



Deprivation Data (SIMD) in Insight

This guide aims to develop in the reader a deeper understanding of deprivation data and how to use this data to better inform improvements in Learning and Teaching.

For information about the Scottish Index of Multiple Deprivation please visit:

Scottish Government – SIMD – <https://www.gov.scot/collections/scottish-index-of-multiple-deprivation-2020/>

Background

In Insight, attainment in the context of deprivation is contextualised using the Scottish Index of Multiple Deprivation (SIMD). SIMD is the official tool for identifying deprivation in Scotland. We would encourage you to use this information alongside other local data to better understand the specific problems associated with deprived areas in your catchment area.

A SIMD 'decile' is calculated for every learner based on their postcode as entered in SEEMIS. As explained in [Scottish Index of Multiple Deprivation 2020](#) the learner's allocated SIMD decile is based on the geographical positioning of their home.

Please note that both the December 2020 and February 2021 releases of Insight continues to use the 2016 decile information.

SIMD decile 1:

Most deprived 10% area in Scotland



SIMD decile 10:

Least deprived 10% area in Scotland



1	2	3	4	5	6	7	8	9	10
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Learners' individual personal circumstances are not taken into consideration. This means that the SIMD information about a young person should only be used as one source of data supporting a much wider conversation around barriers to learning. Examples of barriers could be – lack of available finance, lack of parental support/input, lack of IT services, lack of access to transportation, distance from library and medical services. Your knowledge about every young person and their individual personal circumstances MUST be used as the context for using this data.

You cannot make assumptions about any young person's personal circumstances or indeed capacity to learn and achieve based on their SIMD decile. Although there is a national trend of young people from the most deprived SIMD deciles achieving fewer tariff points – you cannot assume every young person from within the most deprived 20% SIMD profiles are not achieving their full potential. As you will note from some of the error bars – you could have a learner who lives in a postcode identified as being in SIMD decile 1 achieving a higher total tariff score than any learner from SIMD decile 10.

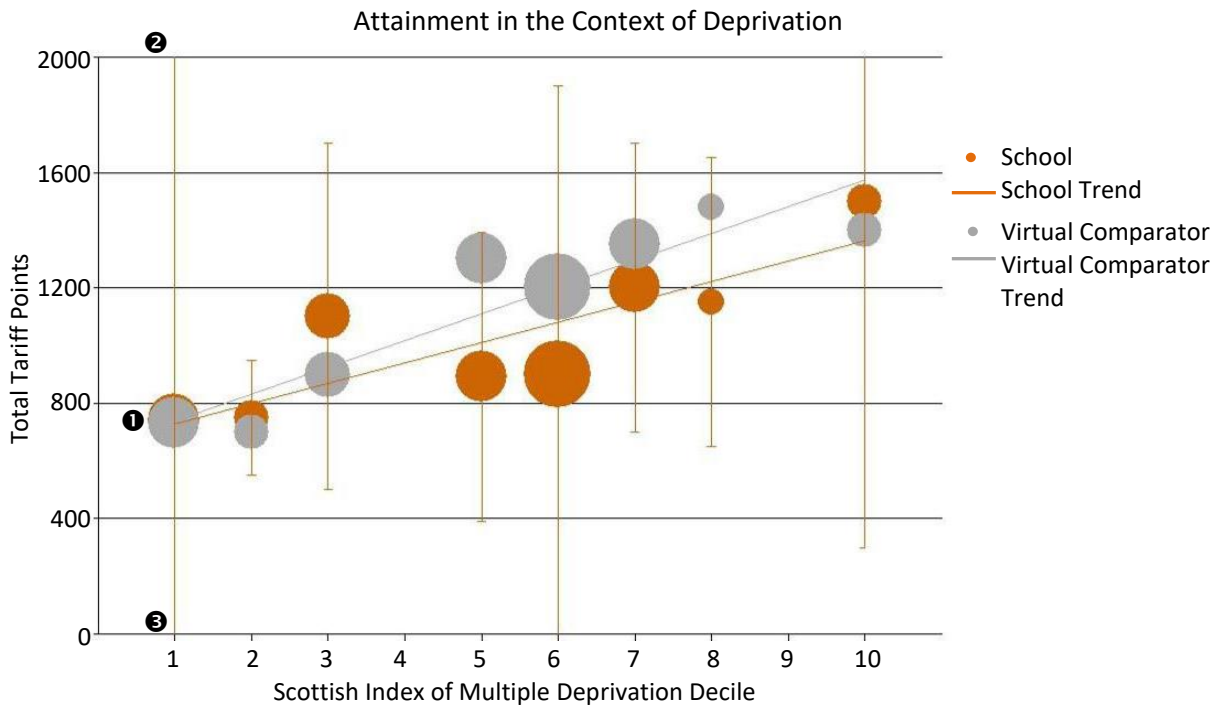
It is very difficult to self-evaluate and inform improvement at a Learning and Teaching level based on attainment versus deprivation data alone so this Deep Dive will support users drill down into Insight data across more than just the Attainment vs Deprivation measure.



Worked example with possible lines of enquiry

National dashboard Attainment versus Deprivation for School X.

This is a one year snapshot. This analysis should be followed by the same analysis on historical data to see if any trends emerge.



Establishment	Number in cohort	Average Total Tariff Points									
		SIMD 1	SIMD 2	SIMD 3	SIMD 4	SIMD 5	SIMD 6	SIMD 7	SIMD 8	SIMD 9	SIMD 10
School X	179	742	750	1110	0	890	900	1200	1150	0	1500
Virtual Comparator	1790	730	700	900	0	1300	1200	1350	1480	0	1400

Things to note from this example and where to start to drill down.

In this year, from this school there were 26 leavers who live within SIMD decile 1 postcodes (1). (Hovering over the decile dots reveals this information – *note the relative size of the dot indicates the number of pupils in this decile; the larger the dot, the more pupils in the decile*)

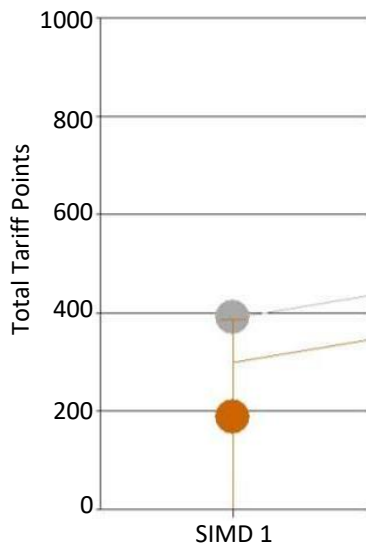
Those 26 learners achieved an average of 742 total tariff points. (each of the learners achieved a total tariff score which then averaged to 742 across the cohort) Within that group, through observation of the range bars, at least one learner achieved over 2000 total tariff points (2) and at least one learner achieved 0 total tariff points (3).



Analysis - I want to know which groups achieved 0 so I now filter this graph by stage

Interrogating SIMD 1 by stage

- 1 was an S4 leaver; what courses and programmes did they undertake? Why did they fail to attain?
- 5 were S5 leavers achieving an average of 187 total tariff points. (max total tariff 386, min 0)



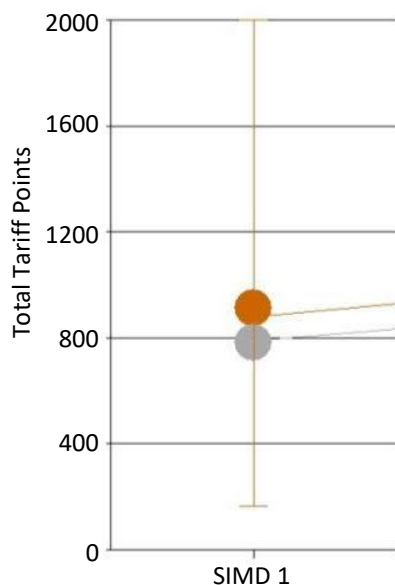
On average these S5 leavers achieved fewer tariff points than their virtual comparator cohort. Why?

Which student(s) achieved 0 tariff points? Why?

What was the 2 year senior phase learner journey for these S5 leavers? Did we know they were planning to leave in S5 with a 2 year window to achieve their latest and best?

If so – was it a planned 2 year learner journey? Or did they just follow the same pathway as learners who had a 3 year learner journey (S6 leavers) without the extra year at the end?

- 20 were S6 leavers achieving an average of 910 total tariff points. (max total tariff 1998, min 162)



On average these S6 leavers achieved slightly more tariff points than their virtual comparator cohort. Why?

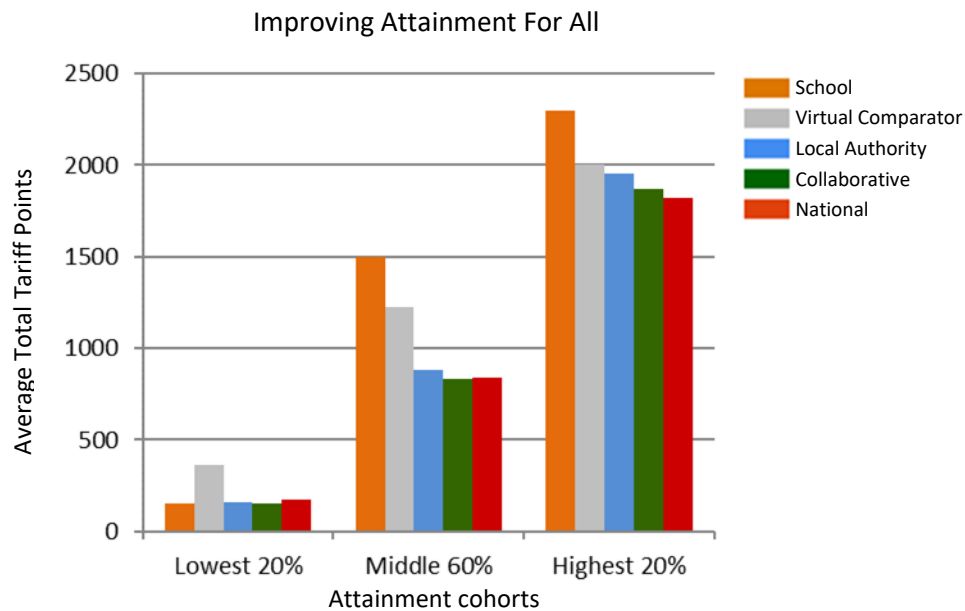
Is there an S6 provision that might be compensating for barriers to learning for SIMD profile 1 learners?

Opening up this interrogation to include learning abilities.

Now switch to the Attainment for All measure (National)

Filter for 'Most deprived 20%'

This graph is populated with attainment information achieved by learners from your establishment who live in the 20 % most deprived postcodes nationally.



The most deprived young people in the middle and highest attainment cohorts are achieving above their virtual comparator cohort whereas young people in the lowest performing cohort are performing lower than their virtual comparator comparators.

So, from *Attainment in the context of Deprivation*, we have identified the most deprived learners as a group who might need some further investigation.

From *Attainment for All*, we identified that of the most deprived 20%, the ones in the lowest 20% attainment cohort (generally aligned with less able learners) need further investigation.



Now look at Breadth and Depth (Leavers)
Filter for Most deprived 20% and Lowest attaining 20%.

[Show/Hide Tabular Data](#)

[Download Data](#)

Awards	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
1 or more	86.15%	86.15%	86.15%	85.05%	68.02%	50.99%	9.23%
2 or more	83.41%	83.41%	83.41%	81.21%	59.23%	42.20%	0.00%
3 or more	79.56%	79.56%	79.56%	75.71%	52.64%	35.05%	0.00%
4 or more	74.62%	74.62%	74.62%	70.77%	46.04%	26.81%	0.00%
5 or more	69.67%	69.67%	69.67%	65.27%	38.35%	17.47%	0.00%
6 or more	66.92%	66.92%	66.92%	63.08%	30.66%	4.29%	0.00%
7 or more	58.68%	58.68%	58.68%	53.19%	24.07%	0.00%	0.00%
8 or more	44.40%	44.40%	44.40%	39.45%	14.73%	0.00%	0.00%
9 or more	29.01%	29.01%	29.01%	24.62%	4.29%	0.00%	0.00%
10 or more	13.08%	13.08%	13.08%	10.33%	0.00%	0.00%	0.00%

[Show/Hide Virtual Comparator Tabular Data](#)

[Download Data](#)

Awards	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
1 or more	96.15%	96.15%	96.15%	95.05%	78.02%	60.99%	19.23%
2 or more	93.41%	93.41%	93.41%	91.21%	69.23%	52.20%	8.79%
3 or more	89.56%	89.56%	89.56%	85.71%	62.64%	45.05%	3.30%
4 or more	84.62%	84.62%	84.62%	80.77%	56.04%	36.81%	0.00%
5 or more	79.67%	79.67%	79.67%	75.27%	48.35%	27.47%	0.00%
6 or more	76.92%	76.92%	76.92%	73.08%	40.66%	14.29%	0.00%
7 or more	68.68%	68.68%	68.68%	63.19%	34.07%	4.95%	0.00%
8 or more	54.40%	54.40%	54.40%	49.45%	24.73%	1.65%	0.00%
9 or more	39.01%	39.01%	39.01%	34.62%	14.29%	0.00%	0.00%
10 or more	23.08%	23.08%	23.08%	20.33%	5.49%	0.00%	0.00%

You can see here this cohort of learners are achieving quite significantly less than their VC comparators. Although this hasn't been broken down by stage to identify whether this specific to leavers who undertake a 1,2 or 3 year senior phase pathway – we can see that generally learners from most deprived areas who are achieving fewer tariff points are also achieving fewer numbers of qualifications and are achieving less than their VC comparators across the range of measures.

Over all, if this turned out to be a trend over time we might need to look at interventions for less able learners from most deprived deciles. With a particular focus on S4 and S5 leavers.

- Do I have appropriate courses and programs for this group?
- What opportunities exist for this group to progress through SCQF levels as they move through the senior phase?
- Is learning and teaching appropriately supportive for this group?
- What are the specific barriers to learning for this group?