



Cheshire Academies Trust
Inspiring hearts and minds

Pupil Premium Report

**2024 – 25
Year 1 of 3 year cycle**

Pupil premium strategy statement

This statement details our school's use of pupil premium 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	221
Proportion (%) of pupil premium eligible pupils	4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 - 2027
Date this statement was published	October 2024
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	£23,599
Recovery premium funding allocation this academic year	-
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	£23, 599

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	At Boughton Heath Academy, as is the national picture, disadvantaged attainment and progress across the core subjects is lower than non disadvantaged. This is something we wish to address.
2	We are seeing a rise in the number of children facing challenges with behaviour, self-esteem, self-regulation, and communication, reflecting a national trend. Addressing these needs is a priority for us.
3	At Boughton Heath Academy, some children belong to additional groups, such as SEND or EAL, which can create further barriers to learning. We are dedicated to supporting these pupils to help them overcome these challenges.
4	Growing numbers of our children face external challenges outside of school, such as limited access to resources, enrichment activities, and support; which can restrict their learning opportunities. We are committed to helping bridge these gaps wherever possible.

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>Narrow / close the attainment and progress gap between disadvantaged and non-disadvantaged pupils across core subjects (particularly Maths), ensuring all children have equal opportunities to achieve their full potential.</p>	<ul style="list-style-type: none"> Disadvantaged pupils demonstrate improved attainment and progress in core subjects, with measurable gains over each term. Disadvantaged attainment at BHA is above national comparators. The overall attainment gap between disadvantaged and non-disadvantaged pupils reduces across the core subjects, Increased participation of disadvantaged pupils in interventions, tutoring, and enrichment activities contributes towards positive gains, Disadvantaged pupils show strong attendance, ensuring they have consistent access to learning opportunities.
<p>To equip children with the skills and support they need to manage behaviour, build self-esteem, develop self-regulation, and improve communication. This will foster a positive learning environment, enhance their well-being, and enable them to fully engage in school life.</p>	<ul style="list-style-type: none"> Reduction in the number of behaviour incidents recorded, indicating improved self-regulation and behaviour management, Improved engagement in classroom activities, with pupils demonstrating better focus, resilience, and cooperative learning. High attendance rates for pupils facing these challenges, reflecting increased confidence and a positive attitude towards school, Regular feedback from pupils, parents, teachers and support staff shows noticeable improvements in pupil confidence and self-esteem. Increased use of positive communication strategies among pupils, with fewer reported conflicts and misunderstandings. Targeted support and interventions, such as social skills groups or mentoring, are accessed by children needing additional help, with measurable progress in their personal development.
<p>Children who belong to additional groups, such as SEND or EAL, receive tailored support to overcome learning barriers, enabling them to make sustained progress, feel included, and fully participate in all aspects of school life.</p>	<ul style="list-style-type: none"> Children demonstrate measurable progress in core subjects. Pupils receive tailored interventions suited to their individual needs, with regular monitoring to track and evidence progress and effectiveness. Observations and teacher feedback indicate higher engagement and participation of pupils in lessons and group activities. Pupils show improvement in English proficiency, and SEND pupils make progress in communication skills, as evidenced by specific language and social goals. Classroom strategies and adaptations reduce specific learning barriers for pupils, leading to more consistent achievement and a greater sense of belonging. Stakeholder voice demonstrates effective practice being felt from all levels of school – pupils, staff and parents.
<p>To reduce the impact of external challenges on children's learning by providing access to additional resources, enrichment opportunities, and support within the school environment, ensuring that all pupils can engage fully and reach their potential.</p>	<ul style="list-style-type: none"> pupils identified as facing external challenges receive access to essential learning materials, such as books, technology, and school supplies, as needed. children from disadvantaged backgrounds are involved in extracurricular clubs, trips, and activities, with financial support provided where necessary. Pupils have access to in-school support services, such as mentoring, counselling, or breakfast clubs, to address their well-being and readiness to learn. Increased communication and support for families of affected pupils, including workshops, resources, or guidance to help support their child's learning at home. Regular attendance tracking shows fewer absences among pupils facing external challenges, reflecting increased stability and support.

Activity in this academic year 2024 - 2025

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)




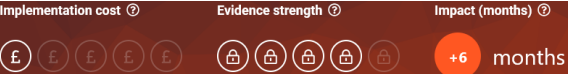
Budgeted cost: £1750




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 are standing programmes at BHA and have shown themselves to be effective at supporting and teaching self regulation strategies which enhance children's 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.	1, 2, 2, 3
Whole staff Zones of Regulation training refresher to fully embed the program. £500		
Purchase a subscription to online CPD platform to deliver in house training and support to staff. £250	Our school SQM has a key focus on meeting the needs of disadvantaged children, the use of the expert teacher model, feedback and child engaged assessment. Evidence within the EEF Pupil Premium Guide, as well as the DfE's Menu of Approaches highlights the importance of professional development to facilitate school approaches; with the EEF stating effective feedback alone can have +6 months effectiveness for learners. We will purchase a subscription to an online CPD platform to facilitate effective training in the above for staff. 	1, 2, 3

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

Budgeted cost: £ 13,170




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 (KS) for both individuals and groups, to actively participate in lessons, remain engaged and show resolve and determination during learning. £6000 Included in this figure is also funds to support training for	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
		

<p>this member and staff (and others) in areas such as ELSA.</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>Purchase intervention and support package to supplement our Power Maths mastery programme and supplementary units for existing English mastery programme, to ensure high quality teaching of English and Maths throughout all year groups, as per the DfE disadvantaged priority.</p> <p>£800 for Maths</p> <p>£1975 for English</p>	<p>We seek to improve our provision for learners within our mastery maths offer and as such will be upgrading our maths offer with two bespoke intervention packages. Not only will this support the roll out of mastery maths within school for disadvantaged and non disadvantaged learners (shown to have a +5 progress measure in itself), these tools will also be able to be used outside the classroom, to support parents in developing their child's education. EEF research shows this parental engagement to have the potential of +4 months progress.</p> 	1
<p>Targeted tutoring sessions with tutors to work one-on-one or in small groups with pupil premium students, focusing on core subjects like literacy and numeracy.</p> <p>£2000</p>	<p>Targeted tutoring has been proved to be extremely beneficial for children's progress and attainment. A recent study by EEF found that a targeted Maths resource provided by on average gained 3 months of progress for children involved in the programme. We will roll this out for children who could benefit from this to raise standards of attainment within Reading, Writing and Maths,</p> 	1, 2, 3, 4
<p>Oral language intervention by engaging in Voice 21 project. £1800</p>	<p>We seek to improve children's confidence and self esteem within school, with communication and oracy being a key component to this. Helping children communicate more effectively will enable school to better meet other needs to their benefit, whilst also supporting their access to teaching and learning across the curriculum.</p> <p>EEF shows the average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language, which seek to serve other priorities for school also.</p> 	1,
<p>Purchase subscription to Lyfta, online learning resource</p> <p>£300</p>	<p>In support of the above project, Lyfta will enable us to facilitate the oracy work undertaken in school with high quality learning resources to promote discussion and embed positive values.</p>	1, 3, 4

	<p>Additionally, this resource will support children's self regulation and meta cognition as it will afford them a bespoke audio visual resource to supplement teaching and learning across different areas of the curriculum. This is shown to offer up to +7 months of progress for learners.</p> <p>    </p>	
<p>Re-purchase Widget to continue to support staff implementing dual coding and adapted resources for children requiring these.</p> <p>£295</p>	<p>Cognitive science principles of learning can have a real impact on rates of learning in the classroom. There is value in teachers having working knowledge of cognitive science principles. Encoding allows learning to move to the long term memory.</p>	1, 2, 3, 4

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

Budgeted cost: £8,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training and membership of Thrive Mental Health</p> <p>£2500</p>	<p>A growing number of our children now suffer from mental health related issues which affects their performance and attendance at school, alongside their happiness and self esteem. We seek to adopt the practices taught through the Thrive approach to gain accreditation for our LSM to be a licensed Thrive practitioner, alongside having access to the Thrive online platform.</p>	2, 3
<p>Residential trips</p> <p>£2700</p>	<p>Residential trips have been shown to foster growth mindsets, boost confidence, and develop team-building skills. Children gain essential life skills like perseverance and resilience, which positively influence their academic progress by enabling them to apply these skills in the classroom. Evidence from past years indicates that children return from residential and other trips with increased confidence and engagement. We have allocated funds to offer financial assistance for all students eligible for Pupil Premium to ensure their participation in residential trips.</p>	2, 4
<p>Assistance with school based purchases such as photos, uniform, extra curricular clubs, wrap around care etc.</p> <p>£500</p>	<p>Whilst the benefit of school uniform purchases is classed as very little by the EEF, a small number of our disadvantaged children do require assistance with school based purchased and as such we are allocating a small portion of our PPG budget to ensure none are at any disadvantage.</p>	2, 4
<p>Music tuition</p> <p>£500</p>	<p><u>EEF research shows</u> 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>	1, 4
<p>Play therapy – Hire a play therapist once per week for each week of term.</p>	<p>EEF research highlights that good gains can be made for children through play based learning. Whilst the evidence base for this is</p>	1, 2, 3, 4

<p>£2500</p>	<p>not as robust as other areas of spend, our own experience with play therapy shows us the benefits this brings to pupil engagement and regulation and we will hire a therapist to work with our children on a weekly basis throughout the academic year. This is with the aim of developing their self confidence, self esteem and engagement in school.</p>	
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Total planned spend £23,620

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Year 1 Review		Amendments for next year
Impact	Issues	

Year 2 Review		Amendments for next year
Impact	Issues	

Year 3 Review		Amendments for next year
Impact	Issues	

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		2023 – 24 Allocation £23,599		
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
Continue the roll out of Jigsaw throughout school to encourage self regulation and behaviour strategies £1000	<ul style="list-style-type: none"> Improve regulation of behaviours within all children, particularly PPG children. Develop inclusive nature of school, particularly meeting needs of PPG children. Ensure all children are aware of their rights, the protected characteristics and British Values. 	<ul style="list-style-type: none"> We continue to enhance the Jigsaw PSHE program with introducing CREW culture across the school which gives all children to develop their relationships and understanding of others and ensures they feel that they belong and have a role within school. The "check-in, check-up, and check-out" process, along with worry boxes, has made a significant impact, encouraging children to talk openly to school staff about their feelings and emotions. Overall, there has been a noticeable reduction in behaviour incidents since the program's implementation. The RSE scheme has improved teaching quality in this subject area and ensures appropriate coverage. 	This will definitely be continued, enhanced and developed over the next academic year. This scheme ensures PSHE coverage and progression at age appropriate levels.	£995
Zones of regulation training for a key member of staff in order to roll the programme out effectively within school	<ul style="list-style-type: none"> Zones of regulation will embed across school and children have the ability to recognise their feelings. Children will have their own toolkits to enable them to regulate. 	<ul style="list-style-type: none"> Children have an increased self-awareness and emotional skills. Children have a common language for communicating their feelings, problem solving and emotional understanding. Staff naturally bring the zones of regulation into every day school life. 	The zones will continue to be implemented and embed across school. New children to the school will need to have the programme from the start. New staff joining school will need to have training to ensure smooth delivery of the programme.	£100

£250	<ul style="list-style-type: none"> Staff will be skilled at ensuring children use the zones language and toolkits to enable them to regulate. 			
Staff CPD to support children educationally and emotionally within class and during tutoring. £975	<ul style="list-style-type: none"> Disadvantaged children to have good mental health and wellbeing so that they can access education. Disadvantaged children to make positive progress across R, W and M. <ul style="list-style-type: none"> All disadvantaged children achieving the expected standard in R, W and M as a minimum. Less instances of disruption both to the benefit of disadvantaged and all learners. 	<ul style="list-style-type: none"> ELKLAN training has ensured staff are using appropriate vocabulary for specific children and has enabled them to deliver appropriate support for these children. ELSA training has had a huge impact in school to ensure children who need emotional support are given appropriate help. Team Teach training has upskilled staff and taught them techniques to support behaviours, reducing risks and minimising the need for physical intervention. Staff are more confident understanding behaviour triggers and recognising that it is a form of communication. They have de-escalation strategies to ensure behaviours are addressed and minimised. 	We will continue to support the development of staff who have been trained by providing refresher training and opportunities for trained staff to be part of supervision groups. We will also continue to ensure wider staff are appropriately trained over the next academic year due to the rise in the specific needs of children within school.	£975

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
Part fund member of staff	<ul style="list-style-type: none"> Disadvantaged children to have good 	<ul style="list-style-type: none"> Additional adults in core subject lessons have been instrumental in 	We will continue to fund our learning mentor to ensure that disadvantaged children's needs are fully	£15,000

<p>to provide academic and pastoral support from dedicated member of staff (HM/KS) for both individuals and groups, to actively participate in lessons, remain engaged and show resolve and determination during learning.</p> <p>£12,000</p>	<p>mental health and wellbeing so that they can access education.</p> <ul style="list-style-type: none"> ▪ Disadvantaged children to make positive progress across R, W and M. ▪ All disadvantaged children achieving the expected standard in R, W and M as a minimum. ▪ Less instances of disruption both to the benefit of disadvantaged and all learners. 	<p>offering immediate feedback, allowing disadvantaged learners to overcome barriers at the point of difficulty. This approach has proven increasingly effective, particularly as mastery techniques in Maths, Writing, and Reading were further embedded.</p> <ul style="list-style-type: none"> • To ensure all disadvantaged children received consistent support and guidance, an additional staff member was employed mid-year, increasing capacity to meet the needs of each child effectively. • As a result, disadvantaged pupils have shown positive progress across Reading, Writing, and Maths, with many reaching the expected standards. Instances of disruption have decreased, benefiting both disadvantaged and all learners in the classroom. 	<p>supported emotionally and academically. This provides these children with an additional adult who they have built a relationship with and who is aware of their individual needs.</p>	
<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>	<ul style="list-style-type: none"> ▪ Teachers closely track SEN children, including those who are disadvantaged, to make positive progress across R, W and M. ▪ All disadvantaged with SEN make good progress through careful tracking and enable them to achieve the expected standard in R, W and M. 	<ul style="list-style-type: none"> • A new tracking system was set up to monitor the children on b-squared to ensure they make progress and they can be picked up if there isn't progress or progress is slow. • Teachers can access and update b-squared regularly and ensure learning targets are in line with children's targets on b-squared. 	<p>Bsquared assessments and tracking will continue until we are able to work with the trust to move over to SOLAR.</p>	<p>£175</p>

<p>Reviewed March 2024 – Move to SOLAR delayed in order to move with the Trust. Extend licences for B-Squared to allow all staff to have their own login.</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>	<ul style="list-style-type: none"> ▪ Disadvantaged children to make positive progress across R, W and M. ▪ All disadvantaged children achieving the expected standard in R, W and M as a minimum. 	<ul style="list-style-type: none"> • Homework/tutoring club was extremely successful with children enjoying this time to focus on areas which they are less confident with in class. • Disadvantaged children made excellent progress in reading. Good progress was made in writing and maths but these areas will be focused in homework club next year. 	<p>Homework club/tutoring to continue next academic year with a focus on writing and mathematics. Provided to all disadvantaged and other targeted pupils throughout school.</p>	<p>£487.92</p>
<p>Purchase Widget to support staff implementing dual coding.</p> <p>£295</p>	<ul style="list-style-type: none"> ▪ Dual coding is easily accessible for teachers to use to support learners. ▪ Dual coding enables pupils to move their learning into their long term memory. 	<ul style="list-style-type: none"> ▪ Teachers and pupil feedback on widget has been tremendous. ▪ Teachers can easily create resources to support pupils and display in the classroom as visuals to support learning. ▪ Bespoke materials for individuals are created and support their learning well. 	<p>Continue to use this subscription and gather feedback from staff and pupils. Staff to share ways they have used this resource to ensure maximum potential.</p>	<p>£295</p>

	<ul style="list-style-type: none"> ▪ Pupils retain knowledge more efficiently. 			
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
Residential trips & school trips £1500	<ul style="list-style-type: none"> ▪ All disadvantaged pupils are able to participate in school trips and residential. 	<ul style="list-style-type: none"> ▪ All children were able to attend residential and school trips to ensure inclusion. Children thrived during these events. 	<ul style="list-style-type: none"> ▪ Continue offer to all disadvantaged to attend residential and trips. 	£1114
Assistance with school based purchases such as photos, uniform, extra curricular clubs, wrap around care etc. £1500	<ul style="list-style-type: none"> • Families of financially disadvantaged children are able to provide school uniform for their children • Disadvantaged children are able to attend extra curricular clubs and wrap around care. 	<ul style="list-style-type: none"> • All disadvantaged children were targeted and invited to attend extra curricular clubs. • Disadvantaged children were invited to attend external provider clubs with the cost being covered from PPG. • Children were able to attend a range of sporting clubs and drama club. 	<ul style="list-style-type: none"> • Continue to target and invite disadvantaged children to extra curricular clubs. • Continue to work with families to ensure disadvantaged children have the school equipment and provision they need to access full school life. 	£120 £21.47 £70
Music tuition £500	<ul style="list-style-type: none"> ▪ Disadvantaged children who wish to take up music tuition are able to do so. 	<ul style="list-style-type: none"> • PP children have been offered and no one took up the offer this year. 	<ul style="list-style-type: none"> • We need to encourage more disadvantaged children to take up this offer. • Work with Music for life to offer taster sessions to disadvantaged children. 	£0
Resource provision for targeted support delivered by in school staff and to supplement Zones of Regulation £3000	<ul style="list-style-type: none"> ▪ Disadvantaged children and targeted children across school have a resource provision to cater for their emotional and sensory needs. ▪ Children across school who need support to regulate have an area to support them. 	<ul style="list-style-type: none"> • The resource/sensory room has been a huge success enabling staff to support children who need emotional support. • The resources within the sensory room support a variety of needs and are at hand for trained staff to use to support children. 	<ul style="list-style-type: none"> ▪ This will continue and develop into the next academic year ensuring staff are trained to support children effectively and the resources needed are present. 	£2024

<p>Updated Jan 2024</p> <p>Play Therapy to support an individual with attachment disorder and hypervigilance.</p> <p>£800</p>	<ul style="list-style-type: none"> ▪ Play therapy continues to support a disadvantaged child with attachment disorder and hypervigilance. ▪ Play therapist will continue to support staff and parents to ensure maximum impact for the child. 	<ul style="list-style-type: none"> • This has been a huge success and has vastly improved the attendance of this child. ▪ Staff and parents feel fully supported by the play therapist. 	<ul style="list-style-type: none"> ▪ This will continue for this child and the therapy will possibly be offered to more children. 	<p>£783</p>
<p>Updated Jan 2024</p> <p>Wellbeing interventions to be introduced to support children who struggle with their emotions and anxieties.</p> <p>Gardening group Yoga group Lunch social skills</p> <p>£1000</p>	<ul style="list-style-type: none"> ▪ Offer all disadvantaged children a gardening session once a week as getting outdoors even for a small amount of time can enrich the lives of our children. Nature creates a calming environment for them, which enhances their learning experiences, sparks joy and arouses curiosity. ▪ Offer targeted disadvantaged children yoga sessions to improve physical health by enhancing flexibility, strength, and coordination. ▪ Offer targeted disadvantaged children and children throughout school a safe environment to learn and practice 	<ul style="list-style-type: none"> • Gardening has been a great success for groups of pupils and has had great feedback. They have achieved various certificates based on the skills that they have learnt. ▪ Yoga has really helped specific pupils with their confidence and has also promoted mental well-being, aiding in stress reduction, boosting concentration, and fostering a sense of calm and relaxation. ▪ Yoga has also helped develop self-discipline and emotional regulation. <ul style="list-style-type: none"> • Lunch social skills has helped many children, including disadvantaged to have successful lunchtimes and build friendships. Children enjoy having the emotional support of the adult leading the group. 	<ul style="list-style-type: none"> ▪ Continue to offer these well being interventions and look to increase the offer for more children across the school. 	<p>£883.59</p>

	social interaction skills. These skills not only help in making friends and excelling in school, but they also pave the way for future success.			
Updated April 2024 Provide disadvantaged children with an arts day, sourcing a specialist to come into school and give children this wider opportunity. £500	<ul style="list-style-type: none"> • Participation in an art day will build self esteem, resilience and team work for disadvantaged children. ▪ Children will learn and explore new techniques. • Disadvantaged children will work together to create a piece of artwork as a centre piece for the hall surrounding our school values. 	<ul style="list-style-type: none"> • The children thoroughly enjoyed this day, learning new skills, working as a team and also producing beautiful work that they are proud of. 	<ul style="list-style-type: none"> ▪ Plan in more days next academic year based around the arts for children to be exposed to new experiences that promote their well being and gain new skills and opportunities. 	£500
Total				£23,543.98

