



Be the Best You Can,  
Guided by God

# BOLNEY C.E.P. SCHOOL

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## PUPIL PREMIUM STRATEGY AND ALLOCATION 2023/24

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

|   |              |
|---|--------------|
| <b>Total Pupil Premium Funding allocation for 2023/24</b> | <b>£5820</b> |
| <b>Carried forward from 2022/23</b>                       | <b>£35</b>   |
| <b>Total</b>  | <b>£5855</b> |

| <b>Provision</b>  | <b>Cost £ (Estimated)</b> |
|---|---------------------------|
| Drama sessions and drama club opportunities             | £1365                     |
| Teaching Assistant Support 1:1, 1:3, small group work   | £4000                     |
| Swimming lessons, after school clubs, uniform and trips | £450                      |
| <b>TOTAL SPEND</b>                                      | <b>£5815</b>              |

| Nature of Support  |   |   |  |
|--|---|---|--|
| Item / Project   | Objective   | Expected impact   | Impact measure   |
| Weekly drama session   | To empower students to understand and influence their world through exploring roles and situations and further develop pupils' non-verbal and verbal, individual and group communication skills.  | Pupils are more confident.<br>Pupils concentrate better and listen to others' ideas and thoughts by taking turns.<br>Pupils further develop their language and communication skills by taking on the language of the role they play making them better communicators. | Pupil voice.<br>Improved speech and language skills as measured by the use of the toolkit.<br>Feedback from drama teacher and class teacher.         |
| <p>Impact:</p> <p>Children have carried on growing in confidence in these sessions and all children regularly take part. There has been a big focus on children using expression and giving the children ownership of their pieces. Regular assessment and collaboration with the class teachers allowed for good progress to be made. This allowed for the Year 5/6 production to be a huge success and some of the quieter members of the class stood out as confident and assured performers.</p> |   |   |  |
| 1:1, 1:3 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.<br>Progress in books<br>Comments from class teacher and TA.<br>End of year outcomes for reading, writing and maths. |
| <p>Impact:</p> <p>Children have personalised support that focuses on the gaps in their learning. Teachers work closely with TAs to ensure that the support is reviewed and still pertinent for the children's needs. Pupil progress meetings have given teachers and SLT opportunities to discuss the support their class receives. Book monitoring shows progress.</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.<br>Resources support home learning   | Family financial worries are reduced.<br>Pupils are able to go on trips.<br>Pupils have uniform  |

|   |  |  |                                 |
|---|--|--|---------------------------------|
|   |  |  | Home learning supports learning |
| <p>Funding was very carefully considered so that it catered for the needs of the children. Forest school sessions were funded for children with additional needs. We were also in a position to send children to enrichment activities particularly linked to maths.</p> <p>All pupil premium children attended all school trips and had correct uniform throughout the year.</p> |  |  |                                 |