



# Educated, Responsible and Informed Citizens

In previous years, we have used PK Performs to chart our performance against key performance indicators across the reporting period. However, the unprecedented impact of COVID-19 and the pandemic response makes the analysis of our performance trend more difficult to accurately capture. While this information will still be showcased in the charts below, given the disruption to service delivery and operation, a direct comparison to previous years is often not an appropriate method of gauging performance. When available, a direct comparison to the Scottish Average is a more effective gauge of our performance across the last year.

## Educated, Responsible and Informed Citizens

# Percentage of school-leavers attaining Literacy and Numeracy at SCQF Level 4

### What this indicator is about

This measure is drawn from the National senior phase benchmarking tool *Insight*, and reports the proportion of young people leaving school who attain Scottish Credit and Qualifications Framework (SCQF) qualifications at Level 4 in both Literacy and Numeracy subject areas.

### Why we measure it

Literacy and Numeracy are essential skills for any school-leaver, are linked to more positive destinations and outcomes, and can have a positive effect on confidence as well as long-term learning and health.

### What can affect performance

This indicator covers attainment in both Literacy and Numeracy, and therefore low performance in only one of these areas can affect the overall performance.

Due to COVID-19 restrictions in place, the 2019/20 awards were made according to the Scottish Qualifications Authority (SQA) Alternative Certification Model. Leavers' attainment data may include attainment gained across a number of academic sessions and therefore reflect differing approaches to certification dependant on the session in which the achievement was certificated. The results for 2019/20 should not be directly compared to those in previous years or future years.

### Comment on performance

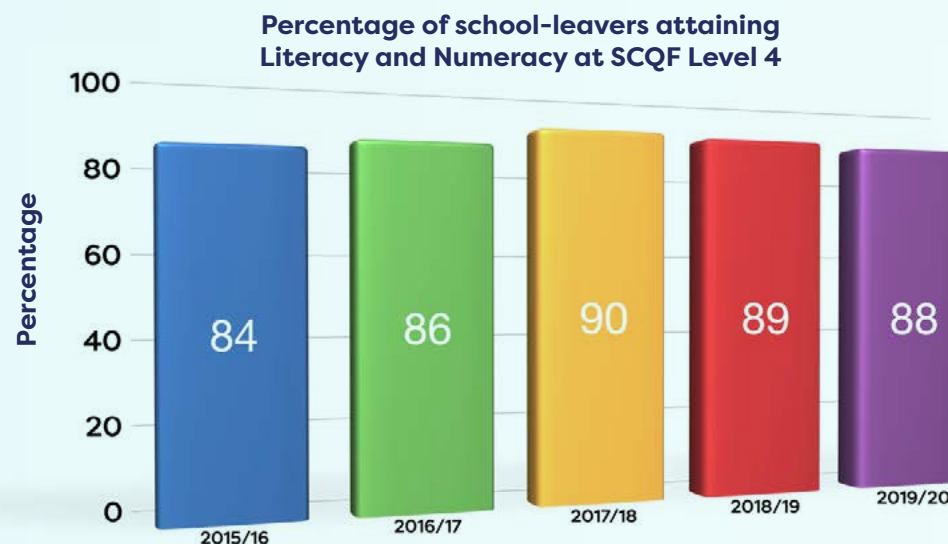
Performance for 2019/20 (88%) was slightly below the Virtual Comparator (91%). This measure now has an excellence stretch aim in the Raising Attainment Strategy of 95%.

### How our performance compares to others

The National Average performance is 90%, but care needs to be taken with comparisons due to the variable approaches to certification.

### Actions we are taking for continuous improvement

A targeted focus on improving Literacy and Numeracy skills is identified within the National Improvement Framework and our Raising Attainment Strategy. This is also addressed in dedicated Literacy and Numeracy Strategies. Our vision in Perth and Kinross is to raise standards so that all learners experience the highest quality of Literacy and Numeracy learning at all stages of their education, from the early years to adulthood.



## Educated, Responsible and Informed Citizens

# Overall average total tariff

### What this indicator is about

A tariff score is calculated based on a pupil's best performance in each subject/award. Tariff points for all attainment and achievement included in Insight is dependent on each award's SCQF credit rating and points. Awards at upper SCQF levels attract more points than those at lower levels.

### Why we measure it

The Tariff Scale places a notional point value on attainment to facilitate comparison between schools, local authorities or other breakdowns of cohorts in the senior phase. Tariff points are considered in the context of other outcome measures and are designed to evaluate the average performance of cohorts, rather than individuals.

### What can affect performance

The tariff points awarded depend on the level and course selection across the cohort of pupils. Ongoing changes in the curriculum will affect the availability and uptake of courses.

Due to COVID-19 restrictions in place, the 2019/20 awards were made according to the SQA Alternative Certification Model. Leavers' attainment data may include attainment gained across a number of academic sessions and therefore reflect differing approaches to certification dependant on the session in which the achievement was certificated. The results for 2019/20 should not be directly compared to those in previous years or future years.

### Comment on performance

Total tariff points are strongly related to the stage of leaving school so comprises just one aspect of a complex picture. The 2019/20 results (1,007) are slightly above the Virtual Comparator (999).

### How our performance compares to others

The National Average performance for 2019/20 is 949, but care needs to be taken with comparisons due to the variable approaches to certification.

### Actions we are taking for continuous improvement

Overall improvement in attainment is a key focus of the Raising Attainment Strategy, and we are committed to improving the attainment and achievement of all our children and young people in line with the National Improvement Framework and Improvement Plan. A range of resources and interventions are being implemented, targeted at those areas where our attainment has fallen behind our virtual comparator.

Overall average total tariff



## Educated, Responsible and Informed Citizens

# Average educational tariff score for pupils within deprivation areas (SIMD 1 & 2)

### What this indicator is about

This measures the average tariff score for school leavers who live in areas that fall within the lowest 20% ranked areas in the Scottish Index of Multiple Deprivation (SIMD).

### Why we measure it

There is a strong correlation between deprivation and educational attainment. Closing the attainment gap between pupils from the most deprived areas and those from the least deprived areas is a key focus of Education & Children's Services.

### What can affect performance

Performance in this area is heavily influenced by the limitations of SIMD in providing a profile for Perth and Kinross, where very few pupils fall in the lower 20% of SIMD. Approximately 100 school-leavers fall within this cohort each year.

Due to COVID-19 restrictions in place, the 2019/20 awards were made according to the SQA Alternative Certification Model. Leavers' attainment data may include attainment gained across a number of academic sessions and therefore reflect differing approaches to certification dependant on the session in which the achievement was certificated. The results for 2019/20 should not be directly compared to those in previous years or future years.

### Comment on performance

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.

### How our performance compares to others

While different cohorts of pupils will perform differently between years, in comparison to the Virtual Comparator, PKC is generally higher although the 'gap' is stubbornly persistent.

### Actions we are taking for continuous improvement.

Focussed support and challenge has been given to schools to analyse a range of data and to plan effectively. A focus on Pupil Equity Funding (PEF) has included support from the Attainment Advisor. Regular Equity Network meetings focused on rural and urban poverty, attendance and overcoming barriers. A range of resources and interventions are being implemented co-ordinated by our Raising Attainment Board, targeted at the experience of those young people from our most deprived communities.

**Average educational tariff score for pupils within deprivation areas (SIMD 1 & 2)**



## Educated, Responsible and Informed Citizens

# Percentage of school leavers achieving 5 or more SQA subjects at SCQF Level 5

### What this indicator is about

This measures the proportion of pupils who leave school having attained 5 or more subjects at SCQF Level 5 (or above).

### Why we measure it

Along with other measures of attainment, this gives a rounded view of the overall attainment of pupils in Perth and Kinross.

### What can affect performance

Ongoing changes in the curriculum will affect the availability and uptake of courses.

Due to COVID-19 restrictions in place, the 2019/20 awards were made according to the SQA Alternative Certification Model. Leavers' attainment data may include attainment gained across a number of academic sessions and therefore reflect differing approaches to certification dependant on the session in which the achievement was certificated. The results for 2019/20 should not be directly compared to those in previous years or future years.

### Comment on performance

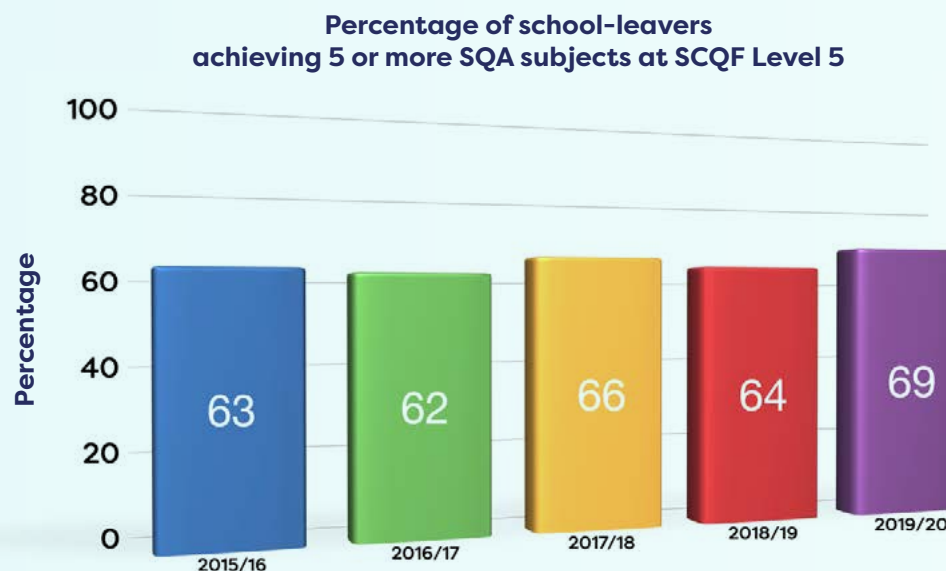
Performance (69%) is slightly below the virtual comparator (71%) but our performance has improved across the period and against last year, up from 64%. However, care needs to be taken with comparisons due to the variable approaches to certification caused by the impact of COVID-19.

### How our performance compares to others

We are slightly above the National Average (68%). However care needs to be taken with comparisons due to the variable approaches to certification.

### Actions we are taking for continuous improvement

Overall improvement in attainment is a key focus of the Raising Attainment Strategy, and we are committed to improving the attainment and achievement of all our children and young people in line with the National Improvement Framework and Improvement Plan.





## Educated, Responsible and Informed Citizens

# Percentage of school-leavers achieving 5 or more SQA subjects at SCQF Level 6

### What this indicator is about

This measures the proportion of pupils who leave school having attained 5 or more subjects at SCQF Level 6 (or above).

### Why we measure it

Along with other measures of attainment, this gives a rounded view of the overall attainment of pupils in Perth and Kinross.

### What can affect performance

Ongoing changes in the curriculum will affect the availability and uptake of courses.

Due to COVID-19 restrictions in place, the 2019/20 awards were made according to the SQA Alternative Certification Model. Leavers' attainment data may include attainment gained across a number of academic sessions and therefore reflect differing approaches to certification dependant on the session in which the achievement was certificated. The results for 2019/20 should not be directly compared to those in previous years or future years.

### Comment on performance

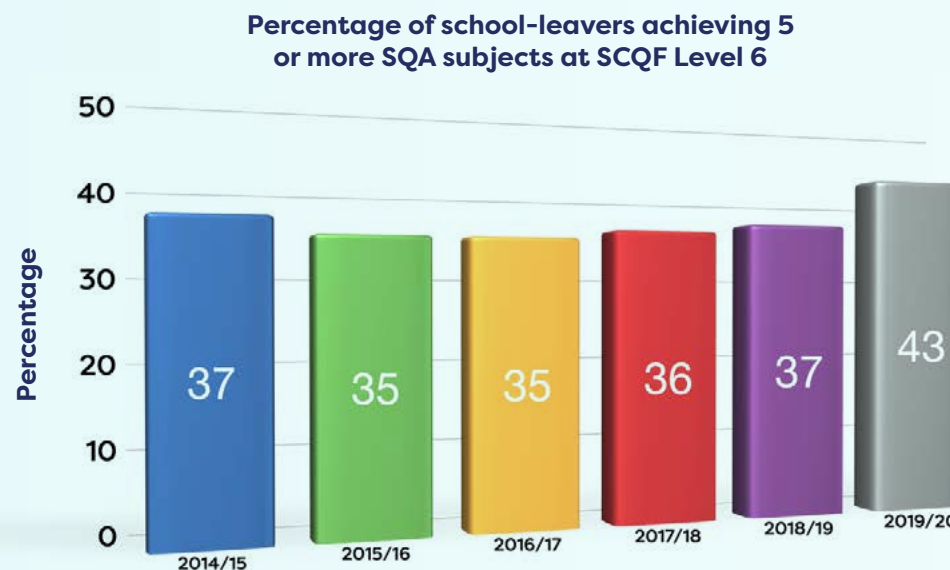
Performance is up at 43% and is in line with the virtual comparator (43%).

### How our performance compares to others

Performance is above the National Average (40%). However, care needs to be taken with comparisons due to the variable approaches to certification.

### Actions we are taking for continuous improvement

Overall improvement in attainment is a key focus of the Raising Attainment Strategy, and we are committed to improving the attainment and achievement of all our children and young people in line with the National Improvement Framework and Improvement Plan.



*Note: axis has been adjusted to display changes over time more clearly*

## Educated, Responsible and Informed Citizens

# Percentage of school-leavers living in the 20% most deprived areas achieving 5 or more SQA subjects at SCQF Level 5

### What this indicator is about

This measures the proportion of pupils who live in areas that fall within the lowest 20% ranked areas in the Scottish Index of Multiple Deprivation (SIMD) who leave school having attained 5 or more subjects at SCQF Level 5 (or above).

### Why we measure it

Along with other measures of attainment, this gives a rounded view of the overall attainment of pupils living in the most deprived areas in Perth and Kinross, and allows for comparison with the whole school cohort.

### What can affect performance

Performance in this area is heavily influenced by the limitations of SIMD in providing a profile for Perth and Kinross, where very few pupils fall in the lower 20% of SIMD. Approximately 100 school-leavers fall within this cohort each year.

Due to COVID-19 restrictions in place, the 2019/20 awards were made according to the SQA Alternative Certification Model. Leavers' attainment data may include attainment gained across a number of academic sessions and therefore reflect differing approaches to certification dependant on the session

in which the achievement was certificated. The results for 2019/20 should not be directly compared to those in previous years or future years.

### Comment on performance

Performance (43%) is slightly below the virtual comparator (44%).

### How our performance compares to others

Performance is below the National Average (49%). However, care needs to be taken with comparisons due to the variable approaches to certification.

### Actions we are taking for continuous improvement

Overall improvement in attainment is a key focus of the Raising Attainment Strategy, and we are committed to improving the attainment and achievement of all our children and young people in line with the National Improvement Framework and Improvement Plan.

Focussed 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. Regular Equity Network meetings focused on rural and urban poverty, attendance and overcoming barriers.

**Percentage of school-leavers living in the 20% most deprived areas achieving 5 or more SQA subjects at SCQF Level 5**



*Note: axis has been adjusted to display changes over time more clearly*

## Educated, Responsible and Informed Citizens

# Percentage of school-leavers living in the 20% most deprived areas achieving 5 or more SQA subjects at SCQF Level 6

### What this indicator is about

This measures the proportion of pupils who live in areas that fall within the lowest 20% ranked areas in the Scottish Index of Multiple Deprivation (SIMD) who leave school having attained 5 or more subjects at SCQF Level 6 (or above).

### Why we measure it

Along with other measures of attainment, this gives a rounded view of the overall attainment of pupils living in the most deprived areas in Perth and Kinross and allows for comparison with the whole school cohort.

### What can affect performance

Performance in this area is heavily influenced by the limitations of SIMD in providing a profile for Perth and Kinross, where very few pupils fall in the lower 20% of SIMD. Approximately 100 school-leavers fall within this cohort each year.

Due to COVID-19 restrictions in place, the 2019/20 awards were made according to the SQA Alternative Certification Model. Leavers' attainment data may include attainment gained across a number of academic sessions and therefore reflect differing approaches to certification dependant on the session in which the achievement was certificated. The results for 2019/20 should not be directly compared to those in previous years or future years.

### Comment on performance

Performance (16%) is slightly below the virtual comparator (18%).

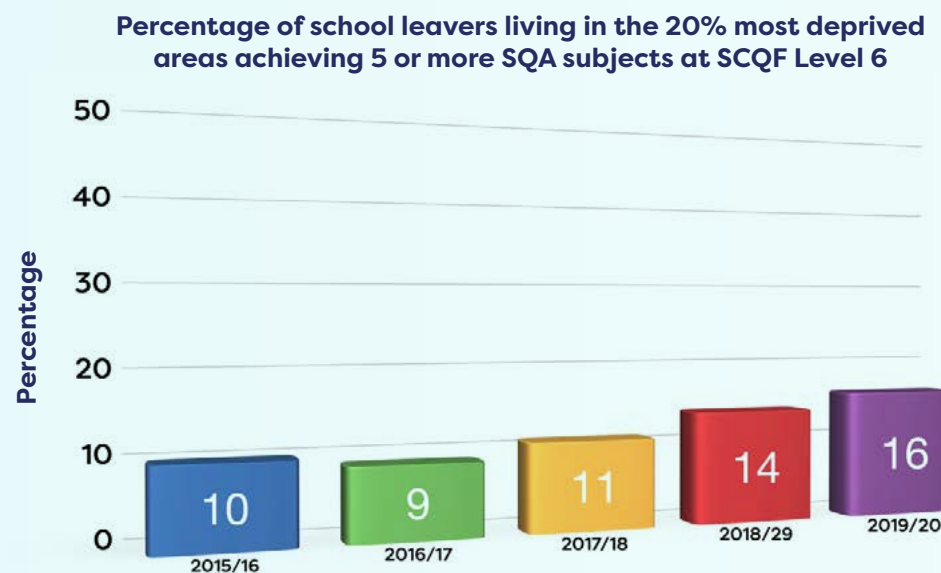
### How our performance compares to others

Performance is below the National Average (22%). However care needs to be taken with comparisons due to the variable approaches to certification.

### Actions we are taking for continuous improvement

Overall improvement in attainment is a key focus of the Raising Attainment Strategy, and we are committed to improving the attainment and achievement of all our children and young people in line with the National Improvement Framework and Improvement Plan.

Focussed 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. Regular Equity Network meetings focused on rural and urban poverty, attendance and overcoming barriers.



*Note: axis has been adjusted to display changes over time more clearly*



## Educated, Responsible and Informed Citizens

# School attendance rates - Primary

### What this indicator is about

This measures the overall average number possible of half-day openings where primary school pupils attended school, across the whole of Perth and Kinross.

### Why we measure it

Attendance is a fundamental requirement for school education, and poor attendance is strongly linked to poor outcomes and barriers to learning and development.

### What can affect performance

Levels of attendance can be affected by a number of factors including authorised and unauthorised absences, eg illnesses, holidays, medical appointments. Poverty and factors recognised as adverse childhood experiences can also affect attendance levels. Additionally, attendance in 2019/20 was impacted significantly by increased absence in the days before schools closed as part of Coronavirus pandemic response.

### Comment on performance

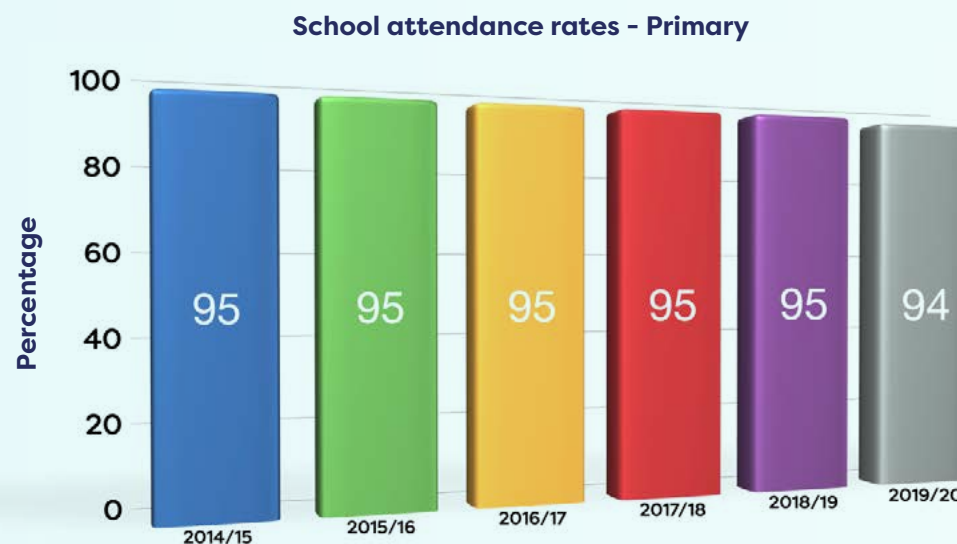
Performance is broadly steady, with the value having remained between 94% and 95% over a six-year period.

### How our performance compares to others

National attendance figures are only published every 2 years. The 2018/19 figure for Scotland was 95%.

### Actions we are taking for continuous improvement

Quality Improvement Officers and school staff continue to monitor, discuss and address non-attendance in a range of ways. Headteachers and school staff support and engage with parents and families to support attendance in school.



## Educated, Responsible and Informed Citizens

# School attendance rates - Secondary

### What this indicator is about

This measures the overall average number possible of half-day openings where secondary school pupils attended school, across the whole of Perth and Kinross.

### Why we measure it

Attendance is a fundamental requirement for school education, and poor attendance is strongly linked to poor outcomes, barriers to learning and development, and positive post-school destinations.

### What can affect performance

Levels of attendance can be affected by a number of factors including authorised and unauthorised absences, eg illnesses, holidays, medical appointments. Poverty and factors recognised as adverse childhood experiences can also affect attendance levels. During the 2019/20 period attendance was impacted significantly by increased absence in the days before schools closed as part of Coronavirus pandemic response.

### Comment on performance

Performance is broadly steady, though lower than the Primary attendance figure.

### How our performance compares to others

National attendance figures are only published every 2 years. The 2018/19 figure for Scotland was 91%.

### Actions we are taking for continuous improvement.

Across the secondary sector the efforts of Guidance Teachers; Pupil Support Assistants; Pupil Care and Welfare Officers, Youth Services; Community Link Workers and many more are focused on supporting attendance pupil by pupil and family by family. Schools also use their third sector partners in the Youth Work sector in some focused work around developing a skill set around positive attendance.

School attendance rates - Secondary



## Educated, Responsible and Informed Citizens

# School exclusion rates (per 1,000 pupils) - Primary

### What this indicator is about

This measures the overall average number possible of exclusions per 1,000 primary school pupils, across the whole of Perth and Kinross.

### Why we measure it

Our aim is to support whole school communities, learning establishments and their partners to keep all learners fully included, engaged and involved in their education wherever this takes place; and, to improve outcomes for those learners at risk of exclusion. Exclusion is used within an overall ethos of prevention, early intervention and support for learners; and consistently applied policies for promoting positive relationships and behaviour in schools. We seek to minimise the rate of exclusions wherever possible. The grounds for exclusion and the procedures to be followed are contained in the Schools General (Scotland) Regulations 1975, as amended.

### What can affect performance

Underpinning factors that can affect exclusion rates are very varied and can relate to many individual and societal factors. Rates are easily affected by the small numbers involved. The 2019/20 value is an annualised estimate required by the effect of COVID-19 and the shortened academic year in school.

### Comment on performance

The number of exclusions from school is continuing to reduce.

### How our performance compares to others

National exclusion figures are only published every 2 years. The 2018/19 figure for Scotland was 8 per 1,000 pupils.

### Actions we are taking for continuous improvement

There are regular formal meetings and ongoing informal dialogue between Senior Leaders in school and central teams to provide support and challenge to schools. This includes looking at a range of interventions/strategies to ensure learners are fully included, engaged and involved. Support is given directly to schools to ensure individual pupil plans, risk assessments and protocols are reviewed when the needs of a child change. Appropriate professional learning opportunities for schools to ensure a positive learning environment with a focus on maintaining positive relationships with families and other partners.

School exclusion rates (per 1,000 pupils) - Primary



## Educated, Responsible and Informed Citizens

# School exclusion rates (per 1,000 pupils) - Secondary

### What this indicator is about

This measures the overall average number possible of exclusions per 1,000 secondary school pupils, across the whole of Perth and Kinross.

### Why we measure it

Our aim is to support whole school communities, learning establishments and their partners to keep all learners fully included, engaged and involved in their education wherever this takes place; and, to improve outcomes for those learners at risk of exclusion. Exclusion is used within an overall ethos of prevention, early intervention and support for learners; and consistently applied policies for promoting positive relationships and behaviour in schools. We seek to minimise the rate of exclusions wherever possible. The grounds for exclusion and the procedures to be followed are contained in the Schools General (Scotland) Regulations 1975, as amended.

### What can affect performance

Underpinning factors that can affect exclusion rates are very varied and can relate to many individual and societal factors. Rates are easily affected by the small numbers involved. The 2019/20 figure is an annualised estimate required by the effect of COVID-19 and the shortened academic year in school.

### Comment on performance

The average rate of exclusion has dropped to 41 in 2019/20, down from a high of 55 in 2018/19.

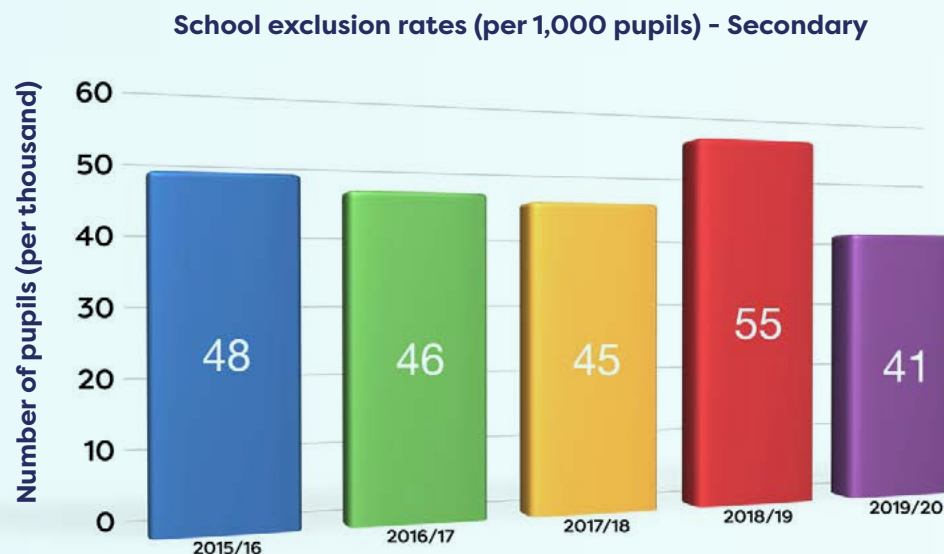
### How our performance compares to others

National exclusion figures are only published every 2 years. The 2018/19 figure for Scotland was 40 per 1,000 pupils.

### Actions we are taking for continuous improvement

Extra staff resources have been allocated to schools in 2020-21 and a range of training around effective interventions around emotional wellbeing which all schools will engage with to help young schools to support young people.

Other staff training will improve the inclusive practice in teaching and learning in our schools which will form part of a validated self-evaluation of inclusion with partners from Education Scotland.



## Educated, Responsible and Informed Citizens

# Number of young people gaining achievement awards

### What this indicator is about

This reports the number of young people each year who gain an achievement award such as Duke of Edinburgh (DofE), Dynamic Youth or Youth Achievement awards.

### Why we measure it

This indicator allows us to measure and report on the achievements of young people beyond core academic attainment. Wider achievement recognises the life and work skills that come from a wide range of activities which can include sport, mentoring, voluntary work or fundraising activities.

### What can affect performance

Since Scotland went into its first lockdown, the delivery of awards has followed guidelines released by YouthLink Scotland. The reduced opportunity for Duke of Edinburgh Award participants to complete their expedition section has impacted on the numbers being able to complete their full award. Due to this, a certificate of achievement was implemented which recognises participants' commitment to completing three sections of the award.

### Comment on performance

The restrictions on travel, the curtailment and ban on expeditions and residentials, and restricted active support from volunteers have meant that Duke of Edinburgh Award participants have not been able to complete their award.

### How our performance compares to others

It is difficult to draw comparisons due to current external verification systems, and as collated figures are not nationally published. However, the Duke of Edinburgh Awards have reduced across the country, and Perth and Kinross remains in the second quartile of local authorities for completed awards.

### Actions we are taking for continuous improvement

Lockdown has provided us with an opportunity to deliver more training to partners for future award delivery. It is encouraging that both participation and adult volunteer recruitment continues amid COVID-19 and PKC Award groups are now beginning to plan training and expeditions through the Summer period, with several Gold Expeditions being undertaken. Implementation of a team of internal verifiers will encourage partners to seek support and verification through our service.

Number of young people gaining achievement awards





## Educated, Responsible and Informed Citizens

# Percentage of school-leavers moving onto positive destinations

### What this indicator is about

This measures the proportion of young people entering a positive destination on leaving school. School-leavers who are engaged in higher education, further education, training, voluntary work, employment or activity agreements are classified as having a 'positive destination'.

### Why we measure it

Positive destinations on leaving school are a strong measure of positive outcomes, and these results translate well into longer-term destinations, collected in a follow-up survey conducted six months later.

### What can affect performance

Destinations are tracked for the majority of school leavers, though some will be removed from the cohort, for instance if they move out with Scotland after leaving school.

### Comment on performance

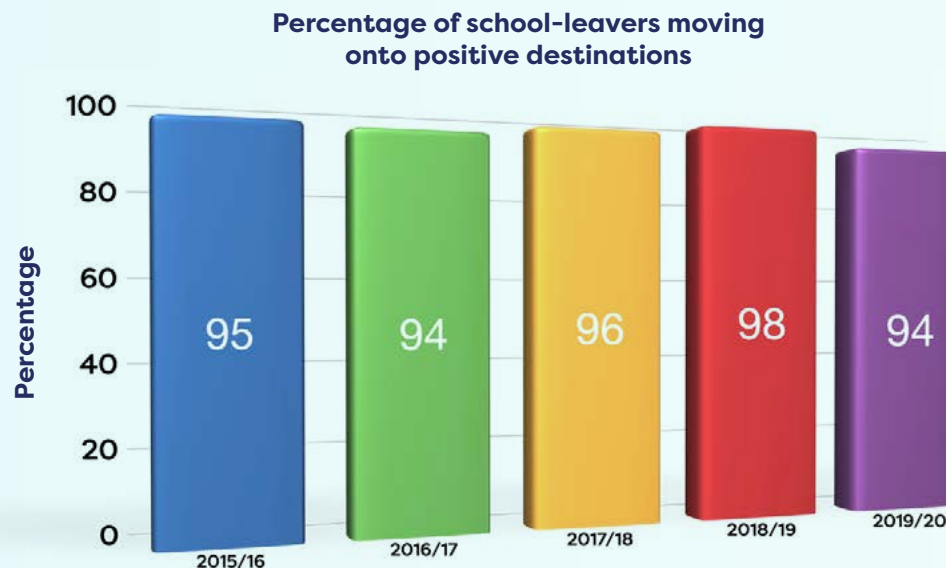
The proportion of young people entering a positive destination on leaving school has been generally steady and this is also largely maintained in the follow-up survey.

### How our performance compares to others

The National Average (93%) is slightly below Perth and Kinross performance

### Actions we are taking for continuous improvement

The existing strong multi-agency partnership working with Skills Development Scotland, businesses and industry will continue to be developed and individualised towards young people in a range of categories.



## Educated, Responsible and Informed Citizens

# Number of adult learners supported to achieve their outcomes

### What this indicator is about

Adult learning is measured as part of the Council's statutory Community Learning & Development service.

### Why we measure it

Adult learning is essential for supporting working-age people to find and maintain employment and for wider life chances. We measure performance to inform future service priorities and continuous improvement.

### What can affect performance

Due to COVID-19 restrictions no face-to-face or small group learning was possible until the service developed an online offer in Autumn 2020.

### Comment on performance against target and trend

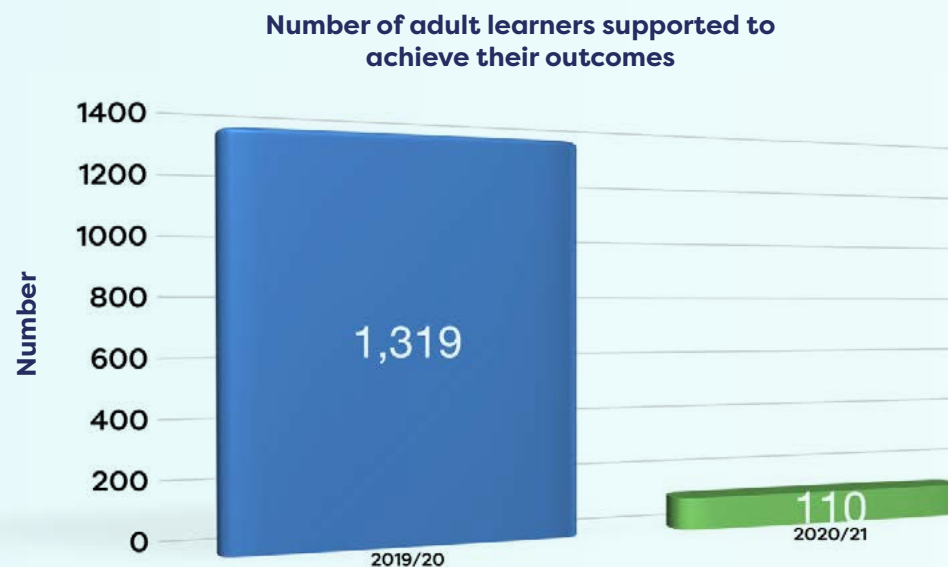
Performance has been affected for 2020/21 due to the impact of COVID-19.

### How our performance compares to others

Meaningful comparisons are not possible as different local authorities managed services in various ways depending on which COVID-19 tier they were in.

### Actions we are taking for continuous improvement

Our adult learning support switched to an online offer from September 2020 to March 2021, to mitigate COVID-19 restrictions. This online support will be developed and enhanced further in future to provide blended learning options for learners. The new Community Learning & Development Plan 2021/23 is under development and will be published in September 2021 with further improvement actions.



## Educated, Responsible and Informed Citizens

# Participation measure for 16-19 year olds

### What this indicator is about

This reports the economic and employment activity of all 16-19 year olds in Scotland over a whole year. It measures the proportion of 16-19 year olds who have participated in education, work or training for the majority of the time in that year.

### Why we measure it

This National measure is aligned with the Scottish Government's Opportunities for All commitment to offer a place in learning or training to every 16-19 year old. It allows local authorities to measure their success in improving the life chances of all young people.

### What can affect performance

The measure includes approximately 90% of the 16-19 cohort, but does not include young people who were educated in independent schools, home schooled, or educated outside Scotland.

### Comment on performance

We continue to improve on already high levels of performance.

### How our performance compares to others

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 well overall.

### Actions we are taking for continuous improvement

A network of Developing the Young Workforce Co-ordinators collaborate and work co-operatively. A wide range of work placement opportunities are offered to learners. Strong and effective partnerships with Skills Development Scotland. Publication of a PKC 3-18 Developing the Young Workforce Strategy and Toolkit.

Participation measure for 16-19 year olds

