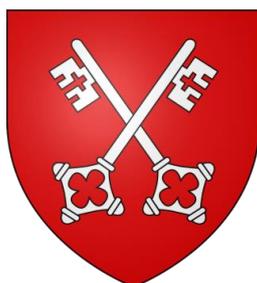


St Peter's School



Jersey Premium Strategic Planning Statement 2019

“Together we hold the Keys to Success”

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	2019
Jersey Premium Budget	£39,915
Total number of pupils	217
Number of pupils eligible for Jersey Premium	39
% of pupils eligible for Jersey Premium	18%

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, so improving the quality of teaching across the school and curriculum is a key aspect of our Jersey Premium strategy.

We have identified the following general barriers to learning:

- Possibility of underdeveloped vocabulary and speaking and listening skills, especially on entry to the Foundation Stage.
- Lack of confidence/independence/fixated 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.

Strategies for 2019				
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Key Staff
Pupil attendance and punctuality to be in line with or above the local averages.	Attendance HT and senior leaders to track attendance and punctuality rates of all JP pupils. Parent meetings, target plans and EWO support put in place as required.	Pupils' low attendance and punctuality rate can have a detrimental effect on children's learning. By ensuring that this isn't the case, all pupils' are given the best possible opportunities to access all teaching and learning in school.	Weekly monitoring of attendance to ensure that individual cases for concern are identified and support / 'next steps' are put in place to overcome and rectify concerns or issues.	Sam Dixon David Cronin Leisha Shorto
To ensure pupils make good progress in English and Maths through high quality teaching.	Quality First Teaching for all Professional Development for staff: Training, shared planning time, observations and feedback to ensure teaching meets the Review Framework 'Good Criteria'.	Evidence shows that high quality teaching has the greatest impact on disadvantaged children, so improving the quality of teaching for all children should be a high priority.	English and Maths Leaders allocated regular staff meeting time and released to work alongside other staff. Cycle of observations planned by SLT and time allocated for staff discussion about the Review Framework criteria.	Sam Dixon David Cronin Sarah Brown Fiona Brady
Pupils are more aware about "knowing about knowing" and the many forms it can take such as: when and how to use particular strategies for learning or for problem solving. Pupils are also becoming more skilled in activities such as planning how to approach a given learning task, monitoring comprehension, and evaluating progress toward the completion of a task.	Metacognition All classes have 'Metacognition' sessions during the year. Teachers develop challenge, independence and reasoning in all learners through effective questioning, reflection and feedback strategies. Assemblies to share Growth Mindset approach Sharing strategies with parents via social media.	Sutton Trust (EEF) showed that self-regulated learners are aware of their strengths and weaknesses, and can motivate themselves to engage in, and improve, their learning.	Specific metacognition sessions will be timetabled and monitored by Deputy Headteacher. Whole school shared approach to the language of learning regularly shared and discussed in staff meetings. Timetabled leaders' discussions with pupils about their learning.	David Cronin Sue McDermott

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Key Staff
<p>Identified learning gaps to be addressed.</p> <p>Pupils will know their next steps in learning and be actively aiming to improve.</p>	<p>Pupil conferencing Y1-Y6 pupils receive a minimum of 6 x 15 minute sessions per term with the class teacher on a 1:1 or small group basis.</p> <p>The focus of these sessions is maths, reading or writing</p>	<p>Sutton Trust (EEF) and AfL research shows that targeted and specific individual feedback has a high impact on pupils' learning.</p>	<p>Teachers to complete conferencing sheet with pupils.</p> <p>Deputy to monitor conferencing files and observe one session per half-term in each class.</p> <p>Pupil survey to collect qualitative pupil data at the beginning and end of the year.</p>	<p>David Cronin Amber Freer Bryce Robinson Rhiannon Hayton-Hughes</p>
<p>Breakfast club will have a positive impact on pupils, ensuring they are well prepared for the school day.</p>	<p>Breakfast Club Pupils eligible for Jersey Premium funding to be offered a free breakfast club place</p>	<p>Research indicates that eating a healthy breakfast and being in school on time supports pupils to fully participate in the school day and maximises their learning opportunities.</p>	<p>Provide games and activities that promote social interaction and vocabulary development for the pupils to use.</p> <p>The Headteacher/ Deputy Headteacher will monitor the quality of the Breakfast Club provision on a ½ termly basis</p>	<p>Sam Dixon David Cronin</p>
<p>Pupils will be inspired by having had access to the wider curriculum, including creative arts, sports and outdoor learning experiences.</p>	<p>Enrichment programme Appoint a dedicated teaching assistant as Outdoor Learning/Eco-Coordinator to work alongside teachers in planning enrichment opportunities to provide pupils with new and challenging activities.</p> <p>Employ a part-time teacher to lead team sport practices at lunch time and after school.</p>	<p>Extra-curricular experiences have been shown to raise self-esteem and aspiration. Having a dedicated member of staff to plan with teachers will ensure pupils have regular opportunities for enrichment across the curriculum.</p> <p>Having a dedicated member of staff to teach sport and run sports teams will provide pupils eligible for Jersey Premium with opportunities to take part in team sports.</p>	<p>The 'Outdoor learning/Eco Coordinator' will work alongside class teachers for one week every half term to ensure high quality planning and delivery of enrichment activities.</p> <p>Curriculum leader to be released to plan alongside class teachers with the Eco-Coordinator each term.</p>	<p>Sonia Valentine Sarah Brown Gareth Bayley</p>
<p>To encourage development of early language skills through modelling activities for parents and children that can be used at home to develop early communication and language skills, based on the REAL project</p>	<p>Little Keys Re-establish 'Little Keys' parent-child group with Nursery parents.</p>	<p>Research shows that parents have a major influence on a child's achievement. When parents are involved, regardless of income or background, children are more likely to achieve higher results, attend school regularly, have better social skills and show improved behaviour.</p> <p>Providing parents with strategies for supporting their child's development of early language and in providing a language rich environment will promote and develop improved communication skills in Nursery pupils.</p>	<p>FS lead to meet with key staff to establish weekly programme which will be timetabled.</p> <p>FS lead to lead/observe sessions regularly throughout the term.</p> <p>FS lead to collect data (pre and post intervention) and analyse the impact of the programme.</p>	<p>Sam Dixon Fiona Brady Karen O'Connor</p>

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Key Staff
To promote speech and language development across the curriculum, so that pupils' vocabularies are enhanced for all groups, especially vulnerable groups of pupils	<p>Wellcomm Wellcomm – Pupils screened individually. Targeted Speech and Language intervention groups and use in class.</p>	<p>This scheme has been developed by a team of speech and language therapists.</p> <p>The Wellcomm scheme is based on the “Time To Talk” project and has been piloted across a wide range of settings across the Borough of Sandwell and thus been robustly researched and validated, using a data base that recorded the status of over 7000 children and the subsequent progress of over 2000 children over the first two years. This enabled a comprehensive picture of children’s speech and language skills and any significant problems to be identified and addressed.</p>	<p>SENCo to meet with key staff to establish weekly support programme which will be timetabled.</p> <p>SENCo to observe sessions regularly throughout the term.</p> <p>SENCo to collect data (pre and post intervention) and analyse the impact of the programme.</p>	<p>Fiona Brady David Cronin Clare Nolan</p>
To improve basic skills in reading and spelling in pupils needing additional support.	<p>Lexia Trial Computer-led individual reading skills development programme</p> <p>The program adapts instantly to personalise the learning for each individual, supporting those with additional needs or who are new to English</p>	<p>Improving pupils’ basic skills in reading and spelling has been shown to close the gap in progress and attainment for vulnerable pupils.</p> <p>This system has been used in other island schools with positive results.</p> <p>Independent research has proven that, when Lexia is used regularly, students make accelerated progress in reading skills (see details at www.lexiauk.co.uk/proven-results)</p> <p>The program is designed to catch up students rapidly to Age-Related Expectations (ARE)</p>	<p>Software to be purchased and installed.</p> <p>Staff INSET in how to use the software.</p> <p>Parents to be informed by letter about the intervention.</p> <p>TA to be employed to supervise pupils on the system before school.</p> <p>Lexia provides real-time diagnostic reports, allowing teachers to evidence students’ progress and school leaders to analyse target groups in school</p> <p>SENCo to monitor progress.</p>	<p>David Cronin Fiona Brady Rochelle Allison</p>
Additional adult support to be provided to support classes / pupils.	<p>Additional adults Additional adult support to be provided to support classes / pupils.</p>	<p>Additional adult support in class means teachers can work on a 1:1 or small group basis with pupils so that they are able to reflect on their learning and identify their next steps.</p>	<p>The school monitoring cycle will continuously evaluate provision (e.g. observations, pupil interviews, teacher questionnaires, work scrutiny.)</p>	<p>Sam Dixon David Cronin Sarah Brown Fiona Brady</p>
To develop the emotional understanding and response skills of pupils.	<p>Emotional Literacy Support Assistants To support pupils with emotional awareness, social skills , bereavement, loss, separation and divorce, self-esteem, friendship skills, anger management, transition, as appropriate.</p>	<p>Emotions can have a negative impact on pupils’ ability to learn. Having Emotional Literacy Support Assistants in school offers pupils the opportunity to talk about their emotions and develop strategies for self-regulation, and therefore increase their chances of success.</p>	<p>ELSAs to collect data (pre and post intervention) and analyse the impact of the programmes. Monitored by SENCo</p>	<p>Sam Dixon Fiona Brady</p>

Key Contacts

Headteacher Mrs Sam Dixon

JP Lead David Cronin (Deputy Headteacher)