



Be the Best You Can,  
Guided by God

# BOLNEY C.E.P. SCHOOL

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## PUPIL PREMIUM STRATEGY AND ALLOCATION 2021/22

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.

We use research findings from the Education Endowment Foundation to help us select the most effective strategies to use.

The main barriers to educational achievement we are addressing using this year's funding is closing the word gap by developing pupils speaking and listening skills and wider understanding of language. With a focus on high quality adult-child interactions and an emphasis for all stakeholders to talk with children rather than just 'to'. We realise that the language gap is the attainment gap.

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 2021/22</b> | <b>£8,070.00</b> |
| <b>Carried forward from 2020/21</b>                       | <b>£1,000</b>    |
| <b>Total</b>  | <b>£9,070.00</b> |

| <b>Provision</b>  | <b>Cost £ (Estimated)</b> |
|---|---------------------------|
| CPD for all staff on the importance of Closing the Word Gap   | 630                       |
| Resources to support Quality First Teaching in the area of oracy and language   |                           |
| Family Support sessions with the Disadvantaged Lead/SENCDco, 1 hour contact session, 30 mins planning and prep to ensure high quality take-away tasks | 1,284                     |
| Teaching Assistant Support – 1:1, 1:3, small group work   | 4,997                     |
| Drama – speaking and listening opportunities  | 1,350                     |

|   |               |
|---|---------------|
| SWIMMING, UNIFORM, RESOURCES FOR HOME LEARNING AND SCHOOL TRIPS | 809           |
| <b>TOTAL SPEND</b>  | <b>£9,070</b> |

| Nature of Support  |   |  |  |
|--|---|--|--|
| Item / Project   | Objective   | Expected impact  | Impact measure   |
| Oral Language Intervention – CPD for staff around Closing the Word Gap<br>CPD for TA – Narrative Therapy Instruction | To develop pupils speaking and listening skills and wider understanding of language which provides the foundation for thinking and learning.  | Staff are conscious of making every moment a language moment.<br>Children are taught in a language rich environment which will improve vocabulary and interaction. | Speech and Language Toolkit – progress can be evidenced.<br><br>Observation of TA interactions during structured sessions.                           |
| SENDCO – Parental support with how to support their child’s learning, behaviour and social and emotional development | To attend to barriers to learning such as behaviour, attendance and social/emotional regulation by providing structured weekly session with a take-away task.<br>To promote high quality adult-child interactions by modelling and providing a take-away task.  | Parents are more confident in approaches to learning and behaviour management to help pupils make holistic progress in line with our vision.                       | Parent discussion about learning and behaviour<br>Attendance figures<br>Comments from SENDCO<br>Number of behaviour incidents in school              |
| 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.<br>Progress in books<br>Comments from class teacher and TA.<br>End of year outcomes for reading, writing and maths. |
| 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.   | Pupil voice<br>Improved speech and language skills as measured by the use of the toolkit.<br>Feedback from drama teacher and class teacher.          |

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|---|---|--|--|
|   |   | Pupils further develop their language and communication skills by taking on the language of the role they play making them better communicators. |  |
| 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. Resources support home learning                         | Family financial worries are reduced.<br>Pupils are able to go on trips.<br>Pupils have uniform<br>Home learning supports learning |