

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 Saviour School
Number of pupils in school	191
Proportion (%) of Jersey Premium eligible pupils	38%
Academic year/years that our current Jersey Premium strategy plan covers	2020-2022
Date this statement was published	January 2022
Date on which it will be reviewed	December 2022
Statement authorised by	Kirstie Williams
Jersey Premium lead	Sarah Jones

Funding overview

Detail	Amount
Jersey Premium funding allocation this academic year	£101,000
Total budget for this academic year	£101,000

Part A: Jersey Premium strategy plan

Statement of intent

St. Saviour's School Vision

We are a school that likes to celebrate success – at every level. Our school is driven by an enthusiasm and desire to achieve. We aim to bring learning alive, making it exciting and stimulating. We want to give our pupils a thirst for learning that continues with them throughout their future school experiences and lives and we want to prepare them well for what the future may bring.

Our curriculum is fully comprehensive and incorporates the statutory requirements of the Jersey Curriculum (2014). Through the broad and balanced curriculum, we provide our pupils with meaningful learning opportunities and experiences (not limited to the classroom) which are taught with the consideration to the needs of all learners.

The aim of our curriculum is to equip our pupils with the requisite skills, care and respect to be successful, independent and resilient learners with a passion for life-long learning.

We do this by:

Focusing on high quality teaching for all through raising standards and ensuring at least good progress. We have high expectations and we do everything we can to ensure those expectations are met.

Offering a broad and balanced curriculum, with meaningful learning opportunities both in and outside of the classroom.

Ensuring that every decision is made with pupils in mind and that pupil's voices are heard.

Welcoming and encouraging parent partnership.

Engaging with and visiting the local and wider community on a regular basis which allows us to make our curriculum purposeful and relevant to pupil's lives.

Focusing upon our core values and Golden Rules at all times.

Ensuring a team approach to support and challenge each other in a safe environment. 'Together Everyone Achieves More.'

When making decisions about using Jersey Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for pupils eligible for Jersey Premium can be: capacity for support for home learning, language and communication skills that need further development, self confidence, self efficacy, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that impact on pupils meaning they are not flourishing as well as they might. The challenges are varied and there is no "one size fits all". We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of pupils eligible for Jersey Premium are adequately assessed and addressed

Ultimate objectives

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between pupils not eligible/eligible for Jersey Premium both within school and nationally
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Develop vocabulary across the curriculum
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world
- For all pupils eligible for Jersey Premium in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6 and thus achieve GCSE's in English and Maths.

The range of provision the school consider making for this group include and would not be limited to:

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Target funding to ensure that all pupils have access to trips out of school and first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to support pupils in their emotional and social development. 1:1 support for identified pupils
- All our work through the Jersey Premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Transition from primary to secondary and transition internally and into EYFS.

This list is not exhaustive and will change according to the needs and the support our Pupils eligible for Jersey Premium require.

Challenges

This details the key challenges to achievement that we have identified among our pupils eligible for Jersey Premium.

Challenge number	Detail of challenge
1	Pupils entering the EYFS with language and listening skills well below their developmental age and stage. A lack of early language skills within the early years impacts on pupil's ability to hear sounds when practising blending and segmenting. Thus impacting on early reading and fluency
2	Pupil's vocabulary is limited due to a lack of exposure including to the wider world, this in turn impacts on their ability to comprehend and read fluently.
3	Parental support for reading at home
4	Pupils unable to self-regulate and manage emotions in an age appropriate way
5	Unsettled family lives sometimes requiring Social Service involvement – Engaging with families
6	Staffing: appropriate CPD so staff are suitably skilled to support pupils

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
Vast majority of pupils eligible for JP at the end of EYFS without complicating factors will achieve expected or exceeding for speaking and listening through using Welcomm, accessing Forest school and REAL	Pupil data from the end of EYFS will show pupils eligible for JP achieving expected or exceeding for speaking and listening
Reduce the gap between pupils eligible for JP and those that are not eligible achieving at ARE and Greater Depth in Reading, Writing and Maths at the end of KS2.	Pupil data from the end of KS2 shows an upward trend of pupils eligible for JP achieving at ARE and Greater Depth standard.
Implementation of the Essential Letters and Sounds shows an increase in pupils achieving expected standards in reading by the end of Year 1	All pupils eligible for JP without complicating factors achieve at ARE for reading in Year 1
All pupils eligible for JP without other complicating factors are confident readers by the end of KS1.	In house tracking data indicates that pupils are successfully moving through the book bands and are working on ARE books in preparation for KS2. Pupils should attain benchmark level 21/22 by the end of Year 2
Pupils eligible for JP achievement in wider curriculum subjects is in line with pupils not	Monitoring of curriculum as part of the Leadership team Data shows the pupils eligible

<p>eligible for JP and cultural capital is developed and sustained.</p>	<p>for JP perform broadly in line with Non JP children. Pupil voice shows a greater understanding of the world around them.</p>
<p>Pupils are able to self regulate and manage emotions in appropriate way using learner traits and zones of regulation.</p>	<p>Learner traits and ZOR are explicitly taught and strategies are being used effectively as a tool so that pupils displaying dysregulated emotions are better able to self regulate</p>

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 (for example, CPD, recruitment and retention)

Budgeted cost: £ 41,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
EYFS and KS1 consistent approach to phonics and the teaching of reading	<p>EEF: Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for pupils eligible for Jersey Premium.</p> <p>The teaching of phonics should be explicit and systematic to support pupil's in making connections between the sound patterns they hear in words and the way that these words are written.</p> <p>The teaching of phonics should be matched to pupil's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes).</p> <p>Phonics improves the accuracy of the pupils's reading but not necessarily their comprehension. It is important that pupil's are successful in making progress in all aspects of reading including comprehension, the development of vocabulary and spelling, which should also be taught explicitly.</p> <p>Teachers share and reflect on own and colleague's good practice EEF Toolkit</p>	1, 2, 3, 6
Pupils are able mathematicians	<p>Maths approach (white rose maths) widely researched by maths leader. Improve maths reasoning. Using and applying maths, manipulating numbers and language.</p>	2, 6
Pupil conferencing	<p>EEF Impact of feedback</p> <p>Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</p>	2,
CPD	<p>EEF: Putting Evidence to Work: A School's Guide to Implementation:</p> <p>Coaching and leadership opportunities</p> <p>Professional development is one part of a package of implementation strategies. Effective professional development includes both initial training as well as high-</p>	6

	<p>quality follow-on coaching. Introduce new skills, knowledge and strategies with explicit up-front training. Reinforce initial training with expert follow-on support within school</p> <p>Use highly skilled coaches. Carefully structure and monitor peer-to-peer collaboration. Ensure a tight focus on pupil outcomes by supporting staff to apply general pedagogy to specific subject domains</p>	
Specialist teaching (French)	Teachers considered subject specialisation as good for Primary Schools. They preferred subject specialisation because it ensured the teachers make in-depth research on the subject matter and this improved their subject matter knowledge	6
Forest School	<p>Evidence from Forest School website:</p> <p>Confidence: Pupil's had the freedom, time and space to learn and demonstrate independence</p> <p>Social skills: Pupil's gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play</p> <p>Communication: language development was prompted by the pupil's sensory experiences</p> <p>Motivation: the woodland tended to fascinate the pupil's and they developed a keenness to participate and the ability to concentrate over longer periods of time</p> <p>Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills</p> <p>Knowledge and understanding: the pupil's developed an interest in the natural surroundings and respect for the environment</p>	1, 2, 5, 6

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 37,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Raising standards/data report identified and targeted pupils in class	<p>Increased focus on individuals and groups of pupils identified by the class teacher/data/PPM.</p> <p>Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.</p>	1,2,4,5

	<p>These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored. Some pupils may have made quick gains once they returned to school full time, so assessment needs to ongoing, but manageable.</p> <p>Evidence can help to support schools' decisions around which interventions to adopt in their setting.</p> <p>EEF: targeted academic interventions</p>	
Learning zone: Supporting pupils with SEMH access their learning.	<p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p> <p>The studies in the Toolkit focus primarily on academic outcomes, but it is important to consider the other benefits of SEMH interventions. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.</p>	4, 5
BR@P	<p>Boostingreading@primary are proven good practice interventions. Each year pupils consistently make gains of over four times the expected rate of progress. On average pupils make Reading Age gains of over 12 months during the 10 week period of intervention. We have a growing body of evidence that highlights the efficacy of Boosting Reading.</p>	1,2,3
Maths intervention	<p>SHINE intervention is designed to assess understanding, identify knowledge gaps and deliver targeted individual and group intervention activities for the areas of weakness demonstrated in your pupils' diagnostic test results.</p>	2
Precision teaching	<p>A wealth of research has suggested that Precision Teaching is effective. For instance: Griffin and Murtagh (2015): Precision Teaching improved sight vocabulary, reading accuracy, fluency and comprehension in primary school pupils compared to a control group. Lambe, Murphy and Kelly (2015): Precision Teaching improved the reading fluency of primary aged pupils.</p>	1,2,3
Reading response	<p>The reading skills of primary pupils can be boosted by an additional two months when teachers get them to think about, question and summarise different texts, according to new research published by the Education Endowment Foundation (EEF)</p>	1,2,3
Rapid phonics	<p>High impact for very low cost based on extensive evidence EEF</p>	1,2,3
REAL	<p>The REAL Programme is a targeted programme which aims to support literacy development by working with children and parents to improve the home learning environment. Once Covid measures are reduced this will be implemented</p>	5
WELCOMM	<p>EEF oral language interventions</p>	1,2

1:1 support for SEMH	High impact for moderate cost	4,5
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 22,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Farm Schools	Opportunities for real life experience/enrichment	2
ELSA	In order for children to become effective learners, Maslow (1970) suggested that it is first necessary to ensure that children's physiological and emotional needs are met.	4, 5
Love reading	Access to high quality texts to promote a love of reading throughout school	1,2,3
Sport Coach Physical Literacy sessions weekly lessons with additional small group support for selected pupils	Pupils will turn take, share, participate, work as part of a team, develop vocabulary. Physical literacy will be improved. The benefits of physical literacy aren't limited to physical health. It also improves academic performance, cognitive skills, mental health, psychological wellness, social skills, and healthy lifestyle habits. Thus, all children should master fundamental movement skills and develop physical literacy.	6
Nurture lunch	High impact for moderate cost. Ensuring a calmer environment for selected pupils (SEMH)	4,5

Total budgeted cost: £ 100,500

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 2021 to 2022 academic year.

Whole school:

A new synthetic phonics programme was implemented in September 2022. Lessons are timetabled daily in Reception and Year 1 with all staff having undertaken the basic training for the implementation of the scheme. Observations of class teachers has highlighted outstanding practice in Reception class. From this, opportunities for KS1 staff to observe the teaching were put in place. Recent observations in Year 1 show clearly the consistency of approach is now more embedded. Books have now been purchased to compliment the teaching using the synthetic phonic approach. Jersey Premium funding was used to support an identified group of Year 2 pupils who had joined the school during Year 1 and were significantly below expectations. It is recognised that all pupils identified in the group are either doubly or triply disadvantaged. December 2022 data indicates that all pupils without complicating factors are making at least expected progress in phonics.

Following research, and taking an evidence-based approach, the maths lead introduced and ensured the implementation of the White Rose Maths scheme across the school. Data indicates an upward trend in attainment which will continue to be monitored closely in 2023.

Regular opportunities for pupil conferencing continue to take place to support pupils throughout the school. Those eligible for Jersey premium funding have increased opportunities for this. Through monitoring and auditing activities, pupils interviewed confirm that this time with the teacher helps them to identify next steps and how best to achieve them. "It helps me to learn more about myself", "It lets me know what I have to do and what I have to aim at", "It helps me get better and look at my self assessment".

Teaching and learning continues to be developed through coaching opportunities, sharing practice and lesson observation.

Forest School: This was heavily impacted staffing shortages due to Covid and other illness, meaning this could not take place as planned. This is now scheduled for 2023. An additional member of staff recently completed the training.

Targeted academic support:

The analysis and use of data by class teachers was further developed in 2022 in order to ensure class teachers had a clear understanding and were able to identify pupils requiring further targeted support.

BR@P continues to support identified pupils to make more than expected progress.

Some other interventions were severely disrupted this year due to staffing and other challenges within the school.

JTP supported many JP eligible pupils with extra tuition either after school or during lunchtimes. Data indicates that all groups made good progress as part of these interventions.

WELCOMM assessments and intervention programme are used in EYFS to support pupils in reaching expected standards in language and communication.

Wider strategies

Weekly timetabled PE sessions with a sports coach ensure a progression of skills and the development of physical literacy across the school. In addition to this, pupils eligible from JP funding are offered opportunities with the sports coach for extra curricular activities to develop cognitive skills, to support good mental health, psychological wellness, develop social skills and encourage healthy lifestyle habits.

An opportunity for enriching learning as a whole class was offered to Year 3 pupils who benefitted from the Sprouts farm club programme which included caring for animals and growing fruit and vegetables.

A nurture lunch club has proved to be very successful in supporting a small number of pupils during lunchtimes with access to an alternative provision.

Further information

A number of the plans above have been implemented over the past 3 years and are now fully embedded into our practice. Our main focus for the next few years is to further close the gap between JP eligible and non JP pupils outcomes in reading, writing and maths.