

# 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	179
Proportion (%) of Jersey Premium eligible pupils	28%
Academic year/years that our current Jersey Premium strategy plan covers	2026-2028
Date this statement was published	January 2026
Date on which it will be next reviewed	December 2026
Statement authorised by	Kirstie Williams
Jersey Premium lead	Sarah Jones/ Melissa Bateman

## Funding overview

Detail	Amount
Jersey Premium funding allocation this academic year	£83,000
<b>Total budget for this academic year</b>	£83,000

# Part A: Jersey Premium strategy plan

## Statement of intent

### St. Saviour's School Vision

At St Saviour's School, we believe that every pupil deserves the best possible start in life. Our curriculum is designed to place the needs of pupils and their families at the heart of everything we do, with a strong commitment to ensuring that all pupils have the opportunities, support, and encouragement they need to achieve their full potential. We recognise that some pupils may face additional challenges that can impact their learning, and all staff work together with a shared ambition for every pupil, understanding the vital role they play in helping each pupil thrive, grow, and succeed.

Our curriculum equips pupils with the knowledge, skills, and understanding required by the Jersey Curriculum, while also fostering the personal qualities needed to become determined, confident, and resilient global citizens. Central to this is a focus on oracy as a golden thread throughout our school, supporting pupils to communicate effectively, think critically, and develop confidence in speaking and listening across all subjects. Pupils' emotional regulation, wellbeing, and positive mental health are embedded throughout, enabling them to build resilience, self-awareness, and strong, positive relationships.

Learning at St Saviour's is enriched through memorable experiences both inside and outside the classroom, engagement with the local and wider community, and opportunities to broaden horizons, raise aspirations, and inspire curiosity. Pupils have meaningful opportunities to shape their school through Pupil Government, meeting regularly with school leaders to contribute to decisions about subjects, enrichment activities, and wider aspects of school life. Learning is purposeful, relevant, and engaging, bringing the curriculum alive and encouraging a lifelong love of learning.

We have a strong ethos of inclusion and a compassionate, collaborative approach to teaching and learning. Resources, support, and teaching strategies are carefully deployed to ensure that all pupils can access the curriculum fully and achieve excellent progress and outcomes. Staff work collaboratively, both within the school and with colleagues across CYPES, sharing best practice, reviewing provision, and implementing strategies that ensure every pupil can flourish. Our School Improvement Plan are closely aligned with the Jersey Premium Strategy, ensuring that all pupils receive the support and opportunities they need to succeed.

Our curriculum is underpinned by our Core Values – Achieve, Respect, Cooperate – and our three Golden Rules, which are embedded consistently across all aspects of school life. Pupils are encouraged to understand and model these values, alongside their rights and responsibilities, reflecting our commitment to being a Rights Respecting School. Across all subjects, oracy is embedded to enable pupils to express themselves, explore ideas, and communicate confidently. Pupils also benefit from a wide range of cultural, creative, and enrichment opportunities to inspire curiosity and celebrate achievement.

At St Saviour's, the whole school community – staff, pupils, and parents – works collectively to create a supportive, inclusive, and respectful environment, ensuring that every pupil has the

opportunity to succeed academically, socially, and personally, while fostering a lifelong passion for learning.

### **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
- Support every pupil to develop a positive reader identity and a lifelong habit of reading by choice
- 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
- Embed 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
- Prioritise 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 to learning out of school and real-life experiences: eg forest school, farm school, subject enrichment days
- Provide opportunities for all pupils to participate in enrichment activities and extra-curricular 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 communication skills and vocabulary are limited due to a lack of exposure to the wider world. This limitation, in turn, adversely affects their ability to comprehend texts, read fluently, and maintain high writing standards.
3	68% of pupils who are eligible for Jersey Premium funding from Y1-6 have additional inclusion factors (SEN and/or are multi-lingual learners). We recognise a high proportion of our pupils are doubly or triply impacted: 48% of JP eligible pupils are MLL, 41% of JP eligible pupils are on the SEN register. 22% pupils are JP, SEN and MLL (data taken from December 2025).
4	Our observations show that some children have limited opportunities to access experiences outside of school that can enrich their lives and experience of living in Jersey. This impacts pupils' personal development knowledge and understanding of the world, and opportunities to make connections and links in their learning across the curriculum. Jersey Premium eligible pupils may have a lower level of Cultural Capital.
5	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
Continue to improve oracy, language and vocabulary among Jersey Premium eligible pupils, creating a language rich environment throughout the school.	Assessments and observations indicate significantly improved language and oracy skills among pupils eligible for Jersey Premium. This is evident when triangulated with other sources of evidence including observation of teacher use of Voice21 strategies over time, oral language assessments, pupil engagement in lessons and ongoing formative assessment using the Voice21 Oracy Framework and Skills Progression from Nursery to Year 6 embedded

	<p>Improved language and communication skills reflected in academic work, but also in regulation, social dynamics and communication. Rich culture of talk across the school is well embedded where all members of the school community have the skills and opportunities to be heard and their voice valued.</p> <p>Foundation stage assessment will support the tracking of pupil progress in Oracy.</p>
<p>All pupils eligible for JP are confident readers by the end of KS2. In addition to this, pupils will demonstrate a love of reading by being able to articulate their favourite books, authors and themes.</p>	<p>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 phonics and reading sessions as well as opportunities for shared reading, all pupils (without complicating factors) should attain a minimum benchmark level 21/22 by the end of Year 2.</p> <p>Pupil voice will reflect enjoyment of reading being able to articulate favourite stories and authors.</p> <p>Reading for pleasure survey at KS2 indicates an upward trend of reading enjoyment.</p>
<p>Pupils make at least expected progress in reading, writing and maths.</p> <p>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</p>	<p>Pupil data show that pupils are making at least expected progress from their starting point. Pupils who are eligible for Jersey Premium but are not impacted by ML and SEN attain at year group expectations.</p>
<p>A broad, balanced, and aspirational Curriculum meets the needs of our children at St Saviour's, providing opportunities for enrichment, oracy, and personal development. Teaching will be highly effective in all year groups.</p> <p>Pupils access a wide range of enrichment experiences both in school and as extra-curricular therefore enriching their cultural capital.</p>	<p>Pupil surveys reflect enjoyment in the broad and balanced curriculum this impacts on their wellbeing, learning and progress</p> <p>Teaching in all year groups will be highly effective and ensures that all children make excellent progress.</p> <p>Data will show an increase of pupils eligible for JP accessing enrichment clubs.</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: £31820

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The whole-school commitment to oracy is embedded, teachers and school leaders are empowered, passionate and motivated to ensure that the voice of all pupils is valued in school and beyond.</p> <p>St Saviour’s School will be a language rich environment, where pupils can learn to talk and learn through talk.</p> <p>Pupil government continues to be effective and ensures pupil voice is paramount and informs decision making.</p>	<p>Voice 21</p> <p>Oracy Cambridge</p> <p>Oral language intervention EEF: (+6 months)</p> <p>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.</p> <p><a href="#">Oral language interventions   EEF</a></p> <p>Developing a robust Pupil Government is essential to ensure that the voices of pupils are valued both within the school environment and beyond. Pupils contribute significantly to the development of the curriculum and support initiatives related to enrichment, outdoor play and rights respecting. It is vital to educate pupils about their rights as this impacts and ensures their voices are valued and increases wellbeing, participation, relations and self-esteem. (Rights Respecting School Website – UNICEF <a href="#">What is a Rights Respecting School? - UNICEF UK</a>)</p>	<p>1, 2, 3, 4, 5</p>
<p>Develop high quality phonics teaching and learning, improve pupil outcomes in phonics.</p> <p>To continue to raise the profile of reading for pleasure.</p>	<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 pupil’s reading but not necessarily their comprehension. It is important that pupils are</p>	<p>1, 2, 3, 5</p>

	<p>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>In school it is challenging to balance teaching the skills of reading and nurturing the will - the desire to read. Professor Cremin is an internationally recognised scholar in literacy education, Co-Director of the Literacy and Social Justice Centre at The Open University, and a leading advocate for the role of reading in fostering creativity, wellbeing, and equity. Her research outlines the advantages of reading for pleasure, reflects on the challenges, and shares research- informed practical ways forward, that in line with national curriculum expectations, motivate young people to read-in school and at home.</p>	
<p>Pupil conferencing</p> <p>Y1-Y6</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>	1, 2, 3, 5
<p>CPD</p> <p>To provide consistently high-quality teaching and learning to improve pupil outcomes.</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>	5
<p>PPM: looking at internal progress data</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 £24,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>BR@P/Reading fluency/ELS: To improve outcomes for children working below ARE in reading.</p> <p>ELS intervention to ensure pupils keep up rather than catch up 60 mins daily</p> <p>Reading fluency 2hrs per week 10 weeks per term</p>	<p><b>Boostingreading@primary</b> (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>The <b>EEF (Education Endowment Foundation)</b> emphasises that fluent reading supports comprehension because pupils can redirect attention from decoding to meaning. Guided oral reading and repeated reading activities are highlighted in the KS1/KS2 literacy guidance as evidence-based practices to develop fluency.</p> <p>The <b>Education Endowment Foundation (EEF) Toolkit</b> rates phonics as having a <b>positive impact (+5 months progress)</b> on reading outcomes for low-attaining pupils for relatively low cost, with <i>extensive evidence</i> supporting explicit phonics teaching to strengthen decoding and early reading ability.</p>	1,2,3
<p>Precision teaching: To improve outcomes for children working below ARE in reading</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>	1,2,3
<p>Reading recovery: To improve outcomes for children working below ARE in reading</p>	<p>Reading Recovery is a school-based literacy programme for children aged 5 and 6 with reading difficulties.</p> <p>The intervention is targeted – pupils with the lowest literacy attainment scores and showing evidence of a lack of skills, knowledge and experience that means they cannot benefit from group and class teaching are selected for Reading Recovery after three to six terms in school.</p> <p>This study identified statistically significant positive impact on a number of child outcomes. This includes letter identification, reading ability, understanding of concepts of print, writing vocabulary, and the ability for hearing and writing. (Early intervention foundation EIF).</p>	1,2,3
<p>WELCOMM: To</p>	<p>EEF oral language interventions: Assessing and planning oral</p>	1,2

improve early language through targeted interventions and develop a language rich environment 1.5 hr per week TA	language skills in the early years in order to deliver a bespoke oral language development plan for individuals or small groups of pupils.	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £27550

Activity	Evidence that supports this approach	Challenge number(s) addressed
Farm School	<p>Opportunities for real life experience/enrichment: Sprouts farm club website:</p> <p>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.</p>	3, 4
<p>To provide a range of enrichment/extra-curricular activities within the curriculum which give children memorable and meaningful learning experiences</p> <p>Planning and preparation time to run and monitor these extra-curricular clubs.</p>	<p>Opportunities for real life experience/enrichment</p> <p>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.</p> <p>‘The endless choice of clubs, classes and creative sessions provide fun and motivating ways for children to learn, play, develop new skills and gain new and exciting experiences.’ (Learning Hive 2025)</p>	3, 4
Forest School/outdoor learning opportunities	<p>Outdoor learning incorporating Forest School</p> <p>Evidence from Forest School website:</p> <p>Confidence: Pupils have 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</p>	1, 2, 3, 4, 5

	<p>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>	
Life skills activities for pupils with complex needs	<p><i>For all children, and especially those with special needs, achieving independence is an important part of the journey into adulthood. From the moment we wake in the morning, we go through certain tasks, known as "life skills." These tasks could include typical activities such as making the bed, performing bathroom routines, getting dressed, making meals, communicating and so many others. For most, the list is virtually endless. '10 Essential Life Skills for Success' Alpha school</i></p> <p>With the right preparation and patience, pupils can develop the essential skills required to foster independent living. Beyond just telling pupils how to practice these essential life skills, students must be guided in a practical way so that they not only learn about what is being taught but learn how to apply it in the real world.</p>	3, 4, 5
<p>Sport Coach</p> <p>To improve physical fitness and the engagement and enjoyment of physical activity. A skilled coach will deliver targeted PE lessons across the school to close the gap in skills outlined above.</p> <p>From Y2-6</p> <p>Consider N-Y1</p>	<p>Pupils will turn take, share, participate, work as part of a team, develop vocabulary. Physical literacy will be improved as well as improved health and well-being</p> <p>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 pupils should master fundamental movement skills and develop physical literacy.</p>	3, 4, 5

**Total budgeted cost: £83370**

## 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 2025-2026 academic year.

Intended outcome	Success criteria	Review December 2026
<p>Improved oracy, language and vocabulary among Jersey Premium eligible pupils, creating a language rich environment throughout the school.</p>	<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>Pupil Government will make decisions based on the voice of pupils in school.</p>	
<p>All pupils eligible for JP are confident readers by the end of KS2</p> <p>Pupils will demonstrate a love of reading through participation in the reading for pleasure survey</p>	<p>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 reading sessions as well as opportunities for shared reading, pupils should attain a minimum benchmark level 21/22 by the end of Year 2.</p> <p>Pupil voice reflects a love of reading. They will be able to talk about favourite books, authors and interests.</p>	
<p>Pupils make at least expected progress in reading, writing and maths.</p> <p>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</p>	<p>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>	

<p>A broad, balanced, and aspirational Curriculum meets the needs of our children at St Saviour's, providing opportunities for enrichment, oracy, and personal development. Teaching will be highly effective in all year groups.</p> <p>Pupils access a wide range of enrichment/ experiences both in school and as extra curricular therefore enriching their cultural capital</p>	<p>Pupil surveys reflect enjoyment in the broad and balanced curriculum this impacts on their wellbeing, learning and progress.</p> <p>Data will evidence an upward trend of pupils attending enrichment clubs.</p>	
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