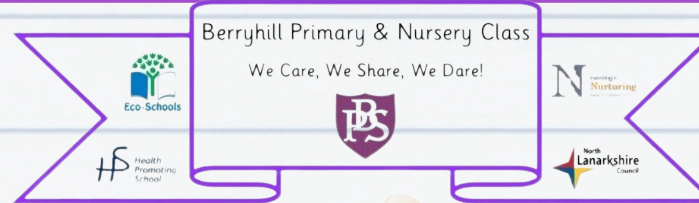


Equity for All -
Reducing the
poverty
gap between
Q1 v Q5.



Excellence for All -
Raising
attainment
collectively for
all learners.

AIP 2024-25

1st August 2024

NURSERY CLASS PRIORITY

By June 2025, all staff will have increased their knowledge, understanding and confidence from their baseline in supporting children with additional support needs by undertaking relevant CLPL (Up, Up & Away / NAIT)

By June 2025, those children identified as requiring additional Support with Speech, Language and Communication and Numeracy & Mathematics will progress from Realising the Ambition to working through the early level pathway.

SCHOOL PRIORITY 3

By June 2027, all learners will have benefited from improved pedagogical approaches in Literacy & Numeracy at Universal and Additional Level. This will result in improved attainment in assessments within Literacy & Numeracy core programmes and interventions. All cohorts will have made expected progress from previous tracking periods including an improvement in value added in P1.

P7 – Numeracy 69% currently on track to achieve second level, this will increase to 75% on track to achieve second level.

P4 – Numeracy 67% currently on track to achieve first level, this will increase to 81% on track to achieve first level.

P1, P4 & P7 combined Numeracy 68% currently on track to achieve this will increase to 78%. This is 1.5% increase on the LA Q1 stretch aim and will reduce our gap to 13.1% between Berryhill and LA Q5.

P7 – Literacy 77% currently on track to achieve second level this will increase to 80% on track to achieve second level.

P4 – Literacy 61.1% currently on track to achieve first level, this will increase to 75% on track to achieve first level.

P1, P4 & P7 combined Literacy 69% currently on track to achieve this will increase to 77%. This is 8% increase on the LA Q1 stretch aim and will reduce our gap to 9% between Berryhill and LA Q5.

SCHOOL PRIORITY 2

By June 2025, all learners will have benefitted from the creation of skills progression pathways in Social Studies, Science and Expressive Arts. The rationale for the curriculum will reflect the school's shared vision, supporting all children towards achieving their full potential and enabling them to develop the skills to embrace the knowledge they require for life, learning and work.

SCHOOL PRIORITY 1

By May 2025, we aim to reduce the number of children scoring as having difficulties in SDQ from 27% to 18%. This will be done by supporting the mental, social, emotional, and physical needs of those children through a range of universal, additional and intensive nurture-based approaches.

