



Be the Best You Can,
Guided by God

BOLNEY C.E.P. SCHOOL

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PUPIL PREMIUM STRATEGY AND ALLOCATION 2020/21

The Pupil Premium funding was introduced in April 2011. It is allocated funding from the government for children from low income families who are, or have been, eligible for free schools meals during the last six years. It also allocated for children who have been previously looked after and those from service personnel families. The purpose of the funding is to close the gap in achievement of these children when compared to other children nationally.

PUPIL PREMIUM STRATEGY

We receive a small amount of this funding and use it to help address the key barriers to learning which we believe, can both restrict pupils' opportunities to access the wider world and adversely affect their future life chances.

We aim to support pupils so they are confident and successful learners who have a positive attitude to their learning. We want them to know themselves as learners and how to find their best way to learn. We believe that every child should be happy at school and enjoy learning.

The main barriers to educational achievement we are addressing using this year's funding is a lack of confidence in learning; retention and application of skills and knowledge; personal, social and emotional development and supporting families. We use research findings from the Education Endowment Foundation to help us select the most effective strategies to use.

The progress of pupils is regularly assessed and their support and interventions reviewed, these are then adapted to meet the needs of the pupils.

PUPIL PREMIUM ALLOCATION

Total Pupil Premium Funding allocation for 2020/21	£7,725
Carried forward from 2019/20	£352
Total	£8,077

Provision	Cost £ (Estimated)
SUPPORTING PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	1,795
SENDCO – PARENTAL SUPPORT WITH HOW TO SUPPORT THEIR CHILD'S LEARNING AND RELATIONS AT HOME	1,000
TEACHING ASSISTANT SUPPORT 1:1, 1:2 AND SMALL GROUP	4,368
SPEECH AND LANGUAGE RESOURCES	105
SWIMMING, UNIFORM, RESOURCES FOR HOME LEARNING AND SCHOOL TRIPS	809
TOTAL SPEND	£8,077

Nature of Support			
Item / Project	Objective	Expected impact	Impact measure
Supporting personal, social and emotional development	To support pupils with their personal, social and emotional development through JIGSAW - a structured programme which enhances their class specific PSHE programme.	Personal, social and emotional barriers to learning are reduced, children are ready for their next stage of learning and have positive friendships, resilience and know themselves. Staff more confident to teach sensitive areas and Mindfulness within the structure of the lesson.	1:1 scaling conversations. JIGSAW reflections and self-assessment in PSHE journals. Reduction in structured conversations between staff and pupils regarding friendship troubles. Staff questionnaire
SENDCO – Parental support with how to support their child’s learning and relations at home	To support parents with home learning including phonics, reading, number manipulation, behaviour management, modelling how to do these with the parent and the child	Parents are more confident in approaches to learning and behaviour management to help pupils make good progress in reading, writing and maths.	Parent discussion about learning. Progress in books including comments in reading records Comments from SENDCO End of year outcomes for reading, writing and maths.
1:1, 1:2 or small group work support from teaching assistant or teacher	To support pupils with their knowledge, skills, understanding and strong learning behaviours including: <ul style="list-style-type: none"> • development of phonic knowledge and retention, handwriting, • reading decoding and developing inference and deduction skills, • pre-teaching maths concepts, follow up teaching and addressing misconceptions, sentence group, • calculation group, • in-class support. 	Pupils are more confident in approaches to learning, making good progress in reading, writing and maths.	Pupil discussion about learning. Progress in books Comments from class teacher and TA. End of year outcomes for reading, writing and maths.
Speech and language resources	To support staff to identify children who may be struggling to develop their language and communication skills which will impact on their learning and social development. Tools can also be used to track the progression of these skills over time.	Staff are confident to assess children using the tools and follow the ‘Assess, Plan, Do, Review’ cycle allowing for early intervention.	Referrals to speech and language therapist are for children who require specialist assessment and support.

Swimming, uniform, resources for home learning and school trips	To reduce financial worries about the voluntary payments for swimming and school trips, paying for uniform. To provide resources to support home learning	Voluntary payments for swimming and school trips are funded. Pupils have school uniform. Resources support home learning	Family financial worries are reduced. Pupils are able to go on trips. Pupils have uniform Home learning supports learning
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