

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) £	
Targeted PEF interventions at Dairsie Primary School have been identified through analysis of tracking data, professional dialogue and pupil wellbeing indicators. A small but significant group of pupils in P2–P7 are off track in reading and writing, requiring personalised 1:1 and small group support to accelerate progress aligning with SIP Priority 1. In numeracy, P4–P7 pupils need focused input to build conceptual understanding and number sense. Additionally, a few learners across P3–P7 face barriers to engagement due to emotional regulation needs. Targeted nurture and wellbeing support will help create the conditions for learning by improving readiness, relationships and resilience. These actions reflect our ongoing commitment to equity and ensuring all learners can thrive.			
Expected Impact (What is the expected impact on outcomes for children and young people) If this links to a SIP priority, please reference	Interventions Planned (What is the intervention? How will it be delivered? Who is responsible?)	Measure of Success (Triangulation of Evidence/QI Methodology)	Impact on learners Ongoing evaluation Dec/June (What has been the actual impact/outcome, for the targeted group of learners) (What data/evidence shows the impact of the project/intervention? Refer to outcome statement. Did you achieve what you set out?)
Close the attainment gap of identified pupils currently not on track in reading and in writing by May 2026 through daily 1:1 or small group interventions delivered by PSA and HT.	Intervention: Bespoke support in phonics, decoding, reading fluency, comprehension, and writing structure using evidence-based resources (e.g. Rocket Phonics, Rapid Readers, modelled writing tasks	Attainment data using PM Benchmarking, phonics trackers and run charts in writing	
Increase the number of targeted pupils demonstrating secure conceptual understanding in number by May 2026, as measured by diagnostic assessments, CfE and NSA data.	Intervention: Targeted small group ‘Number Stacks’, diagnostic tests will be carried out, focused input to address gaps will be carried out. SEAL and Number Stacks resources will be used to support improvement in conceptual understanding.	Assessment data – Sumdog and Number Stacks, jotter monitoring, pupil and staff discussion.	
Increase engagement in school and learning for identified pupils in P3-7 where attendance and attainment are below expected levels for age and stage.	3 x weekly, 1:1 or small group nurture sessions focused on emotional literacy, resilience and readiness to learn using bespoke approaches such as kitbag, Seasons, lego-therapy. Introduce breakfast club to support attendance (if possible)	Attendance data, reduction in exit seeking behaviour, summative and formative assessment data. Pupil self-assessment, and staff observation.	