



Be the Best You Can,  
Guided by God

# BOLNEY C.E.P. SCHOOL

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## PUPIL PREMIUM IMPACT REPORT FOR 2016/17 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

<b>Total Pupil Premium Funding allocation for 2016/17</b>	<b>£369.46 Carry forward</b> <b>£3220</b> <b>£3589.46 TOTAL</b>
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<b>Provision</b>	<b>Cost £ (Estimated)</b>
SENDSCO 1:1 twice weekly	1846.84
Teacher 1:1/small gp 19 weeks	741.00
First Class at Number update	220.00
Microphones and docking station	273.70
Science Club	49.95
CogMed	125.00
Numicon	144.41
The Week Magazine Subscription	158.80
Cushion and MP3 recorder	57.94
<b>SPENT</b>	<b>3617.64</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. 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 Improvement in Salford assessment
1:1 and small group work from a teacher			
IMPACT Clear improvement in confidence in learning. This is particularly indicated by being willing to have a go, not be worried about getting things wrong, and how they speak confidently about learning. Good progress continues towards end of phase expectations.			
Item / Project	Objective	Expected impact	Impact measure
First Class at Number update training	Improve outcomes in maths through small group work in class using methods from training	Improved understanding of maths	Progress seen in all areas of maths through progress in books and discussions with pupil
IMPACT Progress continues to be made in all aspects of maths, improved ability to explain approaches and reasoning.			
Item / Project	Objective	Expected impact	Impact measure
Microphones and docking station	To record sentences prior to writing to support the transfer of ideas to written word.	Improved word choice and editing skills.	Fluency in writing – sentences making sense, editing writing to improve it Progress towards end of year expectations
IMPACT Due to good editing, paragraphs that make sense are now being written. Good progress continues towards end of phase expectations.			
Item / Project	Objective	Expected impact	Impact measure
Science Club	Engagement in learning and development of science and reading skills in response to a child's interest	Reading for purpose, following instructions and further stimulate interest and enthusiasm for science.	Discussion with pupil Good scientific skills and knowledge seen in science book. Meet age related expectations.
IMPACT Animated discussions about science are held, demonstrating good scientific skills and knowledge. Good progress continues towards end of phase expectations.			
Item / Project	Objective	Expected impact	Impact measure
CogMed	Develop working memory (biggest indicator of academic success)	Retain knowledge and skills and is able to apply them.	Good progress in reading, writing and maths is seen in books.
IMPACT Working memory is improving shown by more information retained and more complex instructions followed.			
Item / Project	Objective	Expected impact	Impact measure
Numicon	Use Numicon to support maths in a new classroom	Improved mathematical understanding using apparatus that is familiar to a child	Year group objectives in place value and number are met supported by apparatus. Clear explanations in number work

<b>IMPACT</b> Apparatus is actively used and clear explanations made when supported with apparatus and adult support.			
Item / Project	Objective	Expected impact	Impact measure
The Week Subscription	In response to a child's interest - to engage with, and enjoy, reading	Keenness to read Increase in discussion topics and general knowledge that then informs conversation and writing.	Discussion with pupils about enjoyment of reading Meet age related expectations
<b>IMPACT</b> Reading is enjoyed and reading materials engage interest well. Links are made from their reading and knowledge is applied in different situations. Inference is much improved and good progress continues towards end of phase expectations.			
Item / Project	Objective	Expected impact	Impact measure
Cushion and microphone	To support home learning Cushion for concentration Microphone to record sentences prior to writing to support the transfer of ideas to written word.	Completion of home learning to a good standard Improved word choice and editing skills.	Home learning completed Feedback from parents
<b>IMPACT</b> Home learning is completed, concentration and resilience continues to improve.			

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