

Jersey Premium Statement 2018

d'Auvergne School



Jersey Premium was introduced in all schools in January 2017 following a pilot project the previous year. It is a targeted funding programme for schools; it has been introduced to help all children get the best from their education. For details on the criteria for eligibility please follow the link at the bottom of the page.

In 2018, d'Auvergne received £132,210.

The number of children eligible was 170 or 37% of the school.

At d'Auvergne we understand some of life's challenges can create barriers to learning for children.

We aim to:

- **Provide the highest quality teaching**

We believe that high quality teaching that is based on a broad, balanced and enriched curriculum is the most important thing that we can do. The use of Jersey Premium funding enables us to enhance this. *(Projects 1,2, 3 and 8)*

- **Ensure that children reach at least the expectation for their age in the key areas**

Attainment in reading writing and maths is essential for children to be successful at school. *(Projects 1, 4, 5, 7 and 1)*

- **Use data and our knowledge of pupils to identify need.**

Our teachers know their children and through analysis of their progress and conversations with them, they identify the best way to meet their needs. We adopt a relentless focus on the progress of all children and take action accordingly. *(All projects)*

- **Develop children's communication, language and literacy**

This is so important in ensuring all children have full access to the curriculum and can develop the social relationships necessary to be successful. This needs to start as soon as children come to school. *(Projects 2, 6 and 9)*

- **Provide opportunities for regular engagement with our parents**

Being a parent is a difficult job, we want to help provide parents with the skills to enable them to support their children's learning. *(Projects 2 and 9)*

Projects 2018

The Jersey Premium provides additional resources for us to invest in activities that will have the greatest impact on pupil achievement

1. Review of expenditure				
Previous Academic Year				
Provide the highest quality teaching				
Desired outcome	Chosen action / approach	Estimated impact:	Next Steps:	Cost

<p>To enable children to reach or exceed Age Related Expectation (ARE) in reading.</p> <p>To promote a love of reading across the school</p>	<p>Love Reading (Project 1)</p>	<p>ARE of above for Jersey Premium (JP) children: Reading:73% ARE of above for non-JP children: Reading:75%</p> <p>Feedback from Jersey Premium Lead's interviews with children and parents was positive in that the children and families enjoy having access to good quality books.</p> <p>All children at d'Auvergne visited the town library at least once.</p> <p>All classes have Pie Corbett's reading spine and teachers are reading the books frequently to familiarise the children with the different texts.</p> <p>Dual Language books are available in the library and in all Foundation Stage classrooms and in both Nursery and Reception lending libraries for children to read/ be read to in their home language and take home to share with family.</p>	<p>The gap between JP and non-JP children has significantly reduced and our reading interventions along with good quality teaching reflect this.</p> <p>Lending Libraries are more successful when they are significantly promoted.</p> <p>We will continue to ensure the children all visit the town library with their class each year.</p> <p>Continue to encourage teachers to use core books as writing/ reading focus and ensure new teachers have copies of the books.</p> <p>Extend the dual language provision across the school.</p>	<p>£4,000</p>
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<p>To target children's Early Language skills before they start in Reception.</p>	<p>Easy Peasy (Project 2)</p>	<p>Trial successful with an average of 7/10 families using Easy Peasy each week.</p> <p>All Nursery families signed up in September – currently an average of 41/44 families engaging in the games each week.</p> <p>Parental feedback was very positive.</p> <p>Children are having an opportunity to play the game of the week in a small group led by a Nursery Officer each week to consolidate learning.</p>	<p>The project was more successful when the lead teacher had access to the target audience.</p> <p>Nursery children to continue to be added to Easy Peasy each academic year and the games to be promoted through the Nursery staff.</p>	<p>£5,000</p>
<p>Improved outcomes for children with the use of highly informed and trained teaching assistants.</p>	<p>MITA (Project 3)</p>	<p>Each TA had 15 mins weekly with teacher to discuss specific learning activities and expected outcomes and sharing of weekly planning.</p>		<p>£2034</p>
<p>Project 2: Targeted support</p>				
<p>Desired outcome</p>	<p>Chosen action / approach</p>	<p>Estimated impact:</p>	<p>Next Steps</p>	<p>Cost</p>

To enable children to read at least at ARE	Reading Response (Project 4)	All 7 children moved at least 7 Benchmark Levels and are now reading at Age Related Expectation.	Continue with the project into 2019.	£14,079
Identification of the barriers to children's reading and overcoming those barriers.	BR@P (Boosting Reading At Primary) (Project 5)	Out of the 16 children involved in BR@P all 16 children made significant progress. 14 children had made ARE or above in at least one area of reading and 5 children had made ARE in all three areas of reading.	<p>Programme to continue into 2019, TA's to be released.</p> <p>Three full cycles to be completed throughout the school year.</p>	Cost: £5,400

<p>To improve the levels of speaking and listening in EYFS (Early Years Foundation Stage)</p>	<p>EYFS Language (Project 6)</p>	<p>Speech and Language expert trained all Foundation Stage staff to provide consistency for the children.</p> <p>16/18 of JP children in Reception were below ARE in their Speech and Language according to their baseline WELLCOMM assessments.</p> <p>At the end of the academic year: Only 3/18 children are below ARE in their Speech and Language according to WELLCOMM assessments.</p> <p>10/17 of JP children in Nursery are below ARE in their Speech and Language according to their baseline WELLCOMM assessments.</p> <p>At the end of the academic year: Only 4/17 children are below ARE in their Speech and Language according to WELLCOMM assessments.</p> <p>Baseline assessments for both Reception and Nursery show that children are significantly below where they should be in their Speech and Language according to their WELLCOMM assessments.</p>	<p>Speech and Language expert to return to train any new staff.</p> <p>New WELLCOMM TA to be recruited in early 2019.</p>	<p>Cost: £22,500</p>
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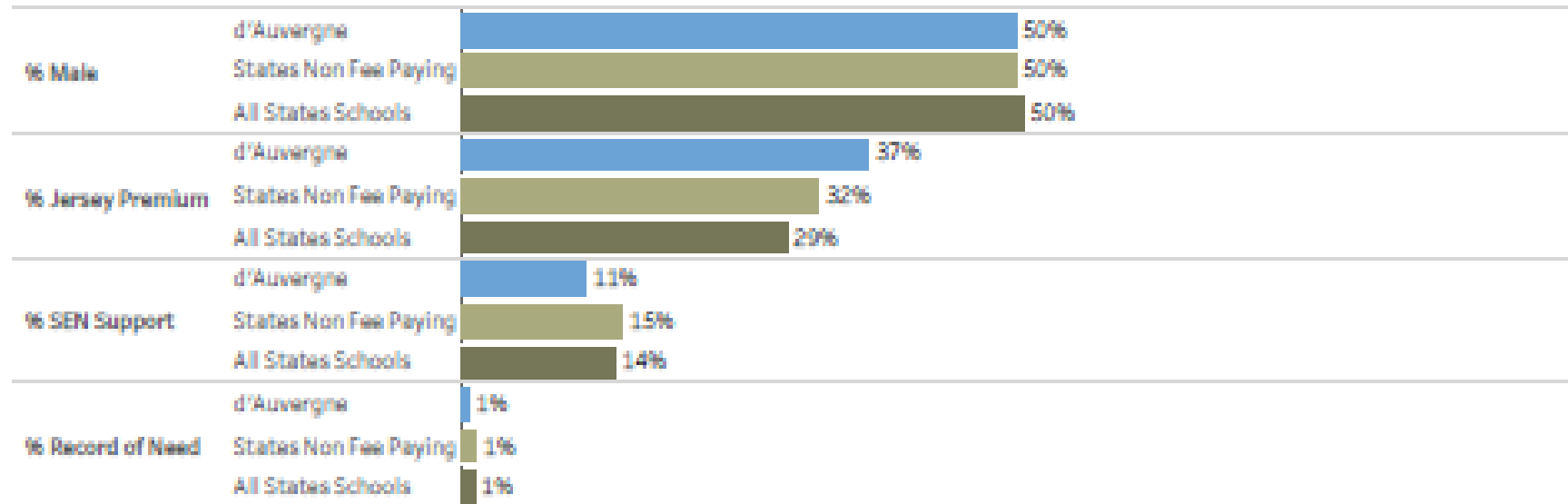
<p>To improve writing in Year 2, 5 and 6.</p>	<p>1:1 Writing Feedback Project. (Project 7)</p>	<p>Out of 30 Yr5/6 Jersey Premium pupils there were 70% either working below or significantly below the age related expectation.</p> <p>Out of 26 Yr2 Jersey Premium pupils, 58% were either working below or significantly below.</p> <p>After the project: All children have made progress in their writing and benefit from a clearer understanding of the feedback provided by teacher, to assist in improving their work and raising standards of writing.</p> <p>There is a 10% improvement of pupils achieving their age related expectation in Yr5 and 6 and a 58% improvement for pupils in Yr2.</p>	<p>Identify barriers to Yr5/6 feedback group. Restructure and plan new intervention to support these children for 2019/20.</p>	<p>£6,600</p>
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ii. Other approaches

Desired outcome	Chosen action / approach	Estimated impact:	Next Steps	
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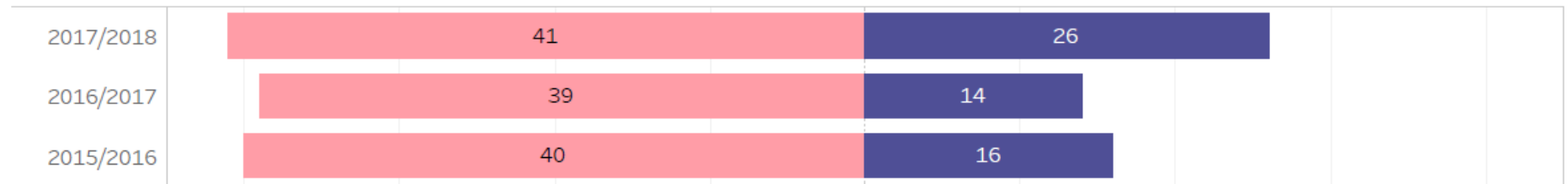
		Discussions and in children's play. Parents were using the recipe cards which were handed out each week and cooking the meals at home with the children.		
To target children's Early Language skills before they start in Nursery.	d'Auvergne Diddies (Project 9)	For the last few years children are entering Nursery and Reception with language levels significantly below ARE. After conversations with parents, not all JP children have access to good quality books and do not know many nursery rhymes. Reading and singing nursery rhymes to babies and toddlers has an impact on their language development and early literacy skills.	Diddies to be offered to parents throughout 2019. Recruitment every July needs to happen through teachers speaking to JP parents with siblings and through the school newsletter to keep numbers full. Lots of children finished Diddies in September as they are now at Nursery. WELLCOMM assessments and parent questionnaires to be taken in January (once the children are settled and relationships have been established) to help collect initial data to support the success of the project. Questionnaires and WELLCOMM assessments to be retaken in April and July.	Cost: £1,700
To extend children's Personal, Social and Emotional development.	Jigsaw (Project 10)	D'Auvergne in need of a Personal, Social and Emotional curriculum to provide consistency across the school.	Train staff and introduce whole school Jigsaw in early 2019.	£3,720
To extend professional knowledge of Speech & Language needs and how best to support.	ELKLAN	Quality training for 2 teachers.	2 teachers will attend further training in UK, in order to allow them to train staff themselves.	£3,000

Overview

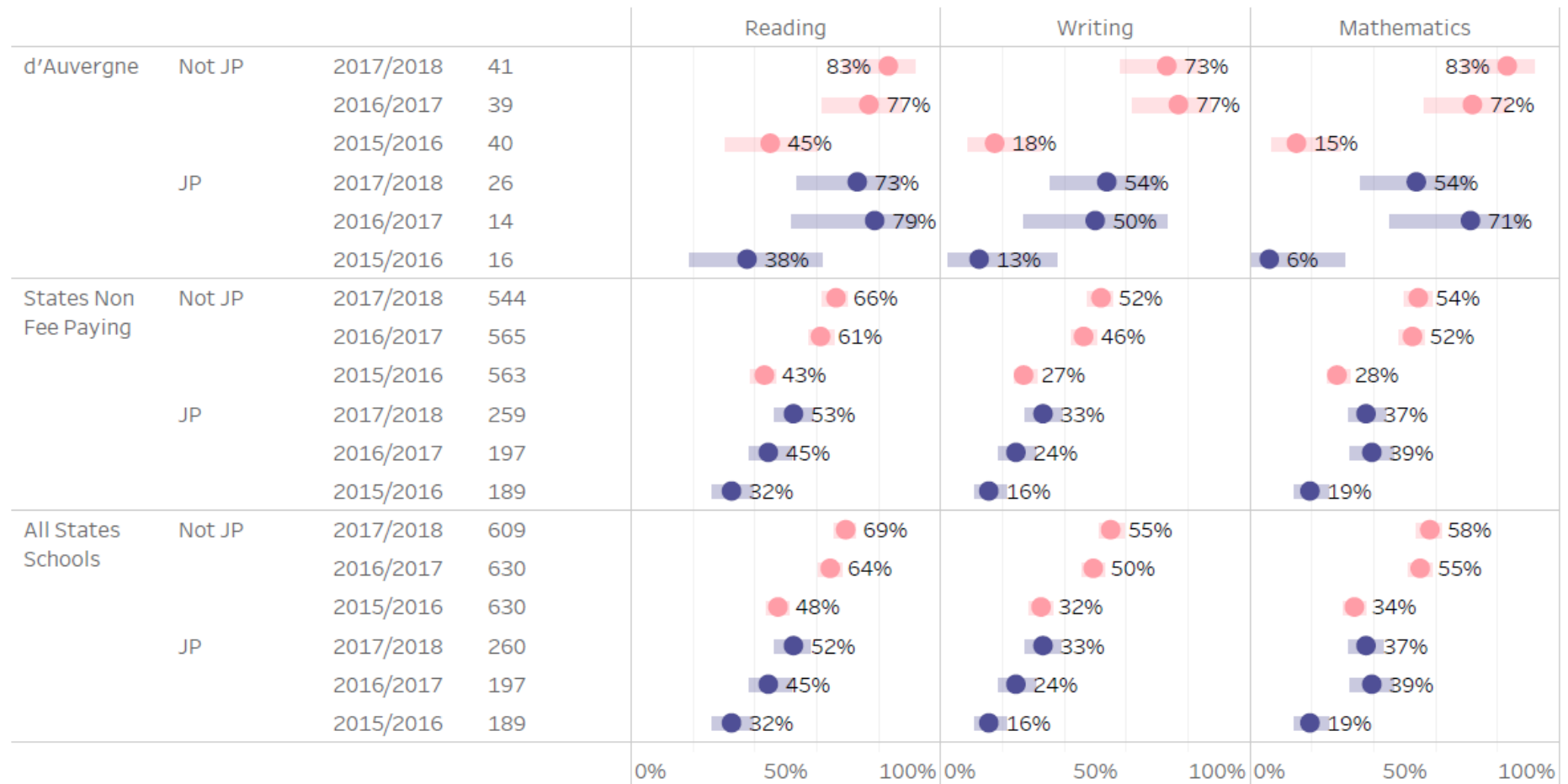


Number of pupils in Year 2 by Jersey Premium

Not Jersey Premium | Jersey Premium

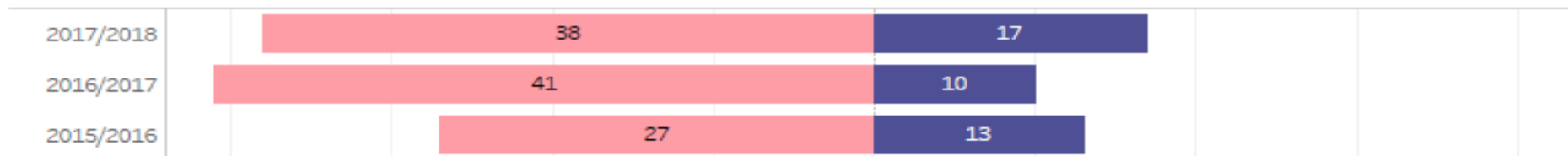


Percentage of Year 2 pupils achieving 2S by Jersey Premium

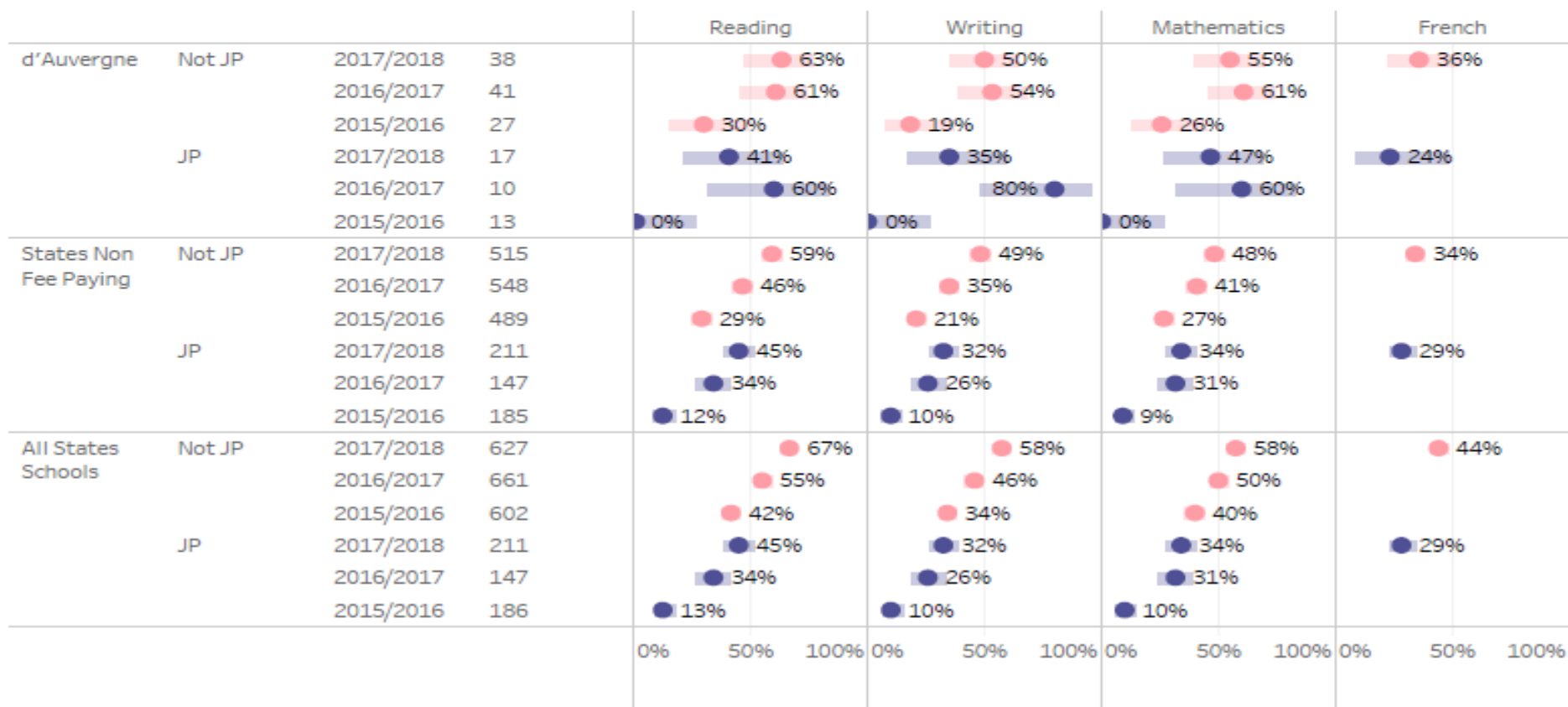


Number of pupils in Year 6 by Jersey Premium

Not Jersey Premium | Jersey Premium



Percentage of Year 6 pupils achieving 6S by Jersey Premium



For more information about the Jersey Premium initiative, please visit the States of Jersey Education website address <https://www.gov.je/education/schools/childlearning/pages/jerseypremium.aspx>