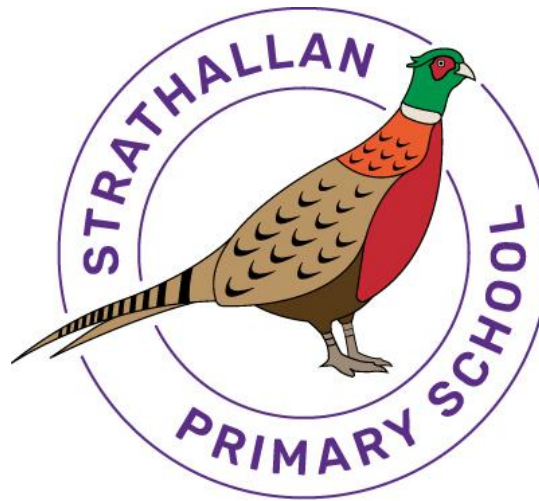


Strathallan Primary School & ELC



PEF Plan

2026-2027

Pupil Equity Fund allocation for session 2025/26	£ 25,725
School Context	
School Roll: 344 (ELC – 60, P1-P7 – 267, PEP - 17) Classes: 11 classes, 2 Enhanced Provision classes & 2 ELC classes FME: 6.05% SIMD Profile: Average SIMD7. 63% of the roll live within SIMD8-10. EAL: 10%	
Cost of the School Day (In what key ways do you plan to mitigate against Costs within the School Day)	
At Strathallan PS & ELC we recognise the need to reduce the Cost of the School Day for all our children and recognise that there may be families experiencing “hidden poverty” in our demographic. We work proactively with our Parent Council to support us in reducing cost to families for school trips and travel. For school trips, we ask for voluntary donations to cover costs whilst making use of fund raising to reduce and cover part of the cost.	
Stakeholder engagement (in what ways have you engaged with your stakeholders – children/parents/community etc.)	Participatory Budgeting (Are you using any of your PEF allocation to support participatory budgeting. If yes, what is the focus?)
As part of our Parent/Carer consultations across a session, their views were gathered on the proposed PEF spend in an online form. 90% of participants supported the planned spends. The HT also discussed planned spends with Parent Council who agreed with the planned spends. The views of all staff were gathered on the proposed PEF spend in an online discussion. All staff supported the planned spends.	

Rationale – “Readiness for Learning”		Amount of Fund allocated (if appropriate) £ 21,599.02	
Identified children across the school are displaying deregulated behaviours. This is having an impact on their engagement in learning across the curriculum.			
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 children Ongoing evaluation Dec/June (What has been the actual impact/outcome, in particular for the targeted group of children) (What data/evidence shows the impact of the project/intervention? Refer to outcome statement. Did you achieve what you set out?)
Intervention 1 All identified children will experience nurture-based and sensory circuit intervention within the Hive to support their engagement in learning. Intervention 1 All identified children will experience successful play within their school day, applying their learning of Decider Skills to support their emotional regulation.	- Nurture sessions/Sensory circuits for identified children will be undertaken. Supported by PSA and Teacher. - Circle Participation Scales will be completed for each identified child. Area of strength and challenges will be identified and supported. - Children will attend timetables sessions within the Hive across their school week. PSA and Teacher led. - All children have sessions based on Decider Skills in class and Together Time. - Identified children will access the Quad playground during breaks to have free play with support from adults and peers.	Data Circle Participation Scale Identified children’s engagement will increase (staff collected) People’s Views Children will be able to identify and share strategies on how to engage effectively in learning. Children will be able to identify emotions and describe how to regulate. Direct Observation Engagement in learning. Less deregulated incidents in playground	

Rationale – “Progress in Learning”		Amount of Fund allocated (if appropriate) £ 5,000	
Within our school the gap is in literacy as our data suggests that across P3,5 and 7 Most children are attaining national expected outcomes and in P4 and P6 the Majority of children are attaining national expected outcomes. We have analysed this in relation to children within SIMD1-2 or registered for Free School Meals. We have identified children across the school, particularly in these stages, requiring additional intervention. As a result, we will continue use of Lexia from PEF funding last session and funded a new Literacy Reading Scheme with Targeted Support materials.			
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 children Ongoing evaluation Dec/June (What has been the actual impact/outcome, in particular for the targeted group of children) (What data/evidence shows the impact of the project/intervention? Refer to outcome statement. Did you achieve what you set out?)
Almost all children will be attaining national expected outcomes in reading, with a particular focus on those requiring targeted and additional support. Baseline: P2 (92.5%) – Almost All; P3 (82.6%) – Most; P4 (69.2%) – Majority; P5 (83.3%) – Most; P6 (75.6%) – Majority; P7 (85.3%) – Most <i>Link to SIP Priority – Readiness for Learning</i>	From attainment meetings in Term 4 (Session 25/26) children not attaining expected outcomes will be identified. All focus children identified will complete baseline assessments using Lexia in August 2026. All children identified will engage in Lexia sessions 3 times a week within their class learning environment. Support for Learning Teacher and Class Teachers will analyse data from Lexia and provide direct teaching input using resources from the programme. All focus children will have interventions planned using the new reading scheme with access to materials at home too.	<u>Data</u> Lexia Baseline Assessment Data Lexia Ongoing Data collection and analysis Bug Club Assessment Data <u>People’s Views</u> Children will articulate a growing confidence and understanding in literacy <u>Direct Observation</u> Children’s engagement in literacy will increase. Jotter Monitoring	

Pupil Equity Funding Planned Spend 2026/27



School (select from dropdown)	Strathallan Primary School
PEF Allocation 2026/27:	£25,725
Underspend 2025/26	11,887
Total	£ 37,612.00

2026/276 - Planned/Anticipated Spend

Literacy		
Category	Brief Description	Cost
Reading Resources/programmes	Bug Club	£ 3,000.00
Reading Resources/programmes	Bug Club Online	£ 2,000.00
Total Spend		£ 5,000.00

Numeracy		
Category	Brief Description	Cost
Numeracy Online Subscription	Sundog	£ 1,000.00
Total Spend		£ 1,000.00

Health & Wellbeing		
Category	Brief Description	Cost
Total Spend		£ -

Staffing		
Staffing	FTE	Cost
PSA 2	0.34	£ 15,365.52
PSA 2	0.18	£ 2,321.00
PSA 2	0.1	£ 3,312.50
Total Spend		£ 21,599.02

Other		
Category	Brief Description	Cost
Learning journals	Seesaw	£ 2,000.00
other (please detail)	Facilities Service Charges	£ 643.13
CoSD	Trips & Ardroy Offset	£ 2,500.00
Total Spend		£ 5,143.13



Amount of spend planned	£ 32,742.15
Unallocated spend	£4,869.85