



BeDifferent
Federation

SINGLEGATE PRIMARY SCHOOL **Pupil Premium 2025-2026**

Singlegate Primary School
Free school meals: 21%
Pupil Premium: £196,900

Singlegate Primary School	
ICT	£6,100
Reading/Mathematics resources	£250
Resources for PP children/themed weeks	£750
Family support worker	£7,290
Easter school staff costs	£3,000
Snacks/day visits	£2,500
One to one tuition	£40,000
Swimming subsidy	£2,250
Music lessons	£220
Educational Psychologist	£1,575
Language & Behaviour for Learning Support	£2,145
Support staff	£80,000
Play Therapy	£1,000
France and Cuffley residential and school visits	£2,550
Purchase of decodable phonics scheme	£1,000



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Barriers to future attainment	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
The impact of Covid-19 on children's attendance and attainment. Many of our disadvantaged children have been impacted by partial school closures to a greater extent than for other children. Although not a significant concern in such a disrupted period of two years, attendance for disadvantaged pupils was slightly lower than non-pupil premium peers.	
Internal assessment and observations of children indicates under-developed oral language skills and vocabulary gaps among disadvantaged groups.	
Ongoing monitoring of the access and use of the Google Classroom reflects the challenges for families in accessing home learning tasks confidently.	
Internal assessments indicate that there is a gap between pupil premium and non-pupil premium children making accelerated progress in Mathematics.	
External barriers (issues which also require action outside school, such as low attendance rates)	
Ability of parents being able to support their children's learning at home (home language/long work hours/understanding of present curriculum)	
Mobility of families	
In-year admissions: Pupil Premium children often join as in-year admissions. They are often below ARE on entry to the school.	
Desired outcomes (Desired outcomes and how they will be measured)	
Children form and maintain positive relationships with peers and staff.	All Pupil Premium children achieve Early Learning Goals for Personal, Social and Emotional Development (Reception).
Children interact confidently in a variety of situations in school.	Make progress towards achieving the ELGs (Nursery).
To achieve and improve sustained wellbeing for all children in the Federation, particularly our disadvantaged group.	Improved oral language skills and vocabulary in a range of extra-curricular activities.
	Participate fully and confidently in a range of extra-curricular activities

Improve the opportunities for developing a wider vocabulary in order to support the children's reading and writing skills in the Foundation Stage in order to increase the percentage of children achieving the Good Level of Development.	GLD target will be met for all children but specifically our disadvantaged children. Impact of NELI programme measured over time. Rapid Recovery reading groups will support improved early reading skills and acquisition of language.
Higher rates of progress (accelerated) in reading, writing and Mathematics for Pupil Premium children	Gap narrowed between Pupil Premium and non-Pupil Premium due to PP children making accelerated progress. Children below ARE in September 2025 – are at ARE by July 2026 Attainment gap to narrow ARE – Key Stage One R- 2025 – difference 42% -PP W - 2025 – difference 50% -PP M - 2025 – difference 40% -PP ARE - Key Stage Two R – 2025 – difference 1% -PP W - 2025 – difference 20% -PP M - 2025 – difference 18% -PP Staff performance management target groups will monitor the progress of PP children over time.
Improved and sustained attendance for all children, particularly for our disadvantaged children	Sustained high attendance from 2025-2026 demonstrated by: The attendance gap between disadvantaged and non-disadvantaged peers being reduced from

Singlegate Primary School

Year 2 Pupil Premium Analysis 2024-2025

Attainment (children working at Secure+ at the end of the summer term 2025)						
	Reading ARE+	Reading GDS	Writing ARE+	Writing GDS	Mathematics ARE+	Mathematics GDS
Non-Pupil Premium children (65 children)	55/65 = 85%	25/65 = 38%	54/65 = 83%	19/65 = 29%	51/65 = 78%	20/65 = 31%
Pupil Premium children (21 children)	9/21 = 43%	2/21 = 9%	8/21 = 38%	2/21 = 9%	8/21 = 38%	2/21 = 9%
Difference +/-	-42%	-29%	-50%	-20%	-40%	-22%

Non-pupil premium children in Year 2 have performed better than pupil premium children in reading, writing and Mathematics at age related and at greater depth.

Year 6 Pupil Premium Analysis 2024-2025

Attainment (children working at Secure+ at the end of the summer term 2025)						
	Reading ARE+	Reading GDS	Writing ARE+	Writing GDS	Mathematics ARE+	Mathematics GDS
Non-Pupil Premium children (63 children)	53/63 = 84%	25/63 = 40%	55/63 = 87%	7/63 = 11%	56/63 = 89%	31/63 = 49%
Pupil Premium children (24 children)	20/24 = 83%	10/24 = 42%	16/24 = 67%	3/24 = 12%	17/24 = 71%	10/24 = 42%
Difference +/-	-1%	+2%	-20%	+1%	-18%	-7%

Pupil premium children in Year 6 have performed as well as or better than non-pupil premium children in reading at age related and in reading and writing at greater depth.

Non-pupil premium children in Year 6 have performed better than pupil premium children in writing and Mathematics at age related and in Mathematics at greater depth.



Year 1, 3, 4 and 5 Pupil Premium Analysis 2024-2025

Attainment (children working at Secure+ at the end of the summer term 2025)

	Reading	Writing	Mathematics
Year 1	58/75 = 73%	44/75 = 59%	58/75 = 73%
Year 1 - PP	6/11 = 54%	3/11 = 27%	5/11 = 45%
Year 3	52/66 = 79%	39/66 = 59%	45/66 = 68%
Year 3 - PP	15/20 = 75%	15/20 = 75%	15/20 = 75%
Year 4	51/66 = 77%	48/66 = 73%	55/66 = 83%
Year 4 - PP	11/23 = 48%	11/23 = 48%	10/23 = 43%
Year 5	43/65 = 66%	33/65 = 51%	41/65 = 63%
Year 5 - PP	11/20 = 55%	11/20 = 55%	13/20 = 65%

Attainment differences between pupil premium and non-pupil premium groups.

	Reading	Writing	Mathematics
Year 1	-19%	-22%	-28%
Year 3	-4%	-16%	+7%
Year 4	-29%	-25%	-40%
Year 5	-10%	+4%	+2%

Due to Covid-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostics assessments such as rubrics or scales.