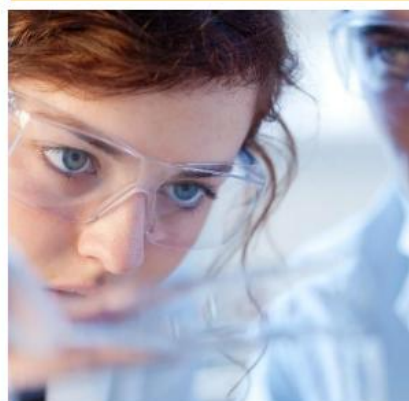




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# Attainment Report

## 2022-2023

### Raising Attainment Strategy

Education & Children's Services

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## Executive Summary

The [Education Service Improvement Plan 2023-2024](#) was produced and submitted to the Scottish Government in September 2023. This annual plan meets the requirements set out by the Scottish Government on planning and reporting progress on the priorities set out in the [National Improvement Framework \(NIF\)](#) for education.

This supplementary report provides more detail on the attainment data and provides an update on key achievements for the academic session 2022/23 in progress against the NIF.

It is helpful to consider this report alongside the [Education Service Improvement Plan 2023-2024](#) which considers the full breadth of services provided in the area, including those supporting children and families in a range of ways which may not relate directly to school-based attainment and achievement but act to support children and young people to achieve their fullest potential.

The Scottish Government document '[Framework for Recovery and Accelerating Progress](#)' has been developed to support the next phase of the Scottish Attainment Challenge. It aims to set high expectations, including annual, ambitious, locally identified stretch aims. The objective is to help ensure significant progress is made in recovering from the impact of the Covid-19 pandemic and in achieving the mission of the Scottish Attainment Challenge. The PKC Raising Attainment Strategy 2020-2023 came to an end last session. The next iteration of the strategy will focus on those stretch aims described above and will come to committee in March 2024.

## Introduction

The report outlines progress towards each of the relevant priorities identified in the NIF and provides some exemplification of activity outlined in the Education Service Improvement Plan 2022-2023 against each of these priorities:

- **Improvement in attainment, particularly in literacy and numeracy.**
- **Closing the attainment gap between the most and least disadvantaged.**
- **Improvement in children and young people's health and wellbeing.**
- **Improvement in employability skills and sustained, positive school leaver destinations for all young people.**

The following outcome

- **Placing the human rights and needs of every child and young person at the centre of education**

is addressed in the Education Improvement Plan 2022-23 and the Learner Participation Strategy.

[The Framework for Recovery and Accelerating Progress](#) (the Framework) has been developed to support the next phase of the Scottish Attainment Challenge (SAC). It aims to set high expectations, including annual stretch aims, developed across all 32 education authorities, to help ensure significant progress is made in recovering from the impact of the Covid-19 pandemic and in achieving the mission of the SAC.

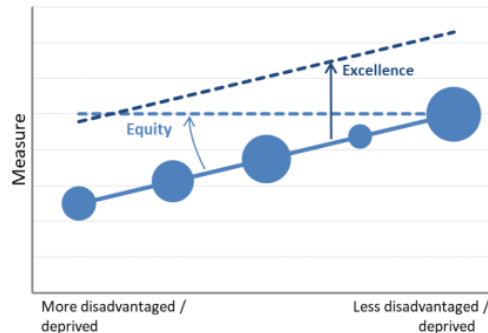
These stretch aims in PKC last session were:

- Achievement of literacy and numeracy levels for stages P1, P4, P7 and S3.
- Achievement of literacy and numeracy levels looked after children in P1, P4 and P7.
- Proportion of school leavers attaining one or more passes at SCQF level 5.
- Proportion of school leavers attaining one or more passes at SCQF level 6.
- Participation measure: proportion of 16-19 years olds participating in education, employment or training based on Annual Participation Measure produced by Skills Development Scotland (SDS).
- Attendance and Exclusion measures in primary and secondary schools.
- Average Insight tariff points for school leavers.
- Average Insight tariff points for looked after school leavers.

## Excellence and Equity

In order to identify if the actions taken to improve our priorities have been effective, measures are aligned to the strategy's two overall objectives.

1. **Excellence** – we strive to improve performance across the board. In simple terms we aim to increase the combined 'average' of all individuals and raise the line.
2. **Equity** – we strive to reduce the “gaps” between those disadvantaged in different ways because of their circumstances. In simple terms, we aim to flatten the line across groups of different advantage/deprivation.



These principles are shown simply above but progress is a complex combination of these two factors. In showing progress, we aim to draw upon a broad range of evidence rather than relying on single, narrow measures. Changes are likely to be seen reliably over several years and year-by-year comparison should be considered with care.

At local authority level, the Scottish Index of Multiple Deprivation (SIMD) is used where necessary to understand the effects of poverty, in line with national level approaches. However, for many schools in PKC, SIMD is considered weak for differentiating pupil background or statistical analysis, and the ACORN classification is used preferentially.

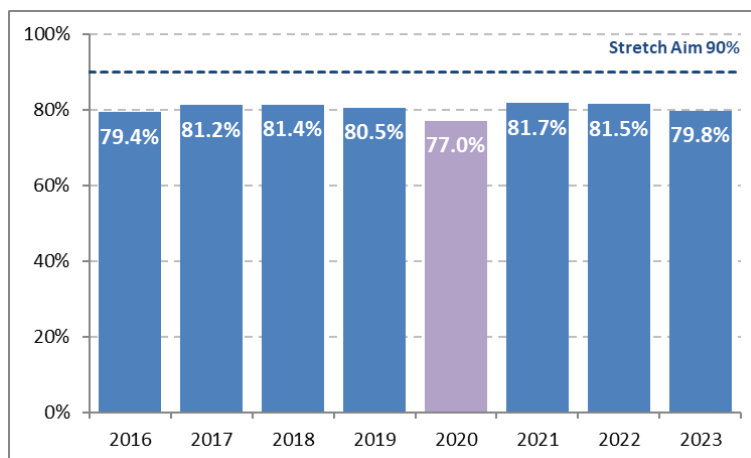
## SQA Assessment Models 2020-2023

In 2020 qualifications were delivered purely as a result of teacher professional judgement over a shortened school year; in 2021 we followed an “Alternative Certification Model” allowing young people more opportunity to evidence their learning than a one off examination; in 2022 there were mitigations and alterations to the assessment and examination landscape with SQA stating that evidence would be marked “generously” and in 2023 these alterations remained but rather than generously these scripts would now be marked “sensitively”. Each session since 2020 where the pass rate nationally was at a record high this has resulted in a year-on-year decline in national pass rates. In 2023 pass rates have fallen nationally by up to 2%.

## NIF Priority 1: Improvement in attainment, particularly in literacy and numeracy.

### Pre-School Development

#### Proportion of P1 children meeting all developmental milestones prior to starting school



The proportion of P1s meeting all their expected developmental milestones has decreased slightly in 2023 to 79.8%. For this cohort of children, all 9 developmental milestones (Attention, Behaviour, Emotional Development, Fine Motor Skills, Gross Motor Skills, Hearing, Social Development, Speech and Language and Vision) have seen a drop in levels of achievement. Speech and language development and social and emotional development are the areas which are most affected.

Our data aligns with that published in Public Health Scotland's Early Child Development Statistics in April 2023, highlighting the national increase in the proportion of children with a developmental concern assessed during the 13– 15-month, 27-30 month, and 4–5-year child health reviews.

Work is being undertaken across all ELC settings to mitigate the impact of these developmental concerns and to ensure that children are supported to achieve their potential through a focus on the overall quality of provision, outdoor learning, language development and emotional resilience.

### Broad General Education

There has been steady progress over time in P1,4 and 7 Achievement of a Curriculum for Excellence (CfE) Level (ACEL). In 2022-2023 a targeted programme of work to improve writing with 6 pilot schools created significant improvement in writing in these schools. This methodology will be used in at least 20 more schools in session 2023-2024.

#### Case Study 1 – Improving Primary Attainment in Writing

Find out more about the National Improving Writing Programme by clicking on the link below.

[Improving Attainment in Writing 2022-2023 \(office.com\)](#)

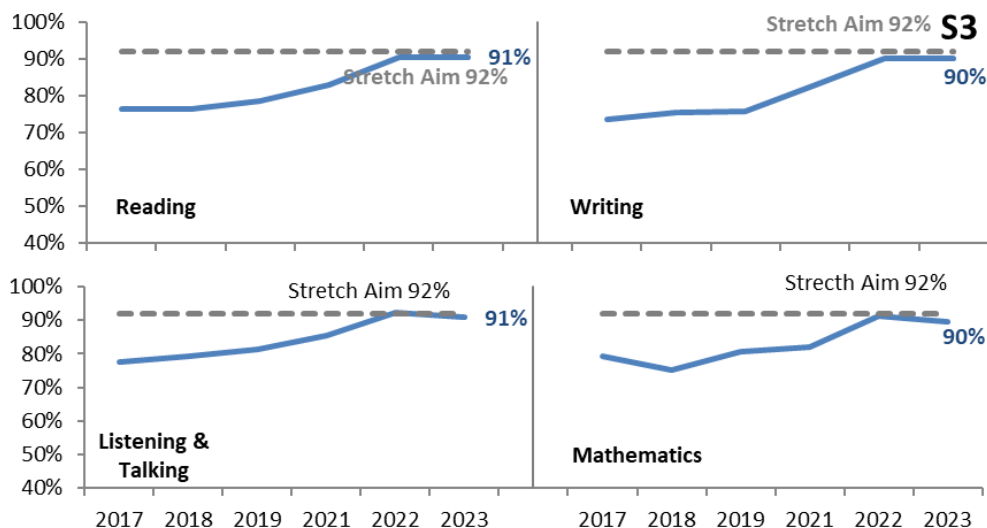
## ACEL Combined Primary Attainment over Time

Whole School Average	16/17	17/18	18/19	19/20	20/21	21/22	22/23
Listening and talking	76%	82%	82%	73%	81%	85%	85%
Reading	70%	77%	76%	70%	75%	78%	78%
Writing	63%	70%	69%	63%	68%	71%	72%
Maths	67%	74%	73%	68%	73%	77%	77%
All areas	69%	76%	75%	69%	74%	78%	78%

Primary attainment levels have risen in writing in session 2022-23 and maintained the previous improvement seen in session 2021-22 for all other measures. This is part of a sustained positive trend since 2016/17. Continued focus on writing, involving more schools, will be the main improvement activity in the current session.

## Secondary BGE Literacy and Numeracy

In S3 the improvements created in 2022 through the deployment of focused intervention strategies were maintained in 2023.



## S3 Achievement over Time

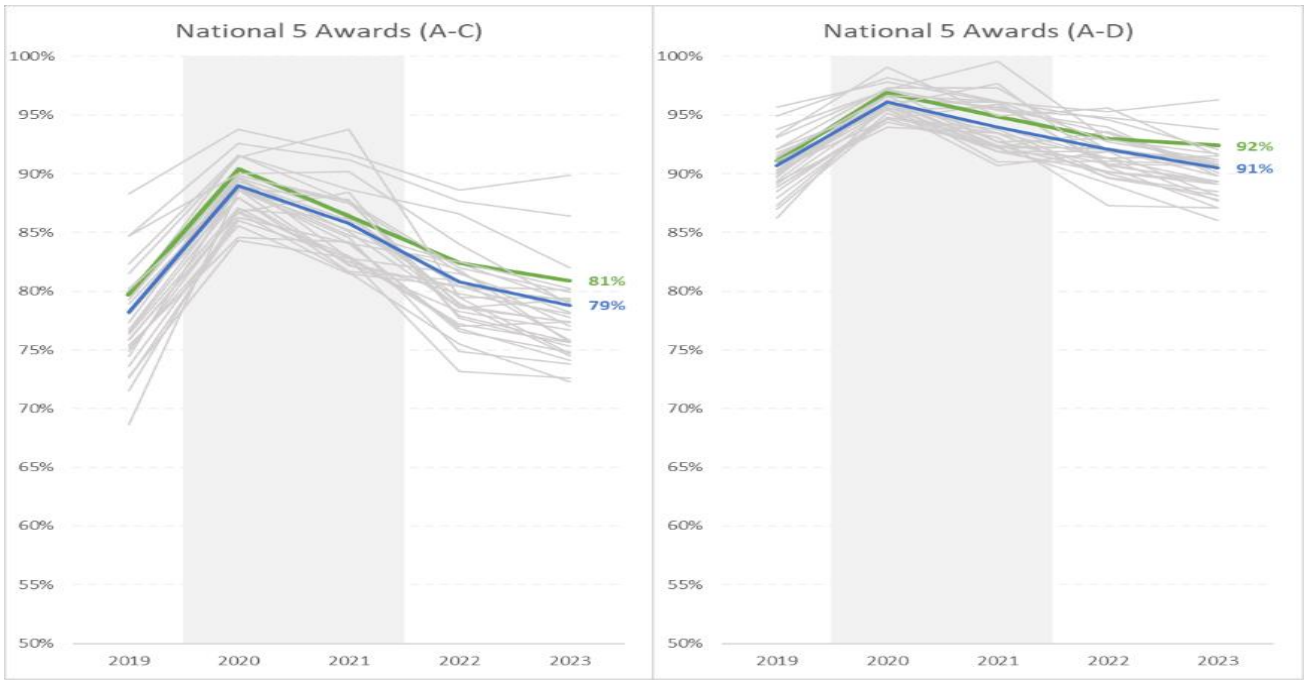
Greater focus and rigour around level 4 attainment created an overall improvement in literacy and numeracy from 52% to 65%.

## Senior Phase

In 2023 SQA pass rates in PKC, in line with the national picture, were lower than in 2022 but higher than 2019 following the trend nationally of reducing pass rates overall after a significant increase in 2020. This is exemplified in the graph below for National 5.

## National 5 Pass Rate 2019-2023

Highlighted series green for **Perth & Kinross** and blue for **Scotland**. All other Local authorities in light grey. Shaded areas represent years utilising alternative approaches to assessment.



The pass rate for National 5 is above the Scottish average and has fallen less between 2022-2023 than the rest of Scotland.

The table below represents our 2023 performance in A-C pass rates in relation to the national average and comparator authorities. Pass rates in National 5 and Higher are positive in PKC while our Advanced Higher pass rate will require further analysis.

**Nat 5, Higher and AH Pass rates (A to C) PKC, National and Comparator Authorities**

	PKC	Scotland	Argyll & Bute	Aberdeenshire	Highland	Scottish Borders	Stirling
<b>Nat 5</b>	80.9	78.8	78.8	77.8	78.2	77.4	80.2
<b>Higher</b>	76.6	77.1	77.3	75.5	77.3	76.1	80.5
<b>AH</b>	77.2	79.8	79.4	75.7	80.6	77.3	82.1



## Case Study 2 – St John’s Academy Raising Attainment S4

St John’s Academy appointed a Principal Teacher of Raising Attainment at the beginning of session 2022-2023. The PT Raising Attainment undertook an enquiry into attainment barriers across the Senior Phase, focussing mainly on S4 attainment. Identifying young people at risk of not attaining 5 qualifications was the primary focus.

Introducing tighter tracking and monitoring systems for this identified group of young people as well as maintaining an overview of their progress helped ensure that early interventions could be deployed.

It also ensured that a more coherent and collaborative approach was able to be planned and implemented at appropriate times in the year. For example, the introduction of additional mentoring and the co-ordination of catch-up study periods.

Having a dedicated member of staff taking ownership of this and other at-risk groups increased teacher awareness, enhanced home school communication as well improved all round support for those young people.

The 2023 SQA results for St John’s Academy saw the school achieve their highest percentage of young people gaining at least 5 qualifications over the past 6 years.

## NIF Priority 2: Closing the attainment gap between the most and least disadvantaged.

### Pre-School Development

#### Pre-school Development Milestones: Gap between ACORN 4/5 and 1

For children across ELC settings, the poverty related gap remains an issue with a 12% gap between the least and most deprived. Further breakdown of data shows that for boys it is 22%, girls 8% and for boys with ASN 13% and girls with ASN 15%. The developmental milestone areas with the lowest attainment levels and the biggest gaps between the least and most deprived are speech and language 11%, social 9% and emotional development 12%.

Improvement work continues across all ELC settings to narrow the gap between the least and most deprived and for specific identified groups.

### Broad General Education

Significant progress was made in closing the poverty related attainment gaps for literacy and numeracy in P1, P4 and P7 in session 2022-2023 as a result of focused data-led intervention at school level, supported by officers as shown in the following data table. Overall, the gap closed by 3% in 2023.

#### % point Gap between ACORN 4/5 and ACORN 1

Area	2018/19	2019/20	2020/21	2021/22	2022/23
Reading	20%	23%	18%	20%	18%
Writing	21%	25%	21%	23%	19%
Listening and talking	16%	22%	18%	16%	13%



<b>Mathematics &amp; Numeracy</b>	19%	23%	19%	20%	17%
<b>All Areas</b>	19%	23%	19%	20%	17%

## Secondary BGE Literacy and Numeracy

### % point Gap between ACORN 4/5 and ACORN 1

This success is replicated in S3 in literacy measures where the overall gap was closed by 4% while in numeracy the improvement evidenced in 2021-22 has been maintained.

Area	2018/19	2020/21	2021/22	2022/23
<b>Reading</b>	19%	11%	13%	9%
<b>Writing</b>	17%	11%	14%	10%
<b>Listening and talking</b>	15%	8%	12%	8%
<b>Mathematics &amp; Numeracy</b>	14%	14%	9%	9%

The proportion of care experienced young people in S3 who achieve the national benchmark of level 3 has improved every session from 36% in 2016/17 to 69% in session 2022/23 as a result of focused intervention work in school.

### Care Experienced Children and Young People

The percentage of care-experienced primary school pupils at P1, P4 and P7 achieving expected levels in literacy and numeracy combined increased by 14% over 2022-2023. This continues a sustained upward trend in attainment for this group, although year on year comparison should be viewed with caution due to the very small number of pupils involved.

Focussed work has been undertaken by the PRAISE team with around 30 primary pupils. In addition to supporting emotional regulation, the team has worked with schools and care-experienced young people or those on the edge of care to identify interventions to address any gaps in learning.

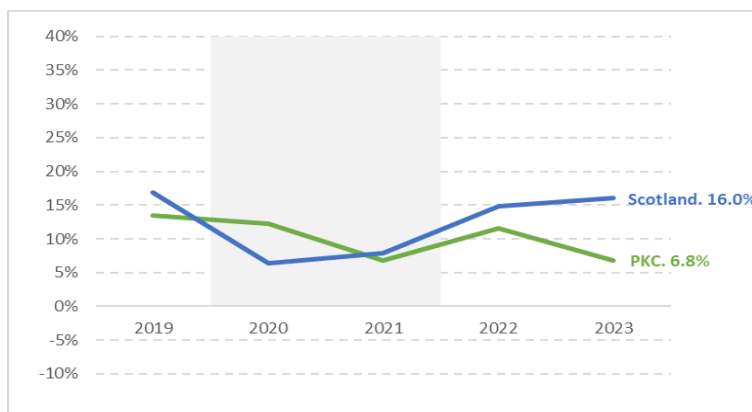
### Senior Phase

The attainment gap in PKC in 2023, as expressed in pass rates, is lower than the Scottish average at National 5, Higher and Advanced Higher reflecting a sustained focus on this outcome in all of our secondary schools.

### Attainment gap between most and least deprived cohorts in PKC compared to the national picture.

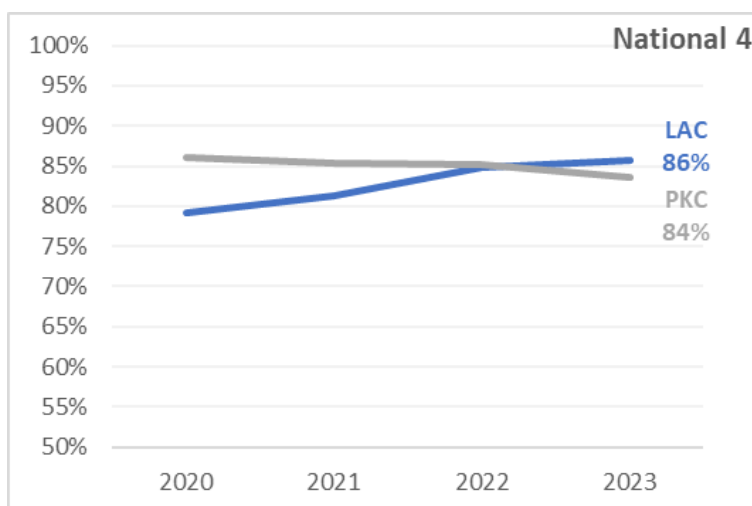
	PKC	Scotland
<b>Nat 5</b>	12.8%	15.6%
<b>Higher</b>	6.8%	16.0%
<b>AH</b>	8.2%	11.5%

Over time since 2019 we can see a sustained trend of improvement for this measure at Higher level as seen in the following graph which runs contrary to the national trend.



### Care Experienced Children and Young People

Focused work on our baseline attainment measure for this cohort is generating improvement over time in terms of pass rates at National 4 which have improved by around 6% since session 2021. Our pass rate for National 5 has remained steady at 74% over the same period which represents improvement relative to the national picture.



### NIF Priority 3: Improvement in children and young people’s health and wellbeing.

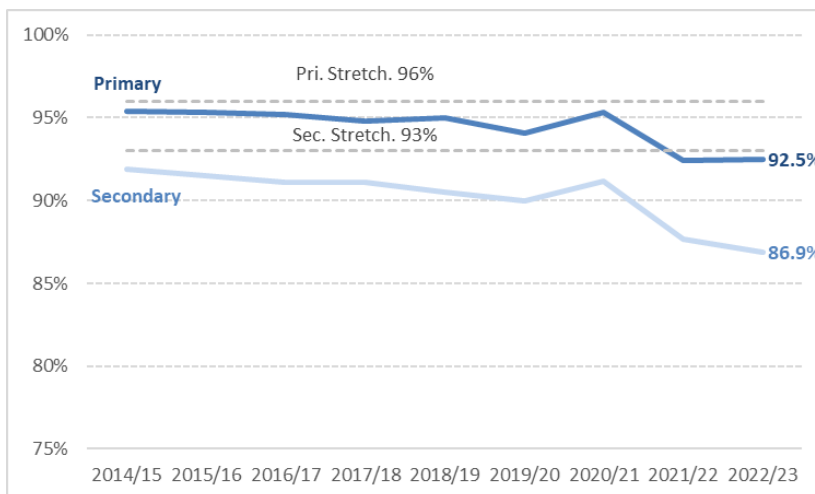
In this section our reported measures are attendance and exclusion. While health and wellbeing are complex and multifaceted areas of school improvement in the context of this report these remain our key measures and indicators.

#### Attendance

Primary attendance has remained steady, with figures of 92.4% in 2021/2022 and 92.5% in 2022/2023, however it remains 2.5% lower than pre-pandemic levels (95% in 2018/19). Secondary attendance was lower in academic year 2022/2023 (86.9%), compared with 2021/2022 (87.7%) which was in turn a significant drop from pre-pandemic levels (90.5% in 2018/19). Whilst final national data is not yet available, it is anticipated that these figures will be in line with national attendance patterns. Early indications show levels of attendance remain lower than the whole population for groups such as children and young people in more deprived areas, those with additional support needs, those that are care experienced and Young Carers. Improving levels in both sectors and for groups most vulnerable to low attendance will continue to be a key improvement focus for 2023/2024.

Over the course of this year, funded through the Community Mental Health fund, a partnership project between PKC, NHS Tayside and the third sector has provided support for young people whose absence at school remains significantly low due to a mental health barrier.

### Attendance levels over time



### Exclusion

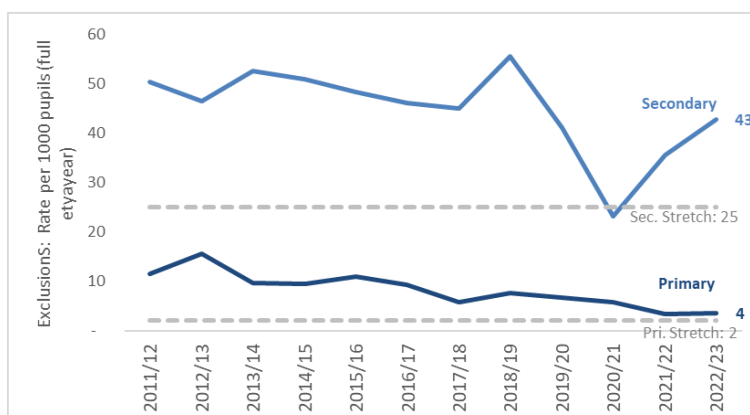
Although 2022-2023 exclusion levels have increased slightly on 2021-2022, they remain significantly lower than the levels in 2018-2019. Schools have been sharing best practice in the provision of alternatives to exclusion to support vulnerable children and young people and central guidance and support has been key to this.

Focused work on relationships and behaviour to reduce instances of exclusion is a major part of our Education Improvement Plan.

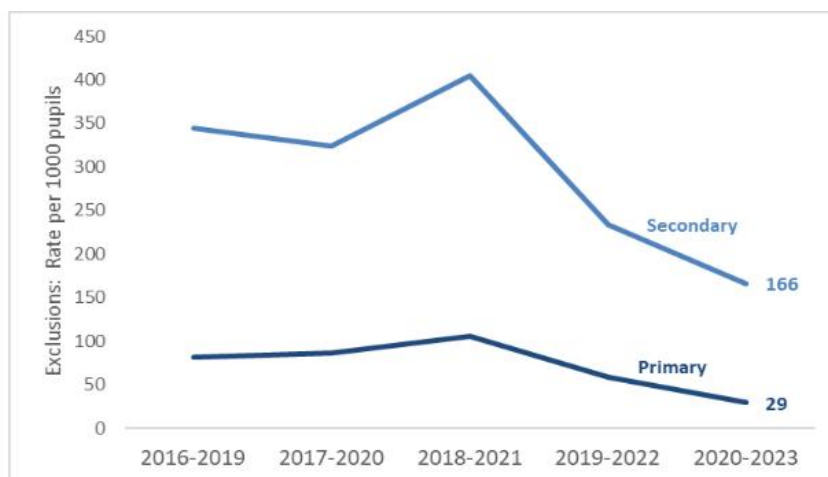
### Exclusion levels over time

Session 2021-23 saw the implementation of updated guidance to all schools on reducing exclusion in our schools. Bearing in mind that sessions 2019-20 and 2020-21 were impacted by periods of school closure the impact of this on exclusion numbers, in secondary in particular in session 2021-22 is clear. However, there was a small increase in the numbers excluded per 1000 pupils last session and actions around the factors leading to exclusion are a major plank of the Education Improvement Plan 2022-23.

Notwithstanding this our exclusion numbers are at their lowest level in the last 10 years.



## Care Experienced Children and Young People



These figures are smoothed out over a three-year rolling average to mitigate against smaller cohort size and, as a result of a range of interventions and developing practice, are on a consistent trend of improvement since 2018-19. Further improvement here remains a key priority.

### Case Study 3 – PKC Nurturing Relationships Programme

The PKC Nurturing Relationships Programme is a social and relational approach that encourages staff to test out different approaches with the aim of improving relationships between all and creating an environment and ethos in which children, young people and staff feel safe and accepted. Research suggests that creating such an environment and ethos allows children and young people to thrive regardless of any individual barriers and promotes individual development, social and problem-solving skills, and impacts on their ability to progress in their learning because they feel safe, accepted, and understood.

Twenty-eight schools within Perth and Kinross have now signed up to the programme across three phases of implementation with a further three phases planned to meet the aim of 100% of schools in Perth and Kinross having started their nurturing relationships journey by June 2026.

At the annual practice sharing session held in May 2023, Crieff High School shared their journey so far. They had chosen to use the Glasgow Motivation and Wellbeing Profile (GMWP) with all their pupils to identify a starting point for their journey. The GMWP responses showed that only 25% of pupils felt safe in school, and as such the staff decided to focus on their environment and creating a safe and consistent start to each school day.

To do this they decided to change their daily registration time into a form class, and to introduce a whole school programme that centred around building positive relationships e.g., Monday check in, Tuesday news day, Friday celebrating success day etc.

They also considered how to assign the form teachers, with the aim of a form class having the same form teacher throughout their school journey to promote the development of positive attuned relationships and consistency in approach.

#### Impact

These changes were implemented part way through the second term of the 2022/23 session and the GMWP was reviewed in term 4 to gather evidence of impact.

Feelings of safety in school increased with an overall average rating of 4.3 out of 5 being given by pupils by the end of the 2022/23 session. The school have decided to adopt this change and continue to evaluate as they move forward into their next area of focus.

## Case Study 4 – Perth High School Reflect, Restore and Re-engage (RRR) Provision

Exclusions have risen nationally and in Perth and Kinross in recent years for a variety of reasons, including the impact of the pandemic. Exclusion can be a barrier to pupils' engagement and ultimately attainment, especially when young people have been excluded several times. Perth High School have looked afresh at their alternative to exclusion provision to ensure they are getting it right for their young people. In reviewing their processes, they identified there was increased scope for more support for young people to reflect on the causes and impact of their behaviours which led to exclusion/alternatives to exclusion being implemented. Research shows that when young people are supported to do this, they are more likely to be able to restore any damaged relationships and to reengage more successfully when they return to lessons.

The RRR provision is coordinated by the Inclusion Coordinator and involves several key stakeholders including class teachers, Additional Support Needs staff and Principal Teachers of Guidance. Pupils are accommodated for a period on site in a bespoke provision specifically designed and staffed for the purposes of supporting alternatives to exclusion. Teaching staff speak knowledgeably about the programme and value the positive impacts it is having on the young people and their learning.

### Impact

- Exclusions have fallen from 99 per 1000 pupils in 2021/2022 to 61 per 1000 pupils in 2022/2023.
- Pupils who receive support through RRR are less likely to be involved in similar behaviours in the future as almost all young people who have had one referral to the programme do not go on to have a second referral.
- Staff are enhancing their skills in this restorative work which is having an impact on their practice.
- There is a calm and positive atmosphere in almost all lessons at Perth High School.
- Perth High School is further developing the provision such is its success.

## Case Study 5 – Perth Grammar School Outreach Programme

Some pupils in our schools including Perth Grammar School have difficulty attending school for a variety of reasons which include physical health issues, anxiety, and emotionally based absence. Where absences are longer term and other staged intervention processes have not been successful, the school utilises its Outreach programme. The school has developed the Outreach programme in collaboration with several stakeholders in ECS and local community partners to provide a tailored support package to pupils. Identified pupils receive significant support to ensure they receive their entitlement to education. Pupils work individually with their teachers and other professionals, often off site in a local community centre. The sessions start later in the morning to support greater engagement. Pupils and families find the quiet space and the one-to-one provision much more manageable and this is leading to improved outcomes for the young people. The school have deployed a Pupil Support Assistant to specifically support this process. The staff involved, including the Pupil Support Assistant, have engaged in professional learning in this area of pupil support which is enhancing their work.

### Impact

- Attendance for identified pupils has improved significantly.
- Many pupils have achieved success in National qualification who otherwise would not have achieved.
- Pupils and parents/carers have reported they find the programme a support to them and their young people.
- The school has significantly improved performance for achievement at National 3 and several young people have achieved three Science qualification through the programme.
- Staff have developed their skills in providing support to pupils with significant barriers to their learning which is enhancing their practice.
- Some young people have made a successful transition back to attending school on site.
- The young people receive support from their Skills Development Scotland Careers Adviser through the programme to plan their next steps at a point when they are able to engage.

## Case Study 6 – Art of Friendship 2023

The Art of Friendship project was launched across PKC schools in January 2023. The project, open to all ages, was designed around wellbeing themes of positive relationships and friendships, complementing schools' improvement priorities, and providing a creative approach to teaching health and wellbeing.

Collaboration with a range of partners was crucial in the planning, delivery and the ongoing evaluation of the project. This included working with school practitioners, an art specialist teacher, Educational Psychologists, Inclusion and Digital Education Support Officers and our creative partners.

Learners were invited to create artwork to explore, represent or symbolise friendship and the positive impact friendships can have on our wellbeing. The open and flexible nature of the project also promoted the development of creativity skills.

Learner autonomy was a key principle of the project including the type of art created and the option to share work with a wider audience. Many learners collaborated including creations in digital animation, film, photography and a wall mural.

We aimed for learners to:

- Have agency and autonomy in their creative learning experiences.
- Engage in dialogue about their wellbeing.
- Develop and articulate their creativity skills further.
- Connect with their peers and others through the sharing of artwork in and beyond their school.
- Explore different approaches to creating art including the use of digital tools.

In June 2023, an [online exhibition of learner's work](#) was shared with schools, and the wider community, providing the opportunity for all learners to have their creations and efforts acknowledged and celebrated. To date this has been viewed nearly 300 times.

Initial feedback from learners, practitioners and partners has been positive with over 800 learners from across 17 of our schools engaging in the project.

### Some examples of learner feedback

- *I enjoyed it because it was about friendship & getting to know someone I didn't really know.*
- *I liked working with other people & made new friends.*
- *It taught me that even though you don't like someone you can still be friends.*
- *We watched the video about Edinburgh Art. It was an emotional video, really nice and interesting.*

### Some examples of staff feedback

- *I feel this project provided a good starting point for learning conversations about friendships and it gave my children the opportunity to work collaboratively whilst being given the freedom to explore/express different approaches within the world of art.*
- *Since the project we have done lots more groupwork. It has made me much more confident to try it with the pupils & they are more confident to work together.*
- *Absolutely (improved relationships). Children loved working together as a team to produce their artwork.*

Feedback also included a [film](#) featuring a local artist interviewed learners with whom she supported in creating their art work.

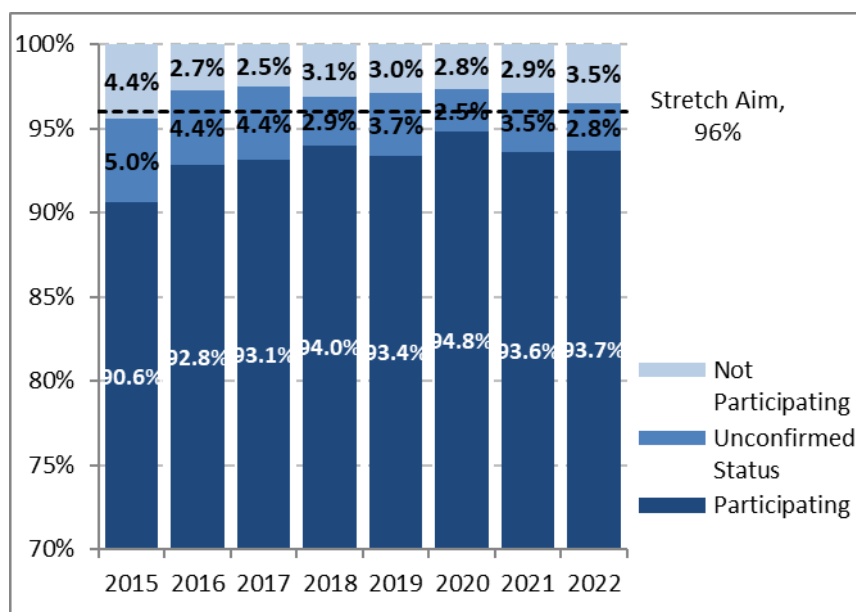
S2 learners from Blairgowrie High School wrote an [article](#) about their experiences in creating a wall mural with our creative partners. This included the following feedback: *'The mural was unbelievably fun to make, and we enjoyed working with the artists, and even having some of the teachers come to help. It was an amazing experience, one that we are immensely proud of and won't forget! ... we are glad we could make a positive mark in the school that people would hopefully enjoy for years to come!'*



## NIF Priority 4: Improvement in employability skills and sustained, positive school leaver destinations for all young people.

### Proportion of Young People (aged 16-19) in education, training or employment

To supplement the school leaver information, SDS also reports the Annual Participation Measure. This measure reports on participation in education, training or employment for all 16–19-year-olds from across the population rather than focusing specifically on school leavers and is therefore a broader and preferred measure of recording positive outcomes. The measure shows a gradual improvement in the proportion of young people in education, training or employment, but the latest year will likely have been impacted by the economic effects of the COVID-19 pandemic. The figures are above the Scottish average (92.4% in 2022) and the number not participating totals 194 individuals, with 155 unconfirmed.



### Key Developments in 2022/23

- An Employability Secondary School Strategy Toolkit was launched in April 2023. Designed to support schools to develop their own approach to school-employer partnerships and work-based learning activities, in line with local/national labour market information.
- The PKC 16+ Framework designed through extensive consultation with schools, other Local Authorities and key stakeholders to provide structure, clarity and consistency to the school leaver process with a view to increasing positive destinations.
- Data-sharing agreement now in place with UHI Perth to enable better attendance monitoring of pupils on School College Partnership Courses, including exceptional leavers, to support early intervention for pupils who are disengaging.
- Training offered in March 2022 to enable more school staff to undertake health and safety checks in order to approve work placements, twilight sessions run by central team and ongoing support to schools has seen work experience placements increase from 260 in 2021/22 to 449 in 2022/23.
- In response to need identified by schools, a bespoke employability programme was co-designed alongside Services for Young People and YMCA and delivered to eight pupils in each school who were most at risk of not achieving a positive destination.

## Case Study 7 – Scotland’s Enterprising Schools

### Business Challenge

PKC ECS partnered with Scotland’s Enterprising Schools (SES) and Growbiz to pilot The Business Challenge, which involved over 300 S2 and 3 pupils across 5 secondary schools competing with each other online to see who could run the most successful business.

The unique platform was co-designed by University of Glasgow Computing Science students and SES to bring the world of business and entrepreneurship into the classroom. Perth and Kinross has a significantly higher number of self-employed people than most other local authorities, which makes it important that pupils are given the opportunity to develop the necessary enterprise skills and attitudes to become self-employed in the future, if they choose.

By involving Growbiz members as mentors and judges, pupils were also provided with information on local funding and support to develop their own business from as young as 16.

The pilot was a success, with all teachers providing positive feedback and expressing the appetite to repeat it next year. The teacher from the winning school was recently invited to write an article for TES on the topic of Gamification of Learning, based on her experience of running The Business Challenge. Scotland’s Enterprising Schools have shared the success of the Pilot nationally with even more schools keen to take part next year.

<https://enterprisingschools.scot/news/perth-and-kinross-schools-pioneer-new-online-ses-b-24-05-2023>

## Conclusion

There is evidence that the actions from our Raising Attainment Strategy and the Education Improvement Plan 2021-22 have improved outcomes for children and young people in terms of attainment through the lenses of excellence and equity.

The next iteration of our Raising Attainment Strategy 2023-26 will look to consolidate these successes while addressing areas which require further attention. Our team approach to improving employability and skills in PKC with our partners in DYW (Tay Cities); Skills Development Scotland; UHI (Perth) and local employers continues to deliver success in this measure with a real focus for the session to come to support those young people most in need of additional interventions.

Supporting the health and wellbeing of young people is a key feature of our Education Improvement Plan (2022-23) and the Raising Attainment Board will have key oversight of all these priorities.

## Annexe 1 – Glossary of Acronyms

Acronym	Meaning
<b>ACEL</b>	Achievement of a Curriculum for Excellence (CfE) Level
<b>ACM</b>	Alternative Certification Model
<b>CfE</b>	Curriculum for Excellence
<b>DHT</b>	Depute Headteacher
<b>DYW</b>	Developing the Young Workforce
<b>ECS</b>	Education and Children’s Services
<b>GMWP</b>	Glasgow Motivation and Wellbeing Profile
<b>HT</b>	Headteacher
<b>NIF</b>	National Improvement Framework
<b>PSA</b>	Pupil Support Assistant
<b>PT</b>	Principal Teacher
<b>RRR</b>	Reflect, Restore and Re-engage
<b>SAC</b>	Scottish Attainment Challenge
<b>SCQF</b>	Scottish Credit and Qualifications Framework
<b>SDS</b>	Skills Development Scotland
<b>SES</b>	Scotland’s Enterprising Schools
<b>SIMD</b>	Scottish Index of Multiple Deprivation
<b>SQA</b>	Scottish Qualifications Authority
<b>TES</b>	Times Educational Supplement
<b>UHI</b>	University of the Highlands and Islands
<b>YMCA</b>	Young Men’s Christian Association