

Review of Pupil premium strategy statement

February 2021

School overview Singlewell Primary School

Metric	Data
School name	Singlewell Primary
Pupils in school	321
Proportion of disadvantaged pupils	15.3% (49 pupils)
Pupil premium allocation this academic year	£66,000.
Financial year	April 2019 – March 2020
Academic Year	September 2019 – August 2020
Publish date	February 2020
Review date	February 2021
Statement authorised by	Chair of Governors Dr Daniel King
Pupil premium lead	Michelle Brown
Governor lead	Joanne Broad David Holman Brian Nash

Disadvantaged pupil progress scores for last academic year Sept 18 – Aug 19

Measure	Score
Reading	-1.5
Writing	-0.1
Maths	-4.2

Strategy aims for disadvantaged pupils Sept 19 – Aug 20

Measure	Score
Meeting expected standard at KS2	85.7%
Achieving high standard at KS2	0

Strategy aims for disadvantaged pupils Sept 19 – Aug 20

Measure	Activity
Priority 1	Ensure all relevant staff (including new staff) have received paid-for training to deliver the phonics, Read Write Inc, scheme effectively

	All relevant staff received training and implemented this .Lockdown March 2020 impacted delivery
Priority 2	Work with the maths subject leaders through guided modelling, training and purchase Target Your Maths books to embed Teaching for Mastery across all year groups Staff training continued through lockdown and in Autumn 2020 the maths curriculum was realigned with the demands for catch up work required for pupil premium children. Target Your Maths books implemented
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching interventions Lockdown periods and self-isolation proved problematic.
Projected spending	£11,000 spent

Teaching priorities for current academic year Sept 19 – Aug 20

No national assessment data available due to cancellation of SATs

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	June 20
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)	June 20
Progress in Mathematics	Achieve National average progress score in KS2 Maths (0)	June 20
Phonics	Achieve national average expected standard in PSC (81.9 %)	June 20
Other	Improve attendance of disadvantaged pupils to school average (96.8%)	June 20

Due to Covid-19 no statutory assessment was undertaken in May/June 2020

Targeted academic support for current academic year Sept 19 – Aug 20

Measure	Activity
Priority 1	Invest further in RWI training and resources. Buy and embed use of Accelerated Reader or other scheme across all year groups to increase reading for pleasure Reading resources significantly improved within classroom and a separate library area set up
Priority 2	Establish small group maths interventions for disadvantaged pupils falling behind age-related expectations Maths interventions took place
Barriers to learning these priorities address	Encouraging wider reading and providing interventions in mathematics – typically an area of weakness in reasoning Lockdown periods and self-isolation proved problematic
Projected spending	£12,000 spent

Wider strategies for current academic year Sept 19 – Aug 20

Measure	Activity
Priority 1	Creating and embedding further reading challenges and rewards to encourage reading at home Additional reading rewards programmes set up as well the Book wish list that was reintroduced.
Priority 2	Employing a learning mentor and 1:1 assistants to support families with attendance and acute needs of children in emotional, social and individual barriers to learning. Vulnerable children invited in during lockdown for additional support. All families with Pupil premium children were contacted continuously throughout and have had support with the barriers to learning, virtually and in person.
Barriers to learning these priorities to address	Improving attendance and readiness to learn for the most disadvantaged pupils Pupil premium children had good attendance on return to school in September 20 until coronavirus impact in kent, November 2020
Projected spending	£43,000 spent

Monitoring and Implementation Sept 19 – Aug 20

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development Staff attended training and were covered in class	Use of INSET days and additional cover being provided by 2 x part time teachers
Targeted support	Ensuring enough time for school maths-lead to support small groups Non contact time given for Maths lead to support this	TAs and qualified teachers to provide focus groups under maths lead
Wider strategies	Engaging the families facing most challenges Support given to families using internal staff and external agencies	Working closely with the LA and other local schools on providing strategies to provide continuity of education