

# Jersey Premium Evaluation December 2020

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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.

At d'Auvergne we understand some of life's challenges can create barriers to learning for children. Over the last year, we aimed 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, 4, 9, 10, 11, 12, 13, 14 and 15)
- 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 2, 3, 4, 5, 6, 7 and 8)
- 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 act 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 1, 2, 3, 4, 6, 7, 8 and 9)
- Ensure that children who come to our school with English as a second language are attaining as well as their English speaking peers by the end of Key Stage 2. (Project 15)
- 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 1, 2, 3, 4 and 9)

**For more information about the Jersey Premium initiative, please visit the Government of Jersey Education website address**

<https://www.gov.je/education/schools/childlearning/pages/jerseypremium.aspx>

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## Cohort and Funding

The 2019 - 2020 strategy was developed based on the following levels of Jersey Premium:

### **Funding:**

Primary - £1,005 per child

Children who are, or have been Looked After - £2,000 per child

**Total allocated: £155,765**

**Total spend: Total: £158,000**

**Number of children on school role as at January 2020: 476**

### **Distribution of children eligible for Jersey Premium from 2019 to 2020:**

Foundation Stage: 37 children (37% of FS)

Key Stage 1: 36 children (29% of KS1)

Lower Key Stage 2: 54 children (37% of LKS2)

Upper Key Stage 2: 27 children (25% of UKS2)

**Total: 154 children (32.3%)**

**Jersey Premium Lead:** Anna Lawrence

## Data

In 2020, d'Auvergne received £155,765. The number of children eligible was 154 or 32.3% of the school. Due to COVID-19 and school closures, school data was not formally produced by CYPES. However, our in school data collection at the time of these closures indicated that by the end of Year 6 non Jersey Premium children were out performing their Jersey premium peers in Reading and Writing. However, the tables were turned in Maths, where Jersey Premium children were out performing their peers who were not eligible for Jersey Premium support.

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## 2019 – 2020 Teaching Projects

Project and Rationale	Impact
<p><b>1. To provide the highest quality teaching in all of our classes</b></p> <p>Activity: To update our Learning and Teaching policy.</p> <p>Rationale: To ensure that every child in our school will access high quality learning and teaching.</p> <p>Cost: £0</p>	<p>All staff have been involved in developing and reviewing the Teaching Policy. This has given staff a greater understanding and ownership of the inner workings of the school, maintaining and agreeing to approaches of systems.</p> <p>This, in turn, has provided a greater quality of consistencies, ultimately supporting a calmer and organised environment for the whole community involved with our school.</p>
Project and Rationale	Impact
<p><b>2. To further develop a high quality language rich environment with highly skilled staff to improve language levels in Early Years.</b></p> <p>Activity: d'Auvergne Diddies was offered at the beginning of the year for one term to families.</p> <p>Rationale: To ensure smoother transition going from Nursery into Reception.</p> <p>Cost:£2,000</p>	<p>Due to COVID-19 d'Auvergne Diddies was stopped in February. Once guidelines allow, we aim for this to start again.</p>
Project and Rationale	Impact
<p><b>3. To further develop a high quality language rich environment with highly skilled staff to improve language levels in Early Years.</b></p> <p>Activity: We employed an additional teaching assistant in Foundation stage. (WELLCOMM)</p>	<p>Children entered our Foundation Stage very significantly below typical levels.</p> <p>In Nursery and Reception, most children made good progress and some made outstanding progress.</p> <p>WELLCOMM data showed its impact in the significant increase of children progressing</p>

<p>Rationale: Early language is an indicator of future success at school. d'Auvergne is working towards all children, despite their barriers reaching a high level in communication, language and literacy. In this way, the children will be able to better access other curriculum areas and enjoy all aspects of school life.</p> <p>Cost: £8,000</p>	<p>to Age Related Expectations (ARE) up to Spring 2020. (See table 3 below)</p> <p>In September 2020, the current EYFS cohort are showing significant language needs. This will be further addressed in the 2020 – 2021 plan.</p>
<p><b>Project and Rationale</b></p>	<p><b>Impact</b></p>
<p><b>4. To further develop a high quality language rich environment with highly skilled staff to improve language levels in Early Years.</b></p> <p>Activity: We were able to complete a circuit of REAL events and home visits in the Summer of 2019 as a transition tool for the new Nursery children. All children were offered 4 'Pop in and Play Sessions' and two home visits. These were implemented in the REAL format.</p> <p>Rationale: The majority or large majority of Nursery children, on 2019-2020 entry, were below the expected developmental milestones in all prime areas except in their 'Physical Development'.</p> <p>Cost: £2,000</p>	<p>Children were well settled in comparison to previous years.</p> <p>EYFS Staff had a greater understanding of where the children are starting from prior to entry. This provided them with the opportunity to plan more specifically to the cohort of children entering Nursery.</p> <p>Relationships with the community were strengthened.</p> <p>Parental feedback - "It was lovely to get to know the teachers so well before he started" and "I know more about what they do there (Nursery)" and "I didn't know how much I needed to read to her!".</p>
<p><b>Project and Rationale</b></p>	<p><b>Impact</b></p>
<p><b>5. To ensure that children's maths are at Age Related Expectations or above.</b></p> <p>Activity: Maths No Problem was introduced in Years 1- 6. Through teacher-release, coaching, staff meeting allocation, off-</p>	<p>Observations, book looks and the audit by the d'Auvergne Maths Lead and team, show that the introduction of Maths No problem has assisted in making the approach to maths teaching throughout the school consistent and raise standards and increase</p>

<p>Island training all year groups are now taught using this scheme.</p> <p>A maths audit was undertaken in December 2019 undertaken by two external auditors and the new, maths lead.</p> <p>Formal assessments with GAP analysis were also implemented.</p> <p>Rationale: There were some inconsistencies in teaching approaches across the school and attainment data was difficult to identify specific needs. Previous tracking indicated that a significant proportion of our Jersey Premium children are below Age Related Expectation in maths and that a new approach was necessary to support this.</p> <p>Cost: £10,000</p>	<p>confidence / expectations amongst teachers.</p> <p>Formal assessments have also assisted teachers to have a greater awareness of a detailed GAP analysis and their children's attainment and progress.</p> <p>We are yet to complete a 'full year' of the scheme and thus are awaiting seeing the true results.</p>
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## 2019 – 2020 Targeted Academic Interventions

Project and Rationale	Impact
<p><b>6. To ensure that children are reading and writing at Age Related Expectations or above and enjoyment of reading and writing is high.</b></p> <p>Activity: Implementation of Read Write Inc, a phonics based reading skills scheme.</p> <p>Released a RWI manager to monitor and develop practice and monitor staff.</p> <p>Rationale: To improve consistency in Phonics teaching / early reading and writing in EYFS and KS1, as well as providing further intervention support for KS2 children.</p> <p>Cost: £15,000</p>	<p>RWI data as at December 2020 showed that 1% of children in Reception were at the level expected.</p> <p>By December 2020 40% of children in Year 1 were at the level expected.</p> <p>By December 2020 29% of Children in Year 2 were at the level expected.</p> <p>All staff received updated training, providing consistency in the systems and teaching around Reading in KS1. Due to RWInc being implemented from Reception and up and with school closure, the attainment levels were lower than the RWInc assessment</p>

	<p>scheme expectations, which start in Nursery. As a result, this has impacted the decision to introduce RWinc now, from Nursery and it is anticipated that the following year will show greater attainment.</p>
<b>Project and Rationale</b>	<b>Impact</b>
<p><b>7. To ensure that children are reading and writing at Age Related Expectations or above and enjoyment of reading and writing is high.</b></p> <p>Activity: Provided a Reading Recovery teacher and volunteers to hear children read (used to be fully funded through charity Every Child our Future).</p> <p>Rationale: Our assessments show that disadvantaged pupils tended to do less well in reading and writing in Key Stage 1. Reading at Age Related Expectation is essential to access all learning. Reading Recovery supports identified children in a 1:1 teaching session.</p> <p>Cost: £9,000</p>	<p>Regular Reading Recovery Assessments show that significant progress was made by the children, selected for this support.</p>
<b>Project and Rationale</b>	<b>Impact</b>
<p><b>8. To ensure that children are reading and writing at Age Related Expectations or above and enjoyment of reading and writing is high.</b></p> <p>Activity: Children from both Year 5 and Year 6 received one hour small group sessions, once a week on a Wednesday afternoon. These interventions began in the Autumn Term focussing on the lowest attaining children.</p>	<p>These sessions did not continue due to schools going into lockdown.</p> <p>However, the KS2 Phase Lead reports that the Writing levels of these individuals were improved, mainly through the confidence the children gained in having the additional small group sessions.</p>

<p>Rationale: Our data tells us that high levels of Jersey Premium children are below Age Related Expectation in writing. curriculum.</p> <p>Cost: £16,000</p>	
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## 2019 – 2020 Wider Strategies

Project and Rationale	Impact
<p><b>9. To provide the highest mental health and well being support to our children</b></p> <p>Activity: Continued with the employment of 3 part-time ELSAs (Emotional Literacy Support Assistants) to support children's well-being and Personal, Social and Emotional Development.</p> <p>Rationale: Support for the emotional wellbeing of all children in d'Auvergne is crucial, so that they are able to access their learning successfully.</p> <p>There will always be children in school facing life challenges that detract from their ability to engage with learning. Some will require greater support to increase their emotional literacy than others. ELSA is an initiative developed and supported by educational psychologists. It recognises that children learn better and are happier in school if their emotional needs are also addressed.</p> <p>Cost: £15,000</p>	<p>Increased identification of need and value was placed on these interventions given the COVID pandemic and subsequent lockdown.</p> <p>55 children accessed the ELSA support. Feedback from these children, and their parents have reported their children being calmer and using appropriate language when they are feeling overwhelmed.</p> <p>The ELSA Lead, Class Teachers and Parents have had greater access to provision of ELSA support in school, providing children with essential wellbeing and emotional language support. One part time ELSA TA left the island.</p>

Project and Rationale	Impact
<p><b>10. To further improve physical literacy and fitness and to encourage healthy eating.</b></p> <p>Activity: Employ Jersey Sports coaches to deliver high quality PE and release teachers to improve practice.</p> <p>Rationale: School evidence indicates that many children are not able to sustain exercise.</p> <p>Our understanding is that increasing opportunities for children to exercise, supports their emotional wellbeing and mental health, as well as physical fitness.</p> <p>Cost: £16,000</p>	<p>In Dec 2019, the children's physical Literacy was assessed by Jersey Sport and d'Auvergne's PE Lead, using an assessment template that was jointly constructed.</p> <p>Having shared this data with class teachers, there is now a greater understanding of children's fitness and they report issues / progress back to parents.</p> <p>The PE lead has a more in depth understanding of the specific physical needs required in each year group and this defines the type of support directed by Jersey Sport.</p> <p>The data also highlighted the introduction of an early morning fitness club</p> <p>The testing for July 2020 was not able to happen under COVID guidelines and assessments for Dec 2020 are delayed.</p>
Project and Rationale	Impact
<p><b>11. To further improve physical literacy and fitness and to encourage healthy eating.</b></p> <p>Activity: A fitness club started in September 2020 with a group of selected children in Year 6 based on the Year 5 data from last year.</p> <p>Rationale: To support small groups of children who were significantly below their peers in terms of sustaining levels of fitness, according to the assessments.</p> <p>Cost: incorporated into above costs with Jersey Sport.</p>	<p>Nine of these children came regularly and six were shown to have made good progress.</p> <p>The PE lead reports that following the success of this impact, children from the current Year 5 have now been selected and this club will continue for another Year.</p>



Project and Rationale	Impact
<p><b>12. To further improve physical literacy and fitness and to encourage healthy eating.</b></p> <p>Activity: Our Well Being lead, a teacher and a school TA each delivered weekly healthy cooking sessions, through our After School Clubs provision up to Spring 2020. This continued from September 2020.</p> <p>Rationale: Children reluctant to try new foods. Research shows that a significant number of children from families on a low income have less understanding of fresh produce. High levels of children not recognising different fruit and vegetables.</p> <p>Cost: £3,000</p>	<p>Feedback from the children in class, attending these sessions, was extremely positive and in some cases, parents reported that they repeated the baking session at home.</p> <p>The children attending these sessions are showing greater resilience to trying a wider range of food produce as the sessions continue. Over the year, there has been increased demand on these sessions demonstrating their popularity.</p> <p>Parent comment: 'I could never get her to eat vegetables and now we stir fry them she loves it.'</p>
Project and Rationale	Impact
<p><b>13. To further provide opportunities for children to develop their interpersonal, teambuilding, resilience skills through IT and STEM projects.</b></p> <p>Activity: Provide an expert teacher to deliver STEM based sessions with children from Yr3-6 in our MakerSpace.</p> <p>A Creative Enrichment Timetable organised to ensure access for all Year groups, small groups and after school groups.</p> <p>Purchase IT resources to support the delivery of Coding and STEM sessions.</p> <p>Rationale: Enrichment opportunities for higher-attaining pupils, particularly girls.</p> <p>Cost: £25,000</p>	<p>All children in KS2 were enriched creatively, improving their IT, DT and team working skills.</p> <p>12 children were able to access a lunchtime club and were awarded a d'Auvergne Junior Engineer award, showing that they were able to use equipment safely and respectfully when making.</p> <p>Confidence with problem solving, team building and perseverance has improved significantly and pupils are clearly enjoying the addition of this Maker Space.</p> <p>Pupil comments - 'I think that it makes us think a bit differently to when we are in our classroom.'</p> <p>'I love the making part and working with my friends trying to solve problems like when we</p>

	couldn't get the electrics to work. We had to really think together then and it didn't matter if it went wrong, we just kept trying.'
<b>Project and Rationale</b>	<b>Impact</b>
<p><b>14. To provide enrichment for EYFS.</b></p> <p>Activity: Third classroom was set up ready for September 2020.</p> <p>Overhauling of learning environment in EYFS to ensure continuous provision opportunities are fully accessed by all children, with a particular emphasis on engaging JP pupils .</p> <p>Rationale: To provide all children with equal access to enrichment opportunities as they learn, to support their language and well being in being able to make their own choices to self- direct learning. The addition of the third classroom is in response to an increase in numbers of children attending the school.</p> <p>Cost: £10,000</p>	<p>Although, environments are not at their full potential due to restrictions, no soft furnishings or playdough/ messy play can take place. Despite these restrictions, the EYFS Phase Lead reports that Well-Being and involvement levels are high.</p> <p>Children can self direct their learning, inside and outside opportunities are consistent across the three Reception classes and in Nursery.</p>
<b>Project and Rationale</b>	<b>Impact</b>
<p><b>15. To increase access to the curriculum for our children for whom English is an Additional Language (EAL).</b></p> <p>Activity: Employ an EAL specialist, targeting five distinct strands to support our EAL pupils. The EAL Policy was written. The EAL Induction Procedures were designed for new pupils to the school. Staff received EAL Training regarding strategies. EAL Bell Foundation Assessment framework was introduced. The 3-year EAL Programme was delivered to the parents in February 2020.</p>	<p>Staff are more up to date with the current guidance regarding multilingualism in the school context and it is starting to be embedded with EAL strategies being more present in lessons.</p> <p>Class teachers have a greater understanding of how to track EAL pupils' progress and set more refined targets to support their learning.</p>

<p>The EAL Guide for Parents was prepared and uploaded on the school website. The International Mother Language Day and the European Day of Languages were both celebrated. Multilingual signage was designed and displayed.</p> <p>Rationale: Our data indicates that our pupils with EAL and who are also eligible for Jersey Premium, do not attain as well as their English-speaking peers by the end of Key Stage 2.</p> <p>Cost: £27,000</p>	<p>Our data shows that they are increasing attainment levels in Reading, Writing and Maths.</p> <p>Children have been using their mother tongue language freely in school and parent feedback has been extremely positive, with comments mainly suggesting a greater feeling of inclusion and support.</p>
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