



St Saviour's School Jersey Premium 2018

Jersey Premium Funding: Total £52,380

Proportion of Cohort: 40%

Number of disadvantaged pupils: 81

St Saviour's School are Partners in Building a Future

We are committed to providing the highest quality education and experiences for all pupils 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 so that pupils can access the early years curriculum and make rapid progress. There is evidence that early language deficiency reduces attainment and this is a key area of focus within the Foundation Stage
- ❖ 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. Pupil voice enables soft data to be gathered around attitudes to learning, greater participation and a change in self confidence
- ❖ Class teacher release time to work with vulnerable learners, discussing learning, setting and assessing targets building a clearer picture of how learning takes place
- ❖ Actively engaging with parents through opening classrooms to parents for sharing learning sessions each term

Rationale for specific projects selected in 2018

- ❖ To develop early language
- ❖ To support emotional wellbeing
- ❖ To build resilience
- ❖ To provide an increased range of enrichment activities
- ❖ To better understand the process of learning
- ❖ To further develop reasoning and higher level thinking skills and be able to demonstrate this across the curriculum

Links to Research

- ❖ John Hattie – Visible Learning pt2 Effective Methods (Feedback and Teaching metacognitive strategies)
- ❖ Achievement Unlocked in North Yorkshire (Rowland 2017) (Nurture provision being used as a vehicle to get pupils attaining well in the classroom; parent in class days where parents learn/observe learning alongside their pupils)
- ❖ EEF Teaching and Learning Toolkit
- ❖ EEF Impact on meta-analysis on P4C (Philosophy for Children project)
- ❖ Teaching Backwards (Griffith and Burns 2014) (Developing learner clarity, pre-assessments and prove-its)
- ❖ EEF The Attainment Gap (2018) (Raising the Quality of Teaching and Learning)

Specific projects

During 2018 a number of projects will continue and some others will be put in place to support disadvantaged pupils. These include:

Learning:

Project	Anticipated cost
Boosting Reading at Primary (BR@P)	£6000
Raising Early Achievement in Literacy (REAL)	£5248 to include Forest Schools
Pupil conferencing	£18,520 (to include monitoring time for teachers)
#Love Reading	£250
Raising the quality of teaching and learning throughout the school.	£10,900
Middle Leadership development	£1840
Challenge groups - mastery	£3413
Metacognition training and learning programme	£920

Social, Emotional and Behavioural:

Project	Anticipated cost
ELSA support	£5187
Nurture lunch club	£1192
Friends programme	Included in lunch club and ELSA costs

Enrichment:

Project	Anticipated cost
Forest Schools activities	£5248 to include REAL
Music lessons, learning to play an instrument - supported by Jersey Music Service	£900
Philosophy for Children (P4C)	£2457

Monitoring and Evaluation

As part of ensuring there is a positive impact upon the learning and or progress of pupils we will 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, leaders will 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 will be cascaded to all school staff as appropriate.

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>

