

Pupil premium strategy statement 2024-2027

This statement details our school's use of pupil premium (and recovery premium for the 2023-2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy for the next 3 years, 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	St Peter's C of E Primary, Folkestone
Number of pupils in school	95
Proportion (%) of pupil premium eligible pupils	45% (43 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	The strategy targets years 1 and 2 in general and covers all year groups in targeted interventions and through counselling
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Toni Browne
Pupil premium lead	Ali Tuckett
Governor / Trustee lead	Glynn Hukins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£71960
Recovery premium funding allocation this academic year	£2477
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£74437

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including good or better progress for those who are already high attainers. We recognise that, with the current cost of living crisis, there are other children within our school who face similar challenges. The activities we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Our approach is responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we:

- Provide children with an enriched and varied curriculum which provides opportunities for disadvantaged pupils to attain a rounded view of the world
- Ensure disadvantaged pupils are challenged in the work that they're set
- Act early to intervene at the point need is identified
- Anticipate needs such as Speech and Language and pro-actively screen all children in Reception.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Give pupils the best possible start with targeted support and small classes in Early Years and KS1
- Provide counselling for children and parents to help maintain the well-being of the whole family
- Provide all children with high quality teaching
- Use small intervention groups to target additional needs in pupils to help close the attainment gap between different pupils in school

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Reduced phonics, reading comprehension skills and mathematical reasoning skills for some PP Pupils due to limited vocabulary and language acquisition.
2	Many of our PP Pupils start school with significant speech and language difficulties. This impacts greatly on the acquisition of early literacy skills and future attainment and progress.
3	<p>The gap developed during COVID closures continues to adversely impact our children. Despite the regular phone calls from teachers that all PP children received and the loan of laptops / iPads to complete online learning during the lockdowns, some children did not receive educational support from their family and others had issues with internet access from their broadband providers. This has created a large academic gap for many pupils who struggled to access learning at home. The younger children in school were impacted as nurseries and playgroups were shut which meant that they missed many of the opportunities to interact with other children and develop social skills as well as speech prior to starting school.</p> <p>These gaps that were created during this time have continued to impact children and need to be closed.</p>
5	Some of our PP Pupils struggle to engage with learning due to poor concentration, poor self-motivation, difficulties with behaviour for learning and low levels of aspiration.
6	Many of our children have poor motor skills and this has had an impact on handwriting and the speed and fluidity of their writing, which in turn has an impact on their ability to effectively share ideas.
7	Some of our PP Pupils have struggled with mental wellbeing which has impacted on their academic achievement.
8	Some PP Pupils' families struggle to engage fully with school and other professionals. High levels of family support required across the school community resulting in pupils who are emotionally and socially vulnerable and less likely to thrive academically.
9	Parental lack of engagement with school. Some of our PP Pupils join the school significantly below the starting points of their Non-PP peers. Some of our pupils have lacked the opportunities to experience early enriching experiences. This sometimes results in them having a less rounded view of the world.
10	Some of our PP Pupils have lower attendance rates than their non-PP peers.

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
PP will be able to access reading writing and maths alongside their peers by the end of KS1	At the end of Key stage 1, children are achieving expected in reading, writing and maths
<p>Speech, Listening and Language intervention will rapidly develop identified pupils starting points allowing them to access the curriculum</p> <p>PP Pupils use of language will be accelerated so that it is at least in line with Non-PP peers</p> <p>PP Pupils will be immersed in language rich environments allowing them to speak and write with greater levels of confidence and competency.</p> <p>NELI will be carried out in EYFS</p>	<ul style="list-style-type: none"> - PP Pupils understanding of Speech, Listening and Language will be secure and allow them to access the curriculum - Clear and systematic programmes will be implemented in Foundation Stage to eradicate the gap between PP and Non-PP Pupils - EYFS, KS1 and KS2 Speaking and Listening attainment gap will reduce and at least be in line with Kent and National Averages
<p>Ensure consistency so that PP Pupils' attainment will be in line with Kent and National Averages in the Year One Phonics Screening, and End of Key Stage Two Assessments.</p>	<ul style="list-style-type: none"> - PP Pupils attainment will continue the trend so that it is in line with Kent and National Averages - PP Pupils attainment will continue the trend to ensure that they are fully able to access the curriculum - Year 6 PP Pupils will be 'Secondary Ready' by the end of KS2.
<p>All staff will have the same expectations of all children that they read at home and complete their homework each week. They will have the same expectations of behaviour for all pupils across the school and will adhere to the behaviour policy.</p>	<p>All pupils will be expected to complete their homework and to read at home. They will all be given the homework tasks and books.</p> <p>All pupils and staff will be expected to adhere to the school policy.</p>
<p>PP Pupils will be able to regulate their own behaviour and emotions to ensure that they are able to fully access the curriculum.</p> <p>Pupils will have developed a greater love of learning and higher aspirations.</p>	<ul style="list-style-type: none"> - Tracking will evidence that low-level and incidents of serious behaviour have considerably reduced - Pupils will be able to regulate their own emotions and manage their own behaviour so that it does not impact on learning - Pupils will demonstrate greater level of motivation and higher aspirations for their future.
<p>PP Pupils will have developed fine motor skills which will lead to correct formation of letters and fluent joined handwriting by the end of Year 6</p>	<p>Children across the school will improve their handwriting and presentation in books.</p> <p>They will be able to write legibly at speed.</p>

<p>Pupils and parents will be supported with their mental wellbeing through counselling sessions in school. Wellbeing will continue to be promoted across the school, with mindfulness breaks during lessons. Staff will be given supervision to ensure that their wellbeing is maintained.</p>	<p>School will provide counselling sessions for children and parents to help improve the mental well-being of the families. Mindfulness sessions will happen regularly throughout the day. All staff will be given the opportunity to discuss their stresses and needs in order to promote wellbeing.</p>
<p>Pupils will have a more rounded view of the world. They will have had the opportunity to experience a wider, enriching curriculum.</p>	<ul style="list-style-type: none"> - Pupils will be targeted to attend additional enrichment activities to extend their view of the world - Pupils will be able to discuss real life experiences which extend their viewpoints of life and education
<p>PP Pupils will have the same attendance rates as their non-PP peers</p>	<ul style="list-style-type: none"> - PP Pupils will achieve a minimum of 95% attendance rates along with their peers and in line with the national average.

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: £45,576

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Children in EYFS will be screened for Speech and Language. Language Link and NELI will be used with identified children. Developing Social skills and Communication and language skills will be a focus in planning.</p>	<p>Public Health England state that “speech and language skills shape a child’s ability to learn, develop friendships and their future life chances.” (In <u>Best start in speech, language and communication</u>) They recommend that, “In some areas of deprivation, more than 50% of children start school with SLCN. Meeting the needs of children, and reducing inequality, requires a system-wide approach as currently needs are frequently unidentified.” Language Link is a tool which helps to identify children with SLCN in the first term of Reception.</p>	<p>Challenge 1</p>
<p>EYs’ Learning Environment will be constantly monitored to ensure that it is fit for purpose. External monitoring of provision to be provided by FESI Headteachers.</p>	<p>According to the Education Policy Institute, quality Early Years provision can have significant impact on children. “There is good evidence that attending early years provision can improve a wide range of child outcomes, from ensuring children’s healthy cognitive, behavioural, social and physical development, to laying the foundations for future, longer-term developmental milestones.”</p>	<p>Challenge 1</p>
<p>EYFS pupils will be fully supported on entry to school. Quality of intervention and support by Early Years Team will be regularly monitored. TAs to work alongside individual children with significant needs which will impact on learning.</p>	<p>Research clearly shows that rapid intervention in the early stages of primary school provides pupils with the best opportunities to succeed. A range of different types of data identifies that children join our school, working below the local and national average.</p>	<p>Challenge 1</p>
<p>NELI to be used with identified children</p>	<p>NELI has been identified by the EEF. The EEF state, “Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral</p>	<p>Challenge 2</p>

	language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one.”	
Year R, 1 and 2 are taught separately and have their own class teacher. The children in EYFS, Year 1 and Year 2 will be taught in smaller classes (Maximum of 15) to ensure they have the best start to their education	Smaller classes impact on children’s progress. Research clearly shows that rapid intervention in the early stages of primary school provides pupils with the best opportunities to succeed. Smaller classes allow adults to work more closely with those children who need extra support.	Challenges 1, 2 & 3
Accelerate progress in KS1 and KS2 in Reading and writing Invest in Spelling Shed, Mastery of Number, White Rose and Vipers for pupils, providing support towards the teaching of maths, spelling and guided reading as well as homework opportunities Continue with whole class guided reading sessions from Year 2. Embed accelerated reader throughout the school	Many of our pupils continue to struggle with their reading skills, particularly inference and deduction. Triangulation has identified that the strong teaching of reading is essential in ensuring all pupils will be secondary ready at the end of Year 6.	Challenges 1, 2 & 3
All High Prior Attaining Pupil Premium children achieve GDS in reading, writing and/or maths All teachers and TAs are aware of their pupil premium children and their different levels of prior attainment. Ensure pitch and challenge of whole school curriculum is sufficient to fully extend and deepen the learning of high prior- ability pupil premium children	Internal and external data shows limited conversion of high prior-attaining pupil premium children into GDS	Challenges 1, 2, 3 & 4

<p>HT to analyse end of year data and prioritise areas of need, e.g. KS1 and KS2 Writing.</p> <p>Data analysis to be based on data up to September 2024.</p> <p>Data analysis to establish gaps to close between PP and non PP children.</p>	<p>Formal assessment data has informed us of needs regarding gaps to close and these gaps need to be addressed.</p>	<p>Challenges 1, 2, 3 and 6</p>
<p>Accelerate progress and attainment of pupils that are PP through effective leadership of provision.</p> <p>Regular staff meetings</p>	<p>Effective leadership and development of teaching approaches when working with PP pupils is essential to improve outcomes. EEF Toolkit identifies this as a crucial element in improving outcomes for pupils</p>	<p>Challenges 1, 2, 3 & 6</p>
<p>SLT to ensure AFL strategies such as verbal feedback and effective written feedback are prioritised for PP children.</p> <p>Staff agree to focus on marking PP children's work using either VF or written feedback.</p>	<p>Many studies have shown that effective feedback is key to children making progress. Additionally, Anne Marie Guhry's study in 2017 found that providing targeted feedback had a significant effect in improving children's confidence, motivation and attitudes.</p>	<p>Challenges 2, 3, 4 & 5</p>
<p>Significant investment will be made in ensuring additional staff have the skills and knowledge to support rapid improvement</p>	<p>The Inclusion Review Group at Manchester University, on behalf of the Evidence for Policy and Practice Information (EPPI) Centre carried out research into the impact of teaching assistants in the classroom. They found that, "the academic achievements of primary aged pupils with identified difficulties in learning, typically in literacy, improve significantly following a period of targeted intervention from TAs."</p>	<p>Challenges 3 & 4</p>
<p>To provide high quality CPD for all teachers in relation to developing mathematics</p> <p>All teachers to use the Maths Hub Mastery for Maths training.</p> <p>Additional training around development of reasoning across the school. Support for teaching staff from Maths leader.</p>	<p>Development of early number and reasoning is a fundamental skill in ensuring pupils are able to access an age-appropriate curriculum.</p>	<p>Challenges 3 & 4</p>

<p>TB/SG/AT to provide INSET to staff on PP gaps and barriers and how to address them.</p> <p>Whole staff gap analysis of barriers to learning to increase staff awareness.</p>	<p>Ofsted recommend that schools carry out a PP gap analysis to focus on where children are performing less well than their peers.</p> <p>Involvement of the staff will give all staff ownership of decisions made and make it more likely that all staff will engage with strategies.</p>	<p>Challenges 3 & 4</p>
<p>To provide information for parents on the use of TTRS, Maths Shed and Spelling Shed</p>	<p>Engaging parents in the homework that their children have been set has been found to help develop the conversation between home and school and help families become more engaged in school life</p>	<p>Challenges 4 & 8</p>
<p>HT/Govs to involve children in decision making about how to improve their learning.</p> <p>Pupil Voice representatives (PP) from all year groups to participate in discussion about how adults could facilitate learning</p>	<p>If children explain their barriers to adults, adults are in a better position to support.</p> <p>Including the voice of the child is essential in giving them agency in their own learning. The NSPCC state, "The term "voice of the child" refers to the real involvement of children in expressing their views, opinions, and experiences. It includes both verbal and nonverbal communication and goes beyond simply seeking their views to actively including them in decision-making processes." (NSPCC 2024)</p>	<p>Challenge 5</p>
<p>Improve handwriting across the school, with focus on correct handwriting grip and letter formation in the Early Years and in Key Stage 1.</p> <p>Continue to use handwriting pencils designed to encourage the tripod grip.</p> <p>Continue to use Early Years the Pegs to Paper system to encourage the development of fine motor skills for handwriting.</p> <p>In Early Years and Key Stage One, use bespoke exercise books with specially designed pages to help develop handwriting skills.</p>	<p>The National Handwriting Association have carried out research into the stages of handwriting grip and have found that by 5, most children are developmentally ready for the dynamic tripod grip which utilises three fingers for maximum control.</p> <p>In 2018, Geneviève Cadoret, Nathalie Bigras, Stéphanie Duval, Lise Lemay, Tania Tremblay, Julie Lemire found that motor proficiency, cognitive ability and academic achievement were positively correlated with each other and argued that these "results highlight the fundamental importance of motor skills in children's academic achievement in early school years."</p> <p>Aspirer Research School have found that Pegs to Paper resource has had a positive impact on handwriting and developing motor skills. "The evidence-based program guarantees visible improvement in early years learning within 6 weeks as it helps form the best connections in the brain which stimulate learning."</p>	<p>Challenge 6</p>

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

Budgeted cost: £4500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group tuition of targeted pupils to ensure they are working at the appropriate level.</p> <p>Targeted intervention from specialist intervention teacher to raise standards of PP children.</p>	<p>The government has recognised that highly targeted tutoring by a trained tutor is a powerful tool “because it is a universally recognised method of addressing low attainment and educational inequality.”</p> <p>According to the government NTP website, “Strong evidence suggests that the model of targeted, academic support, through highly trained tutors working with small groups and individuals, can make a difference to academic progress that can be expressed in months”</p>	Challenges 1, 2, 3, 4, 5 & 6
<p>Rapidly develop pupils Speech and Language skills so that they are in line with National Expectations</p> <p>Deploy Specialist S&L HLTA to work with targeted pupil premium pupils</p>	<p>Research from EEF Tool Kit identifies early support with S&L as being crucial in ensuring pupils are able to make appropriate progress.</p> <p>The programs identified has been externally evaluated to have significant impact on the progress of pupils.</p>	Challenges 1 & 2

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

Budgeted cost: £ 28750

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increase emotional well-being of pupils resulting in them being more able to access the curriculum – especially in light of previous school closures.</p> <p>Employment of trained Counsellor 3 days a week</p>	<p>Children’s emotional well-being is a national problem. At St Peter’s we have several pupils that require extensive and additional support for their well-being</p>	Challenge 7

Access to additional expert support as appropriate		
Improve the mental wellbeing of children	Good mental health and wellbeing is essential for school students. It helps them to learn effectively, cope with day-to-day challenges, and develop into resilient young adults.	Challenge 7
Improve the mental wellbeing of parents	Good mental health and wellbeing of the parents of our pupils has a positive impact on the entire family.	Challenge 8
Curriculum enrichment activities provided for all children – with subsidised financial support given as appropriate to PP families Support for trips Target extra-curricular activities for PP pupils	Due to the school being placed in an area of high deprivation, many children do not regularly experience a range of enrichment opportunities in order to broaden their experiences both inside and outside of the national curriculum.	Challenge 9
Opportunities to widen the experiences of our PP Pupils including going to the pantomime, becoming involved in the Folkestone Book Festival, attending the Year 6 Residential trip, trips to living land, to see Theatre productions in London etc.	The EEF have stated, “we think enriching education has intrinsic benefits (sometimes referred to as “arts for arts’ sake”). We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.”	Challenge 9
Target attendance and punctuality with child-friendly incentives.	In May 2023, the government stated that: “The higher a pupil’s attendance, the more they are likely to learn, and the better they are likely to perform in exams and formal assessments. Data from 2019 shows that 84% of Key Stage 2 pupils who had 100% attendance achieved the expected standard, compared to 40% of pupils who were persistently absent across the key stage.” Incentives have been found to have a positive impact on attendance, as does having high expectations of all pupils in the school.	Challenges 10
To ensure that children attend school regularly, on time and be ready to learn we will provide free Breakfast Provision for	If children attend school regularly, arrive on time the children succeed better.	Challenge 10

all through The National Breakfast Club Programme. Priority places at breakfast club and after school Club with subsidised places		
--	--	--

Total budgeted cost: £78826

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.

Pupil Premium Strategy Reviewed

Strategy	Reviewed																																																																						
EYFS pupils will be fully supported on entry to school	<p>EYFS (13 Children Each child = 7.69%) of which 23.07% were pupil premium children.</p> <p>4 children in this cohort entered EYFS at expected level</p> <p>77% of children achieved a good level of development (GLD) (10/13 pupils).</p> <p>67% of pupil premium children achieved a GLD. (2/3 pupils)</p> <p>80% of non-pupil premium children achieved a GLD. (8/10 pupils)</p> <p>30.76% of children (4/13 pupils) were at age related expectation on entry. 76.9% of children (10/13) at the end of EYFS are now at age related expectation, therefore we have closed the gap for 6 children.</p> <p>The poor social skills, communication and language skills on entry has been addressed during their year in EYFS.</p> <table border="1"> <thead> <tr> <th></th> <th colspan="2">SCHOOL</th> <th colspan="2">KENT</th> <th colspan="2">NATIONAL</th> </tr> <tr> <th></th> <th>ALL</th> <th>PP</th> <th>ALL</th> <th>PP</th> <th>ALL</th> <th>PP</th> </tr> </thead> <tbody> <tr> <td>% GLD</td> <td>77%</td> <td>50%</td> <td>67.8%</td> <td>48.7%</td> <td>67.8%</td> <td></td> </tr> <tr> <td>% LITERACY</td> <td>77%</td> <td>50%</td> <td>70.2%</td> <td>51.1%</td> <td>70.1%</td> <td></td> </tr> <tr> <td>% MATHS</td> <td>85%</td> <td>75%</td> <td>77.9%</td> <td>62.2%</td> <td>77.1%</td> <td></td> </tr> </tbody> </table>		SCHOOL		KENT		NATIONAL			ALL	PP	ALL	PP	ALL	PP	% GLD	77%	50%	67.8%	48.7%	67.8%		% LITERACY	77%	50%	70.2%	51.1%	70.1%		% MATHS	85%	75%	77.9%	62.2%	77.1%																																				
	SCHOOL		KENT		NATIONAL																																																																		
	ALL	PP	ALL	PP	ALL	PP																																																																	
% GLD	77%	50%	67.8%	48.7%	67.8%																																																																		
% LITERACY	77%	50%	70.2%	51.1%	70.1%																																																																		
% MATHS	85%	75%	77.9%	62.2%	77.1%																																																																		
At the end of Key stage 1, children are achieving in line with the National average in Reading, writing and maths	<p>Phonics results</p> <table border="1"> <thead> <tr> <th></th> <th colspan="2">School</th> <th colspan="2">Kent</th> <th colspan="2">National</th> </tr> <tr> <th></th> <th>All</th> <th>PP</th> <th>All</th> <th>PP</th> <th>All</th> <th>PP</th> </tr> </thead> <tbody> <tr> <td>% 32+ Year 1</td> <td>41.7</td> <td>33.3</td> <td>78.6</td> <td>63.2</td> <td>80.2</td> <td></td> </tr> <tr> <td>Number of Year 2 Retakes</td> <td>4</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>%32+ Year 2</td> <td>50</td> <td>50</td> <td>52.1</td> <td>45.3</td> <td>54.6</td> <td></td> </tr> </tbody> </table> <p>Year 2 school assessments (Each child (15) = 6.66%) Of the 15 children, 11 have been with us since the start of Reception. Out of these 11, 2 entered EYFS at the expected standard (18%)</p> <p>Reading -</p> <table border="1"> <thead> <tr> <th></th> <th>Pre-Key stage</th> <th>Working Towards</th> <th>Expected</th> <th>Exceeding</th> </tr> </thead> <tbody> <tr> <td>All children (15)</td> <td>0%</td> <td>47% (7/15)</td> <td>33.3% (5/15)</td> <td>20% (3/15)</td> </tr> <tr> <td>Pupil Premium (7)</td> <td>0%</td> <td>50% (3/6)</td> <td>33.3% (2/6)</td> <td>16.6% (1/6)</td> </tr> <tr> <td>Non Pupil Premium (8)</td> <td>0%</td> <td>44% (4/9)</td> <td>33.3% (3/9)</td> <td>33.3% (3/9)</td> </tr> </tbody> </table> <p>Writing –</p> <table border="1"> <thead> <tr> <th></th> <th>Pre-Key stage</th> <th>Working Towards</th> <th>Expected</th> <th>Exceeding</th> </tr> </thead> <tbody> <tr> <td>All children (16)</td> <td>0%</td> <td>47% (7/15)</td> <td>47% (7/15)</td> <td>6.66% (1/15)</td> </tr> <tr> <td>Pupil Premium (7)</td> <td>0%</td> <td>50% (3/6)</td> <td>33.3% (2/6)</td> <td>16.6% (1/6)</td> </tr> </tbody> </table>		School		Kent		National			All	PP	All	PP	All	PP	% 32+ Year 1	41.7	33.3	78.6	63.2	80.2		Number of Year 2 Retakes	4						%32+ Year 2	50	50	52.1	45.3	54.6			Pre-Key stage	Working Towards	Expected	Exceeding	All children (15)	0%	47% (7/15)	33.3% (5/15)	20% (3/15)	Pupil Premium (7)	0%	50% (3/6)	33.3% (2/6)	16.6% (1/6)	Non Pupil Premium (8)	0%	44% (4/9)	33.3% (3/9)	33.3% (3/9)		Pre-Key stage	Working Towards	Expected	Exceeding	All children (16)	0%	47% (7/15)	47% (7/15)	6.66% (1/15)	Pupil Premium (7)	0%	50% (3/6)	33.3% (2/6)	16.6% (1/6)
	School		Kent		National																																																																		
	All	PP	All	PP	All	PP																																																																	
% 32+ Year 1	41.7	33.3	78.6	63.2	80.2																																																																		
Number of Year 2 Retakes	4																																																																						
%32+ Year 2	50	50	52.1	45.3	54.6																																																																		
	Pre-Key stage	Working Towards	Expected	Exceeding																																																																			
All children (15)	0%	47% (7/15)	33.3% (5/15)	20% (3/15)																																																																			
Pupil Premium (7)	0%	50% (3/6)	33.3% (2/6)	16.6% (1/6)																																																																			
Non Pupil Premium (8)	0%	44% (4/9)	33.3% (3/9)	33.3% (3/9)																																																																			
	Pre-Key stage	Working Towards	Expected	Exceeding																																																																			
All children (16)	0%	47% (7/15)	47% (7/15)	6.66% (1/15)																																																																			
Pupil Premium (7)	0%	50% (3/6)	33.3% (2/6)	16.6% (1/6)																																																																			

	Non Pupil Premium (9)	0%	44% (4/9)	55.6% (5/9)	0% (0/9)		
	Maths –						
		Pre-Key stage	Working Towards	Expected+	Exceeding		
	All children (16)	0%	47% (7/15)	53% (8/15)	0% (0/15)		
	Pupil Premium (7)	0%	66.7% (4/6)	33.3% (2/6)	0% (0/6)		
	Non Pupil Premium (9)	0%	33.3% (3/9)	66.7% (6/9)	0% (0/9)		
Accelerate progress in KS1 and KS2 in Reading and writing	In writing the PP children in Year 5 made less than expected progress and were mostly below expected. This will be a focus for this year.						
Invest in Reading Scheme for pupils ensuring it fully supports their phonic level at KS1	Writing	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	St Peters Pupil Premim children	60% (3/5) at expected	50% (4/8) at expected	50% (5/10) at expected	50% (4/8) at expected	12.5% (1/8) at expected	55.6% (5/8) at expected
	Progress points (6 steps is expected)	6.3	4.8	4.8	6.3	4.4	6.4
	In reading the PP children in Years 3, 5 and 6 made less than expected progress. The introduction of Accelerated Reader this year will address this gap						
	Reading	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	St Peters Pupil Premim children	60% (3/5) at expected	50% (4/8) at expected	40% (4/10) at expected	62.5% (5/8) at expected	12.5% (1/8) at expected	75% (6/8) at expected
	Progress points (6 steps is expected)	5.8	4.4	4.3	7.5	4.5	6.1
To provide high quality CPD for all in maths	Good level of progress in all year groups apart from Year 5. Year 2 and Year 5 need additional support to close the gap in attainment.						
Train KS2 teachers in Mastery of Number	Maths	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Additional training around development of reasoning across the school	St Peters Pupil Premim children	60% (3/5) at expected	37.5% (3/8) at expected	60% (6/10) at expected	75% (6/8) at expected	12.5% (1/8) at expected	62.5% (5/8) at expected
	Progress points (6 steps is expected)	5.8	6.5	5.9	6.4	5.1	5.9
TB/SG to provide INSET to staff on PP gaps and barriers and how to address them.	Discussion of PP children, recognizing gaps and how to address them was carried out in INSET day at the start of the year with all staff in attendance. Friday 1 st September 2024. Discussion of PP children during progress reviews three times a year with class teachers. Book scrutinies carried out termly throughout the school. High expectation of all children to attend school and to be punctual was established throughout the school. Families with poor attendance or punctuality were phoned and meetings were arranged to provide support on an individual needs basis.						
HT/Govs to involve children in decision making	School council have chosen the charities to fund raise for. They have met regularly to discuss issues and have shared their minutes with SLT. During book scrutinies, children were invited to discuss their learning with HT and SLT team. Eco warriors have been actively involved in improving the recycling efforts of the school.						

about how to improve their learning																																					
SLT to ensure AFL strategies such as verbal feedback and effective written feedback are prioritised for PP children.	Expectations of AfL were stated in the INSET at the start of the year (Friday 1 st September) with a non-negotiable crib sheet given for Maths, English, Science and Inclusion. During book scrutinies, the inclusion of verbal feedback and follow on tasks, using green and orange highlighters was checked across the school. The L.O. sheet with opportunities for child reflection and feedback is carried out across the school to ensure consistency of recording.																																				
HT to analyse end of year data and prioritise areas of need, e.g. KS1 Writing and KS2 Reading. Data analysis to be based on data up to September 2024.	Pupil progress reviews and book scrutinies focused on the progress of the PP children throughout the school.																																				
Increase in percentage of pupils that are working at the expected standard in R/W/M % of pupils that are meeting the expected standard at the end of Yr6. 1:1 tuition of targeted pupils to ensure they are working at the appropriate level. Targeted intervention from specialist intervention teacher to	<p>Year 6 SATs results</p> <p>Of the 17 children in Y6, 13 were in attendance from Reception. 6 of these children were PP pupils. On entry at the start of Reception, on 3 children were at expected. By the end of Reception, 12 children had achieved GLD, 5 PP pupils achieved GLD. This cohort was adversely affected by COVID. They did not take the end of KS1 assessments due to COVID.</p> <table border="1" data-bbox="331 1473 1396 2018"> <thead> <tr> <th></th> <th colspan="2">St Peters</th> <th colspan="2">Kent</th> <th>National</th> </tr> <tr> <th></th> <th>All</th> <th>PP</th> <th>All</th> <th>PP</th> <th>All</th> </tr> </thead> <tbody> <tr> <td>R/W/M % Expected Standard +</td> <td>52.9 (9/17)</td> <td>62.5 (5/8)</td> <td>60.8</td> <td>42.5</td> <td>61</td> </tr> <tr> <td>R/W/M % Higher Standard</td> <td>0.0 (0/17)</td> <td>0.0 (0/8)</td> <td>8.1</td> <td>2.5</td> <td>8</td> </tr> <tr> <td>Reading % Expected Standard +</td> <td>70.6 (12/17)</td> <td>62.5 (5/8)</td> <td>75.2</td> <td>61.0</td> <td>74</td> </tr> <tr> <td>Reading % Higher Standard</td> <td>35.3 (6/17)</td> <td>37.5 (3/8)</td> <td>30.4</td> <td>18.5</td> <td>28</td> </tr> </tbody> </table>		St Peters		Kent		National		All	PP	All	PP	All	R/W/M % Expected Standard +	52.9 (9/17)	62.5 (5/8)	60.8	42.5	61	R/W/M % Higher Standard	0.0 (0/17)	0.0 (0/8)	8.1	2.5	8	Reading % Expected Standard +	70.6 (12/17)	62.5 (5/8)	75.2	61.0	74	Reading % Higher Standard	35.3 (6/17)	37.5 (3/8)	30.4	18.5	28
	St Peters		Kent		National																																
	All	PP	All	PP	All																																
R/W/M % Expected Standard +	52.9 (9/17)	62.5 (5/8)	60.8	42.5	61																																
R/W/M % Higher Standard	0.0 (0/17)	0.0 (0/8)	8.1	2.5	8																																
Reading % Expected Standard +	70.6 (12/17)	62.5 (5/8)	75.2	61.0	74																																
Reading % Higher Standard	35.3 (6/17)	37.5 (3/8)	30.4	18.5	28																																

raise standards of PP children.	Writing % Expected Standard +	58.8 (10/17)	75.0 (6/8)	73.3	57.5	72
	Writing % Higher Standard	5.9 (1/17)	12.5 (1/8)	14.5	5.6	13
	GPS % Expected Standard +	70.6 (12/17)	75.0 (6/8)	69.0	51.4	72
	GPS % Higher Standard	41.2 (7/17)	62.5 (5/8)	28.2	14.9	32
	Maths % Expected Standard +	58.8 (10/17)	75.0 (6/8)	71.1	54.2	73
	Maths % Higher Standard	23.5 (4/17)	12.5 (1/8)	22.5	10.7	24
Rapidly develop pupils Speech and Language skills so that they are in line with National Expectations	<p>Targeted support of specialist speech and language TA improved children with speech and language difficulties across the school.</p> <p>NELI was run with three children in EYFS. Two of these children are now working at expected levels for speech and language. The other child is now having additional support for speech. In addition, communication boards were used to help a child who was pre-verbal. He is now speaking in sentences.</p> <p>Speech link, Language link, Talk Partners and Language through Colour were used to support an additional 10 children throughout the school. These programmes have been designed with consultation with SALT through the balanced system and have been effective in providing needed support.</p>					
Increase emotional well-being of pupils resulting in them being more able to access the curriculum – especially in light of recent school closures. Employment of trained Counsellor 3 days a week Access to additional expert support as appropriate	<p>Children attended counselling for roughly 8 sessions at a time, however this does vary according to need. This resulted in improved emotional well-being and greater engagement in school.</p> <p>In total, 29 children were seen throughout the year, 17 of these children were pupil premium children. In addition, our in-school counsellor saw parents as well as running a wellbeing coffee morning to provide support for parents throughout the year.</p>					
All High Prior Attaining Pupil Premium children achieve GDS in reading, writing and/or maths	<p>Of our Pupil Premium children in Year 6, 6.0% achieved GDS across reading, writing and maths. This is lower than the Kent Average of 2.5% for FSM and the National Average of 8%.</p> <p>37.5% (3/8) GDS in Reading, 12.5% (1/8) GDS in Writing, 12.5% (1/8) GDS in Maths, 37.5% (3/8) GDS in GPS.</p> <p>Of the 17 children in Y6, 13 were in attendance from Reception. 6 of these children were PP pupils. On entry at the start of Reception, only 3 children were at expected on entry and no children achieved GDS in all areas.</p>					

<p>Curriculum enrichment activities provided for all children – with subsidised financial support given as appropriate to PP families</p>	<p>The children were given opportunities to experience a range of trips, sporting events and workshops, including: FESI worship on the Harbour Arm, Iron Age archaeological dig site at East Wear Bay, Kent Downs Area of Outstanding Natural Beauty and aspiring Cross-Channel UNESCO Global Geopark, Art workshop at Block 67, Diwali workshops, Little Experts workshop, Canterbury Cathedral, The Picture house in Ashford to watch The Little Mermaid, Roman workshop at the Folkestone Museum, Impossible questions at the Quarter house – Literary festival, Literary festival at the Quarter house, Rocks and Fossils workshop at the Folkestone Museum, Young Voices at the O2 arena, Archery workshop, Music roadshow, Anglo-Saxon workshop – Folkestone Museum, FESI National Gallery, Sharks to see The Lion King, Waterstones – World Book Day, Safety in Action – Three Hills, Battle of Britain Museum, Wingham Wildlife Park, Yoga workshop, Dragon’s Den – Folkestone Rotary Club, Medic Fitness workshops, Brockhill Park, Golf – Etchinghill, Local area plant hunt, Workshop at Folkestone Academy, Geography fieldwork – local area, Monday Music, Residential Kingswood, Smoothie bikes workshop, Visit from Astrid Goldsmith – stop motion animation, FESI football tournament – Three Hills, Captain Wonderweb and the Esteem Team – show, Sports day – Three Hills, Folkestone Great Big Summer Sing – full day workshop and performance in the evening – Leas Cliff Hall, Walk – local area, Knuckleball workshops, Coastal park – art workshop led by Louella Ward, District Sports, Monday Music at Holy Trinity Church followed by picnic at The Grand Hotel, Summer Fair, Olympics event at Folkestone Academy Coastal Park picnic with new Penguins, Workshop – Folkestone Academy, French day, Charivari, Jonathan Wright visit, Homework treat – Kidz Planet, Railway safety talks and Visit from Kings Cones!</p>
<p>Children will attend school regularly, on time and be ready to learn.</p>	<p>Breakfast club has been run all year with a steady uptake. The number of children attending late has significantly reduced. Attendance is steadily improving and persistent absence is reducing.</p>