*

Impact on Staff

Evaluation: We are continuing to support and develop a professionally curious, competent, confident and skilful multi-agency workforce. Our staff are highly motivated and committed to their own continuous professional development. We are empowering and supporting our staff with a wide range of evidenced-based multi-agency learning and development opportunities, which are evaluated highly and having a positive impact on practice. The content of these learning and development opportunities takes account of changing legislative, policy and practice developments and local challenges.

Staff Learning and Development

All CPC inter-agency child protection staff learning and development opportunities continue to be compliant with national guidance – National Framework for Child Protection learning and development in Scotland 2012, which we have translated into our robust and dynamic CPC Inter-Agency Child Protection Learning and Development Framework.

Impact of COVID-19

Over the last year, the COVID-19 pandemic and containment measures prevented us from delivering face-to-face inter-agency training, resulting in all such training being paused since March 2020. The CPC rapidly responded, taking an innovative approach by updating and adapting learning and development opportunities to ensure they remained relevant and accessible to the changing needs of the inter-agency child protection workforce.

Throughout the last year, we have continued to embrace new technologies to create a more flexible blended approach to our inter-agency learning and development programme. We have delivered live webinars, created short learning films and invested in new software to expand our range of interactive OnLine Learning Resources; allowing busy practitioners to learn at a time, pace and place convenient to them; whilst ensuring relevance to the general contact workforce; specific contact workforce and the intensive contact workforce and in compliance with national guidance.

CPC inter-agency child protection learning and development opportunities and resources continue to be delivered within the existing budget and free-of-charge at the point of delivery. We continue to collate evaluation reports which evaluate our training opportunities very highly. The CPC fully intends to recommence its face-to-face inter-agency training when safe to do so.

In terms of impact, the following tables shows changes to the CPC inter-agency child protection staff learning and development opportunities delivered from March 2020; by way of Webinars and Online Learning Resources:

CPC Inter-Agency Child Protection Learning and Development Webinars (March 2020 – 31 July 2021)			
Title of Learning Opportunity/Resource	**Learning Method**	**Total Opportunities**	**Total Attending**
Trauma Informed Practice 1 (RASAC PK)	Adapted to Webinar	8	203
Trauma Informed Practice 2 (RASAC PK)	Adapted to Webinar	5	79
CLICK Path to Protection Training (Marie Collins Foundation)	Adapted to Webinar	Think Courses 4 Act Courses 2 Manage Course 1	157
Child Protection Officers Training	Adapted to Self-Study OnLine Learning with follow up 2-hour Workshop	3	86

Safe and Together Model Overview Training (Safe and Together Institute)	Adapted to Webinar	1	100
ECS Child Protection Learning and Development Webinars			
Child Sexual Exploitation (Family Based Care Team)	Webinar	2	23
Child Protection (Family Based Care Team)	Webinar	2	27
Safe and Together (Blended Virtual Core Training)	Adapted to Self-Study and Webinar	2	91

CPC Inter-Agency Child Protection OnLine Learning Resources (New and Adapted) (March 2020 – 31 July 2021)	
Title of Learning Opportunity/Resource	***Status***
Keeping Children and Young People Safe (Essential E-Learning Module)	Updated and Refreshed
Getting it right for every child (Essential E-Learning Module)	Updated and Refreshed
Child Sexual Exploitation Training	Adapted for OnLine Learning
Chronologies Training	Adapted for OnLine Learning
Professional Curiosity & Challenge	New OnLine Learning Resource
Recognising and Responding to Child Neglect	New OnLine Learning Resource
Information Sharing, Confidentiality and Consent	New OnLine Learning Resource
Ten Minute Briefing: The Children (Equal Protection from Assault) (Scotland) Act 2019	New OnLine Learning Resource

As a direct consequence of the COVID-19 pandemic, there has been a significant increase in the take-up rate of our OnLine Learning approach/programme; however, it should also be noted that the updated Privacy and Electronic Communications Regulations (PECR), which came into effect in March 2019, to protect the privacy rights of website users, now limits our ability to provide accurate data.

In terms of impact, the following table provides an analysis of the minimum Protecting People Online Module activity throughout 2020/2021:

Online Staff Learning and Development Opportunities – Online Modules (1 August 2020 – 31 July 2021)		
Title of Course	***Activity (Internal and External)***	
	2020/2021	***2019/2020***
Child Protection OnLine Module	1,414	2,166
Getting it Right for Every Child (GIRFEC) OnLine Module	1,030	1,941
Adult Support and Protection OnLine Module	784	1,675
Total	***3,228***	***5,782***

The CPC acknowledges there has been a reduction in the take-up rate of these specific modules; albeit a significant uptake on the other modular course. Nevertheless, even allowing for the impact of the privacy regulations, the CPC recognises the need to continue to promote these modules and will do so throughout 2021/2022.

Trauma Informed Practice

Since 2018, the CPC and the APC have continued their partnership work with RASAC PK to deliver multi-agency Trauma Informed Practice learning and development opportunities; as we continue to develop a critical mass of trauma informed and aware practitioners across Perth and Kinross.

As a consequence of the COVID-19 pandemic, this face-to-face training was adapted to be delivered online. The lengths of the various workshops were reduced; but the core learning maintained to provide more manageable online sessions for practitioners and managers.

During this reporting period, a total of 282 participants attended this virtual training. Participants came from various services/agencies; including education, health, social work, youth services, mental health services, housing services and criminal justice. The training continues to be evaluated very highly, with 96% of attendees agreeing or strongly agreeing that the training met their expectations, and they will be able to apply the learning and knowledge they have learnt in the workplace.

Safe and Together Training

In addition to enhanced single-agency training on the Safe & Together Practice Model for Domestic Abuse, ECS for Children, Young People and Families commissioned inter-agency Safe & Together Model Overview Training in May 2021 for 100 inter-agency staff across Perth and Kinross.

This virtual training aimed at supporting a greater awareness of this practice model, as a means to partner with the non-abusive survivors of Domestic Abuse; keep children and the survivor parent together wherever possible and intervene with the abuse perpetrator to reduce risk of harm to children. Again, this training was evaluated very highly and plans are in place to extend the reach of this training going forward.

Neglect Training

To support the roll-out of the Perth and Kinross Action for Children Assessment of Care Toolkit across Services for Children Young People and Families, a blended learning approach was used to deliver enhanced Neglect training, along with practical learning on the use of the toolkit in practice with children and families.

A new OnLine Learning Module – Child Neglect: Assessment of Care Toolkit was made available in March 2021, with 91 staff attending the 2 online networking/discussion workshops, facilitated in small groups by Improvement Officers, Team Leaders and Senior Practitioners from Services for Children Young People and Families using MS Teams. Again, this training was evaluated very highly and it is planned to extend this reach of this training going forward.

Newsletters

A new development in 2020, aimed at keeping all practitioners, service and agencies informed of our learning and development opportunities, has been the publication of our new CPC Newsletters, which have been widely circulated and positively welcomed:

First Newsletter issued December 2020 and viewed by 371 individuals.

Second Newsletter issued in August 2021.

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In terms of measuring the impact of training, the following is a small sample of practitioner feedback from various inter-agency training courses, webinar and online, held since August 2020:

"A positive learning experience virtually. I'm open to further training in this way"

"This has helped reiterate the importance of using trauma informed approaches in my work and helped remind me of what this looks and feels like for our young people"

"The facilitator was excellent! Really engaging and very informative. Lots of links to real life scenarios and different contexts which was really helpful"

"I thought this was an excellent introductory session to the content being explored"

"I found the break-out rooms to be very helpful. Good discussions with other workers form different areas, different knowledge and skills"

"Excellent training. Would be particularly helpful for new employees. Course was the right mix of interaction / reading / listening"

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Impact on the Community

Evaluation: We are confident that the CPC remains transparent and public facing; that we are providing highly evaluated public information that is accurate, relevant and useful in terms of helping to keep children and young people safe; that we are communicating, listening and actively engaging with the community, building capacity and helping to keep people safe in their communities.

Public Information, Communication and Engagement

Child Protection Website

The CPC Child Protection website, hosted on the PKC website, remains fundamental to the CPC's approach to public information, communication and engagement. This public facing website ensures the work of the CPC remains open and transparent and throughout 2020/2021, the website has been continuously refreshed and updated.

However, as reported last year, it should be noted that the updated Privacy and Electronic Communications Regulations (PECR), which came into effect in March 2019, to protect the privacy rights of website users, now significantly limits our ability to provide accurate data.

In terms of impact, the following table provides some high-level information on key pages within the child protection website; showing minimum user activity and page activity:

CPC Website Single User and Page Activity 1 August 2020 – 31 July 2021	
Key Webpage Activity	*Impact (Minimum)* *2020 – 2021*
Child Protection – Total Hits	*2,476 users – 4,503 page views*
Child Protection – Main Page	*374 users – 675 page views*
What to do if you are worried about child/young person	*279 users – 382 page views*
What's New in Child Protection – News	*203 users – 414 page views*
Information for Practitioners	*180 users – 291page views*
Child Protection Publications – All Pages	*170 users – 301 page views*
P&K Practitioner's Guide and Toolkits – All Pages	*129 users – 200 page views*

Whilst the CPC acknowledges the impact of the privacy requirements, which have significantly impacted our ability to retrieve accurate data in relation to website usage, the CPC also recognises the need to continue to promote this valuable web-based resource to all stakeholders.

Social Media

Working in partnership with staff from PKC's Corporate Communications Team, we have continued to make use of the PKC social media platforms (Facebook and Twitter) to extend the message reach of our key child protection partnership work.

At 31 July 2021, the continually growing PKC Corporate Twitter Account had 21,625 followers and the Corporate Facebook page had 24,700 likes (compared with 20,518 Corporate Twitter followers and 22,136 Corporate Facebook page likes at the same date in 2020).

Throughout the year, the CPC has been actively supporting various Child Protection Committees Scotland's (CPCScotland) virtual public information and communication campaigns; linked to the ongoing impact of the COVID-19 pandemic, including the initial return to schools (September 2020), the return to schools after the Christmas lockdown (January-February 2021), the Easter holidays (March 2021) and the summer school holidays (June 2021).

The following is a snapshot of some of the virtual national campaign materials we have supported and/or posted:

Back to School – a digital child protection campaign September 2020

Keep Kids Safe During Lockdown – January 2021

Keeping Kids Safe Online – an online abuse awareness campaign March 2021

FOR KIDS' SAKE… – a school summer holiday child protection campaign June 2021

In terms of impact, this year our CPC specific social media posts have achieved a total reach of 146,991 on Facebook and a total of 69,362 impressions on Twitter (compared with total reach of 110,867 on Facebook and 176,350 impressions on Twitter in the year 2019-2020).

The reduction in Twitter impressions, is thought to be possibly down to the fact that there was an overall spike in impressions on Twitter, particularly between March and July 2020, which coincided with the early stages of the COVID-19 pandemic when more people were at home/working at home/off work and the increased amount of Facebook messaging we were doing more generally around COVID-19.

During this reporting period, the most popular post on each social media channel was:

"As we continue to deal with being in lockdown, if you're concerned about the wellbeing of a child or young person, say something. #KeepingKidsSafe #childprotectionpk @childprotectsco

Call us at any time on 01738 476768, or contact Police Scotland on 101, or 999 if the child or young person is at immediate risk of danger."

12,874 reached; 35 shares; 24 likes

"Worried about a child's wellbeing? It's important to act on your concerns: report these to our child protection helpline - call 01738 476768 or email childprotection@pkc.gov.uk; or call @policescotland on 101 or dial 999 if a child is in immediate danger. @childprotectsco"

8,090 impressions; 18 likes; 18 retweets

(Twitter 20 January 2021)

How good is the delivery of our services for children, young people and families and our operational management?

This section describes how we are delivering our services and providing help and support to protect children, young people and families. It also describes recent improvement work, led by the CPC, to support and empower practice. This work aims to support competent, confident and skilful multi-agency practitioners to make sound professional judgments when dealing with complex issues.

Evaluation: We are confident that our child protection services are robust, effective and focused on vulnerability, risk and need. We are working extremely hard to improve the life chances of children and young people. Practice is enabled by learning, evidence-based policy, practice and planning improvements.

Tayside Regional Improvement Collaborative (TRIC) Priority Group 5 (PG5): Safeguarding and Child Protection

Tayside Regional Improvement Collaborative (TRIC)

Priority Group 5 (PG5): (Safeguarding and Child Protection)

Tayside Plan for Children, Young People and Families 2021 – 2023

Perth and Kinross CPC and partner agencies continue to support the work of TRIC PG5 and the above-mentioned Plan. TRIC PG5 is led by the Chief Social Work Officer (CSWO) of PKC.

Practice Guidance

Throughout 2020/2021, work continued with the development, cascading and distribution of various multi-agency practice guidance, including: Chronologies; Inter-Agency Referral Discussions (IRDs – including a new IRD Template); Concern for Unborn Babies Practice Guidance (including an associated Referral Form), two sets of practice guidance around Participation in Key Child Protection Meetings (one for Practitioners and one for Children and Families) – all aimed at improving day-to-day culture, ethos and practice.

We also continued to develop our comprehensive Tayside Shared Dataset for CPCs, which now comprises key child protection performance output indicators (quantitative indicators showing frequency and volume) and proxy outcome indicators (qualitative indicators showing improved outcomes). As a result, the CPC now receives monthly data reports, in a more integrated way.

Learning from Initial Case Reviews (ICRs) and Significant Case Reviews (SCRs)

In the context of child protection, an ICR is the first stage in determining whether a case referred to the CPC should proceed onto a SCR. An SCR is a multi-agency process for establishing the facts of, and learning lessons from, a situation where a child has died or been significantly harmed.

Significant Case Reviews are seen in the context of a culture of continuous improvement and should focus on learning and reflection on day-to-day practices, and the systems within which those practices operate.[7]

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[7] *National Guidance for Child Protection Committees: Conducting Significant Case Reviews* (Scottish Government: 2015).

Last year, we reported that TRIC PG5 had commissioned Dr Sharon Vincent, Northumbria University to carry out an analysis of recently conducted ICRs and SCRs across Tayside, aimed at providing evidence-based research in relation to recurring themes and trends; a profile of the children and families involved; perspectives of children, families, communities, services, agencies and strategic risk factors; how that impacts on strategic planning and improvement and how the lessons learned can inform future workforce learning and development plans across Tayside.

In October 2020, TRIC PG5, organised a virtual Tayside Chief Officers Group Leadership Event to share Dr Vincent's research findings; to provide a forum for considering how this research informs our agenda for continuous improvement, shared leadership and vision for protecting children over the next three years and to consider the shared approach to workforce development for staff working across children's services.

35 agency leaders and senior managers from across Tayside attended this event, which was evaluated very highly. Following a presentation from Dr Sharon Vincent and a question-and-answer session, delegates were able to discuss the research findings and the two key practice themes identified from this work, which has now led to the development of two main areas for practice improvement (Priorities for Practice):

Priorities for Practice LINK to Short Animated Film
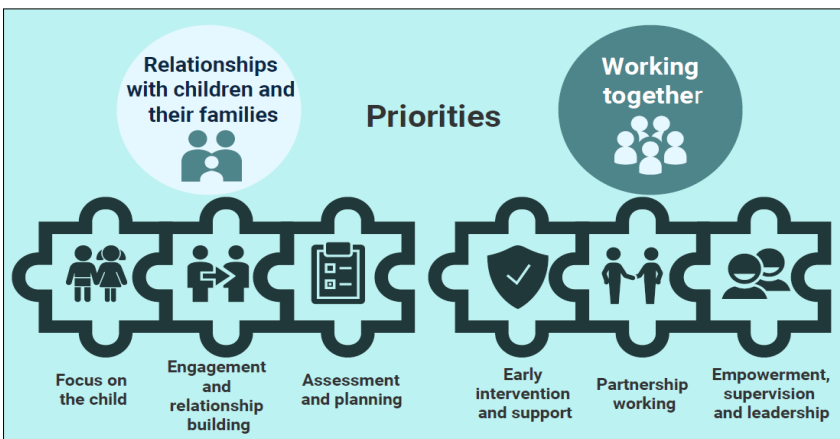
Priority 1: Relationships with Children and Families

Priority 2: Working Together

all supported by a co-production workforce learning and development programme

Co-Production Workforce Learning and Development Programme LINK to Short Animated Film
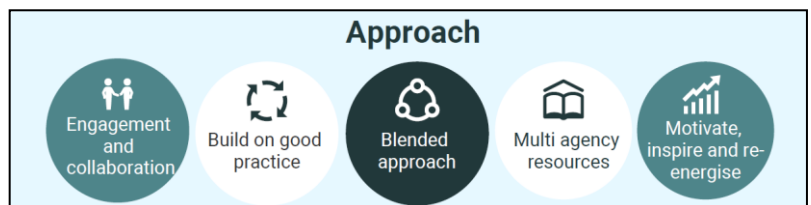
To take this work forward, TRIC PG5 has now appointed a full-time (seconded) Child Protection and Learning and Development Lead Officer, who has since developed a co-production approach in establishing a multi-agency child protection workforce learning and development programme.

Targeted at first-line managers and frontline practitioners, this programme aims to enhance leadership, change culture, ethos and day-to-day working practices; which will empower and support a competent, confident and skilful workforce to deliver better outcomes for unborn babies, babies, children, young people and their families.

In May 2021, TRIC PG5 held another virtual Tayside Priorities for Practice Conference and in total, 96 agency leaders, senior managers and first-line managers attended this event, which once again was evaluated very highly. This was an opportunity to share and promote the learning further and to start to implement the child protection workforce learning and development programme and to recruit first-line manager and practitioner co-producers.

This has since been followed by a series of ongoing, lunchtime, Priorities for Practice Open Information Sessions, aimed again at recruiting 50 first-line managers and frontline practitioners and at the time of publication, is well on track to recruit the 50 multi-agency staff members required to take forward a number of the co-production groups.
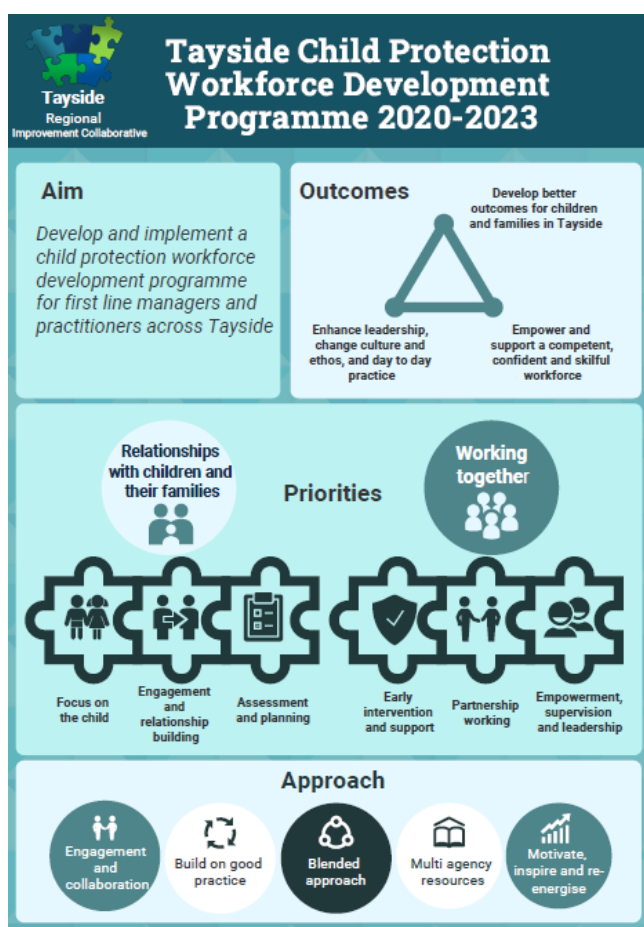
Going Forward 2021 and Beyond

The CPC will continue to support the work of TRIC PG5. Building on the last three years, our ongoing improvement work will be focussed on:

- supporting our people by creating the culture and ethos that enables and supports frontline practitioners in the highly complex field of multi-agency child protection practice

- supporting a skilled and confident workforce by doing more of the right things to protect and support our children, young people and families to deliver better outcomes

- developing a shared approach to quality-assuring the implementation of the multi-agency guidance materials, gathering feedback and evaluation from practitioners

- developing a co-production multi-agency approach to workforce learning and development

- continuing to implement the Tayside Shared Dataset for CPCs across the collaborative and include within this qualitative performance measures linked to our six priorities for practice.

How good is our leadership?

This section describes our collective approach to leadership, direction, support, challenge and scrutiny. It describes how we are promoting effective and collaborative partnership working to deliver the best possible outcomes for children and young people. It also describes our commitment to continuous improvement through self-evaluation and our capacity for further improvement across Perth and Kinross.

Evaluation: We are continuing to strengthen our individual and collective approach to leadership as we emerge from and recover from the pandemic. Our partnership working remains effective and robust and our commitment to continuous improvement through self-evaluation is providing better outcomes for children and families across Perth and Kinross.

"Chief officers groups require strong oversight of children's service planning, child protection committees and approaches to emerging needs in order to be assured in the robustness of processes, procedures and practice to keep children and young people safe. We saw that the support and understanding, particularly of social work and social care, by chief officers groups and elected members was pivotal to leading a challenging and changing delivery environment. The partnerships which we evaluated as performing well had chief officers and elected members who understood the service environment, actively engaged in strategic activity and were well-sighted on national issues and current and emerging local needs"

"A well functioning child protection committee is critical in leading services to support children and young people at the times in their lives when they are most vulnerable. In the partnerships which we evaluated as better performing, we saw clear CPC priorities which were reported on regularly and publicly"

The Joint Strategic Inspection of Services for Children and Young People: Review of Findings from the Inspection Programme 2012-2017 (Care Inspectorate: 2019)

Perth and Kinross Children, Young People and Families Partnership (CYPFP)

Elected Members and Chief Officers of the public, private and third sectors in Perth and Kinross continue to discharge their individual and collective responsibility for children's services, in particular, child protection services, through the Perth and Kinross Children, Young People and Families Partnership (CYPFP).

The partnership continues to provide the CPC with strong leadership and direction. At its quarterly meetings, the partnership continues to scrutinise the work of the CPC and receives regular progress reports and updates on national and local child protection policy and practice developments.

In February 2021, under the auspices the Community Planning Partnership (CPP), the partnership hosted a co-production virtual workshop event, aimed at setting the priorities of our joint work across children's services over the next 2-3 years; in line with GIRFEC; The Promise; UNCRC; TRIC PG5 and Child Protection. A total of 30 multi-agency leaders and managers attended this event, which was evaluated very highly.

Following a number of short presentations and facilitated workshop/dicussion groups, delegates were able to discuss and identify areas for improvement and our key priorities; all of which has informed our shared improvement plans over the next 2-3 years.
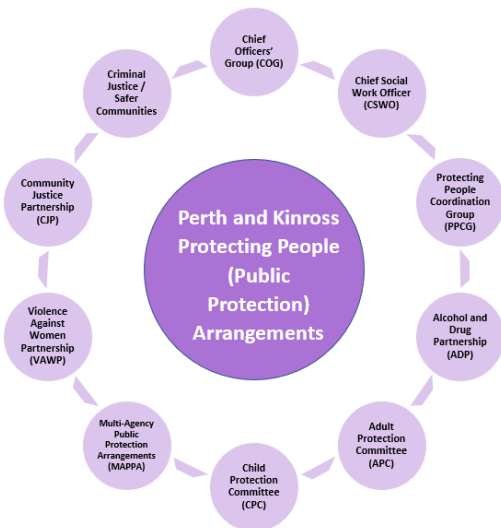
Perth and Kinross Protecting People (Public Protection) Arrangements

Perth and Kinross Chief Officers' Group (COG)

Last year, we reported that the work of the CYPFP and the CPC had been further strengthened by the added support and scrutiny being provided by the Perth and Kinross Public Protection Chief Officers' Group (COG), which brings together the Chief Officers of Perth and Kinross Council; NHS Tayside; Police Scotland – Tayside Division; the Chief Operating Officer of the Perth and Kinross Health and Social Care Partnership; the Chief Social Work Officer (CSWO) for Perth and Kinross Council and other key Officers.

In March 2021, the COG developed and approved specific terms of reference, which describes and articulates its partnership working arrangements.

Before and particularly since the onset of the COVID-19 pandemic, the COG has met more frequently and continues to provide leadership and direction across the public protection partnerships. Recent meetings of the COG continue to be virtual meetings.

Informed by rich, evidence-based datasets, the COG has galvanised our approach to protecting people and to the coordinated, identification and management of known and emerging risks.

A carefully managed and continually updated Risk Register has ensured that since March 2020:

- well-established public protection partnership working arrangements have not been disrupted – in many areas they have been further strengthened

- communication between and across services and agencies has not been compromised – in many ways this has been significantly improved

- key child protection processes have continued to function well – increasing demands have been met by committed and hard-working staff groups

- staff who have been shielding, self-isolating, providing a caring provision at home and / or absent from the workplace have been protected, kept safe and enabled to work virtually where necessary

Perth and Kinross CPC and APC (Adult Protection Committee) Virtual Executive Group

Last year, in response to the COVID-19 pandemic and to ensure business continuity and the delivery of key frontline services, we reported on the establishment of the above Virtual Executive Group from 24 March 2020.

Initially, meetings were held twice weekly, then weekly and latterly on a fortnightly basis. In total, 25 separate meetings were held. During this time, membership of the Virtual Executive Group expanded to include representatives from all the public protection partnerships and key representatives from education, health, police, social work, children's services and adult services.

Much of the work was focussed on ensuring the delivery of frontline services and was informed by rich national and local datasets and managed by way the previously mentioned Risk Register.

Reporting to the COG, this Group continued to meet until 16 December 2020, at which time our new Protecting People (Public Protection) Arrangements were implemented. This model was informed by the learning and success from this Virtual Executive Group, which was both a test-of-change and proof of concept, and which has now completed its work.

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Perth and Kinross Protecting People Co-ordination Group (PPCG)

Building on the success of the above Virtual Executive Group, in January 2021, the above Co-ordination Group was established to support the COG and now brings together all the public protection partnerships and key others – education, health and police within Perth and Kinross.

Chaired by the Chief Social Work Officer (CSWO) and with specific terms of reference, the Group meets every 4-6 weeks and ensures strong partnership working and synergy between and across the various public protection partnerships.

At present, the Group has started to scope out a Work Plan for 2021 - 2022 and has identified the following cross-cutting themes, which are likely to be key aspects of our shared partnership work to aid long-term recovery from COVID-19:

- build on the research undertaken during COVID-19 and embed new ways of working and the use of technology in public protection
- share the findings from the Tayside Regional Improvement Collaborative research and take forward the shared Priorities for Practice improvement work
- focus on domestic abuse, parental drug and alcohol misuse and parental mental ill-health
- strengthen approaches to managing new risks emerging for children and young people
- implement a shared workforce development plan
- develop a joined up protecting people communications plan.

Perth and Kinross Child Protection Committee (CPC)

Perth and Kinross Child Protection Committee (CPC) is the local multi-agency child protection partnership; compliant to national standards – Protecting Children and Young People; strongly committed to building an active child protection community and securing a culture where the care and protection of children and young people is at the heart of *everyone's job*.

The CPC drives forward a strong focus on *continuous improvement; public information and communication; strategic planning and connections* and *annual reporting on the work of the CPC*.

Membership of the CPC remains intentionally broad and inclusive of all relevant organisations and sectors which have a role to play; which allows the CPC to take a whole community approach to raising awareness of the key risks to children and young people.

The CPC continues to nurture positive working relationships through a culture of mutual respect and understanding; involvement and participation; openness and transparency and support and challenge.

The CPC meets six times per annum; all meetings are minuted and published on the public-facing Website. Recent meetings of the CPC have been virtual meetings. The Chair of the CPC also chairs the Central and North Scotland CPC Consortium.
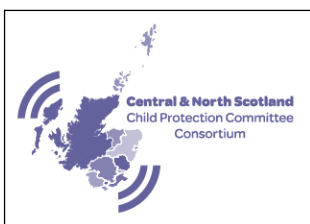
Central and North Scotland CPC Consortium

The Independent Chair of the CPC first established this Consortium back in 2009 and currently leads this Consortium, which has continued to expand.

Membership of the Consortium now includes the CPC Chairs and CPC Lead Officers of Aberdeen City; Aberdeenshire; Angus; Clackmannanshire and Stirling; Dundee City; Falkirk; Fife; Highland; Perth & Kinross; Moray; and more recently Orkney Islands, Shetland Islands and Western Isles Community Planning Partnerships (CPPs) areas. The Consortium continues to meet 4 times per annum and attendance at recent virtual meetings has been exceptionally high and going forward, Consortium meetings will continue to be held virtually, to accommodate all geographical partners.

At present, the Consortium is actively involved in hosting learning events into recent ICRs/SCRs/ Learning Review practice findings and continues to promote shared learning and improvement.

What is our capacity for improvement?

Perth and Kinross CPC is committed to continuous improvement through quality assurance and self-evaluation and continually strives for excellence.

We know how good we are now; how good we can be and our capacity for improvement remains very strong.

Throughout 2020/2021, the CPC, in partnership with the CPC Practice Improvement Working Group; the CPC Case Review Working Group; the Tayside Regional Improvement Collaborative (TRIC), in particular with Priority Group 5 (PG5) (Safeguarding and Child Protection) and with the recently established Perth and Kinross Protecting People Coordination Group, has continued to make progress in implementing practice improvements and change.

The CPC has developed a new CPC Improvement Plan 2021 – 2023. It is our individual and collective continuous improvement programme for services to protect children and young people in Perth and Kinross. It describes and sets out our planned programme of improvements for 2021 – 2023. It is a dynamic resource and further areas for development and/or improvement will be added as and when required.

We also recognise that the CPC Improvement Plan 2021 – 2023, is only a part of a wider improvement planning framework; with similar ambitious improvement plans being progressed within Education and Children's Services, partner agencies and other public protection partnerships – all aimed at providing better outcomes for children, young people and their families.

Our Plan:

CPC Improvement Plan 2021 – 2023

Two-year plan	Ambitious and comprehensive
Agreed statement of intent	Outcome-focussed/ KPIs/ evidence of impact
Joint commitment to delivering	Schedule of ongoing CPC Actions/Tasks

In developing this Plan, we have taken cognisance of:

- various national and local drivers (including existing and emerging legislative and policy changes)
- previous and existing improvement planning frameworks; existing and emerging scrutiny inspection frameworks
- recent local self-evaluation and review activities; learning identified from Initial Case Reviews (ICRs) and Significant Case Reviews (SCRs)

The plan has been structured in alignment with recent research work carried out within Tayside by Dr Sharon Vincent, Northumbria University, which identified key areas for practice improvement, which have been translated into 6 Priorities for Practice. This Plan contains a number of actions/tasks; some of which are a priority and others which are ongoing and/or maintenance. These are presented in a way which is intended to be SMART: *specific; measurable; achievable; realistic* and *time-limited*.

Actions are designed to:-
- keep children and young people safe
- protect them from harm, abuse, neglect and exploitation
- deliver better outcomes for children, young people and their families

Plan includes:-
- Strategic Lead for each Action/Task
- Partnership working (Tayside Regional Improvement Collaborative)
- Staff learning and development opportunities
- Quality assurance processes

A copy of the Plan can be found at Appendix 1.

CPC Improvement Plan 1 August 2021 – 31 July 2023

Getting it Right in Perth and Kinross

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Key Abbreviations & Acronyms Used

APC	Adult Protection Committee
ASN	Additional Support Needs
CCR	Child Concern Report
CELCIS	Centre for Excellence for Children's Care and Protection
COG	Chief Officers' Group
CPC	Child Protection Committee
CPCC	Child Protection Case Conference
CPO	Child Protection Order
CPP	Community Planning Partnership
CPR	Child Protection Register
CCE	Child Criminal Exploitation
CSA	Child Sexual Abuse
CSE	Child Sexual Exploitation
CSO	Compulsory Supervision Order
CSWO	Chief Social Work Officer
CYPFP	Children, Young People and Families Partnership
CYRO	Children and Youth Rights Officer
EASYc	Educational Attainment Service for Young Carers
ECS	Education and Children's Services
EFQM	European Foundation for Quality Management
GDPR	General Data Protection Regulations
GIRFEC	Getting it Right for Every Child
IAPK	Independent Advocacy Perth & Kinross
ICPPC	Initial Child Protection case Conference
ICR	Initial Case Review
IRDs	Inter-Agency Referral Discussion (IRDs)
LAC	Looked-After Children
NHS	National Health Service (Tayside)
NSPCC	National Society for the Prevention of Cruelty to Children
P&K	Perth and Kinross
PECR	Privacy and Electronic Communications Regulations
PG5	Priority Group 5
PKAVS	Perth and Kinross Association of Voluntary Service
PKC	Perth and Kinross Council
RASAC PK	Rape and Sexual Abuse Centre Perth and Kinross
REAP	Rights, Engagement, Advocacy, Participation
RRSA	Rights Respecting School Award
SCRA	Scottish Children's Reporter Administration
SCR	Significant Case Review
SCRON	Scottish Children's Rights Officer's Network
SIRCC	Scottish Institute of Residential Child Care (SIRCC)
SMARTer	Specific; Measurable; Achievable; Realistic and Time-Limited
TRIC	Tayside Regional Improvement Collaborative
UBB	Unborn Baby
UNICEF	United Nations International Children's Emergency Fund
UNCRC	United Nations Convention on the Rights of the Child

FINAL DRAFT

CPC Improvement Plan 1 August 2021 – 31 July 2023

Published:

Introduction

Welcome to the Perth and Kinross Child Protection Committee (CPC) Improvement Plan 1 August 2021 – 31 July 2023.

This Two-Year Improvement Plan builds upon previous CPC Improvement Plans and our ongoing quality assurance and self-evaluation work to support our continuous improvement; as we continue to strive for excellence in all aspects of our partnership work to protect children and young people.

This CPC Improvement Plan is aligned with, and strongly supports, the Tayside Plan for Children, Young People and Families 2021 – 2023 and the Perth and Kinross Community Plan (Local Outcomes Improvement Plan) 2017 – 2027.

Perth and Kinross CPC and partners are committed to continuous improvement through self-evaluation; as demonstrated by this CPC Improvement Plan. This shared commitment is also demonstrated through our partnership CPC Business Model; Quality Assurance and Self-Evaluation Strategy; CPC Monthly Management Information and Performance Outcome Framework; CPC Annual Self-Evaluation Calendars; CPC Annual Development Days and our CPC Annual Standards and Quality Reports.

National Context

The Scottish Government wants Scotland to be the best place in the world for children and young people to grow up so that they become: *successful learners; confident individuals; effective contributors and responsible citizens* and where children are *loved, safe and respected and realise their full potential.*

All children and young people (including unborn babies) have the right to be cared for and protected from harm, abuse, neglect and exploitation and to grow up in a safe environment, in which their rights are respected and their needs met. Children and young people should get the help they need; when they need it. It should be the right help; from the right people; at the right time and their safety is always paramount.

The care and protection of children and young people in Scotland is set within the wider policy context of Getting it right for every child (GIRFEC); the UN Convention on the Rights of the Child and more recently within the findings from the Independent Care Review: The Promise (2020) which clearly advocates Scotland's ambition for children and young people – we *grow up loved, safe and respected so that we realise our full potential.* We also acknowledge The Plan 2021 – 2024 which sets out the current five priority areas and key milestones – *the right to a childhood; whole family support; supporting the workforce; planning and building capacity.*

GIRFEC promotes action to improve the wellbeing of all children and young people across eight indicators of wellbeing. The GIRFEC approach has been tested and developed across Scotland since 2006. It is based on research evidence and the experiences of practitioners, families and children.

The GIRFEC wellbeing indicators (SHANARRI) are designed to optimise wellbeing and guide staff working with children, young people and their families to ensure that they are as **safe; healthy; achieving; nurtured; active; respected; responsible** and **included** as they can be.

Tayside Context

Tayside Plan

Within and across Tayside, the Tayside Plan for Children, Young People and Families 2021 – 2023 continues to be the shared/joint plan produced by the three Community Planning Partnership (CPP) areas of Angus, Dundee and Perth and Kinross.

It reflects shared leadership towards multi-agency, cross-border collaboration in the planning, management, commissioning, delivery, evaluation and improvement of services to children, young people and families. It also reflects a shared and longstanding commitment to implementing Getting it right for every child (GIRFEC).

The Plan has been developed by the three Tayside Councils, NHS Tayside, Police Scotland, Health and Social Care Partnerships, the third sector and other organisations to ensure a consistent approach towards agreed priorities and an absolute focus on improving outcomes for all children, young people and families, regardless of their circumstances.

Tayside Plan – Our Vision

 The Plan will achieve the Vision of ensuring that:

> ***"Our children and young people will have the best start in life and Tayside will be the best place in Scotland to grow up"***

Tayside Plan – Our Five Priorities

1. Our children will have the ***best start in life*** in a nurturing environment
2. Our children and young people will be ***meaningfully engaged with high quality learning*** experiences to extend their potential
3. Our children will ***grow up healthy, confident, and resilient*** with improved mental and physical health and strengthened emotional wellbeing
4. Our children, young people and families at risk, who face significant inequalities and disadvantage, will have ***improved life chances***
5. Our children and young people are ***safe from harm***

Tayside Plan – Our Guiding Principles

- Rights based – this means that there is evidence that children's rights are considered in everything we do and that rights are promoted or enhanced by what we are doing

- Easily understood and accessible – we will make sure that we clearly say what we are doing and what difference it will make. We won't use confusing or stigmatising language, acronyms or jargon to ensure everyone has the same understanding of what we want to do

- Based on what people with lived experience tell us – this means asking, listening, and acting on the voice and experience of people who use services and have lived experience

- Linked clearly to evidence – it will be clear what our evidence base shows and we will measure the difference we are making. This will include use of data measures and the views of those accessing services, staff working with families, national impact reports and local research etc

- Making the best use of resources – the benefits of working together on a Tayside basis and across different agencies/services will be clearly stated

Perth and Kinross Context

Perth and Kinross Community Plan

Within Perth and Kinross, the Perth and Kinross Community Plan (Local Outcomes Improvement Plan - LOIP) 2017 – 2027 clearly articulates an ambitious vision for the future of our area, our communities and our families. The Plan clearly describes how the Perth and Kinross Community Planning Partnership (CPP) will achieve our shared ambition for excellence.

This is our Plan for positive outcomes for everyone in the areay, and in particular, to tackle stubborn and persistent inequalities which can reduce life chances and opportunities for people. The Plan is about improving the lives and experiences of everyone who lives, works and visits here. Its development and delivery is overseen by the CPP comprising public, private and third sector bodies.

Perth and Kinross Community Plan Vision

The vision for the next decade is simple and has been developed in dialogue with people who live in Perth and Kinross:

"Creating a confident, ambitious and fairer Perth and Kinross, for all who live and work here"

Perth and Kinross Community Plan Strategic Objectives

The Plan contains five strategic objectives to deliver the vision:

1. Giving every child the best start in life

2. Developing educated, responsible and informed citizens

3. Promoting a prosperous, inclusive and sustainable economy

4. Supporting people to lead independent, healthy and active lives

5. Creating a safe and sustainable place for future generations

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Work of the Perth and Kinross Child Protection Committee (CPC)

The work of the Perth and Kinross Child Protection Committee in protecting children and young people from harm, abuse, neglect and exploitation and in keeping them safe, is fundamental to realising our vision for improving wellbeing and ensuring better outcomes for our most vulnerable and at risk children and young people.

The work of the CPC is articulated in this CPC Improvement Plan, which is aligned with, and supports both the Tayside Plan for Children, Young People and Families 2021 – 2023 and the Perth and Kinross Community Plan (Local Outcomes Improvement Plan) 2017 – 2027.

The CPC supports the ethos that **getting it right for every child is everyone's job** and that it is **still everyone's responsibility to keep children safe.**

Underpinning National Policy Documents

Underpinning the work of the CPC are *three key* national child protection policy documents; namely National Guidance for Child Protection in Scotland 2021 (Scottish Government: 2021); Protecting Children and Young People: Child Protection Committee and Chief Officer Responsibilities (Scottish Government: 2019) and A Quality Framework for Children and Young People in Need of Care and Protection (Care Inspectorate: 2019).

Protecting Children and Young People: Child Protection Committee and Chief Officer Responsibilities (Scottish Government: 2019) describes the functions of Child Protection Committees as:

- *Continuous improvement*
- *Public information, engagement and participation*
- *Strategic planning and connections*
- *Annual reporting on the work of the CPC*

About this CPC Improvement Plan 1 August 2021 – 31 July 2023

This Two-Year CPC Improvement Plan has been published as an agreed statement of intent, which partners are jointly committed to deliver; confirming that our capacity for improvement remains very strong. It is both ambitious and comprehensive.

It is our individual and collective continuous improvement programme for services to protect children and young people in Perth and Kinross. It describes and sets out our planned programme of improvements for 2021 – 2023. It is a dynamic resource and further areas for development and/or improvement will be added as and when required.

In developing this CPC Improvement Plan, we have taken cognisance of the various national and local drivers; including existing and emerging legislative and policy changes. It has taken cognisance of previous and existing improvement planning frameworks and existing and emerging scrutiny and inspection frameworks. It has also taken cognisance of recent local self-evaluation and review activities and from the learning identified from Initial Case Reviews (ICRs) and Significant Case Reviews (SCRs).

This CPC Improvement Plan is **outcome-focused and includes key performance indicator measures**, to evidence the **impact and outcomes** of our shared work (Appendix 1). It also contains a **schedule of ongoing CPC Actions/Tasks** (Appendix 2).

It has been structured in alignment with recent research work carried out within Tayside by Dr Sharon Vincent, Northumbria University, which identified key areas for practice improvement, which have been translated into 6 Priorities for Practice. These are:

Relationship with Children and Families:

1. *Focus on the Child*
2. *Engagement and Relationship Building*
3. *Assessment and Planning*

Working Together:

4. *Early Intervention and Support (Right Help at Right Time)*
5. *Partnership Working*
6. *Empowerment, Supervision and Leadership*

This CPC Improvement Plan contains a number of actions/tasks; some of which are a priority and others which are ongoing and/or maintenance. These are presented in a way which is intended to be SMART: ***specific; measurable; achievable; realistic*** and ***time-limited***.

Each action/task is aimed at keeping children and young people safe; protecting them from harm, abuse, neglect and exploitation and at delivering better outcomes for children, young people and their families. Strategic Leads are identified for each of the actions/tasks. **A number of the actions/tasks are being taken forward in partnership with the Tayside Regional Improvement Collaborative – Priority Group 5 (Safeguarding and Child Protection). A number of the actions/tasks will be supported by staff learning and development opportunities and with follow-up quality assurance processes.**

Monitoring, Evaluation, Outcomes and Impact

The Child Protection Inter-Agency Co-ordinator will be responsible for co-ordinating this CPC Improvement Plan on behalf of the CPC.

This CPC Improvement Plan will be monitored, evaluated and reviewed regularly by the CPC. The CPC will consider regular progress/update reports on each action/task and will, in turn, provide regular updates to the Children, Young People and Families Partnership (CYPFP).

Bill Atkinson
Independent Chair
Perth and Kinross Child Protection Committee
1 August 2021

Our Plan on a Page:

National Context			
GIRFEC	**UNCRC**		**Independent Care Review: The Promise**
Tayside Context			
Aligned to priorities and guiding principles of the Tayside Plan for Children, Young People and Families 2021 – 2023			

Priority 1: Our children will have the **best start in life** in a nurturing environment	*Priority 2*: Our children and young people will be **meaningfully engaged with high quality learning** experiences to extend their potential	*Priority 3*: Our children will **grow up healthy, confident, and resilient** with improved mental and physical health and strengthened emotional wellbeing	*Priority 4*: Our children, young people and families at risk, who face significant inequalities and disadvantage, will have **improved life chances**	**Priority 5**: Our children and young people are **safe from harm**
Rights based	Easily understood and accessible	Based on what people with lived experience tell us	Linked clearly to evidence	Making the best use of resources

Perth and Kinross Context				
Aligned with the Perth and Kinross Community Plan "**Creating a confident, ambitious and fairer Perth and Kinross, for all who live and work here**				
Giving every child the best start in life	Developing educated, responsible and informed citizens	Promoting a prosperous, inclusive and sustainable economy	Supporting people to lead independent, healthy and active lives	Creating a safe and sustainable place for future generations

Perth and Kinross Child Protection Committee (CPC)			
Continuous improvement	Public information, engagement and participation	Strategic planning and connections	Annual reporting on the work of the CPC

CPC Improvement Plan 1 August 2021 – 31 July 2023
This two-year CPC Improvement Plan has been published as an agreed statement of intent, which partners are jointly committed to deliver; confirming that our capacity for improvement remains very strong. It is outcome-focused and includes key performance indicator measures, to evidence the impact and outcomes of our shared work. It has been structured in alignment with recent research work, which identified key areas for practice improvement. These have been translated into **6 Priorities for Practice**. The Plan contains a number of **actions/tasks**; some of which are being taken forward in partnership with the Tayside Regional Improvement Collaborative – Priority Group 5 (Safeguarding and Child Protection). A number of the actions/tasks will be supported by staff learning and development opportunities and with follow-up quality assurance processes.

Relationships with Children and Families	**Working Together**
1. Focus on the child	*4. Early Intervention and Support (Right Help at Right Time)*
2. Engagement and relationship building	*5. Partnership Working*
3. Assessment and planning	*6. Empowerment, Supervision and Leadership*

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CPC Improvement Plan 1 August 2021 – 31 July 2023					
Date	Progress/Update Report	Total Actions/Tasks	Total Actions/Tasks Completed	Total Actions/Tasks Added	Total Actions/Tasks Ongoing
01/08/2021	Published	25	-	-	25 (Year 1:10 and Year 2:15)

RAG Legend – Red Amber Green

R	**RED**: *There are **significant** issues and/or risks that are impacting on the action/task right now = we are not delivering the action/task on time/scope/budget*
A	**AMBER**: *There are **some** issues and/or risks that are impacting on the action/task if not fixed = we are at risk of not delivering the action/task on time/scope/budget*
G	**GREEN**: *There are **no** issues and/or risks impacting on the action/task which is progressing according to plan = we are delivering the action/task on time/scope/budget*

No	Expected Impact	Actions/Tasks	Strategic Lead	Target Timescale	R A G
		Priority 1: Relationship with Children and Families			
		Outcome 1 – Focus on the Child			
		We will keep the child[1] at the centre of our work. We will see them, listen to them and focus on their physical, mental and emotional wellbeing. We will see beyond their outward presentation and seek to understand their lived experience. We will actively seek and support them to express their views, when assessing their needs and any potential risks. We will always involve them in assessment, planning and decision-making. We will be inquisitive, curious and alert to parental disguised non-compliance. The risks of disproportionate optimism, in respect of the parent's[2] potential to improve, will be fully understood and resisted. The child's welfare is always paramount.			
1	Children and young people are kept safe; they are seen; their voices are actively sought and heard in all assessment, planning and key decision-making processes	**1.1:** Further develop the existing provisions for seeking children and young people's views, including the views of their siblings and extended family; particularly those with lived experience, before, during and after key decision-making meetings; which ensures that they are listened to, understood and respected and that their views are taken into consideration in all single and multi-agency key decision-making processes	CPC Practice Improvement Working Group	By end of Year 2 31 July 2023	
		1.2: Further develop and strengthen the existing advocacy support provisions for children and young people; including the provisions for Independent Advocacy in key child protection meetings	Perth and Kinross Advocacy Working Group	By end of Year 2 31 July 2023	
		1.3: Promote and embed into practice the Tayside Multi-Agency Practitioner's Guidance: Key Child Protection Meetings – Information for Children and Families across all services and agencies to improve day-to-day practice	Child Protection Inter-Agency Co-ordinator	By end of Year 1 31 July 2022	
		1.4: Promote and embed into practice the Tayside Multi-Agency Practitioner's Guidance: Key Child Protection Meetings – Information for Practitioners across all services and agencies to improve day-to-day practice	Child Protection Inter-Agency Co-ordinator	By end of Year 1 31 July 2022	

[1] Note: Children and Young People including Unborn Babies
[2] Note: Parents and Carers

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No	Expected Impact	Actions/Tasks	Strategic Lead	Target Timescale	R A G
	Practitioners are competent; confident; professionally inquisitive; curious; alert to and can skilfully respond to parental disguised non-compliance	**1.5:** Promote and embed into practice the Perth and Kinross CPC Multi-Agency Practitioner's Guide: Professional Curiosity across all service and agencies to improve day-to-day practice	Child Protection Inter-Agency Co-ordinator	By end of Year 2 31 July 2023	
*Outcome 2 – Engagement and Relationship Building*				
*We will build and sustain constructive, positive and trusting relationships with children and families; which is both supportive and challenging. We will help parents to engage with services and agencies, as this is central to improving the child's wellbeing and minimising the risk of harm. We will adopt a trauma informed practice approach and understand the role of fathers, partners and other significant adults in a child's life.*				
2	Practitioners and managers have an understanding and awareness of childhood trauma and their work with children and families is trauma informed	**2.1:** Further develop and embed a multi-agency whole system awareness and understanding of childhood trauma; develop a trauma informed workforce which is alert to, can recognise and respond to, the needs of children and young people affected by the impact of childhood trauma	Chief Social Work Officer (CSWO)	By end of Year 2 31 July 2023	
	Practitioners and managers have an understanding and awareness of domestic abuse and coercive controlling behaviour and their work with children and families is effective and domestic abuse informed	**2.2:** Develop and embed a multi-agency whole system awareness and understanding of domestic abuse and coercive controlling behaviour; develop a domestic abuse informed workforce which is alert to, can recognise and respond to, the needs of children and young people affected by domestic abuse and coercive controlling behaviour	Detective Chief Inspector – Police Scotland Tayside Division PPU/Violence Against Women Partnership	By end of Year 1 31 July 2022	
	Fathers, partners and/or significant others in a child or young person's life are involved in all assessment, planning and key decision-making processes which affect that child or young person	**2.3:** Develop and implement a Perth and Kinross CPC multi-agency practice guidance on the involvement and participation of fathers, partners and/or significant others in a child or young person's life; which ensures they are actively involved and engaged in all assessment, planning and key decision-making processes	CPC Practice Improvement Working Group	By end of Year 2 31 July 2023	

No	Expected Impact	Actions/Tasks	Strategic Lead	Target Timescale	R A G
		Outcome 3 – Assessment and Planning			
	We will develop robust, dynamic assessments and plans which take a holistic view of the child's wellbeing, their environment and the impact of parental issues and behaviours. We will identify and analyse patterns of risk, using shared tools and techniques, being alert to the impact of cumulative and escalating concerns. We will develop robust plans which support and meet need and risk by building on family strengths and resilience, ensuring plans are accurate, evidence based, outcome-focused and SMART. We will always respond flexibly to changing family circumstances, reviewing the assessment and plan to ensure the child is safe and supported.				
3	Inter-Agency Referral Discussions (IRDs) are robust; consistent and ensure highly effective actions are taken to keep children and young people safe from further harm and abuse	**3.1:** Promote and embed into practice the Tayside Multi-Agency Practitioner's Guidance: Inter-Agency Referral Discussions (IRDs) and IRD Recording Template, across all service and agencies to improve day-to-day practice and to ensure there is a consistent and high-quality approach to IRDs; particularly in relation to information sharing, safety planning, recording and decision-making	Detective Chief Inspector – Police Scotland Tayside Division PPU	By end of Year 1 31 July 2022	
	Vulnerable pregnant mothers and families get early help and highly effective support when there are concerns about their unborn baby (babies)	**3.2:** Promote and embed into practice the Tayside Multi-Agency Practitioner's Guidance: Concern for Unborn Babies (UBBs) across all service and agencies to improve day-to-day practice	Lead Nurse, Child Protection, NHS Tayside and Child Protection Inter-Agency Co-ordinator	By end of Year 1 31 July 2022	
	Chronologies are used effectively to identify significant events, patterns of escalating risk and inform key multi-agency assessments of risk, robust safety planning and key decision-making processes	**3.3:** Promote and embed into practice the Tayside Multi-Agency Practitioner's Guidance: Chronologies across all service and agencies to improve day-to-day practice	Child Protection Inter-Agency Co-ordinator	By end of Year 1 31 July 2022	
	Assessment frameworks are of a consistently high quality; take a whole family and whole system holistic approach to assessing risks and needs and inform robust safety planning and key decision-making processes	**3.4:** Review the existing single and multi-agency assessment frameworks and ensure that all services and agencies (whole system), including adult services, can and are able to contribute to a joint holistic (whole family) assessment of risks and needs, which informs robust safety planning and decision-making processes	CPC Practice Improvement Working Group	By end of Year 2 31 July 2023	

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No	Expected Impact	Actions/Tasks	Strategic Lead	Target Timescale	R A G
	Vulnerable children and young people, whose behaviour places them and/or others at risk of serious harm, are effectively supported and protected from further serious harm and/or abuse	**3.5:** Develop and implement a Perth and Kinross CPC multi-agency Framework for Risk Assessment Management and Evaluation (FRAME) for children aged 12 – 18; in compliance with the Scottish Government's Guidance: Framework for Risk Assessment Management and Evaluation (FRAME) for children aged 12 – 17 (June 2021)	CPC Practice Improvement Working Group and Protecting People Co-ordination Group	By end of Year 1 31 July 2022	
	Vulnerable young people, including transient young people, benefit from a whole family and whole system approach; particularly during their transition from children's services to adult services	**3.6:** Develop and implement a Perth and Kinross CPC multi-agency Vulnerable Young Person's Support and Protection Framework, which includes a transition pathway between children's services and adult services; particularly for vulnerable young people aged between 16 and 18, which ensures a whole system approach in relation to holistic (whole family) assessment of risks and needs and which informs robust safety planning and decision-making processes	Protecting People Co-ordination Group	By end of Year 2 31 July 2023	
	Priority 2: Working Together				
	Outcome 4 – *Early Intervention and Support (Right Help at the Right Time)*				
	We will have in place early and effective intervention which aims to minimise the risk of further harm and abuse to children. We will refresh and embed the Getting it right for every child approach across all services and agencies to ensure that children get the right help, at the right time, from the right people. This will include widespread use of the National Practice Model and support for those fulfilling the role of the named person and those carrying out the role of the Lead Professional. We will develop a shared threshold and understanding about how to address neglect and enhance wellbeing. We will also have an understanding of the impact of rurality and poverty.				
4	Practitioners and managers are GIRFEC practice informed and aware, which ensures children and young people get the help they need; when they need it and it is the right help; from the right people at the right time	**4.1:** Support the reinvigoration of the *Getting it right for every child (GIRFEC)* approach within all services and agencies across Perth and Kinross, in compliance with the refreshed Scottish Government GIRFEC Guidance; in particular the: • Principles and Values • National Practice Mode • Role of the named person • Role of the Lead Professional	Depute Director of Education and Children's Services	By end of Year 2 31 July 2023	

No	Expected Impact	Actions/Tasks	Strategic Lead	Target Timescale	R A G
		- Information Sharing - Child/Young Person's Plan - Planning Meetings			
	Child's Plans are SMART and used effectively to protect children and young people from further harm and abuse	4.2 Review the existing Tayside Child's Plan and Guidance to ensure that all services and agencies (whole system), including adult services, can and are able to timeously contribute to a joint holistic (whole family) SMART Child's Plan, which addresses risks and needs	CPC Practice Improvement Working Group	By end of Year 1 31 July 2022	
	Practitioners and managers are alert to the impact of poverty on children and families and are aware of the range of agency help and supports available to support them	4.3: Further develop and raise multi-agency awareness and understanding of the impact of all types of poverty (both rural and urban) on children, young people and families across Perth and Kinross; supported by a multi-agency social needs screening pathway to mitigate that impact	Perth and Kinross Child Poverty Project Officer and Child Poverty Working Group	By end of Year 2 31 July 2023	
	Practitioners and managers can recognise and respond effectively to harm, abuse and non-accidental injuries sustained by children, young people and in particular, non-mobile babies	4.4: Develop and disseminate a Perth and Kinross CPC multi-agency practice guidance on the recognition and response to what constitutes harm, abuse and Non-Accidental Injuries (NAIs) in children and young people; in particular the safe handling of young babies who are non-mobile, all supported by public health type messaging approach	Consultant Paediatrician and Child Protection Inter-Agency Co-ordinator	By end of Year 1 31 July 2022	
**Outcome 5 – *Partnership Working***				
	We will work in partnership across children services, adult services and geographical areas in the best interests of the child. We will have a clear understanding of each other's roles, responsibilities and limitations and work flexibly in the best interests of the child. We will proportionately share and exchange relevant information as necessary. This will be enabled through reasoned, confident and accurate recording of what information is to be shared; why the information is to be shared; with whom the information is to be shared and the likely risks if the information is not shared. We will work together to resolve any disputes or disagreements and escalate concerns where appropriate.			
5	Children and young people at risk of poor parenting and/or neglect are identified early and benefit from an effective early response and support	5.1: Further develop and implement across all services and agencies a shared and consistent understanding and awareness of how to address neglect and enhance wellbeing; with a particular focus on early identification; agreed thresholds; high quality intervention and support mechanisms	CPC Practice Improvement Working Group	By end of Year 2 31 July 2023	

No	Expected Impact	Actions/Tasks	Strategic Lead	Target Timescale	R A G
	Practitioners have the confidence to challenge each other where necessary; know how to resolve any disputes or disagreements and know how and when to escalate concerns	**5.2:** Promote and embed into practice the Perth and Kinross CPC Multi-Agency Practitioner's Guide: Resolution and Escalation Arrangements across all service and agencies to improve day-to-day practice	Child Protection Inter-Agency Co-ordinator	By end of Year 1 31 July 2022	
	Practitioners accurately record all contacts, observations, interventions and involvements with children and young people in case files and on agency data bases effectively and timeously	**5.3:** Develop and implement a Perth and Kinross CPC multi-agency good practice guidance on effective case recording which supports the assessment of risks and needs; informs robust safety planning and decision-making processes	CPC Practice Improvement Working Group and PKC Legal Services	By end of Year 2 31 July 2023	
**Outcome 6 – *Empowerment, Supervision and Leadership***				
*We will be enabled and empowered by strong and effective collective leadership which is visible and accessible. We will be enabled by high quality supervision which promotes reflective and critical thinking, professional curiosity and confidence to challenge. We will have confidence to apply professional judgement. A culture of constructive support and challenge will be fostered, which embodies shared values and principles. Peer support will also be made available through networks of support and regular meetings. Clear guidance will support practice and checks, and balances put in place to test out staff understanding. Communication lines and processes will be put in place to listen to and understand staff concerns re workload; working conditions; emerging issues and professional concerns. We will have access to continuous professional development and single and multi-agency child protection learning and development opportunities. We will establish a positive learning culture across services and agencies which improves day-to-day child protection practice.*				
6	Practitioners are supported and empowered by national and local child protection guidance which is clear, concise, readily accessible and which supports effective day-to-day practice	**6.1:** Implement and embed into the local child protection practice arrangements the Scottish Government's refreshed National Guidance for Child Protection (Scottish Government: 2021); supported by the Perth and Kinross CPC refreshed Inter-Agency Child Protection Guidelines 2021	Independent Chair of the CPC and Child Protection Inter-Agency Co-ordinator	By end of Year 2 31 July 2023	
	Child protection processes and practices continuously improve through the reflective learning gained from multi-agency learning reviews; thereby improving practice and outcomes for children and young people	**6.2:** Implement and embed into local child protection arrangements the Scottish Government's National Guidance for Child Protection Committees: Undertaking Learning Reviews Protection (Scottish Government: 2021); supported by the Perth and Kinross CPC refreshed Joint Protocol: Learning Reviews 2021	Independent Chair of the CPC and Child Protection Inter-Agency Co-ordinator	By end of Year 2 31 July 2023	

No	Expected Impact	Actions/Tasks	Strategic Lead	Target Timescale	R A G
	Child Protection practitioners and managers are supported with, and can readily access, effective, high-quality support and supervision	**6.3:** Develop and implement a shared peer support and/or staff supervision model which promotes courageous conversations; critical thinking and reflective practice for child protection workers within all services and agencies across Perth and Kinross	CPC Practice Improvement Working Group	By end of Year 2 31 July 2023	
	Practitioners and managers are competent, confident and skilful in their engagement and involvement with children, young people and families and their practice is of a consistently high quality	**6.4:** Implement the Tayside Child Protection Workforce Development Plan and embed the Priorities for Practice within all services and agencies across Perth and Kinross; using a co-production approach with practitioner and managers to improve culture, ethos and day-to-day child protection practice	Learning and Development Lead Tayside Regional Improvement Collaborative (TRIC) Priority Group 5 (PG5): Safeguarding and Child Protection	By end of Year 2 31 July 2023	

Appendix 1 – Key Performance Indicator (KPIs) Measures

No	Action/Task	KPI Measures	Evidence Source of Success – Menu of Options (Frequency per the CPC Self-Evaluation Calendar 2021 – 2023)
1	1.1	Children and young people's views, including the views of their siblings and extended family; are routinely and meaningfully captured in all key decision-making processes	• Review of Minutes, Assessments and Plans • Survey Feedback from children and young people • Sampling (No. and %) of cases evaluated as good or better • Staff Survey/Focus Groups • Sampling (No. and %) of staff reporting increased awareness/improved practice/improved confidence • Survey Feedback from fathers, partners and/or significant others • Review of IRD Templates/Minutes • No. of IRDs held – Monthly • Sampling (No. and %) of IRDs evaluated as good or better • Sampling (No. and %) of staff reporting increased awareness/improved IRD practice • No. on UBB Referrals from services/agencies – Monthly • No. and % Sampling of Chronologies evaluated as good or better • Sampling (No. and %) of staff reporting increased awareness/improved Chronology practice • Sampling (No. and %) of Assessments evaluated as good or better • Sampling (No. and %) of staff reporting improved Assessment practice • Sampling (No. and %) of Plans evaluated as good or better • Sampling (No. and %) staff reporting improved Planning practice
	1.2	Advocacy provision and support is routinely made available and provided for all children and young people involved in key-decision making processes	
	1.3	Practice guidance is cascaded widely, easily accessible and has improved practice	
	1.4	Practice guidance is cascaded widely, easily accessible and has improved practice	
	1.5	Professional curiosity practice guidance is cascaded widely, easily accessible and has improved practice and confidence	
2	2.1	Staff training empowers and supports a trauma informed workforce	
	2.2	Staff training empowers and supports a domestic abuse informed workforce	
	2.3	Fathers, partners and significant others are actively involved in key decision-making processes which affect their child	
3	3.1	IRD practice guidance is cascaded widely, easily accessible and has improved IRD practice	
	3.2	Concern for unborn baby (UBBs) practice guidance is cascaded widely, easily accessible and has improved the recognition and response practice	

No	Action/Task	KPI Measures	Evidence Source of Success – Menu of Options (Frequency per the CPC Self-Evaluation Calendar 2021 – 2023)
	3.3	Chronology practice guidance is cascaded widely, easily accessible and has improved Chronology practice	• No. of Young People supported by FRAME • FRAME KPIs/Dataset for CPC reporting and monitoring • No. of Young People supported during Transition • Quality Assurance and Review of Neglect cases – No. and % Sampling of cases evaluated as good or better • CPC Publications – Updated • CPC Inter-Agency Training Courses and Materials – Updated • No. of Learning Review Notifications to the CPC and their Outcomes • No. of 5 Minute Practitioner Learning Briefing issued and impact feedback • No. and type of learning and development opportunities/courses made available to staff • No. of staff undertaking various learning and development opportunities courses/events • Sampling (No. and %) of staff evaluating the courses as good or better • Sampling (No. and %) of staff reporting increased awareness/improved knowledge post training (exit on-the-day evaluations and workplace evaluations) • No. of staff participating in Co-Production work
	3.4	Assessments have improved; address both risks and needs and are of a consistently high standard	
	3.5	Practice guidance to support vulnerable children and young people is cascaded widely, easily accessible and has improved recognition and response practice	
	3.6	Practice guidance for young people in transition is cascaded widely, easily accessible and has improved practice	
4	4.1	The GIRFEC approach and practice model is widely understood and embedded across all services and agencies and has improved practice	
	4.2	Child and young people's plans are SMART and robust	
	4.3	All aspects of Poverty, as described in national and local child protection guidance is widely understood, recognised and improved response practice across all services and agencies	
	4.4	Harm, abuse and non-accidental injury practice guidance is cascaded widely, easily accessible and has improved recognition and response practice	
5	5.1	Neglect is widely recognised, responded to quickly and addressed effectively	

No	Action/Task	KPI Measures	Evidence Source of Success – Menu of Options (Frequency per the CPC Self-Evaluation Calendar 2021 – 2023)
	5.2	Resolution and escalation practice guidance is cascaded widely, easily accessible and has improved practice and confidence	
	5.3	Recording practice guidance is cascaded widely, easily accessible and has improved recording practices	
6	6.1	National child protection guidance has been successfully translated into the local child protection arrangements and fully implemented	
	6.2	National learning review guidance has been successfully translated into the local child protection review arrangements and fully implemented	
	6.3	A shared support and supervision model is in place which facilitates courageous conversations; critical thinking and reflective practice	
	6.4	Child Protection Workforce Development Plan and Programme, supporting and empowering a multi-agency skilful workforce rolled-out across Perth and Kinross	

Appendix 2 – Ongoing/Maintenance 2021 – 2023

No	Ongoing/Maintenance – Actions/Tasks	Expected Impact	Timescale
1	Continue to develop multi-agency qualitative and quantitative key child protection performance management measures and indicators in compliance with the National Minimum Dataset for CPCs; the Tayside Shared Dataset for CPCs and the Perth and Kinross CPC Management Information and Performance Outcome Framework	Use of multi-agency qualitative and quantitative key child protection performance management measures and indicators enables us to analyse patterns and trends over time and consider service delivery change and improvement	Ongoing 2021 – 2023
2	Continue to support and promote the rights and articles of the United Nations Convention on the Rights of the Child (UNCRC) and ensure that children's rights are embedded in all our work with children and young people	Children and young people's rights are respected and embedded in all key child protection processes and practices	Ongoing 2021 – 2023
3	Continue to support and promote the findings; the fundamentals and the priority areas from The Independent Care Review: The Promise and the Plan 21 - 24	Children and young people grow up loved, safe and respected and can realise their full potential	Ongoing 2021 – 2023
4	Continue to promote the Perth and Kinross Code of Practice: Information Sharing, Confidentiality and Consent (Refreshed 30 September 2020)	Information is shared proportionately, legitimacy and only where necessary to safeguard, support and promote the welfare of children and young people	Ongoing 2021 – 2023
5	Continue to support the Perth and Kinross Protecting People Chief Officers' Group (COG) and the Protecting People Coordination Group (PPCG) in their collective work to protect vulnerable individuals and groups and to prevent the harm and abuse of those who may be at risk across Perth and Kinross	Vulnerable people are protected from harm, abuse and exploitation by strong and effective leadership, direction and challenge and by the collective partnership working of constituent agencies of the public protection partnerships across Perth and Kinross	Ongoing 2021 – 2023
6	Continue to support the work of the Tayside Child Exploitation Working Group (CEWG) to improve basic awareness and understanding across all services and agencies of child sexual abuse (CSA); child sexual exploitation (CSE) and child criminal exploitation (CCE) by implementing the provisions of the CEWG Work Plan	Children and young people are protected and kept safe from sexual and criminal harm, abuse and exploitation across Perth and Kinross	Ongoing 2021 – 2023

No	Ongoing/Maintenance – Actions/Tasks	Expected Impact	Timescale
7	Continue to promote the Perth and Kinross CPC Inter-Agency Child Protection Learning and Development Framework and Programme to improve culture, ethos and day-to-day child protection practice	Practitioners and managers are competent, confident and skilful in their engagement and involvement with children, young people and families and their practice is of a consistently high quality	Ongoing 2021 – 2023

PERTH AND KINROSS COUNCIL

Lifelong Learning Committee
3 November 2021

Scrutiny Committee
29 November 2021

ATTAINMENT AND PUPIL EQUITY FUNDING UPDATE 2021

Report by Executive Director (Education and Children's Services)
(Report No. 21/201)

PURPOSE OF REPORT
This report provides an update on progress made in Perth and Kinross to raise attainment and close the poverty-related attainment gap. It outlines the range of measures implemented to improve performance and monitor progress of improvements, including the use of Pupil Equity Funding (PEF) to support children and young people. It meets the requirements to report on the National Improvement Framework (NIF) for education and on the expenditure and impact of the Pupil Equity Fund.

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1. **MAIN ISSUES**

1.1 The Scottish Government published statutory guidance in 2017 outlining the local education authority's duties regarding Standards in Scotland's Schools. Education authorities are required to demonstrate how they have delivered against the strategic priorities of the National Improvement Framework (NIF) for Education. The guidance promotes a reduction in inequalities in education experienced by children and young people as a result of socio-economic disadvantage. Education authorities are required to publish annual plans and reports setting out the measures they have taken in order to realise the NIF aims of achieving excellence and equity in education.

1.2 Subsequently, further guidance issued in 2018, requested that this reporting include information on the use and impact of Pupil Equity Funding within the education authority, which is allocated directly to schools, and is targeted at closing the poverty-related attainment gap. This report meets all of these national reporting requirements.

1.3 Issues associated with the COVID-19 global pandemic have impacted on all attainment and performance measures which makes year on year comparison of data problematic and at times impossible.

2. **ATTAINMENT UPDATE REPORT**

2.1 This report is an update on the initial year of 2020-23 Raising Attainment Strategy and Implementation Plan and improvement actions contained in the Raising Attainment Implementation Plan 2021-22.

The strategy document outlines the approach within Perth & Kinross Council's (PKC) Education & Children's Services (ECS) in the pursuance of the current priorities of the NIF which are:

- 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; and
- Improvement in employability skills and sustained, positive school leaver destinations for all young people.

2.2 Appendix 1 provides information on progress made in 2020/21 towards each of the four NIF priorities. Key performance measures reported include:

Improvement in attainment particularly in literacy and numeracy

- The proportion of Primary 1s meeting developmental milestones before starting primary school has improved from 81% in 2019 to 82%.
- For primary pupils, achievement of Curriculum for Excellence levels are somewhat lower in Primary 1 and Primary 4 than in the last year recorded (2019). Primary 7 attainment is similar to that seen previously.
- In literacy, school leavers' levels are similar to the virtual comparator (the short-term target) and approaching the stretch aims of 85% and 95% achieving at levels 4 and 5 respectively. In numeracy, further improvement is required to meet both of these aspirations.
- Overall leaver's attainment, as measured by tariff score, remains good and above virtual comparator, except for the lowest achieving 20% of leavers.

Closing the attainment gap between the most and the least disadvantaged

- The poverty-related gap has narrowed in terms of Primary 1s meeting developmental milestones.
- The poverty-related attainment gap for Primary 1 shows signs of a small narrowing over the last three recorded years, a slight widening at Primary 4 and is largely unchanged at Primary 7.
- The poverty-related attainment gap widened somewhat for the school leavers in 2020, considering both literacy and numeracy, and as measured using tariff points.
- Staying on rates for S4 pupils to S5 have increased to 88% and the equity gap for this measure has narrowed.
- Attainment of Looked After school leavers is above the virtual comparator in level 4 numeracy but remains behind in other measures.

Improvement in young people`s health and wellbeing

- School attendance is higher than in previous years, and this area remains a focus for further, sustained improvement. Exclusion rates have declined significantly in secondary schools and are also lower in primary schools. More detailed information will be made available following publication of the national Health and Wellbeing census in 2020/21.

Improvement in employability skills and sustained positive school leaver destinations for all young people

- Positive destinations and participation in positive activities (16–19-year-olds) are down slightly from a rate of 96% to 94%, and COVID-19's impact on the wider economy and opportunities is seen here.
- A greater proportion of leavers without Highers, achieved a vocational qualification in 2020.
- Effective partnership takes place between schools, colleges, universities, employers and the Developing the Young Workforce (DYW) Board. A total of 529 business partnerships with schools were recorded in 2020/21, an increase of 30 on the previous session.

2.3 Based on the progress to date, the Raising Attainment Strategy 2020-2023 clearly sets out the revised performance measures and updated aspirational stretch aims. The ECS Approach within the strategy details the responsibilities for schools and the local authority. The Raising Attainment Board, made up of a range of ECS Officers and school leaders, provides the framework and mechanism that monitors and harnesses a wide range of improvement activity from across ECS and corporate work such as the PKC Child Poverty Action Group.

2.4 School closures, and subsequent remote learning, led to many changes in the 2019/20 and 2020/21 academic years which had a serious impact upon performance data. These included two different SQA Certification models resulting from the cancellation of exams; non-collection of S3 and special school literacy and numeracy data by Scottish Government and the consequences of school closure and remote learning on attendance, exclusions and learning in general.

3.   PUPIL EQUITY FUNDING (PEF) REPORT

Background

3.1 PEF forms part of the Scottish Attainment Challenge programme, which was launched in February 2015 and is currently in its sixth year. PEF is allocated directly from the Scottish Government to schools and is specifically targeted at closing the poverty-related attainment gap. A total of £147m nationally has been committed to this funding as part of the Scottish Attainment Challenge programme for session 2021-2022.

This includes an additional £20 million PEF premium which is being issued as a 15% uplift to previous allocations to schools.

This premium recognises the new and additional challenges faced by schools, children and young people as a result of COVID-19.

3.2 Over £215 million of targeted funding has been invested to help close the poverty related attainment gap in 2021-2022. This marks the first year of investment in an expanded £1billion Attainment Scotland Fund, which will be

provided over the new parliamentary term, after an investment of over £750 million in the previous parliamentary term.

3.3   The Scottish Attainment Challenge Equity Audit was carried out by the Scottish Government in January 2021 to further schools' understanding of the impact of the COVID-19 pandemic and school closures on children and young people from socio-economically disadvantaged backgrounds. The findings within the audit have helped inform local authority and school plans. Every council area in Scotland has received PEF and 97% of schools have been awarded funding this session. PEF is allocated to schools on the basis of the estimated number of registered free school meals in Primary 1 to Secondary 3, with £1200 allocated for each child and young person.

3.4   Headteachers have full access to PEF funding and meet regularly with their Finance Officer to review spending. Although funding is allocated based on eligibility described above, Headteachers are permitted to use their discretion in making decisions about which children and young people would benefit most from any particular intervention or approach, whilst keeping a clear focus on delivering equity. Headteachers work in partnership with other schools and their local authority, whilst planning improvements.

3.5   There is a continued expectation that funding will focus particularly on literacy, numeracy and health and wellbeing and support the school's priorities in raising attainment. All schools develop a School Improvement Plan indicating PEF priorities, outlining planning for universal and targeted approaches.

2021/2022 Perth and Kinross Allocation

3.6   In session 2021/2022, PKC schools were allocated £2,037,808 of funding, which included a 15% Pupil Premium of £265,801. This was allocated to almost all (69 out of 70 primary schools), all 11 secondary schools and one special school.

3.7   In funding session 2020/21, a total of £1,594,184 was spent. A carry forward of £791,084 was taken into 2021/22. At the end of July 2021, 76% of the 2020/21 PEF allocation had been spent.

Guidance and Planning

3.8   Revised Local PEF Guidance was issued to all PKC schools in June 2020. This aligned closely with the Scottish Government's updated PEF National Guidance.

        In recognition of the financial and other resource implications of maintaining critical provision for children and families at this time, guidance on Attainment Scotland Funding, including PEF, was relaxed in order that local authorities and Headteachers could support the education, support and care for children and young people during the response to the coronavirus pandemic. Decisions made by schools, however, were to remain consistent with the principle of equity in education.

Interventions

3.9　Schools concentrated on a range of approaches to enhance the universal provision and targeted interventions for children and young people, to support their reconnection with learning in school and address any gaps.

3.10　In 2020/21, PEF plans focused particularly on literacy, numeracy and health and wellbeing.

Monitoring and Evaluation of Impact

3.11　PEF is allocated directly to primary and secondary schools within Perth and Kinross and the local authority is required to monitor and evaluate its use including reporting to the Scottish Government. Individual schools reported on the impact of PEF interventions within their annual Standard and Quality Reports for 2020-2021.

3.12　During the course of 2020/21, the Raising Attainment Board worked to provide a sharper focus on the stretch aims detailed in the Raising Attainment Strategy. The Board will also monitor closely the impact of PEF expenditure and the impact of the identified interventions to close the poverty related gap.

3.13　The School Improvement Team provide support and challenge to schools in relation to raising attainment and closing the poverty related gap as part of their regular quality improvement work. Education Scotland's Attainment Advisor worked with identified Primary schools and Secondary schools to analyse data and identify appropriate strategies for closing the poverty related gap in more detail.

3.14　The Analysis and Improvement Team continued to provide support to schools with the Analysis Suite, including school data profiles, and carried out visits or remote support to help schools organise and understand their tracking and monitoring and evaluation data more effectively.

Next steps in Supporting Schools

3.15　To ensure that the use of PEF continues to be monitored and evaluated, Education Services will ensure that there is:

- Continued promotion of and support to schools in the delivery of evidence-based interventions to target aspects of literacy, numeracy and health and wellbeing;
- Further development of the online Closing the Gap Planning Tool to support planning and tracking of individual pupil progress and monitoring of impact;
- Implementation of a programme of training in Improvement Methodology to support with measuring and evaluating impact of interventions; and
- Regular reporting and analysis of progress to the Raising Attainment Board.

4.   CONCLUSION AND RECOMMENDATIONS

4.1   The report outlines the continuous activity and progress across ECS to achieve the priorities of the NIF, including use of PEF to raise attainment and tackle closing the poverty-related attainment gap.

4.2   The poverty related gap remains a feature within our society, and this has been exacerbated by the COVID-19 pandemic, which has amplified existing inequalities in income and poverty. The activities described, and the successes outlined, are part of a long-term and sustained endeavor to achieve both excellence and equity in pre-school and school education.

4.3   It is recommended that the Lifelong Learning Committee:

(i)   Considers the contents of this report.

4.4   It is recommended that the Scrutiny Committee:

(i)   Scrutinises and comments, as appropriate, on this report.

Authors

Name	Designation	Contact Details
David Macluskey	Service Manager (Secondary)	ECSCommittee@pkc.gov.uk
Paul Davison	Corporate Research and Information Manager	01738 475000

Approved

Name	Designation	Date
Sheena Devlin	Executive Director (Education and Children's Services)	21 October 2021

1. IMPLICATIONS, ASSESSMENTS, CONSULTATION AND COMMUNICATION

Strategic Implications	Yes / None
Community Plan / Single Outcome Agreement	Yes
Corporate Plan	Yes
Resource Implications	
Financial	None
Workforce	None
Asset Management (land, property, IST)	None
Assessments	
Equality Impact Assessment	None
Strategic Environmental Assessment	None
Sustainability (community, economic, environmental)	None
Legal and Governance	None
Risk	None
Consultation	
Internal	Yes
External	None
Communication	
Communications Plan	None

1. Strategic Implications

Community Plan/Single Outcome Agreement

1.1 This section sets out how the proposals relate to the delivery of the Perth and Kinross Community Plan/Single Outcome Agreement in terms of the following priorities:

(i) Giving every child the best start in life;
(ii) Developing educated, responsible and informed citizens;
(iii) Promoting a prosperous, inclusive and sustainable economy;
(iv) Supporting people to lead independent, healthy and active lives; and
(v) Creating a safe and sustainable place for future generations.

This report relates to objective No. (ii).

Corporate Plan

1.2 This section sets out how the proposals relate to the achievement of the Council's Corporate Plan Objectives.

(i) Giving every child the best start in life;
(ii) Developing educated, responsible and informed citizens;
(iii) Promoting a prosperous, inclusive and sustainable economy;
(iv) Supporting people to lead independent, healthy and active lives; and
(v) Creating a safe and sustainable place for future generations.

This report relates to objective No. (ii).

1.3 The report also links to the Education & Children's Services Vision, Values and Priorities in respect of the following key Priority area:

- Learning and Achievement

2. Resource Implications

Financial

2.1 N/A.

Workforce

2.2 N/A.

Asset Management (land, property, IT)

2.3 N/A.

3. Assessments

Equality Impact Assessment

3.1 This report been considered under the Corporate Equalities Impact Assessment process (EqIA) with the following outcome:

(i) Assessed as **not relevant** for the purposes of

EqIA Strategic Environmental Assessment

3.2 This report has been considered under the Environmental Assessment (Scotland) Act 2005. No further action is required as it does not qualify as a PPS as defined by the Act and is therefore exempt.

Sustainability

3.3 Under the provisions of the Local Government in Scotland Act 2003 the Council has to discharge its duties in a way which contributes to the achievement of sustainable development. In terms of the Climate Change Act, the Council has a general duty to demonstrate its commitment to sustainability and the community, environmental and economic impacts of its actions.

The information contained within this report has been considered under the Act. However, no action is required as the Act does not apply to the matters presented in this report.

Legal and Governance

3.4 N/A.

3.5   N/A.

        <u>Risk</u>
3.6   N/A.

4.   Consultation

        <u>Internal</u>

4.1   The report was developed in collaboration with Heads of Service, Managers and staff across ECS.

        <u>External</u>

4.2   N/A.

5.   Communication

5.1   N/A.

2.   BACKGROUND PAPERS

No background papers, as defined by Section 50D of the Local Government (Scotland) Act 1973 (other than any containing confidential or exempt information) were relied on to any material extent in preparing the above report.

3.   APPENDICES

        Appendix 1 - Raising Attainment Strategy 2020-2023 - Attainment Update
                    2020/21
        Appendix 2 - Pupil Equity Fund Update 2020-2021

Improving Lives Together
Ambition I Compassion I Integrity

Raising Attainment Strategy
2020-2023

PERTH & KINROSS COUNCIL

Attainment Update

2020/21

Achieving Excellence and Equity

Education & Children's Services

Executive Summary

The Education Service Improvement Plan 2021/22 was produced and submitted to the Scottish Government in September 2021. This annually produced Plan included a performance report in 2020/21 and meets the requirement set out by the Scottish Government on planning and reporting progress on the priorities set out in the National Improvement Framework (NIF) for education.

It provides an update on key achievements for the academic session 2020/21 on the progress against this framework. This supplementary report provides more detailed reporting on the attainment data pertinent to the Raising Attainment Strategy and also the requirements related to 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 first Raising Attainment Strategy. A renewed Raising Attainment Strategy was approved by Lifelong Learning Committee in August 2020, and an Education Improvement Plan for 2021/22 was approved in August 2021.

A range of performance information is presented in this report, describing progress in the principal and supporting measures established in the Raising Attainment 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:

Improvement in attainment particularly in literacy and numeracy

- The proportion of P1s meeting developmental milestones before starting primary school has improved to 82% (from 81% in 2019).
- For primary pupils, achievement of Curriculum for Excellence levels are somewhat lower in P1 and P4 than in the last year recorded (2019). P7 attainment is similar to that seen previously.
- In literacy, school leavers' levels are similar to the virtual comparator (the short-term target) and approaching the stretch aim at both levels 4 and 5. In numeracy, further improvement is required to meet both of these aspirations.
- Overall leaver's attainment as measured by tariff score remains above virtual comparator except for the lowest achieving group.

Closing the attainment gap between the most and least disadvantaged

- The poverty-related gap has narrowed in terms of Primary 1s meeting developmental milestones.
- The poverty-related attainment gap for Primary 1 shows signs of a small narrowing over the last three recorded years, a slight widening at Primary 4 and is largely unchanged at Primary 7. Clear trends are not yet apparent.
- The poverty-related attainment gap widened somewhat for the school leavers in 2020, considering both literacy and numeracy, and as measured using tariff points.
- Staying on rates for S4 pupils to S5 have increased to 88% and the equity gap for this measure has narrowed.
- Attainment of Looked After school leavers is above the virtual comparator in level 4 numeracy, but remains behind in other measures.

Improvement in children and young people's health and wellbeing

- School attendance is higher than in previous years, and this area remains a focus for further, sustained improvement. Exclusion rates have declined significantly in secondary schools and are also lower in primary schools. More detailed information will be made available following publication of the national Health and Wellbeing census in 2020/21.

Improvement in employability skills and sustained, positive school leaver destinations for all young people

- Positive destinations and participation in positive activities (16–19-year-olds) are down slightly on previous years, but still remains high at 94% and COVID-19's impact on the wider economy is seen here.
- A greater proportion of leavers without Highers achieved a vocational qualification in 2020.
- Effective partnership takes place between schools, colleges, universities, employers and the Developing the Young Workforce (DYW) Board. A total of 529 business partnerships with schools were recorded in 2020/21, an increase of 30 on the previous session.

It is helpful to consider this report alongside the Education and Children's Services Annual Performance Report for 2020/21 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 act to support children and young people to achieve their fullest potential.

Introduction

This report is a more detailed response to the legislative requirement to report on performance against the National Improvement Framework in the academic session 2020-21. It is supplementary to the Education Annual Improvement Plan, taking fuller consideration of the PKC Raising Attainment Strategy

> 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 (NIF).*
>
> d) The educational benefits for pupils resulting from these actions.

This year, in response to the Coronavirus pandemic, an education delivery plan for the return to school was prepared.

The report outlines progress towards each of the priorities identified in the 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.

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.

1

Measure

Excellence

Equity

More disadvantaged / deprived

Less disadvantaged / deprived
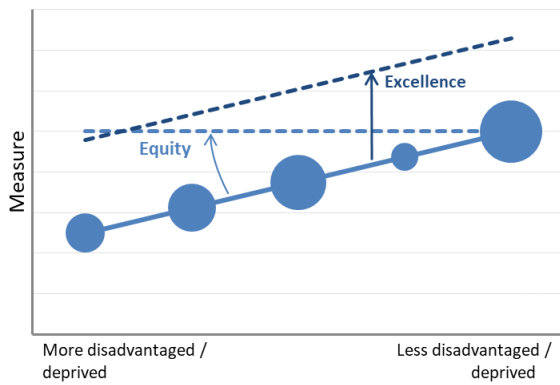
These principles are shown simply above but progress will likely be a complex combination of these two factors. In showing progress, we aim to draw upon a broad range of evidence rather than relying on single, narrow measures. Changes are likely to be seen reliably over several years and year-by-year comparison should be done with care.

At authority level, the Scottish Index of Multiple Deprivation (SIMD) is used where necessary to understand the effects of poverty, in line with national level approaches. However, for the majority of schools, SIMD is considered weak for differentiating pupil background or statistical analysis, and the ACORN classification is used preferentially.

2

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

Pre-School Development

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

Analysis: The proportion of P1s meeting all of their expected developmental milestones has increased in 2021 to 82.0%. The proportion of children assessed as not meeting a development milestone has increased slightly this year. Due to the lockdown, 2020 year's figures should be seen as unique and not part of the series of data collected since 2016.

Boys remain more likely to not meet developmental milestones. Emotional development and speech and language are the development areas most commonly not met, followed by attention and behaviour/social development.
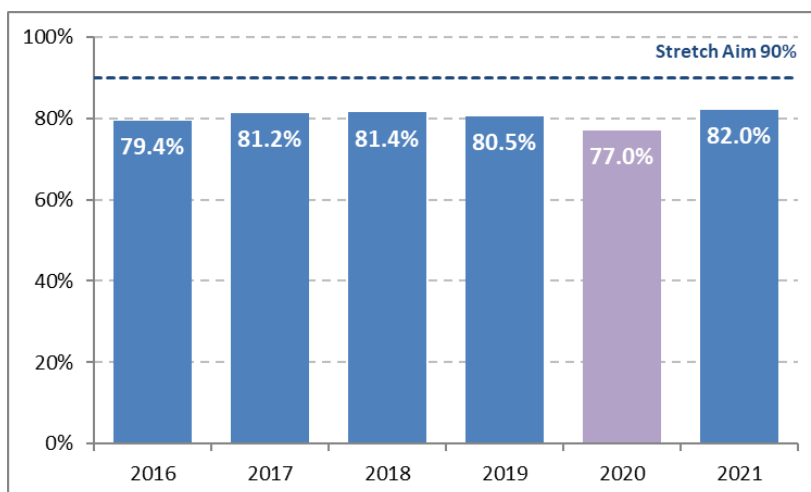
> ➤ *This measure has an excellence stretch aim of 90% to be reached. The short-term target for 2020/21 is for a 2-percentage point improvement on 2019, which is close to having been achieved.*

Source: ECS. Data tables are provided in Appendix 1:Table 1

Broad General Education (Pre-school to S3)

Proportion of pupils achieving expected Curriculum for Excellence levels (CfE) of literacy and numeracy at P1, P4, P7 (to 2021) and S3 (to 2019)

Analysis: At P1, P4, P7 and S3, teacher professional judgements are made of achievement of Curriculum for Excellence levels, in literacy (reading, writing, listening and talking) and mathematics/numeracy. Long-term progress in levels achieved is shown across all stages and areas. Overall, writing and numeracy levels remain generally lower than for reading and listening and talking, especially for P4 and P7, and the deprivation-related gaps more persistent, reflecting ongoing priorities for the strategies that have been established for those areas.

Due to the Coronavirus pandemic, this information was not collected and returned to the Scottish Government as an annual return for academic session 2019/20, at all stages. In 2020/21, Scottish Government indicated that the S3 return was not required, to allow schools to focus on the requirements of the alternative certification model for older pupils.

2020/21 overall figures show a mixed picture compared with the last year for comparison (2019) and previous to that. In P1, attainment levels are somewhat lower than the previous 2 years in all areas except writing. Figures are above those seen in 15/16 and 16/17. In P4, there are reductions with reading and writing, down by 3 and 4 percentage points respectively, other areas by smaller amounts. At P7, attainment is largely unchanged over the last 3 recorded academic years. Performance in reading and listening/talking remains relatively stronger compared to writing and mathematics/numeracy.

3

> ➤ *These measures now have an excellence stretch aim of 85% for all curricular areas and stages.*
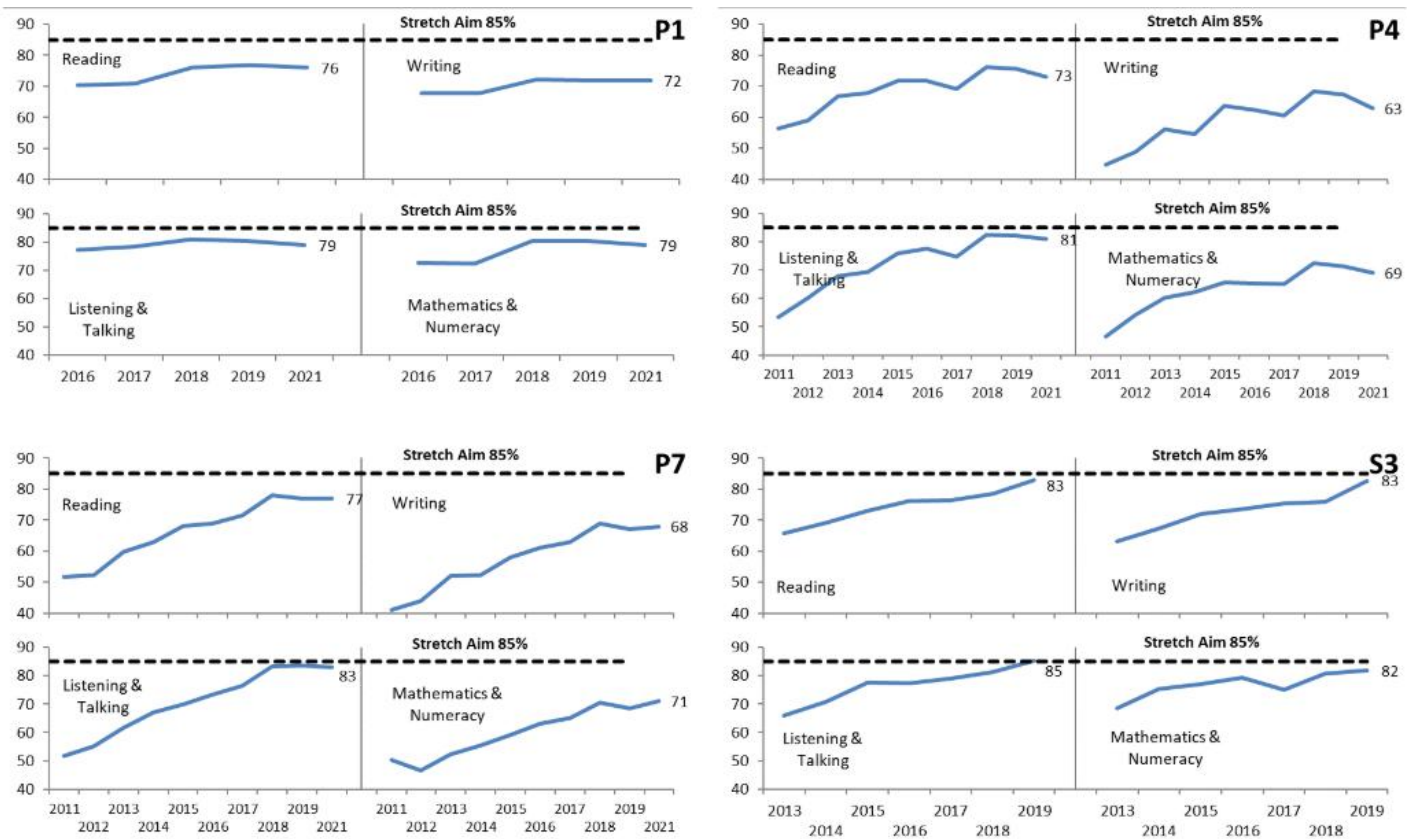
Source: ECS: Data tables are provided in Appendix 1: Table 2. Note that axes are adjusted to aid interpretation

During academic year 2021/22, primary attainment will continue to be tracked closely with predictions undertaken in November and March before levels are recorded finally in May. In secondary S1-S3, the new SEEMiS attainment module, Progress and Achievement, will be further embedded which will enable more detailed tracking and analysis of progress in literacy and numeracy, as well as other curricular areas.

Case Study: Numeracy

The Education Support Team worked in partnership with St. Stephen's Primary School, supported by a Maths Week Scotland Small Grant Fund, to promote the key messages from the Making Maths Count Report to raise attainment in numeracy. The focus was to:

- Transform attitudes to maths; and
- Improve confidence and fluency in maths for children, parents/carers and staff, to raise attainment.

The grant was used to provide '**maths toolkits'** for children which were designed to support learning and teaching using manipulatives and concrete resources. Following the second period of lockdown and remote learning, the class teacher identified fractions and measurement as areas of where children lacked knowledge and confidence.

Pupils worked together in pairs to consider different strategies and approaches to support them in their understanding and increase their confidence. Pupils were encouraged to develop different approaches using concrete and pictorial approaches to support their thinking.

4

Impact

The survey results from the children a indicated an increase from 50% to 66% using concrete resources to support their understanding of fractions and measure with a rise from 72% to 100% feeling confident in their knowledge of fractions. 88% of children and young people strongly agreed at the end of the project that maths and numeracy skills were important for life.

Some of the children said, 'they liked doing fractions and enjoyed using the maths pack' and 'found the measuring tape useful when I was dividing my page and drawing my plan for the garden'. The class teacher commented 'I have really enjoyed working on the maths project as it has strengthened my teaching and helped the children really understand fractions'

Case Study: Reading

A number of schools in Perth and Kinross have focused on building and sustaining positive reading cultures in 2020-21 as research proves that reading for pleasure has positive impacts on children and young people's attainment across the curriculum, as well as supporting wellbeing, critical thinking, creativity, empathy and resilience.

Children in the Gaelic Medium Education classes in Goodlyburn Primary School have raised attainment and achievement in reading through the development of a strong reading culture. Examples include:

- Making reading a regular part of the school through DEAR (Drop Everything and Read) to support children and young people to choose engaging and challenging books and nurture positive reading habits.
- Ensuring reading is developed across the curriculum, through class novel studies and a wide range of engaging learning contexts.
- Encouraging older pupils to be positive reading role models through shared learning sessions.
- The use of an online reading management and monitoring programme to foster independent reading. The software assesses reading ages and suggests books to match pupils' needs and interests. Pupils then take computerised quizzes to assess reading comprehension.
- Making reading visible in the school environment, including weekly outdoor reading sessions.
- Creating a range of links with families and the local community.
- Using social media to encourage reading for pleasure across the school community and to engage with a wide range of real-life authors.
- High levels of participation in national and local events and competitions, including BBC Authors Live, Bookbug Picture Prize judging, spoken poetry and writing competitions.

Impact of the children's Reading Journey:

- Reading skills and standards have improved significantly, with almost all children making very good progress from prior levels of attainment.
- All children have increased confidence levels and meet their reading targets.
- All children had access to books and were able to continue to read for enjoyment as well as build on their comprehension skills during remote learning.
- Increased enthusiasm and motivation when reading and writing.
- The school achieved national recognition for the varied and sustained approaches they have taken over the past year to develop a positive reading culture.

5

Senior Phase (S4-S6)

Looking at attainment throughout the Senior Phase (S4-S6 of secondary), the Scottish Government benchmarking tool, *Insight*, assists schools and authorities to 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 that influence attainment of each Perth and Kinross pupil and matches them to the average of 10 similar pupils from across Scotland. This benchmark is an effective way to help understand the local 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 the entire senior phase of S4, S5 and S6.

Note that the **alternative certification model, introduced in 2020 (and the modified approach in 2021), means that results cannot be directly compared with previous years.**

Proportion of school leavers achieving literacy and numeracy at SCQF levels 4 and 5
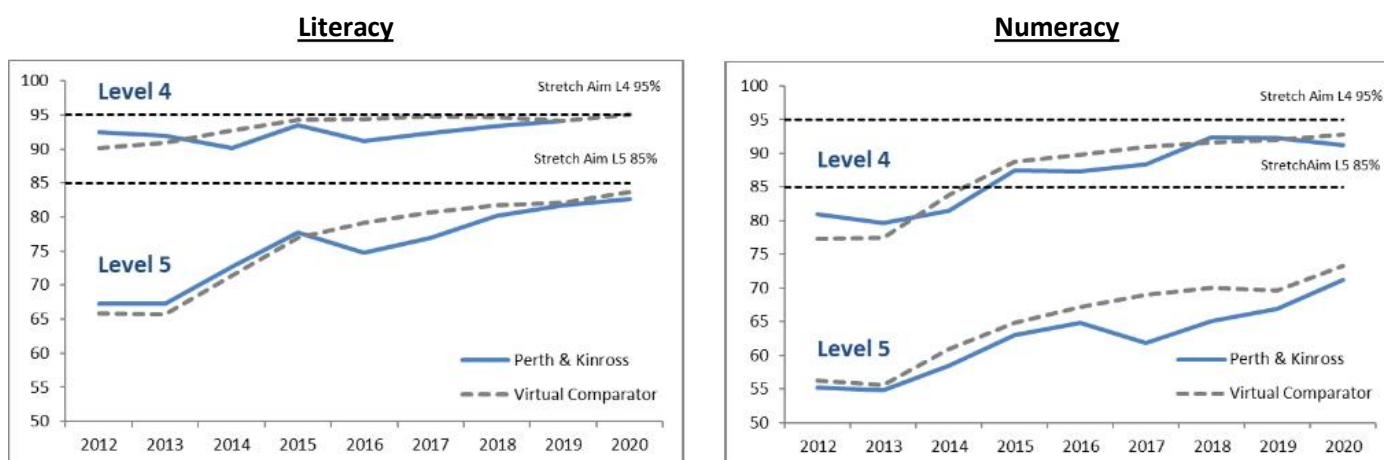
Source: Insight. Data tables are provided in Appendix 1: Table 5**Table 5**

Analysis: Reflecting improvements seen in CfE levels, the literacy and numeracy qualifications achieved by school leavers is generally increasing across both SCQF levels 4 and 5. In literacy, levels are similar to the virtual comparator (which is the short-term target) and approaching the stretch aim at both levels 4 and 5. In numeracy, further improvement is required to meet both of these aspirations.

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

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 convenient way to produce overall summary measures of attainment.

Analysis: Overall the average tariff points have remained relatively steady but have increased in 2020 (which is not directly comparable to previous years). The average is also consistently higher than the authority's virtual comparator, other than the most recent results in the Lowest Achieving 20% group where it is generally similar, highlighting the continued focus needed on this group of children and young people.
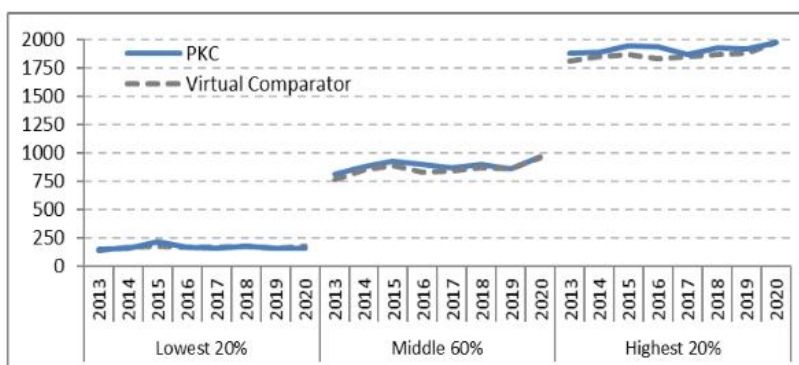
Total tariff points will be strongly related to the stage of leaving school so comprises just one aspect of a complex picture of overall senior phase attainment.

6

➤ *This measure has an excellence stretch aim of a 5% increase in tariff points from the 2019 base. This has been met for the middle 60%. The shorter-term target is to match/exceed the virtual comparator, which has largely been met. 2020, is not directly comparable to previous years.*

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

Attainment Breadth and Depth - School-Leavers

This measure considers the number and level of qualifications achieved by school leavers (irrespective of stage of leaving) and is commonly referred to as breadth and depth. The measures used are 5 or more awards at SCQF Level 5, 1, 3 and 5 awards or more at SCQF Level 6 (Higher) and 1 or more award at SCQF Level 7 (Advanced Higher).
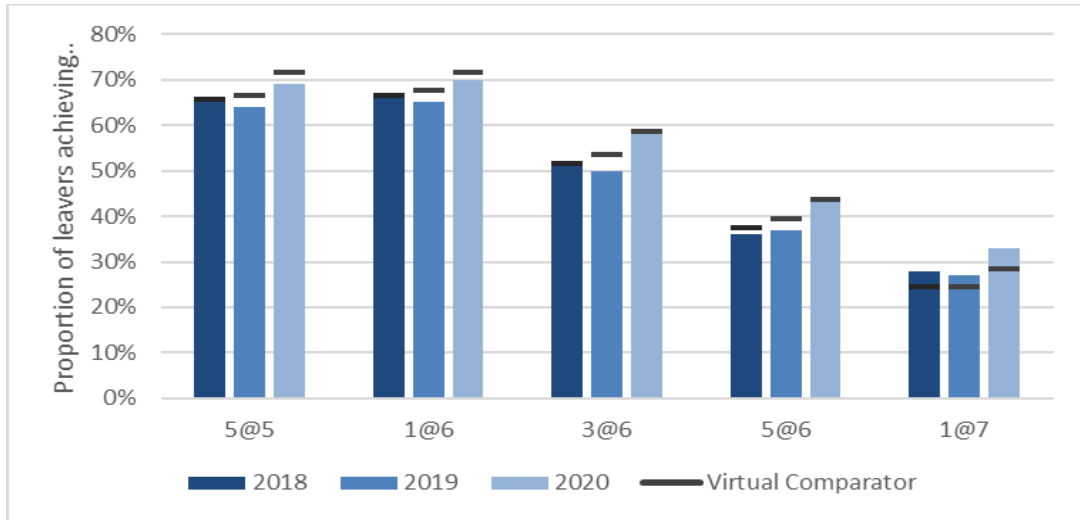
➤ *This measure has an excellence stretch aim of a 5-percentage point increase from the 2019 base. This has been met, however 2020 is not directly comparable to previous years and so the stretch aim will remain for future years.*

➤ *Considering the virtual comparator (VC) for individual years, which is a fairer comparison because of the differences in 2020, the VC was met or exceeded at the higher level of qualifications but has been slightly below this for 5 @5 awards and 1 Higher.*

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

7

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

The renewed Raising Attainment Strategy (RAS) and implementation plan has been developed by the Raising Attainment Board (RAB) setting out clearly the focused priorities for PKC and schools, particularly on tackling the poverty-related attainment gap. This supports a collective understanding of key performance measures, including annual targets and overall stretch aims as detailed in this report.

Pre-School Development

Looking at pre-school developmental milestones, in 2021 there has been a reduction in the gap between ACORN 4/5 and 1 and it is some way towards the stretch aim of 5% percentage points between these two groups. However, there is a slightly lower overall development of children least affected by poverty (from previously higher levels), as well as better outcomes for those children from more challenging backgrounds. Both factors have had some effect here.

Pre-school development milestones: Gap between ACORN 4/5 and 1 children meeting all milestones
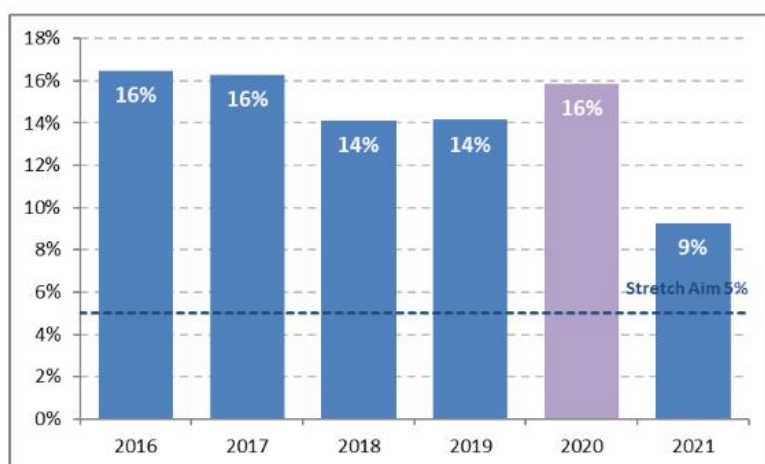
In 2021, 85% of ACORN 1 children met all milestones 76% of ACORN 4/5 children. The difference provides this equity indicator of 'gap'.

Due to the lockdown, 2020 year's figures should be seen as unique and not part of the series of data collected since 2016.

➢ *This measure has an equity stretch aim of reducing the gap between ACORN 4/5 and 1 to 5% and a short-term target of reducing by 2% which has been met in 2021.*

Source: ECS. Data tables are provided in Appendix 1:Table 1

Broad General Education (P1 – S3)

There are poverty-related gaps at all stages/levels of CfE. There are indications that the gap in writing levels is proving more persistent and slower to close for all ages as well as numeracy levels for older pupils. The poverty-related attainment gap for Primary 1 shows signs of a small narrowing over the last three recorded years, a slight widening at Primary 4 and is largely unchanged at Primary 7. However, clear trends are not yet apparent.

➢ *This measure has an equity stretch aim of reducing the gap between ACORN 4/5 and 1 to 5 percentage points. For reference purposes, all figures, including SIMD-based gaps, are included in Appendix 1: Table 4. No update for S3 as data collected in 2020/21.*

CfE Levels: Percentage point gap between ACORN 4/5 and 1 at P1, P4 and P7

P1 – Early Level
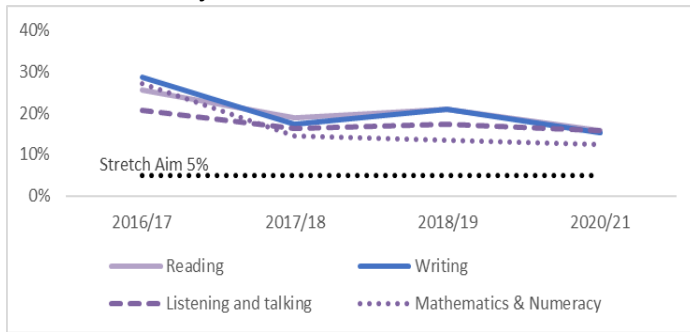
P4 – First Level
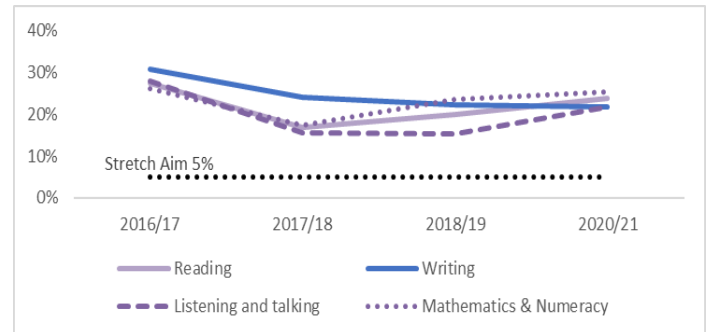
P7 – Second Level
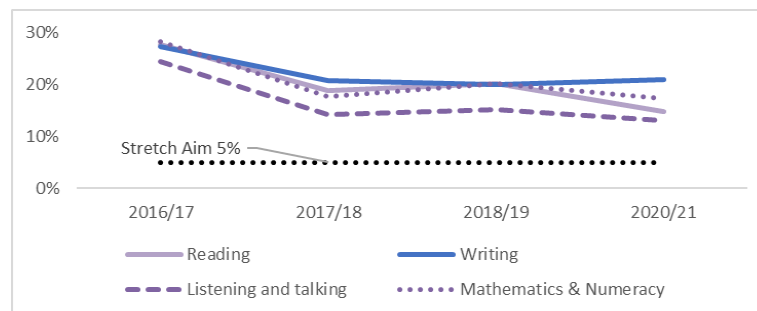
Source: ECS. Data tables are provided in Appendix 1:
Table **3Table 1**

As part of our Covid recovery strategic staffing we are adopting a targeted approach based on a small number of proven interventions to improve literacy and numeracy outcomes for those children who are most likely not to achieve the relevant literacy and numeracy milestones.

Senior Phase (S4 – S6)

Continuing the trend shown in the Broad General Education, the equity gap in attainment in Literacy and Numeracy for school leavers has widened in 2020, particularly at SCQF level 5, after reductions in the 2019 leaver's cohort.

Leavers' literacy and numeracy – size of the gap between ACORN 4/5 and 1
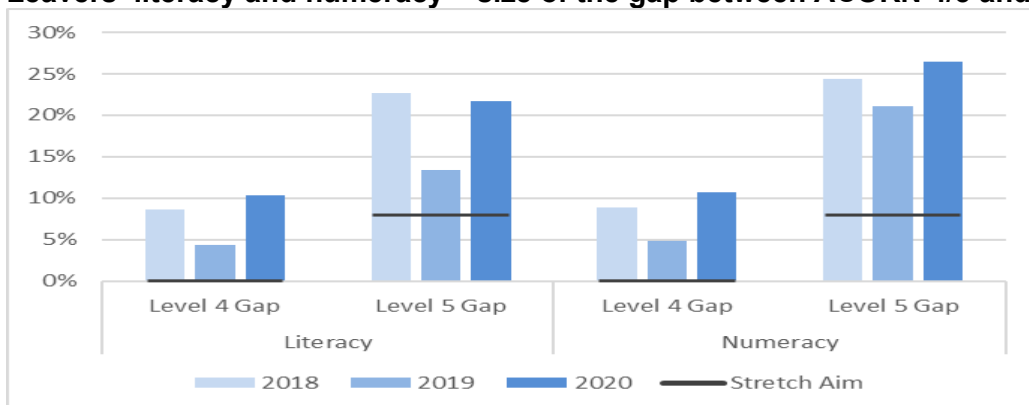
- ➢ *For the new strategy, this stretch aim is to reduce the gap between ACORN 4/5 and ACORN 1, removing the gap <u>completely</u> for Level 4 and a <u>residual gap</u> of 8% for Level 5.*
- ➢ *SIMD figures indicate minimal change at Level 4 but some improvement at Level 5 in both literacy and numeracy (SIMD data in appendix for reference).*

9

Source: Insight. Data tables are provided in Appendix 1: Table 5 - Table 6

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Case Study: Closing the gap

In this example, Forgandenny Primary School's PEF funding was appropriately used to remove barriers, promote inclusion and equity with the provision of focused support in classes. A PEF funded pupil support assistant (PSA) worked closely alongside vulnerable children to help them experience success in their learning and to make steady progress in attainment. The PSA provided 1:1 support in targeted interventions, as well as in-class writing support and planned health and wellbeing 'bubble time'.

Identified cohorts of children were taught using specially purchased Talisman reading resources which supported skills across literacy, providing well matched challenge within age and stage appropriate texts. All reading books were levelled using Accelerated Reader and Lexile Levels to ensure progression through the selection of novels available. New texts were purchased to maintain a fresh approach.

The PKC Planning Closing the Gap Toolkit and tracking data was used to track and monitor the effectiveness of targeted interventions including Wave Three, Colourful Semantics, Talisman reading resources, Dyslexia portfolio, fine-motor skills groups, Power of Two and Toe by Toe.

Children benefitted from targeted 1:1 and supported group work, which included built in time to support their health and wellbeing. It was observed that having received additional support, children were better able to self-regulate their behaviour. This resulted in less disruptions to teaching time and an improved readiness for learning.

Progress for individual children could be seen in attainment tracking, assessments and class jotter work. Evidence demonstrated that these well-planned interventions were resulting in successfully closing gaps for identified children with some gaining up to 6 months progress.

The school also provided universal approaches in relation to health and wellbeing for all children and young people, which was supported by all staff including the PEF funded Pupil Support Assistant. Positive Mental Health is a high priority at the school and was the basis of a whole school learning context based on 'reconnection'.

Staff worked well with children, parents, and partners, both in the local community and wider community. Partners report the continued strong relationships with the school, for example, links with the variety of allied health professionals in supporting improvements for children and young people and staff in the school and links with the PKAVS Walled Garden which aimed to support the mental health and wellbeing of children and young people and staff.

</div>

Average Total Tariff Score of school leavers

Analysis: Looking at the ratio between ACORN 1 tariff points and ACORN 4/5 provides an understanding of the relationship between the two and the extent of the poverty-related attainment gap.

Ratio of ACORN 1 to 4/5 tariff scores		
2018	**2019**	**2020**
1.80	1.84	1.86

➢ *In 2019, the ratio was 1.84:1 (close to two times the total tariff points). Reducing this ratio to 1.5 is the stretch aim with 1.7 the intermediate target. 2020 saw a slight widening of this gap to 1.86.*

Source: Insight. Data tables are provided in Appendix 1: Table 7**Error! Reference source not found.**

Staying on Rates S4 to S5

Attainment in the senior phase is strongly related to the stage of leaving school. Overall, 88% of S4 pupils from 2019/20 stayed on to S5 the following year, an increase over the last two years. The increase has been greatest for boys (up to 85% from 81%) than girls (89% to 91%) which has the effect of reducing the gap between these two. The staying on rate this year from S5 to S6 has also increased from 68% to 75%. The equity gap remains larger for this transition. The effect of the COVID-19 pandemic on the opportunities and options outwith school education may have had an impact on these rates.

There is a clear relationship with deprivation, with pupils from more deprived areas being less likely to stay on, which influences overall attainment and achievement. A slight closing of this gap is evident in the latest year measured. As this figure is no longer collected nationally benchmarking is problematic.
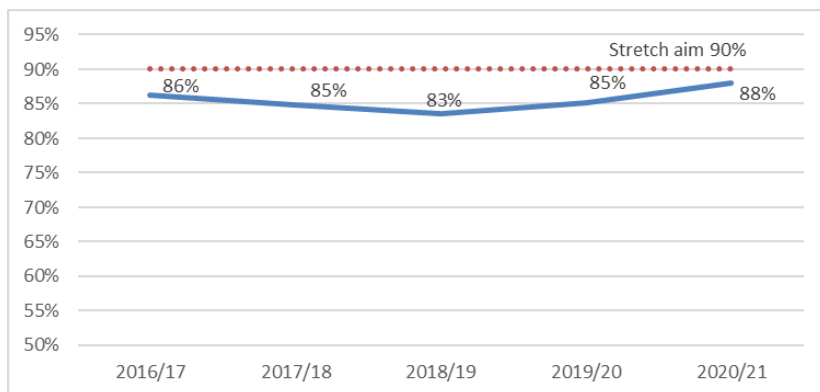
➢ *The 2020/21 target has been achieved and the authority wide aim is to stretch this further to 90%. The percentage point gap between ACORN 4/5 combined and ACORN 1 has reduced to 10% from 12%, meeting the 2020/21 target. The stretch aim remains 5%.*

Source: ECS/SEEMiS. Data tables are provided in Appendix 1: Table 8

Looked After Children/Young People and Vulnerable Groups

Care should always be taken when interpreting measures for Looked After children and young people 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 are combined to create rolling averages which allow for a clearer view of trends, although care is still required.

The trends in attainment of Looked After young people are generally in line with the virtual comparator, which is the attainment of the general pupil population from a similar deprivation background, gender and stage of leaving school, although Level 4 literacy is consistently lower, but improving steadily and closing. Numeracy levels have improved and are now above the virtual comparator.

Improvement in the attainment levels of Looked After Children/Care Experienced Young People continues to be a focus in the Corporate Parenting Strategy.

Proportion of Looked After school leavers achieving literacy and numeracy at level 4

Literacy
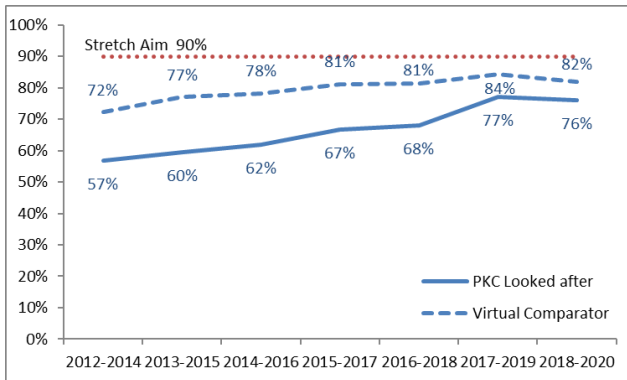
Numeracy
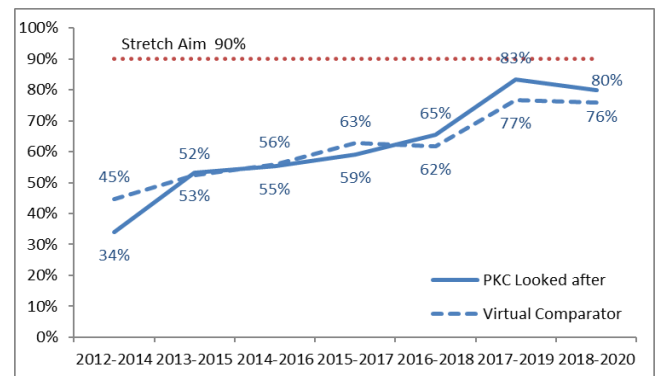
Source: Insight. Data tables are provided in Appendix 1: Table 10

> *These measures have an excellence stretch aim of 90% and a shorter-term target of matching/exceeding the virtual comparator. For numeracy, the latter has been reached but continued efforts will be required to ensure this is maintained, and also reached in literacy.*

Considering the attainment of **EAL** school leavers (with English as an additional language) over 2018-2020, the proportion achieving Level 4 literacy and numeracy is slightly lower (at 83%) than those with English as a first language (88%). At Level 5, the gap is slightly wider (52% and 66% respectively).

Average total tariff points for Looked After school leavers
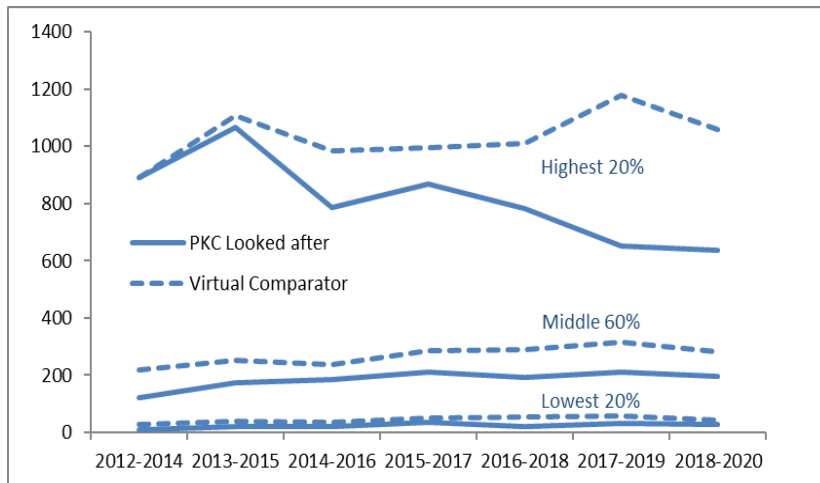
As with Literacy and Numeracy above, the trend in the attainment of Looked After Young People as measured by tariff points (which indicate overall attainment) it is generally lower than the Virtual Comparator showing the continued focus for improvement for this group of children and young people, especially at the higher end of attainment. Even with a 3-year average, these figures are sensitive to the variation present in a small cohort.

> *A stretch aim of achieving the all-leavers total points has been established with a short-term target of meeting the VC.*

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

Again, with **EAL** children and young people, overall tariff points (2018-2020 combined) of school leavers are lower than those with English as a first language by around 35% for the lowest and middle 60% attainers and 17% for the highest attaining 20%.

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

A Health and Wellbeing Strategy sub-group has worked with Education Scotland and academic partners to enhance practice and be able to recommend specific tools for use in schools. A consultation exercise took place with specific schools to look at the 'Glasgow Wellbeing and Motivation' toolkit and materials for late Primary and Secondary stages. A small pilot group was set up and undertook an initial review, with next steps identified to support authority wide implementation and collation.

Over the course of 20/21 the Tayside framework for 'Counselling in Schools' was implemented, starting with a full procurement exercise in the autumn. A Tayside 'Counselling in Schools Co-ordinator' was appointed and the contracts were awarded in November 2020, with counsellors beginning in schools from then on. By Easter, all LMGs within Perth and Kinross had a counsellor in place, with counselling providers adapting their service to digital methods where appropriate to do so. With the return to school, most counselling is now taking place face to face. Work continued through the Co-ordinator and a local steering group on an implementation framework for schools, with associated professional learning offered to ensure effective implementation at school level. A comprehensive evaluation programme has been instigated with quarterly reporting, over the course of 21/22 as the data is built up, this will give the ability to report on outcomes for young people. Initial indications are that the provision of counselling is making a really positive difference in schools through adding to the range of supports to promote emotional and mental wellbeing. This is exemplified at an individual level through the following case study from a PKC school:

> **Case Study**
>
> Young Person 'G' – an able S6 pupil who was presenting with anxiety in school including experiences of panic attacks and feelings of worthlessness, despite being a very able student. Counselling helped G understand that the root of her anxiety was in her mum's health diagnosis and her feeling of not being in control. Counselling supported G to understand her feelings of helplessness and the number of panic attacks decreased, enabling G to be in class more often. G is now at university studying to become a teacher.

Leadership Learning Sets were also introduced, with five learning sets running for 21 Headteachers. These covered the themes of 'Punctuating the Positives' and 'Recovery or Regrowth'. Feedback from these opportunities has been overwhelmingly positive. Following on from 'Resilience for Exams' and taking cognisance of developments in neuroscience this work evolved into a suite of 'Optimising Student Success' materials developed by the EPS for use in Secondary Schools.

Sway presentations for staff, and pupils and parents and a top tips poster were created to reinforce key messages for young people. Following the impact of COVID school closures, changes to the SQA exam diet and concerns over 'assessment anxiety', the materials were adapted to support assessments more broadly and study skills specifically, incorporating strategies for anxiety management. Discussion is currently underway with three pilot secondary schools to develop these materials further next academic year. A Digital Resilience and Online Safety Resource Bank, linked across levels within CfE was compiled and shared with schools to support the planning and delivery of aspects of the H&WB curriculum.

Following on from previous consultation work with PKC young people, a local mental health pathway has been developed. Work to ensure impactful use of the Covid mental health monies led to establishment of a range of projects including improving young people's awareness of support, addressing anxiety related school attendance difficulties and a grant system for third sector organisations.

A series of video vignettes to support parents anxious about the return to school were produced. These have reached up to 1317 views online and feedback from schools and community link workers has been positive.

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A webinar for use with parents and staff on wellbeing and anxiety was developed and sent out to all parents in one secondary school and followed up with a drop-in session for parents. It has since been replicated in workshops with two further secondary schools. This webinar has currently been viewed 324 times; parents have reported it as being useful.

Perth and Kinross staff have contributed to 'Connected Tayside': An Emotional Health and Wellbeing Strategy for Children and Young People (2020 – 2023). This TRIC strategy is built around 7 principles for action, arising from a comprehensive consultation exercise undertaken with children and young people. Following work on an Emotionally Based Absence Framework last session and discussion with partner agencies in Perth and Kinross and NHS Tayside, the Framework was amended to incorporate learning. This now provides more consistent and effective responses to supporting pupils with attendance within PKC schools. Given the recognition of the Framework's applicability to supporting the attendance of all pupils, and not just those presenting with Emotionally Based Absence, it has been renamed the 'Staged Intervention Framework for Attendance'. A draft implementation plan was drawn up with timescales to support a roll out of the framework across PKC schools.

Case Study: Emotion Works

Within Coupar Angus Primary School, it was identified that some children needed more in-depth support on return to in-school learning. The Emotion Works programme has been a key tool used to support those children having a positive impact in a number of areas.

Data gathered through a variety of methods (eg, focus groups, observations and questionnaires) children, school staff and parents/carers reported that the Emotion Works programme worked well to help the majority of children and those who found it particularly difficult to settle back at school following remote learning.

Staff benefited from Emotion Works training and felt the programme supported their learning and teaching, with more emphasis and time invested in wellbeing. Observations and focus groups of children demonstrated that the majority were settled and happy to be back in school.

A baseline comparison (from September 2020) indicated that children were more aware of their emotions, a wider range of emotions and the language to talk about them. Most children benefited from being able to talk about their feelings and use some regulation strategies resulting in the majority being able to settle back into the school routine. Children were involved in developing a toolkit of what to do when things 'go wrong'.

Tracking meetings show the majority of children and young people who were impacted most by the remote learning period are either back on track or have remained on track in their learning.

Parents/carers voiced to the school that mental HWB continues to be a priority for them and their children. The school have taken this into account for improvement planning session 2021-22, continuing the use of Emotion Works.

School Attendance and Exclusion

School Attendance

Analysis: Overall attendance in secondary has fallen slightly over recent years and is related to increases in unauthorised absence. Attendance in 2019/20 was impacted significantly by increased absence in the days before schools closed as part of Coronavirus pandemic response. 2020/21 attendance is higher but was recorded differently with all remote learning during Term 3 recorded as attendance unless a school was advised that a pupil was unable to participate in learning. A return to "normal" attendance recording for a full year is required to understand longer-term trends.
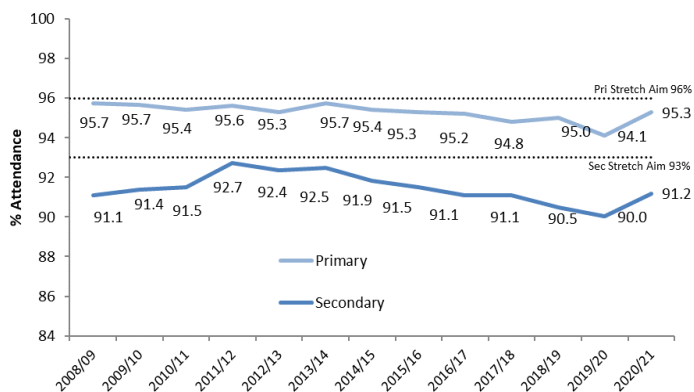
➢ *This measure has an excellence stretch aim of 96% attendance in primary and 93% attendance in secondary, with interim targets of 95.5% and 91.5% respectively.*

Source: ECS Data tables are provided in Appendix 1: Table 12

School Exclusion

Analysis: The number of exclusions from school continues to reduce in both primary and secondary and in the latter has almost met the stretch aim of 20 per 1000 pupils. 2019/20 is an annualised estimate due to the shortened academic year in school and shows a reduction and 2020/21 may have been influenced by periods of school closure and remote learning.
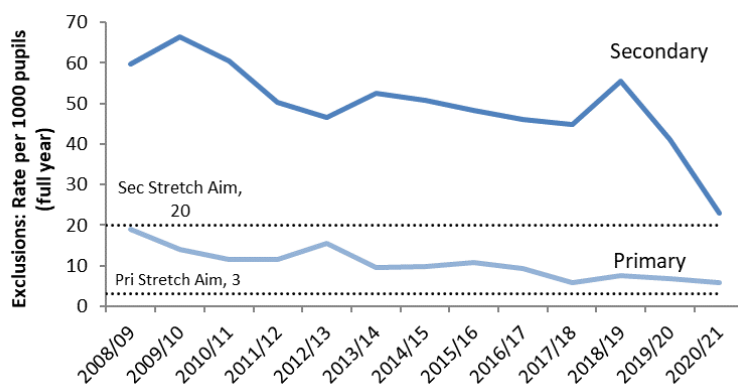
➢ *This measure has an excellence stretch aim of 3 exclusion per 1000 pupils in primary and 20 attendances in secondary. These are more stretching than previous targets.*
➢ *The equity gap has closed in both primary and secondary and has met the previous stretch aim in primary and the short-term target in secondary.*

Source: ECS Data tables are provided in Appendix 1: Table 13

Looked After Children and Young People

School Attendance

The attendance of looked after young people is generally lower than their peers. The difference is generally smaller at primary school but increases in secondary and is greatest for those looked after at home. There may be a range of influencing factors in attendance including looked after status. This remains a key focus for the service.

Attendance 2017/18 – 2019/20 combined	Primary	Secondary
Looked after away from home	95%	91%
Looked after at home	89%	71%
Previously Looked after	93%	82%
Not looked after	95%	91%

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School Exclusion

Exclusions of Looked After children and young people have reduced in the same way as the wider pupil population shown above. In 2020/21, there were 11 exclusion incidents of looked after children/young people, compared to 24 in the previous year. All related to children and young people who were looked after away from home. The exclusion rate for looked after children and young people over the years 2018/19 – 2020/21 remains higher than those who are not looked after.

Case Study: Wellbeing Provision

Blairgowrie High School used their PEF funding to extend their Wellbeing Provision to provide nurturing approaches, supporting families to:

- Recognise barriers that are present, for their child and as a family;
- Build positive working relationships with school;
- Become aware of the support they are entitled to;
- Attend school on a more regular basis; and
- Manage morning routines.

Impact

Almost all young people attending the Wellbeing Provision have shown a reduction in truancy levels and an improvement in attendance levels. For a few young people, access to support in the Provision has enabled them to achieve national qualifications which they may have not achieved otherwise.

Over the last year the school has seen a steady increase in the number of young people attending the Provision at break and lunch times. All senior phase students accessing it are either returning to school next session or have secured a positive destination.

In almost all cases, families have engaged well with staff in the Provision who have called home or visited home, whether that is to offer some family support, drop off/collect work or have an informal catch-up with family. House Teams are increasingly making use of the Provision as a hub for restarting school refusers/low attenders.

16

In session 2020-21, Developing the Young Workforce (DYW) Co-ordinators were appointed in each school and are now reporting on a range of Scottish Government Key Performance Indicators, in collaboration with the regional board, as part of the network of local partnerships. While positive destinations fell slightly this year, our participation measures remained buoyant, more young people elected to stay on at school post 16 and more courses were delivered virtually in our Senior Phase by ourselves and partners at University of the Highlands and Islands (UHI) Perth College.

The virtual campus was further developed as part of the 'anywhere any time' learning offer and the initial prospectus is for four courses supplementing the wider curriculum. Virtual Learning Regents have been appointed at each school to support the digital offer and online learning.

Curricular Pathways in all secondary schools offer opportunities for vocational learning, often in partnership with the Further Education Sector. Additional funding in session 2021-22 will allow greater opportunities to develop virtual learning and further widen and strengthen the Senior Phase curricular offer.

Effective partnership takes place between schools, Skills Development Scotland, colleges, universities, employers and the DYW Board. A total of 523 business partnerships with schools were recorded in 2020-21.

There are strong and effective partnerships with Skills Development Scotland (SDS) locally, helping to grow further the very positive destination and participation figures discussed below. COVID-19 presents a challenge to the local and national labour market. Individual schools and ECS will work closely with SDS, DYW Regional Board and other stakeholders to react effectively to a changing environment.

An innovative Virtual Skills and Careers programme with key local and national partners entitled "Next Steps" has been developed and was rolled out in session 2020/21 in two secondary schools before being adopted as part of the national e-learning offer. In partnership with the DYW Regional Board, the "Class of 2020", a group of local young people who are employed locally, have been working closely with young people in schools on future employment and learning pathways.

Positive Destinations for Young People

Proportion of school leavers in positive initial and follow-Up destinations

Information on the destinations of school leavers is collected by 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, or employment (of any kind) are classified as having a 'positive destination'. Other destinations include school leavers who are taking a "gap" year, are unemployed and not seeking employment or training, unemployed and seeking employment or training, and individuals where their initial destination is not known.

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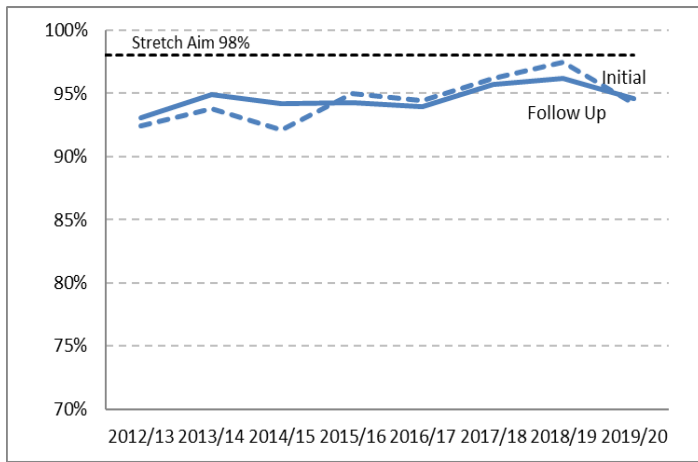
Analysis: The proportion of young people entering positive destination on leaving school has been generally improving and is also largely maintained in the follow-up survey. In 2019/20, the figures will have been impacted by the economic and employment effects of the COVID-19 pandemic and are now just below 95%.

➢ *This measure has an excellence stretch aim of 98% positive destination for both initial and follow-up.*
➢ *There is a 6% gap between ACORN ossary4/5 and ACORN 1 for 2020, an increase from 3%, and above the target and stretch aim of 3% and 2% respectively.*

Source: Insight; SDS. Data tables are provided in Appendix 1: Table 16

Considering children and young people with English as an additional language (EAL), leavers over the last three years (2018-2020), combined to improve the robustness of comparison, have had a higher rate of positive destination (98%) than those with English as their first language.

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

Analysis: Looked After young people who leave school enter positive destinations at a somewhat lower rate than the overall cohort of school leavers, and below the Virtual Comparator. The small numbers of Looked After school leavers mean that caution should be used when looking at these figures. The numbers of leavers in each year's cohort will also vary significantly.
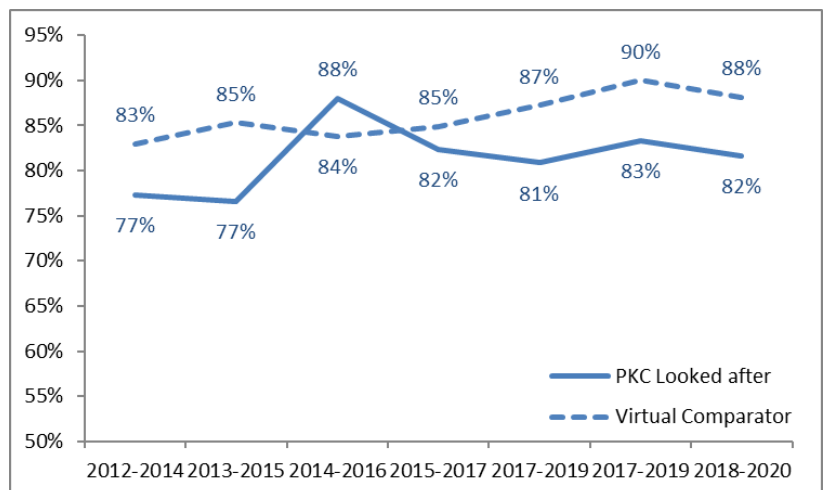
➢ *This measure has a stretch aim of the all-leaver destination figure (as shown above), and an interim target of the VC.*

Source: Insight Senior Phase Benchmarking Tool; Data tables are provided in Appendix 1: Table 17

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

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 focusing specifically on school leavers. The measure shows a gradual improvement in the proportion of young people in education, training or employment, but the latest year will likely have been impacted by the economic effects of the COVID-19 pandemic. The figures are above the Scottish average (92.2% in 2021) and the number not participating totals 156 individuals, with 193 unconfirmed.
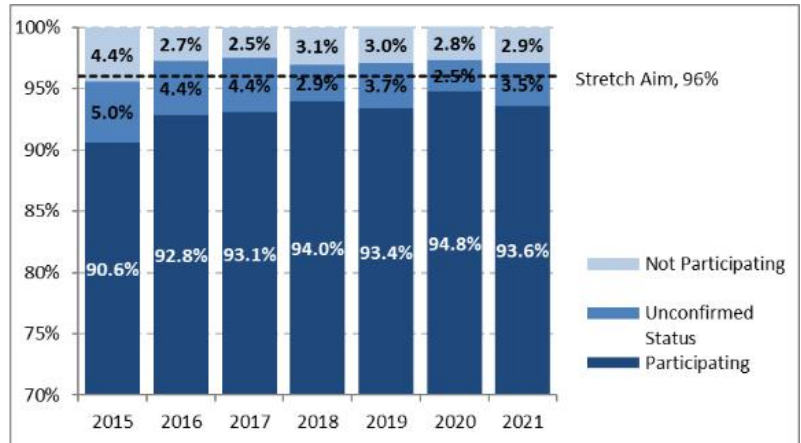
➢ *This measure has a stretch aim of 96%. The interim target of 94% was met but will need to be sustained in future years.*

Source: Skills Development Scotland. More information available from their dashboard. SIMD Data tables are provided in Appendix 1: Table 18**Error! Reference source not found.**

S4/ S5 School Leavers: Highers and vocational qualifications

Some school leavers (especially those leaving after S4 and S5) achieve few or no Higher-level qualifications, which are key to continuing to Higher Education and other destinations. Vocational qualifications (VQ) will have greater importance for these cohorts of leavers. In the latest year (2020), 70% of S4/S5 leavers did not achieve a Higher, and of that cohort of 425, 68% achieved a vocational qualification. This translates to the headline indicator for the new raising attainment strategy of **54% of leavers without Highers who achieve a vocational qualification at any level**, a significant increase on 34%.

➢ *The poverty-related gradient remains persistent in this measure (12%-point gap between ACORN 4/5 and 1), with a stretch aim of 2% and interim target of 5%.*
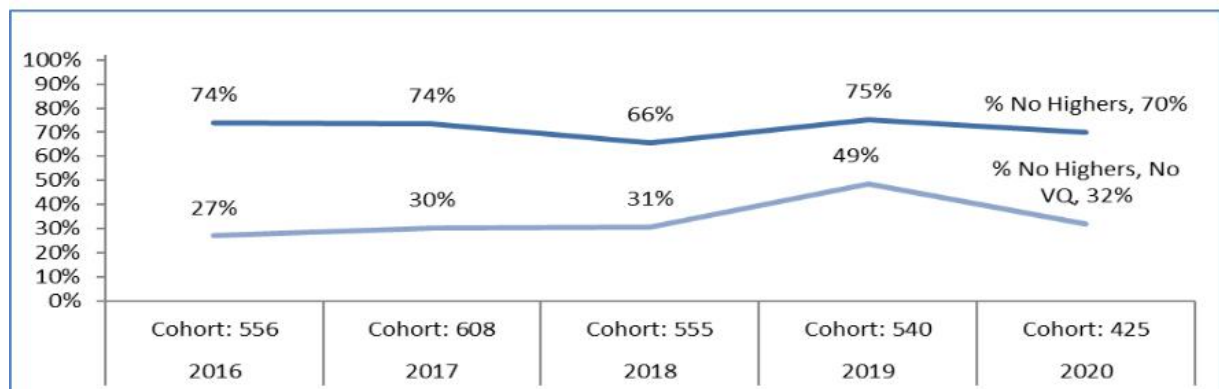
Source: Insight Analytical Dataset/ECS. Data for the overall indicator is provided in Appendix 1: Table 19

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Case Study: Positive Destinations

Breadalbane Academy has worked to create an inclusive environment in which all young people find a pathway to success. The school offers a range of learning opportunities, both within and beyond the classroom, designed to develop well-rounded individuals ready for life and work. The school actively encourages pupils to engage with the world of work in all areas and interests. These happen at every age and stage of their school career from P1 - S6, giving pupils a wide breadth of ideas and inspiration.

The school's 'Guarantee' sets out a range of skills development opportunities which all young people in the BGE will experience. This includes activities specifically aimed at developing employability skills, but also covers a wide range of other activities, such as outdoor, citizenship and cultural experiences. Increasingly, the school is cross-referencing such experiences with classroom learning and skills to encourage pupils to make connections and reflect on pathways.

The school has opened its doors to business partnerships, actively seeking their involvement and looking for new and interesting ways to use a range of expertise to support the already rich educational experiences for children and young people. The school knows its wider community well, which enables them to understand the skills required to live and work in their local area. Collaboration with businesses allows the staff to create projects that specifically develop these important skills.

In the community, self-employment is double that of the city of Perth and this is reflected in the school's curriculum design and rationale. For example, in primary, children and young people undertake projects such as 'Birks Bag Company' - Enterprising Schools. In S1/2, pupils engage in weekly enterprise activities supported by Business Gateway.

Collaboration with partners is a key principle in the school's curriculum design and they have worked with local and national employers to co-design the curriculum. Staff have links with over 50 organisations and a robust network of partners with 3-5 year 'partnership agreements' in place. The creative approach towards partnership with employers has been highlighted on the Education Scotland Website.

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Annex 1: Supporting Data

Developmental Milestones of Pre-school Children

Table 1: Pre-school Development Milestones: Proportion of P1 meeting all milestones

	2016	2017	2018	2019	2020	2021
Perth and Kinross	79.4%	81.2%	81.4%	80.5%	77.4%*	82.0%

*Not considered part of the time series due to COVID-19 lockdown

	2016	2017	2018	2019	2020	2021
Gap between ACORN 4/5 and 1	16%	16%	14%	14%	16%*	9%

Broad General Education

Table 2: Proportion of Roll meeting expected CfE Levels (not collected in 2019/20. S3 not collected in 2020/21)

Stage	Area	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2020/21
P1 – Early Level	Reading	-	-	70%	71%	76%	77%	76%
	Writing	-	-	68%	68%	72%	72%	72%
	Listening & Talking	-	-	77%	74%	81%	81%	79%
	Maths & Numeracy	-	-	73%	72%	80%	80%	79%
P4 – First Level	Reading	68%	72%	72%	69%	76%	76%	73%
	Writing	55%	64%	62%	61%	68%	67%	63%
	Listening & Talking	69%	76%	78%	75%	82%	82%	81%
	Maths & Numeracy	62%	65%	65%	65%	71%	71%	69%
P7 – Second Level	Reading	63%	68%	69%	71%	78%	77%	77%
	Writing	52%	58%	61%	63%	69%	67%	68%
	Listening & Talking	67%	70%	73%	77%	83%	84%	83%
	Maths & Numeracy	55%	59%	63%	65%	70%	68%	71%
S3 – Third Level	Reading	69%	73%	76%	76%	79%	82%	-
	Writing	67%	72%	73%	74%	73%	82%	-
	Listening & Talking	71%	77%	77%	79%	80%	84%	-
	Maths & Numeracy	75%	77%	79%	75%	80%	82%	-

Table 3: CfE Levels: Gap between ACORN 4/5 and 1

Stage	Area	2016/17	2017/18	2018/19	2020/21
P1 – Early Level	Reading	26%	19%	21%	16%
	Writing	29%	17%	21%	15%
	Listening & Talking	21%	16%	17%	16%
	Maths & Numeracy	27%	14%	14%	13%
P4 – First Level	Reading	27%	17%	20%	24%
	Writing	31%	24%	22%	22%
	Listening & Talking	28%	16%	15%	22%
	Maths & Numeracy	26%	17%	23%	25%

Stage	Area	2016/17	2017/18	2018/19	2020/21
P7 – Second Level	Reading	28%	19%	20%	15%
	Writing	27%	21%	20%	21%
	Listening & Talking	24%	14%	15%	13%
	Maths & Numeracy	28%	18%	20%	17%

Table 4: CfE Levels: P1, P4 and P7 Stages combined by SIMD Quintile

Reading	2016/17	2017/18	2018/19	2020/21	Writing	2016/17	2017/18	2018/19	2020/21
Quintile 1	47%	60%	61%	57%	Quintile 1	41%	54%	54%	51%
Quintile 2	58%	65%	66%	64%	Quintile 2	49%	55%	59%	56%
Quintile 3	69%	78%	74%	74%	Quintile 3	62%	71%	66%	64%
Quintile 4	76%	79%	81%	78%	Quintile 4	69%	72%	72%	70%
Quintile 5	76%	84%	82%	82%	Quintile 5	71%	77%	76%	75%

Listening & Talking	2016/17	2017/18	2018/19	2020/21	Maths & Numeracy	2016/17	2017/18	2018/19	2020/21
Quintile 1	57%	69%	71%	64%	Quintile 1	46%	62%	56%	58%
Quintile 2	65%	76%	73%	70%	Quintile 2	56%	64%	65%	63%
Quintile 3	76%	81%	81%	80%	Quintile 3	66%	75%	71%	70%
Quintile 4	82%	84%	85%	84%	Quintile 4	72%	75%	77%	75%
Quintile 5	82%	88%	86%	87%	Quintile 5	74%	80%	78%	80%

Senior Phase (S4 – S6)

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

Literacy		2013	2014	2015	2016	2017	2018	2019	2020
Level 4	Perth & Kinross	92%	90%	93%	91%	92%	93%	94%	93%
	Virtual Comparator	91%	93%	94%	94%	95%	95%	94%	95%
Level 5	Perth & Kinross	67%	73%	78%	75%	77%	80%	82%	83%
	Virtual Comparator	66%	71%	77%	79%	81%	82%	82%	84%
Numeracy		**2013**	**2014**	**2015**	**2016**	**2017**	**2018**	**2019**	**2020**
Level 4	Perth & Kinross	80%	82%	87%	87%	88%	92%	92%	91%
	Virtual Comparator	77%	84%	89%	90%	91%	92%	92%	93%
Level 5	Perth & Kinross	55%	58%	63%	65%	62%	65%	67%	71%
	Virtual Comparator	56%	61%	65%	67%	69%	70%	70%	73%

Table 6: School Leavers Literacy and Numeracy: Gap between ACORN 4/5 and 1.

		2018	2019	2020
Literacy	Level 4 Gap	9%	4%	10%
	Level 5 Gap	23%	13%	22%
Numeracy	Level 4 Gap	9%	5%	11%
	Level 5 Gap	24%	21%	26%

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

		2013	2014	2015	2016	2017	2018	2019	2020
Perth & Kinross	**Lowest Achieving 20%**	150	158	216	167	159	173	161	154
	Middle 60%	813	877	928	897	868	892	853	968
	Highest Achieving 20%	1877	1888	1940	1931	1865	1921	1916	1974
Virtual Comparator	**Lowest Achieving 20%**	139	170	179	168	171	173	153	174
	Middle 60%	762	851	882	833	843	867	857	949
	Highest Achieving 20%	1812	1845	1864	1827	1848	1866	1871	1974

Table 8: School leavers' breadth and depth of Attainment (A-D Awards)

% of leavers achieving ..		2018	2019	2020
5+@5	**Perth & Kinross**	66%	64%	69%
	Virtual Comparator	65%	66%	71%
1+@6	**Perth & Kinross**	67%	65%	70%
	Virtual Comparator	66%	67%	71%
3+@6	**Perth & Kinross**	51%	50%	58%
	Virtual Comparator	51%	53%	58%
5+@6	**Perth & Kinross**	36%	37%	43%
	Virtual Comparator	37%	39%	43%
1+@7	**Perth & Kinross**	28%	27%	33%
	Virtual Comparator	24%	24%	28%

Staying-On Rates

Table 9: Proportion of S4 pupils staying on to S5, by ACORN Category and Gap

	2016/17	2017/18	2018/19	2019/20	2020/21
ACORN 1	93%	92%	90%	91%	92%
ACORN 4/5	79%	77%	76%	79%	83%
Gap	15%	14%	15%	12%	10%

Looked After Children and Young People

Table 10: Proportion of Looked After school leavers attaining Literacy and Numeracy as SCQF Level 4 (3-year average)

Looked After at the time of the Pupil Census

		2012-2014	2013-2015	2014-2016	2015-2017	2016-2018	2017-2019	2018-2020
Literacy	**PKC**	57%	60%	62%	67%	68%	77%	76%
	Virtual Comparator	72%	77%	78%	81%	81%	84%	82%
Numeracy	**PKC**	34%	53%	55%	59%	65%	83%	80%
	Virtual Comparator	45%	52%	56%	63%	62%	77%	76%

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Table 11: Average total tariff points of Looked After school leavers (3-year average)

Looked After at the time of the Pupil Census

		2012-14	2013-15	2014-16	2015-17	2016-18	2017-19	2018-20
Perth & Kinross	**Highest Achieving 20%**	891	1065	786	868	782	653	636
	Middle 60%	123	172	186	210	191	210	197
	Lowest Achieving 20%	8	21	21	34	19	31	27
Virtual Comparator	**Highest Achieving 20%**	890	1107	986	996	1012	1180	1059
	Middle 60%	219	251	238	286	290	315	284
	Lowest Achieving 20%	29	39	37	51	54	58	44

Stretch aim figures for PKC overall 2018-20 average:

Highest 20%: 1937   Middle 60%: 904   Lowest 20%: 163

Attendance and Exclusion

Table 12: Overall attendance in primary and secondary schools

	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
Primary	95.4%	95.3%	95.2%	94.8%	95.0%	94.1%	95.3%
Secondary	91.9%	91.5%	91.1%	91.1%	90.5%	90.0%	91.2%

Table 13: Exclusion rate in primary and secondary schools (exclusion incidents per 1000 pupils)

	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
Primary	10	11	9	6	8	7	6
Secondary	51	48	46	45	55	41	23

Table 14: Attendance rate in primary and secondary schools (exclusion incidents per 1000 pupils) – gap between ACORN 4/5 and 1

	2018/19	2019/20	2020/21
Primary	2.7%	3.2%	3.3%
Secondary	6.6%	6.7%	2.9%

Table 15: Exclusion rate in primary and secondary schools (exclusion incidents per 1000 pupils) – gap between ACORN 4/5 and 1

	2018/19	2019/20	2020/21
Primary	9	6	4
Secondary	31	28	23

Positive Destinations

Table 16: Proportion of school leavers with positive initial and follow-up destinations

Measure	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
Initial destination	94%	92%	95%	94%	96%	97%	94%
Follow-up destination	95%	94%	94%	94%	95%	96%	95%

Table 17: Proportion of Looked After school leavers with positive initial destinations

Looked After at the time of the Pupil Census

	2013-2015	2014-2016	2015-2017	2016-2018	2017-2019	2018-2020
Looked After school leavers	77%	88%	82%	81%	83%	82%
Virtual Comparator	85%	84%	85%	88%	90%	88%

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Table 18: Proportion of 16–19-year-olds in positive participation, by SIMD Quintile and equity gap

Measure	2019	2020	2021
SIMD Q1	87.2%	89.1%	85.9%
SIMD Q5	95.3%	97.2%	95.7%
Gap between Q1 and Q5	8.1%	8.1%	9.8%

Table 19: Proportion of S4/S5 Leavers without Highers who achieve a vocational qualification (at any level)

	2015/16	2016/17	2017/18	2018/19	2019/20
Number of S4 and S5 Leavers	556	608	555	540	425
% of leavers without Highers who achieve a vocational qualification	63%	59%	53%	34%	54%

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Glossary

Entry	Explanation
ACORN	A Classification of Residential Neighbourhoods
BGE	Broad General Education
CfE	Curriculum for Excellence
CLPL	Career Long Professional Learning
DYW	Developing Young Workforce
ECS	Education and Children's Services
EEF	Education Endowment Foundation
ELAV	Extended Learning and Achievement Visit
HWB	Health and Well-being
LAV	Learning and Achievement Visit
LMG	Local Management Group
NIF	National Improvement Framework (for Scottish Education)
PEF	Pupil Equity Funding
PLL	Professional Learning and Leadership
QAMSO	Quality Assurance and Moderation Support Officers
QIO	Quality Improvement Officer
RAB	Raising Attainment Board
RAS	Raising Attainment Strategy
RSHP	Relationships, sexual health and parenthood
SCHOLAR	An online learning tool provided by Heriot-Watt University
SCQF	Scottish Credit and Qualifications Framework
SDS	Skills Development Scotland
SEEMiS	Scotland's Education Management Information System provider
SIMD	Scottish Index of Multiple Deprivation
SNSA	Scottish National Standardised Assessment
SQA	Scottish Qualifications Authority
TRIC	Tayside Regional Improvement Collaborative
VC	Virtual Comparator

Improving Lives Together
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Raising Attainment Strategy

2020-2023

PERTH &
KINROSS
COUNCIL

Pupil Equity Fund

2020/21

Achieving Excellence and Equity

Education & Children's Services

PUPIL EQUITY FUND (PEF)

The Pupil Equity Fund (PEF), forms part of the Scottish Attainment Challenge programme, which was launched in February 2015 and is currently in its sixth year. PEF is allocated directly from the Scottish Government to schools and is specifically targeted at closing the poverty-related attainment gap. A total of £147m has been committed to this funding as part of the Scottish Attainment Challenge programme for session 2021-2022. This includes an additional £20 million PEF premium which is being issued as a 15% uplift to previous allocations to schools. This premium recognises the new and additional challenges faced by schools, children and young people as a result of COVID-19.

PEF is allocated to schools on the basis of the estimated number of registered free school meals in P1 to S3, with £1200 allocated for each child and young person. It must be used to provide targeted support for children and young people (and their families if appropriate) affected by poverty, to achieve their full potential.

Headteachers have full access to PEF and meet regularly with their Finance Officer to review spending. Although funding is allocated on the basis of eligibility described above, Headteachers are permitted to use their discretion in making decisions about which children and young people would benefit most from any particular intervention or approach, whilst keeping a clear focus on delivering equity.

Guidance and Planning

The Scottish Attainment Challenge Equity Audit was carried out by the Scottish Government in January 2021 to further schools understanding of the impact the Covid pandemic and school closures had on children and young people from socio-economically disadvantaged backgrounds. The findings within the audit has helped inform local authority and school plans.

Revised Local PEF Guidance was issued to all schools in June 2020. This aligned closely with the Scottish Government's updated PEF National Guidance. In recognition of the financial and other resource implications of maintaining critical provision for children and families at this time, guidance on Attainment Scotland Funding, including PEF, was relaxed in order that local authorities and Headteachers could support the education and care of children and young people during the response to the Covid pandemic. Decisions made by schools, however, were to remain consistent with the principle of equity in education. Headteachers work in partnership with other schools and the local authority whilst planning improvements.

There is a continued expectation that funding will focus particularly on literacy, numeracy and health and wellbeing and support the school's priorities in raising attainment. All schools develop a School Improvement Plan, indicating PEF priorities, and outlining planning for universal and targeted approaches.

PEF Allocations

A total of £1,699,113 was allocated to schools in Perth and Kinross in session 2020/2021. £1,312,604 was allocated to primary schools, £368,887 to secondary schools and £17,622 to Fairview School (Figure 1). This was increased to £2,037,808 in session 2021/2022.

Figure 1: 2020/21 PEF Allocation by Sector
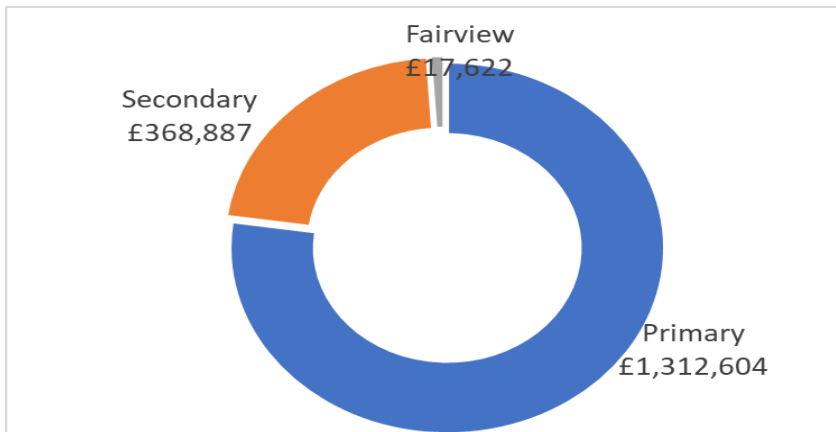
Expenditure for session 2020/21

In line with guidance, funding was allocated by schools for a range of purposes as identified through their self-evaluation processes. This expenditure focuses on two main areas of staffing and resources. The breakdown of this allocation for session 2020/21 is shown in Figure 2.

Figure 2: % Breakdown of PEF expenditure for 2020/21

Targeted use of PEF in session 2020/21

Evidence on how funding has been used and what impact this has had has been gathered by Education Services officers through analysis of school improvement plans, self-evaluation materials and standards and quality reports along with regular quality assurance discussions and visits with schools.

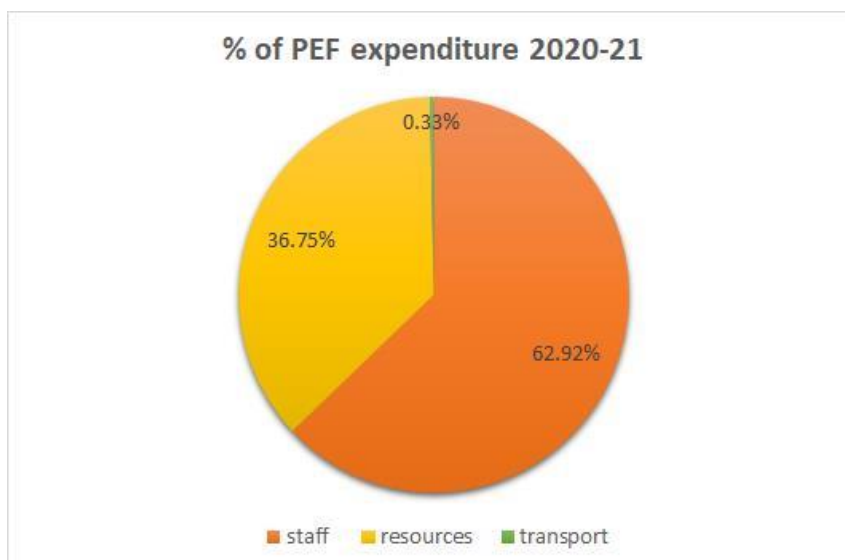Schools concentrated on a range of approaches to enhance the universal provision and targeted interventions for children and young people, to support their reconnection with learning in school and address any gaps, for example:

- Several schools used a range of targeted literacy and numeracy interventions to support children's learning. In literacy specific programmes such as Hornet, Toe-by-toe, Word Aware, Talk Boost, POLAAR and Synthetic Phonics and in numeracy Power of One and Power of Two, Maths Circles and Numicon were implemented.
- A range of evidence-based interventions such as Wave Three, High Five and Precision Teaching are becoming well embedded in practice and schools have upskilled support staff to take forward planned interventions with the support of the Educational Psychology Team through regular on-line training opportunities.
- A number of schools have focused on the universal provision for all children within the classroom and ensuring that any barriers to learning have been reduced. This includes purchasing specific equipment and considering the learning environment and sensory needs of children and young people. They have invested in universal approaches including developing sensory rooms, outdoor learning resources, digital tools, literacy and numeracy curricular materials and play-based learning resources.
- Health and Wellbeing interventions and approaches ranged from the implementation of the Emotion Works programme to Mindspace counselling, Bounceback and emotional regulation resources. The success of these programmes will be built upon in session 2021-2022 along with the CIRCLE resource to ensure that all learners benefit from inclusive environments.
- There were successful examples of support for families during periods of remote learning with access to learning materials, including digital software.

Schools plan to continue supporting parents in the use of digital tools to enable them to support their children's learning at home.

Next steps include schools sharing the success of PEF interventions and highlighting best practice and use of the Closing the Gap Planning Tool to track the impact of planned interventions.

In 2020/21, PEF plans focused particularly on literacy, numeracy and health and wellbeing with a particular emphasis on the impact of COVID-19 where this was evident.

PEF plans included over two-thirds of targeted support focused on writing and listening and talking interventions, with approximately half of planned interventions focusing on reading, numeracy and health and wellbeing.

For example, a primary school invested in an attendance support worker to ensure children experienced a positive return to school. Pupil Equity Funding was also used to employ an outdoor learning tutor as well as an Active School's apprentice to support children's physical wellbeing and development of gross motor skills. This supported children to have positive experiences and gave them access to wider achievements.

During the periods of lockdown, remote learning and the return to school buildings, there remained a focus on maintaining strong relationships with families and PEF was used to support this work.

Schools outlined the targeted groups of children who required support, particularly those children and young people affected by poverty. Half of the planned interventions included a focus on early years vocabulary and over half included the investment in additional staff.

Case Study: Primary School example of effective use of PEF to raise attainment in literacy

In Letham Primary School, PEF funding was utilised successfully to target the raising of attainment in the Early Years in the core areas of literacy, building on good progress already in place.

The school has a high proportion of children in Acorn 4 (39%) and Acorn 5 (48%). Children entering Primary One had not completed a full year of in-person nursery education and it was identified that children within this group would benefit from additional literacy support. Assessments highlighted that nearly 40% of children had not met all of their Developmental Milestones whilst in nursery.

The strategy implemented included the purchase of high-quality resources and the appointment of an acting Principal Teacher. PEF funding was used to support children in the Early Years, particularly focusing on groups of children within the primary one stage.

The Principal Teacher's remit included providing strategic leadership, supporting high quality learning and teaching in the early years and taking a clear focus on closing the poverty-related attainment gap. Through careful planning, the following strategic approach was implemented:

- Attainment data including Acorn data, was carefully scrutinised and the team collaborated to identify the children who would most benefit from targeted support.

- A team approach was introduced to weekly planning, which included carefully planning targeted interventions and fully utilising support staff time to best effect.
- Early Childhood Practitioner time was carefully planned to support delivery of active literacy hour activities and the delivery of the literacy resource 'Talkboost' to targeted groups of children.
- The delivery and evaluation of focussed teaching sessions were appropriately differentiated to maximise children's progress in learning.
- The team worked to further develop a structured approach to play based learning in primary one to ensure that all children and young people's needs were effectively met.

An evaluation took place at the end of the session to assess the impact of the work that had taken place. It was evident that the investment in resources and additional staff had resulted in primary one attainment showing a positive picture in literacy, with little negative impact seen on attainment caused by lockdown.

Assessment information in May indicated that the majority of children within the Primary One class achieved expected levels in all areas of Literacy.

Case Study: Secondary School example of effective use of PEF to support children and young people's study skills and health and wellbeing

An effective example of after school support in St John's Academy was in relation to a homework hub which took place every Monday after school in the library.

Library staff supported the project which was supported by both primary and secondary teachers from within the school. This arrangement enabled children and young people from both primary and secondary stages to benefit from the support available and allowed this to become a whole school initiative.

Children and young people participated in a range of supported activities. For example, primary school pupils were given the time and space to complete their homework. Primary teachers were available to provide support where necessary.

Secondary pupils either used the support as an opportunity to benefit from class teachers helping ensure a quiet place to complete homework or help with specific 1-1 literacy or English support where needed as appropriate.

The teacher for physical education also attended planned sessions ensuring that there was a focus on health and wellbeing for children and young people.

Sessions were arranged at the end of school day and teaching time was partly funded by Pupil Equity Funding. The project proved to be popular with children and young people, particularly around the lead up to secondary assessment time.

To ensure that there was equity, and to enable all children to have the opportunity to participate in receiving support available, the headteacher arranged funding for Secondary pupils for free travel, via the local bus service. This ensured additional after school opportunities were not impeded by financial barriers.

Due to mitigations related to the pandemic, outdoor learning approaches were implemented with increased regularity and relevant learning resources were purchased to enhance learning experiences.

Other resources purchased to support children and young people included digital devices such as laptops and iPads, curriculum resources, classroom equipment and learning materials.

Case study: Use of PEF to enhance resources – Primary School example

Inch View Primary School utilised Pupil Equity Funding to deliver Art Therapy to groups of identified children. Funding was allocated to provide additional hours for a teacher to lead the initiative and also to purchase art materials and resources.

During attainment tracking meetings, teachers identified a number of children across the school requiring additional support in relation to their wellbeing. Discussions centred around emotional wellbeing, self-regulation and attendance. Dialogue with children and young people and use of wellbeing webs provided additional evidence to support in targeting children and young people. Of the children and young people identified, 60% were in Acorn within 4 and 5.

Professional discussion identified art activities as an effective approach in supporting wellbeing in the school. This resulted in Art Therapy sessions being offered.

Throughout session 2020-2021, identified children engaged in Art Therapy sessions. Over the course of 6-8 weeks, small groups of children attended weekly sessions within the school. Groupings were fluid, changing over the year in response to engagement from children and feedback from practitioners. The overall aim of the Art therapy sessions was to support wellbeing and improve engagement in learning.

The sessions were carefully planned to suit the needs of individual children within the group, for example developing self-regulation techniques or social skills. The process involved:

- Identifying children and assessing their needs.
- Planning art sessions with learner input.

- Engaging in weekly art therapy experiences with ongoing feedback from children and practitioners.
- Adapting sessions in response to feedback to suit needs of the children.

Children's artwork was displayed in an open area within the school and celebrated, eg through the use of social media. In addition, one learner's work was selected to appear on Mill Street as part of the Big Art Project 2020 which was available for public viewing.

Impact

Observations by practitioners and dialogue with children showed that the Art Therapy sessions had an encouraging effect on learner wellbeing and engagement. Examples of improvement include:

- Children attended the initial series of lessons with a focus on self-regulation and mindfulness techniques. This supported them to try new tasks, ask for support when required, to cope with change and being flexible.
- Children formed positive relationships with their peers in the small group setting which helped them during unstructured times like breaks and lunchtimes.
- Children in the upper stages made progress within their social groups and relationships with others. There was a notable increase in their confidence and ability to sustain friendships and manage conflicts.
- Children with English as a second language were supported to use art to express their thoughts and ideas. They were encouraged to engage in conversations within their group. Improvements in the levels of engagement were evident and this has increased confidence and the ability to communicate effectively with their peers.

Throughout session 2020/21, central teams of staff provided support to schools to implement targeted interventions. The Educational Psychology Service, Education Officers and the Education Scotland Attainment Advisor provided training, support and resources to schools and practitioners through a range of approaches including the Teacher Professional Learning Community SharePoint and the virtual Equity Network. This support allowed school leaders the opportunity to analyse their school data, identify gaps in learning for cohorts of children and young people and to plan suitable interventions to close gaps in learning. Practitioners were able to access key local and national resources and to share good practice across schools.

Monitoring and Evaluation of Impact

There is a requirement for each local authority to monitor and evaluate the use of PEF in schools including reporting to the Scottish Government.

Within Education Services, all School Improvement Plans, Standards and Quality Reports and Self-Evaluation documentation is analysed to gather information relating to the use of and impact of PEF. Quality Improvement officers discuss PEF plans with schools as part of their quality assurance activity each year.

One of the main functions of the Perth and Kinross Raising Attainment Board is to focus on the poverty related attainment gap and to monitor the impact of PEF in addressing this.

An area to be further developed in session 2021-2022 is school's evaluations of the impact of planned universal and targeted interventions. Schools will use the Closing the Gap Tool, which will enable each intervention to be assessed and progress to be evaluated.

Further support will be provided centrally to help schools make the best use of PEF and the Attainment Advisor will continue to support schools to develop and implement their plans.

Summary of Impact of PEF

Whilst there are early indications of the poverty-related attainment gap closing slightly in early primary, continued measurement is required to confirm established trends. Literacy and numeracy levels of Acorn 4 and 5 school leavers has improved over recent years. At Level 4, four fifths of ACORN 4 and 5 leavers achieve both these awards. At Level 5, progress has been steady with 54% achieving both literacy and numeracy at this level, compared to 44% in 2016.

To improve attainment particularly in literacy and numeracy, schools used key information from within their school data profiles to track individual and class progress over session 2020-2021. PEF was used to provide universal approaches particularly in curricular programmes in writing, reading and numeracy such as Read, Write Inc, Big Writing, Accelerated Reading and Numicon. Schools reported that embedding programmes into learning and teaching practice had contributed to the overall progress for identified learners.

To support with closing the gap in literacy and numeracy, several schools embedded evidence -based interventions into their practice, along with tried and tested programmes. For example, a large primary school reported that targeted literacy approaches had increased children's spelling ages by 60%. Additionally, 90% of children within their early year's classes knew all their initial sounds after focused work and children completing targeting reading support successfully re-joined their class reading groups. The schools reported an increase in learner participation, engagement and confidence.

Improvement in children and young people's health and wellbeing continued to be a core priority for all schools, especially in relation to the impact of the Covid pandemic on children and young people's emotional, physical and mental wellbeing.

Universal approaches included the implementation of programmes such as Emotion works, Circle and Bounceback. Schools focused on utilising their learning spaces to their full potential and investing in outdoor learning resources to help children and young people actively re-engage with learning.

There was a continued focus on the improvement in employability skills and sustained, positive school leaver destinations for all young people. Schools invested in staff to support learner participation, for example a secondary school employed a Wider Achievement and Equity Officer using PEF, to support the development of wider achievement opportunities for all pupils and create systems for monitoring their participation. The school aimed to create an inclusive environment in which all young people found a pathway to success. The school actively encouraged pupils to engage with the world of work in all areas and interests. These happened at every age and stage of their school career from P1-S6, giving pupils a wide number of experiences. A key to success was the school's collaboration with partners which included local businesses, farms and estates.

Key actions for session 2021/22

In order that the use of PEF continues to be monitored and evaluated, Education Services will ensure that there is:

- Continued promotion of and support to schools in the delivery of evidence-based interventions to target aspects of literacy, numeracy and health and wellbeing.
- Further development of the online Closing the Gap Planning Tool to support planning and tracking of individual pupil progress and monitoring of impact.
- Implementation of a programme of training in Improvement Methodology to support with measuring and evaluating impact of interventions.
- Regular reporting and analysis of progress to the Raising Attainment Board.
- Implementation of the strategic plan for Covid Recovery, which will include delivering and tracking evidence-based interventions and approaches which demonstrate clear impact on improving outcomes for learners.

CONCLUSION

The report outlines the continuous activity and progress across ECS to tackle closing the poverty-related attainment gap through the use of Pupil Equity Funding.

The poverty related gap remains a key focus, and this has been further impacted by the Covid pandemic, affecting existing inequalities in income and poverty. The activities described, and the successes outlined, are part of a long-term and sustained endeavor to achieve equity in school education.

PERTH AND KINROSS COUNCIL

SCRUTINY COMMITTEE

29 November 2021

BUSINESS GATEWAY

Report by Head of Planning and Development
(Report No. 21/226)

PURPOSE OF REPORT

This report provides an overview of the Business Gateway Tayside service, and its performance and contracting arrangements. It also provides an update on the related Governance arrangements.

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1. BACKGROUND

1.1 The national Business Gateway service was introduced throughout the Scottish Enterprise operating area in 2003 with the objective of offering a consistent signposting and development service to all businesses throughout lowland Scotland.

1.2 Each business, throughout its lifecycle, requires a varying type and intensity of support. Business Gateway provides this support through workshops, a comprehensive website with a considerable range of self-service content and tools, together with general and specialist adviser support.

1.3 The Business Gateway service has been managed and delivered by local government since April 2008. The service was previously run by Scottish Enterprise (SE) and was transferred following the 2007 review of the enterprise agencies, which also resulted in Councils taking over responsibility for local economic development. The Business Gateway service was subsequently expanded to include the Highlands & Islands.

1.4 Appendix 1 provides details of Business Gateway regions, lead local authority arrangements and the delivery model deployed in each region. The lead authority role is to contract with and report to the Scottish Government as well as receiving the funding on behalf of the region. Most Business Gateway services are delivered in-house by local authorities, six are contracted out, three operate a blended model, and one (Fife) is delivered via an arm's length organisation. When the services are delivered in-house by local authorities, the lead authority usually receives the funding on behalf of the others and the funding split is based on an agreed formula (e.g. population). Service Level Agreements are signed between the lead authority and the other local authorities including targets and funding payments. Monthly regional operational group meetings are organised. It is based on a collaborative approach with some sub-contracts covering the whole region paid from a regional pot. Local authorities can help each other in case of staff shortage. I

In Tayside, Dundee City Council is the lead local authority working with Angus Council and Perth & Kinross Council to deliver Business Gateway Tayside service on a contracted out basis. There is one officer employed by Dundee City Council to manage the contract, and that post is funded from the Business Gateway budget.

1.5 The Business Gateway National Unit (BGNU) supports Local Authorities in the delivery of Business Gateway services and is based at COSLA in Edinburgh.

1.6 The Business Gateway service is delivered through a combination of common national and bespoke local elements. The nationally delivered elements are as follows:

- Business Gateway Enquiry Service which is delivered by Scottish Enterprise's Enquiry, Research and Fulfilment Service and is delivered as part of a Partnership Agreement with SE which is managed and monitored by the BGNU.

- Business Gateway website (www.bgateway.com) which is managed by the BGNU. The website is the principal digital platform for Business Gateway and is used on all national and local marketing materials both online and offline.

- Business Gateway Event Management System and the website (www.bgateway.com/events) which are the principal platforms for Business Gateway event listings and is used on all national and local marketing materials both online and offline.

1.7 The national services are complemented by a range of regional services:

- Start-Up Advisory Service (defined as a core service),
- Existing and Growing Businesses Service (including Growth Pipeline) (defined as a core service),
- Business Gateway Local Services,
- Additional Services Funded by the European Regional Development Fund (ERDF) (and potentially the new Shared Prosperity Fund).

1.8 Appendix 2 details the roles of the organisations responsible for the delivery, management, and oversight of Business Gateway services in Scotland.

2. CURRENT CONTRACT PERFORMANCE & GOVERNANCE

Contract performance

2.1 The Business Gateway Tayside contract has been held by Elevator since 2008. Following a full OJEU tendering process undertaken by Dundee City Council and supported by Angus and Perth & Kinross Councils, Elevator was successful in retaining the contract for Business Gateway Tayside service delivery from 1 April 2017 with Lanarkshire Enterprise Services Ltd also bidding for the contract. The contract ran to 31 March 2019 with the option to extend for three further years until 31 March 2022. Based on achievement of targets, Elevator's contract was extended to 31 March 2022.

2.2 The Business Gateway Tayside contract delivers the following services:

- Start-Up Advisory Service
- Existing and Growing Businesses Service (including Growth Pipeline), Business Gateway Local Services linking to Scottish Enterprise Account Management system
- Additional Services Funded by the European Regional Development Fund (based on funding applications) including:
  o Expert Help programme
  o International support services
  o Accelerator programmes
  o Events Including marketing, Future of the web, Planning for Growth

2.3 Appendix 3 details the Business Gateway national and regional service as a pipeline of an integrated business support system.

2.4 The Start-Up Advisory Service covers pre-start, start-up, and early-stage support for new businesses. The principal components of the Start-Up Advisory Service are:

- start-up guidance and information provided via the website and the Enquiry Service;
- one-to-many training workshops (based on a core catalogue of workshops specified in the Business Gateway Programme Rules); and
- one-to-one advisory services provided by Business Gateway advisers.
- Services are outlined in an Action Plan agreed between the Business Gateway adviser and the client.

2.5 The Growth Pipeline assist companies with growth potential and will work with and refer to the support best suited to the firm, including the obsolete account management service from Scottish Enterprise. A further example would be a start-up technology business with high-growth potential which may have the option of receiving support from the High Growth Start-up team at Scottish Enterprise. The High Growth Start-up team works with pre-start businesses across Scotland. They have stringent eligibility criteria, but if companies qualify, they will receive intensive hands-on support.

2.6 The following graph shows the annual target number of start-ups for Tayside and the actual number of start-ups supported for Tayside and for each local authority. The target is set jointly by the 3 councils as part of the tendering process. The contract targets for Tayside have been met or exceeded over the period. There were no specific targets set for Perth and Kinross. The number of BG Start-ups in Perth and Kinross has slightly decreased over the period. The share of BG Start-ups in Perth and Kinross has also slightly decreased over the period (42.2%, 33.96%, 36.38%, 35.83%).

Nb of BG Tayside Start-ups trading

	2017-18	2018-19	2019-20	2020-21
Start-ups PK	321	252	262	267
Start-ups Dundee	255	318	278	260
Start-ups Angus	203	172	180	218
Start-ups Tayside	779	742	720	745
Start-ups Tayside targets	720	720	720	720

Start-ups PK Start-ups Dundee Start-ups Angus

Start-ups Tayside Start-ups Tayside targets
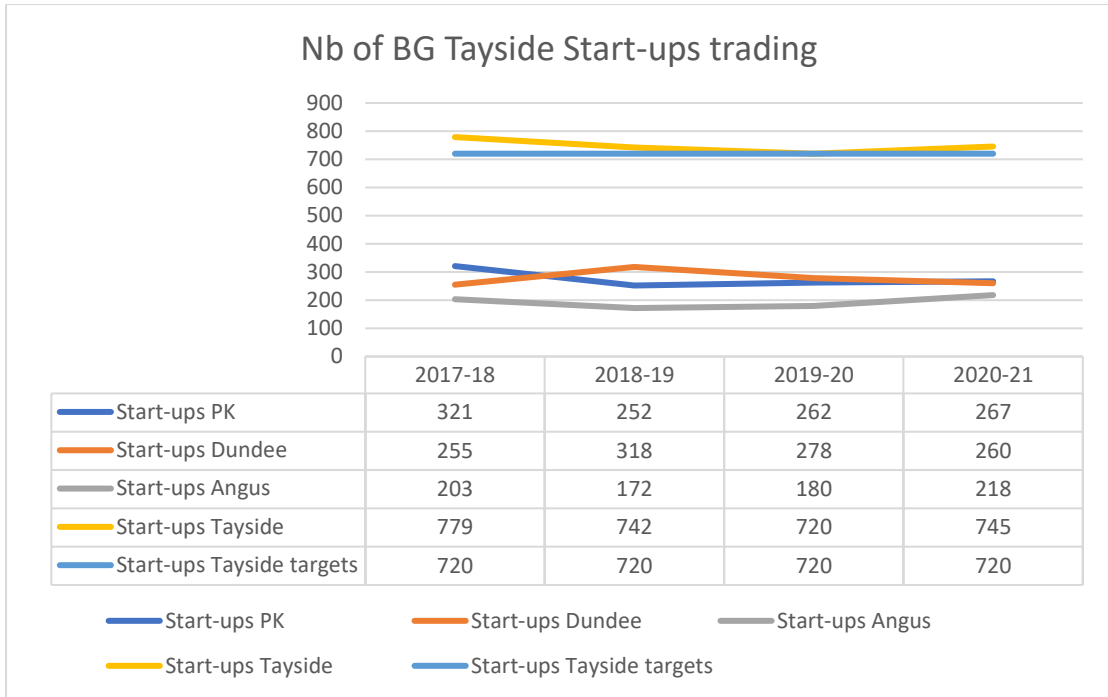
2.7   The following graph provides a national benchmark using the SLAED indicator 'annual number of BG start-ups trading in Scotland' and the national share in percentage for each local authority. The highest national share (the local authority which has the highest share) has decreased over the period, whereas the national share of start-ups in the local authorities in Tayside has remained relatively constant. The national share of BG Start-ups in Perth and Kinross has decreased over the period notwithstanding an improvement in 2019-20. Internal fluctuations between areas have to be expected in a contract which delivers across a wide area. Start-up figures in 2017-18 was particularly good and possibly the decrease may be explained by the decrease in rate of unemployment over the period.

Share of BG Start-ups trading LA/Scotland

	2017-18	2018-19	2019-20
Start-ups PK share	3.51	2.78	2.94
Start-ups Dundee share	2.79	3.5	2.86
Start-ups Angus share	2.22	1.27	2.17
Highest share Start-ups	11	9.7	7.4

Start-ups PK share Start-ups Dundee share

Start-ups Angus share Highest share Start-ups
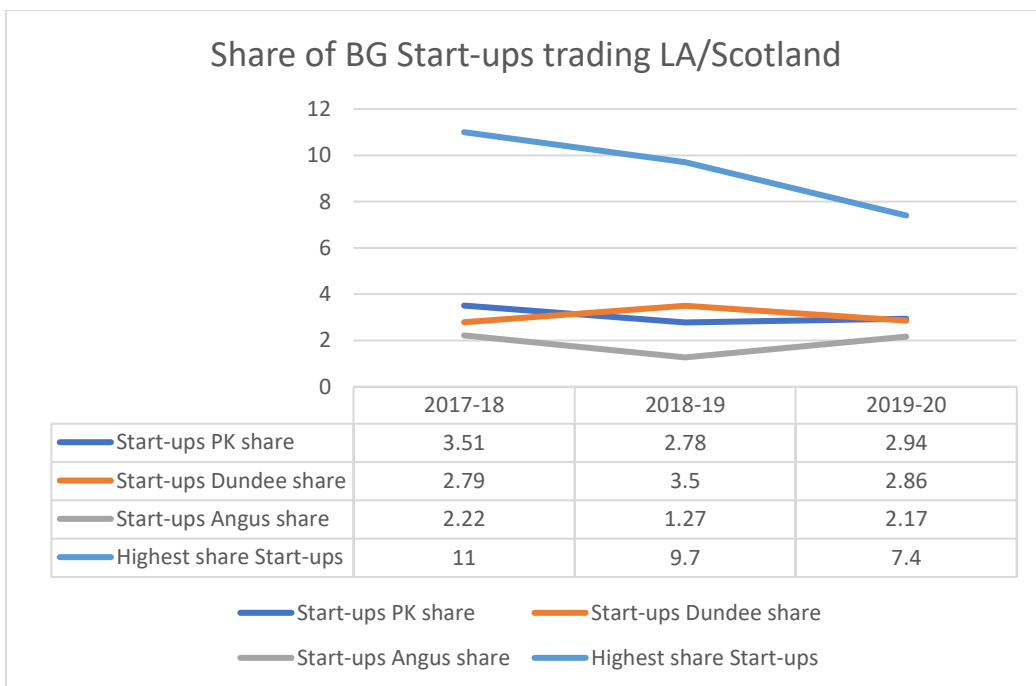
2.8 The components of the Service for Existing and Growing Businesses are:

- business guidance and information provided via the website and the Enquiry Service;
- one-to-many training workshops (based on a core catalogue of workshops specified in the Business Gateway Programme Rules); and
- one-to-one advisory services provided by Business Gateway advisers.
- Services are outlined in an Action Plan agreed between the Business Gateway adviser and the client.
- nominated one-to-one adviser support available to the client to help them.
- Clients are referred to Scottish Enterprise for account management and other support including Growth Pipeline support. Early Stage Growth (ESG) clients are start-up clients or businesses which have been trading for less than eighteen months, and plan to create additional jobs in their local economy. Growth Advisory Service (GAS) provides additional business support with access to 121 support and expert help for businesses projecting increase in turnover of £200k+ over next three years.

2.9 The following graph shows the annual target number of businesses to be entered into the Growth pipeline (GAS/ESG) for Tayside and the actual number of businesses entered into the Growth pipeline for Tayside and for each local authority. The contract targets for Tayside have been exceeded over the period even if there was a decrease in 2020-21 mainly due to the impact of Covid. There were no specific targets set for Perth and Kinross. The share of BG Growth in Perth and Kinross has decreased over the period (45%, 32.3%, 33.16%, 35.87%). There is no available national data for comparison.

Nb of BG Tayside in Growth Pipeline

	2017-18	2018-19	2019-20	2020-21
Growth PK	79	63	67	33
Growth Dundee	75	95	97	33
Growth Angus	44	37	38	26
Growth Tayside	198	195	202	92
Growth Tayside targets	175	175	175	92
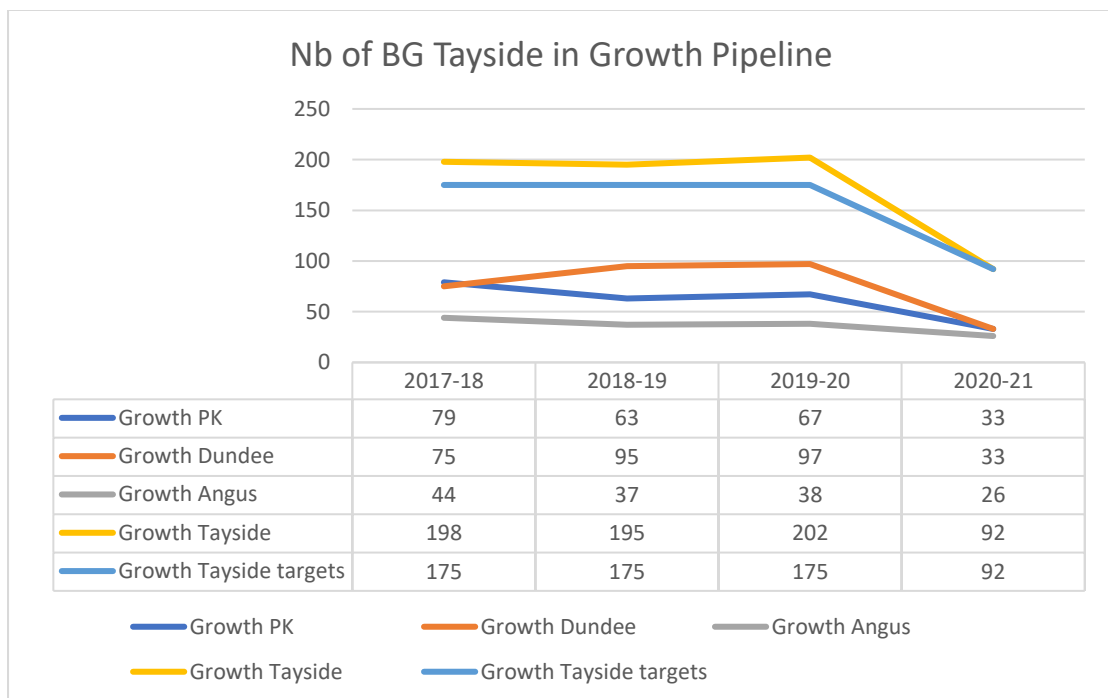
2.10 In addition to the core services outlined above and not duplicating existing Business Gateway national services, the Business Gateway Local Services provide the following:

- A service of 1-2-1 support to businesses, either existing or pre-start, considered by the Local Authority to be of importance to the local economy but not eligible, or do not meet the criteria, for mainstream Business Gateway or SE support.
- Local networking events targeted at pre-start and new start businesses.
- A service to businesses with urgent issues that may force them to downsize or put the future of the business in jeopardy in the immediate future and are looking for support and advice on the best way forward (Survive & Thrive).
- Local initiatives to raise the profile of entrepreneurship and encourage a culture of enterprise.

2.11 Over the period, Business Gateway Tayside service has exceeded targets for Start-up workshops providing 165 and 114 Growth workshops as well as for digital boost events/support. The contract has also provided 126 referrals to the GAS. In 2020-21, 210 businesses in Tayside have been supported through Covid 19 Survive & Thrive scheme including 83 in Perth and Kinross.

2.12 In addition to the core and local services outlined above, ERDF funding was also secured to provide additional services as follows: specialist adviser support to growth businesses, expert help, growth workshops and accelerated high value enterprise.

2.13 Digital boost funding was also secured as part of the national digital engagement programme and provided 1to1 support and workshops with 74 interventions delivered in Perth and Kinross to date. The digital boost programme allows businesses to access webinars, grants, support from a digital consultant, online advice & tips to help their business and platforms do more with digital.

Contract Information

2.14 The budget for Business Gateway is provided by the Scottish Government through the revenue funding received by Dundee City Council as the lead authority for Business Gateway Tayside to deliver all core and local services.

2.15 The total settlement annual amounts received by Dundee City Council from the Scottish Government has remained constant over the period at £1,362,000.

2.16 Although the value for the contract which was tendered was not impacted, Dundee City Council decided to make a saving of £150,000 in the programme management costs and fees through its budget review process to address a challenging budget settlement in 2017/18. This action was not in accordance with the Business Gateway Operating Agreement and after further discussion with PKC and Angus the saving was re-instated in 2020/21. The reinstated funding was added to the contract value from 2020/21 to deliver more activities. However, the 3 year savings were not recovered.

2.17   Taking into account this course of event, there was a clear need to clarify and improve the governance arrangements including greater transparency on programme management costs and fees.

2.18   The actual spend and current budgets for the delivery of the Business Gateway Tayside service are as follows:

Year	Actual spend Core and Local Services (excl. VAT)	BG programme management costs and fees	Total (Local Government Settlement figures)
2017/18	£1,000,085	£211,915 (£361,915 - £150,000*)	£1,362,000
2018/19	£1,000,163	£211,837 (£361,837 - £150,000*)	£1,362,000
2019/20	£998,895	£213,105 (£363,105 - £150,000*)	£1,362,000
2020/21	£1,149,666	£212,334	£1,362,000
2021/22	£1,149,995	£212,005	£1,362,000
Total	£5,298,804	£871,196 (£1,511,196 - £450,000*)	£6,810,000

Dundee City Council's saving reinstated in 2020-21.

Additional funding is supporting ERDF and Digital Boost activities. ERDF funding have ceased, and withdrawal of ERDF is an issue that would impact on future delivery of services if not replaced particularly in relation to growth and expert advice support. Digital boost funding is allocated on an annual basis.

Year	ERDF	Digital Boost
2017/18	£200,211	£58,500
2018/19	£351,632	£55,860
2019/20	£324,483	£61,680
2020/21	-	£60,150
2021/22	-	£43,600
Total	£876,326	£279,790

2.19   Payments are linked to number of start-ups which has begun trading, number of businesses accessing ESG, number of businesses accessing GAS, local networking events/workshops, expert help, specialist advice as well as a monthly management fee.

2.20   In addition to overall management of the contract and specialist advisers, Elevator employs 16 people in total to deliver the Business Gateway Tayside service. The

contract requires a physical presence in Perth & Kinross and current staffing numbers are 2 start-ups advisers, 1 growth adviser and 1 administrator. 1 additional growth adviser (ERDF) was also employed in PK when funding was available. Access to regional specialist advisers on HR, export and communications is also available to PK businesses. Elevator has located its Perth and Kinross office at Perth Creative Exchange in Perth.

2.21   The regional delivery of Business Gateway Tayside service aimed at providing added value by increasing capacity and sharing specialist regional expertise. The joint co-ordination of contract management saved time and optimised resources for each local authority. The scale of the contract attracted interests from high performing contractors. It also allowed the creation of and access to a wider pool of experts to benefit our local businesses.

2.22   This Tayside wide approach to gateway services is now supported by the Tay Cities Economic Region model of a shared vision for its future via the Regional Economic Strategy. The cross fertilisation of supply chains and business communities and the catalysation of resource sharing is ever more crucial in the region, providing strong foundations, addressing inequalities, and forging even stronger partnerships to deliver a more prosperous and fairer future for the region, its communities, people, and businesses.

Current Governance arrangements

2.23   The current Governance arrangements for Business Gateway Tayside service are as follows:

-   Memorandum of Understanding between 3 Councils – It provides a basis on which the parties shall agree the Services which are to be provided by the Contractor, specifies responsibilities of Dundee City Council as lead authority to Angus and Perth and Kinross Councils and specifies responsibilities of each party.
-   Contract between Elevator and Dundee City Council (acting on behalf of 3 Councils)
-   1 BG Programme Monitoring Officer (hosted and employed by Dundee City Council) – The Officer is the point of contact for the Contractor and ensure co-coordination of day-to-day contract management activities.
-   Conveners' annual meeting which reviews contract performance
-   Business Gateway Tayside service Officers steering group comprising representatives from 3 Councils, Monitoring Officer and chaired by Head of Services from Dundee City Council. It meets quarterly and monitors and manages the contract.

3.   FUTURE CONTRACT & GOVERNANCE

Future contract

3.1   The future landscape for the delivery of Business Gateway services at a national level is currently under review. The national Business Gateway Board, whose members are COSLA, SLAED, SOLACE and whose role is to provide strategic

leadership and recommendations on overall direction of the BG service, requested a strategic review of the service and the BGNU sought consultancy support to assist with this review which is expected to conclude by March 2022. The review of Business Gateway operations will also require considering the actions set out in the National Strategy for Economic Transformation which is currently being prepared and Scottish Enterprise's decision to replace account management with more generic growth opportunity interventions.

3.2   As the review will not be concluded in time to set-up a new contract by 31 March 2022, the current Business Gateway Tayside service contract will therefore require to be extended for a further year (31 March 2023) to ensure continuity whilst the national review is completed.

3.3   In addition, there are other changes to consider before a new contract is tendered:

3.4   Firstly, the new focus of SE on Scotland-wide business growth opportunities, which means that there is no longer an automatic local pipeline of potential high growth businesses that will be picked up by the SE account management system (ESG/GAS). Essentially, any business can now access SE support if it is agreed there is a growth opportunity that can be supported. This means Business Gateway service will play a critical role identifying who these businesses are and in getting them SE-ready.

3.5   Secondly, the Scottish Government has committed to a National Economic Transformation (and an Advisory Council has been established) and there is a need to understand what changes to the economic development landscape will emerge from this review to ensure the national Business Gateway service complements it.

3.6   In addition, we also need to factor in the Logan Review and the shift towards technology enabled higher value, higher skilled jobs if we are to minimise the projected job losses through automation.

3.7   It is anticipated that the new contract will continue to be delivered across the 3 Tayside Councils to ensure consistency across the functional geography and to deliver economies of scale and opportunity. However, it is intended the new contract will also allow for greater local flexibility to deliver what each Council area or sub-area might need specifically (e.g. more technology focussed/enabled businesses or a clear interface with the wider business support ecosystem (e.g. Chamber of Commerce, Growbiz's useful peer-to-peer support and mentoring in rural areas).
Future governance

3.8   Work has been undertaken by the Heads of Economic Development and colleagues across the 3 Councils to review Business Gateway Tayside service governance arrangements.

3.9   The recommendations would be to set up a new Board (with elected members) with a remit to monitor/scrutinise wide business support and development performance across the region including the Business Gateway Tayside service contract. The Board would replace the conveners' annual meeting.

3.10   The Board would meet more frequently than the conveners currently do, and the Business Gateway service contractor will be present for part of the meeting only. The Board minutes would be reported to the Tay Cities Joint Management Committee for information as well as Perth and Kinross Council as needed.

3.11   There is also a need to have stronger clear reporting lines between the proposed Board and the Council which would include more regular reporting of contract performance to Perth and Kinross Council.

3.12   A new Memorandum of Understanding (MoU) between the 3 Councils is being developed including full transparency around programme management costs. Reduction of management costs is already being explored to increase funding available for service delivery.

3.13   It is proposed that the new proposed Governance arrangements including MoU and Board nominations will be reported to a future meeting of the Strategic Policy & Resources Committee for consideration.

4.   CONCLUSION AND RECOMMENDATIONS

4.1   The current Business Gateway Tayside service has been effective and performing well against the agreed targets. The good performance of business growth support is worth noting. The service has been sustained and adapted well to address the challenges arisen from Covid. Delivery has quickly shifted to digital channels such as workshop delivery on-line. Webinars aimed at young entrepreneurs and online networking event have been delivered successfully. Elevator, the current contractor of Business Gateway Tayside service, run three contracts in Scotland and the national share of the number of Business Gateway start-ups trading under these contacts have increased. The governance arrangements between Councils should be strengthened and reviewed to ensure full transparency and effective scrutiny of performance.

4.2   It is recommended that the Committee:

(i) Consider and comment on this report

(ii) Note the content of this report

Author

Name	Designation	Contact Details
Serge Merone	Enterprise & Investment Manager	01738 475 000 ComCommitteeReports@pkc.gov.uk

Approved

Name	Designation	Date
Barbara Renton	Executive Director (Communities)	22 November 2021

1. IMPLICATIONS, ASSESSMENTS, CONSULTATION AND COMMUNICATION

Strategic Implications	Yes / None
Community Plan / Single Outcome Agreement	**Yes**
Corporate Plan	**Yes**
Resource Implications	
Financial	**No**
Workforce	**No**
Asset Management (land, property, IST)	**No**
Assessments	
Equality Impact Assessment	**Yes**
Strategic Environmental Assessment	**Yes**
Sustainability (community, economic, environmental)	**Yes**
Legal and Governance	**Yes**
Risk	**Yes**
Consultation	
Internal	**Yes**
External	**Yes**
Communication	
Communications Plan	**Yes**

1.   Strategic Implications

Community Plan / Single Outcome Agreement

1.1   The Community Plan/Single Outcome Agreement 2017 – 2027 lays out five outcomes focused strategic objectives which provide clear strategic direction, inform decisions at a corporate and service level and shape resources allocation. They are as follows:

(i)   giving every child the best start in life
(ii)   developing educated, responsible, and informed citizens
(iii) promoting a prosperous, inclusive, and sustainable economy
(iv) supporting people to lead independent, healthy, and active lives
(v)   creating a safe and sustainable place for future generations

1.2   This report relates to objective (iii) by maximizing and enhancing economic development opportunities to the benefit of businesses and local communities, encouraging new business creation and growth of existing businesses.

2.   Resource Implications

Financial

2.1   Capital – None.

2.2   Revenue – There are no revenue implications arising from the report.

2.3   There is no workforce implication arising from the report.

Asset Management (land, property, IT)

2.4   There is no asset management implication arising from the report.

3.   Assessments

Equality Impact Assessment

3.1   Under the Equality Act 2010, the Council is required to eliminate discrimination, advance equality of opportunity, and foster good relations between equality groups. Carrying out Equality Impact Assessments for plans and policies allows the Council to demonstrate that it is meeting these duties.

3.2   The information contained within this report has been considered under the Corporate Equalities Impact Assessment process (EqIA) and has been assessed as **relevant** and the following positive outcomes expected following implementation: as part of the new contract access to Business Gateway Tayside service would have to be tailored and flexible to encourage less represented groups (e.g. women, young people, people over 50, people from ethnic minority groups or people with a disability as well as people living in rural areas) which face barriers to participation.

Strategic Environmental Assessment

3.3   The Environmental Assessment (Scotland) Act 2005 places a duty on the Council to identify and assess the environmental consequences of its proposals.

3.4   The information contained within this report has been considered under the Act. Pre-screening has identified that the PPS will have no or minimal environmental effects, it is therefore exempt.

Sustainability

3.5   Under the provisions of the Local Government in Scotland Act 2003 the Council must discharge its duties in a way which contributes to the achievement of sustainable development. In terms of the Climate Change Act, the Council has a general duty to demonstrate its commitment to sustainability and the community, environmental and economic impacts of its actions.

3.6   The information contained within this report has been considered under the Act. The proposals will enhance socio economic and economic development opportunities to the benefit of businesses. It will support local businesses to cut carbon emissions and more efficient.

<u>Legal and Governance</u>

3.7 The Head of Legal and Governance has been consulted and there are no legal implications.

<u>Risk</u>

3.8 There are a few risks associated with the proposal:

- risks associated with the need to strengthen governance arrangements in time for the development of the new contract. The risk will be mitigated by extending the existing contract by 1 year which would allow time for the revised Governance arrangements to be put in place. This risk will be managed by the Communities SMT.
- Risks associated with possible challenge to the extension of the contract beyond 31 March 2022. The risk will be mitigated by working closely with Dundee City Council's procurement team to ensure compliance. This risk will be managed by the Communities SMT and Dundee City Council.
- Risks associated with the need to develop a new contract which considers national developments and embed flexibility at local level. This risk will be mitigated by extending the existing contract by 1 year which would allow time to integrate national review results and devised fit-for purpose service. This risk will be managed by the Communities SMT.
- Risks associated with lack of replacement for ERDF funding and related support activities particularly growth and expert advice. The risk will ne mitigated by lobbying the Scottish and UK Governments for additional resources to replace ERDF funding. This risk will be managed by the Communities SMT.

4. Consultation

<u>Internal</u>

4.1 The Head of Finance and the Head of Legal and Governance have been consulted in the preparation of this report.

<u>External</u>

4.2 None

5. Communication

5.1 The recommendations from the report will be communicated to stakeholders and the press through the media team.

2. BACKGROUND PAPERS

2.1 No background papers, as defined by Section 50D of the Local Government (Scotland) Act 1973 (other than any containing confidential or exempt information) were relied on to any material extent in preparing the above report.

3. APPENDICES

3.1   Appendix 1 - Business Gateway geographies and delivery models
3.2   Appendix 2 - Business Gateway roles and responsibilities
3.3   Appendix 3 – Business Gateway Tayside service pipeline

Appendix 1 – Business Gateway geographies and delivery models

Business Gateway region	Lead Local Authority	Areas covered	In-house or contracted out?
Aberdeen City and Shire	Aberdeenshire Council	Aberdeenshire Council Aberdeen City Council	Contracted - Elevator
Ayrshire	North Ayrshire Council	North Ayrshire Council (incl. Arran and Cumbrae) East Ayrshire Council South Ayrshire Council	In-house delivery by each local authority
Borders	Scottish Borders Council	Borders	In-house
Dumfries and Galloway	Dumfries and Galloway Council	Dumfries and Galloway	In-house
Dunbartonshire	West Dunbartonshire Council	West Dunbartonshire Council East Dunbartonshire Council	In-house by each local authority
Edinburgh and Lothians	City of Edinburgh Council	City of Edinburgh Council West Lothian Council East Lothian Council Midlothian Council	In-house by each local authority
Fife	Fife Council	Fife	Arm's length organisation
Forth Valley	Falkirk Council	Falkirk Council Stirling Council Clackmannanshire Council	Falkirk: in-house, Falkirk is managing contractors on behalf of Stirling and Clackmannanshire - Stirling: contracted to STEP Clackmannanshire: contracted to CETERIS
Glasgow	Glasgow City Council	Glasgow	In-house
Lanarkshire	North Lanarkshire Council	North Lanarkshire Council South Lanarkshire Council	Contracted - Elevator
Renfrewshire	Renfrewshire Council	East Renfrewshire Council Renfrewshire Council Inverclyde Council	East Renfrewshire: Contracted to CJM Accountancy, Renfrewshire: in-house
Tayside	Dundee City Council	Dundee City Council Perth & Kinross Council Angus Council	Contracted – Elevator

Highland	Highland Council	Highland	Blended delivery via in-house advisers and contracted workshop and specialist advisers
Moray	Moray Council	Moray	In-house
Argyll and Bute	Argyll and Bute Council	Argyll and Bute	In-house
Western Isles	Western Isles Council	Western Isles	Blended delivery via in-house advisers and contracted workshop and specialist advisers
Orkney islands	Orkney Islands Council	Orkney Islands	Blended delivery via in-house advisers and contracted workshop and specialist advisers
Shetland Islands	Shetland Islands Council	Shetland Islands	In-house

Source: Business Support, 2nd report 2019 (Session 5) – Scottish Parliament

Appendix 2 – Business Gateway roles and responsibilities

Organisation	Membership	Responsibility
Local Authorities		Day-to-day management of Business Gateway (BG) contracts and/or in-house delivery
Business Gateway Board	COSLA, SLAED, SOLACE	Strategic leadership and recommendations on overall direction of the BG service
Business Gateway National Unit (BGNU)	COSLA employees	National responsibility for marketing, performance reporting and quality assurance; secretariat functions to the BG Board; support to local authority BG managers and local Contractors
Business Gateway Operational Network (BGON)	12 lowland lead local authorities with responsibility for contract management and six Highland local authorities	Meet monthly as a group to discuss operational matters. Refer recommendations and issues to the BG Board
Scottish Local Authorities Economic Development Group (SLAED)	Senior officials from economic development teams across all Scottish local authorities	Assisting and supporting COSLA on operational and practitioner matters
Scottish Enterprise (SE)		Management of the BG enquiry service (Enquiry Fulfilment and Research Service - EFRS). Provision of shared CRM system. Provides support products/services which BG clients can access

Source: Business Support, 2nd report 2019 (Session 5) – Scottish Parliament

In 2019 and in total, there were 57 Business Gateway offices in Scotland employing 356 people, including 177 business advisers. The national call centre and research service (the 'Enquiry Fulfilment and Research Service') employs a further 40 people (full-time equivalent). The Business Gateway National Unit is based within COSLA and employs 10 people.

Appendix 3 - Business Gateway service pipeline and intensity of support

Intensity of support:

Low	Medium	High

Providers	Start-ups	Mentoring	Peer Support	Growth	High Growth	Trade and Market Development Outwith UK	Trade and Market Development Rest of the UK
Business Gateway Enquiry Service + website + event management	On-line/self-service						→
Business Gateway Tayside Core service	Advisory service			Growth pipeline (Early Stage Growth (ESG)/Growth Advisory Service GAS) Referral to SE			
Business Gateway Local service	Advisory service – local priorities		Under-represented groups	If not eligible for Growth Pipeline Recovery/ sustainability advisory support			

Business Gateway/ERDF (until March 2020)	High Value	High value		If not eligible for Growth Pipeline Specialist advisory support; expert help;		High Value	High Value
Business Gateway/Digital Boost							
Scottish Enterprise				Account managed	Account managed	Existing exporters Account managed	

PERTH AND KINROSS COUNCIL

SCRUTINY COMMITTEE
29 NOVEMBER 2021

REGISTRATION OF BIRTHS, DEATHS, MARRIAGES AND
CIVIL PARTNERSHIPS - INSPECTION REPORTS BY NATIONAL
RECORDS OF SCOTLAND

Report by Head of Legal and Governance Services
(Report No. 21/227)

PURPOSE OF REPORT

This report comments on the annual inspection reports from the National Records of Scotland on the provision of registration services in the Perth and Kinross Council area in 2019.

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1   BACKGROUND

1.1   The Head of Legal and Governance Services has responsibility for the delivery of Registration of Births, Deaths, Marriages and Civil Partnerships throughout the Perth and Kinross Council area, in partnership with the National Records of Scotland (NRS)

1.2   Since August 2013, the registration service has been delivered from various office locations throughout Perth and Kinross:-

- Aberfeldy
- Auchterarder
- Blairgowrie
- Crieff
- Kinross
- Perth
- Pitlochry

1.3   Perth & Kinross Council is one of a small number of local authorities which also retains a home-based registrar in Kinloch Rannoch providing a service to local residents who would otherwise be faced with a 36 mile round trip to reach their nearest part-time office in Aberfeldy.

1.4   Registration of Births, Deaths, Marriages and Civil Partnerships is subject to annual inspection by District Examiners from the National Records of Scotland. Registers of events are recorded in calendar years and inspections are carried out during the following year.

1.5   The Registrar General for Scotland publishes an annual review of demographic trends which provides detailed information on statutory registration, normally including accuracy information for the 32 Councils. The information on the annual inspection undertaken in the calendar year 2019 is attached at Appendix 1.

1.6   In Registration there are two types of errors: prescribed errors – wrong information provided by the informant and clerical errors – any error made by the Registrar. It is the latter category that the District Examiner bases their accuracy percentage on. A clerical error is any error made in a register, for example in the transcription of the information provided by the informant or a spelling error, a transposition of letters or figures or an obvious omission.

1.7   The 2019 register books were examined by the National Records of Scotland's examiner in July 2020, however due to COVID pressures the full examination of all 32 local authority register books was not completed until later causing a delay in the publication of the performance indicator document shown at Appendix 1.

2   EXECUTIVE SUMMARY

2.1   The number of registration entries for Perth and Kinross in the calendar year 2019 was 3767 with accuracy levels being 99.26% matching the level achieved in 2018.

2.2   The accuracy level of the registration entries showed a slight drop for Aberfeldy (98.39%) Auchterarder (99.18%) Crieff (99.44%) and Perth (99.27%). These percentages reflect the effect of 22 errors from 2922 entries.

2.3   The accuracy levels for Blairgowrie (99.78%) Kinross (99.47%) and Pitlochry (97.98%) all showed improvement.

2.4   The 2019 annual inspection of the Registration Service shows Perth and Kinross listed as having an overall accuracy level of 99.26%, the fourth highest percentage of entries with no errors by local authority in Scotland.

2.5   A breakdown of registration and % accuracy data for 2019 and previous years are illustrated below. Detailed information by area is attached at Appendix 2.
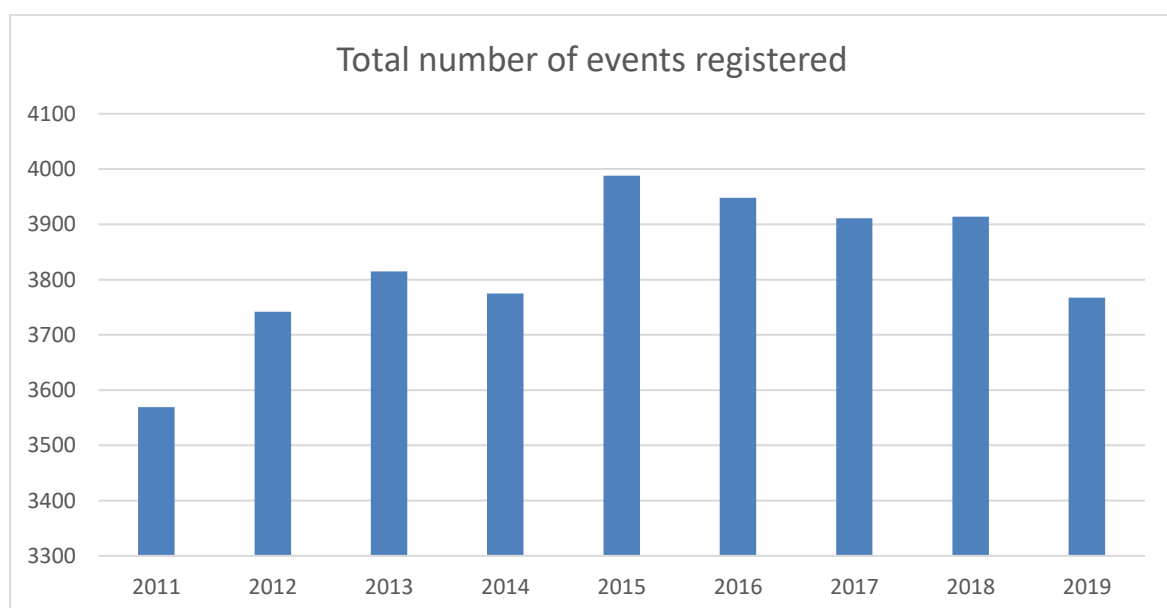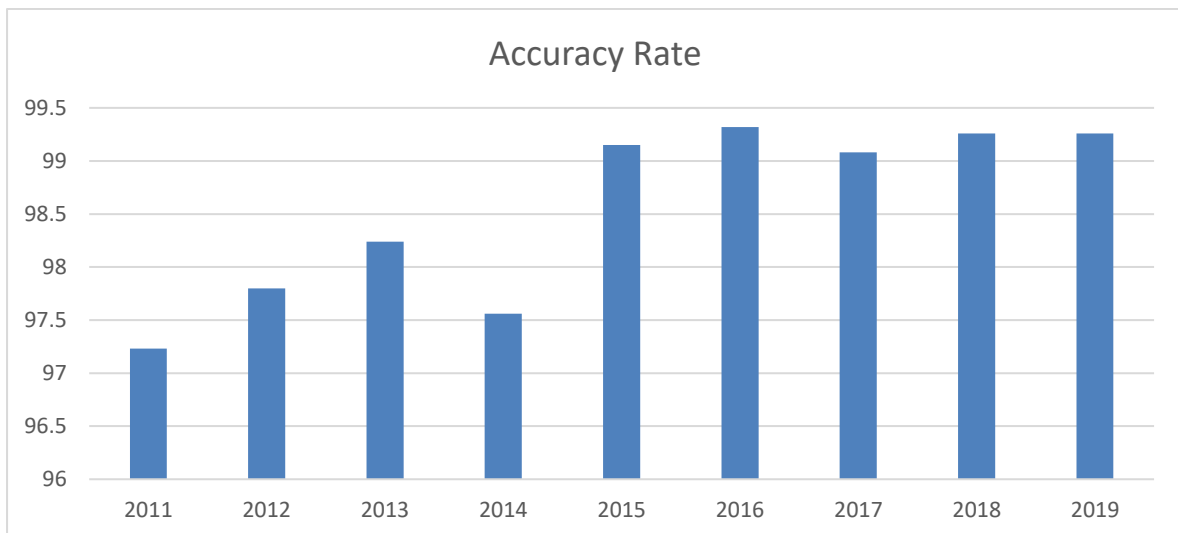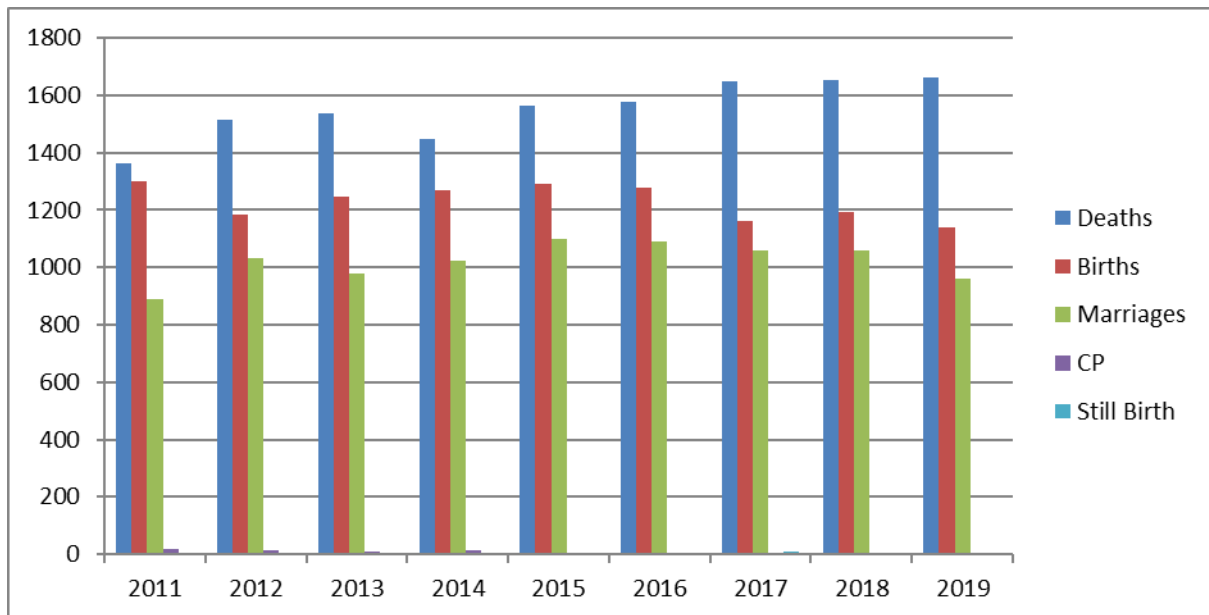
2.6 Due to volume and mix of business within the different registration offices, it should be borne in mind that any error in a small office dealing with a lower number of registrations will be more significant percentage wise than in the larger offices. The effect can appear disproportionate in terms of the number of errors against the number of events registered.

2.7 The Registration Team continues to liaise with other local authorities to identify best practice for checking Registration entries prior to submission to NRS. Although no improved or alternative method of checking has been identified, the Team continues to look for other ways to improve

3 CONTEXT

3.1 There are 10 members of staff (7.81 FTE including clerical support) throughout Perth and Kinross who are directly involved in delivering the registration service. There are seven members of staff who hold the Certificate in the Law and Practice of Registration.

3.2   There is a rota in place to allow Registrars who are predominately based in local offices to spend time in the Perth office to enable them to gain more experience in registering events that may not occur very often in local offices, e.g. reporting of possible sham marriages to the Home Office. The Registrars Team regularly discusses any changes to legislation, practice or challenging issues at their monthly Team Time.

3.3   The Registrars also promote the use of the Tell Us Once (TUO) service, a cross-government programme led by the Department of Work and Pensions (DWP). This service provides an easy mechanism for the public to inform local authorities and public sector organisations about a change in circumstances due to a birth or bereavement.

3.4   The notifications from the TUO system allow services such as housing, revenues & benefits, adult social care, badges and libraries etc. to act on the information obtained to update their systems and to cancel services, payments or memberships.

3.5   Based on the statistics collated and produced by the DWP for 2018/19;

- the uptake for the bereavement TUO service in Perth and Kinross was 87.4%
- the uptake for the birth TUO service in Perth & Kinross was 20.4%
- total TUO notifications 4514, 117 less than 2017/2018.

3.6   The uptake for the birth service is much lower than the bereavement service as customers perceive there are fewer benefits for them in using the TUO birth service.

3.7   The TUO service is very well received by customers and they are very appreciative and satisfied with the service and support being offered, often in difficult circumstances.

4.   CONCLUSION AND RECOMMENDATION(S)

4.1   The staff involved in the registration of births, deaths and marriages and civil partnerships provide a high-quality level of service to the residents of Perth and Kinross.

4.2   Accuracy rates only play a small part in the quality of services provided but the National Records of Scotland use these to measure and monitor the service which makes a permanent record of people's life events.

4.3   Action in the form of continued provision of training and reviewing best practice all contribute to maintaining high levels of performance which are reflected in the inspection reports for 2019.

4.4   It is recommended that the Scrutiny Committee:

(i)   notes the content of this report
(ii)   provides appropriate comment and scrutiny

Author(s)

Name	Designation	Contact Details
Christina Flynn	Democratic Services Manager	committee@pkc.gov.uk

Approved

Name	Designation	Date
Karen Donaldson	Chief Operating Officer (Corporate & Democratic Services)	19 October 2021

1. IMPLICATIONS, ASSESSMENTS, CONSULTATION AND COMMUNICATION

Strategic Implications	Yes / None
Community Plan / Single Outcome Agreement	**Yes**
Corporate Plan	**Yes**
Resource Implications	
Financial	**None**
Workforce	**None**
Asset Management (land, property, IST)	**None**
Assessments	
Equality Impact Assessment	**None**
Strategic Environmental Assessment	**None**
Sustainability (community, economic, environmental)	**None**
Legal and Governance	**None**
Risk	**None**
Consultation	
Internal	**None**
External	**None**
Communication	
Communications Plan	**None**

1. Strategic Implications

Community Plan / Single Outcome Agreement

1.1 Whilst Corporate and Democratic Services supports all of the Community Plan/Single Outcome Agreement strategic objectives this report does not directly support a particular objective.

Corporate Plan

1.2 Whilst Corporate and Democratic Services supports all of the Corporate Plan objectives this report does not directly support a particular objective.

2. Resource Implications

Financial

2.1 There are no direct financial implications arising from this report.

Workforce

2.2 There are no direct workforce implications arising from this report.

Asset Management (land, property, IT)

2.3 There are no direct asset management implications arising from this report.

3.   Assessments

Equality Impact Assessment

3.1   Under the Equality Act 2010, the Council is required to eliminate discrimination, advance equality of opportunity, and foster good relations between equality groups. Carrying out Equality Impact Assessments for plans and policies allows the Council to demonstrate that it is meeting these duties.

3.2   This section should reflect that the proposals have been considered under the Corporate Equalities Impact Assessment process (EqIA) with the following outcome:

3.3   Assessed as **not relevant** for the purposes of EqIA

Strategic Environmental Assessment

3.4   The Environmental Assessment (Scotland) Act 2005 places a duty on the Council to identify and assess the environmental consequences of its proposals.

3.5   However, no action is required as the Act does not apply to the matters presented in this report. This is because the Committee are requested to note the contents of the report only and the Committee are not being requested to approve, adopt or agree to an action or to set the framework for future decisions.

2.   BACKGROUND PAPERS

The Annual Inspection Reports by the Registrar General for Scotland were relied on to a material extent in preparing this report.

3.   APPENDICES

- Appendix 1 - details the performance indicators by council area for 2019 as reported by the Registrar General
- Appendix 2 – details the outcomes of the inspections for each of the Registration offices in Perth and Kinross for the period 2013 - 2019.

Registration Service - Performance Indicators 2019 (by Council Area) [1]

| Council Area | 2019 Events [2] | | | | | | | | | | 2020 Council Area Data [3] | | |
	Births	Deaths	Religious Marriages	Civil Marriages	Total Marriages	Civil Ptnr'ships	Still-births	All Events	% of Entries Without Corrections	No of Entries with Errors	Dedicated Registration Offices	Integrated Customer Service Offices	Number of Certificate Holders
Aberdeen City	2,533	2,264	257	394	651	5	11	5,464	98.99%	55	1	0	4
Aberdeenshire	2,177	2,598	741	423	1,164	1	8	5,948	98.34%	99	9	0	11
Angus	890	1,243	149	242	391	2	2	2,528	98.66%	34	3	0	8
Argyll & Bute	639	1,084	525	470	995	1	4	2,722	96.99%	82	1	10	2
Clackmannanshire	426	648	98	88	186	0	1	1,261	99.60%	5	1	0	5
Na h-Eileanan Siar	200	342	53	65	118	0	2	662	97.43%	17	1	3	2
Dumfries & Galloway	1,175	1,933	1,824	2,284	4,132	5	3	7,248	98.01%	144	8	11	14
Dundee City	1,711	1,984	116	324	440	2	5	4,142	98.31%	70	1	0	3
East Ayrshire	1,199	1,459	294	199	493	0	4	3,155	98.86%	36	0	4	12
East Dunbartonshire	1,358	1,799	117	81	198	0	3	3,358	95.80%	141	0	3	1
East Lothian	983	1,301	327	194	521	0	1	2,806	97.61%	67	3	0	8
East Renfrewshire	1,254	1,887	181	111	292	0	4	3,437	97.38%	90	0	2	4
City of Edinburgh	4,870	3,935	1,044	1,575	2,619	23	21	11,468	97.42%	296	2	2	21
Falkirk	1,462	1,752	373	262	635	1	6	3,856	99.07%	36	1	2	9
Fife	3,273	3,942	825	665	1,490	2	21	8,728	98.13%	163	0	8	9
Glasgow City	5,799	4,451	1,222	1,074	2,296	17	30	12,593	96.29%	467	1	0	21
Highland	2,020	2,682	784	703	1,487	6	1	6,196	97.39%	162	1	24	17
Inverclyde	611	1,039	103	65	168	0	0	1,818	96.75%	59	1	0	5
Midlothian	900	949	216	166	382	0	1	2,232	97.31%	60	1	0	1
Moray	794	854	158	143	301	1	2	1,952	97.28%	53	1	0	4
North Ayrshire	1,135	1,726	360	273	633	1	6	3,501	96.54%	121	1	4	14
North Lanarkshire	3,552	4,000	409	341	750	1	11	8,314	99.17%	69	1	7	18
Orkney Islands	183	225	43	34	77	0	0	485	95.26%	23	1	1	1
Perth & Kinross	1,140	1,661	535	424	959	3	4	3,767	99.26%	28	7	0	7
Renfrewshire	1,725	1,955	365	238	603	3	9	4,295	98.35%	71	1	2	4
Scottish Borders	995	1,391	242	434	676	1	2	3,065	98.43%	48	10	0	7
Shetland Islands	210	191	23	47	70	0	0	471	99.36%	3	1	0	2
South Ayrshire	850	1,545	470	323	793	1	1	3,190	99.50%	16	0	2	10
South Lanarkshire	3,149	3,181	670	368	1,038	2	8	7,378	97.67%	172	1	4	22
Stirling	775	1,066	277	277	554	2	3	2,400	98.46%	37	2	4	5
West Dunbartonshire	921	1,270	153	115	268	1	4	2,464	98.21%	44	2	0	8
West Lothian	1,850	1,759	426	229	655	2	2	4,268	98.20%	77	2	4	3
Grand total	**50,759**	**58,116**	**13,380**	**12,631**	**26,035**	**83**	**180**	**135,172**	**97.90%**	**2,845**	**65**	**97**	**262**

[1] Reported by the District Examiners

[2] Includes all events registered in 2019 (including Re-registrations).

[3] Excluding offices operating from another location.

National Records of Scotland   Date of Issue 13/09/2021

Registration Service - Performance Indicators 2019 (by Council Area) [1]

[1] Reported by the District Examiners
[2] Includes all events registered in 2019 (including Re-registrations).
[3] Excluding offices operating from another location.

Accuracy Rates 2013 - 2019

Accuracy Rates   No of Registration entries

	%	%	%	%	%	%	%		2013	2014	2015	2016	2017	2018	2019
	2013	**2014**	**2015**	**2016**	**2017**	**2018**	**2019**								
Aberfeldy	95.61	94.69	99.15	99.24	100.00	98.55	98.39		114	113	117	132	141	138	124
Auchterarder	99.10	100.00	100.00	100.00	100.00	99.22	99.18		111	110	98	103	106	129	122
Blairgowrie	98.50	98.85	99.31	99.57	98.23	98.87	99.78		468	434	437	469	451	444	447
Crieff	97.43	96.91	99.70	99.42	99.20	99.45	99.44		311	291	335	343	373	362	359
Kinross	99.23	98.27	100.00	100.00	100.00	99.14	99.47		259	231	248	224	211	232	187
Perth	98.29	97.48	99.04	99.10	99.25	99.58	99.27		2342	2382	2498	2445	2388	2401	2317
Pitlochry	97.99	96.06	98.33	100.00	97.30	96.50	97.98		199	203	239	218	222	200	198
Rannoch & Foss	100.00	100.00	93.75	100.00	94.74	100.00	100.00		11	11	16	15	19	8	13
Total Perth & Kinross	**98.24**	**97.56**	**99.15**	**99.32**	**99.08**	**99.26**	**99.26**		**3815**	**3775**	**3988**	**3949**	**3911**	**3914**	**3767**