

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	400
Proportion (%) of pupil premium eligible pupils	September 2025 (71/400) = 17.75%
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 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Mrs R Catt
Pupil premium lead	Mrs R Catt
Governor / Trustee lead	Mr W Murphy & Mrs J Bishop

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£119,285 (Sept 25 – Aug 26)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£119,285

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. This strategy aims to remove barriers to learning and create equitable conditions in which disadvantaged pupils can thrive academically, socially, and emotionally, enabling them to achieve progress and attainment in line with their non-disadvantaged peers.

We rigorously identify vulnerable pupil groups within our school context and provide targeted, evidence-based support to address their specific barriers to learning. Specifically, we will consider challenges faced by vulnerable pupils, such as those who have a social worker and/ or considered as young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our approach will be responsive to common challenges and individual needs, using diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

*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:

- Is committed to ensuring that all children have access to a broad and balanced curriculum that nurtures curiosity, develops key skills, and provides rich opportunities for academic and personal growth.
- 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
- Ensures the curriculum is delivered by staff committed to providing high quality education using a wide variety of strategies and techniques to engage learners, they are mindful of provision for all. They are also able to seek support from SLT and the SENCO who can facilitate support offered by specialist teachers and services if necessary.

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. Young children are still learning how to recognise, understand, and manage emotions. Some may struggle to express feelings appropriately, leading to frustration, anger, or withdrawal. Limited vocabulary for emotions can make communication difficult. Emotional or mental health issues (like anxiety, low mood, or trauma) may go unnoticed or be misinterpreted as behaviour problems. Disadvantaged children with SEND can be particularly vulnerable to challenges in emotional wellbeing, often requiring additional support to regulate emotions, navigate social interactions, and maintain a positive sense of self within the school environment.
2	Restricted Access to Cultural Capital and Enrichment A number of pupils have fewer opportunities for enrichment activities outside of school, including cultural visits, clubs, sports, arts, and wider experiences that support vocabulary development, background knowledge, and confidence.
3	High Mobility or Unstable Living Situations Some pupils experience frequent moves, changes in care arrangements, or periods of unstable housing. These challenges disrupt learning continuity and can hinder the formation of secure relationships within school.
4	Reduced Aspirations and Limited Knowledge of Future Pathways Some disadvantaged pupils have lower expectations of their own academic achievement or future educational routes. Their limited exposure to role models, careers guidance and aspirational experiences can restrict ambition and reduce motivation to engage fully with learning.
5	Access to wrap-around care Fees for wrap-around care can be too expensive for some families, particularly those with multiple children or on low incomes. Children from disadvantaged backgrounds may miss out due to cost, lack of awareness, or transport issues. SEND pupils may face barriers if clubs are not equipped or staffed to meet their needs.
6	Low Prior Attainment and Gaps in Core Skills Many disadvantaged pupils begin school with skills below age-related expectations, particularly in early language development, phonics, reading fluency, writing, and key mathematical knowledge. This affects their ability to access a broad curriculum and make rapid progress.
7	Attendance and punctuality Some pupils have regular or long-term absence due to illness, family issues, or disengagement. Once attendance habits decline, it can be difficult to re-establish routines and motivation to attend. Some families struggle with morning routines or lack of structure at home, leading to repeated lateness or absence. Late arrivals disrupt learning for both the pupil and the class.
8	Home learning opportunities Barriers include parents' own confidence, time constraints, language barriers, or unfamiliarity with the curriculum. Not all pupils have access to suitable devices, internet connections, or quiet spaces for home learning. Lack of basic materials (books, stationery, printers) can limit engagement, especially for disadvantaged families.

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
All pupil Premium children have equal access to good, quality first teaching, similar to all other children, regardless of race, gender, protected characteristics	<p>PP children achieve similarly to their peers and/or the National standards.</p> <p>National Average outcomes: <i>In reading, writing and maths (combined), 47% of disadvantaged pupils met the expected standard in 2025 compared to 69% of other pupils, keeping the gap at 22 percentage points. At Singlewell, 61% of PP children met the expected standard in RWM combined.</i></p> <p>Pupil Progress meetings will provide opportunities to discuss the progress of disadvantaged (PP) children</p> <p>New Pupil Progress monitoring in place to ensure there are specific, targeted actions in place for PP children.</p> <p>Early identification of need actioned in collaboration with all appropriate staff (CT TA SENCO)</p> <p>Interventions prioritised to support different needs: language link/ 1:1 phonics/ phonological awareness/ anxiety gremlins/ clever hands/ theraputty/ colourful semantics etc</p>
To plan and deliver effective interventions for Pupil Premium children	<p>Diagnostic assessment to address the effectiveness during termly assessment periods and update provision maps accordingly and intervention timetables</p> <p>Evidence informed interventions planned alongside SENCO with training provided if necessary.</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 therapy, Occupational Therapist</p>
To remove barriers to learning: lateness/ attendance/ behaviour for learning/home support	<p>Interventions and additional support are in place to address pupil's individual needs around behaviour, emotional wellbeing and mental health.</p> <p>Sign-posting & access to additional services to support disadvantaged families: play therapy/S&L therapy/ Occupational Health therapy</p> <p>Our attendance data over the last 3 years of PP & SEND combined: (22-23) 93.4%, (23-24) 93.1%, (24-25) 93.5% showing they are slightly below the school average of 95%, 95.3%, 95.6% consecutively.</p> <p>Persistent absence of disadvantaged children has steadily declined over the last 3 years: 7.12% (22-23), 4.46% (23-24), 4.21% (24-25)</p> <p>Individual attendance incentives offered to address persistent absentees. Attendance support plans also now in place and communicated with parents.</p>
To offer wrap around care support and additional activities to Pupil Premium children	<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> <p>PP children reserved spaces for after school clubs with no payment required.</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: £10,243.41

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Progress in Reading</i>	<p>To promote and generate a love of reading for pleasure through intervention, refreshed incentives and plentiful, diverse opportunities to read within the school day.</p> <p>To support a whole school online approach to spelling</p> <p>To support the early reading fluency and ability to understand sounds, words, sentences and texts</p> <p>To ensure our phonics programme begins with secure skills in phonological awareness so the children have a strong foundation of hearing and discriminating sounds, building vocabulary and oracy skills and strengthening working memory. Adding this layer also enables an early identification of need.</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>Development of the outdoor learning zones: reading shed/role play opportunities</p>	<p>3, 5</p> <p>Ed Shed Literacy Plus £332.50</p> <p>Headstart Reading £469.80</p> <p>Headstart GPS £469.80</p> <p>Supersounds (phonological awareness) £21.99</p>
<i>Progress in Writing</i>	<p>Whole school Talk For Writing approach to support the teaching and learning of Writing. Whole staff training offered and internal CPD delivered by Writing Lead.</p> <p>New writing approach developed where learning journeys are developed from YR - Y6 to ensure speaking and listening and the building of richer vocabulary features as essential in the build up to extended writing.</p> <p>Support for reluctant and less able writers. The multisensory approach (oral rehearsal, visual mapping, actions, shared writing) makes writing accessible by:</p> <ul style="list-style-type: none"> • reducing cognitive load • supporting memory • giving clear models to imitate • providing lots of repetition and scaffolding 	<p>3, 4, 5</p> <p>Pobble Education £100</p> <p>Grammarsaurus £599</p> <p>Plan Bee £699.00</p> <p>Oxford University Press: £1,344.96</p> <p>Ed Shed Spelling £648</p> <p>Twinkl £1,935.84</p>

	Various program subscription investments to support medium term planning throughout the curriculum.	
<i>Progress in Mathematics</i>	<p>Focus on the teaching and learning of number and calculations, leading to problem solving skills, number fluency 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>Mathematics curriculum to include opportunities for personal development. Strong personal development in Maths also supports pupils to articulate their thinking, collaborate effectively with others, and apply mathematical reasoning in real-life contexts.</p> <p>By nurturing these attributes, the maths curriculum contributes to pupils' broader development, preparing them for future study, employment and participation in a numerate society.</p>	<p>3, 5</p> <p>TTRS £189.80</p> <p>Purple Mash £1019.00</p> <p>White Rose £351</p> <p>Classroom Secrets £665.66</p> <p>Grammarsaurus £599</p>
<i>Progress across the curriculum</i>	<p>To support a curriculum designed for all learners by using a well-planned, broad and balanced sequence of learning across all year groups.</p> <p>Personal development is embedded across the curriculum to ensure disadvantaged pupils have the confidence, resilience, and wider skills needed to overcome barriers and achieve their potential. By providing targeted opportunities for collaboration, leadership, reflection, and cultural awareness, the curriculum helps Pupil Premium children build self-belief, broaden aspirations, and access experiences that they might not encounter outside school.</p>	<p>3</p> <p>Language Angels – French £254</p> <p>Grammarsaurus</p> <p>Plan Bee</p> <p>Twinkl</p>
<i>The early identification of Speech, Language and Communication Needs (SLCN). The effective intervention for children with SLCN.</i>	<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 £192.10</p> <p>Speech Link Infant £277.10</p> <p>Speech Link Junior £277.10</p>

<i>The early identification of general or specific learning difficulty.</i>	Monitoring of internal data (attainment) to identify children requiring further assessment. 1:1 assessment of children to identify barriers to learning. Use of the GL ready handbooks to plan further classroom support, intervention and further assessment.	1, 3 GL Ready RAPID, LASS and CoPS £418.75
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Staffing costs (PP contribution: 50%)

Assumptions used for costing

- Support staff contract: 31.67 hours per week for 38 weeks (1,203.46 paid hours per year).
- Staff costs shown are employer costs (gross pay + employer NI + employer pension), taken from payroll annual pay summaries.
- PP contribution applied to each line: 50%.
- Cover pattern assumed consistent across the year (six terms).
- Teacher “all day cover” costed as 38 days (1 day per week across 38 weeks).
- PP-focused INSET time: 1-day equivalent for all teachers and all HLTAs (time may be split across multiple INSET days).

A proportion of cover/release time is allocated to Pupil Premium because it enables teachers/teams to plan, deliver and review targeted provision for disadvantaged pupils (e.g., pupil progress discussions, intervention planning, adaptive teaching adjustments, and impact evaluation).

1. Support staff cover and release time (summary by pay rate)

Support staff pay rate	Total cover hours/week	Rate basis	Annual cost	PP @ 50%
KSD (HLTA rate)	35.0	KSD	£28,160.81	£14,080.40
KSA (TA rate)	5.0	KSA	£3,693.58	£1,846.79
TOTAL	40.0		£31,854.39	£15,927.20

2. Teacher cover (cover teacher at UPS3)

Teacher cover costed as 38 days (1 day per week across 38 weeks).

Teacher scale point	Full-time annual employer cost	Annual cost (38 cover days)	PP @ 50%
UPS3	£72,529.31	£14,505.86	£7,252.93

3. Total cover provision (support staff + cover teacher)

Category	Annual total	PP @ 50%
Support staff cover (Section 1)	£31,854.39	£15,927.20
Teacher cover (Section 2)	£14,505.86	£7,252.93
TOTAL cover provision	£46,360.25	£23,180.13

4. PP-focused INSET time (1-day equivalent, split across INSET days)

Category	Annual total	PP @ 50%
PP-focused INSET allocation	£5,559.14	£2,779.57
TOTAL staffing allocation including INSET	£51,919.39	£25,959.70

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

Budgeted cost: £22,468.22

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Specialist emotional wellbeing and mental health support.</i>	Pupils requiring support identified through our 'early identification of need' system. 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. Those identified needing a high level of support to access school funded Play Therapy or Drawing and Talking Therapy. Targeted intervention for emotional wellbeing can be an effective method to support low attaining children or those falling behind to reduce barriers to learning.	1, 3, 4, 5 Smiles Play Therapy £8,000 Drawing and Talking Therapy Training (DfE funded) Dog Mentor £3420.00
<i>Occupational Therapist assessment</i>	Access to a specialist assessment for pupils identified with physical or sensory barriers to learning. Parent support from specialist. Therapy plan constructed and training given to staff.	1, 2, 5 Rivermead £3762.00

	Ongoing support with advice and review of progress.	
<i>Speech and Language Therapist assessment</i>	Access to a specialist assessment for pupils identified with speech, language or communication barriers to learning. Parent support from specialist. Therapy plan constructed and training given to staff. Ongoing support with advice and review of progress.	1, 2, 5 Rivermead £3762.00
<i>Booster Groups & Phonics Support</i> <i>Writing interventions</i> <i>Maths Interventions</i> <i>Assessment</i>	Reading and phonic interventions to focus on children who have fallen behind or not receiving adequate reading support outside of school. Ongoing formative and summative assessment by the class teacher. Monitored by subject leaders and SLT. Staff CPD to boost focus on retrieval practice in both English and Maths lessons. Purchase new Curriculum Assessment package. Small group intervention, early morning work in classrooms and 1:1 pupil support. Use of outdoor environment to further support learning opportunities including but not limited to forest school. Phonological awareness approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.	3 Phonics booster groups £5495.22 Insight £1791.00

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £13,729.14

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Extra-Curricular</i>	Extra-curricular activity clubs – 6-8 clubs run every term for five weeks of the term. Breakfast Club Provision available to Pupil Premium children School Trips/Special Events/ Year 6 Residential Swimming: a pot of money available to support Pupil premium children so that ALL can attend	2 £2 per session x 5 weeks (£10 per club) Breakfast Club – potential 190 sessions @ £4 per session = £760 £3,700
<i>Personal Development</i>	Tuned musical instrument tuition in KS2 for all pupils: Ocarina/ Ukulele/ recorder	1, 2, 3 Specialist Music teachers £8295.22

	<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>Whole school approach to the sequencing of Progression Planning documents and New Subject Curriculum Overviews identifying PD opportunities throughout the curriculum.</p>	
<p><i>Rewards</i> <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 ELG Gen £973.92</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 Autism Education Trust Training – understanding Autism</p>

Total budgeted cost: £69,620.90

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Teachers undertake formative assessment tests 3 times per academic year using White Rose Maths & Headstart tests for Reading & SPAG. If children are working below their year group, they will be tested using tests appropriate to them or Pre Keystage assessments and programmes for learning have been developed with the SENCO and KS1 teaching staff. The tests are scrutinised thoroughly and supported by Teacher's professional judgements. Gaps in learning are identified using the Smartgrade 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/disadvantaged) are analysed and discussed during pupil progress meetings across each year group. Vulnerable students are identified and action steps, supported by SLT and SENCO, 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. Phonics 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)

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**

No service pupils in school

The impact of that spending on service pupil premium eligible pupils

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 alongside our 'non-negotiable' requirements for Writing and Maths.

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/Disadvantaged 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.