

Rationale (what poverty-related attainment gap are you trying to address?) This does not all have to have a PEF cost		Amount of Fund allocated (if appropriate) £ 8575	
What is the rationale behind your identified actions? why this is a priority? What are your gaps? As part of the shared leadership arrangement between Crossford Primary School and Carnock Primary School, we work closely together to make the best use of Pupil Equity Funding (PEF) and improve outcomes for children across both schools. This plan outlines how Crossford Primary's PEF allocation of £8,575 will be used during the 2026/27 academic year. £2,604.50 of the funding will contribute to increasing a Principal Teacher post to a 0.5 FTE Depute Headteacher role. This additional leadership capacity will support the implementation and monitoring of the PEF plan at Carnock Primary School. Working together in this way allows us to track progress effectively, share good practice, and ensure that support is having the greatest possible impact on children who face barriers to learning. The remaining £5,970.50 will be used directly within Crossford Primary School to help address attainment gaps for children with Additional Support Needs (ASN). The funding will support key priorities within our School Improvement Plan, including improving listening skills, embedding a consistent relational approach, and strengthening learning, teaching and assessment. Through targeted support, tailored interventions, and highly differentiated learning experiences, we aim to improve attainment in literacy and numeracy for children who require additional support.			
Expected Impact By May 2027, 100% of planned PEF interventions are implemented on schedule , with robust tracking and monitoring overseen by HT By November 2026, all staff have worked together to create a plan to raise attainment in literacy and	Interventions Planned <i>(What is the intervention? How will it be delivered? Who is responsible?)</i> Increase PT to DHT for 0.5FTE to provide strategic oversight and lead quality assurance of the PEF plan at Carnock giving HT time to focus on PEF plan at Crossford. Key actions: HT will lead monthly data-informed progress reviews and case studies	Measure of Success <i>(Triangulation of Evidence/QI Methodology)</i> Assessment data: Termly CFE tracking and standardised progress assessments Quality assurance: classroom visits, planning, tracking meetings, jotters Stakeholder feedback	Impact on children Ongoing evaluation ongoing throughout school session and final evaluation in June <i>(What has been the actual impact/outcome, in particular for the targeted group of children)</i> <i>(What data/evidence shows the impact of the project/intervention? Refer to outcome statement. Did you achieve what you set out?)</i> <i>What has been the impact? Have you met your original expected impact?</i>

numeracy for children with ASN particularly in P2, P3, P4, P5 and P7. By May 2027 almost all targeted children with achieve progress against their individual targets in literacy and numeracy	of target ASN children with CTs, SfLT and PSAs. • HT to facilitate professional learning, moderation activities and teaching sprints approach. • HT/SfLT to oversee small group interventions focussing on raising attainment in numeracy and literacy for targeted children. Responsible: HT		
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