

St Peter's School



"Together we hold the Keys to Success"

Jersey Premium Statement

Background

The Jersey Premium is an allocation of extra funding provided to schools to support specific groups of children who are vulnerable to possible underachievement. The funding is a commitment from the States of Jersey to ensure that every pupil has an equal opportunity to access the full curriculum, to receive high- quality teaching tailored to their needs and to perform to the best of their ability. Schools will strive to raise the aspirations and educational attainment of all pupils, regardless of their eligibility for Jersey Premium.

Aims

We are a caring and inclusive school driven by an enthusiasm for learning and we have the highest aspirations and ambitions for all our pupils. We believe that no child should be left behind and are committed to providing the highest quality education for all our children regardless of background or barriers to learning, so that children develop the skills and attitudes they need to realise their potential. Strategic use of Jersey Premium funding supports us in ensuring that all pupils at St Peter's School achieve their full potential.

Cohort & Funding	2017	2018
Jersey Premium Budget	£26,595	£24,960
Total number of pupils	212	215
Number of pupils eligible for Jersey Premium	25	35
% of pupils eligible for Jersey Premium	12%	16%

At St. Peter's School we understand that challenging socio-economic circumstances can create additional barriers to learning for children. There may also be complex family situations that prevent children from flourishing. A willingness to be in school and readiness to learn are vital for pupils to learn effectively. The challenges are varied and there is no "one size fits all".

However we are clear that these challenges can be overcome. Evidence shows that the most effective way to improve outcomes for children at risk of underachieving is through ensuring they have access to high quality classroom teaching.

2017 was the first year in which Jersey Premium funding became available, so initial in-depth pupil progress discussions were held between class teachers and the school leadership team in the spring term to identify individual barriers to learning. The Deputy Headteacher took on the role of Jersey Premium Lead and has spent considerable time researching evidence-based strategies to help plan the way forward.

We identified the following general barriers to learning:

- Possibility of underdeveloped vocabulary and speaking and listening skills, especially on entry to the Foundation Stage and in Key Stage 1.
- Lack of confidence/independence/fixed mind-set, preventing a successful approach to learning.
- Home circumstances impacting for a variety of reasons causing low self-esteem, confidence and well-being which impacts on behaviour for learning and readiness to make the transition to the next phase
- Home circumstances affecting readiness to be in school and to learn effectively.

The following priorities were identified and initial plans were implemented in the summer and autumn terms of 2017. These were:

1. Introduce talk partners across the school to give pupils frequent opportunities to collaborate with a wide range of pupils in their class to extend their thinking and vocabulary.
2. Ensure the quality of teaching across the school is high quality through continuing professional development for all staff. Research shows that access to outstanding teaching has the biggest impact on the progress of disadvantaged pupils.
3. Ensure teachers are aware of the individual needs of Jersey Premium children through discussion, so that Teaching Assistant support is directed appropriately ensuring pupils feel supported, and are ready to learn.
4. Introduce 1:1 pupil conferencing by employing additional teacher/teaching assistant support to enable teachers to have dedicated time to discuss individual children's learning and next steps.
5. Purchase whole school assessment tools and software to support teacher assessment and provide individualised practice in Reading and Writing.
6. Provide life-skills and enrichment opportunities through the use of Teaching Assistant support, e.g. Outdoor learning, cooking and extended transition support.
7. Extend ELSA (Emotional Literacy Support Assistant) hours so that additional emotional / well-being support is available if required so that pupils feel supported, and are ready to learn.
8. Offer free membership of breakfast club to pupils eligible for Jersey Premium, and employ an additional Breakfast Club Assistant to provide the opportunity to access additional learning support before school.
9. Establish 'Little Keys' parenting support group with a dedicated lead teacher to support parents with younger siblings and engage them with their child in play, stories and songs. Parents of Jersey Premium pupils with younger siblings invited to attend.

Review of 2017 Strategy

1. Talk partners have been successfully established and are used across the whole school. In classes where the talk partners are changed frequently, this is having a positive impact on relationships within the classes and seems to be developing pupil confidence in speaking and listening.

Next steps for 2018:

Interview pupils to monitor the impact and develop a consistent approach that is included in the Teaching and Learning policy.

2. Professional development has taken place in Successful Learning, Maximising the Impact of Teaching Assistants (MITA), Outstanding Formative Assessment, Growth Mindset and Metacognition which have already had a positive impact on the attitudes and approach to learning of pupils across the school.

Next steps for 2018:

Leaders to work alongside Advisers from the Education Department and visit other schools to research good practice in the teaching of phonics, reading and mathematics. Agree whole school approaches, provide CPD to all staff, and monitor to ensure consistency.

3. Pupils eligible for Jersey Premium funding were highlighted and discussed at pupil progress meetings between senior leaders, class teachers and teaching assistants. Additional hours of teaching assistant support were allocated to classes with a greater percentage of Jersey Premium pupils, so that pupils receive additional learning and/or pastoral support. Interventions were planned by class teachers. These included reading interventions, a Key Stage 1 social/speech and language group and allocated time for higher attaining pupils to work at greater depth through the use of an additional adult.

Next steps for 2018:

Leaders to monitor the effect of the additional Teaching Assistant support and measure the impact through pupil interviews and monitoring of pupil progress through pupil progress meetings with teachers and teaching assistants.

4. Employing additional teacher/teaching assistant support has enabled teachers to have dedicated time to discuss individual children's learning and their next steps with them in 1:1 pupil conferencing or group sessions. All staff have reported positive outcomes on pupil progress, as a result of these sessions.

Next steps for 2018:

Continue to employ additional staff for pupil-conferencing. Monitor the impact of the conferencing through summative assessments and book scrutiny to assess individual pupil progress.

5. The Jersey Premium Lead has researched and purchased whole school assessment tools and software to support teacher assessment and provide individualised practice in Reading and Writing. These have been well-received by pupils, but there has not been sufficient time to assess the impact of these yet.

Next steps for 2018:

Embed the use of the whole school assessment tools and software and assess the impact through pupil progress data.

6. Cross-curricular life-skills and enrichment opportunities were provided e.g. outdoor learning, cooking, outdoor and adventurous activities and extended transition support, through the use of additional Teaching Assistant support. This had a positive impact on the pupils, particularly in Year 6 in terms of their attitudes to learning, confidence and readiness to move on to secondary school.

Next steps for 2018:

Continue to provide additional teaching assistant support and extend the cross-curricular life-skills and enrichment opportunities provided through offering CPD opportunities for these staff. Support pupil transition to secondary school with teaching assistants.

7. ELSA (Emotional Literacy Support Assistant) hours were extended, providing additional emotional / well-being support for pupils when required. This has had a positive impact on pupil attitudes, self-esteem and readiness to learn.

Next steps for 2018:

Extend the time allocated to ELSA support to ensure all pupils in receipt of Jersey Premium funding have access to ELSA support, through individual, whole class or group sessions supporting personal, social development and well-being.

8. All pupils eligible for Jersey Premium funding were offered places in breakfast club and an existing teaching assistant took on additional hours to offer morning learning opportunities. This offer was taken up by approximately half the eligible pupils, who are now having additional learning opportunities before school. This has had a positive impact on pupils' attitude to learning and subsequent progress in mathematics and literacy.

Next steps for 2018:

Continue to offer breakfast club places and review and explore ways to extend the early learning opportunities for all pupils eligible for Jersey Premium.

9. 'Little Keys' parenting support group was set up and led by a dedicated lead teacher. Feedback from the small group of parents who attended was very positive.

Next steps for 2018:

Form a link with Parenting Support Services to extend and develop this group into a Jelly Club so that it is open to other Western Schools to maintain its viability and ensure all families eligible for Jersey Premium have the opportunity to attend.

The £26,595 Jersey Premium funding for 2017 has been used for the above projects in the following proportions:

Project	Proportion of total funding
1. Talk partners	0%
2. Continuing Professional Development	2%
3. Pupil Progress meetings/TA support	24%
4. 1:1 pupil conferencing/ Teacher feedback	16%
5. Purchase of assessment tools /software	8%
6. Enrichment opportunities	18%
7. Additional ELSA/Learning support	10%
8. Breakfast club and early learning	7%
9. 'Little Keys' parenting support group	10%
Senior leadership planning, monitoring & review	5%

Key Contacts

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JP Lead David Cronin (Deputy Headteacher)