



**Fairfield Road, New Romney Kent TN28 8BP**

*St Nicholas provides a welcoming and inclusive learning environment at the heart of its community. We nurture, encourage and support all children, adults and their families to be the best as God intended. Following God's example of love and trust, we develop resilience and creativity in all we do. Learning, loving and encouraging through Christ*

**Local Governing Body Meeting**

**MINUTES**

**Wednesday 9<sup>th</sup> JULY 2025 at 1000AM**

**To be held at THE HYTHE IMPERIAL HOTEL**

**Present:**

Christopher Dale – *Headteacher (HT)*  
Victoria Turner – *Deputy Headteacher (Staff Governor)*  
James Bader – *Parent Governor*  
Claire Seiver – *Advisor*  
Father Chris Hodgkins – *Foundation*  
Penelope Mackrell – *Foundation Governor*  
Sarah Webb – *Co-opted Governor*  
Samantha Dennison – *Appointed Governor*  
Hannah Lees – *Assistant Headteacher*

**Also, In Attendance:**

Hannah Stanford-Weeks - observing  
Paul Fadorin - observing

**Clerk:** – Lynne Bright

**Apologies accepted:**

Kathleen Webb – *Appointed Governor*  
Lyn Edwards – *Chair (CoG)*  
Emily Heyday – *Appointed Governor*

<b>Item:</b>	<b>Summary Description</b>	<b>Action</b>
<b>Procedural:</b>		
1.	<b>Welcome, Apologies &amp; Prayer</b> a) Chair's welcome PM chaired in the absence of both the Chair and Vice Chair	

	<p>b) Receive and accept or decline apologies offered</p> <p>Kathleen Webb – Appointed Governor</p> <p>Lyn Edwards – Chair (CoG)</p> <p>Emily Heyday – Appointed Governor</p> <p>c) Prayer was said by Penelope Mackrell</p>	
2.	<p><b>Quorum</b></p> <p>The meeting was quorate</p>	
3.	<p><b>Declaration of Business Interests</b></p> <p>Any business or conflicts of interest relevant to the agenda</p> <ul style="list-style-type: none"> <li>• <b>None</b></li> </ul>	
4.	<p><b>Governing Body Business/Membership</b></p> <p>a) Governing body update</p> <p>Welcomed two new members to the Governing body that are still waiting to be 'onboarded' so are there to observe only.</p> <p>b) Governor Training</p> <p>Governors will be expected to undertake a KCSIE and Judicium training before the first LGB meeting on 15/10/2025. <b>ACTION</b></p> <p>Another 2 training courses will need to be completed before the end of the academic year 2026, one would be sent by Aquila and this would be a link to areas which are covered by the Governing body, whilst the other piece of training would be sourced by the T&amp;D Governor and would be linked to the schools SIP.</p> <p>Clerk requested the Effectiveness training which was sent out to all Governors be completed ASAP as this is a replacement for the skills audit.</p> <p>The chair and vice chair were nominated by Penelope Mackerell and seconded by Father Chris and the vote was undertaken and agreed (in the absence of both Chair and Vice; agreement was made before the meeting for the continuation)</p> <p>Chair – Lyn Edwards</p> <p>Vice Chair – Kathleen Webb</p> <p>c) Update from Clerk -dates for next academic year</p> <p>Wednesday 15th October 2025</p> <p>Thursday 11th December 2025</p> <p>Tuesday 3rd February 2026</p> <p>Wednesday 25th March 2026</p> <p>Thursday 21st May 2026</p> <p>Tuesday 7th July 2026</p>	
5.	Minutes of the last meeting held on 21/05/2025	

	<p>a) To approve the minutes of the LGB Meeting held on 21/05/2025 Agreed</p> <p>b) To approve confidential minutes of the LGB Meeting held on 21/05/2025- NONE</p>																																																																																																																													
6.	<p><b>Actions/Matters arising from Minutes of day/month/year</b></p> <p>a) Governing Body actions and matters arising 21/05/2025</p> <table border="1"> <thead> <tr> <th>ITEM</th><th>ACTION</th><th>OWNER</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td></tr> <tr><td></td><td>NONE</td><td></td></tr> <tr><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> </tbody> </table>	ITEM	ACTION	OWNER					NONE																																																																																																																					
ITEM	ACTION	OWNER																																																																																																																												
	NONE																																																																																																																													
<b>School Improvement:</b>																																																																																																																														
7.	<p><b>Headteacher's Report:</b></p> <ul style="list-style-type: none"> <li>Admissions</li> </ul> <table border="1"> <thead> <tr> <th></th><th>R</th><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>All years</th></tr> </thead> <tbody> <tr><td>Pupils of this School</td><td>100.00%</td><td>60</td><td>100.00%</td><td>57</td><td>100.00%</td><td>62</td><td>100.00%</td><td>64</td><td>100.00%</td><td>48</td><td>100.00%</td><td>56</td><td>100.00%</td><td>410</td></tr> <tr><td>Female</td><td>56.67%</td><td>34</td><td>33.33%</td><td>19</td><td>58.06%</td><td>36</td><td>45.16%</td><td>28</td><td>51.56%</td><td>33</td><td>44.90%</td><td>22</td><td>51.79%</td><td>29</td><td>49.02%</td><td>201</td></tr> <tr><td>Male</td><td>43.33%</td><td>26</td><td>66.67%</td><td>38</td><td>41.94%</td><td>26</td><td>54.84%</td><td>34</td><td>48.44%</td><td>31</td><td>55.10%</td><td>27</td><td>48.21%</td><td>27</td><td>50.98%</td><td>209</td></tr> <tr><td>Current Single</td><td>100.00%</td><td>60</td><td>100.00%</td><td>57</td><td>100.00%</td><td>62</td><td>100.00%</td><td>64</td><td>100.00%</td><td>48</td><td>100.00%</td><td>56</td><td>100.00%</td><td>410</td></tr> <tr><td>Female</td><td>56.67%</td><td>34</td><td>33.33%</td><td>19</td><td>58.06%</td><td>36</td><td>45.16%</td><td>28</td><td>51.56%</td><td>33</td><td>44.90%</td><td>22</td><td>51.79%</td><td>29</td><td>49.02%</td><td>201</td></tr> <tr><td>Male</td><td>43.33%</td><td>26</td><td>66.67%</td><td>38</td><td>41.94%</td><td>26</td><td>54.84%</td><td>34</td><td>48.44%</td><td>31</td><td>55.10%</td><td>27</td><td>48.21%</td><td>27</td><td>50.98%</td><td>209</td></tr> <tr><td>Total Pupils</td><td></td><td>60</td><td></td><td>57</td><td></td><td>62</td><td></td><td>62</td><td></td><td>64</td><td></td><td>48</td><td></td><td>56</td><td></td><td>410</td></tr> </tbody> </table> <p>No. on roll: 410 –</p> <p>No. of in-year admissions since 1st September: 15 pupils.</p> <p>No. pupils left since 1st September: 14 (1 moved overseas, 10 moved out of the area, 1 left to be home schooled and 2 moved to a school closer to home).</p> <p><b>Increasing School Roll</b> Over the last 3 years, St Nicholas CE Primary Academy has seen a significant increase in its school roll, rising from 332 pupils at the time of the last Ofsted inspection to the current roll of 410 pupils. The school's 2025/26 admissions saw 101 families apply for 60 spaces.</p> <p><b>Pupil Mobility</b> The school context highlights that pupil mobility is high, mostly reflecting the high mobility within the local community. This suggests the school is able to effectively support pupils who join mid-year or at nonstandard transition points, which is an important aspect of admissions.</p> <p><b>Deprivation and Disadvantage</b> The school serves a community with high levels of social deprivation and economic disadvantage, with over 40% of pupils eligible for pupil premium funding. This indicates the school's admissions policies and practises are effective in ensuring access for disadvantaged families in the local area.</p>		R	1	2	3	4	5	6	All years	Pupils of this School	100.00%	60	100.00%	57	100.00%	62	100.00%	64	100.00%	48	100.00%	56	100.00%	410	Female	56.67%	34	33.33%	19	58.06%	36	45.16%	28	51.56%	33	44.90%	22	51.79%	29	49.02%	201	Male	43.33%	26	66.67%	38	41.94%	26	54.84%	34	48.44%	31	55.10%	27	48.21%	27	50.98%	209	Current Single	100.00%	60	100.00%	57	100.00%	62	100.00%	64	100.00%	48	100.00%	56	100.00%	410	Female	56.67%	34	33.33%	19	58.06%	36	45.16%	28	51.56%	33	44.90%	22	51.79%	29	49.02%	201	Male	43.33%	26	66.67%	38	41.94%	26	54.84%	34	48.44%	31	55.10%	27	48.21%	27	50.98%	209	Total Pupils		60		57		62		62		64		48		56		410	
	R	1	2	3	4	5	6	All years																																																																																																																						
Pupils of this School	100.00%	60	100.00%	57	100.00%	62	100.00%	64	100.00%	48	100.00%	56	100.00%	410																																																																																																																
Female	56.67%	34	33.33%	19	58.06%	36	45.16%	28	51.56%	33	44.90%	22	51.79%	29	49.02%	201																																																																																																														
Male	43.33%	26	66.67%	38	41.94%	26	54.84%	34	48.44%	31	55.10%	27	48.21%	27	50.98%	209																																																																																																														
Current Single	100.00%	60	100.00%	57	100.00%	62	100.00%	64	100.00%	48	100.00%	56	100.00%	410																																																																																																																
Female	56.67%	34	33.33%	19	58.06%	36	45.16%	28	51.56%	33	44.90%	22	51.79%	29	49.02%	201																																																																																																														
Male	43.33%	26	66.67%	38	41.94%	26	54.84%	34	48.44%	31	55.10%	27	48.21%	27	50.98%	209																																																																																																														
Total Pupils		60		57		62		62		64		48		56		410																																																																																																														

	R	1	2	3	4	5	6	All Years
English Addtl Lang	1.67%	1		4.84%	3	3.23%	2	4.69%
Free School Meals	26.67%	16	49.12%	28	32.26%	20	45.16%	28
Looked after Children								1.79%
Medical Condition	43.33%	26	52.63%	30	51.81%	32	35.48%	22
Pupil Premium	28.33%	17	49.12%	28	35.48%	22	45.16%	28
SEN Needs	6.67%	4	33.33%	19	20.97%	13	19.39%	12
SEN Provision	8.33%	5	31.58%	18	17.74%	11	16.13%	10
Service Children					1.61%	†		
								0.24%
								1

### Specialist Provision

The school operates a Specialist Resource Provision (SRP) for up to 14 pupils with an ASD diagnosis. This specialist provision, in addition to the school's excellent SEND support more broadly, suggests that the admissions process effectively identifies and supports pupils with additional needs. The provision is currently at capacity and continues to be contacted by the SEND department to take on additional pupils despite having an arrangement for 14 spaces in place

### Oversubscription

While the specific details of the school's admissions criteria are not provided, the significant increase in the school roll over the past 3 years implies that the school will be oversubscribed in specific year groups. The policy was reviewed by the Trust Board last year.

With the review having taken place the school has found itself in a position of difficulty with the policy as its now states that at the time of application if there is a sibling link a space must be offered. The previous wording stated at the time of admission as a result of a recent appeal we have had to admit another pupil which has seen our EYFS role rise to 62 pupils, one as a result of the said appeal and the other a direction by the SEND department to accept a pupil with an EHCP

There are currently 24 children within the school with an EHCP. The HT has a meeting with KCC in October as KCC are pushing for the school to take children with emotional and health needs. This could have a huge impact on St Nicholas and as their funding has already been cut by 87K unless there is more funding forthcoming then the school will not accept any more children, as there is not the staff to support them

***Q: Governors asked what do children with emotional problems receive if anything from the LA in regards to support?***

Headteacher stated they receive nothing in the way of support from KCC and unfortunately, we cannot help unless they are on our roll; however, they will need to be funded in order for us to supply any support as staff may need to be employed

As Funding has been reduced by 25%, it has meant TA's losing jobs and hours which is why if we are directed to take on children by the LEA, we are funded for them; this will enable the appropriate staff to be with the children and support them.

It is also worth noting that where TA's have a 1:1 hour and that 1:1 funding has been cut say by 25% then the TA hours have also been cut by the same amount.

***Q: Governors asked do you have children that are bought in by transport?***

Headteacher responded we don't have that problem as there is only one child bought in by transport; the school currently has 5 children in the SRP who live more than 10 miles from the school and pass other SRP's to attend St Nicholas; the argument is these children should be placed in SRP's closer to home which would allow them to mix with children from their area and build friendships closer to home.

There is one child who is entitled to a taxi however parents have decided the child is too young to go in a taxi and therefore parents are bringing the child into school and the LEA are paying their fuel

HT may be approaching the GB to see agreement in order to take the LEA to the Government for Dereliction of Duty.

With the party that has been elected who said they would bring the auditors in to look at the funding in Kent, the only thing the auditors have found is the amount that has been spent on transport.

In summary, we are currently having to maintain a rising roll and a high demand for places.

- Attendance

Session Attendance Summary, 04/09/2024 - 18/05/2025

	R	1	2	3	4	5	6	All Years
Attendance	99.90%	91.47%	93.97%	95.03%	94.90%	95.83%	94.96%	94.27%
Authorised	5.05%	7.01%	4.73%	3.36%	3.97%	2.82%	3.70%	4.40%
Unauthorised	1.05%	1.51%	1.30%	1.61%	1.13%	1.35%	1.33%	1.33%
Pers. Absence >=10%	9 15.00%	12 21.05%	10 16.13%	8 12.90%	8 12.50%	4 8.16%	10 17.86%	61 14.88%
Educational Activity	0.00%	0.30%	0.01%	0.80%	1.95%	1.24%	2.83%	1.00%
Present	99.90%	91.18%	93.96%	94.24%	92.95%	94.59%	92.14%	93.27%
Late	0.40%	0.42%	0.32%	0.33%	0.30%	0.35%	0.23%	0.35%

May Data



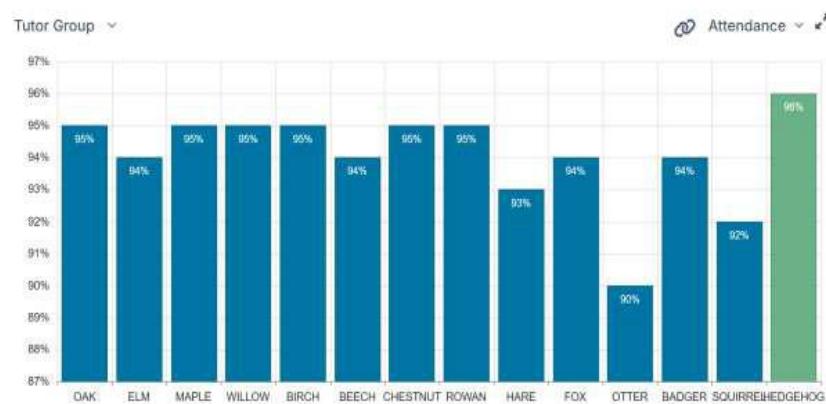
June Data



Attendance has largely remained the same since the last report, and marginally better than the national data set. However, the school do have one family now being housed in Folkestone which means this has impacted on our persistent / severe absence.

As a school we find ourselves broadly in line with national data trends for absence.

The school overview and vulnerable groups picture is as follows;



The national picture for attendance is as follows:

	<p><b>Overall absence rate</b> <b>6.5%</b> during week commencing 09 June 2025</p> <p><b>Authorised absence rate</b> <b>3.9%</b> during week commencing 09 June 2025</p> <p><b>Unauthorised absence rate</b> <b>2.6%</b> during week commencing 09 June 2025</p>	
	<p><b>Overall absence rate</b> <b>6.8%</b> academic year 2024/25 to date</p> <p><b>Authorised absence rate</b> <b>4.6%</b> academic year 2024/25 to date</p> <p><b>Unauthorised absence rate</b> <b>2.2%</b> academic year 2024/25 to date</p>	
	<p><b>Persistent absence rate</b> <b>18.4%</b> academic year 2024/25 to date</p>	
<p>The absence rates across the week commencing 09 June 2025 were:</p> <ul style="list-style-type: none"> <li>- 4.8% in state-funded primary schools (3.1% authorised and 1.8% unauthorised)</li> </ul> <p>While the absence rates across the 2024/25 academic year to date were:</p> <ul style="list-style-type: none"> <li>- 5.2% in state-funded primary schools (3.8% authorised and 1.4% unauthorised)</li> </ul> <p>Today's attendance as we sit in the Governors meeting is 94.3%.</p> <p><b>Q: Governors asked If their timetable sessions are for mornings why can they not have an attendance mark for the other sessions considering the LEA and school know the child is on a p/t timetable?</b></p> <p>This is because the child is only physically in school for half a day, so we are getting blamed for something which the school has no control over.</p> <p><b>Q: Governors asked so even though the child is in the SRP he should be in Otter?</b></p> <p>Yes so, the attendance is held against Otter class which brings it down</p> <p>HT is aware that when OFSTED come in, they will accept we are doing our best and some things are out of our control however 'our best' will not be good for the report</p> <p><b>Q: Governors asked what is the percentage you are looking for?</b></p> <p>The school would like 100% but of course this is very unlikely to happen therefore we aim for the national average of 96%</p> <p>However, on a more positive note there is a decline in term time holidays compared to last year</p> <p><b>Q: Governors asked so how do you correlate this with parents that say they aren't going on holiday and their child is rung in as 'sick' and is off for say a week how do you find out they have in fact been on holiday?</b></p> <p>Children normally come in and say they have been away, or come back with a tan. The school can also look at Facebook where</p>		

parents normally splash their photos and see and also, we can ask for evidence they were actually at home with an illness

We are also aware that children with siblings at The Marsh will be off for two weeks in October in line with The Marsh half term break, there are dips in attendance and they normally fall around the half term

EAL children are great with attendance whereas SEN children are the worse attenders. The biggest challenge next year is working with the SEN children

***Q: Governors asked would those parents of children with SEN be receptive to say a resilience course to show them what their child is missing by them keeping them at home?***

This has to be led by senior members of staff and the staff need to make the parents realise what is happening with their children when not in school.

Some referrals are sent to NELF and they work around children and parents with resilience and workshops have been done for those parents as well.

The school is marginally below the national rate and we really need to do something about this. The other cohort of children who have the poorest attendance is those who have a social worker attached to the child, and unless it is part of their CP plan or ChIN plan then we cannot fine them

Those children that are off rolled their attendance stays with us for the rest of the year so yet again if they only attended for 40% of the time this stays with the school at that level for the whole year; again, there is nothing as a school we can do about this.

Robust with meetings are held with the parents and the Headteacher actually hold parents to account for why their child does not attend school on a regular basis.

- Pupils with SEN and LAC

Inclusion Lead	Antoinette Starmer-Smith
Mental Health Lead	Victoria Turner
SRP Lead Teacher	Amanda Butler
Learning mentor & Nurture lead	Claire Gunn
FLO	Lisa Baker
ELSAs	C Gunn, C Williams & Emilie
Number of TAs	27, inc SRP & 1:1

SEND Headlines

		Total SEN Support (No & %)	Total EHCP (No & %)	
	Total SEND	82 pupils - 20%	18 pupils – 4.39%	

### Distribution of pupils with SEND

Year Group	Total No of pupils with SEND	Pupils with SEND without HNF	Pupils with SEND with HNF	Pupils with EHCP without HNF	Pupils with EHCP with HNF	Pupils placed in SRP
EYFS	3	3	0	1	0	1
1	19	17	2	6	0	6
2	10	6	2	1	2	2
3	10	10	0	1	0	1
4	10	9	1	3	0	3
5	13	10	3	0	1	0
6	15	14	1	0	1	0

#### Details of recent training in the last year

C&I	AET whole school training Speech therapist training for all YAs Using visuals TA
C&L	Language through colour whole school Mainstream core standards teachers Pixl teachers RWI whole school Dyslexia briefing updates
SEMH	Proact scrip
P&S	Ad hoc depending on need Claire Short supports HI children

CPD has been offered mostly across those teachers dealing with SEND see table above

## SEND Priorities for 2024/2025:

As per SEND action plan:

- To ensure that the IQM renewal is completed. - ACHIEVED
  - To ensure that work provided for all pupils across the school appropriately matches the needs of SEND and vulnerable cohort. - ONGOING
  - To ensure that progress of SEND pupils matches that of their peers, at least against their starting points. - ONGOING
  - Monitoring of the impact of provision for vulnerable learners – ONGOING

## HIGH NEEDS FUNDING

As highlighted in my previous report, KCC has written to all schools outlining its position on High Needs Funding (HNF) going forward from the end of the academic year. This information lays out the protections agreed for HNF to be paid directly to schools for the academic year 2025-2026.

A copy of the spread sheet highlighting our protected payments for the year ahead can be found by following the link below

<https://app.governorhub.com/document/6867c47b1067305d36a21186/view>

As previously stated, this funding allows schools to transition into a new way of working over 2025 - 2026. All future SEN support funding in mainstream schools for Sept 2026 and beyond will be distributed via the Communities of Schools network.

For more information on the new Localities model please follow this link.

Locality Model for School Inclusion – KELSI

This new way of working will place considerable strain on schools as we work towards a collaborative way of working, where schools look to support each other and share the funding available.

- Behavioural Reports

The school has been very lucky with the only one exclusion and that child left the school in October and has only just been placed by the local authority into a school placement

Exclusions 2024/25 Fixed term suspensions: 1 pupil (Y5) – 7 days (This pupil left the school in October 24) Permanent exclusions: 0	Previous exclusion information: Exclusions 2023/24 Fixed term suspensions: 4 pupils Y6 – 3 days Y3 a – 6.5 days Y3 b – 3.5 days Y4 – 10.5 days Permanent exclusions: 0
SEN children on reduced timetable: 1 (Y1 SRP pupil) – this is a reduction of two pupils since my last report, showing our systems for integration into school and the mainstream for SRP pupils are successful.	
Plans for re-introduction Phased integration plan – this is working well for 2 out of the three pupils both of whom are now full time in their respective classes. Our programme of support and reintegration has been very successful. An appropriate risk assessment continues to be in place for the one child who is currently on a reduced timetable.	

	<p>Other incidents:      Racist Incidents: 2 Homophobic Incidents: 1 Bullying: 1      In each of these cases the perpetrators families and the victims' families have all been spoken to with the outcomes recorded on school MIS</p> <p>A lot of work to do next year with the perception around bullying and what is bullying and what isn't with parents.</p> <ul style="list-style-type: none"> <li>• Pupil Premium          Number of children entitled to PP – 155 pupils (38%)          Current PP allocation - £211,640 (based on 2023 census of 142 pupils)</li> </ul> <p><b>Pupil Premium Funding and Eligibility</b></p> <ul style="list-style-type: none"> <li>• Over a third (38%) of pupils at St Nicholas CE Primary Academy are eligible for Pupil Premium funding, which is above the national average.</li> <li>• This higher-than-average proportion of disadvantaged pupils highlights the importance of effectively using Pupil Premium funding to support their progress and attainment.</li> </ul> <p><b>Pupil Premium Strategy</b></p> <ul style="list-style-type: none"> <li>• The school has developed a robust Pupil Premium strategy, aligned with the school's overall improvement priorities.</li> <li>• The strategy is reviewed and updated annually to ensure it remains responsive to the needs of disadvantaged pupils.</li> </ul> <ul style="list-style-type: none"> <li>• Key priorities within the Pupil Premium strategy include:             <ol style="list-style-type: none"> <li>1. Ensuring the curriculum is well-led and well-resourced to provide engaging learning experiences.</li> <li>2. Improving outcomes in maths and SPAG for disadvantaged pupils.</li> <li>3. Improving outcomes for all vulnerable groups, including SEND pupils.</li> <li>4. Improving attendance, behaviour and attitudes of disadvantaged pupils.</li> <li>5. Increasing the proportion of disadvantaged pupils achieving combined expectations in reading, writing and maths.</li> <li>6. Focusing on pupil and staff wellbeing, and further developing the school's excellent nurture provision.</li> <li>7. Accelerating progress in the early years, particularly in the outdoor learning environment.</li> </ol> </li> </ul> <p><b>Pupil Premium Spending and Impact</b></p> <ul style="list-style-type: none"> <li>• The school's Pupil Premium spending is closely aligned to the EEF's 'Menu of Approaches', ensuring evidence-informed strategies are employed.</li> <li>• Regular monitoring and evaluation of the impact of Pupil Premium spending is carried out, with a focus on improving outcomes for disadvantaged pupils.</li> <li>• Examples of successful Pupil Premium funded initiatives include:</li> </ul>	
--	--	--

	<ul style="list-style-type: none"> <li>o Targeted small group interventions in maths and English, leading to improved progress.</li> <li>o Enhanced pastoral support and nurture provision, resulting in improved attendance and behaviour.</li> <li>o Subsidised extracurricular activities and educational visits, increasing participation and enrichment opportunities.</li> <li>o Professional development for teachers, focusing on strategies to support disadvantaged pupils.</li> </ul> <p><b>Challenges and Next Steps</b></p> <ul style="list-style-type: none"> <li>• Despite the school's strong focus on Pupil Premium, there remain some persistent gaps in attainment between disadvantaged pupils and their peers, particularly at the end of Key Stage 2.</li> <li>• Improving outcomes for disadvantaged pupils in maths and SPAG remains a key priority, as evidenced by the school's improvement plan.</li> <li>• Continuing to develop and refine the school's Pupil Premium strategy, ensuring it is responsive to the changing needs of disadvantaged pupils, will be a focus for the coming year.</li> </ul> <p><b>Conclusion</b></p> <ul style="list-style-type: none"> <li>• St Nicholas CE Primary Academy is committed to using Pupil Premium funding effectively to support the progress and attainment of disadvantaged pupils.</li> <li>• The school's Pupil Premium strategy is well-developed and aligned with the school's overall improvement priorities, with a clear focus on evidence-informed approaches.</li> <li>• While there are still some persistent gaps in attainment, the school is making good progress in supporting disadvantaged pupils and is well-placed to continue this important work</li> </ul> <p><b>Christian Distinctiveness</b></p> <p>This term has seen some very strong links with the church continue to take place.</p> <p>Rev Chris and worship leaders met on 10/06/25 and conducted a learning walk.</p> <p>The following service have taken place at the school or in church this term.</p> <ul style="list-style-type: none"> <li>- Pentecost service</li> <li>- St Barnabas Day service</li> <li>- Corpus Christi service (a Eucharistic service)</li> <li>- Year R &amp; 1, St Peter and St Paul service and at the end of term</li> <li>- The Y6 Leavers service</li> </ul> <p><b>Confirmation introductions</b></p> <p>Rev Chris met with a number of children who are considering confirmation, at present there may be as many as 28 children who are thinking about this important step;</p> <ul style="list-style-type: none"> <li>• Details of interventions and innovations using the PP</li> </ul>	
--	--	--

	<p>Impact of PE and sports premium/any other streams of funding £19,090</p> <p>Government announced the Sports premium will continue for one more year only. As a school we undertake more PE than the national guidelines require; 308 children have represented the school in a sporting activity which is a phenomenal amount; children who don't like sports are encouraged to represent their school in a sporting competition. 93% of the children that actually don't want to attend a sporting competition have said once attended have really enjoyed it</p> <p>It has also helped that the school has a mini bus to transport the children to sporting events.</p> <p><b>1. Implementation</b></p> <p><b>Working with The Sports Trust - ACHIEVED</b></p> <ul style="list-style-type: none"> <li>• The Sports Trust will support the school with a number of events across the year, providing access to a wide range of sports and activities for pupils.</li> <li>• Kav, one of the Sports Trust Leaders, will be in school every Wednesday to work with children in all year groups, teaching a variety of sports such as Balanceability, Rugby, Netball, and Cricket.</li> <li>• The Sports Trust will also support the school with Key Stage competitions, such as Multi-sports activities in KS1.</li> </ul> <p><b>Water Sports - ACHIEVED</b></p> <ul style="list-style-type: none"> <li>• Pupils in Years 4, 5, and 6 will have the opportunity to participate in water sports, including Paddle boarding, Wind surfing, and Sailing, all of which are held at Rye Water sport centre.</li> </ul> <p><b>Alternative Sport for Year 3</b></p> <ul style="list-style-type: none"> <li>• Due to the closure of the sports centre at Folkestone, the school will need to find an alternative sport for the Year 3 pupils, as skiing will no longer be available.</li> </ul> <p>Pupils in Y3 have had access to F51 where they have been undertaking bouldering (wall climbing) which has been a resounding success.</p> <p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>• Year 4 pupils will continue to be offered swimming lessons.</li> </ul> <p><b>2. Impact</b></p> <p><b>Participation Rates</b></p> <ul style="list-style-type: none"> <li>• The school aims to achieve a participation rate of at least 80% in the extra-curricular sports and activities offered.</li> <li>• The school will monitor the participation of different groups (e.g., disadvantaged pupils, pupils with SEND) to ensure equal access and engagement.</li> </ul> <p><b>Skill Development</b></p>	
--	--	--

	<ul style="list-style-type: none"> <li>• Pupils participating in the sports and activities offered by the Sports Trust and the school's own provision will demonstrate improved skills and confidence in the respective sports.</li> <li>• The school will use pre- and post-assessments to measure the progress in skill development.</li> </ul> <p><b>Competitive Participation</b></p> <ul style="list-style-type: none"> <li>• The school will aim to increase the number of pupils representing the school in competitive sports events by at least 20% compared to the previous year.</li> <li>• The school will monitor the participation of different groups in competitive events to ensure equal representation.</li> </ul> <p><b>Pupil Enjoyment and Engagement</b></p> <ul style="list-style-type: none"> <li>• Pupil surveys and feedback will be used to measure the level of enjoyment and engagement in the sports and activities offered.</li> <li>• The school aims to maintain a high level of satisfaction (at least 85%) among pupils regarding the sports and activities provided.</li> </ul> <p><b>3. Sustainability and Next Steps</b></p> <p><b>Continued Partnership with The Sports Trust</b></p> <ul style="list-style-type: none"> <li>• The school will maintain its partnership with The Sports Trust, ensuring a consistent and high-quality provision of sports and activities for pupils. Additional funding was announced by the government at the start of June 2025</li> <li>• The school will explore opportunities to expand the partnership and introduce new sports and activities based on pupil feedback and interests.</li> </ul> <p><b>Staff Development</b></p> <ul style="list-style-type: none"> <li>• The school will provide professional development opportunities for staff involved in delivering sports and physical activity sessions, ensuring they have the necessary skills and knowledge to support pupil progress.</li> </ul> <p><b>Funding and Resource Management</b></p> <ul style="list-style-type: none"> <li>• The school will carefully manage the Sports Premium funding to ensure the sustainability of the sports and physical activity provision.</li> </ul> <p><b>Pupil Leadership and Engagement</b></p> <ul style="list-style-type: none"> <li>• The school will create opportunities for pupils to take on leadership roles, such as sports leaders and coaches, to foster a sense of ownership and responsibility among the pupil community.</li> <li>• The school will engage with pupils to gather feedback and ideas for new sports and activities, ensuring the provision remains relevant and engaging</li> </ul> <ul style="list-style-type: none"> <li>• School performance and standards</li> </ul>	
--	---	--

As governors are aware we took place in two EEF whole school projects this year.

One centred around parental engagement in EYFS and the other surrounding science across the whole school. The outcomes of the science project have been uploaded to governor hub and I would like to thank Amy Pursey for leading a successful project this year. We await the overall outcome of the project in the new term.

#### Early Years Foundation Stage 2025

Good level of development scores							
School Data				National Data			
2022	2023	2024	2025	2022	2023	2024	2025
83%	75%	65%	85%	63%	67.2%	67.7%	

A Good Level of Development is defined as children working at the expected standard in the key areas of literacy, mathematics, physical development, communication and language and personal, social and emotional development. Continue to do well with EYFS results.

#### Year One Phonics Screening trends

Year 1 Phonics outcomes of pupils working at or above the threshold

Year	201 6	201 7	201 8	201 9	202 2	202 3	202 4	2025
School	70.2	77.1	85.7	84.1	86.0	90.0	93	75% (83%)
National	81	81	82	82	75	80	81	

\*() less SRP children

Year 1 team have been put on notice that the results are not as HT expects and he is not happy with the results

The current year R are already out performing the current Year 1. There are at least 12 children in the cohort that require far more support than the remainder of the year.

#### Year Four Multiplication Tables Check (MTC)

Year 4 MTC outcomes

	2023		2024		2025	
	School	National	School	National	School	National
Mean average score	17.9	20.2	21.4%	20.1%	20.1% (21.2%)	

SATS figures for 2025 – please follow link

<https://app.governorhub.com/document/686d381cf08ae8a6045e1a73/view>

### SATS results explained to the Governors from the above table

Government have given out the result of the GD which has never been done before % of children nationally

GD For 2025

Reading 33% - 30.3% of the children achieved GD

### Writing 13%

SPAG 30%

Maths 26% - the school are a long way behind and this will be the focus for next year

Three children missed GD by 1 mark and this would have doubled our figures.

***Q: Governors stated that Data Is really good considering the school have a 40% level of deprivation, which as we know is very high but what would the national be for a similar school?***

HT I am unable to do these figures at the moment. Children have to pass all three subjects to achieve what is expected and some children will miss one area by 1 mark which brings our figures down. HT is pleased with the DATA as it shows how much hard work has been put in by the staff for these figures to be achieved. The school is improving year on year

Next year will be incredibly tough as there are a lot of children who are very intelligent but parents do not see education as an important aspect of their lives.

This year's school plan was to work with disadvantaged children and this has been a real positive for the school; the scores are very very close to the national average and are less than 1% less; some of the children who were not expected to make expected in their school lifetime have achieved

***Q: Governors asked could you explain the criteria for disadvantage?***

There are various factors including free school meals, low-income families, social services involvement just to name a few if you think of everything a child could have thrown at them these are the children that fall into the disadvantaged children.

It should be noted that Maths has seen a huge improvement

- Finance and Premises  
Budget

Governors agreed the 5-year budget plan at the last meeting (21/5/25); since then, there have been two significant streams of money come forward into the school.

Sports premium where the school will receive the same rate of funding as the previous year of approx. £19500

NI Payments

An additional £28000 will be provided centrally. This means the £8000 that was set aside to balance the impact of the non-payment of the Sports premium can now be brought back into the main delegated budget.

Our Period 9 report shows the following headings for our budget

Period 9 report – 13/6/25		
	Original budget	Current budget
Income	£2,735,138	£3,085,121
Total Expenditure	£2,822,507	£3,088,561
Surplus/deficit	<b>-£87,369</b>	<b>-£3440</b>
Revenue/capital balance C/F	£262,631	£618,585

The figures above include:

Hardship Fund balance £14,227.09 – this will reduce significantly in the next period's balances

Fundraising Balance £15,476.16 – which also includes £1,771.04 charitable fundraising)

Buildings and Grounds

Verbal update from CS on the boiler under Health and Safety

Learning environment

The school continue to have a successful rolling programme of improvement and will look to complete the last two set of classes (Y4) redecoration in the new academic year.

Auditors have said we will have approximately a 618K rollover

**Q: Governors asked how have you developed those relationships with benefactors originally?**

They have actually come to me rather than me sort them out; it started at a church service where they mentioned to the Headteacher a couple of the children were not in school uniform.

**Q: Governors asked how do you find more benefactors perhaps on a smaller scale?**

HT would like to go to the town council next year by using Father Chris as the spiritual lead and see how the mayor uses local events and business and speak to businesses, however the HT is aware the mayor has his own charities and this is something he is aware of.

Father Chris stated the mayor was in fact a headteacher so he will understand the hardships the school face.

***Q: Governors asked is it worth putting in a newsletter and making people aware?***

This is a very good idea; but I find so many parents don't read the newsletter so whilst we can try this, we need to look at other ways for example social media. There were also various other suggestions made.

PTA have done exceptionally well and have raised over 9k

- Staffing information

**REDUNDANCY – UNDER CONFIDENTIAL MINUTES**

- Appointments

As governors are aware, the school have had appointments to be made for the Assistant HT post, and the maternity cover for a Year 5 cover teacher.

I am delighted to announce the appointment of Hannah Lee as Assistant Headteacher, following a strong and robust selection process involving members of the Governing Body and of the Trust team.

Hannah's dedication, leadership, and clear alignment with the values of our school were evident throughout, and I am confident she will make a significant and positive impact on the culture and ethos of our school community.

- Like me, I am sure you look forward to working with Hannah in her new role and to the contributions she will make in shaping the future of our school.
- I would also like to take this opportunity to thank Miss Ryan for her dedication and commitment during the past year covering our Y4 maternity. Her hard work and positive impact on the children and the wider school community have been greatly appreciated. We wish her every success in the future.
- I am delighted to inform Governors that we have successfully appointed a maternity cover teacher following a competitive recruitment process. We received 11 applications and shortlisted four candidates for interview.

After a very strong field, we have appointed a teacher who is currently serving as an Assistant Headteacher and Lead Teacher within a Teaching Hub at a school in Tooting, London. St Nicks is excited to welcome this highly experienced educator to the team and are confident they will bring both expertise and enthusiasm to the role. Thank you to everyone involved in supporting these important appointments.

***Q: Governors asked why do you think you had such a high level of applications for the post?***

Headteacher responded he word about the school goes out further and further and this is the reason I believe we had such a good cohort of candidates for the

- This term the school set up their staffing structure for the term ahead along with outlining which classes would be moving on to which teacher. They are as follows:

Current Class	Moving to	Teacher(s)
Squirrel	Otter	Miss Fisher
Hedgehog	Badger	Miss Williams
Otter	Fox	Mrs Finch / Miss McHaffie
Badger	Hare	Mr Young
Hare	Chestnut	Miss Kay
Fox	Rowan	Mr Dewey
Chestnut	Birch	Mrs Thorn & Mrs Lee
Rowan	Beech	Mr Houghton
Beech	Willow	Mrs Vasquez
Birch	Maple	Miss Fellows
Maple	Elm	Miss Welsh
Willow	Oak	Mrs Bader

Our teaching structure for 2025/2026 is as follows

Year	Class	Teacher	TA's
Reception	Squirrel Hedgehog	Mrs Pursey Mrs Dunto/Miss Hopper	Mrs Spencer-Rog Mrs Leyshon & Mrs Williams
1	Otter Badger	Mrs Fisher Miss Williams	Miss Cloke Miss Evans
2	Hare Fox	Mr Young Mrs Finch/Miss McHaffie	Miss Carswell Miss Corbett
3	Rowan Chestnut	Mr Dewey Miss Kay	Mrs Dale & Miss Johnson Miss Wayland & Mrs Mattock
4	Birch Beech	Mrs Thorn / Mrs Lee Mr Houghton	Mrs Mitchell Miss Ellis
5	Maple	Miss Fellows	Miss Jupe & Miss

			Willow	Mrs Vasquez	Miss Frampton	
	6	Elm Oak	Miss Welsh Mrs Bader			
Another TA was recruited yesterday for a 30 hour per week contract, 5 of which will be on the lunchtime duty						
<p>Following on from our last meeting regarding SEND funding and staffing, the Headteacher has now met with staff who will not be having their contracts renewed due to pupils transitioning to Y7. They have also had meeting with those members of staff who have to have their hours cut in line with the LA reductions in funding, protecting our commitment to notional funding and reducing those members hours by 25% where it has no impact on our funding. The consultation for the single post redundancy has also started as agreed at the last meeting – under confidential minutes.</p> <p><i>I would also like to offer my congratulations to Mrs Turner for her nomination of an award by Canterbury Christ Church University. The nomination highlights her exceptional support for student teachers and dedication to developing the next generation of educators. Well done on this well-deserved recognition in your role in supporting our future teachers.</i></p>						
<b>8.</b>	<b>School Improvement Plan:</b> This will be discussed at the meeting this PM					
<b>9.</b>	<b>Governor Monitoring and other Reports &amp; Visits:</b> <ul style="list-style-type: none"> <li>a) Monitoring visits undertaken; subjects and governor/s EH has been into look at Maths SD has been in for attendance Father Chris has undertaken a learning walk</li> <li>b) Monitoring visits for next term</li> <li>c) Other Reports or notes of visits</li> </ul>					
<b>10.</b>	<b>Finance:</b> <ul style="list-style-type: none"> <li>a) Governor Report month/year As in the headteachers report.</li> <li>b) Consolidated cash flow</li> <li>c) Financial Report month/year</li> </ul>					
<b>11.</b>	<b>Safeguarding:</b>					

	<p>a) Issues or concerns:</p> <p>The school is working well with its external partners and has been effective in reducing its overall caseload.</p> <p>The hard work and dedication of the safeguarding and SNIT team has seen positive strides forward in promoting successful outcomes for our families in this area of traditionally very high need.</p> <ul style="list-style-type: none"> <li>• CP – 3</li> <li>• CiN – 1</li> <li>• CiC – 2</li> <li>• EH support – 8</li> <li>• SGO support – 2</li> <li>• Young carers – 18</li> <li>• CSS Disability team – 2</li> </ul>  <table border="1"> <caption>Incidents by Year Group</caption> <thead> <tr> <th>Year Group</th> <th>Incidents</th> </tr> </thead> <tbody> <tr><td>1</td><td>179</td></tr> <tr><td>2</td><td>115</td></tr> <tr><td>3</td><td>129</td></tr> <tr><td>4</td><td>95</td></tr> <tr><td>5</td><td>119</td></tr> <tr><td>6</td><td>87</td></tr> <tr><td>NA</td><td>5</td></tr> <tr><td>R</td><td>87</td></tr> </tbody> </table> <table border="1"> <caption>Actions by Year Group</caption> <thead> <tr> <th>Year Group</th> <th>Actions</th> </tr> </thead> <tbody> <tr><td>1</td><td>260</td></tr> <tr><td>2</td><td>131</td></tr> <tr><td>3</td><td>141</td></tr> <tr><td>4</td><td>116</td></tr> <tr><td>5</td><td>108</td></tr> <tr><td>6</td><td>95</td></tr> <tr><td>NA</td><td>1</td></tr> <tr><td>R</td><td>98</td></tr> </tbody> </table> <p><b>Q: Governors asked why have the numbers gone down?</b></p> <p>They have come off the CP register and also there is no further input from social service</p> <p>Parents will also receive food vouchers for their children for the summer holidays and our worries for these children whilst still there are not as severe as they were last year</p> <p>b) Safeguarding outcomes:</p>	Year Group	Incidents	1	179	2	115	3	129	4	95	5	119	6	87	NA	5	R	87	Year Group	Actions	1	260	2	131	3	141	4	116	5	108	6	95	NA	1	R	98	
Year Group	Incidents																																					
1	179																																					
2	115																																					
3	129																																					
4	95																																					
5	119																																					
6	87																																					
NA	5																																					
R	87																																					
Year Group	Actions																																					
1	260																																					
2	131																																					
3	141																																					
4	116																																					
5	108																																					
6	95																																					
NA	1																																					
R	98																																					
12.	<p><b>Health &amp; Safety:</b></p> <p>a) Issues or concerns:</p> <p>Air source heat pump is still not working; Saturday there was water everywhere in the kitchen the temp water heater had gone and was gushing out water; this will be fixed free of charge.</p>																																					

	<p>CS requested an update on air pumps and this has still come forward Nothing outstanding on H&amp;S</p> <p>Quotes for the soft play area are 27K and 29K and so this needs to be researched more</p> <p><b>Q: Governors asked where are we on the pavilion?</b> Senior planner for F&amp;HDC has not replied to any emails from the last 12 months after speaking with someone at the Fete on Saturday a response was received on Monday and planning has now been approved and will now be put to tender.</p> <p>HT is left with only 2 years to receive money from LA for the project</p> <p>b) Premises update:</p> <p>c) Review of Health &amp; Safety and report on incidents recorded:</p> <p>d) Progress towards General Risk Assessment priorities:</p>	
13.	<p><b>Riskmate Risk Register</b></p> <p>a) Update from Headteacher regarding Riskmate Register</p> <p>Please follow link below</p> <p><a href="https://app.governorhub.com/document/685d20e6ed50e187711f8b0/view">https://app.governorhub.com/document/685d20e6ed50e187711f8b0/view</a></p> <p>b) Assess Riskmate return for current strategic risks and ensure appropriate mitigations are considered</p> <p>c) GDPR</p>	
14.	<p><b>Compliance (including website):</b> Items for consideration: NONE</p>	
15.	<p><b>Policy Review:</b> <b>To ratify/adopt the following policies due for review:</b> <b>Aquila Trust Policies: (Adopt only)</b></p> <p>  </p> <p>Transporting Children or Young People.pdf   Sustainability Policy &amp; Action Plan.pdf   Asbestos Management Plan.pdf</p> <p><b>School Based Policies: (Ratify)</b></p>	

16.	<p><b>Any other business:</b>            Urgent Business to be notified to the Clerk and Chair in advance of the meeting</p> <ul style="list-style-type: none"> <li>HT will remove the photos of Governors as requested by Aquila- <b>ACTION</b></li> </ul>	
<b>Other:</b>		
17.	<p><b>Confidentiality:</b>            Governors to decide which items, if any, should be regarded as confidential and recorded within the confidential minutes for this meeting</p> <ul style="list-style-type: none"> <li></li> </ul>	
18.	<p><b>Confirmation date of next meeting:</b>  <b>Proposed dates:</b>  <b>Wednesday 15th October 2025 – apologies Sam Dennison</b>  <b>Thursday 11th December 2025</b>  <b>Tuesday 3rd February 2026</b>  <b>Wednesday 25th March 2026</b>  <b>Thursday 21st May 2026</b>  <b>Tuesday 7th July 2026</b></p>	
19.	<p><b>Closing Reflections &amp; Meeting Summary</b></p> <p>a) What was the theme of the key discussion during the meeting?</p> <p>The key theme of the discussion during the meeting centred around staffing issues and the reorganisation of duties within the school. The conversation focused on how staff roles and responsibilities may need to be adjusted to address concerns about student performance data and to ensure the school is effectively meeting its educational targets.</p> <p>SATS and DATA results were also discussed at great length</p> <p>b) What was the key challenge facing the School/Trust during this discussion?</p> <p>Attendance issues, particularly in Year 1. This issue could be impacting the early learning experiences and progress of younger students, which may have long-term effects on their academic development. Addressing this challenge is crucial to ensure that all students, particularly in the foundational stages of their education, are given the best chance to succeed.</p> <p>c) What are the areas for celebration in this discussion?</p> <p>SATs Results: The overall performance of the year group was a major highlight, especially considering the positive results for students coming from areas of deprivation. This indicates strong academic progress despite potential challenges, which is a significant achievement for both the students and the school.</p> <p>Year 6 Rehearsal for the Leavers' Service: The rehearsal for the Year 6 Leavers' Service was described as fantastic, reflecting the school's</p>	

	<p>commitment to celebrating students' achievements as they transition out of primary school. This could also foster a sense of community and accomplishment.</p> <p>Successful Trip to Chatham Dockyard: The trip to Chatham Dockyard was a success, likely providing students with a valuable learning experience outside the classroom. It could have been both educational and engaging, adding to the overall positive experiences of the students.</p>	
--	--	--

#### **Summary of Identified Actions**

<b>Item</b>	<b>Action</b>	<b>Action owner</b>
4	Governors will be expected to undertake KCSIE and Judicium training before the first LGB meeting on 15/10/2025.	ALL GOVERNORS
16	Photos of Governors to be removed from School website as requested by Aquila	HEADTEACHER