

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
Number of pupils in school	210
Proportion (%) of Jersey Premium eligible pupils	16%
Academic year/years that our current Jersey Premium strategy plan covers	2021-22
Date this statement was published	25 th January 2022
Date on which it will be reviewed	25 th January 2023
Statement authorised by	Vicki Charlesworth
Jersey Premium lead	David Cronin

Funding overview

Detail	Amount
Jersey Premium funding allocation this academic year* *Funding is calendar year, 2022	£46,730
Total budget for this academic year* *Jan – July 2022	£31,153

Part A: Jersey Premium strategy plan

Statement of intent

- *Our ultimate objective for our Jersey premium eligible children is that there is no gap in achievement between these pupils and their peers*
- *Our current Jersey Premium strategy plan works towards achieving those objectives by providing additional one to one support for children with their teachers.*
- *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 disadvantaged pupils.

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 EAL 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. Pupils will be fully aware of their strengths and next steps in order to improve their work across a range of subject area, as well as an improved attitude to learning. There is no gap between the achievement	Pupils will have additional one to one time weekly with their class teacher. All pupils eligible for Jersey Premium funding are working at age related expectations or above.

of pupils who are eligible for Jersey premium and those who are not	
2. Pupils identified as EAL do not fall behind their peers in reading, writing and maths. Class teachers have a greater understanding of EAL learners; quality of planning, teaching and learning reflects this.	Pupils identified as EAL are working at age related expectations or above.
3. Pupils eligible for JP funding do not fall behind their peers in reading.	Selected children complete the Wellcomm and Reading response 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: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Aim: To provide quality feedback for children Activity: One to one consultations weekly 15 minutes with class teacher to provide quality feedback and conferencing.	Feedback-EEF John Hattie meta-analysis Shirley Clarke	1
Aim: To meet the needs of EAL learners Activity: EAL learning support assistant. All class teachers to receive CPD focussing on EAL learners, to ensure that all teachers understand the needs of EAL learners	Bell Foundation	2

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
Aim: To support language development Activity: Targeted support in Speech and Language using Wellcomm and Reading Response intervention programmes.	Previous outcomes for pupils 2020-21 EEF-Early Years-Communication and Language approaches.	3
Aim: To support social, emotional and mental health of pupils Activity: Develop further the emotional understanding and response skills of pupils (ELSA).	Social and emotional learning-EEF	4

Wider strategies

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Aim: to provide support in tackling non-academic barriers to success such as self-esteem, resilience and attachment Provide opportunities to attend extra-curricular activities Activities: Outdoor learning and nurture Attachment-based mentoring Extra-curricular activities	Social and emotional learning-EEF Physical activity-EFF Outdoor adventure learning-EEF Public Health England-The link between pupil health and wellbeing and attainment.	5

Total budgeted cost: £45,000

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 2020 to 2021 academic year.

Aim: To provide quality feedback for children

Pupils are fully aware of their strengths and next steps in order to improve their work across a range of subject area, as well as an improved attitude to learning, evidenced in consultation notes. Almost all pupils eligible for Jersey Premium funding are working at age related expectations or above in Maths, Reading and Writing.

Aim: To raise the quality of teaching and learning

OLEVI

All pupils had access to high quality teaching. Teachers are now more reflective and creative, and have gained a deeper understanding of the pedagogy that ensures pupils eligible for Jersey Premium funding make good progress.

Aim: To support language development

Pupils eligible for Jersey Premium funding accessed the Reading Response intervention. Pupils were working below age related expectations, made accelerated progress and finished the academic year in line with their peers for reading.

Welcomm

Pupils eligible for Jersey Premium funding who accessed the Wellcomm intervention made appropriate progress.

Aim: To support social and emotional and mental health of pupils

Pupils who have undertaken ELSA sessions will have an improved self-efficacy, resilience, self-esteem and engagement with learning in class.

Aim: To provide extra-curricular enhancement

Pupils eligible for Jersey Premium funding had access to high level dialogue and collaboration games. They were also developed additional personal and social skills through attending the sessions.

Nearly 100% of pupils eligible for Jersey Premium funding attended extra-curricular activities.

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

Note of Visit

Cris Lakeman 1st January 2021

Adviser – School Improvement and Advisory Service

Note of visit

Caroline Whitehead 30th March 2021

Adviser – School Improvement and Advisory Service

NWP Progress Report

Andrew Redpath 30th June 2021

Virtual visit

Andrew Redpath 15-17th November 2021