

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-under-Blean and Dunkirk Methodist Primary School
Number of pupils in school	209
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025 2025-2026 2026-2027
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Mr Simon Way
Pupil premium lead	Mrs Jo Cottenden
Governor / Trustee lead	Mrs Jenny Mayer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£88,9970.00
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	£88,9970.00

Part A: Pupil premium strategy plan

Statement of intent

At Boughton-under-Blean & Dunkirk Methodist Primary School we target the use of Pupil Premium Grant funding to ensure that disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged pupils can face a wide range of barriers which may impact on their learning. The challenges are varied and there is no “one size fits all”.

We aim to use this funding to:

- Remove barriers to learning created by socio-economic factors, family circumstances and background
- Ensure that teaching and learning opportunities meet the needs of all pupils
- Narrow the attainment gaps between disadvantaged pupils and other pupils within school, locally and nationally
- Ensure all pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Ensure all pupils have the basic maths skills needed as they move on to the next phase of their education
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing, to develop resilience and improve attendance
- Access a wide range of opportunities to develop their knowledge and understanding of the world

Achieving these Objectives

- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition and digital technology to enable ALL pupils and remove barriers to learning
- Target funding to ensure that all pupils have access to trips, residential trips and first-hand learning experiences to ensure that children’s ‘cultural capital’ is developed; those with ‘limited life experiences’ are not disadvantaged
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom
- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching, which prioritises high expectations and inclusive practice

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principles

- We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the data specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults. The leadership will continue to review current trends and research to ensure opportunities exist for the best possible outcomes.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance- Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 3 - 4 % lower than for non-disadvantaged pupils.</p> <p>In the last academic year, 16% of disadvantaged pupils have been 'persistently absent' compared to 14.7% of all pupils during that period. Our assessments and observations indicate that absenteeism is negatively impacting pupil progress but this is even greater for disadvantaged pupils.</p>
2	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
3	<p>Cultural capital- Due to the cost-of-living crisis many families are faced with different, hard decisions that reduce the events and opportunities children experience. This leads to further gaps in PSHE, SEMH and academic progress for those who are disadvantaged as they are missing fundamental life skills that can help them to build relationships, care of others or achieve in their learning. Attendance at clubs is lower for disadvantaged pupils than for all pupils.</p>
4	<p>Maths- Our data identifies that PP pupils are not yet achieving as well in Maths and make less progress from KS1 to the end of KS2 in Maths.</p> <p>The percentage of disadvantaged pupils working at the expected level in maths ranges from 65% to 86% compared to 25% to 80% of non-disadvantaged pupils working at the expected level in KS2 classes.</p>
5	<p>Wellbeing- 80% of our pupils and families currently having on-going involvement from our Family Liaison Officer and Wellbeing Team are from disadvantaged families. This is fluid and based on levels of need. The level of support ranges from regular individual interventions, group interventions, regular emotional 'check ins' and in class support.</p>

6	Behaviour- Observations by staff have shown an increase in dysregulated behaviours particularly in EYFS, KS1 and lower KS2. Most of the children with individual behaviour plans are also disadvantaged pupils with identified SEND.
7	SPAG- Our data identifies that PP pupils are not yet achieving as well in SPAG and make less progress from KS1 to the end of KS2 in SPAG. The percentage of disadvantaged pupils working at the expected level in maths ranges from 61% to 83% compared to 29% to 78% of non-disadvantaged pupils working at the expected level in KS2 classes.

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
Improve attendance of disadvantaged pupils and reduce the percentage of persistent absentees	<p>Sustained high attendance from 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> the overall attendance rate for all pupils being no less than 96%, and to close the attendance gap between disadvantaged pupils and their non-disadvantaged peers the percentage of all pupils who are persistently absent being below 8% and the figure among disadvantaged pupils being no more than 5% higher than for all pupils
Improved maths attainment for disadvantaged pupils at the end of KS2	<p>Given the very small numbers, overall percentages are unhelpful and can lead to identification of pupils.</p> <p>KS2 maths outcomes in 2026/27 show that our disadvantaged pupils have made good progress against their starting points</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	<p>Sustained high levels of wellbeing from 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from pupil voice, pupil and parent surveys, teacher observations and Boxall Profile a significant increase in participation in opportunities with school and enrichment activities, particularly among disadvantaged pupils
Improved SPAG and writing attainment among disadvantaged pupils	<p>Given the very small numbers, overall percentages are unhelpful and can lead to identification of pupils.</p> <p>KS2 reading and writing outcomes in 2026/27 show that our disadvantaged pupils have made good progress against their starting points</p>

Activity in this academic year

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: £27,960 (Tas) + 2000 cover for training +400 oracy

Activity	Evidence that supports this approach	Challenge number(s) addressed
TAs employed to provide additional support in the afternoons	Teaching assistants can provide a large positive impact on learner outcomes. However, targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact. (EEF) On average, individualised instruction approaches have an impact of 4 months' additional progress. Teaching Assistant Interventions EEF	2, 4, 5, 6, 7
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and CPD.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	2, 4
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf Effective teaching of SEL can lead to learning gains of +4 months over the course of a year.	1, 2, 5, 6

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

Budgeted cost: £41,940 (Tas)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted intervention in Maths and English for disadvantaged pupils who require further support	Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver (EEF 2020) Teaching Assistant Interventions EEF	2, 4, 5, 6, 7
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics EEF	2, 5, 6, 7

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

Budgeted cost: £14,317.80 (FLO) + 2000 (sundries) + 2000 (play)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's advice. This will involve training and release time for staff to develop and implement new procedures.	The pupils with the highest attainment at the end of key stage 2 and key stage 4 have higher rates of attendance over the key stage compared to those with the lowest attainment. At KS2, pupils not meeting the expected standard in reading, writing and maths had an overall absence rate of 4.7%, compared to 3.5% among those meeting the expected standard. Moreover, the overall absence rate of pupils not meeting the expected standard was higher than among those meeting the higher standard (4.7% compared to 2.7%). Working together to improve school attendance - GOV.UK	1

Provide pupils with the opportunities to participate in enrichment opportunities such as subsidised school visits and extra-curricular clubs / enrichment opportunities.	<p>There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes.</p> <p>Outdoor adventure learning EEF</p> <p>There are examples of studies that have been successful in improving educational outcomes through play-based learning in settings with a high proportion of children experiencing socio-economic disadvantage.</p> <p>Play-based learning EEF</p> <p>Ofsted Framework 2025 requires schools to develop pupils as citizens of the future.</p> <p>State-funded school inspection toolkit version 1.1</p>	3, 5, 6
Research and implement strategies to enhance parental engagement	<p>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment. However, it is important to note that the evidence about how to improve attainment by increasing parental engagement is mixed and much less conclusive.</p> <p>Parental engagement EEF</p>	1, 2, 3, 4, 5, 6, 7
Whole staff training on behaviour management and anti-bullying approaches with the aim of refreshing understanding and approaches to managing behaviour	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 5, 6
Contingency fund for acute issues	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All

Total budgeted cost: £90,617.80

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 2024 to 2025 academic year.

The proportion of PPG eligible pupils rose from 20% at the time of first publishing this statement in 2021 to 24% in July 2025. The number of PPG pupils with a SEND/ PLAC or CIN/CP need rose from 41% at the time of first publishing this statement in 2021 to 55% in July 2025.

We have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year using key stage 2 performance data, phonics check results and our own internal assessments.

In YR, 42.9% of PPG eligible pupils reached a Good Level of Development. This is lower than Kent figures for the same children but higher than previous years. However, 57.1% of PPG eligible pupils achieved the expected standard literacy goals which is higher than Kent figures for the same children.

In Y1, 100% of PPG eligible pupils passed the phonics check. This is considerably above the Kent figures for the same group of children and higher than previous years. For Y2 retakes, 50% of PPG eligible pupils passed which is higher than Kent figures for FSM pupils and in line with national figures for all pupils.

Our internal KS1 data shows that our PPG eligible pupils performed well compared to their counterparts in Kent and above national figures for all pupils in previous years. For example, 71% of FSM pupils in our Y2 class achieved at least the expected level in reading. 29% of FSM pupils in our Y2 class achieved greater depth in reading. 71% of Y2 FSM pupils achieved at least the expected level in writing. 57% of FSM pupils in our Y2 class achieved the expected level in Maths. 29% of FSM pupils achieved greater depth. 57% of Y2 FSM pupils achieved a combined expected level in Reading, Writing and maths.

Our KS2 data shows that our PPG eligible pupils performed well compared to both Kent and national figures. However, our PPG pupils performed better than similar children in Kent for Reading at an expected and a higher level, Writing at an expected level and a higher level, GPS at the expected level and GPS at a higher level. The average scaled score for reading and GPS for disadvantaged pupils was higher than similar pupils in Kent and nationally. The average scaled score for all areas our PPG eligible pupils were higher than the previous year.

75% of PPG eligible pupils in Y6 reached the expected level in Reading, 50% reached greater depth. Their average point score was 106.3.

75% of PPG eligible pupils in Y6 reached the expected level in maths, 25% reached greater depth. Their average point score was 105.0.

75% of PPG eligible pupils in Y6 reached the expected level in GPS, 50% reached greater depth. Their average point score was 104.8.

75% of PPG eligible pupils in Y6 reached the expected level for combined reading, writing and maths. 25% of the same pupils achieved greater depth for combined reading, writing and maths. This is higher than for Kent figures for the same pupils, especially for greater depth which was well above the national figures for all pupils.

Our internal assessments during 2024/25 suggested that the performance of disadvantaged pupils was slightly higher than in the previous 3 years in key areas of the curriculum. The gap between these pupils and all pupils is closing slowly.

Children in the school received consistent teaching. 94% of PPG eligible pupils benefitted from at least one targeted intervention between September 2024 and July 2025. Additional teaching assistants were employed to meet the growing needs of our PPG eligible pupils. Educational and SEMH interventions were used in classes across the school which included large numbers of pupils eligible for PPG.

Overall attendance in 2024-25 was 95.6%. For disadvantaged pupils this was 93.3%. This compares favourably with national data for the same time period (94.8% for all pupils nationally and 92.1% for FSM pupils nationally). From September 2024 to July 2025, 16% of disadvantaged pupils have been 'persistently absent' compared to 14.7% of all pupils during that period. This compares favourably with national data for the same time period (13.5% of all pupils nationally and 25.9% for FSM pupils nationally). Both figures for disadvantaged pupils are slightly lower than the academic year before. The attendance for PPG eligible pupils is monitored termly by the FLO and PP Lead. Actions are taken to remedy poor attendance including letters to parents and meetings to discuss barriers and ways forward. 5 meetings were held to discuss attendance with PPG eligible families between September 2024 and July 2025.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were still being impacted by the previous three years, including continued COVID19 related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils and providing targeted interventions where required. The school website has continued to be updated to include a wide range of services and charities that parents can also access if they are concerned about their child's mental health and wellbeing. Referrals were made to relevant services to help support these pupils. Our continued support of pupil wellbeing was recognised when we received an updated Kent Emotional Wellbeing and Resilience Award following evidence being submitted in September 2025. Following our achievement of the United Against Bullying Gold Award in 2024, whole-school work towards antibullying has continued. The wellbeing room continues to be well attended daily by all pupils but also many PPG eligible pupils. 35 PPG eligible pupils used this facility on a regular basis.

We continued to provide devices to PPG eligible pupils in KS2 to assist pupils to access homework activities. Although the devices were welcomed by families, this has still not always translated into a greater proportion of PPG eligible pupils regularly engaging with homework.

Mathshed use is monitored weekly by staff and its use by pupils is rewarded with certificates and recognition in celebration assemblies.

All PPG eligible pupils attended class trips/visits and residential trips. These were subsidised for PPG eligible pupils to ensure their attendance. Attendance of after school extra-curricular clubs by PPG eligible pupils is monitored. This is the same for their involvement in both inter and intra school sports competitions. 67% of all PPG eligible pupils attended at least 1 extra-curricular club during the academic year. 52% of PPG eligible pupils in KS1 took part in at least one extra-curricular club (compared to 72% of all KS1 pupils). This is in line with the previous year. 81% of PPG eligible pupils in KS2 took part in at least one extra-curricular club (compared to 86% of all KS2 pupils). 100% of all PPG eligible pupils took part in at least 2 intra school competitions during last academic year. Outdoor learning opportunities have continued to be developed and extended so that all pupils are able to participate in outdoor learning activities including campfires, shelter building and team problem-solving. Lunchtime clubs were continued to be offered this year as they do not have a cost attached to them. Early morning clubs have continued which also did not have a cost attached to them.

Laura Jakob (FLO) continues to work closely with both pupils and families across the school. Approximately 80% of the families she works with have PPG eligible children which is higher than it has ever been. Her work provides emotional support and exploring barriers to success including attendance. Parental engagement with the school remains high. Attendance at parent consultations evenings is good including parents with PPG eligible pupils. Coffee mornings continue to be well attended by parents with PPG eligible children. The school hosted training sessions from Kent Adult Education on supporting your child's anxiety, family first aid, and Who's pulling the strings?. These were well-attended by parents including those with PPG eligible pupils.

More PPG eligible pupils now hold leadership roles within the school. This includes Anti-bullying Ambassadors, School Council, Sports Leaders, Digital Leaders, House Captains and Worship Warriors. 14 PPG eligible pupils held these roles (28% of PPG pupils).

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate
- Providing devices to PPG eligible families for completion of home learning
- utilising a DfE grant for a member of staff to complete an NPQ in Leading Behaviour and Culture
- utilising a grant from KCC for two members of staff to complete the National Nurturing Schools Programme

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.