

Pupil premium strategy statement – Singlewell Primary School

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	399
Proportion (%) of pupil premium eligible pupils	September 2023 (75/399) = 18.80%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	3
Date this statement was published	July 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Mrs R Catt
Pupil premium lead	Mrs R Catt
Governor / Trustee lead	Dr D King

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£114,945 (April 23 – 24)
Recovery premium funding allocation this academic year	£4,773 (April 23 – 24)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£119,718
<i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	

Part A: Pupil premium strategy plan

Statement of intent

*At Singlewell, our curriculum is carefully designed with the Intent of enabling **curious, ambitious, resilient** learners in a **safe** and **equal** environment.*

Our curriculum intent:

- Ensures that all pupils have access to an ambitious broad, balanced curriculum for excellence based on the National Curriculum.
- Is relevant to each child in the school, regardless of their age, gender, individual circumstances or academic ability.
- Has fluidity to ensure that vulnerable children or those with additional needs may access the curriculum in different and often very practical ways
- We provide wrap-around care for which includes before and after school provision
- We employ effective staff who deliver quality education using a wide variety of strategies and techniques to engage learners, they are mindful of provision for all, seeking support from SLT and the SENCO who is able to facilitate support offered by specialist teachers and services.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Emotional well - being
2	Access to wrap-around care and extra curricular experiences
3	Academic catch up
4	Attendance and punctuality
5	Home learning opportunities

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<i>All pupil Premium children have equal access to good, quality first teaching, similar to all other children, regardless of race, gender, protected characteristics</i>	<p>PP children achieve similarly to their peers and/or the National standards.</p> <p>Pupil Progress meetings will provide opportunities to discuss the progress of PP children</p> <p>Interventions put in place to support where needed</p>
To plan and deliver effective interventions for Pupil Premium children	<p>Assess the effectiveness during termly assessment periods and update provision maps accordingly and intervention timetables</p> <p>The quality of resources and deliverance of interventions is good, with effective impact towards the individual goals.</p> <p>Support with access to specialist services: Play Therapy, Speech and Language therapist, Occupational Therapist</p>
To remove barriers to learning: lateness/attendance/behaviour for learning/home support	<p>Pupil Premium children's attendance is at or above 95%, in line with school target</p> <p>Interventions and additional support are in place to address pupil's individual needs around behaviour, emotional wellbeing and mental health.</p>
To offer wrap around care support and additional activities to Pupil Premium children	<p>Pupil Premium children's attendance is at or above 95%, in line with school target</p> <p>Support offered to attend Breakfast Clubs and to reduce the cost of after school clubs so families are not negatively impacted by financial inability to access wrap around care.</p> <p>Support offered to reduce costs of educational visits so all pupils have access to wider experiences and a broad and balanced curriculum.</p>

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £11,591.92

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Progress in Reading</i>	<p>To support the early reading fluency and ability to understand sounds, words, sentences and texts</p> <p>To promote and generate a love of reading for pleasure</p> <p>To support a whole school online approach to spelling</p> <p>To use the RWI scheme to effectively assess, monitor and plan the next steps for developing phonics and reading skills for individual children, cohorts and the whole school.</p>	<p>3, 5</p> <p>Read, Write Inc £1,755 Ed Shed Sub £301</p>
<i>Progress in Writing</i>	<p>Whole school approach to support the teaching and learning of Writing. Whole staff training. New writing approach developed where learning journeys are developed from YR - Y6</p> <p>Support for reluctant and less able writers.</p> <p>Various program subscription investments to support medium term planning throughout the curriculum.</p>	<p>3, 4, 5</p> <p>Jamie Thomas Consulting - Writing CPD £1,263.50</p> <p>Pobble Education £100</p> <p>Grammarsaurus £599</p> <p>Plan Bee £845.02</p> <p>Oxford University Press: £1,344.96</p> <p>Ed Shed Spelling £486</p> <p>Twinkl £1,613.20</p>
<i>Progress in Mathematics</i>	<p>Focus on the teaching and learning of number and calculations, leading to problem solving skills, number fluency</p>	<p>3, 5</p>

	<p>and nurturing confidence in mathematical thinking</p> <p>Use of technology to further aid number fluency, rapid recall and application of arithmetic skills</p>	<p>TTRS £178.85</p> <p>Purple Mash £950</p> <p>White Rose £250</p> <p>Classroom Secrets £544.64</p> <p>Grammarsaurus</p>
<i>Progress across the curriculum</i>	To support a curriculum designed for all learners by using a well-planned, broad and balanced sequence of learning across all year groups	<p>3</p> <p>Language Angels – French £249</p> <p>Grammarsaurus</p> <p>Plan Bee</p> <p>Twinkl</p>
<p><i>The early identification of Speech, Language and Communication Needs (SLCN).</i></p> <p><i>The effective intervention for children with SLCN.</i></p>	<p>Assessment of all pupils in KS1 and those working below age expected in KS2 to identify Language and Communication needs.</p> <p>Whole school Language Link data monitored by SENCO and interventions planned.</p> <p>Use of the Language Link quality resources in all language and communication interventions for identified children.</p> <p>Teaching assistants and teachers trained on the use of the assessment tool and intervention resources.</p> <p>Data used to identify children for further SALT support or assessment.</p>	<p>1, 3</p> <p>Speech Link Sub £174.25</p> <p>Speech Link Infant £263.50</p> <p>Speech Link Junior £263.50</p>
<i>The early identification of general or specific learning difficulty.</i>	<p>Monitoring of internal data (attainment) to identify children requiring further assessment.</p> <p>1:1 assessment of children to identify barriers to learning.</p> <p>Use of the GLready handbooks to plan further classroom support, intervention and further assessment.</p>	<p>1, 3</p> <p>GL Ready RAPID, LASS and CoPS</p> <p>£410.50</p>

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £19,080

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Specialist emotional wellbeing and mental health support.</i>	<p>Pupils requiring support identified through our 'early identification of need' system.</p> <p>Holistic view of whole child and family used to identify areas for school and service support. Parent liaison with SENCO or SLT to plan support.</p> <p>Those identified needing a high level of support to access school funded Play Therapy or Drawing and Talking Therapy.</p>	<p>1, 3, 4, 5</p> <p>Smiles Play Therapy</p> <p>£6,495</p> <p>Drawing and Talking Therapy Training</p> <p>(DfE funded)</p>
<i>Occupational Therapist assessment</i>	<p>Access to a specialist assessment for pupils identified with physical or sensory barriers to learning.</p> <p>Parent support from specialist. Therapy plan constructed and training given to staff.</p> <p>Ongoing support with advice and review of progress.</p>	<p>1, 2, 5</p> <p>£2,160</p>
<i>Speech and Language Therapist assessment</i>	<p>Access to a specialist assessment for pupils identified with speech, language or communication barriers to learning.</p> <p>Parent support from specialist. Therapy plan constructed and training given to staff.</p> <p>Ongoing support with advice and review of progress.</p>	<p>1, 2, 5</p> <p>£2,160</p>
<i>Booster Groups & Phonics Support</i> <i>Writing interventions</i>	<p>Reading and phonic interventions to focus on children who have fallen behind or not receiving adequate reading support outside of school.</p> <p>Ongoing formative and summative</p>	<p>3</p> <p>£8,265</p>

<i>Maths Interventions</i>	<p>assessment by the class teacher. Monitored by subject leaders and SLT.</p> <p>Staff CPD to boost focus on retrieval practice in both English and Maths lessons</p> <p>Small group intervention, early morning work in classrooms and 1:1 pupil support</p> <p>Use of outdoor environment to further support learning opportunities including but not limited to forest school</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £29,480

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Extra-Curricular</i>	<p>Extra-curricular activity clubs – 6-8 clubs run every term for five weeks of the term.</p> <p>Breakfast Club Provision available to Pupil Premium children</p> <p>School Trips/Special Events/ Swimming: a pot of money available to support Pupil premium children so that ALL can attend</p>	<p>2</p> <p>Breakfast Club – potential 184 sessions @ £4 per session = £736</p> <p>£3,700</p>
<i>Personal Development</i>	<p>Tuned musical instrument tuition in KS2 for all pupils: Ocarina/ Ukulele/ recorder</p> <p>Live performance opportunities in school and at external events.</p> <p>Support with cost of Special events promoted or provided by the school: Colour Run/ Parent workshops/ Fundraising events/ Special Visitors/ Discos/ Y6 responsibilities (Learning Mentor opportunities)</p>	<p>1, 2, 3</p> <p>£10,985</p>

<p><i>Rewards</i></p> <p><i>Emotional well-being</i></p>	<p>House points/ certificates and 100% attendance badges/ star writer awards used to celebrate and praise children.</p> <p>Half termly class messages displayed on the school website: displaying books read, shared photographs of learning/ events in school and personalised messages from the class teachers</p> <p>Weekly celebration assemblies: CARES badges and certificates</p> <p>School council meetings/ badges and responsibilities</p> <p>Well-being check ins for vulnerable children</p> <p>Play therapy and other specialist teachers/services</p>	<p>1, 4</p> <p>£683</p>
<p><i>Mental Health and Wellbeing support</i></p>	<p>Training for whole school in 'Understanding Autism' delivered by the Specialist Teaching and Learning Service on behalf of the Autism Education Trust, with a focus on wellbeing and mental health.</p> <p>Review of current targeted intervention for emotional and well-being needs and purchase of quality resources.</p> <p>SEMH interventions including Zones of Regulation, Anxiety Gremlin, Anger Gremlin, Sensation and Emotions, Mirror me, Sensory Circuit, Talkabout, Socially Speaking and Lego group.</p> <p>Use of Harbour room (Nurture and SEMH intervention space) for sensory sessions, well-being groups and as a transitional space for pupils struggling to attend.</p>	<p>1, 4, 5</p> <p>Autism Education Trust Training – understanding Autism</p> <p>£0</p> <p>Teaching assistants - 12 hours a week, 38 weeks per year- £7,296</p> <p>Nurture Lead - 10 hours a week, 38 weeks per year - £6,080</p>

Total budgeted cost: £60,151.92

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Teachers undertake formative assessment tests 3 times per academic year using NFER tests. If children are working below their year group, they will be tested using NFER appropriate to them. The tests are scrutinised thoroughly and supported by Teacher's professional judgements. Gaps in learning are identified using the NFER hub and interventions are evaluated alongside this and adjusted accordingly. If pupils are working below the Key Stage one curriculum, then the Portage SEND assessments tools are used to assess their learning and developmental needs.

Groups of children (including pupil premium) are analysed and discussed during pupil progress meetings across each year group. Vulnerable students are identified and action steps, supported by SLT and SENDco, are formatted to support groups of children moving forward by providing a wealth of alternative interventions. The use of school funded specialist assessments such as Speech and Language and Occupational Therapy support the identification of need quickly so support can be put in place at the earliest point. Through our 'Early Identification' system and the use of the graduated approach within our classes, concerns around children's progress, attainment or emotional wellbeing are raised to the SENCO at any point of the year.

The value of language skills as the foundation for learning is understood with Language Link assessments undertaken annually to identify need and plan support.

RWI assessments are taken regularly throughout the year and children are re-grouped according to their need.

The above regime ensures that Pupil Premium children are closely monitored and provided with opportunities and resources to support their progress in line with their peers.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
RWI	Ruth Miskin
White Rose Maths	White Rose Education
Oxford University Press	Ruth Miskin

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
No service pupils in school
<i>The impact of that spending on service pupil premium eligible pupils</i>
No service pupils in school

Further information (optional)

Singlewell CARES about being Curious, Ambitious, Resilient, Equal and Safe. Our children love learning independently and collaboratively in a safe, stimulating environment. Our shared values are a driving force in our curriculum design as well as being embedded within the heart of our school. Our core set of values promote right from wrong and help shape the mindsets and behaviour of future adults. Spiritual, moral and cultural development is promoted, in order to prepare children to become valued members of a diverse, multicultural society.

We aim to be an inclusive environment with our classrooms and teachers delivering a universal offer of Quality First Teaching whilst understanding the emotional needs of the children. Identification of need happens early with the concerns of parents, teachers and teaching assistants listened to. We understand our role as part of the care system and aim to support families with their social emotional needs as well as supporting their children in school.

The acquisition of cultural capital will develop each pupil's understanding of the world around them. This is an accumulation of knowledge, behaviours and skills that a child can draw upon and which demonstrates their cultural awareness, knowledge and competence. It is one of the key ingredients to be successful in society, their career and the world of work. We have high expectations for ALL learners, including Pupil Premium children, and strive to work together as a community to fulfil the potential of ALL children.

Our school values a 'family feel' and teachers spend time getting to know all of the children and their families well. Each class has its own entrance where parents can access the teachers, morning and afternoon, to discuss any worries or keep teachers informed of any relevant changes and vice versa.

SLT are present morning and afternoon outside should any parents want to approach them or make an appointment to discuss worries at a later date.