

# Jersey Premium strategy statement

This statement details our school's use of Jersey Premium funding to help improve the attainment of our pupils eligible for funding.

It outlines our Jersey Premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of Jersey Premium had within our school.

## School overview

Detail	Data
School name	St Peter's school
Number of pupils in school	198
Proportion (%) of Jersey Premium eligible pupils	17%
Academic year/years that our current Jersey Premium strategy plan covers	2022-2023
Date this statement was published	25 <sup>th</sup> January 2023
Date on which it will be reviewed	25 <sup>th</sup> January 2024
Statement authorised by	Nasima Rashid
Jersey Premium lead	David Cronin

## Funding overview

Detail	Amount
Jersey Premium funding allocation this academic year	£35,000

# Part A: Jersey Premium strategy plan

## Statement of intent

*You may want to include information on:*

- Our ultimate objective for our Jersey premium eligible children is that there is no gap in achievement or rates of progress between these pupils and their peers
- Our current Jersey Premium strategy plan works towards achieving those objectives by providing additional focused CPD for all staff.
- Our strategy includes teaching projects, targeted interventions and wider strategies and compliments the overarching aims on the School Development Plan

## Challenges

This details the key challenges to achievement that we have identified among our pupils eligible for Jersey Premium funding.

Challenge number	Detail of challenge
1	JP eligible pupils are statistically more likely to fall behind their peers in reading, writing and maths
2	JP eligible pupils who are identified as MLL learners fall behind their peers in reading, writing and maths
3	Some JP eligible pupils are below age related expectation in communication and language, reading and writing
4	JP eligible pupils identified as having social and emotional needs encounter significant issues to their success.
5	JP eligible pupils identified as having social and emotional needs encounter significant issues to their success.

## 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
1. To provide high quality teaching in all classes (Writing, Reading & Maths)	All pupils make at least expected progress in reading, writing, language and maths.
2. Pupils identified as MLL do not fall behind their peers in reading, writing and maths. Class teachers have a greater understanding of MLL	Pupils identified as MLL are working at age related expectations or above.

learners; quality of planning, teaching and learning reflects this	
3. Pupils eligible for JP funding do not fall behind their peers in reading.	Selected children complete the Wellcomm and Reading intervention programmes. Children end the academic year as 'Secure' in reading.
4. Pupils eligible for JP funding will be supported in order to be confident and successful in all aspects of school life.	Pupils who have undertaken ELSA sessions will have an improved self-efficacy, resilience, self-esteem and engagement with learning in class.
5. Pupils eligible for JP funding will be supported in order to be confident and successful in all aspects of school life.	Pupils identified will have improved progress and achievement outcomes across the curriculum, from current starting points, will reflect a readiness to learn. Independence and resilience to challenges will ensure they become more independent and will result in them working at age related expectations or above.

## Activity in this academic year

This details how we intend to spend our Jersey Premium **this academic year** to address the challenges listed above.

### Teaching

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Aim:</b> To provide high quality teaching in all classes (Writing, Reading and Maths)</p> <p>Ensure all teachers have a collective understanding of the needs, expectations and strategies to support children eligible for Jersey premium funding in their class.</p> <p>The Jersey Premium (JP) lead and Senior Leaders will carry out 1-1 meetings (including JP planning meetings and Pupil Progress meetings) with all class teachers termly. These meetings will be centred around meeting the needs of each individual child who is eligible for funding. As part of the initial JP planning meetings in January, we will present JP actions, we look at what strategies have been successful, plan future interventions at the child's level of need, and identify additional resources in order to best support and deliver future strategies and planned intervention e.g., providing additional teaching support in class/in groups/1-1, equipment, books, teacher/staff training (CPD.)</p> <p>All teachers will create termly Provision Maps, providing an overview of the focus / targets, key staff, progress data and evaluations for planned actions and interventions for each child. These are monitored and reviewed termly by the JP lead and senior leaders.</p> <p>Programme of Staff professional development– continued training by local lead/Hampshire Team member on developing the use of Textdrivers approach to teach high quality Reading and Writing skills.</p> <p>English lead as 'Teaching and Learning Mentor' to work alongside staff to support planning for high quality learning journeys and enhancing and supporting teaching pedagogy.</p> <p><b>Acquisition of a range of high quality texts and resources.</b></p>	<p>Writing review (which have included learning observations, work scrutiny, pupil interviews) have identified that a more consistent and whole approach is required.</p> <p>Provide teachers with the time and professional development opportunities needed for well planned, well-resourced high-quality teaching and assessment for learning for all (e.g., through teaching there is an emphasis on explicit instruction, scaffolding, flexible grouping, targeted support and cognitive and metacognitive strategies.)</p> <p>CPD and resourcing, for writing initiative (<b>HIAS Text Drivers</b>) to develop writing and reading skills across the school.</p>	<p>1</p>

<p><b>Aim:</b> Increase access to the curriculum for our Multilingual Learners (MLL) for whom English is as an Additional Language (EAL.)</p> <p><b>Activity:</b> MLL learning support assistant. All class teachers to receive CPD focussing on MLL learners, to ensure that all teachers understand the needs of MLL learners.</p>	<p>Four members of staff are currently trained and accredited in using the Bell MLL Assessment tool to measure and address the language and vocabulary needs of our children (in particular those who have languages other than English in their linguistic repertoire.)</p> <p>New MLL lead appointed to lead whole school developments for 2022. Raising all staff awareness and understanding of Multilingualism in Education through western cluster school seminar lead by Eowyn Crisfield (education consultant on raising Bilingual children.)</p> <p>Next step for 2023 – MLL lead to develop an Action Plan to drive forward support for learners where vocabulary barriers have been identified. Increase knowledge and understanding of classroom resources to support language needs.</p>	<p>2</p>
--	---	----------

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Aim:</b> To support language development Activity: Targeted support in Speech and Language using Wellcomm and Reading intervention programmes.</p>	<p>Previous outcomes for pupils 2021-22 EEF-Early Years-Communication and Language approaches.</p>	<p>3</p>
<p><b>Aim:</b> To support social, emotional and mental health of pupils</p> <p><b>Activity:</b> Develop further the emotional understanding and response skills of pupils (ELSA).</p> <p>Provide pupils (and parents) with timely interventions and support against pastoral and mental health issues which have increased in profile since the pandemic and school closures.</p>	<p>Social and emotional learning-EEF</p>	<p>4</p>

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

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Aim:</b> to provide support in tackling non-academic barriers to success such as self-esteem, resilience and attachment.</p> <p>Provide opportunities to attend extra-curricular activities.</p> <p><b>Activities:</b> Outdoor learning and nurture Attachment-based mentoring &amp; Extra-curricular activities. Eco lead to attend Forest school training (March 2023) and attachment focussed training.</p> <p>Assess and clarify pupils who will access the Nurture group and sustained teaching and support of pupils.</p> <p>2x ELSA/TA's supporting pupils on timetabled basis throughout each term; social support intervention strategies (especially for lunchtimes) for targeted groups of pupils for set periods of time.</p>	<p>Social and emotional learning-EEF Physical activity-EFF Outdoor adventure learning-EEF Public Health England-The link between pupil health and wellbeing and attainment.</p>	<p>5</p>

**Total budgeted cost: £35,000**

## Part B: Review of outcomes in the previous academic year

### Jersey Premium strategy outcomes

This details the impact that our Jersey Premium activity had on pupils in the 2022 to 2023 academic year.

What other feedback have you had on your plan or activities?

## Further information (optional)

For further information on Jersey Premium eligibility see [Jersey Premium \(gov.je\)](https://www.gov.je)