



St Saviour's School Jersey Premium Statement 2017

Jersey Premium Funding: Total £72,700 (£52,700 + additional £20,000 in Autumn term)

Proportion of Cohort: 33%

Number of disadvantaged Pupils: 70

St Saviour's School are Partners in Building a Future

We are committed to providing the highest quality education and experiences for all children regardless of background or barrier to learning, in every aspect of school life. We work in partnership with parents, carers and the wider community to ensure that every pupil has the opportunity to maximise their potential in all areas.

School Values

St Saviour's School has 3 core values

- ❖ **Achieve – Everyone at St Saviour's School strives to achieve the best possible outcome within and outside of the curriculum**
- ❖ **Respect – Everyone at St Saviour's School thinks and acts in a positive way towards themselves, others and property. They act in a way that shows others they care about feelings and well-being.**
- ❖ **Cooperate. Everyone at St Saviour's School works together.**

Understanding barriers

At St Saviour's Primary school we understand that challenging socio-economic circumstances can create additional barriers to success for children. However, we are clear that these challenges can be overcome. The evidence base strongly suggests that the most effective way to improve outcomes for disadvantaged children is through excellent classroom teaching. Excellent classroom teaching can be achieved by all teachers with high quality professional development, sharing of outstanding practice and open and honest conversations about learning. Although financial support is provided for schools specifically for children who qualify for Jersey Premium, outstanding educational outcomes for these children are best achieved through ensuring outstanding practice in classrooms throughout the school. In this way all vulnerable children are helped to achieve the best possible outcomes according to their starting points.

Tackling barriers

St Saviour's Primary School is committed to tackling these and overcoming barriers for pupils. The primary way to overcome the barriers to learning St Saviour's pupils face is by accessing consistently excellent teaching. All of our strategies are underpinned by a strong evidence base.

- ❖ Evidence based CPD/staff development focused on the needs and learning of pupils, particularly those from disadvantaged backgrounds
- ❖ Ensuring that disadvantaged pupils access very high quality Early Years provision
- ❖ The development of a language-rich curriculum and access to high-quality challenging language in all aspects of school life
- ❖ Planned opportunities for structured collaborative learning in classrooms
- ❖ A range of enrichment opportunities
- ❖ Pupil voice: senior and other staff regularly meet with children to ensure that they are listened to and their opinions about their experiences at school are valued
- ❖ Class teacher release time to work with vulnerable learners
- ❖ Actively engaging with parents through opening classrooms to parents for sharing learning sessions each term

Rationale for specific projects selected in 2017

- ❖ To develop early language
- ❖ To support emotional wellbeing
- ❖ To provide a range of enrichment activities which help to address the above
- ❖ To better understand learning and progress, in reading and writing in particular
- ❖ To further develop reasoning and higher level thinking skills

Links to Research

- ❖ John Hattie – Visible Learning pt2 Effective Methods
- ❖ Achievement Unlocked in North Yorkshire (Rowland 2017)
- ❖ EEF Impact on meta-analysis on P4C
- ❖ Teaching Backwards (Griffith and Burns 2014)
- ❖ Boosting Reading at Primary (Hilditch)

Specific projects

During 2017 a number of projects were put in place to support disadvantaged pupils. These included:

Learning:

Boosting Reading at Primary (BR@P)

Raising Early Achievement in Literacy (REAL)

Pupil conferencing

#Love Reading

Raising the quality of teaching and learning throughout the school.

Social, Emotional and Behavioural:

ELSA support

Nurture lunch club,

Enrichment:

Forest Schools activities

PBone lessons supported by Jersey Music Service

Philosophy for Children (P4C)

Monitoring and Evaluation

As part of ensuring there is a positive impact upon the learning and or progress of pupils we regularly monitor and evaluate in the following ways:

1. Data analysis
2. Pupil progress meetings
3. Regular moderated assessment
4. Learning walks
5. Learning discussions with pupils who show their books
6. Support and challenge for individual teachers
7. Regular, rigorous SLT meetings to assess impact of actions
8. Regular School action planning, monitoring and evaluation
9. Annual School Evaluation Form (SEF) action plans inform teacher and teaching assistant performance management targets
10. Listening to the views of all children to hear about their learning and experiences of school.
11. Regular internal and external audits/review.
12. Observations of pupils within and outside of the classroom

As a school, senior staff attend regular professional development opportunities, linked to evidence bases, that focus sharply on the learning needs of pupils, particularly those from disadvantaged backgrounds. This training/development is cascaded to all school staff as appropriate.

Jersey Premium projects summary evaluation 2017

- ❖ In all classes across the school Jersey Premium pupils are making progress
- ❖ Analysis of reading progress shows that the vast majority of pupils made greater than expected progress through BR@P. 91% of pupils who were supported through the BR@P programme made greater than expected progress.
- ❖ Pupil conferencing monitoring shows that pupils are aware of their targets, the steps to achieve them and that targets move learning forwards
- ❖ Pupil interviews indicate that they challenge themselves further and think more deeply through using P4C strategies
- ❖ Book scrutiny and lesson observations show the marking and feedback to move pupils learning on, is improving and impacting positively on pupil progress
- ❖ Continuous Professional Development (CPD) for staff ensures that practice within the school is current/up to date. 85% of teaching staff accessed CPD locally or nationally, 59% of teaching staff attended national conferences last year which has directly impacted on raising the quality of teaching, learning and assessment within the school.
- ❖ Pupils and families are reading for pleasure more regularly at home through the #LoveReading project. 73% of disadvantaged pupils are now regularly taking high quality texts home to read or share with their families. Parents and pupils have spoken positively about being able to access these resources directly from school.

Pupil Voice:

- ❖ "It has helped me with my reading loads. I feel a lot more confident" (KS2 pupil)
- ❖ We do lots of debating. We can think more and I can challenge myself" (KS2 pupil)
- ❖ "I'm becoming a much better reader. Every day I come in to read with my teacher. This is a target from my pupil-conferencing" (KS2 pupil)
- ❖ "I learn about concepts. I can answer questions and I can even make up my own!" (KS2 pupil)
- ❖ "I like it in the club, we can eat quietly there" (KS1 pupil)
- ❖ "We learn words that help us be friends" (KS1 pupil)
- ❖ "Colouring in helps me be not that stressed" (KS1 pupil)
- ❖ "It helps me look really carefully. I'm trying to write all my letters on the line" (KS1 pupil)

General

For more information about the Jersey Premium please visit the States of Jersey Department for Education website:

<https://www.gov.je/Education/Schools/ChildLearning/Pages/jerseypremium.aspx>