

Pupil premium strategy statement Singleton CE 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	71
Proportion (%) of pupil premium eligible pupils	15.49%
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)	September 2024 to September 2025
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	T SMYTH
Pupil premium lead	T SMYTH
Governor / Trustee lead	N Wheeler (Chair)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20.720
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£10.144
Total budget for this academic year <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>	£30.864

Pupil Premium Statement of intent

Singleton CE Primary school is a small rural village school with 3 mixed age classes. Only 23% of the pupils live within the village and 77% of the pupils travel into school from out lying villages, Chichester, and coastal regions.

The school therefore becomes the 'community' base for children who may not live close together or have out of school connections. There is high mobility of pupils and families with 31% of Pupils joining after the Foundation Year.

In KS2 24% joined from Year 2. Families often choose the school for its small 'family' feel. In the academic Year 2023-2024: 5.5% of all pupils joined the school into KS2.

Of the 26% who joined after YR 31% are on the SEN or Cause for Concern register.

The school currently has 19.7% of all children on the SEN register. 92% of the pupils on the register are in KS2.

27% of the Disadvantaged Pupils are on the SEN or Cause for Concern register.

Our local area has Index of Multiple Deprivation Decile 5, Education and Skills Decile 6, Living Environment Decile at 1, Barriers to Housing Decile 2, Income Deprivation among Children Decile 6.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background.
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally.
- Ensure ALL pupils can read fluently and with good understanding to enable them to access the breadth of the curriculum.
- Develop confidence in their ability to communicate effectively in a wide range of contexts.
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world.

Achieving our objectives:

- Provide all teachers and teaching assistants with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition

- Provide appropriate nurture support to support pupils in their emotional and social development.
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport/ music / arts within the wider curriculum.
- Develop confidence in their ability to communicate effectively in a wide range of contexts.
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world.

Challenges

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

Challenge number	Detail of challenge
1	Internal and external assessments and observations of pupils, indicate that maths attainment within reasoning, problem solving and the use of Times Tables requires further development, especially when preparing children for external assessments facts. This is evident from Year 1 through to Key Stage 2 and are more prevalent among our disadvantaged pupils than peers.
2	Assessments, observations, external moderation of KS2 writing and Pupil Voice indicate a lack of pleasure for writing and challenges in structuring and developing their written work. The use of language, rich vocabulary and oracy also needs development. This is evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
3	Pupils from the rural community have limited access to a local library and pupil voice form children from disadvantaged backgrounds indicates that they do not visit any library.
4	Pupils from disadvantaged backgrounds across the school have limited and infrequent opportunities to be involved in learning an instrument. There is limited expertise within the school staff to deliver high quality instrument teaching.
5	Our assessments, observations and discussions with pupils and feedback from OFSTED 2023 has identified the need for further personal development and enrichment for all pupils and most notably disadvantaged pupils.

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
Improved maths reasoning to improve overall maths attainment, particularly for our disadvantaged children.	<p>% of children of our disadvantaged children will achieve ARE in Maths at the end of KS2</p> <p>% of children of our disadvantaged children will achieve ARE in Maths at the end of KS1</p>
Pupils can use strategies and structure to write with increased confidence and pleasure, particularly our disadvantaged children.	<p>% of our disadvantaged children will achieve ARE by the end of KS2</p> <p>% of our disadvantaged children will achieve ARE by the end of KS1</p> <p>Pupil survey will show an improved level of Pleasure for writing from September 2024</p> <p>KS1: 57% said they like writing in school</p> <p>LKS2: 36% said they like writing in school</p> <p>UKS2: 19% said they like writing in school</p>
Pupils develop their knowledge of using a library to support their learning and develop a passion for reading, particularly for pupils unlikely or unable to engage with public libraries.	<p>Pupil voice will show:</p> <ul style="list-style-type: none"> • a better understanding of how to use libraries • knowledge of authors / genres • Increased level of pupils engaging in the summer reading challenge <p>Summer 2024: 4 / 51 families joined</p>
Pupils across the school will have opportunities to learn a variety of instrument, which can then be supported on an individual level where there is an expression of interest by the pupil or an observed 'talent' by the teacher.	<p>Pupil voice will show:</p> <ul style="list-style-type: none"> • Pleasure and excitement for learning instruments • A desire to continue to learn an instrument on an individual basis
To expand and extend the range of personal development opportunities for all pupils	<p>Sustained personal development across 2024-25 demonstrated by:</p> <p>Qualitative data from pupil voice, family surveys, and teacher observations, external Governor monitoring</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 Budgeted cost: £ 15,432

Activity	Evidence that supports this approach	Challenge number(s) addressed
Part Time teacher to support across KS1 increasing teacher pupil ratio to enable targeted Maths and Writing Lessons	EEF : Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. https://tinyurl.com/4uevw8pu .	1,2

Targeted academic support Budgeted cost: £ 7716

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 TA interventions for: <ul style="list-style-type: none"> ➤ reading and vocabulary ➤ Precision Teach ➤ Phonics ➤ Number Stacks program 	EEF: Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. https://tinyurl.com/4uevw8pu .	1,2
White Rose Maths subscription to ensure consistent approach to teaching math reasoning Time Table Rockstars Subscription to support fast recall of maths facts	<i>However, the far stronger relation between mathematical reasoning and mathematical achievement is evidence that there is a genuine need for teachers to spend ample time ensuring that their pupils know what quantitative relations are and how to reason about them logically and enterprisingly.</i> Development of Maths Capabilities and Confidence in Primary School Research https://tinyurl.com/3ejxpztf	1
Targeted support for Y5 and Y6 prior to End of KS2 SATs for Maths	EEF : Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some	1,2

and Writing through use of additional morning only teacher x 1 a week.	<p>studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.</p> <p>https://tinyurl.com/4uevw8pu.</p>	
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Wider strategies Budgeted cost: £7716

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of a librarian for an hour a week to work alongside Y5 librarians.</p> <p>Children across the school access the library in small groups to take out books / have stories read to the and taught how to locate authors / topics.</p>	<p>School libraries have been found to impact pupils' general academic attainment, reading and writing skills, plus wider learning skills, as well as their scores in history, mathematics and science. School libraries have also been found to have an impact on pupils' reading enjoyment, reading behaviour and attitudes towards reading. Motivation and attitudes in particular have been connected to school library use.</p> <p>National Literacy Trust, 2017</p> <p>https://tinyurl.com/y2v7mwcw</p>	3,5
<p><i>Term 2 Learn Music for KS2 and Get into Music for KS1</i></p> <p><i>UKS2 united Voices Project</i></p> <p><i>Divergent Drama</i></p>	<p>EEF: There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. http://tinyurl.com/2vsfwtp5</p>	4
<p>CPD for KS2 and Y2 teacher in use of IPEELL as a structure to teach writing.</p> <p>CPD for KS1/EYFS teacher in using: Drawing Club as a structure to increase passion for writing / independence and structure</p>	<p>IPEEL: we are using a modified approach to IPEEL to ensure that it matches our curriculum and timetable and reflects the findings of the initial project.</p> <p>EEF: Pupils who used IPEELL for two years made around two months' additional progress in writing, compared to pupils who did not. This result has a high security rating. The result was similar when considering only pupils eligible for free school meals who used IPEELL, who also made around two months' additional progress.</p> <p>https://tinyurl.com/mr67efuj</p> <p>Drawing Club structure, involves daily modelling of high-level vocabulary linked to a high quality text.</p> <p>EEF: EYFS Teaching and modelling Vocabulary. There is strong evidence that teaching and modelling vocabulary to children in the early</p>	2

	<p>years can have a positive effect on their oral language skills, Explicit vocabulary teaching strategies have been shown to be effective, both alone and in combination with implicit vocabulary teaching strategies</p> <p>https://tinyurl.com/ycxkr9t5</p>	
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Total budgeted cost: £30.864

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

	% of all pupils achieving	% of PP children achieving
<i>EYFS : GLD</i>	45 * ↓	100% ↑
<i>Year 1 Phonics</i>	60 ↓	100% =
<i>KS1 Writing</i>	66 ↑	100% ↑
<i>KS1 reading</i>	88 ↑	100% ↑
<i>KS1 maths</i>	88 ↑	100% ↑
<i>KS2 Writing</i>	57 ↓	50% ↑
<i>KS2 SPAG</i>	86 ↑	50% ↑
<i>KS2 READING</i>	86 ↑	50% ↑
<i>KS2 MATHS</i>	57 * ↑	0% * =

Arrows denote whether the % is higher, lower or equal to data from 2023.

* although overall attainment in Maths in KS2 was lower than predicted, the attainment in the Arithmetic section which had previously been a weaker area, was higher than the previous year and all children completed all of the maths papers.

* GLD was low this year. This was in part due to a change of staffing mid-way through the year. The areas of weakness in the profile was in Social and Emotional communication and for those pupils not attaining this area, the change of key adults was impactful.

- There were no suspensions in the Year 2023-2024
- Attendance in 2023-24 was higher than the National average at: 95.3%

External School Improvement reports included an observation of Restorative Practice in relation to safeguarding and Mental Health.

‘During the visit some pupils were heard discussing how they were feeling that morning. If a child opts not to share during a restorative circle, follow-up by an adult occurs promptly, typically on the same morning. These follow-ups often uncover underlying issues related to home life, anxiety, or other personal concerns, allowing the school to provide timely support.’ October 2024

School trips increased in number and frequency (1 per half term) and included a new ‘sleepover’ opportunity for Y3 and 4. All children in receipt of free school meals attended and trips where needed were subsidised.

Visits into school by experts in music / drama/ science enriched the curriculum and pupil voice collected at the time showed the positive impact each event had.

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
Making Sense of Number	Number Stacks
White Rose Premium Maths	White Rose Maths
Times Table Rock Stars	Maths Circle
Get into Music	West Sussex Music Service
Term to Learn Music	West Sussex Music Service