



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-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 (3 year plans are recommended)	2021-22 2022-23 2023-24
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022 September 2023 September 2024
Statement authorised by	Mr S Way (Headteacher)
Pupil premium lead	Mrs J Cottenden (Deputy Head)
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£52,455
Recovery premium funding allocation this academic year	£6978
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£59,433

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, notably due to bullying, 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"> 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 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.
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"> qualitative data from student voice, student and parent surveys and teacher observations a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

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: £98,492

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 DfE validated Systematic Synthetic Phonics programme 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>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</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>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	3, 6, 7

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

Budgeted cost: £27,285

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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	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: £6,700

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 Improving School Attendance 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	Behaviour interventions EEF (educationendowmentfoundation.org.uk)	
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: £132,477

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 2 years in key areas of the curriculum.

Our assessment of the reasons for these outcomes points primarily to Covid19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy. 26% of PPG eligible pupils attended school during closure. Of those remaining at home during closures, 9% regularly engaging with home learning during school closure. School devices were provided for families with PPG eligible pupils (and others) to support home learning. However, this did not have the desired effect of an increase participation for these families in remote learning.

Overall attendance in 2020/21 was 96.7%, higher than the national average. For disadvantaged pupils this was 88.5%. At times when all pupils were expected to attend school, absence among disadvantaged pupils was higher than their peers and persistent absence was 4 times higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, 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 building on that approach with the activities detailed in this plan.

Further information (optional)

IT devices no longer being used by the school are being allocated to as many PPG eligible children as possible to allow them to engage with home learning including weekly homework tasks and in the event of further school closures. Devices ordered from the DfE will be allocated to PPG eligible pupils in Upper Key Stage 2 on a loan basis for the rest of the academic year (Chromebooks) to increase participation in home learning and for further studies. This is to be done in January 2022.