

ITEM No ...5.....

REPORT TO: CHILDREN AND FAMILIES SERVICES COMMITTEE – 14 MAY 2018

REPORT ON: SCOTTISH ATTAINMENT CHALLENGE - PROGRESS REPORT

REPORT BY: EXECUTIVE DIRECTOR OF CHILDREN AND FAMILIES SERVICES

REPORT NO: 158-2018

1.0 PURPOSE OF REPORT

1.1 This report provides a progress update of the Scottish Attainment Challenge (SAC) in Dundee. The Attainment Challenge is a centrally funded Scottish Government programme with the direct aim of closing the attainment gap by improving educational outcomes for children and young people living in Dundee's most deprived communities. The focus areas are literacy, numeracy and health and wellbeing and there is a specific emphasis on those living in the Scottish Index of Multiple Deprivation (SIMD) Deciles 1 and 2. *(SIMD provides a relative measure of deprivation based on indicators from 7 domains – income, employment, health, education, access, housing and crime. The term 'deprivation decile' is used to represent 10% of a population with a particular level of deprivation. Thus the most deprived decile equates to the most deprived 10% within a population.)*

2.0 RECOMMENDATIONS

2.1 The Children and Families Services Committee is asked to:-

- i note the progress, success and impact to date;
- ii instruct the Executive Director of Children and Families Service to continue to provide regular updates with regard to the funding allocation and the implementation of the Scottish Attainment Challenge in Dundee.

3.0 FINANCIAL IMPLICATIONS

3.1 There are no direct financial implications arising for Dundee City Council. The Challenge programme has been fully funded by a specific grant from the Scottish Government Attainment Fund. In 2017/18 Dundee was awarded a grant of up to £5,582,805. Appendix 1 provides a breakdown of the full year grant claims to 31 March 2018.

3.2 The Challenge Programme will continue to be fully funded throughout the next three year period from the Scottish Government Attainment Fund. The outcomes and impact of the programme will continue to be evaluated and an annual report will be brought back to the Children and Families Services Committee in May of each year on the success, impact and sustainability of the project.

4.0 MAIN TEXT

4.1 The First Minister announced the introduction of the Scottish Attainment Challenge during a visit to Dundee on 9 February 2015. A further announcement was made in June 2016 to increase the Fund to £750m. An additional two local authorities are now included in the Scottish Attainment Challenge. All nine council areas were selected because they had the highest concentration of children and young people living in SIMD (Scottish Index of Multiple Deprivation) Deciles 1 and 2. In addition to this main funding stream, Scottish Government has introduced Pupil Equity Funding (PEF) linked to schools' Free Meal Entitlement with funding going directly to schools to be managed by head teachers to help close the poverty-related attainment gap.

- 4.2 In total £8.9m has been claimed by Dundee City Council to support the Attainment Challenge for 2015-2018 and £9.93m has been allocated in Pupil Equity Funding for the two financial years 1 April 2017 to 31 March 2019. The SAC funding targets early intervention approaches in the early years and primary and the secondary sector. This builds on and complements existing activity at local authority level to tackle the gap in attainment between children and young people in our most and least deprived communities. The Scottish Government has recently confirmed that our Year 4 Bid has been successful and Dundee will receive an increase in funding from the 2017/18 allocation.
- 4.3 The Dundee Attainment Challenge Plan sets out an integrated, multi-sectoral and multi-agency approach to closing the equity gap in Dundee. The plan outlines the:
- rationale behind proposals and key drivers for change
 - expected impact
 - background context
 - plans for implementation
 - data and analysis
 - proposed interventions - programmes and projects to address identified issues
 - plans for measuring impact
 - plans for local governance.

Progress of the plan is monitored with regular reports provided for the Scottish Government.

- 4.4 The Attainment Challenge in Dundee is underpinned by a belief that the educational problems facing local communities and children and families should be addressed at a local level through an integrated, multi-sectoral and multi-agency approach. To address the gap in attainment between our most and least deprived communities in Dundee, we are working in collaboration with targeted schools, key partners and Integrated Children's Services Strategic Planning Groups to identify both the right interventions and the factors which facilitate their implementation. This builds on and links existing services, plans and resources related to children, young people, their families and the communities in which they live e.g. the Council Plan, the City Plan, the Tayside Plan for Children, Young People and Families, the Annual Education Plan, and our work with our partners, such as the AIM initiative and Includem. Common to achieving Dundee's key outcomes is the role of adults (teaching and non-teaching) in how they mediate and are attuned to the development of children and young people, i.e. the communication, interaction and pedagogy which takes place on a daily basis. This will require increased professional dialogue and robust levels of challenge with all stakeholders.
- 4.5 The key drivers for change are:
- Tackling poverty
 - Raising educational attainment
 - Improving poor health including problems caused by drugs and alcohol

The challenges of tackling poverty, raising educational attainment and improving poor health require dynamic solutions. Ensuring the maintenance of ongoing work and the development of a much broader approach to tackling the impact of these drivers for change is imperative. In order to close the gap, we must tackle all 3 areas together.

- 4.6 Local Community Profiles, School Improvement data, including Insight, the Dartington Survey, Early Years Collaborative data, Growing Up in Scotland findings, 27-30 month health review data and other data sets indicate that in order to narrow the attainment gap, the key improvements for Dundee's children and young people include:
- Improved early social and emotional development (0-5), closely linked to language development
 - Raised attainment in Literacy, Numeracy and Health and Wellbeing

- Improved wellbeing – Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible, Included (SHANARRI)
 - Improved engagement between school and pupil
 - Improved parental and community engagement
 - Increased opportunities for skills for learning, life and work
 - Increased employability opportunities
 - Improved positive destinations
- 4.7 The programme is designed to achieve long term social and educational transformation for children living in areas of Dundee experiencing economic and social deprivation. This is an essential component of the City Council's Fairness Strategy and The Fairness Commission.
- 4.8 Dundee already commits considerable finance and works hard to address the key areas for improvement through the ongoing work of the Lochee Pathfinder, the work of the Welfare Reform team, Parenting support such as Parent Early Education Partnership (PEEP) groups and Early Years Collaborative tests for change such as Income Maximisation and Childsmile. The funding ensures our approaches to the Attainment Challenge will be holistic, intensive and inclusive and build on work currently taking place. In taking the programme forward we have a joined-up approach to tackling poverty and attainment that improves life for the whole family and changes Dundee's performance, thereby ensuring that our children have the best start in life and are ready to succeed (SG's National Outcome 5).
- 4.9 We are working at a strategic, operational and community level with Health, Local Community Planning Partnerships and the Voluntary sector, building on the existing positive relationships and model of strong partnership and multi-agency working. This strengthens our capacity to work together to effectively tackle the inequalities for our young people in Dundee. Approaches to interventions are designed to build sustainability, increase workforce capacity and develop shared accountability. Opportunities will be provided to increase employability through the use of the Modern Apprenticeship programme.
- 4.10 A staged or 'tiered' approach which allocates enhanced or additional support to pupils with greatest need while providing universal pedagogy for all pupils is being used. This is based on current and trend data for schools.

Factors leading to improvement include:

- targeted and bespoke support packages linked to individual improvement plans
 - building school leadership capacity through our Leadership for Learning Strategy and mentoring, coaching, peer and one to one tutoring
 - developing evidence informed, context specific, intensive and long term professional development opportunities
 - linking schools to form professional learning communities – matching contexts and priorities
 - use of data and systematic evaluation to monitor impact
 - effective partnership working in communities linking with other agencies, partners and the voluntary sector to deliver services
 - building on local community projects which have already evidenced a positive impact such as the Lochee Pathfinder
 - building on inclusion projects such as AIM and Includem
 - Sharing learning to date and mainstreaming evidence-based improvement to ensure all children and young people benefit through increased attainment
 - Sharing the learning through SAC to ensure PEF delivers equity to the most vulnerable children and young people
- 4.11 The interventions are also designed to address the Universal Supporting Learning agenda, support the delivery of a locality model of delivery of services and strengthen approaches to supporting parents and educators, including the Adult Literacy programme. The proposed interventions are attuned to young people and to GIRFEC, Early Years Framework, The Children and Young People (Scotland) Act 2014 and the Children's Rights Agenda.

- 4.12 A recently appointed Attainment Advisor (January 2018) has been recruited by Education Scotland to replace the previous postholder. He has a clearly defined focus on working with the local authority, schools, and local communities to support raising attainment of children from more socially disadvantaged backgrounds in order to close the equity gap. The Attainment Advisor will continue to work collaboratively with local authority staff and partners on agreed priorities which support raising attainment in the key areas of literacy, numeracy, and health and well-being. He will play a strong role in linking the work of Education Scotland, Scottish Government and Local Authorities that supports the range of strategies and initiatives in place to improve educational attainment and close the gap.
- 4.13 Appendix 1 provides a breakdown of the 119.5 FTE staff who have been appointed through the Attainment Challenge and are currently in post.
- 4.15 The Challenge Programme involves the tailoring of support solutions to the needs of individual schools including extra staffing and resources to support learning within and beyond the classroom and an agreed commitment to the gathering of data to evaluate the impact of interventions.
- 4.16 The proposed interventions outlined are designed to achieve long term social and educational transformation for young people requiring additional support living in areas of Dundee experiencing economic and social deprivation. This is an essential component of the City Council's Fairness Strategy and The Fairness Commission. The programme of proposed interventions are now supporting work already underway to narrow the attainment gap in Dundee and predominantly prioritise continuity of learning and progression in Literacy, Numeracy, and Health and Wellbeing.

Early years/primary/secondary Attainment Challenge interventions continue to have a positive impact on health and wellbeing, education and learning, community safety, community cohesion, aspirations, employability and young people's personal and social skills. The bespoke and targeted, inclusive approach will also bring significant benefits to Looked After Children, particularly those looked after at home or in kinship care. Appendix 2 sets out some of the progress measures used to evaluate the impact of the Attainment Challenge in increasing attainment and closing the poverty related attainment gap.

In achieving the social transformation expected, there is likely to be a diminished need within Dundee City Council for the intervention of statutory services. The money from the Attainment Scotland fund allows Dundee City Council to build on the work to achieve positive outcomes.

The plans link to the following national/local policies/plans:

- The National Improvement Framework
- Delivering Excellence and Equity in Scottish Education
- The Scottish Attainment Challenge
- Action plans following the inspection of children's services in Dundee
- Service standards outlined within HGIOS4
- Building a Fairer Scotland and Tackling Equality
- Children and Young Persons Act/GIRFEC
- Children and Young People Improvement Collaborative
- Equally Well

Through the Attainment Challenge we have been working at a strategic, operational and community level with all Children and Families Services, Health, Local Community Planning Partnerships and the Voluntary sector, building on the existing positive relationships and model of strong partnership and multi-agency working. This is strengthening our capacity to work together to effectively tackle the inequalities for our young people in Dundee. Approaches to interventions are building sustainability, increasing workforce capacity and developing shared accountability. Opportunities have been provided to increase employability through the use of the Modern Apprenticeship programme.

Existing procedures for providing central support and challenge to schools are outlined within the department's Framework for Improvement. Key to such procedures are school link education officers. The Attainment Scotland Fund has brought a sharper focus on monitoring and tracking progress/impact and improvements in intended outcomes for targeted young people and families. Education officers, supported by information analyst officers and key staff including transition teachers have an augmented role in supporting head teachers in the evaluation of improvement activity. Supported by our Attainment Challenge Advisor, the Chief Education Officer will play a key role in supporting the implementation, monitoring and evaluation of the proposed intervention work streams.

- 4.17 The Dundee Challenge Programme initially involved 11 primary schools and 5 nursery schools; a total of 2,600 primary pupils, 985 nursery pupils, and now also includes our secondary sector. Schools and nurseries are expected to share their learning and model the interventions to inform practice and learning across the city over the four year period. The department's Framework for Improvement supports schools to work collaboratively in school improvement partnerships which are a mix of attainment challenge and non-attainment challenge schools and this underpins the sharing of learning, and spreading of practice to support interventions paid for by PEF.
- 4.18 Central to the programme is a commitment to mainstream successful interventions across all stakeholders. The Authority already has an established Strategic Steering Group who will continue to have an overview and report and liaise with Scottish Government directly as well as monitor all the work streams across early years, primary and secondary sectors. Operationally the work streams of both the primary and secondary attainment challenge projects will be integrated as closely as possible into pre-existing authority and school groups. It is likely that the emerging Local Learning Partnerships could begin to take the responsibility for much of the school - based coordination of projects with the bulk of the work and day to day management tasks taken forward within existing school pupil support mechanisms and wider Children's Services Locality Teams. The Children and Families Executive Board has the overview of SAC and is tasked with the following main activities:
- scope the issues and devise bespoke programmes for individual schools
 - devise a communication strategy and timeline for the Attainment Challenge
 - provide robust attainment data to targeted schools
 - monitor how effective the interventions are in closing the gap
 - support schools to develop and implement individual improvement plans
 - further develop Inter-authority working with other Attainment Challenge Local Authorities
 - focus support and challenge discussions on applying research knowledge of what might work in a particular schools so that schools can learn from each other
 - use National/Local research
 - share practice through networks such as ADES and at Local and National conferences
 - provide regular updates to Scottish Government and Children and Families Services Committee
- 4.19 The University of Dundee has been engaged to evaluate of the impact of The Dundee Attainment Challenge programme. In addition, the Robert Owen Centre from Glasgow University will also support research and evaluation of The Dundee Attainment Challenge. Professor James Law from Newcastle University will support research in the Early Years. Blake Stevenson's independent evaluations have also produced an interim evaluation report on the Includem project in our secondary schools.
- 4.20 The local authority has recently been inspected by Education Scotland and Audit Scotland. The focus of the inspection was to evaluate the progress made in raising attainment and closing the poverty related attainment gap. A full report will be available in May 2018 and will be brought to the attention of the Children and Families Services Committee at a future meeting. Although the report is not yet published the verbal feedback indicates that the Children and Families Service is making good progress in addressing the attainment challenge in Dundee with many areas of strength to be built upon.

5.0 POLICY IMPLICATIONS

5.1 This report has been screened for any policy implications in respect of Sustainable Development, Strategic Environmental Assessment, Anti-Poverty, Integrated Impact Assessment and Risk Management. There are no major issues.

6.0 CONSULTATION

6.1 The Council Management Team have been consulted in the preparation of this report.

7.0 BACKGROUND PAPERS

7.1 None.

PAUL CLANCY
Executive Director of Children and Families Service

May 2018

Scottish Attainment Challenge
Challenge Authorities Programme 2017/18

Local Authority	Dundee Council
Project Lead/Contact	Audrey May

Profile to March 2018

Intervention	Allocation	Q2 Claim	Q3 Claim	Q4 Claim	Total Spend to Date
1. Management and governance	£506,776	£172,772	£139,398	£150,360	£462,530
2. General interventions - primary teachers	£1,066,058	£454,198	£189,758	£231,869	£875,825
3. School and family development workers	£388,646	£173,744	£86,683	£85,451	£345,877
4. Primary Interventions 2-5	£1,052,518	£294,512	£264,470	£456,876	£1,015,858
5. Literacy	£211,133	£84,796	£69,742	£39,356	£193,894
6. Numeracy	£561,760	£102,706	£140,786	£241,518	£485,011
7. Health and wellbeing	£1,131,368	£398,225	£178,798	£461,853	£1,038,876
8. Supported Study/Learning	£187,891	£64,535	£24,549	£97,155	£186,239
9. Data Analysis & Support	£75,000	£33,125	£17,250	£18,552	£68,927
10. Pupil support Interventions	£401,655	£168,892	£85,245	£144,070	£398,207
Authority Total	£5,582,805	£1,947,505	£1,196,679	£1,927,060	£5,071,244

Staffing Breakdown	FTE planned	FTE in post	Planned Spend	Total Spend to March 2018
Teachers	33.5	21.5	£1,460,455	£1,218,386
Education/development officers	6	6.6	£360,466	£398,608
Educational psychologists	1.5	1.5	£84,415	£91,605
Data analysis officers	3.6	4.0	£146,853	£131,326
Family/home link worker	13	12.3	£478,246	£420,209
Speech and language therapists	4	4.0	£189,140	£272,429
Early years professionals	44	33.0	£587,891	£534,669
Other: Music and other	8.3	4.8	£322,382	£196,815
Other: Support workers	11.3	12.0	£307,583	£286,545
Other: Wellbeing assistants	22	19.8	£417,164	£400,976
Staff Total 2017/18	147.2	119.5	£4,354,595	£3,951,568

Dundee City Council – Children and Families Service

The following tables and charts illustrate key performance measures covering education and closing the attainment gap. Where available, data has been calculated for the three years covered by the Scottish Attainment Challenge

Table 1 shows the high level indicators selected for inclusion in Dundee City Council's Annual Education Plan¹ for 2017/18. These indicators are also reported in the Children and Families sections of Dundee City's Council Plan and Dundee Partnership's City Plan.

Table 2 shows the Key Measures included in the 2018 National Improvement Framework under 'Measuring the Attainment Gap', calculated for Dundee. Not all of these measures are available at Local Authority and Scottish Index of Multiple Deprivation quintile level.

Table 3 shows the Sub Measures included in the 2018 National Improvement Framework under 'Measuring the Attainment Gap', calculated for Dundee. Again not all of these measures are available at Local Authority and Scottish Index of Multiple Deprivation quintile level.

Chart 1 to Chart 6 show literacy and numeracy attainment in the senior phase, as drawn from Insight, the national senior phase benchmarking tool.

Chart 7 onwards show the key NIF measures at SIMD quintile level

Key areas of improvement have been in literacy and numeracy as shown by the Insight and CfE Level measures.

¹One indicator, Number of funded 1140 hours early years places, has been omitted as this project is not due to deliver until 2020

Table 1: Dundee City Council Annual Education Plan Targets for Improvement

Measure	2014/15	2015/16	2016/17	Trend
% of P7 pupils achieving CfE 2nd Level in Reading and Numeracy	Not available	45%	57%	Improving
% of school leavers achieving literacy and numeracy at SCQF level 4	83.8%	86.0%	85.8%	Improving
% of school leavers achieving literacy and numeracy at SCQF level 5	51.0%	54.3%	59.1%	Improving
% of school leavers entering a positive destination	93.0%	91.5%	94.2%	Improving
% of 16-19 year olds participating in education, training or employment	84.7%	87.7%	87.6%	Improving
% of looked after school leavers achieving literacy and numeracy at SCQF level 4	25.0%	57.6%	40.0%	Improving
% of looked school leavers achieving literacy and numeracy at SCQF level 5	0%	15.2%	8.0%	Improving
% of looked after school leavers entering a positive destination	81.3%	85.9%	84.0%	Improving
Overall average total tariff score	764	743	768	Improving
% attendance at school	92%	92%	92%	
Exclusion rate (number of exclusions per 1,000 pupils) for Looked After Children ²	229	333	210	

² Exclusion rates for LAC: 2014/15 data is sourced from the LGBF. '15/16 and '16/17 data was calculated using SEEMiS BI. There may be a difference in methodology. LGBF metadata was not available as at 8/2/2018.

Table 2: 2018 National Improvement Framework. Measuring the Attainment Gap - Key Measures. Dundee City Council

Measure	Cohort	2014/15	2015/16	2016/17	
27-30 month review (Children showing no concerns across all domains)	All children	74.9%	77.8%	Not available	Improving
	Children living in SIMD quintile 1	71.1%	73.7%		Improving
	Children living in SIMD quintile 5	86.9%	90.7%		Improving
	Gap, quintile 1 to 5 (percentage points)	15.8	17.0		
HWB: Children total difficulties score (age 4-12)	We do not regularly collect this data. The Improving Children's Outcomes survey carried out by Dartington research in August 2014 reported the proportion of children at primary school (roughly age 9-12) who had SDQ borderline abnormalities was 19% (coarse average).				
HWB: Children total difficulties score (age 13&15)	We do not regularly collect this data. The Improving Children's Outcomes survey carried out by Dartington research in August 2014 reported the proportion of children at secondary school (stages S1-S4, roughly age 12-15) who had SDQ borderline abnormalities was 24% (coarse average).				
Primary Literacy (P1, P4, P7 combined)	All pupils	Not available	57.9%	64.6%	Improving
	Pupils living in SIMD Quintile 1		48.7%	57.9%	Improving
	Pupils living in SIMD Quintile 5		74.3%	76.2%	Improving
	Gap (percentage points)		25.6	18.3	Improving
Secondary Literacy (S3, 3 rd Level or better)	All pupils	Not available	84.5%	89.1%	Improving
	Pupils living in SIMD Quintile 1		79.9%	83.3%	Improving
	Pupils living in SIMD Quintile 5		94.8%	95.3%	Improving
	Gap (percentage points)		14.9	12.0	Improving
Primary Numeracy (P1, P4, P7 combined)	All pupils	Not available	65.3%	70.2%	Improving
	Pupils living in SIMD Quintile 1		58.1%	65.2%	Improving
	Pupils living in SIMD Quintile 5		76.3%	77.6%	Improving
	Gap (percentage points)		18.2	12.4	Improving
Secondary Numeracy (S3, 3 rd Level or better)	All pupils	Not available	78.7%	83.7%	Improving
	Pupils living in SIMD Quintile 1		70.5%	76.5%	Improving
	Pupils living in SIMD Quintile 5		86.7%	94.9%	Improving
	Gap (percentage points)		16.2	18.4	
SCQF 4 or above (1 or more on leaving school)	All leavers	95.1%	94.7%	93.0%	
	Leavers living in SIMD Quintile 1	91.1%	90.5%	86.1%	
	Leavers living in SIMD Quintile 5	98.8%	100.0%	99.1%	Improving

Measure	Cohort	2014/15	2015/16	2016/17	
	Gap (percentage points)	7.7	9.5	13	
SCQF 5 or above (1 or more on leaving school)	All leavers	83.2%	81.6%	83.6%	Improving
	Leavers living in SIMD Quintile 1	72.6%	70.0%	73.4%	Improving
	Leavers living in SIMD Quintile 5	96.3%	94.6%	94.9%	
	Gap (percentage points)	23.8	24.6	21.5	Improving
SCQF 6 or above (1 or more on leaving school)	All leavers	59.2%	56.8%	62.0%	Improving
	Leavers living in SIMD Quintile 1	43.5%	40.9%	46.6%	Improving
	Leavers living in SIMD Quintile 5	82.1%	80.6%	83.7%	Improving
	Gap (percentage points)	38.6	39.8	37.1	Improving
Participation measure	All young people	84.7%	87.7%	87.6%	Improving
	Most deprived	Not available			
	Least deprived				
	Gap				

Table 3: 2018 National Improvement Framework. Measuring the Attainment Gap - sub measures. Dundee City Council

Measure	Cohort	2014/15	2015/16	2016/17	
P1 Literacy	All pupils	Not available	66.5%	69.6%	Improving
	Pupils living in SIMD Quintile 1		57.0%	62.0%	Improving
	Pupils living in SIMD Quintile 5		80.8%	85.5%	Improving
	Gap (percentage points)		23.8	23.5	Improving
P4 Literacy	All pupils	Not available	58.2%	63.5%	Improving
	Pupils living in SIMD Quintile 1		49.1%	58.2%	Improving
	Pupils living in SIMD Quintile 5		77.4%	71.3%	
	Gap (percentage points)		28.3	13.1	Improving
P7 Literacy	All pupils	Not available	47.6%	60.2%	Improving
	Pupils living in SIMD Quintile 1		38.8%	53.0%	Improving
	Pupils living in SIMD Quintile 5		64.0%	72.8%	Improving
	Gap (percentage points)		25.2	19.8	Improving
P1 Numeracy	All pupils	Not available	78.3%	79.4%	Improving
	Pupils living in SIMD Quintile 1		72.2%	75.1%	Improving
	Pupils living in SIMD Quintile 5		84.9%	87.3%	Improving
	Gap (percentage points)		12.7	12.2	Improving
P4 Numeracy	All pupils	Not available	66.1%	69.9%	Improving
	Pupils living in SIMD Quintile 1		60.5%	64.7%	improving
	Pupils living in SIMD Quintile 5		78.3%	76.0%	
	Gap (percentage points)		17.8	11.3	Improving
P7 Numeracy	All pupils	Not available	49.4%	60.4%	Improving
	Pupils living in SIMD Quintile 1		39.5%	54.4%	Improving
	Pupils living in SIMD Quintile 5		65.0%	70.3%	Improving
	Gap (percentage points)		25.5	15.9	Improving
Primary attendance rates	All pupils	94.0%	93.9%	93.8%	
	Pupils living in SIMD Quintile 1	92.8%	92.7%	92.4%	
	Pupils living in SIMD Quintile 5	96.5%	96.4%	96.4%	
	Gap (percentage points)	3.7	3.7	4.0	
Secondary attendance rates	All pupils	90.0%	90.2%	89.7%	
	Pupils living in SIMD Quintile 1	87.3%	87.5%	86.9%	
	Pupils living in SIMD Quintile 5	94.0%	93.9%	94.1%	
	Gap (percentage points)	6.7	6.4	7.2	

Measure	Cohort	2014/15	2015/16	2016/17	
Primary exclusion rates (rates per 1000 pupils)	All pupils	19.5	15.4	13.0	Improving
	Pupils living in SIMD Quintile 1	31.8	17.1	19.6	
	Pupils living in SIMD Quintile 5	2.6	2.0	2.5	
	Gap	29.2	15.1	17.1	
	% of openings lost to exclusion	0.02%	0.02%	0.01%	Improving
Secondary exclusion rates (rates per 1000 pupils)	All pupils	130.5	81.3	74.1	Improving
	Pupils living in SIMD Quintile 1	224.7	142.9	124.1	Improving
	Pupils living in SIMD Quintile 5	27.0	15.3	28.8	
	Gap	197.7	127.6	95.3	Improving
	% of openings lost to exclusion	0.16%	0.07%	0.07%	Improving
HWB: 27-30 month review uptake ⁷	All children	88.6%	90.6%	Not available	Improving
	Children living in SIMD quintile 1	89.1%	90.0%		Improving
	Children living in SIMD quintile 5	91.7%	95.0%		Improving
	Gap, quintile 1 to 5 (percentage points)	2.6	5.0		
HWB: Mental wellbeing score: 13 year old boys	In 2017/18 Dundee is starting to use GL Assessment's PASS surveys in schools to gather Health and Wellbeing data. Results are not yet available.				
HWB: Mental wellbeing score: 13 year old girls					
HWB: Mental wellbeing score: 15 year old boys					
HWB: Mental wellbeing score: 15 year old girls					

Senior Phase Literacy and Numeracy

Dundee City Council's schools have a good track record of raising attainment for all and closing the poverty related attainment gap in literacy and numeracy in the senior phase.

Using the Insight Analytical Dataset (IAD) it is possible to calculate the percentage of school leavers attaining literacy and numeracy by Scottish Index of Multiple Deprivation quintile. Chart 1 to Chart 3 show the percentage attaining at SCQF level 4 or better and Chart 4 to Chart 6 (below) shows the percentage attaining at SCQF level 5 or better. All five quintiles have demonstrated improvement over the four years shown. (2016/17 quintile breakdown will require the latest IAD, not yet available as at 1/3/2018.)

In both cases (SCQF 4+ and SCQF 5+) the gap between quintiles 1 (most deprived) and 5 (least deprived) has reduced (see Table 4). At SCQF Level 4 or better the gap has nearly halved for attainment in literacy and numeracy combined.

Table 4: Leavers' literacy and numeracy attainment, percentage point gap between SIMD quintiles 1 and 5

Level	Academic Session				
	2012/13	2013/14	2014/15	2015/16	2016/17
literacy & numeracy at SCQF 4+	31	25	19	16	19
literacy at SCQF 4+	16	14	13	13	13
numeracy at SCQF 4+	30	23	17	13	17
literacy & numeracy at SCQF 5+	44	41	34	33	33
literacy at SCQF 5+	44	42	35	34	30
numeracy at SCQF 5+	40	40	31	32	30

SCQF 4+

Chart 1: Percentage of school leavers attaining literacy and numeracy at SCQF Level 4 or better by SIMD Quintile [Source: Insight Analytical Dataset]

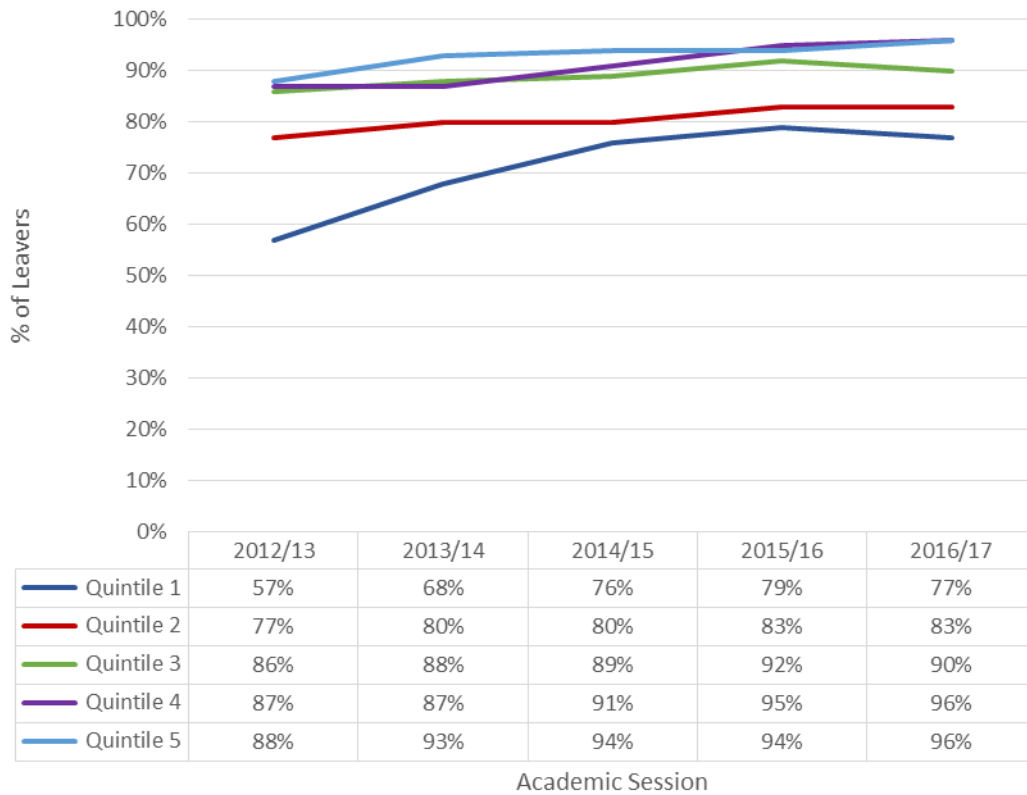


Chart 2: Percentage of school leavers attaining literacy at SCQF Level 4 or better by SIMD Quintile [Source: Insight Analytical Dataset]

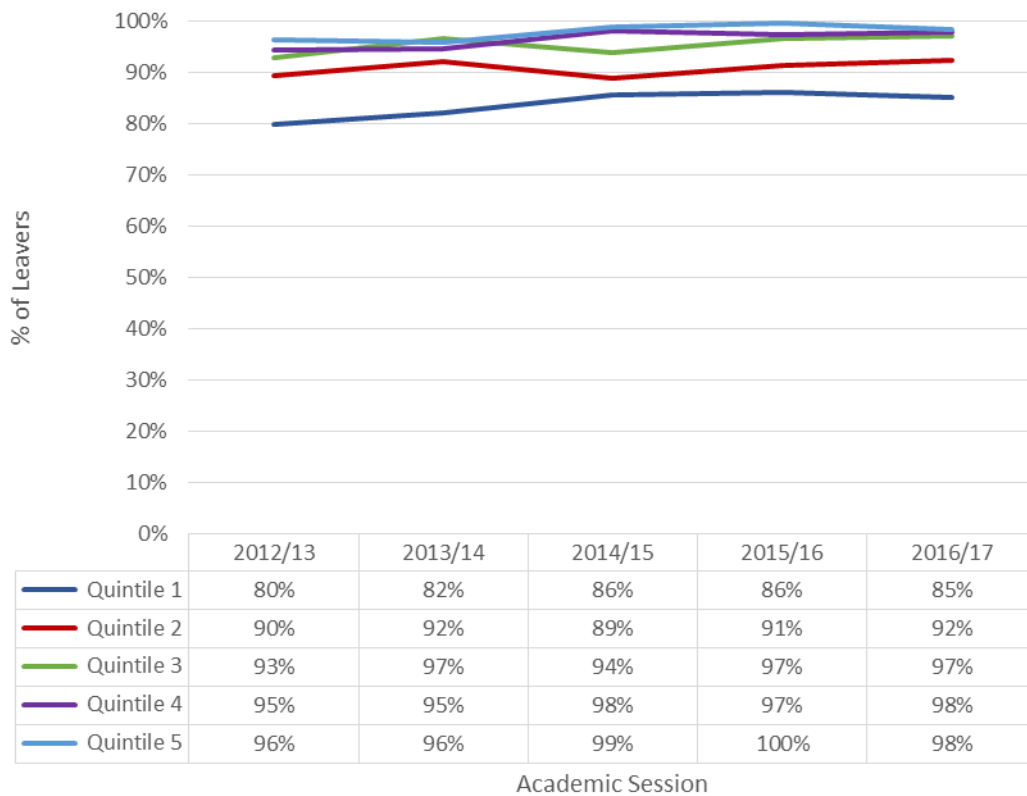
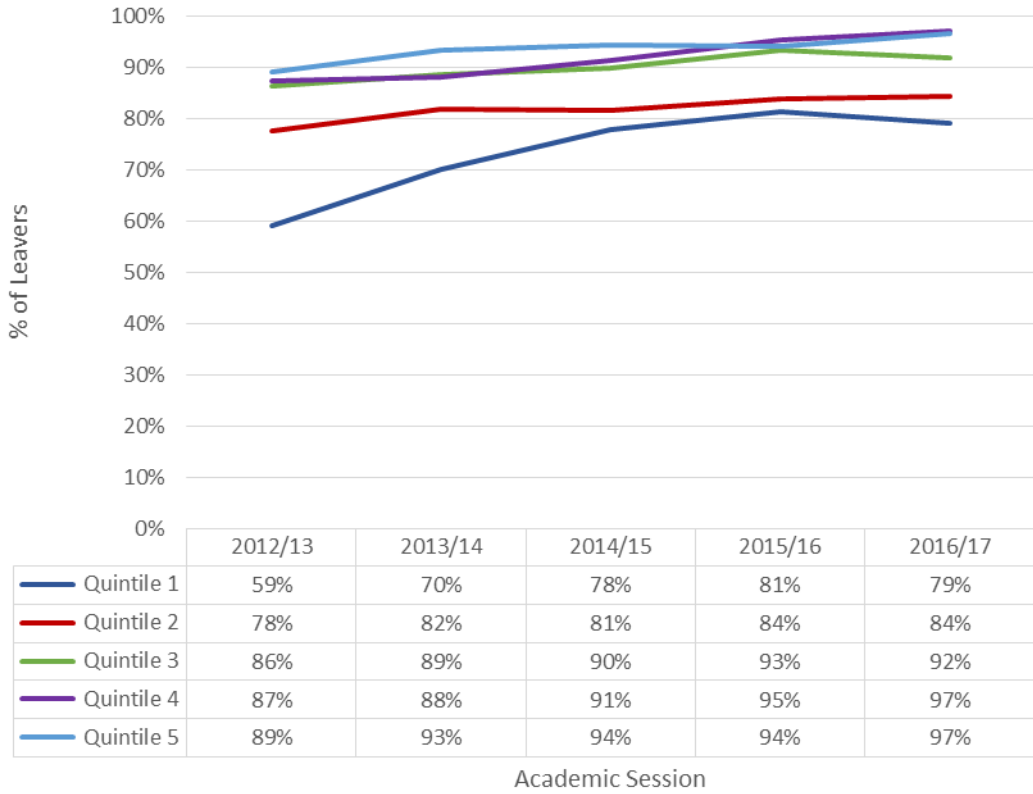


Chart 3: Percentage of school leavers attaining numeracy at SCQF Level 4 or better by SIMD Quintile [Source: Insight Analytical Dataset]



SCQF 5+

Chart 4: Percentage of school leavers attaining literacy and numeracy at SCQF Level 5 or better by SIMD Quintile [Source: Insight Analytical Dataset]

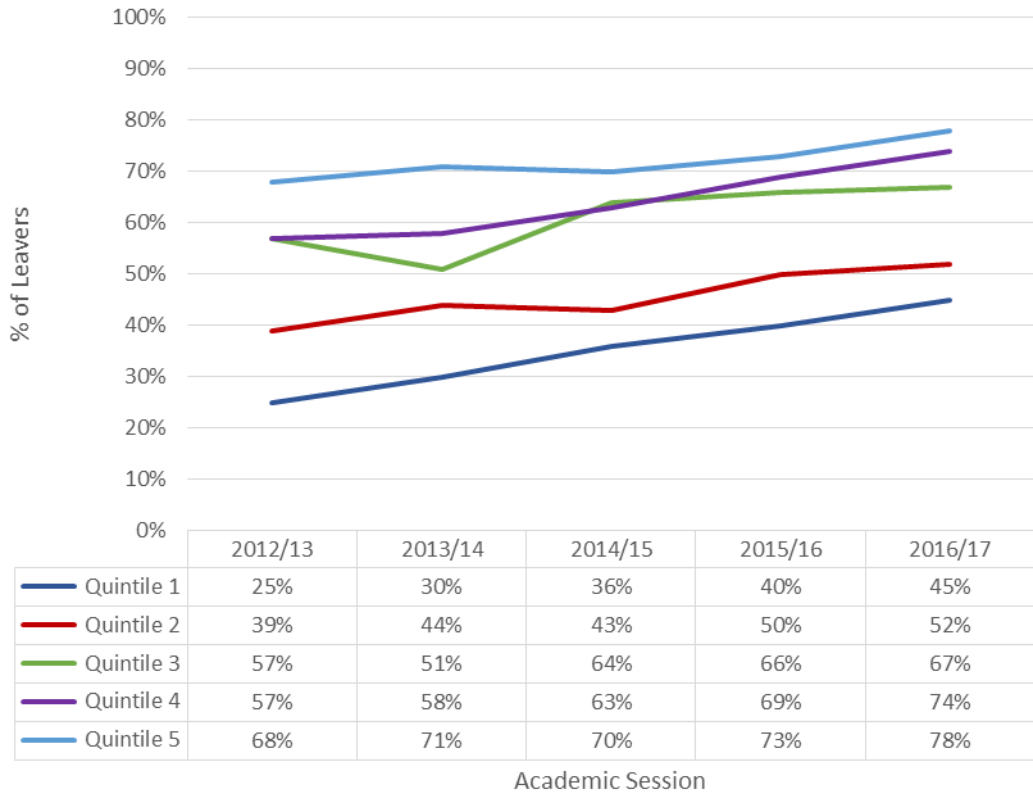


Chart 5: Percentage of school leavers attaining literacy at SCQF Level 5 or better by SIMD Quintile [Source: Insight Analytical Dataset]

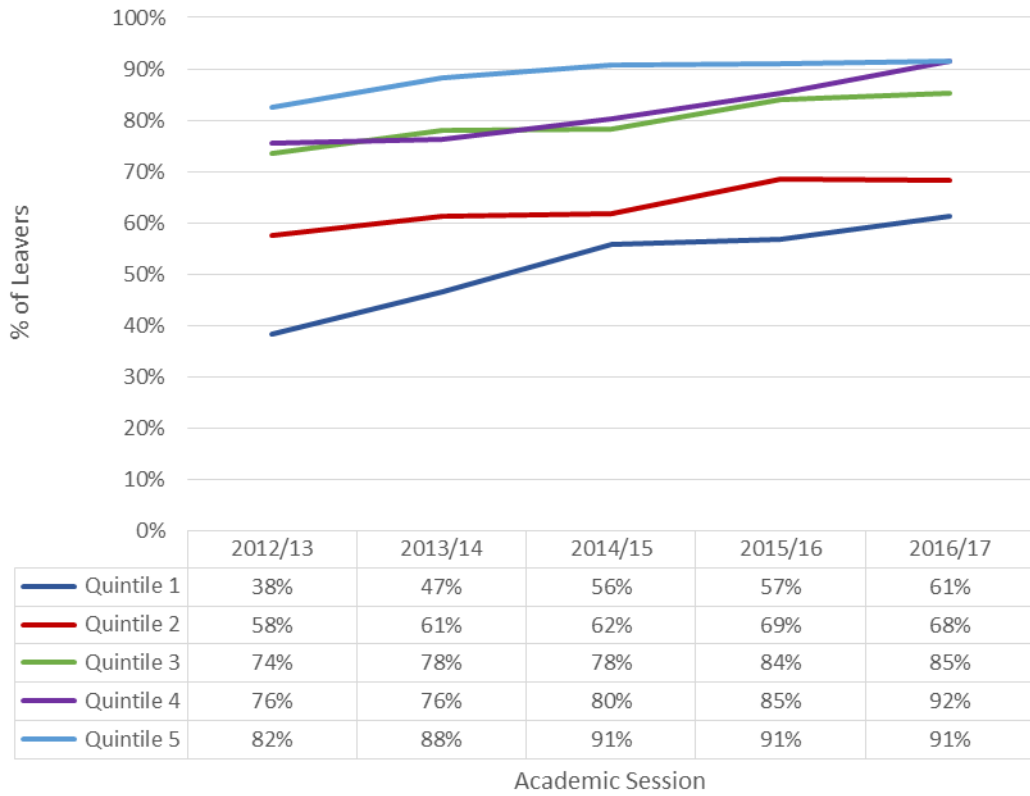
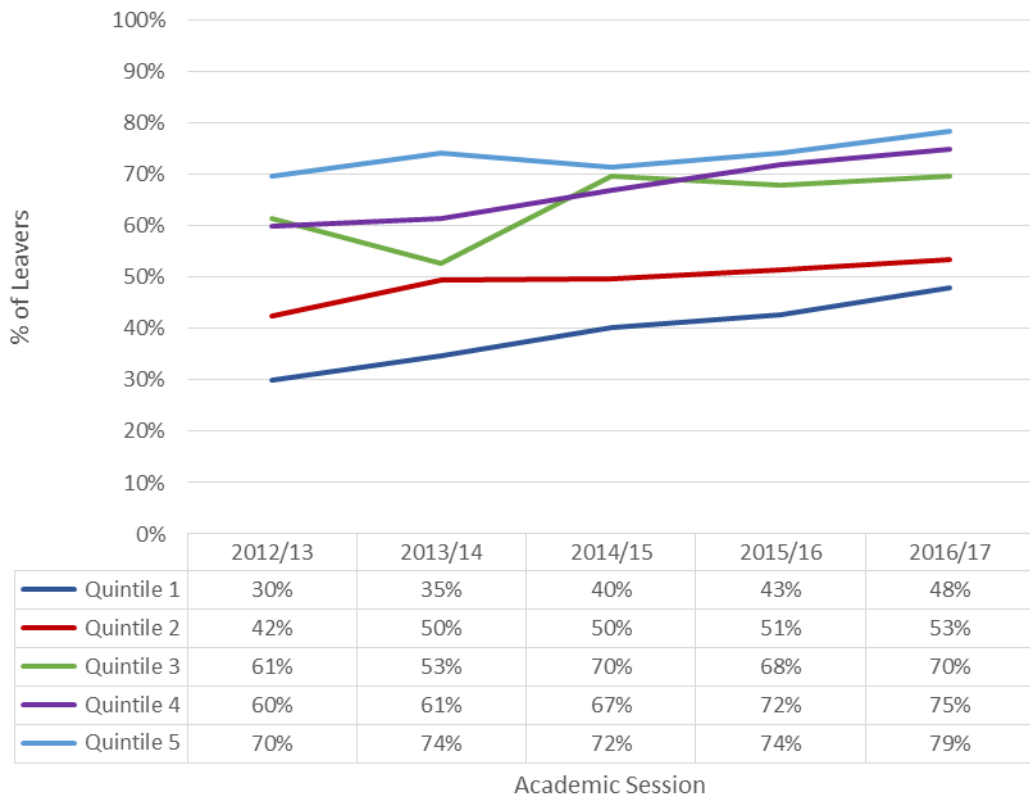


Chart 6: Percentage of school leavers attaining numeracy at SCQF Level 5 or better by SIMD Quintile [Source: Insight Analytical Dataset]



Insight Positive Destinations

The % of Leavers within Dundee going to a positive destination has increased by 3 percentage points from 2012/13 to 2016/17.

Aiming to achieve 100% going to positive destinations is an unattainable target as some leavers will be unreachable, usually around 1%, these leavers are classified as not going to positive destinations. Furthermore, some students may wish to take a break from education for example. Other's may not be able to work due to ill health or pregnancy, all these leavers are grouped together as unemployed not seeking, whatever the reason behind their decision and are classed as not going to a positive destination.

Table 5: % of school leavers in a Positive Destination

Establishment	2012/13	2013/14	2014/15	2015/16	2016/17
Dundee City	91%	91%	93%	92%	94%
Virtual Comparator	90%	91%	92%	92%	93%
The Tayside Collaborative	92%	92%	93%	94%	94%
National	92%	93%	93%	93%	94%

Insight Tariff Scores

Using the Insight Analytical Dataset (not yet available for 2016/17) it is possible to calculate tariff scores by SIMD Quintile. Table 6 shows that across most quintiles complementary tariff scores have been increasing. The gap between the most and least deprived quintiles has reduced.

Table 6: Average cumulative Insight complementary tariff scores for school leavers by SIMD Quintile

SIMD Quintile	2012/13	2013/14	2014/15	2015/16	2016/17
Quintile 1	373	396	438	428	445
Quintile 2	510	522	522	503	536
Quintile 3	637	631	658	721	683
Quintile 4	677	668	680	714	764
Quintile 5	827	827	822	850	822
Gap, Quintile 1 to 5	455	431	384	422	377

NIF Key Measure Quintile Breakdown.

Chart 7: Child Development 27 - 30 month Review

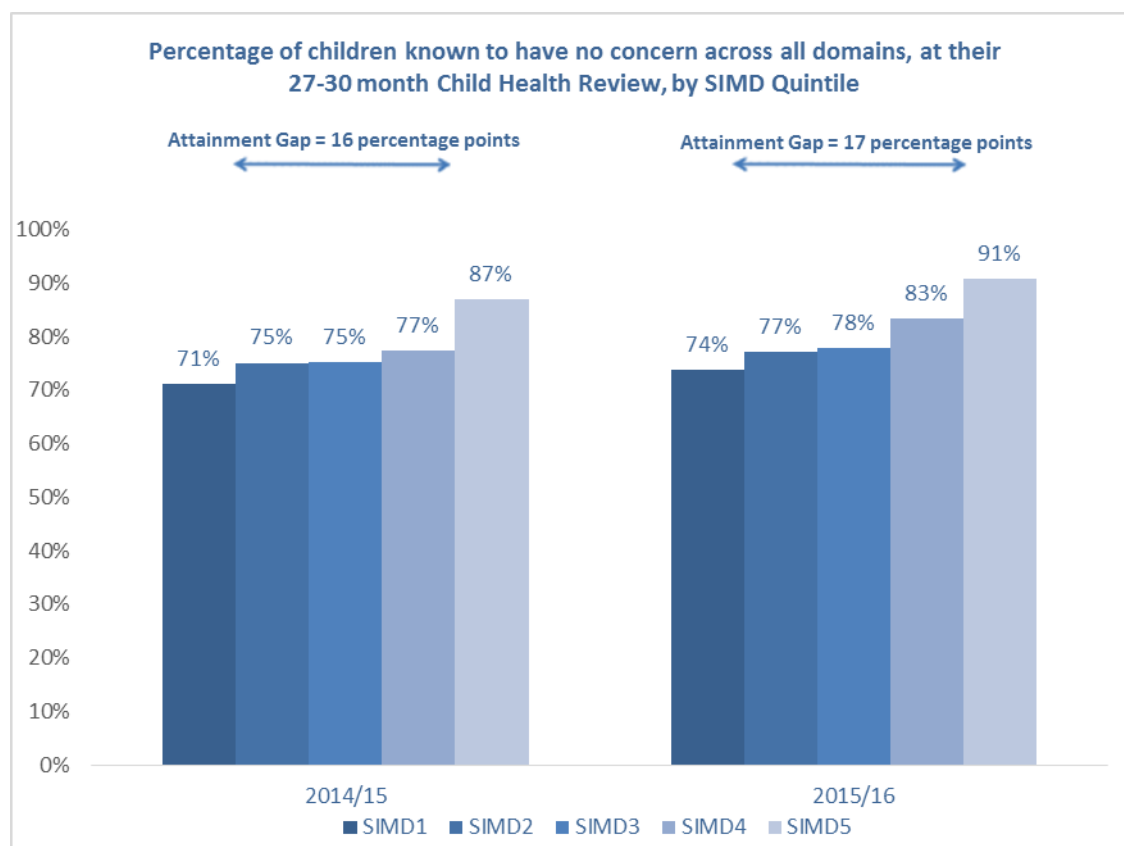


Chart 8: Primary CfE level achievement in Numeracy.

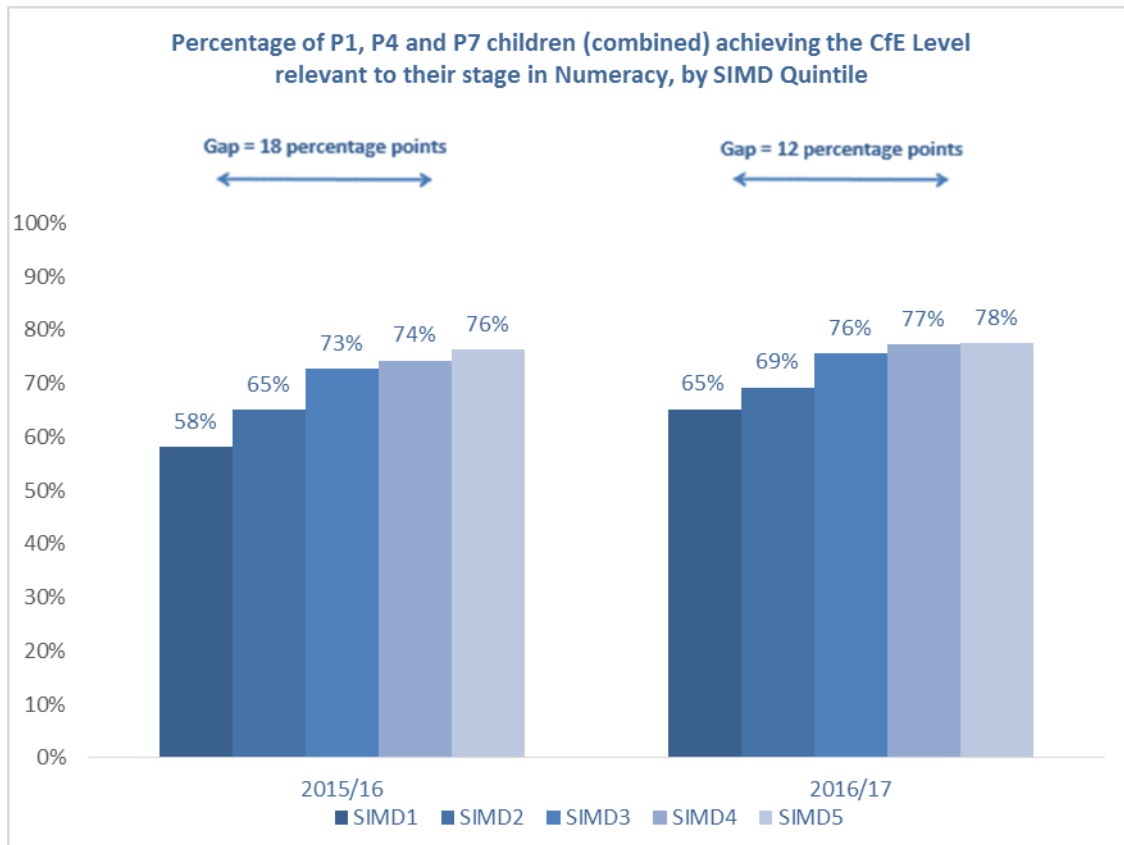


Chart 9: Primary CfE level achievement in Literacy.

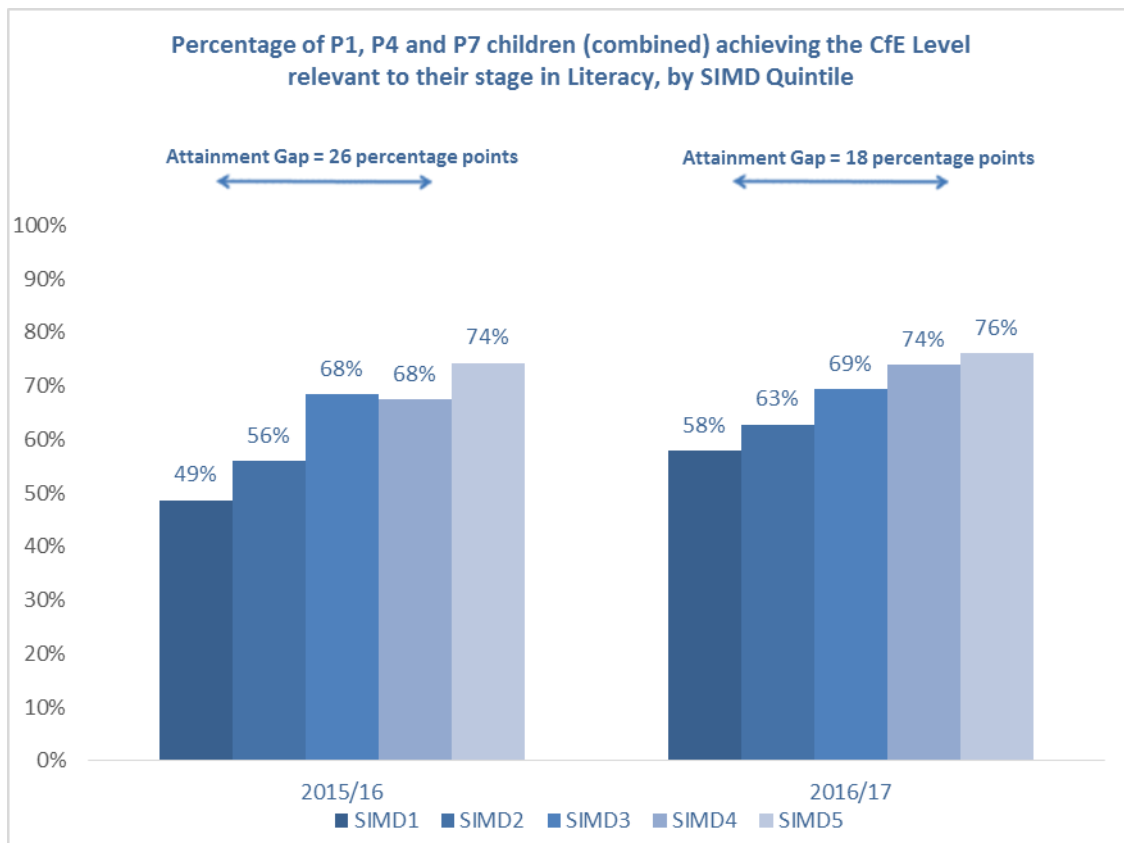


Chart 10: Secondary CfE level achievement in Numeracy

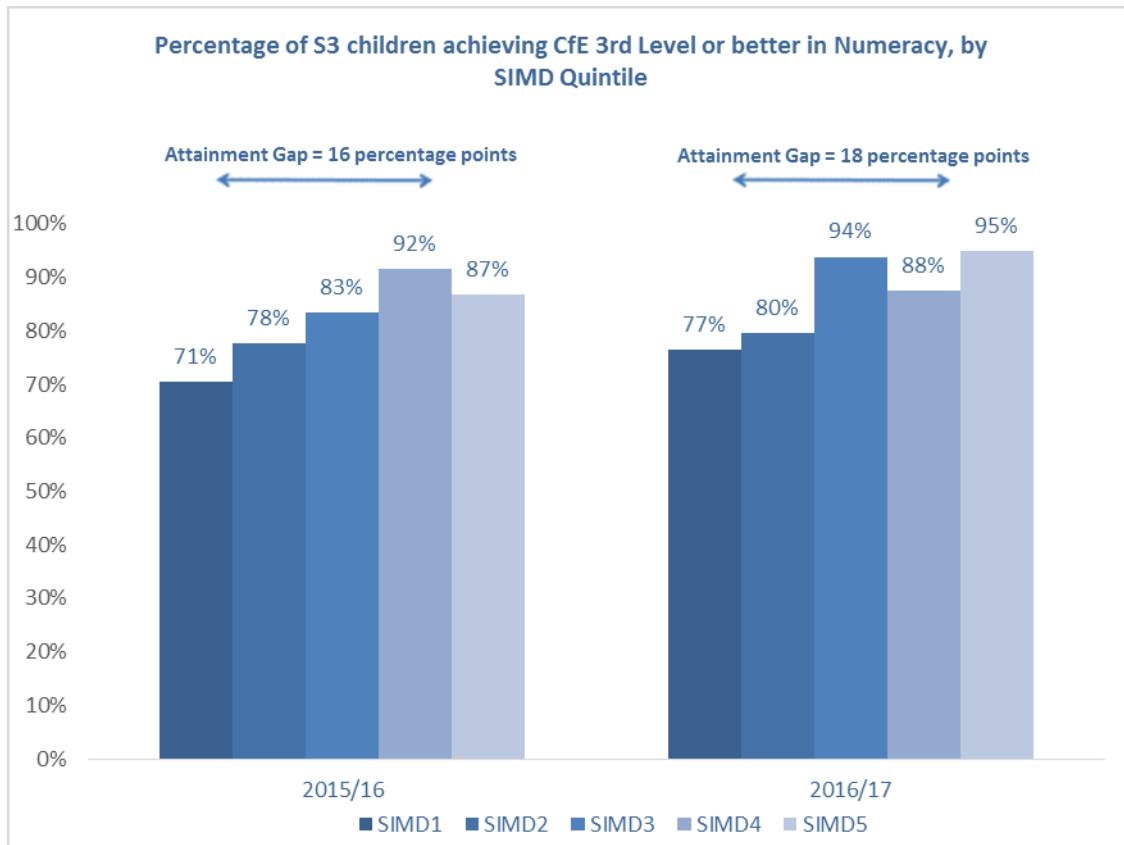


Chart 11: Secondary CfE Level achievement in Literacy

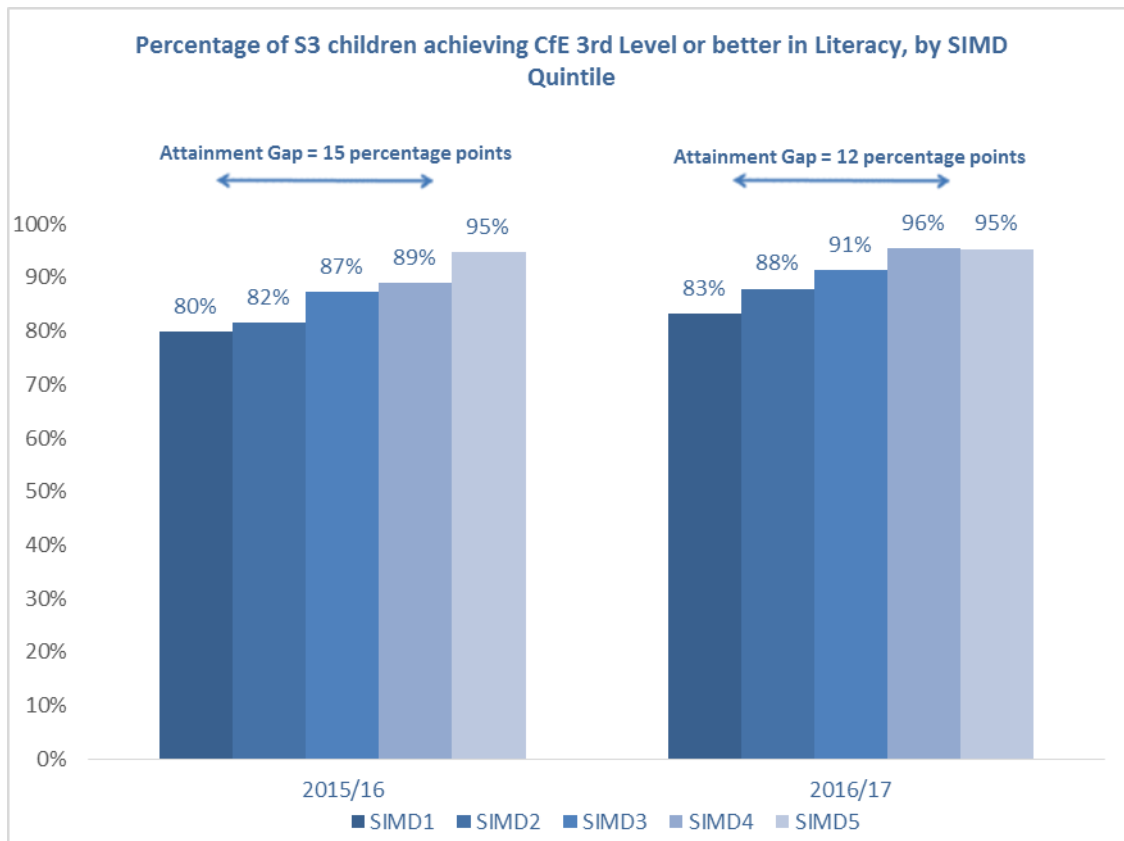


Chart 12: Leavers with 1 or more qualifications at SCQF Level 4

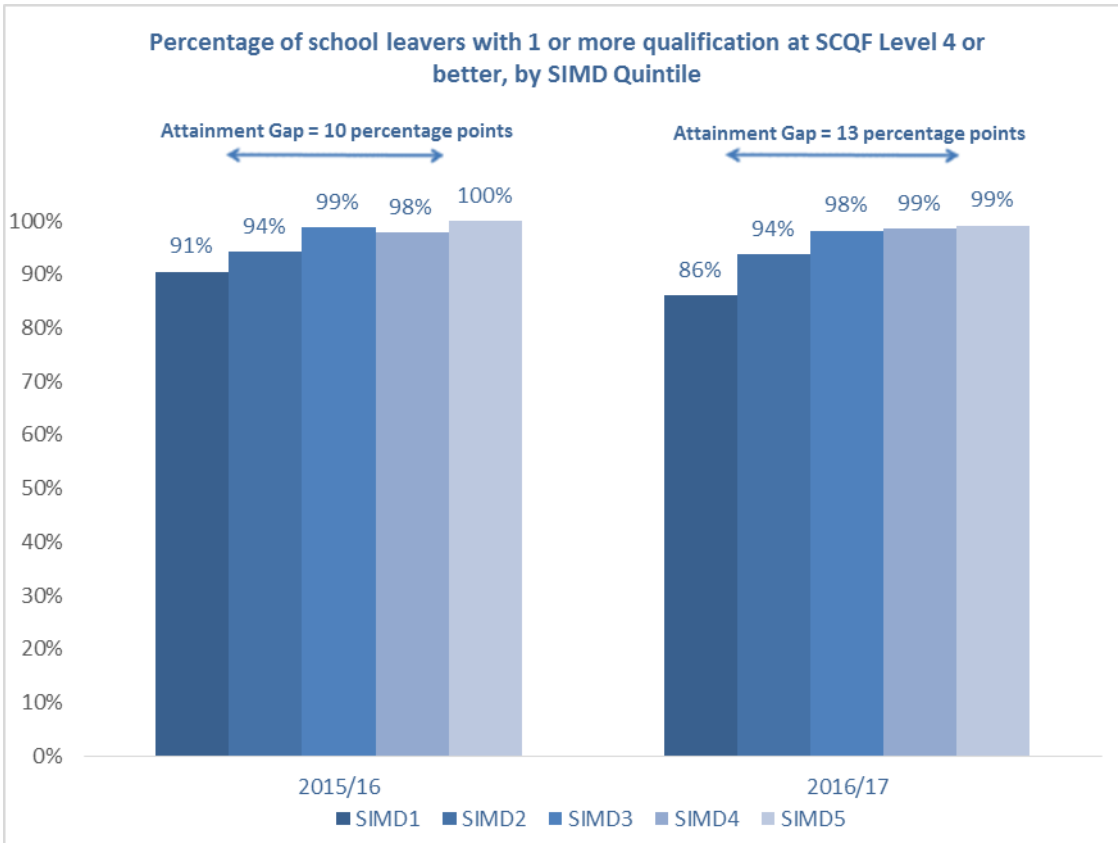


Chart 13: Leavers with 1 or more qualifications at SCQF Level 5

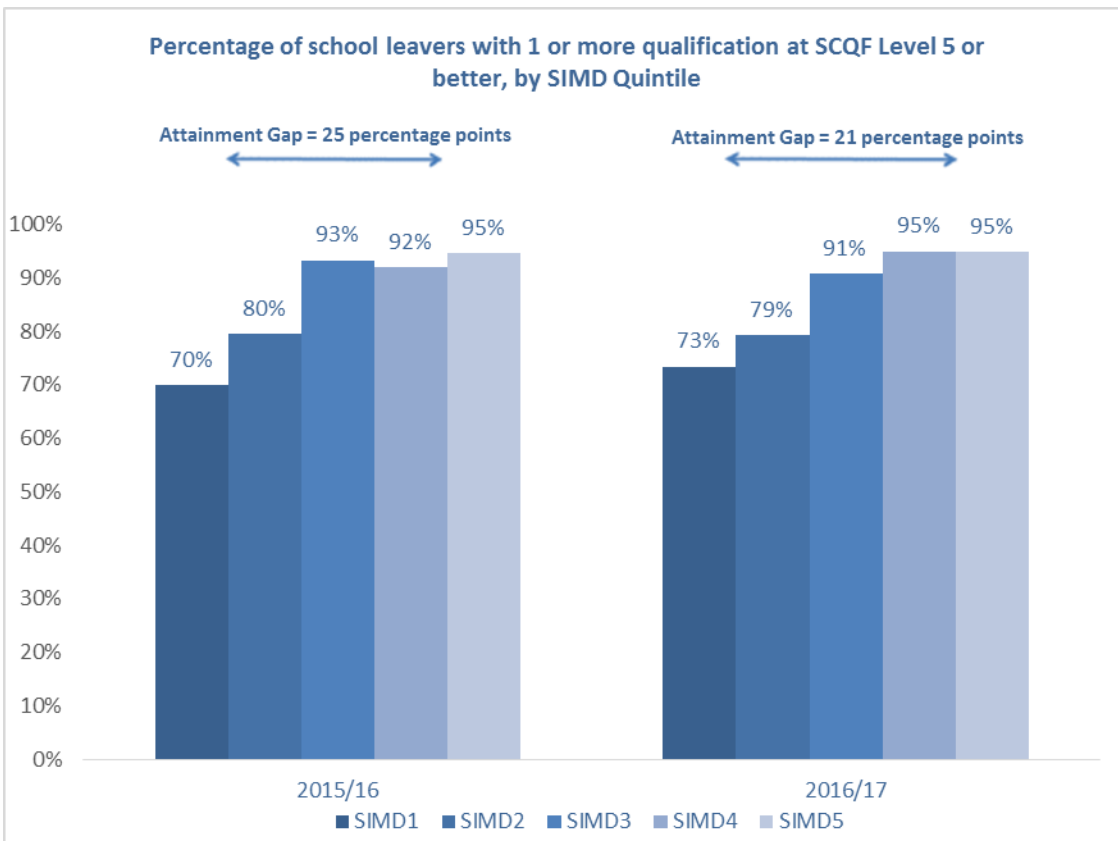


Chart 14: Leavers with 1 or more qualifications at SCQF Level 6 or better, by SIMD Quintile

