

PERTH AND KINROSS COUNCIL

**Lifelong Learning Committee
1 November 2017**

**Scrutiny Committee
29 November 2017**

RAISING ATTAINMENT STRATEGY UPDATE 2017

Report by Executive Director (Education and Children's Services)

PURPOSE OF REPORT

This report is the first of its kind to provide a progress update on the Raising Attainment Strategy 2016-2019. It also presents information, for the first time, on a range of main and supporting measures designed to both improve performance and monitor progress of improvements.

1. BACKGROUND

- 1.1 In March 2017, Scottish Government published [statutory guidance](#) detailing new education authority duties. Education authorities are to demonstrate how they have sought, and continue to seek, to deliver against the strategic priorities of the [National Improvement Framework](#) (NIF) for Scottish Education. Specifically, education authorities are required to publish annual plans and reports setting out the steps they have taken in pursuance of the NIF with particular reference to reducing inequalities of outcome experienced by pupils as a result of socio-economic disadvantage. This report is an initial, interim response to this requirement, reporting on an academic session during which the duties were set out.
- 1.2 Additionally the guidance set out the requirement that education authorities must have 'due regard' to the need to reduce inequalities of educational outcome experienced by pupils as a result of socio-economic disadvantage, whenever it makes a strategic decision relating to school education (or the steps resulting from it). This consideration will be explicit in future relevant reports.
- 1.3 Through the Scottish Attainment Challenge, the Scottish Government is providing funding for local authorities and individual schools with the greatest proportions of children living in poverty. Perth and Kinross is not a Challenge Authority, and no school in the area has been designated a Challenge School under the allocations based on the Scottish Index of Multiple Deprivation (SIMD). However under Pupil Equity Funding (PEF), using free school meal registrations to allocate resources, 76 of Perth and Kinross schools will share £1.6M in funding in 2017-18. As seen in this report, inequalities of outcome as a result of socio-economic disadvantage are clearly seen in Perth and Kinross, and this evidence provides the focus for how PEF allocations are best used to address poverty-related outcomes.

2. RAISING ATTAINMENT STRATEGY 2016-2019: PROGRESS IN 2016/17

- 2.1 The Raising Attainment Strategy was agreed by the Lifelong Learning Committee on 2 November 2016 ([Report 16/348 refers](#)). Supporting the [strategy](#) was a detailed one year implementation [plan](#). The plan was organised around the four NIF 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.
- 2.2 As part of a local Closing the Gap programme, Perth and Kinross Council allocated £150,000 as part of the budget settlement in February 2015 to support the planning and delivery of actions and interventions that would look to raise attainment for all and reduce the attainment gap between the most and least disadvantaged learners. The programme was targeted at the 20 schools which had 16% or more of pupils classified as ACORN Category 5¹. Although the work continues in the 20 schools, nationally this has now been superseded by the Pupil Equity Fund, which is based on registrations for Free School Meals for all schools.
- 2.3 To review progress with the Raising Attainment Strategy each of the NIF priorities will be considered separately.

Improvement in attainment particularly in literacy and numeracy

- 2.4 All teachers are required to assess and record the progress made by each pupil in every class in Reading, Writing, Listening/ Talking and Numeracy. This information is monitored at class, school, local management group and authority-wide level as required. The data gathered from these teacher judgements in June 2016 and June 2017 along with figures from previous years, shows a generally improving trend in literacy and numeracy. However, there is no room for complacency as the P4 and some P7 figures this year show that improvement is not sustained as in other stages. The improvement in numeracy, in all schools, has not been sustained in the last two years and is an area of focus. The development and implementation of the Numeracy Strategy in session 2017-18 will provide further support in this area.
- 2.5 All schools used the Perth and Kinross Literacy and Numeracy Indicators of learning to ensure teachers have a shared understanding of expected standards of children at different stages. During 2016-17, Education Scotland released "benchmarks" of expected standards to support each of the eight curricular areas, not just literacy and numeracy. A focus of work in session 2017-18 will be ensuring that these benchmarks are understood and used in

¹ ACORN is a small-area classification used in P&K to complement Scottish Index of Multiple Deprivation (SIMD) in understanding communities and households.

all schools to help all teachers make informed judgements about progress in learning across the whole curriculum. This work is supported by eight teachers who have been trained to undertake a specific quality assurance role in relation to standards in literacy and numeracy.

- 2.6 An implementation plan for the development of a PKC Literacy Strategy was created in April 2017. The Strategy is designed to provide clear direction for all to ensure that our learners experience the highest quality of literacy learning and teaching at all stages from the early years to adulthood. The literacy consultation process is well underway with a wide range of stakeholders and partners. Educational Psychology input has supported the undertaking of robust research to determine effective universal and targeted approaches to raising attainment. Impact will be measured through the improvement in young children's emergent literacy skills, the number of learners attaining appropriate Curriculum for Excellence Levels in P1, P4, P7 and S3 and the percentage of pupils attaining National Qualifications. The strategy will be finalised and launched in November 2017. A similar process will be undertaken to develop the aforementioned PKC Numeracy Strategy during 2017-18. Good practice in literacy and numeracy continues to be shared at Authority, Local Management Group, School and Curriculum Improvement Network level.
- 2.7 Research indicates that boosting children's early language skills is critical for narrowing the attainment gap. Bespoke Talk Listen Communicate (TLC) training was delivered jointly by the Early Years Team and Speech and Language Therapy Team to develop early years staff's skills to support children's language and communication development and early reading skills. The project was delivered in 18 settings where the highest level of need was identified using ACORN information. Parents were involved in the project and were invited to attend "Brunch and Blether" sessions to enable staff to informally share information about the ways parents can support children's language skills at home. Nurseries also developed "Blether Bag" Resources which contain activities that have a focus on language development for the home. The information collected to date indicates that nursery classes are embedding strategies into practice that will promote vocabulary acquisition and language development with young children.
- 2.8 The Raising Attainment in Reading project is an innovative pilot aimed to improve achievement and attainment in reading by inspiring and empowering practitioners in Perth and Kinross to take forward improvements in their teaching practice, using the Model for Improvement². It also aimed to increase the skills of school staff in managing improvement projects and applying evidence-based practice or programmes. A survey measured the confidence of school staff in teaching literacy, identifying barriers and addressing barriers prior to and after the support sessions. This showed that practitioner confidence in teaching reading, for example comprehension or selecting strategies for addressing barriers, increased in all aspects but

² A simple yet powerful tool for accelerating improvement.

one. In respect of this, teachers voiced that a reduction in confidence (from very confident to confident) may be due to an increased understanding of the complexities of teaching and developing vocabulary.

Closing the attainment gap between the most and least disadvantaged

- 2.9 The importance of supporting children's development before starting school is widely recognised and a range of parenting, family learning, early learning and childcare supports are now in place. This ranges from the provision of Infant Massage to improve attachment of babies and their carers, to over 260 children benefiting from their parent or carer completing an Incredible Years Pre-school Parenting Programme, to most nursery classes now offering parents the opportunity to 'stay and play' with their child.
- 2.10 The Closing the Gap programme across the 20 targeted schools was the main area of development in relation to this priority. Key to ensuring that the interventions used had the maximum impact, data analysis support was provided to each school by the Research and Performance Team centrally. Early literacy work focused on the use of a set of evidence-based programmes across the schools involved. Young people were assessed at the start and at the six month point of each programme. The assessment results show that the interventions used had a significant impact on the literacy levels of the young people³.
- 2.11 Supported by Educational Psychologists, schools in the Closing the Gap programme used action research⁴ approaches to ensure a full understanding of their gaps and the consequences of them, and to then support implementation of evidenced-based approaches to address these gaps. This way of working provided an opportunity for schools to identify their own unique challenges and solutions. Schools established a baseline of current performance in a particular area, e.g. reading for understanding, identified the appropriate interventions based on evidence of impact, planned and implemented the necessary improvements and then monitored and assessed the impact of the changes.
- 2.12 There was a focus on Self-Regulation in Action using action research in primary schools. Self-regulation is a process whereby a learner can take control of, and evaluate their own learning and behaviour. ECS staff were supported to develop young people's self-regulation skills. Evaluations have shown that this led to improvements in attainment and achievement.

³ The "Word Aware" assessment showed a statistically significant improvement in results which were similar across all pupil backgrounds. The "Renfrew Word Finding" assessment showed an average 4.3 month improvement in ability. The level of improvement in this assessment was greater amongst pupils from more disadvantaged backgrounds.

⁴ A study carried out in the course of an activity/ project to improve the methods and approach of those involved.

- 2.13 Local research has demonstrated a clear impact on the understanding on both pupils and staff of this sustained staff development programme. The emotional self-regulation of pupils from disadvantaged households improved significantly during the period of the training. Significant impact was also noted for pupils with identified Additional Support Needs (ASN). Further research by the Educational Psychologist Service is proposed to investigate the impact of this approach in nurseries and secondary Schools in the 2017-18 and 2018-19 sessions.
- 2.14 Five of the schools in the Closing the Gap programme are currently involved in a project to increase pupil and family engagement in wider achievement activities. These schools are working with the Children's University⁵, to develop partnerships to extend the offer they have for children, young people and families. They plan to identify children where there is a gap in achievement and plan ways, supported by partners, to provide the opportunities to address this in and out of school. They aim to not only raise engagement in achievement experiences, but to raise aspirations, attainment and skills for learning, life and work.

Improvement in children and young people's health and wellbeing

- 2.15 During 2016-17, the development of a Health and Wellbeing Strategy has been undertaken. The views of children and young people have been pivotal in determining the scope of the strategy. They have told us what would best help them keep mentally, physically and emotionally well. The strategy will be finalised and launched during academic session 2017-18. Work continues to support the use of Restorative Approaches in schools.
- 2.16 The Emotional Wellbeing Collaborative is the first of its kind in Scotland established to deliver improvement in emotional wellbeing and mental health. It has delivered a number of learning opportunities to stimulate improvement activity that will support young people to have better emotional and mental health. This includes development of a peer mentoring programme, increasing staff understanding of Growth Mindset⁶ approaches and the testing of an analysis tool to assist schools to use the Wellbeing Web, simple self-evaluation framework for primary age pupils to assess their wellbeing. A series of training sessions have also been delivered to improve staff awareness of, and confidence in responding to, the mental health and emotional wellbeing concerns experienced by young people.

⁵ The Children's University is an international charity which encourages children aged 5 to 14 years to try new experiences, develop new interests and acquire new skills through participation in innovative and creative learning activities outside of the school day.

⁶ Growth Mindset is a name for the idea that abilities can be developed through dedication and hard work

- 2.17 The new Eat, Play, Learn Well project is being introduced in three primary schools to address the obesity issues identified by NHS Tayside data of children. The aim of the project is to reduce childhood obesity through a community planned approach to healthy lifestyles and weight. The project uses Primary schools as a 'foot print' into the community and the families living and working there. A long term aim of this project is to normalise discussions around healthy weight.
- 2.18 Building the resilience of families was identified as a key preventative approach to support children and young people at all ages. Over 150 families have benefited from completing the Strengthening Families Programme since the evidence-based programme was introduced in 2014. This programme was one of the initial evidence-based parenting and family learning programmes commissioned to improve priorities identified through Evidence2Success.
- 2.19 The Start Active, Stay Active project is a partnership between Live Active Leisure and Perth and Kinross Council, also involving NHS Tayside and third sector partners. It integrates four intervention programmes that enable a pathway of active living from early years in the family setting. It supports children to become 'school ready' and encourage the engagement of inactive primary school age children in sport and physical activity out of school hours. The targeted project:
- Provides additional physical activity programmes for vulnerable families with children under 3 supported by children and families' services.
 - Undertakes follow on work with parents from targeted Incredible Years groups to continue weekly participation.
 - Provides training and support to nursery/P1 classes in priority schools.
 - Provides support to closing the gap schools in target localities to improve extra-curricular physical activity provision by supporting volunteers and community-led activities.

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

- 2.20 The Developing the Young Workforce (DYW) Regional Board became fully operational during 2016-17. This business-led Board is designed to support local employers to engage with schools and young people as part of the Scottish Government's Youth Employment Strategy. DYW is a seven year programme to 2021, which aims to reduce youth unemployment by 40%. The Board appointed a DYW Manager and two Employer Engagement Advisers. This has led to an increased employer focus on engagement with schools, modern apprenticeships and work experience opportunities and an increase in the number and quality of partnership arrangements with our schools.

- 2.21 Schools continued to develop their curricular options at the Senior Phase with a view to increasing vocational opportunities while maintaining a broad academic offer. The Perth City Campus continues to provide a wide range of options for the Perth city schools. Work will now be taken forward to widen this offer through the use of a virtual campus which will serve and support all secondary schools across Perth and Kinross.
- 2.22 The Career Ready programme has once again been supported by PKC. This is a high quality mentoring and work placement programme for targeted young people. Further work is required, with the support of the DYW Board, to increase the range of work experience placements available for our Senior Phase pupils. All schools are working to adopt the Career Education Standard (3-18) developed in light of the recommendation of starting careers advice and guidance earlier in schools.
- 2.23 The annual Help at Hand event celebrates its tenth anniversary and continues to provide invaluable support for young people with additional support needs, their parents and carers. The drop-in event is attended by young people from S2 onwards and brings together over twenty local support agencies and services. Year on year evaluations are extremely positive and number in attendance grow. Help at Hand provides a support to those who may require help, in order that they may achieve a positive and sustained destination.

3. PERFORMANCE MEASURES

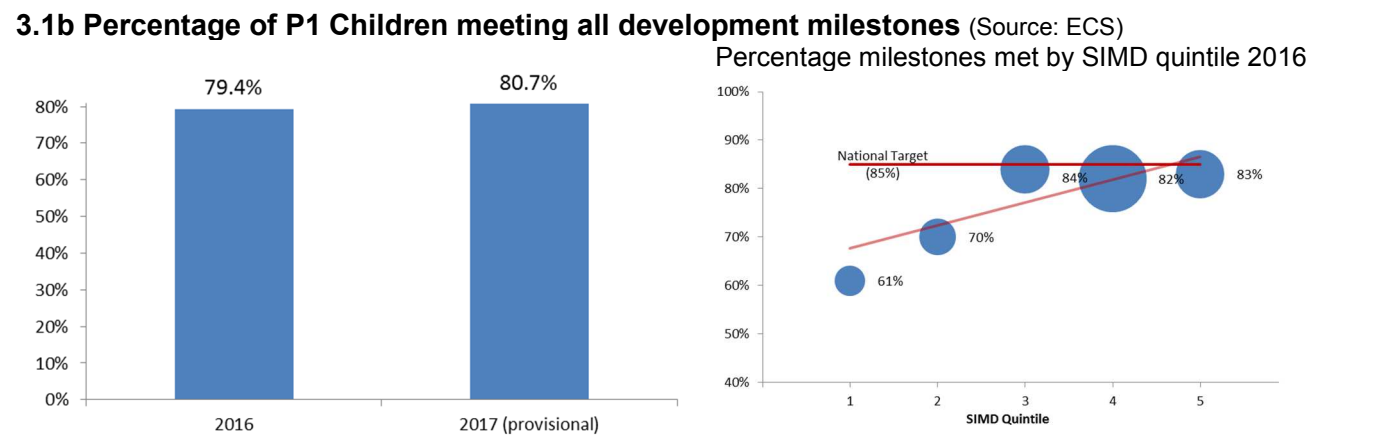
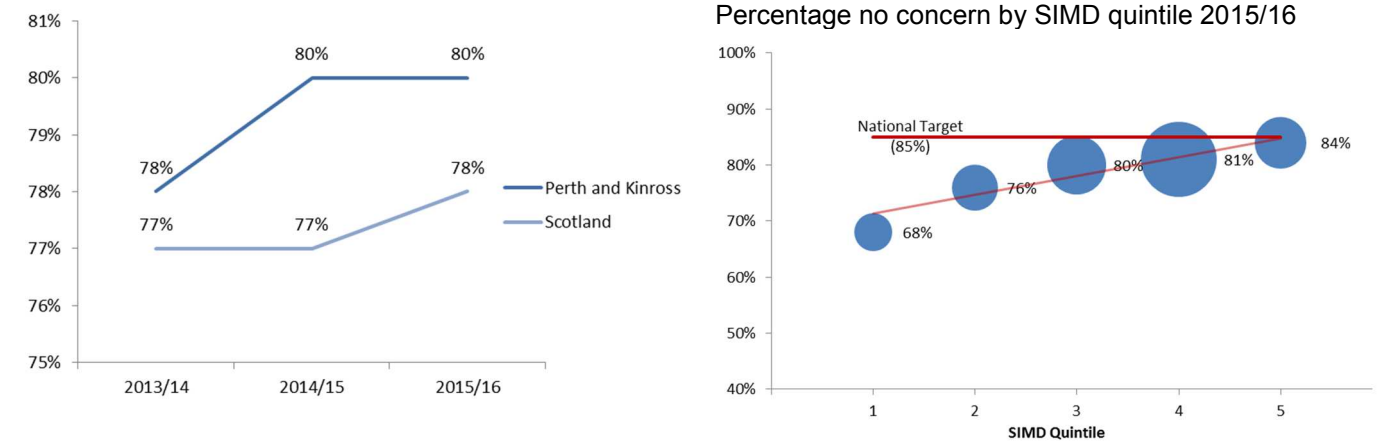
- 3.1 The Raising Attainment Strategy set out a range of measures aligned to the strategy's two overall objectives of achieving **excellence** i.e. improving performance across the board and **equity** i.e. reduce the attainment gaps between those disadvantaged in different ways because of their circumstances.
- 3.2 A number of key measures and supporting measures were set out in the Strategy and these are reported and interpreted below. These are ordered to follow a young person's journey through education to a young adult destination and will likely evolve over time as our understanding grows and priorities change. The following should be **noted** to aid interpretation:
- The key attainment measures consider overall attainment of school leavers, in line with the national benchmarks which consider the Senior Phase in totality, rather than the individual years.
 - In the 'bubble' charts used generally to consider equity, the size of the bubbles is proportional to the number of pupils in that SIMD quintile. Quintile 1 = most deprived, 5 = most deprived.
 - A flatter relationship between bubbles in these charts indicates greater equity of outcome.
 - Vertical axes of charts are adjusted so as to aid interpretation.

Main Measures: Table 3.1 Pre-School

Excellence

Equity

3.1a 27-30 Month Child Health Review: Percentage of children assessed that have no concerns across all domains (Source: ISD)



The National Children and Young People Improvement Collaborative Stretch Aim by 2020 is that at least 85% of Children within each SIMD quintile will have reached all of their developmental milestones at time of their 27-30 month and 4-5 year child health reviews. Until the latter review is established, Perth and Kinross Council collects development milestone information of all pre-school children using its own approach. A 13 -15 month health review is also under development and will have the same target. For both reviews where data are available, consistently 4 out of 5 children have no concerns. There is a clear relationship with deprivation, with only higher SIMD quintiles meeting the national target.

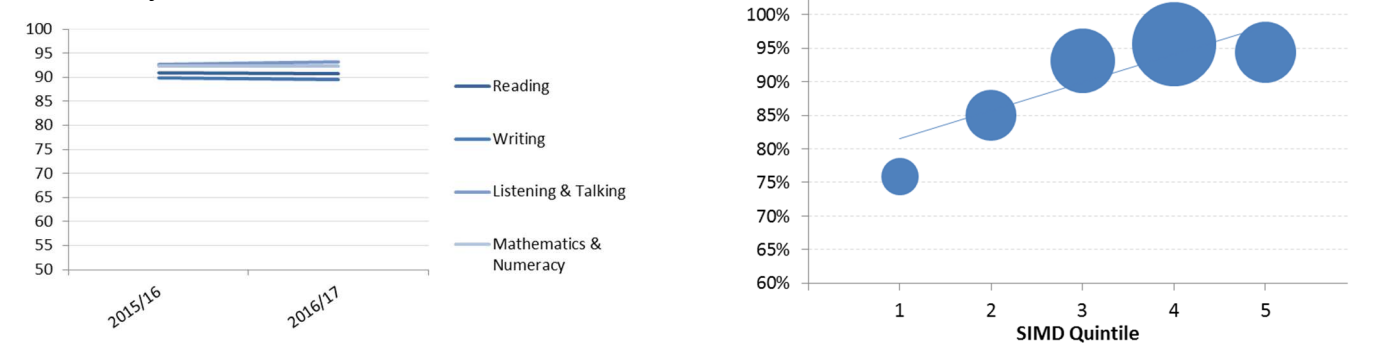
Table 3.2 Broad General Education (BGE) (P1 – S3)

Excellence

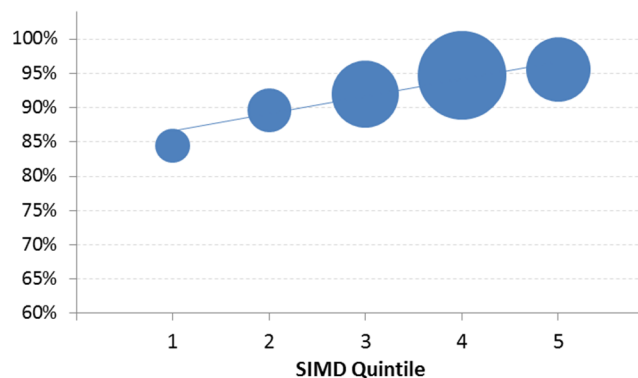
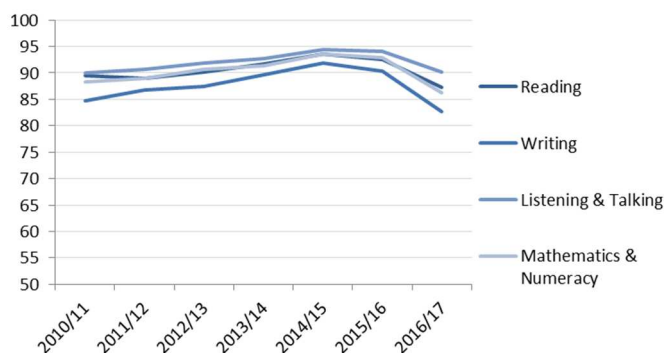
Equity

3.2a Proportions achieving expected levels (CfE) of literacy and numeracy at P1, P4, P7, S3 (Source: ECS. Chart is not intended to provide specific figure and full details are provided in Appendix 1)

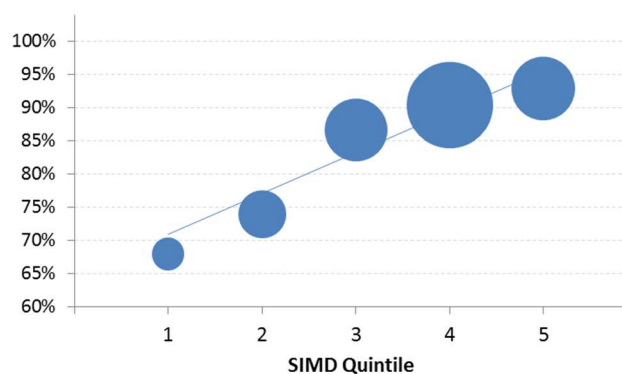
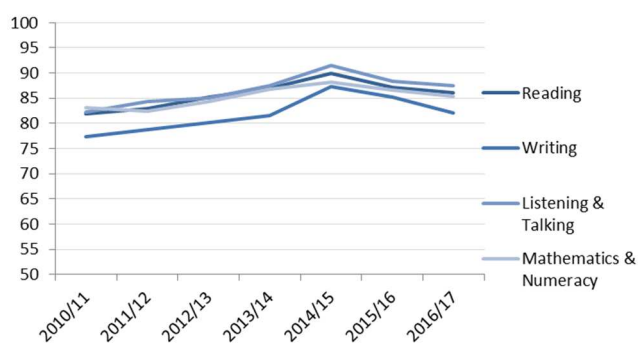
P1 – Early Level



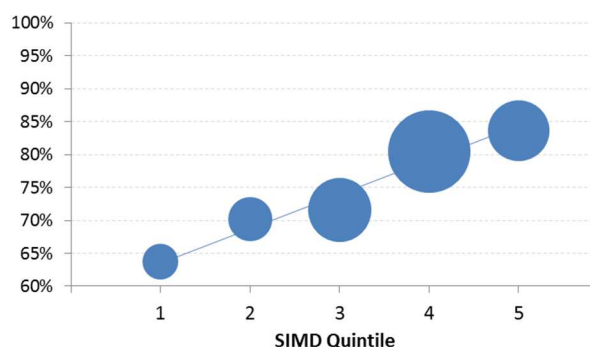
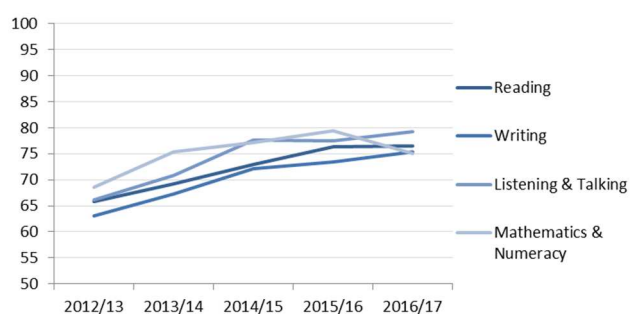
P4 – First Level



P7 – Second Level

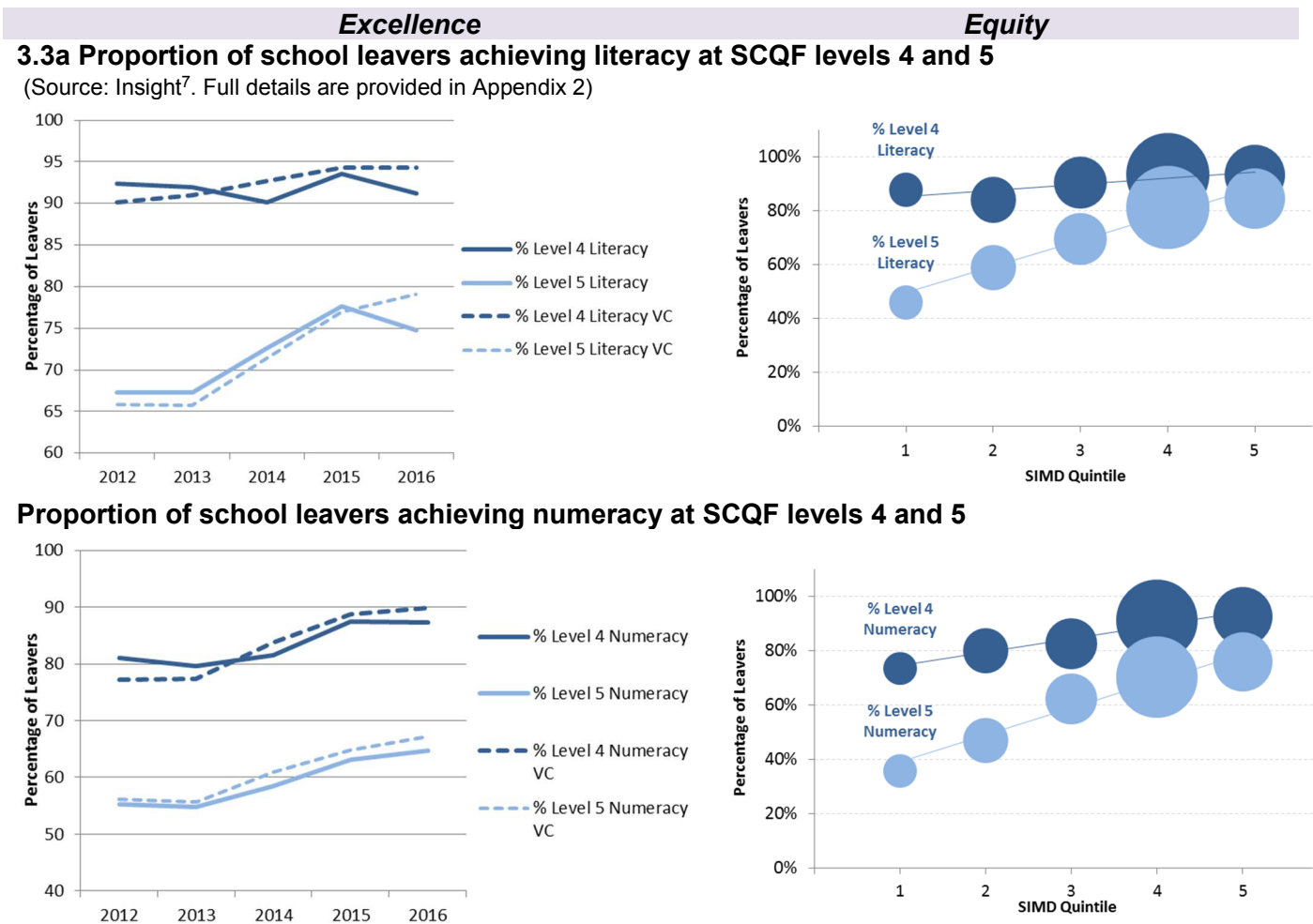


S3 – Third Level



The achievement of Curriculum for Excellence levels shows long-term growth. As the relative strength of different cohorts of children varies there will be some natural movement as a result. P1 performance shows little change whilst this year there was a dip at P4 in all areas. At P7, performance is mainly unchanged this year with the exception of writing. At S3 all areas except numeracy show improvement. To simplify the SIMD charts (which relate to 2015-16 data), all four curricular areas have been combined. The so-called attainment gap is clearly visible and expressed by the gradient of the trend line.

Table 3.3 Senior Phase (S4 – S6) and School Leavers



Literacy and Numeracy of school leavers is generally increasing across both SCQF levels 4 and 5. More recently this increase has fallen slightly behind the virtual comparator (VC)⁸, highlighting the need for continued focus to maintain steady improvement. The relationship with deprivation is shown clearly throughout, especially at the more stretching SCQF Level 5.

3.3b Average total tariff score of school leavers (2015-16)

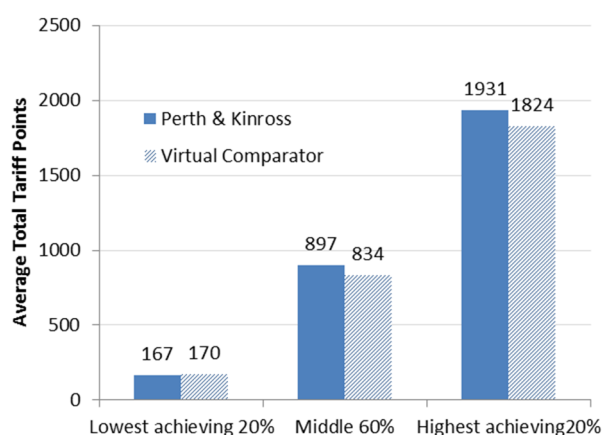
(Source: Insight)

Insight uses its own total 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. The average of this total across all school leavers is used to compile the measure. The excellence chart indicates attainment in three groups where all leavers are sorted by the tariff points achieved and grouped as indicated. The equity chart considers attainment across SIMD quintiles, where the attainment gap is clearly shown. Pupils from lower deciles tend to leave school earlier and this has a strong influence on number of tariff points accrued. The 2015-16 overall average tariff points was **958**.

⁷ Insight: The Scottish Government Senior Phase benchmarking tool that assists schools and LAs support the key principles/purpose of CfE, drawing together a range of attainment data for analysis.
⁸ VC: The virtual comparator feature takes the key characteristics of each Perth and Kinross pupil that influence attainment and matches them to the average of 10 similar pupils from across Scotland. This benchmark is an effective way to help understand the authority strengths and areas for improvement.

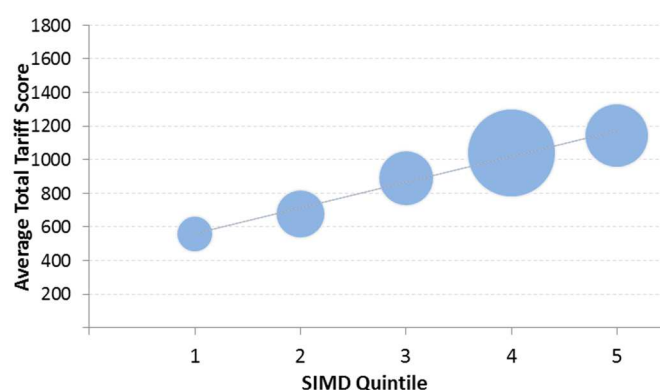
Excellence

Average total tariff score for lowest, middle and highest achieving



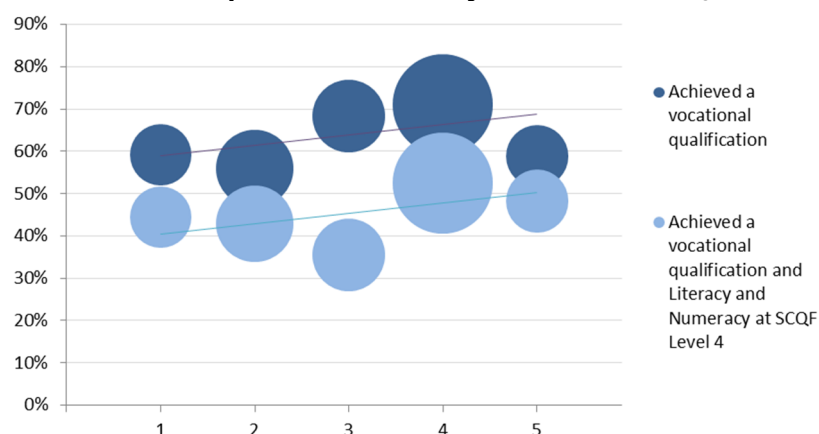
Equity

Average total tariff score by SIMD quintile



3.3c Of the S4 and S5 leavers who have not achieved a SCQF Level 6 qualification (or above), the proportion who have achieved one or more vocational qualification at any level (Source: Insight)

- In 2015-16 there were a total of 559 total leavers in S4 and S5.
- Of these, 415 young people left school without a SCQF Level 6 (Higher) qualification (74% of S4/ S5 leavers).
- 267 (64%) of these achieved some form of vocational qualification at any level, and
- 190 (46%) achieved some form of vocational qualification **and** achieved literacy and numeracy at SCQF Level 4.



Looking across SIMD quintiles, there is a relatively weak relationship with deprivation.

3.3d Proportion of leavers in positive destinations – initial and follow-up⁹ (Source: SDS/ Scottish Government)

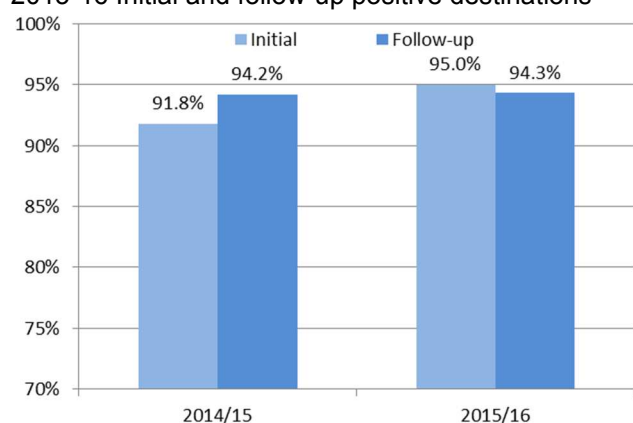
95% of our young people moved to a positive destination on leaving school in 2016-17. This has been a steadily improving figure and there is a generally even pattern across deprivation groupings. Follow-up destination figures show a similarly improving picture (growing from 88% in 2009-10 to 94.3% in 2015-16). Further work is needed to understand the nature, quality and sustainability of these destinations and the differences in outcomes seen across SIMD quintiles (as shown in chart below).

Note that the provision of this measure is subject to review and possible replacement with the Participation Measure which tracks participation across all 16-19 year olds. The latter is now the Scottish Government's preferred measure of sustained leaver participation, and recent improvement in the measure is shown below. As the participation measure attempts to cover the entire 16-19 age group, it is not currently considered suitably comprehensive to allow for analysis across deprivation.

⁹ Initial: 1st Monday in October After Leaving; Follow-up: 1st Monday in April After Leaving

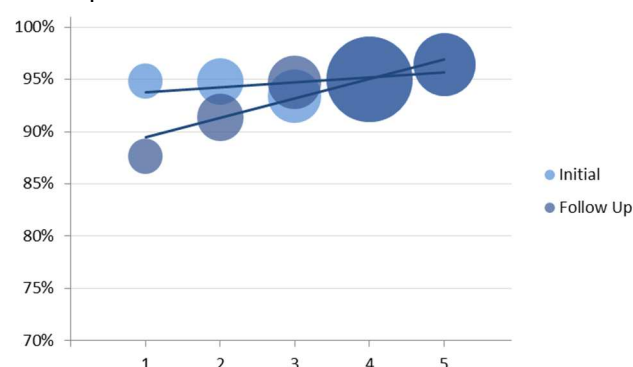
Excellence

2015-16 Initial and follow-up positive destinations



Equity

2015-16 Initial and follow-up positive destinations by SIMD quintile



3.3e Participation Measure (Source: SDS)

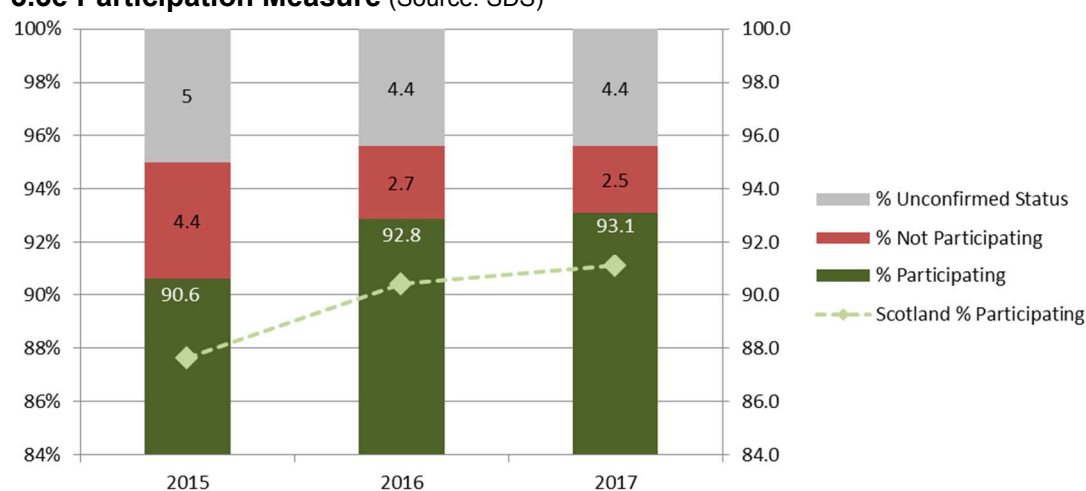


Table 3.4 Supporting Measures

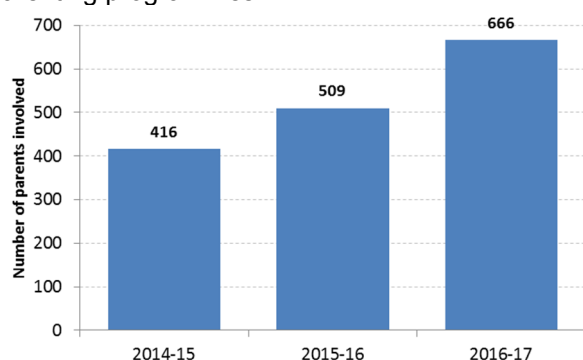
Excellence

Equity

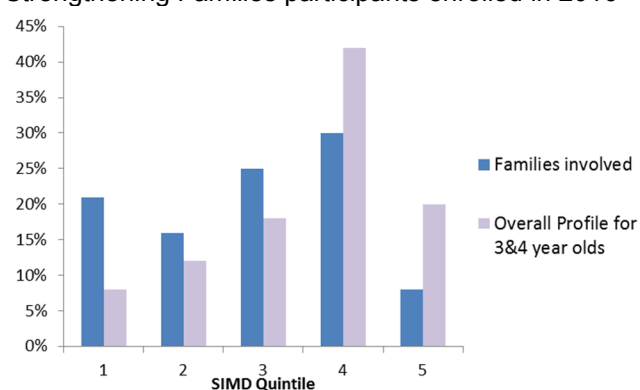
3.4a Parents involved in effective family learning and parenting programmes (Source: PKC/ NHS)

A range of parenting programmes and family learning opportunities are delivered in Perth and Kinross, this includes Infant Massage courses, SPACE/PEEP Learning Together, Incredible Years Parenting Programme, Strengthening Families Programme, Family Clubs and Cook-It courses. There has been an increase in numbers attending as more opportunities have been offered as a result of more trained staff to deliver some of the above.

Total number of parents involved in family learning and parenting programmes



Strengthening Families participants enrolled in 2016

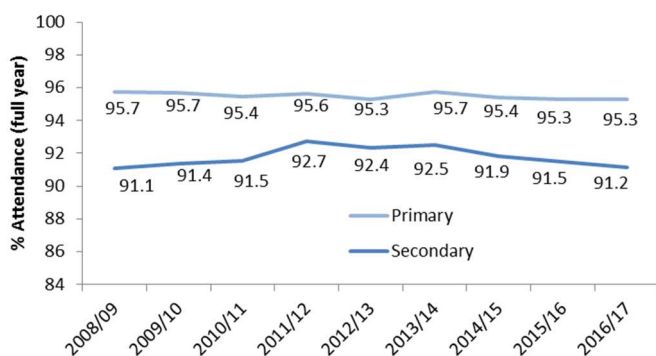


3.4b School Attendance and Exclusion

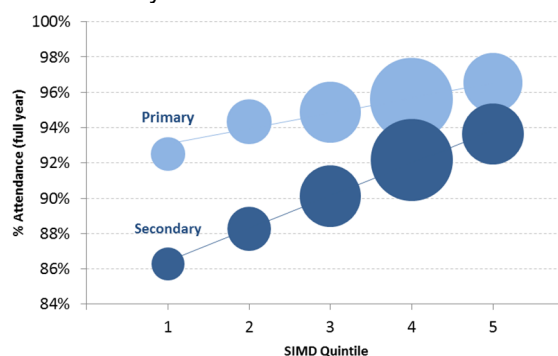
(Source: ECS)

School attendance is unchanged in primary but shows a slight decline in the latest years in secondary. This is the subject of specific continued analysis to understand the effects of different kinds of absence. Attendance is clearly related to deprivation, more strongly in secondary, as is exclusion. Several years' data is combined to calculate the latter.

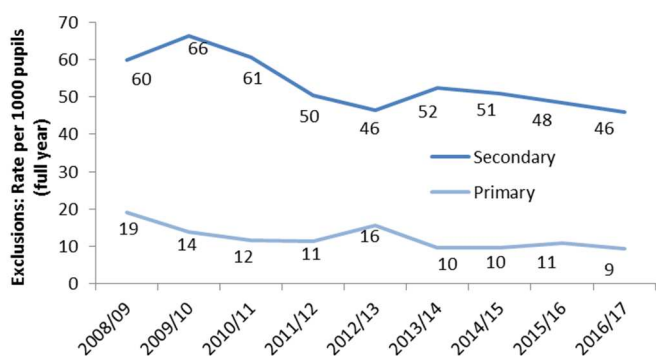
Annual percentage attendance



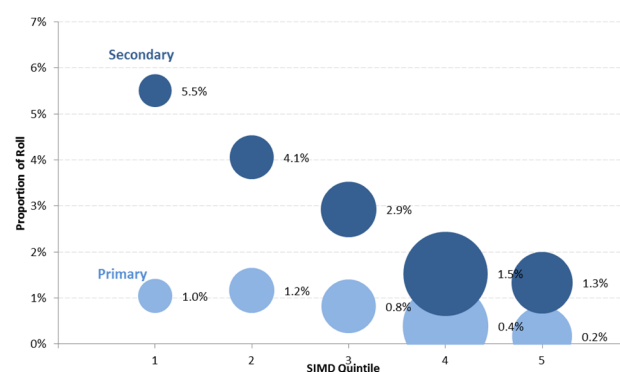
Attendance by SIMD Quintile 2015-16



Annual exclusion incidents (rate per 1000 pupils)



Proportion of roll ever excluded by SIMD Quintile (combined data for 4 academic years 2012/3- 2015/16)



3.4c Active Schools Participation

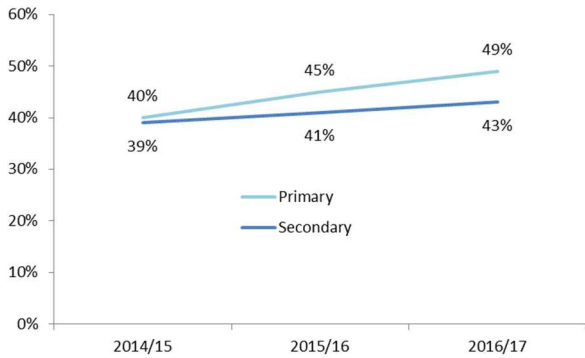
(Source: LAL/ ECS)

Active Schools participation is steadily increasing in both primary and secondary. In the latest year's data there remains a participation 'gap' across SIMD quintiles but this is somewhat narrower than that seen in other measures. Termly participation data is used by Active Schools, PE and Guidance staff to directly target those pupils not participating with the aim of engaging them in at least one activity. This approach was highlighted by **sport**Scotland as good practice and shared at a national conference.

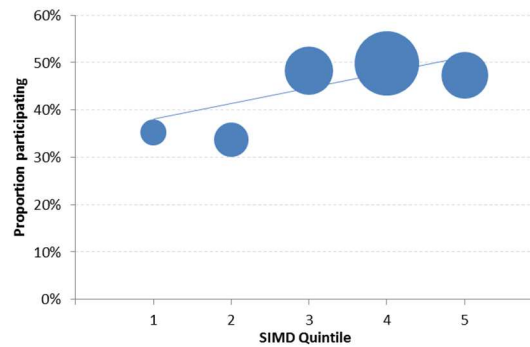
Participation in any Active Schools activity at least once during the school year

SIMD Quintile distribution of participation 2016-17
Primary and Secondary combined

Excellence



Equity



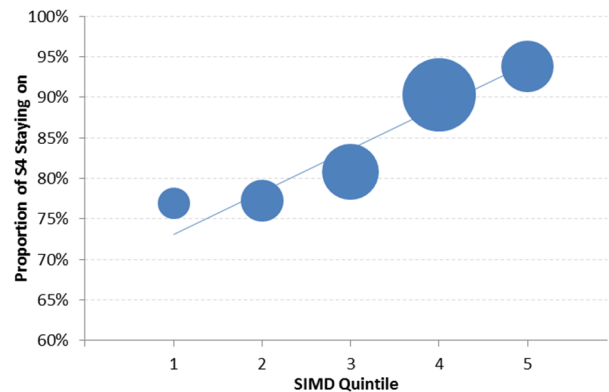
There is a network of Active Schools Co-ordinators who work together with schools, parents and communities to offer children and young people the opportunities and motivation to adopt active, healthy lifestyles, now and into adulthood. In 2016-17 909 volunteers, 284 of whom were senior pupils, delivered extracurricular school sport clubs. Active Schools has been very effective at establishing sustainable opportunities across the authority area. 44 Young Ambassadors are supported by Active Schools across secondary schools and Fairview School to promote, encourage and inspire pupils at their school to participate in sport.

3.4d Staying-on rates S4 to S5

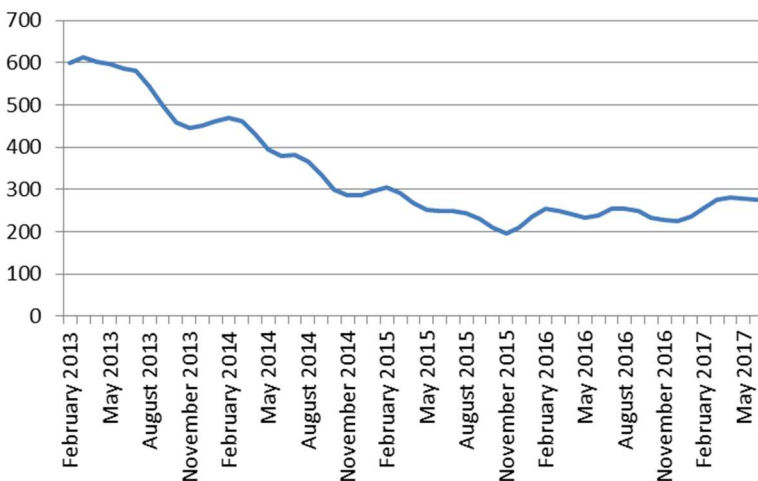
(Source: ECS)

A total of **86%** of 2015-16 S4 pupils stayed onto S5 the following year. This varies from 77% in SIMD quintiles 1 and 2 up to 94% in quintile 5.

Proportion of 2015-16 S4 pupils staying on to S5 by SIMD Quintile



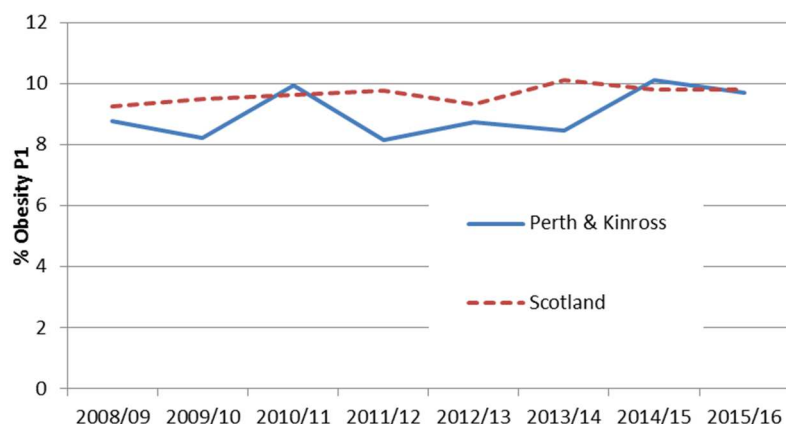
3.4e Age 16-24 Claimant Count (Source: DWP via NOMIS)



The number of Universal Credit (UC) and Job Seekers Allowance (JSA) claimants by month, 3 month rolling average, is shown below. After a steady decline over nearly three years to the end of 2015, the number of claimants aged 16-24 has remained relatively static. Under UC a broader span of claimants are required to look for work than under JSA. As UC is rolled out in particular areas, the number of people recorded as being on the Claimant Count is therefore likely to rise.

3.4f P1 Obesity

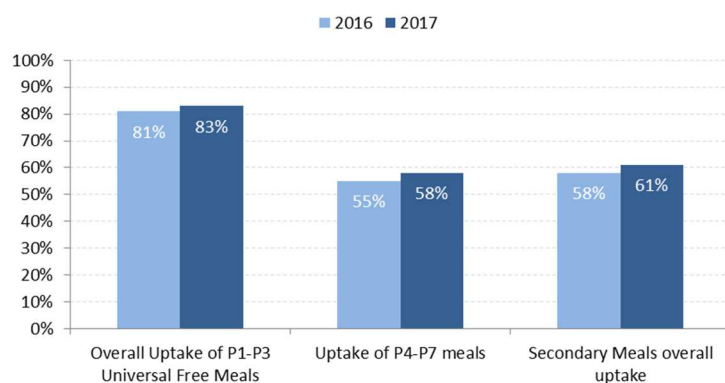
Percentage of Primary 1 children whose BMI is within the top 5% of the 1990 UK reference range for their age and sex. (Source: NHS ISD)



The number of P1 children classed as obese has remained relatively unchanged in recent years at just less than 1 in 10, similar to the Scottish average. At a national level there is a clear relationship between this measure of obesity and deprivation.

3.4g School Meal Uptake (Source: ECS)

At February Healthy Living Survey



Uptake of school meals increased across all areas at the Healthy Living Surveys of 2016 and 2017, including universal free school meals for P1-P3.

Data are not currently available at pupil level required for robust deprivation analysis. This area is under development.

3.4h Mental wellbeing

There are no recent measures suitable for a Perth and Kinross-wide view of mental wellbeing, since the SALSUS and E2S information from 2013. The Scottish Government intends to develop a survey to gather information about the health and wellbeing of children and young people across the Country, with an intention to publish this in 2020. See also section 2.16 of this report on progress through the Emotional Wellbeing Collaborative.

Legacy 'Breadth and Depth' Measures for 2017 Attainment

- 3.3 While Insight measures have been reported above, there remains interest in traditional 'legacy' measures of attainment that to some extent show breadth and depth of awards received in the 2017 examination diet for S4, S5 and S6 pupils. These will continue to be reported but be supplementary to the wider Insight measures. Figures are shown in Appendix 2 including previous years.

Specific groups who may experience disadvantage

- 3.4 For these groups, such as young carers, looked after or EAL pupils, a range of evidence, quantitative as well qualitative, will be important to understand progress across the key measures and supporting themes. With smaller numbers involved, care will always be needed in interpreting change in any measures. Specific focus is given on looked after children as evidence shows this group is particularly at risk of poorer education outcomes.

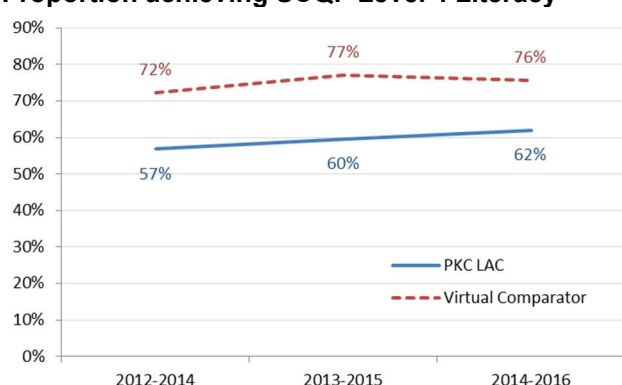
Looked after Children

- 3.5 As acknowledged in the Corporate Parenting Plan for Perth and Kinross, children and young people who are looked after have generally poorer outcomes in terms of educational attainment. Young people who are looked after (or were previously looked after) are less likely to stay on at school to S5 and S6.
- 3.6 Care should be taken when interpreting measures for Looked After Children due to the small numbers involved. Typically less than 20 young people fall into the Looked After School Leavers cohort and for this reason, 3 years results have been combined to create rolling averages which allow for a slightly clearer view of trends.
- 3.7 It can be seen generally that trends in attainment of looked after children are generally in line with the virtual comparator, which is the attainment of the general pupil population from a similar SIMD background, gender and stage of leaving school. However, Level 4 literacy appears consistently lower and tariff points (reflecting breadth and depth of attainment) is also lower than a similar (non-looked after) cohort.

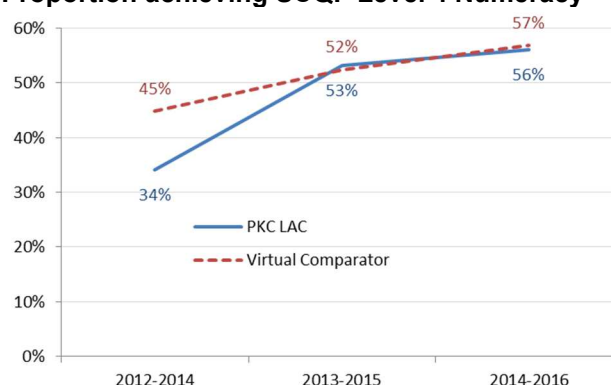
Looked After Children Measures (abbreviated as LAC) (3 yr. rolling average)

(Source: Insight, looked after at time of pupil census)

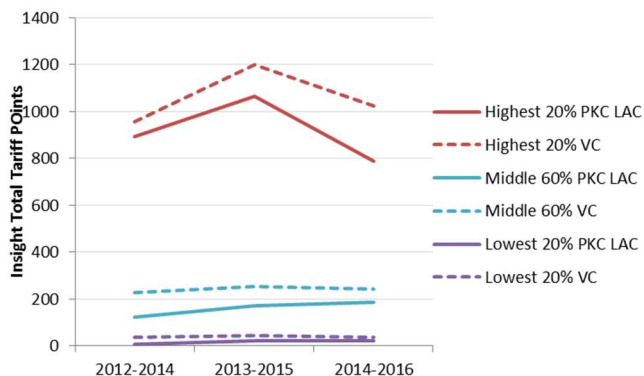
Proportion achieving SCQF Level 4 Literacy



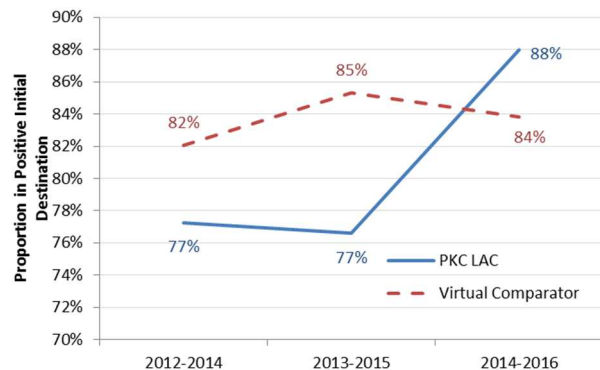
Proportion achieving SCQF Level 4 Numeracy



Average Total Tariff Points



Positive Initial Destination



4. CONCLUSIONS AND RECOMMENDATIONS

4.1 This report describes the considerable activity and progress in the first year of the Raising Attainment Strategy 2016-2019, aligned strongly with the requirements of the National Improvement Framework. This work will build further in the current and future sessions. Main and supporting measures show that, while there are performance improvements being made in many areas, there remain poorer outcomes for those children and young people who are disadvantaged by their background. There are also some areas of BGE and Senior Phase attainment where specific efforts are required to maintain the high levels of achievement that are aspired to in Perth and Kinross. As corporate parents, this aspiration also extends to looked after children. This report provides a focus for the sustained effort that will be required to achieve excellence and equity in educational outcomes.

4.2 It is recommended that the Lifelong Learning Committee considers the contents of this report.

4.3 It is recommended that the Scrutiny Committee scrutinises and comments as appropriate on this report.

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Approved

Name	Designation	Date
Sheena Devlin	Executive Director (Education and Children's Services)	21 September 2017

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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	No
Risk	No
Consultation	
Internal	No
External	No
Communication	
Communications Plan	No

1. Strategic Implications

1.1 The Perth and Kinross Community Plan 2013-2023 and Perth and Kinross Council Corporate Plan 2013/2018 set out five strategic 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.

1.2 This report relates to Objective No (ii) Developing educated, responsible and informed citizens.

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 Not applicable

Workforce

2.2 Not applicable

Asset Management (land, property, IT)

2.3 Not applicable

3. Assessments

Equality Impact Assessment

3.1 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.

Proposals have been considered under the Act and no action is required as the Act does not apply to the matters presented in this report.

Sustainability / Legal and Governance / Risk

3.3 Not applicable

4. Consultation

4.1 Not applicable

5. Communication

5.1 School level information on attainment and other topics is available on the Education Scotland [parentzone](#) website.

2. BACKGROUND PAPERS

Note: 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 – Tabular Data for Main Measures

Appendix 2 – Attainment Breadth and Depth ‘Legacy’ Measures in detail