

# Jersey Premium Strategy January 2021

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## Cohort and Funding

This 2020 – 2021 strategy is developed, based on the following levels of Jersey Premium:

### Funding:

Primary – £ 1,160 per child

Child Previously Looked After – £1,700 per child

**Jersey Premium Total: £210,000**

### Distribution:

Foundation Stage: 41 children (36% of FS)

Key Stage 1: 43 children (40% of KS1)

Lower Key Stage 2: 60 children (40% of LKS2)

Upper Key Stage 2: 37 children (31% of UKS2)

**Total: 181 children (37%)**

**Number of children on roll: 495**

**Jersey Premium Lead: Anna Lawrence**

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## Data

In 2020, d'Auvergne received £155,765. The number of children eligible last year was 154 or 32.3% of the school. With more families obtaining eligibility of support, our numbers of Jersey Premium children have become 181 or 37% of our school. This has increased our funding to £210,000 for the year 2020- 2021.

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 in 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 outperforming their peers who were not eligible for Jersey Premium support.

Since returning to school in September 2020, our most recent data suggests that the above pattern of attainment continues to be the same, although the numbers of children obtaining Age Related Expectations has increased gradually as we move through the academic year.

**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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## 2020 – 2021 Teaching Projects

Project and Rationale	Intended Outcome
<p><b>1. To further develop a high-quality language rich environment with highly skilled staff to improve language levels in Early years.</b></p> <p>Activity: To train EYFS staff and begin a NELI (Nuffield Early Language Intervention) 20wk programme for language support aimed at children aged 4-5 years old.</p> <p>Rationale: The majority or large majority of Nursery children, on 2020-2021 entry, are below the expected developmental milestones in all prime areas.</p> <p>The course combines small group work along with one-to-one sessions, delivered by trained teaching assistants, targeting vocabulary, narrative skills, active listening and phonological awareness.</p> <p>It will provide a good base for ELKLAN and RWInc support provided through the school.</p> <p>Cost: £5,000 (£58 per child x 41 + training)</p>	<p>Children will have a more consistent approach to learning systems to help them make the significant progress necessary and prepare them for the learning and language in KS1.</p> <p>Oral language skills will improve and this will further support longer term phonic skills and reading comprehension as the children embark on the RWInc programme, currently used at school.</p> <p>The EYFS phase lead and the RWInc lead will jointly evidence this attainment through the monitoring and evaluation of data, updating at SLT Meetings.</p>
Project and Rationale	Intended Outcome
<p><b>2. To ensure that children's maths are at Age Related Expectations or above.</b></p> <p>Activity: Embed 'Maths- No Problem' for Yr1-6, through teacher-release, coaching, off-Island training.</p> <p>Rationale: Our tracking indicates that a significant proportion of our Jersey Premium</p>	<p>Evidence in children's books and data describing attainment levels across the school will show that children who are Jersey Premium are making expected progress and that they are reaching age related expectations in maths.</p>

<p>children are below Age Related Expectation in maths.</p> <p>Cost: £10,000</p>	
Project and Rationale	Intended Outcome
<p><b>3. 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: Improving consistency in Phonics teaching / early reading and writing with implementation of Read Write Inc - release for RWI manager to monitor and develop practice and monitor staff across the school, to ensure interventions in KS2 are also having the desired impact.</p> <p>Rationale: Our assessments show that disadvantaged pupils tended to do less well in reading and writing in Key Stage 1.</p> <p>The data shows that since RWInc was fully implemented, it is having a positive impact on the attainment of these children. Reading at Age Related Expectation is essential to access all learning.</p> <p>Cost: £10,000</p>	<p>The children will be supported with the same visual tools and phrases in all year groups up to Year 6, in order to provide them with every opportunity to ensure they reach age related expectation.</p> <p>The RWinc and Reading leads will update SLT regularly, to show that RWInc assessments, benchmarking analysis and PIRA tests will evidence that children are making age related expectation in Reading and Writing by the end of KS1 and KS2.</p>

## 2020 – 2021 Targeted Academic Interventions

Project and Rationale	Intended Outcome
<p><b>4. To ensure that all KS2 children receive high quality teaching of a foreign language</b></p> <p>Activity: Employ a high quality Modern Foreign Languages teacher for all children in KS2.</p> <p>Rationale: Our school has not had a MFL teacher for all KS2 and the teaching of a second language has not always been consistent.</p> <p>Cost: Included in the EAL costs (see Project 15)</p>	<p>The children in KS2 will all receive one hour of French lessons each week, introducing and encouraging the speaking of it in accordance with the curriculum.</p>
Project and Rationale	Intended Outcome
<p><b>5. 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: Provide 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 data tells us that high levels of Jersey Premium children are below Age Related Expectation in reading and writing in KS1.</p> <p>Cost: £9,000</p>	<p>The Reading Recovery assessments will show that the identified children who attend the additional reading interventions, make significant progress, becoming confident readers.</p> <p>The reading progress will continue to be monitored by the Reading Recovery teacher as they leave the programme to ensure that the skills the children have learned are being used and maintained.</p>

Project and Rationale	Intended Outcome
<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: Plan and implement a Year 5 and 6 booster group with a Literacy Teacher.</p> <p>Rationale: Our data tells us that high levels of Jersey Premium children are below Age Related Expectation in writing in UKS2.</p> <p>Cost: £16,000</p>	<p>The children will become confident writers and make greater than usual progress.</p> <p>The UKS2 Phase Lead will evidence that these identified Jersey Premium children are reaching age related expectation by the end of KS2.</p>

## 2020 – 2021 Wider Strategies

Project and Rationale	Intended Outcome
<p><b>7. To provide the highest quality emotional well being support in all of our classes</b></p> <p>Activity: Continue with the employment of 2 part-time ELSAs (Emotional Literacy Support Assistants) to support children’s well-being and Personal, Social and Emotional Development.</p> <p>Rationale: It is crucial that we provide support for the emotional wellbeing of all children in d’Auvergne, so that they are able to access their learning successfully. Some will require greater support to increase their emotional literacy than others.</p> <p>ELSA is an initiative developed and supported by educational psychologists. It</p>	<p>Children identified as needing ELSA support will have access to it.</p> <p>These children will have the skills to develop self-coping mechanisms when dealing with their emotions.</p> <p>The children accessing the ELSA support will be able to access their learning with greater success and life challenges will not detract from their ability to engage with learning.</p> <p>Parents’ pre- and post-questionnaires will share feedback to reflect that they feel confident their child is emotionally supported at school.</p>

<p>recognises that children learn better and are happier in school if their emotional needs are also addressed.</p> <p>Cost: £10,000</p>	
Project and Rationale	Intended Outcome
<p><b>8. To provide the highest quality emotional wellbeing support in all our classes.</b></p> <p>Activity: Introduce and maintain individual Provision Maps to update information on Well-Being support and provision.</p> <p>Rationale: To ensure that children receive a consistency in support and approach at our school.</p> <p>Cost: included within the above cost.</p>	<p>Children's emotional well-being will be reflected upon and assessed by ELSA Lead, Class Teachers and Parents with consistency.</p> <p>Assessments and analysis such as Boxall profiles will measure the impact on children's emotional wellbeing.</p> <p>All staff will have a greater understanding of a child receiving ELSA and this will provide an improved transition for the children as they move into new year groups / schools.</p>
<p><b>9. To further develop a high-quality language rich environment with highly skilled staff to improve language levels across the school.</b></p> <p>Activity: Provide professional drama, acting and public speaking classes for KS1 groups and LAMDA training for individual KS2 children. Jo @ Love Theatre</p> <p>Rationale: Our assessments show that pupils who are disadvantaged do not access curriculum subjects as easily because they have a less rich vocabulary. In turn levels of confidence can be low when speaking with confidence.</p> <p>Cost: £2,000</p>	<p>The KS1 Phase Lead will evidence through observation and monitoring assessment in Reading, Writing and Speaking and Listening pre- and post-sessions, that the children attending the drama club, will become confident communicators and orators.</p> <p>Being a confident speaker will also impact wellbeing and self- confidence.</p> <p>KS2 individuals will achieve LAMDA public speaking / performance certificates.</p> <p>The children will demonstrate their confidence in their speaking and listening and apply this to their writing, with an improved vocabulary.</p>

Project and Rationale	Intended Outcome
<p><b>10. To further develop a high-quality language rich environment with highly skilled staff to improve language levels across the school.</b></p> <p>Activity: Inclusion of pre-topic vocab with pictures in all Year groups. Developing word/maths learning mats for specific areas of learning / vocabulary / languages.</p> <p>Rationale: Our assessments show that pupils who are disadvantaged do not access curriculum subjects as easily because they have a less rich vocabulary.</p> <p>Cost: £0</p>	<p>Children will have a greater understanding of the topic specific vocabulary used in school each half term.</p> <p>Parental feedback will show that families talk about the pictures at home and talk about the meaning of the vocabulary presented with each picture, regardless of their mother tongue: creating children who are confident communicators at home and at school.</p>
Project and Rationale	Intended Outcome
<p><b>11. To continue to improve physical literacy and fitness.</b></p> <p>Activity: Employ Jersey Sports coaches to deliver high quality PE and release teachers to improve practice. Sports providers to deliver weekly sessions for the 3 Foundation Stage classes and continue the Fitness Club in UKS2.</p> <p>Rationale: In-school assessment indicates that many children are not able to sustain expected amounts of exercise. 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>Children's physical Literacy assessed in December 2020 by Jersey Sport and the school PE Lead will be compared to assessments taken again in June 2021 and show that overall improvement was made in across the school, with physical fitness and stamina.</p> <p>The PE Lead will be informed by such assessment and know to direct specialist PE trainers to specific year groups, in order to support cohorts within the school.</p> <p>The children in Year 6 will leave our school, feeling physically capable and fit.</p>



Project and Rationale	Intended Outcome
<p><b>12. To continue to improve and encourage healthy eating.</b></p> <p>Activity: Implement a Food and Farming enrichment programme across the school. Teachers make contact with local farmers and set up virtual visits with food tasting sessions.</p> <p>After School Cooking club to continue.</p> <p>Rationale: Following the success of Cooking Clubs after school, our understanding is that high levels of children still remain unfamiliar with where food comes from, seasonality and how what is eaten can impact on mental health, fitness and wellbeing.</p> <p>Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.</p> <p>Cost: £1,500 (Grace Crake and SCOOP)</p>	<p>Children will have a wide range of opportunities to experience seasonality and awareness of how food is grown, produced, prepared for eating and sale across the school.</p> <p>Children will understand the trials and tribulations that farmers locally and in other countries will have to make from season to season and they will be able to compare different types of food production and farming as they move through the school.</p> <p>The impact of this will be that children will leave d'Auvergne with a deeper knowledge of food diversity, a true understanding of having a healthy balanced and nutritional diet and the crucial life skills on how to source, grow and cook with local produce.</p>
Project and Rationale	Intended Outcome
<p><b>13. To further provide enrichment opportunities for children in EYFS.</b></p> <p>Activity: Continue with the development and overhauling of learning environment in EYFS.</p> <p>Rationale: To ensure continuous provision opportunities are fully accessed by all children, with a particular emphasis on engaging JP pupils.</p> <p>Cost: £5,000</p>	<p>Levels of engagement with various areas within the enrichment opportunities will be increased.</p> <p>Continuous professional development for staff in EYFS will help them to be confident with using the appropriate assessment scales.</p>

Project and Rationale	Intended Outcome
<p><b>14. To further provide opportunities for children to develop their interpersonal, teambuilding, resilience skills through IT and STEM projects.</b></p> <p>Activity: Deliver an expert Teacher to deliver DT and IT sessions with children from Yr3-6 in our MakerSpace. (Max Livesey)</p> <p>Purchase IT resources to support the delivery of Coding and STEM sessions.</p> <p>Rationale: Positive feedback from both children and parent in the engagement of designing, making and creating has helped support our understanding that with this increased level of enrichment opportunities for higher-attaining pupils, particularly girls is having an affirmative impact on the aspirations of our children.</p> <p>Cost: £25,000</p>	<p>The feedback from the children and parents will continue to evidence that children who participate in these enrichment opportunities have genuinely increased aspirations for their future.</p> <p>Children develop important life skills, such as problem solving and team building and these subsequently are used in other areas of learning, building creative thinkers and resilient learners.</p>
Project and Rationale	Intended Outcome
<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.</p> <p>Employ a KS1 TA with another language.</p> <p>Rationale: Our data indicates that our pupils with EAL do not attain as well as their English-speaking peers by the end of Key Stage 1 or 2.</p>	<p>Children who come to our school with English as a second language will feel welcome, confident and celebrated.</p> <p>They will have greater support through the use of the Bell Assessment implemented last year and teachers will feel more confident in assessing their needs in relation to EAL.</p> <p>Children in KS1 will benefit from an adult who can speak another language, supporting them with understanding and day to day routines within the community of the school.</p>

<p>Cost: £42,000 (specialist) and £25,000 (TA)</p>	<p>Our data will show that EAL children will reach age related expectations in equal measure to their non EAL peers.</p>
<p><b>Project and Rationale</b></p>	<p><b>Intended Outcome</b></p>
<p><b>16. To support the provision of KS2 ICT in and out of school.</b></p> <p>Activity: Subsidise the rental of laptops in KS2 for approximately 80 students.</p> <p>Rationale: During the lockdown in 2020, it was our understanding that a significant number of children were unable to access learning as a result of poor IT support and equipment.</p> <p>Cost: £2,500</p>	<p>All KS2 children will be able to maximise on learning opportunities both at school and at home.</p> <p>Levels of engagement in learning will improve as will the overall attainment levels.</p> <p>Feedback from pupils, staff and parents will evidence the positive impact of this support on learning and how it will build independent learners at our school.</p>
<p><b>Project and Rationale</b></p>	<p><b>Intended Outcome</b></p>
<p><b>17. To extend the provision of teaching to all our children.</b></p> <p>Activity: From September 2021, we will extend the school day by 30 minutes every day.</p> <p>Rationale: This will increase the time that children have with their class teachers, increasing their engagement with learning time.</p> <p>Cost: £31,000</p>	<p>Overall attainment levels of all children in our school will improve.</p> <p>Levels of engagement in learning will improve.</p> <p>Feedback from pupils, staff and parents will show that this small increase in the length of the school day has made a larger impact on the progress and attainment of our children.</p>
<p><b>Project and Rationale</b></p>	<p><b>Intended Outcome</b></p>
<p><b>18. To extend the provision of reading to children in KS1.</b></p> <p>Activity: Continue to maintain and run a portable loans library in KS1.</p>	<p>Levels of engagement in reading will improve in KS1.</p> <p>Overall attainment levels of reading will improve in KS1.</p>

<p>Rationale: This will increase the provision of loaning new / different books, encouraging motivation to read through choice.</p> <p>Cost: £0</p>	<p>All KS1 children will continue to benefit from this additional resource.</p>
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