

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	d'Auvergne Primary
Number of pupils in school	501
Proportion (%) of Jersey Premium eligible pupils	37%
Academic year/years that our current Jersey Premium strategy plan covers	2022 - 2025
Date this statement was published	28.01.2022
Date on which it will be reviewed	1.12.2022
Statement authorised by	Sam Cooper
Jersey Premium lead	Alexandra Wheaton

Funding overview

Detail	Amount
Jersey Premium funding allocation this academic year	£247,000 (£208,000 staff; £39,000 non-staff)
Total budget for this academic year	£2,648,030

Statement of intent

At d’Auvergne, our curriculum and teaching will:

- Ensure every child makes consistently good progress in every class.
- Focus on developing confident communicators who have a wide vocabulary.
- Ensure our children work hard; gain increasing confidence and independence; and respond positively to challenges.
- Enable all children to do well in a broad range of subjects, equipping them with the knowledge and skills required to be successful learners and citizens.
- Cater very well for different achievement levels, routinely providing appropriate challenge and support.
- Cover in full the Jersey Curriculum, ensuring breadth, balance and depth of learning through a range of rich experiences which build cultural capital.
- Be enhanced by the strongest home-school links.
- Promote the highest of expectations and aspirations for all associated to d’Auvergne School.
- Actively promote positive mental health and wellbeing.

Curriculum Intent

Our curriculum and our teaching will “Enable all children to do well in a broad range of subjects, equipping them with knowledge and skills required to be successful learners and citizens.”

This is the fundamental principle that underpins the design, implementation and ongoing review of the d’Auvergne curriculum. It is at the very core of our ‘why’ and defines us as a school.

Our curriculum goes far beyond the outcomes seen at the end of Year 6. We have thoughtfully constructed a curriculum framework which focuses not solely on academia but on shaping our pupils into confident, passionate, life-long learners. We want all our pupils to continue their journey with a secure foundation of knowledge, skills, ideas and most importantly—a relentless curiosity about the world around them. Thus, when designing our curriculum, we endeavoured to ensure it was broad, complimented by a wide range of experiences and provided pupils with far more than just academic achievement.

Our ambition is for all pupils in d’Auvergne to have equity of access to high quality teaching and experiences, which leads to attainment at least in-line with peers. Our Jersey Premium Strategy sits at the heart of a whole school effort, with all staff understanding the strategy and their role within it.

*Our distribution of funding is predicated on children accessing quality-first teaching, in the first instance. Teaching is the top priority, including professional development. This is further enhanced by having the best possible resources available to all pupils. **“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils”** Sir Kevan Collins.*

Providing many chances for the development of cultural capital is a key principle of our school, and all pupils will experience enrichment opportunities irrespective of their socio-economic situation. These will be driven by pupil-interests.

By the time pupils leave d’Auvergne, we want there to be no evidence of disadvantage having impacted their school life or future prospects; we want to have removed all barriers.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Weak Language and Communication skills
2	Low attainment on entry to the Early Years Foundation Stage in all areas
3	Gaps in reading, writing, maths and phonics (across the school)
4	Lacking enrichment opportunities/cultural capital and low aspirations
5	Impact of COVID-19 on pupil progress, attainment, and well-being

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
Accelerated progress in Reading	Children’s attainment is ‘at least’ in line with the Island average (1,2,3)
Accelerated progress in Writing	Children’s attainment is ‘at least’ in line with the Island average(1,2,3)
Accelerated progress in Maths	Children’s attainment is ‘at least’ in line with the Island average (1,2,3)
Significant engagement in enrichment opportunities	All children access at least one non-curricula enrichment opportunity. (4)

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: £ 154,000 (£152,000 Staff, £2,000 Non-Staff)

Activity	Evidence that supports this approach	Challenge number(s) addressed
	High Quality Staff CPD	
<p>JP Admin (£9k) [One afternoon / week]</p>	Over 1/3 of our pupils are eligible for Jersey Premium. With such extensive numbers and associated resource, management time is required to ensure best outcomes.	1,2,3,4,5
<p>Jersey Premium Mentors Ensuring Quality First Teaching (£30k) Alex Wheaton (£13k) [Three afternoons / week] Rachel Lutkin-Clarke (£17k) [One day / week]</p>	<p>Each Phase has a dedicated senior member of staff who works alongside the other members of staff supporting Jersey Premium children.</p> <p>Their role is to act as a teaching mentor / coach (OLEVI-Trained) and key person for those children and teachers.</p> <p>They are committed to working alongside teachers and children, in class, to develop the very best practices and that appropriate support is being provided to all JP Pupils.</p> <p>The mentors meet weekly with the SLT, updating them with progress. Staff Meetings (in Curriculum Teams) are heavily influenced by observations and evidence gathered.</p> <p>We know that quality feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome. In order for this to happen, teachers will (by Phase Leads) be given time to meet with disadvantaged children and spend time providing 1:1 feedback on how to improve pupils' core skills. The child will work towards their next step in class independently and the successes will be reviewed regularly, with the Phase Lead using the work as evidence of their success.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/embedding-formative-assessment?utm_source=/projects-and-evaluation/projects/embedding-formative-assessment&utm_medium=search&utm_campaign=site_search&search_term=formativ%20assessm</p>	1,2,3,4,5
<p>Teacher CPD (Critical Friends) (£6k)</p>	On-going, high quality CPD is essential to implementing the EEF's principles and to provide a broad and engaging	3

	<p>curriculum that focuses on vocabulary acquisition and skill development.</p> <p>On a regular basis, teachers and subject leaders are given time to enhance the quality of education by visiting one another's classrooms, acting as a 'Critical Friend'. These sharing practice sessions will be further enhanced by 'Lunch and Learn' CPD sessions every week. The focus of the sharing practice opportunities is 'Formative assessment', with particular regard to the quality of feedback.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching?utm_source=/support-for-schools/school-improvement-planning/1-high-quality-teaching&utm_medium=search&utm_campaign=site_search&search_term=quality%20teach</p>	
Teaching Assistant Support (£62k)	<p>Highly skilled support staff are deployed to enhance children's abilities to access the curriculum, through targeted, short-term interventions (RWINc, NELI, WELLCOMM.)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions?utm_source=/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions&utm_medium=search&utm_campaign=site_search&search_term=teaching%20assistant</p>	1,2,3,5
MakerSpace Enrichment Experience (£26k)	<p>Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</p> <p>Enrichment activities offer children a rich context for learning and a stimulus to trigger their interests.</p> <p>Staff benefit from high-quality CPD.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/aspire-to-stem?utm_source=/projects-and-evaluation/projects/aspire-to-stem&utm_medium=search&utm_campaign=site_search&search_term=STEM</p>	4
EAL / MLL Support (£19k)	<p>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>Employ an EAL specialist, targeting five distinct strands to support our EAL pupils.</p> <p>https://educationendowmentfoundation.org.uk/news/eal-pupils-we-invested-heavily-in-the-expertise-of-all-teachers?utm_source=/news/eal-pupils-we-invested-heavily-in-the-expertise-of-all-teachers&utm_medium=search&utm_campaign=site_search&search_term=EAL</p>	1,5

<p>NELI- Nuffield Early Language Intervention (£2k)</p>	<p>Our assessments show that pupils who are disadvantaged do not access curriculum subjects as easily as others because they have less exposure to a rich vocabulary.</p> <p>JP Lead, SENDCO, EYFS Lead, EYFS teachers and teaching support to be trained in NELI.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/oxford-university-nuffield-early-language-intervention-development-of-an-online-training-model?utm_source=/projects-and-evaluation/projects/oxford-university-nuffield-early-language-intervention-development-of-an-online-training-model&utm_medium=search&utm_campaign=site_search&search_term=NELI</p>	<p>1,2,3</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 46,000 (£26,000 Staff, £20,000 Non-Staff)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Out of school day catch-up intervention led by teachers and trained teaching assistants</p> <p><i>Extension of the school day by 15 minutes, for Guided Reading (£22k) from Summer term.</i></p>	<p>Standards in literacy have been significantly impacted during the pandemic. While 19% of the school's children are receiving additional tutoring sessions (through the Jersey Tutoring Programme) for at least half an hour, not all of this time is committed to literacy.</p> <p>An extension of the school day would mean that all children are receiving an additional hour and fifteen minutes of their teacher's time in a week to focus on Guided and Whole-Class reading.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p>	<p>1, 2, 3,5</p>
<p><i>Structured Resources (RWINC / MNP) (£15k)</i></p>	<p>Again, our commitment is to ensure quality-first teaching is provided for all pupils.</p> <p>A systematic synthetic phonics programme for all children ensures outcomes for all. A systematic and consistent approach to maths based on strong theoretical research ensures the best outcomes for pupils. Teachers engage with the most up to date thinking from the Island Maths hub and Literacy Support. Having implemented these Maths and Phonics schemes three years ago standards and consistency across the school has improved. We must continue to build on these successes.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-phonics?utm_source=/projects-and-</p>	<p>1, 2,3</p>

	evaluation/projects/read-write-inc-phonics&utm_medium=search&utm_campaign=site_search&search_term=read%20write%20inc https://educationendowmentfoundation.org.uk/news/eef-blog-mastery-and-maths?utm_source=/news/eef-blog-mastery-and-maths&utm_medium=search&utm_campaign=site_search&search_term=maths%20master	
<i>Love Theatre</i> <i>(£5k)</i>	<p>Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</p> <p>Enrichment activities offer children a rich context for learning and a stimulus to trigger their interests.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment?utm_source=/guidance-for-teachers/life-skills-enrichment&utm_medium=search&utm_campaign=site_search&search_term=enri</p>	1,4

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 50,000 (£39,000 Staff, £11,000 Non-Staff)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Support pupils' physical/mental well-being and character development</p> <p><i>Jersey Sport (£18k)</i></p> <p><i>Outdoor Learning (£21k)</i></p>	<p>Jersey Sport – Recent physical testing has shown, on average, students from d'Auvergne scored below the age expected levels for their age in 4 areas (aerobic fitness, agility, flexibility, and strength) out of 8. In one area (strength), the students scored significantly below the expected levels for their age. We encourage active learning to stop the obesity crisis.</p> <p>EEF– Sports participation increased educational engagement and attainment.</p> <p>Enrichment activities offer children a context for learning and a stimulus to trigger their interest which cannot be achieved in pupil books and data.</p> <p>Outdoor education involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion may also be involved. It is incredibly important we provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access, while at d'Auvergne.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/physically-active-</p>	4

	lessons?utm_source=/projects-and-evaluation/projects/physically-active-lessons&utm_medium=search&utm_campaign=site_search&search_term=physical	
<i>Access to Jersey Music Service (£3k)</i>	<p>Every child has the right to learn to play an instrument, EEF- describe the benefits to children in learning to play musical instruments. Whilst these activities, of course, have important educational value in themselves, this Toolkit entry focuses on the benefits of Arts participation for core academic attainment in other areas of the curriculum particularly literacy and mathematics.</p> <p>Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</p> <p>Enrichment activities offer children a context for learning and a stimulus to trigger their interest which cannot be achieved in pupil books and data</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/first-thing-music?utm_source=/projects-and-evaluation/projects/first-thing-music&utm_medium=search&utm_campaign=site_search&search_term=music</p>	4
<i>Access to After School Club (£3k)</i>	<p>Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</p> <p>Enrichment activities offer children a rich context for learning and a stimulus to trigger their interests.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity?utm_source=/education-evidence/teaching-learning-toolkit/physical-activity&utm_medium=search&utm_campaign=site_search&search_term=physical</p>	1,3,4,5
<i>Trips / Experiences /Laptops Pupil Hardship Fund (£5k)</i>	<p>Funded/Subsidised opportunities for JP children. EEF- outdoor adventure learning shows positive benefits on academic learning and self-confidence.</p> <p>https://educationendowmentfoundation.org.uk/news/pupil-premium-money-matters-but-nothing-matters-more-than-the-teacher?utm_source=/news/pupil-premium-money-matters-but-nothing-matters-more-than-the-teacher&utm_medium=search&utm_campaign=site_search&search_term=money</p>	4

Total budgeted cost: £ 250,000

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 2020 to 2021 academic year.

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.
- 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.
- 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.
- 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.
- 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.

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>

Cohort and Funding

The 2020- 2021 Jersey Premium strategy was developed, based on the following levels of Jersey Premium allocations:

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%)

New Income Support: 36	Continuing Income Support: 143	TOTAL: 181
Less than 5yrs Residency: 0	Continuing less than 5yrs residency: 2	
CLA: 0	CPLA: 1	TOTAL: 182

Number of children on roll: 495

Jersey Premium Lead: Anna Lawrence

New Jersey Premium Lead as of January 2022: Alex Wheaton

Data

In 2020, d'Auvergne received £210,000. With more families obtaining eligibility of support, our numbers of Jersey Premium children have increased with the number of children eligible last year being 182 or 37% of the school.

This year, school data was produced and it became clear that COVID-19 would continue to have an impact on school life and learning. Measures were put into place to support this impact in the form of a Jersey Tutoring Programme. Our in school, end of year data in July 2021 in maths, reading and writing has shown that the gap between children receiving Jersey Premium support and children who are not receiving this support has decreased when compared to the Autumn 2020 data collection. With the return to school and the introduction of the Jersey Tutoring Programme, greater priority was given to tutoring for children receiving Jersey Premium support and this, along with some of the projects has most certainly contributed to this positive impact of gap closure.

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>

2020 – 2021 Teaching Projects

Project and Rationale	Impact
<p>To provide the highest quality teaching in all of our classes</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.</p> <p>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 recognises that children learn better and are happier in school if their emotional needs are also addressed.</p> <p>Cost: £10,000</p>	<p>80 children have been identified as needing targeted ELSA support with 55 having accessed it. In some cases this access has been short term (6-8wks) and others have been longer term.</p> <p>One ELSA support assistant left the island in September 2021 and the second support assistant became full time ELSA however, due to COVID related staff absences this was significantly reduced. Two existing TA’s are due to be ELSA trained for the coming year.</p> <p>The children accessing the ELSA support are able to access their learning with greater success and class teachers observe that their ability to engage with learning has improved, including being able to deal with their emotions.</p> <p>Parent feedback to date reflects that they feel confident their child is emotionally supported at school – more feedback will be collected further into 2022 by the ELSA lead.</p> <p>One child receiving ELSA expressed how they ‘no longer feel so angry’ and that they ‘don’t want to hurt anyone now.’ The child is happy at school and ‘feels safer’ accessing the learning in class.</p>
Project and Rationale	Impact
<p>To provide the highest quality teaching in all of our classes</p>	<p>Children’s emotional well-being is reflected upon and dealt with consistently by staff with the support of the ELSA lead and team.</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>Existing staff at school have a greater understanding of children receiving ELSA and this has improved transition for these children as they move into new year groups / schools.</p> <p>The ELSA lead feels there is some more work to be done in terms of evaluating the ELSA sessions, given that we have new members of staff and in the form of capturing data in the evaluation process. This will be developed over the coming year.</p>
Project and Rationale	Impact
<p>To further develop a high-quality language rich environment with highly skilled staff to improve language levels in Early years.</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. 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>The NELI programme has been purchased and training packs have been delivered to the school.</p> <p>Recent changes of excessive demands for NELI in the UK mainland have delayed access to the training. Staff at school have been identified for training and are awaiting the allocation of this training, although do have access to the packs and are currently in the process of reading and developing their own understanding of the programme.</p> <p>The EYFS phase lead and the SENCO lead will jointly evidence the attainment of this programme through the monitoring and evaluation of data, updating at SLT Meetings.</p>
Project and Rationale	Impact

<p>To ensure that children’s maths are at Age Related Expectations or above</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 children are below Age Related Expectation in maths.</p> <p>Cost: £10,000</p>	<p>July 2021 data reflects that 60% of children who are receiving Jersey Premium support are making the expected progress and that they are reaching age related expectations in maths.</p> <p>Observations have helped to ensure that the MNP scheme is becoming embedded and increasingly consistent across the school.</p>
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2020 – 2021 Targeted Academic Interventions

Project and Rationale	Impact
<p>To ensure that children are reading and writing at Age Related Expectations or above and enjoyment of reading and writing is high.</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.</p> <p>Reading at Age Related Expectation is essential to access all learning.</p>	<p>Children are supported with the same RWInc visual tools and phrases in all year groups up to Year 6, providing them with every opportunity to ensure they reach age related expectation.</p> <p>RWInc assessments, benchmarking analysis and PiRA tests evidence that increased numbers of Jersey Premium children are on track to making age related expectation in Reading.</p>

Cost: £10,000	
Project and Rationale	Impact
<p>To ensure that children are reading and writing at Age Related Expectations or above and enjoyment of reading and writing is high.</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>Regular Reading Recovery Assessments show that significant progress was made by the children, selected for this support.</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	Impact
<p>To ensure that children are reading and writing at Age Related Expectations or above and enjoyment of reading and writing is high.</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>Children taking part in these booster group sessions are reported to have all improved with their levels of confidence. This supported the impact of their contributions in class and ultimately on their ability to reach ARE at the end of the year. The Literacy Teacher running the booster groups left the school in March 2021 and the Jersey Tutoring Programme enabled the class teacher to provide additional support to pick up any additional needs for these children.</p> <p>At the end of the academic year in July 2021, data showed that 63% children receiving Jersey Premium support were reaching ARE in Reading.</p>

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2020 – 2021 Wider Strategies

Project and Rationale	Impact
<p>To further develop a high-quality language rich environment with highly skilled staff to improve language levels across the school.</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 reported that those children accessing the drama sessions, have become confident communicators and orators, improving the self confidence of the majority of individuals.</p> <p>In the Autumn half term 2021, the public speaking classes were offered to one class of Yr6 children as an after-school session. The uptake was good with more than two thirds of the class attending and the class teacher has noted the increase in confidence of speaking publicly in class and beyond. Parent feedback has also been positive.</p> <p>This will continue to be offered to children in the other two Yr6 classes.</p> <p>KS2 individuals were unable to take their LAMDA public speaking / performance exams due to COVID however, the same children remain committed and intend to achieve their certificates this coming year.</p>
Project and Rationale	Impact
<p>To further develop a high-quality language rich environment with highly skilled staff to improve language levels across the school.</p>	<p>Children have a greater understanding of the topic specific vocabulary used in school each half term.</p> <p>Parental comments suggest that they find it useful to provide support for their children at home and say that</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>families talk about the pictures at home and talk about the meaning of the vocabulary presented with each picture – a number of parents explain that it has given them new vocabulary as they are learning with the children in some instances.</p>
<p>Project and Rationale</p>	<p>Impact</p>
<p>To continue to improve physical literacy and fitness.</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: £17,010</p>	<p>Children’s physical Literacy assessed in December 2020 by Jersey Sport and the school PE Lead was 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 is informed by the assessments and knows to direct specialist PE trainers to specific year groups, in order to support cohorts within the school. Data showed that ‘flexibility’ was an area of weakness across the school and this has prompted the introduction of a fitness homework with a specific focus on flexibility. In addition, Jersey Sports have planned in sessions to include greater flexibility in specific year groups where the weakness was greatest.</p>
<p>Project and Rationale</p>	<p>Impact</p>

<p>To continue to improve and encourage healthy eating.</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 well being.</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 have had an increased range of opportunities to experience seasonality and awareness of how food is grown, produced, prepared for eating and sale across the school.</p> <p>Local farming communities have supported different year groups, enabling the children to appreciate the trials and tribulations that farmers locally have to make from season to season.</p> <p>The school PTA has reinforced this understanding further with the purchase of a gardening tunnel.</p> <p>The impact of this is 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>
<p>Project and Rationale</p>	<p>Impact</p>
<p>To further provide enrichment opportunities for children in EYFS.</p> <p>Activity: Continue with the development and overhauling of learning environment in EYFS.</p>	<p>Levels of engagement with various areas within the enrichment opportunities have increased.</p> <p>Significant developments and training for staff have been directed towards increasing opportunities for reading and writing in their basic form. This text familiarity and sharing, is already showing the</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>improvement of the language and culture of reading readiness in EYFS.</p> <p>Continuous professional development for staff in EYFS has helped them to be confident with using the appropriate assessment scales to monitor this.</p>
<p>Project and Rationale</p>	<p>Impact</p>
<p>To further provide opportunities for children to develop their interpersonal, teambuilding, resilience skills through IT and STEM projects.</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 who have not necessarily had such opportunities at home, have been able to 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>
<p>Project and Rationale</p>	<p>Impact</p>

<p>To increase access to the curriculum for our children for whom English is an Additional Language (EAL).</p> <p>Activity: Employ an EAL specialist, targeting five distinct strands to support our EAL pupils.</p> <p>Employ a KSI 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>Cost: £42,000 (specialist) and £25,000 (TA)</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> <p>Pupil voice and parent feedback suggests that children who come to our school with English as a second language feel welcome, confident and celebrated.</p> <p>Staff have been trained in the use of the Bell Assessment implemented last year and teachers will feel more confident in assessing individual children's needs in relation to EAL. This is reflected in a positive uptake of Learning Village for children who need additional support at home, where class teachers feel informed enough to set specific tasks for individual children.</p> <p>The introduction of a Polish Philosophy lunch club has proven popular with KS2 children and this year we have a significant number of children entering the Eistedfodd, speaking publicly in different languages for the first time.</p> <p>Children across the school have benefitted 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>Project and Rationale</p>	<p>Impact</p>
<p>To support the provision of KS2 Computing in and out of school.</p>	<p>All KS2 children are able to maximise on learning opportunities both at school and at home. Children isolating at home are able to access learning on Google classroom, providing them with learning</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>support and decreasing the impact of gap of not being in school.</p> <p>Levels of engagement in learning have improved with the introduction of a variety of maths, reading and writing websites that can be accessed at home.</p> <p>Feedback from pupils, staff and parents evidences that having the laptops has enabled us to build increased independence with learning. One child recently reflected that they 'were able to come back to class without feeling worried' because they had the same resources to read ad work on at home whilst isolating.</p>
<p>Project and Rationale</p>	<p>Impact</p>
<p>To extend the provision of teaching to all our children.</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>With priorities across the school changing due to ongoing COVID measures, the extension of the school day has yet to occur.</p> <p>Parents have been informed that this will happen in the near future. Staff are also informed and in favour of this extension to help include additional reading and maths opportunities.</p> <p>The success of the Jersey Tutoring Programme at d'Auvergne has helped to support this gap over the year.</p>

July 2021 WHOLE SCHOOL Data

Subjects assessed and tracked through PiRA, PuMA and Teacher assessment. Reception to Yr6	Percentage of Jersey Premium Pupils achieving ARE July 2021	Percentage of Non Jersey Premium Pupils achieving ARE July 2021	Gap
Reading	63%	70%	7%
Maths	60%	67%	7%
Writing	50%	61%	11%

December 2021 WHOLE SCHOOL Data

Subjects assessed and tracked through PiRA, PuMA and Teacher assessment.	Percentage of Jersey Premium Pupils achieving ARE December 2021	Percentage of Non Jersey Premium Pupils achieving ARE December 2021	Gap
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Reception to Yr6			
Reading	46%	57%	9%
Maths	39%	56%	17%
Writing	36%	48%	12%