



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

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| 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 |
| ACTUAL SPEND | £7,077 |

PLEASE NOTE THE SCHOOL WAS PARTIALLY CLOSED FROM 4th JANUARY 2021 UNTIL MARCH 2021 DUE TO THE PREVENTION OF TRANSMISSION OF COVID-19 MEASURES. ALL PUPILS ELIGIBLE FOR PUPIL PREMIUM FUNDING ATTENDED SCHOOL FOR AT LEAST PART OF THE SPRING TERM, ADDITIONAL SUPPORT WAS PROVIDED FOR HOME.

| Nature of Support | | | |
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| 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 |
| <p>Impact:</p> <p>A well-considered and careful return to school in both September and March provided children with a safe, non-threatening school environment thus promoting readiness for the new school year and new term.</p> <p>Pupils felt listened to and were well supported by staff. The scaling system ensured their social, emotional and behaviour needs were met and pupils that needed further support in transition were swiftly identified, planned for, monitored and reviewed.</p> <p>Time spent on wellbeing and social emotional learning, positively impacted on curriculum-based learning.</p> <p>Teaching of JIGSAW and Zones of Regulation across the school ensured a shared language for pupils, staff and parents which supported emotional wellbeing during uncertain times.</p> | | | |
| 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 | 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. |

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| | misconceptions, sentence group, <ul style="list-style-type: none"> • calculation group, • in-class support. | | |
| <p>Impact: This highly personalised measure enabled revisiting and consolidation of learning linked to class learning as well as support in class. Due to the partial closure of the school and the social distancing measure in place in school, planned discussions with pupils about their learning could not take place but families were supported via weekly contact either by telephone call or email.</p> <p>Where support from the SENDCo was given to a pupil and their parent this has had excellent impact on how the child and their parent views learning and school, both are motivated, attendance has improved along with home support with learning improved. Progress in books is very evident. Pupils attitude to their learning and their learning behaviours are excellent.</p> | | | |
| 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. |
| <p>Impact: Zero new referrals to the NHS Speech and Language service. In-school assessment and support using the progression tools has meant early intervention and good progress in speech and language development. Reviewed speech and language cases have shown 'excellent' or at least 'good' progress towards previous targets. *These tools were purchased in the Autumn term prior to schools being sent a free allocation.</p> | | | |
| 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 |
| <p>Impact: Due to the partial school closure and imposed risk assessment due to Covid-19, the school has not planned or delivered any trips or visits.</p> <p>Newly donated laptops were cleaned and reconfigured for school and home use by pupils, and all families were offered the use of a device whilst their child was not attending school. This ensured that the high quality remote learning being provided by teaching staff could be accessed for pupils and learning could continue at home.</p> <p>Food packages and vouchers were issued to those families in need during lockdown thus reducing anxiety for families regarding financial issues and allowed for healthy eating to continue.</p> | | | |