



Be the Best You Can,  
Guided by God

# BOLNEY C.E.P. SCHOOL

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## PUPIL PREMIUM STRATEGY AND ALLOCATION 2018/19

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 students' 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 and retention and application of skills and knowledge. 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

<b>Total Pupil Premium Funding allocation for 2018/19</b>	<b>£8,900</b>
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<b>Provision</b>	<b>Cost £ (Estimated)</b>	<b>Cost £ (Actual)</b>
SENDCO 1:1	1857.00	1877.54
TEACHER 1:1 OR 1:2	5698.00	5697.35
SPEECH AND LANGUAGE	350.00	200.00
EDUCATIONAL PSYCHOLOGIST	250.00	0
CLICKER HOME LICENSE	125.00	104.17
LEARNING RESOURCES	500.00	34.17
SWIMMING AND SCHOOL TRIPS	150.00	157.00
<b>TOTAL SPEND</b>	<b>£8,930</b>	<b>£8,070.23</b>
<b>DIFFERENCE</b>	<b>£8,930 - £8,070.23</b>	<b>£859.77</b>

Nature of Support			
Item / Project	Objective	Expected impact	Impact measure
1:1 support from SENDCo	Teacher led support following up from English and maths class lessons including further addressing any misconceptions, improving understanding, consolidating skills and knowledge and pre-teaching. Also to support children with their progress targets.	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 SENDCo and 1:1 teacher End of year outcomes for reading, writing and maths.
1:1 or 1:2 support from support teacher			
<p><b>IMPACT</b> Progress continues to be made in reading, writing and maths for all the children. Their confidence continues to build, with the pre-teaching and follow up helping in particular. Focused work on targets is supported and learning behaviours are good. Working with families has also supported learning by sharing appropriate expectations and methods for learning and teaching. Improved relations between home and school, built on trust, contributes to good progress being made in all areas and further development of the whole child.</p>			
Speech and Language assessment and follow up sessions	To ensure that receptive and expressive language skills are age appropriate and not inhibiting curriculum progress and socially. Identify areas of strength and weakness and target these through follow up sessions.	Pupil is more confident to express thoughts and ideas verbally and is easily understood. Written work will be more succinct and easier to re-read.	Speech and language assessment – pre and post work.  Progress in written work.
<p><b>IMPACT</b> Reported to have made ‘significant progress’ clearly demonstrating the impact of the targeted work that has been done at home and at school. (14/11/18) The pupil is more concise in their verbal explanations, which are also much clearer. This has translated into written work which is much more succinct. The pupil is more readily re-reading and editing written work.</p>			
Educational Psychologist Service	Support from the EPS to work with staff, pupil and family to improve emotional well-being and resilience in relation to attitudes to work and behavior.  Input from the Educational Psychology Service could take the form of training for staff and parent/carers, support with small group or individual interventions and consultation with staff relating to learners.	Whole family and school are working towards a shared goal of developing emotional well-being and resilience to ensure that attitude to work -at home and at school - is optimum thus having an impact of progress.	Discussion with the family Scaling activity pre and post Report from EPS
<p><b>IMPACT</b> It was decided by the family not to proceed with this support.</p>			

Nature of Support			
Item / Project	Objective	Expected impact	Impact measure
Learning resources	Specific resources to support learning both in school and at home that can be identified and purchased throughout the year. Apples to Apples game recommended by speech and language therapist to support word knowledge and descriptive skills.	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 teachers End of year outcomes for reading, writing and maths.
<p><b>IMPACT</b> Book based on a pupil's interest purchased – this has supported development of confidence, speaking and listening skills, reading and writing. Purchased: Game - Apples to Apples - recommended by speech and language therapist to support word knowledge and descriptive skills. Significant progress made with speech and language as a result of targeted work at home and school – language skills now fall within the normal range in all areas assessed. Numicon for use at home – this has supported home learning and reinforcement of taught methods in school.</p>			
Clicker 7 license for home	Word processor programme to support writing to emergent, developing and struggling readers and writers.	Improvements in the flow of writing and writing making sense, recording of ideas, more written in the given time to use at home.	Pupils' writing showing expected impact.
<p><b>IMPACT</b> More confidence in writing has been seen with the pupil starting their writing more quickly. The flow of writing has improved and it makes sense more consistently. Writing is completed at home and the use of Clicker has supported home learning.</p>			
Swimming and school trips	To reduce financial worries about the voluntary payments for swimming and school trips.	Voluntary payments for swimming and school trips are funded.	Family financial worries are reduced.
<p><b>IMPACT</b> Voluntary payments are funded for swimming and school trips which has reduced family financial worries.</p>			

**Due to the very small number of pupils in this group data is not shared in this report.**