



Cheshire Academies Trust
Inspiring hearts and minds

**Pupil Premium
Report
2023-2024**

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Boughton Heath Academy
Number of pupils in school	216
Proportion (%) of pupil premium eligible pupils	4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	October 2023
Date on which it will be reviewed	July 2024
Pupil premium lead	Jon Lenton
Governor / Trustee lead	Andrew Vaughan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23530
Recovery premium funding allocation this academic year	£1305 - TBC
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£24830

Part A: Pupil premium strategy plan

Statement of intent

Objectives for Pupil Premium Spending

- To provide high quality learning experiences across the curriculum
- To provide additional support and intervention to ensure disadvantaged children achieve their potential
- To provide personalised social and emotional support to disadvantaged children to maximise their wellbeing
- To provide extra home/school support to help overcome any barriers to learning that may affect their wellbeing or academic achievements

How does the pupil premium strategy plan work towards achieving those objectives?

- It enables us to provide in class support, small group and individual interventions and support eligible children with their emotional and social needs. All of these are provided by our highly trained support staff.
- It enables us to invest in a whole school emotional and social wellbeing programme
- It enables us to provide additional support to families so that children are able to take part in a wide variety of extra-curricular activities.

What are the key principles of your strategy plan?

At Boughton Heath Academy we are committed to meeting the needs of all pupils eligible for the pupil premium grant, both to support their academic needs and their social and emotional needs. We use an evidence-based approach and regularly evaluate the impact our approaches are having on children's needs. We have benefitted from working closely with other schools, sharing our practice, comparing our approaches and improving our own.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Some of our disadvantaged children also have special educational needs and this impacts on their overall attainment and progress.
2	Self-regulation of disadvantaged children can be challenging, meaning children are not always ready to learn to their fullest potential, this can make school and education more difficult for them.
3	Attainment for disadvantaged children is below that of non disadvantaged, and there is a trend of disadvantaged children not achieving the higher standard – particularly within writing.
4	As is the national picture, disadvantaged children's social and emotional wellbeing requires improvement to ensure they thrive and can achieve their fullest potential. Support for this in school is key to providing them with the self-belief and self esteem to overcome this.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.




Intended outcome	Success criteria
<p>Support disadvantaged pupils to make good or better progress so that they achieve well against end of year targets, versus national comparators through quality first teaching and feedback.</p>	<p>Reading, writing and maths</p> <p>At least 65% of disadvantaged children to make the expected standard in reading, writing and maths (as individual subjects). This is above the national average of circa 60%</p> <p>Achievement at the higher standard will increase, and there will be disadvantaged children working at the higher standard across all subjects.</p>
<p>Support disadvantaged pupils to thrive emotionally and socially, regulating their own behaviour in and out of classes.</p>	<p>For all disadvantaged children to be showing higher levels of self-regulation, self-esteem and self-confidence through continuing the Jigsaw programme.</p> <p>For incidents of disruptive behaviour being logged on CPOMS by disadvantaged children to be significantly reduced following the support of the Jigsaw programme and steps to support their emotional wellbeing and build self-esteem through extra-curricular activities.</p> <p>For monitoring activities to evidence the positive impact of interventions is having upon disadvantaged learners through learning walks, observations and pupil, parent and staff surveys.</p>
<p>Support disadvantaged pupils to experience wider opportunities within sport and the arts through participation in extracurricular activities and activities where they can represent the school.</p>	<p>By the end of 2023 – 24 academic year, all disadvantaged children in school will have been offered the chance to engage in:</p> <ol style="list-style-type: none"> 1. A sports, arts or creativity based activity which is extracurricular in nature. 2. Representing the school externally such as through competitive sport, the creative arts or public speaking, 3. Any additional activities or initiatives within the local / regional area.

Activity in this academic year 2023 - 2024

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.







Teaching (for example, CPD, recruitment and retention)













Budgeted cost: £2300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue the roll out of Jigsaw throughout school to encourage self regulation and behaviour strategies £1000	The Jigsaw and Zones of regulation programme, teach children effective self regulation strategies which enhance their engagement and wellbeing at school. EEF estimates indicate a gain of +4 months progress following such programmes. The main rationale for this approach is to create a harmonious environment which is conducive for learning and to create a sustainable approach to children regulating their own behaviours.	2 & 4
Zones of regulation training for a key member of staff in order to roll the programme out effectively within school £250	  	

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £22,270










Activity	Evidence that supports this approach	Challenge number(s) addressed
Part fund member of staff to provide academic and pastoral support from dedicated member of staff (HM) for both individuals and groups, to actively participate in lessons, remain engaged and show resolve and determination during learning. £12,000	Targetted academic and pastoral support has been proven to greatly improve our children's attendance, behaviour and achievement within school and will therefore be carried on. EEF shows this type of support can have a +4 effect upon learners. Our own rationale for this is that when children can self-regulate their behaviour, they are more likely to engage and succeed in their learning – whilst also minimising disruption for others. We feel this is a long-term action, but one that is crucial to overall success.	1, 2, 3, 4
	   Social and emotional learning, which is ultimately at the core of what the LM will facilitate, also receives a +4 growth rating from the EEF based on extensive research . In addition to this, extra funding for other adults to support children's learning is budgeted for, as many of our children have bespoke needs and effective relationships with specific individuals.	
	  	

<p>To purchase and embed a new assessment system for disadvantaged and SEND children, in order to provide specific and bespoke feedback to learners</p> <p>£1000</p>	<p>As we strive to push disadvantaged children as far as we can, it is vital teachers understand the specific targets and areas for improvement children have. SOLAR will enable us to identify these specific areas in order to deliver the most specific feedback to children. This will be invaluable for those disadvantaged children who are also SEND as well.</p> <p>    </p>	
<p>Fund a homework club for children in order to provide intensive academic support on a regular basis, covering things that have been taught in school, working on specific targets as highlighted by assessment and feedback. Focus heavily on writing to raise standards.</p> <p>£2000</p>	<p>Many of our disadvantaged learners would benefit from more time to repeat or go over learning which has already taken place, however we do not subscribe to removing them from other lessons in order to do this. By offering an afterschool small group / individual session, we are able to reinforce learning undertaken, working on areas picked up through high quality assessment and feedback; without removing them from sessions.</p> <p>1:1 instruction interventions evidence is:</p> <p>    </p> <p>Homework intervention evidence is:</p> <p>    </p> <p>Small group tuition evidence is:</p> <p>    </p>	<p>1 & 3</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £5,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Residential trips</p> <p>£1500</p>	<p>Residential trips are proven to support growth mind sets, increase confidence and teach team building skills. Children learn vital life skills of perseverance and resilience and this in turn impacts on their academic progress within lessons as they are able to apply these skills when back in the school environment. Evidence from previous years shows children return to school from residential and other trips with heightened confidence and engagement. Due to the current economic climate, school has budgeted to provide financial assistance to all children eligible for PP and residential trips.</p>	<p>2 & 4</p>
<p>Assistance with school based purchases such as photos, uniform, extra curricular clubs, wrap around care etc.</p> <p>£1500</p>	<p>Whilst the benefit of school uniform purchases is classed as very little by the EEF, the current economic climate means disadvantaged children are at risk of being further impacted by costs of extra curricular activities, photos and clubs etc. It is vital to support this to ensure they are included as part of the school community, and to benefit their self esteem.</p>	<p>2 & 4</p>

<p>Music tuition £500</p>	<p>EEF research shows arts participation can result in a growth of +3 months. As with last year, improvements in confidence and a belief in their ability to master the skill of playing musical instruments positively impacts on children. This fantastic opportunity for curriculum enrichment can help broadened future horizons and opportunities through discovering other areas that the child has a passion for and they can nurture a talent that they can succeed in.</p> <p>    </p>	<p>4</p>
<p>Resource provision for targeted support delivered by in school staff and to supplement Zones of Regulation £3000</p>	<p>Resourcing the provision detailed in point 1 will determine the success of such provision, as follows: EEF shows this type of support can have a +4 effect upon learners. Our own rationale for this is that when children can self-regulate their behaviour, they are more likely to engage and succeed in their learning – whilst also minimising disruption for others. We feel this is a long-term action, but one that is crucial to overall success.</p> <p>    </p> <p>Social and emotional learning, which is ultimately at the core of what the LM will facilitate, also receives a +4 growth rating from the EEF based on extensive research. In addition to this, extra funding for other adults to support children’s learning is budgeted for, as many of our children have bespoke needs and effective relationships with specific individuals.</p> <p>    </p>	<p>1 & 3</p>

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Year 1 Review (2021-2022)		Amendments for next year
Impact	Issues	
<p>Attainment for disadvantaged pupils Y1 – Y6: Reading: 83% of children were working ARE+. Writing: 58% of children were working ARE+. Maths: 64% of children were working ARE+ AT.</p> <p>End of KS2 Attainment for disadvantaged pupils (6 pupils): Progress: Reading: 100% of children were working ARE+. Writing: 83% of children were working ARE+. Maths: 100% of children were working ARE+ AT.</p> <p>End of KS1 Attainment for disadvantaged pupils (2 pupils): Progress: Reading: 0% of children were working ARE+. Writing: 0% of children were working ARE+. Maths: 0% of children were working ARE+ AT.</p>	<p>Across the school disadvantaged pupils didn't perform as well in writing and maths. Owing to a small number of PP children, each child is worth 8% and therefore 4 disadvantaged children across the school didn't make the expected standard for writing as one child was not included in assessment due to EAL. Again 4 disadvantaged children across the school didn't make the expected standard in maths. Looking at these four children for maths and writing, they have had significant emotional/social issues throughout the academic year which have required emotional support intervention which was a priority to ensure they were in a secure emotional state to learn. The work that has been done this year with these children to ensure systems of self-regulation and the introduction of Jigsaw PSHE has made a difference. The learning mentor has worked closely with these children and support has been increased for the 2022-23 academic year.</p> <p>One of the two disadvantaged pupils in KS1 who didn't reach the expected standard didn't take part in the SATs due to joining the school late in the spring term and required extensive language support. Interventions are in place to support this. The other pupil has required significant emotional support throughout the year which has resulted in better outcomes and progress. This support will continue and there has been a positive start to the new term for this child.</p>	<p>Writing is a whole school priority on the school development plan 2022-23. Moderation of writing has shown we need a focus on Spelling, Punctuation and Grammar and therefore we have adapted and prioritised this in the curriculum. Boys writing is also a focus which we are linking to the 'love of reading' throughout the school.</p> <p>Maths interventions have been reviewed and changes have been implemented so that gaps children have are being addressed. There is a focus on fluency practice which will support disadvantaged children in particular.</p> <p>We have allocated more money towards areas which have historically been awarded less funding such as uniforms, music tuition, residentials and wrap around care as we appreciate financial difficulty is now more prevalent due to the cost of living crisis.</p> <p>We have directed more money to resourcing high quality teaching and learning from teachers across school as opposed to intervention staff with a view to taking a quality first teaching approach in line with EEF guidance.</p>

Year 2 Review (2022-2023)		Amendments for next year
Impact	Issues	
<p>Attainment for disadvantaged pupils (6 pupils) Y1 – Y6: Reading: 67% of children were working ARE+. Writing: 50% of children were working ARE+. Maths: 50% of children were working ARE+ AT.</p> <p>End of KS2 Attainment for disadvantaged pupils (1 pupil): Progress: Reading: 100% of children were working ARE+. Writing: 0% of children were working ARE+. Maths: 0% of children were working ARE+ AT.</p> <p>End of KS1 Attainment for disadvantaged pupils (1 pupils): Progress: Reading: 100% of children were working ARE+. Writing: 100% of children were working ARE+. Maths: 100% of children were working ARE+ AT.</p>	<p>Across the school disadvantaged pupils didn't perform as well in writing and maths. Owing to a small number of PP children, each child is worth 17% and therefore 3 disadvantaged children across the school didn't make the expected standard for writing. Again 3 disadvantaged children across the school didn't make the expected standard in maths. These children have made progress throughout the year and are closer to the expected standard. Adaptations have been made within their lessons in order for them to meet objectives. Alongside this, they have been involved in the FFT Lightning Squad Reading intervention which they enjoy and speak positively about. They have also accessed the NCETM Ready to Progress maths intervention which is helping to close gaps and build confidence in number which has contributed to the progress they have made.</p> <p>Sensory circuits have hugely impacted these children. They are much calmer starting their first lesson and much more prepared for learning. Introducing sensory stations within each classroom will hugely benefit these children so that they can extend their attention span and self-regulate when needed.</p>	<p>Transition meetings have happened between teachers and intervention staff so that specific amendments are implemented effectively.</p> <p>Children will be regularly tracked so that issues are picked up and adaptations can be made.</p> <p>Sensory stations in each classroom will support the needs of children throughout the school day so that they are prepared for learning and can self-regulate when necessary.</p>

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Reading	FFT

Further information

1. Review of expenditure				
Previous Academic Year		2022 – 23 Allocation		
i. Quality of teaching for all				
Action	Desired Outcome/ Success Criteria	Impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
	•	•		
	•	•		
	•	•		
ii. Targeted support				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
	▪			
	▪			
	▪			
iii. Other approaches				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
	▪			
	•			
	▪			
	▪			
	▪			
				Total

