



St Mary's Primary C of E Primary Academy Pupil Premium Report 2023-2024

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 to flourish," 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	386 (not including the Nursery)
Proportion (%) of pupil premium eligible pupils	34% (132 pupils)
Academic year/years that our current pupil premium strategy plan covers	2021-2024 (Yr 3)
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Amanda Wolfram (Head) / Julia Briggs (CFO)
Pupil premium lead	Amanda Wolfram
Governor / Trustee lead	
Funding Detail.	Amount
Pupil premium funding allocation this academic year	£192,060
Recovery premium funding allocation this academic year	£ 19,140

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	£211,200

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.

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 disadvantaged pupils with SEND achieving the ARE by the end of KS2
- To ensure that the attendance of pupils in receipt of PPG is at least at National Level.
- 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 the 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.

Challenge number	Detail of challenge
1	Narrowing the attainment gap across Reading, Writing and Maths as a result of a combination of SEND and Disadvantaged status.
2	Reducing the Attendance and Punctuality gap between disadvantaged groups and their peers.
3	Recruitment and development of high qualified staff to support the increased level of SEND and behavioural needs.
4	Access to mental health support

Main strategic goals intended for the year 2023-2024.

Intended outcome	Success criteria
Increase attainment of KS1 disadvantaged pupils in phonics and Maths.	Key disadvantages are identified for individual children and support is put in place. Reduction of gap between PP and non PP pupils
Increase attainment of disadvantaged pupils in Maths and Reading in all year groups.	Recovery Premium Funding is used to support identified children resulting in increased attainment. Educational licences for assessment and need identification such as Accelerated Reader and Doodle give individualised support and pupil progress is good or better as a result.
Improve well-being of pupils including supporting access to wider services.	Pupil surveys and feedback from those receiving extra support show an improvement. Lesson Observations demonstrate pupils to be better engaged in school. Pupils in need of professional support are identified and reported to wider services. Where possible, support is provided in school.
Good attendance for all disadvantaged pupils is achieved.	Strategies are put in place to enable disadvantaged pupils to attend at least at National Level. Systems in school ensure a rigorous approach to attendance.
Ensure the highest quality of CPD for teachers.	All teaching is effective or better. All pupils make at least expected progress.

Teaching and Learning strategies employed to diminish the attainment gap.		
Provision	Challenge area	Success Criteria
Provide more staff support in class for Year 6 children in Maths	1	Pupils achieve in line with National Levels Progress measures improve

Educational licences for assessment and need identification, support learning.	1	Parents and Carers access AR. TT Rockstars, Tapestry, Doodle from home and learning is consolidated. SEND 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 and 3	All teaching in the school is effective or better. All CTs report having effective CPD which identifies weaknesses and improves practice. PP Pupils make good or better progress
Additional TAs appointed to support continuous provision for disadvantaged pupils and provide bespoke curriculum for high profile Send/PP pupils.	1 and 3	Calm and settled environment for all learners. Identified 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.
Support with out of school activities/visits/uniform	4	Continue where needed.
Total Cost: £124,217		

To ensure that the attendance of pupils in receipt of PPG is at National Level or above and in line with peers, with a further reduction in the % persistently absent/ late

Provision	Challenge area	Success criteria
Pastoral team support and engage parents with school attendance	2,3	Stronger relationships are built with Parents and Carers Support is offered Pastoral barriers are removed where possible individual disadvantages are identified.
Weekly attendance review highlights concerns with PP children	2	Attendance policy is applied with rigour.

		Breakfast Club offered to children needing support Attendance rewards for PP children who meet attendance targets.
Data officer given time for attendance data review.	2	Attendance becomes more high profile Potential safeguarding issues are identified sooner
Staffing for Breakfast Club.	2,3,4	Healthy ratios of adults to children result in a calm start to the day for the more anxious children
Total Cost: £68,554		

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.

Provision	Challenge area	Success Criteria
Forest school teachers provide access for all pupils	4	Children foster a love of nature and experience a sense of wellbeing Children learn to work together and collaborate Children develop problem-solving skills Curriculum work is enhanced through kinaesthetic learning
Funding for assessments, diagnoses and therapy for identified pupils with SEMH needs.	5	Children's bespoke needs are identified by professional practitioners Children receive the support they need
After school club provision offered where needed	3	Children are safe and are cared for Anxiety levels around being alone at home are reduced
Crèche facilities offered at events for parents/carers of PP children.	3	All PP parents and carers have the opportunity to 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. Parent voice evidences impact of work.
Christmas pantomime	3	Enrichment opportunities are offered.
Total cost: £55,688		

PPG allocation:

**Total costs from School Budget:
£248,459**

**Total PPG:
£211,200**