**BOLNEY C.E.P. SCHOOL**

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**PUPIL PREMIUM STRATEGY AND ALLOCATION 2022/23**

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**

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| **Total Pupil Premium Funding allocation for 2022/23**  **Carried forward from 2021/22**  **Total** | **£8,070.00**  **£1,000**  **£9,070.00** |

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| **Provision** | **Cost £ (Estimated)** |
| Drama sessions, lunch and after school club opportunity | 2,730 |
| Teaching Assistant Support – 1:1, 1:3, small group work | 4,997 |
| SWIMMING, UNIFORM, RESOURCES FOR HOME LEARNING AND SCHOOL TRIPS, After school clubs. | 809 |
| **TOTAL SPEND** | **£8,536** |

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| 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.  Pupils concentrate better and listen to others ideas and thoughts by taking turns.  Pupils further develop their language and communication skills by taking on the language of the role they play making them better communicators. | Pupil voice  Improved speech and language skills as measured by the use of the toolkit.  Feedback from drama teacher and class teacher. |
| Impact:  Pupils who were reticent to join in with sessions earlier on in the year, have become far more confident at listening to the ideas of others and putting forward their own. Pupils have clearly developed their communication skills both verbally and when recording their spoken word. Feedback from the drama teacher showed a growth in communication, bravery and enthusiasm for the sessions. Where pupils were purely observers at the start of the year and now very much joining in with the activities and this is having a positive impact on their confidence and communication. | | | |
| 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:   * development of phonic knowledge and retention, handwriting, * reading decoding and developing inference and deduction skills, * pre-teaching maths concepts, follow up teaching and addressing misconceptions, sentence group, * calculation group, * in-class support. | 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. |
| Impact:  Pupils have bespoke support in order to develop their learning across the curriculum with a particular focus on maths and English. 1:1 support means that time and focus can be given to individual pupils who at the start of the year found it hard to access learning in the classroom setting and now join in with their peers. Progress can be seen in recorded work and through pupil progress meetings. Pupil voice shows a growing confidence within these learners. | | | |
| Swimming, uniform, resources for home learning and school trips.  Attendance at After-school clubs. | 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.  Pupils are able to go on trips.  Pupils have uniform  Home learning supports learning |
| Impact:  Pupils have access to a balanced curriculum. They are making the same rate of progress as their peers in swimming. Resources necessary to accessing full school life are made available to these pupils and support both at home and at school means that no learning opportunity is missed. | | | |