



## 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-under-Blean & Dunkirk Methodist Primary School
Number of pupils in school	198
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-22 2022-23 2023-24
Date this statement was published	December 2021
Date this statement was reviewed	December 2022
Date on which it will be reviewed	December 2023 December 2024
Statement authorised by	Mr S Way (Headteacher)
Pupil premium lead	Mrs J Cottenden (Deputy Head)
Governor / Trustee lead	Mrs J Mayer

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£64,320
Recovery premium funding allocation this academic year	£28,710
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£93,030</b>

# 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
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate support to enable pupils to access learning within and beyond the classroom.

*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	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
2	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 4 - 8% lower than for non-disadvantaged pupils.  Last academic year, 35% 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.
3	Some pupils experience multiple barriers to learning. 41% of our disadvantaged pupils also have a SEND, or P/LAC or CIN/CP need.
4	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.
5	Internal assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
6	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.  This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.
7	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.  Teacher referrals for support have markedly increased during the pandemic. 37 pupils (22 of whom are disadvantaged) have required additional support in the last academic year with social and emotional needs including some with small group interventions.

## 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
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• the overall attendance rate for all pupils being no less than 95%, 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 9% and the figure among disadvantaged pupils being no more than 10% higher than for all pupils.</li> </ul>
Improved reading attainment among disadvantaged pupils.	Data for the percentage of pupils reaching the expected level in Reading demonstrates the gap is closing year on year.
Improved phonics attainment among disadvantaged pupils.	Data for the percentage of pupils reaching the expected level in Phonics demonstrates the gap is closing year on year.
Improved maths attainment for disadvantaged pupils at the end of KS2.	Data for the percentage of pupils reaching the expected level in Maths demonstrates the gap is closing year on year.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>

## 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: £108,942.50

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.	1, 3, 4, 5, 6
Enhancement of our teaching and planning of reading comprehension strategies	Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. A wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently (EEF 2020).	1, 3, 4
Research and adoption of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.	The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year (EEF 2020).	1, 3
The use of digital technology to support the learning of multiplication and division facts as well as basic maths skills- MathShed	Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress. However, there is considerable variation in impact. Evidence suggests that technology approaches should be used to supplement other teaching, rather than replace more traditional approaches (EEF 2018).	3, 5
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate	The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language (EEF 2020)	3, 4

<p>understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>		
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and CPD.</p>	<p>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:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	3, 5
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>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):</p> <p><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	3, 6, 7

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

Budgeted cost: £36,254.17

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)	1, 3, 4, 5
Wider use of a programme to improve listening, narrative and	The average impact of Oral language interventions is approximately an additional six months' progress over the	3, 4

vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language (EEF 2020)	
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year (EEF 2020).	1, 3
Providing school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 3, 4, 5
Targeted coaching in PE provided by qualified staff for pupils needing to develop basic skills	Being involved in extra-curricular sporting activities may increase attendance and retention (EEF 2018).	6, 7

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

Budgeted cost: £8,193.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to provide access to devices for disadvantaged pupils to complete remote learning/ homework	Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress. However, there is considerable variation in impact. Evidence suggests that technology approaches should be used to supplement other teaching, rather than replace more traditional approaches. It is unlikely that particular technologies bring about changes in learning directly, but some have the potential to enable changes in teaching and learning interactions. For example, they can support teachers to provide more effective feedback or use more helpful representations, or they can motivate students to practise more. EEF 2018	1, 3, 5
Embedding principles of good practice set out in	Pupils from disadvantaged backgrounds experienced higher levels of loss than	2, 6

<p>the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures.</p>	<p>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.</p>	
<p>Provide pupils with the opportunities to participate in enrichment opportunities such as subsidised school visits and extra-curricular clubs / enrichment opportunities.</p>	<p>Being involved in extra-curricular sporting activities may increase attendance and retention (EEF 2018). 78 per cent of KS2 pupils felt more confident to try new things they would not have done before the residential. 82 per cent of KS2 students said their residential experience helped them realise they could get on with people from other classes and schools. 78 per cent of staff involved felt that Learning Away had a significant or transformative impact in their understanding of their student strengths and limitations (Learning Away Final Evaluation Report, York Consulting 2015).</p>	6, 7
<p>Allocation of Pastoral support to children and families including those facing well-being issues or identified for emotional support.</p>	<p>DfE endorses use of recovery premium funding to deal with non-academic barriers to success, such as behaviour and emotional support.</p>	6, 7
<p>PPG eligible pupils have the opportunity to take on leadership roles within the school</p>	<p>Most young people have high aspirations for themselves. Ensuring that students have the knowledge and skills to progress towards their aspirations is likely to be more effective than intervening to change the aspirations themselves (EEF 2020).</p>	6, 7
<p>Research and implement strategies to enhance parental engagement</p>	<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. (EEF Toolkit: Parental Engagement 2020)</p>	1, 2, 3, 4, 5, 6
<p>Whole staff training on behaviour management and anti-bullying approaches with the</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p>	7



aim of refreshing understanding and approaches to managing behaviour	<a href="http://educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	
Contingency fund for acute issues.	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.	All

**Total budgeted cost: £153,390.17**

### Externally provided programmes

Programme	Provider

## Further information (optional)

### **Additional activity**

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

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising funding from Ministry of Justice and Kent PCC to train a member of staff in delivering the Healing Together Programme, a trauma informed approach to working with children.
- utilising a [DfE grant to train a senior mental health lead](#). The training we selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- 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.

### **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 also looked at studies about the impact of the pandemic on disadvantaged pupils.

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.

## 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 2021 to 2022 academic year.

The proportion of PPG eligible pupils rose from 20% at the time of publishing this statement to 22% in July 2022. The number of PPG pupils with a SEND/ PLAC or CIN/CP need rose from 41% at the time of publishing this statement to 43% in July 2022.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Our internal assessments during 2021/22 suggested that the performance of disadvantaged pupils was slightly higher than in the previous 2 years in key areas of the curriculum.

Our assessment of the reasons for these outcomes points primarily to less disruption of school from COVID19. Children in the school received much more consistent teaching and were therefore able to make accelerated progress compared to the previous academic year. However, during the winter of 2021 and into early 2022 cases of COVID19 in school were on the rise, resulting in absence from school due to isolation due to infection or being close contacts. This had a disruptive effect on learning for many children, including those from disadvantaged families. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of isolation, which was aided by use of online resources such as those provided by Oak National Academy. School devices were provided for families with PPG eligible pupils (and others) in upper KS2 to support remote learning and packs of paper resources were provided where more appropriate. However, this did not always have the

desired effect of an increase in participation for these families in remote learning. Additional teaching assistants were employed to meet the growing needs for educational and SEMH interventions in classes across the school which included large numbers of pupils eligible for PPG. Teaching assistants have been trained in the use of key intervention strategies including Zones of Regulation.

After careful consideration and research, the EYFS/KS1 Lead and the Literacy Lead decided to continue use of Letters and Sounds for the teaching of phonics. The school's success at using this phonics approach has been evident in maintaining good results in the Y1 Phonics Screening.

Overall attendance in 2021/22 was 94.5%. For disadvantaged pupils this was 90.8%. We are unable to compare this to national figures at this point in time. From September 2021 to July 2022, 33% of disadvantaged pupils have been 'persistently absent' compared to 9% of all pupils during that period. This is 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.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were still being impacted by the previous two years, primarily due to COVID19 related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are continuing to build upon that approach with the activities detailed in this plan. We utilised a DfE grant to train a senior mental health lead. The training through Anna Freud has allowed us to review current practices and to plan for effective interventions. The school website has been 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.

Further devices were provided 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 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. 75% of PPG eligible pupils in KS1 took part in at least one extra-curricular club (compared to 74% of all KS1 pupils). 79% of PPG eligible pupils in KS2 took part in at least one extra-curricular club (compared to 77% of all KS2 pupils). 100% of PPG eligible pupils in Y2 took part in inter school competitions. 40% of PPG eligible pupils in Y1 took part in inter school competitions. For KS2, this figure was 82% (compared to 75% for the whole of KS2). 100% of all PPG eligible pupils took part in at least 3 intra school competitions during last academic year. 34% of PPG eligible pupils took part in 4 or more intra school competitions (compared to 25% for the whole school). Outdoor learning opportunities have been developed and extended so that all pupils are able to participate in outdoor learning activities including campfires, shelter building and team problem-solving. A lunchtime club was

started in May 2022 allowing all pupils to participate in short outdoor learning activities. This was well attended by PPG eligible pupils. 23 PPG eligible pupils regularly participated in this.

Laura Jakob (FLO) continues to work closely with both pupils and families across the school. Approximately 75% of the families she works with have PPG eligible children. 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 started to be held in March 2022 at the suggestion of a parent. These are now being held termly with a different focus each time.

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.

The school had the opportunity to apply for fuel vouchers to the value of £150 for families with PPG eligible pupils in September 2022. We were successful in all of our applications on the behalf of families (29 or 60% of PPG children).