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Council Building
2 High Street
Perth
PH1 5PH

27 October 2020

A Meeting of the **Lifelong Learning Committee** will be held virtually on **Wednesday, 04 November 2020 at 09:30.**

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

KAREN REID
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 Caroline Shiers (Convener)
Councillor John Duff (Vice-Convener)
Councillor Henry Anderson
Councillor Kathleen Baird
Councillor Angus Forbes
Councillor Xander McDade
Councillor Tom McEwan
Councillor Beth Pover
Councillor Callum Purves
Councillor John Rebbeck
Councillor Crawford Reid
Councillor Fiona Sarwar
Councillor Lewis Simpson

Mr Jack Bell
Mr Andy Charlton
Mr Adrian Ferguson
Mrs Pat Giles
Mr Martin Gowrie
Mrs Audrey McAuley
Mr Dean McBride
Miss Teresa Moran
Ms Carolyn Weston

Lifelong Learning Committee

Wednesday, 04 November 2020

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 MINUTES**
 - 3(i) MINUTE OF MEETING OF LIFELONG LEARNING COMMITTEE OF 26 AUGUST 2020 FOR APPROVAL** **5 - 8**
(copy herewith)
 - 3(ii) MINUTE OF MEETING OF THE JOINT NEGOTIATING COMMITTEE FOR TEACHING STAFF OF 26 MAY 2020 FOR NOTING** **9 - 14**
(copy herewith)
 - 3(iii) MINUTE OF SPECIAL MEETING OF THE JOINT NEGOTIATING COMMITTEE FOR TEACHING STAFF OF 23 JUNE 2020 FOR NOTING** **15 - 16**
(copy herewith)
- 4 ABERNYTE PRIMARY SCHOOL - SCOPING REPORT** **17 - 36**
Report by Executive Director (Education and Children's Services)
(copy herewith 20/208)
- 5 SQA EXAMINATIONS UPDATE** **37 - 52**
Report by Executive Director (Education and Children's Services)
(copy herewith 20/209)
- 6 EDUCATION AND CHILDREN'S SERVICES ANNUAL PERFORMANCE REPORT 2019/20** **53 - 86**
Report by Executive Director (Education and Children's Services)
(copy herewith 20/159)
- 7 ATTAINMENT AND PUPIL EQUITY FUNDING UPDATE 2020** **87 - 136**
Report by Executive Director (Education and Children's Services)
(copy herewith 20/210)

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LIFELONG LEARNING COMMITTEE

Minute of meeting of the Lifelong Learning Committee held virtually on Wednesday 26 August 2020 at 9.30am.

Present: Councillors C Shiers, J Duff, H Anderson, K Baird, A Forbes, X McDade, T McEwan, B Pover, C Purves, J Rebbeck, C Reid, F Sarwar and L Simpson; Mr J Bell, Mr A Charlton, Mr A Ferguson, Mr M Gowrie, Miss T Moran and Mrs C Weston.

In attendance: Councillor McCole, S Devlin, Executive Director (Education and Children's Services); J Pepper, G Boland, S Johnston, F Mackay, B Martin Scott, D Macluskie, G McKendrick, H Robertson, K Robertson and C Taylor (all Education and Children's Services); A O'Brien, S Rodger, L Simpson, C Flynn and L Brown (all Corporate and Democratic Services).

Apologies for absence: Mrs P Giles, Mrs A McAuley and Mr D McBride.

The Convener led discussion on Items 1-5 and 8 and Vice-Convener Duff on Item 6 and 7.

Councillor C Shiers, Convener, Presiding.

1. WELCOME AND APOLOGIES

The Convener welcomed all those present to the meeting. Apologies for absence were noted as above.

2. DECLARATIONS OF INTEREST

There were no declarations of interest made in terms of the Councillors' Code of Conduct,

3. MINUTES

(i) Lifelong Learning Committee

The minute of meeting of the Lifelong Learning Committee of 22 January 2020 was submitted, approved as a correct record and authorised for signature.

(ii) Executive Sub-Committee of Lifelong Learning Committee

The minute of meeting of the Executive Sub-Committee of the Lifelong Learning Committee of 27 January 2020 was submitted and noted.

(iii) Joint Negotiating Committee for Teaching Staff

The minute of meeting of the Joint Negotiating Committee for Teaching Staff of 3 December 2019 was submitted and noted.

4. UPDATE ON ACTIVITIES UNDERTAKEN UNDER COVID-19 ARRANGEMENTS

Prior to inviting the Executive Director to give an update on activities undertaken by Education and Children's Services under COVID-19 arrangements, the Convener, on behalf of the Committee, thanked all Education and Children's Services staff for their efforts since 23 March 2020 when the country went into lockdown. Their support to children, young people and families and especially from amongst those who are most vulnerable had been greatly appreciated.

Thereafter the Committee received a verbal update and overview from the Executive Director (Education and Children's Services) on: (1) the activities which had continued during the initial lockdown period and since in the provision of services to children, young people and families in Perth and Kinross, (2) the situation in relation to SQA results in Perth and Kinross and (3) an update on the most recent modification to the schools guidance concerning the wearing of face coverings in school.

5. EXPANSION OF EARLY LEARNING AND CHILDCARE PROGRESS UPDATE

There was submitted a report by the Executive Director (Education and Children's Services) (20/139) providing an update on: (1) the progress made to date in regard to the readiness to deliver 1140 hours of Early Learning and Childcare (ELC) from August 2020 within Perth and Kinross; (2) outlining the delivery of the phasing of 1140 hours of ELC and, (3) detailing the progress made since May 2019 towards full implementation, and the contingencies which had been put in place as a result of COVID-19.

Thereafter the Committee viewed a short video showing the progress as well as the impact and recovery of the programme during the COVID-19 period and beyond.

Resolved:

- (i) The progress made to date as detailed in Report 20/139 be noted.
- (ii) The Executive Director (Education and Children's Services) be requested to submit a further progress report on implementation by March 2021.

6. RAISING ATTAINMENT STRATEGY 2020-2023

There was submitted a report by the Executive Director (Education and Children's Services) (20/140) providing an update of the Education and Children's Services Raising Attainment Strategy and Implementation Plan for the period 2020-2023, including taking into account the impact of the COVID 19 pandemic.

Resolved:

- (i) The structure and content of the Raising Attainment Strategy 2020-2023 and the Raising Attainment Implementation Plan 2020-2023 be approved.
- (ii) The Executive Director (Education and Children's Services) be requested to provide an annual progress report on the Raising Attainment Implementation Plan, commencing November 2020.

THERE FOLLOWED A 5 MINUTE RECESS, THE COMMITTEE RECONVENED at 11.05

7. THIRD ANNUAL UPDATE ON THE IMPLEMENTATION OF REACH

There was submitted a report by the Executive Director (Education and Children's Services) (20/141) providing an annual update on the progress of the REACH Project, following the successful implementation of all elements of the team in January 2019. The report details the positive impact REACH has had on the lives of young people and their families across Perth and Kinross and who are "on the edge of care".

Resolved:

- (i) The progress of the REACH project in the first year of full implementation be noted.
- (ii) The approach to ongoing evaluation and the growing evidence of the impact of REACH be noted.
- (iii) The Executive Director (Education and Children's Services) be requested to provide a fourth progress update on REACH by September 2021.

8. ABERNYTE PRIMARY SCHOOL

There was submitted a report by the Executive Director (Education and Children's Services) (20/142(Revised)) providing an overview of the decisions which had been taken in relation to the proposal to close Abernyte Primary School, the rationale for the Judicial Review actions and the outcome from the School Closure Review Panel.

Motion (Councillors Shiers and Duff)

- (i) Notes and comments on the content of the report;
- (ii) Approves the next steps in relation to the review of Phase 2 and Phase 3 of the Securing the Future of the School Estate Review;
- (iii) Notes that the matter will be considered by the Scrutiny Committee and
- (iv) Request the Executive Director undertake a further review of the catchment area at Abernyte Primary School to consider all possible options to build a sustainable roll at the earliest opportunity, including looking at the possibility of a nursery.

Thereafter, Councillor McDade asked Councillors Shiers and Duff to consider some minor changes to the wording of the additional recommendation (iv) namely to add in at the earliest possible opportunity in relation to catchment review and looking at exploring nursery provision from August 2021.

THE COMMITTEE ADJOURNED FOR 40 MINUTES
THE COMMITTEE RECONVENED

Resolved:

- (i) Notes the content of Report 20/142.
- (ii) Approves the next steps in relation to the Review of Phase 2 and Phase 3 of the Securing the Future of the School Estate Review.

- (iii) Notes that the matter will be considered by the Scrutiny Committee.
- (iv) Requests the Executive Director to bring back a scoping report for approval to the November Lifelong Learning Committee which will outline all possible options for a catchment review to build a sustainable roll at the earliest opportunity, including looking at the possibility of a nursery.

JOINT NEGOTIATING COMMITTEE FOR TEACHING STAFF

Minute of virtual meeting of the Joint Negotiating Committee for Teaching Staff (JNCT) held via Microsoft Teams on Tuesday 26 May 2020 at 2.30pm.

Present: **Representing Perth and Kinross Council**
Councillors J Duff, J Rebbeck and C Shiers; S Devlin, M Donaghy, G Doogan, S Hagney, F Mackay (substituting for S Johnston) and D MacLeod (all Education and Children's Services) and P Johnstone (Corporate & Democratic Services).

Representing Teachers' Associations
L Gibb, L-J Grant, M Laurie, C Rose, T Summers and C Weston (all EIS); M Mackie (SSTA) and S Topen-Cooper (NASUWT).

In Attendance: A McAuley, Joint Secretary (Trade Unions); C Flynn, Joint Secretary (Management) and C Irons (Corporate and Democratic Services).

Also in Attendance: S Hope, Joint Secretary, Employees' Joint Consultative Committee

Apologies: S Johnston (Management side)

Councillor J Duff, Convener, Presiding.

1. APOLOGIES FOR ABSENCE

An apology for absence was submitted and noted as above.

2. DECLARATIONS OF INTEREST (ELECTED MEMBERS ONLY)

There were no declarations of interest made in terms of the Councillors' Code of Conduct.

3. MINUTE OF PREVIOUS MEETING

The minute of meeting of the Joint Negotiating Committee for Teaching Staff of 3 December 2019 was submitted and approved as a correct record.

4. MATTERS ARISING

(i) Employee Consultation Events (Item 4(iv) refers)

In response to a question from S Topen-Cooper, S Devlin confirmed that staff surveys were on hold as there was a new approach to consultation linked to the Perth and Kinross Offer.

P Johnstone added that a Health and Wellbeing survey had recently been issued to all staff which would aid recovery and renewal within the Council. She added that use of PULSE surveys had been trialled but a decision was made not to proceed with them for now.

(ii) Counselling in Schools (Item 9 refers)

S Topen-Cooper asked for feedback on the introduction of counselling in schools and F Mackay advised that consideration was being given to all organisations who could provide the counselling for its introduction in August 2020.

5. ANNUAL MEMBERSHIP REVIEW

It was noted the Teachers' side would advise of replacement members for E Campbell and M Swan.

It was noted there were no changes to the Management side representation.

6. INSET DAY – 22 MAY 2020

There was submitted a briefing note to the Committee on an inset day previously agreed to focus on Additional Support Needs (ASN). Although normal working had been significantly impacted by COVID-19, it was considered the session planned for 22 May should still proceed. A virtual format was developed to support the delivery of key messages and activities and available to view over an extended period with resources available to be downloaded at any time in the future.

C Weston welcomed the flexible approach taken and advised there had been positive feedback and it was considered this should be the new way forward, but questioned a new policy being launched at this time, adding to workloads. Staff have an input in deciding and agreeing their own CLPL and it would need to be looked at how this sits within the policy.

S Devlin confirmed there would be further discussion prior to the introduction of the new ASN policy. F Mackay added that the focus on the inset day would tie in with the planned recovery and returning to classrooms.

C Weston acknowledged this would be taken forward in another platform.

S Topen-Cooper referred to the first of the two additional inset days when reducing workloads had been considered and feedback to proposals which had been requested by the Scottish Negotiating Committee for Teachers (SNCT).

S Devlin advised the SNCT had not yet asked for feedback but that schools would be expected to put actions in place as agreed.

C Weston advised that as EIS Local Secretary she had asked representatives in schools for comment and had raised with Management where action had not been taken to tackle workloads and this had been taken on board.

The Committee noted the position.

7. COVID 19 RECOVERY PLAN FOR RETURN TO SCHOOLS

There was submitted a briefing note for the Committee on planning for the phased return to school and nursery in Perth and Kinross, adhering to national guidance. It was noted that schools closed on 20 March and measures put in place for continuity of education. There were now seven Children's Activity Centres for children of key workers; vulnerable children and young people referred by Social Work colleagues.

The Scottish Government had issued guidance "Covid-19 A Framework for Decision Making" which outlined plans for recovery, including consideration of a phased return to schools.

S Devlin summarised the position in the Council with regard to dealing with the virus and actions that had been taken in terms of the command structure; governance; mitigating harms; communication with staff and public and thanked all staff for their involvement throughout the pandemic.

Specifically on the re-opening of schools, S Devlin added that it would be a complex process with many challenges but also with opportunities as things would not return to normal. In proceeding with a renewal and recovery plan the Council would look at what has not been missed, in considering what we need to do in the future. S Devlin advised that she had been attending national recovery meetings chaired by the Education Secretary; there had been eight meetings so far and various organisations were represented. In the national structure there were ten separate workstreams being considered.

For returning to school, a blended model of learning would be introduced and Head Teachers had been asked to plan for a blend of at school and at home learning taking account of capacity in each school and any transport issues. This planning was in the early stages and there would be consultation with unions; all staff; pupils and parents and proposals would be submitted to the Council meeting on 24 June.

S Devlin stated a lot had been learned from the operation of the Children's Activity Centres and staff involved had been reassured following induction and risk assessment. It is hoped there would be a consistent approach across the three local Councils with regard to provision of meals from Tayside Contracts and the most up-to-date advice would be followed for school meals.

M Mackie referred to the poll issued today to parents on the opening of schools on 11 August asking for views on whether they would prefer 2/3 days per week or alternate weeks and questioned how as a parent and a teacher he should respond. S Devlin advised half days had been considered but ruled

out due to cleaning and transport arrangements and added that Head Teachers would also be asking staff their preference but appreciated many teachers were also parents and it may be difficult for parents returning to work if their children were not in full-time education but the Council would work with employees to be as flexible as possible. The Scottish Government would be asked to clarify if teachers returning to work would be classed as key workers and would therefore be entitled to childcare. S Devlin also acknowledged that teachers returning to school could not also be home-learning with their children. She added that the intention was just to get a basic indication from parents of their preferences while making them aware of the blended learning approach.

C Weston welcomed the unions involvement as stakeholders and appreciated it was difficult to implement. A number of questions had been raised by Teachers' Panels for when the plans are progressed and S Devlin requested questions be submitted to her to gather the views of teachers and there would also be consultation with staff. C Weston referred to the First Minister's announcement that schools would now return on 11 August and S Devlin proposed a special meeting of the JNCT be held to discuss arrangements.

S Topen-Cooper suggested additional staff would be needed in schools to adhere to the risk assessments. S Devlin confirmed staffing would be reviewed as it was noted that some staff may be shielding and unable to return to work. P Johnstone added that workforce planning would be looked at corporately.

Councillor Rebbeck expressed gratitude to all teachers involved in home learning, the organising of materials had been very impressive. While he felt there was no substitute to teaching in school a collegiate approach had been taken to home schooling and he appreciated the challenges of that. C Weston confirmed she would feedback the thanks to members.

The Committee noted the position.

8. COVID 19 CRITICAL CHILDCARE AND CHILDREN'S ACTIVITY CENTRE UPDATE

There was submitted a report (G/20/50) providing an update on the Critical Childcare and Children's Activity Centres.

S Devlin advised that a survey was issued to key workers to plan where childcare was required and 5 centres were established and following the extension of key worker status there would be 6 from 4 May:

Newhill Campus; North Inch Community Campus; Community School of Auchterarder; Kinross Primary School; Invergowrie Primary School and Breadalbane Academy.

It was noted that Fairview Special School had also been operating on a very reduced basis for some children with very complex needs who required the stability of a learning and childcare setting.

Provision at the centres also included children identified by social work or school staff as vulnerable and who would benefit from a placement.

In addition to the activity centres there were 6 partner providers and 17 childminders working with the Council to deliver critical childcare.

The centres were open 7 days a week and throughout the holidays. The criteria for providing the service was reviewed and refreshed as the situation progressed.

The centres were staffed by support assistants, early years practitioners, teachers and inclusion staff. Educational psychologists had also been attached to each setting.

S Devlin advised approximately 415 children had been given a place in a critical childcare provision across Perth and Kinross and thanked all staff for enabling the provision to keep functioning across the area.

C Weston also thanked staff on behalf of the Teachers Panel for the setting up and running on the activity centres and asked if schools where these centres had been established would be deep cleaned prior to re-opening for the new school term. S Devlin advised the centres would be deep cleaned and were being routinely cleaned throughout their operation.

The Committee noted the position.

9. REVISED HEAD TEACHER JOB PROFILE

There was submitted a joint report by the Executive Director (Education and Children's Services) and the Corporate Human Resources Manager (G/20/51) on a revised job profile for Head Teachers.

P Johnstone advised this was a generic job profile to be introduced from 1 August 2020. It was noted that the Head Teachers Education and Training (Scotland) Regulation 2019 required any teacher appointed to their first permanent post as a Head Teacher to have been awarded the Standard for Headship by the General Teaching Council for Scotland and it was necessary to update the existing profiles to reflect and comply with these regulations.

Two exemptions were noted: (1) Any person appointed as a permanent Head Teacher prior to 1 August 2020 was not required to hold the Standard for Headship; and (2) An individual who has not attained the Standard for Headship, may be appointed to a Head Teacher post on a temporary basis for a period not exceeding 30 months after 1 August 2020. P Johnstone added that any changes by the Scottish Government to the proposed implementation

date due to covid-19 would also be reflected in the implementation of this local agreement.

S Devlin advised the change would be shared with Teresa Moran the Roman Catholic Church representative on the Lifelong Learning Committee.

Resolved:

The revised job profile for head teachers, attached as appendix 1 to Report G/20/51, be approved as a local agreement from 1 August 2020 which would supersede any previous agreement.

**10. SNCT ADVICE ON WORKING TIME AGREEMENTS SESSION 2020-21
COVID 19**

There was submitted and noted SNCT advice on deferring negotiations on Working Time Agreements pending strategic advice from the Covid-19 Education Recovery Group and in light of the practical restrictions created by the current covid-19 crisis.

S Devlin advised this would be taken account of in the Recovery Plan and further discussion held at a future date.

11. ANY OTHER COMPETENT BUSINESS

- (i) In response to a question from S Topen-Cooper regarding enhanced provision to support children over the summer holidays, S Devlin advised there were no plans to, however, there would be a planned approach to teachers returning to school and latitude on transition activity in each school.
- (ii) C Weston referred to another JNCT meeting to be arranged to discuss annual leave arrangements for teachers due to schools returning on 11 August, a week earlier than planned.

12. DATE OF NEXT MEETING

It was noted the next scheduled meeting was 22 September 2020, however, a special meeting would be arranged prior to 11 August 2020, the start of the new school session.

JOINT NEGOTIATING COMMITTEE FOR TEACHING STAFF

Minute of virtual Special Meeting of the Joint Negotiating Committee for Teaching Staff (JNCT) held via Microsoft Teams on Tuesday 23 June 2020 at 2.45pm.

- Present:**
- Representing Perth and Kinross Council**
Councillors J Duff, J Rebbeck and C Shiers; S Devlin, M Donaghy, G Doogan, S Hagney, D MacLeod and S Johnston (all Education and Children's Services) and P Johnstone (Corporate & Democratic Services).
- Representing Teachers' Associations**
L Gibb, L-J Grant, M Laurie, C Rose, T Summers and C Weston (all EIS); M Mackie (SSTA) and S Topen-Cooper (NASUWT).
- In Attendance:** A McAuley, Joint Secretary (Trade Unions) and L Brown (Corporate and Democratic Services).
- Also in Attendance:** S Hope, Joint Secretary, Employees' Joint Consultative Committee
- Apologies:** C Flynn, (Joint Secretary – Management Side)
- Councillor J Duff, Convener, Presiding.

1. APOLOGIES FOR ABSENCE

An apology for absence was submitted and noted as above.

2. DECLARATIONS OF INTEREST (ELECTED MEMBERS ONLY)

There were no declarations of interest made in terms of the Councillors' Code of Conduct.

3. COVID-19 STATEMENT BY DEPUTY FIRST MINISTER ON THE RE-OPENING OF SCHOOLS

Prior to consideration of further business S Devlin provided the Committee with a verbal update on a ministerial statement made to the Scottish Parliament on 23 June 2020 by the Deputy First Minister and Cabinet Secretary for Education and Skills, John Swinney MSP that all pupils will return to school on a full time basis from 11 August 2020, subject to the public health guidance and scientific and medical advice at that time advising that it is safe to do so.

4. SCHOOL TERMS AND HOLIDAY DATES 2020/21

There was submitted a report by the Executive Director (Education and Children's Services) G/20/71 seeking the views of the Committee on proposals for the amendment to the School Term and Holiday dates for 2020/21, following the request of Scottish Government to standardise the new term to 11 August 2020.

A summary of the 3 options proposed in the report for school term and holiday dates for session 2020/21 was provided as follows:

Option 1 – The 2020 summer holidays commence one week early on 24 June 2020, instead of 1 July 2020 (inclusive)

Option 2 – The 2021 summer holidays commence one week early on 24 June 2021, instead of 1 July 2021 (inclusive)

Option 3 – The 5 days are allocated during the academic year, set and agreed by Perth and Kinross Council.

The Committee was advised that the results of surveys undertaken with EIS, NASUWT, SSTA and UNISON members had indicated that Option 2 was the preferred Option.

S Devlin advised that Option 2 provided one In Service day on 10 August 2020 whereas two In Service days had been planned on 16 and 17 August 2020 in the previous academic calendar for 2020/21. Should Option 2 be chosen as preferred option one additional In Service day would require to be re-designated later in the year.

C Weston advised that the view of the Teaching Panel was that teachers would prefer the 2 In Service days to be taken in August as teachers would require time to prepare for the return of all pupils to School in August.

The Committee agreed:

- (i) To support Option 2 that the 2021 summer holidays commence one week early on Thursday 24 June 2021, instead of Thursday 1 July 2021 (inclusive).
- (ii) To note that the figure for the number of days for the Spring Holiday in 2021 was 11 and not 10 as detailed in Appendix 1 to Report G/20/71.

5. COVID-19 UPDATE ON RECOVERY PLAN FOR RETURN TO SCHOOLS

S Devlin referred to the briefing note (G/20/72) as previously circulated which had provided an update on the development of the Council's Local Education Phasing Delivery Plan for the reopening of schools and early learning and childcare provision on a blended learning basis from August 2020. The Plan is to be presented to a meeting of Council on 24 June 2020, however, in light of the Deputy First Minister's statement in parliament this would now become a contingency plan.

During discussion C Weston agreed to forward on a number of questions from the Teaching Unions to S Johnston on the Delivery Plan.

The Committee:

- (i) Noted the update on the COVID-19 Recovery Plan
- (ii) Noted that a number of questions from the Teaching Unions on the implementation of the return to schools from 11 August 2020 will be forwarded to S Johnston. **(Action CW)**

PERTH AND KINROSS COUNCIL

Lifelong Learning Committee

4 November 2020

ABERNYTE PRIMARY SCHOOL – SCOPING REPORT

Report by Executive Director (Education and Children's Services)
(Report No. 20/208)

PURPOSE OF REPORT

This report seeks approval from Lifelong Learning Committee for the scope and principles to be used to underpin the options appraisal to be developed for a catchment review for Abernyte Primary School.

1. BACKGROUND/MAIN ISSUES

- 1.1 On 26 August 2020, Lifelong Learning Committee considered a report which provided an overview of the decisions taken relating to the proposal to close Abernyte Primary School ([Report No. 20/142 refers](#)).
- 1.2 Lifelong Learning Committee requested the Executive Director (Education and Children's Services) to bring back a scoping report for approval to Lifelong Learning Committee in November 2020 which will outline all possible options for a catchment review to build a sustainable roll at the earliest opportunity, including looking at the possibility of a nursery.
- 1.3 Lifelong Learning Committee had previously approved an assessment of a potential change to the catchment area at Abernyte Primary School on 21 March 2018 ([Report No. 18/86 refers](#)). That [assessment](#) sought to clarify whether a change to the catchment area would provide an increased and sustainable school roll for Abernyte Primary School. The outcome of that [assessment](#) was considered by Lifelong Learning Committee on 22 August 2018 ([Report No. 18/243 refers](#)).

2. PROPOSED PRINCIPLES

- 2.1 Prior to undertaking an options appraisal to consider a further review of the catchment area for Abernyte Primary School, Lifelong Learning Committee is being asked to consider and agree the principles which should underpin the scope of the options appraisal.
- 2.2 It is proposed that the principles should take account of the fact that Abernyte Primary School and all its adjoining primary school catchment areas are classed as rural schools.

2.3 A catchment review can, in principle, be a reasonable option to increase the potential pupil roll and, therefore, the sustainability of a school. It is proposed that the following principles should be considered:

- Any option to be considered will not cause a detrimental impact to the school roll or sustainability of another small rural school of 70¹ pupils or fewer;
- Any option to be considered would contribute to a sustainable roll for Abernyte Primary School;
- Any option to be considered would relate to a catchment area geographically adjacent to Abernyte Primary School catchment area;
- Any option would not result in a pupil travelling through another primary school catchment area to reach their catchment school;
- Any option would not result in a significant increase in the travel time or distance for a pupil to reach their catchment school;
- There should be no adverse pupil impact in terms of educational benefit in accordance with the requirements of the Schools (Consultation) (Scotland) Act 2010; and
- There must be support from those parents/carers and pupils living in the affected catchment areas.

3. OPTIONS TO BE CONSIDERED

3.1 The options about a nursery and catchment review are separate but interrelated and decisions about one will affect the other.

3.2 Abernyte Primary School has capacity for 44 pupils. Learning and teaching spaces comprise of a classroom at the main entrance of the school which can accommodate 20 pupils and a classroom at the rear of the school that can accommodate 24 pupils. The current school roll is 10 pupils which consists of 4 catchment pupils and 6 placing requests.

3.3 In considering the possibility of a nursery, this could be achieved in either of the following ways:

- A nursery could be created within the existing school building by using space within the school. This would reduce the capacity of the school to either 20 or 24 pupils. The reduction in capacity is due to the fact that one of the two available classrooms would need to be used to create a nursery. The estimated cost of this could be £230,000 based on the recent cost of implementing similar nursery provision at another school. Actual costs would have to be determined through a feasibility study.

¹ A small school is defined as 70 pupils or fewer in terms of the Grant Aided Expenditure (GAE) - Pupil Numbers: Scottish Government Pupil Census 2019. Pupils in Small Schools: Pupils in primary schools of less than 70, in settlements in Scottish Government urban/rural classifications 5 and 6 (Source: Scottish Government Education Analytical Services Directorate).

- The school could be extended to include a separate standalone nursery as an additional building which would maintain the capacity of the school at 44 pupils. The estimated cost of this could be £800,000, again this cost is based on a current project. Actual costs will be determined through a feasibility study and may be higher than £800,000.

3.4 The detail of these estimated costs is set out in the Annex, Section 2.1.

3.5 The option which reduces the capacity of the school to 20 or 24 pupils provides limited scope in which to review the catchment area given that the current school roll is 10 pupils.

Any proposed review of the catchment area would need to ensure that the school had capacity, both now and in the future, to accommodate all the pupils from an extended catchment area. This is to avoid the situation where a catchment pupil could not be accommodated within their catchment school and would require to be zoned to the next nearest school with capacity.

4. OTHER FACTORS FOR CONSIDERATION

4.1 In developing an options appraisal, the following factors will also be investigated:

- Impact on the capacity and school environment of Abernyte Primary School as a result of including nursery provision within the school;
- Impact on the capacity and school environment of Abernyte Primary School as a result of a catchment review affecting the school;
- Impact on other schools adjacent to Abernyte Primary School catchment area considered as part of a catchment review;
- Impact on the Early Learning and Childcare provision for the Carse of Gowrie as a result of including nursery provision within the school; and
- Financial impact and Best Value.

5. CONSULTATION AND ENGAGEMENT

5.1 As the options appraisal is only considering a catchment review and the addition of nursery provision, and is not considering the closure of a school, only parents/carers and prospective parents/carers, staff and children affected by the proposals will be consulted. Once the principles have been agreed, this will determine the scope of the options appraisal and will determine the school communities who will be consulted. The detail of this is set out in Appendix B.

6. OPTIONS APPRAISAL

6.1 The following primary schools currently share a catchment boundary with Abernyte Primary School:

- Balbeggie Primary School
- Burrelton Primary School

- Collace Primary School
 - Inchtute Primary School
 - Kettins Primary School
 - Longforgan Primary School
- 6.2 An assessment of the neighbouring schools was undertaken as part of the options appraisal which was considered by Lifelong Learning Committee on 21 March 2018 ([Report No. 18/86 refers](#)). An overview of the catchment areas detailed in the report is provided as Appendix A.
- 6.3 Since the previous assessment, a number of factors have changed which may mean that the outcome of a further assessment would be materially different now to what it was then. In March 2018, Abernyte Primary School was identified for inclusion in the Transformation of the School Estate where rationalisation through closure had been identified as a possible outcome. Now that the option to close Abernyte Primary School has been removed for 5 years, or earlier if there is a material change, current and prospective parents/carers may have a different view in relation to a catchment review. In addition, as the assessments were undertaken in October 2017 and May 2018, new families may be living within these areas and there may be new prospective parents/carers.
- 6.4 The following potential options could be explored for Abernyte Primary School as part of the options appraisal:
- **Option 1** – Maintain a school capacity of 44 pupils at Abernyte Primary School, increase the catchment area of Abernyte Primary School and not include nursery provision within Abernyte Primary School.
 - **Option 2** – Maintain a school capacity of 44 pupils at Abernyte Primary School, increase the catchment area of Abernyte Primary School and build a nursery on site.
 - **Option 3** – Maintain a school capacity of 44 pupils at Abernyte Primary School, retain the existing catchment area of Abernyte Primary School and build a nursery on site.
 - **Option 4** – Maintain a school capacity of 44 pupils at Abernyte Primary School, retain the existing catchment area and not include nursery provision within Abernyte Primary School.
 - **Option 5** – Reduce the school capacity of Abernyte Primary School to 20 or 24 pupils, include nursery provision within Abernyte Primary School and retain the existing catchment area.
 - **Option 6** – Reduce the school capacity of Abernyte Primary School to 20 or 24 pupils, include nursery provision within Abernyte Primary School and a limited increase to the catchment area of Abernyte Primary School.

7. UNDERTAKING A CATCHMENT REVIEW

- 7.1 In order to review the current catchment area, there would need to be engagement with the affected school communities in catchment areas adjacent to Abernyte Primary School. This would include Headteachers, school staff, Parent Councils, parents/carers of pupils currently attending these schools and prospective parents/carers and pupils of these schools.
- 7.2 There is a risk that revisiting schools which were previously discounted in the original assessment will cause concern within these school communities.
- 7.3 Appendix B provides a proposed scoping document for an options appraisal which would be carried out.

8. TIMESCALES/NEXT STEPS

- 8.1 Proposed timescales for the options appraisal are as follows:
- **November/December 2020** – Engage with Headteachers and Parent Councils at Abernyte Primary School and any other schools involved in the proposed catchment review.
 - **January 2021** – Letters issued to all households in Abernyte Primary School catchment area and households in any other school catchment areas involved in the proposed catchment review.
 - **January/February 2021** – Engage with parents/carers, staff and pupils directly affected by the proposed catchment review.
 - **March/April 2021** – Develop the options appraisal.
 - **May 2021** – Options appraisal considered by Lifelong Learning Committee.
- 8.2 Thereafter, a statutory consultation would require to be undertaken in accordance with the Schools (Consultation) (Scotland) Act 2010 on any proposal to permanently change any school catchment area. It is intended that this would be undertaken between May 2021 and January 2022 prior to school registrations for August 2022.
- ## **9. CONCLUSION AND RECOMMENDATIONS**
- 9.1 There are a number of options which could be considered for a catchment review for Abernyte Primary School and undertaking a comprehensive options appraisal will evidence the outcomes for each and the extent to which they may contribute to a sustainable roll for the school.
- 9.2 The options appraisal will also determine whether implementing nursery provision, with or without a catchment review, could build a sustainable roll.

9.3 It is recommended that Lifelong Learning Committee:

- (i) Approves the principles and factors detailed in Sections 2 and 4;
- (ii) Approves the proposed options that would form the options appraisal detailed in Section 6.4; and
- (iii) Requests the Executive Director (Education and Children's Services) to submit a completed options appraisal to Lifelong Learning Committee in May 2021, or as soon as possible thereafter.

Authors

Name	Designation	Contact Details
Carol Taylor	Service Manager (Resource Management)	ECSCCommittee@pkc.gov.uk 01738 475000
Karen Robertson	Service Manager (Business Services)	

Approved

Name	Designation	Date
Sheena Devlin	Executive Director (Education and Children's Services)	26 October 2020

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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	No
Strategic Environmental Assessment	No
Sustainability (community, economic, environmental)	No
Legal and Governance	Yes
Risk	No
Consultation	
Internal	Yes
External	No
Communication	
Communications Plan	Yes

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 all of these objectives.

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 all of these objectives.

- 1.3 The report also links to the Education & Children's Services Policy Framework in respect of the following key policy area:

- Maximising Resources

2. Resource Implications

Financial

- 2.1 If a nursery was to be included at Abernyte Primary School following the review, the Council would require to identify capital resources estimated at between £230,000 and £800,000. The Council would also require to identify revenue resources in the region of £40,000 annually to cover staffing and resources.

The capital costs stated above are high level estimates and are based on the costs of other similar projects rather than a costed feasibility report for Abernyte Primary School. A feasibility study would need to be undertaken by Property Services to determine fully the costs and timescales for any project.

The cost of £230,000 is based on accommodating 8 children in one of the existing classrooms at Abernyte Primary School. The basis of this cost is the works undertaken recently to establish a nursery at Logierait Primary School for which the scope would be similar, ie provision of toilets, outdoor access, changing area and snack preparation area, as well as any electrical works and decoration required. It should be noted that COVID-19 may impact on the costs of a similar project.

A cost of £800,000 has been estimated for a standalone nursery to accommodate 8 children. This is based on a nursery of 170m² at a cost of £4762 per m². This is calculated on cost per m² of the standalone nursery build at Inchtute Primary School which is currently on site. It is likely that the cost per m² of a standalone at Abernyte Primary School will be greater due to economies of scale (at Inchtute) and taking into consideration inflation. It should also be noted that COVID-19 may impact on the costs.

The standalone nursery is larger than the nursery accommodation which would be required within the school due to the requirement for its own plant room, staff toilets, staff/parent room, cloakrooms, stores and entrance.

Councils also have a statutory duty in terms of the Local Government in Scotland Act 2003 to achieve best value and this must also be considered in the options appraisal.

Workforce

- 2.2 As a result of this report, there will be workforce implications in terms of resourcing pre-consultation required to develop the options appraisal and any statutory consultation required for several teams across Council Services which include Education & Children's Services (ECS) Resource Management,

ECS Business Services, ECS Finance, Human Resources and Legal Services. As part of any statutory consultation, there is a requirement to consult with staff affected by the proposal.

Asset Management (land, property, IT)

- 2.3 There are no direct asset management implications arising from this report at this point. Asset management implications will not be known until any statutory consultation is complete or until a decision is made on nursery provision.

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.
- 3.1.1 An Equalities Impact Assessment will be completed as part of any statutory consultation.

Strategic Environmental Assessment

- 3.2 The Environmental Assessment (Scotland) Act 2005 places a duty on the Council to identify and assess the environmental consequences of its proposals.
- 3.2.1 The environmental impact of each option will be considered in the options appraisal; however there are no implications at this stage of the process. The environmental impact will be considered further through any statutory consultation.

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.
- 3.3.1 There is no direct impact on sustainability as a result of this report, and sustainability will be considered further as part of any statutory consultation process.

Legal and Governance

3.4 The Head of Legal and Governance has been consulted in the preparation of this report.

3.5 N/A

Risk

3.6 N/A.

4. Consultation

Internal

4.1 The Head of Finance and the Head of Legal and Governance has been consulted in the preparation of this report.

External

4.2 N/A.

5. Communication

5.1 A communication plan will be prepared which will support effective communication and engagement with stakeholders. A range of methods will be used to consult with internal and external stakeholders as identified in the scope, such as phone calls, virtual meetings, briefings and focus groups. A separate communications plan will be developed for any statutory consultation process.

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 A – Overview of Neighbouring Catchment Areas
Appendix B – Abernyte Primary School Proposed Scope

APPENDIX A

OVERVIEW OF NEIGHBOURING CATCHMENT AREAS

A mapping analysis of pupil addresses was carried out as part of the previous assessment. There are a number of primary school catchments adjoining Abernyte Primary School - Balbeggie Primary School, Burrelton Primary School, Collace Primary School, Inchtute Primary School, Kettins Primary School and Longforgan Primary School.

School	Capacity	School Roll (Census 2019)	Occupancy % (Census 2019)	Approximate Distance to Abernyte PS ¹	Approximate Journey ² Time to Abernyte PS	Summary
Balbeggie Primary School	73	59	81%	6.8 miles	13 minutes	Pupils travelling from Balbeggie Primary School catchment to Abernyte Primary School pass the road to Collace Primary School. This is further to travel than travelling to Collace Primary School. Pupils from Balbeggie Primary School attend Perth Academy. Balbeggie Primary School is included in Phase 3 of the School Estate Transformation Review.
Burrelton Primary School	98	71	72%	8.2 miles	15 minutes	Pupils travelling from Burrelton Primary School catchment to Abernyte Primary School would have to pass through Collace Primary School catchment area. This is further to travel than travelling to Collace Primary School. Pupils from Burrelton Primary School attend Perth Academy or Blairgowrie High School.

¹ Approximate distances taken from Google Maps

² Approximate journey times taken from Google Maps

School	Capacity	School Roll (Census 2019)	Occupancy % (Census 2019)	Approximate Distance to Abernyte PS³	Approximate Journey⁴ Time to Abernyte PS	Summary
Collace Primary School	49	18	37%	5.5 miles	11 minutes	Collace Primary School is the third closest school to Abernyte Primary School. Pupils from Collace Primary School attend Perth Academy. Collace Primary School is included in Phase 3 of the School Estate Transformation Review.
Inchture Primary School	264	225	85%	3.4 miles	8 minutes	Inchture Primary School is the closest school to Abernyte Primary School. Pupils from Inchture Primary School attend Perth High School.
Kettins Primary School	46	33	72%	6.9 miles	14 minutes	Pupils travelling from Kettins Primary School catchment to Abernyte Primary School would have to pass through Burrelton Primary School catchment area for the quickest route to the school. Pupils from Kettins Primary School attend Blairgowrie High School. Kettins Primary School is included in Phase 3 of the School Estate Transformation Review.
Longforgan Primary School	144	110	76%	4.4 miles	9 minutes	Longforgan Primary School is the second closest school to Abernyte Primary School. Pupils from Longforgan Primary School attend Perth High School.

³ Approximate distances taken from Google Maps

⁴ Approximate journey times taken from Google Maps

ABERNYTE PRIMARY SCHOOL PROPOSED SCOPE**SCOPE OF WORK****Introduction of a Nursery**

Abernyte Primary School has a capacity of 44 pupils. Learning and teaching spaces comprise of a classroom at the main entrance of the school which can accommodate 20 pupils and a classroom at the rear of the school that can accommodate 24 pupils.

The school is on one level and also offers a hall for dining and PE, toilets, resources room, school office/staff room and a kitchen.

If nursery provision was to be implemented within the existing school, this would require one of the current classrooms to be used for nursery provision and the school capacity would reduce to either 20 or 24 pupils. Reducing the capacity of the school to 20 or 24 pupils to include a nursery would have a significant impact on the potential scope for increasing the catchment area as there would be a reduced number of spaces available for additional primary school pupils.

A high-level assessment has been undertaken to consider the establishment of a nursery for eight children. It is proposed that the following accommodation would need to be considered;

- Nursery accommodation in one existing classroom with integral toilet facilities including a changing space;
- Storage space;
- Snack preparation space; and
- Lobby and access to external play space.

Other works which are likely to be required but will be determined by a feasibility study would be: new radiators, new ceiling and lights, decoration and flooring. It is likely that a ramp would have to be formed to the external play space and the nursery play area would be fenced.

A feasibility study would need to be undertaken by Property Services to determine fully the costs, timescales involved, and which classroom was most suitable.

It should be noted that agreement on the implementation and final requirements for a nursery would need to be agreed with the Care Inspectorate, and cognisance taken of any other works that may be required to the school building. The costs of works could increase, and the proposed capacity of the nursery may change depending on the outcome of these discussions.

As part of the assessment for nursery provision within the existing school building, creating a standalone facility or outdoor nursery could also be explored. A standalone nursery is likely to have the same facilities as detailed above but would also need to include a plant room, staff WC, staff/parent room and cloakroom.

Proposed Principles to be considered in the Options Appraisal

The Schools (Consultation) (Scotland) Act 2010 provides a strong, accountable statutory consultation process that local authorities must apply to their handling of all proposals for school closures and other major changes to schools. These consultation processes are expected to be robust, open, transparent and fair, and seen to be so.

Currently, there is no requirement for a statutory consultation to take place for the inclusion of a nursery in a school but there would be a requirement for a statutory consultation to take place on any proposed changes to a catchment area.

The Scottish Government's Rural School List 2017 classifies Abernyte Primary School as an "accessible rural" school under Section 14 of the Schools (Consultation) (Scotland) Act 2010. In considering the options, account will be taken of the fact that Abernyte Primary School, and all its adjoining primary school catchment areas, are classed as rural schools.

A catchment review can, in principle, be a reasonable option, to increase the potential roll, and therefore sustainability, of a school. It is proposed that the following principles should be considered:

- Any option to be considered will not cause a detrimental impact to the school roll or sustainability of another small rural school of 70¹ pupils or fewer;
- Any option to be considered would contribute to a sustainable roll for Abernyte Primary School;
- Any option to be considered would relate to a catchment area geographically adjacent to Abernyte Primary School catchment area;
- Any option would not result in a pupil travelling through another primary school catchment area to reach their catchment school;
- Any option would not result in a significant increase in the travel time or distance for a pupil to reach their catchment school;
- There should be no adverse pupil impact in terms of educational benefit in accordance with the Schools (Consultation) (Scotland) Act 2010; and
- There must be support from those parents/carers and pupils living in the affected catchment areas.

Other Factors to be considered in the Options Appraisal

In developing an options appraisal, the following factors will also be investigated:

- Impact on the capacity and school environment of Abernyte Primary School as a result of including nursery provision within the school;
- Impact on the capacity and school environment of Abernyte Primary School as a result of a catchment review affecting the school;
- Impact on other schools adjacent to Abernyte Primary School catchment area considered as part of a catchment review;

¹ A small school is defined as 70 pupils or fewer in terms of the Grant Aided Expenditure (GAE) - Pupil Numbers: Scottish Government Pupil Census 2019. Pupils in Small Schools: Pupils in primary schools of less than 70, in settlements in Scottish Government urban/rural classifications 5 and 6 (Source: Scottish Government Education Analytical Services Directorate)

- Impact on the Early Learning and Childcare provision for the Carse of Gowrie as a result of including nursery provision within the school; and
- Financial impact and Best Value.

Options for Consideration

The following potential options could be explored to establish if they could build a sustainable roll for Abernyte Primary School:

- **Option 1** – Maintain a school capacity of 44 pupils at Abernyte Primary School, increase the catchment area of Abernyte Primary School and not include nursery provision within Abernyte Primary School.
- **Option 2** – Maintain a school capacity of 44 pupils at Abernyte Primary School, increase the catchment area of Abernyte Primary School and build a nursery on site.
- **Option 3** – Maintain a school capacity of 44 pupils at Abernyte Primary School, retain the existing catchment area of Abernyte Primary School and build a nursery on site.
- **Option 4** – Maintain a school capacity of 44 pupils at Abernyte Primary School, retain the existing catchment area and not include nursery provision within Abernyte Primary School.
- **Option 5** – Reduce the school capacity of Abernyte Primary School to 20 or 24 pupils, include nursery provision within Abernyte Primary School and retain the existing catchment area.
- **Option 6** – Reduce the school capacity of Abernyte Primary School to 20 or 24 pupils, include nursery provision and a limited increase to the catchment area of Abernyte Primary School.

Engagement

The Schools (Consultation) (Scotland) Act 2010 Statutory Guidance promotes informal consultation or “pre consultation” regarding a proposal being formulated. The Statutory Guidance recommends ‘early engagement with a view to:

- Establishing possible alternatives;
- Information gathering and sharing; and
- Engaging and empowering individuals to understand and help shape the proposals that affect them.

As the options appraisal is only considering a catchment review and/or the addition of nursery provision and is not considering the closure of the school, only parents/carers, prospective parents/carers, staff and children affected by proposals will be consulted.

It is proposed the following individuals/groups will be consulted:

- Headteachers and staff at Abernyte Primary School and any other schools involved in the catchment review;
- Parent Councils at Abernyte Primary School and any other schools involved in the catchment review;
- Parents/Carers of pupils currently attending Abernyte Primary School and any other schools involved in the catchment review;
- Parents/Carers of pupils living within the catchment areas of Abernyte Primary School and any other schools involved in the catchment review who do not currently attend their catchment school; and
- Parents/Carers of children under the age of 5 living in the catchment area of Abernyte Primary School and any other catchment areas involved in the catchment review.

In order to develop a more accurate understanding of the potential for a catchment change leading to an increased roll at Abernyte Primary School, all families (parents/carers living with primary or children under 5) known to the Council living in potential new catchment areas will be invited to attend individual meetings to discuss the potential catchment change and nursery provision.

These meetings will be conducted either over the telephone, virtually or face to face if safe to do so whilst considering the restrictions currently in place as a result of the COVID-19 pandemic.

Parents/Carers of pupils already attending primary school will be asked whether they would move their children to any new catchment school in order to ascertain projected school rolls.

Parents/Carers that attend the meetings will also be asked to provide comments on the options or suggest alternatives.

Pupil Population

School Roll – Current and Projected² Pupil Numbers

School	Capacity	2020/21	2021/22	2022/23	2023/24
Abernyte Primary School	44	10	12	12	11
Longforgan Primary School	144	103	106	103	99
Inchture Primary School	264	224	231	226	222

Nursery Pupils - Projected³

School	2021/22	2022/23	2023/24
Abernyte Primary School	2	0	0
Longforgan Primary School	22	19	10
Inchture Primary School	56	56	28

Abernyte Primary School – P1 Pupils - Projected v Actual

	2013	2014	2015	2016	2017	2018	2019
Pupils living in catchment who could attend Abernyte Primary School	2	2	1	2	1	2	2
Total number of P1's starting at Abernyte Primary School⁴	2	1	0	0	0	0	3

² Does not include pupils from house building. It is estimated that an average of 6 further children per year could attend Inchture Primary School from house building planned in this catchment.

³ Information supplied by NHS at April 2020 up to 2024. Total number of pupils living in the catchment that could attend the ELC provision in those years. Does not include 2 year old provision.

⁴ The number of P1s starting at Abernyte Primary School include children that attended the school through placing requests and are not just catchment children.

Nursery Population

Carse of Gowrie – Early Learning and Childcare

School	Capacity 2020/21 (Full Time Places)
Errol Primary School	53
Inchture Primary School ⁵	61
Invergowrie Primary School	32
Longforgan Primary School ⁶	32
St Madoes Primary School	20
Total	198

- There are currently 97 children attending on a full-time basis and 62 children attending on a part time basis across the Carse of Gowrie ELC settings.
- Children attending on a part time basis attend between 1 and 4 days per week.

⁵ Capacity in new building.

⁶ Capacity in new nursery.

Abernyte Primary School – Catchment Map



PERTH AND KINROSS COUNCIL

Lifelong Learning Committee

4 November 2020

SQA EXAMINATIONS UPDATE

**Report by Executive Director (Education and Children's Services)
(Report No. 20/209)**

PURPOSE OF REPORT

This report provides an update on the main milestones and outcomes of the 2019/20 Scottish Qualifications Authority (SQA) examination/assessment diet and details the planning taking place to address the challenges that remain for those forthcoming in the 2020/21 academic year.

1. BACKGROUND/MAIN ISSUES

Timeline

- 1.1 On 19 March 2020, it was announced that as a result of school closures due to the COVID-19 pandemic, the SQA Examination Diet in 2020 would be cancelled, together with all folio and project-based assessment. On 2 April 2020, SQA gave the first official indication that teacher estimates would play a key role in determining candidates' eventual National Qualification results and on 20 April 2020, this was refined and definitive guidance was issued.
- 1.2 Schools were asked to provide pupil estimates electronically to SQA by 29 May 2020. Estimates were based upon demonstrated and inferred attainment courses to provide SQA with a realistic prediction of the candidate's final grade. Schools ensured integrity of the estimates through stringent quality assurance processes with all tiers of their management structure. Each grade (A, B, C, D or No Award) was sub-divided into 3 to 5 sub-bands and teachers provided a rank order for all pupils within each sub-band.
- 1.3 This was intended to facilitate the planned statistical intervention by SQA once they had received school estimates. In this exercise, estimates were "adjusted" in light of three main factors:
 - The school's historical performance in that subject;
 - The performance of individuals in previous SQA diets if applicable; and
 - The national estimate picture of individual subjects and levels compared to previous national performance.

- 1.4 SQA provided guidance and online learning modules for teachers and school leaders to complete this process. They advised that it was recognised that there would be incomplete evidence this year due to the circumstances and that this should not prejudice how candidates' estimates were produced. External moderation processes were suspended but schools were to continue to use their existing internal moderation processes and the "predictive value" of evidence generated earlier in a course was to be taken cognisance of.
- 1.5 Estimates were entered electronically by teachers on the SQA Connect system and were signed off by a Principal Teacher and finally by the Headteacher as Head of Centre. As part of the local validation process, Education and Children's Services (ECS) Officers asked schools to share Key Performance Indicators (KPIs) to compare with the last three years' performance. Where there were significant variations, schools were asked to justify these.
- 1.6 On 4 August 2020, SQA results were issued based upon school estimates which were then adjusted by SQA as previously described.
- 1.7 Following the Deputy First Minister's Direction to SQA on Tuesday 11 August 2020, it was announced that the 2019/20 results would be based only upon the original teacher estimate or the statistically adjusted figure - whichever was higher. New certificates, where required, were issued to young people by SQA from 7 September 2020.

Results

- 1.8 Detailed results are provided in Appendix 1. Initial results, after SQA adjustment, were published on 4 August 2020. These indicated a slight increase in pass rates seen typically in previous years, by around 2-5 percentage points. These figures were seen in both Perth & Kinross Council (PKC) results and nationally. As would be expected, there were also subsequent slight increases in the provisional breadth and depth of KPIs over recent years. These indicate the number of awards achieved at certain SCQF levels by young people.
- 1.9 Comparison of adjusted results with teacher estimates was undertaken. These are detailed in Appendix 1 section B and highlighted the following:
- In PKC, 74% of grade estimates were accepted in the adjustment process, compared to 74% nationally.
 - 87% of PKC results outcomes (ie A-C pass, D award, no award) were unchanged from the original estimate.
 - There were some significant differences in the degree of adjustment of changes across different subjects and levels.
 - Learners from deprived backgrounds were slightly more likely to have results downgraded from an A-C pass to a D or from D to no award.

- 1.10 After August 11 2020, and the reversion to teacher estimates, final analysis of results indicated the following:
- The reversion to estimates provided by teachers increased the PKC pass rates (A-C) for National 5, Higher and Advanced Higher by 8, 10 and 8 percentage points respectively from the adjusted results provided originally by SQA.
 - The new PKC pass rates are around 10-15 percentage points higher than recent years. This is line with Scotland-wide figures.
 - Subsequent increases in Perth and Kinross KPIs are seen across the board, but especially for 5 or more passes at National 5, and 1 and 3 passes at level 6 (Highers).
 - It should also be noted that for National 3 and National 4 qualifications, schools were asked to predict whether pupils would have completed the units to make up these awards. That predictive element would have looked at the best probable scenario for each young person. These predictions were not part of the SQA adjustment process.
- 1.11 The 2020 assessment results are derived from unique circumstances and a unique assessment approach. The attainment recorded may not be part of the longer term trend locally or nationally. Interpretation of the stretch aims for the Raising Attainment Strategy will need to consider this unique year, and the effects are likely to be seen over the next three years of school leavers attainment results (with which national benchmarking takes place) as this cohort continue their studies and then leave school.

Appeals

- 1.12 Once SQA had changed the parameters of awarding qualifications, so too did the process for appeals, which subsequently had simplified grounds focused on processing or administrative error by SQA or the centre, or on equality grounds. In PKC, there have been seven appeals this session all relating to administrative error which are in the process of resolution.

Impact on Young People and Schools

- 1.13 The abrupt ending to the school year brought significant challenges and a significant shift of approach for teachers and schools to assimilate in a short period of time. In essence, they were being asked to produce critical estimates based on less assessment evidence than they had ever had. Just over 12% of these estimates were moderated downwards by SQA prior to the removal of this process.
- 1.14 Teachers were asked to become the final arbiters of the grades that each young person would gain. They were asked to extrapolate a predictive element from the incomplete evidence that they held and assess what the learning and attainment picture for each young person would have been between March and June 2020. The validation process that each school undertook was important to ensure that estimated grades were moderated before submission to the SQA.

- 1.15 For some young people, the question of the validity of the value of their qualification in a landscape without official examination remains. Schools are very aware of this and ensuring that the learning pathways that young people follow are appropriate and successful, working in partnership with other stakeholders such as Perth College UHI and Skills Development Scotland (SDS).

2. PROPOSALS

Arrangements for 2020/21

- 2.1 In August 2020, SQA undertook a technical consultation with all stakeholders for the current year's arrangements. SQA has agreed high level principles to support modifications to National 5, Higher and Advanced Higher course assessments, where practicable, that will aim to support:
- The delivery and assessment of subjects that are constrained by current social distancing measures, for example, in practical and performance-based components;
 - Increased learning and teaching opportunities, where possible; and
 - A more flexible approach to the assessment of learners, while retaining the validity of the qualifications.
- 2.2 The outcome from this consultation process will inform the assessment diet for the current session. The planned 2021 exam timetable will start on Monday 26 April 2021 and finish on Thursday 3 June 2021.
- 2.3 Another consultation exercise is currently ongoing around contingency arrangements for this year's diet with the SQA Examination Timetable Advisory Group, which is made up of a range of stakeholders, including representatives from schools, colleges, teaching unions, local authorities and parent groups.
- 2.4 An independent review, commissioned by the Scottish Government, will consider this year's results, including the advice provided by the SQA and local authorities, the approach developed in relation to estimating learners' grades, the methodology used by the SQA and the proposed appeals process. It will also study the impact on pupils and their families as well as the role of scrutiny in the process. PKC has contributed to this review..
- 2.5 The Scottish Government announced plans for the 2020/21 national qualifications diet on 7 October 2020, drawing on the independent review of the SQA certification process in 2019/20. There will be no external assessment of National 5 courses this academic year – either by an exam or by coursework. These will be awarded based on teacher judgement supported by assessment evidence and robust moderation by schools and local authorities, supported by the SQA. Higher and Advanced Higher externally assessed exams, including the completion of coursework where appropriate and possible, will remain as planned. Exams will start slightly

later than normal on 13 May 2021 and contingency plans will be in place to take account of public health advice throughout the year.

3. CONCLUSION AND RECOMMENDATION

3.1 The intention of the Scottish Government is that the SQA Examination Diet for 2021 will take place as planned. Some clear adaptations are being made to course work and assessment processes throughout this session to take into account the health and safety measures in place in schools which affect certain subjects and activities. However, should it be necessary to make further changes to the SQA process this year, teachers and school management teams are ensuring a consistent and robust process for providing estimated grades.

3.2 It is recommended that the Committee:

- (i) Notes the content of this report and arrangements expected for 2020/21 examinations.

Author(s)

Name	Designation	Contact Details
David Macluskey	Quality Improvement Officer	ECSCCommittee@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)	26 October 2020

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1. IMPLICATIONS, ASSESSMENTS, CONSULTATION AND COMMUNICATION

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

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 Policy Framework in respect of the following key policy area:

- Learning: Realising Potential

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 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.

This section reflects that the proposals have 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 Environmental Assessment (Scotland) Act 2005 places a duty on the Council to identify and assess the environmental consequences of its proposals.

This section reflect that the proposals have been considered under the Act. 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.

Sustainability

- 3.3 N/A

Legal and Governance

3.4 N/A

3.5 N/A

Risk

3.6 N/A

4. Consultation

Internal

4.1 N/A

External

4.2 N/A

5. Communication

5.1 Schools will inform young people and their parents of arrangements as they are established.

2. BACKGROUND PAPERS

2.1 N/A

3. APPENDICES

3.1 Appendix 1: 2020 SQA Performance

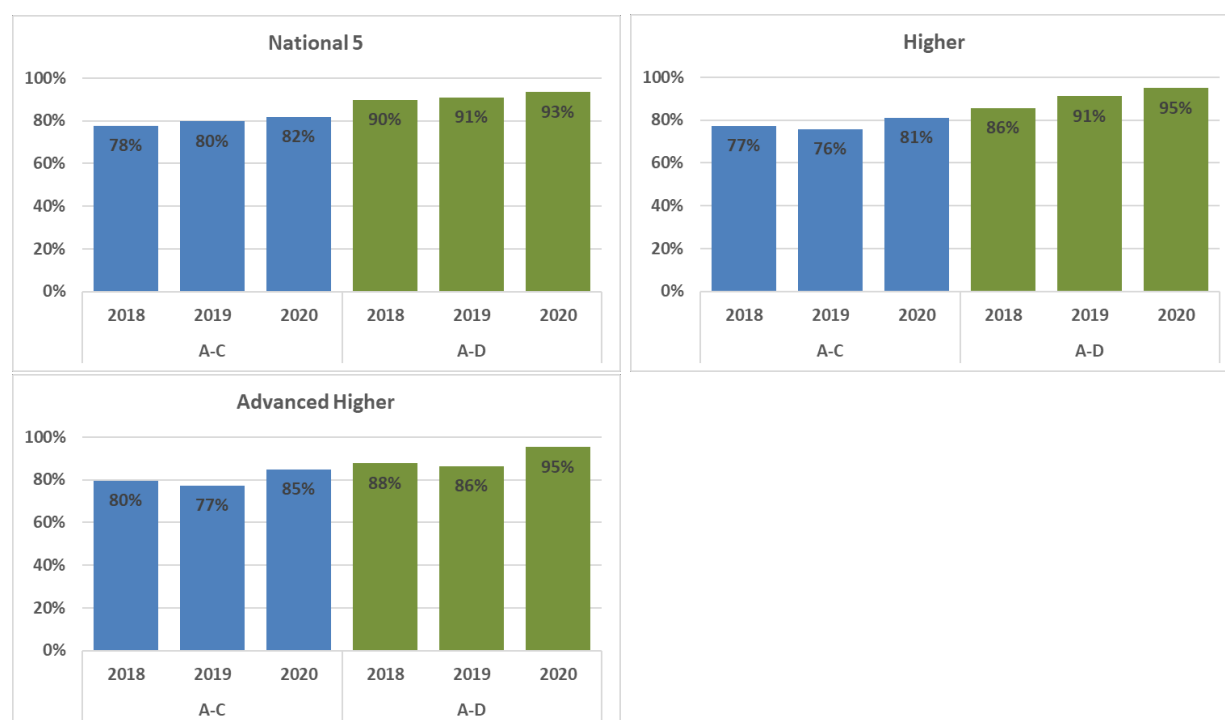
Appendix 1 - 2020 SQA Performance

This appendix covers only National 5, Higher and Advanced Higher qualifications, these being those levels affected by the adjustment process and subsequent reversion to teacher estimates.

For National 3 and National 4 qualifications, schools were asked to predict whether pupils would have completed the units to make up these awards. These predictions were not part of the SQA adjustment process.

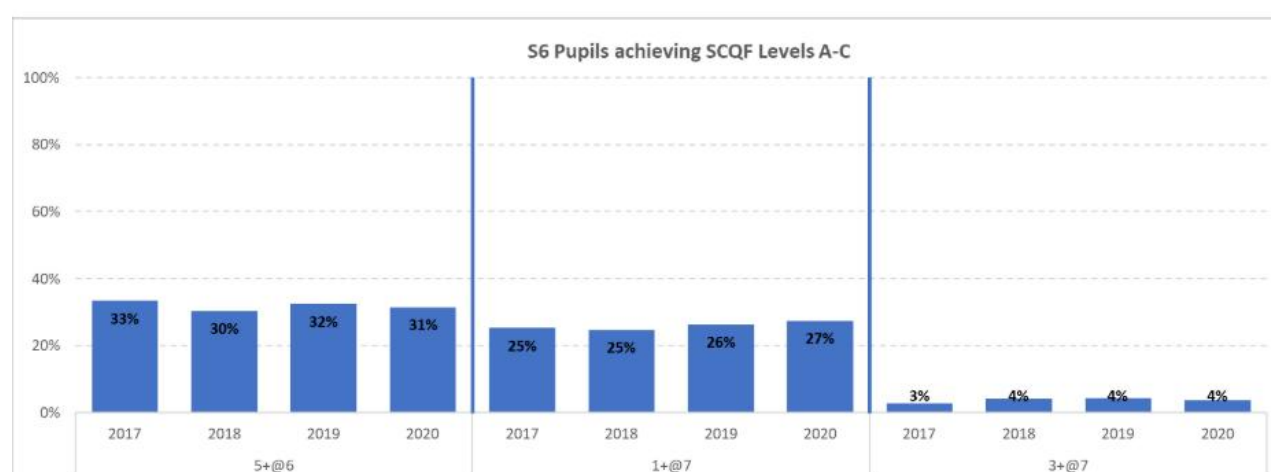
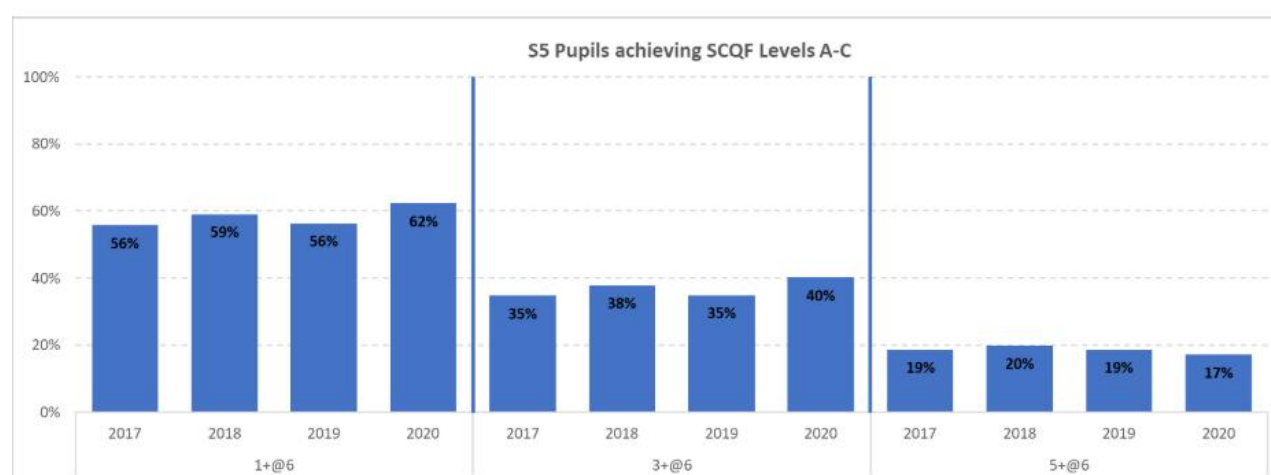
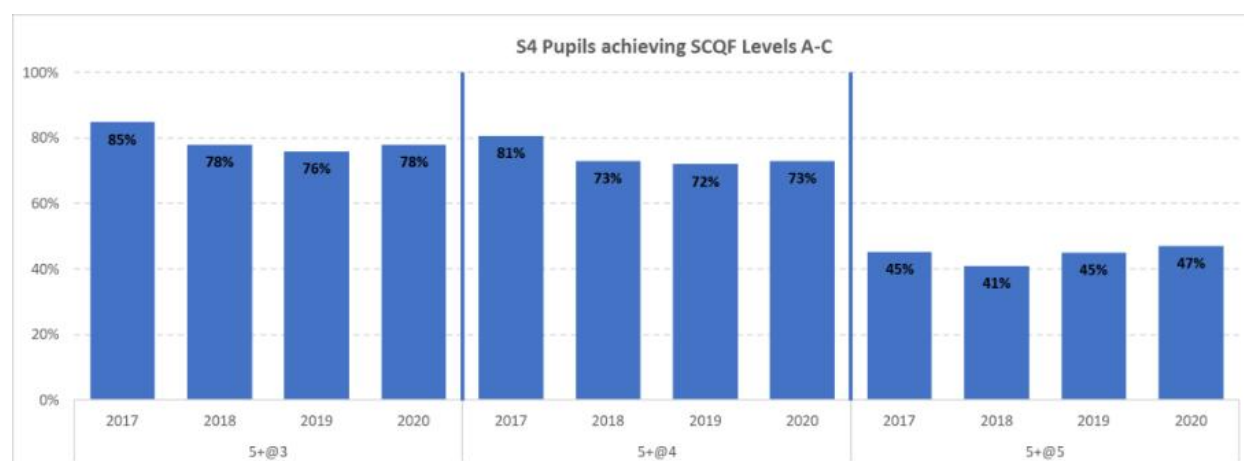
A. Initial Results (August 4 – Adjusted by SQA)

A1. Pass rates



A2. Key Performance Indicators - Breadth and Depth

Note these are **provisional** for year on year comparison only and do not include achievement outwith the school eg through Perth College UHI. Scottish Government Benchmarking Tool – Insight - provides definitive figures.



B. The Effect of Adjustment

B1. Outcome of all adjusted initial results compared to teacher estimates; all stages, all levels, all subjects

	Improved (0.4%)		No Change (87.3%)			Reduced (12.3%)		
	D to A-C Pass ↗	No Award to D ↗	A-C Pass No Change →	D No Change →	No Award No Change →	A-C Pass to D ↘	D to No Award ↘	A-C Pass to No Award ↘
Results	32	9	10311	405	359	1163	353	38
%	0.3%	0.1%	81.4%	3.2%	2.8%	9.2%	2.8%	0.3%

B2. Grade change of all adjusted initial results compared to teacher estimates; all stages, all levels, all subjects

Grade Change Estimated → Adjusted	No.	%
A → A	4374	35%
A → B	723	6%
A → C	23	0%
B → A	148	1%
B → B	2502	20%
B → C	751	6%
B → D	36	0%
C → B	105	1%
C → C	1685	13%
C → D	1127	9%
C → N	38	0%
D → C	32	0%
D → D	405	3%
D → N	353	3%
N → D	9	0%
N → N	359	3%

B3. Adjustment and Subject

The effect of adjustment on estimated results varies significantly by subject. The largest subjects chosen are listed below with the grade change that was introduced by the statistical adjustment process, averaged across all candidates, with 1 being equivalent to a single grade change eg A to B or C to D. Therefore, for National 5, maths results were adjusted to a much greater degree than English, which were changed very little overall.

NATIONAL 5	Subject	Average Grade Change	Resulting Candidates (>100)
	<i>English</i>	-0.03	1141
	<i>Mathematics</i>	-0.30	992
	<i>Biology</i>	-0.16	570
	<i>Applications of Mathematics</i>	-0.29	482
	<i>Physical Education</i>	-0.47	460
	<i>Chemistry</i>	-0.28	373
	<i>History</i>	-0.13	322
	<i>Physics</i>	-0.10	301
	<i>Modern Studies</i>	-0.34	258
	<i>Art and Design</i>	-0.16	255
	<i>Geography</i>	-0.44	249
	<i>Practical Cookery</i>	-0.07	205
	<i>French</i>	-0.17	198
	<i>Music</i>	-0.01	171
	<i>Business Management</i>	-0.14	160
	<i>Computing Science</i>	-0.31	157
	<i>Drama</i>	-0.11	146
	<i>Spanish</i>	-0.02	131
	<i>Administration and IT</i>	-0.13	126
	<i>Design and Manufacture</i>	-0.31	123
	<i>Graphic Communication</i>	-0.31	115

HIGHER	Subject	Average Grade Change	Resulting Candidates (>100)
	<i>English</i>	-0.25	868
	<i>Mathematics</i>	-0.23	457
	<i>Physical Education</i>	-0.17	269
	<i>Biology</i>	-0.15	250
	<i>Chemistry</i>	-0.14	238
	<i>History</i>	-0.39	235
	<i>Physics</i>	-0.04	183
	<i>Modern Studies</i>	-0.48	172
	<i>Geography</i>	-0.26	164
	<i>Business Management</i>	-0.48	156
	<i>Art and Design</i>	-0.36	152
	<i>Religious, Moral and Philosophical Studies</i>	-0.27	125
	<i>Music</i>	-0.16	119
	<i>Drama</i>	-0.31	107

ADVANCED HIGHER	Subject	Average of Grade Change	Resulting Candidates (>9)
	<i>Mathematics</i>	-0.13	89
	<i>English</i>	-0.22	83
	<i>Biology</i>	-0.05	61
	<i>Chemistry</i>	-0.22	60
	<i>Music</i>	-0.10	51
	<i>Physics</i>	-0.47	45
	<i>Art and Design (Expressive)</i>	-0.03	30
	<i>Art and Design (Design)</i>	0.00	23
	<i>Spanish</i>	-0.95	22
	<i>Graphic Communication</i>	-0.19	21
	<i>Modern Studies</i>	-0.20	20
	<i>Computing Science</i>	-0.26	19
	<i>Business Management</i>	-1.44	18
	<i>Drama</i>	-0.29	17
	<i>History</i>	-0.25	16
	<i>Geography</i>	0.14	14
	<i>French</i>	-0.55	11
	<i>Physical Education</i>	-0.20	10
	<i>Statistics</i>	-0.40	10

B4. Adjustment and Deprivation

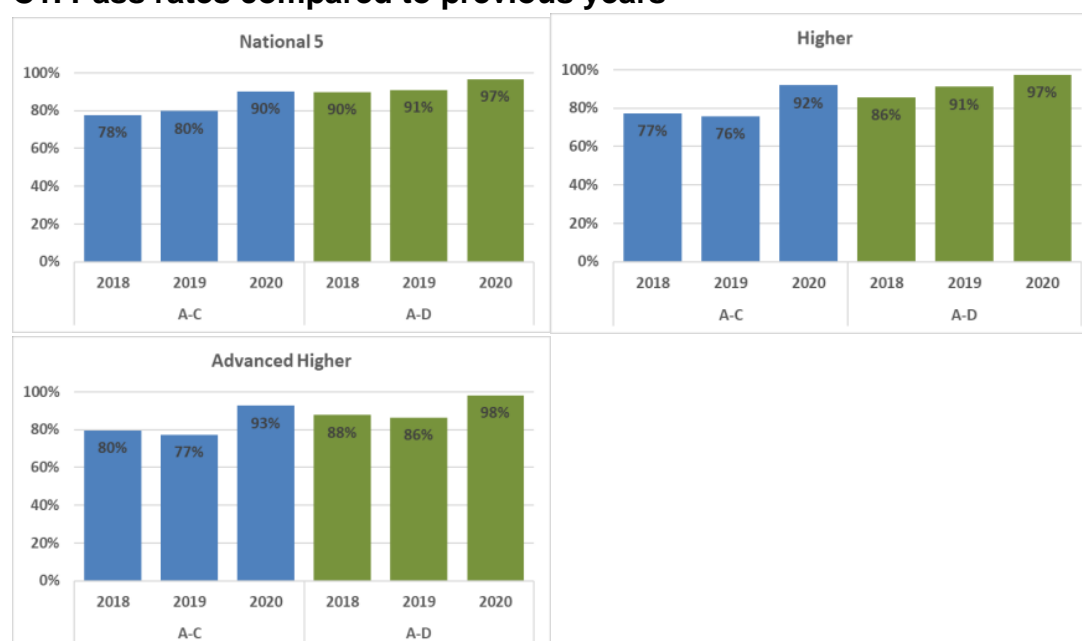
As initial estimates were adapted on the basis of previous school attainment and also learners' previous attainment, and both of these will exhibit a relationship with deprivation, it follows that the process would have a slightly higher impact on learners from deprived backgrounds. This was exhibited nationally using SIMD and can be seen in PKC when using ACORN. Across all 3 levels (National 5, Higher and Advanced Higher), ACORN 5 (most deprived) learners had grades reduced by an average 0.27 of a grade point, compared to 0.21 for ACORN 1 (least deprived). The effect is slightly more marked for Advanced Highers but smaller for Highers.

The effect on outcomes can be seen in the following table where the proportion of each cohort whose result changed from an A-C pass to D or from a D to no award has a relationship with ACORN category. This is all qualifications at all levels across all stages S4-S6.

Outcome						
ACORN Category	Pass No Change →	D No Change →	No Award No Change →	Pass to D ↘	D to No Award ↘	
5	73%	4%	4%	12%	5%	Most deprived
4	76%	5%	4%	11%	4%	
3	82%	3%	2%	9%	3%	
1&2	84%	2%	2%	8%	2%	Least deprived

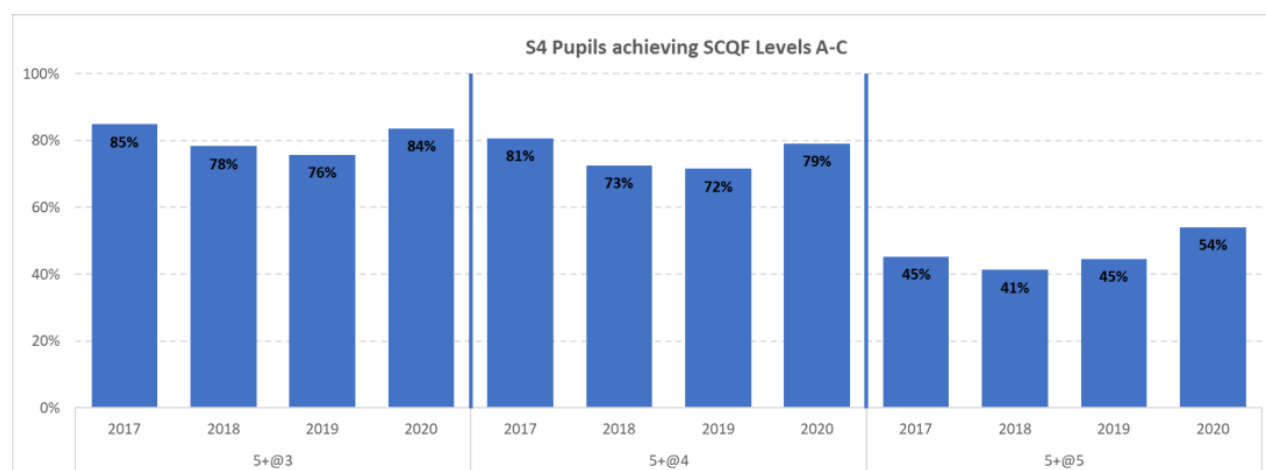
C. Final Results (August 11 – Teacher Estimates)

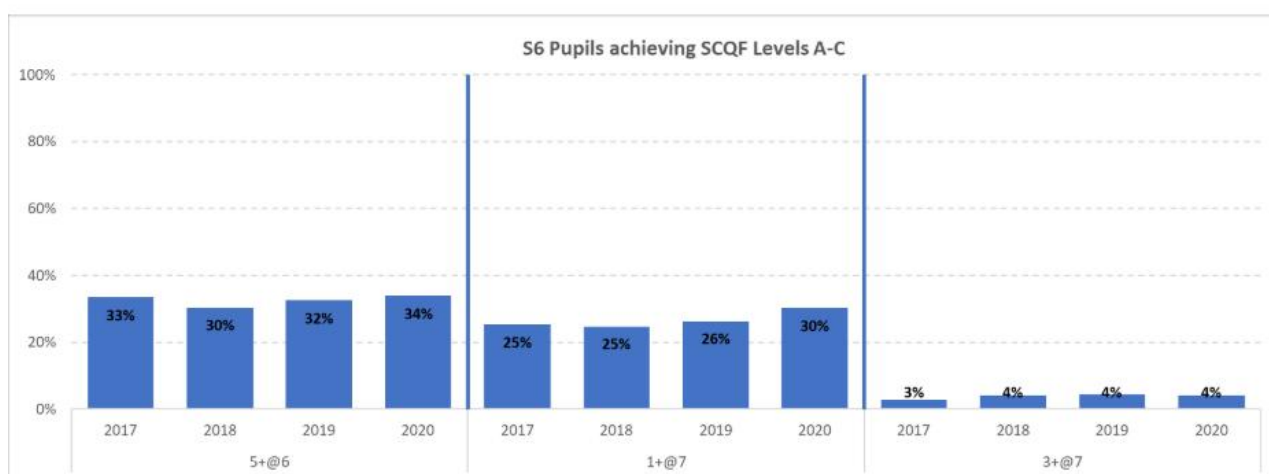
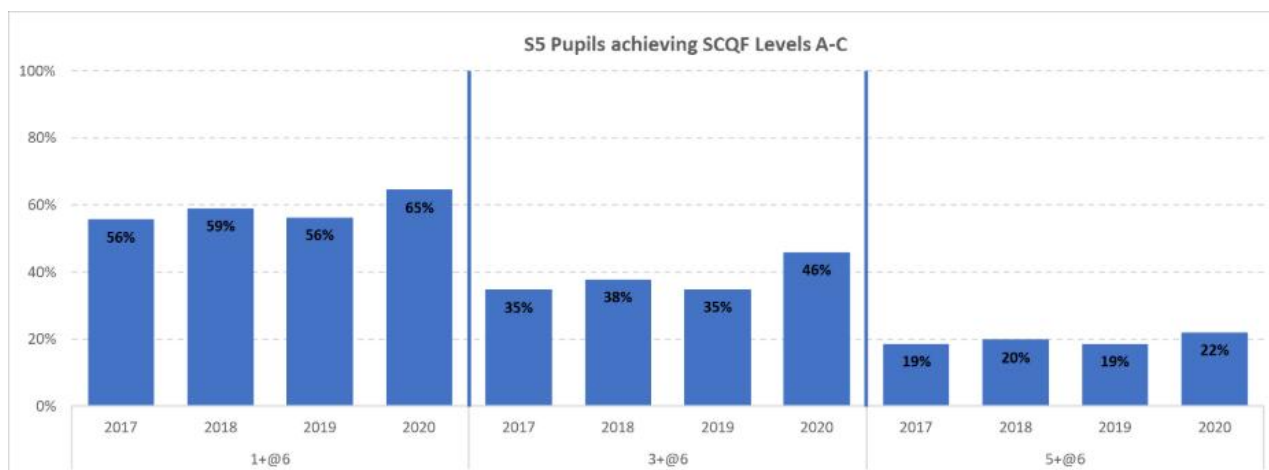
C1. Pass rates compared to previous years



C2. Key Performance Indicators - Breadth and Depth

Note, these are **provisional** for year on year comparison only and do not include achievement outwith the school eg through Perth College UHI. Scottish Government Benchmarking Tool – Insight - provides definitive figures.





C3. Comparison of Final Results and Adjusted Initial Results (A-C Pass Rates, all stages)

Qualification Level	Initial / Adjusted	Final/ From Estimates
National 5 (SCQF Level 5)	82%	90%
Higher (Level 6)	81%	92%
Advanced Higher (SCQF Level 7)	85%	93%
Overall	82%	91%

PERTH AND KINROSS COUNCIL

**Scrutiny Committee
9 September 2020**

**Lifelong Learning Committee
4 November 2020**

EDUCATION AND CHILDREN'S SERVICES ANNUAL PERFORMANCE REPORT 2019/20

Report by Executive Director (Education and Children's Services) (Report No. 20/159)

PURPOSE OF REPORT

This report presents the Annual Performance Report 2019/20 for Education and Children's Services. It summarises Service performance over the period of April 2019 - March 2020 in delivering better outcomes for everyone in Perth and Kinross, and reports on performance against our key performance indicators.

1. BACKGROUND / MAIN ISSUES

- 1.1 Service Business Management and Improvement Plans and Annual Performance Reports are a core element of the Council's Service Planning Framework.
- 1.2 The Education and Children's Services will be developed on a longer timescale this year, in line with the council's ongoing Recovery and Renewal programme.
- 1.3 The Education and Children's Services Annual Performance Report for 2019/20 reviews Service progress over the past year in meeting the targets and commitments set out in the Education and Children's Services Business Management and Improvement Plan 2018/19.

2. PROPOSALS

- 2.1 The Service continues to make good progress to support vulnerable children and families, raise achievement for all, improve the quality of life for individuals and communities and to enable the delivery of high quality public services.

3. CONCLUSION AND RECOMMENDATION

- 3.1 The Annual Performance Report details progress against the Service's targets and improvement actions over the last year and sets out how the Service will take forward its strategic objectives.

3.2 It is recommended that the Scrutiny Committee:

- (i) Scrutinises and comments as appropriate the Education and Children's Services Annual Performance Report 2019/20.

3.3 It is recommended that the Lifelong Learning Committee:

- (ii) Approves the Education and Children's Services Annual Performance Report 2019/20.

Author(s)

Name	Designation	Contact Details
James Chiles	Performance Officer	ECSCCommittee@pkc.gov.uk 01738 475000

Approved

Name	Designation	Date
Sheena Devlin	Executive Director (Education and Children's Services)	4 September 2020

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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
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 all Objectives.

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 all Objectives.

- 1.3 The report also links to the Education & Children's Services Policy Framework in respect of the following key policy area:

- Change and Improvement

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 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.

This section should reflect that the proposals have 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 Environmental Assessment (Scotland) Act 2005 places a duty on the Council to identify and assess the environmental consequences of its proposals.

This report has been considered under the Act 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 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. Under the Climate Change (Scotland) Act 2009 the Council also has a duty relating to climate change and, in exercising its functions must act:

- In the way best calculated to delivery of the Act's emissions reduction targets.
- In the way best calculated to deliver any statutory adaption programmes.
- In a way that it considers most sustainable.

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

Risk

3.6 Risks are identified and reviewed as part of the BMIP process.

4. Consultation

Internal

4.1 The Annual Performance Plan is developed in collaboration with Heads of Service, Managers and staff across Education and Children's Services.

External

4.2 N/A.

5. Communication

5.1 Wide communication of the finalised Business Management and Improvement Plan will take place once approved by Committee.

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: Education and Children's Services Annual Performance Report 2019/20



Education and Children's Services

Annual Performance Report 2019/20

Contents	Page
Introduction	3
Vision, Strategic Objectives and Service Priorities	4
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1. INTRODUCTION

This report presents a summary of the work we have undertaken over the past year to ensure better outcomes for everyone in Perth and Kinross, and contribute to the delivery of the Council's strategic objectives. It allows us an opportunity to reflect on the progress we have made in the last year and report on our performance against identified performance indicators.

Improving outcomes for children and young people is the core business of Education and Children's Services. Our focus is to ensure that children, young people and their families receive appropriate experiences and support to best meet their wellbeing and learning needs and achieve positive outcomes. A key focus for our work is early intervention and prevention, raising attainment for all and closing equality gaps, delivering equity and enabling inclusion in all of our services.

We remain committed to ensuring that children and young people are safe, healthy, achieving, nurtured, active, respected, responsible and included and that they and their families receive the help they need, when they need it. We will continue to ensure that our services are responsive to the needs of people and their communities.

Whilst we do well in many areas, our ambition is always to do better. We are confident in our ability and capacity to continue to improve, supported by a workforce committed to delivering better outcomes and continuous improvement.

While current circumstances require us to plan for a process of recovery, it also provides an opportunity to evaluate our services with fresh eyes, and to learn valuable lessons from circumstances that have been forced upon us, to see what has worked well, and to make informed decisions about the best use of the resources at our disposal.

Thanks to all staff and partners for the contributions they have made and for their continuing efforts and commitment to delivering positive outcomes and improved services.

Sheena Devlin

Executive Director (Education and Children's Services)

2. VISION, STRATEGIC OBJECTIVES AND SERVICE PRIORITIES

Our Vision

We support the Vision of the Community Planning Partnership, for our area:

“Creating a confident, ambitious and fairer Perth and Kinross, for all who live and work here.”

This Plan aims to translate this vision into an agenda for Education and Children’s Services to deliver positive outcomes for our citizens and communities.

Perth and Kinross Council’s (PKC) Strategic Objectives

The vision is reflected in the Council’s five strategic objectives and these inform decisions about policy direction and budget spending:

- 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.

The vision and strategic objectives support the delivery of the [Community Plan](#) and the Council’s [Corporate Plan](#). The following sections set out what we will do to support the achievement of these strategic objectives.

Education and Children’s Services Strategic Framework

During 2019, Education & Children’s Services used a collaborative process involving staff across the service to develop a new service Vision and Values, which built up over several iterations to produce a concise and focused statement.

Our Vision:	Improving Lives Together		
Our Values:	Ambition	Compassion	Integrity

Aligned with this are the service’s strategic priorities, which draw from the Tayside Plan for Children, Young People and Families.

ECS Key Priorities (based on Tayside Plan)				
Best Start	Learning & Achievement	Health & Wellbeing	Care and Equity	Safe and Protected

Best Start

Our children will have the best start in life, they will be cared for and supported to learn in nurturing environments.

We work alongside families to improve children's wellbeing and encourage early social and emotional development. In partnership with parents and carers, we support children in their early years to ensure all children and young people are given the best start in life.

Performance Summary for 2019/20

Expansion of Early Learning and Childcare provision

The expansion of Early Learning and Childcare (ELC) has been rolled out on a phased basis. As at March 2020, 52% of Perth and Kinross funded providers were providing 1140 funded hours to 3-5 year olds eligible families or families living in qualifying areas. 542, 3-5 year olds and 36 eligible two year olds (Strong Start) received 1140 funded hours in local authority settings. A total of 103, 3-5 year olds and 5 eligible 2 year olds received 1140 funded hours in funded provider settings, and three 3-5 year olds received 1140 funded hours in childminder settings. Overall, 62% of 1140 funded hours local authority setting Strong Start places were filled. PKC, Dundee and Angus authorities are also working in partnership to ensure children can access the funded hours across Council boundaries where required.

In each of the eleven ELC communities, there are local authority nurseries offering term time and 45-week patterns, and funded provider settings offering a variety of patterns. Within each ELC community, Additional Support Needs (ASN) hubs are being developed in local authority settings. These hubs will provide children, with additional and complex needs, access to the support and environment they require within the ELC community they reside in. Five local authority Early Childhood Centres (ECC) have been created within the most deprived areas of Perth and Kinross to support vulnerable children. The ECCs will offer a 50 week model of attendance in addition to the 45-week and term time attendance models.

A contract management process has been developed to ensure funded providers achieve and continue to meet the criteria outlined in the National Standard. All funded providers are required to achieve a Care Inspection quality grading of 4 (good) or above. This assures there is high quality ELC in each funded setting providing a positive impact on the children's experiences and outcomes. To ensure children have a high quality learning experience, there is a requirement to recruit and develop a high quality workforce with the skills, flexibility and expertise to deliver the future requirements of ELC, whilst contributing to improving outcomes for children and families. Good progress has been made in recruiting for these posts, such as Senior Early Childhood Practitioners (ECPs) (44 additional posts), Principal ECPs (7 new posts) and Centre Leaders (4 additional posts).

Work with Angus and Dundee City Councils, and liaison with colleges and universities has allowed for a shared vision on purpose and roles across the sector. The ELC workforce were surveyed across the authorities to gain information on qualifications, experience and skills, resulting in an event on Inspiring Leadership in February 2020 involving a total of 150 staff from local authority and funded provider settings and childminders from across the three authorities.

Play Framework

The Perth and Kinross Play Framework was launched in June 2019.

To support play in schools, there are currently 17 Play Pods in PKC school playgrounds. Play Champion programmes have been delivered to a number of schools and evaluations are being gathered. In August 2019, Forest Schools Training was delivered in Partnership with Perth College, participants included Early Years and Childcare staff. This was well received and further training has been arranged to support outdoor play and learning.

To support learning and play at home, Play Z cards, with simple play ideas for parents, have been produced and distributed through the Early Years and Childcare Teams, Schools and the Parenting Team to families to try at home. The Z Cards were also available on the Play Talk Read Bus (PTRB) when it visited Perth and Kinross between 16 - 20 September 2019. 148 families and 220 children visited the PTRB over 5 locations. 82% of those who visited the PTRB said they had learned something new and 90% said they would try different ways of playing with their child/ren at home.

To support play in the community, links have been made with a range of professionals including Parks, Roads, Planning and Architects, as well as getting involved with the Dunkeld Road Corridor and the other re-generation areas. Each local Action Partnership has been contacted, with staff attendance at a number of partnership meetings to give an overview of the Play Framework and gain support for its future implementation.

Learning and teaching approaches to delivering the curriculum in early years

Nine schools took part in Learning through Play Action Research initiative with 78% completing the course. This high-quality learning and development opportunity has been delivered through partnership working by the Early Years team, Early Years Inclusion and Educational Psychology Service. All schools have access to materials to allow Learning through Play to be developed in their school using Nursery to Primary Transition guidance which reflects National guidance and complements the work of Learning through Play initiative.

An evaluation undertaken by Educational Psychologists detailed that during the sessions children were noted as needing much less direct support and those with Additional Support Needs (ASN) were coping for a lot of the session without the adult support that would have been required in more formal learning environments. Teachers noticed that children were actually choosing to do more formal learning activities such as number and writing jobs and that they were more enthusiastic and ready for direct teaching activities when they were gathered as a group.

The multi-agency 0-3 Partnership Group meets 4 times a year to identify support that children with complex needs may require at key transition points such as starting nursery. The group are currently developing a pathway for children with complex needs transitioning into Early Learning and Childcare settings.

Learning and Achievement

Our children, young people and their families will be meaningfully engaged with learning and, combined with high quality learning experiences, all children and young people will extend their potential.

Through meaningful engagement in learning, high quality learning experiences and skilful staff, all of our children, regardless of their circumstances, will be successful learners, confident individuals and responsible citizens who contribute to their communities. We have ambitious targets for raising attainment and achievement.

Performance Summary for 2019/20

Raising Attainment Strategy 2019-2022

A comprehensive Raising Attainment plan has been developed, outlining key priorities for 2020-2021 and beyond. Key roles and responsibilities for schools and the local authority are laid out in the plan with clear timescales.

A Raising Attainment Board has been formed to oversee the implementation of the Raising Attainment Strategy and a key priority of the board will be to track and monitor key performance indicators. Stretch aims and targets for improvement have been clearly identified and shared with schools.

The Raising Attainment Strategy has been shared in an interactive way on the PKC intranet, along with the implementation plan. Schools have access to key local and national information including PKC Equity Network bulletins, guidance and support. Education Support Officers have been supporting the development of 'shapshots' where schools are encouraged to develop presentations which demonstrate the impact of Pupil Equity Fund (PEF) interventions and strategies employed to close the poverty attainment gap.

Over the last year, our Navigate learning provision has supported 39 young people with additional support needs and their families/carers to improve their attainment. On average, young people who attend have achieved 6 National Level qualifications each, in addition to hours towards their Saltire awards; 100% of young people in the senior phase transitioned towards positive post-16 destinations. Attendance increased by 3.4% in comparison to the previous year and the curriculum expanded further by 10% for Broad General Education and 4% for S5 and above, increasing learning opportunities tailored to individual interests and strengths with the pupils voice at the core.

Work has taken part across this session to improve responses to emotionally-based school absence, raising awareness of the need for early intervention and developing confidence in key staff in assessing and responding to the needs of target pupils. This has led to a draft staged intervention framework being developed, with linked information and training.

Excellent Relationships, Excellent Learning and Teaching

The Excellent Relationships, Excellent Learning and Teaching Policy reflects input from pupils, practitioners and leaders across Perth and Kinross and sets out a clear aspiration for excellence, with identified outcomes and key responsibilities for all.

To support the implementation of the policy, the Education Support Team have created an offer of support, collaboration, guidance and resources for practitioners and schools, to

support them in achieving excellence. This includes career long professional learning (CLPL), targeted packages, and Creative Learning Network projects. The Perth and Kinross Education's Professional Learning Community on Glow provides an easily accessible platform for the wide range of professional learning opportunities, links to relevant research and the support materials and resources. The Learning and Teaching Newsletter, issued monthly, provides teachers with local and national updates, links to relevant reading and CLPL. The establishment of the Education Support Team has enabled us to support seven schools as part of the Inspiring Schools Programme to enhance knowledge, skills and understanding of highly effective teaching approaches and improve consistency in the quality of learning and teaching.

Inclusion Services

Extensive engagement with a range of key stakeholders including parents, carers, staff and partner organisations has been completed to further inform the review of Inclusion Services. In the survey of parents and carers, 850 responses were received, with over a quarter of the responses from parents or carers with a child with additional support needs. Over 700 Education Services staff also provided information on their knowledge, skills and confidence. Collectively, this information will help to shape improvements to be taken forward in 2020/21.

Digital Strategy

The Digital Strategy outlines the vision and approaches to embed digital literacy, skills, learning and assessment in schools. This strategy is aligned with the National Improvement Framework, the National Digital Learning and Teaching Strategy for Scotland and the PKC Raising Attainment Strategy. Our vision is to effectively and appropriately use digital technology to enhance learning and teaching, to equip children and young people with vital digital literacy skills, which will lead to improved outcomes and prepare them for life beyond school.

Learning is being enhanced by effective use of digital technologies across Perth and Kinross with an ever-increasing number of schools embarking on the journey towards Digital Schools status; Blairgowrie High School being the latest school to be successful in achieving the full award.

Bertha Park High School continues to embed digital technologies at the heart of its learning and teaching with 1-1 devices incorporated into all lessons enhancing the learning experience. Research is being conducted by Lews Castle College, UHI, into the impact of 1-1 devices, which will be concluded by the end of academic session 2020/21.

All pupils now have access to Office 365 applications within GLOW. Overall, GLOW usage increased by approximately 220% over the period 1 April – 31 December 2019. Data reflects increasing student access to GLOW learning and teaching resources from home. Evidence shows that Microsoft Teams adds value as a tool for sharing information and streamlining and improving communication. The Digital Skills team who provide GLOW user support (self-help resources, guides and webinars) have delivered over 60 school sessions to more than 450 staff.

In January 2020, an Education Support Officer was appointed to take forward the priorities of the Digital Strategy, including the Virtual Campus and the digital element of the Highland Perthshire Learning Partnership (HPLP).

A needs analysis and consultation exercise has been conducted with all Secondary Schools to finalise the best approach to the Virtual Campus (VC). A varied service and approach are being offered that provide opportunities for all schools to utilise the service with a wide range of pupils being targeted. The 3 approaches are:

- **5@3** – An online package of resources targeted at young people who are working at SCQF level 3.
- **Highers via VC** – A blended approach via Virtual Campus of teacher input and independent study directed by a teacher.
- **Level 7 extension** – A suite of easily accessible digital opportunities packaged together into a user-friendly format that extends a young person's achievement.

An element of the HPLP is to develop, share and sustain a dynamic and innovative learning offer. This includes elements of co-designed and delivered inset sessions between the two schools. Video conferencing and blended learning approaches have been developed with Perth College to offer a Foundation Apprenticeship in the HPLP. The HPLP is now working towards obtaining a Digital Schools Award.

Health and Wellbeing

Our children and young people will be physically, mentally and emotionally healthy.

Learning in health and wellbeing is designed to ensure that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing.

Performance Summary for 2019/20

Health and Wellbeing Strategy

Schools have identified Health and Wellbeing Leaders to attend termly Network meetings. Health and Wellbeing Leaders identify tools to measure progress and achievement within Health and Wellbeing including use of wellbeing indicators, performance in Physical Education and progress through key curriculum organisers.

Schools are also using self-evaluation materials included in the Health and Wellbeing strategy to support improvement planning. Health and Wellbeing priorities identified through improvement plans were varied and reflected the individual needs and circumstances of school contexts. These included planned interventions for Growth Mindset, BounceBack, Restorative Approaches, Emotion Works, Rights Respecting Schools, and Outdoor Learning.

In order to progress approaches that improve sleep, a small-scale pilot was developed in collaboration with the Children & Young People Improvement Collaborative (CYPIC). This approach engaged young people to learn about sleep and contribute to plans to improve the quality and duration of the time they spent sleeping. The study then reflected the impact this had on engagement and learning.

Through the Health and Wellbeing Curriculum Leaders, schools are embedding the use of self-evaluation strategy to guide practice, linking to the interventions of the Relationships Framework where this is indicated in their self-evaluation. The leaders network is now well-established and using the action plan in the strategy to focus on self-evaluation tools and sharing good practice. Materials to support progression through the curriculum are being developed and implemented. A multi-agency group have used focus group data to commence the development of a local mental health pathway with key messages for self-help. Review of staff professional development needs is being undertaken through a final evaluation of the Mental Health Innovation Fund work.

Food insecurity

The Food Insecurity during Holiday Periods Short Life Working Group (FIHP) was established to support communities to utilise Council funding to support local initiatives aimed at reducing the impact of food insecurity for families across Perth and Kinross by providing fun, engaging activities for children and families with a healthy, nutritious meal as an element of planned events or activities. Projects were particularly focused in areas with higher levels of social deprivation or inequalities. The funding enhanced the support available to existing activities or offered the opportunity to run new activities that the groups/organisations would otherwise not be able to fund.

The total number of recorded attendances over the 2019 summer holidays across PKC was 3825, which provided support to over 700 families, supported by collaborative working from

PKC teams, registered charities, community groups and volunteers. It was estimated that around 111 volunteers gave up their time to support their community.

Feedback from parents, children and young people and those delivering activities has been very positive overall. In some cases, the effect the funding had on communities was to provide a vital lifeline for vulnerable children and families.

“The events are a lifesaver for me!”

“Saving money on food has been a benefit of coming and is really appreciated.”

“Overall this has taken the stress out of the summer holidays for me.”

The estimated costs per child ranged from £1.50 to £19.38 with the average costs around £7 per child, dependent on several factors such as rurality and availability of suitable accommodation.

The activities ranged from sporting and physical activity to crafts and trips to local facilities such as parks, museums, and libraries. Some areas offered the Cook It programme which helps families learn about creating healthy, nutritious, low cost meals and provided food for them to take home.

The FIHP programme offered families a place to go during holiday periods where they were able to take part in no cost activities with other families in their community. It has helped to build a positive, involved community spirit. It has also helped boost the confidence of family members with several comments relating to the positive impact of healthy eating and using local facilities. It has had an encouraging effect on young people who would normally have been “bored” over the holiday period and it has provided some consistency of learning on an informal basis.

Collaboration and future integration with the Food Share Network and food banks will continue to develop the strategy into the future. A Community Food Co-ordinator will be appointed to support this ongoing collaboration.

Perth and Kinross Child Poverty Action Plan

Perth and Kinross schools have been considering ways they can poverty-proof the school day. Some schools have undertaken Cost of the School Day training and have implemented measures to reduce the financial demand on families. A number of schools have produced a *Cost of the School Day* information sheet to share with parents. It details the costs incurred that are mandatory and those that are not.

Many primary schools now offer free school trips and use Pupil Equity Funding to reduce expenditure for some pupils. Many Parent Councils engage in fundraising to support the reduction of costs for families. A draft document regarding Cost of School Trips has been produced in collaboration with a group of secondary DHTs and HTs.

Secondary schools are looking at ways of reducing or eliminating costs for Home Economics, Craft Design & Technology and some Art courses. A working group has been established to review approaches to offer greater equity across all schools and to reduce costs to families across all areas.

Partnership work is evolving between ECS and the Welfare Rights team, and planning is ongoing to ensure all families receive entitlements including free school meals and clothing grants.

Further partnership with the Waste Management Team is working to establish effective approaches to recycling school clothing and equipment in localities. Consideration of enterprising approaches to sustainability may prove a positive message for young people. Examples of this can be found where school and community partnerships offer clothing swap sites targeted at reducing the impact on climate change.

ECS, in partnership with Housing, has led the 'Cost of Living' workstream within the Child Poverty plan, which is beginning to make a difference for families through developments such as: a new affordability model for Council house rents; a doubling of enquires and home visits by the Home Energy Advice Service to reduce fuel poverty; availability of grant funding to increase access to instrumental music tuition for eligible children; raised awareness of child poverty by schools and parent bodies and active participation in identifying opportunities to 'reduce the cost of the school day'; and scoping of two pilot projects to establish a food sharing network.

Care and Equity

Our children and young people who experience particular inequalities and disadvantage will achieve health, wellbeing and educational outcomes comparable with all other children and young people.

We focus resources on groups of children and young people that are more likely to experience inequalities and poor outcomes in health, wellbeing, education and post-school destinations. We are committed to closing the various 'gaps', increasing accessibility and broadening opportunities.

Performance Summary for 2019/20

Corporate Parenting Strategy 2017-2020

This year will see our current Corporate Parenting Strategy come to a conclusion. Consultation about developing our new strategy will begin shortly with our care experienced young people, their families and other corporate parents such as NHS Tayside and Police Scotland, Scottish Fire and Rescue, Skills Development Scotland, SCRA and our 3rd sector partners.

Support children and young people in their families and communities

The REACH Team continues to provide intensive, co-ordinated and flexible support for young people with multiple complex needs and their families, within their own homes and communities.

On 31 March 2020, the percentage of children being cared for in the community remained very high at 96%. During the year, 64 children and young people (who were cared for away from home) ceased to be looked after, just over half returned home to parents or relatives.

This approach prevents young people from being accommodated within a residential care setting and supports young people to successfully return home from residential accommodation. This has helped to reduce the number of young people accommodated away from home in a residential setting from 22 in 2017 to 10 in 2020, a level which has been maintained for the last two years.

The Primary Raising Attainment and Inclusion, Supporting Education (PRAISE) Team was set up in January 2020. The PRAISE team, in conjunction with ECS colleagues and other partners, helps to support children who are looked after at home to be able to fully participate and achieve within the school setting. By the beginning of March 2020, the team was actively working in nine schools within Perth and Kinross with 17 children. Good and trusting relationships were being made with the children themselves, stakeholders and increasing parental engagement. The commissioning of a mentoring service has been undertaken and this will commence at the start of the new term in August 2020.

Independent Advocacy

Independent Advocacy is a service which can help children, young people and those closest to them ensure their voice and views are heard at meetings and reviews. We continue to support and inform young people about their rights and their option to use an Independent Advocate. In addition to Independent Advocacy, we also encourage children and young people to use the mobile phone app Mind of My Own. The app helps children and young people organise and share their thoughts directly with their support worker.

Over 400 children and young people responded to a survey in December 2019 regarding their thoughts on bullying. Overall, most pupils felt they could talk to someone about any bullying – the majority of pupils choosing to tell a family member or a member of staff. In primary schools, children voiced a stronger sense that there were more transparent consequences and that something was being done. However, overall a quarter of respondents stated that they were not aware of the consequences/response to reported bullying. The information is informing a review of the Anti-bullying Strategy.

Young Carers

Young people often see their caring role as a positive experience. However, when they are required to take on too many caring responsibilities, or carry out caring roles that are not appropriate, there can be limiting or adverse effects on their health and overall well-being.

Working in partnership with our colleagues at PKAVS and the Health and Social Care Partnership (HSCP), we work with the Young Carer and the person they care for, to identify resources which can help to lessen the impact of their caring role to a level which better supports them to achieve their potential.

Working directly with PKAVS staff and Young Carers and their families, the Inclusion Team delivered an outreach event with schools. This resulted in an increase in awareness of support required by Young Carers and therefore an increase of referrals by schools to PKAVS and the support they can offer for children and young people.

Attendance

Children and young people, often with pre-existing additional support needs, can develop anxieties around school attendance which require careful amelioration and consistent, skilled partnership working, particularly with parents. Work has taken part across this session to improve responses to emotionally based school absence, raising awareness of the need for early intervention and developing confidence in key staff in assessing and responding to the needs of target pupils. Pilot feedback will be reviewed to roll out the work next session.

Safe and Protected

Our children and young people will be safe and protected from harm at home, school and in the community. Our communities will be safe and we will act to prevent and reduce crime and anti-social behaviour.

Our approaches to protecting vulnerable children and young people are integrated and focused on early identification, and immediate and effective intervention to remove and reduce the risk of significant harm.

Performance Summary for 2019/20

Services to protect children

The ninth annual “Getting it Right...Keeping Your Child Safe” event, focusing on online risks for children and young people, took place at Perth Playhouse and attracted an audience of around 550 delegates, comprising of both parents and professionals from across Tayside and beyond. The event was very positively evaluated with 96% of delegates reporting after the session that their knowledge was improved or much improved. All of the presentations were rated by over 75% of delegates as very good or excellent; one of the presentations was rated as excellent by 80% of delegates.

Assessments

In 2019, all assessments going to Child Protection Case Conferences and Assessment Reports for Children’s Hearing were reviewed and feedback provided to social worker and Team Leaders. For a period of 3 months panel members reviewed each report and provided feedback to the Service. This exercise has now been rolled out across other local authorities. Report writing training was completed for the whole service, and this will be offered again next year.

Tackling domestic abuse

Currently, we have 6 social workers and 3 senior practitioners trained in assessment and delivery of the Caledonian System and the Respect programme (for those who meet the criteria for the Caledonian System but require one-to-one input). A further 3 social workers have now successfully completed the screening process and will go on to complete Caledonian training.

All domestic aggravated Criminal Justice Social Work Report requests in Perth and Kinross are now assessed for Caledonian programme suitability using the SARAv3 risk assessment tool. Two PKC social workers continue to be seconded to jointly deliver – with colleagues in Dundee – the groupwork part of the Caledonian System.

Caledonian Women’s Workers continue to support partners/ex partners of men who are undertaking the men’s Caledonian Programme. In addition, they are involved in the risk assessment process and offering direct support to partners/ex partners at the pre-sentencing stage.

There has been progress in the discussions with prison based social workers at HMP Castle Huntly, the Scottish Prison Service and the Caledonian National Co-ordinator about delivering preparatory work with prisoners deemed suitable for the Caledonian System prior to their release from custody.

Criminal Justice Social Work Services (CJSW)

Initial work utilising the Care Inspectorate's guidance and framework on self-evaluation was carried out. Utilising the case file audit tools from the Care Inspectorate, internal audits were carried out on clients subject to Community Payback Orders which was useful in benchmarking practice and identifying areas for improvement.

Following the transfer of CJSW services to Education and Children's Services, a revised set of governance arrangements for CJSW was approved by the Council's Executive Officer Team and implemented from January 2020. These new arrangements cover four key areas of CJSW business:

- Business management and improvement.
- Community Justice Annual Report.
- Community Payback Annual Report.
- The MAPPA Annual Report.

The new arrangements will see CJSW business reported on a regular basis to ECS senior management team and elected members via Council Committees. This will enable ECS to develop an integrated and comprehensive approach to its strategic service planning and allow for scrutiny, challenge and quality assurance monitoring from senior managers, partners and elected members.

Presumption against short sentences

The extension of the presumption against short-term prison sentences, to sentences of less than 12 months, was introduced in June 2019. This means that a court should not pass a sentence of imprisonment of 12 months or less unless it considers no other sentence is appropriate. As a result of this, it was expected that the number of community-based disposals, mainly Community Payback Orders (CPOs), would increase.

In response to this, CJSW services carried out a review of current service provision and modelled what the impact of the projected increase in new CPOs on resourcing requirements would be. Across both teams responsible for managing CPOs, it was shown that there exists sufficient capacity to successfully manage any increases in these Orders. While it may take a number of months for the full effects of the introduction of the extension of the presumption against short term sentences to be known, data for 2019-20 showed that there were 347 new CPOs, an additional 25 CPOs when compared with the previous year's total of 322. This increase resulted in no resourcing issues for the CJSW service.

3. ORGANISED TO DELIVER

Governance and Management Structure of the Service

Education & Children's Services Senior Management Team (SMT) is responsible for providing strategic leadership and direction for the work of Education and Children's Services. SMT comprises of:

- Sheena Devlin, Executive Director (Education and Children's Services)
- Jacquie Pepper, Depute Director & Chief Social Work Officer
- Sharon Johnston, Interim Head of Education
- Hazel Robertson, Head of Services for Children, Young People & Families
- Greg Boland, Senior Business and Resources Manager

The service's management structure is detailed on the PKC website.

Customer Focus and Community Engagement

In the Blairgowrie local management group there have been a number of Parent Engagement sessions for English as an Additional Language (EAL) parents. In addition, in five of the Primary schools, a 'Language of the Month' project was implemented to encourage interest in Community Language and an EAL blog was also launched with information for both Parents/Carers and staff.

Preparing our People for the Future

In-service programmes for school staff included delivery of a total of 32 workshops over 2 days in November and February, including a range of workshops for Pupil Support Assistants such as 'Precision Teaching in Literacy', 'The Importance of Enhancing Playtimes' and 'Using DASH to report an incident – how, why and what next?'. All were delivered over the two dates by members of the Inclusion Team, Educational Psychologists, specialist teachers and Allied Health Professionals.

In addition, a range of bespoke training was delivered in several schools, covering:

- Effective ASN planning and meetings.
- Outcome based planning.
- ASD/ADHD – simplifying the complexities.
- Lego Therapy.
- An introduction to managing behaviours that challenge.

Partnership Working

From August 2019, an extensive workforce development programme was initiated by the Tayside Collaborative, with PKC leadership, to enhance the knowledge and skills of practitioners working with families with children in their early years. This involved delivery of the Solihull Approach foundation programme which brings together a range of good practice approaches that aid child development and encourage positive behaviours. It helps practitioners to address emotional problems in a different way and build greater confidence in their own skills and practice so that they have greater impact in their interactions with

parents and children. By March 2020, 271 practitioners from Education, Services for Children, Young People and Families, Health and partner organisations had completed the training and a further 19 had trained as trainers to deliver further training.

Within the Tayside Collaborative development of a Mental Health Strategy, local partnership working has included work on a local mental health pathway with key wellbeing messages and a collation of resources for young people. Following on from the Scottish Government's announcement of 'Counselling in Schools' funding, collaboration has centred on a Tayside-wide approach to support the Mental Health Strategy and local partnership working has proceeded with third sector partners and will be enhanced by a multi-agency steering group.

Performance, Self Evaluation and Risk Management

Inspection results from the Care Inspectorate for services providing Day Care for children, such as nurseries, playgroups, wrap-around care and afterschool clubs, have remained high, with services being rated as Good or better in 81% of settings for the quality of Care and Support they provide, 73% for the quality of Staffing, 84% for the quality of the Environment, and 47% for the quality of Leadership and Management. Inspection results from nurseries inspected by Education Scotland continue to be very positive. During academic session 2019/20, two centres have been inspected. Of the 6 quality indicators inspected, all received evaluations of 'Good' or above.

Inspection results from schools within Perth & Kinross inspected by Education Scotland also continue to be very positive. During academic session 2019/20, four primary schools and one secondary school were inspected. For primary schools, of the 6 quality indicators inspected, almost all received evaluations of 'Good' or above. In most inspection reports for primary schools, partnership working with parents and agencies impacting on improved learning experiences of children was highlighted as a strength. The Headteacher of Inchtute Primary School was commended for leading her team to ensure that wellbeing is at the heart of the school and a child-centred approach is taken in all aspects of school life. Any areas for improvement identified during an inspection are addressed through a school action plan, developed in consultation with the Quality Improvement Officer and shared with the school community.

In the inspection of Perth Grammar School in November 2019, the enhanced provision was noted as a strength of the school for providing high levels of targeted support for young people with more significant additional support needs.

Education and Children's Services strategic risks are outlined below.

Strategic Objective	Service Risk	Residual Risk			
		Impact	Probability	Score	
All objectives	The pace, scale and expectations of change become increasingly outwith our control.	3	2	6	
All objectives	The responsibility for leading on partnership working and commissioned services is not equally shared.	4	3	12	
All objectives	Systems, information and data are not fit for purpose to support modern working practices.	3	3	9	
All objectives	Additional legislative responsibilities are underfunded.	4	3	12	
All objectives	We fail to deliver on expected budget savings.	5	4	20	
All objectives	We fail to fulfil all statutory duties (current and new).	3	3	9	
Learning and Attainment	We fail to meet the requirements of the National Improvement Framework.	4	3	12	
KEY					
Impact:	1 - Insignificant	2 - Minor	3 – Moderate	4 – Major	5 – Critical
Probability:	1 – Rare	2 – Unlikely	3 – Possible	4 – Likely	5 – Almost Certain

4. KEY PERFORMANCE INDICATORS

The following section provides a performance update on key performance indicators for 2019/20. The data provided covers the year to 31 March 2020.

Pre-birth and Early Learning							
Indicator	Performance			Targets			
	2017/18	2018/19	2019/20	2019/20	2020/21	2021/22	2022/23
The proportion of children starting P1 who meet all expected development milestones #	81%	81%	-	85%	+2%	+2%	+2%
The target of 85% is being met in the higher (least deprived) SIMD quintile 5, however, there is still work to do, by all partners, in supporting children and families where one or more milestones are not being met in quintiles 1 and 2.							

Note that indicators in the Learning and Attainment section are based on the academic year from August to July and so are only available up to 2018/19.

Learning and Attainment							
Indicator	Performance			Targets			
	2016/17	2017/18	2018/19	2018/19	2019/20	2020/21	2021/22
Percentage of pupils (P1, P4 & P7 combined) achieving expected levels in:							
Literacy #	71%	76%	76%	77%	Comparator authority average		
Numeracy #	68%	74%	73%	75%	Comparator authority average		
Percentage gap between pupils achieving expected levels between ACORN ¹ 1 and ACORN 4/5:							
Literacy #	27%	18%	19%	17%	9%	8%	7%
Numeracy #	27%	16%	19%	15%	9%	8%	7%
These indicators measure both excellence - raising overall performance for all, and equity – narrowing the poverty-related gap.							
Steady progress in levels achieved is shown across all stages and areas, and there are early signs of some progress in closing the poverty-related gap. Literacy and numeracy strategies have been established to support improvement in key areas.							
School leavers achieving 5 or more SQA subjects at SCQF level 5 #	62%	66%	64%	66%	Exceed virtual comparator		
School leavers achieving 5 or more SQA subjects at SCQF level 6 #	35%	36%	37%	39%	Exceed virtual comparator		
Results for SCQF level 5 remain high, and above the Virtual Comparator. Results for SCQF level 6 are generally increasing, but have fallen slightly behind the Virtual Comparator.							
Tariff scores:							

¹ ACORN is a small-area classification used in P&K alongside or in place of SIMD to understand communities and households.

Learning and Attainment							
Indicator	Performance			Targets			
	2016/17	2017/18	2018/19	2018/19	2019/20	2020/21	2021/22
Lowest 20%	159	173	161	153	Exceed virtual comparator		
Middle 60%	868	892	853	857	Exceed virtual comparator		
Highest 20%	1867	1921	1916	1871	Exceed virtual comparator		
Overall the average tariff points have remained relatively steady, and are generally higher than the authority's virtual comparator.							
School leavers achieving Literacy and Numeracy at SCQF Level 4#	86%	90%	89%	90%	Exceed virtual comparator		
Looked After school leavers achieving Literacy and Numeracy at SCQF Level 4#	71%	75%	63%	69%	Exceed virtual comparator		
Reflecting improvements seen in CfE levels, the literacy and numeracy qualifications achieved by school leavers is generally increasing. Care should be taken when interpreting measures for Looked After Children due to the small numbers involved. Performance is lower than the whole leavers cohort, but in line with and slightly above the virtual comparator.							
% Attendance for Primary School pupils#		95%	95%	96%	95%	95.5%	96%
% Attendance for Secondary School pupils#		91%	91%	92%	92%	92.5%	93%
Exclusion incidents per 1,000 Primary pupils#	9.3	5.8	7.6	TBC	TBC	TBC	TBC
Exclusion incidents per 1,000 Secondary pupils#	46.1	44.9	55.4	TBC	TBC	TBC	TBC
Overall attendance in secondary is steady although primary attendance has fallen slightly over recent years. The number of exclusions from school continues to reduce in both primary and secondary.							
% of school leavers moving onto positive destinations#	94.5%	96.2%	97.5%	97%	97%	97%	98%
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.							
Participation measure for 16-19 year olds (NOTE : FINANCIAL YEAR, NOT ACADEMIC)	93%	94%	93%	92%	93.5%	94%	94.5%
The participation measure reports on the activity of the wider 16-19 year old cohort, including those at school. Once again, Perth and Kinross is performing above the national average (92%), and is doing so in every individual age group as welsl as overall.							

Indicator	Performance			Targets			
	2017/18	2018/19	2019/20	2019/20	2020/21	2021/22	2022/23
Number of young people achieving awards	650	471	442	600	600	600	600
<ul style="list-style-type: none"> • <u>Duke of Edinburgh</u>: 1348 participants achieving 360 awards • <u>Youth Achievement</u>: 7 awards • <u>Dynamic Youth</u>: 56 awards • <u>Hi5</u>: 19 awards. <p>The numbers of awards reflects the nature of the service, as it now has targeted early interventions rather than attendance at universal youth provision. Duke of Edinburgh figures have dropped due to the expedition season being cancelled because of the COVID-19 situation.</p>							

Looked After Children, Care Leavers and Young Carers							
Indicator	Performance			Targets			
	2017/18	2018/19	2019/20	2019/20	2020/21	2021/22	2022/23
% Looked After Children with more than 1 placement in the last year (Aug-July) #	24%	31%	29% (Mar 2020)	20%	20%	20%	20%
New Indicator Out of 269 children and young people who were looked after and accommodated on 31 March 2020, 77 had more than one placement in the previous year. Of the children and young people who experienced placement moves, almost half (35) did so to return to their family. This approach allows children to be with their family with the added safety of legal order.							
% of looked after reviews (accommodated children) which are held within statutory timescales	75%	87%	82%	95%	95%	95%	95%
During the 2019/20 reporting year 360 looked after children reviews took place. Most reviews took place on time (82%) however, 64 reviews were delayed. To help improve the performance, the service is piloting a new approach to the reviewing timescales. The supplementary 72-hour review has been withdrawn allowing professionals to prioritise the statutory reviews.							
% of children with an approved permanence plan within 4 months of the decision to recommend for permanence	35%	56%	39%	85%	85%	85%	85%
Of the 18 young people considered at Fostering and Permanence Panel within the reporting year, 7 were considered within 4 months from the Looked After Review which recommended permanent alternative care. Care should be taken when interpreting measures due to the very small cohort.							
% of children approved for permanence and who have been accommodated less than 12 months	63%	67%	61%	85%	85%	85%	85%
The majority of children who were approved for permanence had been accommodated for less than 12 months. The children who were accommodated for 12 months or more consisted of four family groups. Care should be taken when interpreting measures due to the very small cohort.							
Balance of care for looked after children (LGBF) #	95%	96%	96% (Mar 2020)	90%	90%	90%	90%
On the 31 March 2020, the percentage of children being cared for in the community remained very high at 96%.							
Proportion of Activity Agreement participants progressing onto positive destinations	86%	88%	84%	88%	88%	88%	88%
59 young people left Activity Agreements with 50 going onto positive destinations. With the new No One Left Behind strategy the emphasis is now aiming at the most vulnerable through 12 weeks interventions, recording positive steps to employability and not focusing on the destination.							

Looked After Children, Care Leavers and Young Carers							
Indicator	Performance			Targets			
	2017/18	2018/19	2019/20	2019/20	2020/21	2021/22	2022/23
% of Care Leavers in touch with Aftercare services between the ages of 16-25	84%	84%	84%	90%	90%	90%	90%
299 care leavers engaged with Aftercare, out of a total of 354 care leavers. Performance has remained strong over the last three years with the cohort increasing incrementally each year in line with the extension from age 21 to 25 years brought about by the Children and Young People (Scotland) Act 2014.							
% of children/young people in community placement beyond the age of 16	50%	55%	57%	Annual improvement			
Looked After	24	57	70				
Continuing Care	17	23	28				
This is a complex measure as there are a range of choices for young people to take at age 16, such as Independent Living, Supported Lodgings etc. Critically, all Young People are fully informed of their rights to remain in care settings, and supported to make the best choice for themselves.							
% of young people referred to Services for Young People and who engaged with the service	-	88%	78%	Baselining			
This is a new indicator and sets a benchmark. The aim of the indicator is to show how the service is engaging with young people and through other measures we will show the quality of that involvement and the difference this is making to young people.							

Safeguarding and Child Protection							
Indicator	Performance			Targets			
	2017/18	2018/19	2019/20	2019/20	2020/21	2021/22	2022/23
% of initial child protection case conferences (ICPCCs) within timescales	76%	45%	71%	85%	90%	92%	92%
During the reporting time period there have been 59 ICPCCs for a total of 106 children and young people. This year's figure is similar to the 2018/19 figure of 62. However, the percentage of ICPCCs taking place within timescales has increased from 45% in 2018/19 to 71% in 2019/20. The majority of ICPCCs now take place within timescales however the target of 85% is yet to be achieved.							
% of Unborn Baby Initial Case Conferences held within timescales	27%	71%	67%	87%	90%	92%	92%
Out of a total of 15 Unborn Baby Case Conferences, 10 were completed on time.							
% of child protection review case conferences within agreed timescales	91%	89%	92%	95%	95%	95%	95%
Out of a total of 145 review case conferences, 133 were completed on time.							
% of children on child protection register over 12 months	12%	8%	12%	TBC	TBC	TBC	TBC
There were 81 children and young people on the register at 31 March 2020. There were 17 fewer children on the register this year compared to last year (census dates). Of the 81 children and young people, 13 (12%) have been on the register for over 12 months. This is a slight increase on the percentage last year (10%).							
Proportion of Young Carers with a completed Young Carers Statement	-	-	30%	Baselining			
The Young Carers Statement (YCS) is an individual assessment of need to determine if support is required and at what level. The YCS should adequately reflect the Young Carers support needs as children first, and ensure that Young Carers have the same access to opportunities which will enhance their ability to achieve their potential in line with their peers. As at 31 March 2020 there were 284 Young Carer's receiving support from PKAVS.							

Creating a safe and sustainable place for future generations							
Indicator	Performance			Targets			
	2017/18	2018/19	2019/20	2019/20	2020/21	2021/22	2022/23
Percentage of Criminal Justice Social Work Reports (CJSWR) submitted to court on time	99%	98%	97%	99%	99%	99%	99%
By the end of Quarter 4, 813 out of 839 Criminal Justice Social Work reports had been submitted to court by 12pm the day before the case was due to heard as per Criminal Justice Social Work National Standards. 26 reports were submitted after 12pm. Of these 26 reports, 24 were submitted by 5pm on the day before court with the remaining 2 reports submitted on the day of court owing to social worker illness.							
Number of new Community Payback Orders	391	322	347	400	450	400	400
The largest increase has been in CPOs with a Supervision and no Unpaid Work requirement. These increased by 47% from 53 in 2018-19 to 78 in 2019-20. The presumption against short-term prison sentences of less than 12 months was introduced in the summer of 2019 and it is possible that this may have contributed to the increase in CPOs in 2019-20.							
Percentage of Community Payback Order clients with improving:							
Employment / training / education situation	50%	64%	62%	60%	61%	65%	65%
Views on offending	76%	68%	65%	75%	75%	75%	75%
Attitudes concerning desistance / stopping offending	94%	91%	89%	90%	90%	90%	90%
Engagement with services	91%	91%	91%	90%	90%	90%	90%
Questionnaires distributed to clients at different stages of their Community Payback Orders sought to assess progress in a number of key areas. Analysis of 87 questionnaire responses showed that on all 4 key measures, more than 60% of clients showed improvements.							
Number of job requests for the unpaid work team	329	380	355	350	350	350	350
This figure of 355 requests made to the Unpaid Work Team for work to be done in communities throughout Perth and Kinross is 7% below the figure of for 2018-19. The number of requests continues to highlight both the success of the marketing that the team carries out to highlight its achievements and capability through social media and local press and the implementation of a more efficient system for recording requests. As a result of this, the unpaid work team had to temporarily suspend the receipt of new requests in order to clear a backlog that had developed. Had this suspension not taken place, the number of requests received would have surpassed the total for 2018-19.							

Creating a safe and sustainable place for future generations							
Indicator	Performance			Targets			
	2017/18	2018/19	2019/20	2019/20	2020/21	2021/22	2022/23
Average weekly hours worked by clients to complete the unpaid work requirement of Community Payback Orders:							
Level 1 (up to 100 hours)	4.8	4.8	4.6	5.1	5.2	5.5	5.5
Level 2 (101 up to 300 hours)	6.6	6.4	6.2	6.6	6.7	7.0	7.0
2019-20 saw a relatively consistent performance compared to previous years for both Level 1 orders (20 to 100 hours) and Level 2 orders (101 to 300 hours). Extensions of requirements owing to client ill health and the employment commitments of clients contributed to the 2019-20 figure.							

Prisoners receiving a social work induction within 5 days of allocation	58%	60%	TBC	61%	62%	65%	65%
Statutory case closures signed off with 5 working days of release	89%	50%	TBC	82%	83%	85%	85%
Data for these indicators is not yet available due to delays in obtaining information from the Scottish Prison Service.							

PERTH AND KINROSS COUNCIL

Lifelong Learning Committee
4 November 2020

Scrutiny Committee
2 December 2020

ATTAINMENT AND PUPIL EQUITY FUNDING UPDATE 2020

Report by Executive Director (Education and Children's Services)
(Report No. 20/210)

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 to support learners. 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.

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.

2. ATTAINMENT UPDATE REPORT

- 2.1. This report is an update on the final year of the [2016-2019 Raising Attainment Strategy](#) and Implementation Plan. The strategy document outlined the approach within Perth & Kinross Council's (PKC) and 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. A new [Raising Attainment Strategy](#) was agreed by the Lifelong Learning Committee on 26 August 2020 ([Report No. 20/140 refers](#)), along with its associated [Raising Attainment Implementation Plan 2020-2021](#). This builds on the work of the 2016-2019 strategy and is organised around the five PKC Themes which are closely aligned to the four NIF Priorities:
1. Leadership at all Levels
 2. Excellence in Learning and Teaching
 3. Effective Interventions
 4. Engaging with Families and Communities
 5. Use of Evidence and Data
- 2.3. This report (provided as Appendix 1) provides information on progress made in 2019/20 towards each of the four NIF priorities. Key performance headlines that are reported include:
- There has been an improvement in the proportion of children meeting developmental milestones at age 27-30 months. Prior to joining primary school, around 1 in 5 children are assessed as not meeting at least one development milestone appropriate for their age.
 - Attainment across literacy and numeracy at P1, P4, P7 and S3, based on teacher judgements of Curriculum for Excellence (CfE) levels, was not formally gathered in 2020. However, earlier information on predictions indicate that some progress continues to be made in all areas of literacy and numeracy and across all year groups, building on improvements seen in recent years.
 - For school leavers, literacy and numeracy qualifications achieved continue to increase across both Scottish Credit and Qualifications Framework (SCQF) levels 4 and 5. For level 5 in numeracy, the latest figure remains slightly behind the virtual comparator, indicating continued focus is required. There are encouraging signs of the poverty gap closing for these indicators.
 - Beyond literacy and numeracy, senior phase attainment for leavers continues to be good and above or at virtual comparator in most cases. However, poverty-related gaps remain evident in all areas of attainment and leaver destination gaps remain but are narrowing slowly. It may be that narrowing of gaps in these areas will be seen over a longer time period, once the effects of improvements and interventions earlier in young peoples' lives (including PEF) become evident for school leavers.
 - Literacy and numeracy qualifications for looked after children are improving, although these generally remain behind those of peers who are not looked after. Positive destinations for looked after young people are also growing.
 - Initial and follow-up school leaver destinations and 16-19 participation rates have grown further from an already high level, remaining one of the highest figures nationally.
 - Exclusions from school continue to decline. Overall attendance is also slowly declining, but the unique circumstances surrounding this session

with the Coronavirus pandemic led to increased school absence in the weeks before lockdown and this has affected overall annual figures.

- Effective partnership takes place between schools, colleges, universities, employers and the Developing the Young Workforce (DYW) Board. A total of 489 business partnerships with schools were recorded in 2019/20.

- 2.4. Based on the progress to date, the updated Raising Attainment Strategy 2020-2023 clearly sets out the revised performance measures and updated aspirational stretch aims. The PKC Approach within the strategy details the responsibilities for schools and the local authority.

3. PUPIL EQUITY FUNDING (PEF)

Background

- 3.1. The allocation of PEF is currently in its fifth year and is allocated directly to schools from the Scottish Government. It is specifically targeted at closing the poverty-related attainment gap. A total of £750m has been committed to this funding as part of the Scottish Attainment Challenge programme. PEF will continue to be invested in schools until the end of the current Parliamentary term.
- 3.2. Beneficially, schools have been informed as to their PEF funding budgets for the next two years, 2020-2021 and 2021-2022, which will enable them to forward plan for developments more effectively.
- 3.3. PEF is allocated to schools on the basis of the estimated number of children and young people in P1-S3 registered for free school meals. Funding is allocated on the basis of £1200 for each child and young person. It must be used to provide support for those affected by poverty, to help them achieve their full potential and give them the same opportunities to succeed.
- 3.4. Within the Scottish Attainment Challenge, funding was also made available in August 2020 to help improve the educational outcomes of care experienced children and young people. An allocation has been made to the Council for this session 2020/2021 of a grant of up to £228,000, payable over the current academic year.
- 3.5. Headteachers have full access to PEF funding 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.
- 3.6. There is a continued expectation that funding will focus particularly on literacy, numeracy and health and wellbeing. All schools develop a school improvement plan indicating PEF priorities, outlining planning for universal and targeted approaches. Currently, schools have developed a COVID-19 Recovery Plan to determine the key priorities for this session.

2020/2021 Allocation

- 3.7. In session 2020/2021, schools were allocated £1,699,113 of funding, which was allocated to almost all the 72 primary schools, all 11 secondary schools and one special school. Goodlyburn Primary was awarded the greatest PEF allocation of £108,082 and St John's Academy, an all-through school, was awarded £93,044 in total. Full details of allocations and expenditure for 2019/20 and 2020/21 financial years to the end of August 2020 are included in Appendix 2.
- 3.8. In funding session 2019/20, a total of £1,620,161 was spent. A carry forward of £686,441 was taken into 2020/21. At the end of July 2020, 85% of 2019/20 PEF allocation had been spent.

Guidance and Planning

- 3.9. Revised Local PEF Guidance was issued to all schools in June 2020. This aligns closely with the Scottish Government's updated National Guidance. The guidance exemplified the Scottish Government's advice on relaxing the use of PEF in response to the financial and resource implications brought by the COVID-19 Pandemic, to ensure critical provision for children and families. Although there will be a more flexible approach in the use of PEF, decisions will remain consistent with the principle of equity in education. PKC will work in partnership with schools to support the education and care of children and young people where it is most needed.
- 3.10. School Improvement Framework Guidance was issued to schools in August and schools were signposted to organisations which provide research-based interventions. These included the Education Endowment Fund (EEF), Joseph Rowntree Foundation (JRF), The National Improvement Hub and Education Scotland's Interventions for Equity. These were kept regularly updated on the PKC Education SharePoint site for schools to access.
- 3.11. In response to the COVID-19 Recovery stage, all schools have developed contingency planning which includes a focus on home learning, as well as blended learning approaches. This is in place across the local authority and will ensure schools are well organised to maximise teaching and learning opportunities for children and young people and enable continuity in learning should groups, classes or schools require to access some or all of their learning at home at any point this session.
- 3.12. A number of plans are in place to further support schools in the implementation of PEF plans, working in collaboration with the Education Scotland Attainment Advisor:
- Specific discussions with schools to provide support and challenge;
 - Signposting local and national guidance and resources through the PKC Education SharePoint site;
 - Providing virtual bespoke PEF discussion drop-ins for all schools;
 - Sharing good practice locally and nationally through Microsoft Sway presentations and snapshot case studies; and

- Further developing virtual Equity Network Sessions to connect staff with equity roles across the authority.

3.13. The PEF planning format is structured to enable staff to consider:

- Gaps in attainment and the rationale for selecting particular cohorts of pupils.
- Baseline data available, including the use of common key measures, eg attainment, achievement, attendance, exclusions, participation rates, parental engagement and leaver destinations.
- Identifying appropriate universal, and targeted, strategies and interventions.
- Opportunities to work in partnership with other schools within their Local Management Group (LMG), comparator school groups or within the Tayside Regional Collaborative.
- Opportunities to involve other agencies and third sector organisations.
- Support they may need from staff at the centre.
- The impact of interventions.
- Reporting on progress made.

3.14. Quality Improvement Officers (QIOs) will carry out follow up discussions in relation to PEF with Headteachers during virtual Local Management Group Meetings and planned Term Two visits. A 'Closing the Gap' Planning Tool has been developed which closely aligns to PKC Improvement Methodology. This will be trialled by a group of schools in Session 2020-21 with a view to rolling it out to all schools next session. The Planning Tool will enable schools to track pupil progress and highlight the impact of interventions and planned measures to close attainment gaps.

Interventions

- 3.15. Schools have focused closely on a range of approaches to enhance the universal provision for children and young people, especially as they are returning to the school environment after a period of home learning.
- 3.16. In 2019/20, PEF plans for Literacy and Numeracy development consisted of two-thirds universal provision and one-third targeted support for specific cohorts.
- 3.17. Two-thirds of school PEF plans outlined universal support in literacy, numeracy and health and wellbeing interventions. Within the plans, nearly half of planned interventions were literacy based, a quarter focused on numeracy and well over three-quarters focused on health and wellbeing.
- 3.18. One-third of all planned interventions in numeracy, literacy and health and wellbeing were targeted in order to meet the needs of particular cohorts of children. Numeracy and literacy strategies were the main focus however, there were a small number of targeted health and wellbeing strategies planned for particular individuals and groups.

- 3.19. Schools were well supported in considering appropriate interventions and the support was available from the Educational Psychology (EPS) team in their implementation. Support also included advice and guidance from QIOs, Education Support Officers (ESOs) and the Attainment Advisor.
- 3.20. Several schools continued to focus on Parental Engagement, which research shows progresses a child or young person's learning by at least 3 months, through planned activities such as 'Brunch and Blether', Families Connect, Pause, Prompt, Praise and the Solihull Approach.
- 3.21. In several instances schools employed staff with a range of skills to support children and young people in their learning. Staff roles included: Early Childhood Practitioners (ECPs), Modern Apprentices, probationer teachers, PEF teachers and Acting Depute Headteachers. An example of effective practice was where a secondary school employed a teacher with a primary sector background to work with identified learners within the Broad General Education. The staff member brought a wealth of experience and expertise in learning and teaching approaches to support learners working at First and Second Level of Curriculum for Excellence. Strong collaboration and planning by staff with literacy responsibilities, between departments and library staff, helped to improve outcomes for young people.
- 3.22. Other resources purchased to support learners included digital devices such as laptops and iPads, curriculum resources, classroom equipment and materials (detailed in Appendix Two).

Monitoring and Evaluation of Impact

- 3.23. Although PEF is allocated directly to primary and secondary schools within Perth and Kinross, the local authority is required to monitor and evaluate its use including reporting to the Scottish Government. Individual schools report on the impact of PEF interventions within their annual Standard and Quality Reports.
- 3.24. During the course of 2019/20, the Raising Attainment Board was further established with representatives from across ECS becoming members. One of the board's main roles will be to monitor the impact of PEF expenditure and the impact of interventions to close the poverty related gap.
- 3.25. The Education Psychology Service provided a range of support for schools with evaluation including training workshops on literacy and numeracy interventions and evaluation support around self-regulation. Four Improvement Methodology sessions are provided each year, led by an Educational Psychologist, QIO, the Analysis & Improvement team and Attainment Advisor. These provide school leaders with 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.
- 3.26. A Perth and Kinross Education SharePoint site was developed over session 2019/20. This is designed as a central point for practitioners to access key local and national policies, find support resources and to share good practice

across schools. Within the SharePoint site is a section specifically for Raising Attainment materials including the Raising Attainment Strategy and Implementation Plan.

- 3.27. Equity Networks took place during session 2019/20. These were very well attended and the programme focused on particular subjects including: rural and urban poverty, attendance, case studies: home and away, and universal equity: an equitable approach for all. Participants all had a PEF remit and school roles included Pupil Support Assistants, Attendance Officers, PEF Principal Teachers, senior leaders and member of the welfare team.
- 3.28. Over the course of the year, up until March 2020, the School Improvement Team visited all schools, meeting with Senior Management Teams and staff to provide support and challenge in relation to raising attainment and closing the poverty related gap. Education Scotland's Attainment Advisor worked with 4 Primary schools and 4 Secondary schools to: discuss pupil data; identify gaps and plan for PEF; consider small PEF spend; explore pastoral mapping and look at strategies for closing the poverty related gap in more detail, focusing on attendance.
- 3.29. The Analysis and Improvement Team continued to provide support to schools and carried out visits or remote support last session to help schools organise and understand their tracking and monitoring and evaluation data more effectively.

Next steps in Supporting Schools

- 3.30. The Scottish Government has outlined that for the near future there can be a more relaxed use of PEF by schools to help support children and young people during the COVID-19 Pandemic. However, schools will continue to be supported in developing PEF plans for session 2020/21, discussing spending and evaluating the impact of measures taken.
- 3.31. An online Closing the Gap planning tool has been developed which will be piloted during the session by a small group of primary and secondary schools. This online tool will help schools to carefully plan and track the progress being made over the course of the year.
- 3.32. Improvement Methodology Sessions will be carried out virtually this session and will be supported by the Educational Psychology team, Quality Improvement Team and the Attainment Advisor. An introduction to Model for Improvement will also be provided to participants. These sessions will be offered to schools who have not participated previously, as well as to new Headteachers.
- 3.33. Virtual Equity Networks will be provided and these will include a focus on 'Intensifying Support for Children and Young People', PEF workshops and presentations, Holistic Assessments and sharing good practice across schools.

- 3.34. The PKC Education SharePoint site will be utilised to share good practice and support materials. Schools will be encouraged to take part in 'snapshot' case studies to promote the success of interventions and to highlight raising attainment and closing the poverty-related attainment gap.
- 3.35. The Raising Attainment Board will produce a quarterly Raising Attainment Newsletter which will set out expectations for schools and the local authority in meeting the Raising Attainment Implementation Plan's main actions.

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 aid tackling the poverty-related attainment gap.
- 4.2. While there are a number of improvements being made in many areas, there remain some stubborn inequalities in outcomes for children and young people affected by deprivation. The activities described, and the successes outlined, are part of a long-term and sustained endeavour 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
Paul Davison	Corporate Research and Information Manager	ECSCCommittee@pkc.gov.uk
Sharon Johnston	Head of Education & Learning	01738 475000

Approved

Name	Designation	Date
Sheena Devlin	Executive Director (Education and Children's Services)	21 October 2020

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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 Policy Framework in respect of the key policy area:

- Change and Improvement

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.

Risk

3.6 N/A.

4. Consultation

Internal

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

External

4.2 N/A.

5. Communication

5.1 N/A.

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

Appendix 1: Attainment Update 2019 - 2020

Appendix 2: 2020/2021 PEF Expenditure, by school



Appendix 1

Education and Children's Services

Attainment Update

2019 – 2020



Executive Summary

This report meets the requirement set out by the Scottish Government on reporting progress on the priorities set out in the National Improvement Framework ([NIF](#)) for education. It provides an update for the academic session 2019/20 on the progress against this framework and also those 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, along with associated [Raising Attainment Implementation Plan 2020-2021](#).

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:

- An improvement in the proportion of children meeting developmental milestones at age 27-30 months. Prior to joining primary school, around 1 in 5 children are assessed as not meeting at least one development milestone appropriate for their age.
- Attainment across literacy and numeracy at P1, P4, P7 and S3, based on teacher judgements of Curriculum for Excellence (CfE) levels, was not formally gathered in 2020. However, earlier information on predictions indicate that some progress continues to be made in all areas of literacy and numeracy and across all year groups, building on improvements seen in recent years.
- For school leavers, literacy and numeracy qualifications achieved continue to increase across both SCQF levels 4 and 5. For level 5 in numeracy, the latest figure remains slightly behind the virtual comparator, indicating continued focus required. There are encouraging signs of the poverty gap closing for these indicators.
- Beyond literacy and numeracy, senior phase attainment for leavers continues to be good and above or at virtual comparator in most cases. However, poverty-related gaps remain evident in all areas of attainment and leaver destination gaps remain but are narrowing slowly. It may be that narrowing of gaps in these areas will be seen over a longer time period, once the effects of improvements and interventions earlier in young peoples' lives (including PEF) become evident for school leavers.
- Literacy and numeracy qualifications for looked after children are improving, although these generally remain behind those of peers who are not looked after. Positive destinations for looked after young people are also tending to grow.
- Initial and follow-up school leaver destinations and 16-19 participation rates have grown further from an already high level, remaining one of highest figures nationally.
- Exclusions from school continue to decline. Overall attendance is also slowly declining, but the unique circumstances surrounding this session with the Coronavirus pandemic led to increased school absence in the weeks before lockdown and this has affected overall annual figures.
- Effective partnership takes place between schools, colleges, universities, employers and the Developing the Young Workforce (DYW) Board. A total of 489 business partnerships with schools were recorded in 2019/20.

It is helpful to consider this report alongside the Education and Children's Services [Annual Performance Report](#) for 2019/20 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.

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Introduction

This report is a response to the legislative requirement to report on performance against the National Improvement Framework in the academic session 2019-20. A significant amount of progress reporting also takes place in the Education and Children's [Services Annual Performance Report](#).

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.

There is an additional requirement to produce a plan focused on the NIF priorities for the forthcoming academic session. This year, in response to the Coronavirus pandemic, an education [delivery plan](#) for the return to school was prepared, and a further education improvement plan is currently being developed with schools and communities.

Pupil Equity Funding is additional funding allocated directly to schools as part of the Scottish Government's [Scottish Attainment Challenge](#) programme, and is targeted at closing the poverty-related attainment gap. In Perth and Kinross, 82 schools shared £1.7M of Scottish Government funding in 2019/20. Authorities are required to report to the Scottish Government summarising the outcomes and performance as a result of the funding, and this is included within this report.

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

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

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



About Perth and Kinross

Perth and Kinross is home to around 30,000 children and young people up to the age of 18. Around 2,600 children attend publicly funded early learning and childcare settings (nurseries and partner providers), 10,500 in primary schools and 7,500 attend secondary schools. Around one third of these are in Perth City with the remainder distributed across small rural towns and a large rural area, the fifth largest in Scotland. Nearly 70 pupils attend Fairview Special School.

Around 11% of pupils are classified as being amongst the 30% most deprived in Scotland using SIMD. However, SIMD does not always accurately represent deprivation in a rural setting due to the dispersed nature of rural communities and using ACORN classification¹ indicates that over a third of children and young people (6000) are in households subject to some level of deprivation. Latest estimates indicate around 1 in 5 children live in poverty. In 2019, around 1100 pupils (P4 and older) were registered for free school meals.

Nearly 1400 Perth and Kinross pupils (7.5%) use English as an additional language. 48 home languages are experienced by school pupils, with Polish and Romanian the most common. 6,000 are recorded as having an additional support need, a third of all those in schools.

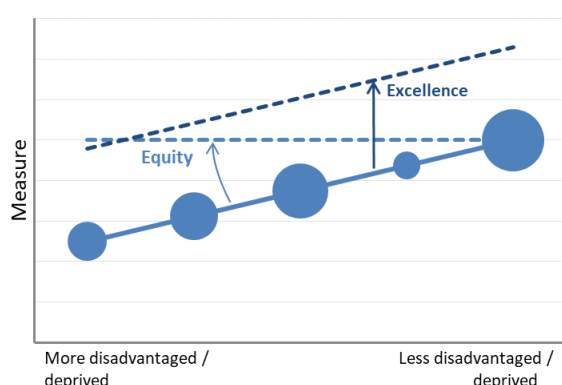
In 2019 there were just around 190 Looked After children and young people in Perth and Kinross schools; around three-quarters of these were looked after by Perth and Kinross Council (PKC), with the remainder the responsibility of other authorities.

In 2019/20, close to 1400 teachers were employed by Perth and Kinross Council across all education sectors and the overall pupil to teacher ratio was 13.6, similar to the national figure.

Excellence and Equity

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

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



These principles are shown simply 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.

In this report, at authority level, the Scottish Index of Multiple Deprivation (SIMD) is used to understand the effects of poverty. However, for the majority of schools, SIMD is considered weak for differentiating pupil background or statistical analysis, and the ACORN classification is used preferentially and will replace where possible SIMD measures.

¹ ACORN categories 4 and 5

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

Schools and nurseries continue their commitment to improving attainment in literacy and numeracy. PKC literacy and numeracy strategies and implementation plans and associated professional networks are progressing well. Literacy and Numeracy Pathways are supporting greater coherence and progression across schools, along with a range of self-evaluation materials to support improvement actions.

To support practitioners there is a comprehensive package of universal and targeted career-long professional learning (CLPL), literacy and numeracy leaders' programme and in-service training in place. Bespoke individual school support has been provided based on self-evaluation and priorities. The development of an online professional learning SharePoint site on Glow has been a notable success with significant awareness and uptake. Some of the feedback from CLPL includes: *More involved in educational research and enquiry, feeling empowered to drive innovation, share practice and demonstrate collective improvement, leading collegiate sessions, greater use of exploratory talk and more explicit teaching of talking and listening.*

A well-established approach to monitoring and tracking progress in literacy and numeracy is in place and has been further developed by the introduction of data improvement 'families' between primary schools to support benchmarking/comparisons across the authority. There is an increased ability of school leaders and class teachers to identify gaps and trends and target interventions. This approach is being extended to early years settings.

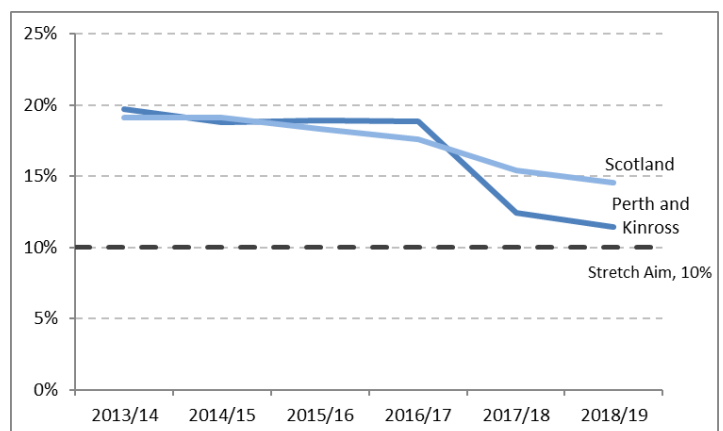
A number of family learning programmes including family learning in numeracy, engaging parents in supporting writing at home and the use of maths circles with a number of schools have been delivered with high levels of engagement reported.

Pre-School Development

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

Analysis: In 2018/19, there was a further improvement in the proportion of children meeting expected milestones at 27-30 months age. Speech, language and communication milestones remains the most likely not to be met, followed by personal/social and emotional/behavioural.

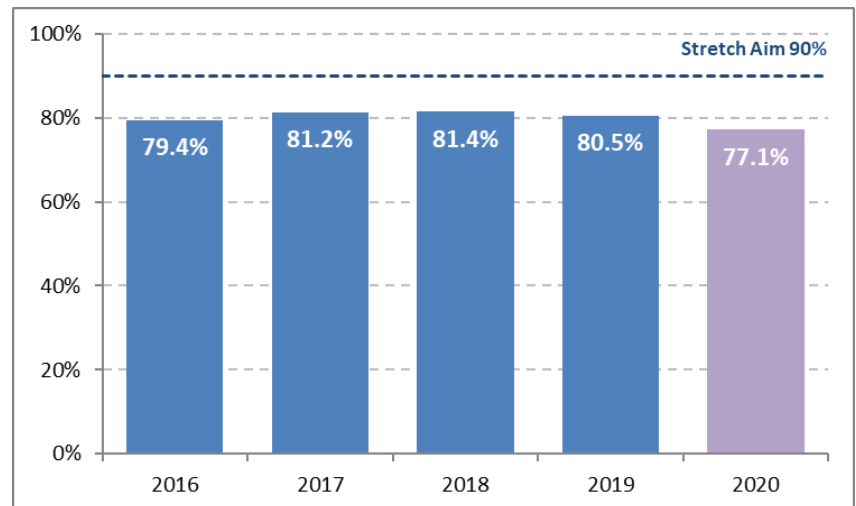
- *This measure previously had an excellence stretch aim of 10% to be reached but is now no longer part of the 2020-23 Raising Attainment Strategy. It will be monitored in thematic reporting to the Children, Young People and Families Partnership, along with newly available 13-15 month data.*



Source: Public Health Scotland. Data tables are provided in Appendix 1: Table 1

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

Analysis: The proportion of P1s meeting all their expected developmental milestones remains steady at around 4 in 5 and is largely unchanged over the previous 4 years. The proportion of children assessed as not meeting a development milestone has increased slightly this year. Due to the lockdown, children were last seen in ELC settings in March and therefore professional judgement around development will have been for a part and not full-year. This year's figures should be seen as unique and not necessarily 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.

➤ *This measure now has an excellence stretch aim of 90% to be reached. The short-term target for 2020/21 is for a 2 percentage point improvement.*

Source: ECS. Data tables are provided in Appendix 1: Table 2

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 and S3

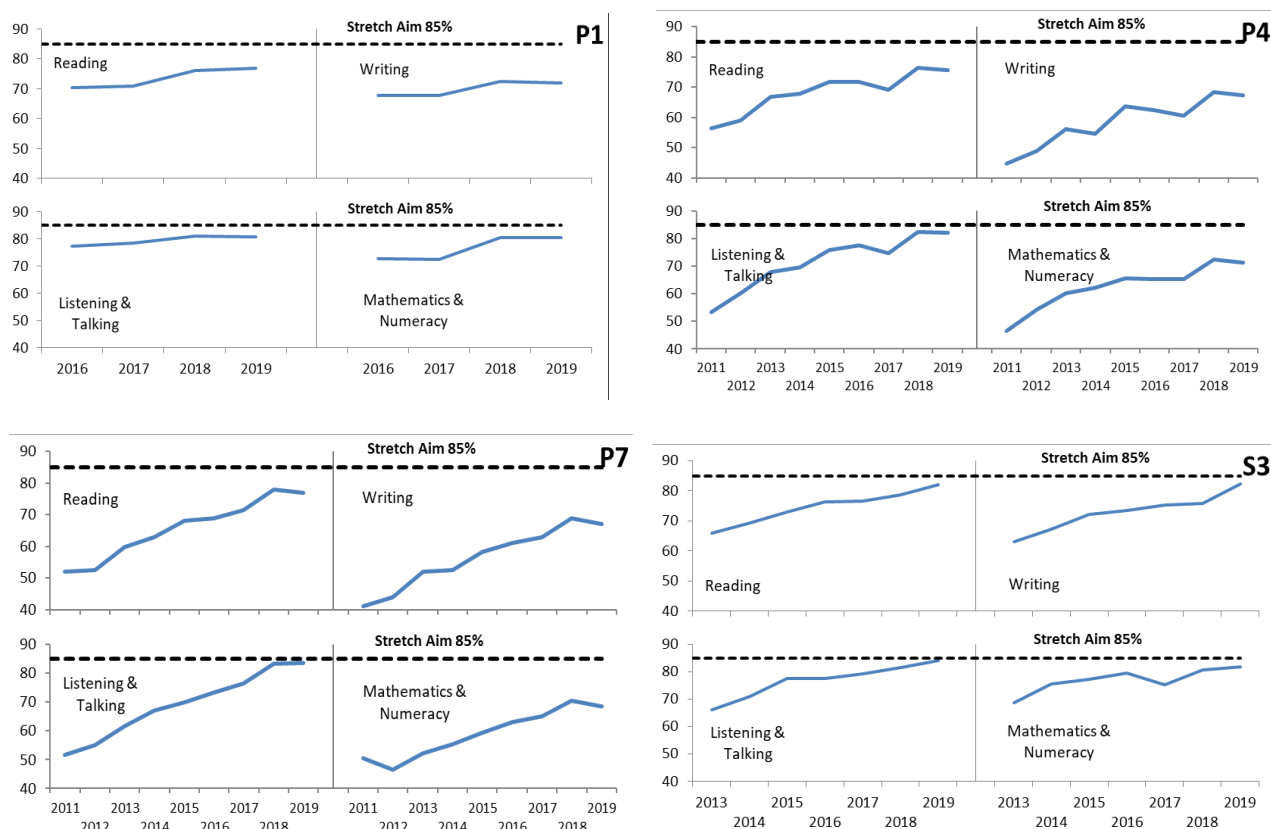
Analysis: At P1, P4, P7 and S3, teacher professional judgements are made of achievement of Curriculum for Excellence levels, in literacy (reading, writing, listening and talking) and mathematics/numeracy. Steady, long-term progress in levels achieved is shown across all stages and areas. The progress of individual year group cohorts through the levels is consistent. Relatively stronger or weaker cohorts will always be present in educational attainment statistics. Whilst teachers were predicting improvements in attainment in all 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, and therefore recorded levels for academic session 2019/20 are not reportable.

Prior to the pandemic in March 2020, **predictions** were made by all schools of expected achievement. This showed that expected CfE levels (at end of May 2020 in normal school operating conditions) indicate higher levels of attainment this year compared to the previous year. This is across all areas of literacy and numeracy and the 3 key stages of P1, P4 and P7.

During academic year 2020/ 21 primary attainment will be tracked closely with predictions undertaken in November and March before levels are recorded finally in May. In secondary S1-S3, a new SEEMiS attainment module, Progress and Achievement, has been introduced which will enable more detailed tracking and analysis of progress in literacy and numeracy, as well as other curricular areas. This is also being piloted in select primary schools with the intention of fuller introduction in session 2021/22.

These measures now have an excellence stretch aim of 85% for all curricular areas and stages.



Source: ECS

Case Study 1

Education Support Officers worked in partnership with a school which had highlighted numeracy and family learning on their school improvement plan as a priority. The school planned to develop a numeracy ranger programme, which would encourage P6 pupils to take on the leadership role of 'numeracy ranger' to support their peers and families to develop and reinforce their numeracy skills through games and raise attainment in numeracy.

The Education Endowment Foundation (EEF) Learning and Teaching Toolkit outlines the positive impact Peer Tutoring can have on learners. Adopting a peer tutoring strategy for the project aimed to improve the attainment of pupils in the P6 class as they learned new strategies to share with other learners and become more knowledgeable themselves. Parental engagement is considered to impact positively on pupils learning and the project aimed to engage parents in supporting their children with learning at home.

The 'numeracy rangers' identified games which would help reinforce their numeracy skills and allow families the opportunity to discuss strategies whilst improving their confidence and skills. They hosted an event in school to promote the games and gifted each family with a 'numeracy bag' to take home.

The pupils' survey highlighted a 27% increase in pupils using maths/numeracy outside school and a 14% increase in the number of pupils using resources to support them with their numeracy skills following the programme. The numeracy rangers said 'I really liked teaching people how to play the different games. When you teach a game it helps your understanding'. And 'I like the numeracy ranger games they help me understand more maths'. More than 70% of the parents of pupils in the class attended the event.

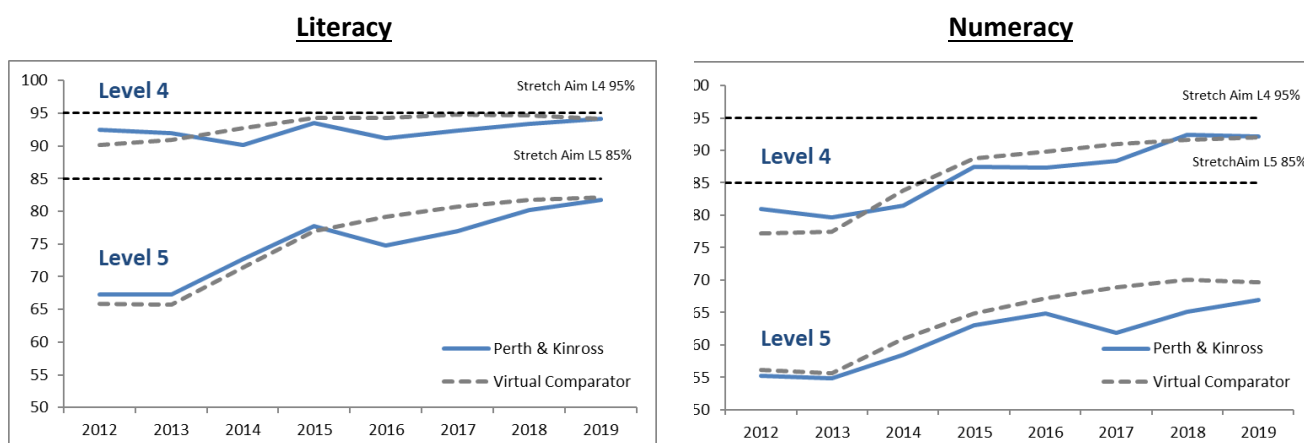
The project has developed and the school are rolling out a 'paired numeracy' programme with the numeracy rangers now training other pupils to support other learners and complement their paired reading programme.

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. More traditional measures of the breadth and depth of attainment achieved by individual year groups in the most recent academic year are **Error! Reference source not found.**discussed in a separate Lifelong Learning Committee paper, focused on the change in assessment model introduced by SQA and the subsequent use of teacher estimates in final results.

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



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

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.

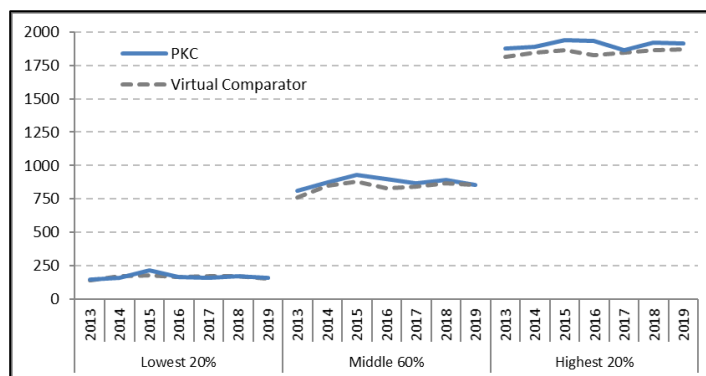
- These measures now have an excellence stretch aim of 95% for SCQF Level 4 and 85% for SCQF Level 5, as well as matching/exceeding the virtual comparator as a short-term target.

More recently, this increase has caught up to the virtual comparator (VC) as per the new short-term target. However, this is less so for numeracy at level 5, indicating continued focus is required here. Level 4 numeracy is also somewhat further away from the 95% stretch aim.

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

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

Analysis: Overall the average tariff points have remained relatively steady, with a peak in 2015 where results were particularly strong. The average is also consistently higher than the authority's virtual comparator, other than the most recent results in the Lowest Achieving 20% group where it is generally similar, highlighting the continued focus needed on this group of learners.



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.

- *This measure has an excellence stretch aim of a 5% increase in tariff points from the 2019 base. The shorter-term target is to match/ exceed the virtual comparator, which has largely been met (although of course the VC may also increase providing further stretch).*

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

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. This supports a collective understanding of key performance measures, including annual targets and overall stretch aims as detailed in this report.

For pre-school children, the PEEP learning together programme (and the SPACE - Supporting Parents and Children Early groups) continue to support parents to support their child's learning and development through play, singing & stories. Parents involved report an increase in the frequency of sharing books, songs and rhymes with their children, and increased confidence in dealing with challenging behaviour, boundaries and routines.

Focused support and challenge has been given to schools to analyse a range of data and to plan effectively. A focus on PEF has included support from the Attainment Advisor. A number of interventions continued to be implemented with support from the Educational Psychology Service eg Precision Teaching in Numeracy and Literacy, Wave 3 and High 5 and Self-Regulation in Action.

PKC Improvement Methodology Sessions continue to give school leaders a framework in which to plan and implement interventions and evaluation strategies. Feedback indicated that the activities helped refocus on those targeted by PEF interventions and their impact.

- School PEF plans outlined a focus on universal and targeted support in literacy, numeracy and health and wellbeing interventions.
- 44% of planned interventions were literacy based, a quarter (25%) on numeracy and around a third (31%) targeted health and wellbeing.
- Approximately 70% of school interventions were universal and 30% targeted interventions for particular cohorts of children. 35% of planned interventions in literacy were targeted, with 38% in numeracy and 11% in health and wellbeing respectively.

Regular Equity Network meetings were run by a QIO and Education Scotland Attainment Advisor and focused on: rural and urban poverty, attendance and overcoming barriers and case studies – sharing good practice. Sessions are well attended, and positive feedback indicated staff would use learning in school to address attainment gaps. There was also an increase in staff networking with each other and sharing learning and practice.

Pre-School Development and Broad General Education (P1 – S3)

There are poverty-related gaps at all stages/levels of CfE. This is also seen in data for 27-30 month and pre-school developmental milestones (not shown). Initial indications show the gap narrowed in all cases in 2017/18, with the gradient of the inequality line flattening somewhat. This is also confirmed when using alternative measures of deprivation such as ACORN. 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. There are minimal changes to the overall picture in the latest measured year (18/19) and further data will be needed to confirm the direction of travel, once CfE levels are recorded.

- *This measure now has an equity stretch aim of reducing the gap between ACORN 4/5 and 1; the specific figure will vary by stage and area and will be reported next year when the CfE*

levels are gathered again (not gathered in 2020 on instruction from Scottish Government due to the Coronavirus pandemic).

Case Study 2

Learners in one school were supported throughout the year with targeted literacy interventions and Pupil Equity Funding was used to employ an additional member of staff.

Younger learners developed their vocabulary through the Word Aware programme and were supported to develop their fine and gross motor skills with the support of a Live Active Modern Apprentice. P3-P7 Literacy groups focused on key reading and comprehension skills. Learners responded well with improvements in discussing texts and core reading skills, and there has been some evidence of learners transferring these skills into other areas of the curriculum.

The school used the Renfrew Word Finding Vocabulary Assessment and York Assessment of Reading Comprehension (YARC) to establish baselines and measure progress.

Within the identified groups; 25% of learners now have an age equivalent higher than their chronological age, 25% increased the positive difference between their age equivalent and their chronological age and 50% reduced the gap between their age equivalent and their chronological age by an average of 11 months.

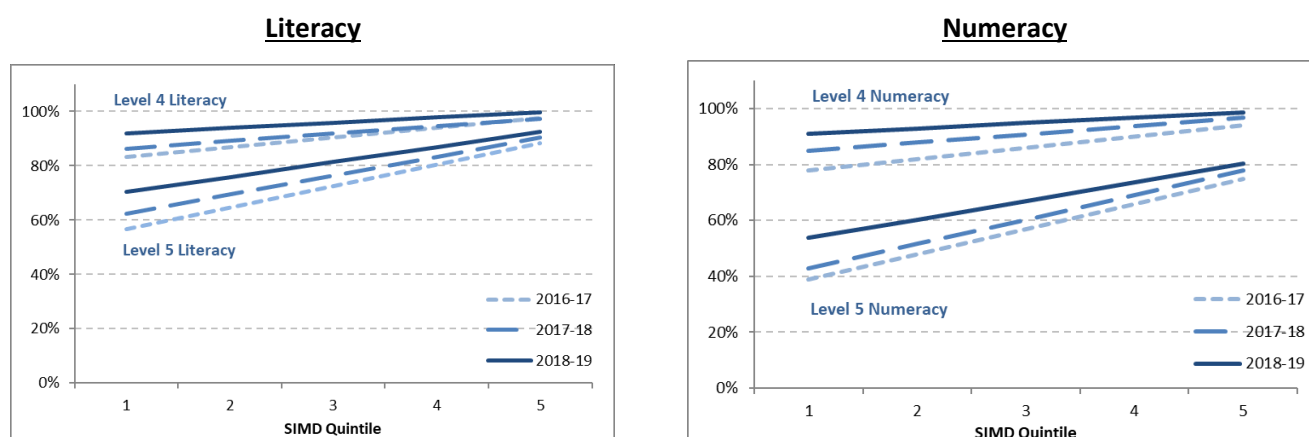
To date, 32% of pupils have been re-assessed using YARC; 92% have shown improvement in accuracy, 75% have improved in reading rate and 92% have improved their comprehension skills.

Universal approaches included the use of a literacy hour to develop reading, writing, listening and talking skills. A focus on self and peer assessment has shown that the majority of learners have a greater understanding of where they are in their learning journey and how they can make continued progress.

Senior Phase (S4 – S6)

Continuing the trend shown in the Broad General Education, attainment in Literacy and Numeracy for school leavers across SIMD quintiles clearly shows the attainment gap, particularly at SCQF level 5. As shown below, there are indications of improvements (closing the gap) for both level 4 and 5 literacy and numeracy; further years will be required to see if it is sustained through the period of the new Raising Attainment Strategy.

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



Source: Insight; Data tables are provided in Appendix 1: Table 4

- *This measure has an equity stretch aim of reducing the gap between categories to be no greater than 5% at Level 4 and 10% at Level 5.*
- *For the new strategy, this stretch aim has been adjusted to use the gap between ACORN 4/5 and ACORN 1, removing the gap completely for Level 4 and a residual gap of 8% for Level 5.*

Case Study 3

Literacy has been targeted within one secondary school improvement planning process and through the use of Pupil Equity funding over the last three years to raise attainment and close the poverty related attainment gap.

Actions and successes include:

- Effective use of a range of transition information to identify learners requiring targeted support.
- Reducing class sizes, with additional support timetabled to work with a core group of S1 learners.
- Employing a teacher with a primary sector background to work with identified learners in secondary Broad General Education.
- Selecting research-informed strategies and interventions, such as Reading Enrichment periods, a targeted focus on core literacy skills and paired reading and mentoring programmes.
- Strong collaboration and planning by staff with literacy responsibilities, between departments and library staff to improve outcomes for young people.
- Organising family engagement events to promote literacy and raise awareness of interventions.
- Using a suite of assessment information to establish clear baselines prior to the introduction of universal and targeted interventions.
- Regular monitoring of the impact of interventions being used.

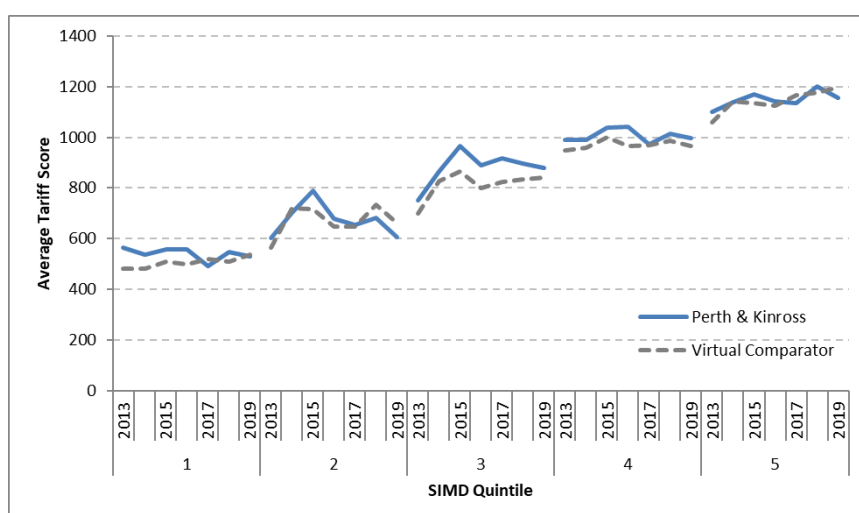
As a result, young people reported improved confidence across their core literacy skills that they valued the increased levels of support, and there is clear evidence of improved attainment in core skills including phonics, spelling and grammar.

Average Total Tariff Score of school leavers by SIMD Quintile

Analysis: The average total tariff points score of school leavers shows a clear attainment gap. Pupils from lower deciles tend to leave school earlier and this has a strong influence on the number of tariff points accrued. In comparison to the Virtual Comparator, although the 'gap' is persistent, PKC is generally higher.

In addition, different cohorts of pupils will also perform differently between years.

- *A new stretch aim for this measure is established by the new Strategy: reducing the ratio between ACORN 1 and 4/5 leavers from 1.84 (2019) to 1.5 with an intermediate target of 1.7*



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

Staying on Rates S4 to S5

Attainment in the senior phase is strongly related to the stage of leaving school. Overall, 85% of S4 pupils from 2018/19 stayed on to S5 the following year, a figure which has stayed largely static over the last 4 years of measurement. There is a clear pattern when viewed across SIMD quintiles, 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. Boys are becoming slightly less likely to stay on whereas girls it is the opposite case.

- *New excellence and equity stretch aims are established for this measure. A stretch aim of 90% staying on with an interim target of 87%. Also, reducing the gap between ACORN 4/5 and 1 to 5% (currently 12%) with an interim target of 10%.*

Source: ECS/SEEMiS; Data tables are provided in Appendix 1: Table 7

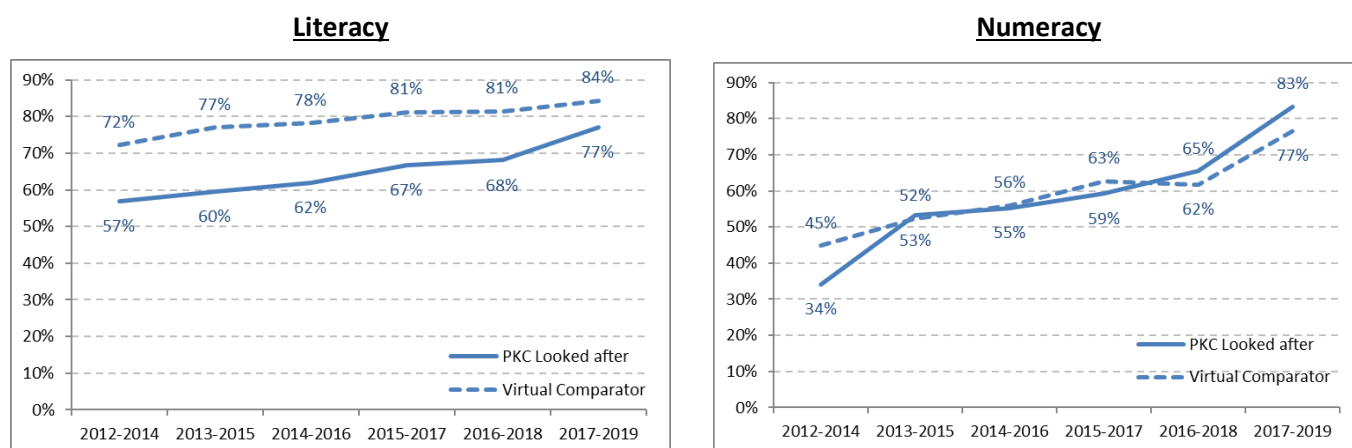
Looked After Children/Young People and Vulnerable Groups

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 have been combined to create rolling averages which allow for a slightly clearer view of trends.

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 SIMD background, gender and stage of leaving school, although Level 4 literacy is consistently lower, but improving steadily and closing. Numeracy level has improved and is 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.

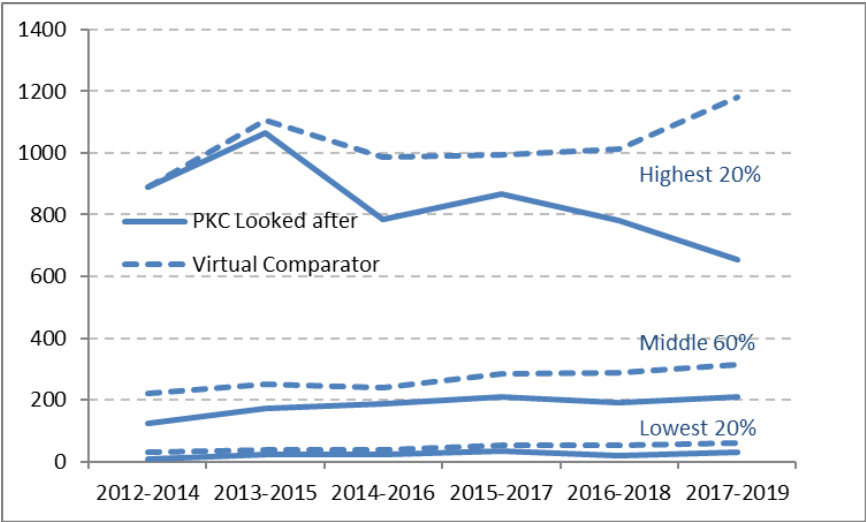
Proportion of Looked After school leavers achieving literacy and numeracy at level 4



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

- *This measure has 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.*

Average total tariff points for Looked After school leavers



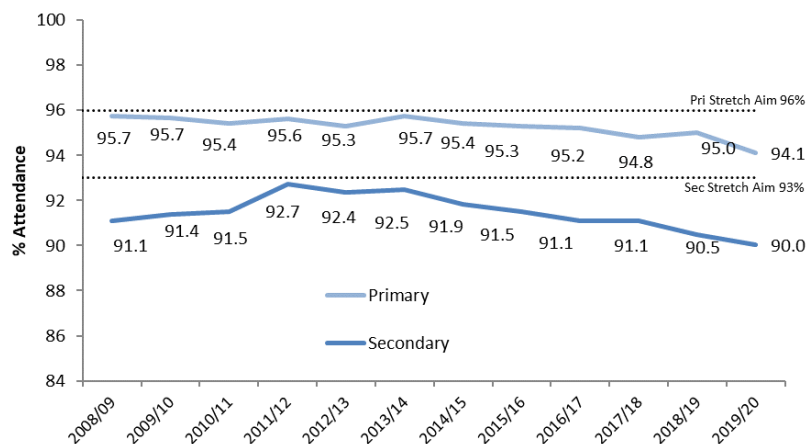
As with Literacy and Numeracy above, the trend in the attainment of Looked After Young People as measured by tariff points is in line with the Virtual Comparator, although it is consistently lower showing the continued focus for improvement for this group of learners.

- A new 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 9

School Attendance and Exclusion

Attendance

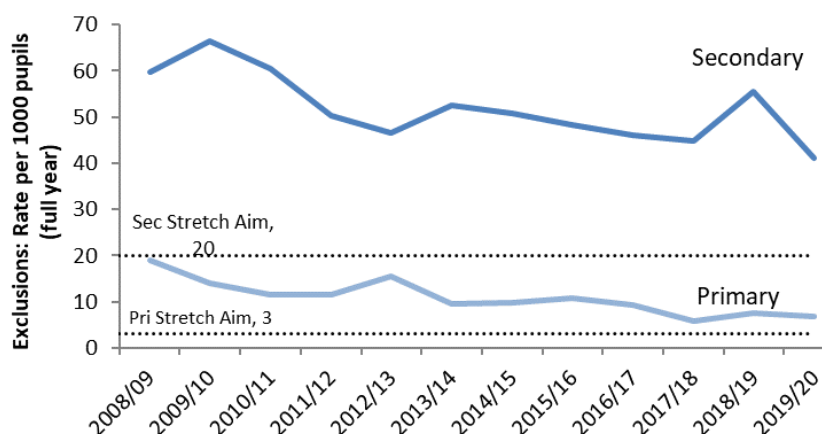


Analysis: Overall attendance in secondary has fallen slightly over recent years and is related to increases in unauthorised absence. In primary, a recent downward trend has been reversed in the last full year measured, but unauthorised holidays continue to impact on attendance, as well as other unauthorised absence in secondary. Attendance in 2019/20 was impacted significantly by increased absence in the days before schools closed as part of Coronavirus pandemic response.

- 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 13

Exclusion



Analysis: The number of exclusions from school continues to reduce in both primary and secondary and in the latter has almost met the previous target of 40. 2018/19 saw a slight increase in secondary exclusions; the average length shortened also. 2019/20 is an annualised estimate due to the shortened academic year in school and shows a reduction.

- This measure now has an excellence stretch aim of 3 exclusion per 1000 pupils in primary and 20 attendance in secondary. These are more stretching than previous targets.
- Note that ECS Annual Performance Report reports only to 2018/19 session.

Source: ECS Data tables are provided in Appendix 1: Table 14

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

The Health and Wellbeing (HWB) strategy is supported by a network of school-based leaders who promote and develop key elements of the action plan. School leaders lead self-evaluation and use the planning tools supported by the development of progression pathways. Key supporting Health and Wellbeing resources and professional learning for staff are shared via the new PKC SharePoint site on Glow.

The 'Emotional Health and Wellbeing for Children and Young People – A Toolkit for Staff', was launched across Tayside in August 2019. This is successfully assisting staff in supporting children and young people's emotional health and wellbeing by providing access to resources, guidance and advice.

The development of a strategy to address learner participation and engagement was started, to capture how pupil views can be gathered and used to impact on all stages of planning, provision and delivery of education. A poll of young people indicated that most children agreed or strongly agreed that they had opportunities to influence and participate in decisions about how they learn, however, less than half said they had influence over decisions made affecting their school. Work is progressing to develop a digital solution to engagement and participation to be launched across PKC to include early years settings, schools and community groups of young people. This work has required a re-focus in light of the learning from experiences during the lockdown period and good practice examples will be built on, along with the outcomes of further pupil consultation.

Work was carried out across the year on 'Emotionally Based Absence', following a needs analysis conducted with 7 secondaries. Work was carried out on a multi-agency staged intervention framework with key messages for staff and parents, developed into a training for staff and leaflet for parents.

Piloting of 'Counselling in Schools' began, with liaison for procurement across Tayside and work with schools on defining needs. This included around 40 secondary staff participating in training on understanding mental health within context, confidence in supporting difficult conversations with young people and ensuring full assessment for the appropriacy of counselling as an intervention. Mental Health Innovation Fund training continued until December 2019. All probationer teachers completed training along with education staff who had not previously undertaken this training.

Tayside Substance Misuse Curricular Framework was launched in 2019 to enhance the suite of resources available in support of HWB. This is at an early stage but expect to see observable impact through data from the Tayside Alcohol and Drug Partnership. Curriculum frameworks are also available in support of effective progression across HWB.

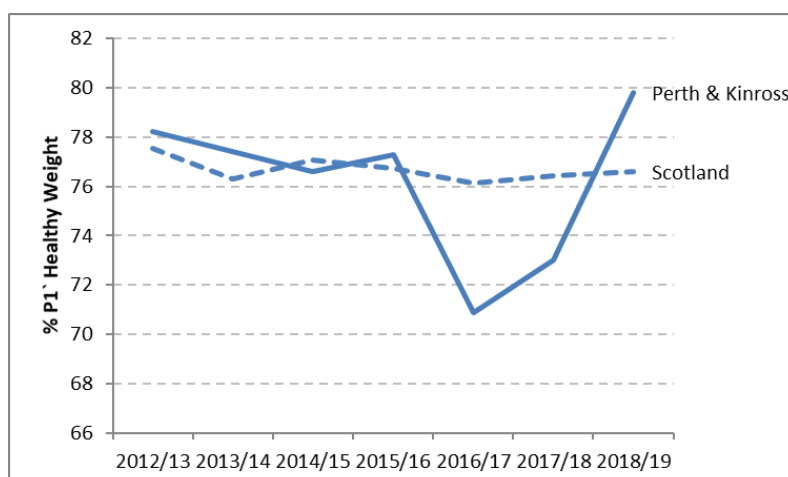
The national resource for relationships, sexual health and parenthood (RSHP) was launched in 2019. This resource was heavily informed by the PKC RSHP framework developed across the TRIC. This builds on success of Tayside RSHP approach and the partnership working within NHS Tayside to reduce teenage pregnancies and better inform children about their sexual health.

The Community Cook-it and Strengthening Families programmes engaged over 50 families, particularly those from disadvantaged backgrounds.

Proportion of P1 pupils with healthy weight

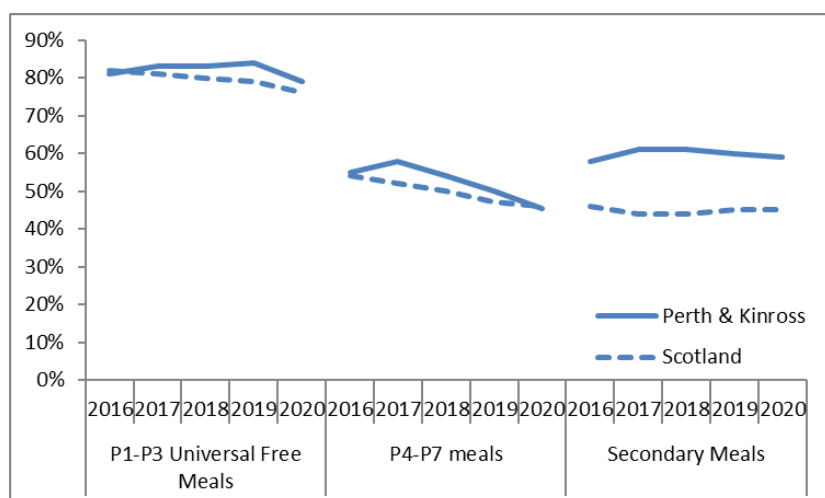
The number of P1 children with a healthy weight has increased to rise above the Scottish average figure, after having been below. Overweight and obesity is the principal reason for P1 pupils not having a healthy weight. Boys are slightly less likely to have a healthy weight at this age. Children from more deprived backgrounds are more likely to be both overweight and underweight, although this relationship is less clear than for other indicators.

➤ *Note: chart axis is adjusted for emphasis. This indicator is no longer monitored as part of the Raising Attainment Strategy. It will be monitored in thematic reporting to the Children, Young People and Families Partnership.*



Source: ScotPHO; Data tables are provided in Appendix 1: Table 10

Uptake of School Meals



The uptake of School Meals in Perth & Kinross has reduced somewhat at P1 to P3 where it is universally free and is also falling in the P4-P7 stages. Nationally there is also a general downward trend. Secondary meal uptake is largely unchanged.

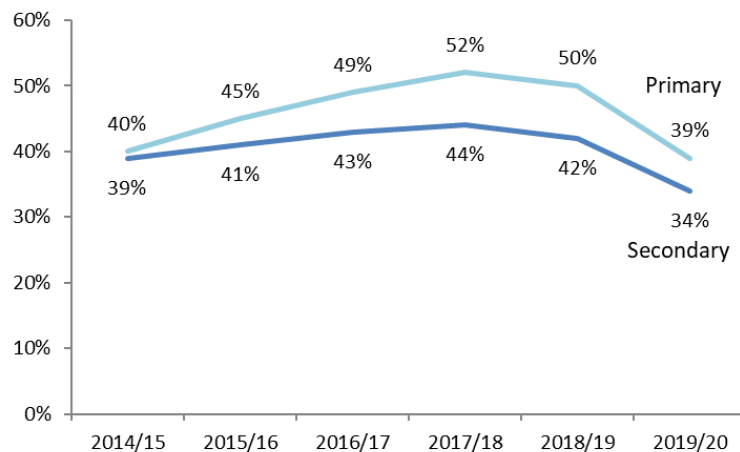
Around 1 in 10 P4 to P7 pupils are registered for free school meals - below the figure to be expected from child poverty statistics. A smaller proportion of around 1 in 14 being registered is evident at secondary.

➤ *This indicator is no longer monitored as part of the Raising Attainment Strategy but is monitored annually by ECS.*

Source: Scottish Government Healthy Living Survey/Census; Data tables are provided in Appendix 1: Table 11

Active Schools Participation

Participation in Active Schools activities in both primary and secondary (organised by Live Active Leisure, Active School Co-ordinators) has increased steadily since formal monitoring commenced in 2014/15. This has been achieved by a steady closing of the participation gap related to poverty, especially in primary where it has largely been eliminated. 2019/20 figures have been impacted by the Coronavirus pandemic including the spring term before lockdown as complete recording of activities could not take place. A range of other sports and activities organised in schools but outwith the remit of Active Schools co-ordinators are not included in these centrally recorded and analysed figures.



- *This indicator is no longer monitored as part of the Raising Attainment Strategy but is monitored annually by ECS.*

Source: Live Active Leisure/ECS; Data tables are provided in Appendix 1: Table 12

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

The session 2019/20 has seen the creation and publication of a PKC 3-18 Developing Young Workforce Strategy and Toolkit alongside an updated Skills Toolkit which schools and other settings are engaging. Additional funding for secondary schools has been used creatively to suit local contexts and created a network of school DYW Co-ordinators who collaborate and work co-operatively. Curricular Pathways in all secondary schools offer opportunities for vocational learning, often in partnership with the Further Education Sector.

Effective partnership takes place between schools, colleges, universities, employers and the Developing the Young Workforce (DYW) Board. A total of 489 business partnerships with schools were recorded in 2019/20.

In session 2019-20, 524 pupils had work experience placements. This was of course affected by the Coronavirus pandemic but remains part of a strong upward trend from 2012/13 where there were 148 placements in total. All work placements are now SQA accredited and there is close work with partner agencies to ensure those with additional support needs can participate.

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.

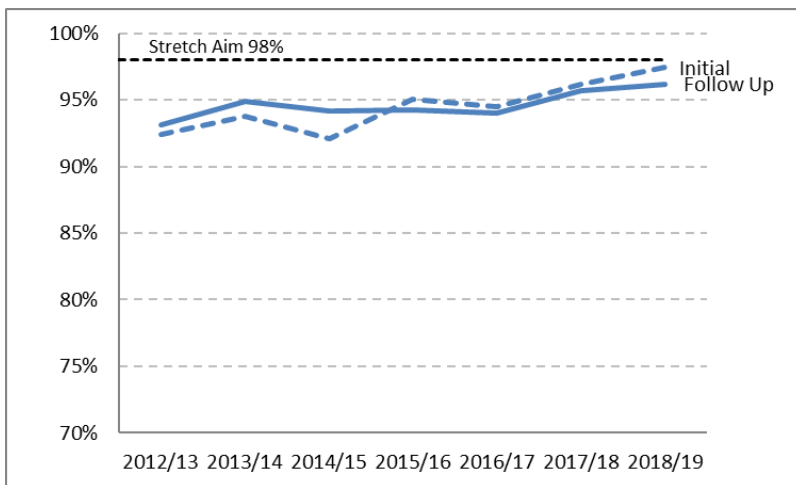
An innovative virtual Skills and Careers programme with key local and national partners entitled "Next Steps" has been developed which is being rolled out in session 20/21. There are also increased numbers of Foundation Apprenticeships enrolled for the current session, a trend which continues upwards. The S3 "Resolutions" Programme for young people at risk continues successfully with 28 pupils completing in 2019/20. All young people who have been through the programme have moved on to a positive destination.

This year's "Take our Children to Work" day focused on providing an excellent experience for young people but was not possible due to Coronavirus pandemic. Planning for the current session is underway with contingency built in to adapt where possible.

Positive Destinations for Young People

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 unemployed and not seeking employment or training, unemployed and seeking employment or training, and individuals where their initial destination is not known.

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

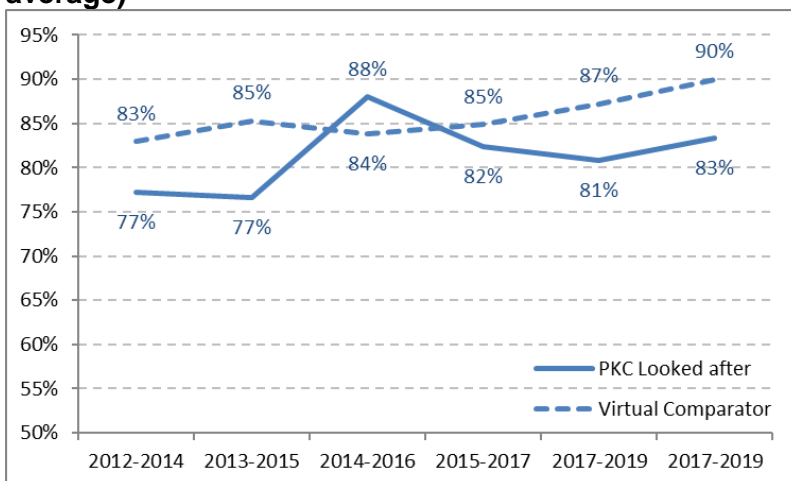


Analysis: The proportion of young people entering positive destination on leaving school has been generally improving and is also largely maintained in the follow-up survey. There is a clear 'gap' when viewed across SIMD quintiles, with a similar profile for initial and follow-up destinations.

- This measure has an excellence stretch aim of 98% positive destination for both initial and follow-up.
- An updated equity stretch aim will be monitored in future years.

Source: Insight Senior Phase Benchmarking Tool; SDS. Data tables are provided in Appendix 1: Table 15 and Table 16

Proportion of looked after school leavers in positive Initial destinations (3 year combined average)



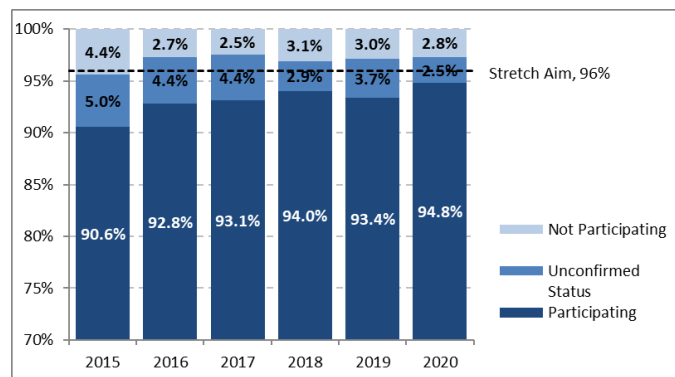
Analysis: Looked After young people who leave school enter positive destinations at a somewhat lower rate than the overall cohort of school leavers, and below the Virtual Comparator. The small numbers of Looked After school leavers mean that caution should be used when looking at these figures. The numbers of leavers in each year's cohort will also vary significantly.

- This measure has a stretch aim of the all leaver destination figure, and an interim target of the VC.

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

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 over the last four years. The participation figures are above the Scottish average (92.1% in 2020) and the number not participating totals 152 individuals, with 134 unconfirmed.

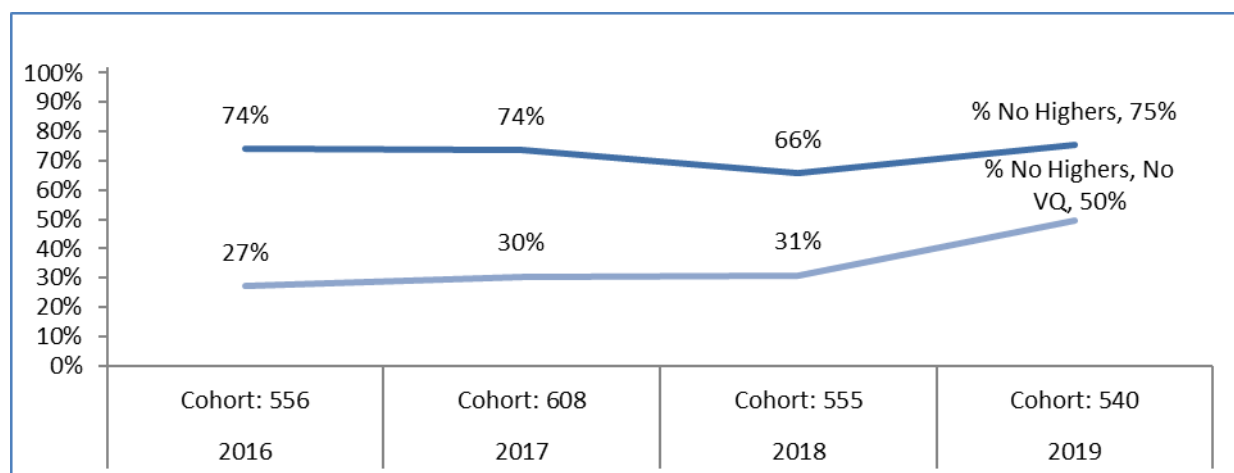


- *This measure has a stretch aim of 96%. The interim target of 94% has been met but will need to be sustained in future years.*

Source: Skills Development Scotland. Data tables are provided in Appendix 1: Table 18

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 will have greater importance for these cohorts of leavers. In the latest year (2019), 75% of S4/S5 leavers did not achieve a Higher, and of the cohort of 540, 50% achieved a vocational qualification, a reduction on previous years. This translates to the headline indicator for the new raising attainment strategy of 34% of leavers without Highers who achieve a vocational qualification at any level. The poverty-related gradient remains persistent in this measure and girls are less likely to leave school without one or the other qualifications than boys.



Source: Insight Analytical Dataset/ECS. Data table for the overall indicator is provided in Appendix 1: Table 19

NIF Drivers for Improvement

School Leadership

Education Scotland inspections found most of our schools inspected to be good or better in the area of leadership of change and the majority to be good or above in learning, teaching and assessment and raising attainment and achievement. The School Improvement Framework provides robust criteria for PKC Education Services to know their schools well. All schools are using the Framework to support improvement planning.

Leadership opportunities for teaching staff at all levels are supported through partnership working with the Education Scotland's Professional Learning and Leadership (PLL) team. Currently staff are undertaking a number of PLL opportunities including Teacher Leadership, Into Headship (15), In Headship (1) and Excellence in Headship (4).

The Leadership workstream of the Tayside Regional Improvement Collaborative (TRIC) Learning and Attainment Group has led to the adoption of a common Leadership Development and Induction Programme for newly appointed Headteachers in the 3 local authorities. Over 30 new Headteachers have participated in the programme and feedback has been very positive, 12 Perth and Kinross Headteachers last session. It has also initiated a programme for newly appointed principal teachers entitled Collaborative Middle Leadership Programme to be offered in partnership with Education Scotland.

The Leading and Managing People through Change programme is an opportunity for senior leaders from across Education and Children's Services to engage to engage in Career-long Professional Learning (CLPL) that is focussed around managing people and managing change for people in their teams. 13 senior managers have engaged in the programme this year and feedback is very positive.

Through the Middle Leaders Programme Principal Teachers from early years, primary and secondary have engaged with a programme that has been developing their leadership and management skills. 19 Principal Teachers have participated this year.

Teacher Professionalism

During the course of this year, work continued on the review and implementation of the three core strategies of Literacy, Numeracy and Health and Wellbeing to support the delivery of the National Improvement Framework. Final consultations took place with staff, partners and parents to ensure that each strategy enables schools to deliver on the key drivers contained within the National Improvement Framework and PKC Raising Attainment strategy. Progression pathways are now being developed and shared to support improvement work in these areas.

Over this past year, schools have engaged with the resources from the "Excellent Relationships, Excellent Learning and Teaching" policy. These resources identify the key features of highly effective practice for Relationships, Curriculum and Learning and Teaching. By sharing and promoting these resources, we are building capacity and promoting collaborative practices.

A comprehensive offer of professional learning opportunities was provided for teachers from the Education Support Team, the Early Years Team and the Inclusion Team. Almost 3000 practitioners engaged in 241 planned CLPL opportunities delivered by central teams and partners.

The Perth and Kinross Education Professional Learning Community (PLC) and the Early Learning and Childcare SharePoint site have been created this session for school staff to access. These websites, hosted on Glow, share national and Perth and Kinross documents and resources, links to professional learning and information about developing local and national practice. There have been over 56000 practitioners accessing the two sites since June.

The Education Support Team have shared four Learning and Teaching Newsletters with over 2500 people viewing them. In addition to these, the Team have produced a number of Microsoft Sways presenting information and updates for schools in the period of learning at home and full return to school. These Sways have been viewed almost 3000 times. 17 snapshots of interesting and developing practice from schools in Perth and Kinross have been created and shared. These Snapshots have been viewed over 3000 times. We now have 9 Twitter accounts for different services, with almost 6000 followers.

The Education Support Team provided targeted support packages of training and support for schools and practitioners. Seven schools were involved as part of the Inspiring Schools Programme to enhance knowledge, skills and understanding of highly effective teaching. This programme involves schools working closely with the Education Support Team in a targeted and planned way supporting schools to achieve the intended outcomes in the Excellent Relationships, Excellent Learning and Teaching Policy.

The Literacy and Numeracy Leader Programmes are a part of the targeted packages, providing teachers with an opportunity to participate in high quality and sustained professional learning in literacy and numeracy and undertake enquiry with other practitioners across schools/settings and Local Management Groups. These Programmes have been designed to strengthen the culture of collaboration and empowerment within and across schools/settings in Perth and Kinross to drive innovation, sharing of practice, collective improvement and implementation of PKC Literacy and Numeracy Strategies. Teachers from 16 schools engaged in the programmes last session.

17 schools took part in Learning through Play Action Research initiative. This high-quality learning and development opportunity has been delivered through partnership working by the Early Years team, Early Years Inclusion and Educational Psychology Service.

School Improvement

The School Improvement Framework 2019/20 aligned closely with the NIF and provided a clear structure for schools to carefully plan school priorities and appropriate improvement measures. School Improvement Planning included PEF planning, with a particular focus on closing the poverty-related attainment gap.

Schools worked to these priorities with school improvement activity aligned to plans until March 2020. In June 2020, in line with Scottish Government guidance, schools were supported to create and submit contingency plans for a part time return to school. They then created further plans for a full return to school for session 2020/21, which included a particular focus on the recovery process with the key priorities of pupil health and wellbeing and progress in literacy and numeracy.

Schools also completed Standards and Quality Reports for session 2019/20 which they published for parents and these included their evaluations of progress against national 'How Good is Our School 4' quality indicators. Schools also completed and submitted self-evaluation documents recording progress with improvement priorities up until March 2020.

The programme of Extended Learning and Achievement Visits (ELAVs) and Learning and Achievement visits (LAVs) continued up until March 2020 and involved teams of officers and peer Headteachers. Between August 2019 and March 2020, 9 ELAVs, 7 LAVs, 4 School Improvement visits and 2 Inspection follow ups were carried out by Quality Improvement Officers. This was as well as the scheduled term one visits to all schools and other regular visits throughout term two and three to provide appropriate support and challenge.

Prior to March 2020, schools carried out monitoring activities as part of their quality assurance calendar. This included class visits to observe learning and teaching, moderation activities, discussions with staff and parents, as well as pupil-led evaluations learning. Following lockdown in March 2020 and the move to home learning, schools worked quickly to develop alternative ways of working and engaging pupils in their learning.

Parental Engagement

Work continues to enhance approaches to engaging parents in their children's learning and the wider life of the school. The development of the 'Parental Involvement and Engagement Strategy' continued throughout session 2019/20 with the strategy being ready to launch. This strategy sets out the expectations for working in partnership with parents to reduce inequity, raise attainment, and ensure that every child and young person does the best they can at school and beyond. It also describes the actions required to ensure the voice of parents and carers contributes to and leads to improvements for all.

During the period of lockdown schools engaged with parents using a range of digital and virtual approaches including universal sharing of school activity via social media and school websites. Schools also employed a range of approaches to supporting individual pupils and families to ensure engagement in learning at home. This included providing home learning packs, access to digital devices and hotspots, daily or weekly phone calls to pupils and parents, the use of digital platforms such as Glow and Seesaw to support with learning and access to Children's Activity Centres where necessary. Staff also hand delivered resources where this was required, maintained stocks of stationery and resources in local shops or community hubs, and provided opportunities for children to attend virtual gatherings to keep in touch with school staff.

In June 2020 and August 2020, there were virtual meetings held for the Chairs of the Parent Councils with high attendance and positive participation in both meetings. These meetings were planned to provide information and updates and to answer any questions and consult on any issues surrounding the return to schools for pupils.

Performance Information

Schools are embedding their approaches in gathering and analysing attainment data across the school. They have used the attainment suite's analytical tools to identify individual's and cohorts' gaps in learning. Schools are developing confidence in accessing comparator school data, which has enriched their analysis.

This has also led to schools making connections with other schools with similar Acorn profiles. Schools are provided with a core set of information from the attainment suite to aid the school improvement process.

A new Closing the Gap planning tool has been designed to help the planning, tracking and evaluation of school based interventions which includes the use of Pupil Equity Funding (PEF). This will support schools to target and track support and resources more effectively. This is being piloted in the current academic year 2020/21.

Improvement Methodology Sessions were delivered to school leaders. This supported the use of gap analysis and an action research model. Participants were encouraged to use research information including the Educational Endowment Fund in order to select appropriate interventions. Sessions were led by an Educational Psychologist, Quality Improvement Officer and Attainment Advisor, with additional support from the Analysis and Improvement team to engage with data.

Assessment of Children's Progress

Across Perth and Kinross, the Scottish National Standardised Assessments (SNSA) are used as part of ongoing school learning and assessment approaches. Feedback sought as part of quality assurance visits along with evidence collated via LAVs, ELAVs and Education Scotland feedback indicate schools are using the SNSA data effectively to support teachers in meeting the individual learning needs of pupils, to plan for groups and classes of children. Schools have also used SNSA data to enhance curriculum development and attainment analysis, for example by fully engaging with curricular benchmarks to support teacher professional judgements. Training from SCHOLAR combined with the ongoing support of ECS colleagues has encouraged schools to use SNSA data diagnostically to support the planning of next steps in learning and alongside a wide range of other assessment information to discuss with parents how their child is progressing.

To enhance confidence and accuracy in teacher professional judgement about achievement of a level, Quality Assurance and Moderation Support Officers (QAMSOs) from Perth and Kinross took part in national moderation events with Education Scotland colleagues and other local authorities. National moderation events provided QAMSOs with guidance and advice to support schools and local authorities in working towards a shared understanding of assessing children's progress. QAMSOs have also supported assessment and moderation at a local level through their contribution to the development of moderation resource packages and facilitating CLPL opportunities.

A recent Perth and Kinross survey evidenced that the CLPL sessions and resources have supported staff to take forward moderation in schools and across LMGs, particularly in relation to achievement of a level. The results of this survey were used to inform the work of the Tayside Regional Improvement Collaborative (TRIC) Moderation workstream. During 19/20 session, this workstream provided PKC schools and QAMSOs with the opportunities to share practice and to participate in training organised by our NIF Adviser and National Assessment Coordinator. This received extremely positive feedback from schools and plans were then organised for a TRIC Moderation Conference in May 2020. Unfortunately, this event was cancelled due to the Covid-19 pandemic however in August 2020 the workstream reconvened and agreed plans to provide additional training and support directly to QAMSOs and schools through webinars and online professional learning modules. Based on the feedback from the TRIC sessions, an initial focus on supporting moderation of learning, teaching and assessment will be a focus.

For session 2020/21, refreshed PKC 'Achievement of a Level' professional resources based on Scottish Government guidance in light of recovery from Covid-19 will be developed to encourage schools to make effective use of moderation and agree across school teams how moderation will be used to plan next steps in.

This will enable us to build upon and enhance existing QAMSO networks and augment their work with the key actions identified in the PKC Literacy and Numeracy strategies, the renewed Education Scotland focus and TRIC Workstream.

Annex 1: Supporting Data

Developmental Milestones of Pre-school Children

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

	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
Perth and Kinross	20%	19%	19%	19%	12%	11%

	SIMD Quintile				
	1 (most deprived)	2	3	4	5 (least deprived)
2017/18	22%	21%	9%	12%	9%
2016/17	25%	19%	19%	18%	16%

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

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

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

	SIMD Quintile					Gradient
	1	2	3	4	5	
2020	66%	66%	76%	81%	83%	0.04
2019	64%	71%	79%	86%	84%	0.05
2018	81%	71%	83%	81%	87%	0.02
2017	77%	65%	82%	84%	85%	0.02
2016	61%	70%	84%	82%	83%	0.06

Senior Phase (S4 – S6)

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

Literacy		2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
Level 4	Perth & Kinross	92%	90%	93%	91%	92%	93%	94%
	Virtual Comparator	91%	93%	94%	94%	95%	95%	94%
Level 5	Perth & Kinross	67%	73%	78%	75%	77%	80%	82%
	Virtual Comparator	66%	71%	77%	79%	81%	82%	82%
Numeracy		2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
Level 4	Perth & Kinross	80%	82%	87%	87%	88%	92%	92%
	Virtual Comparator	77%	84%	89%	90%	91%	92%	92%
Level 5	PKC	55%	58%	63%	65%	62%	65%	67%
	Virtual Comparator	56%	61%	65%	67%	69%	70%	70%

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

2018/19		SIMD Quintile					Gradient
		1	2	3	4	5	
Literacy	Level 4	92%	92%	97%	99%	98%	0.02
	Level 5	69%	74%	83%	87%	92%	0.06
Numeracy	Level 4	93%	93%	94%	97%	99%	0.02
	Level 5	52%	59%	69%	74%	79%	0.07
2017/18							
Literacy	Level 4	85%	88%	93%	96%	96%	0.03
	Level 5	59%	70%	78%	83%	89%	0.07
Numeracy	Level 4	84%	88%	91%	94%	96%	0.03
	Level 5	42%	50%	61%	70%	76%	0.09
2016/17							
Literacy	Level 4	75%	92%	91%	94%	96%	0.04
	Level 5	51%	67%	74%	80%	87%	0.08
Numeracy	Level 4	67%	86%	89%	89%	93%	0.04
	Level 5	41%	45%	58%	65%	75%	0.09

Table 5: Average total tariff scores of school leavers, grouped by achievement level.

		12/13	13/14	14/15	15/16	16/17	17/18	18/19
Perth & Kinross	Lowest Achieving 20%	150	158	216	167	159	173	161
	Middle 60%	813	877	928	897	868	892	853
	Highest Achieving 20%	1877	1888	1940	1931	1865	1921	1916
Virtual Comparator	Lowest Achieving 20%	139	170	179	168	171	173	153
	Middle 60%	762	851	882	833	843	867	857
	Highest Achieving 20%	1812	1845	1864	1827	1848	1866	1871

Table 6: Average total tariff scores of school leavers by SIMD Quintile.

		SIMD Quintile					Gradient
		1	2	3	4	5	
Perth & Kinross	2012/13	565	604	751	989	1101	157
	2013/14	538	702	866	989	1137	145
	2014/15	557	788	964	1037	1168	136
	2015/16	558	678	889	1040	1143	153
	2016/17	490	653	917	971	1133	150
	2017/18	548	683	896	1015	1199	162
	2018/19	531	606	879	996	1156	163
Virtual Comparator	2012/13	482	563	699	947	1057	163
	2013/14	481	719	826	957	1143	151
	2014/15	508	716	864	1001	1135	149
	2015/16	500	648	801	967	1125	158
	2016/17	519	649	824	968	1166	164
	2017/18	510	735	833	986	1176	156
	2018/19	535	660	839	964	1196	164

Staying-On Rates

Table 7: Proportion of S4 pupils staying on to S5 by SIMD Quintile

	SIMD Quintile					Gradient
	1	2	3	4	5	
S4 (2018/19) – S5 (2019/20)	79%	80%	82%	85%	91%	0.02
S4 (2017/18) – S5 (2018/19)	70%	78%	82%	85%	90%	0.03
S4 (2016/17) – S5 (2017/18)	73%	77%	84%	86%	91%	0.04
S4 (2015/16) – S5 (2016/17)	77%	77%	81%	90%	94%	0.05

Looked After Children and Young People

Table 8: Proportion of Looked After school leavers attaining Literacy and Numeracy as SCQF Level 4 (3 year avg.)

Looked After at the time of the Pupil Census

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

Table 9: Average total tariff points of Looked After school leavers (3 year avg.)

Looked After at the time of the Pupil Census

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

Health & Wellbeing

Table 10: P1 Healthy Weight

	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
Perth & Kinross	78%	78%	77%	77%	71%	73%	80%
Scotland	78%	76%	77%	77%	76%	76%	77%

Primary 1 children (with a valid height and weight recorded) whose BMI is between the 5% and 95% of the 1990 UK reference range for their age and sex.

Table 11: Uptake of School Meals

Measure	Area	2016	2017	2018	2019	2020
P1 – P3 Free School Meals	Perth & Kinross	81%	83%	83%	84%	79%
	Scotland	82%	81%	80%	79%	76%
P4 – P7 School Meals	Perth & Kinross	55%	58%	54%	50%	45%
	Scotland	54%	52%	50%	47%	46%
S1 – S6 School Meals	Perth & Kinross	58%	61%	61%	60%	59%
	Scotland	46%	44%	44%	45%	45%

Table 12: Active Schools Participation

	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
Primary	40%	45%	49%	52%	50%	39%
Secondary	39%	41%	43%	44%	42%	34%

	SIMD Quintile				
	1	2	3	4	5
Primary 2019/20	30%	25%	42%	41%	42%
Primary 2018/19	44%	42%	52%	54%	48%
Primary 2017/18	48%	43%	53%	54%	52%
Primary 2014/15	31%	32%	37%	46%	39%
Secondary 2019/20	25%	24%	36%	34%	38%
Secondary 2018/19	28%	35%	42%	43%	48%
Secondary 2017/18	29%	35%	42%	47%	50%
Secondary 2014/15	25%	29%	39%	40%	44%

Attendance and Exclusion

Table 13: Overall attendance in primary and secondary schools.

	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
Primary	95.7%	95.4%	95.3%	95.2%	94.8%	95.0%	94.1%
Secondary	92.5%	91.9%	91.5%	91.1%	91.1%	90.5%	90.0%

Table 14: Exclusion rate in primary and secondary schools (exclusion incidents per 1000 pupils)

	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
Primary	10	10	11	9	6	8	7
Secondary	52	51	48	46	45	55	41

Positive Destinations

Table 15: Proportion of school leavers with positive initial and follow-up destinations

Measure	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
Initial destination	92%	94%	92%	95%	94%	96%	97%
Follow-up destination	93%	95%	94%	94%	94%	95%	96%

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

2016/17	SIMD Quintile					Gradient
	1	2	3	4	5	
2018/19 Initial	98%	95%	96%	98%	100%	0.01
2018/19 Follow-up	*	92%	97%	96%	*	-
2017/18 Initial	93%	96%	97%	96%	96%	0.01
2017/18 Follow-up	90%	93%	96%	97%	98%	0.02
2016/17 Initial	85%	92%	94%	95%	98%	0.03
2016/17 Follow-up	86%	89%	94%	96%	97%	0.03

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

Looked After at the time of the Pupil Census

	2012-2014	2013-2015	2014-2016	2015-2017	2016-2018	2017-2019
Looked After school leavers	77%	77%	88%	82%	81%	83%
Virtual Comparator	83%	85%	84%	85%	88%	90%

Table 18: Proportion of young people (aged 16-19) in education, training or employment

Measure	2015	2016	2017	2018	2019
Participating	90.6%	92.8%	93.1%	94.0%	94.8%
Not Participating	4.4%	2.7%	2.5%	3.1%	2.8%
Unconfirmed Status	5.0%	4.4%	4.4%	2.9%	2.5%

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
Number of S4 and S5 Leavers	556	608	555	540
% of leavers without Highers who achieve a vocational qualification	63%	59%	53%	34%

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
ScotPHO	Scottish Public Health Observatory
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
YARC	York Assessment of Reading Comprehension

Appendix 2

2a. 2020/2021 PEF Expenditure, by school

- denotes schools where PEF allocation relates to fewer than 6 pupils and is potentially disclosive

£	2020/21 PEF allocation	2019/20 C'fwd	Exp to 31/08/20	2019/20 C'fwd remaining	2020/21 PEF Expenditure
Abernethy Primary School	9398	3198	3883	0	685
Abernyte Primary School	#	0	20	0	20
Aberuthven Primary School	#	277	0	277	0
Alyth Primary School	24671	12644	10656	3443	1456
Arngask Primary School	#	739	613	126	0
Auchtergaven Primary School	#	526	90	436	0
Balbeggie Primary School	10573	0	921	0	921
Blackford Primary School	#	1544	3452	0	1908
Blair Atholl Primary School	#	1295	0	1295	0
Newhill Primary School	37594	12781	4853	10146	2218
Blairingone Primary School	0	0	0	0	0
Braco Primary School	#	0	150	0	150
Burrelton Primary School	8224	1325	2483	0	1158
Cleish Primary School	#	4167	194	3973	0
Collace Primary School	#	0	0	0	0
Comrie Primary School	10573	0	996	0	996
Coupar Angus Primary School	50516	24673	8227	19426	2980
Craigie Primary School	17622	5475	7017	0	1542
Crieff Primary School	61325	33570	16308	20880	3618
Dunbarney Primary School	14098	6368	5409	1791	832
Royal School Of Dunkeld	11748	816	839	670	693
Dunning Primary School	#	2198	2085	113	0
Errol Primary School	11748	9579	7306	2966	693
Forgandenny Primary School	#	1517	1238	279	0
Fossway Primary School	#	3613	706	2907	0
Glendelvine Primary School	#	0	0	0	0
Glenlyon Primary School	#	1779	0	1779	0
Goodlyburn Primary School	108082	23068	35342	0	12274
Grandtully Primary School	#	161	63	98	0
Guildtown Primary School	#	1272	986	286	0
Inchture Primary School	15272	6980	5888	1994	901
Kenmore Primary School	#	1998	0	1998	0
Kettins Primary School	#	1558	740	818	0
Kinloch Rannoch PS	#	2360	1905	455	0
Kinnoull Primary School	10573	6153	8919	0	2766
Kinross Primary School	38768	14191	17676	0	3485

£	2020/21 PEF allocation	2019/20 C'fwd	Exp to 31/08/20	2019/20 C'fwd remaining	2020/21 PEF Expenditure
Kirkmichael Primary School	8224	2756	876	2366	485
Letham Primary School	77537	45867	33445	16997	4575
Logierait Primary School	#	2799	250	2549	0
Luncarty Primary School	15272	9555	2805	7651	901
Madderty Primary School	4699	932	-947	1879	0
Meigle Primary School	#	2865	300	2565	0
Moncreiffe Primary School	16447	7249	2023	6196	970
Methven Primary School	27490	16491	8035	10078	1622
Milnathort Primary School	17622	255	8824	0	8569
Murthly Primary School	#	31	11	20	0
Muthill Primary School	8459	0	200	0	200
Balhousie Primary School	26433	9129	13428	0	4299
North Muirton Primary School	59915	14871	14865	3541	3535
Oakbank Primary School	12923	2264	2141	886	762
Our Lady's RC Primary School	42293	20095	22569	21	2495
Pitcairn Primary School	8224	588	1581	0	993
Portmoak Primary School	#	276	-548	824	0
Ratray Primary School	55216	17190	15616	4832	3258
Robert Douglas Memorial PS	36419	345	6753	0	6408
Ruthvenfield Primary School	#	75	-408	483	0
St Dominic's RC Primary School	6344	3739	461	3278	0
St John's RC Academy (Primary)	50751	68581	35267	36308	2994
St Madoes Primary School	#	185	-530	715	0
St Ninian's Episcopal PS	20089	2780	10062	0	7282
St Stephen's RC Primary School	15272	7114	6149	1866	901
Stanley Primary School	15272	7825	3801	4925	901
Tulloch Primary School	74012	26979	32075	0	5096
Viewlands Primary School	16917	3158	5462	0	2304
Invergowrie Primary School	12923	1186	7234	0	6048
Longforgan Primary School	#	1544	914	630	0
Inch View Primary & Nursery	98683	27030	44131	0	17101
The Community School of Auchterarder (Primary)	29370	7955	13866	0	5911
Breadalbane Academy (Primary)	24671	1781	12463	0	10682
Pitlochry High School (Primary)	10573	7470	3121	4973	624
The Community School of Auchterarder	14098	3	10042	0	10039
Blairgowrie High School	52866	17930	38295	0	20365
Breadalbane Academy	14098	81	1028	0	947
Crieff High School	32894	21141	35523	0	14382
Kinross High School	27020	9093	14522	0	5429

£	2020/21 PEF allocation	2019/20 C'fwd	Exp to 31/08/20	2019/20 C'fwd remaining	2020/21 PEF Expenditure
Perth Academy	52866	15335	28325	0	12990
Perth Grammar School	66964	73322	9736	67537	3951
Perth High School	44642	8550	19849	0	11299
Pitlochry High School	#	988	982	6	0
St John's RC Academy	42293	28913	23216	8193	2495
Bertha Park High School	17622	0	1040	0	1040
Fairview School	17622	4300	8775	0	4475
TOTAL	1699113	686441	646588	265476	225624

2b. 2020/2021 PEF Expenditure, by type

	<u>Exp to 31/8/2020</u>	<u>Percentage of Expenditure</u>
<u>Staff costs</u>		
Single Status - Supply	£ 10,520	1.63%
Teachers - Salaries	£ 134,867	20.86%
Teachers - Supply	£ 27,117	4.19%
Single Status - Salaries	£ 257,723	39.86%
Training/Conf - Teachers	£ 400	0.06%
TOTAL STAFF COSTS	£ 430,627	66.60%
<u>Supplies & Services</u>		
Equipment Purchase	£ 11,840	1.83%
Text & Library Books	£ 3,094	0.48%
Licences/Subscriptions	£ 22,631	3.50%
Management/Admin recharge	£ 96,683	14.95%
Education Materials	£ 15,863	2.45%
IT Expenditure	£ 57,965	8.96%
Miscellaneous Supplies & Services	£ 7,885	1.23%
TOTAL SUPPLIES & SERVICES	£ 215,961	33.40%
 GRAND TOTAL	 £ 646,588	 100.00%