



Cheshire Academies Trust  
*Inspiring hearts and minds*

**Pupil Premium  
Report  
2021-2022**

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	223
Proportion (%) of pupil premium eligible pupils	7.8%
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 2021
Date on which it will be reviewed	February 2022
Pupil premium lead	Jon Lenton
Governor / Trustee lead	Andrew Vaughan

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26,300
Recovery premium funding allocation this academic year	£2,610
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	£28,910

# 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 at the end of key stage 2 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.

<b>Intended outcome</b>	<b>Success criteria</b>
<p>Support disadvantaged pupils to make good or better progress so that they achieve well against end of year targets, versus national comparators.</p>	<p><b>Reading</b></p> <p>For all disadvantaged pupils in Y6 (6 pupils) to achieve the expected standard and for a third of such learners to achieve the higher standard.</p> <p>For 80% of disadvantaged pupils in Years 2 – 5 (9 pupils) to achieve the expected standard with a third of such learners to achieve the higher standard.</p> <p><b>Writing</b></p> <p>For all disadvantaged pupils in Y6 to achieve the expected standard in writing.</p> <p>For 80% of disadvantaged pupils in Years 2 – 5 (9 pupils) to achieve the expected standard with a third of such learners to achieve the higher standard.</p> <p><b>Mathematics</b></p> <p>For all disadvantaged pupils in Y6 to achieve the expected standard and for 50% to achieve the higher standard</p> <p>For 90% of disadvantaged pupils in Years 2 – 5 (9 pupils) to achieve the expected standard with a third of such learners 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 and stating the Jigsaw programme has been a key contributory factor in this.</p> <p>For incidents of disruptive behaviour being logged on CPOMS by disadvantaged children to be significantly reduced following the roll out of Jigsaw compared to pre programme numbers.</p> <p>For monitoring activities to evidence the positive impact the Jigsaw programme is having upon disadvantaged learners through learning walks, observations and pupil, parent and staff surveys.</p>

## Activity in this academic year 2021-2022

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: [*£3,505*]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Roll out the Jigsaw PSHE / RSE / behaviour programme within every year group within school. £2400 (2 year purchase)	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
Provide ELSA training for Learning Support Mentor to maximise their impact upon children. £600	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.	1 & 4

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
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. £12,209 for learning mentor £1,000 for additional support from existing staff £1,000 for support from Passion 4 Learning.	EEF shows this type of support can have a +3 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. 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.	1, 2, 3, 4
Provide additional hours for disadvantaged children who are entitled to SEND support. £2,000	A number of our disadvantaged children also have specific additional needs. This funding allows our SENCO and specialist staff the time to work with these children, providing interventions.	1, 2, 3, 4

<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. £2000</p>	<p>Supporting reading and phonics gives an increase of +6 months according to the EEF. 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. 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. EEF highlights the effectiveness of this approach as +5 and from school experience we believe the impact of this approach justifies the cost.</p>	<p>1, 2 &amp; 3</p>
<p>Ensure disadvantaged children are challenged appropriately through curriculum and receive high quality teaching and learning through the roll out and resourcing of mastery programmes. £3500</p>	<p>EEF research shows that a mastery learning approach has a +5 rating in effectiveness. It is also particularly useful for narrowing any attainment gap for all learners of all abilities. A high expectation of work from disadvantaged learners (a recommendation from the EEF), is consistently expected by all teachers and support staff; along with the use of effective teaching schemes and resources, such as Power Maths units, Pathways and Floppy's Phonics. This will ensure all disadvantaged children have access to and are challenged appropriately. Money to be spent on resources, training for staff in the programmes listed about and individual resources as required by specific learners as identified by stakeholders who work with them.</p>	<p>2 &amp; 3</p>

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

Budgeted cost: [ ]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Residential trips £2000</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</p>	<p>4</p>

	may find themselves in due to this, we feel the demand for this may be higher than in previous years.	
Assistance with uniform purchases £200	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.	4
Music tuition £1000	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.	4
Financial assistance to participate in Heath Club and breakfast club. £1000	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.	4

**Total budgeted cost: £28,909**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

Year 1 Review (2020-2021)		Amendments for next year
Impact	Issues	
<p>It was challenging to continue with all academic targets, however attainment for disadvantaged children in Y1-Y6 was:</p> <p><b>Attainment:</b> *Lockdown January to March            Reading: 91% of children were working ARE+.            Writing: 55% of children were working ARE+.            Maths: 91% of children were working ARE+ AT.</p> <p><b>Progress:</b>            Baseline data shows the large majority of disadvantaged children are working at the same level or above, from their comparable starting point last year across R, W and M. Those children who aren't are comprised of a small group of siblings from individual families where there are other contextual factors.            During the lockdowns, children were able to access remote lessons via the purchases of devices for all KS2 children..</p>	<p>The vast majority of our disadvantaged children attended school during lockdowns, and all were offered a place however a small number of parents declined this offer.</p> <p>For those who were at home, our learning support mentor held regular check ins with children and there were daily live lessons but a small number of children still did not receive in person peer interaction and in person teaching during this time. For some this has heightened emotional and behavioural traits.</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 COVID factors.</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>



## 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

# Further information

1. Review of expenditure				
Previous Academic Year		2020 – 21 Allocation of £26,140		
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
Ensure disadvantaged children receive high quality teaching and learning through a mastery curriculum and that they are challenged appropriately within the curriculum.	<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>Higher numbers of disadvantaged children achieving the higher standard in R, W and M.</li> </ul>	<p><b>Attainment:</b> *Lockdown January to March            Reading: 91% of children were working ARE+.            Writing: 55% of children were working ARE+.            Maths: 91% of children were working ARE+ AT.</p> <p><b>Progress:</b>            Baseline data shows the large majority of disadvantaged children are working at the same level or above, from their comparable starting point last year across R, W and M. Those children who aren't are comprised of a small group of siblings from individual families where there are other contextual factors.            During the lockdowns, children were able to access remote lessons via the purchases of devices for all KS2 children.</p>	<p>Figures are difficult to ascertain a full and accurate reflection as school was closed for children effectively from Spring 1 meaning there was almost full term of school closure; however, all pupil premium children were invited into school full time as key worker children. These children often thrived with the smaller class size.</p> <p>The figures to the left show that the work undertaken to support a mastery curriculum and one to one tuition definitely showed positive gains being made in relation to the positive attainment and progress being achieved and made by children. We will continue with this approach. Actions have been taken to address identified issues in writing and a new writing scheme has been purchased for all classes.</p>	£12,209
Ensure disadvantaged children can access the curriculum through effective reading and	<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</li> </ul>	<p>Reading: 91% of children were working ARE+.            One child did not obtain working at.            One EYFS child did not achieve GLD.</p> <p>With access to their own laptops, children were encouraged to log onto</p>	<p>The child who did not achieve working at will be a focus for the class teacher and intervention support in reading for the next 12 months. Current EYFS child will be a focus next year and receive targeted intervention in phonics and reading.</p>	

<p>comprehension strategies.</p>	<p>standard in R, W and M as a minimum.</p> <ul style="list-style-type: none"> <li>▪ Higher numbers of disadvantaged children achieving the higher standard in R, W and M.</li> </ul>	<p>IDL literacy and complete units of work.</p>		
<p>Training opportunities for staff to facilitate outstanding teaching and learning for disadvantaged learners</p>	<ul style="list-style-type: none"> <li>• To enable the Learning Mentor and other staff to support children and staff with the most current and effective practise, in order to achieve the maximum possible outcomes intended within their role.</li> </ul>	<p>The new learning mentor is currently awaiting training for Emotional Literacy Support Assistant (ELSA) which is currently unavailable due to Covid. Additional training in other areas of children's mental health and well-being is being sought to ensure all subject knowledge is up to date in this vital area. Regular attendance at pupil premium conferences have also affected by Covid restrictions</p>	<p>Covid has been detrimental to this action and opportunities for this training have been restricted all year.</p>	
<p>Purchase of resources for use within teaching and learning</p>	<ul style="list-style-type: none"> <li>▪ Disadvantaged pupils are able to access lessons more frequently.</li> <li>▪ Disadvantaged pupils learning barriers are overcome which enables them to access a mastery curriculum along with their peers resulting in greater self-confidence and self-esteem.</li> <li>▪ Teaching of disadvantaged pupils is good and</li> </ul>	<p>Maths: 91% of children were working ARE+ AT. Power Maths has been purchased and fully implemented throughout the school. Same day feedback is delivered to address misconceptions and errors so that all children progress together and master the objectives.</p> <p>Children had access to devices that would enable them to access remote learning. This meant that the curriculum was fully accessed throughout lockdown by all children and few gaps were seen on their return to school.</p>	<p>The Power Maths scheme has had a positive impact throughout the school as the child can focus on maths throughout the lessons without worrying about laying out their work. Methods are supported by concrete apparatus and visual representations before children use abstract methods. We will continue to use this scheme.</p> <p>Remote learning has continued for those children who have had to isolate. Whole school assemblies have also continued remotely as these have proved valuable for well-being.</p>	

	frequently outstanding.			
<b>ii. Targeted support</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>
Disadvantaged children to effectively access learning within a mastery curriculum, being challenged to achieve and make strong progress by continuing the support work undertaken by the Learning Mentor (now KT) with specific groups and children.	<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>▪ Higher numbers of disadvantaged children achieving the higher standard in R, W and M.</li> </ul>	The Learning Mentor has used and honed current outstanding practice. She was able to model this for staff and then train and upskill other staff members such as teachers and support staff meaning there is a consistent approach delivered by all staff.	It has become clear that the strategies used and implemented by the Learning Mentor have been the most effective for specific children and with this in mind, the time to share these with staff is crucial in achieving positive, consistent approaches.	£0
Disadvantaged children to receive pastoral support from Learning Mentor, both individual and group, to actively participate in lessons, remain engaged and show resolve and determination during learning.	<ul style="list-style-type: none"> <li>▪ All of the above,</li> <li>▪ Less instances of poor behaviour and engagement within lessons,</li> <li>▪ Less instances of disruption both to the benefit of disadvantaged and all learners.</li> </ul>	Children are supported to self-regulate their behaviour and then they are able 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.	The Learning mentor has made strong relationships in her first year and the children have received pastoral support. Staff have been supported in their approach towards children and an understanding of their individual needs from the learning mentor.	

Financial assistance to participate in Heath Club and breakfast club.	Noticeable increase in disadvantaged pupils' self - esteem, confidence and engagement.	Children who have been given the opportunity / assistance to participate in Heath Club and breakfast club have shown greater confidence and formed better relationships with their peers. Such children are now seeking to attend the clubs as a choice, not just when this is required by parents due to work commitments.	Whilst the Heath and breakfast clubs offer much needed childcare for parents who require to use these due to work reasons, we are seeing the activities taking place in the clubs are invaluable in developing characteristics such as personal growth, confidence and teamwork within the children who attend. For all children applicable, but especially for specific individuals, this has been a continuation of provision taking place in school and a much-needed opportunity to apply such skills in a varied setting outside the classroom.	£436
Parent's evenings with learning mentor for disadvantaged children	<ul style="list-style-type: none"> <li>▪ More work undertaken at home to compliment work undertaken in school.</li> <li>▪ Lateness for disadvantaged pupils is minimised through effective parental engagement.</li> <li>▪ Fewer behaviour incidents from children</li> </ul>			
<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- Outdoor Learning including day trips	<ul style="list-style-type: none"> <li>▪ To facilitate learning and enhance personal growth.</li> <li>▪ To assist the teaching of disadvantaged pupils, resulting in quality that I good</li> </ul>	Funding such trips for children enables them to access the same opportunities as their peers. For some children, the residential trips they attend are the only times they have the opportunity to spend time away from home overnight, participate in varied and exciting activities and spend extended time	No residential visits could take place due to restrictions due to coronavirus. By comparing those children who were able to attend their residential the previous year, with this year, we can see how important these trips are for the children. The disappointment of children who were not able to attend trips has shown us that we need to ensure varied and active activities should be put on for the	£2

	<p>and frequently outstanding.</p> <ul style="list-style-type: none"> <li>▪ So disadvantaged children can understand and can control their emotions more effectively.</li> </ul>	<p>playing and engaging in collaborative activities with their peers.</p>	<p>children who were not able to attend their residential trip.</p>	
<p>Continue Music Tuition opportunities</p>	<ul style="list-style-type: none"> <li>▪ To further increase the self-esteem, confidence and engagement of disadvantaged pupils.</li> <li>•</li> </ul>	<p>Whilst for those children who have participated in the music tuition opportunities, the impact has been positive in regards to their personal development, interest and personal growth – the uptake and demand for this has been low.</p>	<p>Due to the fact that those children who do utilise this action are positively benefitting from it, we will be continuing this next year, however because of the limited uptake of it we shall be lowering the money allocated to it and looking to invest the difference in different wider opportunities for the children.</p>	<p>£462</p>
<p>Financial assistance with uniform purchases</p>	<ul style="list-style-type: none"> <li>▪ To enhance school ethos, and develop a sense of belonging.</li> <li>▪ To improve children's self-esteem, confidence and engagement.</li> <li>▪ To improve the relationship between school and parents / carers.</li> </ul>	<p>For some children this has been required, however usually in response to unexpected and specific personal circumstances. Generally, uptake has been very low.</p>	<p>We anticipate the effects of the ongoing coronavirus outbreak to be long lasting for some families, particularly economically. With this in mind, whilst the uptake has historically been low upon financial assistance for uniform purchases, we are going to increase the amount of money we are to allocate for the coming year.</p>	<p>£0</p>
<b>Total</b>				<p>£13,109</p>

