



Aberuthven Primary School

Raising Attainment Strategy

Rationale

At Aberuthven Primary School, we recognise the important role that recognising achievement and raising attainment plays in the life chances of the learners in our care. Pupils with increased levels of attainment are more likely to progress to higher education, enjoy greater employment prospects and enjoy good health for longer.

With this in mind, we aim to increase attainment and achievement for all of our pupils by developing a curriculum which has the 7 principles of curriculum design at its heart. We monitor and track pupil progress regularly and act to ensure that we meet the needs of all learners, and work in partnership with parents and external partners to ensure that all children are supported to meet their fullest potential.

Local and National Guidance

The Raising Attainment Strategy is relevant within the Perth & Kinross Strategic objectives:

- Giving every child the best start in life
- Developing educated, responsible and informed citizens
- Supporting people to lead independent, healthy and active lives
- Promoting a prosperous inclusive sustainable economy
- Creating a safe and sustainable place for future generations

And focuses on the two key outcomes from the *National Improvement Framework*:

Excellence through raising attainment: ensuring that every child achieves the highest standards in literacy and numeracy, set out within curriculum for excellence levels, and the right range of skills, qualifications and achievements to allow them to succeed.

Achieving equity: ensuring every child has the same opportunity to succeed, with a particular focus on closing the poverty-related attainment gap.

The school attainment strategy draws from the *Perth and Kinross Raising Attainment Strategy 2024-2027* which has identified five key improvement themes which will underpin the key actions schools will take to deliver on the outcomes set out within the National Improvement Framework:

- Leadership at all levels
- Excellence in learning and teaching
- Effective interventions
- Engaging with families and communities
- Use of evidence and data



These outcomes will be developed at Aberuthven in the following ways:

Leadership at All Levels

At Aberuthven we:

- develop a shared vision for success with robust procedures for self-evaluation which involve pupils, staff parents and other stakeholders - this ensures that new developments are meaningful and based upon the needs of the learners and staff in our school.
- develop leadership capacity at all levels by using and building on the existing skills and expertise of pupils and staff whilst finding opportunities to extend their knowledge and develop new interests by taking ownership of whole school improvements through committees.
- ensure that learners have a strong voice through focus groups, the Pupil Council, School Committees and Assemblies, this empowers pupils and increases their engagement with and participation in making decisions which affect their learning.

Excellence in Learning and Teaching

At Aberuthven we:

- provide an active and engaging curriculum for pupils which will ensure that they have the skills and knowledge required to be successful in learning, life and work by delivering teaching and learning through a broad range of contexts which allow practitioners and pupils to make learning flexible and relevant.
- promote the development of digital literacy by supporting pupils to develop a broad range of skills using different forms of digital technology - pupils will develop skills and knowledge in the use of Microsoft Office 365 and basic programming this session. Pupils have the opportunity to take part in ICT focused afterschool clubs over the course of the School year.
- further develop the use of our school grounds for outdoor learning through our Outdoor Learning Committee and a focus on staff development through collegiate sessions, collaborative working and the development of 'lift and learn' boxes to support practitioners.
- improve pupils' mental agility and practitioner skills and confidence by learning and implementing a variety of strategies to apply during Numeracy time.
- continue to support the implementation of Active Literacy as we adapt and improve the strategies to suit our context and our learners.

- use a wide range of assessment approaches including summative, formative and periodic to ensure that we are supporting pupils to set meaningful, appropriate and challenging targets in their Learning Trees.

Effective Interventions

At Aberuthven we:

- use high quality assessment and wider-achievement information along with our SIMD deciles to analyse pupil performance, identify gaps and implement effective and evidence-based interventions.
- meet termly to discuss pupil attainment and achievement and identify any additional support either targeted or universal, which may be required.
- support staff to further embed a nurturing ethos across the whole School community.

Engaging with Families and Communities

At Aberuthven we:

- continue to engage with parents and carers to ensure that they are equipped to support their child(ren) in school, we will deliver workshops and offer open afternoons to ensure that they are kept abreast of all changes. This session workshops will focus on Reading. Feedback is always sought following such events to ensure that we can make any changes necessary to improve our provision.
- Consider the needs of working parents and find better ways to share learning with them through the increased use of digital technology and in particular through our School website and twitter feed.

Effective Use of Evidence and Data for Improvement

At Aberuthven we:

- Develop use of the PKC tracking spreadsheet to make best use of the data available, by analysing this data with teachers, we are well-placed to identify where resources and support need to be targeted for maximum impact.
- Implement the new approaches to standardised assessment in line with guidance from the Scottish Government, ensuring that we use this information to analyse individual pupils performance as well as using the data as part of our wider programme of quality assurance and self-evaluation.
- ensure that teaching staff are skilled in the analysis of attainment data and are able to identify trends and areas for improvement for themselves, whilst offering an important background narrative for the pupils in their class.