



Be the Best You Can,
Guided by God

BOLNEY C.E.P. SCHOOL

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PUPIL PREMIUM STRATEGY AND ALLOCATION 2024/25

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 school 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

Total Pupil Premium Funding allocation for 2024/25	£5920
Carried forward from 2023/24	£0
Total	£5920

Provision	Cost £ (Estimated)
Laptops to support in class work as well as home learning	£0
Teaching Assistant Support 1:1, 1:3, small group work	£4602
After school clubs, uniform and trips	£625
TOTAL SPEND	£5227

Nature of Support			
Item / Project	Objective	Expected impact	Impact measure
Laptops	To provide consistency between home and school in the provision that children receive. This will allow access to: • Clicker 8 or other word processors • Numbots/TT Rockstars • Nessie • Spelling Shed	Pupils are more confident. Pupils are able to have more opportunities to practice skills that have been modelled in lessons.	Data. Pupils will have made good progress in Reading, Writing, Maths as well as the wider curriculum.
IMPACT: Children are confident at using laptops at home and at school and have develop skills and speed when using Clicker 8. Times table knowledge is improving for all through the Maths subscription games and there are more opportunities for children to practice this and spelling both at home and school. Children are proud of their laptops and take care in the presentation of their work in all subjects as a result.			
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: • development of spelling knowledge and retention, handwriting, • reading decoding and developing inference and deduction skills, • pre-teaching maths concepts, follow up teaching and addressing misconceptions, sentence group, • ELSA support • Theraplay Time • Learning Mentor time • in-class support (academic and SEMH).	Pupils are ready to learn and feel that emotional difficulties are acknowledged and supported. 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. ELSA and Learning Mentor record of sessions. End of year outcomes for reading, writing and maths.
IMPACT: Nurture support is a strength of the school and these children receive bespoke support for their unique area of need. Pupil voice is positive and they feel able to share worries, feel heard and are more confident in the expectations of their work as a result. Staff voice shows that pupils' learning behaviours support their academic progress and outcomes.			
Uniform, resources for home learning and school trips	To reduce financial worries about the voluntary payments 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 and therefore pupils receive equal opportunities. Pupils are able to go on trips. Pupils have uniform

			Home learning supports learning
IMPACT: Families are supported and PP pupils provision and opportunities are in line with all children.			