

# Jersey Premium strategy statement

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

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	199
Proportion (%) of Jersey Premium eligible pupils	18%
Academic year/years that our current Jersey Premium strategy plan covers	2024-2027
Date this statement was published	January 2025
Date on which it will be reviewed	January 2026
Statement authorised by	Nasima Rashid
Jersey Premium lead	Andrew Devlin

## Funding overview

Detail	Amount
Jersey Premium funding allocation this academic year	£58,500
<b>Total budget for this academic year</b>	£58,500

# Part A: Jersey Premium strategy plan

## Statement of intent

St Peter's is a caring and inclusive school that encourages and celebrates success for all. Our school is driven by an enthusiasm for learning and an ambition that every child can achieve success.

We are a welcoming and supportive community that celebrates diversity, respects differences and values everyone for their individual qualities and needs. We are committed to developing each young person as an individual, meeting their individual needs and encouraging them to develop a positive image of themselves.

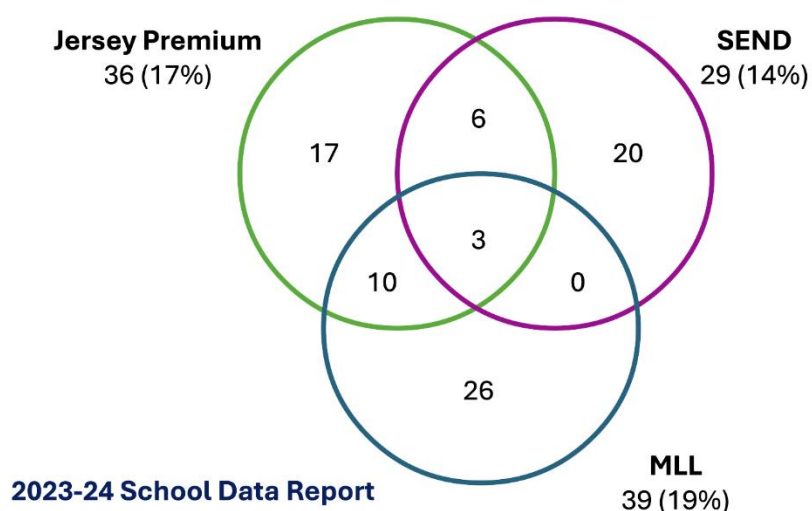
We want all St Peter's School pupils to feel happy and safe, so that they can be responsible members of their community, empowered with the skills and knowledge to enjoy an enriched and active life.

To address the needs of children at risk of underachievement our Jersey Premium strategy uses a tiered approach.

To support our Jersey Premium strategy and our wider inclusive approach, we aim to provide:

- High quality teaching for all pupils
- Targeted academic support for children at risk of underachievement
- Wider strategies to support non-academic barriers to learning.

### Pupil groups at St Peter's:



## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Speech, language and communication, including Oracy</b></p> <p>More than half of children (53%) who are eligible for Jersey Premium, also fall within at least one other target demographic group (SEND or MLL). From our assessments, observations and discussions we have identified JP eligible children who have underdeveloped oral language skills and gaps in their vocabulary knowledge.</p>
2	<p><b>Progress and achievement in reading and phonics</b></p> <p>Our data shows that that some children who are eligible for JP make slower progress than their peers in phonics assessments. Last year by the end of year 2 the attainment gap between JP and non-JP eligible children was 16%. Children within this group are at risk of not making progress in line with their peers.</p>
3	<p><b>Progress and achievement in writing</b></p> <p>Our writing assessments show that some children who are eligible for JP do not make the same progress as their peers. Children within this group are at risk of not making progress in line with their peers.</p>
4	<p><b>Progress and achievement in mathematics</b></p> <p>Our data shows that that some children who are eligible for JP make slower progress than their peers in PUMA assessments. Last year by the end of year 2 the attainment gap between JP and non-JP eligible children was 12%. Children within this group are at risk of not making progress in line with their peers.</p>
5	<p><b>Emotional health and wellbeing</b></p> <p>From our assessments, observations and discussions we have identified some children who are JP eligible requiring additional support with their social and emotional development.</p>

## 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
To ensure all staff are aware of the needs of vulnerable learners and factors that could lead to underachievement.	<ul style="list-style-type: none"> <li>• CPD delivered to all staff during the Spring term focussing on supporting vulnerable learners at risk of underachievement</li> <li>• Opportunities for professional discussions around engagement of JP eligible children to take place in the Spring Term</li> <li>• Staff feel more confident to meet the needs of children at risk of underachievement</li> <li>• Universal offer provides suitable adaptations to meet the needs of vulnerable learners</li> </ul>

	<ul style="list-style-type: none"> <li>• Evidence of inclusive practise observed through monitoring activities.</li> </ul>
<p>To provide high quality teaching that supports children's core skills in reading, writing and mathematics and the wider curriculum.</p>	<p><b>Phonics and early reading</b></p> <ul style="list-style-type: none"> <li>• All staff trained to deliver high quality phonics teaching following the Little Wandle programme</li> <li>• Little Wandle scheme used successfully in EYFS and KS1 and for selected children in KS2 through regular interventions</li> <li>• Opportunities to further develop reading provision as children progress through school explored and visits to observe good practice in other schools</li> <li>• Pupil voice shows children's positive engagement with reading</li> <li>• Assessment data shows that all children are making adequate progress from their starting points</li> <li>• An increase of 5% in overall attainment of JP and MLL groups.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• MTPs in English reviewed and CPD delivered to all teachers in the Autumn Term</li> <li>• A systematic approach to grammar teaching in introduced: this ensures that progression of grammar skills is clear</li> <li>• Writing lessons include meaningful opportunities to use and develop Oracy skills and evidence collected of where this supports writing development</li> <li>• Curriculum planning ensures inclusive practise is supported through the universal offer</li> <li>• Pupil voice shows children's positive engagement with writing and that they know and understand year group specific grammar skills</li> <li>• Assessment data shows that all children are making adequate progress from their starting points in their written work and this is evident in writing across the curriculum</li> <li>• An increase of 5% in overall attainment of JP and MLL groups.</li> </ul> <p><b>Maths</b></p> <ul style="list-style-type: none"> <li>• Consistent approach to maths teaching in place across the school supplemented by WRM resources and high-quality manipulatives</li> <li>• Pupil voice shows children's positive engagement within maths lessons</li> <li>• Assessment data shows that all children are making adequate progress from their starting points</li> <li>• An increase of 5% in overall attainment of JP and MLL groups.</li> </ul>

<p>To provide regular and meaningful opportunities for Oracy across all curriculum areas and within the wider school day.</p>	<ul style="list-style-type: none"> <li>• Evidence of opportunities for oracy development observed through whole school monitoring activities</li> <li>• Opportunities for children to learn through oracy as well as to develop their oracy skills</li> <li>• Oracy used effectively to support learning across the curriculum</li> <li>• Wider opportunities for oracy development identified (e.g. assemblies, lunch hall, playground)</li> <li>• Pupil voice shows children's positive engagement with oracy activities throughout the school.</li> </ul>
<p>To ensure all children make good progress from their starting point including those from key groups (SEND, JP and MLL).</p>	<ul style="list-style-type: none"> <li>• Class teachers have a greater understanding of potential barriers to learning; the quality of planning, teaching and learning reflects this</li> <li>• Evidence of effective adaptive teaching in place across the school</li> <li>• Assessment data shows that all children make adequate progress from their starting points, including those who are eligible for JP, SEND or MLL.</li> </ul>
<p>To create a calm and welcoming outdoor learning environment that supports children to feel emotionally safe and happy in school.</p>	<ul style="list-style-type: none"> <li>• Continued development of the outdoor play offer following the OPAL guidance and action plan</li> <li>• Peer Mediator programme in place with students trained to complete peer mediation at break and lunchtimes.</li> </ul>
<p>To provide timely and meaningful wellbeing support when required.</p>	<ul style="list-style-type: none"> <li>• System in place to support referral to ELSA programmes of support</li> <li>• Regular supervision of the ELSA lead in place</li> <li>• Systems in place to support the review of active referrals</li> <li>• Review completed of mental health policies and attendance at relevant forums for the MH leads.</li> </ul>

## 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 (for example, CPD, recruitment and retention)

Budgeted cost: £38,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>To provide CPD for all staff to support their understanding of the Jersey Premium and factors that can lead to underachievement.</i></p> <ul style="list-style-type: none"> <li>- <i>Staff meeting and CPD time allocated to look at the challenges faced by vulnerable learners and strategies to overcome potential barriers to learning</i></li> <li>- <i>Opportunities to support teachers in meeting the needs of learners explored through coaching and professional discussions</i></li> <li>- <i>Discussions with all teachers as part of regular pupil progress reviews will focus on the achievement of vulnerable groups.</i></li> </ul>	<p>Effective training and professional development are important to support the effective implementation of the Jersey Premium strategy.</p> <p>EEF guidance on implementation supports the use of coaching to engage and unite staff.</p> <p><a href="#">A School's Guide to Implementation   EEF</a></p>	<p>All</p>
<p><i>To develop inclusive practice to support all learning, including for children from key demographic groups (SEND, JP and MLL)</i></p> <ul style="list-style-type: none"> <li>- <i>HT, DHT and SENCo will participate in the Inclusive Champion Programme and conduct a SEND Review and Action Plan</i></li> <li>- <i>The SEND review will also look at other key groups and how the universal offer can be used to support positive outcomes for all</i></li> <li>- <i>SLT to develop whole school strategies to support identified children at risk of underachievement.</i></li> </ul>	<p>Nasen research and guidance supports using the universal offer to develop and embed inclusive practice.</p> <p>Due to the significant overlap between target groups at St Peter's it is important to consider all areas of need and plan for these together.</p> <p><a href="#">Teacher Handbook: SEND   Whole School SEND</a></p>	<p>All</p>
<p><i>To monitor the attainment of all learners, including those from key groups (SEND, JP and MLL)</i></p> <ul style="list-style-type: none"> <li>- <i>DHT to further develop systems for tracking pupil outcome and progress for target groups</i></li> <li>- <i>Key demographic groups will be considered as part of regular subject monitoring and subject reviews</i></li> </ul>	<p>Nasen research supports a graduated approach when supporting children with SEND. As part of the review process, it is important to assess and respond to interventions.</p> <p><a href="#">Teacher Handbook: SEND   Whole School SEND</a></p> <p>The EEF guidance on implementation highlights the importance of regular</p>	<p>2-4</p>

<ul style="list-style-type: none"> <li>- <i>Pupil Progress Reviews will include a focus on identified children from key groups to monitor their progress</i></li> <li>- <i>Staff will use the graduated approach when supporting the most vulnerable learners</i></li> </ul>	<p>monitoring to ensure changes being implemented are effective.</p> <p><a href="#">A School's Guide to Implementation   EEF</a></p>	
<p><i>To continue to develop the oracy provision for all learners, including those from key groups (SEND, JP and MLL)</i></p> <ul style="list-style-type: none"> <li>- <i>Continued training with Voice 21 for oracy champion and lead</i></li> <li>- <i>Development of whole school strategies to support oracy development in all subject areas</i></li> <li>- <i>Oracy implemented into medium term planning in all subjects</i></li> <li>- <i>Continue to develop the wider opportunities for talk (e.g. during assemblies, on the playground and in the lunch hall)</i></li> <li>- <i>Provide opportunities for the Oracy Lead to work with teachers to develop their classroom practice.</i></li> </ul>	<p>Research by Voice 21 shows that a high-quality oracy curriculum can be effective in improving academic outcomes and literacy development. This leads to an increase in confidence and wellbeing, equipping students to thrive in life beyond school and shrink the language gap.</p> <p>Voice 21</p>	2-4
<p><i>To continue to improve the curriculum to ensure all our pupils benefit from high quality teaching and learning so they secure at least good progress from their starting points (linked to SIP)</i></p> <p><i>In addition to SIP actions the following actions relate specifically to key groups.</i></p> <ul style="list-style-type: none"> <li>- <i>Review of MTP to ensure the needs of all children are catered for, including those eligible for JP or identified as SEND/ MLL</i></li> <li>- <i>Embedding the Little Wandle programme to ensure all children, particularly JP and MLL, have a solid foundation in phonics and early reading</i></li> <li>- <i>Evaluate the reading curriculum to ensure opportunities for children to develop their reading skills are consistent across the school</i></li> <li>- <i>Investigate reading programmes to support this and any training requirements</i></li> <li>- <i>CPD delivered to staff to support vocabulary development and teaching of Tier 2 and 3 vocabulary included in planning</i></li> <li>- <i>CPD delivered to staff to ensure a consistent and systematic approach to teaching writing</i></li> <li>- <i>Development of English MTPs to ensure a clear progression of grammar skills.</i></li> </ul>	<p>St Peter's provides a broad and balanced curriculum following the Jersey Curriculum. It is important that children are secure in the foundations of reading and early number so that they can progress with their learning across the whole curriculum.</p>	2-4

<p><i>To ensure children have access to appropriate reading books at each stage of their learning</i></p> <ul style="list-style-type: none"> <li>- <i>The English Lead will work with the Phonics lead to identify any gaps in home reading books for early readers</i></li> <li>- <i>Purchase of books for home reading as needed.</i></li> </ul>	<p>To support effective phonics teaching and to ensure children can apply their learning it is important that children have access to appropriately levelled reading books. This is important to ensure children gain confidence when developing their early reading skills.</p>	<p>2-4</p>
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## 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><i>To identify children at risk of underachievement through assessment data and Pupil Progress Reviews</i></p> <ul style="list-style-type: none"> <li>- <i>Monitor the attainment of all learners, including those from key demographic groups (SEND, JP and MLL)</i></li> <li>- <i>Identify children at risk of underachievement and requiring intervention</i></li> <li>- <i>JP Lead to work with the SENCo and class teachers to plan appropriate tailored interventions for children at risk of underachievement</i></li> </ul>	<p>To ensure the Jersey Premium Strategy is effective it is important to identify children at risk of underachievement early so that interventions can be implemented when needed in a timely manner.</p> <p>Guidance from the EEF supports the use of the graduated approach (assess, plan, do, review) when supporting children with SEND. Research from Nasen points to the effectiveness of this approach to support inclusive practice.</p> <p><a href="#">Special Educational Needs in Mainstream Schools   EEF</a>  <a href="#">Graduated Approach Prompt   Nasen</a></p>	<p>2-4</p>
<p><i>To provide interventions for children at risk of falling behind in phonics and early reading</i></p> <ul style="list-style-type: none"> <li>- <i>Training provided by the Phonics Lead to all staff delivering phonics or a phonics-based intervention</i></li> <li>- <i>Children for intervention identified through termly phonic assessments</i></li> <li>- <i>'Keep up' interventions delivered using the Little Wandle programme for children still receiving phonics teaching in EYFS and KS1</i></li> <li>- <i>'Catch up interventions delivered to those requiring support in KS2.</i></li> </ul>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p> <p><a href="#">Phonics   EEF</a></p> <p>There is a strong evidence base to support small group tuition as evidence suggests that this approach is effective to support sustained engagement and to help ensure individual needs are met.</p> <p><a href="#">Small group tuition   EEF</a></p>	<p>2-4</p>

**Wider strategies (for example, related to attendance, behaviour, wellbeing)** Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Senior leaders to work with the Education Welfare Officer (EWO) to develop a whole school strategy to support good attendance for all</i></p> <ul style="list-style-type: none"> <li>- <i>Regular monitoring of whole school attendance, including key pupil groups</i></li> <li>- <i>Attendance action plans completed for individual pupils and families when appropriate</i></li> <li>- <i>Regular meetings with EWO to share updates and review actions</i></li> </ul>	<p>For children to achieve well in school, it is important that they attend regularly. Research shows the importance of professionals working together to support positive school attendance. When children are not attending regularly it is important that strategies to improve attendance are acted on swiftly.</p> <p><a href="#">Supporting attendance   EEF</a></p>	All
<p><i>To ensure that a clear pathway to support children's wellbeing is in place for all children in school</i></p> <ul style="list-style-type: none"> <li>- <i>Continued development of the PSHE curriculum to support children's understanding of their own wellbeing and ways to stay healthy</i></li> <li>- <i>Continued development of Zone's of Relevance and wellbeing areas to support children managing their own emotions</i></li> <li>- <i>Systems in place to identify children in need of further support and signposting</i></li> </ul>	<p>It is important that non-academic barriers to learning are addressed to ensure children attend and are safe and happy in school. The tiered approach including as part of the Jersey guidance on addressing educational disadvantage supports this.</p>	
<p><i>To continue to provide opportunities for peer support on the playground using Peer Mediators</i></p> <ul style="list-style-type: none"> <li>- <i>Training for new Peer Mediators each year in Y5</i></li> <li>- <i>Support for Peer Mediators from the ELSA lead as needed</i></li> </ul>	<p>It is important that all children feel safe and happy in school. Peer Mediation develops social skills that help make communication healthier and empowers young people to create positive changes in the lives of their peers.</p> <p><a href="#">Peer Mediation   The Resolution Centre</a></p>	All
<p><i>To continue to develop the outdoor provision through the OPAL programme</i></p> <ul style="list-style-type: none"> <li>- <i>OPAL team to meet regularly to review progress against the action plan and plan next steps</i></li> </ul>	<p>OPAL research highlights the many benefits of play and the impact this can have on children's wellbeing a physical development. By providing a variety of play opportunities we can support children in learning through play, including managing their own risk and accessing risk taking opportunities.</p> <p><a href="#">Research and evidence - Outdoor Play And Learning</a></p>	5
<p><i>To continue to develop pupil voice through the School Council</i></p> <ul style="list-style-type: none"> <li>- <i>The SC Lead will facilitate meetings each week</i></li> <li>- <i>The School Council will ensure that events and fundraising activities are organised throughout the year</i></li> <li>- <i>Pupil voice will be sought as part of whole school monitoring and evaluation</i></li> </ul>	<p>To support pupil voice and to ensure that all children have ownership of activities in school and feel that their voices are heard.</p>	All

**Total budgeted cost: £58,500**

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

### Jersey Premium strategy outcomes

Intended outcome	Success criteria	Review December 2024
To provide high quality teaching in all classes (Writing, Reading & Maths)	All pupils make at least expected progress in reading, writing, language and maths.	St Peter's is developing an ambitious curriculum that supports children's learning across the whole curriculum. Ongoing development of long- and medium-term planning is leading to positive outcomes for all children. In year data shows that progress for each cohort is maintained or improved as they move through the school.
Pupils identified as MLL do not fall behind their peers in reading, writing and maths. Class teachers have a greater understanding of MLL learners; quality of planning, teaching and learning reflects this	Pupils identified as MLL are working at age related expectations or above.	At the end of year 2 all children who are MLL were at least developing in reading and writing. There are gaps in children moving from developing to secure that will be a focus during the next academic year.
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.	In year data shows that all children are making progress in their phonics assessments. For JP eligible children, reading outcomes show a gap in attainment at the end of Y2 but not in Y6. Future actions will focus on gaps in MLL learners moving from Developing to Secure.
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.	During the last year a number of children assessed support through ELSA sessions. Pupil and parental feedback is celebrates the positive impact that this work has had on children receiving this support.
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.	Pupil voice with key groups shows that children are happy in school and feel confident in their learning. Children feel that they know who to speak to if they need help and feel confident in asking for help when they need to.