



Cheshire Academies Trust  
*Inspiring hearts and minds*

**Pupil Premium  
Report  
2022-2023**

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	220
Proportion (%) of pupil premium eligible pupils	2.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023 (and throughout year)
Pupil premium lead	Jon Lenton
Governor / Trustee lead	Andrew Vaughan

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£28,935- £26.684
Recovery premium funding allocation this academic year	£2,030
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£30,965-£28748 (Figure updated throughout year)

# 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	A number of our disadvantaged children also have special educational needs and this impacts on their overall attainment and progress.
2	Lack of engagement from some parents, e.g. attendance at Parents' Evenings, support with homework, ensuring a consistent approach to behaviour in and out of school.
3	A large number of disadvantaged children achieve the expected standard across the school in reading and maths, but few reach the higher standard. In particular, disadvantaged boys underperform in writing.
4	All children's social and emotional wellbeing has been affected by their experiences through the pandemic and as such our disadvantaged children require support to build levels of behaviour, attitudes to learning, self-esteem and engagement in learning.

## 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><b>Reading</b></p> <p>For the disadvantaged pupils in Y2 and Y6 to achieve the expected standard in end of key stage assessments.</p> <p>For 60% of disadvantaged pupils in Years 2 – 5 (4 pupils) to achieve the expected standard with a target of one such learner to achieve the higher standard.</p> <p><b>Writing</b></p> <p>For all disadvantaged pupils in Y2 and Y6 to achieve the expected standard in writing in end of key stage assessments.</p> <p>For 80% of disadvantaged pupils in Years 2 – 5 (4 pupils) to achieve the expected standard with one such learner to achieve the higher standard.</p> <p><b>Mathematics</b></p> <p>For all disadvantaged pupils in Y2 and Y6 to achieve the expected standard in end of key stage assessments.</p> <p>For 80% of disadvantaged pupils in Years 2 – 5 (4 pupils) to achieve the expected standard with one such learner to achieve the higher standard.</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 2022 – 23 academic year, all disadvantaged children in school will have been offered the chance to engage in:</p> <ol style="list-style-type: none"> <li>1. A sports, arts or creativity based activity which is extracurricular in nature.</li> <li>2. Representing the school externally such as through competitive sport, the creative arts or public speaking,</li> <li>3. Any additional activities or initiatives within the local / regional area.</li> </ol>

## Activity in this academic year 2022-2023

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
<p>Ensure quality first teaching and feedback are consistent across the school. Teachers know their children well and are amending their implementation of the curriculum so all children are accessing a mastery curriculum.</p>	<p>Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</p> <p><small>Feedback</small>  <small>Very high impact for very low cost based on extensive evidence.</small></p> 	<p>1,2,3,4</p>
<p>Continue to deliver the Jigsaw PSHE / RSE / behaviour programme within every year group within school. £1000</p>	<p><a href="#">EEF estimates</a> 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.</p> 	<p>2 &amp; 4</p>
<p>Provide ELSA training for Learning Support Mentor to maximise their impact upon children. £300</p>	<p>A number of our children need support with emotional needs and behaviours, with this being the biggest barrier to their access to and progression within their learning. By training our learning support mentor in ELSA, we will be meeting such needs on individual basis and being able to target other resources for where they are most needed. In addition to this, the ELSA trained staff can deliver this to other staff in school to build self-improvement within this area in our staff.</p>	<p>1 &amp; 4</p>
<p>Top up school led tutoring within school £1000 (Summer term update)</p>	<p>EEF evidence shows that one to one tuition is very effective and can increase progress to five months' additional progress. We have identified four teaching assistants and targeted disadvantaged pupils in Years 4-6 to take part in before school tutoring. The tutor sessions will be focused on individual pupil needs in reading, writing and mathematics. The impact can be measured through our standardised testing and writing moderation sessions.</p>	<p>1 &amp; 3</p>

## 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
<p>Academic and pastoral support from Learning Mentor and SEND staff, for both individuals and groups, to actively participate in lessons, remain engaged and show resolve and determination during learning.</p> <p>£14,820 (updated April 2023)</p> <p>£3,200 for additional support from existing staff</p>	<p><a href="#">EEF shows this type of support</a> 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>£ £ £ £ £    £ £ £ £ £    +4</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 <a href="#">EEF based on extensive research</a>. 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>£ £ £ £ £    £ £ £ £ £    +4</p>	<p>1, 2, 3, 4</p>
<p>Ensure disadvantaged children can access the curriculum through effective reading and comprehension strategies and 1-1 and small group sessions to address gaps in learning and overcome barriers to progress.</p> <p>£1500 English reading</p> <p>£1500 wider curriculum reading</p> <p>(Summer term update)</p>	<p>Supporting reading and phonics gives an increase of +6 months <a href="#">according to the EEF</a>. Many approaches can be usefully combined with other learning techniques and phonics to develop reading skills. In particular, lower attaining pupils appear to benefit from such strategies. As we already have effective strategies in place through Floppy Phonics, Go Read and Accelerated Reader, resourcing these to the highest standard alongside providing additional time for reading to a member of staff will ensure they remain working for maximum impact.</p> <p>£ £ £ £ £    £ £ £ £ £    +6</p> <p>We can see how our disadvantaged children can access the curriculum and be actively challenged; with the support of a dedicated member of staff, both in the form of 1:1 &amp; small group support; as well as in the form of using strategies and techniques taught to them from the mentor. <a href="#">EEF highlights the effectiveness of this approach</a> as +4 and from school experience we believe the impact of this approach justifies the cost.</p> <p>£ £ £ £ £    £ £ £ £ £    +4</p>	<p>1, 2 &amp; 3</p>
<p>Updated April 2023</p> <p>Ensure disadvantaged children are supported socially through the formation and resourcing of</p>	<p>Social and emotional learning (SEL) interventions seek to improve pupils’ decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p>	<p>2 &amp; 3</p>

<p>a small social skills lunch time club led by the Learning Support Mentor. £250</p>	<p>By providing social and emotional support through a play setting regularly, we aim to minimise disruption through helping children to socialise, play and communicate effectively. This will have positive impacts upon learners motivation, self confidence and self esteem which can be transferred towards learning.</p> <p style="text-align: right;">    </p>	
<p>Purchase of Renaissance to accurately assess and track pupil's reading. £1000  (Summer term update)</p>	<p>Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</p> <p><small>Feedback</small> <small>Very high impact for very low cost based on extensive evidence.</small></p> <p style="text-align: right;">    </p>	<p>1 &amp; 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 £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. As some children missed out on their residential last year due to Covid 19 and due to economic circumstances which families may find themselves in due to this, we feel the demand for this may be higher than in previous years.</p>	<p>4</p>
<p>Assistance with uniform purchases £200</p>	<p>Whilst the benefit of school uniform purchases is classed as very little by the EEF, we are anticipating a greater need for this due to the Covid 19 outbreak and its economic impact upon parents. School uniform makes children feel as though they belong to a school community, which then aids us in delivering our aims to them. Any way in which we can help parents can also only serve to strengthen relationships with the wider school community.</p>	<p>4</p>
<p>Music tuition £2000</p>	<p><a href="#">EEF research shows</a> 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 style="text-align: right;">    </p>	<p>4</p>

<p>Financial assistance to participate in Heath Club and breakfast club. £250</p>	<p>Whilst the participation in clubs receives a +2 growth rating, we have seen first-hand the value and benefit in giving children an opportunity to take part in Heath and breakfast clubs as it gives children the opportunity to apply their learning in varied settings whilst also setting them up to be ready to learn and for the school day in general.</p>	<p>4</p>
<p>Resourcing and installing sensory stations within each class £2000 (Summer term update)</p>	<p><a href="#">EEF shows this type of support</a> 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>4</p>

**Total budgeted cost: ~~£22,031~~ £24,020 (Updated April 2023)  
£30,520 (Actual - £28,748 updated July 2023)**



# 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><b>Attainment for disadvantaged pupils Y1 – Y6:</b>            Reading: 83% of children were working ARE+.            Writing: 58% of children were working ARE+.            Maths: 64% of children were working ARE+ AT.</p> <p><b>End of KS2 Attainment for disadvantaged pupils (6 pupils):</b>  <b>Progress:</b>            Reading: 100% of children were working ARE+.            Writing: 83% of children were working ARE+.            Maths: 100% of children were working ARE+ AT.</p> <p><b>End of KS1 Attainment for disadvantaged pupils (2 pupils):</b>  <b>Progress:</b>            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><b>Attainment for disadvantaged pupils (6 pupils) Y1 – Y6:</b>  Reading: 67% of children were working ARE+.  Writing: 50% of children were working ARE+.  Maths: 50% of children were working ARE+ AT.</p> <p><b>End of KS2 Attainment for disadvantaged pupils (1 pupil):</b>  <b>Progress:</b>  Reading: 100% of children were working ARE+.  Writing: 0% of children were working ARE+.  Maths: 0% of children were working ARE+ AT.</p> <p><b>End of KS1 Attainment for disadvantaged pupils (1 pupils):</b>  <b>Progress:</b>  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
Roll out the Jigsaw PSHE / RSE / behaviour programme within every year group within school. £1000	<ul style="list-style-type: none"> <li>Improve regulation of behaviours within all children, particularly PPG children,</li> <li>Develop inclusive nature of school, particularly meeting needs of PPG children.</li> <li>Ensure all children are aware of their rights, the protected characteristics and British Values.</li> </ul>	<ul style="list-style-type: none"> <li>Pupil voice highlights the Jigsaw scheme is popular with the children.</li> <li>We have developed Jigsaw PSHE further through a weekly circle time which enhances the theme of the week.</li> <li>Check in, check up and check out and worry boxes have had a significant impact on children feeling they can talk to adults within school and be open about their feelings and emotions.</li> <li>Overall, lower levels of behavior incidents have occurred throughout the time the programme has been running.</li> <li>The RSE scheme has improved the quality of teaching of the subject and ensures appropriate coverage.</li> </ul>	The Jigsaw PSHE/RSE programme has been highly successful throughout the school. Children engage well with the lessons and assemblies. The jigsaw lessons, characters and chime routines are a whole school approach which ensures children are nurtured and interweaves mental health and safeguarding. Jigsaw ensures children are taught a progressive, coherent PSHE/RSE programme. Opportunities are given within lessons and procedures are put in place through Jigsaw to allow children to talk to trusted adults when they need to and know that support is there for them. Jigsaw will continue next academic year.	£995
Provide ELSA training for Learning Support Mentor to maximise their impact upon children. £300	<ul style="list-style-type: none"> <li>To facilitate high quality intervention and support delivered by the LSM towards PPG children.</li> </ul>	<ul style="list-style-type: none"> <li>Unable to book onto the course because it was oversubscribed.</li> </ul>	Booked onto ELSA training May 2023, ready for September 2023 start.	£650

Top up school led tutoring £1000	<ul style="list-style-type: none"> <li>To close attainment gap with PP children</li> <li>To increase progress and attainment of PP children</li> </ul>	<ul style="list-style-type: none"> <li>School led tutoring has had a great impact on increasing reading progress for pupils. The use of FFT lightning squad has been popular with children and allowed individualised tuition to enable progress.</li> <li>Children taking part in the intervention on average have made an increase of 9 months on their reading age in the space of 4 months and have improved their reading speed by 15 words per minute.</li> </ul>	The Lightning Squad has been a huge success and we look to ensure this continues to have the impact in the next academic year.	£918 (lightning squad)
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**ii. Targeted support**

<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Academic and pastoral support from Learning Mentor and SEND staff, for both individuals and groups, to actively participate in lessons, remain engaged and show resolve and determination during learning. £14,820 for learning mentor £3,200 for additional support from existing staff Updated April 2023	<ul style="list-style-type: none"> <li>Disadvantaged children to make positive progress across R, W and M.</li> <li>All disadvantaged children achieving the expected standard in R, W and M as a minimum.</li> <li>Less instances of disruption both to the benefit of disadvantaged and all learners.</li> </ul>	The learning mentor has worked with all PP children across the year, focusing on their individual needs. Using additional adults in core subject lessons to provide immediate feedback continued to prove beneficial to disadvantaged learners as they could overcome barriers at the point of difficulty. This was increasingly effective this academic year through consolidation of mastery approaches in Maths, Writing and Reading. As the year progressed we needed more capacity to fulfil this target so another member of staff was assigned to ensure all children's needs were being met.	Continue to regularly monitor disadvantaged children throughout the year to ensure their needs are being met.	£ 14.820 £3200
Ensure disadvantaged children are	<ul style="list-style-type: none"> <li>Disadvantaged children are able to develop social skills, improve managing</li> </ul>	Disadvantaged children have all attended a social skills lunch club. As small numbers attend the groups each	The impact the social skills group is having is significant and therefore we will continue this next academic year. We will look to facilitate the club	£250

<p>supported socially through the formation and resourcing of a small social skills lunch time club led by the Learning Support Mentor. Social skills resources £250 Updated April 2023</p>	<p>transition and work more effectively with peers.</p>	<p>day, the group can be tailored to their needs and interests to build their confidence with their peers. Children attending the clubs are thriving; they speak positively about the group and are developing confidence. A partially sighted volunteer is assisting the group alongside the learning mentor. This has impacted the group positively and good relationships have been formed.</p>	<p>every lunch time ensuring all disadvantaged children have an opportunity to attend each week.</p>	
<p>Ensure disadvantaged children can access the curriculum through effective reading and comprehension strategies and 1-1 and small group sessions to address gaps in learning and overcome barriers to progress. £1500 £2000</p>	<ul style="list-style-type: none"> <li>▪ Disadvantaged children are accessing quality phonics and reading lessons and books/resources.</li> <li>▪ Disadvantaged children's engagement with the wider curriculum is helped through improved reading and comprehension skills.</li> <li>▪ Resources purchased assist in children becoming more independent when accessing the wider curriculum</li> </ul>	<p>Disadvantaged children's access to reading has greatly improved through the implementation of Floppy's phonics and guided reading sets of books. Throughout the year we have supplemented our books to ensure engagement through a variety of fiction and non-fiction books. FFT Lighting squad is improving reading and therefore it is becoming easier for children to access the full curriculum. To further support disadvantaged children, we have audited wider curriculum books and purchased packs of books to enhance wider curriculum areas.</p>	<p>Continue with phonics and reading interventions including FFT lightning squad. Review impact of wider curriculum books and build book packs.</p>	<p>£2732</p>
<p>Purchase additional licenses for <del>B-Squared</del> assessment platform in order that all teachers can assess vulnerable</p>	<ul style="list-style-type: none"> <li>▪ Teachers have greater accuracy of where children are working and are able to identify and overcome barriers as a result.</li> <li>▪ Personalised plans for PP children are more targeted and effective.</li> </ul>	<p>Teachers can accurately assess children's reading through the books they read and through termly assessment. Children can be quickly identified and targeted through the Renaissance package.</p>	<p>Continue to use Renaissance and regularly monitor to ensure children are making progress.</p>	<p>£1000</p>

children more accurately. Purchase of Renaissance to accurately assess and track pupils £1000				
<b>iii. Other approaches</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Residential trips and school trips £1500	<ul style="list-style-type: none"> <li>Families of financially disadvantaged children are able to attend trips and residential</li> </ul>	All children were able to attend residential and school trips to ensure inclusion. Children thrived during these events.	Continue offer to all disadvantaged to attend residential and trips.	£537 £41
Assistance with uniform purchases £200	<ul style="list-style-type: none"> <li>Families of financially disadvantaged children are able to provide school uniform for their children</li> </ul>	Ensure all pupils feel a part of the school community.	No claims were made. Ensure disadvantaged families are aware of this offer at the beginning of the school year.	£0
Music tuition £2000	<ul style="list-style-type: none"> <li>Disadvantaged children who wish to take up music tuition are able to do so.</li> </ul>	PP children have been offered and some have chosen to take on a musical instrument.	Again, we need to encourage more disadvantaged children to take up this offer.	£540
Financial assistance to participate in Heath Club and breakfast club. £250	<ul style="list-style-type: none"> <li>Disadvantaged children who wish to benefit from attending breakfast club and after school club are able to do so.</li> </ul>	At times, PP children have needed to attend Heath club for social and emotional reasons. The children know the staff well and therefore it is a safe and welcoming place for disadvantaged children.	Some children have participated with this offer throughout the year. Look at encouraging this offer at the beginning of the school year and making the offer throughout the year.	£65
Resourcing and installing sensory stations within each class £2000	<ul style="list-style-type: none"> <li>Having sensory stations in each class should improve regulation from children.</li> <li>Improved levels of regulation and concentration within classes should reduce need for interventions</li> </ul>	Following the success of sensory circuits in the mornings it was decided to adapt this approach to bring as much as possible of it into the classroom. Class teachers will be trained to deliver a range of sensory breaks and opportunities for both whole class and individuals. The positive impact of this improved attitudes to learning and readiness for learning for disadvantaged	The cost for this was greater than we expected, however we felt that it was important to get this up and running fully. This will be up and running for the coming academic year and the implementation and impact will be measured regularly.	£3000

	<p>and support out of class moving forwards.</p>	<p>children previously on the Sensory Circuits programme. However, it also had a similar impact on other learners. By providing these opportunities in class, it will prevent already disadvantaged learners missing learning through use of items such as wobble cushions and balancing boards. Teachers will become skilled at recognising the signs of children needing to take a sensory break and the need for some to have in planned in sensory breaks and will be able to do this skilfully for all.</p>		
				<p style="text-align: right;"><b>Total</b> £28,748</p>



