



Schools for Health in Europe Network Foundation (SHE).

The University of Iceland (Háskóli Íslands)

20 – 21 June 2019



For Scotland's learners, with Scotland's educators

Theme: Closing the Poverty-Related Attainment Gap

- The world we live in
- Poverty in Scotland
- What are the gaps?
- There is always hope.....



Future jobs and industry: responding to the speed of change – YouTube clip. Skills Development Scotland

<https://www.bing.com/videos/search?q=future+skills+Skills+development+scotland+you+tube&view=detail&mid=46780A25FE8335B4431A46780A25FE8335B4431A&FORM=VIRE>

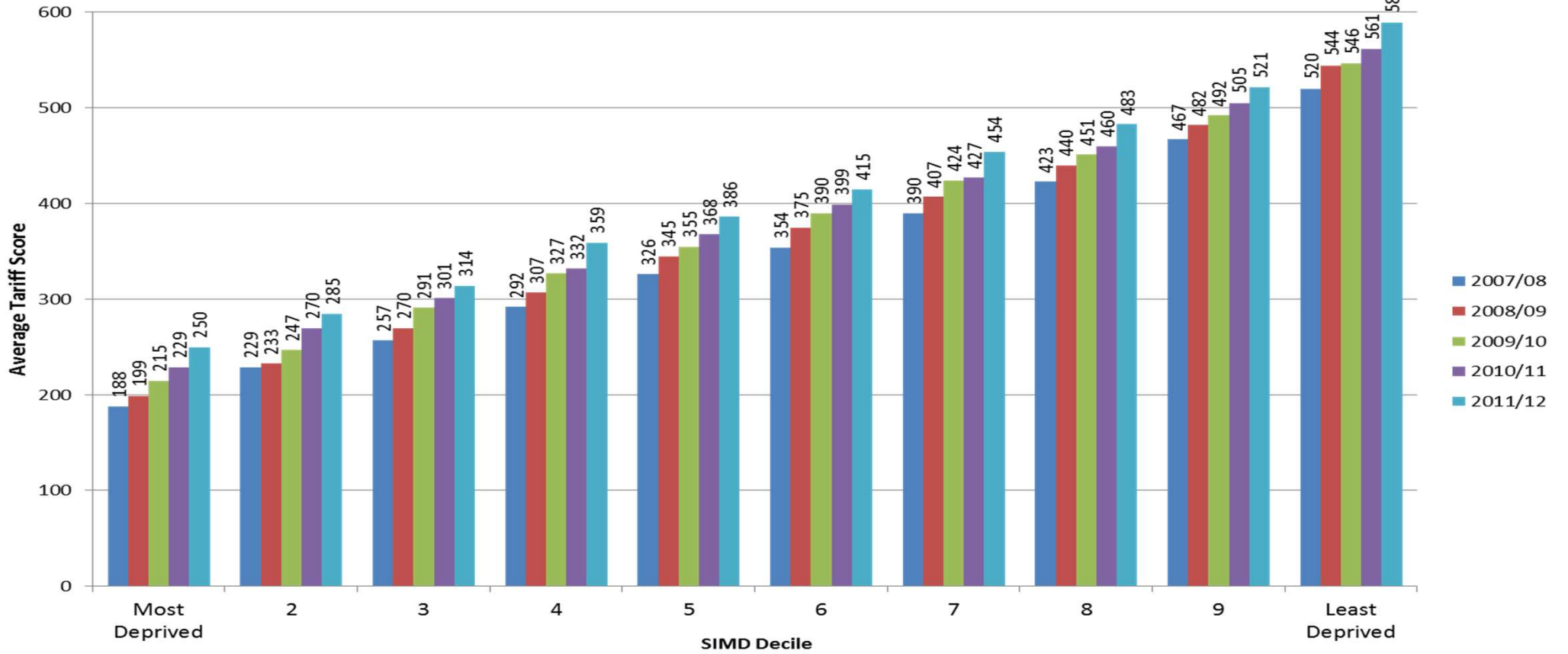
Scottish Government National Outcomes

- We live longer, healthier lives
- We have tackled the significant inequalities in Scottish society
- We have improved the life chances for children, young people and families at risk
- We have strong, resilient and supportive communities where people take responsibility for their own actions and how they affect others

How is the theme decided? Child poverty in Scotland

- More than one in four (260,000) of Scotland's children are officially recognised as living in poverty, compared to 22% (220,000) in 2014/15. This is a level significantly higher than in many other European countries.
- Child poverty rates vary considerably from one local authority area to the next. Rates range from 9% of children in the Shetland Islands right up to 34%, over a third, of children in Glasgow City.
- Poverty varies in scale across Scotland but will exist in every area and in every school.
- If you would like to see estimated child poverty rates in your local authority or your school ward go to www.endchildpoverty.org.uk
Latest figures are based on 2015-16 data.

Average Tariff Score of School leavers, 2007/08 to 2011/12



Looked after and accommodated/care experienced children :

- 35% of looked after children attained one or more qualifications at SCQF level 5 (equivalent to a National 5 award), compared with 85% of all pupils
- 69% are in positive leaver destinations compared to 92% of all pupils
- Attendance of looked after children now stands at 92%, compared to 94% of all pupils
- Looked after pupils are more than eight times more likely to be excluded compared to all pupils

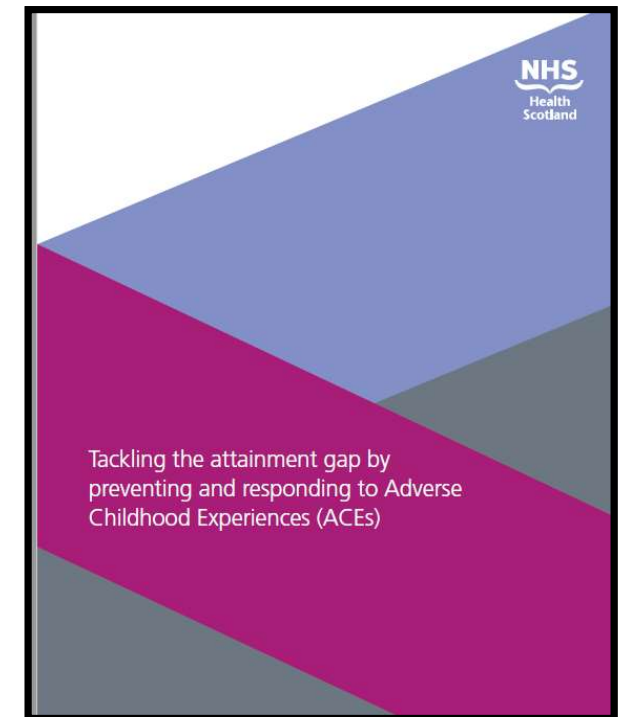
Centre for excellence for looked after children in Scotland (CELCIS)

Transforming lives through learning

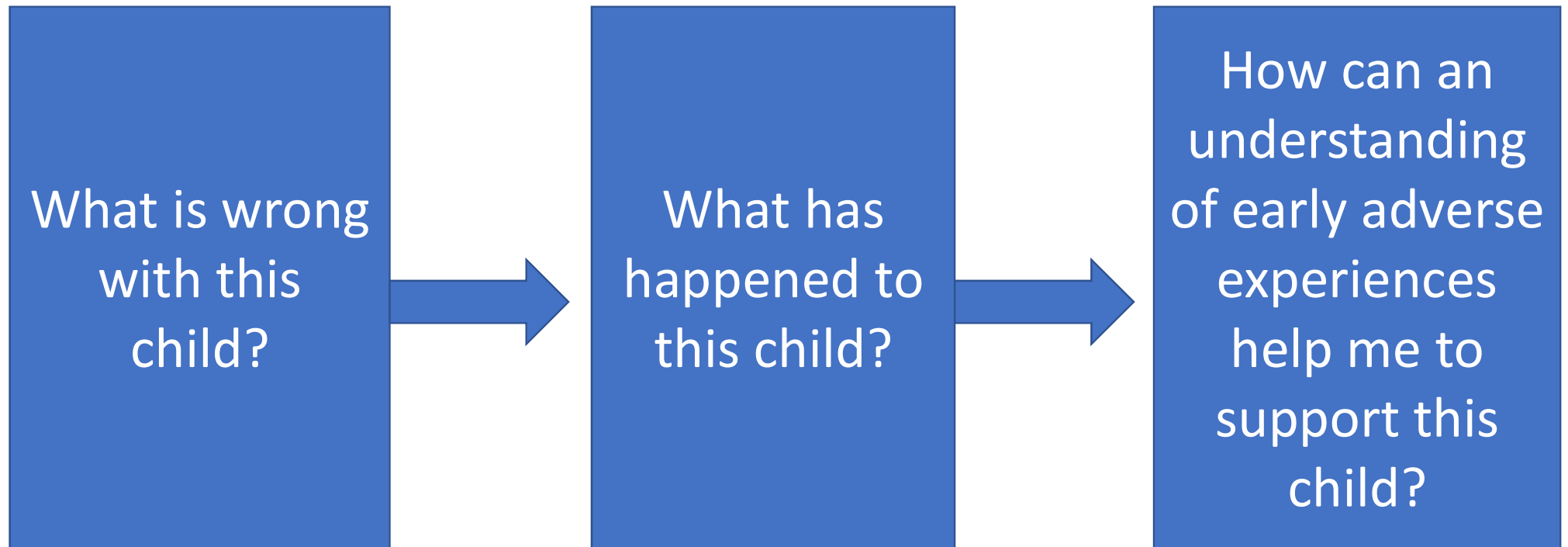
Adverse Childhood Experiences

What are Adverse Childhood Experiences (ACEs)?

- Adverse Childhood Experiences (ACEs) refer to stressful events occurring in childhood (between 0 to 18 years). These impact profoundly on the child's readiness and ability to learn and participate in school life.
- NHS Document
- Tackling the attainment gap by preventing and responding to Adverse Childhood Experiences (ACEs)



Change the conversation



CLOSING THE ATTAINMENT GAP

Making Scotland the Best Place to Learn



WHAT ARE WE DOING TO CLOSE THE GAP? THE SCOTTISH ATTAINMENT CHALLENGE



£100 million Attainment Scotland Fund supporting over 300 primary schools across 21 Local authorities



A targeted focus on improvement in literacy, numeracy, health and wellbeing



Expert advice from Attainment Advisors in every Local Authority



Sharing evidence based practice through professional networks and a virtual improvement hub

WHAT IS THE ATTAINMENT GAP?

- The recent OECD (2015) review confirms that we should be proud of our education system in Scotland.
- Levels of academic achievement are above international averages and there is a clear upwards trend in attainment and positive destinations.
- BUT there remains a strong and persistent gap in performance between children living in our most and least deprived communities.

COMPARING CHILDREN IN THE HIGHEST AND LOWEST INCOME DECILES:

Poor diet at age 5:	13%	39%
Below average vocabulary at age 5:	20%	54%
Below average problem-solving at age 5:	29%	53%
High social, emotional or behavioural difficulty at age 8:	3%	18%

WHAT ELSE ARE WE DOING TO CLOSE THE GAP?

- Developing our National Improvement Framework
- Supporting a positive home learning environment through our Read, Write, Count campaign
- Investing in early learning and childcare
- Supporting continuous self-improvement through Raising Attainment For All, Early Years Collaborative and the Maternity and Children Quality Improvement Collaborative
- Developing the Young Workforce - Scotland's Youth Employment Strategy
- Ensuring more children from deprived areas have access to higher education through the Commission on Widening Access
- Supporting Aspirations in partnership with the Children's University, Winning Scotland Foundation and Includem

What do we mean by the gap?



“Closing the gap” is a shorthand expression for all of our work to **interrupt** the cycle of deprivation and the impact on children’s progress and attainment.

Criteria: Measuring impact – at a school level

- Use your agreed measures to evaluate improvements to both the experiences and outcomes for children living in poverty.
- What evidence do you have across the five key indicators?



Criteria: Identifying the gap – factors that influence

Parent's literacy skills

Engaging parents

Supporting parental aspirations

Mental health/readiness for school/need for play

Learning to learn

Social and emotional development

Nurture approaches

Participation in 'life' experiences

Access to opportunities for wider achievement

Schools making the best progress

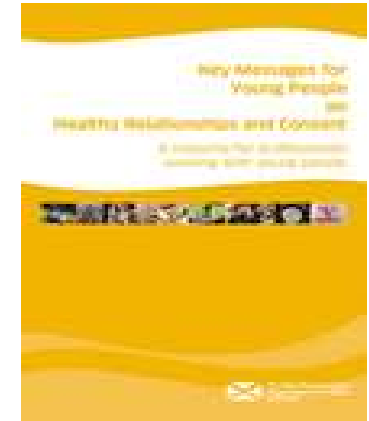
- clearly **define** what the poverty-related attainment gap looks like;
- use SIMD and tracking data to **identify and review** the progress of children living in poverty;
- **plan** additional activities, interventions and resources to raise attainment in literacy and numeracy to ensure all children achieve in line with national expectations; and
- continually **evaluate** the impact on children's progress and attainment and take further action where needed.

Since we last met.....

Healthy relationships and consent: key messages for young people

A resource for professionals which aims to help them support young people in their understanding of healthy relationships and consent (SECONDARY SECTOR)

<https://www.gov.scot/publications/key-messages-young-people-healthy-relationships-consent-resource-professionals-working-young-people/>



The Compassionate and Connected Classroom: A health and wellbeing curricular resource for upper primary

This suite of resources aims to raise awareness of the potential impact of adversity and trauma in shaping outcomes for children and young people and provide support that can help mitigate the impact of these experiences.

<https://education.gov.scot/improvement/learning-resources/compassionate-and-connected-classroom>



- Mental Health Strategy 2017 – 2027
- Review of Personal and Social Education: preparing Scotland's children and young people for learning, work and life
- Refresh of Getting it right for every child (GIRFEC)
- Refresh & update of Child Protection guidance



What do ALL students need at school?

- A warm welcome
 - A smile
 - A connection to a caring adult, every day
 - A chance to learn
 - A safe place to risk
 - Someone who notices when something is wrong
 - Someone who reaches out when they notice
 - Someone who listens, and tries to find help for them
 - Someone who believes in them, and instills hope
- (Dr. Kathy Short)

