

# Attainment Scotland Fund Evaluation: Reporting on Wider Evidence Sources, 2024



**CHILDREN, EDUCATION AND SKILLS**

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# Executive Summary

1. This report is part of the Attainment Scotland Fund (ASF) Evaluation, which assesses progress towards closing the poverty-related attainment and health and wellbeing gap, and the contribution of the Fund in achieving this. The main reporting on progress is undertaken through monitoring of the National Improvement Framework (NIF) measures of the attainment gap. This report complements the NIF measures report by bringing together analysis of a wider set of national surveys and data, which offer further insights into the nature of the poverty-related attainment gap and the experiences of children and young people, and their families, who are most affected by it.
2. The report focuses on evidence in relation to three of the Evaluation Questions which underpin the ASF Evaluation. This evidence is summarised under each Evaluation Question below:

## **To what extent did the fund contribute to a closing of the attainment gap between the most and least socio-economically disadvantaged children and young people, in line with the refreshed Scottish Attainment Challenge Mission?**

3. The evidence utilised in this report indicates progress in closing the poverty-related attainment gap. This includes a narrowing of the gap in the wider qualifications measure (All SCQF); improved outcomes for Care Experienced Children and Young People; and, a record number of entrants to higher education from the most deprived SIMD areas.
4. The All SCQF Measure, which is a wider measure of attainment and achievement than the National Qualifications measure, shows that the attainment gap between pupils from the most and least deprived areas has narrowed considerably in the last 15 years. At one or more awards at SCQF Level 5, the gap reduced from 32.1 percentage points in 2009/10 to 16.6 percentage points in 2022/23.
5. The Widening Access to Higher Education figures show significant progress. In 2022/23, a record number of young people from both the most deprived SIMD areas and from Care Experienced backgrounds gained places in Higher Education.
6. The Care Experienced Children and Young People Fund, part of the ASF, is aimed at improving educational outcomes for this group. This is mainly measured by data on Looked After Children, which showed that more Looked After Children are staying in school for longer, and achieving higher qualifications than previously. However, there are still large gaps compared with all pupils.

**To what extent did the fund contribute to an education system which encourages, reflects and values the breadth of achievements that contribute to improved outcomes for children and young people?**

7. The Scottish Attainment Challenge Refresh in April 2022 included a broader recognition of children and young people's achievements and attainment through the policy's mission to use education to improve outcomes for children and young people impacted by poverty.
8. The All SCQF Measure of attainment, which includes all awards including those outside of SQA qualifications, shows that the number of award providers, types of awards, and young people achieving these awards, has increased significantly in the last 15 years. This measure shows a consistent narrowing of the poverty-related attainment gap, with the gap being narrower than for the National Qualifications measure (SQA only qualifications).
9. Various datasets, such as the Health and Wellbeing Survey and the Growing up in Scotland longitudinal study, show that young people in the most deprived areas in secondary schools were more likely than those in the least deprived areas to attend youth clubs and to have taken part in buddying or mentoring programmes. However, they were less likely to be working towards a Youth Award, or to participate in voluntary work or take part in sports clubs.

**To what extent was there improvement in children and young people's readiness to learn through focusing on engagement, attendance, confidence and wellbeing?**

10. COVID-19 had a clear impact on education, disproportionately on those from more deprived areas. Evidence shows that parents from the most deprived areas were more concerned about the impact of remote learning on their child's learning and wellbeing than parents in the least deprived areas, while results from PISA showed that 15 year olds in Scotland were more likely to agree that they had fallen behind on school work than their international peers.
11. Data on health and wellbeing provide important insights into the experiences of children and young people, and their families, on a range of measures. Data from the Growing up in Scotland survey show that the poverty-related gap in wellbeing starts before school, with data from the Health and Wellbeing survey showing how experiences of health and wellbeing differ by age and stage. The data show that the health and wellbeing gap is relatively narrow at P5, but widens between S1 and S3. However, further data is required to confirm this trend.

## Characteristics of pupils living in relative deprivation

154,305

Number of school pupils living in the 20% most deprived areas in Scotland in 2022/23 – 22.1 per cent of all pupils

Proportion of pupils living in the 20% most deprived areas in Scotland with an identified Additional Support Need

46.3%

## The impact of COVID-19 and school building closures

OECD's PISA study reported that

56%

of Scottish 15 years olds felt that they had fallen behind on school work during home learning.

A range of international and national data and research have indicated that school building closures during the pandemic impacted on education, and that those from relatively deprived socio-economic backgrounds experienced a disproportionate impact.

### Early Years and Primary School

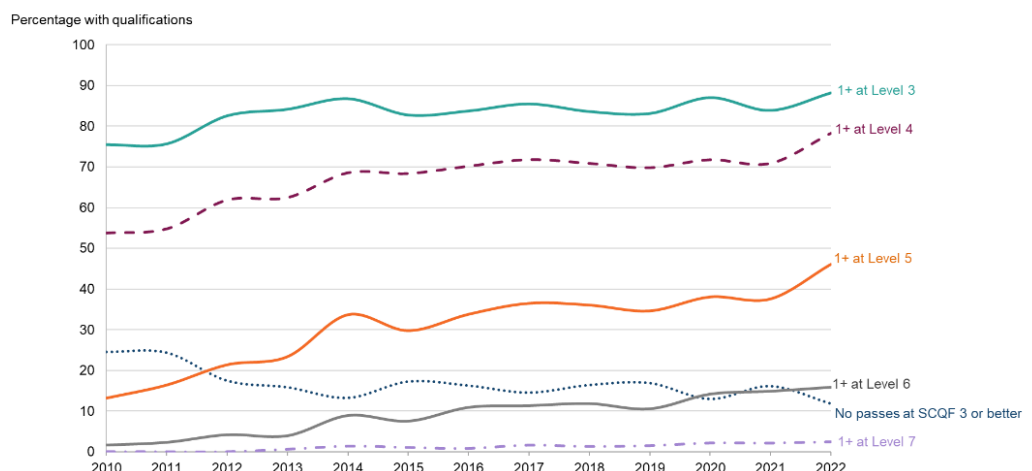
The Growing up in Scotland longitudinal study has shown that, at age 5, compared with children in the lowest income quintile, those with the highest income quintile were around **13 months** ahead in their knowledge of vocabulary and **10 months** ahead in their problem-solving ability.

### Primary-Secondary Transitions

Analysis of Growing up in Scotland data has shown that there was a **19 percentage point** difference in positive transitions between the top and bottom income quintiles in the study.

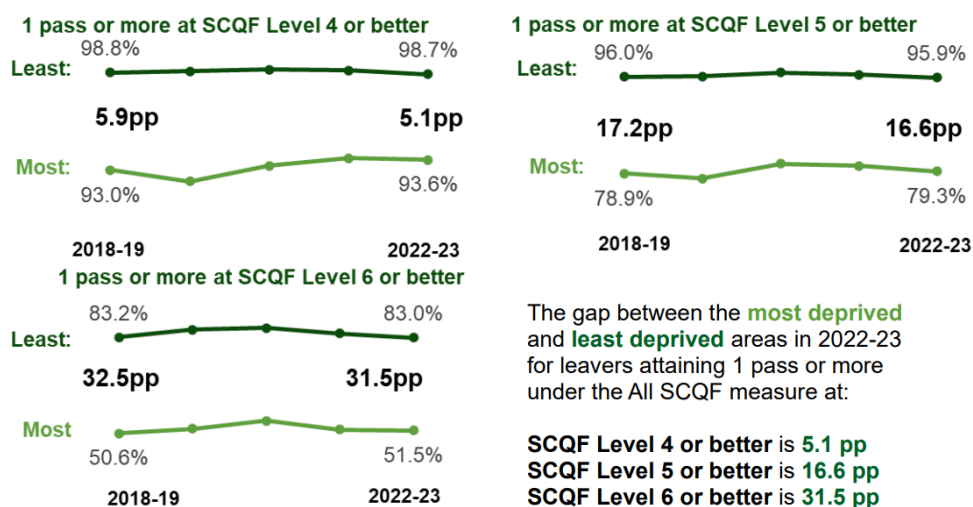
## Educational Outcomes for Care Experienced Children and Young People

More Looked After children are staying in school for longer, and achieving higher qualifications. However, there are still large gaps compared with all pupils.



## Attainment – All SCQF measure

The All SCQF Measure describes attainment in any qualification or learning programme on the Scottish Credit and Qualifications Framework (SCQF).

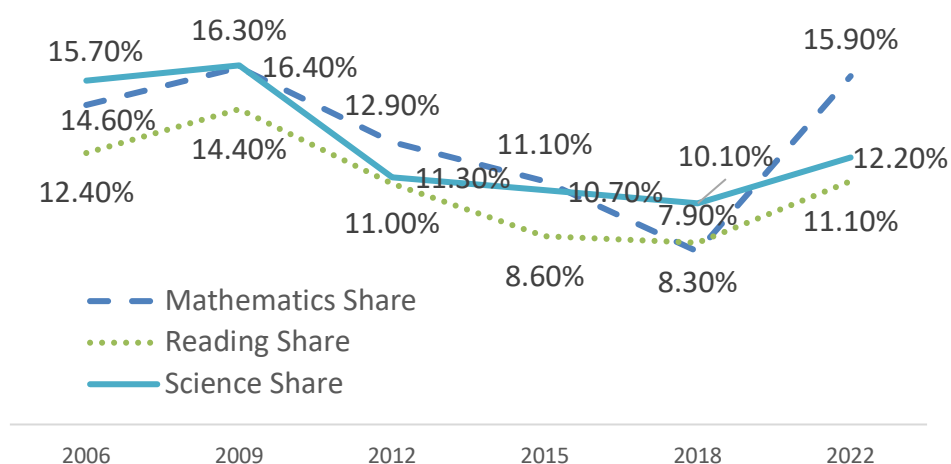


### Attainment gap between leavers from the most deprived and least deprived areas under the All SCQF measure, 2018-19 to 2022-23.

The All SCQF Measure shows that there has been a long-term increase in the proportion of pupils, particularly those in more deprived areas, attaining at SCQF levels 4-6. At levels SCQF 4 and 6, the attainment gap in 2022/23 was at its narrowest since 2009/10, while at SCQF Level 5, it was narrower than at any point other than 2020/21 and 2021/22.

## Attainment – PISA

PISA measures the strength of the relationship between social background and performance by the share of variation in scores explained by the index of Economic, Social and Cultural Status (ESCS).

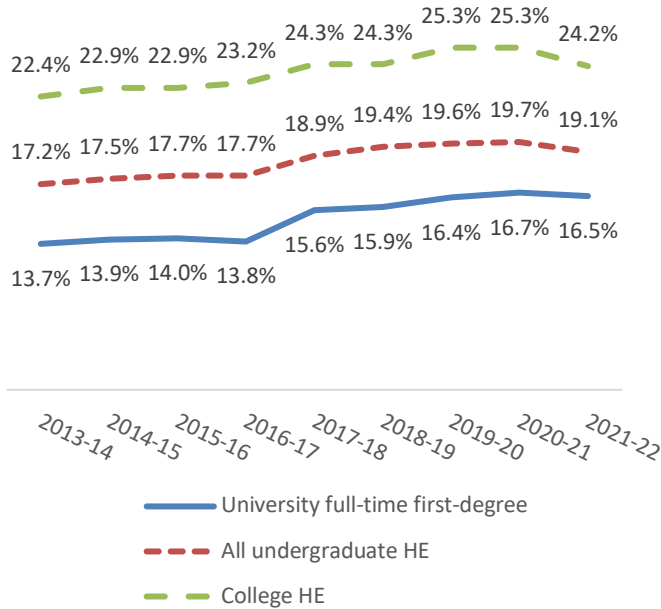


Strength of relationship between social background and PISA scores

Between 2009 and 2018 there was a steady reduction in the strength of the relationship between students' socio-economic background and scores in PISA. However, following the COVID-19 pandemic, there was an increase in the strength of the relationship in Maths in PISA 2022.

## Positive destinations – Widening Access to Higher Education

### Proportion of entrants from most deprived areas



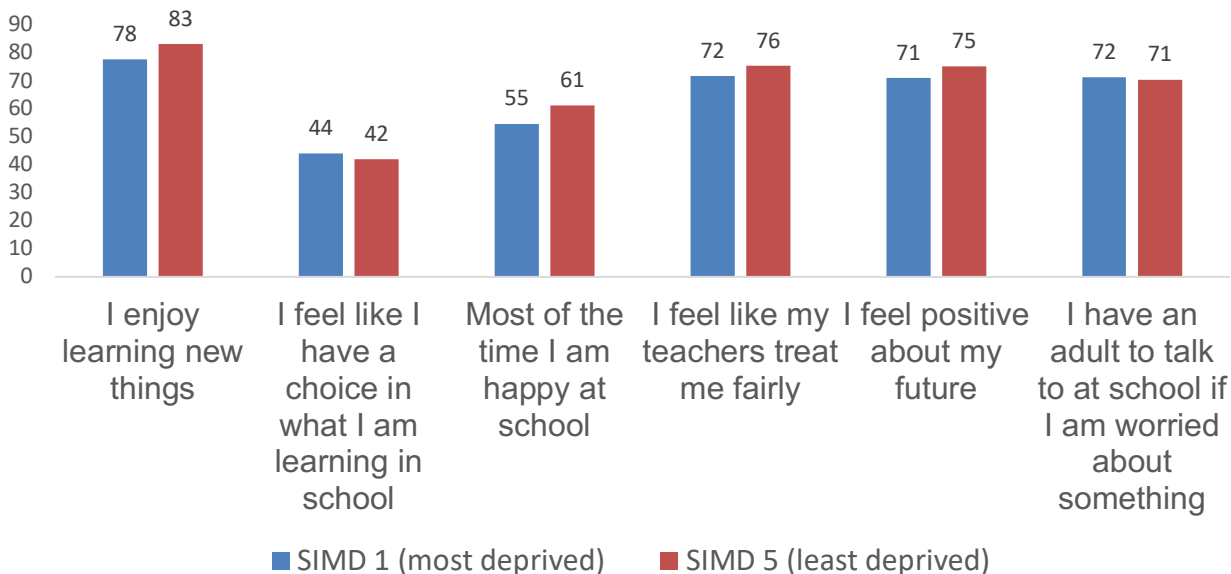
There has been substantial progress in widening access to higher education, with a record number of entrants from the most deprived areas, as well as Care Experienced Children and Young People, entering a degree course in 2021/22.

Much of the progress in increasing the number of SIMD 1 entrants is due to an increase in participation among female students.

## Attitudes to school

The **Health and Wellbeing Census**<sup>1</sup>, undertaken in schools for first time in 2021/22, explored the attitudes and experiences of school across P5 to S6. The results showed that those living in areas of high deprivation were less likely to have a positive view and experience of education on some measures, particularly in secondary school.

The largest gap between pupils from SIMD 1 and SIMD 5 is for those agreeing that 'most of the time I am happy at school'. There was a 10 percentage point gap between SIMD 1 and SIMD 5 pupils between S1 and S3 and at S6 on this statement.





# Introduction

## What is the purpose of this Report?

12. The Attainment Scotland Fund (ASF) Evaluation assesses the impact of the overall fund in improving outcomes in educational attainment and achievement and health and wellbeing, and closing the poverty-related attainment gap between the most and least disadvantaged children and young people. A key output of the Evaluation is an analysis of quantitative data on attainment and wellbeing, using measures set out in the National Improvement Framework and Improvement Plan.
13. This report complements the NIF measures reporting on progress towards closing the attainment gap, by bringing together analysis of a wider set of surveys and data, which offer further insights into the nature of the poverty-related attainment gap and the experiences of children and young people, and their families, who are most affected by it.
14. The report focuses on publicly available reports and datasets. Some of these evidence sources offer long term trends, such as the All SCQF measure and the Widening Access to Higher Education data, while others currently offer snapshots into the poverty-related attainment gap, such as the Health and Wellbeing Census. The report draws on secondary analysis of these data by academic researchers, providing further insights into key factors that support closing of the gap. The report does not provide an alternative to the NIF Measures of the poverty-related attainment gap; rather, it seeks to complement and add colour to these measures.

## Who is this report for?

15. The Report is for Attainment Advisors, local authority Scottish Attainment Challenge (SAC) Leads and policy officials, providing them with evidence on how performance has changed over time in an accessible format and a resource for them to use working with teachers and school leaders and those in the system that are interested in the national level picture.

## The Attainment Scotland Fund (ASF)

16. The Scottish Attainment Challenge's (SAC) Mission is to use education to improve outcomes for children and young people impacted by poverty, with a focus on tackling the poverty-related attainment gap. It is supported by the Attainment Scotland Fund (ASF), which aims to deliver improvements in Scotland's schools in literacy, numeracy, and health and wellbeing for children affected by poverty. The ASF is made up of various funding streams totalling £1 billion, including Strategic Equity Funding (SEF), Pupil Equity Funding (PEF) and Care Experienced Children and Young People Funding (CECYP).

## The Evaluation

17. The ASF Evaluation aims to provide learning about the overall implementation of the ASF and the extent to which progress has been made towards meeting intended outcomes articulated in the [Scottish Attainment Challenge Logic Model](#) in support of the SAC programme's mission.
18. A new [Evaluation Strategy](#) was published in 2022, which set out plans for evaluation between 2022/23 and 2026/27.
19. The Strategy outlines analytical activity related to four key strands of evaluation focus across the multi-year evaluation:
- Process evaluation to consider implementation of the refreshed Attainment Scotland Fund, including the Strategic Equity Fund, Pupil Equity Fund and Care Experienced Children and Young People Fund.
  - A thematic strand of evaluation which will respond to emerging system priorities and consider what works, for whom and in what circumstances.
  - Reporting on the National Improvement Framework (NIF) measures.
  - Evaluation of the impact of ASF, through a combination of qualitative and quantitative measures.
20. A [detailed analytical plan](#) outlining activity in support of the high level strategy is published annually and this takes account of the new evaluation approach highlighted in the Strategy.
21. A core objective of the ASF Evaluation is to assess the impact of the overall fund in improving outcomes in educational attainment and achievement and health and wellbeing and closing the poverty-related attainment gap between the most and least disadvantaged children and young people. This report summarises evidence in relation to the following evaluation questions:

To what extent did the fund contribute to a closing of the attainment gap between the most and least socio-economically disadvantaged children and young people, in line with the refreshed Scottish Attainment Challenge Mission?

To what extent did the fund contribute to an education system which encourages, reflects and values the breadth of achievements that contribute to improved outcomes for children and young people?

To what extent was there improvement in children and young people's readiness to learn through focusing on engagement, attendance, confidence and wellbeing?

## Data Sources

22. The main sources for this report include those below. For a full list of sources used, please see Annex 1 of this report.

- The Health and Wellbeing Census undertaken in 2021
- The results of PISA assessments in 2022 and in previous cycles
- The Growing up in Scotland longitudinal study
- The Parental Involvement and Engagement Census
- The Longitudinal Educational Outcomes (LEO) dataset
- Educational Outcomes for Scotland's Looked After Children
- Commission on Widening Access to Higher Education measures
- The All SCQF Measure

# Characteristics of pupils and their families in relative deprivation

23. The NIF measures of the poverty-related attainment gap utilise the Scottish Index of Multiple Deprivation (SIMD) to assess the attainment gap between the pupils from the least and most deprived areas in Scotland. The same is true for the majority of the datasets and analyses in this report, although some use different measures such as income or bespoke measures such as the Index of Economic, Social and Cultural Status (ESCS) in PISA. Most of the analyses in this report are based on comparisons between SIMD 1 (the 20% most deprived areas in Scotland) and SIMD 5 (the 20% least deprived). It should be noted that the SIMD is an area-based measure of relative deprivation: not every person in a highly deprived area will themselves be experiencing high levels of deprivation.

24. The following paragraphs outline some of the characteristics of children and young people, and their families, living in SIMD 1 in Scotland. These data show that children and young people living in SIMD 1 are more likely to have identified Additional Support Needs (ASN), to be Care Experienced, and to have care responsibilities themselves.

## Number of pupils living in relative deprivation

In 2022/23, there were over 154,000 pupils in schools in Scotland who lived in SIMD 1 (the 20% most deprived data zones in Scotland based on the Scottish Index of Multiple Deprivation). This was 22.1% of all pupils in schools in Scotland.<sup>1</sup> Of these pupils:

- There were almost 87,000 pupils living in SIMD 1 in Primary Schools – 22.6% of all pupils.
- There were over 67,000 pupils living in SIMD 1 in Secondary Schools – 21.5% of all pupils.
- The local authorities with the highest number of pupils living in SIMD 1 were Glasgow (almost 40,500 pupils or 26.2% of the national total), North Lanarkshire (almost 15,500 or 10.0% of the national total), and Fife (just over 11,000 pupils or 7.1% of the national total).
- There were slightly more males (over 95,000) of school age (4-18) living in SIMD 1 than females (just over 91,000) in 2021. However, these data do not take account of whether the males and females were still in school.<sup>2</sup>

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<sup>1</sup> Summary Statistics for Schools in Scotland: 2023 Edition: [Summary statistics for schools in Scotland 2023 - gov.scot \(www.gov.scot\)](https://www.gov.scot/publications/summary-statistics-for-schools-in-scotland-2023/pages/summary-statistics-for-schools-in-scotland-2023.aspx)

<sup>2</sup> Population by Scottish Index of Multiple Deprivation (SIMD) 2020 decile, sex and single year of age: mid-2021: [Population Estimates by Scottish Index of Multiple Deprivation \(SIMD\) | National Records of Scotland \(nrsotland.gov.uk\)](https://nrsotland.gov.uk/population-estimates-by-scottish-index-of-multiple-deprivation-simd/)

## **Additional Support Needs by SIMD**

Pupils living in SIMD 1 were more likely than pupils living in the least deprived areas to have identified Additional Support Needs (ASN):

- There are over 259,000 pupils in Scotland that have identified Additional Support Needs (ASN)<sup>3</sup>. Of this total, 71,500 pupils with ASN lived in SIMD 1 (27.6% of the total). This compares to 37,000 pupils with ASN who lived in SIMD 5 (the least deprived quintile), which is 14.3% of the total.
- Based on these figures, 46.3 per cent of SIMD 1 pupils have an identified Additional Support Need, compared to 27.4 per cent of SIMD 5 pupils. Of the 52,000 pupils with Child Plans in place, 27.5% lived in SIMD 1 compared to 12.6% that lived in SIMD 5.
- Research has shown that the association between ASN and deprivation is evident across all ASNs apart from dyslexia.<sup>4</sup>

## **Care Experienced Children and Young People by SIMD**

There is a substantial overlap between care experience and SIMD 1 area. In total, 59% of care experienced children were born into the most deprived areas compared to 25% of children in the general population.<sup>5</sup>

## **Care Responsibilities**

Various evidence sources show that children and young people living in the most deprived areas are more likely to have caring responsibilities. Parents in SIMD 1 in the Growing up in Scotland survey were more likely to say that their child had caring responsibilities (17.2%) compared with those in less deprived quintiles (11.4% of quintile 2, 12.3% of quintile 3, 8.9% of quintile 4 and 6.8% of quintile 5).

## **Child Poverty statistics**

Although poverty (absolute and relative) data are not aligned with SIMD data, poverty statistics provide insights into the characteristics of pupils and their families who live in relative deprivation in SIMD 1. Poverty data<sup>6</sup> show that almost one in four children (230,000) are officially recognised as living in poverty. A significant proportion of children in poverty (65%, 130,000) are living in working households.

The risk of poverty is higher for children in the following groups: lone-parent families, in a household where someone is disabled, in families with three or more children, in minority ethnic families, families with a child under one year old and families where the mother is under 25 years of age. More than eight out of 10 children in relative poverty in Scotland are in one of these groups.

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<sup>3</sup> [Pupil census supplementary statistics - gov.scot \(www.gov.scot\)](http://www.gov.scot/pupil-census-supplementary-statistics)

<sup>4</sup> Gillooly, A & Riddell, S 2019 'Working paper 1 (statistics update): An overview of statistics on SEN in England and ASN in Scotland' Centre for Research in Education Inclusion and Diversity (CREID), University of Edinburgh, Edinburgh, pp. 1-72.

<sup>5</sup> Cohort profile: The 'Children's Health in Care in Scotland' (CHiCS) study—a longitudinal dataset to compare health outcomes for care experienced children and general population children

<sup>6</sup> Tackling child poverty priority families overview

## Impact of COVID-19

25. A range of national and international evidence has indicated that school building closures during the pandemic impacted on education, and that those from relatively deprived socio-economic backgrounds experienced a disproportionate impact. This is an important context for reporting on the poverty-related attainment gap.
26. Evidence utilised in this report suggests that pupils felt they did not feel prepared for learning on their own and had fallen behind on their school work during home learning; that parents from more deprived areas were more likely to have concerns about the impact of home learning on their child's wellbeing and school work; and, that practitioners felt that higher numbers of children from more deprived backgrounds had shown regression in core literacy and numeracy skills.
27. The Scottish Government and Education Scotland undertook an **Equity Audit**<sup>7</sup> in 2021 with the aim of deepening understanding of the impact of the pandemic on children from disadvantaged backgrounds. The second phase of the report involved Education Scotland collecting data from 54 schools across 32 local authorities on their experiences of the pandemic. This included interviews with children and young people, parents, headteachers, practitioners, and partner organisations. Some of the key findings included:
- Most participants reported that the period of remote learning had had a negative impact on the progress of most children and young people. Most school staff stated that the negative impact of the closure of school buildings was most evident in younger children with the progress of children in P1 and P2 being most notably affected.
  - The majority of teachers reported that higher numbers of children and young people from socio-economically disadvantaged backgrounds showed regression in core literacy and numeracy skills when schools re-opened after the closures of school buildings. They described many children and young people affected by socio-economic disadvantage as struggling to absorb new information and regain prior levels of independence and engagement.
  - In the opinion of these teachers, the number of children and young people from socio-economically disadvantaged backgrounds on track to achieve appropriate levels had fallen significantly.
  - School staff reported a sense that children and young people's physical wellbeing had suffered. Socio-economically disadvantaged children and young people were identified as being at significantly higher risk of being adversely affected by both mental and physical health concerns.

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<sup>7</sup> [Equity Audit \(www.gov.scot\)](http://www.gov.scot)

28. The **PISA 2022 assessments** included a student questionnaire which asked participating 15 year olds about their experiences during periods of school building closures, including learning arrangements, problems experienced at home, and wellbeing. The results provide important context to the learning experiences of this cohort of students prior to the PISA assessments. Students will have been aged between 13 and 14 during the periods of school building closures, and in the early years of high school education. The data showed, compared to the OECD average, students in Scotland were:

- Less likely to say they were well prepared to learn on their own (45.2 per cent compared to 54.6 per cent)
- Less likely to agree they were motivated to learn (25.7 per cent compared to 38.5 per cent)
- More likely to agree that (55.6 per cent) that they had fallen behind on their school work
- More likely to agree that that they had learnt less when their school building was close (77 percent).

29. However, students in Scotland were less likely than the OECD average to report that they experienced problems with access to learning materials, including access to a digital device, internet access, school supplies, and having a quiet place to study.

30. Students in Scotland were also more likely than the OECD average (59.8 per cent compared to 50.7 per cent) to agree that their teachers were well prepared to provide instruction remotely, while two thirds of students agreed that teachers were available when they needed help (similar to the OECD average).

31. In December 2021, the Scottish Government commissioned questions on the impact of COVID-19 in the Ipsos Scotland **Parents Omnibus Survey**. This is a representative survey of parents in Scotland, including household income and SIMD. The results provide insights from the perspective of parents on similar issues to those reported by 15 years olds in PISA.

32. Parents were asked about how well remote learning met their child's needs, and whether they were concerned about the impact of the period of remote learning on their child. The data show that parents from the most deprived areas (55%) were less likely than parents from the least deprived areas (66%) to agree that remote learning had met their child's needs.

33. Parents from the most deprived areas were more likely to say that they were 'very' or 'quite' concerned about their child's school work and the impact on their child's mental health and wellbeing. Notably, almost 3 out of 4 parents from SIMD1 were concerned about the impact on their child's school work. A quarter of parents were concerned about the impact on their child's physical health, which was similar between the most and least deprived areas.

# Learner journey

34. This section of the report provides an overview of evidence related to the learner journey through school, including early years, primary school, transitions, and aspirations. This includes:

- Cognitive development in early years and primary school
- Primary-Secondary transitions
- Aspirations and course choices
- Personal learning and achievement

## Cognitive development in the Early Years and Primary School

35. Research has shown that the poverty-related attainment gap emerges early in a child's life, with data indicating a disparity in cognitive development in the Early Years and Primary School.

36. The **Growing up in Scotland (GUS) longitudinal study** has measured cognitive ability at ages three and five across different study cohorts using an assessment of expressive vocabulary and non-verbal reasoning. The data have revealed that the cognitive ability gap is already apparent by both of these ages. At age five (in 2012):

- 20% of children in the highest income quintile had below average **vocabulary ability** compared to 54% in the lowest income quintile.
- For **problem-solving ability**, the equivalent proportions are 29% and 53%.
- The assessment data can also be used to express the gap in developmental age. Compared with children in the lowest income quintile, those in the highest income quintile were around 13 months ahead in their knowledge of vocabulary and 10 months ahead in their problem-solving ability.

37. Studies using GUS data have examined the extent to which children from different socio-economic backgrounds progress in language and the factors that influence this.<sup>8</sup> These studies identified similar characteristics and circumstances which were associated with children from more disadvantaged areas demonstrating higher levels of improvement over the primary school period, relative to their peers. These included:

- living in a **rented or owned house** rather than in social housing,
- living in **rural areas and smaller towns** as opposed to large urban areas; and,

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<sup>8</sup> Growing Up in Scotland: changes in language ability over the primary school years, [Introduction - Growing Up in Scotland: changes in language ability over the primary school years - gov.scot](https://www.gov.scot/publications/growing-up-in-scotland-2017-2018/pages/12-13-introduction-to-growing-up-in-scotland-2017-2018.aspx) ([www.gov.scot](https://www.gov.scot))



- being exposed to stimulating activities and a calm atmosphere at home.
38. Children with above average levels of **social, emotional and behavioural difficulties** were at a disadvantage – these children were less likely to improve relative to their peers than children with lower levels of difficulties. This finding appears to lend support to efforts and initiatives that take a holistic approach to considering children’s attainment which does not narrowly focus on one aspect (such as their language), but sees this as part of their wider development, including their mental health and wellbeing.
39. The report showed higher levels of improvement among **children in small town and rural areas**, even when other known differences such as parental education were taken into account. This seems to suggest that there are systematic differences in children’s experiences in and/or outside of education in the areas where they live which affect their language development.
40. The report showed higher levels of improvement relative to other children among those who **read or looked at books at home every day** or almost every day around the time they were 8 years old (for most children, when in Primary 4), irrespective of other known differences such as the parent’s level of education

### Primary-Secondary Transitions

41. The transition from primary to secondary school is viewed as a crucial and significant period in much of the existing literature, and has received more focus than any other educational transition.<sup>9</sup> Both in Scotland and internationally, studies have shown a ‘dip’ in attainment and wellbeing at the time of primary-secondary transition, particularly in literacy and numeracy.
42. The Scottish Government commissioned the Scottish Centre for Social Research and the University of Dundee to undertake analysis of Growing up in Scotland data on primary-secondary transitions.<sup>10</sup> This report draws on data collected at the time children in the first GUS birth cohort were in P6 in academic years 2014/15 and 2015/16 and when they were in S1 in 2016/17 and 2017/18.
43. The report showed a clear pattern with regard to socioeconomic status and disadvantage. Equivalised household income, area deprivation and highest parental education level were all strongly associated with child experience of transition. The proportion of children reporting a negative transition increased across all three measures as the level of disadvantage increased, while the prevalence of positive transitions decreased.

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<sup>9</sup> Transition from Primary to Secondary School: findings from the Growing Up in Scotland study, [Transition from Primary to Secondary School: findings from the Growing Up in Scotland study \(www.gov.scot\)](http://www.gov.scot)

<sup>10</sup> Ibid.

44. Comparing the most and least disadvantaged, the greatest difference in the proportion of children reporting a positive transition was seen in relation to equivalised household income. For those in the top income quintile, 44% had a positive transition to secondary school. For those in the bottom quintile, however, there was a 19 percentage point difference, with 26% having had a positive transition.

45. Key findings from the research included:

- There was an **increase in the average cognitive ability scores** between primary and secondary school regardless of transition experience. However, a negative transition experience was associated with the smallest increase in scores (3.6 points on average), while the positive transition group had the largest increase in score (5.4 points on average).
- Socioeconomic status was also associated with **the ease of paying any costs associated with school**. This was the case for both household area disadvantage and equivalised household income. As socioeconomic status increased, parent-reported ease of paying any school costs also increased; 4% of those in the lowest income quintile found it 'very easy' compared with 36% of those in the highest.
- The **prevalence of bullying** in primary and secondary school was also assessed. Half of children reported being bullied in neither primary nor secondary school, while a fifth said that they were bullied at both time points. Bullying was more common in primary school (38%) than secondary school (28%). Children from households in the lowest income quintiles and the highest deprivation quintiles were the most likely to report being bullied in primary school and in both primary and secondary.

46. Research using UK data from the Millennium Cohort Study provides further evidence to suggest that the transition to secondary school is a particularly important phase of education. The research focused on longitudinal outcomes for high-achieving five year olds from low income families compared to those from high income families. The research found that the early part of secondary school (ages 11 to 14) is found to be a particularly important period for this group. The analysis showed that this coincides with a clear, rapid decline in high-ability low-income children's outcomes relative to equally able children from more affluent homes. This includes developing a more negative attitude towards school, increasingly troublesome behaviour, falling into a poorly behaved friendship group and declining levels of mental health. It is hence likely that such challenges combine to lead school performance – and ultimately their high-stakes examination grades – to decline.<sup>11</sup>

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<sup>11</sup> Jerrim and Carvaja (2024) What happens to bright 5-year-olds from poor backgrounds? Longitudinal evidence from the Millennium Cohort Study  
[wp\\_mcs\\_high\\_ability\\_low\\_ses\\_v4\\_final.pdf \(johnjerrim.com\)](https://www.johnjerrim.com/wp_mcs_high_ability_low_ses_v4_final.pdf)

## Aspirations and Course Choices

47. Curriculum choices and decisions during the senior stage of secondary school such as number and composition of subjects entered for national qualifications as early as at age 15 are seen as highly consequential, leading learners to different pathways in qualifications, higher and further education and future destinations. When considering the educational and future outcomes of children and young people from areas of relative deprivation, aspirations and course choices are a key factor.

48. A range of data sources offer insights into educational aspirations of learners and their parents/carers, the factors that influence these aspirations and choices, the learner pathways that are open to children and young people, and how all these factors differ by socio-economic and other factors.

49. The **Growing up in Scotland** longitudinal study asked participants at the age of 14 in 2019/20 about their aspirations for their education. Young people in the most deprived SIMD areas were:

- Less likely to want to stay on at school or college full time (76 per cent) compared to young people in the least deprived areas (85.1 per cent).
- Less likely to say they saw themselves going to university (39.1 per cent) compared to young people in the least deprived areas (57.5 per cent).
- More likely to say that they saw themselves going to college (27.8 per cent) compared to young people in the least deprived areas (7.8 per cent).

50. The Young People in Scotland Research,<sup>12</sup> commissioned by Skills Development Scotland in 2022, explored views on future aspirations and careers of a representative sample of 1,533 Scottish school pupils aged 11-18. The research found similar patterns in responses to the Growing up in Scotland study. Key findings in relation to relative deprivation included:

- A third of young people from SIMD 1 expected to go to university, compared to 55 per cent of those in SIMD 5.
- 20 per cent of young people from SIMD 5 expected to go to college, compared to 55 per cent of those in SIMD 1.
- In terms of interest in job sectors, young people from the most deprived areas were more likely than those in the least deprived areas to be interested in Creative Industries (33 per cent compared to 27 per cent), hospitality (27 per cent compared to 24 per cent), teaching (28 per cent compared to 21 per cent), and caring (25 per cent compared to 20 per cent). Conversely, young people in SIMD 1 were less likely to report interest in sport, medicine and health, engineering, and science.

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<sup>12</sup> [PowerPoint Presentation \(skillsdevelopmentscotland.co.uk\)](https://www.skillsdevelopmentscotland.co.uk)

51. While young people from SIMD 1 were less likely to see themselves going to university, research using GUS data has suggested that there is no lack of aspiration amongst both young people and their parents from the most deprived areas; rather, the type of aspiration is different.
52. Research using GUS data<sup>13</sup> found that there are statistically significant differences in the types of aspirations parents hold for their children according to their experience of poverty. However, there is no 'lack of aspiration'. Parents living in any type of poverty are 1.6 times more likely than parents with no experience of poverty to want their child to start a training course or undertake an apprenticeship on leaving school. Parents' aspirations differ by poverty experience, but they are still 'high' aspirations, and are a construct of parents' own knowledge, understanding and experience.
53. The translation of aspirations into learning pathways and qualifications is a key aspect of addressing the poverty-related attainment gap. The research above found that, for every type of poverty, parents are between 1.4 and 1.8 times less likely to believe that they can positively influence their child's achievement at school compared to parents with no experience of poverty. This corresponds to the literature that while poorer parents have aspirations for their children they are less confident in their ability to assist them.
54. Research with children and young people for the Scottish Government in 2019<sup>14</sup> provided further insights into the factors that influence course and subject choice in school, and this differs by socio-economic background. The research found that young people in the most deprived areas were:
- More likely to choose subjects based on parent (33%) or teacher advice (15%) compared to young people in the least deprived areas (SIMD 5) (26% and 11% respectively).
  - More likely to agree that they have a say in how the curriculum is designed in their school (37%) than young people in the least deprived areas (26%).
  - More likely to agree that the guidance they had received from their school on choosing subjects was helpful (42%), compared to 36% of young people from the least disadvantaged areas (SIMD 5).
  - Less likely to report feeling happy with the courses they were able to choose (61%) compared to young people from the least deprived areas (65%).

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<sup>13</sup> Dispelling the Myth of Parental 'Poverty of Aspiration': Morag Treanor and the Impact of Poverty on Children and Young People

<sup>14</sup> Young People in Scotland Survey 2019 - course choice in senior phase: report, [Reasons for Choosing Subjects/Courses - Young People in Scotland Survey 2019 - course choice in senior phase: report - gov.scot \(www.gov.scot\)](https://www.gov.scot/resources/consultation-papers/collections/documents/Young-People-in-Scotland-Survey-2019-course-choice-in-senior-phase-report.pdf)

## Personal Learning and Achievement

55. The Scottish Attainment Challenge Refresh in April 2022 included a broader recognition of children and young people's achievements and attainment through the policy's mission to use education to improve outcomes for children and young people impacted by poverty.
56. Part of broader recognition of achievements includes non-formal learning Youth Awards, which are increasingly being utilised in youth work, school and community settings to recognise and accredit personal learning and achievement. They engage young people in a wide range of interdisciplinary and experiential learning and can provide opportunities to recognise learning and skills gained through other programme offers that are often referred to in schools as 'wider achievement'<sup>15</sup>.
57. Many Youth Awards are recognised within SCQF Level Framework, while others have different types of awards and accreditations. A list of Youth Awards in Scotland can be found here: [Awards Summary Table || Awards Network](#)
58. Figures from Youth Scotland, one of the providers of Youth Awards, show that 31% of all Youth Scotland awards in 2021/22 were delivered in SIMD 1, indicating the importance of Youth Awards in more deprived areas. However, the data utilised in this report suggest that children and young people in the most deprived areas are more likely to be attend a youth organisation, but less likely than their less deprived counterparts to be part of group working towards a youth award.
59. The Growing up in Scotland survey asked young people aged 14<sup>16</sup> in 2019/20 about youth work activities that they had participated in during the previous 12 months:
- One in five said they were 'involved in a group working towards a youth award', whilst 15.5% were 'members of uniformed youth'.
  - Girls were more likely to say they had been involved in a group working towards a youth award (25.7%, compared with 15.8% of boys) or attended a youth group (7.5%, compared with 5.2% of boys).
  - Those in SIMD quintile 1 were less likely than that those in quintiles 4 and 5 to say they had been members of uniformed youth (10.7%, compared with 17.2% and 20.9% respectively) but were more likely to say they had attended a youth club (9.7%, compared with 5.2% and 5% respectively).
  - Those in SIMD quintiles 1 and 2 were less likely to say they were involved in a group working towards a youth award (13.6% and 13.5%) than those in quintiles 4 (24.3%) and 5 (32.7%).

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<sup>15</sup> [Independent review of qualifications and assessment Awards Network Response final.pdf \(awardsnetwork.org\)](#)

<sup>16</sup> [Life at age 14: initial findings from the Growing Up in Scotland study - gov.scot \(www.gov.scot\)](#)

60. Various datasets provide insights into a wider set of activities and clubs that children and young people participate in, which can be seen as contributing towards 'wider achievement'.
61. In the Health and Wellbeing Survey in 2021-22<sup>17</sup>, 78% of young people in S1 to S3 said they had participated in positive leisure activities. However, when we look at this data by area of deprivation, participation in positive leisure activities tend to decrease as deprivation increases. For example, 70% of those in the most deprived areas (SIMD 1) participated in a positive leisure activity, compared to 86% of those from the least deprived areas (SIMD 5).
62. Looking at specific activities, children and young people in SIMD 1 were more likely than the average to have taken part in a buddying/mentoring programme at school or a religious activity, and to have attended a youth organisation. However, they were less likely to have undertaken voluntary work or take part in a charity, to have taken part in a drama/singing/dancing group, and significantly less likely to take part in sport club compared to SIMD 5.
63. In the Growing up in Scotland survey<sup>18</sup>, young people were asked at the age of 14 if they regularly participated in organised activities outside of school hours in the last 12 months. In general, those in SIMD 5 were more likely to take part in some activities;
- 36% of those in SIMD 5 took part in art, music or performance, compared with 22.2% of those in SIMD 1.
  - 12.8% of those in SIMD 5 took part in classes or extra lessons, compared with 5.7% of SIMD 1.
  - 7.9% of SIMD 5 took part in classes to learn new skills, compared with 3.7% of SIMD 1.

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<sup>17</sup> [Health and Wellbeing Census Scotland 2021- 2022 - gov.scot \(www.gov.scot\)](https://www.gov.scot)

<sup>18</sup> [Life at age 14: initial findings from the Growing Up in Scotland study - gov.scot \(www.gov.scot\)](https://www.gov.scot)

## Attainment and Positive Destinations

64. This section of the report provides an overview of evidence related to attainment and achievement, as well as pulling together data around positive destinations post school. This includes:

- Attainment in the Senior Phase
- Attainment at 15 – the Programme for International Student Assessment (PISA)
- Educational Outcomes for Looked After Children
- Positive Destinations – Widening Access to Higher Education
- Positive Destinations – Longitudinal Educational Outcomes

### Attainment – All SCQF measure

65. These statistics<sup>19</sup> describe attainment in any qualification or learning programme on the Scottish Credit and Qualifications Framework (SCQF). This includes the SQA National Qualifications, other SQA qualifications, and qualifications from other providers. The qualifications included will change over time, reflecting the changing types of qualifications pupils are undertaking.

66. The All SCQF measures are not currently amongst the 13 key National Improvement Framework measures which are used to assess progress towards closing the poverty-related attainment gap<sup>20</sup>. Instead, the narrower National Qualifications measure is used.

67. Figure 1 shows the proportions of school leavers from the most and least deprived areas who attained 1 pass or more at SCQF Levels 4 or better, 5 or better and 6 or better, as measured under the All SCQF measure.

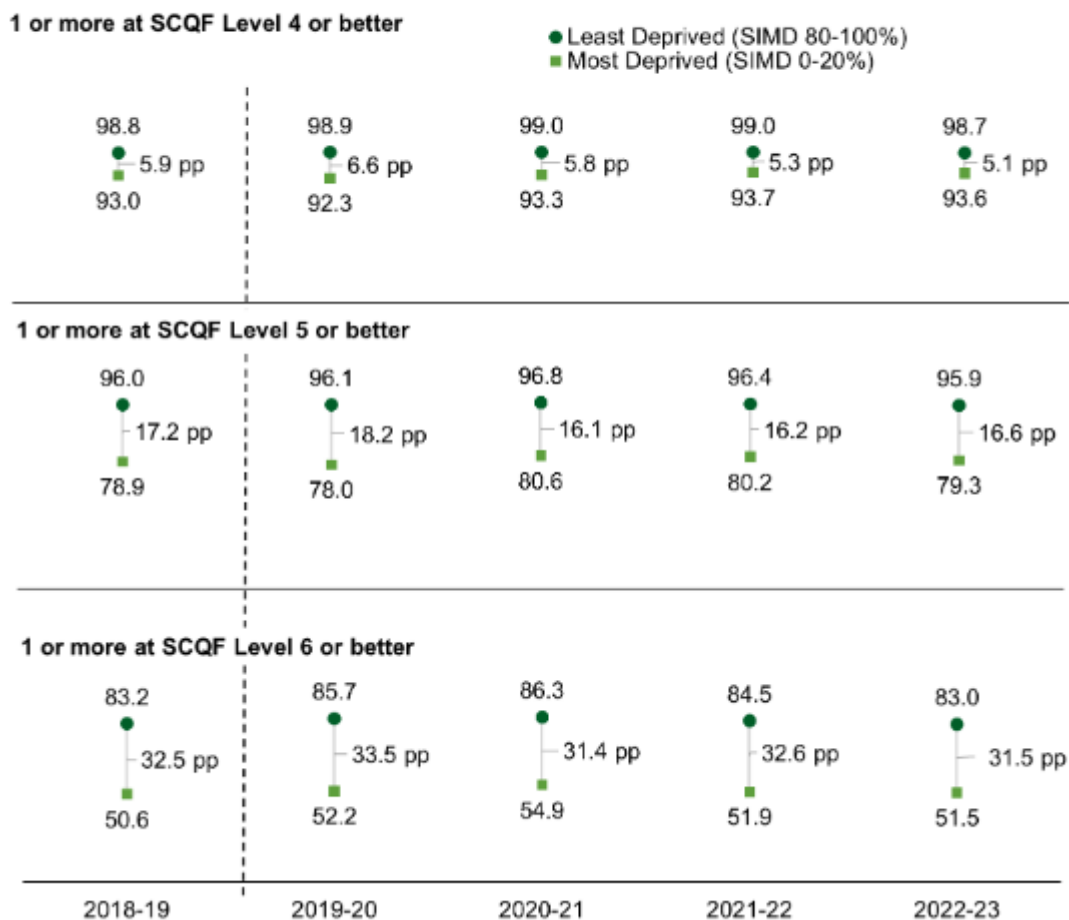
68. There were changes in how many qualifications were assessed and graded in the years 2020 to 2023, as a result of the COVID-19 pandemic. Therefore care should be taken when making comparisons between 2022-23 and earlier years. Any increase or decrease should not be interpreted as indicating improving or worsening performance without further evidence.

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<sup>19</sup> Summary statistics for attainment and initial leaver destinations, no. 6: 2024 edition, [Summary statistics for attainment and initial leaver destinations, no. 6: 2024 edition - gov.scot](https://www.gov.scot/publications/summary-statistics-for-attainment-and-initial-leaver-destinations-no-6-2024-edition/pages/summary-statistics-for-attainment-and-initial-leaver-destinations-no-6-2024-edition.aspx) ([www.gov.scot](https://www.gov.scot))

<sup>20</sup> The All SCQF Measure is due to be added to the NIF basket of measures in December 2024.

Figure 1: Percentage of school leavers by attainment at SCQF Level 4 to 6 or better under the All SCQF measure, by SIMD quintile, 2018-19 to 2022-23



69. The following paragraphs indicate how attainment at SCQF levels 4-6, and the poverty-related attainment gap, have changed since 2009/10:

#### At SCQF Level 4 or better

- the gap between the proportion of school leavers from the most deprived and least deprived areas attaining one pass or more based on the All SCQF measure was 5.1 percentage points in 2022-23. This has narrowed from 5.3 percentage points in 2021-22.
- The proportion attaining one pass or more at this level decreased for school leavers from both the most and the least deprived areas between 2021-22 and 2022-23. However, it decreased by more for those from the least deprived areas, which has led to the gap between the two groups narrowing.
- The gap is currently at its narrowest since 2009-10, having started at 11.0 percentage points in 2009-10 and having narrowed almost every year since.



### At SCQF Level 5 or better

- the attainment gap under the All SCQF measure was 16.6 percentage points in 2022-23. This is wider than in 2021-22 (16.2 percentage points).
- The proportion attaining 1 pass or more decreased for school leavers from both the most and the least deprived areas between 2021-22 and 2022-23. However, it decreased by more for those from the most deprived areas, which has led to the gap widening.
- Longer term, the gap has narrowed most years, starting from 32.1 percentage points in 2009-10 and reaching its narrowest in 2020-21 (16.1 percentage points). The gap in 2022-23 is narrower than in all years other than 2020-21 and 2021-22.

### At SCQF Level 6 or better

- The attainment gap under the All SCQF measure was 31.5 percentage points in 2022-23. This is narrower than in 2021-22 (32.6 percentage points). The proportion attaining one pass or more decreased for school leavers from both the most and the least deprived areas between 2021-22 and 2022-23. But it decreased by more for those from the least deprived areas, which has led to the gap between the two groups narrowing.
- Longer term, the gap has narrowed most years, starting from 45.4 percentage points in 2009-10 and reaching its narrowest in 2020-21 (31.4 percentage points). The gap in 2022-23 is narrower than in all years other than 2020-21.

70. The poverty-related attainment gap is narrower under the All SCQF Measure than under the National Qualifications measure, as shown in Figure 2:

Figure 2: Gap between SIMD 1 and 5 under each measure

SCQF Level	National Qualifications measure	All SCQF measure
SCQF Level 4 or better	5.9 pp	5.1 pp
SCQF Level 5 or better	20.2 pp	16.6 pp
SCQF Level 6 or better	36.9 pp	31.5 pp

## Attainment - Programme for International Student Assessment (PISA)

71. The Programme for International Student Assessment (PISA) is an assessment of 15 year-olds' skills in Mathematics, Reading and Science. Eighty-one countries and around 690,000 students participated in PISA 2022. The survey was carried out in Scotland between 18 October and 22 December 2022.
72. Scotland's overall performance in 2022 was lower than in 2018 in Mathematics and Reading, and similar in Science. The OECD average for Mathematics and Reading also fell, with 31 OECD countries achieving a lower score in Mathematics than in 2018.
73. Scotland's scores in the 2022 PISA assessments were **above** the OECD average in Reading and **similar** to the OECD average in Mathematics and Science. This was also the case in the PISA 2018 assessments.
74. The proportion of pupils performing at the highest levels of achievement ("Level 5 and above") was higher in Scotland than the OECD average in Reading, and similar in Maths and Science. The proportion of pupils performing at the lowest levels of achievement ("below Level 2") was lower in Scotland than the OECD average in Reading, and similar in Maths and Science. This is the same as in the PISA 2018 assessments.

### Results by socio-economic background

75. PISA measures the strength of the relationship between social background and performance by the share of variation in scores explained by the index of Economic, Social and Cultural Status (ESCS)<sup>21</sup>.
76. The strength of the relationship between students' background and Mathematics test scores in 2022 was almost double what it was in 2018 (15.9 per cent compared to 7.9 per cent). It was also higher than in 2015 (11.1 per cent) but was similar to 2006, 2009 and 2012. It remained similar to the OECD average. The connection between Mathematics performance and social background in Scotland is therefore stronger than before. However, for Reading and Science, the variation explained by social background was similar to 2018.
77. It is worth noting that the strength of relationship between socio-economic background and performance in Reading and Science was lower in 2012, 2015, 2018 than it was in 2006 and 2009. Although the figures in PISA 2022 are higher, they are within the standard error and are statistically similar.

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<sup>21</sup> Programme for International Student Assessment (PISA 2022): Scotland's results – highlights, [Programme for International Student Assessment \(PISA 2022\): Scotland's results - highlights - gov.scot \(www.gov.scot\)](https://www.gov.scot/Programme-for-International-Student-Assessment-(PISA-2022):-Scotland's-results--highlights-)

78. For Mathematics, the strength of relationship between socio-economic background and performance was lower in 2012, 2015 and 2018, compared to 2006 and 2009, but then increased in 2022.

79. Other key socio-economic findings in PISA scores include:

- Across all students in Scotland, the average PISA score was higher in Reading than in Science and Mathematics. The same is the case for students in the lowest ESCS quartile (the most disadvantaged) who, on average, scored 457 in Reading (compared to 545 for the top quarter), 444 in Science (compared to 536 for the top quarter), and 428 for Mathematics (compared to 526 for the top quarter).
- The OECD categorise student performance into levels. Achievement of Level 2 is considered by the OECD to be the baseline at which students begin to demonstrate the knowledge and skill to enable them to participate actively in life situations related to Maths. 47.6 per cent of students in the bottom ESCS quartile scored lower than Level 2 (and are classed as a 'low performer') compared to 12.9 per cent in the top ESCS quartile. For Reading, the equivalent figures were 30.2 per cent and 8.8 per cent respectively.

### **Educational Outcomes for Scotland's Looked after Children**

80. The Care Experienced Children and Young People Fund is a targeted resource provided to local authorities through the ASF to support care experienced children and young people from birth to the age of 26. The funding is provided to local authorities and aims to improve educational outcomes for care experienced children and young people, supported by strategic goals of [The Promise](#) and [Scottish Attainment Challenge](#).

81. There is a significant link between area based deprivation and care experience. In total, 59% of care experienced children (with birth records) were born into the most deprived areas compared to 25% of children in the general population<sup>22</sup>.

82. An annual publication outlines educational outcomes for Looked After Children, including School Leaver Initial Destinations, Follow-up Destination Data, and Achievement of Curriculum for Excellence Levels data. This publication pulls together data from different datasets. It should be noted that the definition of Looked After Children does not match with that of Care Experienced Children and Young People (which covers all children and young people who have had Looked After status at some point in their lives), but provides a useful indicator.

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<sup>22</sup> Cohort profile: The 'Children's Health in Care in Scotland' (CHiCS) study—a longitudinal dataset to compare health outcomes for care experienced children and general population children

83. More looked after children are staying in school for longer, and achieving higher qualifications than last year. However, there are still large gaps compared with all pupils.

- A total of 31.7 per cent of looked after school leavers left in S4 or earlier in 2021/22, which was a decrease from 37.3 per cent in 2020/21. However, this was higher than the total for all leavers (12.4 per cent).
- A total of 78.3 per cent of looked after school leavers achieved 1 or more qualification at SCQF level 4 or better, which was up from 70.9 per cent in 2020/21. However, this was lower than the total for all leavers (96.4 per cent).
- A total of 84.8 per cent of looked after leavers were in a positive initial destination, which was down from 86.0 per cent in 2020/21. This compared to 95.7 per cent of all leavers.
- A total of 70.4 per cent of looked after leavers were in a positive follow-up destination, which was down from 71.0 per cent in 2020/21. This compared to 93.5 per cent of all leavers.
- A lower proportion of looked after pupils achieve Curriculum for Excellence (CfE) levels relevant to their stage compared with all pupils. The largest gaps between looked after pupils and all pupils are: 29.9 percentage points in reading (P4); 32.0 percentage points in writing (P4); 27.2 percentage points in listening and talking (S3); 32.5 percentage points in numeracy (P4).

### **Positive destinations – Widening Access to Higher Education**

84. The Commission for Widening Access resulted in a commitment to a target of students from the 20% most deprived areas to represent 20% of entrants to higher education by 2030. A series of interim targets were also set.

85. Reports from the Commissioner for Fair Access<sup>23</sup> show substantial progress has been made in widening access to higher education in Scotland, across a range of student characteristics. Key findings include:

#### **SIMD**

- The highest ever number of entrants from Scotland's most deprived areas was achieved in 2021/22 (5,595).
- The interim target that by 2021 16 per cent of full-time first-degree Scottish domiciled entrants to higher education institutions in Scotland should come from the 20 per cent most deprived communities as measured by the Scottish Index of Multiple Deprivation (SIMD) was effectively met two years early (15.9 per cent in 2018-19)

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<sup>23</sup> [Commissioner for Fair Access - gov.scot \(www.gov.scot\)](http://www.gov.scot)

## Care Experienced Children and Young People

86. Care Experience is recognised alongside SIMD as a key measure of progress towards fair access. Data from a range of sources indicate that care-experienced younger people have been substantially under-represented in higher education. For example, In 2017-18, 36 per cent of those who were looked after for part of the year and 49 per cent of those who had been looked after for the whole year went on to higher or further education, compared with 94 per cent of other young people. The data shows clear progress in widening access for care experienced children and young people:

- There was a record number of Care Experienced entrants to full time first degrees in 2021/22. This has increased from a total of 145 care experienced entrants (0.8% of all entrants) in 2013/14 to a total of 545 care experienced entrants (1.6% of all entrants) in 2021/22.
- There is a clear relationship between care experience and levels of deprivation. Around of quarter (26.1%) of care experienced entrants in 2021/22 were recorded as living in SIMD 1, indicating almost 150 care experienced entrants from the most deprived areas of Scotland.

## Gender

87. Women make up a majority of both full-time and part-time students in universities - 59 per cent compared with 41 per cent, a gap of 18 per cent. That gap has widened over the past two decades. The Widening Access data provides insights into how progress in widening access has differed by gender:

- Although women are in an overall majority, there are proportionately more male students in the two least deprived SIMD quintiles. In contrast, women pre-dominate in the other three SIMD quintiles. The report suggests that the pattern may be explained by subject choice, higher female attainment in SIMD 1, and continuing gender based stereotypes.
- The report identifies that the welcome progress towards increasing the proportion of SIMD 1 applicants and entrants in universities is disproportionately due to an increase in participation among women. While the SIMD profile of male students has changed only a little since 2013-14, the profile of female students has shifted significantly from less to more deprived areas.
- In 2018-19, 16.9 per cent of female students came from SIMD 1 compared to 14.3 per cent of male students.
- There continue to be substantial gender imbalances between subjects. In 2018-19, 86 per cent of first degree entrants in subjects allied to medicine and 85 per cent in education were women. In computer science 82 per cent and in engineering and technology 81.5 per cent were men. These differences feed through into degree class profiles and also future earnings and access to some high-status professions.

## Intersectionality

88. The Commission report concludes that although social class is the single most important factor in unequal access to higher education, other factors should also be given due weight. There are important cross-overs between social class and most of these other factors, notably care experience, ethnicity and (to a lesser degree) age.

## Postgraduate Study

89. Representation of full-time entrants from deprived areas (SIMD 1) is lower at postgraduate level than first degree level. This reflects the lower progression rates from first degrees to postgraduate degrees among leavers from these areas.

- Differences in progression rates between students from the least and most deprived areas can be accounted for by differences in first degree outcomes, subject studied and institution attended between these groups.
- Differences in leaver destinations between SIMD 1 leavers and other leavers at postgraduate level are starker than those observed at first degree level and persist when subject studied, institution attended and qualification type are accounted for.

90. In 2017/18, students from the most deprived areas (SIMD 1) comprised a lower percentage of the postgraduate entrant population (12.5%) than they did in first degree study (15.6%), whereas those from the least deprived areas (SIMD 5) had a higher representation in postgraduate study (30.7%) relative to first degree study (28.2%).

## Longitudinal Educational Outcomes

91. The Longitudinal Educational Outcomes (LEO) data is a recently developed database from the Department for Education (DfE), which contains information on labour market outcomes for learners from schools, colleges and universities.

92. Two Official Statistics publications released by the Scottish Government in 2022<sup>24</sup> present employment and earnings for graduates and modern apprentices five years after graduating/completion from an institution in Scotland. The reports use earnings from the 2019/20 tax year to examine the five year outcomes for the 2013/14 cohorts of graduates/completers. This publication only covers graduates who are in 'Sustained employment only' with no further study.

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<sup>24</sup> [Longitudinal Education Outcomes \(LEO\) from Universities: 2019-20: Scotland - gov.scot \(www.gov.scot\)](https://www.gov.scot/publications/longitudinal-education-outcomes-leo-from-universities-2019-20-scotland-2022-23/pages/12/); [Longitudinal Education Outcomes \(LEO\) from Modern Apprenticeships: 2020-21: Scotland - gov.scot \(www.gov.scot\)](https://www.gov.scot/publications/longitudinal-education-outcomes-leo-from-modern-apprenticeships-2020-21-scotland-2022-23/pages/12/)

93. For **first degree graduates**, it shows that earnings decrease with each SIMD quintile, from the highest earnings in Quintile 5 (20% least deprived areas) to the lowest earnings in Quintile 1 (20% most deprived areas). Graduates from Quintile 5 who graduated in 2013/14 earned £30,400 in 2019/20 compared to those from Quintile 1 who earned £27,100.
94. These differences in earnings between SIMD quintiles are consistent for both females and males. Female graduates from Quintile 5 who graduated in 2013/14 earned £29,300 in 2019/20, compared to those from Quintile 1 who earned £26,400. Similarly, male graduates from Quintile 5 who graduated in 2013/14 earned £31,500 in 2019/20, compared to those from Quintile 1 who earned £28,200.
95. The report indicates that differences in earnings between quintiles may be partially reflected by subject choice and higher education institution. Graduates from the 20% most deprived areas are less likely to attend certain universities than those from other areas, and are less likely to do subjects like Medicine and Engineering which have higher median earnings.
96. For **Modern Apprenticeship** completers, the figures show that completers from Quintile 5 were earning £24,200 in 2020/21, five years after completing their MA in 2015/16. This compares to £20,300 for MAs from the most deprived areas. Earnings typically decrease with each SIMD quintile, from the highest earnings in the least deprived quintiles to the lowest earnings in the most deprived quintiles.
97. These differences in earnings between SIMD quintiles are broadly consistent for both females and males. When comparing the highest and lowest earnings between SIMD quintiles, female completers from Quintile 5 had the highest earnings, earning on average £2,300 more than a female completer from Quintile 1, the lowest earning quintile (£17,300 for females from Q1 and £19,600 for females from Q5).
98. For male completers, those from Quintile 4 had the highest earnings, earning on average £5,000 more than a male completer from Quintile 1 (£23,200 for males from Q1 and £28,200 for males from Q4).
99. The differences in earnings between quintiles may be partially reflected by apprenticeship framework choice. For example, MA completers from the least deprived quintiles are more likely to do apprenticeships in Engineering and Energy, where the highest median earnings are seen.

# Health and Wellbeing

100. This section of the report provides an overview of evidence related to health and wellbeing in school. This includes:

- Mental health and wellbeing
- Attitudes towards and experiences of school
- Behaviour and peer relationships
- Neighbourhood and life at home

## Mental Health and Wellbeing

101. There is a range of data and evidence sources which outline the health and wellbeing gap between those from more and less deprived backgrounds. These include the Health and Wellbeing Census, the Growing up in Scotland survey, and PISA data. These sources provide a wealth of insights on the mental health and wellbeing of both children and young people and families.

102. **At entry to primary school**, data from the Growing up in Scotland survey<sup>25</sup> showed that children in the lowest income group were around twice as likely (or more, depending on which measure was used) than those in the highest income group to exhibit borderline or abnormal social, emotional or behavioural health. For example, 19% of children in the highest income group had scores in the borderline or abnormal ranges for conduct problems compared with 43% of children in the lowest income group. With regard to emotional problems, the figures were 6% and 16% respectively and for hyperactivity they were 12% and 30% respectively.

103. Data from the Growing up in Scotland survey at **age 8** examined family and school influences on children's social and emotional wellbeing<sup>26</sup>. The report found that:

- At this stage, the proportion of children classified as having high levels of social, emotional and behavioural difficulties was 3% among those living in households in the highest income quintile but 18% among those in lowest income quintiles.
- 25% of children in the whole sample were classed as having low life satisfaction, relative to the remaining 75%. However, a lower proportion of children in households in the highest income quintile (19%) reported low life satisfaction, compared to the lowest income quintile (29%).

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<sup>25</sup> [CHAPTER 2 ENTRY TO SCHOOL - Growing up in Scotland: early experiences of primary school - gov.scot \(www.gov.scot\)](#)

<sup>26</sup> [Growing Up in Scotland: Family and school influences on children's social and emotional well-being \(ioe.ac.uk\)](#)

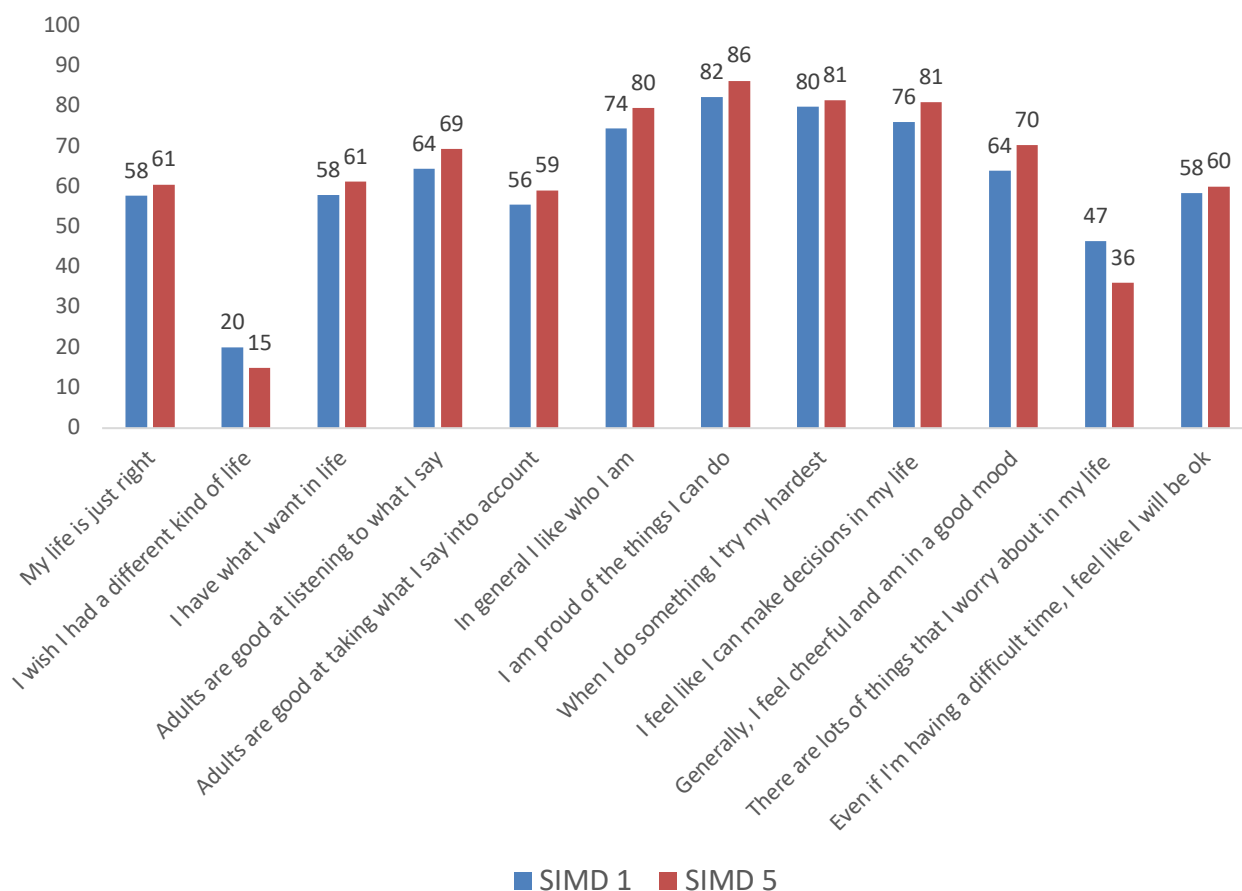


104. The Health and Wellbeing Census<sup>27</sup> was carried out in 2021/22 and included two measures of wellbeing for those aged 13 years and over.
105. The first, the WEMWBS (Warwick Edinburgh Mental Wellbeing Scale) is used as an instrument for measuring wellbeing at a population level amongst those aged **13 years and over**. Questions relate to an own person's perception of self-confidence, being loved, cared, positive or active amongst other things. This measure was used in the Health and Wellbeing Census in 2021/22. Key findings for WEMWBS from the Census included:
- In 2021/22, the average WEMWBS score for young people in S2 to S6 was 45.4 (out of a maximum of 70).
  - By deprivation, the average WEMWBS score increased slightly as socio-economic deprivation decreased, suggesting some link between area deprivation and a lower reported level of mental wellbeing.
  - In particular, there was a two point difference between the most deprived areas (44.4 for SIMD 1) and least deprived areas (46.4 for SIMD 5). Data would need to be monitored over time to assess whether this difference is sustained.
106. The Strength and Difficulties Questionnaire (SDQ) is also used in the Health and Wellbeing Census to measure emotional and behavioural difficulties for pupils **over the age of 14**. This indicator utilises 20 statements relating to emotional, conduct, hyperactivity / inattention and peer relationship problems. A total SDQ score range from a minimum of 0 to a maximum of 40. A higher score indicates greater evidence of difficulties, with scores banded into four categories: close to average, slightly raised, high, and very high. Key findings from the SDQ measure in the Census included:
- On average, 47% of young people had a 'Slightly Raised', 'High' or 'Very High' SDQ Total Difficulties score in 2021/22.
  - Those living in areas of high deprivation were likely to have greater evidence of difficulties in their mental health. Specifically, 54% of children and young people in in the most deprived areas (SIMD 1) had a 'Slightly Raised', 'High' or 'Very High' SDQ Total Difficulties score, compared to 41% of those from the least deprived areas (SIMD 5).
107. The **Health and Wellbeing Survey** explored the health and wellbeing of children and young people across P5 to S6. Figure 3 outlines the gap between pupils from SIMD 1 and SIMD 5 agreeing to each statement. A breakdown of responses by school year, and the differences between SIMD 1 and SIMD 5, is provided in Appendix 2.

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<sup>27</sup> [Health and Wellbeing Census Scotland 2021- 2022 - gov.scot \(www.gov.scot\)](https://www.gov.scot/Health-and-Wellbeing-Census-Scotland-2021-2022)

**Figure 3: Proportion of children and young people from SIMD 1 and SIMD 5 agreeing statements in the Health and Wellbeing Survey**

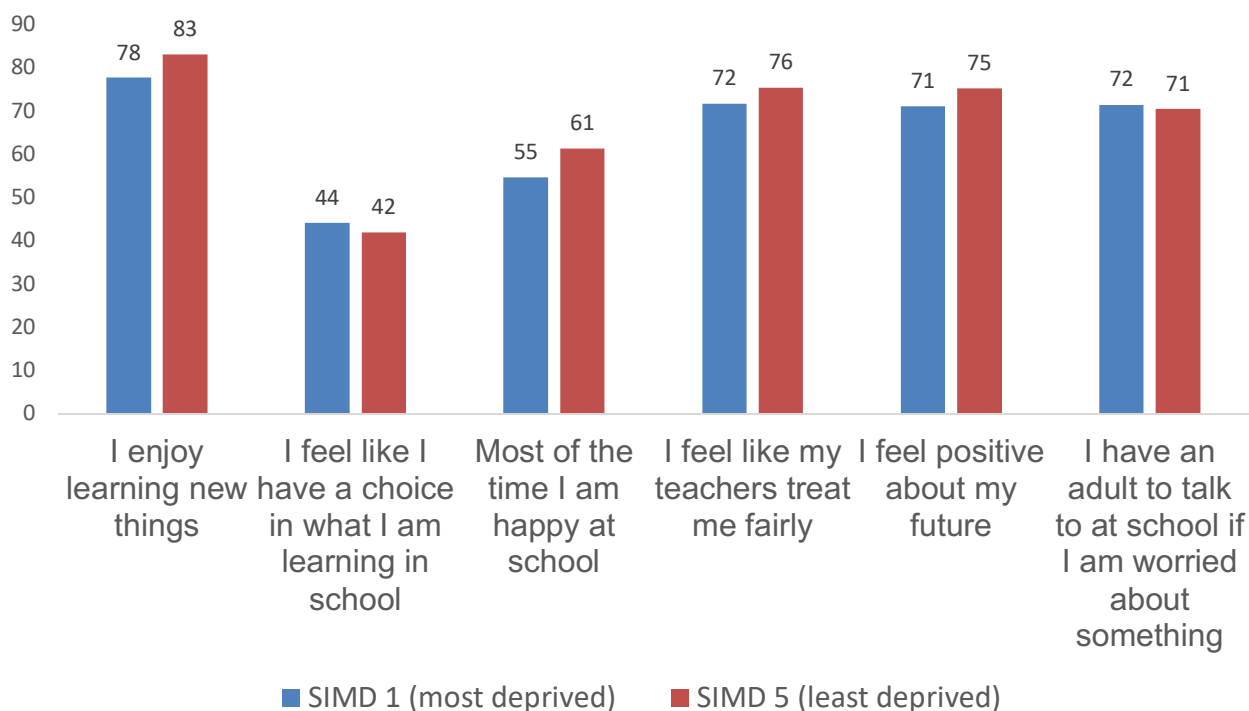


- Pupils from SIMD 1 were less likely than those in SIMD 5 across all stages to agree that ‘my life is just right’ and more likely to agree that ‘I wish I had a different kind of life’.
- Pupils were asked in P5 – S1 whether ‘there are lots of things that I worry about in my life’ with a greater than 10 percentage point gap between pupils in SIMD 1 and SIMD 5 in P5-P7.
- When asked whether they agreed with the statement, ‘even if I’m having a difficult time, I feel like I will be okay’, there was a small gap between SIMD 1 and SIMD 5 between P5 and S1, and larger gap between S2 and S6.
- Pupils from SIMD 1 were more likely than those in SIMD 5 to agree that, ‘I am proud of the things that I can do’. However, this was a minority of all pupils.
- The gap between pupils from SIMD 1 and SIMD 5 agreeing to each statement is lowest in P5 and highest between S1 and S3. However, as this is a snapshot survey at this stage, further data collection would be required to indicate if this a one-off finding or is consistent across early years of secondary school.

## Attitudes to and experience of school

108. A range of evidence sources offer insights into educational attitudes and experiences, both from a child and parent viewpoint, and how they differ depending on socio economic background.
109. The **Health and Wellbeing Census**<sup>28</sup>, undertaken in schools for the first time in 2021/22, explored the attitudes and experiences of school across P5 to S6. Figure 4 outlines the gap between pupils from SIMD 1 and SIMD 5 agreeing to each statement. A breakdown of responses by school year, and the differences between SIMD 1 and SIMD 5, is provided in Appendix 2.
110. There are similar questions and findings when compared with the Growing up in Scotland survey. For example, there is only a small gap between responses from pupils on enjoying learning new things and being happy at school at P5, which is similar to the findings from the GUS report, Life at 8. However, the Health and Wellbeing Census indicates that this gap appears to widen quickly at the end of Primary and start of Secondary schools.

**Figure 4: Proportion of children and young people from SIMD 1 and SIMD 5 agreeing statements in the Health and Wellbeing Survey**



111. The data from the Health and Wellbeing Survey indicate that:

- The largest gap between pupils from SIMD 1 and SIMD 5 is for those agreeing that 'most of the time I am happy at school'. There was 10 percentage point gap between SIMD 1 and SIMD 5 pupils between S1 and S3 and at S6 on this statement.

<sup>28</sup> [Health and Wellbeing Census Scotland 2021- 2022 - gov.scot \(www.gov.scot\)](https://www.gov.scot/resources/information/health-and-wellbeing-census-scotland-2021-2022/)

- Pupils from SIMD 1 were more likely to indicate that they felt pressured by schoolwork between P7 and S3 than those in SIMD 5.
- Pupils from SIMD 1 were more likely to feel like they have a choice in what they are learning at school than those in SIMD until S5.
- There was only a small gap between SIMD 1 and SIMD 5 in those agreeing that they have an adult to talk to at school if they are worried.
- The gap between pupils from SIMD 1 and SIMD 5 agreeing to each statement is lowest in P5 and highest between S1 and S3. However, as this is a snapshot survey at this stage, further data collection would be required to indicate if this a one-off finding or is consistent across early years of secondary school.

## **Neighbourhood and Relationships**

112. The relationships that children and young people have with their parents/carers and their peers, alongside their experiences of where they live, are important factors that influence educational outcomes and wellbeing. A number of surveys and data sets provide insights into these relationships and experiences, including providing comparisons between pupils in the most and least deprived areas. A breakdown of responses by school year, and the differences between SIMD 1 and SIMD 5, is provided in Appendix 2.
113. The Health and Wellbeing Census asked children and young people about their neighbourhood and personal relationships. Key findings include:

### **Neighbourhood**

- Children and young people living in the most deprived areas were significantly less likely than those in the least deprived areas to say that they feel safe in the area where they live, and that they think the neighbourhood where they live is a good place to live. The gap between SIMD 1 and SIMD 5 is at its lowest in P5 and highest in S6.
- However, those living in the most deprived areas were more likely to say that they 'always' enjoy being with the people they live with.

### **Parents and trusted adults**

- Comparing responses on the two questions around how easy it is to talk to their mother/female carer and father/male carer, there was a much larger gap between more deprived and less deprived areas for talking to their father/male carer.
- For both mother/female carer and father/male carer, the gap between SIMD 1 and SIMD 5 was higher in upper secondary than in younger stages.
- There was a gap between most deprived and least deprived children and young people in terms of having an adult in your life who you can trust and talk to, which is consistent across stages.

## Friendships

- Children and young people living in the most deprived areas were less likely to say that they have three or more close friends, with the gap between SIMD 1 and SIMD 5 larger between S4 and S6.
- There was a much smaller gap between most and least deprived pupils on whether their 'friends treat me well'.

## Bullying

114. Related to peer relationships is the experience that children and young people have of bullying, both within and outside of school.

115. The **Health and Wellbeing Census** asked pupils about their experiences of bullying, including where the bullying took place.

- In 2021/22, one in three children and young people (31%) reported having been bullied in the last year. Experience of bullying decreases in less deprived areas. In the most deprived areas (SIMD 1), over a third of children and young people (34%) reported bullying in the last year, with this falling to a quarter (26%) in the least deprived areas (SIMD 5).
- Of those who reported that they experienced bullying, the majority reported that this took place in school. Pupils living in SIMD 1 who reported being bullied were more likely than those living in SIMD 5 to report being bullied 'somewhere else' (38.8 per cent compared to 31.4 per cent) or 'online' (39.6 per cent compared to 31.5 per cent), but less likely to report being bullied in school (79.9 per cent compared to 83.6 per cent).
- In total, including those not reporting being bullied, 13.5% of P5 – S6 pupils in SIMD 1 reported that they had been bullied online/on social media/on a gaming platform in the last 12 months. This compares to 8.2% pupils in SIMD 5.
- 18.1% of pupils living in SIMD 1 reported that other children pick on them by sending emails, through messaging, or posting something online, at least once per week. This compares to 12.2% of pupils living in SIMD 5.

116. The **PISA 2022 student questionnaire** asked 15 year olds similar questions around their experience of bullying. Students were asked about types of bullying in their school, and whether and how frequently they experience them.

117. 10.6 per cent of students reported experiencing any type of bullying at least once a week, which was higher than the OECD average of 9.4 per cent. Conversely, 40.6 per cent of students in Scotland 'never or almost never' experienced any type of bullying, compared to an OECD average of 49.0 per cent. Using these data, PISA constructs a measure of the percentage of

students who are frequently bullied<sup>29</sup>. In Scotland, this was 10.8 per cent compared to an OECD average of 8.3 per cent.

118. Students in Scotland were more likely than the OECD average to report experiencing, on at least a weekly basis, other students making fun of them and being threatened by other students. Conversely, students in Scotland were less likely than the OECD average to report that other students took away or destroyed things that belonged to them, that other students spread rumours about them, or that they stayed home because they felt unsafe.

## Parental engagement

119. A range of evidence sources provide insight into parental engagement and parent-child relationships. Young people aged 14 were asked as part of the **Growing up in Scotland survey** about their relationship with their parent/carer. The majority said their parent 'always' listened to what they had to say, and that they can count on them to help them when they had a problem. Young people were less likely, however, to say that it was 'always' or 'often' true that they talked to their parent when they were having a problem.

120. The majority of young people also reported that their parent would ask if they knew something was bothering them and that their parent 'paid attention to them'. A smaller proportion, but still two thirds (65.3%), said that it was 'always' or 'often' true that they shared their thoughts and feelings with their parent.

121. There were differences observed across SIMD quintiles; 12.2% of parents in quintile 1 said it was 'very true' that they are always telling their child how to behave, compared with 6.4% in quintile 5. Parents in quintiles 1 and 2 (20.5% and 17.7% respectively) were more likely to say it was 'very true' that they are overprotective, compared with those in less deprived quintiles (10.8% of quintile 3, 10.5% of quintile 4 and 6.1% of quintile 5).

122. In general, parents of young people in more deprived SIMD quintiles were more likely than parents of young people in less deprived SIMD quintiles to say:

- Their child received support through special schools.
- They had been contacted about their child's behaviour at school and about their child's attendance at school.
- It was 'very true' that they are always telling their child what to do and how to behave and that they are overprotective of their child.
- Their child had caring responsibilities.

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<sup>29</sup> A student is frequently bullied if he or she is in the top 10% of the index of exposure to bullying across all countries/economies.

## Conclusion and discussion

123. This report has sought to use a wide range of national datasets to synthesise evidence around the poverty-related attainment gap in Scotland. In some cases, this provides a trend analysis of progress towards closing the gap, and in others a snapshot into the experiences of children and young people living in the most deprived areas. All of the analysis is based on publicly available data and reports.
124. There were over 154,000 school pupils living in the most deprived areas of Scotland in 2022/23. Compared to pupils from the least deprived areas, these pupils are more likely to have an identified Additional Support Need, to be Care Experienced, and to be a carer themselves.
125. The data show that progress has been made in improving outcomes for this group. In the NIF measures report that is published alongside this report, the analysis indicates at a national level on the majority of the core measures there is positive progress in closing the attainment gap. Of the 11 measures, (those where there is available, comparable data) there has broadly been a narrowing of the gap in eight of the measures, and a widening of the gap in three of the measures. This includes a narrowing of the gap around initial destinations and participation and continued indications of progress in the percentage of pupils achieving the expected CfE Level. There was more mixed progress in national qualifications, while the gap in attendance has increased in recent years.
126. In this report, the All SCQF Measure, which is a wider measure of attainment and achievement than the National Qualifications measure, shows that the attainment gap between pupils from the most and least deprived areas has narrowed considerably in the long-term. At SCQF Level 5, the gap reduced from 32.1 percentage points in 2009/10 to 16.6 percentage points in 2022/23. In 2009/10, pupils from the most deprived areas were more likely to leave school with no SCQF awards than to achieve at least one award at SCQF Level 7; pupils from the most deprived areas are now almost five times more likely to achieve an award at SCQF Level 7 (15.2 per cent) than to leave school with no awards (3.3 per cent). In this period, the number of award providers and types of awards has expanded. However, the important aspect of this trend is that pupils are achieving these awards.
127. The Widening Access to Higher Education figures show significant progress. In 2022/23, a record number of young people from both the most deprived SIMD areas and from Care Experienced backgrounds gained places in Higher Education. This shows progress in both the policies and practices of Higher Education providers, but also in the progress and achievements of young people gaining places. Of particular note, is the progress of young women from the most deprived areas in achieving places in Higher Education and the shift in the make-up of female students. This has not been seen to the same extent for young men.

128. While access to Higher Education is improving, evidence from the Longitudinal Educational Outcomes dataset suggests that there are socio-economic and gender gaps in terms of earnings five years after graduation. The gap between the most and least deprived in postgraduate education has also not reduced significantly. For both earnings and access to postgraduate education, the types of courses and subjects that young people are accessing may be influencing these outcomes.
129. In many of the areas considered in this report, the challenges to addressing the poverty-related attainment gap are clear. In particular, COVID-19 and school building closures have had a clear impact on education, disproportionately on those from more deprived areas. It is likely that data are already showing the impact of this experience, particularly in PISA and the Health and Wellbeing Census, and it seems inevitable that this impact will be felt for a number of years. The impact may be different for pupils of different ages and characteristics.
130. The data show that the poverty-related attainment gap starts early in a child's life, and this can be seen before the start of school. The Growing up in Scotland survey has provided invaluable data and analysis, showing the gaps in development upon starting school, and the different experiences of pupils in primary education and in the primary-secondary transition. This transition appears particularly important, with analysis of GUS data showing a 19 percentage point difference in positive transitions between top and bottom income quintiles, and the Health and Wellbeing Census showing the wellbeing gap on issues such as being happy at school and enjoying learning new things increasing after S1.
131. Another important finding from the Growing up in Scotland survey is that there is no 'poverty of aspiration' for children and young people, and their parents/carers, but rather that these aspirations differ by socio-economic status. While they don't lack aspirations for their children, parents in more deprived areas have a lack of confidence in their ability to support their children to achieve them. Aspirations – and the translation of them into course choices – have an important impact on pathways into future education and employment opportunities, and are a key area of consideration.
132. The refreshed Scottish Attainment Challenge included a broader recognition of children and young people's achievements and attainment through the policy's mission to use education to improve outcomes for children and young people impacted by poverty. This includes Youth Awards, many of which are recognised in the SCQF framework. The data suggest that children and young people in the most deprived areas are more likely to be attend a youth organisation, but less likely than their less deprived counterparts to be part of a group working towards a youth award.
133. The data on health and wellbeing provide important insights into the experiences of children and young people, and their families, on a range of measures. Data from the Growing up in Scotland survey shows that the



poverty-related gap in wellbeing starts before school, with data from the GUS survey showing that children in the lowest income group have poorer social, emotional or behavioural health by the time they start school. This gap was maintained at ages 8 and 14, while pupils at these ages also reported lower life satisfaction. The Health and Wellbeing Census, carried out in 2021/22, added to this evidence base, showing a potential gradient in the health and wellbeing gap. On a series of questions on wellbeing, the gap between pupils from SIMD 1 and SIMD 5 agreeing to each statement is lowest in P5 and highest between S1 and S3. Further data is required to confirm this pattern.

134. It is clear from the data that there are differences between the most and least deprived pupils in their experiences of school and home life. Based on the Health and Wellbeing Census, the largest gap between pupils from SIMD 1 and SIMD 5 is for those agreeing that 'most of the time I am happy at school'. Children and young people from the most deprived areas were less likely than those in the least deprived areas to find it easy to talk to their parents/carers, particularly their father/male carer, about the things that really bother them.
135. Finally, the evidence suggests that while socio-economic background is a significant factor in unequal outcomes in education, other factors, such as sex, care experience, and geographical location, should be given due weight, particularly in how they intersect with an individual's social background. How a young person experiences education and the outcomes they achieve depends on a combination of factors. This report touches on some of these factors and how they intersect with social background, but more analysis would be possible using the datasets utilised in this report.

## Annex 1: Key sources used in this report

Source	Description	Measures
<b>Health and Wellbeing Census</b>	The Health and Wellbeing Census was first undertaken in 2021/22 in 16 local authorities, with experimental statistics published in March 2023.	<ul style="list-style-type: none"> <li>• Mental Health (WEMWEBS)</li> <li>• Mental Health (SDQ)</li> <li>• Feeling pressured by school work</li> <li>• Confidence</li> <li>• Enjoying learning at school</li> <li>• Life satisfaction</li> <li>• Bullied in last year</li> </ul>
<b>Programme for International Student Assessment (PISA)</b>	PISA provides internationally comparative data on performance in maths, reading and science, as well as student survey data on home and school life, and attitudes to and experience of education. The assessment is undertaken by 15 year olds and is undertaken every three years.	<ul style="list-style-type: none"> <li>• PISA Reading Score</li> <li>• PISA Maths Score</li> <li>• PISA Science Score</li> <li>• Life satisfaction</li> <li>• Satisfaction with life at school</li> <li>• Sense of Belonging</li> <li>• Self-efficacy</li> <li>• Growth Mindset</li> </ul>
<b>Growing up in Scotland study</b>	Growing up in Scotland (GUS) is an important longitudinal research study, tracking the lives of thousands of young people and their families from birth through to the teenage years and beyond. Launched in 2005, to date, GUS has collected information on three nationally representative cohorts of children. The current GUS cohort contains 5217 children, born between June 2004 and May 2005.	<ul style="list-style-type: none"> <li>• Life satisfaction</li> <li>• Mental Health (SDQ)</li> <li>• Patient Health Questionnaire</li> <li>• School helped with confidence</li> <li>• School helped with life preparation</li> <li>• School work worth doing</li> </ul>
<b>Growing up in Scotland study (Primary-Secondary Transitions report)</b>	The report on transitions from primary to secondary school uses data gathered from children around the time they were in their penultimate year of primary school (Primary 6) and then again when they were in their first year of secondary school (Secondary 1/S1) to explore their experiences of this important phase of their lives.	<ul style="list-style-type: none"> <li>• Positive/negative transition experience by SIMD/income</li> <li>• Increase in average cognitive ability post transition by SIMD/income</li> <li>• School costs by SIMD/household income</li> <li>• Prevalence of bullying in primary and secondary</li> </ul>

		schools
<b>Parental Involvement and Engagement Census</b>	The Parental Involvement and Engagement (PIE) Census aims to rationalise the collection of parental involvement and engagement data by providing a set of questions that all authorities are invited to ask in their respective area. Twenty local authorities collected data using the PIE Census 2021/22, 18 of which shared their data with Scottish Government in time for inclusion in the published analysis.	<ul style="list-style-type: none"> <li>• School staff are approachable</li> <li>• The school takes my views about my child's learning into account.</li> <li>• The school seeks my views and opinions on school policies.</li> <li>• The cost of participating in school activities and events is affordable.</li> <li>• Overall, how satisfied are you with how the school engages with you?</li> </ul>
<b>Longitudinal Educational Outcomes (LEO)</b>	This annual release presents employment and earnings outcomes for leavers of higher education five years after graduation. The data is broken down by sex, ethnicity, Scottish Index of Multiple Deprivation (SIMD), course taken, and Scottish Higher Education Institute.	<ul style="list-style-type: none"> <li>• Median total earnings of graduates from Scottish HEIs by SIMD and sex five years after graduation</li> </ul>
<b>Educational Outcomes for Scotland's Looked After Children</b>	An annual publication outlining educational outcomes for Looked After Children, including School Leaver Initial Destinations, Follow-up Destination Data, and Achievement of Curriculum for Excellence Levels data. This publication pulls together data from different datasets	<ul style="list-style-type: none"> <li>• ACEL data</li> <li>• Positive destinations</li> <li>• SCQF levels</li> <li>• Attendance</li> <li>• Exclusions</li> </ul>
<b>Commission on Widening Access (COWA) measures</b>	This report presents data relating to the Commission on Widening Access targets, and on Scottish-domiciled entrants to higher and further education in Scotland by socio-economic deprivation, gender, ethnicity, disability, care experience and age	<ul style="list-style-type: none"> <li>• Scottish-domiciled full-time first-degree at university and all undergraduate HE qualifiers, by 20% most deprived areas (and broken down by sex)</li> <li>• Number and Proportion of Scottish domiciled Entrants to Scotland's Universities by Subject Studied, mode and level, and deprivation quintile</li> <li>• Retention rate, broken down by SIMD (and broken down by sex)</li> </ul>

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- Number and Proportion of Students Articulating with Advanced Standing by SIMD
  - Number and Proportion of Enrolments to courses 160 hours+ in duration at Scotland's Colleges by SIMD

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**All SCQF**

These statistics describe attainment in any qualification or learning programme on the Scottish Credit and Qualifications Framework (SCQF). This includes the SQA National Qualifications, other SQA qualifications and qualifications from other providers. The qualifications included will change over time, reflecting the changing types of qualifications pupils are taking

- All SCQF measure (levels 4-6) by SIMD over time
- Attainment gap for All SCQF measure by levels 4-6

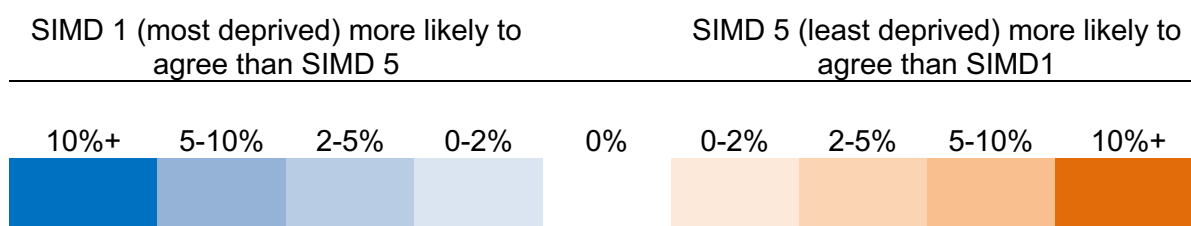
## Annex 2: Responses to Health and Wellbeing Census by SIMD broken down by school year

The following charts provide a comparison of responses to the Health and Wellbeing survey across P5 to S6. The figures represent the gap between the proportion of children and young people agreeing with each statement from SIMD 1 (most deprived) and SIMD 5 (least deprived). The orange colouring indicates those from the least deprived areas are more likely to agree; the blue colouring indicates that those from most deprived areas are more likely to agree. Deeper colouring indicates a wider gap.

### Health and Wellbeing Survey: responses to school experience questions across P5 to S6

Gap between SIMD 1 and 5	P5	P6	P7	S1	S2	S3	S4	S5	S6
I enjoy learning new things	0.3	3.9	5.6	9.2	8.2	9.1	4.5	4.4	5.4
I feel like I have a choice in what I am learning in school	3.1	4.3	1.8	2.4	3.3	0.6	0.3	2.1	5.6
Most of the time I am happy at school	2.9	7.1	7.8	10.6	11.7	10.2	9.2	9	12.5
I feel like my teachers treat me fairly	1.2	3.1	5.0	6.6	5.3	8.2	4.4	7.6	6.2
I feel positive about my future	3.0	3.9	5.2	7.4	6.9	6.6	6.6	6.8	6.8
How pressured do you feel by the schoolwork you have to do ('a lot')	4.8	3.7	3.7	4.4	2.8	1.2	2.8	4.6	4.7
I have an adult to talk to at school if I am worried about something	2.0	1.5	1.2	3.4	0.4	1.2	1.1	1.8	3

### Key



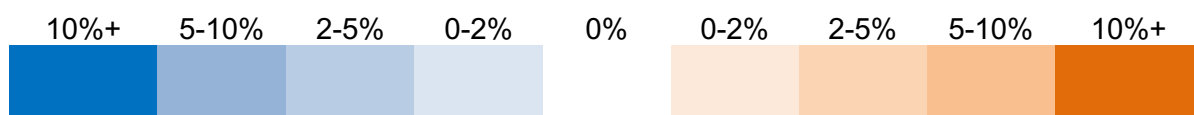
## Health and Wellbeing Survey: responses to questions on views on life across P5 to S6

Gap between SIMD 1 and 5	P5	P6	P7	S1	S2	S3	S4	S5	S6
My life is just right	1.9	3.7	5.8	5.2	7.9	6.0	7.7	6.5	4.2
I wish I had a different kind of life	6.1	6.2	5.7	7.6	7.3	5.4	7.6	5.5	7.9
I have what I want in life	4.3	5.3	7.0	5.7	7.0	4.7	5.6	6.3	8.7
Adults are good at listening to what I say	3.7	4.6	5.6	7.9	8.3	6.5	5.8	7.3	10.4
Adults are good at taking what I say into account	3.0	3.9	5.7	6.3	8.0	3.0	4.7	1.4	6.8
In general, I like who I am	3.3	5.6	6.0	8.0	N/A	N/A	N/A	N/A	N/A
I am proud of the things I can do	0.7	1.1	3.1	4.4	N/A	N/A	N/A	N/A	N/A
When I do something I try my hardest	0.4	0.2	3.5	5.5	N/A	N/A	N/A	N/A	N/A
I feel like I can make decisions in my life	4.7	4.6	5.2	6.4	N/A	N/A	N/A	N/A	N/A
Generally, I am cheerful and am in a good mood	4.3	7.6	6.7	9.1	N/A	N/A	N/A	N/A	N/A
There are lots of things that I worry about in my life	13.3	12.9	10.3	5.6	N/A	N/A	N/A	N/A	N/A
Even if I'm having a difficult time, I feel like I will be okay	3.1	2.0	0.8	0.4	6.9	6.6	6.6	6.9	9.3

### Key

SIMD 1 (most deprived) more likely to agree than SIMD 5

SIMD 5 (least deprived) more likely to agree than SIMD1



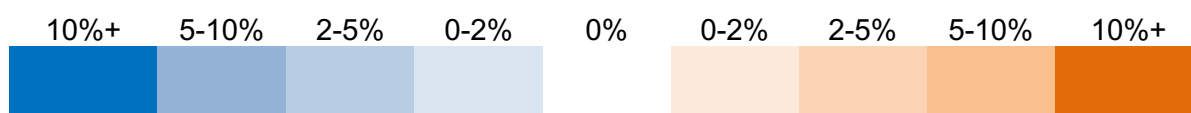
## Health and Wellbeing Survey: responses to questions on homelife across P5 to S6

Gap between SIMD 1 and 5	P5	P6	P7	S1	S2	S3	S4	S5	S6
I feel safe in the area where I live (always)	9.2	12.7	15.5	16.1	19.3	21.3	22.0	27.3	33.0
Do you think that the area in which you live is a good place to live? (yes)	22.2	31.1	33.9	36.7	42.1	44.6	47.5	52.1	54.4
How often do you enjoy being with the people you live with? (always)	4.8	5.5	4.2	2.7	1.0	0.9	2.7	1.6	1.8
How often do you and the people you live with usually have meals together? (every day)	2.3	4.1	8.4	8.9	12.8	15.5	16.9	13.9	15.3
How easy is it to talk to your mother/female carer about things that really bother you? (easy)	4.3	4.0	6.6	5.8	7.3	7.1	8.6	7.1	10.7
How easy is it to talk to your father/male carer about things that really bother you? (easy)	7.9	9.2	11.1	12.8	12.7	12.2	17.0	14.2	14.9
Do you have an adult in your life who you can trust and talk to about any personal problems? (yes, always)	7.1	7.4	7.2	6.2	7.2	6.1	5.5	9.8	7.2
How many close friends would you say you have? (three or more)	6.0	4.8	4.1	5.7	5.4	6.4	8.1	7.8	12.8
My friends treat me well	0.1	1.4	2.2	3.1	1.7	2.5	N/A	N/A	N/A
Most of the time, I have enough money to do the same things as my friends	7.2	10.8	11.6	11.6	11.7	10.8	N/A	N/A	N/A

### Key

SIMD 1 (most deprived) more likely to agree than SIMD 5

SIMD 5 (least deprived) more likely to agree than SIMD1





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