



Be the Best You Can,
Guided by God

BOLNEY C.E.P. SCHOOL

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PUPIL PREMIUM IMPACT REPORT FOR 2017/18 FUNDING

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 very 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.

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 2017/18	£4540
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Provision	Cost £ (Estimated)
SENDCO 1:1	1975.00
BOOKS	228.00
STORY BOOK AWARD	95.00
TEACHER SMALL GROUP SUPPORT	1310.00
MEMORY MAGIC RESOURCE	66.00
SMART KIDS BOOKS	100.00
TALK TOGETHER	160.00
5 LICENCES FOR CLICKER 7	£607.95
TOTAL SPEND	£4541.95
TOTAL CARRY FORWARD TO 2018/19	<i>none</i>

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. Strengthening of home school links	Pupils are more confident in approaches to learning, making good progress in reading, writing and maths. Pupils are well supported at home.	Pupil discussion about learning. Progress in books Comments from SENDCo and 1:1 teacher End of year outcomes for reading, writing and maths.
Small group work from a teacher			
IMPACT Good progress seen in reading, writing and maths in verbal responses and in books. There is more confidence in their own ability which has also been seen by the staff. Learning targets have been met. The positive relationships with home have been maintained.			
Books – PSHE focus	To support pupils with adjusting to changes at home following changes to home circumstances.	Pupils have a better understanding of their feelings and are able to share their worries.	Pupil discussion Comments from class teacher.
IMPACT A strong improvement has been noticed, thoughts and concerns are articulated more. The pupils are more settled and more focussed and engaged with their learning.			
Books – phonics focussed	To support pupils with their reading as based upon phonics to reinforce use of the sounds learned in additional phonics sessions.	Pupils recognise the different phonemes and their alternative spellings and read them correctly.	Improved fluency in reading, correct recognition of identified phonemes.
IMPACT Fluency, engagement and enjoyment of reading have improved. Phonemes and their alternative spellings are more readily recognised and used in writing.			
Story Book Award	To promote enjoyment of reading and increase the range of books read.	Pupils are engaged with and, excited about, reading.	Pupil discussion, range of books read. Improvement in the number of reading objectives met.
IMPACT There is improved engagement and enjoyment with reading with more involvement in discussion.			
Memory Magic	To improve pupils' working memory – a resource that enables staff to assess working memory and develop memory skills.	Improved retention of skills and knowledge, specifically in phonics and number.	Improved fluency in reading. Improvement in the number of maths objectives met.
IMPACT This resource has been purchased and studied by the SENDCo. An implementation plan is in place to ensure it can be effectively delivered by the right staff.			
Smart Kids books	To support pupils with learning phonics through home learning.	Improvement in the number of phonics recognised and used.	Phonics assessment and improved fluency in reading.
IMPACT There is a significant increase in the number of phonics recognised and used in reading and writing.			

Talk Together	Speech and Language Therapy with a Speech and Language Therapist to support speech and language acquisition.	Improve phonological awareness, segmenting and blending, knowledge of word meanings, storage and retrieval of words.	Phonics assessment Improved vocabulary used in writing. Improved fluency in reading.
<p>IMPACT A wider range of vocabulary is used with improved understanding of words both in reading and writing. Reading is much more fluent.</p>			
Clicker 7	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.	Pupils' writing showing expected impact.
<p>IMPACT A notable improvement in the willingness to write has been seen. The content has improved and this is maintained through a piece of writing more consistently. More is being written in the time and editing has improved.</p>			

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