

Attendance	Stretch Aims: ACEL Primary – literacy – P1, P4 & P7 combined ACEL Primary – numeracy – P1, P4 & P7 combined SCQF level 5 or above – 1 or more on leaving school SCQF level 6 or above – 1 or more on leaving school Participation measure HWB measure (attendance) SCQF level 5 or above – 3 or more on leaving school
Literacy & Numeracy PRAG	
Pathways	
Health and Wellbeing	

PEF Allocation for School (2024 - 25)	78400
Underspend from 2023 - 2024 PEF allocation (c'wed tbc)	0
Overspend of PEF allocation from 2022-23 (if applicable)	0
TOTAL PEF available to spend (this total will calculate automatically, based on entries for allocation/underspend/overspend)	78,400

What poverty-related gap/issue are you trying to address?	Outcome statement - What is the intended impact on outcomes for children and young people in poverty?	Measures of success - How will you know the intervention is working?	Details of intervention - What is the intervention? How will it be delivered? Who is responsible?	Estimated Costs (please enter numbers only)	Remaining PEF Balance (Column should automatically update if PEF Allocation Table above completed)	Evaluation of project/intervention (end of session)	Evaluation of project/evaluation (end of session)
Who is the target group experiencing disadvantage due to poverty? What is the gap? What data have you used to identify this?  Consider Link to Edinburgh Imperative/Stretch Aims, also key measures: attainment, attendance, inclusion, participation, achievement, engagement  (to start a new paragraph in the same cell, hold down the 'alt' button and press return)	What is the change you want to achieve? For whom? By how much? Timescale?  Consider short, medium and long term SMART	What is your baseline data? How will you track and monitor progress? What data will you gather to determine if progress is being made? How will you gather data and when?  Consider 5 key measures: attainment, attendance, inclusion, participation, engagement	What are you going to do to achieve your outcome? Consider: - Target group - Timescale of delivery - Resources e.g. partners - School or Learning Community focus				What data/evidence shows the impact of the project/intervention? Refer to outcome statement. Did you achieve what you set out? Next steps?
Parental / carer reluctance to engage with - <b>survey results</b> Parent / carer group experiencing living in poverty - impacting negatively on ability to parent successfully Learners not achieving in line with national expectations - <b>CfE levels</b>	Identified cohort of learners making progress in learning 80% of those identified to achieve or to be on track to achieve national expectations by May 2025	CfE data Teacher professional judgement Parent / carer survey Parent / carer dialogue with family worker	Family Support worker - one day a week- in school and accessible by phone on other days Families Connect programme Raising children with confidence programme	10,000	68,400	Increase in attainment Increase in attendance	
Lack of engagement in learning resulting in inability to self regulate emotions ACES having negative impact on behaviour and on progress in learning	Learners at risk of exclusion to be able to remain in school Learners to be able to self regulate Regularly monitored across school year	No learners excluded All learners able to learn without disruption	Nurture approach - PSO (5 days) Small groups of identified learners supported in small group and individual situations - targetted interventions including outdoor learning, forest schools, nurture base (the hive)	44,000	24,400	Evidence of learners beginning to self regulate. No exclusions	
Lack of opportunity outwith school for wider achievement Identified group of learners using SIMD data and family support worker knowledge	Learners at risk of lack of participation in school activities will have opportunity and enjoy	Participation survey Trinity wider achievement jigsaw	Benmore, skiing, theatre visit etc	3,000	21,400	All identified learners participated in all activities	
Target group - care experienced learners having difficulty regulating and engaging with learning in class	Learners at risk of exclusion to be able to remain in school Learners to be able to self regulate Regularly monitored across school year	No learners excluded All learners able to learn without disruption	Play therapy delivered by With Kids - one day a week	5,900	15,500	Identified learners engaged with play therapist	
See SEF plan for Learning Community Each school supplementing finance provided				5,000	0		
Identified learners at P4 and P5 not on track with CfE expectations	Progress in learning across literacy and numeracy	CfE levels	Teacher - two days a week providing targetted support	10000	-10,000		

REMAINING BALANCE	500
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<p>Parent Council approved</p> <p>Parents / carers engaging with Family Support worker very pleased that support will be continuing. 'It's a lifesaver.'</p>	<p>Please use this space to explain reasons for any underspend of allocated PEF:</p>
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