



## Jersey Premium Evaluation 2020

Cohort & Funding	2020
Jersey Premium Budget	£96,000
Total number of pupils	208
Number of pupils eligible for Jersey Premium	87
% of pupils eligible for Jersey Premium	42%
Publish date	December 2020
Review date	December 2021
Jersey Premium lead	Sarah Jones/Kirstie Williams

### Teaching projects

Project and Rationale	Impact
<p><b>Aim:</b> JP pupils will make at least expected progress</p> <p><b>Activity:</b> Pupil conferencing</p>	<p>Due to covid restrictions there was a large proportion of the year where pupil conferencing could not take place in its usual form. However, the large majority of JP eligible pupils did make expected progress. Pupils not making expected progress or identified as part of the covid monitoring will be part of the Jersey Tutoring Programme (JTP)</p>
Project and Rationale	Impact
<p><b>Aim:</b> Develop the new leadership team roles to ensure effective systems and monitoring are embedded.</p> <p>Ensure our curriculum has progressive skills in all curriculum areas from Nursery – Foundation and Year 1 – Year 6</p> <p><b>Activity:</b> Allocate Leadership time: CPD opportunities, sharing practise, research opportunities for staff</p>	<p>All subjects in school have clear consistencies for the delivery of the curriculum area and expectations for books/evidence of learning is clear</p> <p>A clear monitoring schedule for all task teams is in place which staff have access to. It allows a more equal balance of monitoring throughout the year and across the whole curriculum.</p> <p>Any EBI developments from monitoring are actioned and reviewed one month after the monitoring occurred. This shows leaders are making sure all consistencies are in place and</p>



	<p>staff are maintaining agreed expectations and the school curriculum moves forward.</p> <p>Skill based subjects have clearer progressions in place to ensure all pupils get a curriculum that can develop to match pupil needs.</p>
<b>Project and Rationale</b>	<b>Impact</b>
<p><b>Aim:</b> Pupils will demonstrate the traits of a learner and embed self regulated learning</p> <p><b>Activity:</b> Philosophy for children (P4C) with newly trained members of staff as well as CPD for staff</p>	<p>Traits of a learner are displayed in all classrooms and are referred to as part of the day to day learning</p> <p>Pupils can choose the activity in maths/English at their appropriate challenge level. Leadership team are beginning to focus on 'Challenge for All' tasks across the curriculum</p> <p>Zones of regulation are being used for a number of pupils in school to help them acknowledge their feelings and respond appropriately</p> <p>P4C sessions were taught in some of the classes across the school. These were taught by existing trained staff as well as a teacher newly trained in this programme. Teachers feedback has been very positive. Pupils are more confident with sharing thoughts and ideas</p>
<b>Project and Rationale</b>	<b>Impact</b>
<p><b>Aim:</b> Pupils not achieving expectations will be identified and support provided</p> <p><b>Activity:</b> Pupil progress meetings termly/Raising standards</p>	<p>Pupils not making expected progress or identified as part of the Covid monitoring are/will be part of the Jersey Tutoring Programme (JTP) as well as quality first teaching in the classroom</p>
<b>Project and Rationale</b>	<b>Impact</b>
<p><b>Aim:</b> JP pupils will make at least expected progress in reading, writing and maths</p> <p><b>Activities:</b>          KS1 and KS2 using Hampshire learning journeys          CPD opportunities for Learning journeys          Cracking comprehension          Text detectives</p>	<p>Staff have undertaken CPD opportunities delivered by Hampshire independent advisory service to gain a better understanding of the learning journey approach with a specific focus on non-fiction and poetry teaching</p> <p>Staff plan for and deliver quality vocabulary, morphology and etymology sessions.</p> <p>Staff feel equipped and confident to plan for learning journeys and in particular, the capture, sift and sort section. A long term planner has been created to show texts used by year groups and the genre coverage across the school</p>



<p>Raising standards document</p> <p>Reading superstars</p> <p>Maths consistencies of schemes Maths audit</p>	<p>Raising standards documents identify pupils/groups of pupils to focus on. Including targets from the previous class teacher to support forward planning</p> <p>Reading at home has improved in most classes with the continued use of the reading superstars. All pupils are expected to read at least 4 times per week as their homework and are celebrated in the weekly assembly</p> <p>Phonics teaching is now class based due to Covid restrictions so teachers have had to adapt their planning and teaching accordingly</p> <p>Maths audit took place in October 2020 which identified much of the good practice that is already happening in school as well as identified areas for improvement. Outcomes from the audit will be the main focus for the year ahead</p> <p>There is still a way to go in terms of closing the gap between JP eligible and non JP eligible pupils and this situation has not been helped by the Covid restrictions that were in place from March to June this year. However, close monitoring and quick identification of pupils has supported next steps and the Jersey Tutoring Programme is an excellent opportunity for these pupils</p>
<p><b>Project and Rationale</b></p>	<p><b>Impact</b></p>
<p><b>Aim:</b> Pupils will attain at expected standards in French</p> <p><b>Activity:</b> French programme (offering CPD) to class teacher</p> <p>Specialist French teacher to deliver lessons in Y3,4 and 6</p>	<p>All pupils leaving at the end of Year 6 attained within the Year group expectations</p> <p>Note due to school closure the French teaching was limited this year.</p> <p>Y5 French experience has had a really positive impact on Year 5 pupils. They all engaged with the programme and their confidence developed throughout</p>
<p><b>Project and Rationale</b></p>	<p><b>Impact</b></p>
<p><b>Aim:</b> Pupils will access high quality vocabulary teaching across a broad and balanced curriculum and will be able to tell you the meaning of new words</p> <p><b>Activity:</b> Knowledge organisers and learning walls developed to include key vocabulary to teach pupils</p>	<p>Topic linked vocabulary (higher level) is clearly displayed in a format that pupils can use within their cross curricular learning. Learning environments are becoming increasingly vocabulary rich</p> <p>Staff plan for and deliver quality vocabulary,</p>



<p>across a range of subject areas          CPD: Research into the teaching of vocabulary          Planning time</p>	<p>morphology and etymology sessions.</p> <p>Knowledge organisers are being developed across many subject areas as part of the Leadership team action plan</p> <p>Knowledge organisers will continue to be developed in 2021 and will be evident in books as a front cover to the topic/theme being taught in Science, RE, geography, history and art. All English learning journeys also have a front cover demonstrating the journey outcome and curriculum coverage. Vocabulary will continue to be a major part of the teaching through the journey and will be evident in books and on learning walls.</p>
<p><b>Cost of planned teaching projects:</b></p>	<p>£40465</p>

## Targeted academic interventions

Project and Rationale	Impact
<p><b>Aim:</b> Pupils will attain age-related expectations for speech and language development</p> <p><b>Activity:</b>  <b>Forest School</b>            Forest school focused on developing social skills and the characteristics of effective learning within both nursery and reception classes. Within this there have been planned challenges and focuses linked to the children's needs including writing, maths, science and elements of technology/understanding of the world and developing creative skills. The opportunities available to the children have been adapted to engage the children through their interests and links to stories</p> <p><b>REAL REAL</b> has been with the nursery children, due to the significantly low literacy starting point for approximately 2/3 of the cohort. Rich literacy</p>	<p>Sessions have been impacted by school closures however there are still a number of positives:</p> <p>The impact of the limited sessions increased self-esteem, more resilience, children forming better relationships with peers and staff due to working in small groups. Overall, the children have had an opportunity to further develop their skills in a variety of areas of learning. It has been noted that the children would then follow up the skills in class with peers. Unfortunately, due to school closures this programme was significantly impacted</p> <p>Unfortunately, due to Covid, the events for parents have not been able to go ahead in school this year (since March 2020)</p>



<p>experiences needed to be provided for the children and through REAL the staff have become more aware of how to engage parents and support them in how to provide opportunities both at home and in the local environment.</p> <p><b>WELLCOMM</b> Wellcomm has highlighted to staff through assessments the children that require further CL input. This is done through planned structured sessions following the program of suggested activities. Staff have noted how the activity focuses can also be used within the child's play to further develop language and understanding of concepts.</p>	<p>The assessments and work was impacted significantly due to school closures. This was because the programme is highly individualised and was unable to be carried out remotely. Class teachers are continuing this work into next year</p>
<p><b>Project and Rationale</b></p>	<p><b>Impact</b></p>
<p><b>Aim:</b> The gap between the attainment of JP eligible and non-JP eligible pupils is closing in literacy and maths</p> <p><b>Activity:</b></p> <p><b>Maths group work for pupils identified as working at Greater Depth or working towards year group expectations</b></p> <p><b>English small group support</b></p> <p><b>Word Blaze: Spelling programme</b></p> <p><b>BR@P</b></p> <p><b>Precision teaching</b></p>	<p>Pupils identified as Greater Depth or working towards year group expectations have benefitted from a teacher supporting small group work.</p> <p>As above</p> <p>A group of pupils are continuing to access the Word Blaze intervention group to support with their reading and spelling. The teacher has recognised the impact of this group and that the pupils are transferring their newly acquired skills into their everyday learning.</p> <p>1:1 reading programme is having a significant effect on the pupils accessing this support making more than expected progress for the duration of the programme. Fewer pupils have accessed this support due to Covid in the Summer Term. Some pupils picked this up again in the Autumn Term.</p> <p>Identified pupils in KS1 and KS2 have benefitted from this 1:1 intervention and has supported them in making little steps of progress with reading</p>



<p><b>Reading response</b></p> <p><b>Rapid Phonics</b></p>	<p>1 pupil per term is working on this programme Each pupil so far has made greater than expected progress</p> <p>Identified pupils have worked well within a small group to develop their knowledge of phonics in KS2. Unfortunately due to circumstances beyond our control this programme was paused in November.</p>
<p><b>Total cost of targeted academic interventions</b></p>	<p>£29720</p>

## Wider Strategies

Project and Rationale	Impact
<p><b>Aim:</b> To develop social and emotional skills To foster positive relationships <b>Activity:</b> Nurture group</p>	<p>There was a small impact in terms of developing positive relationships across the whole group, although it was noted that certain relationships developed positively in pairs and small groups rather than the larger group.</p> <p>Staff overseeing the project recognised the combination of pupils attending the group needed to be adjusted to build positive relationships and therefore, timings and groupings were adjusted in March 2020 (immediately prior to school closure). Pupils attending the nurture group are able to demonstrate strategies taught for self-regulation and developed skills of turn taking, sharing and recognising feelings in themselves (and to some extent, others)</p>
Project and Rationale	Impact
<p><b>Aim:</b> To embed Positive Behaviour strategies to incorporate Restorative Practice <b>Activity:</b> CPD for all staff on using restorative practise and positive behaviour strategies</p>	<p>Behaviour consistencies are in place, understood and used by all staff Behaviour/restorative practice scripts are used by all staff when supporting low level behaviour concerns (Paul Dix) Staff training to ensure consistent approach to behaviour management Staff use restorative practice strategies with pupils when debriefing any behaviour incidents Decider skills and zones of regulation can be used as strategies to support pupils to manage their behaviour and regulate their emotions Language/behaviour links to RRS and</p>



	<p>everyone's right to be educated and be safe Updated Policy (September 2020) to be monitored and amended as necessary Community assemblies to celebrate pupil's successes.</p> <p>Lunchtime systems have been reviewed and adapted to provide a safe, nurturing lunchtime for all pupils. Pupils are now having lunches in class bubbles to ensure Government guidelines are adhered to.</p> <p>The implementation of the above has had a positive impact on the school with fewer behaviour incidents due to the procedures and consistencies in place. Pupils identified as needing more support with their behaviour have consistent management plans which all staff have access to. Restorative practice being used consistently across school to ensure pupils have the time to listen and restore any behaviour incidents</p>
<p><b>Project and Rationale</b></p>	<p><b>Impact</b></p>
<p><b>Aim:</b> Pupils will develop emotional literacy, resilience and transferable skills</p> <p><b>Activity:</b> ELSA</p> <p><b>P4C</b></p> <p><b>Nurture lunch</b></p>	<p>Pupil feel better in themselves They are more resilient and confident in their learning or environment They use the strategies taught to support them in context They are able to talk about and share emotions and work out ways to handle them They know they have someone they can talk to (trusted adult/child)</p> <p>Less sessions than we anticipated however pupils have been provided with the skills in Year 2 (Spring 2020) and Year 6 (Autumn 2020) to be more thoughtful, reflective, considerate, and reasonable individuals.</p> <p>Covid restrictions have made it much more difficult for school to provide the nurture lunch opportunity due to having to keep pupils in their bubbles. From January to March some pupils had the opportunity to eat in a small group and</p>



	develop communication skills, conversation, turn taking and friendships and ensure they had a calm and safe play time. The teachers reported this also helped the rest of their class. Afternoons were generally calmer when lunch times were calmer
<b>Project and Rationale</b>	<b>Impact</b>
<p><b>Aim:</b> Pupils will have the opportunity to engage in enrichment activities</p> <p>Sports coach for Physical Literacy Sessions</p> <p>Sport coach: Small group or 1:1 sessions for identified pupils</p> <p>Farm School (Year 3)</p> <p>Extra curriculum opportunities: Art club, French club KS1, netball, football, cross country, Multi-Sports, maths club,</p>	<p>High level of involvement and engagement observed in the vast majority of pupils</p> <p>Pupils were identified to work with the Sport Coach on a 1:1 or within a small group. This has helped them to develop self-control, recognising feelings and raising self esteem</p> <p>High level of involvement and engagement observed in the vast majority of pupils. This linked directly to the Jersey Curriculum for learning about plants and growth as well as caring and looking after living things</p> <p>This has been significantly disrupted by school closures and Government guidelines to keep pupils safe within class bubbles</p>
<b>Total cost of wider strategies</b>	£26800

**Total cost: £96,985**

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