

### 1. Summary information

<b>School</b>	St John & St James C of E Primary School				
<b>Academic Year</b>	2019 - 20	<b>Total PP budget</b>	£109,560	<b>Date of most recent PP Review</b>	Feb 2019
<b>Total number of pupils</b>	230	<b>Number of pupils eligible for PP</b>	95	<b>Date for next internal review of this strategy</b>	July 2019

### 2. End KS2 2018

	<i>Pupils eligible for PP (8)</i>	<i>Pupils not eligible for PP (21)</i>	<i>national average</i>
% achieving in reading, writing and maths	100%	100%	64%
% making progress in reading	100%	100%	75%
% making progress in writing	100%	100%	78%
% making progress in maths	100%	100%	76%

### 3. Main barriers to educational achievements (for pupils eligible for PP, including high ability, in school and out of school)

<b>A.</b>	Social, emotional and mental health needs – A significant number of pupils have additional needs that demand a personalised approach to the provision and their pastoral support. A number of children and families have challenges with routines, parenting capacity, mental health and managing emotions.
<b>B.</b>	SEND - the school has 5.7% of pupils with EHCPs compared to 1.3 nationally. Of these EHCPs there is a growing number of pupils with ASD and complex needs. The school serves an additional 17.8% pupils with SEN support.
<b>C.</b>	Social care needs - the school has 8 LAC/previous LAC pupils on role. A large number of families have been historical or currently supported by Social Care. Parents need support from the school to help them address their needs and to support their children's learning.
<b>D.</b>	Diversity - 82% of pupils are from ethnic minorities placing the school in the highest percentile. 31% of pupils have English as an additional language which is higher than other schools nationally. Some children need targeted support in order to catch up with their peers in terms of language.
<b>E.</b>	Social deprivation - the deprivation indicator places the school in the highest quintile nationally. A large number of children miss out on opportunities for educational enrichment outside of school.

#### 4. How the impact will be measured

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	KS2 - diminish the differences between pupil premium and non-pupil premium pupils and to be above peers nationally	Gaps diminishing between PP and non PP pupils and pupil's attainment is higher than those nationally
<b>B.</b>	KS1 and EYFS – attainment of disadvantaged pupils to be in line with or above their peers nationally	Attainment is in line or above peers nationally at end of Ks1 and EYFS
<b>C.</b>	Attendance and punctuality is good I all year groups	Persistent absenteeism is monitored closely and continues to fall School attendance figures are in the top 20% nationally
<b>D.</b>	Continue embedding strategies to support pupils and families with SEMH needs	Pupils with SEMH needs make good progress in all areas of learning
<b>E.</b>	Increase parental engagement for disadvantaged pupils	Increased attendance of parents at curriculum events/ workshops

#### 5. Planned expenditure

**Academic year**

**2019-20**

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

##### i. Quality of teaching for all

Objective	Action	Cost	Impact
To ensure quality first teaching and sharing best practice across the school	Leaders to be released to support across the school to improve quality first teaching. Team teaching and planning, modelled lessons and coaching sessions. Leaders will develop and provide targeted support/intervention for pupils to address underachievement & developing effectiveness of support staff.	£30,000	Gaps diminishing between PP and non PP pupils and pupil's attainment in higher than those nationally An increased % of pupils achieving greater depth across the school

To quality assure the judgements and provision of next steps and improvement in reading and maths	Leaders to moderate assessment fundamentals and support development of medium term plans identifying pupil's next steps in learning.	£3,000	Gaps diminishing between PP and non PP pupils and pupil's attainment in higher than those nationally An increased % of pupils achieving greater depth across the school
To ensure pupils are exposed to challenging texts in order to meet the demands of the new curriculum.	English lead to attend CPD, buy additional resources for class libraries and reading lessons. Link texts to develop critical literacy skills linking to history and geography lessons.	£8,000	An increased % of pupils achieving greater depth across the school
To extend pupils classroom experiences through enrichment activities	Trips and outings (to include workshops, school visitors and residential trip in Y6): to ensure that all pupils are able to attend	£3,000	Gaps diminishing between PP and non PP pupils and pupil's attainment in higher than those nationally Pupils with SEMH needs make good progress in all areas of learning
To provide training for staff in cognitive acceleration so staff are more confident in developing higher order learning opportunities	Metacognitive CPD	£1,500	An increased % of pupils achieving greater depth across the school
<b>ii. Targeted support</b>			
Objective	Action	Cost	Impact
To improve pupils language and communication skills and building vocabulary in EYFS	Wellcomm intervention Targeted speech & language support	£1,000	Attainment is in line or above peers nationally at end of Ks1 and EYFS
Small group maths sessions to develop and reinforce arithmetic and reasoning skills	Senior leader to support and deliver interventions across the school.	£10,000	Gaps diminishing between PP and non PP pupils and pupil's attainment in higher than those nationally

To deliver small group support to extend skills in phonics and reading.	Daily small group reading for targeted pupils in Y1-6 to raise standards. Literacy lead to support with interventions and book banding to ensure pitch is accurate. Modelling and planning with TAs.	£4,000	Gaps diminishing between PP and non PP pupils and pupil's
Maximise learning time through afterschool provision.	Homework Club for pupils	£3,000	Gaps diminishing between PP and non PP pupils and pupil's attainment in higher than those nationally
Interventions in place to support emotional wellbeing, confidence and self-esteem to help better engage in learning	Continue develop the schools peer mentoring systems, good to be Me programme, social skills, and peer mediation	£2,000	Pupils with SEMH needs make good progress in all areas of learning
To enrich the writing of pupils through exposure of challenging texts and styles	More able pupils in Year 5 and Year 6 to have additional writing interventions delivered by Senior leaders	£5,000	An increased % of pupils achieving greater depth across the school
<b>iii. Other approaches</b>			
Objective	Action	Cost	Impact
To enrich the curriculum and extend cultural experiences, appreciate and enjoy Shakespeare's work. Building confidence and enthusiasm of staff to bring Shakespeare into the classroom.	Shakespeare week – Pupils to participate in a workshop where they will learn a part particular of the play which they will perform at the end of the week. Classes will engage in art workshop to develop the backdrop for a whole school performance.	£2,500	Improve language development and enrich vocabulary Teachers develop different strategies to support pupils with performance
To support parents to overcome barriers to children's learning and increase engagement of pupils learning	Release leaders to deliver parent Workshops: phonics, reading, maths, computing to develop skills in supporting children at home and to give an overview of learning at SJSJ	£2,500	Increased attendance of parents at curriculum events/ workshops
To work in partnership with children and families to plan and implement coordinated and child focused support which improves identified outcomes	Family liaison officer	£15,000	Pupils with SEMH needs make good progress in all areas of learning



Interventions in place to support emotional wellbeing and reduce exclusions and incidences of poor behaviour	Behaviour professionals working with children and families to support learning. Support from the reengagement team	£10,000	Pupils with SEMH needs make good progress in all areas of learning
To extend learning time and engage pupils in practising maths skills especially times tables	Mathletics subscription to allow all pupils home access and to support reinforcement and developing a love of maths	£4,000	Gaps diminishing between PP and non PP pupils and pupil's attainment in higher than those nationally
Pupils to take part in a range of enrichment activities	After school club funding to enable pupils to have equal access to enrichment activities	£5,000	Pupils with SEMH needs make good progress in all areas of learning
Total budgeted cost		£109,500	

6. Review of expenditure			
Previous Academic Year			
i. Quality of teaching for all			
Chosen action/approach	Evaluation of impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
ii. Targeted support			
Chosen action/approach	Evaluation of impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
iii. Other approaches			
Chosen action/approach	Evaluation of impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Total budgeted cost			

7. Additional detail
<p>In this section you can annex or refer to <b>additional</b> information which you have used to inform the statement above.</p> <p>Our full strategy document can be found online at: <a href="http://www.johnjames.hackney.sch.uk">www.johnjames.hackney.sch.uk</a></p>