



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 2019/20</b>	<b>£8,900</b>
<b>Carried forward from 2018/19</b>	<b>£1,493.99</b>
<b>Total</b>	<b>£10,393.99</b>

<b>Provision</b>	<b>Cost £ (Estimated)</b>
SEND/CO 1:1	2,300
TEACHING ASSISTANT SUPPORT 1:1, 1:2 AND SMALL GROUP	7092
SWIMMING AND SCHOOL TRIPS	1000
<b>TOTAL SPEND</b>	<b>£10,392</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 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"> <li>• development of phonic knowledge and retention, handwriting,</li> <li>• reading decoding and developing inference and deduction skills,</li> <li>• pre-teaching maths concepts, follow up teaching and addressing misconceptions, sentence group,</li> <li>• calculation group,</li> <li>• in-class support.</li> </ul>	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.
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. Children are able to go on trips.

The strategy is to be reviewed April 2020