

## 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	204
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2025 2025-2026 2026-2027
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
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	£57,720
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	£57,720

# 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 and to develop resilience
- 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, 19% of disadvantaged pupils have been 'persistently absent' compared to 9% of all pupils during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
2	<p>Additional Needs- Our assessments and observations indicate that many of our disadvantaged pupils also have additional needs which impact on their ability to learn, recall and make progress. This results in pupils finding it difficult to keep up with age-related expectations without any additional interventions.</p> <p>Increased number of pupils with complex needs – 33% of pupils in receipt of Pupil Premium funding are pupils with SEND and additional needs.</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.</p> <p>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 29% to 88% compared to 63% to 93% 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, to '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.
---	--

## 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"> <li>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</li> <li>the percentage of all pupils who are persistently absent being below 8% and the figure among disadvantaged pupils being no more than 10% higher than for all pupils</li> </ul>
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"> <li>qualitative data from pupil voice, pupil and parent surveys, teacher observations and Boxall Profile</li> <li>a significant increase in participation in opportunities with school and enrichment activities, particularly among disadvantaged pupils</li> </ul>
Improved reading 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: £23,037

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. <a href="#">Teaching Assistant Interventions   EEF</a>	2, 4, 5, 6
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: <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a>  The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a>	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): <a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	1, 2, 3, 5, 6

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

Budgeted cost: £22,937

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) <a href="#">Teaching Assistant Interventions   EEF</a>	2, 4, 5, 6
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: <a href="#">Phonics   EEF</a>	2, 5, 6

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

Budgeted cost: £14,883

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.	Pupils from disadvantaged backgrounds experienced higher levels of loss than their non-disadvantaged peers over Lockdown (DFE Understanding progress 2021). Full attendance is therefore paramount for children eligible for PP (and even more so after evidence from lockdowns) to ensure they make the best progress that they can. <a href="#">Improving School Attendance</a>	1
Provide pupils with the opportunities to participate in enrichment	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	3, 5, 6

opportunities such as subsidised school visits and extra-curricular clubs / enrichment opportunities.	<p>may play an important part of the wider school experience, regardless of any impact on academic outcomes.</p> <p><a href="#">Outdoor adventure learning   EEF</a></p> <p>Ofsted Research (2019) places emphasis on developing cultural capital, particularly for disadvantaged pupils to level the playing field.</p>	
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><a href="#">Parental engagement   EEF</a></p>	1, 2, 3, 5, 6
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><a href="#">Behaviour interventions   EEF</a> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</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: £60,858**

## 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 2023 to 2024 academic year.

The proportion of PPG eligible pupils rose from 20% at the time of first publishing this statement in 2021 to 26% in July 2024. 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 48% in July 2024.

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using key stage 2 performance data, phonics check results and our own internal assessments.

In YR, 33% of PPG eligible pupils reached a Good Level of Development. This is lower than Kent figures for the same children and lower than previous years.

In Y1, 60% of PPG eligible pupils passed the phonics check. This is slightly below the Kent figures for the same group of children and lower than previous years.

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, 75% of FSM pupils in our Y2 class achieved at least the expected level in reading compared to 50.7% of FSM pupils in Kent (2023 data) and 68% of all pupils nationally (2023 data). 25% of FSM pupils in our Y2 class achieved greater depth in reading, compared to 7.7% of FSM pupils in Kent (2023 data). 50% of FSM pupils in our Y2 class achieved the expected level in Maths and Writing which is broadly in line with or above the figures for FSM pupils in Kent (2023 data).

Our KS2 data shows that our PPG eligible pupils performed less well compared to both Kent and national figures. This is in part as a result of a large number of our PPG eligible pupils also having SEND (including 2 with EHCPs). However, our PPG pupils performed better than similar children in Kent for Reading at a higher level, Writing at a higher level, GPS at the expected level and GPS at a higher level. The average scaled score for reading for disadvantaged pupils was broadly in line with similar pupils in Kent and higher in GPS. The average scaled score for PPG eligible pupils was higher than the previous year.

Our internal assessments during 2023/24 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 and were therefore able to make accelerated progress compared to the previous academic years which had been less consistent. 91% of PPG eligible pupils benefitted from at least one targeted intervention between September 2023 and July 2024. Additional teaching assistants were employed to



meet the growing needs for educational and SEMH interventions were used in classes across the school which included large numbers of pupils eligible for PPG.

Overall attendance in 2023-24 was 95.7%. For disadvantaged pupils this was 91.9%. We are unable to compare this to national figures at this point in time. From September 2023 to July 2024, 18.5% of disadvantaged pupils have been 'persistently absent' compared to 9% of all pupils during that period. 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. 12 meetings were held to discuss attendance with PPG eligible families between September 2023 and July 2024.

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. The school worked towards and achieved the United Against Bullying Gold Award as a result of our whole school approach to pupil wellbeing and anti-bullying. The wellbeing room continues to be well attended daily by all pupils but also many PPG eligible pupils. Y6 pupils now have their own dedicated day in the wellbeing room at lunchtime. 43 PPG eligible pupils used this facility on a regular basis.

We continued to provide devices to PPG eligible pupils in KS1 and lower 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 significantly lower than previous years. 74% of PPG eligible pupils in KS2 took part in at least one extra-curricular club (compared to 85% of all KS2 pupils). 89% of PPG eligible pupils in KS1 took part in inter school competitions compared to 75% of all pupils in KS1. For KS2, this figure was 85% (compared to 78% for the whole of KS2). 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. The outdoor learning lunchtime club has continued to be well attended by PPG eligible pupils. 31 PPG eligible pupils regularly participated in this. Lunchtime clubs were continued to be offered this year as they do not have

a cost attached to them. Early morning clubs were introduced 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. Training sessions about autism awareness (4 weeks), cooking on a budget, an introduction to ADHD and Understanding ADHD (4 weeks) and Stepping up into Primary for new YR parents were organised. These were well-attended by parents including those with PPG eligible pupils.

The BuB Pantry continues to be accessed regularly as an additional support to parents needing to access foodbanks. The school community donated items for this. They were supported by generous donations from the wider community and community groups. By July 2024, 16 families with PPG eligible pupils had accessed the Bub Pantry on at least one occasion.

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. 16 PPG eligible pupils held these roles (25% of all leadership roles in school).

## 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.