



Be the Best You Can,
Guided by God

BOLNEY C.E.P. SCHOOL

Church Lane, Bolney, Haywards Heath, West Sussex RH17 5QP

Tel: 01444-881352 Fax: 01444-881047

E-mail: office@bolney.w-sussex.sch.uk

Web: <http://bolneyschool.org.uk/>

Headteacher: Mrs Lorraine Kenny

PUPIL PREMIUM STRATEGY AND ALLOCATION 2017/18

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)
SEND/CO 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	

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			
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.
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.
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.
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.
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.
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.
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.

The strategy is to be reviewed April 2018