

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 | 189 |
| Proportion (%) of Jersey Premium eligible pupils | 37% |
| Academic year/years that our current Jersey Premium strategy plan covers | 2023-2024 2024-2025 |
| Date this statement was published | January 2023 |
| Date on which it will be next reviewed | December 2023 |
| Statement authorised by | Kirstie Williams |
| Jersey Premium lead | Sarah Jones |

Funding overview

| Detail | Amount |
|--|---------|
| Jersey Premium funding allocation this academic year | £91,000 |
| Total budget for this academic year | £91,000 |

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, as a minimum, 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 island wide
- 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 positively manage 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 attain at least a Grade 4 in GCSE (English and maths)

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 receive high quality teaching
- Focus on early literacy/oracy in the EYFS
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work and/or 1:1 tuition
- Target funding to ensure that all pupils have access learning out of school and real life experiences
- Provide opportunities for all pupils to participate in enrichment activities including physical development and learning to play an instrument
- Provide appropriate nurture support to support pupils in their emotional and social development
- All our work through the Jersey Premium will be aimed at accelerating progress, ensuring pupils attain at least age-related expectations

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 communication and language skills well below their chronological 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 | Over 50% of pupils who are eligible for Jersey Premium funding have identified SEN and/or are multi-lingual learners. We recognise a high proportion of our pupils are doubly or triply disadvantaged |
| 4 | Limited opportunities and life experiences to join in enrichment opportunities. Knowledge of the world and vocabulary acquisition can therefore be limited. |
| 5 | An increasing number of pupils require support to self-regulate and manage their emotions which can impact on their learning and attainment. |
| 6 | Appropriate staffing with suitable skills/training to support pupils with a range of needs including those above |

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 |
|---|--|
| Improved communication and language skills, speaking and vocabulary | The vast majority of pupils eligible for JP funding, without complicating factors, at the end of EYFS will achieve 'expected' for communication and language and speaking through using Welcomm and accessing Forest school All pupils have access to a curriculum rich in opportunities to develop their oracy therefore improve their academic outcomes, improve literacy development, increase confidence and wellbeing, equip them to thrive in life beyond school and shrink the language gap. |
| All pupils eligible for JP 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. Through daily phonic and guided reading sessions as well as opportunities for shared reading, pupils should attain a minimum benchmark level 21/22 |

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| | by the end of Year 2 |
| Pupils make at least expected progress in reading, writing and maths. There is a reduced gap between pupils eligible for JP and those that are not eligible achieving at ARE and Greater Depth in Reading, Writing and Maths | Pupil data from the end of KS2 shows an upward trend of pupils eligible for JP, without complicating factors, achieving at ARE and Greater Depth |
| Pupils are able to self regulate and manage emotions in appropriate ways using learner traits and Zones Of Regulation. | 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 which supports them to access their learning |
| Pupils access a wide range of enrichment experiences both in and out of school. | Pupil surveys reflect enjoyment in the broad and balanced curriculum this impacts on their well being, learning and progress |

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: £39760

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Establish a whole-school commitment to oracy, teachers and school leaders are empowered, passionate and motivated to ensure that the voice of all students is valued in school and beyond. Cost £4000 | Voice 21 Oracy Cambridge Oral language intervention EEF: (+6 months) Evidence shows that a high-quality education can: Improve academic outcomes, improve literacy development, increase confidence and wellbeing, equip students to thrive in life beyond school and shrink the language gap. | 1, 2, 3, 4, 6 |
| EYFS and KS1 consistent approach to phonics and the teaching of reading Cost: £9860 | 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. 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 | 1, 2, 3, 6 |

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| | <p>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 pupil's reading but not necessarily their comprehension. It is important that pupils 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> | |
| <p>Pupil conferencing</p> <p>Cost: £16,000</p> | <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> <p>1:1 or small group conferencing at least 3 times per term</p> | 1, 2, 3, 6 |
| <p>CPD</p> <p>Cost: £7,500</p> | <p>EEF: Putting Evidence to Work: A School's Guide to Implementation:</p> <p>Coaching and leadership opportunities: Through coaching opportunities, teachers to be more reflective and creative, gaining a deeper understanding of the pedagogy that ensures a significant impact on the relationships with pupils and colleagues.</p> <p>Professional development is one part of a package of implementation strategies. Effective professional development includes both initial training as well as high-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> | 6 |
| <p>PPM: looking at internal progress data</p> <p>Cost: £2400</p> | <p>Pupils eligible for Jersey premium identified as not making at least expected progress last academic year, teachers will plan for support and interventions to catch up</p> | 3, 5 |

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

Budgeted cost: £27,640

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Raising standards/data report to identify pupils requiring targeted academic support HT/DHT/SENCo release time to support staff to analyse data and plan interventions Cost: £2590</p> | <p>Increased focus on individuals and groups of pupils identified 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. These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored. EEF: targeted academic interventions</p> | <p>1, 2, 3, 4, 5, 6</p> |
| <p>Supporting pupils with SEMH to access their learning. Cost: £11,600</p> | <p>EEF: 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. Use PASS assessment as a benchmark and to monitor impact 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> | <p>4, 5</p> |
| <p>BR@P Cost: £5050</p> | <p>Boostingreading@primary (website) 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. There is a growing body of evidence that highlights the efficacy of Boosting Reading.</p> | <p>1,2,3</p> |
| <p>Precision teaching Cost: £4000</p> | <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> | <p>1,2,3</p> |
| <p>Reading response Cost: £1400</p> | <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> | <p>1,2,3</p> |

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| WELCOMM Cost £3000 | EEF oral language interventions: Assessing and planning oral language skills in the early years in order to deliver a bespoke oral language development plan for individuals or small groups of pupils | 1,2 |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £25750

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Farm Schools Cost: £2400 | Opportunities for real life experience/enrichment: Sprouts farm club website: Schools are already making big changes to help children make healthier food choices, but we are helping to take this one step further. By showing children they can grow their own produce and help care for animals; students can develop their understanding in farming, where their food comes from and also the value of growing. Our sessions are fun, engaging and inspiring, and can be linked to many core areas of the curriculum, for any age group or Key Stage. | 4, 5 |
| JMS Music Cost: £1500 tbc | Opportunities for real life experience/enrichment Jersey Music Service works in partnership with schools in the island to increase access to quality music making and to raise the standard of music education by providing high quality creative and inspiring musical experiences across a wide range of musical genres. | 4, 5 |
| Forest School/outdoor learning opportunities Cost: £4000 | Outdoor learning incorporating Forest School Evidence from Forest School website: Confidence: Pupil's had the freedom, time and space to learn and demonstrate independence 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 Communication: language development was prompted by the pupil's sensory experiences 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 Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills Knowledge and understanding: the pupil's developed an interest in the natural surroundings and respect for the environment | 1, 2, 3, 4, 5, 6 |

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| ELSA Cost: £1950 | 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. | 3, 4, 5 |
| Sport Coach Physical Literacy sessions weekly lessons with additional small group support for selected pupils Cost: £12,000 | 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. | 4, 6 |
| Nurture support Cost: £3600 | High impact for moderate cost. Ensuring a calmer environment for selected pupils (SEMH) | 4, 5, 6 |

Total budgeted cost: £ 90,150

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 2022-2023 academic year.

| Intended outcome | Success criteria | Review December 2023 |
|--|---|--|
| Improved communication and language skills, speaking and vocabulary | <p>The vast majority of pupils eligible for JP funding, without complicating factors, at the end of EYFS will achieve 'expected' for communication and language and speaking through using Welcomm and accessing Forest school</p> <p>All pupils have access to a curriculum rich in opportunities to develop their oracy therefore improve their academic outcomes, improve literacy development, increase confidence and wellbeing, equip them to thrive in life beyond school and shrink the language gap.</p> | <p>With an experienced member of staff supporting the delivery and assessment Welcomm in the EYFS in English as well as Portuguese, pupils without complicating factors made good progress:</p> <p>In Nursery: 57% (4/7) pupils achieved at 'typical' for CLL The pupils below typical were doubly or triply impacted with SEN or EAL needs</p> <p>In Reception: 71% (5/7) pupils achieved at typical for CLL. Those pupils working below typical are pupils who have identified SEN and are in receipt of a RON</p> <p>Forest school was introduced at the beginning of the year however this years classes were impacted due to staff absence and an inconsistent delivery of sessions</p> |
| All pupils eligible for JP are confident readers by the end of KS1 (Summer 23) | In house tracking data indicates that pupils are successfully moving through the book bands and are working on ARE books in preparation for KS2. Through daily phonic and guided reading sessions as well as opportunities for shared reading, pupils should attain a minimum benchmark level 21/22 by the end of Year 2 | 71.5% JP pupils achieved Secure in reading. All made at least expected progress. Reading recovery, structured guided reading sessions and phonic input contributed to pupils progress over the year. |
| Pupils make at least expected progress in reading, writing and maths. There is a reduced gap between pupils eligible for JP and those that are not | Pupil data from the end of KS2 shows an upward trend of pupils eligible for JP, without complicating factors, achieving at ARE and Greater Depth | <p>Reading 91% D 73% S</p> <p>Writing 64% D 37% S</p> <p>Maths 82% D 55% S</p> <p>All pupil made at least expected progress in reading, writing and maths.</p> |

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| eligible achieving at ARE and Greater Depth in Reading, Writing and maths | | 10 pupils eligible for JP in Year 6 of which 7 doubly or triply impacted with SEN or EAL. Reading was a focus and a strength within this group. Writing continues to be an area of focus |
| Pupils are able to self regulate and manage emotions in appropriate ways using learner traits and Zones Of Regulation. | 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 which supports them to access their learning | With the introduction of the Zones of Regulation and the consistent use of this approach, behaviour incidents have been reduced as evidenced in behaviour playground logs. OPAL has also supported pupils at lunchtimes as well as the introduction of Peer Mediators to support with minor disputes between pupils. |
| Pupils access a wide range of enrichment experiences both in and out of school. | Pupil surveys reflect enjoyment in the broad and balanced curriculum this impacts on their well being, learning and progress | Pupil voice has highlighted the enjoyment of the enrichment experiences: ‘ I loved farm schools, it’s so much better to plant things outside in the fresh air and watch the vegetables grow’. ‘ I learnt how to plant vegetables and I enjoyed eating them at the end. It was so interesting and fun and I love learning’. ‘ I loved the cute piglets and I learnt that they can’t eat chestnuts because they are too small but the mummy pig can’. ‘ I liked holding the chickens but I didn’t like it when they tried to peck me’. |

Further information

From January 2024 the numbers of pupils eligible for Jersey Premium funding has reduced therefore the budget will be less. The plan moving forward will mainly have a focus on developing communication and languages skills within the EYFS due to the low starting points of pupils entering the school as well as ensuring that early reading is supported so that pupils including those eligible for Jersey Premium funding keep up and achieve at ARE