



## St Mary's Primary C of E Primary Academy Pupil Premium Report 2022-2023

National Performance data shows that disadvantaged children are half as likely to achieve five A\* to C GCSEs including English and Maths as their peers. Pupil Premium funding is allocated to help support children who are known to be eligible for Free School Meals ( or have been at any time over the last 6 years, referred to as Ever 6), children who have been looked after and children of service families.

The Governors and staff at St Mary's Primary Academy are relentless in their drive to remove the barriers that pupils from disadvantaged backgrounds can face in reaching their fullest potential. In line with our school vision of for "All of God's children flourishing", we strive to ensure we do the very best we can to achieve this for all pupils.

Detail	Data
School name	Folkestone St Marys Primary Academy
Number of pupils in school	443 ( Including nursery)
Proportion (%) of pupil premium eligible pupils	32.1% (127 pupils)
Academic year/years that our current pupil premium strategy plan covers	2021-2024 (Yr 2)
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	T North ( Principal) / J Briggs (CFO)
Pupil premium lead	J Ramsden
Governor / Trustee lead	
Funding Detail.	Amount
Pupil premium funding allocation this academic year	<b>£175'895</b>
Recovery premium funding allocation this academic year	<b>£ 18'415</b>
Pupil premium funding carried forward from previous years	£ NIL
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	<b>£194,310</b>

**The Pupil Premium grant is allocated with the following principles in mind.**

- We ensure that teaching and learning opportunities meet the needs of all of our pupils, all of the time.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.
- All our work funded through the pupil premium will be aimed at accelerating progress moving children to at least age-related expectations and ensuring access to a rich, broad and balanced curriculum and beyond the classroom where this is deemed appropriate.
- Pupil premium resources may also be used to target able children receiving the pupil premium grant to achieve end of year expectations, particularly at the end of key stages, thus further supporting their transition to the next phase in their education.

### **Pupil Premium impact statement for 2021-2022**

<b>Intended outcome</b>	<b>Success criteria</b>	<b>Impact</b>
Disadvantaged pupils in Year 1 and Year 2 improve attainment in reading and writing.	The % of Disadvantaged pupils achieving EXS in year 1 is increased by 20% (70%) so that close the gap on previous EOY NA. Reading in year 2 is increased by at least 10% to 76% in and GDS by 15% to 20% in writing	<ul style="list-style-type: none"> <li>• In year 1 the PPG eligible children achieved the 70% target in reading at 78% but not in writing and maths.</li> <li>• 22% PP pupils achieved GDS in Reading.</li> <li>• Y2 Pp pupils are achieved in line with their peers in reading 63%, writing 62.5% and maths 68.75%.</li> <li>• Y2 pp pupils working at GDS 12.5% in reading, 2% in writing, 25% maths. This is in line with non PP peers.</li> </ul>
Disadvantaged pupils in Year 3 and 4 improve attainment in writing	% of all pupils achieving GDS in Year 3 is increased by 20%. And all chn increase attainment at the EXS by 15%.  In Yr 4 % of pupils achieving EXS+ in writing in increased by at least 20% to 70%	<ul style="list-style-type: none"> <li>• PP pupils achieving GDS reading was 20%, Writing 8%, Maths was 12%. This is inline with peers.</li> <li>• Year 4 17% GDS in reading, 17% GDS writing, 17% GDS maths.</li> <li>• Yr 4 Pp at EXS 74% reading, writing 53% maths 74%</li> </ul>
Disadvantaged pupils in Year 5 improve attainment in writing	% of dis. pupils achieving EXS+ in writing in increased by at least 15% to 70%	<ul style="list-style-type: none"> <li>• Yr 5 pupils Exs + in Reading 55%, Writing 46%, maths 52%.</li> <li>• High levels of staffing absences due to Covid -19 meant that the provision planned was significantly impacted.Y6 booster work now planned.</li> </ul>
Disadvantaged pupils in Year 6 improve attainment in writing, reading and maths	% of pupils achieving EXS+ in all core subjects is increased by at least 25% to 70%	<ul style="list-style-type: none"> <li>• PP EXS reading 65.4 %, Writing 61.5%, Maths 69.3</li> <li>• Pupils eligible for PPG (without a special educational need) achieved 90% EXS in writing and 97% in Reading and Maths</li> </ul>
Other	Ensure attendance of disadvantaged pupils is above 96% (reduce current gap by 2.0%)	<ul style="list-style-type: none"> <li>• Gap remained at 2-3%</li> </ul>

Improved attitudes to learning	Reduction of incidences of disruptive behaviour for most vulnerable pupils. FT exclusions reduce overtime. Wider services support is in place for all identified pupils or seeking further STS support.	<ul style="list-style-type: none"> <li>• Significant amount of pastoral support was put in place to support vulnerable or disadvantage pupils.</li> <li>• Base staff employed to provide high quality SEMh provision.</li> <li>• SEMh support hub was introduced.</li> <li>• A pastoral lead in each phase of the school was introduced.</li> </ul>
Total expenditure	100% of PGG £181'780 and an additional £139'072 from school budget.	

**Whole School Priorities**

- To raise attainment in Maths and Reading so that the disadvantaged children continue to close the gap with their peers in achieving national benchmarks by the end of KS2 in reading, writing, mathematics and GSP.
- To increase the number of pupils with a SENd achieving the exs by the end of KS2
- To increase the number of disadvantaged pupils who achieve at a greater depth at the end of KS1 and KS2 across reading, writing, mathematics, (reading and mathematics in KS1 and writing and mathematics in KS2).
- To ensure that the attendance of pupils in receipt of PPG is above 95%, with a further reduction in the % persistently absent/late
- To support the most vulnerable pupils in receipt of the PPG to achieve their full potential by ensuring access to in school pastoral services and Forest school curriculum which develop social and emotional well-being, resilience and self-esteem.
- To have access to enriching opportunities that will further develop their cultural capital.

**Challenges faced by the school in our mission to diminish the gap.**

<b>Challenge number</b>	<b>Detail of challenge</b>
1	Narrowing the attainment gap across Reading, Writing and Maths as a result of a combination of SEND and Disadvantaged status. Including those who should each GDS standard.
2	Attendance and Punctuality gap between disadvantaged groups and their peers.
3	Recruiting and development of high qualified staff to support the increased level of SEND needs.
4	Access to mental health support (currently 20+ weeks for the most severe) and access to assessments for ASC/ADHD (current 2-3 year waiting list) for children prevents pupils accessing the appropriate and timely support.

**Main strategic goals intended for the year 2022-2023.**

<b>Intended outcome</b>	<b>Success criteria</b>
Increase attainment of disadvantaged pupils in KS1 in writing and maths.	Key disadvantages are identified for individual children and intervention put in place. Gap of less than 10% exists between PP and non pp pupils 90% of PP pupils pass the phonic screening test in year 1 and 95% by year 2.
Increase attainment of disadvantaged pupils in writing in all year groups.	Tuition funding supports key champion children in years 4-6 across the year. At least 65% of pupils achieve the exs in writing. Key disadvantages are identified for individual children and intervention put in place.
Improve well-being of pupils including supporting access to wider services.	Pupil surveys and feedback from those receiving intervention will show an improvement. CT will report piupils to be better engaged in school. Pupils in need of professional support are supported by the school to access this.
Good attendance for all disadvantaged pupils is achieved.	Ensure attendance of disadvantaged pupils is above 95% Systems in school are staffed sufficiently to ensure a rigorous approach to attendance.
Ensure the highest quality of cpd for teachers.	All teaching is effective or better. All pupils make expected progress. School meets targets set.

<b>Teaching and Learning strategies employed to diminish the attainment gap.</b>		
<b>Provision</b>	<b>Challenge area</b>	<b>Success Criteria</b>
Provide smaller focussed group teaching in Y6 booster group teacher and include identified PP	1	Pupils achieve in line with national averages in each subject and combined. National benchmark and those PP without sen achieved at least 85% at the exs. Progress measures are above -1.5
Educational licences for assessment and need identification, support and learning.	1	Pupils report all programmes to be engaging and useful Parents access AR. TT Rockstars, Tapestry from home and home learning improves as a result. All sen children have needs identified.
HLTA deployed to support teaching and learning development and release of subject leaders to enhance CPD and provide time for instructional coaching.	1	85% of pupils passed the phonic screening test. All teaching in the school is effective or better. All CT's report having effective CPD which improves practise. PP Pupils make progress targets in year.
Additional TAs appointed to support continuous provision in EYFS and Y1 to eradicate the impact of lockdown for disadvantaged pupils and provide bespoke curriculum for high profile Sen/PP pupils.	1	Calm and settled environment for all learners. Identified champion children engage and attend to learning. Intervention for high SENd is effective. Curriculum adaptations for SENd children identified and mapped out.
Increase pupils' access to ICT, wider curriculum and reading resources.	1	Sufficient resources available so that all pupils can engage fully with the curriculum.
Educational support beyond the classrooms including recovery tuition	1&3	Sig impact on pupils who were behind in reading. SEN pupils who are also PP receive frequent tuition in years 2 -6 Reading ages better match chronological age. Maths and Writing progress improves for this group.
Support with out of school activities/visits/uniform	3	Continue where needed.

<b>Total cost: £220'000</b>	<b>PPG allocation: £110'300</b>		
<b>To ensure that the attendance of pupils in receipt of PPG is at or above 96% and in line with peers, with a further reduction in the % persistently absent/ late</b>			
<b>Provision</b>	<b>Challenge area</b>	<b>Success criteria</b>	
Pastoral team support and engage parents with home learning and school attendance	2&3	PP pupils are completing home learning in line with peers. Parents are supported with how to help at home. Pastoral barriers are removed where possible Individual disadvantages are identified.	
Fortnightly attendance review for targeted PP children	2	Gap closes to within 1.5% Attendance policy is applied with rigor. Increase number of PP attending breakfast club Attendance rewards for PPG / classes who meet attendance targets.	
	2		
Data officer time for attendance data review.	2		
Staffing for breakfast club. Costs of staffing are not transferred to costs of club to parents.	2&3		
Engagement and welfare lead employed to target attendance and safeguarding.	2&3&4	Ensure disadvantaged pupils are fully included in school. Families report support to be effective and impacts on children positively.	
<b>Total Cost: £85'582</b>	<b>PPG allocation: £47'830</b>		
<b>To support the most vulnerable pupils to achieve their full potential by ensuring access to high quality pastoral and wider curriculum services which develop social and emotional development and reduce incidences of disruption and FT exclusions.</b>			
<b>Provision</b>	<b>Challenge area</b>	<b>Success Criteria</b>	
Forest school teachers provide access for all pupils	4	Ensure all children access Forest School for at least 1 term per year. Forest school club runs after school.	
Funding for assessments, diagnoses and therapy for identified pupils with SEMH needs.	5	2 children supported for assessment. Significant impact on attendance and attitudes to learning.	

After school club provision with a focus for spaces for PPG pupils.	3	5 of PP attending a club is proportionate to the school demographic.
Crèche facilities offered at events for parents/carers of PPG children.	3	All PPG parents attend parent sessions, school assemblies and services where possible.
School counsellor employed 2 days a week to support families and children.	3	High profile pupils get timely counselling and emotional support. Parents satisfaction surveys show impact of work.
Christmas pantomime booked for all pupils.	3	100% of pupils attend a Xmas pantomime and feel part of a wider school community.
<b>Total cost: £28'600</b>	<b>PPG allocation: £36'180</b>	
<b>Total costs from School Budget: £334'182</b>	<b>Total PPG: £194'310</b>	